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Mediating Influence of Self-Efficacy in the Development of Entrepreneurial Intentions among Undergraduates

**Saidi Adedeji Adelekan¹, Mervyn Williamson², Sulaiman Olusegun Atiku³, Idris
Olayiwola Ganiyu⁴**

Abstract: Increasing unemployment and high demand for social services call for a new action plan by government and higher education institutions in Nigeria. The article explores the mediating influence of self-efficacy on the association between entrepreneurial pedagogy and students' intentions toward social ventures. A quantitative approach was adopted in data collection and analysis. A sample size of 367 was drawn from the total population (3, 777) of final-year students at selected universities in Nigeria. Multivariate statistical tools were used in analysing the data collected through structured questionnaire from respondents at three selected universities in Nigeria. The results reveal that entrepreneurial self-efficacy mediates the positive relationship between social entrepreneurship pedagogy and undergraduates' intentions toward social ventures creation in Nigeria. This study recommends that inculcation by instructors of social entrepreneurial orientation among students toward social venture creation, might be a valuable resource in combating unemployment and filling the vacuum in social service delivery in Nigeria.

Keywords: Entrepreneurial self-efficacy; pedagogical contents and techniques; social entrepreneurs; social ventures; students' intentions

JEL Classifications: M12; I31

1. Introduction

In developing countries such as Nigeria there is heightened awareness of the potential for student involvement in social entrepreneurship to increase employment opportunities. In this regard, President Muhammed Buhari, at the convocation ceremony of the University of Benin, emphasised the need for universities to be proactive in providing instruction on social entrepreneurship for the benefit of the individual, the community, the university and the country at large (Fayomi & Fields, 2016). Sound pedagogical content and techniques could help to promote viable social entrepreneurship development in Nigeria. Various incentives have been noted: for example, social entrepreneurs are perceived as capable of creating ventures and are often described as new-venture-oriented individuals (Shaver & Scott, 1991).

Arogundade (2011), has noted the need for social entrepreneurship pedagogy that will enhance students' self-reliance in coping with future challenges. In this regard, pedagogical content and techniques are both important in seeking to develop a new social entity through advancement of social entrepreneurship (Cooper, Gimeno-Gascon & Woo 1994; Kennedy & Drennan, 2001). Unemployment levels among graduates in Nigeria have recently become disturbingly high (Udefuna, Akalefu &

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Asogwa, 2013), and for more than a decade Nigerian universities have endeavoured to respond through changes to their systems and renewed social enthusiasm.

The Nigerian government has recently put new emphasis on social entrepreneurship education modules in higher education as a major aspect of its drive to advance self-wealth creation (Fayomi & Fields, 2016). The principle motivation in this initiative was to furnish graduates with social entrepreneurial abilities that would enhance their employability in the labour market and thereby alleviate various related social issues.

With social entrepreneurial intention having been identified as a key element in an individual's entrepreneurial behaviour (Gelard & Saleh, 2011), it is important for social entrepreneurship research to investigate the factors that determine social entrepreneurial intention. The practical and theoretical character of a social entrepreneurship programme can be a distinctive stimulus for social entrepreneurship (Piperopoulos & Dimov, 2015).

Vesalainen and Pihkala (1999:4) define intention as “a perspective coordinating a man's attention toward a particular object or a way with a specific end goal to accomplish something”, suggesting that social entrepreneurial intention is an outcome or antecedent of self-efficacy. This article treats self-efficacy as an antecedent of students' intentions regarding social venture creation in Nigeria, on the further assumption that a student's intention is an outcome of entrepreneurial pedagogy and self-efficacy. Self-efficacy affects the decisions that an individual makes in relation to exercises, objective levels, steadiness, and execution in a scope of work (Bayrón, 2013). The focus of this research has therefore been on empirical analysis of the association between social entrepreneurship pedagogy and students' intentions in regard to embarking on social ventures in Nigeria. Additionally, this study explores the extent to which self-efficacy mediates the relationship between social entrepreneurship pedagogy and entrepreneurial intentions among undergraduates in Nigeria.

