

Social Entrepreneurship in Secondary Education of Assam : Creation and Pursuance of Worthy Opportunities

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Abstract

Social entrepreneurship encompasses activities that usually commence with the very idea of worthy and promising opportunities of serious pursuit. Therefore, academics and practitioners alike have converged their efforts in pursuance of growing social entrepreneurial undertakings within the community. Moreover, it is a well proven fact that for social entrepreneurship to happen, opportunity identification must first occur. While striving to make a progress towards social entrepreneurship, the present paper attempted to examine how social entrepreneurs operating in secondary education of Assam discovered and exploited attractive opportunities. Additionally, the aim of this paper was also to devise a plausible resource strategy to tap opportunities. The method adopted was exploratory in nature and qualitative approach was used. Careful and extensive examination of past literature and entrepreneurship process in the current context produced a proposition.

Keywords : Secondary education, social entrepreneurship, opportunity identification and pursuance

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Social entrepreneurship refers to an act which mainly begins with the idea of worthy opportunities of serious pursuit. Undoubtedly, opportunities which have sufficient scope and bear a positive social impact and stay vindicated in terms of resource spending to explore it may very well be labelled as an attractive opportunity. Unfortunately, an opportunity is something which demands extra efforts from individuals, groups, and organizations to tap it and does not seem to be conveniently located to be easily found.

As far as the state of Assam is concerned, several mutually reinforcing demographic, socio-economic, and even political dynamisms in last couple of decades have led to growing activism in the arena of social sector. This triggered the rise of interest in social entrepreneurship. Notwithstanding its increasing role and status, existing knowledge about this construct among the people of Assam is limited and at the same time proving to be quite difficult and challenging to bridge. A number of individuals, voluntary organizations, and cooperative organizations in their effort to address these challenges have plunged with goals which are exclusively social in nature over the last two decades. Today, they are assuming growth not only in terms of numbers but also scale of operation and contribution.

With this existing background, the present paper has been developed to have a re-look at the process of social entrepreneurship engaged in secondary education of Assam. The state being one of the older and largest states of the most under developed regions of India was chosen as the appropriate study area and the secondary school sector was chosen for its importance in societal reformation.

Social Entrepreneurship : An Insight

Academics and practitioners have been found wanting while deriving a unifying definition of the term social

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Table 1. Social Entrepreneurship and Social Entrepreneurs : A Snapshot

Shane and Venkataraman (2000)	Evaluation and exploitation of market opportunities to create new services and products.
Alvord, Brown, and Letts (2004)	Social entrepreneurship is the process of finding path breaking innovative ways to resolve prevalent social complications and mobilization of ideas, abilities, resources, and social arrangements required for attaining social transformations.
Austin, Stevenson, and Wei-Skillern (2006)	Social entrepreneurship is vastly seen as an activity which is innovative and social worth creating and can take place in diverse sectors such as non-profit, business, or government sectors.
Certo & Miller (2008)	To social entrepreneurs, a social goal is of supreme importance that constitutes a key attribute of social venture.
Nga and Shamuganathan (2010)	Unlike commercial entrepreneurs, social entrepreneurs are individuals who not only strive for financial returns but also make great efforts to create social wealth.
Irengun and Arikboga (2015)	Social entrepreneurship is the process of employing innovative and sustainable solutions for the social problem.
Cavazos-Arroyo, Puente-Díaz, and Agarwal (2017)	Social entrepreneurs are individuals or organizations who undertake entrepreneurial initiatives to alleviate socio-economic and ecological problems.
Macke, Sarate, Domeneghini and da Silva (2018)	A social entrepreneur is an individual whose main purpose is social and has the ability to weave practices and knowledge as well as building alliances to achieve social sustainability.

Source : Elaboration by authors

entrepreneurship. The terms social entrepreneurship and social entrepreneur first appeared in the literature in 1960s (Thompson, 2002). A host of definitions surfaced rendering different dimensions to the phenomenon. Although, much of the literature on social entrepreneurship focuses on defining the concept (Mair & Marti, 2006 ; Martin & Osberg, 2007 ; Peredo & McLean, 2006), there is little consensus on the key aspects of the definition (Light, 2005 ; Mort, Weerawardena, & Carnegie, 2003 ; Seelos & Mair, 2007 ; Shaw & Carter, 2007). The definitions in Table 1 relating to social entrepreneurship have been drawn from relevant literature.

