

SOCIAL ENTREPRENEURSHIP AND CAREER MINDSET OF BUSINESS STUDENTS IN NIGERIA.

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ABSTRACT

This study examined the relationship between social entrepreneurship and career mindset of business students in Nigeria.. The study adopted a correlational research design. The population of the study comprised 213 M.Sc.Ed students from 3 universities (Ignatius Ajuru, University of Education, Rivers State University and University of Port Harcourt). The sample size for this study was 139 respondents derived using the Taro Yamen's method for sample determination. Out of 139 copies of questionnaire distributed, 138 copies were retrieved and used for the analysis. The univariate (descriptive analysis) was done using tables, frequencies, mean and standard deviation, while the bivariate analysis (test of hypotheses) was done using the Spearman's Rank Order Correlation Coefficient (r) with statistical packages for Social Sciences (SPSS) Version 21.0 at 0.05 level of significant. The result of the study revealed that entrepreneurship education programmes have a significant relationship with career mindset of business education students. The study also revealed that social entrepreneurship significantly correlated with career mindset of business . The study further showed that team cooperation significantly moderated the influence of the relationship between entrepreneurship education programmes and career mindset of business education students. The study therefore, concluded that entrepreneurship education programmes enhances career mindset of business education students of universities in Rivers State. It was recommended that universities should initiate entrepreneurship education programmes in order to create and enhance career mindset of business education students and others in Universities.

Keywords; Social Entrepreneurship, Career Mind Set, Business Students

INTRODUCTION

Social entrepreneurship is a response to social and societal issues (Fridhi, 2021). Social Entrepreneurship is a relatively recent scientific concept that has grown considerably in recent years (Chou, 2018). However, the definition of social entrepreneurship remains polymorphic, as evidenced by the various reviews of the literature that have allowed to approach the contours of this economic and social phenomenon (Dacin, 2010; Saebi et al., 2018). It is arousing growing interest both for researchers, practitioners, and public authorities. In this regard, the European Commission (2003) encourages such initiatives to the point of establishing, in certain countries, a legal framework regulating the sector. The Organization for Economic Cooperation and Development(2020) defines SE as "any private activity of general interest, organized on the basis of an entrepreneurial approach and not having as main reason profit maximization but the satisfaction of certain economic and social objectives, as well as the capacity to put in place, in the production of goods and services, innovative solutions to the problems of exclusion and unemployment."

The myriad definitions of social entrepreneurship raise specifics relating to the context or the research discipline. The various central articles dealing with previous and future research on social entrepreneurship point out, in this regard, a lack of consensus (Dacin, 2010; Saebi et al., 2018). SE has an important pragmatic character (Mair and Marti, 2006) in the sense that it aims, among other things, local management and service. The advantage of the existence of geographic proximity and

support lies in the efficiency of resource and conflict management through permanent adjustments directly linked to the field.

It has become imperative for a serious attention to be given to entrepreneurship education to be in tertiary institutions in Nigeria. This is so because our educational system has been able to turn out graduates from over 150 Universities, Polytechnics and Monotechnics that have not been trained to be self-reliance, but to depend entirely on white collar jobs for a living. As such there are several graduates from our institutions today who are not fully employed. Apart from the book that they gained, there are no requisite skills to make them self-reliance .

Therefore, there is the need to engage the youth who make up the over 60% of the population in meaningful educational programmes to prevent unhealthy alternatives for this group of persons.

Again, a close look at the educational sector in our country, Osakwe (2015), reveals that very little or nothing is being done in the area of entrepreneurial, technological and scientific education that could have made the students and other beneficiaries develop skills, abilities and ideas for national growth and development.

The failure to achieve the objectives of entrepreneurship education in tertiary institutions could be attributed to poor career or entrepreneurial mindset of students as seen in lack of capacity level innovative skills and knowledge building development. Therefore, the problems confronting entrepreneurial or career mindset of students has made it necessary to examine entrepreneurship education programmes as a means of enhancing career mindset of business education students of Universities in Rivers State.

