Topic:

Developmental Influence of Students' Attitudes, Intentions and Behavior on Social Entrepreneurs in Nigerian Universities

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PRESENTATION OUTLINE

➢ **Introduction**

➢ **Background of the Study**

➢ **Literature Review**

➢ **Theoretical Framework**

➢ **Research Methodology**

INTRODUCTION

➢ A main defect in the Nigerian educational system, is its theoretical inclination (Olorundare & Kayode, 2014).

➢ Most universities in Nigeria churn out graduates that are suitable for formal employment placement without much appreciation of vocational skills required for entrepreneurship (Olorundare & Kayode, 2014).

➢ Obviously, such occasion will lead to high rate of unemployment specifically amongst university graduates (Ejere, 2012).

➢ It is easy to assess how much social entrepreneurs contribute to the nations' development when they are employers and innovators.

➢ Thus, the policy of fostering social entrepreneurship education is therefore the general support and training of social entrepreneurs (Olorundare & Kayode, 2014).

➢ Therefore, there exists a debate with regard to whether the training of social entrepreneurs is best conducted within the classroom or not.

➢ The dominant view is that social entrepreneurs are best trained in school (Solomon & Fernald Jr, 1991).

STATEMENT OF THE PROBLEM

➢ The Nigeria university system is presently acknowledged as preparing graduates as employees rather than being an employer of labor (Olorundare & Kayode, 2014).

➢ Negligibly, little attention has been devoted to the pedagogical methods and contents in influencing how students identify themselves and how they believe in their own potential and capabilities which may contribute and assist them in establishing new social venture.

➢ Moreover, existing research has paid inadequate attention when considering social entrepreneurship education and social engagement of the student in community development.

➢ Further, the contributory institutional factors simultaneously that impact on pedagogical techniques and teaching remain unexplored.

➢ Additionally, there exists a gap in the research presently on how students develop favourable attitude, intention and behavior toward social entrepreneurship in Nigerian universities.

LITERATURE REVIEW

➢ This research study put forward the explanations on social entrepreneurship education and social ventures creation in Nigerian Universities.

➢ This literature will be reviewed in this section and the different perspectives on social entrepreneurship education will be discussed.

➢ Social entrepreneurship may be understood broadly in terms of economy, education, research, and in social terms (Leadbeater, 1997).

➢ This has made researchers to attempt at conceptualizing social entrepreneurship with the contexts of public sector, community enterprises, and relief organisations, among others.

➢ Dees & Anderson (2006) in their study indicated three challenges faced in social entrepreneurship education.

➢ The first problem concerns how to teach and learn social entrepreneurship education against a background of non-existing laid down approach to guide relevant faculties.

➢ Secondly, social entrepreneurship is still considered as a venture by most Universities or colleges instead of being considered as a field of study.

- The last problem relates to student motivation.

- Social entrepreneurship education should not be learning the art of generating income.

- Rather, students are interested in educational institutions that assist and equip them with innovation and creativity skills that are oriented towards problem-solving.

- As argued by (Austin et al., 2006), the primary concern should be on ensuring that students appreciate social entrepreneurship in a manner which creates value for the society.

- Furthermore, it is incumbent upon students to understand that in order to realize organizational mandate, materials can be obtained from a variety of sources such as charity organizations, support from the state, generous contributions from individuals or companies and revenue generated from business ventures.

RESEARCH QUESTIONS

i.   To what extent do student attitudes, intentions and behavior influence the development of social ventures upon graduation?

ii. To what extent does social entrepreneurship education prepare students to commence sustainable social ventures upon graduation?

iii. What is the role of Nigerian universities on the growth and expansion of sustainable social ventures?

RESEARCH OBJECTIVES

i.   To investigate the pedagogical nature of social entrepreneurship education in Nigerian Universities.

ii. To examine the influence of the pedagogy on students' social identity and self-efficacy.

iii. To examine the extent to which student attitudes, intentions and behavior influence the development of social ventures upon graduation.

iv. To ascertain the extent to which social entrepreneurship education prepares students to commence sustainable social ventures upon graduation.

v.   To investigate the role of Nigerian universities on the growth and expansion of sustainable social ventures.

