Enabling People with IDDs to Live a "Normal" Life:

An Exploration of the Determinants of Social Entrepreneurship

Intention

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Submitted in partial fulfilment of the requirements for the degree of

Doctor of Philosophy in Strategy

At the

Nottingham University Business School, 2023

NINGBO, CHINA

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Acknowledgement

Abstract

People with intellectual and developmental disabilities (IDDs) pose a great and challenging social problem, particularly because they are the least employable by traditional organizations. Regarded as "the disabled of the disabled," the matter of employment, education, societal perception, and participation has for people with IDDs been an issue that has plagued many economies. As obvious a problem as this is, only a handful of cases exist where these group of individuals enjoy gainful employment with dignified treatments.

Inspired by one such case of a car-washing centre run by people with IDDs in China, this research employs a mixed methods approach of semi-structured interviews and surveys to explore planned behaviours towards people with IDDs in Nigeria, possibility in whole African continent, including the setting up of a social enterprise or self-sustained employment, as well as the determinants affecting the decisions of these behaviours. The findings from the research hope to enrich both planned behaviour and disability literature, while providing insights to the normative behaviours or intentions in Nigeria regarding people with IDDs where the topic is a less studied context. These findings also aim to yield practical implications that can potentially be replicated across many of the 54 countries in African continent that include but not limited to fostering social inclusivity, combating disparity and employment issues.

Keywords: IDDs, disability model, theory of planned behaviour, social entrepreneurship.

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List of abbreviations

Abbreviation	Full description
SEI	Social Entrepreneurship Intention/Entrepreneurial intent
IDDs	Intellectual/Developmental Disabilities
TPB	Theory of Planned Behaviour
SE	Social Entrepreneurship
PDE	Prior Distressing Event
SN	Social/Societal Norms
EC	Empathetic Concerns
FoS	Focus of Suffering
KT	Kinship Ties

Chapter 1   Introduction and Overview

This study explores the intentions of individuals to help people with intellectual and/or developmental disabilities (IDDs), by investigating individuals' mindset, empathetic concerns (EC) and the effect of prior distressing experiences (PDE) and social norms (SN). People with IDDs are generally relegated to living stigmatized and secluded lives. They are often hidden away and excluded from mainstream societies to a large extent. Their development, inclusion, and pursuit of higher standards of living, more often than not, are found to be lagging behind. Thus, this study links the theory of social entrepreneurship (SE) and the theory of planned behaviour (TPB) to examine, through lens of a disability model typology what the various planned helping behaviours individuals engage in, as well as what affects their intention to engage in pro-social endeavours for people with IDDs. This study is of an exploratory nature of mixed methods where a qualitative enquiry is carried out with the help of a semi-structured interview protocol, which is then followed by a quantitative approach with hypothesized relationships that are tested with using a survey.

1.1   Research background and purpose

"To be irrationally disclaimed and dismissed as someone pathetic and strange who encounters dismissal in a society you call your own is confusing and dispiriting. To go on feeling that every day of your life is clearly horrible. This is the standard social experience of many disabled people in the non-disabled world they inhabit" (Gill, 2001).

The intellectually and developmentally disabled are among the most marginalized population in society, with undisputable accounts of physical or attitudinal inequality, segregation, and maltreatment in history (Griffiths et al., 2003). Society has denied them of their rights to education, work, marry, live in communities or even receiving medical

treatments. The reality and current status of people with IDDs regarding employment opportunities are still lacking (Timmons, Hall, Bose, Wolfe, and Winsor, 2011). Even with the recent changes made to laws and policies that support human rights, social inclusion, and equal treatment of people with IDDs, there is still more to be done (Bishop, 2013).

The American Association on Intellectual and Developmental Disability, (AAIDD) refers to IDDs as "significant limitation in both intellectual functioning and adaptive behaviour what covers many everyday social and practical skills". (AAIDD, 2013). These limitations may affect learning, reasoning or problem solving. People with IDDs are found to possess disabilities in either one or all the following:

- Intellectual functioning.
- Conceptual skills for example language.
- Social skills for example interpersonal activities.
- Practical skills for example daily living activities.

A look at the main barriers affecting the rates of employment and quality of life for this population has led some scholars to conclude that a lot of the barriers are in part reinforced by the social model of disability perspective, to emphasize their discrimination and stigmatization once again. This model argues that it is the way society is set up that constitute a barrier, instead of an individual's disability (Oliver, 1983).

Wa Munyi (2012) also postulates that "societal attitudes are significant since they largely determine the extent to which the personal, social, educational, and psychological needs of persons with disabilities will be realized" (p. 16). Linton (1998) supports this by arguing that societal perceptions of disability can lead to discrimination of those who are developmentally disabled at different stages of their lives.

1.2 Objectives of the research

The first objective of this research is to integrate the disability model typology, along with SE and TPB with the hopes of extending the existing literature on social entrepreneurship intentions (SEI) regarding people with IDDs. The research theorizes, through investigating the planned behaviours and mindset of individuals towards people with IDDs, mindset regarding people with IDDs as a factor that influences the intention of individuals when it comes to helping them, as well as the kind of help (planned behaviours) individuals opt for. The social model of disability helps to capture the variations in individuals' perspective of the relationship between disability and society, while the theory of planned behaviour is used as the theoretical framework to investigate the mindset and how it affects individuals' intent to help people with IDDs, i.e., their planned behaviours regarding people with IDDs. Lastly, SE aids the researcher in understanding the nature of the intentions as the expectations vary from a traditional entrepreneurship intent or planned behaviour. The use of intention-based frameworks or models for studying entrepreneurial behaviours and attitudes has now become widely adopted by scholars, considering such research findings have offered further support for using such frameworks/models ((Liñán et al. 2011; Fayolle, Moriano and Liñán, 2014). Intention models that incorporate the theory of planned behaviour ae becoming de facto approaches to investigating entrepreneurial behaviours and intent (Fayolle et al. 2006; Schlaegel and Koenig, 2014).

The second objective of this research is to probe into the intention to help people with IDDs and how it is influenced by mindset (medical or social) and vice versa. Scholars such as Krueger and colleagues (2000) discovered subjective norms in TPB to not be related to entrepreneurial intent, while Autio and colleagues (2001) argue otherwise: that entrepreneurial intent arises due to indirect influence of subjective norms on perceived behavioural control.

This research is the first that brings together the social model of disability typology, SE and TPB to investigate the mindset of individuals and the effect of said mindset on their intention towards people with IDDs.

Hence, this research ties in the TPB by incorporating the views of existing literature on the influence subjective norms can have over mindset to predict intentions. Although numerous research exists that investigates the relationships between the various components of TPB, relationships such as the ones this research has outlined have been rarely incorporated and tested in TPB literature. Hence, this research investigates the role of subjective norms in TPB by setting moderating relationships between attitudes and perceived behavioural concerning the intent/planned behaviours to help people with IDDs.

The third objective of this research is to investigate whether the typology of social disability mindset and prior distressing events can serve as additional background factors in the theory of planned behaviours when it comes to helping people with IDDs. As offered by Ajzen and Klobas (2013), the background factors in TPB alone are not enough to predict specific intentions in a particular research domain. Thus, the integration of the social model typology of disability with TPB to investigate the influence of social model of disability as well as prior distressing events on the intention/planned behaviours of individuals to help people with IDDs.

The fourth objective of this research is to explore how the broader institutional norms, traditions, and cultural effects of the various regions in Nigeria may influence intent and mindset regarding people with IDDs. Environment and culture have been increasingly recognized as elements that influence entrepreneurship/intent of entrepreneurship. Although being recognized as one of the most entrepreneurial nations within the whole of Africa, there is limited knowledge concerning the influence of the Nigerian culture on intention to help

people with IDDs. Research questions that investigate the effects of contextual and environmental influences on people's behaviours or intentions using TPB will certainly aid in yielding insights to fill in existing gaps (Doern, 2009). Through this investigation, this research aims to taper the knowledge gap in terms of the distinct effect that existing institutional norms may exert on the mindset of individuals that in turn influence said mindset on their intentions/planned behaviours regarding people with IDDs.

1.3   Research philosophy

1.3.1   Personal research ontology and beliefs

"A researcher's philosophy is likely to be influenced by his or her particular view of the relationship between knowledge and the process by which it is developed" (Saunders, Lewis, and Thornhill, 2009, p. 139). Thus, I believe my personal beliefs and ontology, consciously and unconsciously, have swayed my research philosophy.

The trigger for this study came when I learnt of a car washing centre in the Guangdong Province of China from my main supervisor, at the beginning of September 2018, when I had just started my doctoral study. Mr. Cao Jun, a venture-capitalist whose only child had been diagnosed with a learning disability. Although, his son is adept at baking cookies and playing a musical instrument, the reality is that when he turns 18 or graduates from school, he will face the challenge of finding a job to support himself. With the employment rate of people with physical disabilities being around 50 percent, but for people with IDDs, that number drops to less than one in tenth, making the odds of his son finding employment nearly impossible.

Embarking on a few months research, he went to different countries and other regions in China to look for available ideas for his son and other people with IDDs. His discoveries were disappointing, as most of them were heavily dependent on good will from others for the

sale of subpar products and handicrafts. Bakeries are also a popular choice; however, they are sometimes a waste because sales were made mostly because customers pitied them, not because they really wanted the goods. Even he (Mr. Cao) admits to not eating somethings his son brings home from school because he isn't sure about their hygiene, or whether his son has washed his hands or not before working on the paste. He was unable to bear the thought of his son spending a lifetime selling subpar products or cookies that would only be likely bought by soft-hearted customers like a beggar. From his research and personal experience, he cited the only wish of families were that their loved ones find work mainly, so they have something as a means of income to sustain themselves and survive after their parents are passed away. Armed with that in mind and over a decade's worth of experience in investment, Mr. Cao ventured to establishing a line of work where people with IDDs could compete.

From this, Xihaner Car Wash Centre; a self-sustaining social enterprise meaning "happy and simple children" was born. Xihaner offers its employees with food and accommodation for some. A typical day involves cars coming into the shop and a group of cleaners rushing out to see to their individual tasks of washing windows, soaping, spraying water, cleaning tires and waxing. They use 4-5 people to wash a car within the duration and price as a normal car washing place (Ng et al., 2021). The desire for a better life for his son and determination to prove he is just like every other able-bodied person fuelled his pursuit of a sustainable path that has led to the creation of a place where people are appreciated and even celebrated for the differences they bring to the table. Mr. Cao not only provided his son with the chance to live a rich and meaningful life but is also giving hope and altering the perception of society by enabling change for people with IDDs to enjoy a life that is not is not limited or defined by the constraint's society has forcefully imposed on them.

Fast forward to two years later today, 30 total centres across China (Phoenix TV, 2022). His efforts have caught the attention of the Shenzhen city and his district government, local and national media, and even international entrepreneurs in the UK and the US. It has aroused great interest that have resulted in spillover effects influencing policy making, changes to perceptions and social inclusion. His case is a powerful example of planned behaviour or intent to help people with IDDs, whereas others turn to other behaviours such as volunteering, training and so on. The success of the Xihaner Car Wash has significantly changed the perceptions of the general population and effectively transformed them from the medical to social model of disability. The success of his efforts invokes thoughts on replicability with consideration to the behaviours and social factors prevalent in other geographical locales. In addition, some clusters of countries that share similar attitudes and societal norms tend to make replicability of results more promising as well.

1.3.2 Philosophical foundation of the research

The epistemological nature of the research question determines the methodological approach used. To achieve the research objectives and answer the research question, prior research suggests a need to integrate multiple research methods (Miller et al., 2014). For the purposes of this research project, a mixed methods approach is employed that integrates the typology of social model of disability and the theory of planned regarding intentions to help people with IDDs. This approach combines both qualitative and quantitative approach for a broader depth of understanding, while benefitting from the strengths of both approach (Johnson, Onwuegbuzie, and Turner, 2007). The qualitative data will be more open-ended and subjective to allow for the "voice" of participants be heard and of interpretation of observations, while the quantitative part will include the collection of close-ended information which will undergo

statistical analysis, resulting in numerical representation that will inform the variables and psychological mechanisms for refining and clarifying the model.

A mixed method, for instance, will help avoid the critique that quantitative methods convey limited to restricted understanding of social interaction, social reality and their associated meanings that sprout from social actors. On the other hand, it will also be strengthened by incorporating some quantitative measures to counter some of the disadvantages associated with qualitative research like biased interpretations (Bergman, 2008). A mixed methods approach has the benefit or providing a more comprehensive and well-rounded understanding of the questions research intended to answer, than a qualitative or quantitative method alone (Creswell and Clark, 2011). Mixed methods approach also offer the added benefit of developing a more robust and contextually specific instruments: choosing a qualitative nature of enquiry, for example, makes it possible to amass information on a particular topic, for the purpose of constructing measures that have greater validity and reliability to capture the construct it is meant to measure (DeVellis, 1991).

1.4 Significance of the study

In various parts of the world today, a phenomenon has been emerging where SE is used to solve the issues faced by disabled individuals. Disabled individuals over the globe are setting up or partaking in businesses and SE now more than documented ever before: from a bike riding taxi in India run only for disabled drivers who are making over $300 on average a month today (Mantri, 2016), to a car-washing service in China operated only by mentally challenged kids and adults (Tone, 2018). These are examples of various intentions that have become planned behaviours, each with their own determinants. Such enterprises are one example of avenues that have aided society in a way governments have failed by offering a means of alternative employment that have made significant strides in combating financial, social

(Ghauri, Tasavori and Zaefarian, 2014), and environmental issues (Azmat, Ferdous and Couchman, 2015). They can also assist in altering perceptions of people with IDDs in society and institutions.

While certain researchers have made headway in exploring SE from an institutional point of view, for example Tracey and colleagues (2011) and Batillana and Dorado (2010), several interesting possibilities still exist (Dacin, Dacin and Tracey, 2011). The research in SE remains somewhat atheoretical and descriptive where disabilities is concerned. However, authors have started to incorporate ideologies from existing theories, for example Mair and Marti (2009), Sud et al. (2008) Townsend and Hart (2008). Other studies have also investigated the role networks play in the set-up and execution of SE (Shaw and Carter, 2007; Haobai et al. 2007), while other studies have chosen a more discursive process employ processes to study and better understand social entrepreneurs' language (Dey 2006, Parkinson and Howorth, 2008). Some of the social and economic implications of such planned behaviours mentioned above have led to causal effects of increased awareness, effected changes in perception and paved the way for economic and social inclusivity as proven by cases like Mr. Cao's where the government is now involved. This made undertaking research that probes into these intentions, planned behaviours and determinants even the more appealing.

Future research opportunities regarding such social problems have been proposed in several directions. Calls have been made to exploring the connections between entrepreneurship, SE, and social movement approaches. Other suggestions include using network theories to explore its effects on SE, integration of social or cultural context when studying entrepreneurship in terms of the way narratives may or may not support intent/creation of opportunities and/or value. The field of organizational behaviour has also been cited as an area for future research to focus. Empirical research on entrepreneurship

literature has been neglected here, on especially on how image and identity in a society/organization affects traditional and SE.

This has prompted the look into the fields of organizational behaviour and disability studies, resulting in the focus on people with IDDs and the creation of various avenues for their increased inclusion in societal aspect and improved prospects. This is what has ultimately led to the research questions proposed by this thesis. Literature concerning people with IDDs is sparse (Bishop, 2013) with insufficient empirical research that offers theoretical frameworks which address the needs for people with IDDs with respect to their social inclusion, equity promotion and overall betterment/quality of life (Mair and Marti, 2006). However, a look into the Psychology literature on disability studies has revealed several models, (e.g., the social model, charity model and relational model), which have been used to motivate emancipatory research for improving the lives of disabled individuals (Levitt, 2017). According to the United Nations (Global Issues Overview, 2019), employment, poverty, hunger, health, equality, and education are among the top social problems in our world today. The UN reports that about 15% of the total world population are currently living with a form of disability, of which 2-4% (308 million) experience intellectual or developmental difficulties in functioning. This exceeds the previous estimates made by the World Health Organization, indicating that it is only on the rise (Global Issues Overview, 2019). The segregation and discrimination of people with IDDs is an unnecessary plight that only adds to the massive number of crises world economies are constantly trying to manage. The concern for disadvantaged groups has been centred on issues surrounding disabilities and/or mental illnesses to a large extent. The existing social realities surrounding us today have led to a segregated environment stemming and perpetuating cultural stereotypes of disability and mental illnesses. Although the individuals labelled as belonging to this disadvantaged group have been subjected to more exclusion than others in both a social

and labour context, enterprises like Mr. Cao's for example, can provide an alternative for their integration (Kim, 2009).

1.5 Research Questions

The intent and purposes of this study outline above have led to the development of the research questions below:

1. How do mindsets regarding intellectual and developmental disabilities influence how individuals help people with IDDs?
2. What factors affect the intention of individuals to help people with IDDs?

1.6 Structure of the dissertation

The subsequent chapters that follow will begin with a literature review of disability and society, SE and TPB to lay the foundation work for the theoretical framework as well as provide support for the significance of the research questions. The next chapter will present the hypotheses development of the research, outlining the relationships to be tested. This will be followed by a chapter on methodology that includes research design, data collection and data analysis. Subsequently, a chapter on findings will be presenting the results from the prior analysis done. Finally, the last chapter of discussion and conclusion that explores findings, offers theoretical and practical implications, along with research limitations and avenues for further research will follow suit.

Chapter 2   Literature Review

The literature review is divided into three main sections that discuss the theoretical foundations for this study: Disability and society, SE, and TPB (a summary of which is outline in Table). The first section opens with a look into the literature on disability and society, with sub-sections on the models of disability, disability entrepreneurship. This is then followed by the second section that presents a review of SE, its antecedents, typologies, and research trends as well as its application as an alternative for people with IDDs. The third section focuses on the TPB, its uses in entrepreneurship literature, as well as human behaviours in various populations. Given the nature of the studies inquiry around mindset(s) to disability/ IDDS, the theory of SE and TPB have been linked to become the lens through which this study examines the intentions and mindsets and views of individuals towards IDDs, as well as people with IDDS. The aforementioned 3 literatures well serve in greatly informing the research questions outlined in the earlier section of chapter one, while eating the development of a framework that will guide the research investigation. In addition, applying the two theories (SE and TPB) in conjunction with the mindset to disability approach may lead to a better understanding of the existing knowledge available and hopefully yield new insights with the chosen methods inquiry.

Table 2.1: Summary of literature searches

Literature	Disability & Society	Social entrepreneurship	Theory of planned behaviour
Steps and processes	Web of Science and Scopus	Web of Science and Scopus	Web of Science and Scopus
Search terms	Disability or disabled or idds Entrepreneurship or self-employment	Social entrepreneurship review Antecedents of social entrepreneurship Motivations Triggers and causes	Theory of planned behaviour Uses, applications of theory of planned behaviour in entrepreneurship/disability studies

			Theory building in theory of planned behaviour
Criteria	Research in disciplines within/relating to business, social sciences, psychology, sociology, or social work. English	Research methodology Selected journal list Social elements in social entrepreneurship English	Entrepreneurship journals and general management with ABS rating 3, 4, 4*
Reason	Review literature on disability entrepreneurship with the most impact on knowledge	Review all abstracts to identify articles related to antecedents of social entrepreneurship	Compile a list of articles in English that cite Ajzen's TPB
Number of articles	42	79	42
Duration	None	1990-2021	2010-2021

2.1 Disability and society

Rothman (2010) offers that there is a socially constructed aspect of disability defined by norms, which cannot be fixed with medical treatments, or assistive devices. He proceeds to argue that "disabilities are caused by the way in which society is structured—access, stereotypes, conceptions of 'normal,' and ideas about difference and capacity are all defined by, and grounded in, the social order" (p. 195). Other proponents of this social theory of disability, mainly in critical disability studies have suggested that disability is an outcome of an individual's environment, societal systems, attitudes, and institutions (Rothman, 2010; Harlan and Robert, 1998; Wendell, 1996). They argue that changes that lessen discrimination need to be made in the perceptions and structures of societies. As stated by Wendell, expectations of individual productivity can contribute to disability, by creating a perception that those who are not able to meet those expectations are unemployable. Wendell (1996) also discusses the physical and social structure of society as influencing the construction of disability.

Health condition and disability have been used throughout history interchangeably, however they are not the same. A health condition is one that impedes one's ability to perform/function at expected measures of activities, while a disability is as a result of one's impaired interaction with the able-bodied in a social environment (Liachowitz, 1988). A disability here, is a socially constructed and reproduced as a result of the way health conditions are perceived and treated (Marks, 1999). Thus, what leads to the disability of an impaired person is the physical structure or set up that restrict access, the attitudes which disrupt societal associations, and the non-inclusive organizational standards that are enforced for all to comply with and conform to.

Wendell (1996) notes that the physical set and architectural flaws in environments create obstacles what get in the way of an individual's productivity. They ultimately split the disabled and non-disabled into two different worlds, effectively reinforcing that notion of the disabled not fitting into society. This notion is seen in traditional employment options which provide the disabled with few opportunities for participation in society. This is further made worse due to society's failure to provide people with IDDs the type and level of support necessary to facilitate their full inclusion into the public. When help or support that creates ability is not readily provided, people with IDDs must resort to seeking it, reinforcing the perception that they are completely socially dependent and thus seen as incapable or disabled Wendell, 1996). Such failure to socially support this population results in unemployment, poverty, inequality, poor education, training, and opportunities among other disabling outcomes. Among the models that has revolutionized disability rights are the socio-medical model, the human rights approach to disability, and the social model of disability (which will be discussed later).

2.1.1 Disability entrepreneurship

For the purposes of looking into the literature on disability entrepreneurship the databases of Web of Science (Wos) and Scopus were used. Wos contains a selection of articles that date as far back as the 20th century, with regular periodic updates, while Scopus boasts of over 70 million records and 5,000 global publishers in various disciplines (Palomo et al., 2017). The search terms that follow were then selected and input into the databases:

*Disability and IDDs, disability entrepreneurship, disability employment. *

The search options were limited to articles as they have the most updated sources and more impact on knowledge (Keupp et al., 2012; Santos et al., 2018). The articles were then limited to the English language, and the research areas, as outlined in **Error! Reference source not found.** also excluded records that were not within the general areas of management and business, such as engineering, dentistry, medicine, and ethics. There was no limit on period of publication set.

Table 2.1: Disability and society literature review process

Process	Scopus	Wos
Scopus: (disability) or (disabled) or (idds) and (entrepreneurship) or (self-employment) **Wos:** (disability) or (disabled) or (idds) And (entrepreneurship) or (self-employment)	104	75
Sorted by article	81	55
Sorted by language: English	76	51
Wos: restricted to research disciplines within/relating to business, social sciences, psychology, sociology, or social work. **Scopus:** restricted to subject area "soci", "busi", "psyc".	54	39
Elimination of overlapping articles	30	26

Total articles after analysis	42	

The title and abstracts of the results that came back were read to confirm those that fit into the area of enquiry (entrepreneurship and disability), and those that did not were eliminated. After this, the contents of the chosen articles were then read in full and analysed based on the robustness of their theory, methods, and data, as well as bibliometric factors from the databases. The final list of articles came up to 42 Results.

Of the total 42 articles, 16 were from Scopus, 12 from Wos and 14 from both. 2019 was the year with the most publications (with a total of 25), while between the years of 2006-2018 saw low publications of only 2-3 articles each year (see Figure 2.1). This can be said to be an indication of the topic capturing the interest of both emerging and established research fields and scholars. A lot of the entrepreneurship literature is focused on the business field of research, followed by economics and finally social sciences. The journal in the lead with the most publications is Suma de Negocios with 10 articles, followed by the Journal of Entrepreneurship and education with 5 articles, and Disability & Society with 4 (see Figure 2.2). Regarding location of publications, the U.K is the highest, and then the U.S.
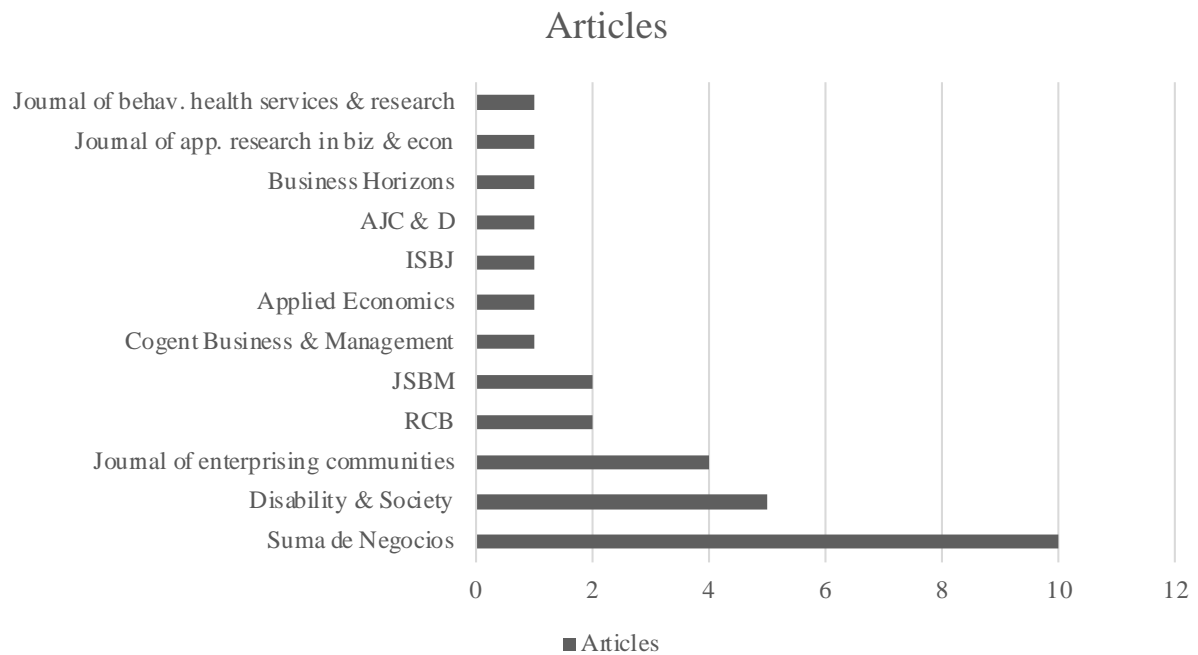
Figure 2.1: Publication by journals

"Self-employment among people with disabilities: evidence from Europe" (Pagan, 2009), was the most cited paper. The author examined the relationship between people with disabilities and self- employment with the EU's household panel data of 13 European countries between 1995-2001. Findings revealed that those categorized as disabled were more likely to become self-employed than those who are "normal". One of the main reasons being that self-employment makes for a better flexible adjustment between disability and work. In terms of publication type, empirical methods dominated with a total of 34 articles of qualitative, quantitative, and mixed methods, while the prominent methods for data collection was interviews (19 articles), then questionnaires (15 articles). The interviews can be sub-categorised further as different authors used different approach: 12 articles had semi-structured interviews, 4 in-depth interviews, 1 face-to-face interview, 1 telephone interview and 1 unstructured interview.
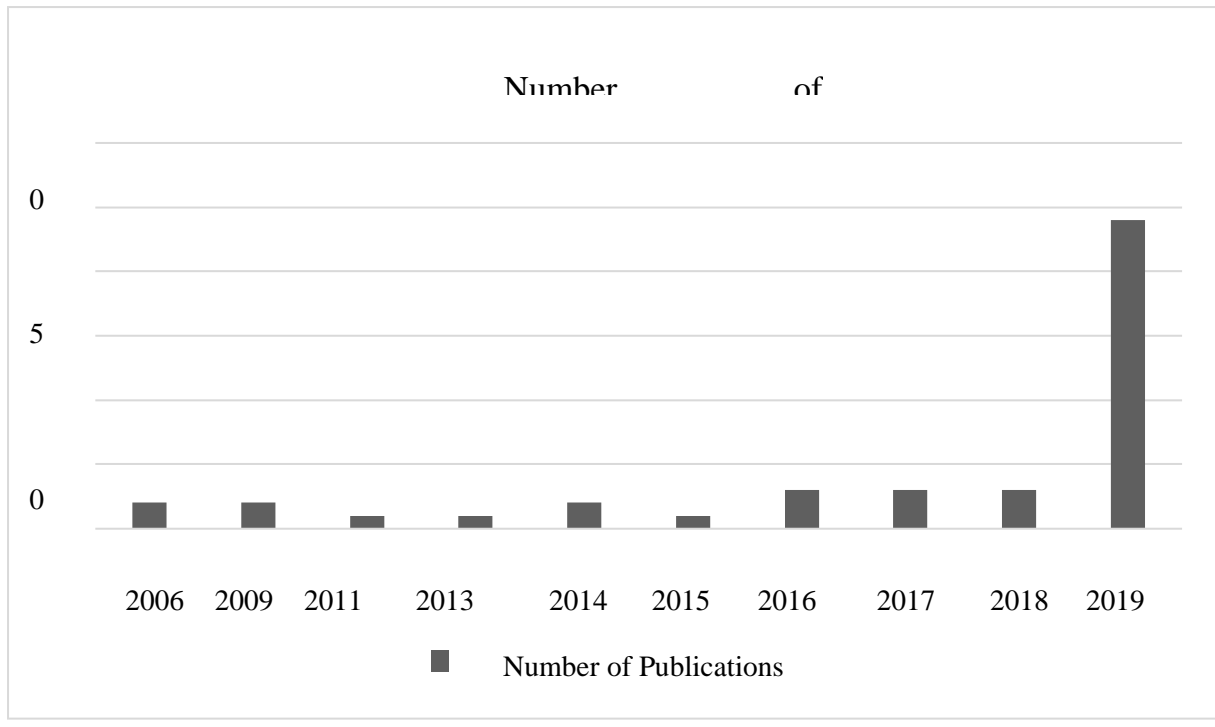
Figure 2.2: Publications by year

2.1.2 Themes

After analysis of the results, four main themes were identified (please see **Error! Reference source not found.** below). These themes are categorized based on the common characteristics the articles from the results of the review possess. Theme 1 contains articles surrounding the concept and development of disabled entrepreneurs, specific characteristics, and activities, while theme 2 contains articles that explore entrepreneurship, employment, and the job market in relation to disabled people. Theme 3 covers barriers and facilitators encountered in the pursuit of becoming entrepreneurs, while theme 4 focuses on entrepreneurial attitudes, education, and processes.

1. Concepts and theories around disabled entrepreneurs.

2. Self-employment as an alternative for disabled people.

3. Barriers encountered by disabled entrepreneurs.

4. Focus on significance of training and/or education on self-employment/entrepreneurship.

2.1.2.1 Theme 1:

The articles here confirm that there is no predefined age as to when a disabled entrepreneur is made. This choice can happen whether young or old with disabilities (Pavey, 2006), although other factors can influence the process, like access to business opportunities or specific geographical resources (Jiménez and Escribano, 2019). Another aspect of disability entrepreneurship from this theme is the tenacity and resilience that such individual's possess form hard experiences or the blows that life has dealt them. Such experiences prepare them for the entrepreneurial process. Family networks, support and dynamics can also play a part as to the decision of becoming an entrepreneur (Lopez-Felipe and Manzanera-Roman, 2019).

With respect to skills (entrepreneurial or otherwise), people with disabilities possess a number of skills and talents that need only be nourished, developed, and considered when engaging in entrepreneurship (Olmedo-Cifuentes and Martínez-Leon, 2019). Skills stand to greatly influence the entrepreneurial journey for anyone, including people with disabilities, and their significance may vary depending on the context (Sanchez et al., 2019).

In spite of the limitations/drawbacks they face as a result of their conditions, individuals with disabilities are capable of becoming thriving entrepreneurs. However, for this to occur, a mix of attitudes from both family and government need exist. These two groups wield a great deal of positive influence through activities like training and empowerment (Capitan and García, 2019), especially when accompanied by that of the society to boost its effects (Molina and García-Palma, 2019). Although disabled entrepreneurs may have to focus more on performing, rather than overcoming barriers, they are still capable of achieving their goals (Jasniak et al., 2018). The internet is also attributed to possess benefits for disabled

entrepreneurs. With digital entrepreneurship, one can easily demonstrate their talent and potential (Boellstorff, 2019).

2.1.2.2 Theme 2:

Here the issue if self-employment is prominent, especially since unemployment affects individuals with disabilities in a particular way (Pagan, 2009). One angle of research currently being investigated is the need to detach disability with the image that individuals who have one are unable to work (Shaheen, 2016). Self-employment has proven to be a viable alternative to combatting the unemployment issue (Larsson, 2006).

Self-employment/entrepreneurship may also be more suited to accommodating one's disability, i.e., due to mental/intellectual/physical circumstances, a regular 9-5 might be out of the question, but self- employment however presents a way to reconcile with the dual realities of having a disability and a job (Jones and Latreille, 2011). Such a choice might also contribute towards liberation and improvement in self-esteem (Martin and Honig, 2019). Even though entrepreneurship is a viable alternative to traditional employment, it may be a harder or non-linear process for a person with a disability, as they have to overcome inherent barriers in the labour market. as well as society that their non-disabled counterparts do not (Ashley and Graf, 2018). Nevertheless, should a disabled person go down this path, it can be a feasible way to enter or re-enter the job market (Pagan, 2009).

2.1.2.3 Theme 3:

Here, the studies highlight the many difficulties individuals with disabilities may encounter on their entrepreneurial pathway in the form of personal, economic, or social obstacles (Csillag et al., 2019), not to mention governmental roadblocks and bureaucracies when seeking institutional support (Mohammed and Jamil, 2015). All these make it hard to assert themselves

as entrepreneurs (Harriss et al., 2014). Another barrier is also related to the physical environment and its accessibility, or lack of. This may limit autonomy and affect choice of employment (Casado and Casaú, 2019).

It is of great importance that an environment takes into account the extent to which its political, economic, social and cultural factors impact the integration of individuals with disabilities. With SE for example, even though it's been a well-supported employment alternative in policy, it also requires ideological changes to be successfully implemented. Socio-cultural factors can have significant discouraging influence on people with disabilities, especially those who have struggled in the past with employment or have been repeatedly disenfranchised. On the other hand, it is due to such "ableist" state of mind and thinking that some disabled individuals have been able to beat the odds that were against their favour. For some, their intimate knowledge of the social nature of the problem is the motivation behind their pursuit of social/economic change.

A call for attitudinal shift is required in cultural/societal perceptions of disabilities and disabled people pursuing a better life. Society needs to move beyond a reductionist perspective of disability as limiting and embrace the differently abled as untapped sources of social innovation, rather than unemployable consumers.

2.1.2.4 Theme 4:

This theme focuses on topics related to education of entrepreneurship/entrepreneurial initiatives. Students with disabilities have made known that education has a positive influence on their entrepreneurial endeavours. Schools and universities can be key in disseminating education and foster stronger entrepreneurial attitudes among (Dakung et al., 2017).

Inclusive education, provision of necessary information and training will go a long way in facilitating access to labour market and enhancing entrepreneurship (Manzanera-Roman and Valera, 2019). This theme also confirms that entrepreneurship education is an important way to empower people with disabilities. It boosts their search or independence and skills acquisition, which aids in their participation in society as entrepreneurs (Dakung et al., 2017; Muñoz et al., 2019). Education and training for people with disabilities must also take into account their individual uniqueness in order to achieve the desired result as the employment attitudes may not differ much (Maritz and Laferriere, 2016). This coupled with targeted education campaigns, initiatives and increased awareness will move the progress of counteracting stigma with disabled individuals in the business sector. Therefore, education plays an important role not just in providing basic knowledge but also aiding in development of self-awareness in the quest for entrepreneurship (Muñoz et al., 2019).
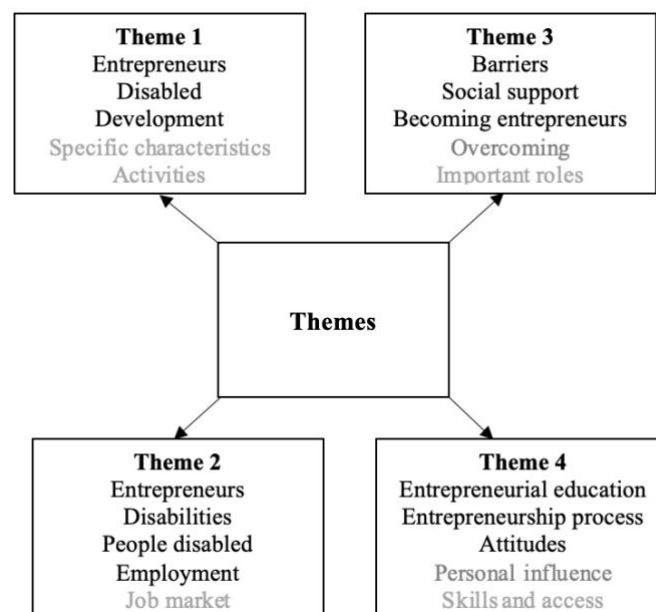
Figure 2.3: Themes in disability and society review

2.1.3   Disability models

2.1.3.1 Socio-medical model

The socio-medical model of disability is an approach that acknowledges both the social and medical aspects of disability. This model suggests that disability is the consequence of a person's interaction with their environment (Bickenbach, 1993). The model is predicated on the notion one's environment can be adapted in such a way that it supports one's disability, and that society can make changes to eliminate barriers that prevent them (people with disabilities) from completely participating in daily life. Designing accessible environments is a key implication of the socio-medical model of disability. For instance, buildings can be designed with staircases and lifts so that individuals with mobility impairments can access all floors. Similarly, wheelchair platforms and designated seating areas can make public transport accessible. These modifications can facilitate increased participation in various aspects of life by individuals with disabilities.

Policy development is another vital implication of the socio-medical model of disability. The model stresses the importance of a holistic approach to disability policy which addresses both medical and social facets of disability. This entails inclusive education, promoting accessibility, employment opportunities and policies that advocate for the needs of people with disabilities. The socio-medical model also calls for the participation of individuals with disabilities in developing policies, seeing as they have a unique perspective on the obstacles they confront and the required changes.

Despite its strengths, the socio-medical model has been criticised for its emphasis on individual impairments rather than societal barriers (Shakespeare, 2006). Critics argue that this strategy can lead to an overemphasis on medical interventions rather than dealing with the broader socio-environmental factors that promote disability. In response, some researchers have advocated for a more social model of disability that emphasises social barriers and the demand for systemic change (Oliver, 1996). On the other hand, the socio-medical model of

disability can be complemented with the human rights approach to disability (Shakespeare, 2010). This strategy can assist in ensuring that people with disabilities are not only accommodated in their environment, but also thoroughly integrated and recognised as equal members of society. This model may also directly inform on efforts to promote inclusivity, equity, and accessibility for people with disabilities by recognising the interaction between individual impairments and the environment and the significance of addressing social determinants of disability.