The following null hypotheses tested at 0.05 level of significance were formulated to guide the study.

- H₀₁:** There is no significant relationship between social entrepreneurship and capacity of students of business of Universities in Rivers State.
- H₀₂:** There is no significant relationship between social entrepreneurship and innovative skills of business students of Ignatius Ajuru University of Education Port Harcourt.
- H₀₃:** There is no significant relationship between social entrepreneurship and knowledge building development of business students of Universities in Rivers State.

Social Entrepreneurship and Career mindset of Business Education Students

Social entrepreneurship is defined as any private activity of general interest organised on the basis of an entrepreneurial approach and not having as main reason for profit maximization but the satisfaction of certain economic and social objectives, as well as capacity to put in place, in the production of goods and services, innovative solutions to the problems of exclusion and unemployment (Fridhi, 2021).

Social entrepreneurship can be analysed in terms of social value created and the organisational form specific to this type of business (Liu et al, 2018). Social enterprises to be hybrid organisations seeking to combine economic performance with a social mission. Chou (2018) posits that hybrid organisations or social enterprises are said constitute a new orientation valuing the creation of shared value in visionary societies. (Gramescu, 2015). Mair and Martin (2006) view social entrepreneurship as a process of innovative use and the combination of resources to exploit opportunities that aim to catalyze social change by providing basic human needs in a sustainable manner. Similarly, Zahra et al (2009) consider social entrepreneurship as activities and processes undertaken to discover, define and exploit opportunities to increase social wealth through the creation of new businesses or the management of existing organization in innovative ways Dees and Anderson (2006) and Dacin (2010) recognize social entrepreneurship as a form of social innovation because of its innovative dimensions in the face of social and social issues.

Studies by Dees (1998), Zollo et al (2018) have highlighted a social entrepreneur as a social project initiator and an agent of change. Social entrepreneur is also presented as an individual offering innovative solutions to the most pressing social problems in society. Shane (2002) posited that social entrepreneurship are ambitions and enduring and tackle major social problems by proposing new

ideas for large-scale change. The proximity of the social entrepreneur to the field is a central advantage in the entrepreneurship process. Therefore, the social entrepreneur must constantly be on information watch so as to detect investment opportunities (Starnawska & Brozowska, 2018). Zollo et al (2018), opine that social entrepreneurs often show solidarity with his colleagues and mutual aid and solidarity are a major quality of this type of entrepreneurship. Social entrepreneurship as pointed out by Mukhtar et al (2021) can help in shaping the career mindset of students.

Several preliminary studies have shown the belief of entrepreneurial mindset as a certain of mind that drives individual behaviour toward entrepreneurship ventures and output related to entrepreneurship (Akmallah et al, 2016; Linan& Fayodle, 2015). The researchers noted that the entrepreneurship mindset has an acquaintance with how individuals thinking, Shepherd et al (2010) supports this perspective and confirms that entrepreneurial mindset enhances possible insights into some outcomes required for entrepreneurial studies (Bandura, 2001).

Theoretical Review

Two theories are adopted in this work. These are the theory of planned behaviour and the fixed growth mindset theory.

The Theory of Planned Behaviour: This theory was proposed by Ajzen (1991). The theory explains that attitude influences intention. Entrepreneurial attitude according to this theory is conceptualized as an antecedent of the intention to undertake entrepreneurial activities. The theory further stated that entrepreneurial intention is influenced by personality traits, attitudinal and behavioural factors, experiences, demographic profiles and entrepreneurial education (Koe et al 2012; Hnery et al, 2005; Tam, 2009). The theory explains that entrepreneurship is a planned behaviour nursed over a longer period of time.

The theory explains that entrepreneurship intentions are created once the mindset is developed. The theory also explains two critical components of entrepreneurial mindset which is opportunity recognition, which is the capability to enhance innovativeness, proactiveness and calculated risks, and the individual entrepreneurial orientation conceptualized as student's perceptions of their attitude with regard to risk, willingness, innovativeness, and proactiveness that might be built into their future entrepreneurial behaviour. This theory was adopted in this study because it is related with the independent variable (Entrepreneurship education programmes).

