

STUDENTS' SOCIAL ENTREPRENEURSHIP KNOWLEDGE, SKILLS AND ATTITUDE AS CORRELATE OF INNOVATIVE SOCIAL ENTERPRISE IN UNIVERSITY OF IBADAN, NIGERIA

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Abstract

The high prevalence of youth unemployment has resulted in a monumental loss in building a great nation. This necessitated the introduction of social entrepreneurship in the University to prepare youth for the future. However, there is little or no report on youth preparedness to take up social enterprising after their exposure to the course. This study, therefore, assessed the students' social entrepreneurship knowledge, skills, and attitude as correlates with the creation of innovative social enterprise in Ibadan. Four hypotheses were formulated and tested at 0.05 level of significance. The study adopted an ex-post facto design. Fifty (50) Masters students that offered social entrepreneurship course in the Centre for Entrepreneurship and Innovation in the 2018/2019 session were purposively selected for the study. SKT – ($r = 0.82$), SATO ($r = 0.76$) and SSS ($r = 0.78$) were used to collect data and analysed using, Pearson Product Moment Correlation. The study revealed that there is a low positive correlation between students' social entrepreneurship knowledge and students' creation of innovative social enterprises ($r = 0.010$; $P < 0.05$); there is a high positive relationship between students' entrepreneurship skills and creation of innovative social enterprises ($r = 0.936$; $P < 0.05$) and high positive correlation between students' entrepreneurship attitudes and creation of innovative Social Enterprises ($r = 0.912$; $P < 0.05$). It can be concluded from this study that students' social entrepreneurship knowledge, attitudes, and skills are key ingredients to promote social enterprise to be self-reliant while developing their communities. Social entrepreneurship should, therefore, be integrated into the University curriculum, to encourage students to think of solutions to challenges facing society while bringing up social innovators and gainfully employment.

Keywords: Curriculum planner, University education, Self-reliance, Innovation, Creativity

Introduction

The failure on the part of Nigeria to satisfy the Sustainable Development Goals, specifically Goals 1, 2, and 8 - poverty, zero hunger; and decent work and economic

growth respectively is currently reflected within the prevalent cases of political problems, social problems, and economic problems. The size of the social and

environmental ills in Nigeria is alarming. There is a high rate of poverty, a high rate of crime, a poor healthcare system, and proliferation of fake drugs, unemployment or underemployment, terrorism, poor electricity, pollution, among other social issues. In particular, youth unemployment has emerged as a perennial hassle with attendance consequences, such as ritual killing, thuggery, prostitution, suicide, rape, net fraud, and unrest among others.

To address the hassle, several efforts were placed by government and non-governmental organisations with little impacts (Osakede; Lawason, and Sobowale, 2017; Adebayo and Kavoos, 2016). The multiplicity of social problems facing the country demands prolific and inventive solutions (Davwet, Damar, Goyit, and Kajang, 2019; Gbadamosi, 2018).

Entrepreneurship got to limelight in Nigeria to restructure the system of education to be relevant and meet societal needs at all levels of education (Gbadamosi, 2018; Davwet, Damar, Goyit, and Kajang, 2019; Gbadamosi and Ajayi, 2019). It is aimed at preparing learners for useful living after graduation. Meanwhile, graduates are expected to be self-reliant as well as taking responsibility, hence the inclusion of social entrepreneurship to the curriculum to produce responsible citizenry. It is noteworthy that all the challenges facing this country present huge opportunities for social entrepreneurs to proffer solutions which will stimulate economic revitalization through quality innovations and interventions (Jilinskaya-Pandey and Wade, 2019).

Social entrepreneurship is all about social changes that occur through innovative ideas that uphold the solution to societal problems. The main objective is to create a solution and use the entrepreneur's skills to solve the identified problem to achieve a

wider social benefit. It is aimed at creating a lasting solution to solve the social problem(s) for the benefits of the specific society (Huybrechts, and Nicholls, 2012). Based on the numerous literature studies, business entrepreneurs are different from social entrepreneurs therein business entrepreneur's wealth may be a basis for invention and what proportion of flow to the investment is a measure of achievement. On the opposite, "social entrepreneurs' richness is measured in connection with the impact they make in addressing problems confronting public" (Huybrechts and Nicholls, 2012; Prasetyo and Kistanti, 2020; Waghid and Oliver, 2017).