THEORETICAL FRAMEWORK

➢ The theory of planned behavior, social identity and self-efficacy approach to social entrepreneurship education and triple helix models will be used to underpin the study.

➢ The assumption of the model of social identity and self-efficacy approach to social entrepreneurship education is that course instruction assists students' motivations towards transformation and connects them with social entrepreneurship community as well as enhance their competencies and capabilities.

➢ The theory of planned behavior was developed by Ajzen, (1991) and it was used to predict individual's behavior, attitude and intentions. Hence, The theory will explain the attitude, intentions and behavior of students in this study.
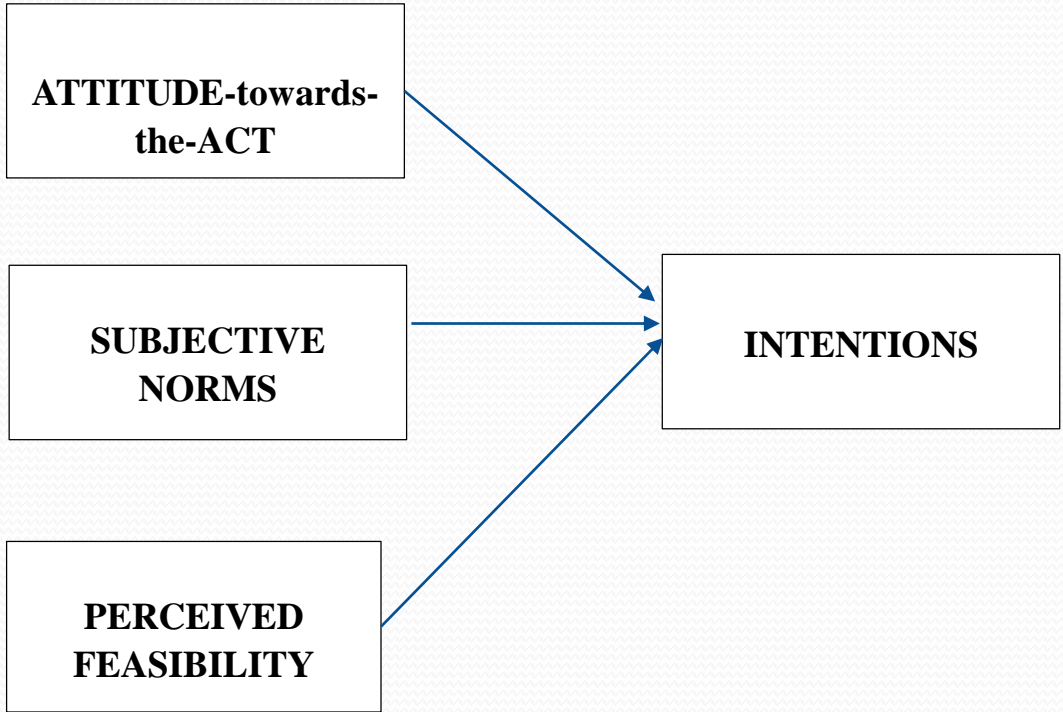
RESEARCH DESIGN

➢ Descriptive Research Design:

➢ This study will adopt a descriptive research design. Mixed method research approach will be adopted in this study.

➢ This design is appropriate for this study because it describes the characteristics of a particular individual/group and take into cognizant the research process to be followed in the survey to be undertaken (Kothari & Garg, 2014).

➢ This design is carry out in order to ascertain and be able to describe the features of the important variables in a situation, and allow the researcher to describe pertinent characteristics of the phenomena of interest from an individual, organisational, industry – oriented, and other perspective (Sekaran & Bougie, 2010).

➢ Therefore, the design will help the researcher to investigate the dimensions of pedagogy nature of social entrepreneurship education and its influence on students' behavioral outcomes in the selected Nigerian Universities.

➢ However, it will also describe how students develop social identity and self-efficacy in order to recommend appropriate conceptual framework on social entrepreneur in Nigerian Universities.

