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Social Entrepreneurship: Exploring the Bricolage Model in Nigeria

Michael Ogunleye
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Walden University

College of Management and Technology

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Michael Ogunleye

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Walden University
2019

Abstract

Social Entrepreneurship: Exploring the Bricolage Model in Nigeria

by

Michael Ogunleye

MBA, University of Leicester, 2007

MSc, University of London, 2013

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

March 2019

Abstract

Nigerian entrepreneurs face government barriers and lack the skills and awareness needed for successfully creating and scaling public value in resource-constrained environments. The concept of *bricolage*, which involves doing business by making do with resources at hand, has been addressed in the literature, but not as it occurs among Nigerian entrepreneurs. This study was conducted with the aim of narrowing this gap in knowledge by exploring how Nigerian entrepreneurs have successfully carried out their businesses. The research question addressed how Nigerian entrepreneurs overcame critical situations to successfully address the challenges of scaling and creating public value, and whether the theory of entrepreneurial bricolage can support their actions. A qualitative descriptive single case study with a purposeful sample of 22 interview respondents was employed. A total of 145 critical incidents were analyzed by fitting them into themes constructed a priori from the known behavioral patterns that emerged through the theoretical taxonomy of the concept of entrepreneurial bricolage. The results showed that Nigerian entrepreneurs made do with the resources at hand, improvised, and invoked stakeholder participation and persuasion to solve critical challenges of business continuity. The outcome of the research should help potential entrepreneurs determine strategies to scale their ideas or innovations to achieve positive social change. The results may be useful to any fledgling entrepreneur who needs encouragement when feeling overwhelmed by the challenges of doing business in Nigeria. Budding entrepreneurs can learn from the experiences of those who are deemed successful in their businesses, thereby avoiding challenges when they can and strategizing for those challenges that are unavoidable.

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Dedication

I dedicate this dissertation to the glory of the Almighty God that made it possible for me to start and complete this program. You made a way. I also dedicate this document to those who dare to dream and reach for greater height, even when their environment is working against them. For those who have the desire to add to the organizational leadership and management community of practice, I implore you not to give up in the face of challenges. It is rewarding when it is completed, and it will also inspire others.

Thank you to all who contributed to this body of work. Your support and interest are greatly appreciated.

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Chapter 1: Introduction to the Study

The World Bank in 1996 described Nigeria as a country that was poor in the midst of plenty. This level of poverty has affected the state of the infrastructure in the country and has made corruption a common phenomenon (Agbiboa, 2012; Ogbeidi, 2012). The decaying infrastructure and the difficulty of successfully doing business in Nigeria have affected how quickly entrepreneurs can start up businesses and scale them to reach a wider audience.

The purpose of this qualitative descriptive case study using the critical incident technique (CIT) was to understand how resource-constrained Nigerian entrepreneurs in the education sector of the economy overcame critical situations of business continuity and addressed the challenges of scaling and creating public value successfully. A secondary purpose was to determine whether the theory of entrepreneurial bricolage (Baker & Nelson, 2005; Di Domenico, Haugh, & Tracey, 2010; Levi-Strauss, 1962) could support the taxonomic classification of responses to overcoming critical situations of business continuity, as experienced by Nigerian entrepreneurs in education. Nigerian entrepreneurs are faced with systemic barriers such as deplorable infrastructure, multiple taxation, unfavorable land-use systems, open bribery, and other forms of government bureaucracy that impede business continuity (Ihugba, Odii, & Njoku, 2013). These barriers discourage local entrepreneurs from scaling innovations that will benefit more people (Duru, 2011; Ihugba et al., 2013). This study was designed to explore the place of social entrepreneurs who, despite systemic barriers, were able to use the available resources to scale their innovations to reach more customers (Baker & Nelson, 2005; Di

Domenico et al., 2010). The results of this study provide insights on how local social entrepreneurs can overcome systemic barriers for scaling innovations. The outcome of the research may help potential entrepreneurs determine strategies to scale their ideas or innovations to make a wider social impact.

Chapter 1 includes the background of the study, detailing the underlying issues that led to the need for the study. Chapter 1 also includes the problem statement detailing both the general and specific business problems. The purpose of the study, the general research questions that guided the study, and the concept that formed the framework of the study are discussed. Other areas covered in this chapter include the nature of the study, definitions of key terms and concepts, the study assumptions, scope and delimitations of the study, study limitations, and the significance of the study to theory, practice, and social change.

Background of the Study

Bricolage is a concept that may offer practical insights into the activities of entrepreneurs in an African setting for promoting positive social change, where the unorganized economy depends on the available social institutions (Cleaver, 2002; Holt & Littlewood, 2016; Webb, Tihanyi, Ireland, & Sirmon, 2009). The term *bricolage* was developed by Levi-Strauss (1962) from the French verb *bricoleur* to describe the actions of those who work with their hands using various means common to craftspeople to carry out tasks using available materials because they have nothing else at their disposal. The creation of innovation requires the use of resources, and entrepreneurs use several methods to acquire the resources they need for their ventures (Di Domenico et al., 2010).

Resources, either in scarcity or abundance, are central to the study of entrepreneurship. Resources are not a problem when they are in abundance but can represent a significant barrier when they are scarce, especially in an impoverished society. Levi-Strauss used the concept of *intellectual bricolage* to describe a process of using the available resources for achieving innovation, that is, “making do with what is at hand” (p. 17). The description was created in reference to the individual bricoleur acquiring, compiling, and storing materials for future use by creating flexibility for use in later projects. Bricolage represents resourcefulness and adaptation to prevailing conditions and has been described as a dynamic assembly of ongoing transformation and reconfiguration (Lanzara & Patriotta, 2001).

Weick (1993) described bricoleurs as entrepreneurs who are creative under pressure, using whatever materials they have to achieve their aims. Based on their superior knowledge of the material at hand, bricoleurs can recombine the material into novel form (Weick, 1993). Bricoleurs have been described as tinkerers who improvise, imagine, and are playful while searching for new, unexpected cultural resources to achieve their aims (Miettinen & Virkkunen, 2005). Researchers have applied this concept of “making do with what is at hand” in various fields, including anthropology, evolutionary genetics, biology, economics, education, political science, information technology, entrepreneurship, innovation, and organizational theory (Baker, 2007; Desa, 2011).

Baker and Nelson (2005) derived the theory of *entrepreneurial bricolage* by asserting that in a condition of extreme environmental constraint, entrepreneurs make a

choice from three options: (a) seek resources outside the firm's domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage by making do with a combination of resources at hand to solve new problems and create new opportunities. Vanevenhoven, Winkel, Malewicki, Dougan, and Bronson (2011) described how bricolage influences the process of entrepreneurship. The authors theorized that bricolage improves the viability of entrepreneurship by providing bricoleurs with the means to progress through the entrepreneurial process. The authors explained that through the leveraging of internal and external resources, entrepreneurs could parse, deconceptualize, appropriate, assemble resources, rework, and present narratives toward sustaining and advancing their ventures. Several themes have emerged in the literature on entrepreneurial behavior regarding the characteristics that are common to entrepreneurial bricoleurs. These are (a) making do with the resources at hand to solve problems, (b) refusing to be constrained by limitations, and (c) improvisation.

How entrepreneurial bricolage is practiced in the developing world, especially in Africa, is relatively underexplored (Holt & Littlewood, 2016). Nigerian entrepreneurs have not been among participants in studies of bricolage and how social entrepreneurs can mitigate business challenges. The influence of the Nigerian cultural setting on the positive adaptation of Nigerian entrepreneurs remains a gap in the literature (Bacq, Ofstein, Kickul, & Gundry, 2015; Fisher, 2012). Holt and Littlewood (2016) explained that bricolage would be applicable to understanding how low-income individuals in the developing world generate livelihoods from limited resources. Other researchers have recommended bricolage as a concept that offers interesting conceptual and practical

insights into the activities of entrepreneurs in an African setting where the informal economy is a socially embedded institution (Cleaver, 2002; Holt & Littlewood, 2016; Webb et al., 2009).

This research adds to the body of knowledge on how the concept of bricolage may influence the entrepreneurial process in Nigeria, using examples of entrepreneurs in the education sector of the economy. Nigerian social entrepreneurs may benefit from the results of this study by deepening their understanding of how they might overcome systemic barriers in entrepreneurial processes and scale innovations for promoting positive social change for public benefit.

Problem Statement

Efforts to achieve the poverty elimination goal set by the United Nations assembly in 2000 (International Monetary Fund [IMF], 2015) have not been successful when measured against the billions of people still living in extreme poverty in different regions of the world, especially in Sub-Saharan Africa (United Nations Assembly [UNA], 2013). Innovative solutions are needed to help the Nigerian citizenry overcome the economic challenges and social problems of poverty that beleaguer the nation (Duguh, 2013; Kanayo, 2014). To help alleviate the problems of poverty, Shell and other multinational corporations (MNCs), as part of their corporate social responsibility (CSR) projects, have tried to provide essential human services for Nigeria's people (Aminu, Chiroma, Shehu, Ojobo, & Abdullahi, 2016; Enuoh & Inyang, 2014; Ite, 2004, 2007). Only citizens living in proximity to the geographic area of operations of the MNCs benefit from such help, leaving most of the people outside these regions in need of aid

(Ajayi, 2010; Akwaowo & Swanson, 2015). The general management problem within the Nigerian government and business community was the limited scope of resource support received from socially oriented organizations in helping to address important quality-of-life issues, as hardships persist among the populace (Enuoh & Eneh, 2015; Ite, 2007; Lompo & Trani, 2013).

In the absence of effective external support to the nation, the efforts of local social entrepreneurs are critical for providing the essential human services needed to improve the lives of the populace (Agwu, 2014; Duru, 2011; Ihugba et al., 2013). Social entrepreneurs lack governmental support for their initiatives and face other systemic barriers that include multiple taxation, an unfavorable land-use system, open bribery, and other forms of government bureaucracy (Ofili, 2014). The specific management problem was that Nigerian entrepreneurs face government barriers and lack skills and awareness for successfully creating and scaling public value in resource-constrained environments (Agwu, 2014; Duru, 2011; Ihugba et al., 2013; Lawal, Worlu, & Ayoade, 2016).

The role of Nigerian government leaders in addressing these challenges and facilitating positive developmental outcomes has been addressed in the literature, yet the problem persists (Agwu, 2014; Duru, 2011; Ihugba et al., 2013; Odia & Odia, 2013; Ofili, 2014). There has been little research on the human strength and virtue of local Nigerian entrepreneurs in promoting and scaling social impact when faced with resource constraints (Holt & Littlewood, 2016). The unit of analysis for the few studies conducted regarding the success of social entrepreneurship among local Nigerians was at the aggregate group level, with little consideration for variations of individual experiences

and situational contexts at the individual entrepreneur level (Adegboyega, 2014; Iyayi, Akinmayowa, & Enaini, 2012).

Levi-Strauss (1962) used the term *bricolage* to describe making do with what is at hand to achieve an objective without giving in to scarcities of resources. Nigerian entrepreneurs have not been among the participants in past studies of bricolage and how social entrepreneurs can mitigate business challenges. The influence of the Nigerian cultural setting on the positive adaptation of Nigerian entrepreneurs has been a gap in the literature (Desa, 2011). This research added to the body of knowledge on how the concept of bricolage may influence the entrepreneurial process in Nigeria, using examples from entrepreneurs in the education sector of the economy.

Purpose of the Study

The education sector in the Nigerian economy is the most neglected by the government and the most vibrant regarding social entrepreneurial participation (Härmä, 2013; Ibe, Mbaeri, Anyadike, & Ejeka, 2016). Nigeria has a literacy rate of 61% (National Population Commission, 2011; U.S. Embassy Nigeria, 2012). The low literacy rate puts more than 60 million Nigerians in need of basic education, which the government does not provide (National Population Commission, 2011).

