
UNDERSTANDING SOCIAL ENTREPRENEURIAL INTENTION OF COLLEGES OF EDUCATION LECTURERS IN SOUTHWEST, NIGERIA

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Abstract

Little evidence from Nigerian tertiary institutions is available regarding social entrepreneurship intention (SEI) of College of Education lecturers. Using proportionate sampling technique, 960 lecturers were selected from a population of 1,438 Lecturers from seven public colleges of education in the Southwest, Nigeria. A questionnaire tagged: Social Entrepreneurial Intention Questionnaire (SEIQ) was used to collect data. while Percentage, mean, standard deviation, t-test and one way Analysis of variance were used for data analysis. Result revealed that Colleges of Education lecturers possess high level social entrepreneurial Intention Moreover, significant gender difference was observed in Social entrepreneurial intention, with male lecturers showing higher intention than female lecturers ($T[1486] = 5.438, p < 0.5$). Significant differences were also found across age groups $F(3,1484) = 7.223, p < .05$, academic qualification $F(3,1484) = 18.300, p < .05$. Therefore, it was recommended institutional supports,

*entrepreneurship training, mentorship programmes,
and intervention to encourage lecturers'
participation in social entrepreneurial activities.*

Keywords: Social entrepreneurial intention, Lecturers, Colleges of Education, Southwest Nigeria.

Introduction

The promotion of social entrepreneurship in Nigeria is essential for the enhancement of some goals in the National Policy on Education, which includes promoting functional education for skill acquisition, job creation and poverty reduction (Federal Republic of Nigeria FRN, 2013). To achieve this national goal, the preparedness of the lecturers' social entrepreneurial intention needs to be investigated.

Entrepreneurial intention is not a determinant of entrepreneurial behaviour because not every individual that have the opportunity can recognize and utilise the opportunity to create or establish a profitable venture. Complete entrepreneurial opportunity is a behaviour that will be intentionally assumed. Mair et al. (2006), opined that social entrepreneurial are driven by psychological dispositions to learn more, perceived ideas, and carry out social business plans. These potentials are known as social entrepreneurial intention

Social entrepreneurship goal is to establish a social enterprise that will address social problems. Intention is contemplated to be the most important component in predicting the establishment of a social component in predicting the establishment of a social company (Hockerts, 2017; Kruse, 2020; Bergner et al., 2022). Therefore, to have an entrepreneurial mind is an important thing to start a business. To have the mind to start a business is worth researching. Then, the factors that push an individual to have the idea and engage in social entrepreneurship activity need to be investigated. Although, intentions could successfully predict action, it should be noted that intention can determine conduct but the behaviour may not take place. Intention is a mental process that directs individual's planning as well as implementation of the plans. Entrepreneurial intention plays an important role in entrepreneurship scholarship and practice, but little

is known about intentions of entrepreneurs in formulating model of social entrepreneurship intention (SEI). According to Bird (1988), entrepreneurial intention is the mindset that directs and guides an entrepreneur's efforts toward the creation and application of innovative company concepts. Entrepreneurial intention of a person is a mental orientation such as desire, wish and hope influencing his/her choice of entrepreneurship (Peng et. al., 2022). Thus, in the context of social entrepreneurship, a person's belief, desire, and resolve to launch a new social venture can be referred to as social entrepreneurial intention. Social entrepreneurship intention will guide individuals towards to become a social entrepreneur.

Despite the efforts to promote entrepreneurship education in recent years, little or no research efforts on the social entrepreneurial intention of Colleges of Education Lecturers in Nigeria especially in Southwest, Nigeria. Therefore, this study investigated social entrepreneurial intention of lecturers in Southwest, Nigeria. The specific objectives are to:

- i. identify the level of SEI of Colleges of Education lecturers in Southwest Nigeria;
- ii. determine the difference between male and female college of education lecturers' SEI; and
- iii. examine the difference in SEI of colleges of education lecturers' according to age, academic qualification and teaching experience.

Research Questions

One research questions was raised to guide this study:

- i. What is the level of SEI of Colleges of Education lecturers in Southwest Nigeria?
- ii. Will there be any significant difference between male and female college of education lecturers' SEI?
- iii. Will there be any significant difference in SEI of colleges of education lecturers' according to age, academic qualification and teaching experience?

Hypotheses

Two hypotheses were raised to guide this study:

H₀1: There is no significance difference between male and female college of education lecturers' SEI.

H₀2: There is no significance difference in SEI of colleges of education lecturers' according to age, academic qualification and teaching experience.

