ORIGINAL ARTICLE

Designing a policy process model in the education system (Case study: Faculty of Medical Sciences, Islamic Azad University of Mashhad)

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Background: The purpose of this study was to design a model for the policy-making process in the education system of the Faculty of Medical Sciences at the Islamic Azad University.

Method: The research method used in this study is mixed. A mixed-methods sequential explanatory design was used to illustrate the methodological discussion. In the qualitative phase, data-based theorizing was done; and in the quantitative part, field research was fulfilled. The sample of the qualitative section consisted of 14 members of the board of trustees of the Azad University selected via purposive sampling. As with the quantitative section, the statistical population was 110 faculty members of the Faculty of Medical Sciences at Mashhad Azad University from whom 86 were adopted through simple random sampling method.

Results: The research findings related to the qualitative phase were the presentation of a policy model in the education system including 47 components, 19 subcategories, and 6 main categories. Further, the results obtained from the quantitative phase revealed that social entrepreneurship, as the central category of research, is above average in the educational system of the Faculty of Medical Sciences at Islamic Azad University, Mashhad branch.

Conclusion: According to the theorizing in the research model, it can be concluded that conditions such as social surveying, centralized system, actors, and policy model cause social entrepreneurship to be formed as a central category in education system policy. Strategies such as knowledge-based economics, strategic management, effectiveness, and futures studies as strategies of the education system lead to inclusive employment, professional ethics, social responsibility, and training of skilled manpower.

Keywords: Policymaking, Organizational Policy, Education Research

تصميم نموذج عملية السياسة في نظام التعليم (دراسة حالة: كلية العلوم الطبية ، جامعة آزاد الإسلامية في مشهد)

الخلفية: الغرض من هذه الدراسة هو تصميم نموذج لعملية صنع السياسات في نظام التعليم لكلية العلوم الطبية في جامعة آزاد الإسلامية.

المنهج: أسلوب البحث المستخدم في هذه الدراسة مختلط. تم استخدام تصميم توضيحي متسلسل مختلط الأساليب لتوضيح المناقشة المنهجية. في المرحلة النوعية ، تم التنظير القائم على البيانات ؛ وفي الجزء الكمي تم إجراء البحث الميداني. تكونت عينة القسم النوعي من ١٤ عضوا من مجلس أمناء جامعة آزاد تم اختيارهم من خلال أخذ العينات الهادف. كما هو الحال في القسم الكمي ، كان المجتمع الإحصائي ١١٠ عضو هيئة تدريس بكلية العلوم الطبية بجامعة مشهد آزاد ، منهم ٨٦ تم تبنيهم بطريقة العينة العشوائية البسيطة.

النتائج: تمثلت نتائج البحث المتعلقة بالمرحلة النوعية في عرض نموذج سياسة في نظام التعليم متضمنًا ٤٧ مكونًا و ١٩ فئة فرعية و ٦ فئات رئيسية. علاوة على ذلك ، كشفت النتائج التي تم الحصول عليها من المرحلة الكمية أن ريادة الأعمال الاجتماعية ، باعتبارها الفئة المركزية للبحث ، أعلى من المتوسط في النظام التعليمي لكلية العلوم الطبية بجامعة آزاد الإسلامية ، فرع مشهد.

الخلاصة: وفقًا للتنظير في نموذج البحث ، يمكن استنتاج أن ظروفًا مثل المسح الاجتماعي ، والنظام المركزي ، والجهات الفاعلة ، ونموذج السياسة تؤدي إلى تكوين ريادة الأعمال الاجتماعية كفئة مركزية في سياسة نظام التعليم. تؤدي استراتيجيات مثل الاقتصاد القائم على المعرفة والإدارة الإستراتيجية والفعالية والدراسات المستقبلية كاستراتيجيات لنظام التعليم إلى توظيف شامل وأخلاقيات مهنية ومسؤولية اجتماعية وتدريب القوى العاملة الماهرة.