2. Review of Related Literature

Social entrepreneurship pedagogy has been shown to influence the growth of students' entrepreneurial intentions, although uncertainty may exist in some cases as to the outcomes (Küttim, Kallaste, Venesaar & Kiis, 2014). The term *social entrepreneur* is rapidly gaining currency, and social entrepreneurship now has significant rigour as a theoretical concept (Abu-Saifan, 2012), even if its status in the literature is still relatively minor within the wider field of entrepreneurship. Social entrepreneurship seeks solutions to social problems that will foster innovation and promote national socio-economic and political development (Chell, Nicolopoulou & Karataş-Özkan, 2010). According to Martin and Osberg (2007), as cited in Makhoul (2011:1), social entrepreneurship has three distinctive elements: (1) ability to identify “a stable but inherently unjust equilibrium that causes the exclusion, marginalisation, or suffering of a segment of humanity;” (2) ability to identify an opportunity in this unjust equilibrium and develop a social value proposition; and (3) willingness to take action in order to forge “a new, stable equilibrium that releases rapid potential or alleviates the suffering of the targeted group...and even the society.”

According to Mair (2010), one way to ‘make sense’ of social entrepreneurship is to see it from an individualist or collectivist standpoint. Mair's (2010) premise is that social entrepreneurship centres on the amelioration of lacunas created by existing organisations in the society or on addressing new imperatives that relate either to legitimate activities (such as market externalities created by pollution or climate change) or to illegal activities (such as child labour). Social entrepreneurial intentions can

be influenced by instructors and practitioners. As indicated by Ibrahim and Soufani (2002), the school and training framework has a basic role to play in the recognition and formation of entrepreneurial intentions. Various studies have noted that social entrepreneurship pedagogy, particularly training that empowers conceptual formulation, is essential to inculcate aptitudes for business visionaries that will favour advancement in a difficult environment (Leitner, 1990; Menzies & Paradi, 2003).

In previous research on social entrepreneurship and factors that encourage the creation of new ventures the focus has been on the identity traits of individuals. Identity factors that have been noted as essential for social entrepreneurial intention and achievement include need to achieve, risk-taking, and creativity (Brockhaus & Horwitz, 1986). Social entrepreneurs as agents of economic and social change are a central focus for Ogundele and Abiola (2012), in their call for curricula in all educational institutions in Nigeria to foster social entrepreneurial abilities among Nigerians so that the country is not left behind in the global drive for information management. Training of this nature will equip the general population to cope with continuing change and development. The social entrepreneurship improvement programme in Nigeria is intended to bolster each individual's social entrepreneurial enthusiasm and equip him or her with the needed capability and skills to function adequately as a social entrepreneur (Ogundele, Akingbade & Akinlabi, 2012).

Gaps and incompleteness in previous studies show that there is a need to upgrade the understanding of the preconditions for entrepreneurial intention and get a clearer picture of entrepreneurial intention as an individual trait. To this end, this study considers the influence of self-efficacy on the interaction between social entrepreneurship pedagogy and students' intention regarding social venture creation. The present study accordingly seeks to fill the gap in literature by taking cognizance of dichotomies in social entrepreneurial education (pedagogical content and techniques) in relation to entrepreneurial self-efficacy and undergraduates' intentions in creating new social ventures in Nigeria. The conceptual framework underpinning this study is presented in Figure 1.