Review of Literature

It is quite clearly evident that the degree to which an organization takes the path of social goal often rests on relative priority between its social and economic mission (Mair & Marti, 2006 ; Peredo & McLean, 2006; Tan, Williams, & Tan, 2005). A considerable amount of studies on social entrepreneurship to date have focused on conceptualizing the phenomenon of entrepreneurial process (Corner & Ho, 2010), but little attention has been drawn towards extending research on empirical examination of the opportunity identification, the core of social entrepreneurship process (Shaw & Carter, 2007). It can be looked at as a process that involves the intertwining of the individual entrepreneur, the enterprise, or the context within which the phenomenon operates (Mair & Marti, 2006 ; Wei-Skillern, Austin, Leonard, & Stevenson, 2007). In their seminal work, Shane and Venkataraman (2000) spell out entrepreneurship as the process of evaluation and exploitation of right market opportunities (Austin et al., 2006) by a group of individuals who discover, assess, and exploit them with an aim to produce new services and products, thereby enabling economic and social wealth generation (Dees, 1998 ; Kirzner, 1973).

In his efforts to put opportunities into words, Schumpeter (1934) outlines five forms of entrepreneurial opportunities, namely, the production of new or enhanced goods, the advent of a new means of production, the outset of a new market, the making use of a new source of raw materials or half-manufactured goods, and the creation of a new type of organization of business management processes through the formation of new means, ends, or means-ends relationships (Shane and Venkataraman, 2000). Often it is mentioned that social entrepreneurs tend to discern possible opportunities, which others seldom recognize (Schumpeter, 1934) to create social wealth rather than building personal or shareholder's wealth (Tan, Williams, & Tan, 2005). Many studies present social entrepreneurship as a value creation phenomenon (Stevenson et al., 1989) through involving a new resource mix (Schumpeter, 1934) that makes discovery and pursuance of opportunities possible (Alvord, Brown, & Letts, 2004). Ardichvili, Cardozo, and Ray (2003) captured entrepreneurial alertness (Kirzner, 1973), information asymmetry (Klapper & Love, 2011 ; Lowe, 2001), prior knowledge (Shane, 2003), social networks (Hills, Lumpkin, & Singh, 1997), personality traits, and the type of opportunity itself as the factors that stimulate opportunity recognition.

While exploring a particular opportunity, social entrepreneurs often target social as well as economic goals (Dorado, 2006 ; Thompson & Doherty, 2006). Guclu, Dees, and Anderson (2002) argued that an opportunity is worth pursuing by social entrepreneurs when it results in positive social impact (Austin et al., 2006), and requires to design and develop effective operating models to generate sustainable social value. Moreover, Mot (2010) highlights four related factors affecting opportunity recognition including prior knowledge, social network, personality traits, and entrepreneurial alertness. Often, entrepreneurial opportunities are identified in the due course of offering viable solutions to problems of higher magnitude that present trends and long-term developments in the social, economic, and technological environment (Corner & Ho, 2010). Weerawardena and Mort (2006) regarded opportunity recognition as a distinct activity to create social value by actively seeking opportunities from unmet social needs and problems.

Unfortunately, over the past several years, the role of opportunities in entrepreneurship has largely been under-investigated (Shaw & Carter, 2007) as most of the 'dominant' theories on entrepreneurship talk of the individual-centric perspective (Eckhardt & Shane, 2003), rather than recognizing the existence of opportunities through the differences in the episodic information that people have gathered.

Beyond the discussed literature, two models of social entrepreneurship that got researchers interested are : (1) Social entrepreneurship model given by Guclu, Dees, and Anderson (2002) ; and (2) Social entrepreneurship framework given by Wei-Skillern et al. (2007). A closer look is needed to fully understand the idea behind the development of a distinct model. Guclu et al. (2002) designed a framework to oversee social entrepreneurs through the exercise of generating a justifiable opportunity. On the other hand, Wei-Skillern et al. (2007) offered an insight about social entrepreneurship process by identifying three key components : opportunity, people, and capital. The capture of synergy among opportunity, people, and capital has led to the emergence of the core constituent of social entrepreneurship process, that is, Social Value Proposition (SVP).