2.1.3.2 Human rights approach

Today, the recognition of human rights for people with disabilities has become increasingly crucial. The human rights approach to people with disabilities has several important implications, some of which include but not limited to the following:

- **Accessibility:** The recognition of human rights to disability can also ensure that people with disabilities can easily access basic services, for example healthcare, education, public transport, employment, and information services to mention a few. This can help to remove barriers and promote full participation in society.

- **Social inclusion:** The recognition of human rights to disability can also promote a cultural change in society, reducing stigma and discrimination against people with disabilities and promoting their inclusion.

- **Legal protection and empowerment**: Human rights to disability can go a long way in empowering people with disabilities to speak up and advocate for their rights and be actively involved during decision making processes that impact their lives.

Despite these applications, the human rights approach to disability has several limitations. Among the most significant of these limitations is the lack of awareness and comprehension of the rights of individuals with disabilities. This can result in discrimination,

social and economic exclusion, and human rights violations. Another limitation is the absence of enforcement mechanisms to ensure that disability-related human rights are respected.

In addition, People with disabilities are frequently excluded from decision-making processes that impact their lives, which can result in policies and practises that do not reflect their preferences and requirements. Moreover, the human rights approach to disability may not adequately address the needs of individuals with complex support requirements or those who require specialised services. Even when laws and policies exist to protect the rights of people with disabilities, they are frequently inadequately implemented, resulting in a disconnect between the law on paper and the reality on the ground.

It is essential, in combatting these limitations, to raise awareness as well as provide an understanding of the rights of people with disabilities. To protect these rights, effective mechanisms have to be in place that are enforced in order to ensure that the rights of those with disabilities are protected, and discrimination punished. This includes legal mechanisms, such as access to justice and the ability to seek redress for violations of their rights.

It is also crucial to involve people with disabilities in decision-making processes: that way their voices are heard, and they have a say. People with disabilities should be encouraged to advocate for and participate in decision-making and policy reforms that impact their lives. This can be achieved through awareness-raising campaigns, training programs, and the creation of opportunities for people with disabilities to participate in decision-making at all levels of society. It is essential to ensure that laws and policies protecting the rights of people with disabilities are adequately implemented and enforced.

Additionally, there is a need to address the social and economic exclusion faced by people with disabilities and to provide better access to basic services, including education and healthcare. Further research has also pointed to the need for better measurement tools to assess

the social and economic exclusion of people with disabilities accurately, and the use of comprehensive research designs that account for the complexity of social and economic exclusion of people with disabilities are needed to design effective interventions (Oliver, 1996).

In conclusion, while the human rights approach to disability has made significant progress in promoting the rights of people with disabilities, there are still significant challenges that need to be addressed. Addressing these challenges will require not only better measurement tools, comprehensive research designs, and stakeholder involvement but also political will and commitment to fully implement and enforce disability rights policies and frameworks. Additionally, it will require addressing the intersectionality of disability with other social identities, ensuring that the rights of people with disabilities are recognized and protected and promoting a more inclusive and equitable society for all.

2.1.3.3   Social model of disability

People with disabilities may be denied equal chances due to negative sentiments based on prejudice or stereotyping. The medical model of disability states that people are impaired due to their impairments or differences and focuses on what is "wrong" with the individual rather than what the individual need. On the contrary, the social model of disability takes the stance that people are hindered by impediments in society, such as buildings without a ramp or accessible restrooms, or by people's attitudes, such as supposing that persons with disabilities cannot perform specific tasks. The social model helps to identify obstacles that make life more difficult for people with disabilities. The elimination of these barriers improves equality and provides those individuals with more autonomy, options, and power. The social model of disability (Oliver, 1983) refers to disability as a consequence of the way society is set up and the barriers it puts in place (see Figure 2.4). Under this model, it is society, and not the individual, is responsible for the social exclusion and inequality disabled individuals face. This model was

proposed by Mike Oliver in the 1980s. The model (Gmcdp.com, 2018) offers that social disability is of three types:

- **Organizational barriers** occur when society and its set ups cause problems to disabled individuals. An example is the audiology department of a hospital booking appointments over the phone. Such an inaccessible system makes everyday tasks difficult and an inconvenience for those disadvantaged individuals.

- **Physical barriers** occur when structures in a society present disabled individual with inaccessibility. A good example is buildings that possess no access to all or some floors, i.e., no ramp or lift, constituting to a hinderance for those who are not able to walk.

- **Attitudinal barriers** happen when negative attitudes are elicited, such as poor expectations of intelligence/abilities, bullying, discriminatory attitudes towards disabled individuals. For instance, speaking to the aid/guardian of someone with a disability rather than them directly, may encourage discriminatory mindsets.
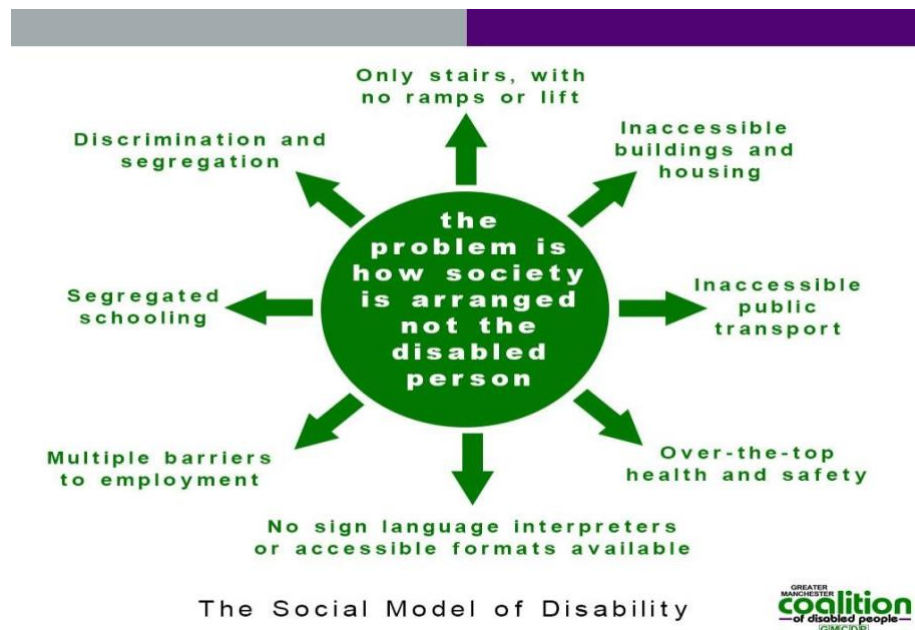
Figure 2.4: The social model of disability

This take on disability was also shared by another scholar, Nora Groce. She studied the settlers on an American Island. The settlers who had the deaf gene intermarried which led to a substantial growth in the population of deaf people. However, they were fluent in Sign Language, which lead to their deafness not being a disadvantage. This real-life example of society adjusting towards its disabled population, instead of expecting or requiring them to adjust to the society itself, raised important questions regarding the rights, equality, and inclusion of the portion of society that is disabled and the responsibilities of the portion of society that is not disabled.

This strongly suggested that the notion of disability is an arbitrary social category (Groce and Whiting, 2009), and instead of it being a universal given, it can be modified or redefined, to eliminate the negative cultural preconceptions it means. Scholars critiqued this, with some that no amount of attitude shift or public adjustments can enable disabled persons to be able in some regards, for example a blind person cannot read verbal cues, no matter how

much society removes its barriers (French, 1993). The proponents of the model have argued that; it is not to be used in dealing with the restrictions brought about by personal impairments, but the barriers erected by society (Oliver, 1996). Therefore, the model is not a holistic remedy but one that raise awareness on how disability can be a multifaceted experience and how society can be an agency of this multifaceted experience.

In his 2013 book, "The Social Model of Disability: Thirty Years On" Oliver remarked that 30 years have passed since he published the book that introduces the model to the world (Oliver, 2013). Despite, the impact it has had on the world, including policy changes in governments and even the United Nations (Levitt, 2017), the model needs to be re-invigorated. Discussion and application of the social model of disability have been argued to possess stronger impact should it turn to addressing issues which have not been examined or not explored in depth (Levitt, 2017), by widening its focus, scope or exploring its relationships with other models. As the model was introduced in the 1975s to 1980s, societal attitudes of the locations it may be used in may also have changed towards disabled individuals, for example in the United Kingdom. Moreover, the emphasis of such models should consider the social circumstances in the geographical locations where they are applied: the social model can yield greater impact should its emphasis reflect the conditions of the geography it is applied accurately. For instance, it can consider factors like poverty levels or socialism rapport as such conditions vary substantially between countries.

Expectations pertaining to working abilities, standard of living and quality of lives of disadvantaged individuals have also led to the creation of added disability because it makes it more difficult to feel positive about themselves (Georing, 2015). Several disabled individuals cite the main advantages they come across as not originating directly from the disadvantaged their bodies pose, but the unwelcome reception of the world concerning how "physical

structures, institutional norms, and social attitudes exclude and/or denigrate them" (Georing 2015, p. 134). Although there have been a wide range of explanations given for the exclusion of disabled individuals in societies, for example cultural politics, discrimination (Tregaskis, 2002), there have also been few calls made in the direction of theorizing the experiences of the able-bodied population using the social model as a tool to encourage their adoption of increased inclusive practices and attitudes (Hughes, 1999; Marks, 1999b).

Tregaskis (2004) found that the developing appropriate alliances with disabled and non-disabled individuals may be the most pragmatic approach in effecting change more rapidly in a wide range of social settings, than just disabled persons working alone. According to the findings, which promote a collaborative approach to developing access opportunities for disabled individuals, the social model components can be used in making in improvements to access programs. Although there is acknowledgement of the fact that there will still be people in the world who will not be very welcoming of disabled individuals' access into all mainstream settings, should it be promoted in an egalitarian manner, the social model of disability has the potential to challenge social structures. The social model of disability has helped break down several barriers that used to stand in the way of disabled people and social inclusion (Tregaskis, 2004; Levitt, 2017). Other organizations have also adjusted towards disability as a result of the mode. It has also helped bring about the 1995 Disability Discrimination Act. It is for these achievements that the work of the social model can be argued to be far from over.

A widespread critique of the social model, however, is of it severing connections that exist between biology or impairment, while disability exists independently on the other. Social modelists in discussing disabilities are of the view that we ought to refer only to the social and not the medical phenomenon. In answer to this, scholars have put forth that yes, while this disconnect cuts off important dimensions about a disabled individual's life as "some people

experience disability as an individual rather than a social problem, such as people with severe and chronic illnesses that cause them constant discomfort. Still others do not perceive themselves to be an oppressed minority and resist the idea that they have a false consciousness or have internalized the oppression victimizing them" (Shakespeare and Watson, 2001, p.9). However, they have also argued that "some may well associate their identity with discrimination (for instance, toward their gender, race, or sexuality) but not mainly with disability. The social model focuses on a standpoint external to these individual experiences of disability and therefore neglects and discredits them" (Morris, 1991 in Shakespeare and Watson, 2001).

"The social model need not deny that these personal experiences related to biological realities exist and matter or should be taken care of" (Oliver 1996, p. 42). If anything, Oliver posits that a social model of impairment "be developed alongside a sociology of disability" (Oliver 1996, p. 42), and disagrees with the idea that such disabilities should hinders an individual from enjoying experiences like a normal able bodies person or having a better quality of life. When it was introduced in the early 1980's, the social model was aimed mostly at disability professionals, it can be applied on a wider scale beyond the borders of developed economies, to non-professionals and other areas where it has the potential to create more awareness and change the way disability is seen (Oliver, 1983).

2.1.4 Research gaps

People with disabilities that go on to start their businesses or become employed contribute immensely towards eliminating misconceptions, stereotypes, and bias that they are unfit to work, lazy and be active member of society. This also helps to disabuse society and organizations of the notion that such conditions do not prohibit them from overcoming one of the most devastating problems and living fulfilling lives. At a social level, people with

disabilities that are employed, or entrepreneurs contribute to fighting the ill image society has of people with them. They are more than the physical, intellectual, or developmental condition. Entrepreneurship may not be the answer that solves the problems of the disabled population, but it indubitably contributes to solving some of the problems.

Entrepreneurship and self-employment have proven to be viable alternatives for both the abled and disabled among us, and governments need to implement policies that do away with barriers and create sustainable structural conditions that favour entrepreneurial ventures, especially for the disabled population. Inclusive education and training programs are very important as the results can yield insights into the educational dimensions of entrepreneurship. In addition, Entrepreneurial education, competence, and vocation are not only developed at just an individual level but also socio-pedagogical level and training. This development can lead to skill generation, encouraging attitudes and improve social recognition as a functional and productive citizen- especially for one who is disabled.

There has been a recent increase in the interest into disability-entrepreneurship studies (Oliver and Barnes, 2010). Future research can explore the characteristics of disabled entrepreneurs (Saxena and Pandya, 2018), as well as the barriers they face when setting up enterprises (Csillag et al., 2019). Benefits could also be gained from investigation motivational factors, social or cultural factors that lead to the thought of entrepreneurship or engaging in entrepreneurship. Their role needs to be emphasized in areas of development of self, business activities and other contributions to society. With regards to methodology, most scholars seem to have opted for either a qualitative or quantitative approach of interviews or questionnaires. Goodson (2009) offers that investigating life stories can add value, as it allows one to conduct deeper analyses into events, complement details and add to lacking/existing profiles of disabled

entrepreneurs. Future work could also look into the cultural dimensions underlying entrepreneurship (Dana and Dana, 2005).

Future studies may also choose to focus on problems like societal preconceived notions of disabled people being unable to work (Shaheen, 2016). In the scope of leadership, it can prove beneficial to understand the role of disabled entrepreneurs as leaders in different contexts and industries (Price, 2018). There has been research on hiring and including disabled people (Ang, 2017; Campos et al., 2013; Carvalho- Freitas and Marques, 2007; Schur, 2002), however there is still room to uncover more insights.

2.2 Social entrepreneurship

SE involves the application of entrepreneurial skills for the creation and/or development of innovative solutions to solve social problems. Dees (1998) defines SE as "the process of identifying, evaluating, and exploiting opportunities that result in social value creation, using the skills and resources of the entrepreneur." Thus, social entrepreneurs are those who launch and manage enterprises that combine the dual goals of commercial strategies with social objectives, aiming for both financial sustainability and social impact (Mair & Marti, 2006). In recent years, the concept of SE has grown in popularity as an approach to combating social and environmental issues. Social entrepreneurs are people who employ entrepreneurial principles to generate a positive social impact. The desire to bring about positive social change and enhance individuals' lives and communities motivates social entrepreneurs. They frequently rely on partnerships with government, non-profit, and private sector organizations to accomplish their objectives while employing innovative ways to address complex social problems. Some examples of SE include:

- **Ashoka:** an international non-profit that supports social entrepreneurs by offering funding, mentoring, and opportunities for networking to individuals who employ innovative solutions to create a positive social impact.

- **Garmeen Bank:** Pioneered by Muhammad Yunus on the concept of microfinance, the Garmeen Bank provides small loans to low-income individuals in order to assist them in launching and expanding their own enterprises. For his work with the bank - which has assisted in lifting millions of people out of poverty - Yunus has been honoured with numerous accolades, including the Nobel Peace Prize.

Peter Drucker has argued that they (social entrepreneurs) "change the performance capacity of society" (Drucker in Gendron, 1996, p. 37), Henton (1997), on the other hand puts forth social entrepreneurs as "a new generation of leaders who forge new, powerfully productive linkages at the intersection of business, government, education and community" (p.1). Schulyer (1998) further describes them as "individuals who have a vision for social change and who have the financial resources to support their ideas who exhibit all the skills of successful businesspeople as well as a powerful desire for social change."

In spite of the varying nature of these definitions, one thing is common in all of them: the problem-solving aspect, which corresponds to the emphasis made on development and implementation of social initiatives that yield results that can be measured in terms of social impacts or changes. SE has been emerging across the public, private and non- profit sectors rapidly over the last few decades, with interest still growing. Given both the magnitude of needs and the scope of spending, government leaders constantly face tough decisions about how to improve the lives of their citizens while most effectively using their resources. As elected officials and government agency staff approach these tough choices, social entrepreneurs offer

a new source of assistance in tackling these touch choices and decisions, especially when faced with market failures (e.g., Garmeen Bank).

Considering this, SE is emerging as the innovative way of handling these complex social needs. Emphasizing on social innovation to solve social problems, these entrepreneurial activities that are social in nature soften the lines between public, private and non- profit sectors in economies to advocate for a hybrid model. Implicit in SE is the promotion of sectoral `collaboration and development of innovative approach to problem solving, be it old or new. The concept possesses strong intuitive appeal of which the world has seen documented examples that have highlighted its potential across varied contexts.

2.2.1 SE as a type of planned behaviour for people with IDDs

Social enterprises vary from traditional business organizations with the key differences being in values or goals, strategies, and organizational structure (Dart, 2004). Social enterprises have been used as means for supporting "incarcerated adults, homeless people, at-risk youth, developmentally disabled individuals, folks in recovery from substance abuse, welfare recipients, and the general underemployed" (Cooney, 2011, p. 186). There is an abundance of literary evidence that points to the employment benefits for people with IDDs, such as increased self- worth, increased opportunities for autonomy and financial gains (Jahoda et al., 2009; McNaughton et al., 2006; Milner et al., 2009; Stephens et al., 2005; Timmons et al., 2011; Van Nierkerk et al., 2006; West et al., 2005). Other studies have reported improvements in adaptive functioning, confidence, development of related skills, better quality of life (Barisin et al., 2011; Beyer et al., 2010; Stephens et al., 2005; Su et al., 2008), as well as social interaction, participation, and identity (Dague, 2012; Jahoda et al., 2009). As proven by research findings, the benefits of work and inclusion for people with IDDs are undeniable. Social enterprises offer a more viable alternative to traditional employment for people with IDDs that will create

socially valued roles and facilitate changes in the social participation, current accommodations, organizational structure, maximizing social benefits and societal perceptions for IDDs and their abilities (Lanctôt et al., 2012).

Empirical research on the topic of sustainable SE of/for the mentally ill and disabled is limited, especially in top-tier journals. Although such shortcoming in research has been mentioned by scholars often, not much has been put forward to offer explanations (Dwertmann, 2016). While some have called for a total rethinking, others have advocated for an increased community-based service specifically targeting those amongst us that have severe mental complications (Sullivan, 1992). Despite presenting formidable obstacles to those afflicted, mentally challenged persons may possess abilities and strengths which can be explored to foster their integration into communities. Such an adjustment into community life, especially for those that have been segregated, may be best achieved with naturally occurring resources within a community, rather than the utilization of specialized programs that may even further segregate and call for their stay away from the privileged or able citizens in the communities.

These subjects of mental illness and disability has managed to rise to become a topic of importance in the past few decades to stimulate various world bodies and agencies to looking into them with keenness. This idea has come about as a result of the employability rates of disabled population being very low (Norafandi, Nurazzurra and Diah, 2017), and has, unintentionally, increased the focus for and led to persons with disabilities (PWDs) receiving more attention that mentally challenged persons (MCPs). Furthermore, the common option undertaken being open and/or sheltered employment has its own limitations as it is not for everyone of them. Thus, expanding the choices available represents a major way forward. Influence stemming from western societies have led to arise in the inclusion and participation of the mentally ill population in societies and communities. Although paid work comes with its

own symbols and rewards. Accessibility to mainstream employment still proves a herculean task coupled with discrimination and lack of workplace accommodation, of which one response has been the setup of social enterprises dubbed as 'alternative spaces' for them (Buhariwala et al., 2015). Our current economic climate calls for more innovative solutions that up the inclusion ad participation of those who are disabled or mentally impaired in the labour market. SE carves a pathway towards employment and is so far the one alternative that offers a solution which enriches their value and standard amongst those who are able bodied.

A great percentage of SE research is dominated by American and European contexts. Empirical research that explores or supports innovative SE for those with IDDs is lacking (Johnson, 2003). The literature concerning SE tends to focus on specific issues such as definitions (Bacq and Jansen, 2011), literature and its bibliometrics (Rey-Martí, Ribeiro-Soriano and Palacios-Marqués, 2016; Macke, Sarate, Domeneghini and Silva, 2018), relationship of SE and social innovation, measuring the social effect it has (Rawhouser, Cummings and Newbert, 2017), as well as rigor and quality of empirical research of SE (Short, Moss and Lumpkin, 2009). However, not much is known about the macro level factors that influence SE for these disadvantaged individuals, with the case being even less for the mentally challenged population (Harris et al., 2014).

2.2.1.1 Review of trends in SE literature

The databases of Web of Science (Wos) and Scopus were used to conduct a search of the literature on the of SE. This was done in order to uncover the trends, advancements, and future directions of research in the field over time. General search terms were entered into both data bases and the choices were limited to English journal articles in level 3, 4 and 4* where SE works are published. This was done in order to cut down the number of articles and to ensure fewer studies with high-quality results were included (Tranfield, Denyer, and Palminder, 2003).

The search period was set from 1990-2021, and the general terms for the search were "Social entrepreneurship" "Social entrepreneurship past and future", "Social entrepreneurship research".

2.2.1.1.1 Brief overview of the research trends in SE

2.2.1.1.1.1 Group 1: Early stages

In the early phases of the domain's development, the focus was on the meaning/importance of SE and entrepreneurs. This group of literature specifically acts as a foundation for the future development of the field by providing a thorough definition of SE (Dees, 1998a) and quantifying the gains made by social entrepreneurs (Bornstein, 2007). Other main topics in this group mainly revolve around recognising the potential legitimacy challenges social entrepreneurs may encounter (Dart, 2004; Dees, 1998b), due to social enterprises originated in the non-profit industry but were centred on earning money/ wealth generation and establishing financial sustainability (see **Error! Reference source not found.**). However, generating wealth is crucial to the sustainability of SEs, especially when there is lack of funding (Dees, 1998b). Significant studies like DiMaggio and Powell (1983) examined the institutional impact on players in SE. Such research group shows how larger institutional dynamics influence the creation of social enterprises, which is important given the nascent nature of SE research. Social enterprises may step in when the market process fails (Thompson, 2002; Venkataraman, 1997). Articles in this group also serve as an example of the importance of social companies in instances of market failure.

Experts in this group have raised the important topic of whether social enterprises should aim profit for financial sustainability or keep its voluntary nature (Foster and Bradach, 2005; Sullivan Mort et al., 2003; Thompson, 2002) as SE came from the non-profit sector. These works served as essential links between the non-profit and social enterprise sectors

because social enterprises born from non-profits, which strived to raise money for financial viability. In addition, the make-up of business models and the several social enterprise components were investigated by a number of papers, for example, social enterprises' potential for bringing about social change and their business models (Alvord et al., 2004; Seelos and Mair, 2005; Peredo and McLean, 2006). During this time, the study approach changes to consider both entrepreneurship and social factors by highlighting the "entrepreneurship" component, which is integrated with the for-profit generating (Mair and Marti, 2006).

Furthermore, while a sub-group of literature began to support the entrepreneurial component of SE (Shane and Venkataraman, 2000; Mair and Marti, 2006; Kirzner, 2015), others were talking about the peculiar qualities of social firms and the shifting away from non-profit to SEs. Among such publications is a commonly cited papers of Austin and colleagues (2006) aimed at identifying the distinguishing qualities of SE by adapting a framework of traditional/commercial entrepreneurship to the context of SE, as well as Fowler (2002), which analyses the features of social firms and emphasises the necessity for a departure from non-profit to a social organization. In the same fashion, Leadbeater (1997) investigates how SE developed in response to the challenges social entrepreneurs face while trying to get funding, while Harmon and colleagues (1994), Holland (1997) and Lent and colleagues (1994) investigate job choices, career, and performance in relation to SE and vocational choices.

2.2.1.1.1.2 Group 2: Middle stages

Collectively, the articles in this group paint a comprehensive picture of the intellectual structures in SE research. Short (2009) and Dacin and colleagues (2010) highlight the special characteristics of SE, along with some potential future research paths in the field. Other works in this group pursued the primary purpose of understanding the varieties, traits, and ethical domains of SE (Zahra et al., 2009; Dacin et al., 2010;). While the focus of Zahra and

her colleagues' work was on the ethical problems faced by various types of social entrepreneurs, Mair and Marti (2006) in contrast, were primarily focused on conceptualising SE, and social entrepreneurs (see **Error! Reference source not found.**).

There are two documents in this group that greatly explore the capability of SE in addressing social issues and promote societal reform (Dees, 1998; Alvord et al., 2004). The context-dependent nature of social ventures is also looked into by Defourny and Borzaga (2001) as they emphasize on the connection between SE and countries, they operate in by evaluating the diverse experiences of different countries and highlight the tremendous expansion of SE in Europe.

The differences between European and American social companies are also discussed by Kerlin (2006), while also emphasizing on the lessons that may be derived from these distinctions. There are further three documents (Austin et al., 2006; Peredo and McLean, 2006) in this group, which address various SE aspects, and attempt to identify it to be a distinct type of organisation. Peredo and McLean (2006) investigated the concepts of social enterprise and produced a comprehensive view by highlighting the entrepreneurial and social sides. In addition, Weerawardena and Mort propose SE as a complex concept that comprises of innovation, proactivity, and risk management in their 2006 study, and examine its success (Weerawardena and Mort, 2006). While Sullivan-Mort (2003) sought to establish SE by specifying various characteristics, Sharir and Lerner (2006) examined the success predictors of eight social enterprises (entrepreneur's previous market experience, capital at start-up phase, dedication to the success of the enterprise, social network, capital at the establishment stage, the public's acceptance of the idea/enterprise, surviving market tests, make-up of the enterprise's team and forming long-term cooperation in the public and non-profit sectors). Finally, the works of scholars like Thompson (2002), and Dees (1998) emphasise on the

necessity to transition from charity-like driven approach that non-profits have, to the earned income approach.

2.2.1.1.1.3 Group 3: Present stages

The literature in group 3 begins with the analysis of the moral legitimacy issues that arise when social firms migrate from non-profit to profit status (Dart, 2004). Di Domenico and colleagues (2010) also looked at the relationship societal legitimacy has within the context of a social entrepreneur's capabilities to attract support and resources in the community. As scholars like Choi and Majumdar (2014) argue for SE as being a contested concept, Dees (1998ba) emphasizes the conceptualization of SEs that are focused on income generation.

Expansion of hybrid related social enterprise groups represents another fundamental shift in the trends found in SE research in the literature. These articles conceptualised SE as a hybrid organisation, drew attention to the hybridity issues social enterprises face, and investigated how social enterprises may overcome these obstacles. Experts like Pache and Santos (2013) and Doherty et al. (2014) and characterised social firms as hybrid entities with social-commercial tensions caused by the adoption of several logics. This collection of papers also examined the unique hurdles social entrepreneurs confront as hybrid enterprises (see **Error! Reference source not found.**) and how they could overcome this problem (Smith et al., 2013; Battilana and Lee, 2014; Ebrahim et al., 2014).

Battilana and Dorado's (2010) two papers, and the paper of Smith et al. (2013) illustrate the way social firms address hybridity related challenges. Battilana and Dorado propose that social firms develop internal recruiting and socialising practises that aid in resolving various logic issues. In a similar fashion, Smith et al. (2013) took to a critical analysis of the literature in order to grasp the understanding of how social firms navigate business tensions of a social nature and developed an elaborate plan. The works of Batillana, Sengul, Pache, and Model

(2015), and Battilana and Lee (2014), and further investigate hybrid organisation and their impact on the socio-economic aims of an organisation. This third group also reports a collection of four papers that examine the typology, methodology, uniqueness, and moral dilemmas of social enterprise (Austin et al., 2006; Mair and Marti, 2006; Zahra et al., 2009; Dacin et al., 2010;), along with 2 other papers of Dacin and colleagues (2011), and Santos (2012) that critically analyse SE research offer theoretical developments for the field of SE research.

Initially, it was assumed that SE and ethics were complementary; hence, scholars appear to not use a critical approach while investigating the ethical factors in SE. However, as the field was maturing, emphasis was being made on ethics in SE, (Chell et al., 2016; Hota et al., 2020). Early scholars focused a great deal on context (Thompson et al., 2000; Kerlin, 2006), but this focus later switched to analysing organizational phenomena of social firms in the early phase (Harmon et al., 1994; Holland, 1997) to the late phase (Doherty et al., 2014; Pache and Santos, 2013). Throughout the growth of the domain, SE has been viewed as an alternative to commercial enterprise (Austin et al., 2006). Initially, revenue generation was regarded as a separate element (Foster and Bradach, 2005).

As the hybridity narrative achieved traction and importance within the social enterprise sector (Doherty et al., 2014), revenue production however became an intrinsic component of social enterprises. Legitimacy also became a crucial aspect during the beginning phase as it moves to a for-profit from non-profit sector (Dart, 2004), but became less of a concern when making revenue starts to be an integral part of social ventures in the second phase. Due to the growth of the notion of the SEs as a hybrid organisation, legitimacy issues reappeared during final phases. Social firms have been conceptualised as hybrid entities and investigating the issues of hybridity and the solutions of social entrepreneurs to those issues has been a crucial topic of academic research ((Doherty et al., 2014; Pache and Santos, 2013; Battilana and

Dorado, 2010). Over time, there's been changes in the methodological approach utilised by academics. Initially, greater emphasis was placed on conceptual work; however, later researchers began to apply qualitative approach.
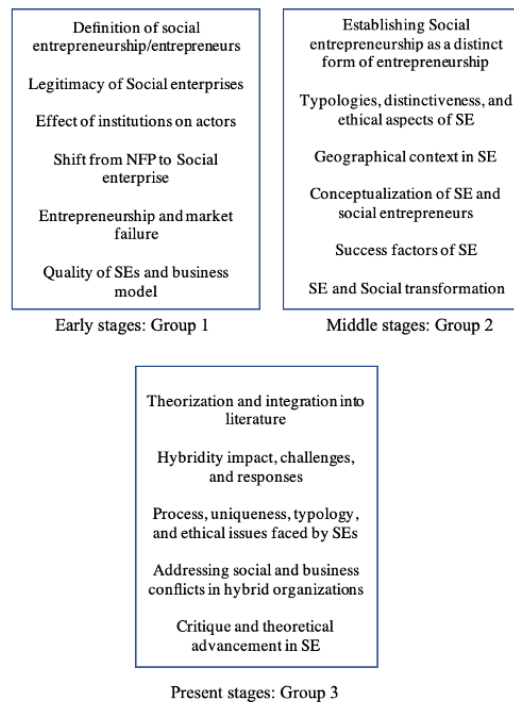
Figure 2.5: Summary of trends in SE

2.2.1.2 Brief overview of the developments and advancements made in SE

This section relays the developments and advancements that have been made in SE in the aspect of ethics, context, strategy social entrepreneurs' roles, collaboration with wider agents, community engagement, and social innovation, all in relation to both shareholders and stakeholders (see Figure 2.5).

2.2.1.2.1 Ethical aspect

In spite of the fact that ethical challenges in SE have been debated for the previous decade, it is only subsequently that SE researchers have given them the consideration they merit. Scholars in the field of SE have explicitly explored the ethical concerns that occur all through the SE process, as well as those faced by social entrepreneurs and social enterprises. According to scholars, the SE process generates a number of ethical concerns; consequently, it is vital to examine the ethical issues associated with SE (Chell et al., 2016; Dey and Steyaert, 2016). Several characteristics of social entrepreneurs, including self-perception, occupational commitments, intentions, moral intensity, decision-making capacity, and ethics of care, impact their ethical behaviour (André and Pache, 2016; Bacq et al., 2016; Smith et al., 2016). Social companies face unique ethical issues when attempting to scale their business models and operations according to André and Pache (2016) and Bull and Ridley-Duff (2019).

2.2.1.2.2 *Contextual aspect*

Context is crucial to the process of SE. Recent studies have investigated the impact context has on the development and activities of social enterprises, as well as their reactions to contextual difficulties (Akemu et al., 2016; Hoogendoorn, 2016; Littlewood and Holt, 2018; Pathak and Muralidharan, 2018; Sahasranamam and Nandakumar, 2020; Surie, 2017; Wu et al., 2017). The creation of social companies is influenced by economic disparity, institutional support, or lack of, cultural values, innovation systems, and environmental elements. Certain contextual elements, like gender, institutional complexities, wealth inequality, along with other sociocultural elements, have a substantial effect on organizational operations (Berrone et al., 2016; Muoz and Kibler, 2016; Zhao and Lounsbury, 2016; Zhao and Wry, 2016; Dimitriadis et al., 2017; Gehman and Grimes, 2017; Wry and Zhao, 2018). In response to the unique challenges presented by contextual factors, social enterprises use formalisation and collaboration in an appropriate manner.

2.2.1.2.3 Role of social entrepreneurs

Social entrepreneurs are essential for the establishment and growth of social enterprises. The social entrepreneur's effort to create a social venture is contingent on his or her SEI, which is described by personal traits such as moral judgement, perceived social support, self-efficacy, and empathy (Bacq and Alt, 2018; Hockert, 2017). For an entrepreneur to create a social enterprise, SEI on its own is insufficient; the social entrepreneur must also exhibit key personal attributes, such as identity (Lewis, 2016; Yitshaki and Kropp, 2016a; Wry and York, 2017), ideology (Dey and Lehner, 2017), human capital (Estrin et al., 2016), values (Hechavarria et al., 2017), and motivation to mention a few (Clark et al., 2018; Ruskin et al., 2016; Yitshaki and Kropp, 2016b). In addition, social entrepreneurs' vision and decision-making skills have a significant impact on the establishment and growth of social companies (Johannisson, 2018; Kimmit and Muoz, 2018; Waddock and Steckler, 2016).

2.2.1.2.4 Collaborative aspect

Researchers in social sciences have established that societal problems are widespread. Therefore, social entrepreneurs cannot solve these problems on their own. They must work in together alongside other organisations, for example non-profits, co-ops, government entities. Multiple studies have investigated the procedures involved in cross-sector alliances with the aid of theoretical perspectives like hybridity and collaboration to determine the distinctive character of cross-sector alliances (de Bruin et al., 2017; Huybrechts et al., 2017; Sharma and Bansal, 2017). The structure of cross-sectoral collaboration and its evolution across time have been examined in these papers. Such cross-sectoral partnerships have a substantial impact on social businesses because they present particular advantages and difficulties to the latter (Liu et al., 2018), and they have an impact on key aspects of social enterprises including mission and hybridity (Calò et al., 2018; Kwong et al., 2017; Powell et al., 2018).

2.2.1.2.5 Hybrid nature of SEs

Hybridity of SEs is amongst the most prominent research issues in SE. Experts have made efforts to understand this hybrid nature by examining the process of constructing hybrid businesses (Dufays and Huybrechts, 2016; Fitzgerald and Shepherd, 2018; Maier et al., 2016; Smith and Tracey, 2016; York et al., 2016), their traits (McMullen, 2018; McMullen and Bergman Jr, 2017), and the impact of hybridity (McMullen and Warnick, 2016). The establishment of hybrid SEs is the outcome of blending social and commercial logics in a firm, and it is primarily the consequence of social enterprises' pursuit of both the creation of social value and financial viability (Fitzgerald and Shepherd, 2018; Maier et al., 2016; Smith and Tracey, 2016; York et al., 2016).

Scholars have also credited the variety of entrepreneurial team with the formation of hybrid organisations (Dufays and Huybrechts, 2016). As a hybrid organisation, social businesses have different characteristics and methods for achieving their social goals that impacts the steps of engagement in the community with regards to SEs and stakeholders' expectations (McMullen, 2018; McMullen and Bergman Jr, 2017). Hybridity impacts social innovation, process of employee engagement and even the strategic decision-making of SEs (Fosfuri et al., 2016; King, 2017; Nicholls and Huybrechts, 2016; Vickers et al., 2017). Hybridity can also lead to a greater emphasis on financial aspects of a social company that are at the detriment of its social goals – an occurrence called mission drift (Ometto et al., 2019). Due to the hybridity of SEs presenting multiple issues for social enterprises, numerous research has been conducted to determine the reaction of hybrid enterprises to these challenges (Battilana and Dorado, 2010; Pache and Santos, 2013).

Smith and Besharov (2019) claim that the strategies outlined in previous studies may prove to be inadequate for the long term, thus proposed a structural flexibility framework

which aids hybrid companies to overcome hybridity issues. Also, Battilana (2018), difficulties encountered by hybrid social enterprises and their solutions were researched, and Kannothra et al. (2018) and Siegner et al. (2018) explored how social firms manage growth and social/business conflict. Scholars have also found the hybrid nature of SEs to have an influence on society, and as such, the sociological context must be taken into account when considering whether enterprises should become hybrid (McMullen and Warnick, 2016).

2.2.1.2.6 Strategic aspect

Researchers in SE have examined a range of strategic dimensions of social enterprises, like, opportunity recognition, business model and stakeholder engagement. Opportunity recognition in SE is the result of both discovery and invention, with the identity of the SE influencing the process of identifying/recognizing pro-social opportunities (Conger et al., 2018; González et al., 2017). For SEs to increase their social impacts, research has attempted made efforts to examine the hurdles to growth of social businesses, the methods to overcome them, as well as performance consequences of diverse expansion strategies (Davies et al., 2019; Mendoza-Abarca and Gras, 2019). Due to SEs having stakeholders with varying interests, stakeholder engagement is among the key topics of research in SE (Ramus and Vaccaro, 2017). Interaction with stakeholders enables social organisations to prevent paradox (Mason and Doherty, 2016), rectify mission deviations (Ramus and Vaccaro, 2017), and enhance performance (Crucke and Knockaert, 2016).

In addition to recognising the difficulties of engaging the excluded, SE scholars recognise that SE must come up with distinctive business models in order to achieve their goals of positive value creation/change (HladyRispal and Servantie, 2017). Another collection of recent works addresses the entrepreneurial orientation of SEs as a crucial element to success. Using literature on strategic entrepreneurship, these papers analyse how a social

entrepreneurial approach can pave the way to establishing and successfully mobilising resources for SEs (Calic and Mosakowski, 2016; Lurtz and Kreutzer, 2017).