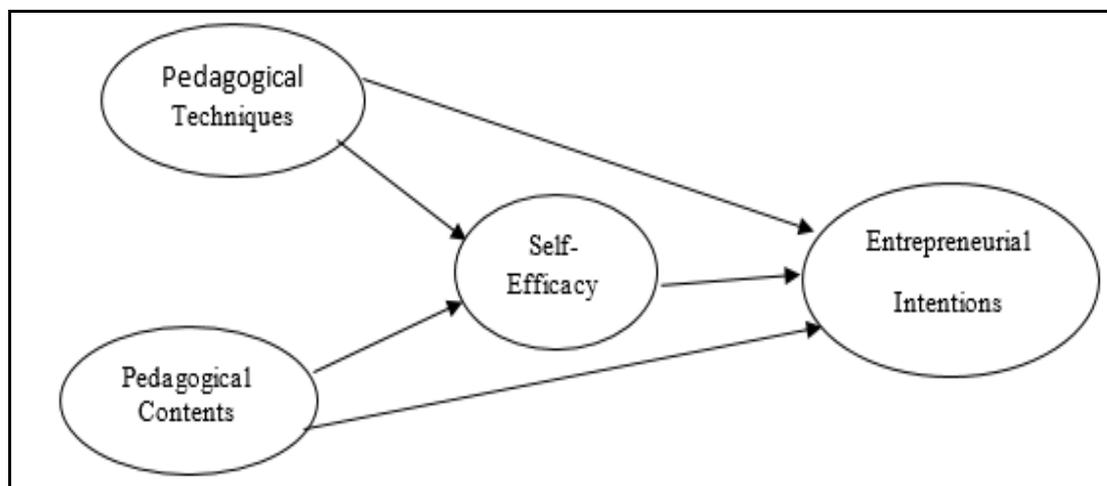


Figure 1. The role of self-efficacy in the development of entrepreneurial intentions

Source: Adapted from Smith and Woodworth (2012:393)

Model specification and hypotheses

As presented in Figure 1, pedagogical contents and pedagogical techniques are the exogenous latent variables investigated in this study. Self-efficacy is the latent variable mediating the positive relationship between social entrepreneurship pedagogies (pedagogical contents and pedagogical

techniques) and entrepreneurial intentions. Entrepreneurial intention is thus the latent endogenous variable investigated. In subjecting the model displayed in Figure 1 to empirical analysis, this study hypothesised as follows:

H1: Social entrepreneurship pedagogy is significantly associated with entrepreneurial self-efficacy.

H2: Entrepreneurial self-efficacy has a significant influence on undergraduates' intentions toward social ventures creation in Nigeria.

H3a: Pedagogical content has a significant influence on undergraduates' intentions toward social venture creation.

H3b: Pedagogical technique has a significant influence on undergraduates' intentions toward social venture creation.

H4a: Entrepreneurial self-efficacy mediates the relationship between pedagogical contents and undergraduates' intentions toward social ventures creation in Nigeria.

H4b: Entrepreneurial self-efficacy mediates the relationship between pedagogical techniques and undergraduates' intentions toward social ventures creation in Nigeria.

The research design and the analysis procedures adopted in investigating the mediating influence of self-efficacy in developing undergraduates' intentions toward social ventures creation are identified and explained in the next section.

3. Methodology

This study adopted a survey research design to investigate the mediating influence of self-efficacy on the link between social entrepreneurship pedagogy and undergraduates' intentions toward social venture creation. A correlational approach was incorporated to subject the collected data into multivariate statistical analyses or procedures. Multivariate statistical analysis was utilised to explain the relationships among the key variables investigated. The study population was final-year students (400 Level students) in the faculties of management sciences at selected universities in Nigeria. The total population of the study was 3,777, and a sample size of 367 was drawn, based on the population, using Bartlett et al. (2001:48). The three randomly selected Nigerian universities offer the following modules in social entrepreneurship education in their faculties of management sciences: Business Creation and Growth; Issues of Business Growth; Sources of Funds; and Entrepreneurial Marketing. Data were collected using a structured questionnaire adapted from Ajzen (1991) to extract information on awareness, extent and effect of students' intentions in social venture creation. Respondents were restricted to final-year students in the faculties of management sciences at the selected universities.