الكلمات المفتاحية: صنع السياسات ، السياسة التنظيمية ، البحوث التربوية

تعلیمی نظام میں پالیسی پراسیس ماڈل کی تشکیل (کیس اسٹڈی: فیکلٹی آف میڈیکل سائنسز، اسلامی آزاد یونیورسٹی مشہد)

پس منظر: اس مطالعے کا مقصد اسلامی آزاد یونیورسٹی میں میڈیکل سائنسز کی فیکلٹی کے تعلیمی نظام میں پالیسی سازی کے عمل کے لیے ایک ماڈل تیار کرنا تھا۔

طریقہ: اس تحقیق میں استعمال ہونے والا تحقیقی طریقہ مخلوط ہے۔ طریقہ کار کی بحث کو واضح کرنے کے لیے ایک مخلوط طریقے ترتیب وار وضاحتی ڈیزائن کا استعمال کیا گیا تھا۔ کوالیٹیو سیکشن کا نمونہ آزاد یونیورسٹی کے بورڈ آف ٹرسٹیز کے ۱۳ ممبران پر مشتمل تھا جنہیں مقصدی نمونے کے ذریعے منتخب کیا گیا تھا۔ مقداری حصے کی طرح، شماریاتی آبادی مشہد آزاد یونیورسٹی میں میڈیکل سائنسز کی فیکلٹی کے ۱۱۰ فیکلٹی ممبران پر مشتمل تھی جن میں سے ۸۶ کو سادہ بے ترتیب نمونے لینے کے طریقہ کار کے ذریعے اپنایا گیا۔

نتائج: کوالیٹیو مرحلے سے متعلق تحقیقی نتائج تعلیمی نظام میں پالیسی ماڈل کی پیش کش تھے جن میں ۴۷ اجزاء، ۱۹ ذیلی زمرہ جات، اور ۶ اہم زمرے شامل تھے۔ مزید، مقداری مرحلے سے حاصل کردہ نتائج سے یہ بات سامنے آئی ہے کہ تحقیق کے مرکزی زمرے کے طور پر، اسلامی آزاد یونیورسٹی، مشہد برانچ میں میڈیکل سائنسز کی فیکلٹی کے تعلیمی نظام میں سوشل انٹرپرینیورشپ اوسط سے اوپر ہے۔

نتیجہ: یہ نتیجہ اخذ کیا جا سکتا ہے کہ سماجی سروے، مرکزی نظام، اداکار، اور پالیسی ماڈل جیسے حالات تعلیمی نظام کی پالیسی میں سماجی کاروبار کو مرکزی زمرے کے طور پر تشکیل دینے کا سبب بنتے ہیں۔ تعلیمی نظام کی حکمت عملیوں کے طور پر علم پر مبنی معاشیات، حکمت عملی کا انتظام، تاثیر، اور مستقبل کے مطالعے جیسی حکمت عملی جامع روزگار، پیشہ ورانہ اخلاقیات، سماجی ذمہ داری، اور ہنر مند افرادی قوت کی تربیت کا باعث بنتی ہے۔

مطلوبہ الفاظ: پالیسی سازی، تنظیمی پالیسی، تعلیمی تحقیق

طراحی مدل فرآیند سیاست گذاری در نظام آموزش (مطالعه موردی: دانشکده علوم پزشکی، دانشگاه آزاد اسلامی مشهد)

زمینه و هدف: هدف این مطالعه طراحی مدل برای فرایند سیاست گذاری در نظام آموزش دانشکده علوم پزشکی دانشگاه آزاد اسلامی مشهد می باشد.

روش : روش تحقیق، ترکیبی است. از طرح توجیهی متوالی روشهای ترکیبی برای نشان دادن بحث روش استفاده شده است. در قسمت کیفی ، نظریه پردازی داده بنیاد و در قسمت کمی، تحقیقات میدانی انجام شده است. نمونه بخش کیفی متشکل از ۱۴ نفر از اعضای هیئت امنای دانشگاه آزاد بوده است که به روش نمونه گیری هدفمند انتخاب شدند. در بخش کمی، جامعه آماری ۱۱۰ عضو هیئت علمی دانشکده علوم پزشکی دانشگاه آزاد مشهد می باشند که با توجه به روش نمونه گیری تصادفی ساده و جدول مورگان تعداد، ۸۶ نفر انتخاب شدند.