Methods

The study sample consisted of **960 lecturers proportionately** drawn from the seven Colleges of Education in Southwest Nigeria. The instrument used in the study was a structured 4-point Likert scale questionnaire titled: Social Entrepreneurial Intention Questionnaire (SEIQ) was designed and validated by the researchers. It has two sections; section A solicited for background information of respondents while section B consisted of 18 items on social entrepreneurial intention. The reliability of the instrument was determined through test-retest with a Cronbach alpha of 0.84. Data collected were analysed using percentages, means, standard deviations, t-test and analysis of variance were used to analysed the data collected and answered the research questions.

Results

Research Question 1: What is the level of SEI of Colleges of Education lecturers in Southwest Nigeria?

Table 1: Colleges of Education Lecturers Social Entrepreneurial

S/N	Items	SD(F)	D(F)	A(F)	SA(F)	Mean	SD
1	It is my dream to find answers to societal problems through real life experiences	96 (6.5)	69 (4.6)	801 (53.8)	522 (35.1)	3.18	0.791
2	I can operate in an uncertain environment, if there is a reason to establish a social venture to solve problem	175 (11.8)	393 (26.4)	731 (49.1)	189 (12.7)	2.63	0.851
3	I am not ready to embark on a new project that I have no previous experience	126 (8.5)	261 (17.5)	798 (53.6)	303 (20.4)	2.86	0.836
4	I am ready to establish a social venture	57 (3.8)	180 (12.1)	961 (64.6)	290 (19.5)	3.00	0.685

S/N	Items	SD(F)	D(F)	A(F)	SA(F)	Mean	SD
5	It is my dream to become a social entrepreneur	48 (3.2)	101 (6.8)	856 (57.5)	483 (32.5)	3.19	0.696
6	Being a social entrepreneur implies more advantages than disadvantages to me	42 (2.8)	99 (6.7)	944 (63.4)	403 (27.1)	3.15	0.655
7	If I have the opportunity and resources, I would like to start a social enterprise	51 (3.4)	73 (4.9)	943 (63.4)	421 (28.3)	3.17	0.665
8	I will feel satisfied when I invest my financial resources into a social enterprise where I can reinvest the profit	38 (2.6)	69 (4.6)	844 (56.7)	537 (36.1)	3.26	0.664
9	Being a social entrepreneur would entail great satisfaction for me	38 (2.6)	122 (8.2)	897 (60.3)	431 (29.0)	3.16	0.671
10	Among various options I would rather be a social entrepreneur	61 (4.1)	163 (11.0)	935 (62.8)	329 (22.1)	3.03	0.703
11	I am ready to do anything to become a social entrepreneur	63 (4.2%)	196 (13.2%)	770 (51.7%)	459 (30.8%)	3.09	0.578
12	My goal is to become a social entrepreneur	51 (3.4%)	172 (11.6%)	987 (66.3)	278 (18.7)	3.00	0.663
13	I will make every effort to start and run a social enterprise	23 (1.5)	120 (8.1)	1048 (70.4)	297 (20.0)	3.09	0.578
14	I am determined to create a social enterprise	57 (3.8)	87 (5.8)	1027 (69.0)	317 (21.3)	3.08	0.647
15	I have a very serious thought about starting a social enterprise	14 (0.9)	127 (8.5)	929 (62.4)	418 (28.2)	3.18	0.611
16	I have a firm intention to start a social enterprise someday	65 (4.4)	127 (8.5)	965 (64.9)	331 (22.2)	3.05	0.693
17	Starting a social enterprise and keeping it working would be easy for me	38 (2.5)	137 (9.2)	988 (66.4)	325 (21.9)	3.08	0.638
18	If I tried to start a social enterprise, there is a high probability of succeeding	52 (3.5)	79 (5.3)	864 (58.1)	493 (33.1)	3.21	0.694

In parenthesis are percentage

From the results on Table 1, it could be observed that most of the mean are above the average mean of 2.50. It thus implied that lecturers in colleges of education possess a positive social entrepreneurship.

Hypothesis 1: There is no significance difference between male and female college of education lecturers' SEI.

Table 2: T-Test comparison of male and female colleges of education lecturers' social entrepreneur intention

Gender	N	Mean	Std. D	t	df	Sig. (2-tailed)
Male	894	58.82	8.008			
Female	594	56.48	8.272	5.438	1486	1486

Table 2 revealed that there was a statistically significant difference in social entrepreneurial intention of male and female lecturers, $t(1486) = 5.438$, $p < .05$. Male lecturers recorded a higher mean score ($M = 58.82$) than female lecturers ($M = 56.48$). This indicates that male lecturers are likely to exhibit stronger social entrepreneurial intentions than their female counterparts.