It contributes to transforming the systems that keep people trapped in poverty or prevent the vulnerable from falling further down the poverty line and build their resilience to withstand shocks. Also, it has not only to find the social opportunity to solve the social problem which is missed by entrepreneurs or government but also find business opportunity to operate independently without a financial problem. It is dedicated to solving social problems that tormented mankind for the longest time – poverty, hunger, disease, homelessness, ignorance, and poor sanitation among others (Huybrechts, and Nicholls, 2012; Prasetyo, and Kistanti, 2020). As of necessity, this nation demands social entrepreneurs who are inventive, as well as inspired, to invigorate the economy of this country and focus on increasing general problems.

In the bid to emphasise the importance of social entrepreneurship to higher education, Oberoi, Halsall, Snowden, and Caldwell (2018) opined that "Universities are the anchors, shapers, and innovators of our communities that help foster cultural, social and economic vitality". They added that when higher education institutions bring

onboard social enterprises, there will be room to collaborate in conjunction with neighborhood enterprises and the hosting communities to set up comprehensive economic viable solutions to acute foreign and national issues. Today, Universities are partly responsible for effective transformation at national and international levels (Gbadamosi, 2018). Therefore, social entrepreneurship should be considered relevant in higher education.

Social innovations engaged in the identification of untapped common needs while the success of the enterprise is influenced by its resourcefulness to take up the social needs sustainably (Kassem, Aldosari, Mudassir and Kayani, 2018). Social entrepreneurship is to balance finance, the social and environmental value which can be done through businesses and such businesses are social enterprise. They put back the gain to the enterprise to deal with social problems. This will in turn ameliorate the survival of individuals, service to the communities, and relief the pressure on the environment. The implication is that when a social enterprise profits, society profits. The adoption of innovative and creative approaches has become imperative, given the complex social challenges. Current societal problems call for the ability to bring up social innovators that can link global challenges with opportunities. Social entrepreneurship is one of the innovative approaches that was introduced to help in solving emerging social issues through enterprise, considering the goals of the community (Oberoi and etal, 2018; Soussa. 2018). Students are known to be innovative thinkers, and there is a need to nurture them into becoming social thinkers. Therefore, if social enterprise is the means of solving societal problems and its principles are embedded in all businesses, every learner

should be exposed to it. Social entrepreneurship education needs to be mainstreamed into the higher education curriculum (Soussa, 2018; Kassem and et al, 2018).

Arguably, education needs social entrepreneurship just as much as social entrepreneurship needs education (Jilinskaya-Pandey and Wade, 2019). Education is the foundation of modern society, and therefore, education that should be offered should arm children for the 21st century because the quality of a country's education is largely measured by the attainment of children (Jilinskaya-Pandey and Wade, 2019). Research has shown that the success of an entrepreneur depends on certain skills which are most important factors required by entrepreneurs to be successful in their entrepreneurial practices (Rikwentishe, Pulka, and Ibrahim, 2014; Oyewumi and Adeniyi, 2013). Entrepreneurship education as the bedrock of social entrepreneurship has become extremely important globally in view of its influence on job, output, innovation, and development (Soussa, 2018; Jilinskaya-Pandey and Wade, 2019). Training university students to use entrepreneurship and social entrepreneurship strategies, not only increases their marketability for future opportunities, but also demonstrates entrepreneurial skills and qualities like management and leadership among others (Osakede, Lawason, and Sobowale, 2017; Adebayo and Kavoos, 2016).

Social entrepreneurship has emerged noticeably in various sectors, such as at government and non-governmental organisations (Soussa, 2018). It includes a good sort of activities and social initiatives. To fully engage in social entrepreneurship, it is vital to recognize the importance of entrepreneurial knowledge, attitudes, skills,

perception, and intention (Sousa, 2018). In this study, the influence of entrepreneurial knowledge, attitudes, and skills on the creation of social enterprise shall be examined.

