

# IMPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) ON SOCIAL ENTREPRENEURSHIP IN LAGOS STATE

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## Abstract

Promoting social responsibility through social entrepreneurship has become the key issue in the modern-day business world. Information and Communication Technologies (ICT) inclined education has remained the key driver of knowledge required for social entrepreneurship knowledge and skills and its link need x-rayed further. This study therefore examined the implication of ICT on social entrepreneurship education to show the impact it has on social responsibility function of businesses in Lagos state. The study employed survey research design and data was gathered through the primary source with questionnaire circulated 200 respondents purposively selected amongst social entrepreneurially inclined organizations. Pearson Correlation technique was used to analyze responses gathered from the respondents. Findings from the study revealed that introduction of E-learning in the process of skill acquisition and efficient utilization of E-business impact social entrepreneurship at  $r = 0.886 \leq 0,005$  and  $r = 0.541 \leq 0,005$  respectively. The study from the forgoing recommends that adequate and effective application of Information and Communication Technologies (ICT) in the process of knowledge delivery among social entrepreneurs should be encouraged with a view to improving the standard of living of the populace through increasing social responsibility focus of business organizations.

**Keywords:** Business Development, Enterprise, Information and Communication Technologies, Social Entrepreneurship, Social Needs.

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## 1. INTRODUCTION

The primary concept of entrepreneurship according to Joseph Schumpeter x-rayed the willingness of individuals to start up new ventures and thus concerns everyday acts of work that contribute to the betterment of people's life (Christos, 2011). The development across the globe has gone beyond businesses existing and operating for profit only. The new initiative has included using the entrepreneurial approach to solve social problems within the global space (Radin & Zaidatol, 2015).

The concept of social entrepreneurship may not be new as there has been incremental importance of the phenomenon in the business cycle (Radin & Zaidatol, 2015). This importance hinges on using social enterprise built by social entrepreneurs through utilization of business methods to attain social goals or lasting environment and not possibly for profit-making purposes only (Page & Katz, 2011). The idea of social entrepreneurship has a link with knowledge acquisition for effective application of the concept.

Education has remained the vehicle used by communities and groups to develop new generations with a view to redirecting their orientation towards social responsibility as it has been found to be key driver of knowledge required to evolve an innovative approach for dealing with complex social needs. Education with digital input can heighten the development of social entrepreneurship knowledge and skills in developing nations (Okon & Nyoku, 2016).

In contrast to the industrialized world, where educational learning is supported by the digital economy, Nigeria's condition has been dreadful as a result of the country's incapacity to create a digital social and economic foundation. Many organizations and businesses have benefited from digital technology, and it has provided an opportunity to grow the country's digital economy. Although the issue of introducing digital education to advance the course of entrepreneurship has been discussed in the literature, little has been said about its application for social entrepreneurship education as a tool to advance growth in organizations' and businesses' acts of social responsibility. As a result, the impact of ICT on social entrepreneurship education in Lagos State was investigated in this study.

## 2. CONCEPTUAL CLARIFICATION

### Social Entrepreneurship

According to Aidin, Muhammed, and David (2013), many researchers, such as Peredo and McLean (2006), believe that social entrepreneurship is a two-sided entity that combines the notions of "social" and "entrepreneurship." According to Austin et al. (2006), there are two sorts of entrepreneurs: social and commercial. Dees (1998) believes social entrepreneurship to be a type of entrepreneurship. The most essential challenge revealed by this categorization is determining whether the created value is social or

commercial; nonetheless, the entrepreneurial element is present in both classifications. Social entrepreneurship, according to Certo and Miller (2008), is a sub-discipline of entrepreneurship. Thompson (2002) refers to social entrepreneurs in the non-profit sector, and Spear (2006) refers to entrepreneurship in a social context for non-commercial organizations in other research.