Actually, the relation and interaction between the social entrepreneur, the organization, and their environment is vital to identifying social opportunities (Perrini, Vurro, & Costanzo, 2010 ; Ray & Ramachandran, 1996 ; Young, 1985). However, most opportunity recognition researches focus on the individual and very few bring the individual and the environment together (Fuduric, 2008).

It is quite evident from the literature discussed earlier that the amount of work that has been done on social entrepreneurship in Indian context is much less compared to western countries where a visible high contribution to the phenomenon can be witnessed. In the context of education sector, the situation is a bit depressing in India, especially in Assam. Moreover, the existing literature on the topic has been found to concentrate on the conceptual studies and visibly lacks empirical investigation. The present study in order to address the aforesaid research gap made an attempt to investigate social entrepreneurship in the context of secondary education of Assam.

Research Questions

The research questions drawn from the literature review need to be addressed in the socio-economic and political environment surrounding secondary school education sector in the state of Assam.

(1) How personal experience, social needs, social assets, and change have stimulated promising ideas and how these ideas have been developed into attractive opportunities through an articulation of social impact theory?

(2) How have the entrepreneurs crafted resource strategies taking into consideration their respective operating environmental (market, industry structure, political, cultural) factors, and personal characteristics (commitment, qualification, stage of life etc.)?

Objective

In order to address the research questions raised in the earlier section, the study has been undertaken with the following broader objectives :

(1) To study how opportunities have been identified by social entrepreneurs operating in the secondary education of Assam, and

(2) To explore how those opportunities have been pursued through suitable resource strategy and social capital.

Methods

For the purpose of this study, the research design that was found to be well suited was exploratory in nature and qualitative in approach. The data was collected for the period between March 2019 and February 2020.

A. Selection of Case Units

Limiting the scope of the study to the secondary educational enterprises operating in Assam, the study considered all the principals/founders of secondary schools fulfilling the following conditions as the population of social entrepreneurs :

(i) The school was operating in the state of Assam for a minimum period of five years and was engaged in imparting education upto class X or above,

(ii) The school neither belonged to government or corporate sector, nor received full grant from the government.

(iii) The school was registered under Societies Registration Act XXI of 1860 or Indian Trusts Act, 1882.

(iv) The principal treated as a social entrepreneur has worked in the school for a minimum tenure of four years.

Government schools and fully government aided schools were excluded for the reason that there was little or no scope for innovation due to rigid structure. This means that only those schools have been included in the population which were registered either under Societies Registration Act XXI of 1860 or Indian Trusts Act, 1882 because their goals were exclusively social and these schools under the law were supposed to have commercial exchanges only for their sustainability. Furthermore, social entrepreneurship status was given to the person who played a major role in the foundation of the school if it was established recently (around five years back) and in case of an established school, to the person who has been looking after the overall administration/management of the school (Principal) for a minimum period of four years.

B. Data Collection

To pursue the objectives, multiple case study method (Eisenhardt, 1989 ; Yin, 1984) was employed. In-depth repeated interviews with the eight identified principals of the selected schools were conducted to understand their personal perspectives in three important urban centres of Assam, viz., Gauhati, Dibrugarh, and Silchar. These interviews were

conducted in the school principals' offices and lasted between 45 and 70 minutes followed by more rounds of interviews.

C. Sampling Design

For the purpose of studying the objectives, eight case units were selected in two successive stages from all the schools located in the vicinity of Gauhati, Dibrugarh, and Silchar. A list of 25 (15 from Gauhati, 5 each from Dibrugarh and Silchar in accordance with the density of well-known schools) well known secondary schools (other than government, private ownership and corporate schools) located in these cities was prepared in the first stage. The researchers looked for and surveyed multiple evidence sources such as students, parents, teachers, local press, websites, and other media sources to collect materials on various schools prior to reaching the 25 secondary schools mentioned. In the second stage, eight top ranked schools (4 from Gauhati, 2 each from Silchar and Dibrugarh) out of 25 schools were identified following the city based evaluation on nine parameters (exam result, management and governance, popularity and reputation, growth and diversification, size (students & teachers strength), infrastructure facility, financial soundness, facility for extracurricular activities, and social and institutional networking of success) obtained from literature and expert opinion. The researcher conducted a mini survey by administering a questionnaire to 90 respondents on a judgemental and convenience basis to several important stakeholders including teachers, students, parents, principals of different schools (other than those listed in the list of 25), media sources and multiple relevant stakeholders to rank the 25 secondary schools in order of their success on a set of parameters.

