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## An Analysis to Determine Social Entrepreneurial Intentions Amongst Students of Tertiary Institutes in Nigeria

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### Abstract

Nigeria as developing nation has high rate of unemployment amongst tertiary institute graduates. This prompts Government to transform tertiary education towards self-reliance. Social entrepreneurship is another field that enhances employment opportunity, especially in the present global economic crisis. It provides jobs opportunities to graduates at the same time care for the less privilege who are predominate in the country's population. Exposing students to theories and practices in the field encourage them to develop interest and choose it as a career option. The knowledge will assist in reducing the disparity of delivering social impact between the upper class, lower class and marginalized communities.

The main objective of this research is an analysis to determine social entrepreneurial intentions amongst students of tertiary institute in Nigeria. The independent variables attitude towards behavior and subjective norms were use to test the dependent variable social entrepreneurial intentions. Two hypotheses were developed. Quantitative survey consists of 200 students. Frequency distribution was conducted, while pearson correlation analysis was used to determine the relationship between the factors. Both hypotheses were accepted, one with strong relationship while the second one with moderate relationship.

The findings have extended to the body of knowledge. It proposed more capacity building and suggest for further research.

**Keywords:** Social Entrepreneurial Intentions; Theory of Planned Behavior; Social Entrepreneurship Education, Career Option; Marginalized.

### Introduction

Social entrepreneurial activities are not new, the name can sound new, but their work can be traced to some early efforts at reducing social inequality. Such efforts included those of Robert Owe (1771-1858); Florence Nightingale (1820-1910); Henry Durant (1829-1910) and others (Wale-Oshinnowo et al., 2019) that support the less privileged in their own ways. They practiced social entrepreneurship without describing their efforts in such terms. The term was first popularized by Bill Drayton, the founder of Ashoka in 1980 to provide funding and support for social innovators (Drayton, 2002, 2006; Garcia-Jurado et al., 2021).

The rapid grow of social enterprises in Nigeria African most populous country is driven by youth who recognize its potential and it opportunities to tackle social problems (Pybus, 2022). Social entrepreneurial activities in Nigeria dates back before colonial era were people help one another in farming and other social activities. Kerlin (2009) communities in the Northern part of Nigeria were among to embrace the cooperative law that set on motion for the beginning of social



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enterprises. In recent years, the concept of social enterprises is beginning to gain momentum and a means of addressing social needs in Nigeria (Pybus, 2022)

### **Social Entrepreneurship**

The emerging of social entrepreneurship is as a result of either business failure, government failure or both to meet social needs (Nicholls, 2006; Hu et al., 2020). Various Scholars have tried to view social entrepreneurship on their own different perspectives. Dees (1998); Bublitz et al., (2021) describe social entrepreneurs as a special type of leaders, who's perspective follow the great person school of thought approach towards social entrepreneurial activities. Social entrepreneurs are good leaders that offer a good leadership approach to solve social problems (Leadbeater, 1997; Bublitz et al., 2021) xxxPathak et al., 2018)xxxx. Social entrepreneur's play an important role in creating great stimulated changes in the society by mobilizing resources through private individual to raise public awareness (Waddock & Post, 1991; Choi & Chang, 2019). A missionary organization in Nigeria has created a non-cash contribution method of gathering funds through hide and skins contributed from their followers during festive season to sale and raise funds for community social development. This is another method of mobilizing resources from non-cash contribution towards achieving social mission. Bacq and Eddleston (2018) idea generation requires crucial managerial capabilities and creativity from leaders to successfully attract resources and accomplish social mission.

Three forms of innovations by social entrepreneurs are, capacity building locally, create awareness and building a movement by changing the lives of marginalized and less privilege (Alvord et al., 2004; Velazquez and Bielous, 2022). Seelos and Mair (2005); Steiner, Cola and Shucksmith (2021) social entrepreneurs discover, recognize and create opportunities locally and contribute to sustainable economic development by changing the lives of less privilege and marginalized.

Many researchers' efforts have positioned it primarily on the non-profit-organization (Short et al. 2009; Beaton and Kennedy, 2021). They concentrate their activities only on charity to achieve social mission. Hybrids social entrepreneurship is a profession that brings special business expertise to earn an income apart from grants in trying to diversify its funding to achieve sustainable social mission (Goduscheit, Khanin, Mahto and McDowell, 2021).

