

Social Entrepreneurship: Towards Solving Environmental Problem and Creating Wealth Among Primary School Pupils in Ogun State

Soluade Zabur Olayiwola¹, Rosenje M. Olapeju², Idowu Samuel Olayinka³, and Agboola Rukayat Opeyemi⁴

^{1,4}College of Social and Management Sciences,
Department of Sociological Studies
Tai Solarin University of Education,
Ijebu-Ode, Ogun State, Nigeria

²College of Social and Management Sciences
Department of Political Sciences
Tai Solarin University of Education,
Ijebu-Ode, Ogun State, Nigeria

³Department of Sociological Studies Education
Lagos State University,
Ijanikin, Lagos State

Correspondence concerning this article should be submitted to Soluade Zabur Olayiwola. Email: soluadezo@tasued.edu.ng | Soluadeola@gmail.com

Abstract

The issue of waste management has continued to attract global attention and several efforts have been made to find solutions to the problem of improper waste disposal mostly in the urban areas in the developing countries of the world. This study exploits the benefits of using social entrepreneurship in waste management and creation of wealth using primary school pupils in the central senatorial district of Ogun State. A descriptive survey research design was used for the study and 500 primary school pupils using volunteer sampling techniques. A self-constructed questionnaire titled "Students Perception on Social Entrepreneurship and Waste Management Questionnaire" (SPSEWMQ) ($r = .82$) was used as main instrument for the study. Data were analysed using descriptive statistics. The findings showed that social entrepreneurship helps pupils to gain skills of proper handling of waste, waste collection and disposal among others, also pupils benefited from the social entrepreneurship activities they embarked on in the area of helping them to develop skills of willingness to get things done, determination to achieve success, employment generation and wealth creation and social entrepreneurship activities did lead to gaining waste sorting skills by the pupils. It was recommended that social entrepreneurship skills should be developed in the pupils so as to participate as productive members of the society and that pupils should be encouraged to manage waste and turn it to wealth.

Keywords: social entrepreneurship, social problem, waste management, wealth creation

Nigeria today is facing dwindling economic fortune of the citizens and the nation. Government at all levels has continued to think about equipping the citizens with the skills that will help them to participate as a productive member of the society. Issues of waste and waste management have also continued to be a source of concern to stakeholders and this has led to continued call for a way of addressing the problem of waste and ensuring sustainable development. The increase in solid waste in our society has been attributed to rapid population, increased industrialization and changes in consumption (Kaithery & Karunakaran, 2019) inadequate waste bin, poor environment and public attitudes (Akil & Ho, 2014), negative attitude towards waste management (Warunasinghe & Yapa, 2016), and these have created serious environmental issues in our society such as air and water pollution, reduction of aesthetics, blocking of drainage, and destroying water bodies which are threats to public health.

Ogun State was created on 3rd February, 1976 by the regime of General Muritala. The State comprised of former Abeokuta and Ijebu provinces of former western State, the State has a surface area of 16,726 sq km and an estimated population of 5.2 million in 2017. Ogun State is named after the Ogun River. Ogun State is bounded by Oyo and Osun States to the north, Lagos State to the south, Ondo State to the east and the Republic of Benin to the west (This is why the State is named Gateway State in Nigeria). Ogun State is located in the south-west of Nigeria and is endowed with many natural resources including land, forest, water bodies and commercial quantities of mineral deposits. The surge in industries is increasing environmental and social challenges including industrial pollution, breakdown in basic infrastructure and high rate of urbanization (Ogun State, 2018).

If the State is to achieve sustainable waste management, community inhabitants must participate in the attainment of the goal of solid management and environmental sustainability. Waste management has become a global issue and concern of all stakeholders of which nations of the world are finding ways of managing their waste in order to achieve a health society. If our society will work towards sustainable development, efforts must be geared towards solving one of our perennial social problems using social entrepreneurship models for the provisions of products and services that cater for human needs (Seelos & Mair, 2005). Addressing problems of poor waste management in our society will require taking urgent actions towards sustaining our environment (Soluede & Sofadekan, 2020). This will include sensitizing pupils towards a pro-environmental attitude, and helping them to acquire appropriate environmental knowledge, attitude and skills which are necessary to sustaining our environment. One of the ways of addressing the problem of waste management in our society is through the introduction of social entrepreneurship in our schools at all levels.