The purpose of this qualitative descriptive case study using the critical incident technique (CIT) was to understand how resource-constrained Nigerian entrepreneurs in the education sector overcame critical situations of business continuity to address the challenges of scaling and creating public value successfully. A secondary purpose was to determine if the theory of entrepreneurial bricolage (Baker & Nelson, 2005; Di

Domenico et al., 2010; Levi-Strauss, 1962) could support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education.

Research Questions

- R1. How do resource-constrained Nigerian entrepreneurs in education overcome critical situations to successfully address the challenges of scaling and creating public value?
 - S1. What are the critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to successfully create and scale public value?
 - S2. What are the elements of taxonomic classification of responses to overcoming critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to create and scale public value?
- R2. What descriptive theory can support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education?

Conceptual Framework

Theories, as explained by Maxwell (2014), consist of systems of concepts, principles, paradigms, assumptions, expectations, and beliefs that support and help to explain a phenomenon. Theory can be used to determine a framework on which to base a study and the selection of the proper methodology that will best deliver the goals for

conducting the research (Maxwell, 2014; Patton, 2015). According to Patton (2015), theory helps a researcher determine the research method and practices to help update the theory. Theory plays separate roles in quantitative research and qualitative research (Tavallaei & Abu Talib, 2010). The quantitative researcher seeks to prove or confirm a hypothesis using a deductive approach and a theoretical backing, whereas a qualitative researcher relies on inductive approach for his or her work and sometimes creates appropriate theory when a suitable theoretical base is missing (Leedy & Ormrod, 2005). The qualitative researcher relies on his or her paradigm, which bears his or her epistemological, ontological, and methodological premises and is comparable to the role of theory in quantitative research methodologies. Denzin and Lincoln (2005) equated paradigms with theory, as both specify a set of questions that are examined with a specific methodology (Tavallaei & Abu Talib, 2010).

The conceptual framework for this study was based upon Levi-Strauss's (1962) conceptualization of bricolage and the extension of bricolage into entrepreneurship posited by Baker and Nelson (2005). Di Domenico et al. (2010) further extended bricolage to the realm of social entrepreneurship. Levi-Strauss used the French term *bricoleur* to describe a craftsman who makes do with whatever is at hand to achieve objectives. A bricoleur collects available undesirable resources with a mindset for future use (Levi-Strauss, 1962). Baker and Nelson demonstrated that firms that practice entrepreneurial bricolage thrive on creating something from nothing and that such bricolage drives the resource environments that are unique to the firm.

Baker and Nelson (2005) derived the theory of entrepreneurial bricolage by asserting that in a condition of extreme environmental constraint, entrepreneurs make a choice out of three options: (a) seek resources outside the firm's domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage by making do with a combination of resources at hand to solve new problems and create new opportunities. The ability of an entrepreneur to avoid being constrained by limitations in resources and use whatever resources are available to fashion a sustainable future underpins the social bricolage model (Di Domenico et al., 2010; Levi-Strauss, 1962). Di Domenico et al. (2010) used the bricolage concept introduced by Levi-Strauss (1962) and advanced into entrepreneurship by Baker and Nelson to study how social enterprises acquire their resources in resource-constrained environments. Di Domenico et al. added three constructs of social value creation, stakeholder participation, and persuasion to the existing three of making do, refusal to be constrained by limitations, and improvisation. Fisher (2012) evaluated the behavioral aspect of bricolage by relating the theory to observable behavior of entrepreneurs in the early development stage of six new ventures. Fisher emphasized the consistency of specific behaviors of entrepreneurs that are common to entrepreneurial bricolage.

The constructs of bricolage for this study are that bricoleurs (a) make do with the resources at hand, (b) refuse to be constrained by limitations, (c) improvise, (d) create social value, (e) find workable solutions through stakeholder participation and persuasion, (f) recombine resources for new purposes, and (g) transform discarded resources for new use (Baker & Nelson, 2005; Di Domenico et al., 2010; Fisher, 2012;

Levi-Strauss, 1962). In case studies, some preliminary theory or theoretical propositions are stated upfront to guide the research design (Yin, 2014). The seven constructs and corresponding theoretical propositions taken from the literature (Appendix A) supported the data collection and analysis strategy for this study (Yin, 2014).

Nature of the Study

A qualitative descriptive single case study design using CIT was employed. A qualitative research approach is more appropriate for examining the rich, thick nature of the experiences of bricolage than an empirical analysis of quantifiable data about bricolage (Merriam, 2002; Ponterotto, 2005). The research involved how social entrepreneurs in Nigeria described overcoming systemic barriers to business continuity for scaling social innovation. A descriptive case study design was used to reveal patterns in entrepreneur behavior and decision making through the theoretical lens of bricolage toward advancing theory explanation, extension, or development; this design was appropriate for this study (Mills, Durepos, & Wiebe, 2010).

The descriptive case study approach began with the collection of in-depth information using the critical incident technique (CIT) made famous by Flanagan (1954). The CIT consists of a set of procedures used in collecting human behavioral data toward finding responses to practical problems and developing broad principles that could help solve related problems in the future (Flanagan, 1954). The critical incidents must be observable, must be of special significance, and must meet systematically defined criteria (FitzGerald, Seale, Kerins, & McElvaney, 2008; Flanagan, 1954).

Unlike the other qualitative methodologies, the sample size in CIT is determined not by the number of participants, but rather by the number of critical incidents observed and how well the number of incidents or events adequately covers the activity of interest (Butterfield, 2005; Flanagan, 1954). Determining the size of the sample for a CIT study in advance is difficult, as there are no firm rules for doing so (Fitzgerald et al., 2008; Flanagan, 1954). The optimum number of critical incidents can range from between 50-100 to thousands (Hughes, 2007). Based on the resources available and logistical considerations, a sample size of 75 incidents was adopted for CIT data collection. Incident collection continued until redundancy occurred (Butterfield, 2005; Flanagan, 1954; Hughes, 2007).

The sample frame encompassed the founders of privately owned educational institutions that had been in existence for more than 5 years and were listed on the Lagos Schools website. Lagos Schools Online is a website with contact information for executives of all schools, including public, missionary or religious, and private or social entrepreneurial ventures in Lagos state, Nigeria. Permission was sought to contact the owners of the private ventures. Three hundred entrepreneurs were estimated to meet the criteria and constituted the target population. The assumption was that if each participant reported three incidents, a total of 25 participants, or a response rate from the sample frame of 8% to the invitation to participate, was required to generate the data needed for the study.

The questionnaire mirrored the open-ended, semistructured questionnaire administered by Nassif, Andreassi, and Tonelli (2016) in their study of how female

Brazilian entrepreneurs addressed business sustainability challenges. The participants were asked to respond to three questions. The participants were asked to go back in time and describe several specific situations, events, or incidents that they considered challenging that would have negatively impacted their ability to successfully create and scale public value, had they not successfully addressed the challenge. For each incident, the participant was asked the following: (a) What were the constraints they faced? (b) How did they respond to the challenges? and (c) What were the results of their actions?

Data analysis involved grouping the responses into themes or constructs that emerged from the theoretical taxonomy constructed a priori. Data saturation was determined when additional data no longer added new information related to the predetermined behaviors and decision-making responses represented in the bricolage proposition list (Flanagan, 1954; Hughes, 2007). The pattern-matching and response frequencies from data reported by the entrepreneurs were compared to the expected responses from the constructed taxonomy and concluded. In a situation of no fit, a rival explanation related to the incident responses would be sought.

For triangulation purposes, the approach also included the collection of entrepreneur artifacts consisting of documents to show the social entrepreneurs' challenges and mitigation methods. Secondary information from sources such as local, national, and international media reports of the success of the entrepreneurs was also collected.

Definitions

Bricolage: Bricolage is making do with a resource that is available to an entrepreneur (Di Domenico et al., 2010). Bricolage is also used to explain resourcefulness, improvisation, and adaptability in the use of resources with a resolve not to be constrained by limitations (Baker & Nelson, 2005; Di Domenico et al., 2010).

Corporate social responsibility (CSR): CSR is a commitment by organizations to improve community well-being by undertaking discretionary business practices and contribution of corporate resources (Kotler & Lee, 2008). Other concepts with similar usage include *corporate citizenship, corporate philanthropy, corporate giving, corporate community involvement, community relations, community affairs, community development, corporate responsibility, global citizenship, and corporate societal marketing* (Kotler & Lee, 2008).

Corruption: Corruption is any behavior or transaction in which a power/office holder carries out preferential treatment or favor against the principle and interest of an organization or the public within a society (Adebayo, 2013). Corruption also refers to dishonest and illegal behavior of people in authority for their own gain, including gratification, influence peddling, insider trading, and much more (Adebayo, 2013).

Governance: Governance is the way and process by which a political organization or entity is structured to exercise power and authority (Akinola, Adebisi, & Oyewo, 2015).

Infrastructure: Infrastructure is the fixed installation that is available for a country or an economy to function (“Infrastructure,” 2018). Infrastructure includes roads, railways, airports, water systems, electricity, and much more.

Lilliput: Lilliput is one of two fictional island nations in the 1726 novel *Gulliver’s Travels* by Jonathan Swift, inhabited by tiny people who are one-twelfth the height of ordinary human beings. Agbiboa (2012) used an analogy with the Lilliputians to describe the Nigerian leadership, whose limited capacity had debarred a country of immense prospect from realizing its dreams.

Poverty alleviation: Poverty alleviation consists of all of the activities, policies, and actions that promote poverty reduction. Social entrepreneurs contribute to poverty reduction by creating or participating in opportunities that will increase social wealth through the creation of new markets, new industries, new technology, new business ventures, new jobs, and much more (Hussain, Bhuiyan, & Bakar, 2014).

Scaling: Scaling is the changing of business sizes. *Scaling up* refers to efforts to replicate an innovation, while *scaling out* involves the attempt for products or innovations to affect more people and cover a larger geographical area (Westley, Antadze, Riddell, Robinson, & Geobey, 2014).

Systemic barrier: Systemic barriers are the patterns of behavior, policies, or practices that create or promote an environment of relative disadvantage for a set of people or organizations. In Nigeria, these barriers refer to situations that have become part of the culture and that prevent development through private investment, such as deplorable infrastructure, multiple taxation, an unfavorable land-use system, open

bribery, and other forms of government bureaucracy (Oduyoye, Adebola, & Binuyo, 2013)

Assumptions

The main assumption associated with this project was that systemic barriers affect all social entrepreneurs equally. The infrastructure used by the entrepreneurs is common, serves all social classes, and presents similar challenges to business continuity. Multiple taxation is also a common phenomenon in which different arms of the government impose levies on business owners, who are forced by special agents to pay.

The second assumption was that the participants would be willing to talk about their situations. Participant selection was carried out using the purposeful sampling technique. More than the required number of participants were chosen to account for the attrition of participants who failed to complete the interview.

According to Adebisi and Gbegi (2013), only about 20% of businesses survive after the first 5 years. For this study, business ventures that were still in existence after the first 5 years were assumed to be successful. The final assumption was related to the size of the sample. The plan was to collect 75 incidents from 25 participants. The assumption was that the planned number of incidents to be collected would be sufficient to achieve data saturation to address the research questions for the study. Data collection was to continue until saturation was achieved.