### **Social Value Creation in the Context of Social Entrepreneurship**

The core dimension of social entrepreneurs is 'social value creation'. Social mission in solving social problems and creating social value (Elkington and Hartigan 2008; Choi, Lee & Hur, 2021), which is the central issue in social entrepreneurial activities. Social entrepreneurs create social value and bring about social change (Nicholls 2006; Morris, Santos & Kuratko, 2021). Social values impinge on student's perception, are collectively generated, sustained and chain towards the less privilege and marginalized. The concept of 'social value' is the total impact a social entrepreneur has to provide to the beneficiaries.

### **Social Entrepreneurial Intentions**

Gieure, Benavides-Espinosa and Roig-Dobon (2020) stipulate that social entrepreneurship is the process of opportunity identification which is clearly an intentional process. Therefore, social entrepreneurial intentions are defined as the student's desire to act on activities with the purpose of solving social issues in society especially to the less privilege. On the other hand, social



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entrepreneurial intentions entail a person's intentions or the likelihood of starting an activity to advance social changes through innovation (Prieto, 2010; Tiwari, Bhat & Tikoria, 2022).

Students with SEI aim to create social value (Dees, 2001 cited in Bosch, 2013). Ernst (2011) and Urban (2020) defines SEI as a "self-acknowledged conviction by a person that they intend to become a social entrepreneur and consciously plan to do so at some point in the future. Prieto, Phipps, and Friedrich (2012); Sousa-Filho et al., (2020) regard SEI as a student's intention to create a social enterprise to bring about a social change through innovation.

There is little literature on precursors of social entrepreneurial intentions (Hockerts, 2017; Ip et al., 2018). Forster and Grichnik (2013), there is a stark deficiency of studies on social entrepreneurial intentions on a personal level. The overall picture on determinants of social entrepreneurship intention in emerging economies is blurred by the prevalence of data from contexts outside Africa (Ip et al., 2018), with only a handful carried out in Nigeria (Abbas et al., 2020) and South Africa (Urban, 2008; Urban & Kujinga, 2017). Urban & Teise (2015) call on the need for more quantitative studies on social entrepreneurial intentions in some African countries

### **Theory of Planned Behavior**

Ajzen (1991) and Zaremohzzabieh et al., (2019) students tend to behavior in a particular way, while taking into account the resulting consequences of their actions. Ajzen (1991) and Zaremohzzabieh et al., (2019) stipulates that social entrepreneurial intentions is performing a particular behavior strong enough to influence relationship. Social entrepreneurial intentions indicate how hard one is willing to and how much effort one is planning to put. Zaremohzzabieh et al., (2019) further highlights that the social entrepreneurial intentions and subsequent behaviors are a function of three basic determinants, namely attitude towards behavior, subjective norm and perceived behavioral controls. For the purpose of this paper attitude towards behavior and subjective norms will be discussed.

Researchers worldwide have empirically tested student's social entrepreneurial intentions based on the theory of planned behavior (Gird & Bagraim, 2008; Zaremohzzabieh et al., 2019). Gird and Bagraim (2008); Zaremohzzabieh et al., (2019) found the theory of planned behavior to be a valuable tool for predicting social entrepreneur's behavior.

### **Attitude Towards Behavior**

Attitude towards behavior (ATB) Bosch (2013) and Zaremohzzabieh et al., (2019) defines attitudes as a student's positive or negative evaluation towards creating activity. Attitude towards becoming an entrepreneur is a person's affective and evaluative perspective on advantages of becoming social entrepreneur (Bosch, 2013; Zaremohzzabieh et al., 2019).

Zaremohzzabieh et al., (2019) found that the passion or personal interest in social entrepreneurial task is the inherent motivation of people who intent to become social entrepreneurs. Tiwari et al., (2017) describes ATB as a good or bad assessment of behavior in question. While referring to it as a personal pull towards a targeted behavior, they maintain that it is the most important construct in the TPB.