On entrepreneurial knowledge, scholars have reported that the propensity to start a business and its success is in connection with the entrepreneurial knowledge of an individual (Oyewumi and Adeniyi, 2013). Meanwhile, to be innovative, one needs to be updated, inventive, and prolific to meet up with the challenges in the market (Berry, Kumar, and Scott, 2014). Also, students' understanding of a particular subject and career choice is sometimes affected by their attitude. Individual acts, following his/her attitude subject to circumstances on account of individual's exposure (Oberoi and et al, 2018; Berry, Kumar and Scott, 2014). When an individual is hopeful, he or she will have a positive attitude to the creation of innovative enterprise. However, students may not be willing to practice social entrepreneurship on account of unpalatable experience. Therefore, the positive or negative attitude of learners to subjects can affect their academic performance which in turn determines future behaviours like career preferences. A descriptive survey carried out by Adebayo and Kavoos (2016), indicated that the majority of the respondents had favourable attitudes regarding entrepreneurship. The reason being that the respondents were educated and they already knew about entrepreneurship. This also supports the findings of Kassem, Aldosri, Muddassir and Kayani (2018) that only 52.7% of the respondents had a positive attitude towards social entrepreneurship while 47.3 % do not have a favorable attitude due to lack of awareness, poor knowledge, and low interest. It is difficult to

understand social entrepreneurship without considering the value, motivation, and attitudes that underline the actions of social entrepreneurship (Robbin and Judge, 2014).

In addition, Osakede, Lawason and Sobowale, (2017); Vali (2014), found that the study of entrepreneurship education inculcates in students the necessary skills preparing them for creativity and innovation. It is important to understand that essential entrepreneurship skills are fundamental to the survival of any enterprise. Incorporating social entrepreneurship into the curriculum will increase graduates' chances of marketability for future opportunities and responsible citizenry. There is a need for students to find new ways of utilizing their degree in an era where employment is no longer readily available for graduates.

There is the need to assess student's preparedness for the world of work as it has been claimed in several quarters that employers nowadays seek graduates who can put their degree into action. As such, undergraduates have been exposed to the concept of social entrepreneurship but it seems there is no record on their competence to the creation of social enterprises. Also, there have been few studies on how entrepreneurship knowledge, skills, and attitudes influence students' innovative social enterprise. Therefore, this study seeks to investigate how entrepreneurship knowledge, attitudes, and skills influence the University of Ibadan students' creation of innovative social enterprise. The study is based on the theories of economic development and planned behaviour.

Hypotheses

H0₁: There is no significant relationship between the University of Ibadan students' social entrepreneurship knowledge and the creation of innovative social enterprises.

H0₂: There is no significant relationship between the University of Ibadan students' social entrepreneurship attitudes and the creation of innovative social enterprises.

H0₃: There is no significant relationship between the University of Ibadan students' social entrepreneurship skills and the creation of innovative social enterprises.

H0₄: There is no significant relationship between the University of Ibadan students' knowledge, attitude, skills, and their creation of innovative social enterprises.

Methodology

The study adopted an ex-post facto design. Students' Knowledge Test (SKT) was designed by the researchers to collect information on the knowledge of students on social entrepreneurship. It has 16 items with 4 options from A to D. To validate SKT, the data collected were analyzed and items analysis was also performed, with a reliability coefficient of 0.82 using KR20. Students' Attitudes Questionnaire (SATQ) was designed by the researchers to collect information on the students' attitudes towards social entrepreneurship. It has 13 items on a four-point Likert scale - Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). Its reliability coefficient is 0.76 using Cronbach's Alpha. Students' Skills Scale (SSS) was designed by the researchers to collect information on students' skills in creating an innovative social enterprise. It has 20 items on a four-point Likert scale- Frequently (F), Sometimes (S), Rarely (R), Never (N). Its reliability coefficient is 0.78 using Cronbach's Alpha.

A purposive sampling technique was used to select 50 professional and academic masters

students that offer social entrepreneurship from the Centre of Entrepreneurship and Innovation, University of Ibadan in the 2018/2019 academic session. They comprised of 29 males and 21 females, using total enumeration. This is so because they are the only ones offering social entrepreneurship in the University. Pearson Moment Product Correlation was used to analyse the data collected.