Social entrepreneurship is the application of entrepreneurship attributes of creativity, innovation and motivation combined with the drive to solve the

most pressing social problems in the society (Iwueke & Nwaiwu, 2014). The focus of social entrepreneurship is not to amass wealth but solve societal problems. Social entrepreneurship is the process of adding new and different ideas aiming to create social capital by focusing on actions performed by private sector workers (Ebrashi, 2013). It is seen as one of the tools to achieve environmental sustainability, and it pursues dual mission of achieving both financial sustainability and social purpose (Akinboade et al., 2021). Social entrepreneurship is becoming an important phenomenon in social and environmental development (Banchera et al., 2017) as it has helped to provide employment, reduce poverty and achieve clean environment. It is an instrument for solving societal problems (Prasetyo, et al., 2021). Solving social problems and achieving sustainable development is now the basic focus of social entrepreneurship activities. The role of social entrepreneurship includes all activities that are socially beneficial which include exploiting opportunities to generate social values.

Social entrepreneurship promotes ideals that allow the generation of revenues, sustainability development and pursue business opportunities that aim at generating economic and social values (Cardella et al., 2021). It can be considered as a form of change through innovative ideas to solve social problems and create new social values. It is a change agent which creates social values and social wealth by searching for new opportunities to achieve social objectives (Dees, 2018). Introduction of social entrepreneurship at the primary school level will help to reduce the waste in our society by turning the waste into wealth. It will help to make the pupils at this level to be important participants towards creating wealth and sustaining our environment. Managing solid waste is a major problem facing the people within the urban centre in Nigeria and social entrepreneurship can serve as an instrument for solving this social problem and creating wealth for the school. The issue of waste management has continued to attract global attention and several efforts have been made to find solutions to problem of improper waste disposal mostly in the urban areas in the developing countries of the world. Using education and school system to solve social problems have always been the speculations of scholars from time immemorial. The extent to which social entrepreneurship will influence proper waste management and creating wealth is the focus of this study.

Iwueke and Nwaiwu (2014) assessed social entrepreneurship and sustainable development in Nigeria, findings revealed that social entrepreneurship has not contributed effectively to sustainable development due to low level of creativity and innovation in our entrepreneurs and this has adversely affected development of women and rural areas. Prasetyo et al. (2021) examined the collaboration of social entrepreneurship and institutions for sustainable regional development security. Finding shows that the new innovation of social entrepreneurship collaboration and institution quality is an important mechanism capable of optimizing resources use, overcoming socio-

economic problem and poverty, and increasing productivity. Soluade and Sofadekan (2020) assessed the attitude of undergraduates towards waste management in non-residential tertiary institution in Ogun State. Findings showed that sanitary pads, pet bottles, bulk waste form the major waste disposed by the students and dropping of waste in open places in the major roads and inside the drainages form major means of disposing waste by the students.

Ogun State has been experiencing waste dumping and inadequate waste management over time which has had adverse effects on the environment and humans. Efforts to protect the environment; reduce waste dumping; adequately manage waste; and regulate the manufacturing, processing, distribution and use of chemicals and other pollutants made the State to establish Ogun State Environmental Protection Agency (OGEPA) and Ogun State Waste Management (OGWAMA) with the mission to protect human and environmental health, ensure conversion of waste to wealth, and improve environmental sustainability. However, despite this effort, members of the State still practice indiscriminate dumping of waste. This made it necessary for different approaches to be introduced to help the State in solving waste management and improve environmental sustainability issues that the State is battling with. This study therefore assessed the proficiency of social entrepreneurship in solving environmental problems and creating wealth among primary school pupils in Ogun State.

Objectives

The general objective of this study is to assess how social entrepreneurship can be used to solve environmental problems and create wealth among primary school pupils in Ogun State. In specific terms the study set out to:

1. Assess the contributions of social entrepreneurship towards helping to develop waste management skills in the pupils.
2. Examine how social entrepreneurship can be used to develop wealth creation skills in the pupils.
3. Assess the how social entrepreneurship has helped to develop waste sorting skills in the pupils.