Scope and Delimitations

The scope of this research was delimited to social entrepreneurs operating in the education sector of the Nigerian economy. Other industries are affected by the same

phenomenon; however, the education sector was chosen to make the study practical and manageable. Creating a boundary that limits the scope of the study allows for better manageability (Sampson, 2012). The study was delimited further to include entrepreneurs in the education sector with more than 5 years of business continuity experience in a start-up operation. The research questions probed those critical incidents in the lives of the social entrepreneurs that would have negatively impacted their ability to successfully create and scale public value if they had not acted the way they did. The critical incidents were also delimited to those who demonstrated their skills as social bricoleurs in the ways in which they made do with what was at hand, created solutions that counteracted systemic limitations, and improvised in their approach to solving problems or using the material at hand. Some areas were not safe to travel to, and those areas were not represented in the sampling for the project. The participants were selected from areas that were accessible and conducive to conducting interviews.

Other industries are affected by the same phenomenon; however, the choice of the education sector was made because most Nigerian families are faced with the poor quality of education provided by the government (Härmä, 2013). Private schools are common to all social levels and are equally affected by systemic barriers such as deplorable infrastructure, multiple taxation, an unfavorable land-use system, open bribery, and other forms of government bureaucracy. The challenges caused by these barriers are impeding business continuity in the education sector. The transferability of the results of this research study might be questioned, but the need to test the assumptions and check the results for portability creates an opportunity for other researchers to

determine whether the conclusions of this project will apply to other sectors of the economy. The research was, however, not delimited by social status. Purposeful sampling was employed to include the three social classes: low, mid, and high.

Limitations

The choice of a research design assumes a certain worldview, which in turn defines sample selection, data analysis, and the approach to the issues of trustworthiness (Merriam & Tisdell, 2016). A descriptive single case study, which was the chosen design for this study, could only allow analytic generalization due to the purposeful nature of the sampling strategy (Yin, 2016). The objective of this study was to understand how resource-constrained Nigerian entrepreneurs in the education sector of the economy overcame critical situations of business continuity and how they addressed the challenges of scaling and creating public value successfully. The purposeful sampling for this study was focused on entrepreneurs in Lagos state who has been successfully running their business for at least 5 years. The plan was to interview 25 participants for a total of 75 incidents. The low density of the sampling might not allow for transferability of the understanding that results from this study outside the demographics of the sample frame. The outcome might apply to those within the same sector and other sectors that face similar challenges within the Nigerian economy. The outcome might be difficult to extend outside the country based on the peculiarity of the challenges faced by different countries in Africa.

As the researcher, I was the primary data collection instrument in this study. Being part of the process can be advantageous for a researcher but can also create biases

in reporting, which can adversely impact a study (Merriam & Tisdell, 2016). I was not in any power relationship with the participants to affect the outcome of the interview. My biases could still be reflected in data collation and analysis. Triangulation, member checking, and peer review were used to maintain credibility in this study.

CIT was the tool for data collection. Some researchers have criticized the trustworthiness of CIT as an analytic technique (Douglas et al., 2009; Gremler, 2004). The shortcomings of CIT stem from the possibility of misinterpreting the respondents, which may be mitigated by using two or more trained judges during data collection (Gremler, 2004). Other limitations of CIT are recall bias and memory lapses resulting in events being reported incorrectly or untruthfully by the researcher (Gremler, 2004). Incidents that are vague and lacking details should not be included in studies (Kemppainen, 2000).

Significance of the Study

The level of poverty in Nigeria is a paradox in that the country is rich, but the people are poor (The World Bank, 1996). Poverty poses a serious challenge to the Nigerian government with its attendant effects of deprivation of necessities of life (Kanayo, 2014). The failure of the government to alleviate the suffering of the populace by providing the necessary infrastructure places a burden on Nigerian and corporate entrepreneurs to solve this problem (Raimi et al., 2015). Entrepreneurs have used known theories to solve social issues. Knowledge gained from a theoretical concept such as bricolage could become useful in efforts to improve the Nigerian economy. The results of this study may help potential entrepreneurs determine strategies to scale their ideas or

innovations to make a wider social impact. The findings may also have significance for policy, practice, theory, and positive social change, as detailed in the following subsections.

Significance to Practice

Nigeria's population of 182 million is the largest in Africa (United Nations, Department of Economic and Social Affairs, Population Division [DESA, UN], 2015). How entrepreneurs apply bricolage to solve social problems in Nigeria is addressed in the literature; however, the scope of most of the studies is organizational intrapreneurship that is not for the public's benefit (Desa, 2011; Kshetri, 2011; McKague, Oliver, & Branzei, 2010; Seelos, Mair, Battilana, & Tina Dacin, 2011). Nigerian social entrepreneurs might benefit from the results of this study by deepening their understanding as to how they might overcome systemic barriers in entrepreneurial processes and scaling innovations for promoting positive social change for public benefit. The Nigerian economy entered a recession in 2016; therefore, the results of this study may support efforts to improve the economy through poverty alleviation, job creation, and support strategies for small business owners of educational enterprises (Okpara & Wynn, 2012).

Significance to Theory

The findings may assist scholars in extending the understanding of the application of the bricolage model in the social entrepreneurship field. Part of the outcome of the 10th annual New York University (NYU) Stern Conference on Social Entrepreneurship in 2013 was the need to advance the emerging field of social entrepreneurship through

research that makes theoretical contributions, especially by applying established theories of other fields in explaining social entrepreneurial issues or generating new theories (NYU Stern, 2013). In this research, how bricolage theories affect social entrepreneurship was the focus. The aim was to work toward an increased understanding of the social entrepreneurship field, and this study extended and contributed to established concepts such as social bricolage and entrepreneurial bricolage.

Significance to Social Change

The economic situation in Nigeria is negatively affected by the state of the country's infrastructure, resulting in the proliferation of multiple taxation practices by government agencies, an unfavorable land-use system, open bribery, and other forms of government bureaucracy (Duru, 2011; Ihugba et al., 2013). Local entrepreneurs are discouraged by the daily challenges of scaling innovations that will benefit more people (Duru, 2011; Ihugba et al., 2013).

Social entrepreneurship thrives in resource-constrained or poorly developed environments around the world (Bacq et al., 2015; Desa, 2011). Entrepreneurs could realize greater social impact based on their ability to effectively combine and apply their scarce resources to create solutions to new problems and opportunities (Bacq et al., 2015; Baker & Nelson, 2005). Several studies currently exist on the pattern of behavior known as *bricolage*; however, most of the studies are focused on entrepreneurial activities in developed nations (Baker & Nelson, 2005; Fisher, 2012). The practice of bricolage in the developing world, especially in Africa, has been relatively underexplored (Holt & Littlewood, 2016). Holt and Littlewood (2016) explained that bricolage would be

applicable in understanding how low-income individuals in the developing world generate livelihoods from rejected resources. Bricolage is a concept that may offer practical insights into the activities of entrepreneurs in an African setting for promoting positive social change, where the unorganized economy depends on the available social institutions (Cleaver, 2002; Holt & Littlewood, 2016; Webb et al., 2009).

The results from this study provide insights on how local social entrepreneurs could overcome systemic barriers for scaling innovations. The outcome of the research may help potential entrepreneurs determine strategies to scale their ideas or innovations to make a wider social impact. The study highlights strategies implemented by new entrants who have successfully established sustainable businesses, documenting the problems they faced. Nigeria's economy entered into recession in 2016; therefore, the result of this study may support efforts to improve the economy through poverty alleviation, job creation, and enhanced support for small businesses (Okpara, 2011).

Summary and Transition

Chapter 1 was an introduction to the study with a description of the background of the problem and an explanation of the problem that social entrepreneurs face in Nigeria. The call for research in social entrepreneurship on the need to test the application of known theories and the need to develop new theories was also discussed. Chapter 1 also covered the research questions and presented an introduction to the research approach that helped in answering the question. The conceptual framework for the study and some of the assumptions that formed its basis were also presented. The delimitations and limitations of the study were explained. The significance of the study to theory, practice,

and social change was also discussed. Chapter 2 is a comprehensive review of extant literature on the concepts of entrepreneurship, social entrepreneurship, and bricolage. The chapter also highlights relevant gaps in the literature.

Chapter 2: Literature Review

Limited resource supports are received by the Nigerian government and business community from socially oriented organizations to help address important quality-of-life issues as hardships persist among the populace (Enuoh & Eneh, 2015; Ite, 2007; Lompo & Trani, 2013). Nigerian social entrepreneurs lack governmental support for their initiatives and face other systemic barriers that include multiple taxation, an unfavorable land-use system, open bribery, and other forms of government bureaucracy (Ofili, 2014). The management problem that drove this research was that Nigerian entrepreneurs faced government barriers and lacked skills and awareness for successfully creating and scaling public value in resource-constrained environments (Agwu, 2014; Duru, 2011; Ihugba et al., 2013; Lawal et al., 2016).

Several researchers have addressed the role of Nigerian government leaders regarding these challenges and their efforts in facilitating positive developmental outcomes, yet the problem has persisted (Agwu, 2014; Duru, 2011; Ihugba et al., 2013; Odia & Odia, 2013; Ofili, 2014). The human strength and virtue of local Nigerian entrepreneurs in promoting and scaling social impact when faced with resource constraints have been underresearched (Holt & Littlewood, 2016). Levi-Strauss (1962) described *bricolage* as making do with what is at hand to achieve an objective without giving in to the scarcity of resources. Nigerian entrepreneurs have not been among participants in studies of bricolage and how social entrepreneurs can mitigate business challenges. The influence of the Nigerian cultural setting on the positive adaptation of Nigerian entrepreneurs has been a gap in the literature (Desa, 2011). The purpose of this

qualitative descriptive case study, using CIT, was to understand how resource-constrained Nigerian entrepreneurs in education overcame critical situations to address the challenges of scaling and creating public value successfully. A secondary purpose was to determine if the theory of entrepreneurial bricolage (Baker & Nelson, 2005; Di Domenico et al., 2010; Levi-Strauss, 1962) could support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education. The research adds to the body of knowledge on how the concept of bricolage might influence the entrepreneurial process in Nigeria, using examples from entrepreneurs within the education sector of the economy.

In Chapter 2, the search strategy used for the study and the theoretical and conceptual foundation that formed the basis of the study are discussed. Chapter 2 also includes the conceptual framework and the literature that contributed to the study. The gaps in the current literature and how the results of this study will contribute to scholarship and practice are also discussed.

Literature Search Strategy

The following databases were used to identify peer-reviewed articles: Business Source Complete/Premier, ABI/Inform Complete, SAGE, ProQuest, and Emerald Management Journals. The search terms used for the search were *entrepreneurship*, *social entrepreneurship*, *bricolage*, *corporate social responsibility*, *behavior*, *poverty*, *developing countries*, and *Nigeria*.

Table 1

Reviewed Resources: Classification and Year of Publication

Key terms used in search	2018	2017	2016	2015	2014	2013	Prior	Total
General entrepreneurship theory and concepts				1			20	21
Social entrepreneurship (non-Nigeria)					1	2	25	28
Corporate social responsibility			1	2	2	2	7	14
Theory of bricolage and entrepreneurial behavior (non-Nigeria)	1	1	1	2	1	3	18	27
Theory of bricolage and entrepreneurial behavior (Nigeria)			1				1	2
Developing countries and poverty (non-Nigeria)	1	1		2	1	2	4	11
Nigerian economy, poverty, and entrepreneurship			4	4	7	6	18	39
Research methodology		1	3	4	3	3	27	41
Total	2	3	10	15	15	18	120	183

A total of 183 references were cited in this study (see Table 1). The preponderance of older references was related to foundational resources pertaining to the concept of bricolage, the seminal work on entrepreneurship, and the research design. The gap in the literature was evident in the number of literary works on bricolage and entrepreneurial behavior relating to Nigeria. The report from this study adds to the scarce literature on bricolage as it relates to Nigerian entrepreneurs.