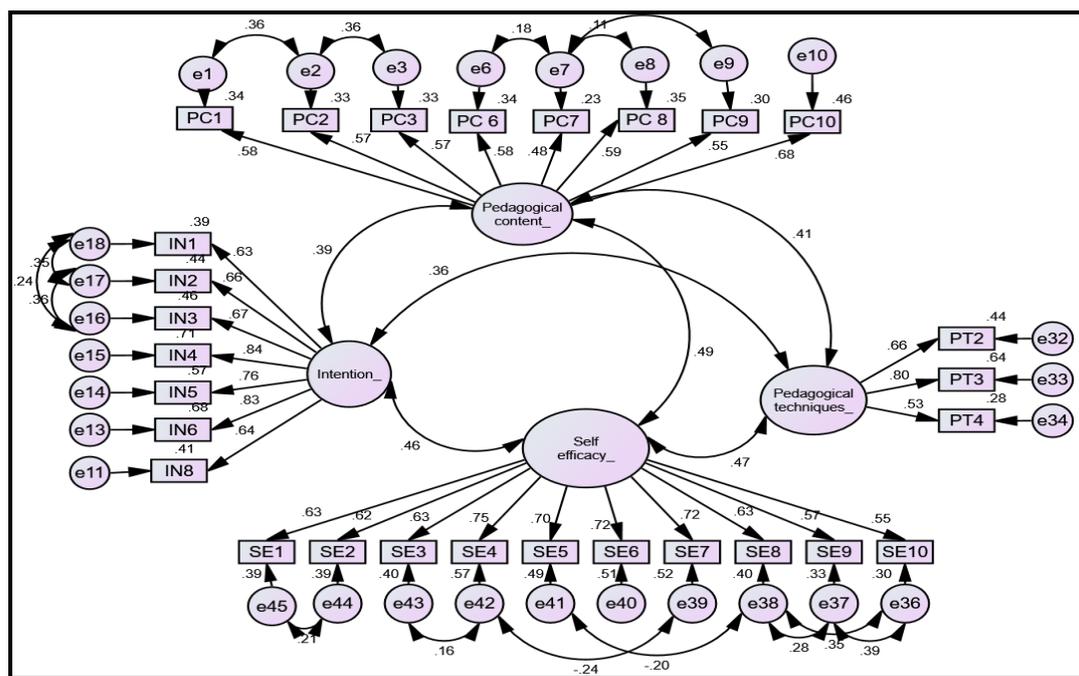
3.1 Measures

The instruments adopted for this study drew on the social entrepreneurship pedagogy developed by Harrington and Reasons (2005:8) and were used to obtain data on the two dimensions covered in the study (contents and techniques). Techniques used by instructors in teaching social entrepreneurship were measured first. Seven question items on pedagogical technique were formulated with a 5-point Likert rating ranging from strongly disagree (1) to strongly agree (5). Pedagogical contents adopted by instructors in social entrepreneurial courses to students in selected Nigerian universities were measured next. In this case ten question items were formulated using the same 5-point Likert rating. The construct *self-efficacy* was assessed in this study using a scale developed by Weber, et al.

(2004:365). The scale was adapted to elicit information relating to the students’ self-confidence toward successfully achieving most of the goals set for themselves on owning a business. Ten items were formulated with a 5-point Likert rating ranging from strongly disagree (1) to strongly agree (5). The construct measuring undergraduates’ *entrepreneurial intentions* was adapted from the theory of planned behaviour developed by Ajzen (1991, 2013). Eight items were formulated with a 5-point Likert rating ranging from strongly disagree (1) to strongly agree (5). The dimensional Cronbach’s alpha coefficients are presented after the exploratory factor analysis in the data analysis section.

4. Results and Discussion

This section presents findings from descriptive preliminary analysis and inferential statistics on the role of self-efficacy in the relationship between social entrepreneurship pedagogies and undergraduates’ entrepreneurial intentions toward creation of social ventures in Nigeria. Inductive statistics presented are confirmatory factor analyses, correlations, Cronbach’s alpha coefficients, composite reliability, and structural equation modelling. Also presented is the mediation analysis that was performed using; bootstrapping methods to explore the indirect effect of social entrepreneurship pedagogies through self-efficacy on undergraduates’ social entrepreneurial intentions in Nigeria. The confirmatory factor analysis conducted using the measurement model and fit indices is illustrated in Figure 2.



CMIN = 522.397; DF = 329; p-value = 0.000 (< 0.001); CMIN/DF = 1.588 (<5); GFI = 0.908 (> 0.90); IFI = 0.954 (> 0.90); TLI = 0.946 (> 0.90); CFI = 0.953 (> 0.90); RMSEA = 0.040 (below 0.05); PCLOSE = .996 (> 0.5)

Figure 2. Measurement model for the role of self-efficacy in entrepreneurial intentions

Source: Emerged from the statistical analysis

As shown in Figure 2, pedagogical contents and techniques are exogenous latent variables used in social entrepreneurship education. Self-efficacy and intention are respectively mediating and exogenous latent variables. All factor loadings presented in Figure 2 are significant at $p < 0.01$ and ranged from 0.48 to 0.84.

The indices below the measurement model in Figure 2 indicate a good fit of the measurement model to the sample data in Nigeria. The CFI value of 0.953, and other comparative fit indices are greater than 0.90, which points to an acceptable fit. The RMSEA value of 0.040, which is less than 0.05, also points to a good fit. The fit indices validate the four latent variables and their corresponding manifest variables illustrated in Figure 2.