D. Analysis of Data

The data gathered from the interviews were employed to develop case studies. Data collection followed a standard protocol in which the researcher employed triangulated data. The unit of analysis for this research was at the individual level, that is, the social entrepreneur, although taking into consideration the educational and social contexts in which the subject undertook his/her entrepreneurial initiatives. Data sources included transcriptions from a series of interviews with the subject, transcriptions from interviews with some select stakeholders of the school enterprise who worked with the entrepreneur on an entrepreneurial initiative, and artefacts from initiatives implemented by the entrepreneur such as official documents, informal written communications, and relevant media clips.

Findings and Discussion

The researcher attempted to address this question with the help of two broad stages that have been mapped by analysing the case facts. These are :

(1) Opportunity identification and development

(2) Devising resource strategy

A. Opportunity Identification and Development

The existence of entrepreneurial traits, particularly prior knowledge and understanding about market characteristics and problems of clients (customers), are essential ingredients for the identification of opportunities (Shane, 2003). This asks for gathering knowledge about customers in terms of their problems, complexities, and relevant markets prior to the commencement of entrepreneurial process.

Figure 1 represents the model of opportunity identification developed on the basis of information gathered from the eight case studies and it portrays how social entrepreneurs operating in secondary education in Assam using inherent entrepreneurial traits and skills, have successfully generated innovative ideas and subsequently how effectively they have transformed those ideas into worthwhile opportunities. The framework helps us to understand the

process of opportunity development and exploitation. It also gives the sense that the process is sequential wherein, a social entrepreneur identifies an opportunity, evaluates or refines it, and ultimately takes decision on it. Moreover, findings from the eight case facts have reflected convergence in this regard.

Across all the eight cases, the pattern of opportunity development has been observed. The social entrepreneurs involved in our study possessed relevant knowledge about the clients, their needs and problems, and how to serve their needs in ways beneficial to them, because of their involvement with the sector for a long period of time. Further, most of the principals seemed to concretize opportunity identification in connection with the clients and the operating environment. As a result, an opportunity was not recognized at a particular point of time but was rather shaped and built through the total entrepreneurial process (Ardichvili, Cardozo, & Ray, 2003).

Furthermore, disparities in terms of prior knowledge, personal experience, and other entrepreneurial traits and skills of social entrepreneurs operating in secondary education of Assam have made them identify and pursue varying opportunities. One of the principals shared his understanding of the opportunity and said,

“I was really overwhelmed by the opportunity that exists in this sector and among many it was the high possibility of social and economic wealth creation that has drawn me into the opportunity evaluation process.”

On the other hand, another principal while speaking in the same line asserted,

“Generating economic value is not the exclusive criteria for opportunity exploitation, rather other variables, particularly principals' background, domain expertise and experience, and partnership with different stakeholders also constitute the areas of concern during the pursuance of opportunities.”

The model (Figure 1) depicts the phases of opportunity development and exhibits how it was largely dominated