Table 2 contains a breakdown of the types of resources included in the review.

Table 2

Types of Resources Included in the Review

Peer-reviewed journal articles	Other articles	Books	Dissertations	Research papers and reports	Organizational webpages	Total
120	4	31	0	17	11	183

Most of the literature that exists on entrepreneurship in Nigeria addresses how local experience can be harnessed to enhance institutional entrepreneurship (Desa, 2011; Kshetri, 2011; McKague et al., 2010; Seelos et al., 2011). Some local authors have recognized the need for information and communications technology (ICT) education, based on the expansion of the computer knowledge, and concentrated on entrepreneurship training focused on information technology (Ali & Bailur, 2007; Motsoeneng & Mahlomaholo, 2015). Authors such as Onwuegbuzie, Adomdza, and Ogola (2012) have extended bricolage to include the realm of indigenous knowledge entrepreneurship, creating another avenue for further research. Gaps still exist on how

bricolage relates to the activities of social entrepreneurs who are in the business of providing basic education to the Nigerian populace. Successive Nigerian government administrations have grossly neglected the basic education sector (Moja, 2000; Odia & Omofonmwan, 2007; Rolleston & Adefeso-Olateju, 2014). The growing population of Nigeria (Gerland et al., 2014), however, shows that significant resources are available, which could be harnessed to create a vibrant education system championed by social entrepreneurs.

Conceptual Foundation

The conceptual framework for this study was the work of Levi-Strauss (1962) on bricolage and the extension of the concept of bricolage to social entrepreneurship by Di Domenico and others (2010). Levi-Strauss used the French term *bricoleur* to describe craftspeople who make do with whatever is at hand to achieve their objectives. He explained that a bricoleur collects what is available for keeps with the mindset that it could be useful in the future (Levi-Strauss, 1962). Baker and Nelson (2005) demonstrated that firms that practice entrepreneurial bricolage thrive on creating something from nothing and that such bricolage drives the resource environments that are unique to the firm.

Baker and Nelson (2005) derived the theory of entrepreneurial bricolage by asserting that in a condition of extreme environmental constraint, entrepreneurs make a choice out of three options: (a) seek resources outside the firm domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage by making do with combination of resources at hand to solve new problems and create new

opportunities. The ability of an entrepreneur to avoid being constrained by limitations in resources and to use whatever resources are available to fashion a sustainable future underpins the social bricolage model (Di Domenico et al., 2010; Levi-Strauss, 1962). Di Domenico et al. (2010) used the bricolage concept introduced by Levi-Strauss (1962) and advanced into entrepreneurship by Baker and Nelson to study how social enterprises acquire their resources in resource-constrained environments. Baker and Nelson added three constructs of social value creation, stakeholder participation, and persuasion to the existing three of making do, refusal to be constrained by limitations, and improvisation. Fisher (2012) evaluated the behavioral aspect of bricolage by relating the theory to observable behavior of entrepreneurs in the early development stage of six new ventures. Fisher emphasized the consistency of specific behaviors of entrepreneurs that are common to entrepreneurial bricolage.

The creation of innovation requires the use of resources, and entrepreneurs use several methods to acquire the resources for their ventures (Di Domenico et al., 2010). Resources, either in scarcity or abundance, are central to the study of entrepreneurship. When abundant, resources do not constitute a problem for an entrepreneur, but they can be a significant barrier when they are scarce, especially when dealing with an impoverished society. Levi-Strauss (1962) used the concept of intellectual bricolage to describe a process of using the available resources for achieving innovation. Levi-Strauss was reacting to the individual bricoleur acquiring, compiling, and storing materials for future use by creating flexibility for use in later projects. The process of making do with what is at hand has been applied to different fields, and with social bricolage, it has been

related to social entrepreneurship (Desa, 2011). The social bricoleur combines materials, labor, and skills in a process that includes the collection and storage of materials, skills of personnel, industry best practices, and legal regulations to achieve goals (Desa, 2011). Resource mobilization and recombination of principles, resources, and practices to bring about institutional change differentiate social bricoleurs from others (Desa, 2011).

Bricolage represents resourcefulness and adaptation to prevailing conditions (Lanzara & Patriotta, 2001). Lanzara and Patriotta (2001) described bricolage as a dynamic assembly of ongoing transformation and reconfigurations. Social bricolage represents making do by combining available resources at hand to solve new problems and utilize opportunities, hence the use of the model in a resource-poor environment (Baker & Nelson, 2005). Baker and Nelson (2005) explained that social entrepreneurial bricolage happens when entrepreneurs in a resource-poor environment use a combination of resources at hand for a new purpose, and through that create a unique solution to societal problems. Making do and refusal to be constrained by limitations have also been closely linked with the concept of improvisation. The construct of improvisation is based on being able to create order out of whatever material is available (Di Domenico et al., 2010).

Weick (1993) described bricoleurs as entrepreneurs who are creative under pressure using whatever materials they have to reach their aims. Based on their superior knowledge of the materials at hand, they can recombine the materials into novel forms (Weick, 1993). Bricoleurs have been described as tinkerers who improvise, imagine, and are playful while searching for new, unexpected cultural resources to achieve their aims

(Miettinen & Virkkunen, 2005). According to Di Domenico et al. (2010), a social bricoleur leverages resources that are deemed not useful by existing organizations or the society to respond to unmet needs in the community. A social bricoleur improvises and combines resources to achieve aims (Di Domenico et al., 2010).

The constructs of bricolage for this study were as follows: (a) make do with the resources at hand, (b) refuse to be constrained by limitations, (c) improvise, (d) create social value, (e) find workable solutions through stakeholder participation and persuasion, (f) recombine resources for new purposes, and (g) transform discarded resources into new uses (Baker & Nelson, 2005; Di Domenico et al., 2010; Fisher, 2012; Levi-Strauss, 1962). In case studies, some preliminary theory or theoretical propositions are stated upfront to guide the research design (Yin, 2014). The seven constructs and corresponding theoretical propositions taken from the literature are stated in Appendix A.

Conceptual Framework

Theories, as explained by Maxwell (2014), consist of systems of concepts, principles, paradigms, assumptions, expectations, and beliefs that support and help explain a phenomenon. Researchers use theory in determining research designs to be adopted and as a framework on which to base their studies (Maxwell, 2014). Conceptual frameworks are important in the selection of the proper research methodology that will best deliver a goal (Maxwell, 2014; Patton, 2015). According to Patton (2015), a researcher uses theory to determine the research method and updates the theory through his or her practices. The relationship between theory and research method is the reason why some qualitative researchers equate theory with the paradigm and the research

methodology (Tavallaei & Abu Talib, 2010). The role of theory varies in qualitative methods depending on the research design (Tavallaei & Abu Talib, 2010). A case study involves studying a contemporary phenomenon in its real-world context that is bounded in time (Yin, 2014). Researchers conducting case studies state some preliminary theory or theoretical propositions upfront to guide the research design (Yin, 2014). The theoretical proposition acts as a lens to guide data collection and the strategy for data analysis (Yin, 2014).

The conceptual framework for this study was the work of Levi-Strauss (1962) on the concept of bricolage and its extension into entrepreneurship by Baker and Nelson (2005). Di Domenico et al. further extended bricolage to the realm of social entrepreneurship in 2010. Levi-Strauss used the French term *bricoleur* to describe craftspeople who make do with whatever is at hand to achieve their objectives. He further explained that a bricoleur collects what is available to keep with the mindset that it could be useful in the future (Levi-Strauss, 1962). Baker and Nelson derived the theory of entrepreneurial bricolage by asserting that in a condition of extreme environmental constraint, entrepreneurs make a choice from three options: (a) seek resources outside the firm's domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage by making do with the combination of resources at hand to solve new problems and create new opportunities. The ability of an entrepreneur to avoid being constrained by limitations in resources and to use whatever resources are available to fashion a sustainable future underpins the social bricolage model (Di Domenico et al., 2010; Levi-Strauss, 1962). Di Domenico et al. used the bricolage concept introduced by

Levi-Strauss and advanced into entrepreneurship by Baker and Nelson to study how social enterprises acquire their resources in resource-constrained environments. Di Domenico et al. added three constructs of social value creation, stakeholder participation, and persuasion to the existing three of making do, refusal to be constrained by limitations, and improvisation. Fisher (2012) evaluated the behavioral aspect of bricolage by relating the theory to observable behavior of entrepreneurs in the early development stage of six new ventures. Fisher emphasized the consistency of specific behaviors of entrepreneurs that are common to entrepreneurial bricolage.

Literature Review

The literature review section is a comprehensive review of the position of extant literature on the two concepts of interest: social entrepreneurship and bricolage. The section begins with an overview of the seminal literature on social entrepreneurship, tracing the roots of the field, and noting the novelty in the field. The literary works on the conceptual framework used in the selection of the bricolage domains or themes are reviewed.

Social entrepreneurship is now a well-established concept in both scholarship and business (Peredo & McLean, 2006). Associated with its popularity is the plurality that underscores its understanding (Peredo & McLean, 2006). Peredo and McLean (2006) noted that commentators and advocates understand social entrepreneurship in diverse ways, leading to different definitions. Dees (1998) explained social entrepreneurship as a type of entrepreneurship, hence the need to start with a fair understanding of entrepreneurship and explain how it effects social impact.

Introduction to the Concept of Entrepreneurship

The word *entrepreneurship* has been traced to the mid-17th century and Cantillon, who was the first scientist to acknowledge the place of entrepreneurial function within the economic system (Van Praag, 1999). Cantillon's pronouncement was a positive spin on Aristotle's idea that entrepreneurship is a *zero-sum game* where one man's gain is due to another man's loss (Van Praag, 1999). Cantillon recognized that differences in demand and supply in a market create opportunities for buying cheap and selling at a higher price, resulting in bringing the competitive market into equilibrium (Landstrom, 2004). Cantillon's analysis emphasized entrepreneurs' appetite for risk and foresight for business (Landstrom, 2004). The French economist Baptiste gave what could be the first definition of entrepreneurship as the combining of the means of production into an organism and defined an entrepreneur as a *broker* who organizes and combines resources with the aim of producing goods (Landstrom, 2004). Schumpeter (1980) emphasized innovation as the defining feature of entrepreneurship and argued that an entrepreneur is an innovator and carries out one of the following five tasks: (a) the introduction of a new good or a new quality, (b) the creation of a new method of production, (c) the opening of a new market, (d) the capture of a new source of supply, or (e) the creation of a new organization or industry. Schumpeter (1980) emphasized that an entrepreneur is not necessarily the one who invents new combinations but the one who identifies how to commercialize these new combinations. Schumpeter's assertion implied that a business owner is considered an entrepreneur only if he or she applies new combinations to production. Knight (1921) stated that the central role of an entrepreneur is to assume

uncertainty. The foremost theories in entrepreneurship have explained entrepreneurship as a function of the types of people engaged in entrepreneurial activity, overlooking the role of opportunities (Eckhardt & Shane, 2003). The person-centric perspective views entrepreneurship as a function of stable, enduring differences among people rather than differences in the information they possess about the presence of opportunities (Eckhardt & Shane, 2003). People with a greater preference for uncertainty prefer to be entrepreneurs while those with a lower preference prefer to be wage employees (Eckhardt & Shane, 2003; Kihlstrom & Laffont, 1979). The drawback of the person-centric approach is its failure to explain the episodic nature of entrepreneurship, which is dependent on the opportunity at hand (Carroll & Mosakowski, 1987; Gartner, 1990). Eckhardt and Shane (2003) explained that the episodic information that people have gathered about particular opportunities is vital to entrepreneurship. Venkataraman (1997) defined entrepreneurship as the discovery, evaluation, and exploitation of future goods and services. Entrepreneurship involves the study of opportunity discovery, evaluation, and exploitation (Shane & Venkataraman, 2000).