یافته ها: یافته های تحقیق در بخش کیفی، ارائه ی مدل سیاست گذاری در نظام آموزش می باشد که شامل ۴۷ مولفه، ۱۹ زیر مقوله و ۶ مقوله اصلی است. نتایج تحقیق در بخش کمی نشان داد که مقوله محوری تحقیق که کارآفرینی اجتماعی می باشد در سیستم آموزشی دانشکده علوم پزشکی دانشگاه آزاد اسلامی مشهد بالاتر از سطح متوسط می باشد.

نتیجه گیری: طبق نظریه پردازی در مدل تحقیق می توان نتیجه گیری کرد که شرایطی همانند پیمایش اجتماعی، نظام متمرکز، بازیگران و مدل سیاست گذاری باعث می شود که کارآفرینی اجتماعی بعنوان مقوله محوری در سیاست گذاری نظام آموزش شکل بگیرد. راهبردهایی چون اقتصاد دانش بنیان، مدیریت استراتژیک، اثربخشی و آینده پژوهی به عنوان راهبردهای نظام آموزش منجر به اشتغال فراگیر، اخلاق حرفه ای، مسئولیت پذیری اجتماعی و پرورش نیروی انسانی ماهر می باشد.

واژه های کلیدی: سیاست گذاری، سیاست سازمانی، تحقیقات آموزشی

INTRODUCTION

Education system is one of critical requirements in the development of countries. In many countries, this system is one of the foundations that involve high costs in that it raises forces that can change the future of a country (1).

Education should play a seminal role in society because new knowledge is produced and transferred to create appropriate competencies in this field. Education and technology development helps to promote sustainable development in society (2). The interaction of dynamic systems involving government, university, and research institutes in developing countries paves the way for innovation (3,4).

Amid this, ambiguity in higher education decisions is an issue. The diversity of stakeholders' findings and interests in policy making networks indicates that there is no clear link among higher education decision-makers.(5, 6). Unfortunately, staff duties and queues are not systematic in the university education system; and there are interferences and mismatches in the formulation of priorities, strategies, plans, and programs (7). Another issue regarding policy-making in the Iranian higher education system is associated with the job creation approach taken by the universities. To put it more clearly, some of the courses taught at universities are only theoretical and have not been designed for job and practical purposes (8).

There is consensus regarding the importance of policy-making. Years have passed since the time when only one person made decisions. Nowadays, traditional systems have largely lost their effectiveness due to environmental changes and the nature of public issues (9).

Deciding on higher education system is among the most important issues in any country. Taking the best policies in the formulation and implementation of education requires study and research in the field of higher education (10). Policy-making in higher education has its own complications (6).

There is a policy called open data governance in policy-making in which non-governmental capacities are used in public government decisions. This is usually taken as one of the indicators of good governance (11).

Governence open data policy refers to a set of measures that should be taken by governments to ensure the confidentiality of access to political data and information. This way, elites and experts might play an active role in policy-making (12). As a result of this, reusing data in this aspect might improve and highlight issues such as transparency, creativity, economic growth, informal decisions, and ultimately policy making (13).

One point that can clearly indicate the necessity of conducting this research study is the lack of research with a local model for the policy-making process in universities' education system in Iran. Also, in recent years, unfortunately, the policy making model in the education system of Islamic Azad University is far from collective rationality and is mostly based on bargaining by influential groups (14).

Regarding the research background, Andrinsayah et al. (2019) examined the relationship between public policies and education management in Indonesia. They concluded that factors such as labor force development, higher education, and brain drain play key roles in in policy making. (15). Kangdan and Shankar (2018) also looked into the role of behavioral economics in evidence-based policy making (16). Ganter and McGinty (2014) also investigated the role of pluralism view in education policy and concluded that pluralism in university policy is likely to give rise to innovation and new opportunities (17).

Given these points, the present research study aimed to offer a conceptual framework for the educational system of the Faculty of Medical Sciences at Islamic Azad University the educational system of the Faculty of Medical Sciences at Islamic Azad University.

The main research questions addressed in this study were as follows:

1- Qualitative research question: What is the policy making model in the education system of Islamic Azad University?

2- Quantitative research question: What is the central category in the educational system of the Faculty of Medical Sciences at Islamic Azad University, Mashhad branch?