The students have been taught social entrepreneurship (ETR 750) for 9 weeks. The course content includes Sustainable Development Goals, the meaning of social entrepreneurship; dimensions of social entrepreneurship; the origin of social entrepreneurship; the definitions of social entrepreneurship; what makes you a social entrepreneur; examples of the social entrepreneur; what do social entrepreneurs do? And how is social entrepreneur different?

Being course lecturers for social entrepreneurship, it was easier to meet the respondents. The researchers sought the consent of the students and the purpose of the investigation was explained in order to gain their cooperation. The researchers administered the questionnaires to the students and collected back on the spot. The administration of the questionnaires lasted for three days due to the schedule of the students. Pearson Moment Product Correlation was used to analyze the data collected at 0.05 level of significance.

Results

H0₁: There is no significant relationship between the University of Ibadan students' social entrepreneurship knowledge and the creation of innovative social enterprises.

Table 1: Relationship between Knowledge and Creation of Innovative Social Enterprise

Variable	N	X	SD	R	p-value	Remark
Knowledge	50	2.86	0.35	0.010	0.945	N.S
Creation of Social Enterprise	50	95.96	15.85			

Table 1 revealed that there is a low positive correlation between students' social entrepreneurship knowledge and students' creation of innovative social Enterprises ($r = 0.010$; $P = 0.945$) but not statistically significant. This implies that students' creation of innovative social enterprises is not significantly affected by students' social

entrepreneurship knowledge. There are some other factors that can influence a student's creation of innovative social enterprise.

H0₂: There is no significant relationship between the University of Ibadan students' social entrepreneurship attitudes and the creation of innovative social enterprises.

Table 2: Relationship between Attitude and Creation of Innovative Social Enterprise

Variable	N	X	SD	R	p-value	Remark
Attitude	50	39.32	5.56	0.912	*0.000	Sig
Creation of Social Enterprise	50	95.96	15.85			

Table 2 shows that there is a high positive correlation between students' social entrepreneurship attitudes and the creation of innovative social enterprises ($r = 0.912$; $P = 0.000$) and it is statistically significant at 0.01 alpha level. This implies that there is a significant and positive relationship between students' creation of innovative social enterprise and students' social entrepreneurship attitudes. Students' good

attitude to social entrepreneurship will positively affect the creation of innovative social enterprises, otherwise, it will have an adverse effect on the creation of innovative social enterprises.

H0₃: There is no significant relationship between the University of Ibadan students' social entrepreneurship skills and the creation of innovative social enterprises

Table 3: Relationship between Skills and Creation of Innovative Social Enterprises

Variable	N	X	SD	R	p-value	Remark
Skills	50	44.62	8.77	0.936	*0.000	Sig
Creation of Social Enterprise	50	95.96	15.85			

Table 3 revealed that there is a high positive relationship between students' social entrepreneurship skills and the creation of innovative social enterprises ($r = 0.936$; $P = 0.000$), and it is statistically significant. This implies that the increase in students' social entrepreneurship skills will increase the creation of innovative social

enterprises. On the other hand, a decrease in students' social entrepreneurship skills will reduce the creation of innovative social enterprises. That is students' high social entrepreneurship skills will lead to better creation of innovative social enterprises and vice versa.

H0₄: There is no significant relationship among the University of Ibadan students' knowledge, attitude, skills, and their creation of innovative social enterprises.

Table 4: Correlation Matrix of Knowledge, Attitude, Skills, and Creation of Innovative Social Enterprises

Creation	Knowledge	Attitude	Skills		
Creation	1.000				
Pearson Correlation		Knowledge	.010	1.000	
		Attitude	.912	.002	1.000
		Skills	.936	-.004	.715
					1.000

Table 4 shows the relationship among the University of Ibadan Students' knowledge, attitude, skills, and their creation of innovative social enterprises. The table revealed that there is a significant positive high relationship between skills and creation of innovative social enterprises ($r = 0.936$; $p < 0.05$). There is also a significant positive relationship between students' attitude and creation of innovative social enterprises ($r = 0.912$; $p < 0.05$) and between attitude and social entrepreneurship skills ($r = 0.715$; $p < 0.05$). Also, there is a low positive relationship between knowledge of social entrepreneurship and creation of innovative social enterprises ($r = 0.010$; $p > 0.05$) and between knowledge and attitude towards social entrepreneurship ($r = 0.002$; $p > 0.05$). The result implies that students' knowledge, attitude, and skills have a direct relationship with one another, as one increases, the other increases and vice versa. Also, students' knowledge, attitude, and skills also have a linear relationship with students' creation of innovative social enterprises.