2.2.1.2.7 Community engagement of social enterprises

Involvement of social firms in communities has been of interest to scholars, as such enterprises strive to attain social value in their communities. While some experts have investigated the process of generating social value SE firms (HladyRispal and Servantie, 2018), and what role institutional complexities could play in supporting social value creation (Cherrier et al., 2018), others have taken the route of researching the effect SE on communities (Lumpkin et al., 2018; Mair et al., 2016; Stephan et al., 2016). The latter have concluded that SEs impact communities through positive social change, as well as being an emancipatory instrument for community members (Chandra, 2017; Haugh and Talwar, 2016). This all further contributes to the continuous advancement of communities (Zahra and Wright, 2016). In addition, scholars have investigated how SEs could scale-up their community engagement by adjusting expectations and norms of communities (Pret and Carter, 2017).

2.2.1.2.8 Social innovation

There is a developing acknowledgement of the relevance of innovation in the processes of SE, hence, SE scholars have attempted to explore its numerous elements. Recognizing the dispersed nature of research in social innovation, a number of studies have utilised a variety of review methodologies, for example bibliometric analysis (Van Der Have and Rubalcaba, 2016) and systematic reviews (Edwards-Schachter and Wallace, 2017), to offer a comprehensive knowledge of the concept of social innovation. Other researchers have

identified stakeholders support (Phillips et al., 2015), and the national innovation framework (Rao-Nicholson et al., 2017) to be among the catalyst of social innovation (Phillips et al., 2015; Rao-Nicholson et al., 2017). Noting that the chief purpose of SEs is to generate social value, it is important to examine the impact social innovation has in communities (Ramani et al. (2017).

Table 2.1: Summary of advancements in SE

Themes	Sub-themes	Key theories
Ethical aspect	• Ethical dimensions of social entrepreneurs, enterprises, and the entrepreneurial processes • Ethical conducts of social entrepreneurs and its effects on social enterprises • Ethical challenges faced by SEs during scale up periods. • Business models of SEs and ethics	• Ethics of care • Utilitarian ethics
Contextual aspect	• Effect of context on the emergence of social firms and its activities • Influence institutional context has on social firms • Impact of innovation ecosystem on social firms	• Institutional Theory/ logics • Institutional voids and/or support • Entrepreneurial ecosystem
Role of social entrepreneurs	• Impact of social entrepreneurial characteristics on the creation of social firms • Decision making and creation of a social venture • Factors detrimental to the intention of a social venture • Social entrepreneur's identity and creation of social ventures • Vision of a social entrepreneur and its effect on the venture's growth. • Intentions for social venture and individual characteristics	• Identity theory • Theory of planned behaviour • Motivation theory
Collaborative aspect	• Characteristics of cross-sectoral collaboration • Effect of cross-sectoral collaborations	• Strategic alliance • Resource dependence theory

	• Nature/problems of cross-sectoral collaboration • Process of cross-sectoral collaboration • Advantages and success factors of cross-sectoral collaboration • Impact of collaborations on societies • Effect of community collaboration on a firm's social goals	
Hybridity nature of SEs	• Creation hybrid enterprises • Elements of hybrid enterprises • Influence of hybridity on social firms • Firms' response to hybridity related issues • Impact of hybrid organization • Transitioning from NFP to hybrid organization • Conflicting institutional logics • Institutional complexity • Hybridity and social innovation • Impact of the hybrid organization on the society • Hybridity and mission drift	• Identity theory • Institutional theory/logics
Strategic aspect	• Growth • Stakeholder engagement • Business model • Opportunity identification • Social entrepreneurial orientation • Identity in social enterprises • Barriers to growth of social firms and strategies to overcome them. • Diversification strategy • Addressing mission drift through stakeholder engagement • The business model of social enterprise • Identity recognition • Orientation and social venture creation • Addressing stigma	• Stakeholder theory • Governance of SE • Business model • Identity theory Entrepreneurial orientation • Stigma theory

Community engagement of social enterprises	• Impact of social entrepreneurships on communities • Responding to community needs • Social value creation • Social impact measurement • Social enterprise for positive social change • SE as a tool for emancipation • Contributions and dysfunctional effect of entrepreneurship on society • Institutional complexity and value creation • Response to norms and expectations in the community • Social impact measurement • Bricolage approach of measuring social impact	• Inequality • Emancipatory entrepreneurship • Institutional complexity • Value theory
Social Innovation	• Understanding social innovation • Determinant of social innovation • Conceptualization of social innovation • Stakeholder support • Social innovation for creating social impact	• Social innovation • Stakeholder theory • Institutional void

2.2.2 Research gaps

2.2.2.1 Ethical aspect

Emphasis has been made, in recent years, for the necessity of critical review regarding ethics in the social entrepreneurial field, and as a result, a multitude of publications have addressed the various ethical facets of SE (Bruder, 2020; Chell et al., 2016). However, given the

underdeveloped state of ethics in SE, there are numerous unknown topics (see Table 1.4). Little is known regarding ethical issues social enterprises confront when simultaneously pursuing social and commercial aims, as well as their responses to these ethical challenges. In addition, investigating if ethical problems and solutions of companies evolve with time.

Ethical aspect of actions of social entrepreneurs is another important area for future research. Researchers could explore the ways in which ethical judgements of social entrepreneur's affect their start-ups and devotion (Bacq et al., 2016). Regarding the ethical stance that social entrepreneurs take: does it evolve over time as the social venture grows? In what ways do ethical actions influence the expansion choices social entrepreneurs make regarding their enterprises? Do ethical dedications of social entrepreneurs aid the social company in remaining dedicated to its social mission and avoiding mission drift?

2.2.2.2 Individual aspect

Social entrepreneurs are important to the growth and viability of social enterprises (Dey and Lehner, 2017; Hockert, 2017). Various features of different social entrepreneurs present exciting paths for future study. According to scholars of entrepreneurship, new opportunities are being created through the processes of opportunity discovery and creation (Alvarez and Barney, 2007). Additionally, it may be intriguing to see how social entrepreneurs determine which possibilities to pursue. Given the ubiquity of social issues, it is vital to study if and why social firms utilize the opportunity creation method. The ways in which social entrepreneurs learn to uncover or create opportunities (Zahra and Wright, 2016) and how they vary is a related topic worthy of additional study. Given that the motivations of the social entrepreneur are the key predictor of SE, it would be advantageous to study the relationship between different motivations and possibilities pursued.

An additional area of research interest would be the investigation of how the motivations and emotions of social entrepreneurs affect their decision to manage or discontinue the firm. Furthermore, considering the significance of macro-level aspects to the SE process, it would be useful to investigate how macro-level factors may affect the process of opportunity identification amongst social entrepreneurs (Saebi et al., 2019). Studies on the public's view of SEs have gotten little attention, despite the fact that positive perception of SEs is one of the primary factors of their persistence. While the majority of prior studies thought that having diverse and/or abundant resources is favourable for weathering storms and hurdles (Meyer, 1982), researchers are increasingly learning that enterprises are established in the most resource-constrained conditions to alleviate human suffering. In addition to improved individual welfare, the fulfilment of basic needs, and the restoration of order (Bonanno et al., 2010; Norris et al., 2008), studies have identified that a prosocial attitude centred on self-reliance is an element of the affective response to reduce suffering. For instance, in South Africa, all sectors, such as the social welfare sector, are under pressure to discover novel approach to reduce the chronically high poverty and unemployment rates, which have a severe impact on the economic and social freedom of inhabitants. SE enables social work to engage communities in their own initiatives. This necessitates that social workers revaluate their position in decreasing poverty and supporting social development, placing them in direct and indirect economic activity as a result.

2.2.2.3 Community aspect

The main aim of social enterprises is to create social value for the community members they operate in (HladyRispal and Servantie, 2018; Stephan et al., 2016), and consequently, explorations of the interaction of social enterprises with their communities present a number

of promising avenues for future research (Lumpkin et al., 2018). In the area of community embedding, some questions may include: What problems do social enterprises encounter when it comes to engaging local communities, as well as how they respond to these obstacles and rally community support? What challenges do social enterprises encounter when attempting to solve culturally based community problems like social hierarchy and gender inequality?

Moreover, some relevant study topics on the social value provided by social companies in the community could investigate the reasons why other social enterprises generate more social value than others. Whether social enterprises effect social change in the communities where they operate. Whether social enterprises contribute to their communities in ways that go over and beyond the issues they address? and how can the social capital produced by the social enterprise in the community be utilised to acquire community support? (Al-Omoush et al., 2020; Ghahtarani et al., 2020). Future research may also investigate the measurement of social value, or how social companies may utilise community currencies to address social challenges.

2.2.2.4 Collaborative aspect

Due to the ubiquity of social problems, it is hard for a social enterprise to address them alone; consequently, they must collaborate with a range of entities, including companies, other social enterprises, non-profits, and government agencies (Powell et al., 2018). Some questions that could be worthy to investigate include: Is collaboration within the realm of SE competitive or cooperative? How does social enterprise convince other entities to collaborate? What value propositions do social entrepreneurs present to their partners in other sectors? How can social entrepreneurs engage in cross-sector relationships without losing sight of their social mission?

2.2.2.5 Organizational aspect

Social enterprises as hybrid organisations have sparked a great deal of interest in SE research and resulted in several publications (Smith and Besharov, 2019). Despite the expansion of hybridity research in SE, there are some areas to probe further. For example, the literature has regarded hybridity as an option for strategy by social enterprises, and as such an area to conduct further studies is analysing social entrepreneurs and their behaviours when this hybridity comes as a result of external demands in the enterprise and not by choice (Smith and Besharov, 2019).

Currently, the research on social enterprises and resource mobilisation more often than not focuses on attempts of mobilising resources externally (Jayawarna et al., 2020; McNamara et al., 2018). This presents an area for future research to contribute to by adding knowledge of the micro-processes through which social enterprises scale and manage internal resources in order to achieve their aims. Other questions along this path may also include how do social enterprise resource mobilisation practises evolve over time? How can social enterprise resource mobilisation practises affect the fulfilment of social and economic objectives?

2.2.2.6 Contextual aspect

Context effects the creation and strategy of social enterprises significantly (Muoz and Kibler, 2016; Wry and Zhao, 2018). There are numerous unknown contextual aspects that present an array of research opportunities such as the ways in which environmental factors influence which issues social entrepreneurs may perceive as urgent and act upon. A look into the ways formal and informal institutions influence the decision-making processes of social entrepreneurs to take the route of blended value. Other future research opportunities could consider investigating how context-related factors influence the relationship between social entrepreneurial traits and formation of social enterprises? The role policymakers play in creating an environment favourable to the growth of social enterprises. The influence of environments in moulding the operations of social enterprises, such as resource mobilisation

and governing (Wry and Zhao, 2018; Zhao and Wry, 2016). Emerging economies have distinct characteristics that have an effect on businesses functioning (Hota et al., 2019; Ryan and Daly, 2019).

Prior studies have highlighted that a person's background, experience, exposure from the evils of society increase the likelihood of engaging in SE because of the social/institutional milieu (e.g., Zahra et al., 2008). There is still a lot to learn. For instance, most poor countries report high birth rates, whereas most wealthier countries report low birth rates. In the first situation, poverty and barriers to education are likely the most overt social problems, while loneliness in senior citizens is just one of numerous indicators in the second situation. Both may present social enterprise opportunities, but they call for different products or services and organizational models. Both may present potential for SE, but they need for different products or services and corporate setups. This calls for a more sophisticated comprehension of the ways in which macro-level antecedents may affect both the level of SE and the challenges that social entrepreneurs view as urgent. Similar to this, institutional gaps may be a crucial prerequisite for people or enterprises when engaging in SE (Nicholls, 2008; Zahra et al., 2008).

In the social entrepreneurial context, people's goals and opportunities recognition varies; while others could be focused on local problems, some might have system-wide transformation in mind (Zahra et al., 2009). Research examining whether and how the severity of societal ills and flaws in institutional contexts, like corruption and a lack of education, influence visibility of the needs and opportunities for SE to potential social entrepreneurs, offers promising avenues for advancing our understanding of SE in light of this heterogeneity. Finally, future research might investigate how various emerging economy characteristics may impact the strategies of social enterprises.

Table 1.4: Summary of future avenues in SE

Aspect	Future research opportunities	Key theories
Ethical aspect	• Ethical aspects of SE	• Ethics of care • Utilitarian ethics
Individual aspect	• Impact of individual characteristics of the social entrepreneur(s) • Effect of the social entrepreneurial team • Process of creating the social enterprise and identifying opportunities	• Identity Theory • Theory of planned behaviour • Self-Efficacy/motivation theories • Entrepreneurial Intention
Community aspect	• Engaging marginalized populace/communities • Social impact within communities • Addressing mission drift	• Social capital • Social impact
Collaborative aspect	• Process and consequences of cross-sectoral collaboration	• Strategic Alliance • Resource Dependence Theory • Transaction Cost Economics
Organizational aspect	• Social entrepreneurial orientation and hybridity • Growth • Stakeholder engagement	• Resource-Based View • Resource Dependence Theory • Stakeholder Theory
Contextual aspect	• Role of context in shaping SE	• Institutional Theory

2.2.2.7 Methodology

Quantitative methods were used in a very small percentage of the sample studies. According to academics, exploratory studies that aim to answer the "why?" and "how?" questions (Shavelson et al., 2002) are best served by a qualitative technique (Creswell and Miller, 2000).

In majority of qualitative studies, structured interviews were conducted after case studies. To establish themes when researching SE activities, key players of phenomenon (entrepreneur-managers) were interviewed. Based on their presence in the narratives of multiple actors, these motifs were analysed. Only a tiny number of research that link these patterns to current ideas are validated in this analysis.

Future work should utilise customised software during aforementioned processes, as well as employing content analysis of interviews for confirming validity and mapping of themes to existing theories they support. Further interesting approach in qualitative research include thematic coding, content, and inductive content analysis. In the past, these methods were applied infrequently; consequently, we recommend future studies to employ these techniques utilizing specialized software like NVivo, ATLAS.ti, R- RQDA etc. Quantitative methods improve the reliability of a study; therefore, we advise that SE researchers choose mixed methodologies that incorporate quantitative and qualitative approach (Creswell and Miller, 2000).

2.2.2.8 Moderators/mediators

Institutional voids may be a significant antecedent for people or organisations to engage in SE (Nicholls, 2008; Zahra et al., 2008). Scholars has argued that for SE researchers to fully comprehend embedded agency, they must first examine the environmental and market factors that give rise to particular social entrepreneurial opportunities. For instance, Mair, Marti, and Ventresca (2012) stress the significance of institutional voids in shaping chances for market development and SE. To grasp a better understanding of the nature of such institutional voids, their interaction with SE in diverse economies, and, perhaps most crucially, the factors that predict and influence the possibility of social ventures overcoming these voids, greater research is required. Involving macro-level belief systems present a viable study area, given these

discoveries and institutional theory. Macrolevel belief systems can impact decision-making processes (McPherson and Sauder, 2013) and can be utilised in contested contexts to influence decisions, justify actions, as well as advocate for change. The question then arises as to which macrolevel conditions create various types of social entrepreneurs and social firms, a topic that has held a central concern in the literature on institutional entrepreneurship (Battilana, 2006). Answering this question demands a deeper comprehension of the situational mechanisms that connect the macro, meso, and microlevels.

2.2.2.9 Context

Scholars suggest future studies to consider investigating different contexts and utilizing the theoretical lens of said contexts. This is because contextual settings have a significant influence on SE. These circumstances could be SE-level, and independent of organizations. Within an organization, contexts may be determined according to enterprise level dimensions, for instance the social element, business model, innovation or even HR. Examining SE activities by country of origin would be one way to take external factors into account (for example, emerging economies, developed economies).

A significant consideration is identifying institutional, regulatory, as well as other nation-specific factors that support or hinder SE activities. It is possible to do new studies on the procedures and patterns surrounding the emergence of SE in developing nations, as the bulk of past research was conducted in developed nations. Such could draw attention to the particular issues that intercultural diversity, domestic competition, and underdeveloped institutional frameworks in emerging nations provide. Future studies may also take into account the context of industry. We believe that the industry to which SE activities belong has a similar effect on them. Numerous studies have been conducted on microfinance, education, and the health care industry. Comparative research between developing and developed

countries on social enterprise in a particular industry has significant promise. It would be immensely informative if there were studies studying the procedures, as well as obstacles to SE in various businesses. These comparative studies may illuminate contrasts in SE activity velocity, opportunity, and constraints within a particular business. In addition, studying the business models and strategic endeavours of social enterprises in specific sectors and national contexts, might be necessary.

2.2.3 Antecedents of SE

In addition, the antecedents of SE necessitate a thorough investigation that may incorporate societal, organizational, and individual aspects. The numerous relationships between these elements may also stimulate the recognition of diverse social opportunities and decide how social entrepreneurs make use of them. As research matures, theory development about the antecedents of various social endeavours becomes a focus. Exploring the environment in which these social entrepreneurs exist, how they operate, and the reasons why their businesses succeed, or fail can contribute to the development of theory on SE. Future scholars would also benefit from investigating the contextual factors that influence the various types of social enterprise (Zahra et al., 2009).

Given that the research questions of the study are surrounding the antecedents that influence how individuals help people with IDDs, as well as the factors that affect the intention of individuals to help people with IDDs, it is necessary to conduct a literature review of the antecedents to SE.

2.2.3.1 Review of SE antecedents

For the purpose of reviewing the antecedent of SE in the literature, the same databases as above were used, i.e., Scopus and Web of Science (WoS). However, as the focus is on antecedents the following keywords were used:

Social entrepreneurship review, *antecedents of social entrepreneurship* AND *motivations*, *triggers*, *causes*.

The search options were limited to articles (which had the keyword(s) as part of their main study/ abstract) as they have the most updated sources and more impact on knowledge (Keupp et al., 2012; Santos et al., 2018). The articles were then limited to the English language, and the research areas also excluded records that were not within the general areas of management and business, such as engineering, dentistry, medicine, and ethics. Other search limits include articles from level 3, 4 and 4* journals and the year of publication, which was set between 1990-2021. The full process is outlined in **Error! Reference source not found.** below.

Step	Process	Article
Database search	Databases: Web of Science (WOS) and Scopus Keywords: ("social entrepreneurship review") AND ("antecedents of social entrepreneurship"," motivations"," triggers"," causes") Journal categories: Journal level/year: Level 3,4 and4* journals/1990-2021.	205
Abstract review	Purpose: to review all abstracts to identify articles related to antecedents of social entrepreneurship Exclude 1: Articles not in English Exclude 2: Research areas not associated with Business, Economics, Sociology, Psychology.	98
Paper review and coding	Purpose: to review full articles to double check if step 2 criteria are met and coding Code 1: Research methodology Code 2: Selected journal list Code 3: Social elements in social entrepreneurship Code 4: Duplicate articles	79

Figure 2.6: Summary of literature review process

2.2.3.1.1 Levels of antecedents of SE
2.2.3.1.1.1 Individual level antecedents

Prosocial personality, defined as "a persistent disposition to consider the welfare and rights of others, to feel care and empathy for others, and to behave in a way that benefits them," is a defining trait of social entrepreneurs (Penner and Finkelstein, 1998). In their study of activity and tenure among hospice volunteers, Finklestein, Penner and Brannick (2005) merged the components from the functional analysis and role identification models of volunteerism. they also investigated the impact of prosocial personality traits on prolonged volunteerism was also investigated. The results quite strongly supported a role identity model of continuous involvement. Identity and perceived expectations emerged as the most powerful indicators of both volunteer time and length of service. Initial motives for volunteering seemed to have a smaller correlation with volunteerism than was anticipated. The correlations between motives, role identity, and perceived expectations were interpretable and theoretically consistent. The findings provided preliminary support for a conceptual framework that combines the functional and identification approach to comprehending long-term volunteers. Thus, using social psychology and ethics, scholarly works on the individual level has primarily focused on the parts that altruism, morals and values play in influencing the intentions of individuals to engage in SE. Particularly, prosocial emotions such as empathy, sympathy, and compassion have been demonstrated to motivate people to achieve SE (e.g. Koe Hwee Nga and Shamuganathan, 2010; Miller et al., 2012; Ruskin, Seymour, and Webster, 2016; Waddock and Steckler, 2016).

Koe Hwee Nga and Shamuganathan (2010) investigated the impact of the Big Five personality traits on the aspects of SE. According to their findings, agreeableness positively affects all dimensions of SE, while openness positively affects social vision, innovation, and

financial returns. They used a five-point Likert scale, to produce a reliable and valid measure for SE that verifies the Big Five personality assessment. Implications from their research pointed out that social responsibility, sustainability, and character development should be incorporated into the business education curriculum in order to assist social entrepreneurs in achieving genuine value, and impact for the causes and societies they serve. In pursuit of lifelong learning, future business leaders must be prepared with entrepreneurship abilities and exhibit independent and reflective thought. Their findings were intended to stimulate a paradigm shift toward increased SE via education by instilling sustainable development ideals in future business aspirants. Their work argues for entrepreneurs to take on a more integrated vision of business that incorporates economic, social, and environmental concerns. Entrepreneurs with a strong dedication to the social vision, an appreciation for sustainable practices, an aptitude for innovation, the capacity to develop social networks, and the ability to make realistic financial returns present such a proposition. It is reasonable to assume that social entrepreneurs possess specific personality traits that determine their behaviors/actions. Personality traits are established in part by inborn nurturing, socializing, and education. These implicit characteristics also create or enforce values and/or beliefs that play a significant part in SEI.

SE has emerged to become a complex and successful organizational structure that use market-based strategies to address ostensibly intractable social problems, however its motivations or antecedents remain untheorized. In order to encourage SE, compassion may enhance typical self-centered motivations, according to research. This is the approach taken by Miller et., al (2012), as they explored the literature on compassion and prosocial motivation to develop a three model of mechanisms that transform compassion into SE and identify the institutional conditions under which said transformation is most likely to occur (integrative thinking, prosocial cost-benefit evaluation, and commitment to alleviating the suffering

of others). This model offered benefits not only to the literature on SE but also organizations and practitioners alike.

Social entrepreneurs create wealth and value in partnership with/for disadvantaged communities. Ruskin, Seymour, and Webster (2016) took on the quest for research that investigates the motivations of social entrepreneurs to help others. They employed a phenomenon-driven case study of the motivations of social entrepreneurs, to enrich the understanding of entrepreneurial motives using psychological insights. Findings unearthed certain emotions like entrepreneurial zeal and impatience as predecessors to self-oriented motivations, whereas emotions such as sympathy and empathy were precursors to other-oriented motivations the likes of altruism and social justice. Their paper gave way for a theoretical basis for future research on entrepreneurial motivation that focuses on f the significance of non - financial motivations and associated incentives that stimulate participation in pro-social endeavors.

Waddock and Steckler (2016) examined the pathways from the desire of social entrepreneurs to make a difference to their vision and actions. On the basis of the analysis of 23 interviews with persons who have pioneered organizations and projects related to corporate responsibility, two prevalent visionary approach were identified: the deliberate road to making in a difference in the world that begins with ambition and progresses through purpose and a reasonable intention to action that is informed by it. Similarly, the emergent path begins with desire, then leads directly to action, and subsequently a sense of a vision underlying the activities taken. The emergent path, wherein action comes before vision, contradicts the prevalent idea that vision precedes action in a given entrepreneurial context, that may lead it to being seen as accidental. They also emphasize on the iterative aspect of vision and highlights the significance of addressing formative experiences that may contribute to one's desire to

make a difference, purpose, and intention, as well as fundamental values and beliefs surrounding the ethics of SE.

In addition, self-efficacy (Bacq and Alt, 2018), perceived support (Mair and Noboa, 2006), and prior job experience with social organisations (Hockerts, 2017) have also been shown to be significant determinants of an individual's intention to participate in SE. With the view of empathy as a key distinguishing trait of social entrepreneurs (from the traditional ones), along with being a crucial antecedent behind SEI, Bacq and Alt (2018) argue that studying the association between pro-social nature of empathy and SEI necessitates a prosocial lens that conventional theories of entrepreneurial intent cannot offer. They follow up with a supporting study of 281 university students, that proves their hypothesis that empathy explains SEI via two complementary mechanisms namely: self-efficacy (an agentic mechanism) and social worth (a communal mechanism).

Hockerts (2017) evaluates the model of Mair and Noboa (2006) that proposed 4 antecedents that predict SEI: Empathy, moral judgement, self-efficacy, and social support. Hockerts extends the model a step further by including prior experience with social issues. As per the findings prior experience predicts SEI, with mediated effects of the prior 4 suggested antecedents. Self-efficacy in SE was found to have the greatest influence on intentions and is also the most responsive to prior experience.

Despite the development of literature on SE over time, there is a dearth of large-scale empirical studies from which generalizations may be derived about social entrepreneurs. In particular, little is known about the factors that motivate social entrepreneurs to develop for-profit businesses and whether they differ from those of commercial entrepreneurs (Clark, Newbert and Quigley, 2018). Intriguingly, social entrepreneurs display greater levels of entrepreneurial self-efficacy as well as more aspirational goals than their commercial

counterparts (Clark, Newbert, and Quigley, 2018). SE also includes actions that do not intend to fundamentally alter existing institutions, such as "social bricoleurs" who handle local problems and "social constructivists" who create scalable solutions to social problems (Zahra et al., 2009).

2.2.3.1.1.2 Institutional level antecedents

Existing work on SE suggests that unmet social needs that the private sector does not deem attractive enough to satisfy (Corner and Ho, 2010) the existence of institutional voids (Nicholls, 2008), especially government failure (McMullen, 2011), are key predictors of SE. Corner and Ho (2010) examine one of the most significant obstacles facing Spanish SE, which is whether to prioritize ethical, social, and environmental goals or profit-seeking. SE has become a highly lauded field embraced by political leaders, multinational corporations, major financial actors, and the general public. The credo that another economy is feasible is gaining traction, while a vast quantity and variety of public and private promotional activities are developing and energizing this potential sector in virtually every region of the globe. In contrast to conventional businesses, however, SE faces significant obstacles due to its hybrid nature and aspiration to make philanthropy (i.e., ensuring social and environmental ideals) compatible with profit. They suggest re-evaluating the scope of SE within a distinct political economy paradigm.

Nicholls (2009) on the other hand, offers an exploratory investigation of the emerging reporting strategies utilized by social entrepreneurs in terms of their institutional contexts and strategic goals. In addition to accounting for financial success, these reporting approach reveal more subtle and contingent social and environmental consequences and results. Furthermore, they serve as symbols of the market orientation of many socially entrepreneurial organizations

by aiming to provide more comprehensive and transparent disclosure of a variety of performance impacts.

Using positivist, critical theorist, and interpretive perspectives, Nicholls (2009) conceptualizes the role and impacts of reporting, disclosure, and audit in SE by drawing on techniques developed within the sociology of accounting as institutional practice. Development economists and management specialists have advocated for a more market-based strategy to alleviate the extreme poverty of a billion people predominantly dwelling in the least developed nations. McMullen (2011) presents a theory of development entrepreneurship that integrates business entrepreneurship, SE, and institutional entrepreneurship in order to expedite the essential institutional transformation for inclusive economic growth. After examining various explanations of market failure in the literatures on the base of the pyramid and SE, he explains why entrepreneurial transformation of formal institutions is necessary and what distinguishes development entrepreneurship from related concepts such as SE, social business entrepreneurship, and socio–political activism.

In resource-constrained environments, social problems are frequently prevalent, resulting in a greater demand for SE (Dacin et al., 2010). Dacin. Dacin and Matear (2010) investigate the literature on SE by asking what distinguishes SE and generate potential for the field's future. After evaluating SE definitions and comparing SE to other forms, they concluded that while SE is not a distinct form of entrepreneurship, researchers stand to gain the most from further research on SE as a context in which established forms of entrepreneurship operate. They further illustrate by examining opportunities where valuable the valuable assumptions and insights are inherent in conventional, cultural, and institutional entrepreneurship frameworks, as well as integrating these insights in ways that address the unique phenomena that exist within the context of SE.

Similarly, countries without government help for social programs have a higher demand for SE (Stephan, Uhlaner and Stride, 2015). In contrast, robust formal institutions (such as property rights) diminish the need for SE activity (Zahra and Wright, 2016). The decision to engage in (social) entrepreneurial activities is heavily influenced by the institutions in which they happen (Welter and Smallbone, 2011). Scholars like Welter and Smallbone (2011) have investigated the institutional embedding of entrepreneurial behaviours. The institutional environment determines the nature, rate of growth, and scope of entrepreneurship, as well as the behaviour of entrepreneurs. This is especially true in difficult situations, such as emerging market and transition economies with an unclear, confusing, and chaotic institutional framework. Welter and Smallbone (2011) propose ways to extend the present institutional approach by highlighting those institutions impact entrepreneurs, but entrepreneurs may also influence institutional growth by contributing to institutional reform. This also includes recognizing the variability of entrepreneurial reactions to institutional settings, depending on the situational configuration of institutional fit, firm features, and entrepreneur's history, and investigating the influence of trust on entrepreneurial behaviour. By focusing on these interrelationships, they contribute to the subject of entrepreneurship by highlighting the relationship between entrepreneurial action and its social setting.

SE has been argued to be an effective way to reduce poverty (Alvarez, Barney, and Newman, 2015; Bloom, 2009; Ghauri et al., 2014; Tobias, Mair, and Barbosa-Leiker, 2013), empowerment (Datta and Gailey, 2012), drive social transformation (Alvord et al., 2004), and promote inclusive growth in subsistence markets (Ansari et al 2015; Nicholls, 2010). These findings show that the desired goal of SE, often considered as social or institutional change (e.g., Rawhouser et al., 2017), can manifest itself in a variety of ways. To highlight how entrepreneurship can stimulate both prosperity and peace in areas of entrenched poverty and conflict, Tobias, and colleagues (2013) bring to life a paradigm of transformational

entrepreneurship by evaluating the interrelationships between poverty and conflict indicators in Rwanda's entrepreneurial coffee sector from the perspective of rural residents. The data from the study implies that the attitudes of individuals about the relief of poverty and the reduction of conflict are sequentially connected, particularly through improved quality of life. This allows for the enhancing of the theory of entrepreneurship by elucidating the mechanisms by which entrepreneurial processes can transform the lives of "ordinary" entrepreneurs in contexts where economic and social value creation is badly needed and promote inclusive growth in subsistence markets.

The correlations between predictors, mediators/moderators, and outcome variables can differ depending on the outcome under consideration, which makes it challenging to compare findings across research as a result of this variation. Moreover, research has demonstrated that entrepreneurial behaviour can emerge in resource-poor situations and stimulate innovative search processes (Gibbert et al., 2007); hence, a solution to the suffering emanates from the suffering themselves. Other antecedents include but not limited to:

- Personal and psychological factors such as: Vision (Bygrave, 1997), alertness to opportunities (Kirzner, 1979).

- Sociological factors such as: networks and role models (Bygrave, 1997).

- Demographic factors such as: income level, religion/ethnic background, and place of birth/nationality (Misra and Kumar, 2000).

- Environmental factors: situational variables (Schiffman and Kanuk, 2004) and expected values (Krueger et al., 2000).

2.2.4   Typologies of SE

There are a several typologies of social enterprises found in the literature. Saebi, Foss and Linder (2019) offer a four-quadrant typology of social enterprises (see Figure 2.).

Quadrant A is where two-sided value models of buy one get one" reside. These models are referred to as such in that their large base of everyday customers cross-subsidize for their social mission of beneficiaries being the sole users of their products and/or services. An example of such an enterprise is TOMS – for every pair of shoes that are sold, a pair is donated to a child in need. Businesses here may opt for a model that involves using a third party to for distribution, such as a charity partner, or donate matching funds to a partner organisation to distribute (Marquis and Park, 2014).

The market-oriented work model enterprises in quadrant B engage the beneficiaries to make the products and services offered to customers. For example, the training program of disadvantaged youth by the famous English Chef Jamie Oliver at his restaurant, and the repurposing of the income to fund said training program (Dohrmann et al., 2015).

| | | Social mission | |
		For beneficiaries (beneficiaries are solely recipient)	With beneficiaries (beneficiaries are part of value creation process)
Economic mission	Differentiated (commercial revenue cross-subsidizes social mission)	(Quadrant A) Two-sided value model	(Quadrant B) Market-oriented work model
	Integrated (beneficiaries are paying customers)	(Quadrant C) One-sided value model	(Quadrant D) Social-oriented work model

Figure 2.7: Typology of SE

Quadrant C houses the one-sided value model where the economic activity yields the social value. Here the regular customers are the beneficiaries (Alter, 2006; Fowler, 2000). Such models are prevalent in emerging economies, as it allows the sale of affordable products and

services at reduced production and transportation costs to those in need (Ebrahim et al., 2014). An example is VisionSpring, an enterprise that sells affordable high-quality glasses to the underprivileged population (Karnani, Garrette, Kassalow, and Lee, 2011).

Finally, is the social-oriented work model in quadrant D, which extends from quadrant C in that beneficiaries are costumers with the added benefit of being employed by the social enterprise. Using the above example of VisionSpring, along with the sale of glasses to the not so privileged, the company also employs them as sellers/distributors in their villages.

A note-worthy mention of the typology of social enterprises are WISEs (Work integration social enterprises. These are social enterprises that recruit long-term unemployed individuals on a temporary basis and employ them to for services like catering, gardening, cleaning to mention a few. However, the spill-over to society does not result from hiring these individuals, considering more productive or better qualified individuals could be hired in their place, but rather from the social support provided them, which goes a long way in to enabling them to form productive routines, presenting themselves well, and most importantly, securing regular jobs upon exiting the WISE. Thus, ensuring their integration in/back to society. In 2012, WISEs provided employment for 15,000 long-term unemployed adults, of whom 47% found permanent employment or training upon graduation.

Another typology of social enterprises, as suggested by Ebrahim, Batillana and Mair (2014) are differentiated hybrids and integrated hybrids.

2.2.4.1 Differentiated hybrids

Differentiated hybrids, as the name implies, are enterprises that differentiate between their commercial and social activities. The income generated from commercial activities, i.e., sale of products and providing services, are used to finance social initiatives that benefit the people

that aren't the main costumers of the products and services. Thus, forming the two distinct groups of customers and beneficiaries. An example here is "Mobile School", a Belgian organisation that provides educational resources to children living on the street globally, making it possible for them to have access to a "mobile school" consisting of a box with blackboards and educational games that can be pulled through city streets. Due to the incapacity of these youngsters to pay for the goods and services provided, Mobile School continues to offer corporate training programmes to both small and multinational companies.

2.2.4.2 Integrated hybrids

Integrated hybrids, on the other hand, accomplish their objective by incorporating customers as beneficiaries. The majority of microfinance institutions are instances of integrated hybrids: they pursue their social goals by giving loans to their beneficiaries, who are also their clients. When these companies give loans, their primary activities allow them to simultaneously achieve their humanitarian goal and generate revenue to fund their operations. However, such types of integrated models are not exclusive to the microfinance industry. Consider the previous example of VisionSpring again, which offers inexpensive, high-quality eyeglasses and sunglasses to the disadvantaged in emerging economies. It aims to improve the eyesight of visually challenged individuals who cannot easily afford or receive corrective lenses, hence enhancing their economic prospects and productivity. The organisation attempts to achieve its social mission by employing and educating poor local women, whom it calls "vision entrepreneurs," to visit communities and sell affordable eyeglasses for less than $4 per pair (Karnani, Garrette, Kassalow, and Lee, 2011). VisionSpring's beneficiaries are its paying customers. In their works on social hybrids, Santos, Pache and Birkhols (2015), also provide a typology of social enterprises (see Figure 2.).

2.2.4.3 Market hybrids

Firstly, is the market hybrid. These are companies with their beneficiaries a whose beneficiaries are customers that pay for goods and services, after which value spill overs happens naturally, without any added action. With the exception of the company's social mission, these hybrids are almost identical to purely commercial models. Base of the pyramid models (BoP), in which businesses provide low-cost access to basic products or services with significant spill overs, are instances of such hybrids. Products of market hybrids are often designed in such a way that they may be created and marketed to low-income consumers at a cheap price, for example packaging in less quantities. In turn, customers' access to these products and/or services generates value spill overs in the guise of health benefits and/or economic expansion. In these conditions, the bigger the product's sales, the greater its social influence. As a result, market hybrids can concentrate on commercial their operations, as perfecting them will not only generate profits, but also contribute to societal impact.

2.2.4.4 Blending

Blending Hybrids, like market hybrids, are businesses that serve paying clients who are also beneficiaries of their social mission. To achieve their desired social impact, blending hybrids require a combination of commercial products with complementary initiatives (such as training or community participation) that rely on positive societal spill-over effects.

2.2.4.5 Coupling

Such hybrids have different customers and beneficiaries, but the bulk of their value spill overs necessitate distinct social behaviours in addition to their economic activities. Such hybrids include the earlier described WISEs, which serve both their beneficiaries (who are long-term unemployed populace that need special support/trainings) and their paying consumers who are after a goods or services with competitive pricing and high quality).

2.2.4.6 Bridging

These types of hybrids serve clients and beneficiaries from several groups, as they must bridge the needs and resources of both groups. One example is Dialogue in the Dark, a firm that conducts exhibitions in total darkness and is guided by blind individuals. By offering blind individuals with gainful employment, this role reversal helps alter client perceptions of disability. There exists a unique clientele that is willing and able to pay for the goods or services, different from intended beneficiaries. Catering to this client segment allows intended beneficiaries to be reached through cross-segment subsidies, in which the margin from the willing and able to pay clientele is utilised to subsidise the clientele that is unable to pay. For example, Aravind Eye Hospital in India, offers high-quality cataract surgeries at competitive market prices to both the middle-class and wealthy, to generate a profit margin that enables cataract surgeries to be provided to the low-income populace that cannot afford to pay, resulting in their neglect by public health systems.

2.2.4.7 Sustaining vs transforming SEs

In their research of disaster relief and venture formation in the aftermath of the earthquake in Haiti in 2010, transforming and sustaining ventures were another typology of social enterprises identified by Williams and Shepherd (2016).

Sustaining ventures are the types that have a perpetual long-term focus on providing fundamental survival necessities like sustenance and shelter, while transforming ventures focus on assisting individuals in achieving autonomy and self-reliance, implying that "success" would be achieved when those they assisted no longer required their assistance. Transforming ventures frequently highlight the need to assist individuals in achieving self-sufficiency, whereas sustaining ventures are more concerned with catering to the immediate/basic needs.