Hypothesis 2: There is no significance difference in SEI of colleges of education lecturers' according to age, academic qualification and teaching experience.

Table 3a: One Way-ANOVA of social entrepreneur intention of colleges of education lecturers according to Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1436.259	3	478.753		
Within Groups	98357.394	1484	66.279	7.223	.000
Total	99793.653	1487			

Table 3a revealed a statistically significant difference in social entrepreneurial intention of lecturers based on age, ($F_{(3,1484)} = 7.223$, $p < .05$). This finding indicates that lecturers' social entrepreneurial intention varies significantly across different age groups. To determine which groups, differ from each other, a Scheffe post-hoc analysis was conducted and findings has shown in Table 3b.

Table 3b: Scheffe post hoc multiple comparison analysis on social entrepreneur Intention of colleges of education lecturers according to Age.

(I) Age	(J) Age	Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
25-34	35-44	-3.085*	.739	.001	-5.15	-1.02
	45-54	-2.293*	.720	.018	-4.31	-.28
	55 Above	-1.170	.802	.546	-3.41	1.07
35-44	25-34	3.085*	.739	.001	1.02	5.15
	45-54	.792	.507	.485	-.63	2.21
	55 Above	1.916*	.617	.022	.19	3.64
45-54	25-34	2.293*	.720	.018	.28	4.31
	35-44	-.792	.507	.485	-2.21	.63
	55 Above	1.123	.594	.311	-.54	2.78
55 Above	25-34	1.170	.802	.546	-1.07	3.41
	35-44	-1.916*	.617	.022	-3.64	-.19
	45-54	-1.123	.594	.311	-2.78	.54

*. The mean difference is significant at the 0.05 level.

Table 3b revealed that, lecturers in 35–44 years demonstrated higher SEI than those aged 25–34 years ($MD = \pm 3.085$, $p = .001$). Lecturers aged 45–54 years also showed significantly higher intention than those aged 25–34 years ($MD = \pm 2.293$, $p = .018$). Lecturers aged 35–44 years had significantly higher intention than lecturers aged 55 years and above ($MD = \pm 1.916$, $p = .022$). However, no significant differences were observed between, 35–44 years and 45–54 years; 45–54 years and 55 years above; 25–34 years and 55 years above. The result suggests that middle-aged lecturers (35–54 years) possess stronger social entrepreneurial intentions than younger lecturers.

Table 3c: One way-ANOVA of social entrepreneur intention of colleges of education lecturers by academic qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2707.857	2	1353.929		
Within Groups	97085.796	1485	65.378	20.709	.000
Total	99793.653	1487			

The ANOVA result in Table 3c showed a significant difference in SEI by academic qualification, ($F_{(2,1485)} = 20.709$, $p < .05$). This suggests that lecturers' differ in the SEI based on educational qualification. A Scheffé post hoc analysis was conducted to determine the significant between and among which groups lied the differences.

Table 3d: Scheffe Multiple Comparisons social entrepreneur Intention of colleges of education lecturers according to Academic Qualification using Scheffe

(I) Qualification	(J) Qualification	Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
B.Sc / B.Ed.	M.Sc / M.Ed.	-2.873 *	.647	.000	-4.46	-1.29
	Ph.D.	-.175	.713	.970	-1.92	1.57
M.Sc / M.Ed.	B.Sc / B.Ed.	2.873 *	.647	.000	1.29	4.46
	Ph.D.	2.698 *	.485	.000	1.51	3.89
Ph.D.	B.Sc / B.Ed.	.175	.713	.970	-1.57	1.92
	M.Sc / M.Ed.	-2.698 *	.485	.000	-3.89	-1.51

*. The mean difference is significant at the 0.05 level.

Table 3d revealed that, Lecturers with M.Sc./M.Ed. had significantly higher SEI than those with B.Sc./B.Ed. ($MD = \pm 2.873$, $p < .05$). There is significant difference between lecturers with M.Sc./M.Ed. and Ph.D. lecturers ($MD = \pm 2.698$, $p < .05$). No significant difference was observed between, B.Sc./B.Ed. holders and Ph.D. holders ($p > .05$). The finding suggests that lecturers with master's degrees display the highest social entrepreneurial intention.

Table 3f: One way-ANOVA of social entrepreneur intention of colleges of education lecturers according to Teaching Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3560.163	3	1186.721		
Within Groups	96233.490	1484	64.847	18.300	.000
Total	99793.653	1487			

Table 3f revealed a statistically significant difference in social entrepreneurial intention according to teaching experience, ($F_{(3,1484)} = 18.300$, $p < .05$). Thus, teaching experience significantly influences lecturers' social entrepreneurial intention.