METHODS

The research method in the qualitative stage was the Grounded theory (Strauss and Corbin, 1998) in which factors, contexts, strategies, intervenors, and policy making-related consequences are extracted from experts's perspectives. (18).

Inclusion criteria in the qualitative section were membership in the board of trustees of the Islamic Azad University and in the quantitative section, membership in the faculty of the university. Exclusion criteria in the qualitative part were non-cooperation in the interview, and in the quantitative part, incomplete or incorrect completion of the questionnaire.

The statistical sample in the qualitative stage consisted of 14 members of the board of trustees at Islamic Azad University (Khorasan Razavi branch) and experts in the field of policy-making in the education system all selected through purposeful non-random procedure.

Furthermore, the research method in the quantitative stage was survey. Statistical population In this phase of study included all faculty members of medical schools in Khorasan Razavi province (110 persons) from whom 86 ones were selected by stratified random sampling method and Morgan table. To gather data in the qualitative and quantitative phases, interview and a researcher-developed questionnaire were utilized respectively. The researcher-made questionnaire was developed based on the central category of grounded theory or social entrepreneurship, which included 5 categories: land management, workforce training, adaptation to the needs of society, wealth creation, and skills development.

To check the validity and reliability in the qualitative stage, the four concepts of credibility, dependability, verifiability, and transferability were used. Credibility deals with the issue that what is mentioned in the findings and results of the research by the researcher is exactly what has been in respondents' mind (19). By transferability it means the ability to generalize results to other contexts (20).

In order to obtain creditability in the qualitative stage, long-

term involvement, continuous observation and review by the participants were used. Also, each interview was listened and reviewed several times. After the interview, the resulted data were checked by the interviewees.

To enhance verifiability in this study, the researcher carefully examined the raw data, interpretations, suggestions, and findings. After analysis, the researcher presented the data to three experts and it was finally confirmed after some modifications. Additionally, 15% of the interviews coded by the researcher was given to one of the experts to evaluate. The results of the two researchers' coding showed that the kappa coefficient calculated by SPSS software was 0.632. Given that this value is more than 0.6, the dependence of the extracted codes was confirmed. As with validity in the quantitative stage, exploratory factor analysis was performed as shown in Table 3. In order to make the instrument reliable, retesting was used. The retest of each questionnaire was confirmed with a Spearman's rho correlation coefficient of 0.745-0.871; $p<0.000$. The correlation coefficient of the retest test of research categories is shown in Table 5. It should be noted that the total correlation coefficient of the test is 0.833.

Finally, to analyze the data in the qualitative stage, the open, axial and selective coding methods were used via Max Quda software (Figure 2).To evaluate the validity of the structure, confirmatory factor analysis was used by SPSS software.

In open coding, interviews were changed to open codes or shorter phrases. In axial coding, main categories are related with their subcategories. Selective coding is, in fact, the process of integrating and improving categories. In other words, selective coding is the most important stage of theorizing in which researcher connects the categories to one another and then tries to create an image or theory about the subject.

RESULTS

According to the demographic characteristics of the interviewees in the qualitative section, there were 10 males and 2 females with 5 years or more experience in the field of policy making.

1- Qualitative research question: What is the policy making model in the education system of Islamic Azad

Table 1. The demographic characteristics of the respondents in the quantitative section

Gender of respondents			Respondents' service status			Age status of respondents		
No.	Frequency	%	No.	Frequency	%	No.	Frequency	%
man	56	65.1	Less than 5 year	10	11.6	25-30	0	0
woman	30	34.9	5-10	28	32.6	31-35	5	5.8
			11-16	39	45.3	36-40	25	29.1
			16-20	5	5.8	41-45	45	57.3
			More than 20	4	4.7	More than 45	11	12.8