### **Subjective Norms**

Ajzen, (1991) and Zaremohzzabieh et al., (2019) defines subjective norms as beliefs coming from the social environment of students such as approvals or disapprovals from social groups like family or friends for performing or not performing certain behaviors. Mair and Noboa (2006), Hockerts



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(2017) included moral judgment in their model as a proxy for perceived social norms of TPB, i.e., students tend to behave in a certain manner when they feel that the behavior in question complies with societal norms. Some investigations have found that SN is significant yet weak predictor of social entrepreneurial intentions while others reported inconsistent results (Cavazos-Arroyo et al., 2017). Therefore, it becomes imperative to explore the role of SN in the prediction of social entrepreneurial intentions.

**Purpose of the Study**

The purpose of this quantitative survey is to analysis the theory of planned behavior (1991) towards determining the relationship between independent variables and depended variable amongst students of tertiary institutes in Nigeria. The independent variables are attitude towards behavior and subjective norms, while the depended variable is social entrepreneurial intentions.

**Research Questions**

1. How does attitude towards behavior and social entrepreneurial intentions relate amongst students of tertiary institute in Nigeria?
2. How do subjective norms and social entrepreneurial intentions relate amongst students of tertiary institute in Nigeria?

**Research Hypothesis**

H<sub>1</sub>1 – Attitudes towards behavior have significant relationship on social entrepreneurship intentions amongst students of tertiary institutes in Nigerian.

H<sub>1</sub>2 – Subjective norms have significant relationship on social entrepreneurship intentions amongst students of tertiary institutes in Nigerian.

**Methodology**

The research is quantitative survey, questionnaire was sent to collect data. The participants were students from Kaduna Polytechnic, Kaduna State University and Collage of Education Zaria all in Kaduna State, Nigeria. The study used the non-probability sampling method. The participants were conveniently sampled. Reliability was measured using the Cronbach’s alpha. Frequency distribution was conducted, while pearson correlation analysis was use to analyzed the data.

**Results and Discussion:** - Two hundred and twenty-five (225) questionnaires were distributed and two hundred (200) questionnaires were returned the response rate was 88.9%. Age range of participants is between 16 50 years, while 62.5% are male and 37.5% are female.

**Table 1: Pearson Correlation Coefficient Matrix**

	Attitudes towards Behavior	Subjective Norms	Social Intentions	Entrepreneurial Intentions
Attitude towards behavior	1	.567**	.713**	
Subjective Norms		1	.439**	



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\*\* Correlation is significant at the level 0.01 level (2-tailed).

**Source:** Researcher Personal Arrangement

Table 1 presents the results of correlation analysis. The table shows that social entrepreneurial intentions has a strong positive relationship with attitude towards behavior ( $r= 0.713$ ;  $p<0.01$ ). While social entrepreneurial intentions showed a positive moderate relationship with subjective norms ( $r= 0.439$ ;  $p <0.01$ ). This research is in consistency with the researchers of Wahid et al., (2021); Zaremohzzabieh et al., (2019); Cavazos-Arroyo et al., (2017); Tiwari et al., (2017) and Ernest, (2011).

The results imply that social entrepreneurial intentions have a strong positive relationship with attitude towards behavior, the assumption is student's attitude strongly influence them towards social entrepreneurial intentions. Subjective norms have moderate relationship with social entrepreneurial intentions, the prediction is that student's subjective norms moderately influence them towards social entrepreneurial intentions.

### Conclusion

Social entrepreneurial intentions aid student's skills in improving social reform by addressing social issues to the less privilege or marginalized people. Social entrepreneurship is a career options for tertiary institute graduates. The correlation results indicated that independent variables and dependent variable have positive relationship.

**Recommendations:** - The findings can help students in understanding the relationship between independent variables and dependent variable in predicting and developing their skills towards managing social investments. This may improve their capacity in the exploitation of social entrepreneurial opportunities. Social entrepreneurship should be made a compulsory model for all students in tertiary institution. The findings can also assist tertiary institutions in designing a curriculum on social entrepreneurial intentions. The findings will also help government organizations especially the newly established National Social Investments Programs (NSIP) for continue improvement of social investments. The theoretical and practical aspects of social entrepreneurship can be better understood through organizing competition.

**Limitations and Areas for Further Studies:** - Data was collected from only three tertiary institutions in Nigeria, this may affect the generalization of the findings. Other studies can explore role of retired works, youth and gender on the SEI.

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