The theory predicts that entrepreneurial learning enhances student's entrepreneurial skills, knowledge and competencies related to their predisposition to become future entrepreneurs.

Fixed and Growth Mindset Theory: This theory was proposed by Dweck in 2006. The theory stated that an individual could either hold a fixed mindset or growth mindset and not both of them combined. According to this theory, a fixed mindset that makes an individual believes in his qualities that are considered to be carved in stone and also unlikely to change. The theory also stipulates that growth mindset deals with the belief that an individual may adopt a mindset which can grant changes and growth through his effort.

The growth mindset as predicted by Dweck (2006) implies the personal endeavor that everyone may have for achieving change and growth.

Fixed and growth mindset theory further explain that individual response to the surrounding world is guided by the influence those mindsets, have on him. Thus, the influence describes whether an individual respond to challenges, effort, obstacles and the success of others in a consciously and unconsciously manner. The fixed and growth mindset predicts according to Johnson (2009) that a person with low confidence and fixed mindset believes that he will come out with low-performance goals as results. Hence, the person will face challenges in a helpless characteristics manner pattern of typical behaviours, feelings, and thoughts. Also, a person with growth mindset believes that he can succeed and face challenges through the adoption of learning goals. This theory suited this

study in that it is related to then variables of the study. This theory implies that if the career mindset of students is motivated through entrepreneurship education programmes, the intention to become better entrepreneurs will be there.

Research Design

The research design in this study was correlational design. The population of the study consisted of all the 2020/2021 M.Sc.Ed business education students of Universities in Rivers State. The Universities are Ignatius Ajuru University of education, Rivers State University and University of Port Harcourt. But the accessible population was two hundred and thirteen (213).

The sample size for the study was one-hundred and thirty-eight(138) respondents. To arrive at the sample size, the Taro Yamen’s technique or method for sample size determination illustrated in Okwandu (2004) was used. The research instrument of this study is questionnaire.

The researcher used Pearson Product Moment Correlation Coefficient to analyze and answer the research questions that were stated regarding the relationship between e-learning technologies utilization and academic achievement of business education students and to test the hypotheses that were formulated at 0.05 level of significance. However, this analysis method was subjected to the Statistical Package for Social Sciences (SPSS) version 2.0.

Results

H₀₁: There is no significant relationship between social entrepreneurship and capacity of students of business education of Universities in Rivers State.

Showing the Relationship between relationship between social entrepreneurship and capacity of students of business education of Universities in Rivers State

		Innovative Entrepreneurship	Capacity
Social Entrepreneurship	Correlation	1.000	.686**
	Coefficient Sig(2tailed)	0.0000	0.0000
	N	138	138
Capacity	Correlation	.686**	1.000
	Coefficient Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field data, (2022) **correlation is significant at 0.05 level (2-tailed) variables

The relationship between social entrepreneurship and capacity of students of business education revealed to be significant given the observed correlation: .686** and a p-value of 0.000 which is less than 0.05. The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The strong positive sign value of $r = .686^{**}$ reveals a direct relationship between social entrepreneurship and capacity, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between social entrepreneurship and capacity (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between social entrepreneurship and capacity of students of business education of Universities in Rivers State.

H₀₂: There is no significant relationship between social entrepreneurship and innovative skills of business students of Ignatius Ajuru University of Education Port Harcourt.

Showing the Relationship between relationship between social entrepreneurship and innovative skills of students of business of Universities in Rivers State

		Social Entrepreneurship	Innovative Skills
Social Entrepreneurship	Correlation Coefficient	1.000	.433**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Innovative Skills	Correlation Coefficient	.433**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field work, (2022) **correlation is significant at 0.05 level (2-tailed) variables

The relationship between social entrepreneurship and innovative skills of students of business education revealed to be significant given the observed correlation: .433** and a p-value of 0.000 which is less than 0.05. The correlation value shows a strong and significant relationship between both variables at a 95% confidence interval. The moderate rho positive value of $r = .433^{**}$ reveals a direct relationship between social entrepreneurship and innovative skills, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between social entrepreneurship and innovative skills (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between social entrepreneurship and innovative skills of students of business education of Universities in Rivers State.