According to Litzky, Godshalk, and Walton-Bongers (2010), social entrepreneurship is a process that entails the creative use of resources and the pursuit of possibilities in order to be a catalyst for social change, inculcate social dreams, and meet societal demands (Radin & Zaidatol, 2015). Many researchers agree that social entrepreneurship is a process of introducing business experience and market-based skills to the non-profit sector in order to assist it become more efficient in offering and delivering the desired services, as Reis (1999) concluded. Social entrepreneurship can take many forms, including innovative non-profit initiatives, for-profit social purpose businesses, and hybrids of the two (Dees, 1998).

Apart from their objectives, Radin and Zaidatol (2015) believe that social entrepreneurship revolves around the act of managing social enterprises, which has little in common with the practice of managing business firms. While profit is important for the survival and continuity of a firm, the main goal of social entrepreneurship is to maximize social goals rather than profit. As a result, social entrepreneurship refers to organizations or businesses founded by social entrepreneurs who use economic practices to achieve social goals for the greater good of society (Page & Katz, 2011).

#### **Education and Social Entrepreneurship: Nexus**

Education apart from advancing the source of wealth of individuals within the society can also play a role in increasing the development of social entrepreneurship (SE) knowledge and skills in developing economy (Radin & Zaidatol, 2015). The challenge of Social problems in the developing economy is enormous and efforts need be geared towards a new thinking of profit only not being the objective of entrepreneurs but rather with a view to accommodating the thought of social responsibility to humanity in the draft and process of enterprise management.

#### **ICT, Business Development and Social Entrepreneurship**

According to Abdullah and Farrukh (2016), information and communication technology (ICT) has transformed organizations around the world, allowing for huge, stable economic transactions. Business organizations that deploy the latest technologies and compete in the market place by installing a variety of IT applications to standardize and integrate their business processes demonstrate ICT dominance. Almost all small and medium businesses (SMEs) have turned their attention to IT integrated software packages in the current era of competitive business tactics. The use of information and communication technology (ICT)

is now a need for the development of any business architecture. Enterprises require ICT architecture help not only to meet their objectives, but also to stay relevant in today's highly competitive business market (Abdullah & Farrukh, 2016). Modern technology has already demonstrated its less expensive and more accessible contributions to bettering business architecture than ever before. The use of ICT in business has taken the form of Decision Support Systems (DSS), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), and Payment Support Systems (PSS), all of which interact to make the process of producing and distributing / delivering goods and services at the lowest possible cost and with the highest possible profit (Abdullah & Farrukh, 2016; Saleem & Al-Malaise, 2012; Al-Midimigh, Ullah & Saleem, 2009). According to Hector, Salvador, and Emigdio (2016), information and communication technologies (ICTs) promote economic growth and corporate efficiency through facilitating innovation through diffusion processes, usage habits, and commercial success. Growth and competitiveness are both influenced by innovation. According to Hector et al (2016), Gretton, Gali, and Parham (2004), the use of ICTs makes innovation development considerably easier and more cost-effective, and the impacts obtained from the use of ICTs can be a source of increased productivity.

### 3. HYPOTHESIS AND METHODOLOGY

H<sub>1</sub>: Introduction of E-learning has no impact on social entrepreneurship performance in Lagos State

H<sub>2</sub>: Efficient use of E-business has no impact on overall social entrepreneurship performance in Lagos State.

This study used a survey design with structured questionnaire to determine the opinion of respondents on the implications of ICT on Social entrepreneurship education. The questionnaire consists of two parts (1) Background of respondents; and (2) ICT and Social Entrepreneurship Education. Questionnaires were distributed to 120 respondents. A total of 115 questionnaires were collected and processed and 110 questionnaires were usable for further analysis. The response was indicated using 5-point likert scale with 1 equivalent to "Strongly disagreed" and 5 equivalents to "strongly agreed". Data collected were analyzed using both descriptive and inferential statistics. The demographic characteristics of the respondents were analyzed using mean, median and percentages while Pearson Correlation was used to test the hypotheses for the study.

### 4. RESULTS AND DISCUSSION

H<sub>1</sub>: Introduction of E-learning has no impact on social entrepreneurship performance in Lagos State.