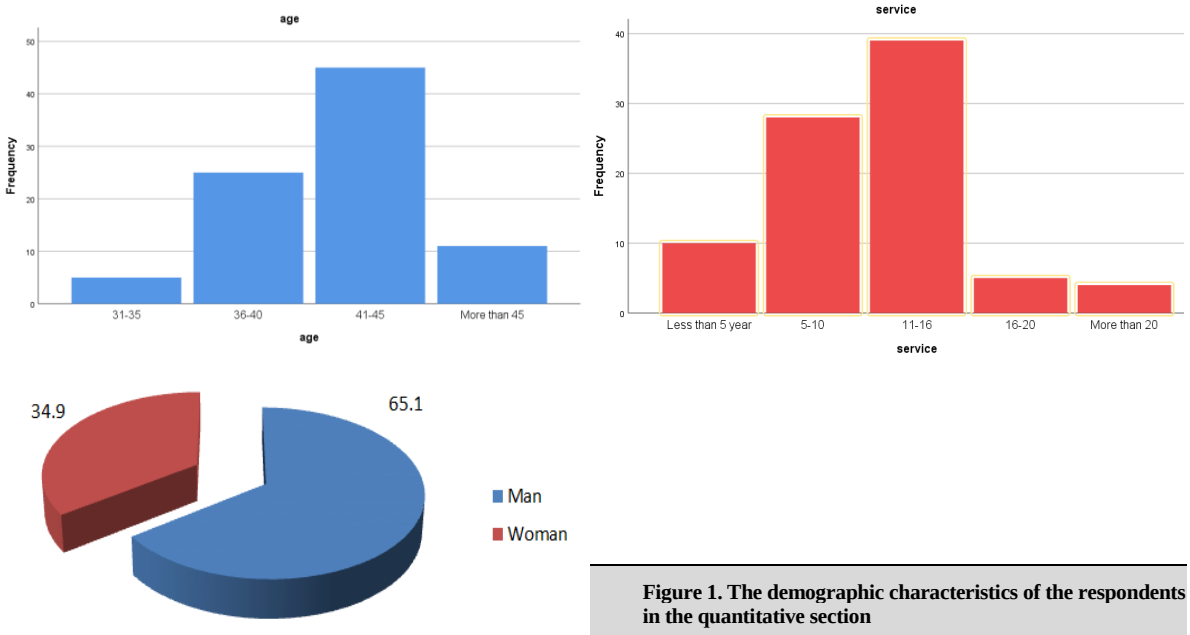

Figure 1. The demographic characteristics of the respondents in the quantitative section

University?

The interviews were analyzed one by one according to the Foundation's data theorizing method. Data were analyzed using Strauss and Corbin method and MAXQDA software was also used for data management. During the open coding, each text was read repeatedly and codes were extracted from the participants' words. For example, the code for "recognizing the work environment" was developed by the researcher based on the participant's opinion that "in many large universities around the world, all first-year students are required to take an entrepreneurship course, which aims to "Get acquainted with the job environment to reduce the number of unemployed graduates in the future." Codes that are conceptually and essentially similar or semantically related are then grouped into categories.

Table 2. Axial coding of interview data

Core category	Main categories	Subcategories
The conditions of the policymaking process in the education system	Policy performer	Bureaucrats
		Political elites
		Policy intermediaries
	Social navigation	Problem-solving
		Preparing the agenda
	Rationality	Political rationality
		Experimental rationality
		Legal rationality
		Economic rationality
		Religious rationality
		Moral rationality
A central category of policy-making in the education system	Land use planning	Long-term planning
		Consider natural factors
	Workforce training	Educational argument
		Efficient manpower
		creative force training
	Adapting to the needs of the community	Theories and the word of reality
		Responding to the needs of society
	Wealth creation	Generate ideas
		Economic Development
		creation of value
	Skills training	Commercialization of education
		Operation training
Policy contexts in the education system	Supportive policies	Financing
		Availability of resources
	Media literacy	Technology information
		Management information
	Social participation	Public participation
		Mutual trust
Policy intervenors in the education system	Environmental threats	Large environment
		Ability
	Competence	Knowledge
		Attitude
Policy strategies in the education system	Effectiveness	Improving the quality of education
		Systematic thinking
	Knowledge-based economy	Economic growth
		Invest in improvement
	Research future	Visualization of future
		The goal of research priorities
	Strategic management	Purposeful planning
		Industry interaction with the university
		Overcoming environmental threats
Consequences of policymaking in the education system	Inclusive employment	Estimating the needs of the community
		Overcoming hidden unemployment
		Training of efficient manpower
	Social responsibility	Solving social problems and issues
		social participation

Figure 2 presents the model extracted from the qualitative stage findings. It should be noted that this process involves forming a policy, creating a solution, choosing a solution and implementing a policy, and evaluating a policy.