The belief of management and economic researchers, until recently, was that the core motivation for entrepreneurial success is commercial profit, directing the bulk of research in entrepreneurship toward market-driven and profit-making objectives (Dacin, Dacin, & Matear, 2010). In this context, the mission of these conventional enterprises and entrepreneurs is to create economic value and shareholder wealth (Austin, Stevenson, & Wei-Skillern, 2006). From literature written since the mid-1980s, there is a growth in the acceptance that conventional entrepreneurs do not need to be driven solely by profit

(Dees, 2007). According to Drucker (1985), entrepreneurship does not have to be driven by profits. An increasing number of researchers have investigated entrepreneurial processes outside of the business arena (Zerbinati & Souitaris, 2005) and entrepreneurship's role in society (Steyaert & Katz, 2004). The social entrepreneurship research field emerged with the increased focus on entrepreneurship in the social context.

Social Entrepreneurship

Research on social entrepreneurship has attracted global attention since the early 1980s. In comparison to entrepreneurship, which has been an academic field for centuries, social entrepreneurship research is a field still in its infancy (Dees & Anderson, 2006). According to Nadim and Singh (2011), the term *social entrepreneurship* was first used by Bill Drayton of Ashoka in the 1980s. Bacq and Janssen (2011) confirmed that the concepts of social entrepreneurship were not used before the 1990s. The term social entrepreneurship became more prominent in the academic world in the late 1990s in the US (Boschee, 1995; Dees, 1998; Drayton, 2002; Thompson, Alvy, & Lees, 2000) and the UK (Leadbeater, 1997). Since then, social entrepreneurship and social enterprise have become important research areas that show how critical societal issues are addressed through the innovation, persistence, and sustainable results that are related to entrepreneurship (Nadim & Singh, 2011). Long before the term social entrepreneurship was first used, there were cases of exceptional persons who were pioneers of social change and would have been referred to as social entrepreneurs today (Hoogendoorn, Pennings, & Thurik, 2010). Florence Nightingale, who revolutionized the theory of hospital conditions in the late 1900s (Bornstein, 2007), and John Durand, who started

working with mentally disabled people in the early 1960s (Alter, 2007), are just two cases of early social entrepreneurs who brought social change during their time. Nicholls (2006) attributed the term social entrepreneur to Banks in 1972, who recognized that social problems could benefit from managerial practices. Hoogendoorn et al. (2010) purported that, although social entrepreneurship assumes different names, its true relevance increased in the 1970s and 1980s, and at the turn of the century the field attracted much attention. The adoption of a specific legal form for social co-operatives in 1991 by the Italian government brought social entrepreneurship into the realm of governance (Hoogendoorn et al., 2010). In 2004, the UK government introduced the Community Interest Company, a second juridical form for social enterprise within Europe (Nyssens, 2006). The increased interest in the field started a slow appearance of a stream of research in academic work (Boschee, 1995; Dees, 2007; Leadbeater, 1997). The amount of literature on social entrepreneurship increased toward the end of the 20th century when the work of some notable social entrepreneurs started gaining popularity (Hoogendoorn et al., 2010). Notable events, like Yunus, the founder of the Grameen Bank for microfinance, winning the 2006 Nobel Peace Prize and Skoll, the founder of the Skoll foundation supporting social entrepreneurship, being listed among Time Magazine's 100 People of the Year 2006, also increased social entrepreneurship popularity. The increased popularity of social entrepreneurship became noticeable between 1987 and 1997, when the growth rate of nonprofit organizations increased by 31%, representing more than 26% of new business formation within the period (Austin et al., 2006). The rate of growth of new business, both nonprofit and profit-oriented that

have an underlying social purpose, has been astronomical, giving birth to a new field of social entrepreneurship (Austin et al., 2006). The boom resulted in the opening of the area for exploration and theory development, with Austin et al. (2006) opening up discussions by comparing social and commercial entrepreneurship.

The increased global attention paid to social entrepreneurship could be attributable to several mutually dependent factors, such as economic, social, and political changes that are being made more prominent by globalization (Hoogendoorn et al., 2010). According to Nicholls (2006), the interest in social entrepreneurship can be attributed to persisting social problems that call for innovative approaches and the developments that make solving those problems feasible.

Dees (2007) commented on the novelty and importance of social entrepreneurship in that it allows the same determination, creativity, and resourcefulness to solve social problems as business entrepreneurs do with business problems. Austin et al. (2006) compared social entrepreneurship with the already popular commercial entrepreneurship. The authors noted that the distinction is not dichotomous but can be conceptualized as a continuum ranging from purely social to purely economic. Austin et al. (2006) insisted that even at the extremes, there are still elements of both commercial and social embedment. Zahra, Rawhouser, Bhawe, Neubaum, and Hayton (2008) listed four factors that could be responsible for the fast expansion of a social enterprise. The factors are: global wealth disparity, the corporate social responsibility movement, market failures, and technological advancement (Zahra, Rawhouser, Bhawe, Neubaum, & Hayton, 2008).

For an emerging field of study, social entrepreneurship is still enjoying the development of its conceptual framework hence the plurality and broadness of its definition.

Delineating social entrepreneurship boundary. Johnson (2000) commented that defining social entrepreneurship is not an easy task due to its vague conceptual boundaries and the inherent complexity associated with an emerging field. The different definitions can be grouped into broad and narrow views. The broad definition espoused the concept of social entrepreneurship as an innovative activity that has a social objective (Dees & Anderson, 2006). This definition is applicable in for-profits with social interest, in the nonprofit sector that is purely for social benefit, or a mixed for-profit and nonprofit organization (Austin et al., 2006). The narrower definition espoused social entrepreneurship in a situation where commercial expertise and skills are applied to derive social value in a nonprofit base (Austin et al., 2006). Austin et al. (2006) adopted the broad definition to compare social and commercial entrepreneurship. Austin et al. concluded that the distinction between social and commercial entrepreneurship could be conceptualized as a continuum rather than dichotomous. The distinctions range from purely social to purely economic (Austin et al., 2006). The main difference is the focus of their mission. Commercial entrepreneurship is modeled for financial gain to the stakeholders while social entrepreneurship is centered on the benefit to society (Austin et al., 2006). According to Martin and Osberg (2007), both models of entrepreneurship show a high degree of inspiration, creativity, action, courage, and fortitude in solving the societal problem and addressing dysfunction in the system. Massetti (2008, p. 4) distinguished between social businesses, traditional not-for-profits, and traditional profit-

based businesses, suggesting that what differentiates the social business from traditional not-for-profit is that social businesses must have profits to successfully function. Social businesses are also different from traditional profit-based businesses in that their profits are used to support social causes rather than to increase the wealth of the investors (Masseti, 2008). What separates the different fields of entrepreneurship is the mission and the outcome of their activities.

The diverse nature of social entrepreneurship makes having a universally accepted definition of social entrepreneur impossible. Dees's (1998) definition combines most of the attributes of the other definitions and will be the adopted definition for the study. According to Dees (1998), a social entrepreneur plays the role of change agent in the social sector by adopting a mission to create and sustain social value through the recognition of new opportunities and engaging in the process of continuous innovation, adaptation, and learning. A social entrepreneur is not limited by the resources at hand and is accountable to the constituencies he or she serves and for the outcomes created (Dees, 1998). An entrepreneur who satisfies these conditions is fit to be called a social entrepreneur.

One concern is in differentiating between social entrepreneurs and other social actors, like NGOs, pressure groups, and unions. According to Iyortsuun (2015), the difference is how they come about the opportunities and carry out their implementation. A social entrepreneur looks for opportunities for change and evaluates what it takes to address the problem (Dees, 2007). This attribute of social entrepreneurs involves the creation of new opportunities through exploration, innovation, experimentation, and

resource mobilization (Dees, 2007). Social entrepreneurs take direct action to achieve business or social objectives while the other actors achieve similar objectives by influencing others rather than direct involvement (Dees, 2007; Iyortsuun, 2015). Another attribute that differentiates them is the scalability of the projects. Social entrepreneurs design their projects so that they can be expandable to reach broader customers while other social actors are more interested in the result of the project and think less of broader distribution or sustainability (Iyortsuun, 2015).

Social entrepreneurship is a human-centered concept that has the vision and the quality of the person at the center of the organization. Although social entrepreneurship is a human-focused concept, any innovation will not have much impact unless it is supported by a framework in which it operates (Westley & Antadze, 2010). For an innovation to be successful, there must be a positive interplay of effective demand and effective supply (Westley & Antadze, 2010). The positive combination of demand and supply makes an innovation to achieve its desired social impact and financial sustainability (Mulgan, Ali, Halkett, & Sanders, 2007). To be able to achieve scalability of their innovations, social entrepreneurs use different pathways to diversify future possibilities through taking actions and making choices that are favorable to expansion (Westley et al., 2014).

Social entrepreneurs can be found in all sectors and regions. The model of social entrepreneurship that works in one region may fail in another; therefore, it depends on the specific socioeconomic conditions that operate in different places (Kerlin, 2010). Kerlin (2010) referred to this significant factor as the “specific socioeconomic conditions” (p. 7).

In Nigeria, what affects the socioeconomic conditions are civil society, market, government, and international aid (Iyortsuun, 2015). Iyortsuun (2015) maintained that the interplay of these institutions and their strengths and weakness differentiates social enterprise activities in Nigeria and other countries in sub-Saharan Africa. A major differentiator of Nigeria from the developed world is the level of poverty and the lack of infrastructure to make social innovation sustainable (Iyortsuun, 2015). Those social entrepreneurs who are successful are forced to use the scarce resources in the society to scale their innovations.

Social entrepreneurship in the Sub-Saharan Africa region and Nigeria. The African continent is a clear illustration of how an environment can influence social entrepreneurial venture (Rivera-Santos, Holt, Littlewood, & Kolk, 2014). Sub-Saharan African countries are typically characterized by high levels of poverty, with 26 countries ranked among the 30 poorest countries in the world (International Monetary Fund, 2013). Transparency International (2012) ranked 14 sub-Saharan Africa countries among the 30 most corrupt countries in the world. The *doing business* index ranked 31 sub-Saharan Africa countries among the 50 worst countries in which to do business in 2018 (The World Bank, 2018). The poor *doing business* ranking is attributed to the regulatory environment that is not conducive to starting and operating a local firm (The World Bank, 2018). Other reasons that are contributing to the backwardness of the region include inadequate infrastructure, market failures, endemic corruption, poor governance, and a large informal economy (Rivera-Santos et al., 2014; The World Bank, 2018; Thorgren & Omorede, 2015).

One of the issues confronting the region is population growth. The population of Africa has seen the fastest growth among all regions with a growth of 2.6% annually between 2010 and 2015 (The World Bank, 2018). The population of 33 countries in the region has been projected to triple in the next 80 years (The World Bank, 2018). Although it sounds alarming considering the extreme level of poverty, Rivera-Santos et al. (2014) saw it as an environment that is likely to generate many opportunities for the emergence of new social enterprises from the economic and social constraints. Nigeria is one of the 48 sub-Saharan African countries that has been well studied, based on its diversity, environmental issues, population growth, poverty level, and many more factors.