Table 3g: Scheffe Multiple Comparisons social entrepreneur intention of colleges of education lecturers according to Teaching Experience using Scheffe

(I) Experience	Teaching (J) Experience	Mean Teaching Difference (I-J)	Std. Error	Sig.	95% Interval Lower Bound	Confidence Upper Bound
1-10	11-20	3.816*	.516	.000	2.37	5.26
	21-30	2.544*	.619	.001	.81	4.28
	31 Above	2.111	1.699	.672	-2.64	6.86
11-20	1-10	-3.816*	.516	.000	-5.26	-2.37
	21-30	-1.271	.531	.126	-2.76	.22
	31 Above	-1.705	1.669	.791	-6.38	2.97
21-30	1-10	-2.544*	.619	.001	-4.28	-.81
	11-20	1.271	.531	.126	-.22	2.76
	31 Above	-.433	1.703	.996	-5.20	4.33
31 Above	1-10	-2.111	1.699	.672	-6.86	2.64
	11-20	1.705	1.669	.791	-2.97	6.38
	21-30	.433	1.703	.996	-4.33	5.20

*. The mean difference is significant at the 0.05 level.

Table 3g showed that, Lecturers with 1–10 years' experience scored significantly higher than those with 11–20 years' experience ($MD = \pm 3.816$, $p < .05$). Lecturers with 1–10 years' experience also scored significantly higher than those with 21–30 years' experience ($MD = \pm 2.544$, $p < .05$). No significant differences existed among other categories. The finding suggests that lecturers in the early stages of their careers have stronger social entrepreneurial intentions than their more experienced counterparts. Younger academics may be more innovative, ambitious, and willing to pursue new opportunities beyond conventional academic roles.

Discussions

The findings of this study revealed that lecturers in Colleges of Education demonstrated a generally high level of social entrepreneurial intention. The finding is consistent with Mair and Noboa (2006), work who argued that social entrepreneurial intention emerges when individuals develop empathy toward societal problems, perceive themselves as capable of creating change, and possess strong moral judgment. Also, Aure (2018) found that

university academics demonstrated positive attitudes toward social entrepreneurship due to their commitment to community development and social transformation. The current finding reflects similar tendencies among Nigerian College of Education lecturers.

The finding that lecturers differs in SEI across age group aligns with the finding of Kautonen, et al (2011), who found that middle-aged adults are more likely to engage in entrepreneurial activities because they possess greater resources and opportunity recognition abilities. However, the finding contradicts studies by Zhang and Acs (2018), which suggest that younger individuals often demonstrate stronger entrepreneurial intentions because they are more innovative, technologically adaptable, and willing to take risks.

The finding that lecturers with M.Sc./M.Ed. qualifications demonstrated higher social entrepreneurial intention than both B.Sc./B.Ed. and Ph.D. holders aligns with studies suggesting that educational attainment enhances entrepreneurial competence and opportunity recognition. Davidsson and Honig (2003) found that education strengthens entrepreneurial knowledge, networking opportunities, and problem-solving abilities. However, the finding that Ph.D. holders did not significantly outperform Bachelor's degree holders contradicts expectations from human capital theory and the findings of Marvel and Lumpkin (2007), who reported that advanced education generally increases entrepreneurial intentions. The lower entrepreneurial intention among Ph.D. holders may stem from stronger commitment to academic research, administrative responsibilities, and career stability, which reduce interest in entrepreneurial engagement.

The finding that lecturers differ in SEI by of teaching experience is consistent with the study s of Zhao, et al (2005), who found that younger professionals often possess greater entrepreneurial enthusiasm, confidence, and willingness to pursue innovative opportunities. The result also aligns with Kolvereid and Isaksen (2006), who observed that individuals at the early stages of their careers are more willing to consider entrepreneurial pathways than

those who have become established within traditional career structures.

Conclusion

The paper has presented and discussed the results of a study on social entrepreneurial intention of colleges of education lecturers in Southwest, Nigeria. It inferred that lecturers in Colleges of Education possess a high level of social entrepreneurial intention. The study further established that there was significant difference in SEI based on gender, age, academic qualification, and teaching experience.

Recommendations

The study recommended that management of Colleges of Education should organize regular training programmes, workshops, seminars, and certification courses on social entrepreneurship to enhance lecturers' entrepreneurial competencies. Government agencies, educational institutions, development partners, and private organizations should provide grants, seed funding, and financial incentives for lecturers with viable social enterprise ideas. Colleges of Education should encourage collaboration among lecturers from different disciplines to foster innovative solutions to social problems. Interdisciplinary teams are more likely to generate creative ideas and develop sustainable social enterprises.

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