2- Quantitative research question: What is the status of the central category in the educational system of the Faculty of Medical Sciences at Islamic Azad University, Mashhad branch?

To evaluate the validity of the structure, confirmatory factor analysis was used by SPSS software (22).

In order to explain the model, according to the method of factor analysis, reduction of variables to the main factors and classification of variables in appropriate and common categories, exploratory factor analysis has been used. Factor analysis is a technique that examines the internal correlation of a large number of variables and ultimately classifies and explains them in terms of limited general factors (21).

Table 3 shows the results of confirmatory factor analysis (CFA) for the questionnaire items.

As shown in Table 3, the amount of distortion and skewness of all data is between ± 2, which indicates that the data is normal. Meanwhile, in the fitted factor analysis model, the factor load of all variables in predicting the relevant items at the confidence level of 0.95 had a significant difference with zero, so the validity of the convergence of the components is

policy process model in the education system

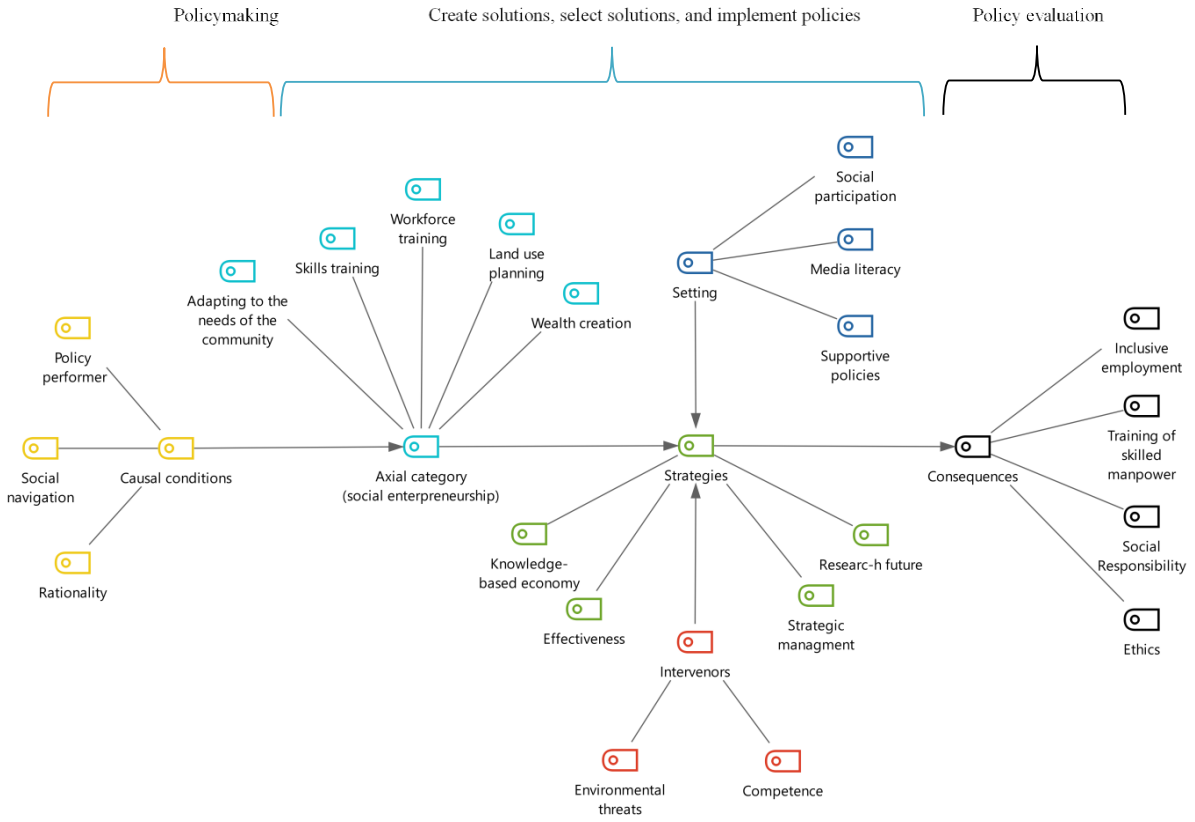

Figure 2. The model of exploratory qualitative- policy searching in the educational system of Faculty of Medical Sciences, Islamic Azad University