Nigeria is the most populous country in Africa with a population of 182 million people comprising over 500 ethnic groups (United Nations, 2017). Nigeria, which is the seventh most populated country in the world, is also one with a fast-growing population. The current projection of the world population by the United Nations projected Nigeria's population to surpass that of the United States shortly before 2050 with a population above 300 million (2017, p. 5). Nigeria as a country is richly endowed with abundant human and natural resources but is regarded as a poor country based on the level of poverty among the populace (Kanayo, 2014).

Poverty has posed a serious challenge to the Nigerian government over the years with its attendant effects of deprivation of basic necessities of life (Kanayo, 2014). Different authors have described Nigeria with derogatory commentaries in the literature. Mazrui (2006) commented that the famous *giant of Africa* is becoming more of the *midget of Africa*, while Osaghae (1998) commented that Nigeria is a *crippled giant*.

Adebajo and Mustapha (2008) supported the views of these authors by describing Nigeria as a crumbling *tower of Babel* built on the wealth from crude oil that is being squandered by its leaders. Although these descriptions are derogatory, the authors may be justified.

Nigeria has one of the world's highest economic growth rates, averaging 7.4% according to the Nigeria economic report (The World Bank, 2011). Even at the height of the world economic crisis of 2015, Nigeria GDP annual growth was 2.7%. However, poverty remains significant with the World Bank poverty headcount ratio at \$1.90 a day estimated at 53.5% in 2009 in one of Africa's biggest economies. The economic growth is seen more as a statistical process because it has not translated into an appreciable reduction in unemployment and poverty prevalence (Kanayo, 2014). For a country with such massive wealth, with a population to support commerce and endowed with diverse natural resources such as oil and fertile agricultural soil, the high level of poverty is untenable.

Several key factors have been postulated as contributing to poverty in Nigeria. Ucha (2010) listed unemployment among young graduates, corruption among the political leaders and elites, nondiversification of the economy, income inequality, endemic laziness among the wealthy, and an inadequate education system as the topmost in the list of contributing factors. Agbibo (2012) attributed the level of poverty to Nigeria's moribund infrastructure and the extreme corruption of its leadership. Other authors placed the cause of poverty in Nigeria on the corruption of the political leadership and claimed that corruption by political officials is the easiest way to amass wealth in Nigeria (Adebayo, 2013; Dike, 2011). The awareness of the high level of poverty in

Nigeria has necessitated the government, NGOs, corporate communities, and entrepreneurs to institute several policies, projects, and initiatives for poverty reduction. The acute poverty, huge population, continuous population growth, and the realization of the need to eliminate poverty create many opportunities for social entrepreneurs to showcase their innovative skills, even in the midst of institutional variability and economic constraints (Rivera-Santos et al., 2014; Thorgren & Omorede, 2015).

The challenge of poverty and government policies in Nigeria. Eradication of poverty is the most important goal of human development (Kanayo, 2014). In 2000, Nigeria signed on to the millennium declaration by world leaders to eradicate poverty and take care of the needs of its citizens without compromising the opportunity for future generations to attain the same objective (Kanayo, 2014). Achieving the poverty elimination goal set by the United Nations assembly in 2000 (IMF, 2015) has not been successful when measured against the billions of people still living in extreme poverty in different regions of the world, especially in Sub-Saharan Africa (UNA, 2013). Successive governments in Nigeria at various levels have instituted measures and policies to help with the poverty situation in the country. In 2001, the National Poverty Eradication Program (NAPEP) was initiated by the Nigerian government, aimed at poverty reduction, replacing the unpopular Poverty Alleviation Program. NAPEP was designed to focus on four different areas. The areas are: youth empowerment, rural infrastructure development, social welfare services, and natural resources development (Udofia & Mkpa, 2016). According to Ogwumike (2002) and other authors, these policies were meant to take care of the basic needs of the populace and fuel the growth of the rural communities. Some of

the programs were meant to improve income generation, the health care system, and focus on general welfare. These policies and programs have not yielded the desired results because they remain merely declarations due to the political class's lack of the required will to actualize them (Kanayo, 2014). Udofia and Mkpia (2016) acknowledged that NAPEP was the program that could have delivered its objective based on its' clarity and excellent government support; however, corruption, political interference, lack of accountability and transparency, and poor target mechanism turned it into another failed government initiative. NAPEP was stopped by the government in 2015.

Corporate social responsibilities/entrepreneurship in Nigeria. The failure of the government to effectively eradicate poverty laid the burden on the doors of multinationals and SMEs who have tried to help with the reduction of poverty through their various corporate social responsibility (CSR) programs. To help alleviate the problems of poverty, Shell and other multinational corporations (MNCs), as part of their corporate social responsibility (CSR) projects, have tried to provide essential human services for Nigeria's people (Aminu et al., 2016; Enuoh & Inyang, 2014; Ite, 2004, 2007).

Bowen defined corporate social responsibility (CSR) as the obligations of business owners to make policies and decisions and follow actions that will be desirable concerning the objectives and values of the society (2013). The concept has been expanded by authors like Kotler and Lee (2008) when evaluating what is good as it concerns the relationship between organizations and the society, revealing that good goes by many names. The names include corporate social responsibility, corporate citizenship, corporate philanthropy, corporate giving, corporate community involvement, community

relations, community affairs, community development, corporate responsibility, global citizenship, and corporate societal marketing (Kotler, & Lee, 2008). Kotler and Lee (2008) defined CSR as a commitment to improving community well-being by undertaking discretionary business practices and contribution of corporate resources.

Oil corporations contribute more than 70% of government revenues, and their presence should positively affect the society, which currently sees them as the agent of social, economic, and environmental destruction (Enuoh & Inyang, 2014; Renouard & Lado, 2012). The corporations can only survive in business in an environment where social justice prevails (Okpara & Wynn, 2012; Renouard & Lado, 2012). It is not how much profit that is generated that should be the yardstick of greatness, but how the profit is generated and plowed back into the society that is sustaining it (Enuoh & Inyang, 2014). Even with all the benefits coming from the CSR projects, the citizens and the supporting NGOs still complain of a lack of interest from the oil companies in social projects in communities, resulting in the stoppage of projects that would have been of immense benefit to the people, (Amadi & Abdullah, 2012; Eweje, 2007). There is a lack of trust among community members who doubt that the companies are interested in carrying out any meaningful social projects or are ready to fulfill their obligations as good corporate citizens (Amadi & Abdullah, 2012; Enuoh & Inyang, 2014; Eweje, 2007).

CSR as being practiced in Nigeria is different from what is obtainable in the developed regions of the world (Ite, 2007). Such diversity confirms the plurality of the concept in that, for it to be effective, the uniqueness of the area in focus must be reflected and made to answer the peculiar social question of the recipients (Enuoh & Inyang,

2014). In Nigeria, the peculiarity of the insurgency in the Niger Delta has focused CSR as a tool for addressing the problem through the identification of projects that will benefit the people and reduce the restiveness of the populace (Enuoh & Inyang, 2014). Renouard and Lado (2012) corroborated this assertion by viewing CSR as a tool for combating the acute inequalities in the region. In the same vein, Okpara and Wynn (2012) reported that CSR is not only about protecting stakeholders but is a tool for poverty eradication. These authors focused on poverty as the main social issue in the area based on the level of poverty that has been further increased with the level of oil exploration and exploitation that has devastated the region causing a high level of distrust of the government and the oil corporations, which are seen as an organ of the government.

The social agitation has been attributed to various causes. Renouard and Lado (2012) accused the oil companies of paying high salaries to their employees, which puts them on a different social and economic level compared to the average citizens, thereby fueling inequalities. Enuoh and Inyang (2014) blamed the government for extracting the resources without an appreciable social impact and also blamed the oil corporations as the tool used by the government in perpetrating the social, economic, and environmental destruction of the region. Enuoh and Inyang asserted that the CSR being undertaken by the corporations has not materialized into a better living standard for the people. Renouard and Lado maintained that these corporations, in trying to remedy the deficiency of government in providing needed institutions, have continuously increased their expenses on CSR without an appreciable improvement in the level of inequality. Okpara and Wynn (2012) argued that poverty is multidimensional and only a multifaceted

approach can help curb it. Such poverty eradication must be conducted without the corporations losing sight of their primary objective as business organizations, which is making a profit; therefore, engaging in CSR must positively impact business performance (Okpara & Wynn, 2012).

On how inequality can be addressed, Enuoh and Inyang (2014) argued that the sustainability of any corporation is rooted on the sustainability of a vibrant society. The authors proposed focusing on reviving CSR with emphasis on workplace and the community through which a structured society based on equality can be maintained. The social dimension should improve the well-being of workers, enabling the society to see these corporations as good corporate citizens (Enuoh & Inyang, 2014). Renouard and Lado (2012) described women as the anchor of the society and suggested women should be represented in the decision-making institutions of the communities and that the companies should extend their largesse to the other sectors of the community rather than concentrating only on their staff and leaving the others in poverty. The perceived failure of multinationals and the government to alleviate the suffering of the populace directed the focus to local entrepreneurs and philanthropists who, although they may not have the huge capital outlay to solve the problems, are greater in number and are well spread to make the desired impact that is required.

The Nigerian social entrepreneurs. Business entrepreneurship in Nigeria has been improving over the years, resulting in the provision of employment for the people and profit for the shareholders (Iwueke & Nwaiwu, 2014). However, the challenges of sustainable development that will lead to national development and sustainable growth

persist (Iwueke & Nwaiwu, 2014). Nigeria, with such huge social ills, needs a vibrant social economy that can solve its problems (Olutuyi, 2016). The resolution of Nigeria's social problems should not be left to the government or the multinationals alone (Oladejo & Erundu, 2015). Globally, entrepreneurs are essential in national development because they create value from available opportunities and provide jobs for the populace (Oghojafor, Aduloju, & Olowokudejo, 2011). Entrepreneurs are a crucial mechanism of economic development, driving the growth of the business sector and are instrumental to the rapid expansion of the social sector (Noruzi, Westover, & Rahimi, 2010; Oghojafor et al., 2011; Yu Cheng, Sei Chan, & Mahmood, 2009). Unfortunately, social entrepreneurship's effort toward sustainable development in Nigeria has been marginal (Iwueke & Nwaiwu, 2014). Iwueke and Nwaiwu (2014) attributed the dismal performance of social entrepreneurs to their low level of creativity and innovation (p. 129). The author recommended improved entrepreneurship education and the introduction of programs that are designed to elicit highly motivated entrepreneurs toward creativity and innovation in finding solutions to socioeconomic problems. The entrepreneurs must learn how to use the available scarce resources to create value, hence the need for an understanding of the concept of bricolage.

Bricolage

Bricolage is a concept developed by Levi-Strauss (1962) from the French verb *bricoleur* to describe someone who works with his or her hands using devious means common to that of a craftsperson to carry out tasks using materials that are available since he or she has nothing else at his or her disposal. The creation of innovation requires

the use of resources, and entrepreneurs use several methods to acquire the resources for their ventures (Di Domenico et al., 2010). Resources, either in scarcity or abundance, are central to the study of entrepreneurship. Resources are not a problem when they are in abundance but could be a significant barrier when they are scarce especially when dealing with an impoverished society. Levi-Strauss used the concept of intellectual bricolage to describe a process of utilizing the available resources for achieving innovation, that is, “making do with what is at hand” (p. 17). Levi-Strauss was reacting to the individual bricoleur acquiring, compiling, and storing materials for future use by creating flexibility for use in later projects. Bricolage represents resourcefulness and adapting to the prevailing condition and has been described as a dynamic assembly of ongoing transformation and reconfigurations (Lanzara & Patriotta, 2001).