Market	Blending	Coupling	Bridging
• Beneficiaires are clients	• Beneficiaires are clients + add ons	• Beneficiaires and clients + commercial operations e.g WISE	• Client and beneficiaries are cross-subsidized.

Figure 2.8: Summary of SE typologies

Other typologies that have come up in the literature include but not limited to:

2.2.4.8 The community social entrepreneur

These types of entrepreneurs aim to satisfy the social requirements of a limited geographical community. Their entrepreneurial endeavours may include anything from building a community centre to offering employment possibilities for underrepresented citizens. On such a scale, social entrepreneurs are typically individuals or small groups. An example is microfinance firms. These entrepreneurs tend to interact directly with community people.

2.2.4.9 The non-profit social entrepreneur

These types of social entrepreneurs prioritise the social well-being over traditional commercial needs since they favour social gain over money gain. Profits are reinvested in the business to support the expansion of services (Net Impact, 2021). This path is typically chosen by entrepreneurs with greater business acumen who wish to use their expertise to effect change. Although the consequences typically take a longer period to materialise, they may produce greater impact. Typically, joining a local non-profit or training organization is one way to begin. A good example here is "Goodwill Industries", an enterprise that began to employ people from poor areas in 1902. These employed people will then work with donated goods, and the profits that come from them are then reinvested in to training programs for jobs.

2.2.4.10   The transformational social entrepreneur

These types of entrepreneurs are focused on establishing a company that can satisfy social needs that governments and other corporations are not currently addressing. The transformational category is typically where non-profits progress after adequate time and development. They expand into larger organisations with rules and regulations, often to the point where they collaborate with or are absorbed by government agencies. An example here is "The Social Innovation Warehouse" (Net Impact, 2021). Such social entrepreneurs focus on empowering other entrepreneurs, specifically those that are impact-driven, towards enacting positive change. This leads to the creation of a system of interconnected enterprises geared at reaping social benefits. Recruitment and fostering talent are usually done in-house in such organizations. Should one apply for volunteering, job, or display social entrepreneurial initiative/skills, these organizations are more likely to aid in mentoring and encouraging of such talents.

2.2.4.11   The global social entrepreneur

These types of entrepreneurs focus transforming social systems for the purpose of addressing pressing social issues in the world. It is a common path taken by large corporations who recognize their responsibility to certain social duties and begin zero in on change for good rather than profit maximization and meeting financial targets. An example here is the Bill and Melinda Gates Foundation (Net Impact, 2021). Such goals pursued by these organizations can be anything from combating lack of access to clean water or alleviating poverty, to providing education – a lofty target that can span across countries, or even continents. Such organizations must be careful though, as there is a certain level of scrutiny that comes with failure to deliver on their missions; failure that has an even bigger impact than failure of smaller organizations pursuing similar missions.

2.2.4.12   Venture philanthropist

The VPs are regarded as focusing their support on innovative solutions to social problems, which are frequently carried out by the social entrepreneurs. In addition, venture philanthropists seek out close relationships with social entrepreneurs (Pepin, 2005: 167). In addition to money, they commit time, skills, talent, knowledge, strategic thought, and management experience (Wagner, 2002; Knott, McCarthy, 2007). As a result, vice presidents create long-term relationships and support for fewer projects, and often only one project launched by a highly promising social entrepreneur.

2.2.4.13   *SE Vs other charitable/non-profit organisations*

It is a fair question to pose of why SE to help people with IDDs and not other avenues, for example philanthropy. Like SE, other non-profit social organisations seek to yield social value that is commonly described as "the fulfilment of basic and long-standing requirements, such as providing food, water, housing, education, and medical care to those in need" (Certo and Miller, 2008: 267). However, while their efforts may have similar beneficiaries, SE and charity cannot be mixed. SE arguably represents more than the good intentions of its practitioners, who are inspired not only by compassion but also by a desire for social change. Frequently, charity organisations depend on the generosity of their contributors, whose contributions fluctuate with the economy.

A non-profit organisation that engages in SE, on the other hand, relies less on donor cash because it develops self-sustaining social projects. Social entrepreneurs effectively handle donor donations and invest in social initiatives that create sufficient money to support themselves. Although these non-profit organisations can engage in activities to generate

revenue compared to their whole budget of fundraising or donating, such revenues are often small and related to the lifetime of a certain programme.

Moreover, while revenue-generating activities are reduced to a minimum, these enterprises do not face the conflicting institutional logics that are typical of SE organizations in their pursuit of economic and social value creation (Doherty et al., 2014; Pache and Santos, 2013). For a non-profit to qualify as a social business, its revenue-generating activities must have a strategic, long-term focus and quantifiable growth and revenue goals. For a nonprofit to meet the requirements of a social enterprise, its money-generating operations must possess long-term strategic focus and measurable growth and revenue objectives. Ultimately it is not just about feel good but do real good.

2.2.5 SE and other hybrid ventures

The pursuit of a dual objective is not exclusive to SE; it may be observed in other hybrid businesses, such as sustainable, institutional, and development entrepreneurship. These hybrid ventures, like social enterprises (SE), aim to maintain economic viability while addressing an important cause; thus, they face many of the same tensions as SEs, like dual identity for example (e.g. York, O'Neil, and Sarasvathy, 2016) and the management of conflicting institutional logics within hybrid ventures (e.g. Battilana, Sengul, Pache and Model, 2015) Sustainable entrepreneurship has been characterized as the "process of discovering, analyzing, and exploiting economic possibilities that exist in market failures that undermine sustainability, especially those that are environmentally related" (Dean and McMullen, 2007: 58).

This study is more interested in the antecedents of market-oriented type of social enterprise, i.e., quadrant B described in the work of Saebi and colleagues (2019). The literature has reported numerous antecedents or drivers that lead people to pursue SE. However, one factor that has not been given much attention to is mindset, specifically mindset towards the

beneficiaries of social enterprise that may make or break people's intention to engage in said social enterprise. The study therefore puts forth the argument that considering institutional logics being studies in relation to SE, mindset is conceptualized as an institutional logic that people subscribe to, where in this case it is the social and medical mindset towards people with IDDs.

2.3 Theory of planned behaviour (TPB)

The TPB argues that intentions which preceded individual behaviours are because of deliberations of attitudes subjective norms and perceived (Ajzen, 1991). That is an individual's attitudes, subjective norms and perceived control towards a behaviour are the most important factors that determine the intentions of carrying out that behaviour (see **Error! Reference source not found.**). This theory illustrates how hard an individual is willing to try and how much effort that individual plans to put to carry out an action or behaviour (Ajzen, 1991, p. 181).

1. The attitudes towards behaviour are conceptualized as the extent to which an individual has favourable or unfavourable judgement of a behaviour (Ajzen, 2002, p. 5).

2. Subjective norms are conceptualized as the degree of perceived social pressure to perform or not to perform a behaviour. In other words, the opinion of any significant individual (family, friends, community, teachers) that may influence performing the behaviour (Ajzen, 2002).

3. Perceived behavioural control refers to the extent an individual control the beliefs about performing the behaviour (Ajzen, 2002).
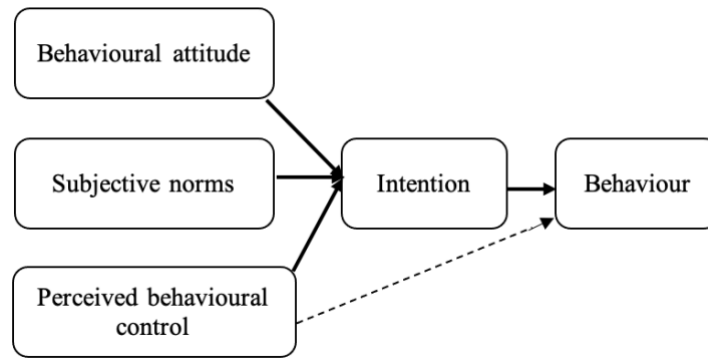
Figure 2.9: The theory of planned behavior

For instance, an individual who is considering a career as an entrepreneur, the attitudes concerning entrepreneurial behaviours here means the difference between personal desire to work for someone else or to be self-employed. Their subjective norms are the opinions of significant others that influence the entrepreneurial intention of whether or not they embark on an entrepreneurial path. The perceived behavioural control will be the degree to which that individual perceives the difficulty or ease in the becoming an entrepreneur.

2.3.1   Review methods

The literatures were sourced from the databases of Web of Science and Scopus. The aim was to compile a list of articles in English that cite Ajzen's (1988) TPB. Once a working list of the articles was compiled, a process of narrowing them down by opting for the most appropriate journals. All the entrepreneurship journals with an ABS rating of 3 or higher, and general management journals with an ABS 4* rating were included. A list totalling 65 articles was produced. These 65 articles were then analysed to properly ascertain whether or not the topic/focus of each article was entrepreneurship or not. 10 more articles were gotten from a review of the references and citations from the initial 65.

The coding of the articles involved looking at the general overview of the abstract, as well as the specific use of TPB. This process saw the 75 articles reduced to 42 as the articles must meet the criteria of utilizing the theory or a component (empirically or conceptually). The 33 that were excluded cite TPB to attribute it to the research rationale or strengthen arguments made but have not specifically used component(s) of the theory, i.e., not empirically testing or theorizing. The table below shows the final journal count of the articles.

Table 2.5: Journals in TPB review

Journal	Articles
Entrepreneurship Theory and Practice	12
Journal of Business Venturing	8
International Small Business Journal	6
Entrepreneurship and Regional Development	3
Technovation	3
Journal of Small Business Management	3
Journal of Management Studies	2
Journal of Business Research	1
Journal of Vocational Behaviour	1
Journal of Applied Psychology	1
Small Business Economics	1
Academy of Management Journal	1
Total	42

Majority of the articles were published in the top entrepreneurship journals (Entrepreneurship Theory and Practice, Journal of Business Venturing), demonstrating the impact TPB has had in entrepreneurship literature. It could also be argued that TPB is used for certain research aims regarding entrepreneurship that may be too specific for the general management journals, as the minority of the articles stem from those journals. Furthermore, more articles were centred around individual level analysis, with the lesser being focused on meso-level analysis. 37 of the 42 articles were of an empirical nature, as TPB is a well-reputed

theory and has been suited to testing hypotheses. 24 articles involved cross-sectional data, 12 involved longitudinal data and 1 used qualitative data.

2.3.2   Applications of TPB in entrepreneurship literature

TPB has been used to explain/predict a wide variety of entrepreneurial intentions and behaviours. Interestingly, only one article from the review looked at the entire model of TPB (even though there was no support reported for an explanation for predicting opting for self-employment) (Kolvereid and Isaksen, 2006). However, the papers do indicate support for the model, as well as a few gaps in literature concerning number of articles that look at certain relationships between the components of the theory. The remaining articles considered parts of the TPB, antecedents or modifications. All relationships, except for perceived behavioural control to behaviour links, had affirmative support for the relationships between attitudes to intentions, perceived behavioural control to intentions and intentions to behaviour. The relationship between subjective norms to intentions had the lowest support in literature. For instance, Linan and Chen (2009), found no support for the relationship when looking at Taiwanese and Spanish students. Another study by Krueger at al. (2000), also found no support between subjective norms and intentions.

Another relationship that is elusive is perceived behavioural control to behaviour. Perceived behavioural control is the integral component that sets apart TPB from Theory of Reasoned Action, as well as being among the most used variable (either dependent or independent). There were 3 articles that looked at perceived behavioural control and behaviour relationships, two empirical and one theoretical, with the latter proposing entrepreneurial efficacy and perceived behavioural control to influence an individual's entrepreneurial venture creation (Boyd and Vozikis, 1994). This was later tested empirically by Kolvereid and Isaksen (2006) using longitudinal data, and the results indicated a lack of statistical support.

Nevertheless, statistical support was reported in another empirical study that looked at the relationship between entrepreneurial self-efficacy and future entrepreneurial efforts (Maula et al. 2005). Although this data lends support for entrepreneurial activities, it is not specific to the behaviour or setting up of or growing a business. The component of perceived behavioural control in the TPB has been attributed as like entrepreneurial efficacy, and thus interchangeable by some scholars like Chen et al. (1998; McGee et al. 2009), but more empirical research exploring the link between perceived behavioural control to intentions will have to be carried out.

2.3.3 Areas explained and predicted by TPB in entrepreneurship literature

There are four main themes that emerged from the literature based on the dependent variables (of TPB category), as well as the area of entrepreneurship (entrepreneurship category) of each study. The latter indicates whether the author(s) was looking to explain/predict the setting up or creation of a new venture. Enterprise/venture creation and venture development are by far the two main phenomena that entrepreneurship literature has used TPB to explore. Intent to create a new enterprise or venture using TPB is a well-developed area in the entrepreneurship literature. Researchers like Kolvereid (1996), were among the first to use put the theory to test in explaining and predicting peoples' intentions to set up new enterprises, as well as finding support for the first three components (attitudes, subjective norms, and perceived behavioural control) as antecedents to said venture creations. Carr and Sequeira (2007) also unearthed support for this, along with Arenius and Kovalainen (2006) when they looked at four Nordic countries under the lens of the Global Entrepreneurship Monitor (GEM). In addition, Souitaris et al. (2007) found links of an entrepreneurship program affecting the components of the TPB, and the intent to set up a new enterprise by individuals who underwent the program.

2.3.4 Applications of TPB to the entrepreneurial phenomena

Scholars as well as some practitioners have worked diligently in applying the TPB to various disciplines of human behaviours and intentions in addition to creating new businesses, such as innovation (Montalvo, 2006), realization of new opportunities (Ramos-Rodriguez et al., 2010) and forming entrepreneurial network ties (Vissa, 2011), tourism leisure and hospitality (Ulker-Demirel and Ciftci, 2020) to mention a few. Over the past 20 years, the TPB has been modified and expanded to apply to entrepreneurial phenomena as well. The figure below illustrates the different alterations evidenced from the literature reviewed. Most of the additions in the figure are antecedents to the first three components of the TPB. Originally, Ajzen (1991) theorized them as precedents of an individual's beliefs. However, scholars have added to this original thought and included many variables which precede the TPB itself. For instance, Boyd and Vozikis (1994), postulate that subjective norms may act as antecedents to perceived behavioural control or attitudes because subjective norms failed to directly predict intentions.

This relationship (between subjective norms and intention) was tested but with mediation by attitudes and perceived behavioural control to report supporting empirical results (Linan and Chen, 2009; Linan et al., 2011). Constructs that were not among those of the original model, like gender (Kolvereid, 1996; Zhao et al., 2005) have been reported as significant antecedents to attitudes, perceived behavioural control and subjective norms (see **Error! Reference source not found.**). Kolvereid and Isaksen (2006) have also found autonomy, economic opportunity, and self-realization as antecedents for individuals' attitudes, while others such as Obschonka et al. (2010) have reported the five big personality traits (openness, agreeableness, conscientiousness, extraversion, and neuroticism) as antecedents to perceived behavioural control. Past entrepreneurial experience, family background and education have also been linked as antecedents to behaviours/intent as well (Carr and Sequeira, 2007; Dimov, 2010; Lim et al., 2010; Peterman and Kennedy, 2003; Zhao et al., 2005). Besides antecedent effects, moderation, and mediation changes to the TPB have also been made. Here,

perceived behavioural control has been found/theorized to have a moderation or mediation effect with other relationships (Boyd and Vozikis, 1994; Kickul et al., 2009; Wiklund and Shepherd, 2003). According to Stenholm (2011), innovative behaviours in a new venture were found to moderate intention and subsequent development. These various alterations and modifications allow for different perspectives and use of the TPB in research as well as practice.
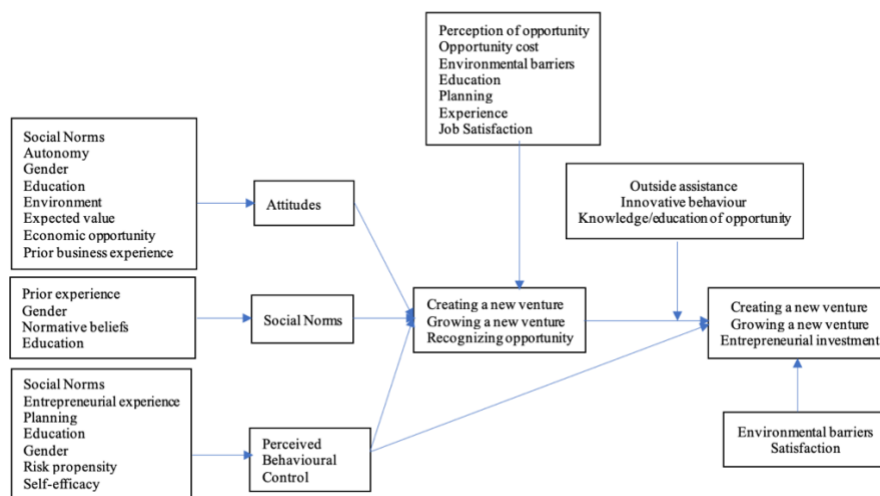
Figure 2.10: Some modifications in the TPB model

2.3.5 Applications of TPB to different behaviours and populations

Often, the intention to engage in various behaviours will be preceded by varying attitudes, normative beliefs, and perceived controls. For instance, the behavioural belief that using protection during sexual intercourse with one's partner in a marriage will likely be different from the behavioural belief of using protection with someone outside of the marriage. These underlying beliefs are just as important when looking at behaviours in different populations. Due to this, Fishbein (2000) has stressed that even though a researcher can come up with a measure or model for attitudes, normative beliefs, and perceived behavioural control, said measurement may not point out correct beliefs relevant to behaviour or population concerned

(Fishbein, 2000; Fishbein and Cappella, 2006). A researcher must identify attitudes, normative and control beliefs related to behaviour(s). Therefore, a key step stage in applying the theory will be to be present in the geographical location concerned for the purposes of critically investigating and understanding behaviours and elicit vital information about the components of the theory for that behaviour from the perspectives of the populations (Fishbein, 2000). This is important as it will facilitate some knowledge of how belief patters are formed and how they differ across different groups. The presence of differences in these patters may also help create diverse and more efficient methods of combating social issues for the disabled, and maybe even where efforts and resources should be focused for achieving goals. Once this step has been completed, appropriate measures or models may then be designed that may best represent specific behaviours of specific populations. However, choosing which relevant beliefs represent intention and behaviour must be a careful process. Selecting a few beliefs that are representative of a small sum of total beliefs which affect intentions or behaviour may not be effective. Just as selecting beliefs that do not resonate strongly with intention or behaviour may not be effective.

The perceived control is set by control beliefs associated with the presence (or lack of) facilitators or barriers for performing a behaviour, weighted according to their perceived power to facilitate or restrict behaviours. This is based on Ajzen's idea that carrying out a behaviour is determined partly by intention (motivation) and behavioural control (ability). An individual's perceived control on performing a behaviour, plus the intention, is likely to have a direct effect on behaviour, most especially if that perception of control is a good model for actual control over behaviour and control over volitions is not high. Effect of perception of control declines, making intent a sufficient predictor for behaviours in circumstances where volitional control is high (Madden, Ellen, and Ajzen, 1992).

The theory also sees perceived behavioural control as an independent determinant for behavioural intentions, together with attitudes and subjective norms of behaviours. Attitude and subjective norms being a constant, an individual's perception of how easy or difficult performing a behaviour is will affect the intention to perform that behaviour. The weights of these three components of the model in determining intentions are likely to be different across behaviours and populations. Few studies have looked at perceived control using underlying beliefs and perception of power as indicators; the focus has mostly been on using perceived control as a direct measure (Ajzen, 2002). TPB offers a causal chain of links of behavioural, normative and control beliefs with intentions and behaviours through attitudes, subjective norms, and perceived behavioural control. Other factors such as environmental or demographic characteristics are seen to operate through constructs in models that use the TPB. They (the characteristics) do not independently offer explanations for the likelihood of performing behaviours (Fishbein, 1980; Ajzen, 1991; Ajzen, 2006).

2.3.6 Future research

The literature has not only revealed themes but also gaps in knowledge and opportunities for future research. Below are several areas suggested to guide the efforts of future research that is looking to investigate entrepreneurial intentions and behaviours among other things as well.

2.3.6.1 Theory building/level of analyses

Of the 42 articles, 32 are of an individual level of analysis, and the remaining 9 are of a meso-level of analysis. Meso-level research is that which studies at least two levels of analysis at the same time, with at least one level containing individual or group level variables, one or more level of organizational variables, and differing levels of analysis being related through research hypothesis or claims (House et al., 1995). The benefit of such an approach is the number of problems it can solve distinctively, which might have otherwise not been interpreted at one

level of analysis (House et al., 1995). Incorporating another level can also yield the benefit of a full theoretical explanation.

Future research in in this area can also attempt a meso-level approach that might offer better explanations and predictions of entrepreneurial behaviour and/or intent. Research questions that probe into the effects of contextual, organizational and/or environmental effects on an individual's behaviour and/or intent will certainly aid in uncovering insights and filling existing gaps. Even though 9 articles used a meso-level of analysis approach, only 1 of them utilized the TPB at an environmental level and predicted its factors would lead to an effect in entrepreneurial intent and/or behaviours (Doern, 2009). Although institutional/environmental factors have been reviewed extensively in other entrepreneurship areas of literature, like Kirzner (1997), they are sparse in literature that uses the TPB. Thus, incorporating specific institutional/environmental factors into existing models of TPB for entrepreneurship.

Another way to fill in the gap of level of analysis is to facilitate the development or grounding of arguments in theory. Theoretical work has often preceded empirical work in a cyclical fashion (Hunt 2002, 2010). Only 5 of the reviewed articles were conceptual, and only 1 out of those 5 was a review i.e., only 4 were theoretical. Of course, working with a theory that is well established, it is understandable that empirical testing would have to be done in a specific context, but theoretical work could also produce significant insights of value that may not have been uncovered by empirical work alone. This was evidenced in the review when scholars were modifying variables and adding them to the existing TPB model, with little to no theoretical evidence that supports the relationships of the modified variables. The figure is somewhat demonstrative of this as the added variables are sort of piled on to the model and grounded in theory so to speak. Thus, future research could also investigate theoretical explanations of the variables as constructs that may be presented in the future.

2.3.6.2 TPB for future entrepreneurship research

More research is needed to explore the relationships between opportunities and intent. Even though most of the articles explored entrepreneurial intentions – as a dependent or independent variable – there was not much discussion regarding the relationship between intentions and opportunities. While some scholars have looked at utilizing what is known about opportunities as antecedents to intent, others have looked at utilizing opportunity as moderator for intent and behaviours. Some research questions that sprout from such line of questioning are:

1. In what ways do opportunities exactly moderate the links between intent and behaviour?
2. What happens should someone have intent but does not recognize opportunity?
3. What are some of the relationships that exist between the intent to create an enterprise, as well as the ability to recognize and opportunity by the same person?
4. Overall, the question remains on how opportunities fit in an entrepreneurial model that makes use of TPB.

2.3.6.3 Data for future research

The results of the review revealed a lesser number of empirical articles that investigate intentions of behaviours, as well as perceived behavioural control of behaviours. Future endeavours could look towards addressing this. Future research can also focus on collecting longitudinal data or utilizing longitudinal databases. Student data is among the most conveniently accessible data samples in the literature, especially during the early years. Future research might also look to utilizing more qualitative methods or a mixed-methods approach to unearth more evidence regarding proposed relationships of the model, instead of just quantitative methods; only a single article in the review used a qualitative approach (Radu and Redien-Collot, 2008).

2.3.7   Research gaps

As mentioned earlier, the four main themes that emerge from the review were:

1. Intent to create new venture.

2. Creating new venture

3. Intent to develop new venture.

4. Developing new venture

The theme of intention to create a new venture has been the most widely explained/predicted using the TPB, while the other three themes have not received as much attention (see Table 1.6). Examples of research paths that could be explored from these themes include:

1. In addition to the antecedents of TPB, what others influence intent/creation of a new venture?

2. What are the effects of availability of capital on intent/actual development of a new venture?

3. In what ways do intent of new venture creation actually lead to creation?

The review also indicates that perceived behavioural control to behaviour relationships present literature gaps as they are understudied when compared to other relationships. So, for example, future research could focus on investigating the relationship between perceived behavioural control and behaviour, while also incorporating other relationships.

Another way to approach combating literature gaps is looking at the wide array of antecedents proposed for the different constructs of the TPB presented earlier (as a majority of these antecedents have mostly been linked to one single behaviour or intent). Take for example prior entrepreneurial experience, which has been widely supported as an antecedent to attitude

and intent for creating a new venture (Kolvereid, 1996). However, the results only showed attitudes as mediating prior entrepreneurial experience and not the rest of the components of the model. By tracking the other different paths, one has a plethora of research paths to explore using established conceptual relationships with different variables and methods.

Table 1.6: Summary of knowledge gaps

Category	Recommendation
Literature gaps	• Focus on the themes or research interests that have received less attention. Investigating themes that get less attention from scholars, and researchers. • Exploring the arrow from perceived behavioral control to behaviors.
Uses of the TPB in future entrepreneurship research	• Focus on relationships between intent and opportunities (where behaviors are concerned). • Looking into the links of intent and planning. • Researching the full TPB components in the context of creating businesses.
Data	• Introducing new data samples for research in entrepreneurship and TPB. • More qualitative approach to research. • Incorporating more longitudinal data
Theory building/level of analysis	• Employing a meso-level strategy towards theory building and empirical research. • Pushing out more research that is based on an institutional or environmental level. • Grounding future research in theory-based arguments.

TPB has been used in numerous behaviours to better understand the different behaviours of different individuals, and as a result has become one of the most supported theories in social or psychological theories with regards to human behaviours (Klopping and McKinney, 2004). Over the past two decades, research has yielded support for predicting a variety of behaviours in other disciplines such as health behaviour, consumer behaviour (Smith et al., 2007), as well as the business domain (Krueger and Carsrud, 1993). Moreover, intentions as described in a number of studies are thought to be among the best predictors of actions or behaviours, while also having a mediating effect on the other components of the theory (attitudes, subjective norms, and perceived behavioural control) (Ajzen, 2002; Han, Hsu and Sheu, 2009).

TPB has yielded theoretical and practical contributions into entrepreneurship and some parts of SE over the past 20 years. A few of which include new venture creation, development intentions and behaviours, intention, and opportunity recognition (Ramos-Rodriguez et al., 2010), innovation (Montalvo 2006), forming entrepreneurial network ties (Vissa 2011), SEI predictors (Zaremohzzabieh et al., 2018) and formation of intent (Forster and Grichnik, 2013). Research has also uncovered that such perception-based intentions or entrepreneurial behaviours are not solely inborn but may also be learned (Sabah, 2016). This gives hope to the notion that those who are disadvantaged may also learn and develop such entrepreneurial intentions, enabling more disabled individuals to be included into the society through such behaviours. Mass communities also stand to benefit as it is an important source of innovation and economic driver (Sabah, 2016).

The relationship between TPB and entrepreneurial intentions have attracted a significant amount or interest and research (Kolvereid, 1996; Solesvik et al., 2012; Souitaris et al., 2007) (Ferreira et al., 2012). However, findings from research have proven to be

inconclusive. While some researchers have identified direct or significant linkages between the TPB and entrepreneurial intention (Kolvereid, 1996; Souitaris et al., 2007), some did not find linkages that associate subjective norms with entrepreneurial intentions (Wu and Wu, 2008). In addition, cross cultural research shows different findings where one component plays a more direct role on entrepreneurial intentions than the other two (Liñán and Chen, 2009). Solesvik and colleagues (2012), reported high perceived behavioural control to be correlated with high levels of entrepreneurial intention. Researchers have also alluded the fact that there is also insufficient research that focuses on the relationship between intention and behaviour, for example: how well intention predicts behaviour and the factors that determine this (Sheeran, 2002).

Another strength of the TPB is that it gives a framework that discerns the reasons for behaviour and interpret actions by identifying/measuring those beliefs that are related to the behaviour or individuals being studied. This allows for deeper understanding of key attitudes, normative beliefs and control which affect behaviours i.e., reasons behind motivations for behaviours. Beliefs, motivations for behaviour, control and outcomes will very likely differ across different populations and contexts as noted in the examples from past works. Thus, plans or methods can be better designed to suit desired populations, and maybe even change the beliefs which will in turn influence attitudes, norms, and perceived control, ultimately leading to a change in behaviour.

Studies where TPB has been used in health behaviours, for example smoking, exercise and oral hygiene, have found perceived control to be a direct predictor for intention and behaviour (Albarracin, Johnson, Fishbein, and Muellerleile, 2001; Ajzen, 1991; Blue, 1995; Craig, Goldberg, and Dietz, 1996; Millstein, 1996; Montaño, Thompson, Taylor, and Mahloch, 1997). This begets the argument that if perceived control is seen as a determinant in behaviour

or even intent, exploring its effects on beliefs will be useful in say for example policy making or social enterprise set up.

2.4 Summary

By looking into the relationship of disability and society, linking with the field of SE as an alternative for people with IDDs and finally tying in the TPB to explore intentions of individuals, this research hopes to take advantage of the knowledge gap concerning the understanding of mindsets to IDDs and its relation to helping people with IDDs (with gainful employment). To summarize, this research addresses the gaps in the existing literature by raising the aforementioned research questions, exploring through narrative accounts, examining the hypothesized relationships, and finally presenting nuanced understanding of underlying mechanisms of mindsets towards IDDs and PWIDDs that affect individuals' intentions.

Chapter 3   Hypothesis Development

This section presents the theoretical model and hypotheses that pertain to the aspects of mindset and its association with the SEI to help people with IDDs (i.e., the planned helping behaviors). The focus is more on the effect of ECs, PDE, FoS and SNs on social entrepreneurship for people with IDDs. The hypothesized relationships of each of the variables are also outlined, along with how they may be linked to SEI for people with IDDs. These relationships were as a result of both the studied literature, as well as the qualitative findings from the results of the themes (**Error! Reference source not found.**, **Error! Reference source not found.**, **Error! Reference source not found.** and **Error! Reference source not found.**), and their respective relationships with the outcome variable of SEI. By doing this, the study hopes to map out the factors involved, thus, helping to answer the research the research questions. Both the qualitative parts of the research were instrumental in yielding insights into the reality of the situation regarding people with IDDs, as well as the development of the variables used in the quantitative phase of the research.

Given that no research has been found to have studied the target population, context, and social entrepreneur intent for people with IDDs, the researcher resorted to using grounded theory to uncover the reality, nature, variables, as well as other insights regarding people with IDDs (which was the essence of the qualitative stage of the study). After which the variables identified were then mapped out to see which framework or theory would be the most appropriate choice. TPB was then chosen, as it is one of the most tried and tested theoretical frameworks when it comes to researching behaviors and intentions. This was then used as the basis for the development of the conceptual model.

The first part of the qualitative phase served greatly in highlighting the independent variables of ECs, SNs, and mindset, while the second part of the qualitative interviews pin-

pointed to the other independent variables of PDE, the influence of KT and the FoS. During

the conception stages of the research a number of potential dependent variables were open to

consideration. As time went on and pilot interviews were conducted, it revealed 5 possible

dependent variables as various planned behaviors (SEI, donating behaviors, volunteering,

launching an initiative, job seek or job change). All of these variables were outcomes that

people either undertook or were considering that is expressed intentions for. The second phase

also aided/re-affirmed the selection of the dependent variable of the study (SEI). However,

given the nature of social entrepreneurship, the investment, time, and effort it takes to set one

up, along with the fact that Nigeria is still a developing nation, the behaviors people choose or

opt for the most were donating behaviors or volunteering. Considering that the study is

borrowing from the planned behaviour which looks that intent as an outcome and not a

behaviour the decision was made to eliminate all other possible planned behaviors and focus

on SEI for this research.
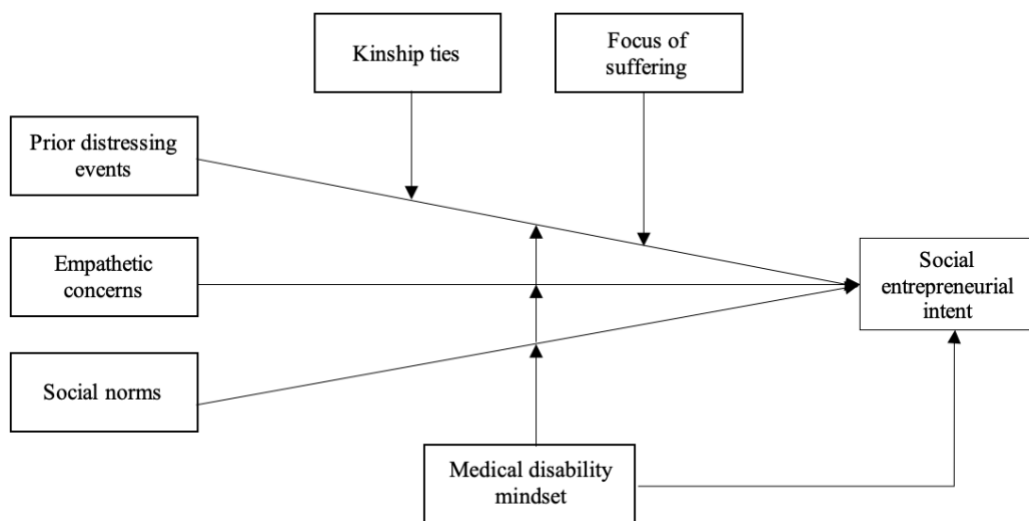
Figure 3.1: Conceptual Model

3.1 Hypotheses development

    3.1.1   Relationship among prior distressing events, empathetic concerns, and social norm on the individuals' social entrepreneurial intent for people with IDDs.

3.1.1.1 Prior distressing events and social entrepreneurial intent

Prior experience with social problems, as put by Hockerts (2017) refers to an individual's exposure to various social challenges through his or her involvement with social enterprises or organisations. Additionally, it was found to predict social entrepreneurial purpose and perceived behavioural control (Ernst, 2014). In the context of social entrepreneurship, it is proposed that contextual factors, such as education and experience, enhance outcome expectations to engage in social entrepreneurship, which can lead to the development of SEI (Tran and Von Korflesch, 2016). Thus, it can be assumed that, just like how prior experience with entrepreneurship can be a catalyst for potential entrepreneurs, so can negative experiences also serve as a catalyst to pursue SEI. Staub and Volhardt tested the concept of "altruism born of suffering" with college students in a more controlled setting when they wished to investigate the connection between previous pain and prosocial tendencies. They found that individuals with at least one distressing or traumatic life even under their belt were more likely to engage in philanthropic activities for example fund raising, environmental or human rights. In addition, those who have endured adversity were more inclined to volunteer for several non-profit organisations that aid disadvantaged and/or stigmatised groups.

3.1.1.2 Empathetic concerns and social entrepreneurial intent

Empathy can be referred to as the capability to comprehend and share another's emotions. Empathy is a taught skill or a way of living that can be used to communicate with and comprehend another person's experiences and emotions. Additionally, empathy is the capacity

to imagine how another feels; to put oneself in another's shoes (Calvo et al., 2014). It is the sharing of someone else's feelings, which does not imply action or even the feeling of being prompted to act forcefully or wisely. Empathy can arise in response to another person's suffering.

Therefore, empathy might motivate people to become social entrepreneurs if they possess empathy, due to a social entrepreneur's capability to empathise with the suffering of others, they have a great desire to assist them. Empathy is recognised as a component of personality traits and can be a determining factor in whether a person engages in social entrepreneurship or for-profit entrepreneurship (Stueber, 2013). Also, Mair and Noboa (2006) stated that empathy functions as an agent for an individual's attitude toward social entrepreneurism, thereby addressing the first part of Ajzen's (1991) TPB.

3.1.1.3 Societal norms and social entrepreneurial intent

A norm is a widely accepted standard for behaviour. They pertain to the perspective of a society towards a given behaviour. This expectation may be passive, as with expectations for conventional or sanctioned behaviour, or active, as with enforced expectations. There are perceived normative beliefs about different people in an individual's environment, i.e., injunctive norms (Cialdini, Reno, and Kallgren, 1990). Such beliefs are representative of peoples expected/accepted behaviours (Forster and Grichnik, 2013), and can aid in exerting social pressure on individual's that either strengthen or weaken said behaviours (Schlaegel and Koenig, 2014). Scholars like Kaiser (2006), and Rivis and colleagues (2009) have reported such perceived norms to be major determinants of behaviours. Norms govern a significant portion of social life - an established societal norm can be extremely potent.

The prevalent social incentive system plays a crucial function in facilitating behaviour's development. The members of a society will adopt the path of action that is most rewarded and

esteemed within that society. Some societies rank higher than others in terms of entrepreneurialism. Previous works have found societal norms, to set the bar for practices that go on to mould intentions and behaviours of children towards disability (Wu et al., 2002; Porter et al., 2005). This in turn may exert an effect on teachings, and even institutional level norms that make or break one's perspective regarding not only IDDs, but also people with IDDs. Prior research revealed that participants from China, Taiwan, and Hong Kong (traditional civilizations) exhibited more unfavourable sentiments and a greater inclination for social exclusion toward people with disabilities than those from the U. S., the U.K., and Germany (modern societies) (Westbrook et al., 1993; Chan et al., 2002; Chen et al., 2002; Wang et al., 2003; Brown et al., 2009).

3.1.1.4 Direct effects on prior distressing events, empathetic concerns, and societal norms on social entrepreneurial intent to help people with IDDs

PDE or experiences, such as extreme poverty and illiteracy, have been found to be amplifiers of sympathetic sentiments/feelings in people, leading to higher likelihood of engaging in social entrepreneurship (Yiu et al. 2014). Social entrepreneurs have also been found to have similar backgrounds in common with the group of people they wish to serve (Zahra, Rawhouser and Bhawe, 2008). This draws attention to the important role social contexts can play in influencing how the need for SE, its intention and possibilities are perceived by potential social entrepreneurs. In addition, Hockerts (2017) found prior experience with social problems produced both SE self-efficacy and perceived social support, leading to increased SEI because such experience can provide knowledge and skills for addressing social problems.

Empathy on the other hand enhances self-efficacy for social entrepreneurship, which then in turn increases SEI (Younis et al. 2021). Scholars have also found that empathy serves as the incentive for helping behaviours (Davis et al., 1999; Graziano et al., 2007). The social entrepreneur's effort to create a social venture is contingent on his or her SEI, which is

described by personal traits such as moral judgement, perceived social support, self-efficacy, and empathy (Bacq and Alt, 2018; Hockert, 2017).