Table 3. Confirmatory Factor Analysis (CFA) Results for Questionnaire Items

Category	Component	Item	kurtosis	Skewness	Factor load	Significant number
Land use planning	Long-term planning	P01	-0.585	-0.365	0.829	-----
		P02	0.736	0.235	0.765	11.94
		P03	0.032	-0.418	0.905	14.038
	Consider natural factors	P04	-0.203	-0.835	0.784	-----
		P05	-0.651	0.159	0.611	8.765
		P06	0.019	0.388	0.707	10.383
		P07	-0.408	0.01	0.787	11.826
		P08	-0.155	-1.076	0.889	13.659
	Educational arrangement	P09	-0.396	0.046	0.849	-----
		P10	-0.066	-0.634	0.659	9.526
		P11	0.183	-0.926	0.405	5.506
Workforce training	Matching the degree with the job	Q13	0.297	-0.738	0.704	-----
		Q14	0.062	-0.64	0.57	6.261
		Q15	0.07	-0.059	0.694	6.993
	Efficient manpower	Q16	-0.439	0.425	0.65	-----
		Q17	0.087	-0.357	0.913	9.63
	Creative force training	Q18	0.153	-0.373	1.004	-----
		Q19	0.789	0.434	0.591	9.602
		Q20	-0.089	-0.954	0.762	13.975

confirmed.

According to Table 5 the mentioned components have a significant effect on social entrepreneurship. To examine the status of social entrepreneurship in the policy-making of Mashhad University of Medical Sciences, a sample t-test was done.

Findings show that the amount of Student T statistic and P-value are significant. In other words, social entrepreneurship in the Faculty of Medical Sciences, Islamic Azad University of Mashhad is higher than the average level.

DISCUSSION

To explain the general model of research (the first question), it can be concluded that conditions such as social survey, centralized system, actors, and policy making model cause social entrepreneurship to form as a central category in the policy making of te university education system. Moreover, strategies including knowledge-based economics, strategic

Table 3. Continued.

Category	Component	Item	kurtosis	Skewness	Factor load	Significant number
Adapting to the needs of the community	The connection between theories and the world of reality	Q23	-0.142	-0.678	0.653	-----
		Q22	-0.515	0.017	0.601	8.072
		Q21	0.308	-0.077	0.606	8.129
	Meeting the needs of society	Q27	-0.099	-0.859	0.743	-----
		Q26	-0.18	0.028	0.488	6.661
		Q25	-0.318	-0.804	0.674	9.355
		Q24	0.417	-0.026	0.691	9.603
Wealth creation	Generate ideas	Q31	0.552	0.525	0.812	-----
		Q30	0.149	-0.147	0.847	14.255
		Q29	0.198	-0.485	0.749	11.955
		Q28	0.377	-0.326	0.697	10.872
	Economic Development	Q35	0.199	-0.461	0.639	-----
		Q34	0.101	-0.597	0.659	8.142
		Q33	0.084	-0.85	0.663	8.185
		Q32	0.25	-0.195	0.902	10.347
	value creation	Q38	0.183	-0.887	0.748	-----
		Q37	-0.396	-0.03	0.78	10.86
		Q36	0.073	-0.815	0.737	10.235
Skills training	Commercialization of education	Q42	-0.211	-0.661	0.868	-----
		Q43	0.238	-0.038	0.776	13.114
		Q44	-0.072	-0.659	0.738	12.141
	Operation of trainings	Q45	0.634	0.258	0.947	-----
		Q39	0.419	-0.683	0.735	13.497
		Q40	-0.008	-0.732	0.768	14.629
		Q41	0.214	-0.185	0.757	14.239

Table 4. Coefficients and significance of social entrepreneurship model

Predictive variable	Criterion variable	Type of effect	Standardized beta	T value
Land use planning	Model	Total	0.873	29.817
Workforce training		Total	0.870	32.56
Adapting to the needs of the community		Total	0.887	9.180
Wealth creation		Total	0.958	17.35
Skills training		Total	0.901	9.950

Table 5. T-test results for the status of social entrepreneurship components

Componen	Standard deviation	Degrees of freedom	Statistics value	The significance level	The correlation coefficient
Land use planning	0.69	85	-2.668	0.047	0.765**
Workforce training	0.68	85	-3.348	0.001	0.745**
Adapting to the needs of the community	0.70	85	-6.632	0.000	0.821**
Wealth creation	0.75	85	-9.080	0.000	0.769**
Skills training	0.82	85	-6.977	0.000	0.871**

management, effectiveness, and futures research can lead to inclusive employment, professional ethics, social responsibility, and development of skilled manpower.