H₀₃: There is no significant relationship between social entrepreneurship and knowledge building development of business education students of Universities in Rivers State.

Showing the Relationship between relationship between social entrepreneurship and knowledge building of students of business of Universities in Rivers State

		Social Entrepreneurship	Knowledge Building
Social Entrepreneurship	Correlation coefficient	1.000	.468**
	Sig(2tailed)	0.0000	0.0000
	N	138	138
Knowledge Building	Correlation coefficient	.468**	1.000
	Sig(2tailed)	0.000	0,000
	N	138	138

Source: Field data, (2022) **correlation is significant at 0.05 level (2-tailed) variables

The relationship between social entrepreneurship and knowledge building of students of business revealed to be significant given the observed correlation: .468** and a p-value of 0.000 which is less than 0.05. The correlation value shows a strong and significant

relationship between both variables at a 95% confidence interval. The moderate rho positive value of $r = .468^{**}$ reveals a direct relationship between social entrepreneurship and knowledge building, the significance value is less than 0.05, which means that the variation explained by the model is not due to chance. Therefore, the hypothesis of no significant relationship between social entrepreneurship and innovative skills (Null) hypothesis is rejected based on the decision rule of $P < 0.05$. We therefore accept the alternative hypothesis and restate the null that there is significant relationship between social entrepreneurship and knowledge building of students of business of Universities in Rivers State.

Significant relationship between Social Entrepreneurship and Career Mindset of Business Students

The results from the test of hypotheses 7 to 9 revealed a significant relationship between social entrepreneurship and capacity of students; social entrepreneurship and innovation skills and, social entrepreneurship and knowledge building development of business students in universities.

These findings are in line with the previous studies of Mair and Martis (2006) which viewed social entrepreneurship as a process of innovative use and the combination of resources to exploit opportunities that aim to analyse social change by providing basic human needs in sustainable manner.

Dees (1998) and Zollo et al (2018) have reiterated that a social entrepreneur is a project initiator and an agent of social change. Social entrepreneurs provide solutions to most pressing social problems in societies, proposing new ideas for large scale change, and can also help in shaping the career mindset of entrepreneurial students.

The outcomes of the studies done by Akmalah et al (2016) and Linan and Fayodle (2015) are also evidenced in the present study which showed entrepreneurial mindset as a certain mindset that derives individual behaviour towards entrepreneurship ventures and output related to entrepreneurship. It was also pointed out by the researchers that entrepreneurship mindset has a link with how individuals are thinking, which enhances possible insights into some outcomes needed for entrepreneurial studies. Therefore inculcating the social aspects of entrepreneurship in university students can incubate inclinations and intentions in the minds of students on how to become future entrepreneurs.

CONCLUSION

Based on the data analysis and the discussion of findings, the study concluded that entrepreneurship education programmes enhance career mindset of business students. The dimensions for entrepreneurship education programmes such as scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship influence measures of career mindset of business education students such as capacity of students, innovative skills and knowledge building development. Also, team cooperation moderated the relationship between entrepreneurship education programmes and career mindset of business education students. Universities whose students are not exposed to entrepreneurship education programmes tend to exhibit low career mindset in the field of entrepreneurship. Therefore, entrepreneurship education programmes enhance, capacity of students, innovative skills and knowledge building development.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were made:

1. Universities should initiate entrepreneurship education programmes in order to create career mindset in business education students and other students in their universities.
2. All stakeholders in the field of education should team up to design policies and effective curriculum in entrepreneurial studies that enhance the study effective entrepreneurship.

3. Scalable start-up entrepreneurship, innovation entrepreneurship and social entrepreneurship should be adopted by universities for enhancement of career mindset of students.

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