The view of a society towards a specific action is referred to as SNs. Conforming to social standards is frequently the best course of action, as collective wisdom typically benefits both the individual and the group. Among other things, it can give a decision-making heuristic that eliminates the need to critically consider the repercussions of each decision before acting. SNs are intimately related to entrepreneurship because they are the reason for variances amongst cultures in terms of entrepreneurial activities.

Given the influence that empathy, past traumatic life events and societal norms towards the behaviours and/or intentions of individuals', this research hypothesizes that:

Hypothesis 1a: Individuals' prior distressing events involving people with IDDs are positively associated with their social entrepreneurial intent for people with IDDs.

Hypothesis 1b: Individuals' empathetic concerns for people with IDDs are positively associated with their social entrepreneurial intent for people with IDDs.

Hypothesis 1c: Social norms regrading people with IDDs are positively associated with individuals' social entrepreneurial intent for people with IDDs.

3.1.2 Mindset of individuals towards social entrepreneurial intent for people with IDDs.

Two opposing conceptual models of disability have been employed to explain the origins of abnormal physio and psychological functioning (LoBianco and Sheppard-Jones, 2008). The medical model views disability as a characteristic of the individual, directly caused by diseases,

disorders, traumas, or other health conditions, requiring medical treatment or intervention to "correct" the issue within the person (Marks, 2000; Forhan, 2009; Nind et al., 2010; Bingham et al., 2013). In contrast, the social model does not view disability as an individual trait, but as a socially constructed condition (Hutchison, 1995; Mitra, 2006; Purdue, 2009; Barney, 2012). In this instance, the issue that must be addressed rests not inside the individual, but within the inhospitable social context (Brandon and Pritchard, 2011; Barney, 2012). According to the social model, individuals with impairments could be made disabled by society through isolation and exclusion from daily activities (Brandon and Pritchard, 2011). Such isolation and exclusion may result from society's negative attitudes of individuals with disabilities and its reluctance to eliminate environmental impediments to full participation (LoBianco and Sheppard-Jones, 2008; Palmer and Harley, 2012).

Depending on the type of disability, attitudes and behaviours exhibited toward those with disabilities differ. For instance, children that have emotional, behavioural, or even multiple disabilities are perceived more negatively than those with a specific physical handicap by their ordinarily developing classmates (McCoy and Banks, 2012). Not only does perception of disability affect the well-being of people with disabilities, but so does the moral compass of a society. Negative attitudes toward disability deprive people with disabilities of their autonomy and/or lead to social exclusion and isolation. In contrast, a healthy society encourages positive attitudes toward individuals with disabilities and their social inclusion. Thus, attitudes influence action, which then affects one's knowledge, beliefs, and behaviours. Thus, it is hypothesized that:

> ***Hypothesis 2: Individuals with a medical disability mindset regarding people with IDDs are less likely to have social entrepreneurial intent for people with IDDs.***

3.1.3 Moderating effects of mindset among prior distressing events, empathetic concerns, and social norms on individuals' social entrepreneurial intent for people with IDDs.

3.1.3.1 Moderating relationship of mindset between prior distressing events and social entrepreneurial intent

Beliefs regarding mindset of individuals as predictors of resilience in challenging contexts like education have been studied, with recent works hinting at mindset regarding anxiety, for example, acting in a similar way with regards to mental health resilience. In their study on the moderating relationship of mindset between past stressing life events and distress/coping, Hans, and colleagues (2017), found that different mindsets lead to different outcomes: where people have a growth mindset, post-traumatic symptoms and motivation/intention for self-harm we're weaker, than those with a fixed mindset. Similarly, in another study aimed at investigating the moderating effects of mindset between perceived stress and mental health outcomes, Huebchmann and Sheets (2020) found a positive relationship. Thus, concluding from the results that mindset moderated the perceived stress/depression.

3.1.3.2 Moderating relationship of mindset between empathetic concerns and social entrepreneurial intent

Typically, empathy is understood as the capacity to imagine another person's emotions (Preston et al., 2007) or the tendency to respond emotionally or compassionately to another being's mental condition (Mehrabian and Epstein, 1972; Goetz, Keltner, and Simon-Thomas, 2010). Experiments on the influence of empathy reveal that participants who read situations using high-empathy words (for example, pitiful, touching, distressing) are more likely to acquire intentions to volunteer than those who read descriptions containing simple factual language (Batson, Early, and Salvarani, 1997). Thus, making it unsurprising that scholars like London (2010), Dees (2012), Groch and colleagues (2012) and Wood (2012), have frequently found empathy to be an intuitive predictor of SE goals. As a result, individuals may have a favourable

disposition toward social enterprise or even the establishment of a social enterprise. Aspects of empathy like perspective-taking and possessing an empathic perspective have been found to influence SEI indirectly through social entrepreneurial self-efficacy, but empathy had no significant direct effect on SEI (Bacq and Alt, 2018). Empathetic individuals are better qualified to understand what others in need face and what they may require, as well as to feel more confident in their ability to become social entrepreneurs. Furthermore, empathy can enhance the development of reciprocal connections since empathic individuals are more likely to be more sensitive to the emotions of others (Oh and Sang-Choong, 2022). It can thus be assumed that the relationship between EC and entrepreneurial intent is affected by a person's perception/mindset toward people with IDDs. Following this reasoning, it can also be assumed that since empathetic mindset for the plight of others can heighten the desire or intention to engage in pro-social behaviours, possessing a medical mindset towards people with IDDs may result in the opposite, or at least weaken said intention.

3.1.3.3 Moderating relationship of mindset between societal norms and social entrepreneurial intent

Taking for example the collectivistic and individualistic mindset, research does indicate collectivistic or culturally tight societies usually show fewer positive attitudes about disabilities, than culturally loose or individualistic societies (Rao et al., 2010; Benomir et al., 2016; Huppert et al., 2019). Culturally lose or individualistic societies encourage a mindset of respect for individual differences, while culturally tight or collectivistic societies promote a mindset that favours uniformity and encourages the pursuit of group goals. Countries characterised as collectivistic view being "normal" as being essential for social inclusion, for example Japan and Nigeria. On the other hand, countries characterised as individualistic, for instance the United States, "normal" may have a more neutral or even boring connotation to it (Kuroishi and Sano, 2007; Yamada, 2009). Furthermore, individualistic civilizations tend to demonstrate

generally more favourable attitudes towards disability than collectivistic ones, because the former appreciate individual diversity while the latter create pressure for conformity (Rao et al., 2010; Huppert et al., 2019). The shame, stigma and discrimination associated with disability isolates those who have disabilities from the rest of society, limiting interpersonal encounters and possibilities for ordinarily developing individuals to get a deeper understanding of disability.

Researchers like Wach and Wojciechowski (2015), and Mwiya et al. (2017) have also demonstrated the effect mindset can have on international entrepreneurial goals. In their research based on the TPB, Seputra and Sihombing (2018), used mindset in a moderating role for predicting the intention of international entrepreneurship where varying mindsets had varying effects on entrepreneurial intentions of business students.

Given the influence of varying mindsets on traumatic life events, empathetic perspectives and societal norms, this research hypothesizes that:

> ***Hypothesis 3a: The relationship between prior distressing events and social entrepreneurial intent for people with IDDs will be moderated by individuals' mindset regarding people with IDDs, such that the relationship is weaker for people with a medical disability mindset.***

> ***Hypothesis 3b: The relationship between empathetic concerns for people with IDDs and social entrepreneurial intent for people with IDDs will be moderated by individuals' mindset regarding people with IDDs, such that the relationship is weaker for people with a medical disability mindset.***

Hypothesis 3c: The relationship between societal norms and social entrepreneurial intent for people with IDDs will be moderated by individuals' mindset regarding people with IDDs, such that the relationship is weaker for people with a medical disability mindset.

3.1.4 Moderating effects of kinship ties on the relationship between prior distressing events and individuals' social entrepreneurial intent for people with IDDs.

Kinship is among the most influential social institution on one's identity, career, or livelihood in the majority of countries (Eriksen, 2015). Consequently, understanding entrepreneurship requires an appreciation of the importance of kinship in the entrepreneurs' social and cultural milieu. Carsten (2000) defines kinship as interpersonal links based on relatedness that range from blood and or marriage ties (inside and outside the home) to broader ties of supposed common ancestry, descent, and ethnic identity. Stewart (2014) argues for a thorough examination of the interrelationships between kinship and business, and how these interactions influence business transactions. Barriers that affect people with disabilities range from prejudice, abuse, and violence to access issues that result in isolation and exclusion in the family setting, at work, in school, and in society at large, where disability is frequently seen as an inconvenience and a source of shame (African Union of the Blind, 2007). The findings from the qualitative interviews of this study also point towards KT affecting the intention to aid people with IDDs through SE: people who are family members of people with IDDs are less likely to pursue pro-social endeavours in the face of negative reactions from their family members or kin.

Passarelli and Buchanan (2020) examined the relationship between distress, kin relationships and pro-social behaviours. The results indicated that distress under time did not lead to an increase in pro-social behaviour even when family members and friends we're

involved. KT to a person with disability may lead to decreased levels of engagement and thus decreased levels/intention of pro-social intentions. Kaminsky and Dewey (2004) reported less intimacy, nurturance, and pro-social behaviour in siblings with autism. Thus, it is hypothesized that:

> *Hypothesis 4: The relationship between prior distressing events and individuals' social entrepreneurial intent for people with IDDs will be moderated by the kinship ties to the person with IDDs, such that the relationship is weaker for the family members of people with IDDs.*

3.1.5 Moderating effects of focus of suffering on the relationship between prior distressing events and individuals' social entrepreneurial intent for people with IDDs.

What motivates people to donate to charities and how is the decision made on which causes to support? How come some people donate to cancer research, and others participate in races for the cause of breast cancer? Literature on the decisions for charitable donations has emphasised solicitation strategies rather than people's motivations for giving as well as preferences for causes. For instance, framing (Gourville ,1998), negative emotions evoked by advertisements (Bagozzi and Moore 1994), and the packing of products with pledged donations by businesses are just a few examples (Strahilevitz and Myers, 1998).

In their research, Small and Simonsohn (2008) examine various relationships between "friends of victims", with the evidence suggesting that where a personal relationship exist between a victim and a friend, said friends are especially generous to other victims that suffered the same misfortune as their friend. Celebrities actively take part in initiatives to aid those who share their loved ones' plight, like former First Lady Nancy Reagan who is an avid supporter of Alzheimer's disease campaigns. Similarly, Mothers Against Drunk Driving (MADD)

national presidents all joined the group after a family member passing away as a result of a drunk driver.

This research also posits the indirect effect of prior distressing experience involving people with IDDs on SEI through the FoS. As evidenced from the qualitative findings, an individual's FoS when they experience a prior distressing event may sway their intention positively or negatively.

> *Hypothesis 5: The relationship between prior distressing events and social entrepreneurial intent for people with IDDs will be moderated by the focus of suffering, such that the relationship is stronger for people with a focus on the suffering of those with IDDs and weaker for the people with a focus on the suffering of family members of people with IDDs.*

Table 3.1: Summary of hypothesized relationships

Hypothesis 1	**1a:** Individuals' prior distressing events involving people with IDDs are positively associated with their social entrepreneurial intent for people with IDDs**.**
	1b: Individuals' empathetic concerns for people with IDDs are positively associated with their social entrepreneurial intent for people with IDDs.
	1c: Social norms regrading people with IDDs are positively associated with individuals' social entrepreneurial intent for people with IDDs.

Hypothesis 2	**2:** Individuals with a medical disability mindset regarding people with IDDs are less likely to have social entrepreneurial intent for people with IDDs.
Hypothesis 3	**3a:** The relationship between prior distressing events and social entrepreneurial intent for people with IDDs will be moderated by individuals' mindset regarding people with IDDs, such that the relationship is weaker for people with a medical disability mindset. **3b:** The relationship between empathetic concerns for people with IDDs and social entrepreneurial intent for people with IDDs will be moderated by individuals' mindset regarding people with IDDs, such that the relationship is weaker for people with a medical disability mindset. **3c:** The relationship between societal norms and social entrepreneurial intent for people with IDDs will be moderated by individuals' mindset regarding people with IDDs, such that the relationship is weaker for people with a medical disability mindset.
Hypothesis 4	**4:** The relationship between prior distressing events and individuals' social entrepreneurial intent for people with IDDs will be moderated by the kinship ties to the person with IDDs, such that the relationship is weaker for the family members of people with IDDs.

Hypothesis 5	**5:** The relationship between prior distressing events and social entrepreneurial intent for people with IDDs will be moderated by the focus of suffering, such that the relationship is stronger for people with a focus on the suffering of those with IDDs and weaker for the people with a focus on the suffering of family members of people with IDD.

3.2 Summary

In summary, some of the hypotheses are supported but there are a couple of interesting findings, like the relationships between EC and SEI that was not supported. As a result of the dynamic and highly heterogeneous nature of the process of cognitive development, deeper and boarder investigations are needed to offer a synthesized explanation for the result. Thus, a mixed methods research design combining the strengths of both quantitative and qualitative studies was needed for a full interpretation of the findings (Venkatesh et al., 2013).

Chapter 4   Methodology

This chapter discusses the research design, the methods as well as the steps taken to ensure quality academic research was carried out. It also outlines the population for the study, the procedures used at each part to collect and analyse data, and the findings. Finally, a preliminary discussion of said findings is discussed to conclude.

4.1 Research design

According to Guba and Lincoln (1994), there are two main methods to research: qualitative and quantitative. The qualitative approach emphasizes deeper understanding of phenomenon, processes and meanings not measured in terms of quantity or frequency, while the quantitative is more suitable for measurement of attitudes and behaviour (Malhotra and Briks, 2003).

For the purposes of this research project, a mixed methods approach is proposed. This approach combines bot qualitative and quantitative approach for a broader depth of understanding, while benefitting from the strengths of both approach (Johnson, Onwuegbuzie, and Turner, 2007). The quantitative part will include the collection of close-ended information which will undergo statistical analysis, resulting in numerical representation that will inform the variables and psychological mechanisms for refining and clarifying the conceptual model, while the qualitative data will be more open-ended and subjective to allow for the "voice" of participants be heard and of interpretation of observations. The interview data from both the first and second sampling of the qualitative phase will be transcribed and cleaned with the help of Microsoft Word, then imported to NVivo QSR software for analysis. To analyse all the interviews, the three-step coding of Strauss and Corbin (1990) will be used. The quantitative data on the hand will be collected using a hyperlink with analysis done using SPSS and SmartPLS.

A mixed method, for instance, will help avoid the critique that quantitative methods convey limited to restricted understanding of social interaction, social reality and their associated meanings that sprout from social actors. On the other hand, it will also be strengthened by incorporating some quantitative measures to counter some of the disadvantages associated with qualitative research like biased interpretations (Bergman, 2008). A mixed methods approach has the benefit or providing a more complete and comprehensive understanding of the research problem that either quantitative or qualitative approach alone (Creswell and Clark, 2011). In addition, it can provide an approach for developing better, more context specific instruments. For instance, by using qualitative research it is possible to gather information about a certain topic or construct in order to develop an instrument with greater construct validity (DeVellis, 1991), i.e., that measure the construct that it intends to measure.

This may help to explain findings or how causal processes work. Researchers are able to use all the tools available to them in collecting more comprehensive data. This provides results that have a broader perspective of the overall issues or research problem. The final results may include both observations and statistical analysis. Therefore, the results are validated within the study. Using both approach in on a study provides additional evidence and support for the findings. The researcher can use both words and numbers to communicate the results and findings, and thus, appeal to a wider audience.

As previously described, the medical disability mindset is of the view that a disability (or PWIDDs in this case) is suffering from a disease, illness, or defect of which they need to be cured from, or fixed through surgery, medication, intervention, or a combination of. The social disability mindset on the other hand, is of the view that PWIDDs or disabilities are actually disabled as a consequence of the way their society is set up and/or acts. The attitudes

and architectures of such societies are among what excludes further, and denies people with IDDs access, rights, and adds to their exclusion.

In Nigeria, the dominant mindset or perspective regarding disabilities in general aligns with that of the medical model. People with disabilities whether physical intellectual or developmental are regarded as incomplete, inferior, or less than the standard issue human full step as a result, they are not afforded half the chances or opportunities for a better life. Persons with disabilities are more likely to experience extreme poverty in Nigeria than those without a disability (Martinez and Vemura, 2020). As quoted by one of the interview you respondents "*people with IDDs face persistent barriers to accessing economic opportunities as well as basic social services*". Till date Nigeria lacks disability laws in place that focus on the well-being, social and economic rights of people with IDDs (Haruna, 2017). Although, one was drafted and signed, it's yet to be implemented (Martinez and Vemuru, 2020). This dominant mindset especially where the research is focused on led to the decision to focus the study on the medical mindset thus adopting scale items (in the attitude to disabled persons scale) that best suit the research purpose. Also as evidenced from the interview findings even in cases where people with IDPDs are low on the spectrum or they can be included in "normal schools" they are still excluded.

"Exploitation is for refining and extending existing paradigms, competencies, technologies, while exploration is the experimenting with new alternatives (March, 1991). Following this logic, the research will also be incorporating an exploitative approach. According to March (1991), all activities involve some learning. Even while an institution is attempting to only replicate actions of the past, it is in essence accumulating experience and going through a learning curve in an incremental fashion (Yelle, 1979). Therefore, for social systems perfect replication does not exist as there is always learning taking place, however

relatively little it may be. Some scholars have also called for research studies that examine exploration and exploitation at a micro level as they are relatively scarce. Calls for invited submissions across the full range from the micro (i.e., individuals) to the macro (i.e., the inter-organizational) levels have seen the bulk of the submissions to be focused on the more macro levels of analysis (Gupta, Smith, and Shalley, 2006). This is another potential avenue for theoretical contributions.

In addition, this research will also be adopting an inductive approach to reasoning which are specific or limited scope wise, then proceed to a generalized conclusion which may be likely in view of the accumulated evidence, but not with guaranteed certainty (Lodico, Spaulding, and Voegtle, 2010). It is akin to moving from the specific to the general, i.e., gathering of evidence, observations, seeking patterns and theory formulation. Thus, a bottoms-up approach in which a premise supports a conclusion. Below is the 10-step guideline for the research project that outlines the different phases briefly for the qualitative and quantitative approach respectively:

- *Qualitative state*
    1. Design the semi structured guide
    2. Set samples for qualitative interviews
    3. Conduct the interviews
    4. Analysis and report findings

- *Quantitative state*
    1. Scale development and questionnaire design
    2. Set sample for pre-testing
    3. Conduct pre-testing
    4. Modification and restricting of questions (if necessary)

5. Distribute survey

6. Analysis and interpretation

The main purpose behind the qualitative phase was to explore the reality regarding people with IDDs in relation to the nature of the research. A deeper understanding of the people that are surrounded by people with IDDs and the dynamics of the relationship that family members/caretakers have with their communities and the society at large was needed in order to uncover the insights of said reality. It is for these purposes that an in-depth semi-structured interview protocol was employed. These interview findings yielded meaningful insights about the different aspects of the people with IDDs, the society, and intentions of people to help them. The first-hand accounts of participants' influential experiences on their perceptions of disability and their intentions involving people with IDDs aided in amassing a rich body of data that served the research purposes, data saturation, illuminate findings (through both of the qualitative approach) (Clarke and Braun, 2013; Fugard and Potts, 2015; Malterud, Siersma and Guassora, 2016), as well as the development of the quantitative phase. The qualitative phase will hopefully answer the first research question, while the quantitative phase answers the second.

4.2 Ethical considerations

Research ethics is a critical aspect of any research study, but extra consideration is called for when conducting research with individuals with disabilities, especially intellectual or developmental as they are deemed a vulnerable group. Thus, it is imperative that ethical considerations are made.

As individuals are autonomous beings: meaning they make the final decision about whether or not they choose to be involved as participants and by extension disclosing information about their wards, details regarding the nature and purpose of this research were

communicated, as well as their access to its findings and proposed outcome. Time was also given to participants to consider their willingness to partake. Well ahead of the commencement of data collection, permission was applied for and granted by the Research Ethics Committee of the University of Nottingham, China campus.

Voluntary participation of participants is of significant importance for this research study. It was repeatedly emphasized that participation is strictly on the basis of informed and voluntary consent, with the absolute right to withdraw without pressure or judgement, at any point of the data collection process should they desire to do so. Sufficient information and assurances regarding the research, confidentiality and handling of data was also communicated so as to ensure participants full comprehension/understanding of the implications of participation. Care was also taken to avoid the use of discriminatory or offensive labels and languages in the formulation of interview protocol and conducting interviews.

4.3 Population

The target population of interest for this research are the Nigerian citizens of West Africa. Africa is already recognized as the continent with the fastest growing population in the world as well as having the highest rate of entrepreneurship among working-age adults (United Nations , 2020). However, it also reports the most stagnant growth discontinuance of said entrepreneurship (Gwaambuka, 2019). This alongside a multitude of other issues such as poverty, diseases, unemployment, and infrastructural development (many of which are a thing of the past in other nations of the world) are faced by both the abled and disabled.

Africa is also the continent with the largest number of people living in extreme poverty (Adebayo, 2018), and the country contributing the most to this percentage being Nigeria — Africa's most populous nation. Despite being known as the largest oil producer in Africa, as well as having the biggest economy, Nigeria reports the lowest level of wealth with 40% living

well below the line and another 25% categorized as vulnerable (World Bank, 2020). Nigeria is also ranked at 152 out of 157 of the World's Bank human capital index: pointing to high levels of inequality of income and job opportunities being at an all-time high (World Bank, 2020). There is an alarming need to overcome massive developmental obstacles among which are reducing the dependency on oil, diversifying the economy and work, establishing stronger/effective institutions, infrastructures, and governance (World Bank, 2020). Tackling the issues mentioned above will require robust and efficient research across various fields.

Research, scientific or otherwise, is essential to the development of any nation (Bucray and Sismanoglu, 2015). Its importance in generating knowledge/insights that are applied in decision making, policy, strategy, and planning (that affect the lives of millions) make it among the key determinants of prosperity, productivity, and success. In developed nations, research continues to garner increasing recognition and investment for its invaluable contributions towards the social, economic and environment development Bucray and Sismanoglu, 2015). Therefore, absence of sufficient research equals to gaps in data that may present significant constraints/limitations to the successful creation and implementation of programs to combat a myriad of socio-economic issues and unmet needs. Failure to do so will mean that African nations will be at a perpetual disadvantage.

Among the most important catalysts of a nation's development is also human resource -both the abled and disabled - which in the case of Nigeria, that happens to be among the most underdeveloped and mismanaged resource (Lawal and Oluwatoyin, 2011). Thus, for any nation, especially the most populous, it is imperative to apply research to understand and develop its human capital. Investing in educational, development research and human capital can arguably be among the very drivers of sustainable economic growth, societal development and to some

extent, even environmental stability that advances a nation, setting them further from distortions and backwardness (Odia and Omofonmwan, 2013).

Advanced nations of today have paid great attention to research and made it an integral part of their development processes, which in turn has led to them reaping numerous benefits. Therefore, in order for Nigeria (by extension Africa) to achieve similar levels of success, research is necessary as in its absence, it is just a mirage.

Chapter 5   Qualitative Phase

This part of the dissertation goes over the details regarding the elements of participant selection and criteria for the interviews to be conducted. This is followed by a presentation of the interview protocol, interviewee profile, as well as the procedures undertaken. Finally, a data analysis of the information gathered is presented, with a finding and their discussion section to conclude.

5.1 Sample criteria and participant selection for interviews

For the qualitative phase, a two-step approach was done where two types of sampling were carried out. For the first type of sampling, participant selection was done on the basis of having direct connection or contact with a person or people with IDDs. This connection or contact could be in the form of having faced their pains, dealt with the difficulties more closely and have some experience of what it is like for a person with IDD in giving them care, support and assistance with day-to-day needs and living. Parents, for instance are held accountable for child education, any extracurricular activities (Lareau, 2003), and responsibility problems (Blum, 2007). Mothers especially, have been found to place the needs of their children above all else (Hays, 1996). Literature from the accounts of parents and relatives of people with disabilities has also attributed stigma to spreading to those who are connected to the stigmatized individual (Birenbaum, 1970; Mickelson. 200; Farrugia 2009).

Caregivers and wards become the second families of people with IDDs and in some cases have more contact with them than even their parents do especially those that are left institutionalized for one reason or the other. In Lagos State of Nigeria for example, Yaba left is a neuro psychiatric hospital that reports over 40,000 registered patients that are left in their

care (Ishola, 2018), with some developing deep connections with their caregivers and wards as some have come to know them and their needs more than their parents.

Confounding factors are potential issues that might surface, that the research will pay specific attention to. There may be individuals with big compassionate hearts that have set up or have the intention to set up SEs for people with IDDs, but in the event that the researcher cannot ascertain whether or not they have any direct or special relationships with people with IDDs, it may present a possible confounding effect. The methods of restriction or matching are approach used to avoid or minimize such confounding factors should they arise (Braga, Farrokhyar and Bhandari, 2012). For instance, with restriction, the admission of participants could be limited to the desired specified targets mentioned, i.e., parents, siblings, guardians, care givers, wards; those who have direct/special relationships with people with IDDs. This will help ensure that only the desired participants are included in the study. The questions in this sampling of the qualitative study were cantered around participants' views on IDDs, changes of said views, societal/institutional perspectives, and their SEI.

For the second type of sampling, participant selection was done on the basis of meeting the criteria of being a Nigerian citizen and living in Nigeria. This second sampling approach was necessary in order to capture a more wholesome picture of the investigation. Here, participants connection/contact with a person/people with IDDs could be direct or indirect. Following up from the first sampling and the insights from respondents, the second sampling was implemented with an in-depth semi structured interview protocol as well that fully allowed the researcher to explore the nature of social entrepreneurship and its relationship between mindset and intention to help people with IDDs. The second approach was also key to uncovering some of the insights regarding the relationships between the regional differences, their influence on perception of people with IDDs, and SEI. The questions in this sampling

were cantered around participant's mindset concerning people with IDDs, societal perception and its relationship to the development/inclusion of people with IDDs, influence of prior experiences and intention on planned behaviours to help people with IDDs.

This pilot study for both the first and second sampling approach consisted of a total of six individuals. Based on the feedback from the participants, the interview guide was modified with simpler language, and more follow up questions in order to yield richer questions. The sample were selected following a purposive sampling approach, where they are required to possess the characteristics of being full Nigerian citizens and live with or be exposed to an individual with IDD (e.g., caregiver, parent, sibling, guardian), in order to be consistent with what the research objectives are. Purposive sampling was opted for due to its capacity to provide rich information relevant to the topic of investigation (van Rijnsoever, 2017). Where qualitative studies are concerned, purposive sampling has also been credited with demonstrating greater efficiency in comparison to random sampling for example.

Although random sampling, for example, provides higher assurance of selected participants to be a more representative sample of a population, purposive sampling here is more suited as a researcher will have more control over the choice of participants and/or informants that will better address the questions and their specific purposes, yielding a higher information value. This avoids the limitation presented by random sampling as it makes it more likely that uncooperative, or inarticulate participants may be selected which will compromise the value of information or content, affecting the overall value of the research project. Furthermore, purposive sampling will ensure participants whom the study is designed for are targeted as it concentrates on individuals who possess characteristics required for a research project.

5.2 Interview protocol

A semi-structured interview protocol consisting of direct and open-ended questions was used for both the first and second sampling of interviews.

A total of 19 interviews were conducted during the first sampling. The first section of the interview guide covers the biographical data of participants and their sibling/ward (i.e., the person with an IDD). The next section explores participants past and present perceptions, attitudes and behaviours regarding IDDs, their siblings/wards and those of the society they live in. Participants were also asked about their intentions/planned behaviours for the future regarding entrepreneurial ventures, as well as any barriers and facilitators encountered.

For the second sampling, a total of 20 interviews were conducted using a semi-structured interview guide with direct and open-ended as well. The interview guide begins with some biographical data of participants, as well as some information that covers professional background, career, and world experiences. This was done in the hopes of identifying prior/current occurrences relevant to the research (for example: prior entrepreneurial experiment, social work involvement, or other caring profession involving IDDs). The participants were then asked questions about their understanding, perception, and exposure in relation to ISSs and people with IDDs, followed by their views/opinions on the treatments meted by society and the best ways forward. Participants were also quizzed on their current behaviours as well as their plans that involve the development, employment, and social inclusion of people with IDDs.

5.3 Procedures

For the first sampling, all interviews were conducted face-to-face by the researcher at the homes of parents, siblings, and caretakers (see Table 5.1). The participants were given the option of conducting the interviews in the comfort of their own homes or that of the research. Majority of them opted for their homes, while a few did not mind either option. The researcher then opted to conduct all interviews at the participants homes. Participants were also requested to secure a maximum of 2 hours uninterrupted free- time at a location of their home that will be safe from disturbances such as traffic noise, people, and loud sounds. The interviews lasted between 35 minutes to1 hour, and we're all recorded in English, thus eliminating the need for any translation.

For the second sampling, due to the restrictions posed by the Covid-19 pandemic, interviews were conducted via the social media app WhatsApp (see Table 5.2). The interviews were audio recorded in English and lasted between 40 minutes to 1 hour and 20 minutes. The participants were accessed based on pre-existing relationship with the researcher, and the same request regarding the setting aside of 2 hours uninterrupted free time (as in the first sampling approach) was made. Emphasis on securing a good reception for the phone calls were also made.

Prior to meeting/calling for the interviews, a brief description of the purpose of the study was provided verbally, and in some cases, via text message to each participant. Upon meeting/calling for both the first and second samplings of the interviews, further information was given in the form of the participant information sheet and participant consent form in accordance with the ethics regulation board of the University of Nottingham. All interviews were recorded on the researcher's iPad for both sampling approach, while the calls were initiated from the researcher's cell phone (for the second sampling only). Interviewees were

politely encouraged to recall with as much elaborate detail as they are able, instances that altered their perceptions, accounts of prior experiences that shaped their behaviours moving forward, as well as how their intentions were cultivated or engineered. They were also probed for examples that would supplement their stance, and reasons behind their behaviours.

At random intervals of both interview samplings, interviewees were reminded of the confidentiality and anonymity of the information they were providing the researcher. Their ability to withdraw from the study at any point was also brought up during these random intervals. At the end of each interview, the researcher reads back the interviewees information back to confirm its accurate. A summary of the accounts provided by the participants is also relayed back to them in order to ensure that their reflections and intentions are captured in the data.

Table 5.1: Profile of interviewees (first sampling)

Interviewees	Gender	Age	Marital status	Relationship
Interviewee 1	Male	29-39	Single	Parent (down syndrome)
Interviewee 2	Male	40-50	Married	Parent (cerebral palsy)
Interviewee 3	Male	51+	Divorced	Parent (cerebral palsy)
Interviewee 4	Female	29-39	Divorced	Parent (Tourette's syndrome)
Interviewee 5	Female	40-50	Married	Parent (autism)
Interviewee 6	Female	29-39	Married	Parent (down syndrome)
Interviewee 7	Female	29-39	Married	Parent (down syndrome)
Interviewee 8	Male	18-28	Married	Sibling (cerebral palsy)
Interviewee 9	Male	29-39	Single	Sibling (autism)
Interviewee 10	Male	18-28	Single	Sibling (autism)
Interviewee 11	Female	18-28	Single	Sibling (down syndrome)
Interviewee 12	Female	40-50	Divorced	Sibling (cerebral palsy)
Interviewee 13	Female	18-28	Single	Sibling (down syndrome)
Interviewee 14	Female	18-28	Single	Sibling (down syndrome)
Interviewee 15	Female	51+	Married	Caretaker (down syndrome, cerebral palsy, autism, epilepsy)
Interviewee 16	Female	51+	Married	Caretaker (cerebral palsy, autism, epilepsy)
Interviewee 17	Female	18-28	Single	Caretaker (autism, cerebral palsy, muscular dystrophy)
Interviewee 18	Female	29-39	Engaged	Caretaker (down syndrome, dyslexia, Tourette's, delayed speech)
Interviewee 19	Female	18-28	Single	Caretaker (down syndrome, cerebral palsy, autism, epilepsy)

Table 5.2: Profile of interviewees (second sampling)

Interviewees	Gender	Education level	Age-range	Marital status
Interviewee 1	Male	HND	18-28	Single
Interviewee 2	Female	HND	18-28	Married
Interviewee 3	Female	BSc	18-28	Single
Interviewee 4	Male	HND	18-28	Divorced
Interviewee 5	Female	BSc	18-28	Separated
Interviewee 6	Female	BSc	29-39	Single
Interviewee 7	Male	HND	29-39	Married
Interviewee 8	Male	BSc	29-39	Married
Interviewee 9	Male	HND	29-39	Married
Interviewee 10	Female	BSc	29-39	Widowed
Interviewee 11	Male	Drop out	40-50	Divorced
Interviewee 12	Male	BSc	40-50	Single
Interviewee 13	Female	MSc	40-50	Married
Interviewee 14	Male	BSc	40-50	Widowed
Interviewee 15	Male	MSc	40-50	Married
Interviewee 16	Male	BSc	51+	Divorced
Interviewee 17	Male	MSc	51+	Married
Interviewee 18	Female	Drop out	51+	Married
Interviewee 19	Female	MSc	51+	Married
Interviewee 20	Male	MSc	51+	Single

5.4 Ensuring academic rigor

Much thought has been given to research quality and rigor. Both compulsory modules and graduate school trainings have also called attention to research quality, relevance, and integrity.

Therefore, it is only right to plan some steps that have been passed down from previous scholars in ensuring academic rigor and quality of research (some of which were applied for the pilot study).

To ensure academic rigor and trustworthiness, the research will rely on the four-criterion proposed by Lincoln and Guba's (1985) constructs which correspond to those used by positivists researcher, namely:

- Credibility (internal validity)

- Transferability (external validity or generalizability)

- Dependability (reliability)

- Confirmability (objectivity)

When addressing credibility, researchers attempt to show a true depiction of phenomenon that is being studied. They then provide detailed context that will be enough for an outsider to be able to judge whether findings can be applied justifiably from one prevailing environment to another that is similar – allowing transferability. This then can lead to dependability as it enables a future researcher to duplicate the study and finally confirmability by demonstrating that findings did emerge from data (objectivity) and not predictions. The following ways are proposed below to satisfy the requirements of academic rigor mentioned above and complications/limitations that may arise while conducting the research project:

1. Using research methods that are well established in qualitative research. Procedures or processes that will be used in the research, where possible, will be derived from previous projects that have successfully utilized them. As the importance of using the correct measures of operation for concepts being studied is great.

2. Supervisors will be consulted regularly. Their scrutiny and feedback may offer fresh perspectives or even uncover mistakes/errors the researcher may have neglected to see. This is very possible as the closeness of the researcher with the project may inhibit the ability to see them. Questions and comments from a third eye may also serve to refine or strengthen arguments, methods, analysis.

3. Having frequent debriefing sessions with supervisors as such collaborative sessions can lead to the exploration of alternative approach or call one's attention to flaws and recognition of own bias or prejudice.

4. Using probes or follow up questions will be used in a bid to extract information that may be dubious or detect deliberate lies. This iterative questioning technique will help weed out contradicting, suspect or false data by rephrasing questions that have been asked before to strengthen trustworthiness and generalizability.

5. Frequent evaluation of the project as it develops or changes. Here a reflective commentary will serve as a means of recording impressions and patterns through data collection sessions and theory generation. This can play a major role in progressive subjectivity (Guba and Lincoln 1985; Shenton 2004). It can also extend to report on the effectiveness of the project, method of analysis and results. participants will also be informed of the process and progress of the research project as it develops to ensure information provided, data collected and recorded are consistent from their ends as well as the researchers end. To do this, member checks will be carried out. These will further strengthen the credibility of the project (Shenton, 2004), and accuracy of data collected. It will take place during and at the end of data collection. Participants, where possible, will also be requested to go over transcripts to ensure their accounts and articulations accurately capture/match their true intentions, especially in the case where tape recorders are being used. These

checks will also help verify emerging patterns and/or theories (Pitts, 1994; Shenton, 2004), and further information will be asked from participants, to provide reasons for patterns and observations that may stand out more than others. Such formative understanding has been recognized to ensure trustworthiness amongst qualitative research as "analysis and verification... is something one brings forth with them from the field, not something which can be attended to later, after the data are collected. When making sense of field data, one cannot simply accumulate information without regard to what each bit of information represents in terms of its possible contextual meanings" (Maanen, 1983; Shenton, 2004).

6. Being familiar or conversant with the culture and/or language of participating organizations before data collection is underway will not only facilitate adequate understanding between interviewer and interviewee, but also help establish some level of trust between them. This form of prolonged engagement has been advocated by Lincoln and Guba (1985). However, a researcher stands the risk of becoming too immersed that professional judgement may be influenced. Here the scrutiny of supervisors or comments from academics may help rectify such mistakes or help prevent them from occurring. This familiarity and understanding will allow the researcher to provide a more accurate picture of the context, surroundings and interactions of the parties involved in such a way that it is transferable or applicable in similar contexts by future projects that may confirm or further explore the research.

5.5 Data analysis

The interview data from both the first and second sampling of the qualitative phase were transcribed and cleaned using Microsoft Word before being imported into NVivo QSR software for analysis. The focus of the transcription was on capturing the verbatim statements of the interviewer and interviewee. For this reason, filler sounds and utterances such as "ohms" and "ohs" were excluded from the transcription. The data was organized according to the turn takings of the speaker (researcher) and the participant as it occurs. To analyse all 39 interviews, the three-step coding of Strauss and Corbin (1990) was used: open, axial, and selecting coding. This is typically an inductive process of data analysis that goes from the specific to the general. Indictive arguments commence with specific findings, trends, or patterns, that are then tied together to form a meaningful whole.

5.5.1 Open coding

In this first step of open coding, the data is broken up into smaller parts that are deeply analysed. The aim of this analysis is to grasp the core idea of each part and to develop a code to describe it. Open codes can be either developed in vivo, i.e., directly from the data using descriptions that also are derived from or close to the data, or with reference to technical literature referring, e.g., to theories from mathematics education, educational psychology, or other relevant areas of study.

Open coding is usually the first step of thematic analysis. It entails breaking down, labelling, and categorizing data (Strauss, Qualitative analysis for social scientists, 1987). The data is broken down into smaller parts, line by line or paragraph by paragraph, for analysis. These smaller parts (often comprising of actions, interactions, examples of occurrences), are then compared in terms of their similarities or differences. The similar parts are then labelled

with the same code, that form a category. The overall aim here is to end up with a wealth of codes to describe data.