RESEARCH METHODOLOGY

➢ This study will employ mixed-methods approach i.e. both qualitative and quantitative research methods.

Quantitative Part

Therefore, quantitative information will be collected through a structured questionnaire to extract information on awareness, extent and the impact of social identity and self-efficacy, student social engagement, social entrepreneurship and innovation activity in the society with the undergraduate and postgraduate student in the faculty of management in Lagos State University, Babcock University and University of Lagos in Nigeria.

Qualitative Part

Qualitative information will be collected through semi- structured, in-depth, face-to-face interviews from academic staff and academic planning units in Lagos State University, Babcock University and University of Lagos to gain more in-depth understanding on the pedagogical techniques and content use to teach social entrepreneurship education in Nigeria universities.

GEOGRAPHICAL SITE

➤ According to Simons (2009), study site is a physical place where the study will be conducted so as to gather data required for the study.

➤ The study will be conducted in south western region in Nigeria. Three universities are selected for this study from this region.

➤ The three universities were selected base on judgment sampling technique i.e. the number of years of creation (> five years of establishment), and involvement in the teaching of social entrepreneurship modules.

➤ In judgement sampling, the researcher select items for the sample deliberately; his choice concerning the items remain ultimate (Kothari & Garg, 2014).

➤ The three (3) selected universities consists of one federal; state; and private university.

➤ These are University of Lagos, Akoka, Lagos-State (UNILAG); Lagos State University, Ojo, Lagos (LASU); and Babcok University, Ilisan-Remo, Ogun-State respectively.

Qualitative Part

The target population for the qualitative part of this study comprises the members of academic staff, who are the lecturers that implement the curriculum, teaches social entrepreneurship courses, and assesses the performance of the students and the academic planning units, who are the deans of faculties and administrative directors, who are the main authorities that perform the responsibility of planning and developing of all academic curricula in the universities.

Quantitative Part

In this part, the study target population comprises the MBA students who are the trained social entrepreneurs that are already in the labor market and the final year students in the faculty of management/business administration who have almost completed their courses on social entrepreneurship.

Therefore, the study population for the quantitative part of this research comprise 1668 MBA students and 3777 final year students in the faculty of management and business administration from the three selected universities.

Table 1.1 Distribution of population of MBA students

S/N	Universities	Total
1	University of Lagos, Akoka, Lagos-State (UNILAG)	1130
2	Lagos State University, Ojo, Lagos-State (LASU)	303
3	Babcok University, Ilisan Remo, Ogun-State	235
	Total	**1668**

Table 1.2 Distribution of population of final year students in the faculty of management/business administration students

S/N	Universities	Total
1	University of Lagos, Akoka, Lagos-State (UNILAG)	1509
2	Lagos State University, Ojo, Lagos-State (LASU)	1308
3	Babcok University, Ilisan Remo, Ogun-State	960
	Total	**3777**

Therefore, the total target population for the quantitative part of this study is the total population of 1668 MBA students and 3777 final year students in the faculty of management/business administration (**i.e. 5445**) from the three selected universities.

SAMPLING METHOD

Qualitative Part

A purposive sampling method will be used for the qualitative methods because it enables the researcher to select his participant's base on his own knowledge of the population and the purpose of the study (Creswell, 2014).

Quantitative Part

Simple random sampling method will be employed for the quantitative method because it the sample selection that gives each sample combination an equal probability of being picked up and allows each items in the total population have equal chance to be part of the sample (Kothari & Garg, 2014).

The right sample size can be estimated without needing the use of formulae or computation by using the means of tables for Determining Minimum Returned Sample Size for a Given Population Size for both Categorical and Continuous Data (Bartlett, Kotrlik & Higgins, 2001).

Therefore, the Bartlett, Kotrlik & Higgins, (2001) table for Determining Minimum Returned Sample Size for a Given Population Size for both Categorical and Continuous Data will be used to estimate the research sample size for this study.

Qualitative Part

For the qualitative part, a sample of 9 respondents from the members of academic staff and the academic planning units of the three universities (i.e. three members from each university) will be drawn.