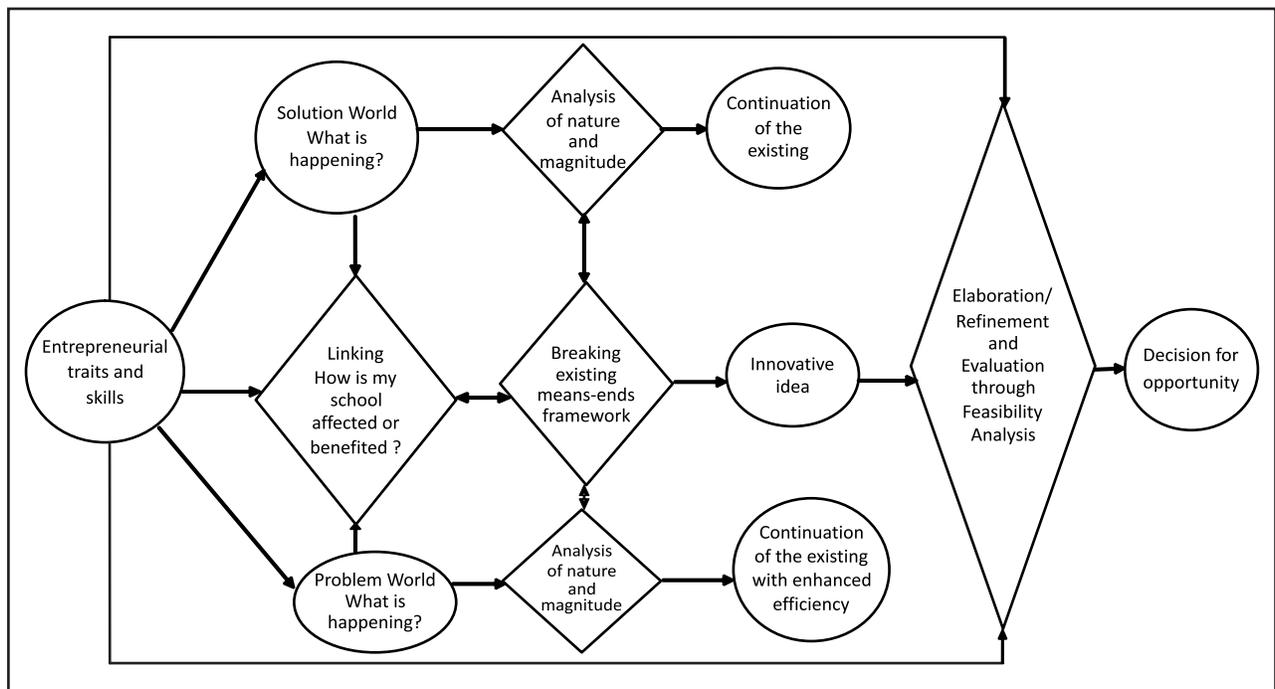


Figure 1. Model of Opportunity Identification Practised by the Social Entrepreneurs

Source : Authors' own work

by entrepreneurial traits and skills, though not absolutely dependent on it. Additionally, social needs, social assets, and dynamic environment also play the role of catalysts in shaping ideas worthy of probing and developing by entrepreneurs (Sarasvathy, 2001). Sometimes, even resentment against the status quo triggers creativity in entrepreneurship compelling social entrepreneurs to look beyond the existing set up for new methods that possess the capability of enhancing organizational performance. For instance, one of the principals stated,

“My acquired personal experience and willingness to do something different from competing institutions have encouraged me to explore and implement a new product (ICT) in my school to help the students and teachers.”

Similarly, another principal pointed out,

“Realizing the tremendous stress students have to undergo in preparing themselves at two fronts, one, going to school daily and the other, going to coaching classes (Engineering and Medical) after school hours, we introduced student integration model for the first time and adapted it in a way that benefitted the students.”

In the subsequent phase of the model, social entrepreneurs tend to focus on problems faced by their enterprises within the specific context and the probable solutions that might be adopted to alleviate the problems encountered. Consequently, efforts were being put in to link both the problem and the solution world to see how this convergence resulted either into a meaningful value creation that led to school benefits or an undesirable result from the school's perspective.

Once the problem identification and finding the probable solutions for these problems are over, social entrepreneurs began to analyse the complexion and the enormity of problems as well as solutions. The alertness of the social entrepreneurs is regarded as critical in the process of opportunity identification (Kirzner, 1973). Basically, this phase of the model brings forth the practice of breaking the existing means-ends framework and giving birth to alternative frameworks, if necessary, or otherwise continuing with the existing one. Across the cases, it has been observed that most principals relied on entrepreneurial traits particularly, creativity, innovativeness, alertness, pattern recognition, and other resources at their disposal to make progress towards establishing an innovative framework under opportunity development phase. In this regard, one of the principals mentioned,

“To break the stereotype nature of teaching and boredom, we introduced classes for physical training, yoga, and music to make learning a sort of pleasant experience for the students and thus, were able to optimize efficiency and competitiveness in the market.”

The preceding step to the final phase is the elaboration and evaluation of the ideas through feasibility analysis that manifested from the opportunity development process. Finally, the newly developed ideas undergo refinement in greater detail to develop feasible opportunity with essential modifications that enhance the extent to which an opportunity is worthy of pursuance within its particular context. Moreover, the extent to which a social entrepreneur manifests a mix of entrepreneurial traits and skills fairly guides evaluation and refinement of ideas and ultimately reaching a consensus on a decision on opportunity.

To summarize, the model exhibits the process illuminating how opportunity development for a social enterprise moved from entrepreneurial traits and skills to idea generation and ultimately to opportunity creation and development.