Weick (1993) described a bricoleur as an entrepreneur who is creative under pressure using whatever material that they have to achieve an aim. Based on their superior knowledge of the material at hand, they can recombine the material into novel form (Weick, 1993). Bricoleurs have been described as tinkerers, improvising, imagining, and playful while searching for new, unexpected cultural resources to achieve their aims (Miettinen & Virkkunen, 2005). This process of making do with what is at hand has been applied to different fields including anthropology, evolutionary genetics, biology, economics, education, political science, information technology, entrepreneurship, innovation, and organizational theory (Baker, 2007; Desa, 2011).

Baker and Nelson (2005) expanded Levi-Strauss’s concept of bricolage to entrepreneurship by examining the behavior and performance of 29 resource-constrained

firms. Baker and Nelson argued that firms in a resource-constrained environment could render unique services through the recombination of available resources for new purposes. The authors explained that these firms could create something from nothing using inputs that were rejected or ignored by other firms. Baker and Nelson's assertion agrees with Levi-Strauss's view, but with the firms being the *bricoleur*. From the social perspective, bricolage has contributed to entrepreneurship, improvisation, social value creation, recombination, and transformation (Baker, 2007; Desa, 2011; Di Domenico et al., 2010). The social bricoleur combines materials, labor, and skills in a process that includes the collection and storage of materials, skills of personnel, industry best practices, and legal regulations to achieve his goals (Desa, 2011). The resource mobilization, recombination of principles, resources, and practices to bring about institutional change differentiates social bricoleurs from other entrepreneurs (Desa, 2011). Social bricolage represents making do by combining available resources at hand to solve new problems and utilize opportunities, hence the use of the model in a resource-poor environment (Baker & Nelson, 2005). The authors explained that social entrepreneurial bricolage happens when entrepreneurs in a resource-poor environment utilize a combination of resources at hand for a new purpose and, through that, create a unique solution to societal problems. Making do and refusal to be constrained by limitations has also been closely linked with the concept of improvisation. The construct of improvisation is based on being able to create order and value out of whatever material is available (Di Domenico et al., 2010).

According to Di Domenico et al. (2010), a social bricoleur leverages resources that are deemed not useful by existing organizations or the society to respond to unmet needs in the community. Bricoleurs do this by improvising and combining resources to achieve their aims. (Di Domenico et al., 2010). Valliere and Gegenhuber (2014) placed entrepreneurial bricolage into a larger postmodern context identifying other unexplored areas of value creation. The authors identified specific principles of entrepreneurial value creation from a sociocultural perspective in the liberation of resources from their original fragment through a process of reconceptualization and creation of new combinations. Valliere and Gegenhuber explained that bricolage offers an entrepreneur a method of creating value that is free from the constraints of finding the initial startup resources. Chen and Fan (2015) argued the need for entrepreneurs to depend on personal creativity instead of physical investments through a combination of available resources to achieve and accelerate innovation speed. Chen and Fan argued that creative self-efficacy is an enabler of increasing innovation speed for entrepreneurial bricoleurs. Social entrepreneurship thrives in resource-constrained or poorly developed environments around the world (Bacq et al., 2015; Desa, 2011). Entrepreneurs can realize greater social impact based upon their ability to effectively combine and apply their scarce resources to create solutions to new problems and opportunities (Bacq et al., 2015; Baker & Nelson, 2005).

Several studies currently exist on this pattern of behavior; however, most of the studies are focused on entrepreneurial activities in developed nations (Baker & Nelson, 2005; Fisher, 2012). The practice of bricolage in the developing world, especially in

Africa, is relatively underexplored (Holt & Littlewood, 2016). Holt and Littlewood (2016) explained that bricolage would be applicable to understanding how low-income individuals in the developing world generate livelihoods from rejected resources.

Bricolage is a concept that may offer practical insights into the activities of entrepreneurs in an African setting for promoting positive social change, where the unorganized economy depends on the available social institution (Cleaver, 2002; Holt & Littlewood, 2016; Webb et al., 2009).

Entrepreneurial bricolage. Baker and Nelson (2005) derived the theory of entrepreneurial bricolage by asserting that in a condition of extreme environmental constraint, entrepreneurs make a choice out of three options: (a) seek resources outside the firm domain; (b) avoid new challenges by remaining inactive, downsizing, or disbanding; or (c) enact bricolage through making do with combination of resources at hand to solve new problems and create new opportunities. Vanevenhoven et al. (2011) described how bricolage influences the process of entrepreneurship. The authors theorized that bricolage improves the viability of entrepreneurship by providing *bricoleurs* with the means to progress through the entrepreneurial process. Vanevenhoven et al. explained that through the leveraging of internal and external resources, entrepreneurs could parse, deconceptualize, appropriate, assemble resources, rework, and present narratives toward sustaining and advancing the venture. Several themes have emerged in the literature, from the study of entrepreneurial behavior, on the characteristics that are common to entrepreneurial bricoleurs. The main ones are: (a)

making do with the resources at hand to solve problems, (b) refusing to be constrained by limitations, and (c) improvisation.

Making do. The idea of making do with whatever is at hand is traced to the structural anthropologist Levi-Strauss (1962), who described a bricoleur as someone who can perform many diverse tasks by making use of whatever is available to him. What is at hand can be a set of tools and materials that are finite and heterogeneous in that it may not be related to the current project. The use of the resources is contingent on the need for the moment. The bricoleur is contrasted to an engineer who acquires the required resources specifically for the project that is being carried out (Levi-Strauss, 1962; Stinchfield, Nelson, & Wood, 2013). Making do has been interpreted in various ways (Di Domenico et al., 2010). According to Baker and Nelson (2005), the idea of making do connotes an active engagement with problems or opportunities without being held back with whether a workable solution can emerge. Baker and Nelson argued that taking a nondefeatist approach does not mean that *bricoleurs* are only concerned with producing mundane and highly imperfect solutions. Levi-Strauss explained that bricolage could attain brilliant unforeseen results. In the work of Di Domenico et al. (2010) on resource acquisition and construction, three processes of making do were identified. These processes include: creating something from nothing, especially where none existed beforehand; using unwanted, discarded resources for new purposes; and utilizing untapped local resources that were overlooked by other firms for profitable purpose. One of their illustrations described how a company responded to the lack of amenities and facilities in a deprived housing estate by establishing a social enterprise as part of a

small-scale community center through the growing of the local resource base. Firms that engage in bricolage find value in resources that are deemed worthless by other firms, which can become handy in a resource-constrained environment (Senyard, Baker, Steffens, & Davidsson, 2013).

Baker and Nelson (2005), while advancing the work of Lanzara (1999), described the work of information designers who paste together few components into usable modules as a form of making do. Baker and Nelson explained that bricolage activities are not directed to any specific solutions because the final configuration may not be known until it emerges. The authors' explanation was corroborated by Senyard et al. (2013) in their definition of bricolage as making do by using combinations of the resources at hand to solve new problems and provide opportunities, thereby providing an important way to achieving innovation for new resource-constrained firms. The authors argued further that recombination of resources are core to creating innovative outcomes (Senyard et al., 2013). Several cases that demonstrate the successful innovative recombination of resources exist in the literature; this, however, does not indicate that all such recombination, either in natural or social systems, are successful (Aldrich, 1999). Bricolage should not be seen as a panacea to all problems (Senyard et al., 2013). Baker and Nelson went further to explain that how to create something from nothing is by refusing to treat the resources at hand as nothing, using their creative and combinatorial capabilities to solve new problems and create opportunities.

Proposition 1. Entrepreneurs who engage in bricolage activities make do with what is at hand by: (a) creating something from nothing; (b) using discarded, disused or

unwanted resources for new purposes; (c) using hidden or untapped local resources that other organizations fail to recognize, value, or use; and (d) combining resources at hand for solving new problems or creating opportunities.

Refusal to be constrained by limitation. The ability of a bricoleur to make do with what is available is also seen in a bricoleur's bid to always refuse to enact limitations (Baker & Nelson, 2005). Baker and Nelson (2005) brought this constructive perspective into the bricolage idea in their observation of a conscious and frequent tendency for some firms to disregard the limitations set by resource constraints and standard definitions by trying out solutions, observing, and dealing with the results. The authors observed that among the firms in their study, there was a conscious and consistent effort to test conventional limitations, which contrasts with the observation by Weick (1993) that environments are partly enacted when actors refuse to enact limitations defined by cultural and institutional settings. Baker and Nelson concluded that the way firms enact, test, and counteract limitations shapes the growth of such firms. Di Domenico et al. (2010) recharacterized Baker and Nelson's refusal to enact as a refusal to be constrained by limitations. Di Domenico et al. illustrated some cases of firms that consciously and consistently counteract conventional limitations and have developed offerings to subvert these limitations, thereby creating social value. In their example, entrepreneurs faced with reduced income due to the end of sources of European Union (EU) funding and cuts in government funding has resulted in their identifying local resources at hand that could be converted to assets to boost their income. Firms engaged in bricolage are willing to experiment and find different ways to achieve their goals

without worrying about the constraints in resources or restrictions and limitations in place, which would have deterred other firms that are not engaged in bricolage (Senyard et al., 2013). In her work on how bricolage is used as a method of innovation in a resource-constrained economy, Linna (2013) explained that when operating in developing countries where there is resource scarcity, a refusal to be constrained by limitation is the *de facto* starting point. The author explained that the entrepreneurs are motivated by a personal passion for helping their people create social value from the local resources. Successful social entrepreneurs defy their environmental limitations, refusing to accept negative stereotyping, and they open up opportunities for creating social value (Sunduramurthy, Zheng, Musteen, Francis, & Rhyne, 2016).

Proposition 2. Successful social entrepreneurs adopt a bricoleur type approach by trying out solutions to counteract limitations imposed by institutional/political settings and subvert limitations imposed by available resource environments in their ability to create social value.

Improvisation. The word improvisation is derived from the Latin word *providere*, “make preparation for,” and its derivative *improvisus*, “unforeseen” (Improvise, n.d.). From the derivatives above, it can be concluded that improvisation deals with the unforeseen without the opportunity for preparation. These are activities that occur outside organized routines or formal plans without the opportunity of a temporal gap between the design and execution of activities (Miner, Bassoff, & Moorman, 2001). There are several studies on improvisation, but the most popular is the work of Weick (1993), in which he used the vehicle of jazz improvisation to orient ideas on the discussion of organizational

improvisation. Weick gave an account of the outcome when order and control are breached and a new order created in jazz performances. He explained that jazz musicians create form retrospectively by building something that is recognizable from using the instrument at hand to contribute to the total musical structure that is built by the group, through composition in the spur of the moment. Improvisation intention is closely related to the execution of the creation and interpretation occurring in tandem (Gioia, 1988, p. 61).

Establishing the degree of progression relating to the history of improvisation has been difficult (Cunha, Vieira da Cunha, & Kamoche, 1999). Cunha and others have attempted to group the literature into two categories: the first generation with research on the phenomenon in the arts, especially jazz music, and the second-generation from authors focused on the business area, although with some element of influence from the jazz group. The first generation popularized the research on improvisation and translated the elements of jazz performance into the organizational arena (Cunha et al., 1999). The authors in this group highlighted the competencies that organizations required for effective improvisation, though they failed to systematically discuss the limitations of translating the jazz metaphor into organizational improvisation (Cunha et al., 1999). The second-generation authors, according to Cunha et al. (1999), extended the research on improvisation from the art field to the organizational arena by defining organizational improvisation, showed how it relates to the business environment, and developed theories that guard the phenomenon in organizational settings.