The statistical reliabilities and validities of the measurements used in this study are shown in Table 1 sequentially from the EFA and CFA.

Table 1. Composite Reliability and Validity of the Instrument

Variables	CR	AVE	PT	PC	SE	I
Pedagogical techniques (PT)	0.704	0.545	0.739			
Pedagogical content (PC)	0.760	0.616	0.437	0.785		
Self-efficacy (SE)	0.808	0.513	0.432	0.302	0.716	
Intention (I)	0.883	0.521	0.363	0.302	0.438	0.722

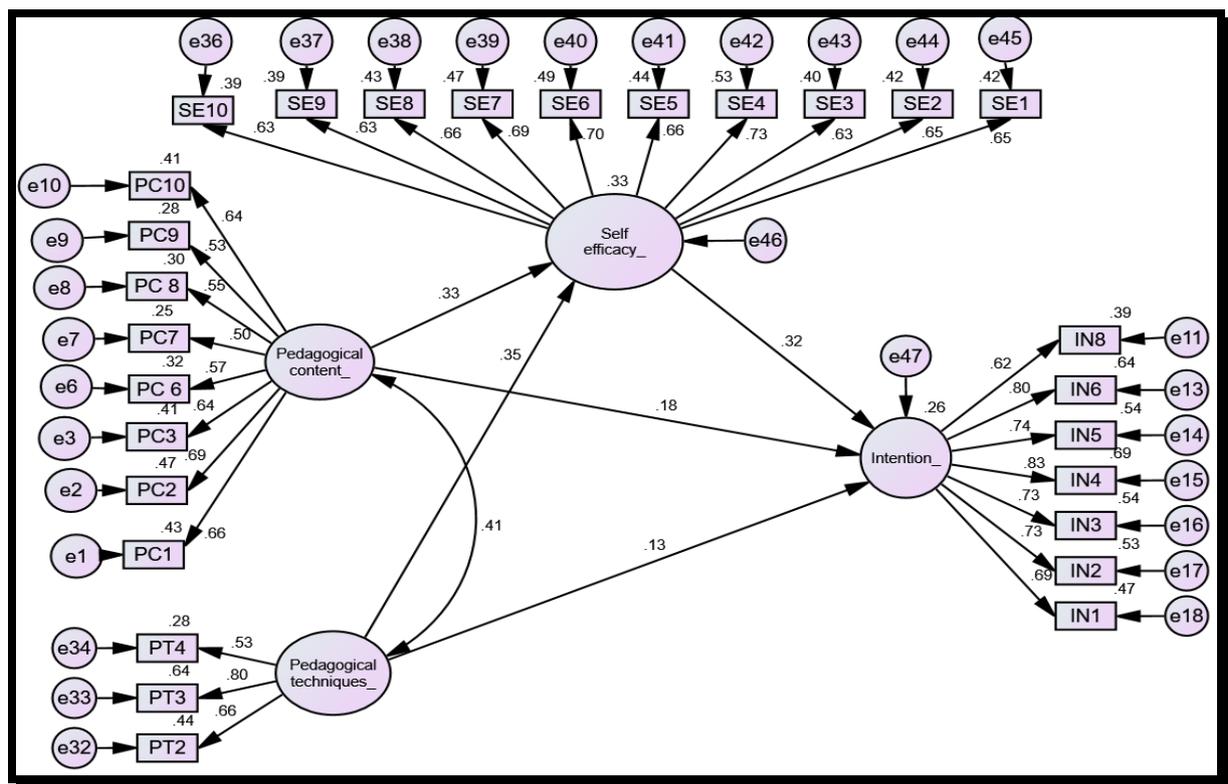
Note: All correlations are significant at $p < 0.001$. Diagonal are the square roots of the AVE (average variance extracted) and CR = composite reliability.