5.5.2 Axial coding

The data that was broken down in open coding is then put together in a way that interconnects the categories created. Axial coding is necessary for the investigation of relationships that may exist between codes and categories that were developed during open coding (Strauss and Corbin, 1990). In order to aid in relating codes and categories on a meta level, Corbin and Strauss (2015), suggest examining these relationships based on the perspectives of:

- **Conditions:** the general conditions which lead to/influence the phenomena or what is being investigated, such as actions, incidents, time, culture, history.

- **Actions-interactions:** the actions or strategies that are used to manage or respond to the phenomena or what is being investigated. This also involves looking at the processes, changes, reasons, failure, or lack of an action-interaction, which are just as important.

- **Consequences or outcomes:** the present/future real or hypothetical consequences of an action-interaction and/or causal condition. These can affect a person, an event, or an action.

5.5.3 Selective coding

Here, the previously developed categories in axial coding are further elaborated and integrated into one cohesive category or categories. These categories are then integrated into one consistent overarching theory that is subsumed under one core category, which is then linked with the other sub-categories that were developed in axial coding. As not all categories may be relevant to the study, the core category will be the one that carries the greatest power

explanatory wise (Pandit, 1996). In addition, categories may also need to be further validated, redefined, or elaborated. It is akin to building a story that connects all the categories (actions, interactions, occurrences, consequences).

5.6 Findings

The results from the data analysis revealed 4 themes mentioned below, followed by the figures illustrating the patterns from the data structures. Figure 4.1 demonstrates the level of EC people in the society harbor for people with IDDs, while figure 4.2 shows the data structure of the two typologies of mindset and how they affect intentions to help people with IDDs. Figure 4.3 illustrates the effect of PDEs and how they affect individuals' intentions of helping people with IDDs, and finally, figure 4.4 shows the data structure of SNs and its relationship to the perception of PWIDDs and helping them.

- Empathetic concerns.
- Mindset.
- Prior distressing events.
- Social norms.
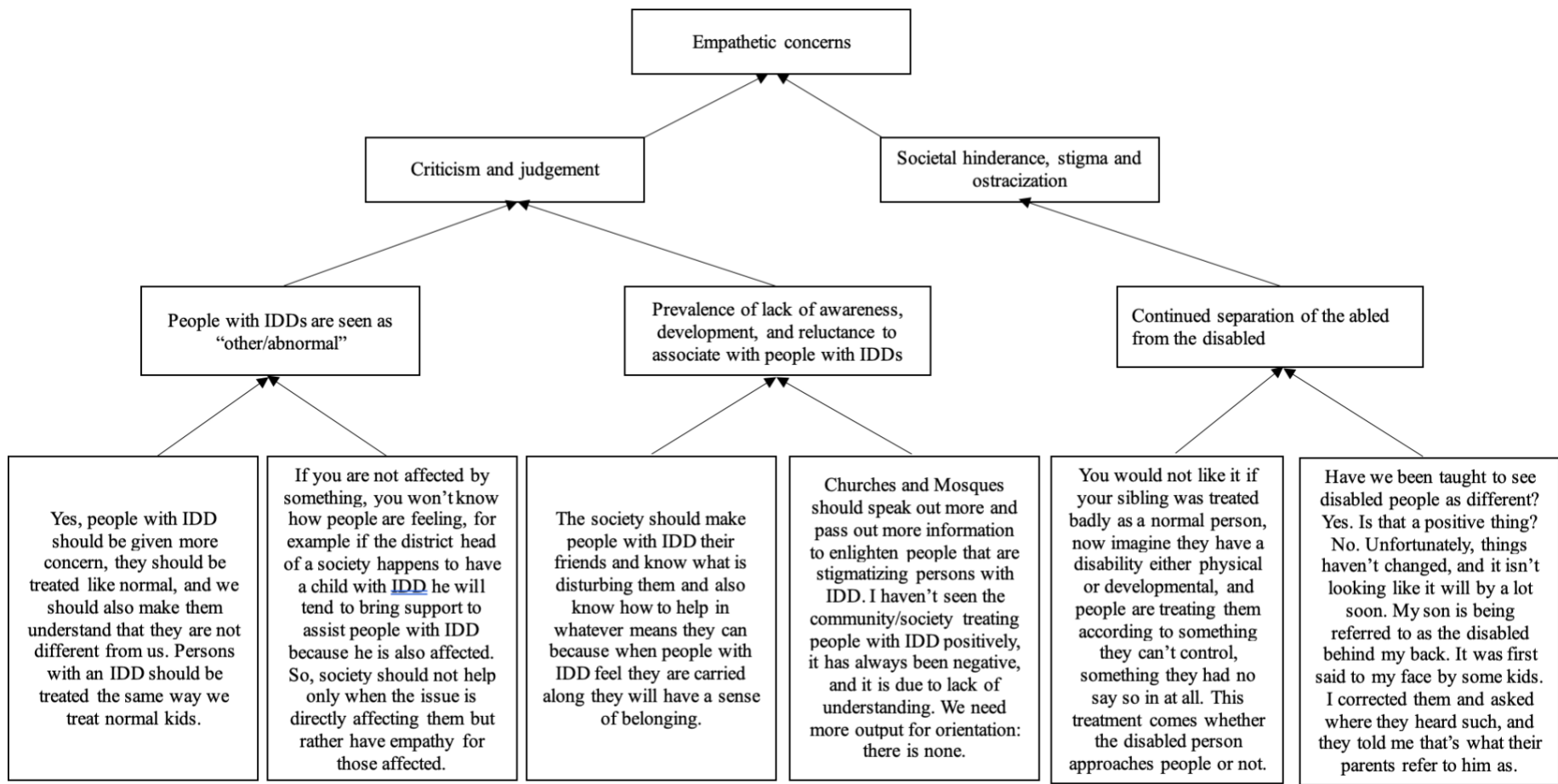
Figure 5.1: Data structure of empathetic concerns
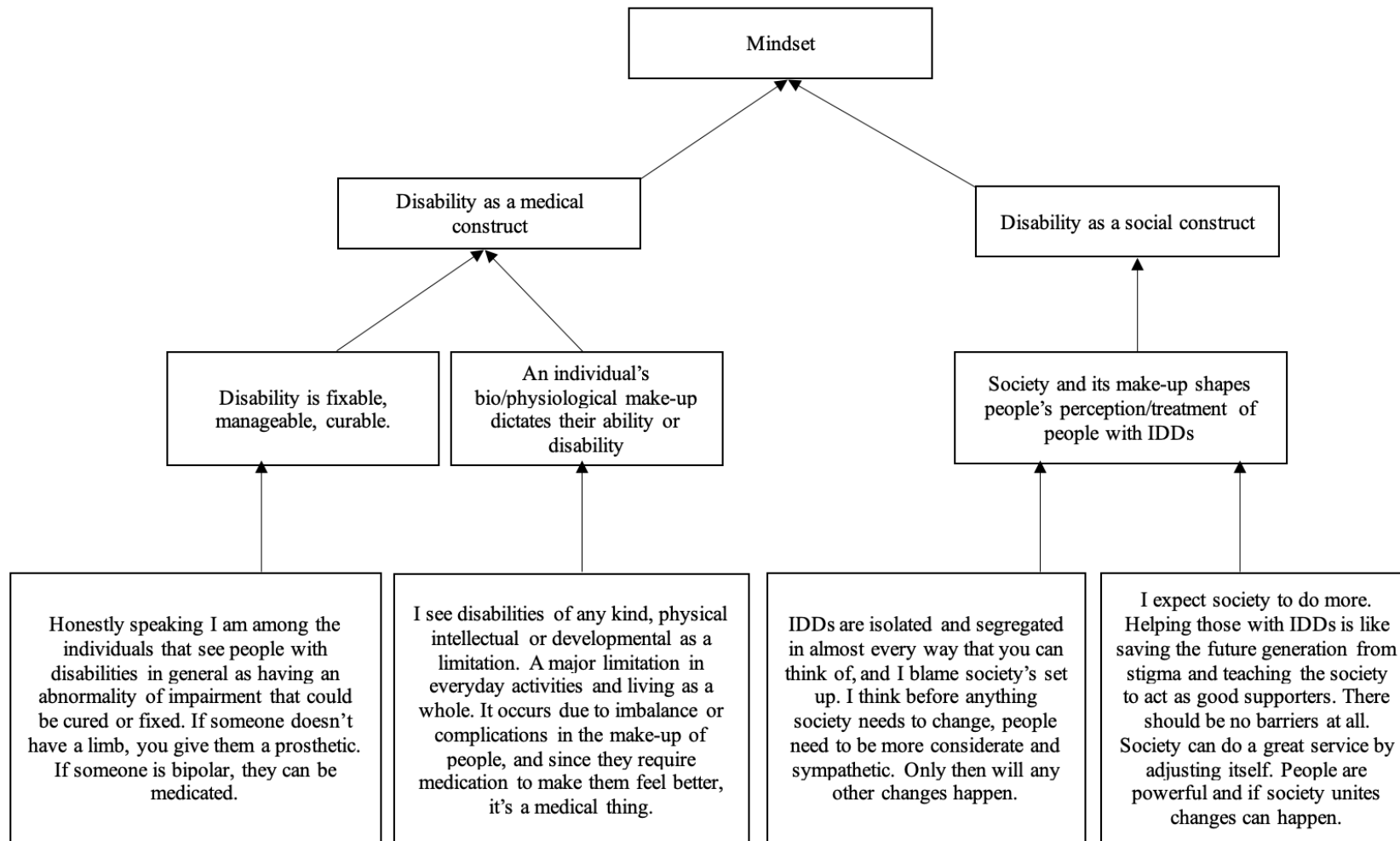
Figure 5.2: Data structure of mindset

```
┌─────────────────────────────────┐
│     Prior distressing events    │
└─────────────────────────────────┘
                ↑
┌─────────────────────────────────┐
│  Previous negative experiences  │
│     motivating pro-social       │
│      behavior/intentions        │
└─────────────────────────────────┘
                ↑
┌─────────────────────────────────┐
│      Negative societal and      │
│    institutional experiences    │
└─────────────────────────────────┘
```

Right now, we are considering a few options. If not for the horrible occurrences with my son, I would not have bothered to be honest. At the top of our list is a bakery and a salon, something with repeatable but varied tasks for everybody on the spectrum.

I recall taking up an issue with my daughter's primary school not having flexible practices/policies when it comes to kids. I mean It is a school, you would expect that all kids will be celebrated for the differences they bring to the table and made to feel special for those differences.

I am working on a potential initiative with an NGO as we speak. That incident with my son really made me reconsider and pursue it.

Figure 5.3: Data structure of prior distressing events
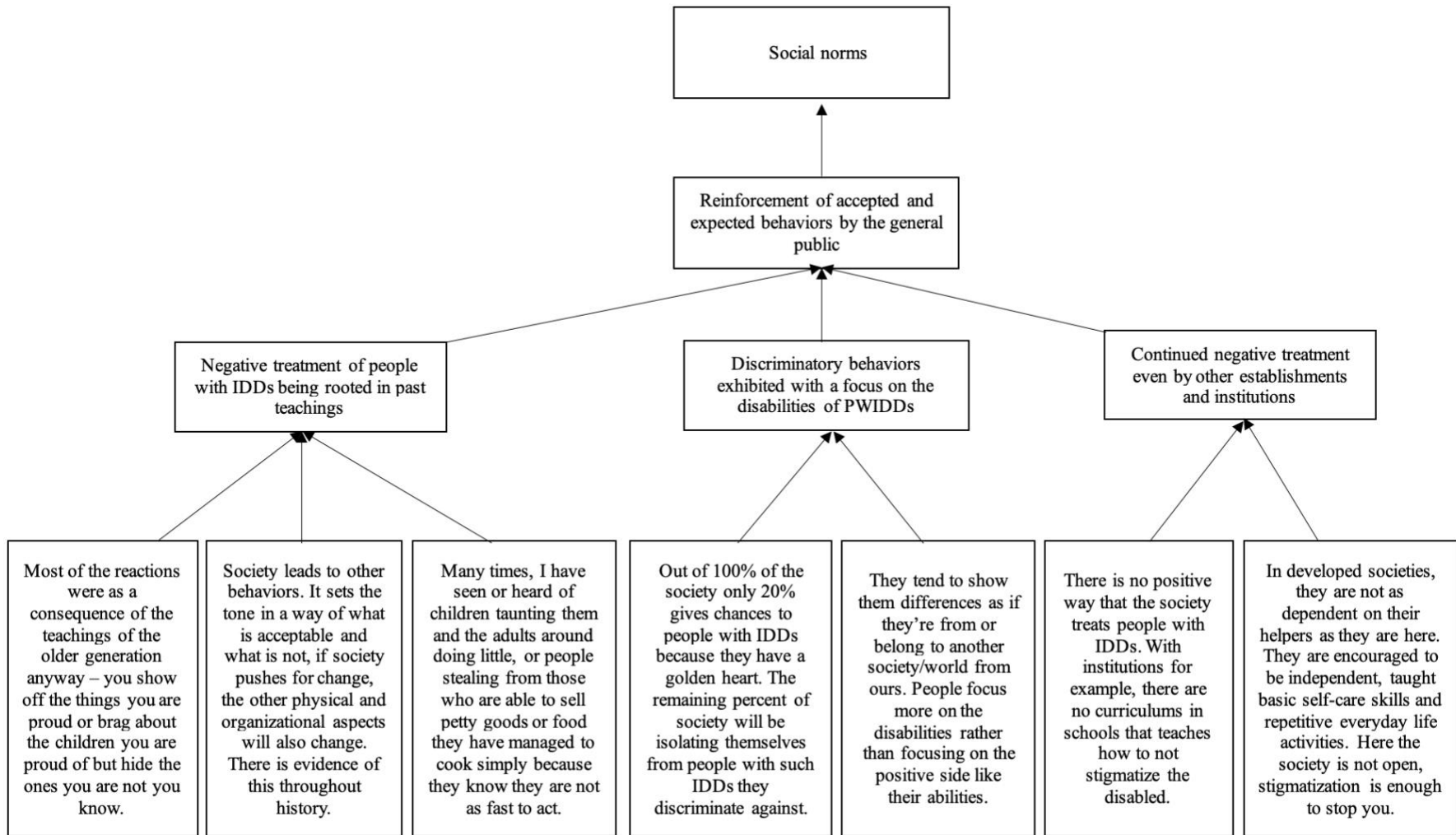
Figure 5.4: Data structure of social norms

5.6.1 Empathetic concerns

There is a consensus amongst participants that the current treatment and all-around general attitudes regarding IDDs, and people with IDDs, in almost all aspects is not a favorable one. The responses were littered with instances where negative attitudes and off-putting behaviors displayed by both adults and children due to their criticism and judgement towards people with IDDs. While there were sympathetic acts – such as correcting/calling out negative behaviors - and some degree of understanding on the part of the adults, not much is done to alter this unfavorable treatment of people with IDDs. If anything, they serve to fuel the persistence of society seeing people with IDDs as "other", and the treatment that follows as a suit: the public's reluctance to associate with them, stigma, and routine shunning away of people with IDDs even when they do not approach.

Attitudes and perception of society immediately judges and labels such individuals.

(Sibling)

Being judged in that way hinders any positive thoughts that might be turned into positive actions to help better their lives and standard of living. It is not enough that some of their families or relatives shun them, they have to face problems from the outside world as well.

(Parent)

I feel bad on how they are treated; people should have empathy towards people with IDDs. We as a society need to develop the habit of putting ourselves in the other person's shoe. You would not like it if your sibling is treated badly "as a normal person", now imagine they have a disability either physical or developmental and people are treating them according to something they cannot control,

something they had no say so in at all. And this treatment comes whether or not the disabled person
even approaches people. Imagine! (Interviewee 3)

Participants have also made mention of the negative treatment contributing to the prevalence of lack of resources, support, and overall awareness when it comes to the plight of people with IDDs and their development. The absence of ECs from the esteemed and revered in various communities continues to serve in favour of this as well. Historically, in such societies that are culturally tight, those that are seen as the authorities lay down the law – for example the head of a family, head Priest, or local Imam. Should such figures of authority challenge the status quo, lead by example and/or call for change concerning the lack of resources, availability of education, training and other awareness schemes, the society is more than likely to follow suit. However, as many are seen to not be affected by IDDs, they do not push for said changes. Research does indicate collectivistic or culturally tight societies usually show fewer positive attitudes about disabilities, than culturally loose or individualistic societies (Rao et al., 2010; Benomir et al., 2016; Huppert et al., 2019). Culturally lose or individualistic societies encourage respect of individual differences, while culturally tight or collectivistic societies promote uniformity and encourage the pursuit of group goals. Such norms of encouraging uniformity can make deviating from it very obvious and negatively received. Countries characterised as collectivistic view being "normal" as being essential for social inclusion, for example Japan and Nigeria. On the other hand, countries characterised as individualistic, for instance the United States, "normal" may have a more neutral or even boring connotation to it (Kuroishi and Sano, 2007; Yamada, 2009).

If you are not affected by something, you won't know how those people are feeling for example,
if the district head of a society happens to have a child with an IDD, he will tend to bring support to
assist people with IDDs because he is also affected. So, society should not help only when the issue is
directly affecting them but rather have empathy to those affected. (Interviewee 5)

Physically or organizationally, there are no room for them to be accepted. The resources, training, wellbeing programs are lacking even for those who can afford the best of care by their families. Infrastructure is not present. (Parent)

Findings here further illustrate the continued separation between the abled and the disabled. This divide poses a barrier to change, not just for the treatment of IDDs going forward, but also for the progression of the society as a whole. This difference is observed in various dwellings of the society like restaurants (a place of business that is deemed to prioritize profits, rather than the impairments of its patrons, as well as institutions such as schools, (a place that is deemed to be educative, enlightening, and welcoming). Upholding such norms strengthens the mental and physical separatist behaviours exhibited towards people with IDDs. Thus, emphasizing again that people with IDDs should not be seen associating or mingling simply because of their conditions. Participants have expressed empathetic views regarding such behaviours.

You would not want one of yours to be treated in such a way or for society to treat them so, so why do it? (Caretaker)

I mean one doesn't really have to come out and say it, but people assume an attitude of being better than, you know, you hear things like be grateful you're not like so and so, or don't do that are you like so and so. These are taught behaviours that lead to predicted behaviour. Children learn from the adults, and later imitate their behaviours and perspective on things. (Parent)

Barriers exist in schools, restaurants, and other places. The less such set ups are to be open to inclusivity, the more society's' perception will be stuck as well. (Parent)

5.6.2 Mindset

Participants were asked questions surrounding their perspectives on IDDs: their feelings in general towards IDDs, the IDDs of their family members/other people with IDDs they have encountered, as well as whether or not these feelings have changed and why. Majority of the responses point to participants harbouring sentiments of compassion, empathy, and pity. While they do recognize that people with IDDs may be different, they see these differences as nothing inferior to a standard human.

It makes me sorrowful, pity and sometimes scared to think of the future. (Parent)

I feel that these disabilities are just differences. We all have some limitation or the other, we all do, just because yours is not called a disability or mine does not have a medical facility dedicated to researching it and its cure, does not mean it doesn't pose a limitation of some sort. (Interviewee 17)

Irrespective of how you are being created or how you look; we should all be seen as one and also be given equal opportunity in all places. (Sibling)

These same participants also reference the society as not doing enough, which then in turn greatly adds to the burden of people with IDDs. Their perspective is that of disability being a social construct: society's set-up, its lack of adjustment and inclusion of people with IDDs all form to shape people's perception and how they behave.

People with IDDs are isolated and segregated in almost every way that you can think of, and I blame society's set up. I think before anything, society needs to change, people need to be more considerate and sympathetic. Only then will any other changes happen. (Caretaker)

The problem should be the absence of the resource to ease access for the person, not for the person to be seen as the problem and they have to work around it due to something they cannot control or change. (Interviewee 13)

The rest of the participants, on the other hand, had a differing view of IDDs as well as people with IDDs. Responses point to participants harbouring sentiments of sorrow or pity. Participants with this view disabilities as a limitation that is caused as a result of a person's inner/biological make-up, which is something that can be cured, fixed, managed with medication or therapy. Individuals with this view see disability as a medical construct, since these disabilities/impairments occur because of chemical imbalances or internal complications that require medication/medical attention to make people with these conditions feel or get better.

A major limitation in everyday activities and living as a whole. (Interviewee 9)

Honestly speaking, I am amongst the individuals that see people with disabilities in general as having an abnormality or impairment if you will, that could be cured or fixed. If someone doesn't have a limb, you give them a prosthetic, if someone is bipolar, they can be medicated. (Interviewee 14)

The participants that see disability as a medical construct, do not report having any changes to this perception. However, among those participants with a social mindset view of disabilities, some have cited a change or switch in their feelings/perceptions that are attributed to factors that are present in the environment, or through their own efforts to research or become more empathetic.

The looks she would get from not just strangers – which would not bother me as much – but her own immediate family, the hushed whispers or pointed fingers when we're in a store. I remember even when she was an infant and people would want to hold her, soon as they see her face – of course for those who are familiar with down syndrome – an expression marks their face.

Others who are suspecting, I have caught a few friends actually whispering amongst themselves when they came to congratulate me on her birth. Even when we enrolled her in pre-school, I was immediately turned off by the glares of the other kids and the attitude of the teachers. I understand they are children, but so is she. (Parent)

I had the opportunity to take care of a friend's son who is also autistic and at first it wasn't easy, it was tiring, and I didn't understand what it was in the beginning but later on with research I got to know what it means and how people with IDD should be treated. (Interviewee 12)

Right now, it is easier because I understand what it is, I understand they have a different reaction in their brains, and they don't do things intentionally but rather things just happen so as a person you have to calm them down and know what calms them down and so on. It is now a lot easier to handle people with IDDs.

(Interviewee 4)

Findings seem to point to this change in perception extending to others besides the participants as well. The process of change in perceptions seems to be triggered either through subtle realization or from sheer frustration with societal treatment/perception on the part of those with direct contact with people with IDDs.

We just somehow started connecting after the incident at the talent show. He started becoming more sympathetic and would enquire about my daughter's progress quite often. Over the years we shared our passion for increased social inclusivity of the disabled society. (Parent)

I am somewhat ashamed to say I used to really pity them. In some instances, I have avoided them in the past because I did not know how to feel or act. I would see them at traffic stops, outside supermarkets, loitering around restaurants begging in the streets sometimes- you know how they do when their relatives walk around to beg using them. My perspective changed one fateful day. A girl in my school – I study economics at BUK University – actually had dyslexia and I never knew! I did not even know what it meant. She would always be quiet in classes, never had any friends that I knew of, would only come for classes, and then leave immediately, a driver always waited for her in a car ready to take her home. She never stopped for any further discussions after class or initiated contact with anyone. I was really late for class that day and happened to sit next to her. I was struggling to catch up with the topic and asked if I could look at her notes. She smiled and said she doesn't share notes, but she will be happy to give me the recordings. We started interacting after that day and became friends. Then I started noticing that she always records her lectures, making only little notes, but the next day I would see more words written in her notebook. It wasn't until I asked, and she said she's been diagnosed with dyslexia for 18 years and recording then writing her notes afterwards is the only way she can study in such an establishment. It blew me away. I have no family member of close relation living with a disability, and now I have a friend whom I never thought has any kind of health problem, let alone an intellectual disability. Associating and relating with her changed my perspective. I did not see her any different when I did not know, and I was surprised that I did not pity her or felt bad for her when I knew. We started having deeper talks and she educated me on some things, others I looked up myself. I am grateful for that experience.

(Caretaker)

My sister-in-law took over and I was envious of their relationship. What was I doing that she wasn't? Then I realized it was what she was doing that I wasn't...accepting, accommodating, patience, understanding, empathetic. And then I had another realization, I judged my son, I compared him to what I and other think he should be. I would not want that for myself, and certainly not for him. That I would say was when my feelings started changing. It wasn't much to do with the disability in itself, but more to do with the treatment of and from others that changed my feelings. (Parent)

5.6.3 Prior distressing events

Majority of the participants report being involved with doing something for people with IDDs. They narrated instances where they donated, partook in activities, charities and projects that provided training, raised funds, and created awareness of IDDs/people with IDDs. The motivations behind these behaviors vary: While the reason why others partook is because of their background, the kind of employment they are in now (such as social workers), sympathy or pity, others did due to a desire to help people with IDDs that stems from their prior distressing experiences with them. This is in line with the work of Hockerts (2017): Prior experiences with social issues boosting self-efficacy of a SEI.

I took part in some occasions where they raise funds for people with IDD and also some NGOs were part of it, that was what I did back then but right now I am not buoyant to go look for people with such disability. I just followed my heart back then that was why I participated as people with such disability need to be taken care of and that is all. (Caretaker)

What actually motivated me was that I was brought up in a developmental setting and because I have family with IDDs. (Interviewee 4)

You know people with IDDs may not be as capable as you and me, but it will shock you how well they can achieve tasks with practice. I am thinking a delivery business within neighbourhoods because you know how quick our people want things. It can really help if

stakeholders from the community can have a mindset of participating, supporting, encouraging, being open you know. (Interviewee 6)

These past distressing experiences serve as a catalyst in shaping individual's thoughts and intentions, which in turn spurred them to act. Such experiences involved other members of the society, family members of the person with an IDD, or the school they were studying in. Findings have also revealed that depending on the individual's FoS while experiencing these PDEs, the thought/intention to help the person with IDDs may be positive or negative. In other words, if an individual's focus is on the suffering of the person with an IDD, their intention is to do something to help that person (such as operating a SE, business, or other activities for the benefit of the person with an IDD). However, if the focus of an individual is on the suffering of a/their family member or themselves, their intentions point toward shying away from pursuing any endeavors all together (entrepreneurial or social).

I recall taking up an issue with my daughter's primary school not having flexible practices or policies when it comes to kids. I mean it is a school, you would expect that all kids will be celebrated for the differences they bring to the table and made to feel special about those differences. She had a performance to sing a nursery rhyme within a time limit. I notified the school of the approximate time it takes for us to practice. It's not asking for her to be treated differently, but more for her to be included in such experiences. When we practiced it takes about a minute and 30 seconds or so, but the time limit given to the little children in the nursery sections was a minute. I sat in the proprietor's office with her class teacher, and I made sure it was known. The day came and parents, guests, other kids were all seated, it was a big crowd you know for a talent show. She got up and began, the audience were clapping to the rhyme and then the buzzer went off. The judges spoke into the microphone that she had gone over the time limit, and it was time for the next act. She couldn't speak loud enough or fast enough. I got in contact with the proprietor, and we were able to come to an agreement that a certain adjustment

need to be made regarding the policies or codes of conduct of staff, provision of equal opportunities and successful inclusion of all kids. (Parent)

When people released how serious I really was about starting a little side hustle with her, a few relatives even begged me not to - how saddled I would be with so much more responsibility. I knew it would be hard, but I thought twice about it and what it would really mean for me, then decided against it. (Parent)

In addition, the more discouragement an individual gets from others they share kinship or familial ties with concerning engaging in an entrepreneurial or social endeavor to help the person with IDDs, the less likely that individual is to pursue the intention. Thus, while the prior distressing experiences they may have had did motivate them to think about pro-social outcomes for the benefit of people with IDDs, the perception from their kins proved stronger.

My parents were extremely sceptical to the point of trying to persuade me not to a they don't think it will be sustainable. A few relatives and friends that I pitched the thought too did as well. Fortunately, or unfortunately, I bowed out at the end. I guess societal perception really cannot be avoided completely even for the greater good. (Parent)

The attitude was extremely negative and demotivating. They did have a point in saying that infrastructure is not present, systems are not supportive but ultimately such thinking or mindset hinders progress big time. (Parent)

I told our parents my vision to start a small centre like a skills/development program with other siblings. I was so excited; I even had a name for it – Big Brother Big Sister. My parents shut it down immediately saying it won't go far, people will not be okay with letting their children out of their sight, and should anything happen, they would lose face, and all the other negative things circling back to societal perception really. I settled for making a change in my sister's life. One is better than none right? (Sibling)

The remaining participants that didn't engage in any such activities cited either not seeing people with IDDs, they are not in a position to be involved at the moment, or just that they are content with the level of their contributions.

"No. I have though with people that have physical disabilities, but not with people with IDDs. I barely see them around, like I would see people with physical disabilities. Now I am thinking about it, trying to remember the last time I was around a person with an IDD, but I cannot recall. I would have if I have heard of some volunteering activities, charity or even just donate of I see them." (Interviewee 11)

No, I do not have the capabilities, or time to devote to handling something like that. I am happy being of service to my sister. (Sibling)

I am in a more position to help them now with my development work, creating awareness in the sense that I encourage women who have kids with IDDs to know that it is not the end of the world and to try and help them think in a more positive way, where you accept the reality of things, but you do not drag yourself or even the child down in pity. (Interviewee 14)

5.6.4 Social norms

Society and its norms have been found to constitute a great hinderance, not only on employment, but also to the overall betterment and increased social inclusion of people with IDDs. These barriers have presented themselves when participants were asked about setting up or having the intention to set up a SEprise for individuals with IDDs. They were also asked to share positive and negative attributes they have encountered from society as a result of said intent or behaviour, people that were for or against

it, as well as the factors that made it easy or difficult. Regarding the intent to set up or setting up an enterprise for individuals with IDDs, a majority of the responses were negative. These responses emphasize SNs as being deeply rooted in history and past teachings that are emulated from generation to generation.

You know what, even if the government does not really get involved or the barriers or organizations change, the society the people changing can get us there. It starts with one and in this case, I believe it is society. History has shown how one individual can change a nation, a company, a society and also the other way around. In this case it is no different. (Interviewee 1)

I cannot tell you how many times I have seen or heard of children taunting them and the adults around doing little, or people stealing from those of them who are able to sell petty good or food the managed to cook simply because they know they ae not as fast to act. (Interviewee 2)

Participants responses reported, again, an influence of societal norms and perceptions when it comes to pushing through and looking beyond the negative to still help people with IDDs. These societal perceptions are heavily laden with discriminatory remarks or attitudes that focus on the "limitations", or "lack of normalcy" attached to people with IDDs when it comes to discussions surrounding their betterment, employment, social inclusion, or even just improved standards of living. The negative or difficult aspects of their conditions are highlighted and focused on as a reason or excuse that satisfies their exclusion from mainstream society and continued stigmatization.

They tend to show them differences as if they belong to a different society or different world from ours. They focus more on the disability rather than focusing on the positive side of people which is their abilities. (Caretaker)

People shut it down before it even began. Societal perception is a powerful tool, can be a curse sometimes and also a blessing too. (Parent)

Findings have also unearthed the existence of such SNs in other institutions of the society, extending these behaviours towards people with IDDs to schools and venues of employment for example. Schools lack the required or adequate curriculums for inclusive education, or even for enlightenment purposes regarding IDDs. There are also lamentations when it comes to employment and work sector about organizations themselves lacking the right foundational knowledge/training to cater to the needs of their employees with IDDs. The reinforcement of SNs and its effect on the development of people with IDDs was not a surprising discovery in the data. SNs are among the aspects of a society that serve to govern what is accepted and expected by the general public, from the smallest of institutions such as family unit, to the largest like governmental organizations. SNs, customs and traditions determine practices that may shape the attitudes and behaviours of children towards disability (Wu et al., 2002; Porter et al., 2005). This tends to influence which practices, parental teachings, and to an extent institutional norms are more prevalent, ultimately shaping one's point of view regarding IDDs and people with IDDs.

Schooling and resources aren't any diversified. Actually, understanding and recognition itself is still lacking by a lot. (Interviewee 11)

Their disabilities are simply not recognized and understood so as to help them and promote inclusion. Companies do not have adequate training suited for people with IDDs, they see it as unnecessary. Another example is the health benefits afforded for able bodied workers are the same for those who aren't which should not be the case. There are no appropriate provisions for that, which will of course impact hopes others have to someday work just like you and me. (Interviewee 9)

In developed societies, they are not as dependent on their helpers as they are here, they are encouraged to be independent, taught some basic self-care skills and repetitive everyday life activities – here, society is not even open to that, stigmatization is enough to stop you. (Parent)

Religion and belief systems were also found to exhibit themselves when it comes to individuals' perceptions of people with IDDs, in particular, the beliefs as to the perceived cause of the IDD. Such beliefs, to some degree, may also determine the norms and behaviours individuals have towards people with IDDs. In countries like Haiti, China and Mexico, there is a belief or view that disabilities in general have some ties to one's sins or transgressions (Abosi and Ozoii, 1985; Cheng and Tang, 1995; Rogers-Adkinson et al., 2003). These sins of the past (or present) can range from witchcraft, sexual misconduct, family curse or even evil spirits. Having someone with an IDD is seen as God's punishment to an individual(s) for engaging in these unholy or unreligious acts (regardless of the type of religion one follows).

Normally people treat them negatively; by calling them names, refusing to associate with them, denying them opportunities and also blocking their way of achievement and lots more. The society treat them negatively, they stigmatized them, and they don't want to associate with them because some people think it is a spiritual problem and due to that they take them to spiritual places where they get locked up, tied up and they face so pain in that process. The society sees them in a very negative way. (Interviewee 8)

The one that was tough on me was an incident in traffic. one was tough on me. I was driving and a few hawkers were pointing to the window and saying some things that I couldn't make out. Apparently, my daughter in the backseat was drooling a tad bit too much. One walked up to me and actually told me to take heart and pray for her soul because of what her body will have to suffer in this world. (Parent)

5.7 Discussion

This section expatiates further on the findings from the themes of both samplings of the qualitative phase relayed in the previous section above. Other findings from the interview data like the preferences of planned helping behaviors, reasons behind not engaging in them, general feelings surrounding disabilities as a whole are also discussed.

The able-bodied have been found to frequently show little to no understanding of living with a disability, or life with disability. Even people who are close to or live with an individual with IDD exhibit little understanding, especially when these IDDs are significantly different from any other disability they are familiar with. For example, an able-bodied person who is familiar with physical disabilities like amputation or multiple sclerosis (MS), may exhibit no or very little understanding regarding everyday life consequences of dyslexia or autism. Therefore, there is no understanding of the lived reality of the individual with disability, especially one who feels "normal" or is striving to shed their "disability."

There are parts of society who are particularly fearful and/or insensitive towards people with IDDs, to the point of perceiving them as powerless, helpless, pain ridden or profoundly limited in everyday life happenings. Such people in the society also see IDDs as a shameful problem that has to be hidden, fixed or managed. In doing so, the able-bodied automatically erect a wall that leaves the individuals on one side to the mercy of its perception by the other side be it physically, attitudinally, or organizationally, as evidenced by the findings from the data. Under the social model, when a person has an IDD, that is part of the self, and by extension, a normal part of living experience with self. This normality does not label having a disability as necessarily good or bad, but just gives it a neutral state of "being there."

Feeling normal seems to be a social process in the case, as it is relative to the visibility or seriousness of the disability by society. However, feeling normal does not mean coping, tolerating, or

ignoring the disability, but rather integrating it into the self. Coping is a term referred to mostly by medical institutions to mean a non-able-bodied individual is adapting as best can be expected to a disability; meaning the body has failed to achieve the ideal and must be accepted as so. Repeatedly verifying that one is disabled or having them constantly face society's view of their "inability" may alter their mindset and even that of others into them feeling "disabled", even when that individual feel "normal." Such forceful confirmation or pointing out of one's disability, for instance when faced with questions like "what is wrong with you?" or "why you are not able to do something," to even friends and family, is indicative of one's failure to achieve normalcy. This then leads to a change in social interactions for people with IDDs.

This can also happen the other way around. Data has highlighted the process of change through which parents have come to have a different perception of their kids who have IDDs, which not only stopped with them, but also had spilled over to alter the perceptions of others around them, ultimately leading to seeing the child as differently abled, and not disabled. This change in perception may come about as a result of the FoS, i.e., if someone's focus is on the suffering of the person with an IDD then they may be more inclined to do something to help them and be less inclined to if their focus is suffering is on that of the family members of people with IDDs. Another example of such spillover effects can be cited with the parent whose daughter froze while singing, and how the incident ended up leading to not only a change in the perspective of the principal of the school, but also the establishment of fairer policies and regulations regarding disabled pupils as well as the development of enterprise for people with IDDs in the works. Challenges arising from negative attitudes, societal perceptions, physical and organizational barriers have all been found to serve as great hinderance to better living standards, social inclusion, and employability of people with IDDs. Furthermore, it deprives said individuals from feeling or achieving normalcy. The data has highlighted how society believes disabled individuals should be hidden or isolated in a bubble of disability as they are not "normal." This breeds avoidance of people, situations, and instances where the society might cause humiliation or

embarrassment, ultimately forcing individuals with IDDs to miss out on life experiences, thereby limiting their exposure of feeling disabled, as well as that of their guardians. Using one's ability or inability as a deciding factor of their normalcy/ableism and imparting that belief on others, combined with the stigmatization of disabled people gives rise to diminished awareness, acceptance, and social inclusion. Decreasing the exposure of a disabled individual or one's disability, magnifies the perception of that individual as disabled or the "other."

Furthermore, this decrease limits opportunities where oppression can be rooted out and acknowledged and combated. However, rather than challenging standards and eliminating discrimination towards the disabled population, according to society, legitimization of feeling disabled is left in the hands of the able-bodied, arguably the one population who have little to no inkling about what it means to be "disabled." The able-bodied and non-able-bodied are perspectives, not people, because these labels are generated during social interactions. Challenging these perspectives calls for a mirroring of diversity in the real world. Disability encompasses a wide spectrum – for instance society, work environment, entertainment and other industries and aspects of life – thus these need to reflect these changed perspectives as well. An individual with IDD is not the typical able-bodied celebrity, athlete, industrialist, or everyday employee that has been socially constructed and maintained, which begs the question why isn't it so? The world has rich and poor individuals with IDDs, of all ages and races. Sure, there are celebrities here and there that are the face of some initiatives and movements for disability rights, but that is only for a select few.

Findings have also unearthed a few basic misconceptions of societal perceptions regarding people with IDDS or all disabilities:

- The disability is seen as a biological condition that needs to be fixed.

- A disabled individual is defined by their disability.

- All problems the individual faces are as a result of the disability and nothing else.

- Disability is synonymous with requiring aid or needing support.

- A disabled individual is incapable of independent living or is limited in life.