Research Questions

1. What are the contributions of social entrepreneurship towards helping to develop waste management skills in the pupils?
2. How has social entrepreneurship helped to develop wealth creation skills in the pupils?
3. How has social entrepreneurship helped to develop waste sorting skills in the pupils?

Method

The study employed a descriptive research design. It was conducted on primary school pupils in the central senatorial district in Ogun State. Five hundred participants were selected using volunteer sampling technique. Pupils were motivated to bring empty plastic water bottles, nylon water sachets, plastics waste, newspapers, and cardboard; and the items were separated before bringing them. Each student donated 200 plastics and pure water nylon which were sold to the recycling companies and the proceeds handed over to the school management. After the exercise, students were given a questionnaire tagged “Students’ Perception on Social Entrepreneurship Questionnaire” (SPSEWMQ) to get their feedback on their perception about the social entrepreneurship programme they took part in. The content and face validity of the questionnaire were established by presenting two copies of the draft questionnaire to two experts in the field of test and measurement for further scrutiny and modification. This was to ascertain the suitability of the instrument in terms of language, presentation, clarity and applicability. Based on their comments necessary modifications were made. The verified copy of the questionnaire was trail tested on the respondents that were not part of the real study. Split half was used to determine the reliability coefficient of the instrument which was found to be .82. Data collected were coded and analysed using descriptive statistics.

Results

Research Question 1: What are the contributions of social entrepreneurship towards helping to develop waste management skills in the pupils?

Table 1

Distributions on the Contributions of Social Entrepreneurship in Developing Waste Management Skills in the Pupils

S/N	Items	N	Mean	SD
1.	Reduce the use of harmful, wasteful, non-recyclable products	481	2.79*	.920
2.	Proper handling of waste	481	2.81*	.904
3.	Collecting waste	481	2.77	.745
4.	Waste Disposal	481	2.67	.911
5.	Waste storage	481	2.78	.942
6.	Dumping of waste	481	1.88	.781
		481	2.61	.400

Table 1 above presents the distributions on the contributions of social entrepreneurship in developing waste management skills in the pupils after being exposed to social entrepreneurship process and waste management activities. Item 2 which is on proper handling of waste has the highest mean score ($X = 2.81$, $SD = .904$). This is followed by item 1 which stated that the experience help them to develop the skills of reducing the use of harmful,

wasteful and non-recyclable products with the mean score of ($X = 2.79$, $SD = .920$), followed by item 5 which Stated skills of waste storage as what the pupils gain from the exercise they embark on with the mean score of ($X = 2.78$, $SD = .942$), followed by item 3 which is on waste collection skills ($X = 2.78$, $SD = .942$), followed by 4 which is on waste disposal skills ($X = 2.67$, $SD = .911$). The item with the least mean score is item 6 which is on skills of waste dumping with the mean score of ($X = 1.88$, $SD = .781$). Therefore, using the average mean score of 2.5 mean rule, the calculated average mean score of ($X = 2.60$, $SD = .400$) shows that pupils gained some waste management skills while embarking on social entrepreneurship activities to solve problem of waste in their locality.

Research Question 2: How has social entrepreneurship helped to develop wealth creation skills in the pupils?

Table 2

Distributions on the Benefits of Social Entrepreneurship in Developing Wealth Creation Skills in the Pupils

S/N	Items	N	Mean	SD
1.	Employment creation	481	2.60	.651
2.	Creativity	481	2.23	.815
3.	Innovation	481	2.59	.727
4.	Willingness to get things done	481	2.65*	.642
5.	Determination to achieve success	481	2.73*	.497
6.	Empowerment	481	2.49	.736
	Average Grand Total	481	2.55	.341

The result of Table 2 above shows the opinion of the respondents on the benefits of social entrepreneurship in developing wealth creation skills among the pupils. Item 5 which is on determination to achieve success recorded the highest mean score of ($X = 2.73$, $SD = .497$), followed by item 4 which is on willingness to get things done with a mean score of ($X = 2.65$, $SD = .642$). The lowest means score in the distribution is recorded by item 2 which is on creativity ($X = 2.23$, $SD = .815$). Adopting the average mean value of 2.5 mean rule, the calculated average mean score is ($X = 2.55$, $SD = .341$). This showed that the pupils benefited from the social entrepreneurship activities they embarked on in the area of helping the pupils to develop skills of willingness to get things done, determination to achieve success, employment generation and wealth creation.