Source: Emerged from the statistical analysis

The statistical validity of the instrument used in this study was assessed using convergent and discriminant validities (Maes, Leroy & Sels, 2014). Average variance extracted (AVE) values were used to establish that there were no issues of convergent validity, the AVE values were above the threshold of 0.5 (Kuo & Yen, 2009). Discriminant validity of the factors was conducted by comparing the square roots of AVE values to the correlations (Lowry & Gaskin, 2014), and by tests carried out to check items' cross loadings. The square roots of AVE were greater than inter-construct/factor correlations, which was another confirmation of discriminate validity (Lowry & Gaskin, 2014).

All the composite reliability coefficients shown in Table 1 were greater than the prescribed level of 0.6 (Kuo & Yen, 2009), meaning that all measures used in this study were reliable.

The findings as reflected in Tables 1 and Figure 2 are indications of reliability and validities of the measurements used in investigating the place of self-efficacy in developing undergraduates' entrepreneurial intentions toward social ventures creation in Nigeria. The structural model showcasing the direct and indirect relationships between social entrepreneurship pedagogy and undergraduates' intentions toward social ventures creation are illustrated in Figure 3.



CMIN = 518.269; DF = 327; p-value = 0.000 (< 0.001); CMIN/DF = 1.585 (<5); GFI = 0.907 (> 0.90); IFI = 0.954 (> 0.90); TLI = 0.947 (> 0.90); CFI = 0.954 (> 0.90); RMSEA = 0.040 (below 0.05); PCLOSE = .996 (> 0.5)

Figure 3. Structural model on the role of self-efficacy in developing entrepreneurial intentions

Source: Emerged from the statistical analysis

The model fit indices indicate a good fit of the structural model to the sample data. Empirically, all standardised regression weights (SRW) and factor loadings are significant at $p < 0.001$, with the exception of standardised regression weight from pedagogical contents to intentions ($p = 0.009$), and pedagogical techniques to intentions ($p = 0.078$). The path from pedagogical techniques to entrepreneurial intentions is not significant, which is a sign of full mediation. The potential mediation will be confirmed after further mediation analysis using bootstrap methods.

4.1. Social Entrepreneurship Pedagogy and Self-Efficacy

The standardised regression weight from pedagogical content to entrepreneurial self-efficacy is $SRW = 0.331$ ($p < 0.001$), while the path loading from pedagogical techniques to entrepreneurial self-efficacy is $SR = 0.350$ ($p < 0.001$). These results show significant positive association between social entrepreneurship pedagogies and entrepreneurial self-efficacy among undergraduates at selected universities in Nigeria. Relatively, pedagogical technique as a dimension of social entrepreneurship education explained slightly more variations in entrepreneurial self-efficacy.

Inductively, hypothesis H1 is supported based on the fact that social entrepreneurship pedagogy and entrepreneurial self-efficacy are significantly associated. These findings corroborate a study conducted by Oyugi (2015), which found that social entrepreneurship pedagogy plays a crucial role in students' self-efficacy toward the creation of a social venture.

4.2. Entrepreneurial Self-Efficacy and Intentions

The standardised beta loading from entrepreneurial self-efficacy to undergraduates' intentions toward social venture creation is $SRW = 0.316$ ($p < 0.001$). This indicates a significant positive relationship between entrepreneurial self-efficacy and undergraduates' intentions toward social venture creation in Nigeria. A high level of entrepreneurial self-efficacy is thus related to high levels of undergraduates' intentions toward social ventures creation.

This finding supports hypothesis H2 on the grounds that entrepreneurial self-efficacy has a significant influence on undergraduates' intentions toward social venture creation in Nigeria. This finding is supported by Pihie and Bagheri (2013:385), who found that students' entrepreneurial self-efficacy has positive and significant influence on their intention to become a social entrepreneur. They also affirmed that entrepreneurial self-efficacy strongly influences students' entrepreneurial intention, both directly and indirectly. Furthermore, Campo (2011) has shown that confidence in searching and confidence in personnel planning are significant predictors of entrepreneurial intentions, which is in tandem with our finding on this point.

4.3. Social Entrepreneurship Pedagogy and Intentions

The influence of social entrepreneurship pedagogy on undergraduates' intentions toward social venture creation in Nigeria was verified in the structural model by considering the paths from pedagogical contents to intentions ($SRW = 0.179$, $p < 0.009$) and pedagogical techniques to intentions ($SRW = 0.126$, $p < 0.078$). A unit increase in the standard deviation of pedagogical content results in a 0.179 increase in undergraduates' intentions toward social venture creation in Nigeria. This implies that pedagogical content has a significant influence on entrepreneurial intentions in Nigeria. **Hypothesis H3a is therefore supported** by statistical indication that pedagogical content has a significant influence on undergraduates' intentions toward social venture creation.