These basic misconceptions, admittedly or not, color societal perceptions, nurture prejudice and shapes attitudes, and these three in return display themselves in discriminatory attitudes and practices that can be said to cause a lot of the disparity in living standards, employment rates, education, and social inclusivity between the abled and the disabled. Disability, often times, is described to in such a way that paints it as a permanent state. However, a disability, or impairment should be regarded as a fluid state that is not easily labelled as fixed or permanent.

"In all societies, individuals with disabilities are not only recognized as distinct from the general population, but value and meaning are also attached to their condition." (Groce, 2005). Indeed, without the reinforcement of individual attitudes and societal perceptions in social and organizational structures, discrimination and stigma would likely not have flourished to the levels it has today.

It is a known fact that prejudice exist towards disabled individuals especially those with IDDs. Just consider in terms of the level of development, future prospects and rate of unemployment, the difference is clear. This is also a fact which has been highlighted in the data. One of the most pronounced concerns from participants was the lack of future prospects and diversified organizational make-up to allow for progression and prosperity. This proves to be increasingly hard as individuals with IDDs are not seen for their individualism or talents, but rather evaluated on the basis of their disabled-ness. This in combination with their segregation from mainstream society enhances the limitations on their experiences and opportunities they are afforded to in order to develop and become so much more than what they have been relegated to be. These have led the study to develop the following theoretical model and include the themes found and the aspects discussed above as the variables for the quantitative phase.

To summarize the qualitative study, initial categorization and development of the themes were firm these semi structured interview protocols. Interviewees were asked questions regarding their knowledge of IDDs, along with their associations with people with IDSD, and their perceptions of them (people with IDDs). This was followed by encouragement of interviewees to elaborate on societal treatment of people with IDDs, sentiments it invoked in them that may have affected their concerns for people with IDDS. Here, there was a focus on particular accounts narrated by interviewees that nudged their intentions into a certain direction and if, ultimately, that resulted in an action. Interviewees were not just encouraged to reference the most compelling examples, but also as many as they could.

Then came the questions about the best avenues to aid people with IDDs, their choices to opting for said avenues, reasons behind them and influence as well. Finally, interviewees were asked to elaborate on, if any, intentions to help people with IDDs, presence, attitudes and actions of the society or community that aided or discouraged them, and ways to overcome them. The majority of interviewees revealed that they harbored certain degree of EC when it comes to people with IDDS, irrespective of the type of connection or the nature of association with the person with an IDD. Such EC has been found to be influenced by the mindset that interviewees possess towards the IDD itself (being that it is a social construct: fault of the society, or a medical construct: as a result of one's genetic makeup). The desire to do something about such ECs however were dictated to a considerable degree by the rules that govern the society they live in, though a couple cited such norms as the reason they acted on their desires.

Interestingly, past distressing experiences were also referenced as a catalyst for intentions, and in a few cases, that also translated to fruitful output of setting up a SE for the benefit of people with IDDs. The focus of these past distressing occurrences was found to also influence the intention or

behaviors of the person helping, specifically if the focus was on the person with the IDD, rather than a family member of theirs, for example.

5.8 Summary

The above findings of the qualitative results complement and supplement the quantitative results by offering a more in depth look into the inquiry of interest, that cannot be measured in terms of frequency. The quantitative results also helped to inform on the qualitative as the former conveys a richer understanding of social interactions, realities, and their meanings. Furthermore, the findings from the qualitative inquiry will make way for the development of suitable context specific variables that will be crucial in creating instruments or measures to be used for the quantitative inquiry.

Chapter 6   Quantitative Phase

This part of the dissertation defines as well as provides an overview of the independent, dependent and control variables used in the qualitative phase of the study. This is followed by the choice of qualitative method employed (i.e., survey), instrument development and the participant selection and criteria. Finally, the data collection methods are presented.

Definitions of variables

- **Empathetic concern:** the tendency to experience feelings of compassion or sympathy as a result of the misfortune of others.

- **Social norms:** The perceived normative beliefs about different people in an individual's environment that tend to exert social pressure, which may strengthen or weaken intentions.

- **Prior distressing experiences (PDE):** The past distressing experiences involving people with IDDs that are experienced by their parents, siblings, caretakers, or others

- **Focus of suffering:** The distressing experiences of people with IDDs that is focused on their suffering, or that of their parents, siblings, caretakers, and others in the society.

- **Kinship ties:** The relationship or bond between people with IDDs and their family members/caretakers as a result of blood, marriage, adoption or guardianship.

- **Mindset:** The medical mindset towards people with IDDs where a medical mindset views people with IDDs as a problem to be fixed.

- **Social entrepreneurial intent (SEI):** A person's intention to launch a business venture that is aimed at helping people with IDDs.

6.1 Instrument development

6.1.1 Measures

Table 6.1: List of variables and measures

Variable		Scale
Independent	Empathetic concerns	Adapted some items of: Empathetic concern – IRI (Davis, 1980).
	Prior distressing experiences (PDE)	Adapted some items of: Frequency of interpersonal conflict scale (FICS) (Pillemer and Moore, 1989)
	Focus of suffering	Adapted some items of: Affiliate Stigma Scale (Mak and Cheung (2008)
	Mindset	Adapted some items of: Attitudes Towards Disabled Persons scale (Yuker, Block and Young,1970).
	Social norms	Adapted some items of: Social Inclusion Scale (SIS) (Secker et., al, 2009).
Dependent	Social entrepreneurial intent	Adapted the Social Entrepreneurial Intent of SEAS (Hockerts, 2017).
Control	Moral obligation Social entrepreneurial self-efficacy Perceived social support Prior SE experience	Adapted items of the Social entrepreneurial antecedents scale (SEAS) (Hockerts, 2017).
	Age Gender Education Income Capital Prior entrepreneurial experience (Launching or running a business)	

Independent variables

Empathetic concerns (EC)

Interpersonal reactivity index (IRI)

The IRI is a 28 item self-report measure by Davis (1980), made up of the following four components:

- **Fantasy** – proclivity to identify with fictitious characters

- **Perspective taking** – ability to adopt other's perspectives in common life

- **Empathetic concerns** – tendency to experience feelings of compassion/sympathy from the misfortune of others

- **Personal distress** – proneness to feel uncomfortable about the distress of others.

Each component consists of 7 items that are scored on a 5-point Likert-type scale with 0 being "does not describe me at well", and 5 being "describes me very well". Reliability was reported at 0.71. Sample statements include "When I see people with IDDs being taken advantage of, I feel kind of protective toward them" and "The misfortunes of people with IDDs do not usually disturb me a great deal".

Prior distressing experiences (PDE)

Frequency of Interpersonal Conflict Scale (FICS)

The FICS was developed by Pillemer and Moore (1989) to assesses how frequently conflicts with staff occur (never, once a month, a few times a month, a few times a week, or every day), over the aspects of personal care, meals/food, administrative rules, laundry/clothing, patient's appearance, toileting, and attentiveness to needs. The scale has an internal reliability of 0.79. It has also been used in studies that explore communication amongst staff and families of residents in long term care (Abrahamson et al., 2009; Pillemer et al., 2003), as well as communication between family and staff in family staff

intervention studies (Zimmerman et al., 2013). Sample statements include "The families or caretakers of people with IDDs not following the recommendations of healthcare professionals" and "Dealing with administrative procedures (for example in hospitals)".

Focus of suffering

Affiliate Stigma Scale (Focus of suffering of family members/caretakers)

The affiliate stigma scale of Mag and Cheung (2008) was intended to assess self-stigma that caregivers may experience regarding family members with intellectual disabilities or mental illnesses. The scale consists of 22-items, with three sub-scales that are scored on a 5-point Likert system ranging from strongly agree – strongly disagree. These sub-scales assess the domains of affective, cognitive and behaviour, with Cronbach's alphas of .849, .855 and .822 respectively. For this study, only some item from the affective and behaviour sub-scales will be used. Sample statements include "People related to people with IDDs keep an especially low profile when they are with them" and "People related to a person with IDDs feel inferior".

Suffering of people with IDDs

This scale was created by the researcher and was included in both the first and second pre-tests. It consists of 4 items scored on a 5-point Likert scale ranging from strongly agree to strongly disagree. The scale assesses the focus of suffering that is centred around people with IDDs and reports a Cronbach's Alpha of .779. Sample items include "The distressing events involving people with IDDs makes me think about the hardships they face" and "People with IDDs experience more suffering than their parents, siblings, or caretakers".

Mindset

Attitudes Towards Disabled People: Form O

Developed by Yuker, Block and Young (1970), this scale measures the attitudes of people towards disabilities and was intended for use by the general population. The ATDP has three forms – A, B and O, and they each are scored based on forced 6-point Likert scale ranging from -3 to +3, with -3 being I disagree very much to +3 being I agree very much. The three forms have split half reliability of 0.73 for Form A, 0. 72 for Form B, and 0.75 for Form 0. For the purposes of this research, a modified Form O version is used. Sample statements include "You should not expect too much from people with IDDs" and "People with IDDs are no harder to get along with than those with minor disabilities".

Social Norms

Social Inclusion Scale (SIS)

The Social Inclusion Scale (SIS) was developed during the national study for arts and mental health projects (Secker et al., 2009). The scale is intended for assessing participation in life-enhancing activities and social acceptance – which are at the core of social inclusion and integration. The SIS is scored on a four-point Likert system with the options of "not at all", "sometimes", "often", "most/all of the time". It was later modified into a 22 item of three subscales that cover aspects of life regarding friendship, family, belonging as well as social opportunities, namely:

- Social isolation - amount of contact a person has with people/society.
- Social relations - relationships between people
- Social acceptance - a person's sense of belonging/acceptance within their social context.

The overall scale has an Alpha of 0.85: 0.76 for social isolation, 0.76 for social acceptance, and 0.70 for social relations. For the purposes of this study a modified version of the SIS scale is used.

Sample items include "In my society, people with IDDs are alone and isolated" and "In my society, people with IDDs are accepted by people in their community".

Dependent variable

Social Entrepreneurial Intent

The social entrepreneurial intent items of the SEAS scale by Hockerts (2017) were adapted as a measure for the dependent variables of the study. Sample statements include "I expect that at some point in the future I will be involved in launching an organization that aims to help people with IDDs", "I have a preliminary idea to use business activities to help people with IDDs on which I plan to act in the future", "I do not plan to seek or switch to a job that involves people with IDDs at all", "I donate because I am concerned about people with IDDs", and "I prefer to engage in volunteer work involving people with IDDs".

Control variables

Social entrepreneurial antecedents scale (SEAS)

The control variables for the research are age, gender, education, morals, self-efficacy, social support and experience. These control variables were selected to enhance the internal validity of the study by limiting their influence on the results, as well as the relationship between the independent and dependent variables. Doing this may also aid in replicating studies.

The social entrepreneurial antecedents scale (SEAS) is a 19-item scale developed to test a model that predicts social entrepreneurial intentions. It is scored on a 5-point Likert system ranging from strongly disagree = 1 to strongly agree = 5. Three study samples were carried out consisting of Master's students at a Scandinavian Business School, U.S residents and participants in a massive open

online course respectively. The table below outlines the reliability results from each of the three study samples.

The empathy sub-scale was excluded as the IRI index is already selected for the survey while the social entrepreneurial intent sub-scale was already included in the list of dependent variables above. Sample statements from each component include "It is an ethical responsibility to help people less fortunate than ourselves", "I could figure out a way to help solve the problems that people with IDDs face in my society", "It is possible to attract investors for an organization that wants to solve the problems faced by people with IDDs in my society" and "I know a lot about social organizations".

Prior entrepreneurial experience

1. Do you have prior experience launching a business?
2. Do you have prior experience running, operating or managing a business?
3. If yes, for how long?

Respondents income, age, gender, and level of education were also controlled for.

Income was measured as a control in Naira earned per annum from 1 to 6 (1 = Rather not say, 2 = Less than 10,000, 3 = 10,000-30,000, 4 = 31,000-50,000, 5 = 51,000-70,000, 6 = 71,000-100,000, 7 = 101,000 and above). Gender was measured using a dummy variable from 1 – 4 (1 = Male, 2 = female, 3 = non=binary/third gender, 4 = prefer not to say). Age was measured according to the text answers provided by respondents in the demographic section of the survey where they were asked for their age. Level of education was measured as a categorical variable from 1 to 7 (1 = rather not say, 2 = no formal qualification, 3 = Secondary school diploma, 4 = Polytechnic/Management college, 5 = Undergraduate degree, 5 = Graduate degree, 4 = Doctorate degree).

6.2 Sample criteria and participant selection

To qualify for inclusion in the quantitative phase of the research, participants had to meet

the criteria of:

- Being 18 years of age or older

- Having a Nigerian nationality and living or having lived in Nigeria for at least half of their life

- Having a good command/comprehension of English or English as their first language

Again, purposive sampling was used because of the nature of the research questions as it is concerned with the Nigerian population. Regarding sample sizes for pre-testing, scholars offer different suggestions. While some such as (Sheatsley, 1983) suggest between 10-25, others are of the view of between 20-50 (Sudman, 1983). When it comes to the actual survey, the rule of thumb appears to be between 200-1000 plus. Guadagnoli and Velicer (1988) offer the range of 200-300 respondents when comparing patterns. Clark and Watson (1995) on the other hand recommend 300 respondents. According to Comrey and Lee (1992), a sample size of 100 respondents is poor, while 300 is good and 500 is very good. However, more other than not, the final decision regarding a sample size is influenced by the consideration of factors such as time, resources, budget and even availability/accessibility of data (Bartlett, Kotrlik, and Higgins, 2001). All these can present challenges that hinder the efforts to acquire large samples.

6.3 Instrument

6.3.1 Survey

Surveys are among the most common of data collection methods to use especially when the objective has to do with obtaining representative beliefs, opinions, attributes and/or attitudes of a large group of people. They are useful in uncovering the states of variables in a particular entity (Thomas, 2003) and are flexible in dealing with different forms of data (Sapsford, 2006). A pre-test was carried out to allow for a proper assessment of each scale item and if necessary, further revisions like in the instances of confusion for example (Boateng, Neilands, Frongillo, Melgar-Quinonez, and Young, 2018).

Using the feedback from the responses, the scale was modified again before a second pre-test was done. This analysis was done using SPSS software for Mac Version 26. Reliability of the scales were computed based on Cronbach's Alpha. Exploratory factor analysis was run to determine the number of factors to be extracted, the scree plot (Cattell, 1966), total variance explained, loadings across factors (Raykov and Marcoulides, 2011) and parallel analysis (Horn, 1965). Item reduction was also done based on cross-loading, as well as suppressing factor loadings below 0.30 so as to ensure internally consistent items were retained (Boateng et al., 2018).

After conducting exploratory and confirmatory factor analysis, another pre-test was carried out with a sample of 200 respondents through the same processes described above, as some items were deleted from a few of the scales, the scale to measure the focus of suffering of people with IDDs, as well as some text questions were added to further suit the objectives of the study. Viswanathan (2005) suggests established scales be best left intact, but should they not meet recommended cut-offs or satisfy the required psychometric properties, they may serve as justification for their alterations. In this study, partial scales were used to conduct the survey. There are advantages to using existing survey scales, some of which include time saving, more economical to search the literature, potential comparison with other studies that use the same scales and avoiding the thorough but complex process of

developing a new scale (Projago and Sohal, 2003). Thus, where possible, the use of pre-tested scales from past empirical studies are highly encouraged, as they ensure stronger validity and reliability (Tata et al., 1999).

However, sometimes it is necessary to modify existing survey measures in order to meet the requirements of a study (Daltroy, 1997). There are no specific set of exact rules of acceptable modification of survey measures, but useful guidelines do exist. For example, dropping items that are not relevant to the study, items that were already reflected in another sub-scale, as well as changing certain subjects or objects in a statement but ensuring that the item relates to what is being measured, all while checking the psychometric properties of the modified version of the scale (all were done in this study). For example, the self-efficacy scale of Ryckman et al. (1982) was modified by Martin et al. (2015) such that the original item "I will be able to successfully overcome future challenges", was changed to "The firm will be able to successfully overcome future challenges", as their (Martin and colleagues) study had to so with the self-efficacy of firms and not individuals. Similarly in this study, the empathy sub-scale of SEAS (Hockerts, 2017) was dropped, as the IRI empathy sub-scale (Davis, 1980) has already been modified and established for the purposes of measuring the empathetic concern construct.

6.4 Data collection

6.4.1 Procedure

For pre-testing, the modified scale was administered on Qualtrics XM to 120 participants that were recruited through Prolific (www.prolific.co). Using an online software for surveys offer benefits such as quicker response rates, reduction in errors (like data entry errors), saving time/labour, and elimination of access issues in some cases (Greenlaw and Brown-Welty, 2009).

Participants could take the survey on their mobile phone, tablet or computer. They were also paid for their participation. The survey opens with the participant information sheet and consent form. Consented participants go ahead to take the survey, after which they move on to the last section that asks some open-ended questions about knowledge of IDDs, as well as behaviours involving people with IDDs. Such responses may yield further insights and/or valuable quotable material relevant to the study (Fink, 1995).

The main study data was collected using the researcher's personal networks. Contact was made through 10 family members who were able to reach out to their own social networks and suggested other potential participants. The requirements for the survey sample were made explicitly clear, for example the age of consent for participants being 18 and over. With the aid of these 10 initial participants and their own networks, the researcher was able to cast a wider net and secure more responses. The link to the survey was closed on the 14th of June, after 360 responses were collected. Of the 360, four were rejected from the study because respondents answered the attention check items incorrectly and the remaining six respondents did not complete the data in record time.

6.5 Results

This section consists of the results from the data analysis of the quantitative phase of the study. It outlines the descriptive statistics of the entire survey sample, followed by a presentation of the exploratory and confirmatory factor analyses, as well as the results of the hypothesis testing.

Of the 350 responses, 63.7% were female, 36% were male and only 0.3% was non-binary/third gender. The majority of responses came from respondents the ages of 18 -29, and 28 – 37. The age range of 38 – 88 had the least number of participants. Regarding the level of education, 10.3% of respondents opted not to say, while another 10.9% had no formal qualifications. 23.4% had a Secondary school qualification, and 7.7% had a certificate from a Management or Polytechnic College.

29.1% had an Undergraduate degree, 25.4% had a Graduate degree and finally 3.1% had a Doctorate degree.

Within the 350 responses 22.4% had a family member with an IDD, 16.3% had a friend with an IDD, 5.1% know a person with an IDD within capacity of a professional relationship. 30% of respondents know a person(s) with an IDD in the other category (family member of a friend, neighbour, people in their immediate community, and 25.7% did not know anyone with an IDD.

Respondents were also asked about their experiences with Entrepreneurship and social work. 59.7% had prior experience of launching a business, while 40.3% answered to not having any. However, 63% responded yes to having prior experience of running, managing, or operating a business.

Table 6.2: Descriptive statistics and correlation matrix

KEY VARIABLES

		M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Empathetic concern (EC)	3.93	0.78															
2	Prior distressing event (PDE)	3.50	1.11	0.03														
3	Social norms (SIS)	3.41	0.65	-0.08	.170**													
4	Mindset (ATDP)	3.37	0.84	-0.10	0.01	.146**												
5	Suffering of family members (FoS)	3.87	1.13	0.02	.290**	.202**	0.10											
6	Suffering of PWIDDs	2.60	0.86	-.296**	-0.01	-0.01	.148**	0.00										
7	Social entrepreneurial intent (SEI)	3.16	0.48	0.057	.268**	.218**	.145**	.334**	-0.08									
	Control variables																	
8	Moral obligation	4.06	0.89	0.03	.27**	.334**	.106*	.347**	0.02	.225**								
9	Prior entrepreneurial experience	2.55	1.21	.12*	-0.05	0.01	0.01	-0.08	0	0.09	-0.05							
10	Entrepreneurial self-efficacy	3.09	0.82	.47**	0.04	-0.10	-0.02	0.03	.16****	-0.02	0.05	0.1						
11	Perceived social support	3.48	1.08	0.05	.400**	.159**	.122*	.439**	-0.03	.362**	.226**	0.04	0.041					
12	Gender	1.37	0.49	-0.08	0.08	-0.02	0.00	0.00	0.08	-0.03	.109*	-.271**	0.00	-0.01				
13	Age	27.2	8.00	0.11	0.01	0.03	0	0.09	-0.02	0.03	.112*	.155**	0.06	0.00	-0.05			
14	Income (Annual)	4.47	2.43	-0.08	.163**	0.099	0.05	.166**	-.115*	.260**	.128*	-.185**	-0.05	.105*	0.12*	-.249**		
15	Education	4.43	2.00	-0.02	-0.042	-0.029	-0.03	-.115*	-0.07	0.01	-0.10	-0.10	-0.01	-0.05	.11*	-.432**	.127*	

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
Note: N = 350; *p< .05, **p,.01

6.5.1 Exploratory factor analyses

The Cronbach's Alpha of each scale was run to ensure all scale items meet the reliability requirement before proceeding to conduct factor analysis. The reliability tests reported as showing reasonably high values with the lowest being .079 (see Table 6.3). As mentioned earlier, factor loadings below 0.30 were eliminated during the pre-test phase, as a result the items were loading on each respective factor as expected. The table below illustrates a summary of the analysis, including the Alphas', convergent validity, total variance explained and standard deviation. For convergent validity of scales, a value of 0.40 is adequate provided composite reliability is higher than 0.6 (Fornell and Larcker, 1981).

Table 6.3: Exploratory factor analysis

Construct	Item	Factor loading	α	TVE	Mean (S.D)	CR	AVE
Empathetic concern	EC_1 EC_3 EC_5* EC_6	.794 .890 .614 .709	.833	31%	14.62 (3.80)	0.765	0.548
Frequency of interpersonal conflict	FICS_1 FICS_2 FICS_3 FICS_5	.890 .745 .695 .751	.842	24%	13.99 (5.48)	0.845	0.581
Attitudes towards disabled persons	ATDP_1 ATDP_3 ATDP_4 ATDP_5	.606 .886 .735 .739	.827	20%	11.29 (5.22)	0.833	0.560
Focus of Suffering: family members	FoS_2 FoS_3 FoS_4 FoS_5	-.702 -.807 -.881 -.739	.867	15%	10.41 (4.08)	0.862	0.611
Suffering of PWIDDs	PWIDDs_1 PWIDDs_2 PWIDDs_3 PWIDDs_4	.766 .750 .935 .787	.891	34%	15.46 (5.21)	0.885	0.661
Social inclusion scale	SIS_relations_1* SIS_isolation_1* SIS_acceptance_1 SIS_acceptance_2	.812 .647 740 .575	.709	19%	13.64 (5.56)	0.722	0.578

*= reverse coded item

Dependent variable

Construct	Item	Factor loading		TVE	Mean (S.D)	CR	AVE
Social entrepreneurial intent	SEI_1 SEI_2 SEI_3*	.961 .886 .879	.871	40%	9.27(2.93)	0.746	0.831

*= reverse coded item

Control variables

Construct	Item	Factor loading	α	TVE	Mean (S.D)	CR	AVE
Moral obligation	Moral obligation_1 Moral obligation_2 Moral obligation_3 Moral obligation_4	.734 .843 .766 .699	.844	40%	16.25 (4.32)	0.849	0.674
Social support	Social support_1 Social support_2 Social support_4	.886 .937 .507	.800	20%	10.43(3.82)	0.830	0.634
Entrepreneurial self-efficacy	Self-efficacy_1 Self-efficacy_2 Self-efficacy_3	.899 .722 .625	.793	15%	9.27 (2.93)	0.801	0.579
Prior experience	Prior experience_1 Prior experience_2 Prior experience_3 Prior experience_4 Prior experience_5	.808 .858 .663 .708 .879	.891	29%	13.73 (7.23)	0.890	0.628

6.5.2 Confirmatory factor analyses

Prior to hypothesis testing, a confirmatory factor analysis (CFA) was conducted using AMOS 23 (Arbuckle, 2014). As all the scales that had been adapted for the study (bar the suffering of PWIDDs scale) were already established scales that had been utilised in prior studies, the CFA was done to establish adequate model fit for this study (see Table 6.4). To demonstrate so, the chi-square is recommended to be non-significant (Kline, 2015). However, as it may be quite sensitive to sample size and thus should not solely be used to assess model fit (McDonald and Ho, 2002), the values of comparative fit index (CFI), standardized root-mean-square residual (SRMR), as well as root mean square error of approximation (RMSEA) should be used (Kline, 2015; Fan, Thompson, and Wang, 1999). These values should meet the following cut-offs respectively:

- CFI: >.90

- SRMR: >.10

- RMSEA: <.05 (but <.08 is acceptable)

The tables below report the above values required to establish good model fit.

Table 6.4: Confirmatory factor analysis

Factors/Model	Chi-sq	d.f.	SRMR	CFI	RMSEA
Dependent variable: SEI					
SEI (Suffering of family members)	502	215	.0538	.920	.062
SEI (Suffering of PWIDDS)	524	237	.0532	.935	.066

6.5.3 Hypothesis testing

The next step is the structural model, i.e., hypothesis testing. For this, SPSS version 26 Mac OS was used, with confidence levels at 95% confidence intervals.

Hypothesis 1 evaluates whether people's experienced prior distressing events, empathetic concerns, and societal norms regarding people with IDDs is associated with their social entrepreneurial intent (SEI) to help people with IDDs (PWIDDs). This hypothesis is partially supported (see Table 6.5,

Table 6.1: Effects of hypothesized relationships

Table 6.1). The association of prior distressing events and SEI revealed a significant association (**H1a**: β .262, SE = .024). This is aligned with or in line with the works of William and shepherd (2016) on venture creation as in response to adversity where victims overcome adversity or disastrous events and go on to create new ventures in the aftermath of set disastrous events.

Empathy, on the contrary, showed no significant relationship with social entrepreneurial intent (**H1b**: β 0.39, SE = .045). This leads to the conclusion that it does not contribute or affect social internal intent, regardless of it being found to do so in the works of Ip et al. (2017) and Hockerts (2017). Similar findings were also reported in the research of Rashid et al. (2018) where empathy had no significant impact on social entrepreneur intent of students to become social entrepreneurs in the future.

Societal norms showed a significant association with SEI (**H1c**: β .305, SE = .039). Prior works of other scholars have found that individuals respond to social settings because their reference groups make explicit the anticipated and appropriate behaviours (Cialdini and Goldstein, 2004). Minton, Spielmann, Kahle, and Kim (2018) imply further, that normative beliefs and social reasonings of a national origin determinant, influence specific behavioural

intentions. In other words, subjective norms are related with the anticipation of and motivation for the consequences of specific acceptance of culture through the pressure exerted by a given degree of conformity. For instance, people in highly pragmatic cultures place a greater emphasis on achieving socially accepted goals than those who prefer to adhere to norms and processes (Hofstede, 2001; Minton et al. 2018). Thus, the motives for engaging in particular behaviours or not depend on the culture or ethnicity, which is a larger ecological system that influences and constrains subjective norms.

Hypothesis 2 evaluates whether a medical disability mindset perspective regarding people with IDDs is associated with people's social entrepreneurial intent (SEI) to help people with IDDs (PWIDDs). The results revealed a significant association between a medical disability mindset and SEI for people with IDDs (**H2:** β = 0.305, SE = .145). This is in line with the research of Haruna (2017). While using the framework of mindsets to disability, i.e., the medical and social mindsets to disability, the findings reported rampant negative experiences, discrimination and suffering due to the consistent mindset of seeing PWIDDs are sick or a burden. His paper also references the immediate need to shift the medical or negative attitudes people with ID's experience thus causing a shift in the perception of the public.

Hypothesis 3a evaluates whether mindset regarding PWIDDs moderates the relationship between empathetic concern for the situation of PWIDDs and SEI for people with IDDs, such that the relationship will be negative in the presence of a medical disability mindset. The hypothesized effect of mindset moderating the relationship between PDE and SEI for PWIDDs, such that the relationship will be negative in the presence of a medical disability mindset was found to be significant (**H3a:** β = .110, SE = .021). This finding lends extra support to the qualitative inquiry as well as the medical model perspective, as it aligns with the argument that a medical view of this ability saddles the disabled person with the burden of

being sick and needing to be medicated. Thus, nothing has to be done at a societal level per se, but more of at a medical or institutional level. As previously mentioned, history has borne witness to the new versus occasions where people who have gone through traumatic, stressful, or overwhelming events later go on to create ventures that aid to alleviate such traumatic life events, for example the victims of the disastrous Haiti earthquake of 2010 (Shepherd and William, 2010).

The results revealed a significant relationship on SEI (**H3b:** β = .019, SE = .023). This is in contrast to the findings reported earlier regarding empathetic concern and social entrepreneurial intent where empathetic concern was negatively related to social entrepreneur intent to help people with ID's. What brought about the change in the results of these hypothesis is the moderating effect of mindset, more specifically a medical disability mindset. Thus, leading to the interpretation that the argued dominant mindset in Nigeria does have an impact on people's social entrepreneur intent to help PWIDDs.

The hypothesized effect of mindset moderating the relationship between societal norms (SN) and SEI for PWIDDs, such that the relationship will be negative in the presence of a medical disability mindset. The results revealed a insignificant effect (**H3c:** β = .223, SE = .029). Societal norms and traditions influence views regarding disability that are communicated by the media, displayed by teachers in schools and mirrored by parents for their children. Then, the educational environment and family practises develop the individual traits, for example, temperament, empathy, sympathy, and self-esteem of children, which influence their view of disabilities/IDDs. Parenting styles and accompanying parent–child interactions not only transfer values, aspirations, norms, and socialisation of specific family contexts, but also convey the DNA of larger traits of a given cultural (Xu et al., 2005). In addition, cultural norms and traditions influence parental actions that may influence children's

attitudes regarding disability (Wu et al., 2002; Porter et al., 2005). Consequently, cultural influences may influence the predominance of various parenting techniques and other dominant social practices, which in turn shape individual traits and attitudes towards people with IDDs.

The hypothesized effect of kinship ties moderating the relationship between PDE and SEI, such that the effect will be negative for the family members of PWIDDs, is not supported (**H4:** $\beta = -.029$, SE $= .024$). The findings here were not supported. The previous four mentioned examples of aid or for social initiatives being born from suffering. In addition, there are numerous instances of people giving out aid or setting up enterprises that have no bearing on the suffering of a king or a traumatic event for example the Garmeen bank in Bangladesh. Although in other instances the suffering of loved ones does make does move people to act as in the example of Mr. Cao (one of the inspirations behind this research), the unstable nature of results from kinship or familial studies spurring pro-social behaviour aid in providing areas of future research that will be outlined further.

Finally, the hypothesized relationship of the focus of suffering moderating the relationship between PDE and SEI, such that the effect will be positive when the focus of suffering is on PWIDDs, and negative when the focus of suffering is on the family members of PWIDDs is not supported (**H5:** FoS FM: $\beta = -.052$, SE $= .027$; SoPWIDDs $\beta = -.139$, SE $= .021$). The findings here are aligned with the previous works of Small and Simonshon (2008) on friends and victims regarding personal experience and prosocial behaviour. Their results point towards closeness and how it spurs others (friends) to take on pro-social initiatives, donate, volunteer, or participate in a social cause. Here too, the results confirm or agree that when the focus of suffering is on that of the person with IDDs, (i.e., "the victim" here), people are more likely to have social entrepreneur intent to help people with IDDs.

Table 6.5: Summary of hypotheses testing

Hypotheses	β	SE	T	P	Results
Dependent variable: SEI					
H1a: PDE → SEI	.262	.024	5.10	.000	Supported
H1b: EC → SEI	0.39	.045	.737	.462	Not supported
H1c: SN → SEI	.305	.039	5.97	.000	Supported
H2: MDM → SEI	.030	.145	2.73	.007	Supported
H3a: Mindset x PDE → SEI	-.110	.021	-2.22	.027	Supported
H3b: Mindset x EC → SEI	.019	.023	.387	.699	Supported
H3c: Mindset x SN → SEI	.223	.029	2.22	.027	Supported
H4: KT x PDE → SEI	-.029	.024	-.571	.568	Not supported
H5a: FoS x PDE → SEI	-.052	.027	-1.05	.294	Supported
H5b: SoPWIDDs x PDE → SEI	-.139	.021	-2.847	.005	Supported

Table 6.1: Effects of hypothesized relationships

Effect of PDE on SEI	Significant
Effect of EC on SEI	Not significant
Effect of SN on SEI	Significant
Effect of a medical disability mindset on SEI	Significant
Effect of PDE on SEI as moderated by mindset	Significant
Effect of EC on SEI as moderated by mindset	Significant
Effect of SN on SEI as moderated by mindset	Significant
Effect of PDE on SEI as moderated by kinship ties	Not significant
Effect of PDE on SEI as moderated by FOS of family members	Not significant
Effect of PDE on SEI as moderated by SoPWIDDs	Significant

Chapter 7   Discussion and Conclusion

A wide array of literature has used the TPB to study entrepreneurial intentions, and have been found to be a robust predictor, for example the works of Kautonen, van Gelderen and Fink (2013). Kolvereid (1996) tested TPB for predicting intentions to kick-start an enterprise. As did other scholars like Carr and Sequeira (2007). To add to such existing literature, this study conducted a semi-structure 2-part qualitative study, and a quantitative enquiry using a survey to explore the reality of people with IDDs in Nigeria, and unravel the influence of EC, PDE, mindset, and SNs on planned helping behaviors (specifically SEI).

This section discusses the theoretical and practical implications of a study such as this one, followed by a few limitations and future research directions. The synthesized analysis from both the qualitative and quantitative phases of the data have highlighted the "interplay" of mindset, EC, PDE, and SNs on the planned helping behaviors towards people with IDDs within the context of Nigeria.

7.1 Theoretical contributions

7.1.1   Planned helping behaviours and their relationship with mindset

This study contributes to the literature on SEI regarding people with IDDs by mitigating the knowledge gap therein. Although prior research has investigated the use of SE to meet the needs of marginalized populations, combat unequal distribution of wealth, resources, alleviate suffering and provide basic needs (Azmat, Ferdous and Couchman, 2015), those studies mostly research people in possession of their full faculties or those that are physically disabled. This study goes a step further to advance the literature by employing both a qualitative and quantitative approach to investigate the intentions towards helping people with IDDs.

As the interview findings revealed about an individual's intent to help people with IDDs, they also pointed to the mindset/perception regarding people with IDDs as a factor that influences individuals' intent to help them. People with a mindset that is medical oriented showed less of an intent to engage in pro-social endeavours, and people that are more social oriented in contrast displayed entrepreneurial intentions and actions in a couple of cases. Another area where the findings add to the existing literature is in relation to the effect of EC. There are various examples in the literature of a positive relationship hypothesized between EC and SE or SEI leading to a similar hypothesis for this study. However, the opposite was found to be the case, that is having empathy or EC is not positively associated with SEI. This adds to the literature as well regarding people with IDDs in comparison to other marginalized groups, as previous research has seen SE being born as a result of suffering caused by a natural disaster for example, that rendered people homeless, but not when it comes to the intellectually or developmentally challenged. This could also be as a response to individuals in the society seeing them that is people with IDDs as a special or unique case that requires special or unique solutions. In addition, where EC for a person with IDDs did not report a positive association with their SEI (as supported by the literature), but rather experiencing a traumatic event did. Such traumatic experiences might warrant a closer look as among the antecedents to SEI as well as one's focus when experiences such traumatic events.

In addition, they also offer new insights that bridge the gap in literature by identifying the effects contextual aspects like religious beliefs surrounding disabilities have as an intervening factor regarding individuals' intent to engage in planned helping behaviours. These findings were complemented by the survey results as well: where people in certain locales exhibited higher levels of engagement or planned helping behaviours, and other in certain locales exhibited lower levels of engagement or planned helping behaviours. This is particularly interesting as it illustrates the changes in the different locales reflecting the

differences in their mindsets/perceptions. According to the TPB, beliefs represent an individual's form of inference or attitude (Fishien and Ajzen, 2011). This was exhibited in the interview findings and supported in the hypothesized relationships. This research, so far, is the first of its kind in the SE and TPB literature that considers the effect of the models of disability literature that considers the influence religious beliefs have on the perception of IDDs and the attitudes displayed towards people with IDDs, which in turn influence the intention to engage in pro-social acts to help them.

7.1.2 Additional background factors

This study contributes to the TPB by including the social typology of disability mindset, PDE and KT as additional background factors that influence the intention of individuals to engage in planned helping behaviours for people with IDDs.

The TPB, as posited by Ajzen and Klobas (2013), recognizes that background factors can yield useful insights to potential indicators that may warrant a closer look due to their effect on thoughts, beliefs, attitudes, behaviours, and intentions.

Such background factors such as ethnicity, education, emotions, outside influence, and experiences make up internal and external domains that can serve as explanatory aids for certain behaviours and/or intentions. Prior research has adopted these background factors to explore various behaviours like the works of Billari and colleagues (2009), and Lee and colleagues (2018), where the former looks at fertility intentions by adopting individual, informational and social factors. While the latter looks at the effect of anti-smoking policies on the intentions to quit smoking with the aid of informational intervention background factors.

The background factors of medical disability mindset, PDE and KT when experiencing PDE are classified as individual background factors as they are related to personal intelligence,

experience, values, and emotions particular to an individual (Fishbien and Ajzen, 2011). The interview findings pointed to all three background factors to have exerted a considerable level of influence of individuals' intentions to pursue pro-social endeavours to help people with IDDs, especially in the cases of parents and even one of the interviewees who had no relation with an IDD actively pursuing a social entrepreneurial start-up.

7.1.3   Mindset as an antecedent

This study also extends the TPB and SE literature by adding mindset as an antecedent for SEI to help people with IDDs. Mindset was hypothesized with various relationships in the theoretical model with the hopes of shedding light on its relationship with the other variables in the study, i.e., EC, PDE, SNs, and SEI.

While the interview findings pointed to mindset as antecedent that exerts significant influence on the intent to engage in said helping behaviours, the survey findings reported supporting results for a few of the hypothesized relations. Nonetheless, these findings extend our understanding of how mindset as an antecedent influence the dependent variables (planned helping behaviours).

7.2 Practical contributions

In addition to the theoretical contributions, this study also offers practical contributions to aid in the social inclusion and betterment of both the society and people with IDDs.