Research Questions 3: How has social entrepreneurship helped to develop waste sorting skills in the pupils?

Table 3

Distribution on Perceived Influence of Social Entrepreneurship in Helping Pupils to Develop Waste Sorting Skills

S/N	Items	N	Mean	SD
1.	Sorting water bottles at home	481	2.16	.894
2.	Sort out other plastics waste at home	481	2.34	.870
3.	I sort out newspapers, magazines and cardboards	481	1.91	.839
4.	I sort out metal waste	481	2.24	.848
5.	I know the recyclable plastics types and non-recyclable types	481	1.56	.684
	Average Grand Total	481	2.04	.396

The result of Table 3 on the opinion of the pupils on the influence of social entrepreneurship activities in developing the skills of sorting waste among the pupils shows that item 2 with the mean score of ($X = 2.34$, $SD = .870$) recorded the highest mean score in the distribution, this is followed by item 4 which is on I sort out metal waste ($X = 2.24$, $SD = .848$). The least item on the distribution is item 5 which stated that I know the recyclable plastics types and non-recyclable types ($X = 1.56$, $SD = .684$). Therefore, using the average mean score of 2.5 mean rule, the calculated average grand mean is ($X = 2.04$, $.396$) the implication of this is that the social entrepreneurship activities the pupils embark on have not been able to develop enough waste sorting skills in the pupils.

Discussion of Findings

The study examined the influence of social entrepreneurship in solving environmental problems and creating wealth among primary school pupils in Ogun State. The findings on research question one shows that the pupils gained some waste management skills while embarking on social entrepreneurship activities to solve the problem of waste in their locality. These are in terms of helping the pupils to develop the skills of proper handling of waste, reduce the use of harmful and wasteful non-recycle products, waste collection, waste disposal, waste dumping and waste storage. This is in line with the findings of Akinboade et al. (2021) and Bancheat et al. (2017) who are of the opinion that social entrepreneurship skills are useful for social purposes and environmental development. This finding might be due to the fact that the pupils found waste collection and disposal very interesting during the exercise.

The findings in respect to research question 2 reveals that pupils benefited from the social entrepreneurship activities they embarked on in the area of helping them to develop skills of willingness to get things done, determination to achieve success, employment generation and wealth creation. This supports the findings of Cardella et al. (2021), Prasetyo (2021) and Dees (2018) whose findings suggest that social entrepreneurship helps to create social wealth, generate economic and social gains. This finding might be due to the fact that the pupils witness the process of turning the waste they have assembled

into wealth. The result of research question 3 shows that social entrepreneurship activities the pupils embark on have not been able to develop enough waste sorting skills in the pupils. This finding might be due to the fact that pupils have not been used to waste sorting from home and the duration of the exercise have not really helped them to internalize the principle of waste sorting and therefore they still find it difficult to sort waste during the exercise.

Conclusion

This study exploits the benefits of using social entrepreneurship in waste management and creation of wealth using primary school pupils in the central senatorial district of Ogun State. It was concluded that social entrepreneurship has the potential in helping pupils to develop skills of waste management as the focus will not only be on managing waste but on solving social problems. In addition, social entrepreneurship activities embarked by the pupils help to develop the skills of wealth creation in the pupils. However, pupils' skills in waste sorting need to be improved upon.

Recommendations

1. In solving the social and economic problems faced by the Nigerian State, social entrepreneurship skills should be developed in the pupils so as to participate as productive members of the society.
2. Waste management needs more than orientation embarked on by the government, it should be activities carried on by the pupils from time to time and focusing also on the larger society.
3. Social entrepreneurship education should be included in Social and Civic Studies education to expose the pupils to how they can develop skills that will be beneficial to the society.
4. Activities embarked on by the pupils to solve social problems and generate funds should be rewarded with awards for exceptional students. This will encourage health competition among the pupils.

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