The standardised beta loading from pedagogical techniques to undergraduates' intentions toward social ventures creation is $SRW = 0.126$ ($p < 0.078$). This result indicates that the pedagogical techniques used at selected universities in Nigeria do not have a significant influence on undergraduates' entrepreneurial intentions. **This result does not support hypothesis H3b** as there is no significant relationship between pedagogical techniques and entrepreneurial intentions in Nigeria.

The findings on H3b contradict the findings of Baron and Kenny (1986) and Oyugi (2015), although the H3a findings do support their findings. The contradiction in relation to H3b is not unexpected since various pedagogical techniques are adopted by different social entrepreneurship instructors in different environments in conveying to their students understanding of social entrepreneurship and social venture creation. Furthermore, the findings by Zhao, Seibert and Hills (2005) support H3a in noting that social entrepreneurship pedagogical content is a sufficient criterion for understanding social entrepreneurship and helps to boost students' intentions toward social venture creation.

4.4 Mediating Influence of Self-Efficacy

The structural model presented in Figure 3 was subjected to further analysis to explore the mediating influence of entrepreneurial self-efficacy on the relationship between social entrepreneurship pedagogies and undergraduates' intentions toward social venture creation in Nigeria. The social entrepreneurship pedagogies factor was measured in relation to pedagogical contents and techniques used in developing undergraduates' entrepreneurial intentions at the selected universities. Bootstrap method was selected under analysis properties and bootstrap was conducted by selecting 2000

bootstrapping samples at 95% bias-corrected confidence level. Table 2 presents a summary of empirical evidence on the mediating influence of entrepreneurial self-efficacy in developing undergraduates' entrepreneurial intentions.

Table 2. Bootstrapped mediation results

Hypothesis	Direct effect (x → y)	Indirect effect	Result
PC → SE → Intention	0.179 (p = 0.010)	0.115 (p = 0.000)	Partial mediation
PT → SE → Intention	0.126 (p = 0.081)	0.111 (p = 0.000)	Full mediation

Note: PC = Pedagogical content; PT = Pedagogical techniques; SE = Self-efficacy

Source: Emerged from the statistical analysis

As illustrated in Table 2, the standardised direct effect from pedagogical content to entrepreneurial intentions is 0.179 (p = 0.010). This value indicates that the direct effect of pedagogical contents on entrepreneurial intentions is statistically significant. Pedagogical contents at the selected universities therefore have meaningful influence on undergraduates' intentions toward social venture creation in Nigeria.

The indirect effect of entrepreneurial self-efficacy on intentions is 0.115 (p = 0.000). This value indicates that the indirect effect of entrepreneurial self-efficacy on intentions is statistically significant. The bootstrapped mediation results show that both direct and indirect effects of pedagogical contents and entrepreneurial self-efficacy respectively on entrepreneurial intentions among the undergraduates at the selected universities are statistically significant.

These results support hypothesis H4a on the grounds that entrepreneurial self-efficacy partially mediates the relationship between pedagogical contents and undergraduates' intentions toward social venture creation.

Empirical evidence of the standardised direct effect from pedagogical techniques on entrepreneurial intentions on the other hand is 0.126 (p = 0.081). The implication of this result is that pedagogical techniques have no significant direct effect on entrepreneurial intentions among the undergraduates at the selected universities. The indirect effect of entrepreneurial self-efficacy on intentions is 0.111 (p = 0.000).

This implies that the indirect effect of entrepreneurial self-efficacy on intentions is statistically significant. Statistically, there is a non-significant direct effect of pedagogical techniques on undergraduates' intentions toward social venture creation, and a significant indirect effect of entrepreneurial self-efficacy on undergraduates' intentions toward social venture creation. The implication of these results is that entrepreneurial self-efficacy fully mediates the relationship between pedagogical techniques and undergraduates' intentions toward social venture creation in Nigeria.

Therefore, **hypothesis H4b is supported** with reference to the statistics; which indicate that entrepreneurial self-efficacy fully mediates the relationship between pedagogical techniques and undergraduates' intentions toward social ventures creation in Nigeria.