B. Devising Resource Strategy

The value created by an operating model remains incomplete without being fostered and assisted by a workable

resource strategy (Guclu et al., 2002). Moreover, the resource constraints decelerate the growth of social enterprises. Often, the severity of resource limitations has been witnessed to be higher in case of social entrepreneurs than commercial entrepreneurs (Domenico, Haugh, & Tracey, 2010 ; Mair & Marti, 2006). The building up of economic resources (human and non-human) to raise competencies and the capability to leverage these resources into the market are all keys to develop an effective operating model, which in turn leads to exploitation of opportunities and creation of additional values. In this section, an attempt has been made to present a chain of patterns and to lead discussions under the broad themes of how social entrepreneurs acquired resources as well as how they managed the scarce resources.

The host of patterns appeared from the case facts were related to how social entrepreneurs operating in secondary education in Assam acquired and managed resources to pursue the opportunities. The first pattern observed pertained to human capital namely prior experience and knowledge of social entrepreneurs, skills, knowledge, and expertise of the staff in terms of their worth to the organization. As human capital is all about people, so it is critical for a social entrepreneur to invest time, energy, and money to outline human resources strategy, policies, procedures and processes well in advance to enable the social enterprise to erect on firm and stable foundations. Across all the eight cases, evidence supported the notion that most of the social entrepreneurs utilized an array of channels to make certain that human resources were posited and coordinated rightly within the organization. The second pattern related to social capital, particularly the network of relationships among stakeholders or beyond that, enabling the social enterprise to function effectively. The third pattern touched the area of economic capital or financial resources and delineated the sources of funding for social enterprises.

The current discourse on social entrepreneurship advocates that social entrepreneurs' real life and working experiences are good instruments for securing resources valuable to their social enterprises. With respect to social capital as a resource, collaboration and networks built by social entrepreneurs within and beyond the organizational boundary support their efforts in meeting the resource needs of social enterprises. Furthermore, the networks established often lead to acquiring additional resources at a competitive price from other parties which would have otherwise remained difficult for social entrepreneurs to obtain. Across all the eight cases studied, network was regarded by social entrepreneurs as a driving force in helping them to generate information about market particulars, prospective employees, suppliers of technical products, external contractors such as builders, financial advisors, and other potential associates. Additionally, most of them forged constructive use of their relations and networks to hold on to existing clients and to make new through services, popularity, and reputation of their organizations. For instance, one of the principals put it like this,

“I didn't have any particular promotional roadmap in place since I relied more upon networks and relations built over the years as a resource or a touch point to spread the positive word to the target market.”

Likewise, other school principals too partnered with educational institutes, organizations, community groups, and local administration to enable the use of space, schemes, knowledge, expertise, and other resources and capabilities to fill in the market gap and create better social impact. Therefore, it can be asserted that networks helped principals to bring resources together and utilize them as an opportunity to create a greater social value which would not have been accomplished if moved alone. Moreover, it was observed that the network of principals incorporated not only the local clients, groups, and organizations but also international bodies as well. Another school principal commented,

“We had the opportunity to send students overseas as a part of students exchange programme and build networks with educational institutes and various other organizations in places like Germany, USA, and other developing nations.”

It has been an established fact that the yardstick of any successful social entrepreneur has often been 'resource magnetism'. This raises the big question, 'how social entrepreneurs would achieve economic sustainability in the long run to carry out their mission.' It basically speaks about the ability of a social entrepreneur to attract capital, critical

to pursuing promising opportunities and having high social impact. However, in their continuous efforts to carve out ways to generate extra sources of income, few of the principals made use of their facilities (classrooms, labs) in an optimum manner. Along with this, it also came to the knowledge of the researcher that some principals were least reluctant to utilize the strong positioning of their schools to charge extra from parents in the name of development fees. This gives the impression that principals were fairly successful in persuading stakeholders regarding the viability of an investment in the school as they could provide an economic return.

In other words, social entrepreneurs operating in secondary education in Assam initially concentrated on resource acquisition, and subsequently they devised effective strategies to manage these resources. When a school contemplates to introduce a new product, it has to make it certain that requirement of teachers and learners are given due importance.

This very well establishes the realization on the part of the principals regarding the meaningfulness and role of professional development programmes in transforming the faculty members and at the same time increasing their competence in utilizing resources optimally.