Quantitative Part

For the quantitative study, a sample size of 259 will be drawn from the total population of the MBA students and final year students of 5445 using Bartlett, Kotrlik & Higgins, (2001) table.

Data Collection

Two methods will be used to collect data for this study; self-administered structured questionnaires will be used for the quantitative approach while semi-structured, face-to-face, in-depth interviews will be used for the qualitative approach.

Qualitative Part

Semi-structured Interviews: In-depth, semi-structured and face-to-face interviews with nine (9) members of academic staff and academic planning units of the three universities will be conducted to collect data for the study. The aim of this interview is to acquire more in-depth knowledge and information about the nature of pedagogy in social entrepreneurship education and investigate how it equip students to start up sustainable social ventures on graduation.

Quantitative Part

Structured Questionnaires: A total of 259 structured questionnaires will be used to collect data. Questionnaires will be designed to collect data among the MBA students and final year students in the faculty of management/business administration of the three universities to obtain information on their perceptions on the impact of pedagogy on self-efficacy and social identity, and ascertain the extent to which students' attitudes, intentions and behaviors influence the development of social entrepreneurs.

DATA ANALYSIS

Quantitative Part

The quantitative data collected by questionnaires will be analysed by using simple descriptive statistics (means and standard deviations) and inferential statistics using Statistical Package for Social Sciences (SPSS).

Qualitative Part

The qualitative data collected by semi structured interview will be transcribed, coded and analyzed using thematic analysis (TA) techniques. Descriptive statistics will be employed to describe the demographic aspects of the selected sample.

VALIDITY AND RELIABILITY

Validity and Reliability

Reliability and validity in research is a serious mater. Reliability relates to the measure of concept in terms of consistency (Bryman, 2008). It is a necessary step taken to have valid measure, but it does not guarantee its validity (Klionsky et al., 2012).

Qualitative Part

Reliability - Dependability strategy will be used to measure trustworthiness by using Code-Recode Procedure to ensure consistency in the reliability.

Validity – Credibility criteria of investigators triangulation techniques will be used to measure internal validity while Transferability of thick description techniques will be used to measure the external validity of the data collected.

Quantitative Part

Reliability – measuring scales will be subjected to a Chronbach Alpha Test on SPSS. This test measures internal consistence reliability. Reliability coefficients above 0.7 are deemed acceptable.

Validity – a factor analysis will be conducted on SPSS to assess the construct validity of the measuring scales.

SIGNIFICANCE AND CONTRIBUTION OF THE STUDY

➢ the study will benefit the government and the society at large in achieving its objectives of producing graduates that will start a social venture for innovative towards a sustainable economic development and poverty reduction of the Nation.

JUSTIFICATION OF THE STUDY

➢ The major aim of the study is to improve knowledge on how social entrepreneurs acquire skills and knowledge that can be enhanced via high quality social entrepreneurial preparation.

➢ Furthermore, the study seeks to examine how social entrepreneurship education really influence students' post-training intentions towards reducing graduate unemployment in Nigeria.

➢ The study will also broaden the present knowledge of the social entrepreneurship education in Nigeria and Africa at large.

ETHICAL CONSIDERATIONS

➢ The researcher makes sure that every participant in this study fills an informed consent form to validate their willingness to be involved.

➢ Pseudo names will be used to conceal the identity of participants throughout the study.

➢ Additionally, ethical clearance will be secured from the University of Kwazulu–Natal permitting the researcher to continue with the study and necessary gatekeeper's permit will be collected from the authorities of the three universities.

LIMITATIONS OF THE STUDY

➢ Due to unstable academic programs in Nigerian Universities the researcher might have difficulties during the time of collecting data because of the unpredicted industrial action.

➢ The researcher will be restricted to just only three universities in Nigeria: University of Lagos (UNILAG), Akoka, Lagos-State; Lagos State University (LASU), Ojo, Lagos; and Babcok University, Ilisan-Remo, Ogun-State, due to inadequacy time, fund and problem of logistics.

➢ However, they tight schedule of lecturers and members of academic planning unit for the interview may pose a challenge to timely completion of the questionnaires.

Thank you