Furthermore, to elucidate the factor of policymakers' competencies, it can be contended that knowledge, attitude, and skill of policy makers can be justified by their level of literacy. Since educational leaders in universities interact with a large number of people with different nationalities and ethnicities, the level of cultural intelligence of an educational leader is of particular importance. As with explaining the policy areas in the educational system of the Azad University, it may be asserted that policymakers can implement a policy properly only when the financial resources and facilities are available. The availability of infrastructure and information technology helps to achieve the goals of the university. Regarding the consequences of a policy that educational leaders in universities are likely to encounter, the impact of policy makers' decisions on the career prospects of medical students can be mentioned. Educational design and academic disciplines are strongly related to the needs of society. Finally, to illuminate the interventionists of a policy in the education system of Islamic Azad University, merit-based selection and environmental factors play key roles. The appointment of qualified people in the policy-making process up to the evaluation stage is one of the most important requirements for the correct and effective implementation of that policy.

Regarding the second research question (Status of the central category: Social Entrepreneurship), the results revealed that social entrepreneurship in the educational system of the Faculty of Medical Sciences at Islamic Azad University of Mashhad is above average.

Also, the results obtained in the qualitative phase of the study uncovered that policy-making in the university is typically fulfilled to create wealth and skills.The results also showed that one of the components in social entrepreneurship is wealth creation, which is consistent with the results of Holt & Littlewood (2015), Azmat, Ferdous & Couchman (2015) and Dacin et al. (2011) , who claimed that successful social entrepreneurship depends largely on diversity (22-24).

The findings of the study also indicated that educational fields in Islamic Azad University and the Faculty of Medical Sciences should be in accordance with the needs of society so that social entrepreneurship would be better reflected in society. This finding is in line with that of Félix González et al (Félix González & et al, 2017) (25).

Since social entrepreneurship is formed in the course of new ideas, it is suggested that while policymakers of Islamic Azad University intend to formulate a policy, they take into account factors such as social problems, social deprivation, injustice in access to services and social care when formulating a policy.

Since the most important goal of social entrepreneurship is to pay attention to social cohesion, it is also suggested that policymakers increase the knowledge of people in the community about the their future.

Since the distribution of population with regard to resources and facilities is one of the most important issues of land management, it is suggested that Islamic Azad University take measures in this regard and compile the arrangement of courses so that different cities in the country can have resources and facilities to teach appropriate and efficient courses in relevant fields. Furthermore, since the mismatch between the fields of study at the university and the needs of the society will cause irreparable damage to the future of the country, it is suggested that the issue of needs assessment of the fields be considered before approving teaching of an educational field.

In conclusion, it can be asserted that the correct policy of Islamic Azad University in the field of medicine hinges on being in accordance with the needs of society. Also, university policies and long-term land management planning constitute social entrepreneurship, which refers to social deprivation and access to resources, increases people's welfare, and reduces social problems such as unemployment and hidden unemployment.

It should also be noted that based on the developed criteria, the researcher prepared an agreement with each of the interviewers in the qualitative phase and also the subjects in the quantitative phase. This agreement, which was signed by all the participants, contained information regarding the purpose, implementation stages, type of research, and other activities. Since the topic of the research was policy-making in education system and the members of the policy-making were the founding board of the Islamic Azad University, one limitation of the study was difficulty in having access to members.

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Ethical considerations

Ethical issues including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, redundancy, etc. have been completely observed by the authors. Permission to conduct this study was issued by the Ethics Committee of Mashhad University based on a formal letter of introduction from the Vice Dean for Research of Azad University, serving as the legal authority in this area (No.13021212972017).

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