Managing resources has been found to be a pivot in the success of a social enterprise. This gets reflected from the claim of one of the principals, who said,

“With the purpose of not putting additional burden on the school exchequer, we recruited part-time employees along with full-time employees. This method of resource management permitted us to allocate funds, thus saved, on other key areas which needed immediate attention and action.”

Realization of this kind helped principals to take appropriate actions to revamp their business models to have better social impact. The adopted resource strategies have not only paved the way for principals to enable their schools to grow at a rapid pace, but it has also provided assistance to school leaders to sketch a constructive and rational operating model that could be employed for delivering a variety of products and services to clients. All these cases are good examples of how eight secondary schools operating in the same industry and subjected to similar external factors were able to achieve divergent organizational performance due to differences in acquiring and management of resources.

Based on the analysis and observation, the following proposition is proposed :

↳ Based on the perceived traits, skills and experiences, social entrepreneurs in secondary education in Assam identify appealing opportunities in their respective enterprise environment and develop suitable mutually-fit resource strategy in order to choose and pursue opportunities for creating sustainable social value.

Conclusion

In light of this analysis, it can be witnessed that the pattern that stemmed out first was the pattern of opportunity development. The actors involved in the study activated their entrepreneurial traits and skills to recognize and pursue opportunity post finding a market gap or unmet social needs. A second step within this broad pattern of opportunity development was the determination of the viability of an idea in the current context such as making sure that new technology adoption is justifiable from the economic, social, and political perspective. In this step, social entrepreneurs attempted to develop appealing business models considering environmentally supported and mutually fit operating schemes and resource strategies. Finally, the undertaken cases revealed how exactly external opportunities were exploited by acquiring new resources to achieve superior organizational performance. The paper, therefore, largely confirms the result emanated from the past studies on opportunity identification and exploitation by social entrepreneurs (Guclu et al., 2002).

Limitations of the Study

(1) One of the main limitations of the study was related to the generalizability of the outcomes as the study focused more on constrained samples in the form of organizations in education sector (schools) located in a specific region of

India (Assam). Therefore, care should be taken prior to directly applying the results to other developing nations as countries are different in terms of contexts.

(2) On the theoretical limitation, the framework utilized for studying social entrepreneurship was based on traditional entrepreneurship framework. So, it would be better off if the theoretical framework employed for undertaking the study is more inclined towards social entrepreneurship framework. Also, there are several models available for studying social entrepreneurial process available in the available literature, but the current study has mainly focused on two particular models developed by Guclu et al. (2002) and Wei-Skillern et al. (2007).

(3) One methodological limitation was that the scope of the methodological framework was limited to secondary schools, therefore, the outcomes originated may be extended or generalized within the context of school principals' entrepreneurship only.

Implications and Future Scope of the Study

The outcomes of this study have a number of practical implications for scholars, practitioners, and bureaucrats. Some of these are explained :

(a) The proposition developed needs further empirical examinations to validate the assertions made on the basis of only eight case studies.

(b) Since the research design adopted was largely exploratory in nature, further investigations on the objectives can be contemplated at a later period of time, which may play a pivotal role in opening up new avenues of investigation in the domain of social entrepreneurship.

(c) It is quite evident that principals of schools were involved in various types of activities that have a reasonably high degree of social impact, but it should be equally supplemented by further research to evaluate in what ways those practices are different from the practices demonstrated by commercial entrepreneurs.

(d) Furthermore, it is also of vital importance that the multidimensional constructs applied in the study should be evaluated in the light of demographically diverse samples as well as in multiple organizational setups, moving well past social enterprises. Apart from this, it is also strongly suggested that a longitudinal research needs to be carried out to appraise whether the existence of dual objectives remains intact over the years.

Lastly, the researchers are hopeful that this study will empower academics, policy makers, and practitioners to conduct further substantive research to address diverse challenges in the domain of social entrepreneurship. It may also prove helpful to them, who by taking a clue from the outcome of the study can facilitate the development of schools of Assam in the 21st century.

Authors' Contribution

The paper was conceptualized and developed jointly by Dr. Rajdeep Deb and Prof. (Dr.) Nagari Mohan Panda. In addition, the literature review was done by Dr. Deb and the data analysis was conducted by Prof. Panda.

Conflicts of Interest

The authors declare that there is no conflict of interest.

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