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**TABLE 1. CORRELATIONS**

		E-learning	Social Entrepreneurship Performance
E-learning	Pearson Correlation	1	.886**
	Sig. (2-tailed)		.000
	N	110	110
Social Entrepreneurship Performance	Pearson Correlation	.886**	1
	Sig. (2-tailed)	.000	
	N	110	110

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

Source: Authors' fieldwork (2022)

**Interpretations**

From the above table, the Pearson correlation ( $r$ ) is 0.886 which indicate that introduction of e-learning in the process of skill acquisition has strong and positive impact on social entrepreneurship of organizations in Lagos State. The correlation is only significant at 0.01 or 1% level of significance. The result further implies that holding all other variables constant, a unit increase in E-learning will ultimately lead to 0.886 increase in social entrepreneurship success in Lagos State. It is argued in support of this proposition that education apart from advancing the source of wealth of individuals within the society can also play a role in increasing the development of social entrepreneurship (SE) knowledge and skills in developing economy (Radin & Zaidatol, 2015).

According to Sinkovics et al. (2004), students benefit from using ICT tools in international entrepreneurship education by being familiar with the values of their counterparts in other countries and learning new ICTs. ICTs can also open up new business opportunities for entrepreneurs. New types of entrepreneurships, such as "infopreneurship" (Khosrowjerdi, 2011), "netpreneurship" (or "ontpreneurship" or "e-entrepreneurship"), have emerged as a result of these new business domains (Reddy & Singh, 2014). Infopreneurship is a sort of entrepreneurship that is mostly focused on information brokerage and consulting services (Du Toit, 2000).

**H<sub>2</sub>:** Efficient use of E-business has no impact on overall social entrepreneurship performance in Lagos State.

**TABLE 2. CORRELATIONS**

		E-learning	Social Entrepreneurship Performance
E-learning	Pearson Correlation	1	-.541**
	Sig. (2-tailed)		.000
	N	110	110
Social Entrepreneurship Performance	Pearson Correlation	-.541**	1
	Sig. (2-tailed)	.000	
	N	110	110

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

Source: Authors' fieldwork, (2022)

### Interpretations

Table 2 shows the Pearson correlation (r) showing the impact of efficient utilization of E-business on social entrepreneurship activities in Lagos State. From the table, the Pearson correlation (r) is -0.541 which indicate a significant impact of the efficient application of e-business on social entrepreneurship understanding and development in Lagos State. The correlation is only significant at 0.01 or 1% level of significance. This result further implies that holding all other variables constant, one percent (1%) increase in the application of ICT in business (e-business) will automatically promote an understanding of social entrepreneurship at a value of 0.541 or 54.1 percent within the Lagos metropolis.

Several arguments have been made in favor of the conclusion, including the fact that in the current era of competitive business strategies, practically all small and medium firms (SMEs) have turned their attention to IT integrated software packages. The use of information and communication technology (ICT) is now a need for the development of any business architecture. Enterprises require ICT architecture help not only to meet their objectives, but also to stay relevant in today's highly competitive business market (Abdullah & Farrukh, 2016).

Furthermore, previous studies have suggested that ICT enables economic development by increasing the speed of information diffusion and introducing new practices in workplaces (Lee & Lio, 2017), developing the business environment and enhancing competitiveness and productivity (Martinez & Nguyen, 2014), and creating new job opportunities (Mirrezaei et al., 2013) such as computer programmers, cyber cafe assistants, and data communicators (Martinez & Nguyen, 2014).

## 5. CONCLUSION AND RECOMMENDATIONS

Service to humanity inform of social responsibility has come to take center stage in the activities of profit-oriented organizations apart from their initial sole mission of profit maximization. Information and Communication Technology (ICT) from the study has shown a great impact on the organizations towards attaining social goals for lasting environment. The study has shown that introduction of ICT has increased the knowledge of social entrepreneurship through advanced knowledge acquisition and improved social business performance for effective application of the concept for social need provision.

According to the findings, adequate and effective application of Information and Communication Technologies (ICT) in the process of knowledge delivery among social entrepreneurs should be encouraged in order to improve the population's standard of living by increasing business organizations' social responsibility focus.

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