Findings have contributed to the understanding of SEI and background factors among experienced individuals, as well as strengthening the application of the TPB to the study of SEI concerning people with IDDs. The findings suggest that policymakers should pay greater attention to encourage entrepreneurial pursuit and enhance its attractiveness for people with IDDs in order to promote entrepreneurial behaviours among individuals in the society. As

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previously mentioned, entrepreneurship (especially SE) has been acknowledged as a source of immense benefits to the not so privileged. Hence, research with a focus on people with IDDs can be fine-tuned and applied to work towards doing away with the negative perceptions of disabilities.

The concept of disability is contingent on the characteristics and abilities valued in a specific culture or social setting (Whyte and Ingstad, 1995). For instance, the Tuareg people in the Sahara regard abundant freckles as impairments since these characteristics are socially rejected and may prevent marriage and, therefore, full social participation (Halatine and Berge, 1990). In contrast, on the Massachusetts island of Martha's Vineyard, deafness was viewed as a "normal" human variation: people with hereditary deafness were so prevalent that the majority of the population with hearing became fluent in sign language, allowing for the full integration of deaf residents into society (Groce, 1985). These two cases illustrate how culturally influenced values define disability arbitrarily. Moreover, in "simple" communities, such as Martha's Vineyard, where residents have extensive KT, face-to-face contact, interconnectedness, and integration into communal life, a single trait, like physical handicap, does not define one's identity (Scheer and Groce, 1988). Therefore, given this shining example, it stands to reason that society can go a long way in combating the myriad of issues people with IDDs face. Community schemes or interventions can also be erected that could yield the benefits of increased awareness, dispelling stigma, promoting inclusivity, improved standards of living and a better place to raise the leaders of tomorrow. Prior research in children with disabilities has found that improving children's awareness of disabilities and exposing them to persons with disabilities is the most effective method for altering their views toward peers with disabilities (Diamond and Carpenter, 2000; Nowicki, 2006; Armstrong et al., 2016).

Simple societies have a higher likelihood of having positive views regarding disability since the individual's limitation is viewed as one of many characteristics, rather than the defining one (Groce, 1985). On the other hand, complex usually have more circumstances in which an impairment morphs into a disability, thereby preventing the individual's participation in society. Furthermore, individualistic civilizations tend to demonstrate generally more favourable attitudes towards disability than collectivistic ones, because the former appreciate individual diversity while the latter create pressure for conformity (Rao et al., 2010; Huppert et al., 2019). However, there is power in education to alter knowledge, attitudes, understanding and actions, which in turn can influence perception, practices, norms, and traditions with regards to IDDs and disabilities in general. With the findings from this research, practitioners, government agencies, entrepreneurs and other like-minded do-gooders may pick and choose which locales as well as planned helping behaviour they want to promote in order to get the most efficient and effective outcomes out of their efforts.

Findings from this research could also lend some benefits and/or valuable insights to other agents in the economy such as employers. This is especially important because employers make up a significant portion of the economy, and as such can aid in making leaps and bounds regarding the improvement in societal treatment and integration of people with IDDs. With a change/re-education of their (employers) mindset and actions that back such changes, it may force others to recognize the lack of awareness/recognition of the plight of people with IDDs and recondition their minds towards a focus on their (PWIDDs) talents, potential and usefulness within the society. This has been witnessed with the exemplary case of Xihaner Car Wash mentioned earlier in the dissertation (Chapter 1).

7.3 Limitations and future research directions

While this study has helped to open the door into the world of planned helping behaviour intentions regarding people with IDDs, it still has some limitations that present viable opportunities for future research directions. Some areas that such future research could explore more of are offered below: of course, these are only a select few.

Future research could explore specific types of IDDs, as well as people with IDDs on a different and/or a certain level of a spectrum of IDDs. As this research considered people with IDDs as a whole and not any specific type or people with IDDs on a particular spectrum, it leaves the study somewhat limited. As previously mentioned, there are certain perceptions/beliefs attached to IDDs/people with IDDs. Thus, there may be insights worth exploring concerning a subset of IDDs or a spectrum, and the different beliefs/perceptions associated with hem, why and how they influence the development and inclusion of people with IDDs.

While this study was conducted in Nigeria – the most populous country in a continent of 54 countries, as well as among the top 5 entrepreneurial nations, there is a limitation therein that presents a gap that could be of interest to future studies. Other countries could be explored within the same Western region (as Nigeria), the Eastern, the Northern or even South Africa. Such studies may shed more light on the understanding of the perception of IDDs in various regions. Findings here could also offer researchers and practitioners alike results that could be comparable and/or duplicable.

Future studies could also look at the effect of moderating variables more closely, such as PDE and the degree of its effects, or the time factor (i.e., how long between a PDE and the setting up/engaging in other planned helping behaviours. Future research could also examine other variables as mediating or moderating, for example religion, the different types of religion

that dominate societies, as well as how and why they affect entrepreneurial intentions, and other pro-social behaviours. This finding is something that has not been found in the literature, as of the time of writing, nor has it been reported as among the antecedents or influences of establishing SE or harboring SEI.

Another area for future research to consider is the choice of participant recruitment: especially for the quantitative data collection. The researcher opted for the choice of recruiting participants using already existing personal networks. The primary pro of this choice was not only its cost-effective nature but also the ease of access it provided to a wider pool of participants from various walks of life and experiences, that will relay their differing stories differently. Another pro is that rapport as a chain of familiarity is pre-established between the participants that aided in recruiting other participants. Along with this, is also a sense of mutual understanding regarding the need for honesty, truthfulness, and transparency. However, this choice of recruitment can be a blessing as well as a curse. The issue of keeping to a set and agreed schedule did present itself. Given the pre-existing familiarity between participants, there was a sense of too much freedom, or at least a sense of it, as well as autonomy to organize time. Certain participants had to be contacted, reminded, encouraged to remember to take the survey and pass it on. On the other hand, it is understandable that people have a life and it's almost impossible to rule out elements of it getting in the way. Ultimately, the timeline for collection had to be extended a couple of times to accommodate participant recruitment. Based on the type of sampling approach employed for this research, further studies could also explore expansion wise. While the sample was somewhat inclusive – in that it reflects the accounts of people from various walks of life, educational backgrounds, lifestyles, and such – it leaves some room for greater representation of the population, for example more inclusion of the less educated. A majority of the sample comprises of individuals with at least some level of education/higher education. Although this could not necessarily be avoided as one of the

criteria for participation in the data collection was a good command of English language. This aided in a richer understanding of the reality, a reduction of workload in the nature of translation issues for example, and a decreased risk of loss of meaning. However, further research could be creative in constructing ways to circumvent such, while maintaining inclusivity and delivering insights.

Another potential limitation of this recruitment method is the risk of selection bias. Personal networks may not always represent a diverse range of participants, and researchers may unconsciously select participants with similar characteristics or views, leading to a skewed sample. Therefore, researchers must carefully consider the advantages and disadvantages of different participant recruitment methods before deciding on the most appropriate one for their study. Alternative methods such as random sampling, stratified sampling, or online recruitment can provide a more representative sample, reduce the risk of selection bias, and ensure timely data collection.

Still on the topic of methodology, the research could benefit from other methods of data collection, especially in the qualitative stage. Using focus groups, observations or different waves of studies that involves the same/different participants may result in further insights into their mindsets, existing realities and any effects reconciling the two may have regarding people with IDDs, alternative employment for them and societal re-education.

(World Health Organization, 2007, p. 67). In addition to these sampling methods, researchers could also explore alternative ways of recruiting participants, such as through community organizations, social media platforms, or targeted advertising. These approaches could help to reach a more diverse and representative sample of the population while maintaining inclusivity and delivering valuable insights.

Overall, the choice of sampling approach and recruitment strategy is crucial in ensuring the validity and generalizability of research findings. Careful consideration and planning should be undertaken to ensure that the sample is representative of the population of interest and that the data collection methods are appropriate for the research question and goals.

The absence of epidemiological research on the incidence of IDD in Nigeria has created significant difficulties in estimating the number of individuals affected by the disorder. Extrapolating data from other countries is the only feasible method to provide an approximation. However, such estimates may not accurately reflect the prevalence of IDD in Nigeria due to possible differences in cultural, social, and economic factors.

The lack of reliable statistics on IDD in Nigeria also poses a significant challenge in identifying the unmet needs of individuals and families affected by the disorder. Without accurate data, it is difficult for policymakers and service providers to develop appropriate programs and policies that address the specific needs of the IDD community in Nigeria. This situation contributes to governmental neglect of IDD-related issues and impedes progress towards improving the lives of individuals with IDD and their families.

Therefore, it is crucial to prioritize the collection of accurate epidemiological data on IDD in Nigeria to address the unmet needs of the IDD community effectively. This includes conducting rigorous research that considers the unique socio-economic and cultural factors of Nigeria to provide an accurate representation of the prevalence and incidence of IDD in the country. Accurate and reliable data will enable policymakers and service providers to develop and implement effective programs that cater to the specific needs of individuals with IDD and their families, improving their quality of life and overall well-being. Furthermore, future research could also delve deeper and take a closer look at other planned helping behaviours such as donating, volunteering, launching an initiative, job seek/change. This could lead to

uncovering more insights concerning the ways these other variables factor into the entrepreneurial endeavors or developments and inclusion of people with IDDs, or even how they may differ from society to society.

7.4 Conclusion

Existing literature, as mentioned above, has proven time and again, the numerous benefits that can be reaped from SE and pro-social endeavors as a whole. The intention for pro-social endeavors have also been suggested to be borne from background and/or circumstances that present limitations or lack of the very resources that individuals with such intentions seek to provide, for example Mohammed Yunus with the Garmeen Bank. This study brings together the TPB and the social model of disability typology to offer useful empirical evidence as to its effects on SEI and other planned helping behaviours for people with IDDs. Viable practical applications are also provided, which can be used not only for people with IDDs, but also implemented for educational enlightenment, social inclusion, and overall pursuit of equal rights and fair treatment in all aspects of living.

This research seeks to stir the pot and get the discourse going regarding conversations surrounding employment alternatives for people with IDDs, altering mindsets/perceptions regarding IDDs as a whole, as well as consideration of certain environmental elements that make contexts and the population unique. It is by no means concluding but rather opening the door for the discourse in a different light, as well as provide ample directions for the pursuit of avenues that will hopefully lead to fruitful future exploration and creativity in the search of viable hypotheses and/or experiments.

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Appendices

1. Participant information sheet

PARTICIPANT INFORMATION SHEET

Dear Participant,

Thank you for agreeing to participate in this interview/questionnaire survey in connection with my PhD dissertation at the University of Nottingham Ningbo China. The project is a study of the different attitudes and behaviours people show towards individuals with Intellectual and Developmental Disabilities (IDDs), and why people opt for certain behaviours instead of others. The project also aims to explore the role society plays regarding physical, attitudinal and organizational disabling of individuals with IDDs.

This survey will take approximately 10 minutes, and your participation is voluntary. You are able to withdraw from the survey at any time and to request that the information you have provided is not used in the project. Any information provided will be confidential. Your identity will not be disclosed in any use of the information you have supplied during the interview/survey.

The research project has been reviewed according to the ethical review processes in place in the University of Nottingham Ningbo. These processes are governed by the University's Code of Research Conduct and Research Ethics. Should you have any question now or in the future, please contact me or my supervisor. Should you also have any concerns related to my conduct of the survey or research ethics, please contact my supervisor or the University's Ethics Committee.

Researcher: Bilkisu Hadejia (bixbh4@nottingham.edu.cn)
Supervisor: Dr. Pingping Fu (Pingping.Fu@nottingham.edu.cn)
University Research Ethics Committee Coordinator: Ms Joanna Huang (Joanna.Huang@nottingham.edu.cn)

Yours truly,
Bilkisu Hadejia

2. Participant consent form

PARTICIPANT CONSENT FORM

Project title Enabling people with IDDs to live a normal life: an exploration of the determinants of various planned behaviours………………………

Researcher's name…Bilkisu Hadejia……………………………………………………………

Supervisor's name…Pingping Fu………………………………………………………………

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.

- I understand the purpose of the research project and my involvement in it.

- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.

- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.

- I understand that the interview will be recorded.

- I understand that data will be stored in accordance with data protection laws.

- I understand that I may contact the researcher or supervisor if I require more information about the research, and that I may contact the Research Ethics Sub-Committee of the University of Nottingham, Ningbo if I wish to make a complaint related to my involvement in the research.

Signed …………………………………………………………… (participant)

Print name ………………………………………………… **Date** ………………

Contact details

Researcher: bixbh4@nottingham.edu.cn

Supervisor: Pingping.Fu@nottingham.edu.cn

UNNC Research Ethics Sub-Committee Coordinator:

Joanna.Huang@nottingham.edu.cn

3. Interview protocol (first sampling)

- Please state your name.

- How old are you?

- What is your sex and marital status please?

- What is the name of your ward/sibling?

- What kind of IDD does he/she have?

- How old are they?

1. How do you feel about the individuals you provide care for?

2. How do you feel about their physical/mental disabilities?

3. Do you have any positive/negative feelings about how they are treated by society?

4. Can you give any examples of physical/attitude/organization facilitators or barriers society presents?

5. Have you set up/had any intentions of setting up a social enterprise for the group of people you care for?

6. If yes/no, what are the positive attributes of that intention/behaviour you faced as a result of society (i.e., physical attitude, organizational barriers)?

7. If yes/no, what are the negative attributes of that intention/behaviour you faced as a result of society (i.e., physical attitude, organizational barriers)?

8. Were there people who were in favour/against the intention/behaviour?

9. What made the intention/behaviour difficult or easy? (personal, societal, institutional).

10. What will help you overcome barriers to help you facilitate the behaviour?

11. Are there any last comments you would like to make?

4.   Interview protocol (second sampling)

Dear Respondent,

I need your help. I am a doctoral student at the University of Nottingham China conducting research for my dissertation. I need people from all walks of life to undertake a semi-structured interview. The purpose of my research is to study the different attitudes and behaviours people show towards individuals with IDDs (Intellectual and Developmental Disabilities), and why people opt for certain behaviours instead of others. The project also aims to explore the role society plays regarding physical, attitudinal, and organizational disabling of individuals with IDDs. Your participation will provide valuable information that will help answer my research questions, as well as bring more awareness regarding people with IDDs.

This interview may take approximately 35 minutes to 1 hour and 30 minutes to complete. If you have any questions or concerns regarding this research project, please do not hesitate to contact me at the phone or email contact provided in the consent form or information sheet. Thank you for your time, interest, and assistance with this project.

Sincerely,

Bilkisu

Interview protocol

1. Please state your name.
2. How old are you?
3. What is your sex and marital status please?
4. Please state your local government area.

5. Can you please tell me about your current level of education?

   - What did you study?
   - What led your interest or decision to study that (if applicable)?

6. Can you please tell me about your professional background?

   - What is your current employment status?
   - At what age did you start working? (If respondent works)
   - Can you tell me about your past jobs (if any)?
   - How long were you in that job?
   - What were your primary roles and responsibilities?

- What led to your departure from that job (if applicable)

7. Can you tell me your understanding of what it means to be a person with an IDD?

[*IDD means Intellectual and/or Developmental Disability. A person with IDD is someone who encounters challenges in intellectual functioning or adaptive behaviour in their day-to-day living, for example getting dressed, cooking and communicating. These challenges may affect their learning, reasoning or problem solving. Some examples of IDDs include down syndrome, autism, dyslexia and cerebral palsy.]

8. Do you live with or know a person with an IDD?

   - Do you care for the individual?
   - In what capacity please?

   [If the response to question 8 is yes, interviewer will continue to question 9]

   [If the response question 8 is no, interviewer will skip to question 10]

9. What has it been like for you, living/associating with a person with an IDD?

   - How do you feel about the person?
   - Has this feeling changed? [If yes, then ask] In what ways has this changed?
   - How do you feel about the disability?
   - Has this feeling changed? [If yes, then ask] In what ways has changed?

10. How do you feel about people with intellectual or developmental disability?

    - How do you feel about the disability in general?
    - Has this feeling changed?
    - In what ways has this changed?
    - Is this over a period of time, or because of an event that occurred? (ask for time frame)

11. How are they treated in the society?

    - Is there anything that makes you feel positively about how people with IDDs are treated by society? (if yes, what).
    - Is there anything that makes you feel negatively about how people with IDDs are treated by society? (if yes, what).
    - Do you have any fears or concerns regarding how society treats people with IDDs?
    - Do you have any hopes for how society treats people with IDDs?

12. In your opinion, what would be the best way that society can help such people?

13. Have you donated, volunteered, or engaged in any charitable activities that are for/involve people with IDDs?

   - Are there other ways you have been involved with people with IDDs besides the ones just mentioned?
   - [If they mentioned two or more types] Do you have a preference as to which one?
   - How do you decide which one to go for?
   - Can you tell me what motivates you to engage in this activity? (i.e., donating, volunteering etc)
   - Can you tell me how the society around you motivates you to do this activity?
   - Can you also tell me how the communities around you motivate you to do this activity?

14. Have you set up/had any intentions of setting up a business/social enterprise for people with IDDs?
   - (If yes or no), what were the reasons that led to this behaviour/intention?
   - (If yes), what is the positive feedback you got from society because of this intention/behaviour?
   - Can you tell me how the physical environment or structures around you made the behaviour/intention positive?
   - In what ways were the attitudes of society positive?
   - In what ways were the community or organizations around you supportive or positive because of the behaviour/intention?
   - (If yes) what is the negative feedback you got from society because of this intention/behaviour?
   - Can you tell me how the physical environment or structures around you made the behaviour/intention positive?
   - In what ways were the attitudes of society negative?
   - In what ways were the community or organizations around you not supportive or negative because of the behaviour/intention?

15. Based on your experience…

   - Were there people who were in favour/against the intention/behaviour?
   - What made the intention/behaviour difficult/easy in terms of personal, societal, institutional aspects?
   - What will help you/others to overcome barriers and help facilitate the behaviour?

16. In your opinion, are there ways in which the society acts as a motivator for the development/inclusion of this population?

    - What kind of physical motivations does society have that motivates development/inclusion?
    - What kind of behaviours or attitudes does society have that motivate this development/inclusion?
    - What kind(s) of motivation do communities (for example schools, church, mosque) show that motivate development/inclusion?

17. In what ways does the society hinder the development/inclusion of this population?
    - Are there physical barriers society presents?
    - Are there attitudinal barriers?
    - What about organizational barriers?

18. Are there any last comments you would like to make?

5. Survey instrument

Dear Participant,

Thank you for agreeing to participate in this questionnaire survey in connection with my PhD dissertation at the University of Nottingham Ningbo China. The project is a study of the different attitudes and behaviours people show towards individuals with Intellectual and Developmental Disabilities (IDDs), and why people opt for certain behaviours instead of others. The project also aims to explore the role society plays regarding physical, attitudinal and organizational disabling of individuals with IDDs.

This survey will take approximately 15-20 minutes, and your participation is voluntary. You are able to withdraw from the survey at any time and to request that the information you have provided is not used in the project. Any information provided will be confidential. Your identity will not be disclosed in any use of the information you have supplied during the survey. The research project has been reviewed according to the ethical review processes in place at the University of Nottingham Ningbo China. These processes are governed by the University's Code of Research Conduct and Research Ethics. Should you have any question now or in the future, please contact me or my supervisor. Should you also have any concerns related to my conduct of the survey or research ethics, please contact my supervisor or the University's Ethics Committee.

Yours truly,

Bilkisu Hadejia

Contact details:

Researcher: Bilkisu Hadejia, bixbh4@nottingham.edu.cn

Supervisor: Dr. Pingping Fu, Pingping.Fu@nottingham.edu.cn

University Research Ethics Committee Coordinator: Ms. Joanna

Huang, Joanna.Huang@nottingham.edu.cn

Thanks again for agreeing to take part in our study.

The statements you are about to respond to, are about people with intellectual and developmental

disabilities, or IDDs. A person with IDD is defined as someone who has slight to significant limitation

in both intellectual functioning and many everyday social and practical skills, such as getting dressed

or communicating with others. These limitations may affect learning, reasoning, or problem solving.

Some examples of IDDs include down syndrome, autism, dyslexia, and cerebral palsy.

We are not looking for certain correct answers. Please respond truthfully and to the best of your

ability or knowledge.

Kindly avoid anything that might distract you (watching videos, conversations with others, reading

email, etc.) so that you can focus on this study. So we are transparent with you: we have included a

few attention check items in this study. We hope you don't mind!

Please note there is no back button in this study - once you have submitted a page you can't change

your answers.

Empathetic concern sub-scale

The following statements inquire about your thoughts and feelings regarding people with IDDs

in a variety of situations. Please read each item carefully and rate how well it describes you or doesn't

describe you.

| When I see people with IDDs being taken advantage of, I feel kind of protective toward them. |
| When I see people with IDDs being treated unfairly, I sometimes don't feel very much pity for them. |

I often have tender, concerned feelings for people with IDDs.
Sometimes I don't feel sorry for people with IDDs when they are having problems.
The misfortunes of people with IDDs do not usually disturb me a great deal.
I am often quite touched by things that I see happen to people with IDDs

Prior distressing experiences

The following statements enquire about the frequency of your observations regarding people with IDDs and struggles they may have experienced in various situations. Please indicate how often you have observed people with IDDs having difficulties with the following.

Getting personal care (for example bathing)
Having meals
Dealing with administrative procedures (for example in hospitals)
Their appearance (for example clothing, hygiene)
Toileting
Catering to their needs

Affiliate Stigma Scale

The following statements are about your experience(s) with some behaviours/feelings of the relatives of people with IDDs. Please read each item carefully and rate the extent to which you agree or disagree.

Affective 0.849
People related to a person with IDDs feel inferior.
Behaviours of people with IDDs embarrasses those they are related to.
Behaviour 0.822
People related to people with IDDs keep an especially low profile when they are with them.
People related to people with IDDs reduce their contact with them.
People related to people with IDDs don't participate in activities related to IDDs, so others don't find out about their relatives having IDDs.

Suffering of people with IDDs

The following statements are about distressing experience(s) you have had that involve people with IDDs, and the effect said experience(s) had on you. Please read each item carefully and rate the extent to which you agree or disagree.

The way I see people with IDDs has changed because of a distressing event I have had involving them.
The distressing events involving people with IDDs makes me think about the hardships they face
I have had distressing events with people with IDDs that have led me to having intentions to help them.
When I experience distressing events involving people with IDDs, I can only focus on their suffering.

Attitudes Towards Disabled People: Form O

The following statements enquire about your thoughts/attitudes towards people with IDDs. Please read each item carefully and rate the extent to which you agree or disagree.

People with IDDs are no harder to get along with than those with minor disabilities.
It is almost impossible for people with IDDs to lead a normal life.
You should not expect too much from people with IDDs.
People with IDDs cannot have a normal social life.
Most people with IDDs feel that they are not as good as other people.

Social Inclusion Scale (SIS)

The following statements enquire about your knowledge of social inclusion, relationships and acceptance of people with IDDs in your society. Please read each item carefully and rate the extent to which you agree or disagree.

Social isolation
In my society, people with IDDs are alone and isolated.
People with IDDs play a useful part in my society.
Social relations:
In my society people with IDDs only interact with their families, caretakers, and other people with IDDs.
In my society, people with IDDs are looked down on because of their condition.
Social acceptance
In my society, people with IDDs are accepted by people in their community
In my society, people with IDDs have friends they see or talk to often

In my society, people with IDDs are accepted by their family
In my society mingling with people with IDDs is accepted*

Social Entrepreneurial Intent

The following statements enquire about your social entrepreneurial intentions in regards to people with IDDs. Please read each item carefully and rate the extent to which you agree or disagree.

I expect that at some point in the future I will be involved in launching an organization that aims to help people with IDDs.
I have a preliminary idea for a social enterprise to help people with IDDs on which I plan to act in the future.
I do not plan to start a social enterprise for people with IDDs.

The social entrepreneurial antecedents scale (SEAS)

Moral Obligation

The following statements enquire about your thoughts on the duty/responsibility to people with IDDs. Please read each item carefully and rate the extent to which you agree or disagree.

It is an ethical responsibility to help people less fortunate than ourselves.
We are morally obliged to help socially disadvantaged people.
Social justice requires that we help those who are less fortunate than ourselves.

It is one of the principles of our society that we should help socially disadvantaged people.

Perceived Social Support

The following statements enquire about the external support you would receive in your society to help people with IDDs. Please read each item carefully and rate the extent to which you agree or disagree.

People in my society would support me if I wanted to start an organization to help people with IDDs.
If I planned to address the problems faced by people with IDDs in my society, people would back me up.
It is possible to attract investors for an organization that wants to solve the problems faced by people with IDDs in my society.

Social Entrepreneurial Self-Efficacy

The following statements enquire about your own belief/ability to aid in solving the problems faced by people with IDDs. Please read each item carefully and rate the extent to which you agree or disagree.

I am convinced that I personally can make a contribution to address societal challenges of people with IDDs in my society if I put my mind to it.
I could figure out a way to help solve the problems that people with IDDs face in my society.
Solving societal problems faced by people with IDDs is something each of us can contribute to.

Prior Experience

The following statements are about any prior experience(s) you may have with social organizations. Please read each item carefully and rate the extent to which you agree or disagree.

| |
|---|
| I have some experience working with social problems. |
| I have volunteered or otherwise worked with social organizations. |
| I know a lot about social organizations. |
| I have some experience working with people with IDDs |
| I have volunteered or otherwise worked with social organizations involving people with IDDs. |

6. Demographic profile of survey respondents

|	Type/Range	Frequency	Percentage (%)
Gender	Male	126	36
	Female	223	63.7
	Non-binary	1	0.3
	Total	350	100
Age	18 – 27	202	58.7
	28 – 37	111	32.1
	38 – 47	27	8
	48 – 57	2	0.6
	58 – 67	1	0,3
	78 – 87	1	0.3
	88	1	0.3
	Total	350	100
Education	Rather not say	36	10.3
	No formal qualification	38	10.9
	High school diploma	82	23.4
	Polytechnic	27	7.7
	Undergraduate degree	67	19.1
	Postgraduate degree	89	25.4
	Doctorate degree	11	3.1
Income	Rather not say	128	36.6
	<10,000	43	12.3
	10,000 -30,000	54	15.4
	31,000 – 50, 000	17	4.9
	51, 000 – 70, 000	11	3.6
	71 – 101,000	23	6.6
	101 and above	74	21.1
Prior entrepreneurial experience	Yes	201	59.7
	No	141	40.3
	Total	350	100
Know a PWIDDs	Yes	201	57.4
	No	149	42.6
	Total	350	100
Relation to a PWIDDs	Family member	78	22.35
	Friend	57	16.3
	Professional	18	5.1
	Other	107	30.6
	Don't know	90	25.7

7. 2-way interaction graphs
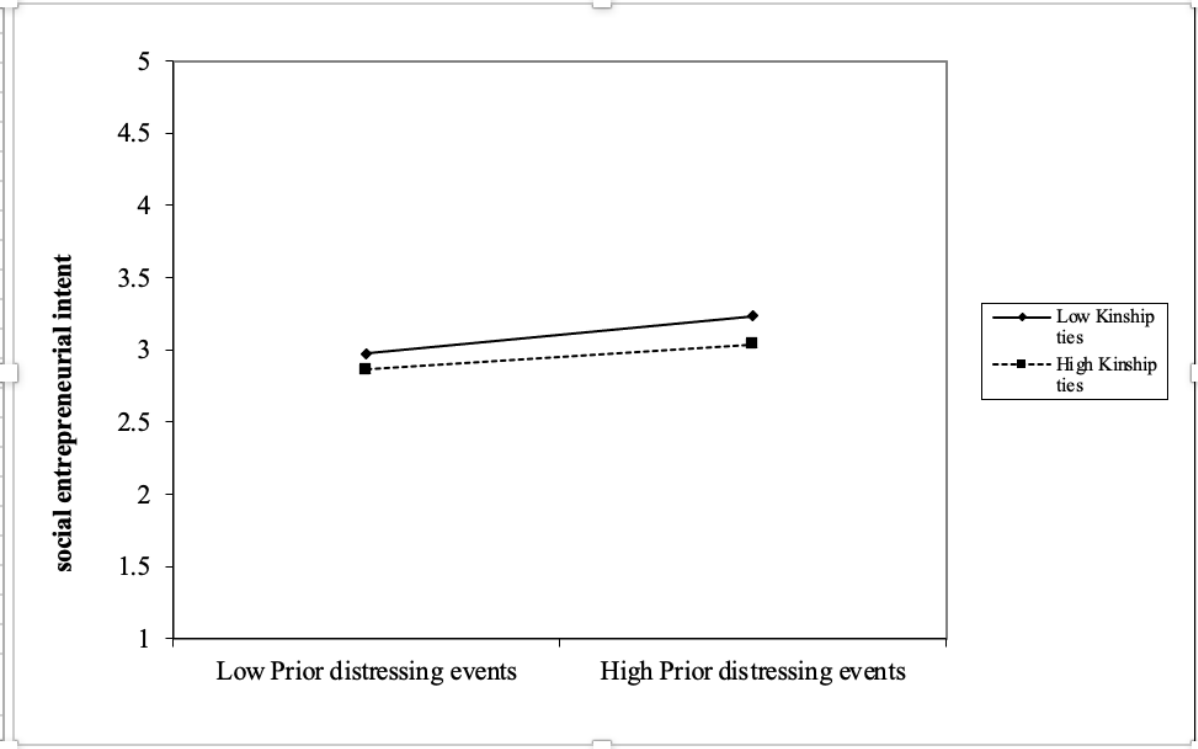
Hypotheses 3a: Mindset x PDE → SEI
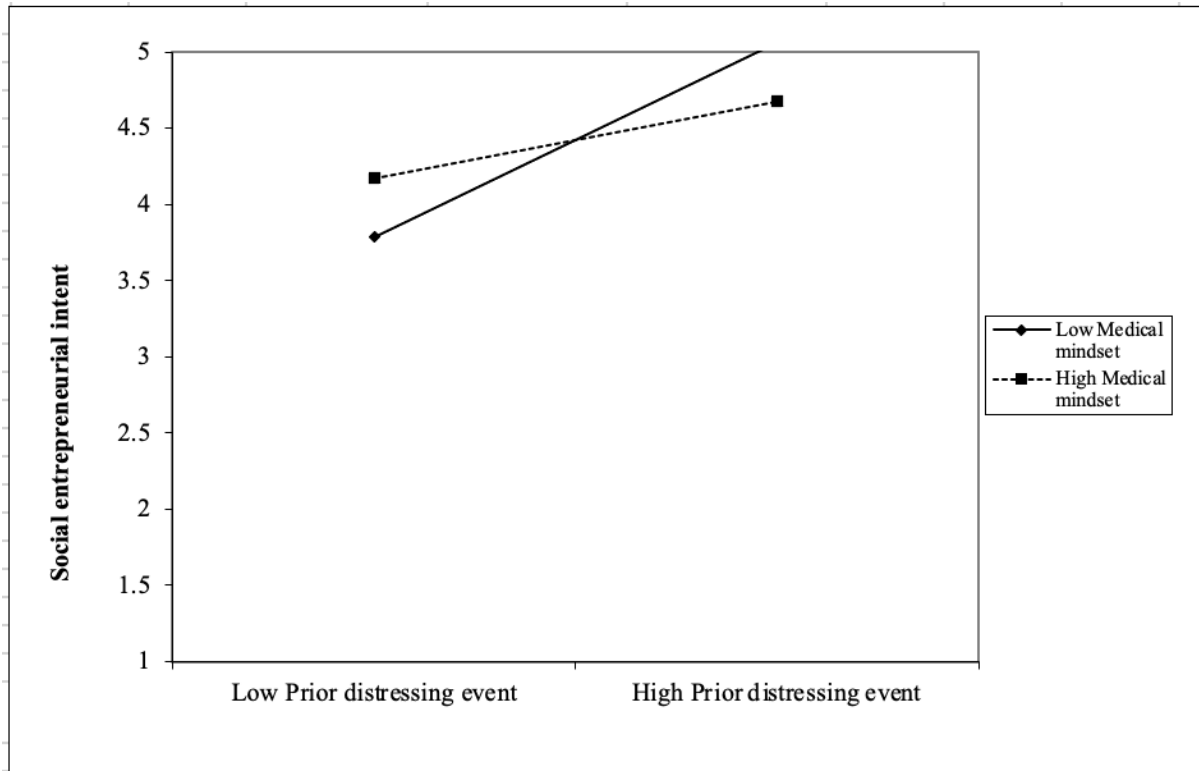
Hypotheses 3b: Mindset x EC → SEI
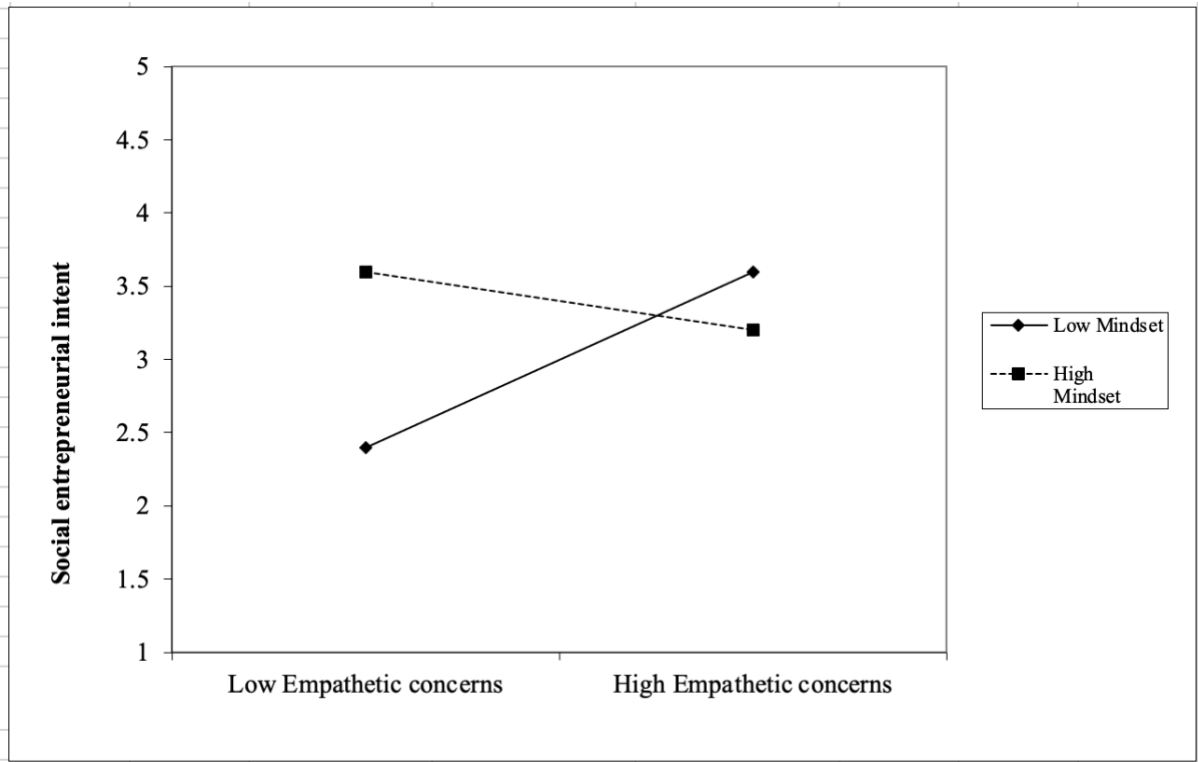
Hypotheses 3c: Mindset x SN → SEI
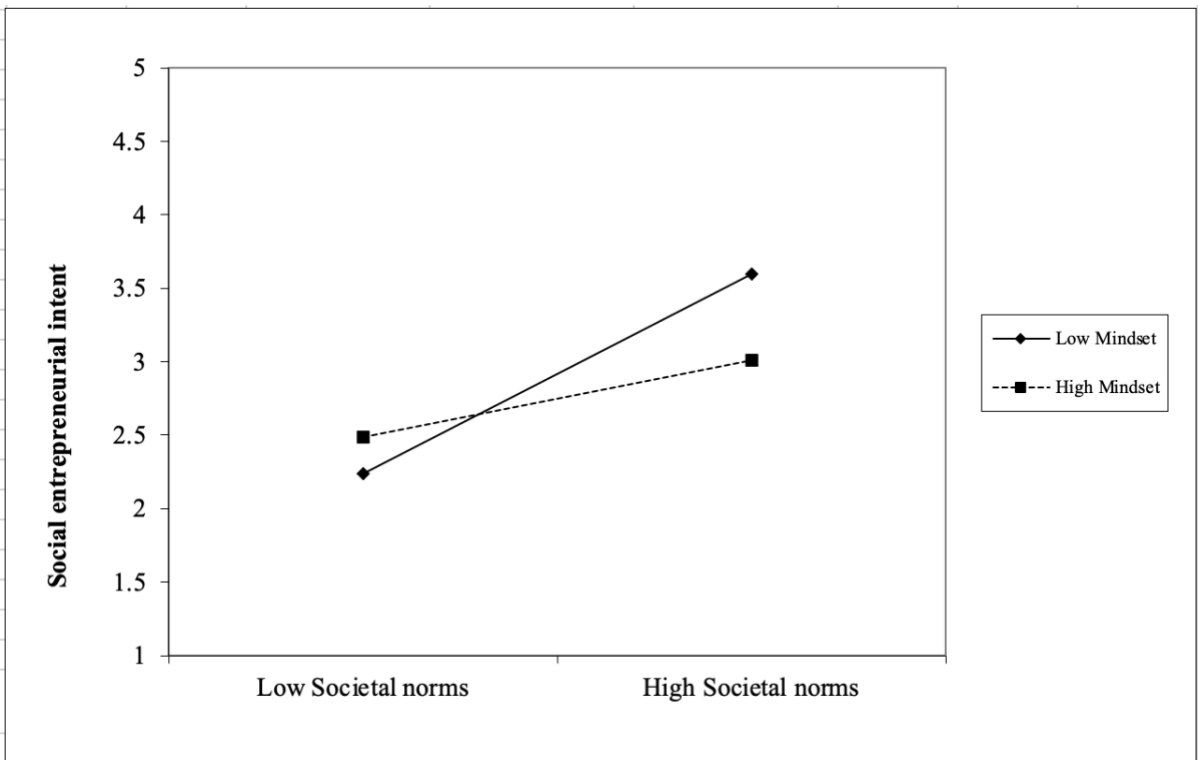
Hypotheses 4: Kinship ties x PDE → SEI

Hypotheses 5:

FoS x PDE → SEI

SoPWIDDs x PDE → SEI