Discussion

Table 1 displayed that there is a low positive correlation between students' social entrepreneurship knowledge and students' creation of innovative social enterprises but not statistically significant. This indicates that students' creation of innovative social enterprises is not significantly affected by

students' social entrepreneurship knowledge. This is in line with the findings of Soussa (2018), who found out that students are familiar with social entrepreneurship and its significance to generate solutions to societal problems, but not many are well acquainted with and accept that they have the competence to be a social entrepreneur. Moreover, Berry, Kumar, and Scott (2014) reported that to be innovative, one needs to be updated, inventive, and prolific to meet up with the challenges in the market. This implies that knowledge is not the only factor that influences the creation of innovative social enterprises.

From Table 2, it was revealed that there is a high positive correlation between students' social entrepreneurship attitudes and the creation of innovative social enterprises and it is statistically significant. This indicates that students' creation of innovative social enterprise is significantly related to students' social entrepreneurship attitudes. Meanwhile, the students' positive attitude to social entrepreneurship will lead to the creation of innovative social enterprises and vice versa. This corroborates the findings of Lumpkin, Moss, Gras, Kato, and Amezcua, 2013; Vali, 2014), who found that social entrepreneurs' experience, qualities, and value orientation influence their attitudes towards solving social problems.

Table 3 showed that there is a high positive relationship between students' social entrepreneurship skills and the creation of innovative social enterprises and it is statistically significant. These findings are in agreement with that of Vali (2014), who concluded that the study of entrepreneurship education inculcates in students the necessary skills to cope in the future and prepare for eventuality through creativity and innovation. This implies that the social entrepreneur will assist to provide solution to societal problems by using market instrumentality bearing in mind the common goals of the community (Nabi, Walmsley, Linan and Neame, 2018).

Table 4 displays a significant relationship among the University of Ibadan Students' knowledge, attitude, skills, and their creation of innovative social enterprises. It shows that there is a significant positive high relationship between skills and creation of innovative social enterprises. There is also a significant positive relationship between students' attitude and creation of innovative social enterprises and between attitude and social entrepreneurship skills. Also, there is a low positive relationship between knowledge of social entrepreneurship and the creation of innovative social enterprises and between knowledge and attitude towards social entrepreneurship. This is in line with findings that skills acquired in entrepreneurship education are related to innovative awareness, innovative ability and also, innovative personality skills acquired in entrepreneurship education are related to innovative awareness, innovative ability, and innovative personality (Sousa, 2018; Osakede, Lawason and Sobowale, 2017). Therefore, social entrepreneurship, not only provides knowledge and skills, but also

transforms the attitudes and behaviours of students to be social innovators.

Recommendations

Based on the findings of this study, the researchers make the following recommendations:

Students should update their knowledge of social entrepreneurship to improve their skills.

Students should have a positive attitude towards social entrepreneurship to be self-reliant while developing their communities.

Students should try to gain more skills to be able to set up a social enterprise and sustain it.

University management and curriculum planners should provide more opportunities for students to engage in social initiatives that can impact society. This will enable students/youths to acquire new skills and social entrepreneurial competencies that will enable them to bring up innovative social enterprises in their respective communities. Social entrepreneurship should be integrated and mainstreamed into the University education, especially Economics and Social studies, to encourage students to think of solutions to challenges facing society while bringing up social innovators and gainfully employment.

Conclusion

Social entrepreneurship knowledge, attitude, and skills contribute to the creation of an innovative social enterprise. It can also be concluded that there is a need for the stakeholders in education to take into account the variables, keeping in mind that social entrepreneurship has been proven to be a promising and important global phenomenon that can help to solve youth unemployment and address social and environmental problems.

This, in the long run, contributes to the achievement of Sustainable Development Goals on decent work and economic growth; no poverty; zero hunger; good health and well-being; and clean water and sanitation. As such, these important variables should be focused on when looking for factors that contribute to the students' innovative social enterprise.

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