Statistically, self-efficacy mediates the relationship between social entrepreneurial pedagogies and undergraduates' intentions toward venture creation in Nigeria. The findings indicate that the mediating effect of self-efficacy on the relationship between social entrepreneurship pedagogy and students' intention fulfils the stipulations suggested by Baron and Kenny (1986) and Oyugi (2015). In addition, the findings of Zhao, Seibert and Hills (2005) are in tandem with the current findings. The Zhao, Seibert and Hills (2005) and Oyugi (2015) studies both also support the current result from the

Nigerian context as a significant contribution for generalisation on Nigerian students' intentions toward social venture creation.

5. Limitation and Suggestion for Future Research

The findings reported in this article are restricted to the mediating role of self-efficacy on social entrepreneurship education and students' intentions at selected universities in Nigeria. Future studies could consider the use of social identity as another mediator in the association between social entrepreneurship pedagogy and students' intentions toward establishment of social ventures. This study has particular significance in its use of structural equation modelling to showcase the mediating influence of students' self-efficacy on positive interaction between social entrepreneurship pedagogy and undergraduates' intentions toward establishing social ventures.

6. Managerial Relevance

At managerial level, an important implication of this study is that higher education institutions in Nigeria should promote inculcation of entrepreneurial values among students in regard to social venture creation. Robust entrepreneurial orientation and behaviour could be a valuable resource in combating unemployment and filling the vacuum in social service delivery in Nigeria. Entrepreneurial intentions of the undergraduates in Nigerian universities can be enhanced through practice-based pedagogical contents. Applicable teaching contents and introduction of guest lectures, who are experienced/successful entrepreneurs will go a long way in orientating and motivating the undergraduates to initiate social ventures even right from the university. The intervention of successful entrepreneurs engaged as guest lectures will not only enrich the pedagogical contents, but also boost the undergraduates' entrepreneurial self-efficacy and intentions in Nigeria.

Adequate investments in the state of the art pedagogical techniques can also improve the levels of undergraduates' self-efficacy and intentions to venture into entrepreneurial activities. Therefore, funds should be made available to higher education institutions in Nigeria for procurements of state of the art pedagogical techniques by the Tertiary Education Trust Fund (TETFund). More so, provision of loans by the Government and Micro-Finance Banks to fresh graduates as their working capitals can also enhance entrepreneurial intentions, thereby reducing the rate of unemployment in Nigeria.

7. Conclusion

This study investigated the mediating role of self-efficacy in the link between social entrepreneurship education and intentions toward social venture creation of undergraduates at selected Nigerian universities. The study makes a significant contribution to the literature by showcasing the mediating role of entrepreneurial self-efficacy in the interplay between social entrepreneurship pedagogy and students' intentions toward venture creation. Empirically, a positive relationship was identified between social entrepreneurship pedagogy and students' intentions to initiate social ventures in Nigeria. This article concludes that self-efficacy partially mediates the relationship that exists between pedagogical contents and undergraduates' intentions toward social venture creation in Nigeria. This study found that self-efficacy fully mediates the relationship that exists between pedagogical techniques and undergraduates' intentions toward social ventures creation in Nigeria. The implication

of the findings reported in this article is that social entrepreneurship pedagogy plays a crucial role in developing entrepreneurial self-efficacy among undergraduates at selected universities in Nigeria.

This article concludes that undergraduates' entrepreneurial self-efficacy has a positive influence on their intention to become social entrepreneurs. Social entrepreneurship pedagogical techniques and students' intentions were statistically insignificant, whereas social entrepreneurship pedagogical contents exhibited a positive and valuable influence on students' intentions to initiate social ventures in Nigeria. Entrepreneurial self-efficacy thus mediates the positive relationship between social entrepreneurship pedagogies and undergraduates' intentions toward venture creation in Nigeria.

Social entrepreneurship pedagogy can notably advance students' entrepreneurial intentions when mediated by self-efficacy, with positive consequences for development of the Nigerian economy as a whole. Encouragement of entrepreneurial self-efficacy has strong potential as a motivational tool for prospective entrepreneurs, who should perceive themselves as capable and psychologically equipped to create and effectively management social ventures in Nigeria.

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