Drawing on the definitions from the two groups, Fisher and Amabile (2008), explained that improvisation involves the simultaneous diagnosing, planning, and executing activities to solve problems. Ciborra (1999) described improvisation as a process of thinking and simultaneously carrying out the action based on the spur of the moment. Cunha et al. (1999) defined improvisation as the commencement of an action to resolve an issue as it is being observed, using available material, including cognitive, affective, and social resources. Entrepreneurs who are involved in improvisation have little or no opportunity to seek resources beyond what is available at hand; they therefore engage in bricolage (Baker & Nelson, 2005).

According to Baker and Nelson (2005), firms that engage in bricolage create something from nothing using what they have at hand to render innovative services, and they are willing to refuse to enact limitations that are commonly accepted by others. The ability of firms engaged in bricolage to test and counteract limitations involves the use of creativity, improvisation, and various social and network skills (Baker & Nelson, 2005). Cunha et al. (1999) argued that the separate treatment of the two concepts is apparent and that an in-depth look into the literature indicates similarities that led authors like Weick (1993) to use bricolage and improvisation as synonyms. Baker and Nelson (2005, p. 354) corroborated the link between the two concepts by arguing that bricolage creates a context where trial and error and tolerance for setback are enabled in similarity to improvisation. Baker and Nelson argued further that bricolage sometimes appears as the cause of improvisation (p. 360). In the linkage, Baker and Nelson used several examples that included that of Tim Grayson, a farmer who diversified his business into electricity

generation upon realizing that his farm was crisscrossed by abandoned coal mines with large quantities of gas. Tim got blown off his feet trying to convert a diesel generator to methane, depicting bricolage as a discovery process that tightly links improvisation to bricolage, which uses what is at hand through innovation and improvisation. The constructs of making do and refusal to be constrained by limitations are closely linked to improvisation (Di Domenico et al., 2010).

Proposition 3. Entrepreneurs who engage in bricolage practice improvisation by adapting standard ways of working and creative thinking to counteract environmental limitations by using or combining resources at hand to create social value.

Gaps in the Literature

How entrepreneurial bricolage is practiced in the developing world, especially in Africa, is relatively underexplored (Holt & Littlewood, 2016). Nigerian entrepreneurs are not among participants in studies of bricolage and how social entrepreneurs can mitigate business challenges. The influence of the Nigerian cultural setting on the positive adaptation of Nigerian entrepreneurs was a gap in the literature (Bacq et al., 2015; Fisher, 2012). Holt and Littlewood (2016) explained that bricolage would be applicable to understanding how low-income individuals in the developing world generate livelihoods from rejected resources. Other researchers have recommended bricolage as a concept that offers interesting conceptual and practical insights into the activities of entrepreneurs in an African setting where the informal economy is a socially embedded institution (Cleaver, 2002; Holt & Littlewood, 2016; Webb et al., 2009). This research added to the body of knowledge on how the concept of bricolage might influence the entrepreneurial

process in Nigeria, using examples from entrepreneurs whose careers are based in the education sector of the economy.

Literature Related to the Methodology and Design

A qualitative descriptive single case study design using CIT was used in conducting this study. The choice of research method adopted in a study depends on several factors, including the worldview, data collection strategy, personal experience of the researcher, the audience that will benefit from the research, and the research problem and objective (Patton, 2015). The choice of the research design could be based on the nature of the research problem, the researchers' personal experiences, and the focused audiences (Patton, 2015, Yin, 2016). This research involved describing how local social entrepreneurs in Nigeria overcame systemic barriers for scaling social innovation. The chosen research design was able to deliver the research objectives (Yin, 2016). A descriptive case study design might reveal patterns in entrepreneurial behavior and decision making using the theoretical lens of bricolage to advance theory explanation, extension, or development, and which made it appropriate for this study (Mills et al., 2010). A qualitative research approach is appropriate for examining the rich, thick nature of the experiences of bricolage rather than an empirical analysis of quantifiable data about bricolage (Merriam, 2002; Ponterotto, 2005). Recent research in social entrepreneurship has thrived in resource-constrained environments where social entrepreneurs have been required to pursue innovative solutions to some of society's problems (Bacq et al., 2015; Desa, 2007). Despite the importance of bricolage in combining and applying resources to solve new problems and create new opportunities to

realize greater social impact, the topic of social bricolage has mainly been treated at the theoretical level with few empirical cases that focused on deriving formalized tools to measure the social impact of the offerings (Bacq et al., 2015). Bricolage involves an iterative problem-solving process that includes generating alternative ideas to address critical needs and challenges (Bacq et al., 2015; Fisher, 2012). Understanding bricolage, therefore, requires a detailed understanding of the story behind how the solutions to those challenges evolved. This study utilized a qualitative approach to understand the individual cases using the critical incident technique to have the story from the perspective of the participants.

The critical incident technique (CIT) was made popular by Flanagan (1954) based on his studies conducted during the World War II. The CIT consists of a set of procedures used in collecting human behavioral data toward finding responses to practical problems and developing broad principles that could help solve related problems in the future (Flanagan, 1954). The critical incidents must be observable, of special significance, and meet systematically defined criteria (FitzGerald et al., 2008; Flanagan, 1954). The CIT has been used in several studies to identify significant events or incidents, noting how they were managed from the perspective of the individual involved (Thorpe & Holt, 2012).

Chell and Pittaway (1998) extended CIT into entrepreneurship research when they studied the behaviors associated with entrepreneurship in the restaurant and café industry. The authors conducted telephone interviews with 204 business owners in Newcastle City Council, UK, ascertaining the number of people employed, the period of operation, and

the business development up to the research period. They categorized the data collected into four groups: expanding, rejuvenating, plateauing, and declining to draw their conclusion. Nassif, Andreassi, and Tonelli (2016) used the CIT to study the difficulties facing women entrepreneurs in Brazil in the development of their business. The study conducted by Nassif et al. focused on analyzing the behavior and characteristics of the participants. The recording and analysis of behavior can help with the understanding of the challenges faced by the entrepreneurs (Yin, 2014). Following in the same tradition of understanding the behaviors of entrepreneurs, this study, which involved describing how local social entrepreneurs in Nigeria overcame systemic barriers for scaling social innovation, used the CIT to find out about incidents that could have impacted their ability to create and scale public value successfully. The participants were also asked about the constraints they faced, how they responded, and the result of their actions. More details on the rationale for selecting the qualitative descriptive single case study design and the selection of CIT for data collection will be included in Chapter 3.

Summary and Conclusions

Chapter 2 consisted of the identification and exploration of a range of scholarly literature related to entrepreneurship, social entrepreneurship, and bricolage to establish the theoretical relationship between these concepts. In the broader context of social entrepreneurship, bricolage is portrayed in the literature as a way for entrepreneurs to attain greater flexibility, adaptability, and creativity using the resources at hand to solve problems or create value (Lanzara & Patriotta, 2001). How entrepreneurial bricolage is practiced in the developing world, especially in Africa, was a gap in the literature (Holt &

Littlewood, 2016). The literature review has shed some light on the social problems in sub-Saharan Africa and especially Nigeria tracing what has been discussed on the activities of the government, the organized private sector such as multinational organizations, and the individual social entrepreneurs. From the literature, it could be deduced that the solution to most of the social ills that reduced the growth of sustainable development rests with social entrepreneurs. The concept of bricolage, which has proven to be the panacea for social value creation in areas with resource constraints, might be a workable model (Baker & Nelson, 2005; Senyard et al., 2013). Nigerian entrepreneurs are not among participants in studies of bricolage and how social entrepreneurs could mitigate business challenges. The influence of the Nigerian cultural setting on the positive adaptation of Nigerian entrepreneurs was a gap in the literature (Bacq, Ofstein, Kickul, & Gundry, 2015).

This research might add to the body of knowledge on how the concept of bricolage may influence the entrepreneurial process in Nigeria, using examples from entrepreneurs whose careers are based in the education sector of the economy. I aimed to find answers to how resource-constrained Nigerian entrepreneurs in education overcame critical situations to address the challenges of scaling and creating public value successfully. I attempted to learn the critical situations that challenged the ability of resource-constrained Nigerian entrepreneurs in education to create and scale public value successfully. I also classified the elements of taxonomic classification of responses to overcoming critical situations that challenged the ability of resource-constrained Nigerian entrepreneurs in education to create and scale public value. To contribute to expansion on

the existing knowledge on social entrepreneurship, I sought to find the descriptive theory that could support the taxonomic classification of responses to critical situations, as experienced by Nigerian entrepreneurs in education. Chapter 3 will consist of a detailed description of the research methodology that was used to address the gap in knowledge of how bricolage can be used to mitigate business challenges of Nigerian social entrepreneurs.

Chapter 3: Research Method

The education sector in the Nigerian economy is the most neglected by the government and the most vibrant regarding social entrepreneurial participation (Härmä, 2013; Ibe et al., 2016). Nigeria has a literacy rate of 61% (National Population Commission, 2011; U.S. Embassy Nigeria, 2012). The low literacy rate puts more than 60 million Nigerians in need of basic education, which the government is not providing (National Population Commission, 2011).

The purpose of this qualitative descriptive case study using CIT was to understand how resource-constrained Nigerian entrepreneurs in education overcame critical situations to address the challenges of scaling and creating public value successfully. A secondary purpose was to determine whether the theory of entrepreneurial bricolage (Baker & Nelson, 2005; Di Domenico et al., 2010; Levi-Strauss, 1962) could support the taxonomic classification of responses to overcoming critical situations as experienced by Nigerian entrepreneurs in education.

Chapter 3 includes a discussion of the research method, the research design and rationale, my role as the researcher, the target population, how the data were analyzed, and how issues of trustworthiness were managed. In the research design and rationale section, the preferred research tradition is identified. A description of the target population, sample size, data collection instrument, and analysis is presented. A section is devoted to issues of trustworthiness, in which the strategies that were used to establish internal validity and dependability and to demonstrate objectivity are discussed. The chapter also addresses the ethical procedures that guided my efforts to gain access to

participants and other data collection methodologies, including the Institutional Review Board (IRB) application. The concluding section includes the main points of the chapter and provides a transition to Chapter 4.

Research Design and Rationale

Two research questions were designed to achieve the objective of understanding how resource-constrained Nigerian entrepreneurs in the education sector of the economy overcame critical situations of business continuity and how they addressed the challenges of scaling and creating public value successfully. The research questions were:

- R1. How do resource-constrained Nigerian entrepreneurs in education overcome critical situations to successfully address the challenges of scaling and creating public value?
 - S1. What are the critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to successfully create and scale public value?
 - S2. What are the elements of taxonomic classification of responses to overcoming critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to create and scale public value?
- R2. What descriptive theory can support the taxonomic classification of responses to overcoming critical situations as experienced by Nigerian entrepreneurs in education?

The central concept guiding this study was bricolage, as described by Levi-Strauss (1962), and the extension of bricolage into entrepreneurship posited by Baker and Nelson (2005). Di Domenico et al. (2010) further extended bricolage to the realm of social entrepreneurship.

Quantitative, qualitative, and mixed methods are the three research traditions available to a researcher. The quantitative research method helps in testing scientific theories or assumptions through testing relationships among variables (Patton, 2015). A qualitative research strategy emphasizes words rather than quantification in data collection and analysis, and it is inductivist, constructivist, and interpretivist in its approach to solving problems (Merriam, 2002; Ponterotto, 2005). The method uses experimental and nonexperimental designs such as surveys as main strategies of inquiry (Patton, 2015). The qualitative research approach is useful in understanding how people interpret their experiences and the meaning they attach to them (Merriam & Tisdell, 2016). A qualitative research approach is more appropriate for examining the rich, thick nature of experiences of bricolage than an empirical analysis of quantifiable data about bricolage (Merriam, 2002; Ponterotto, 2005). A mixed-method study involves using elements of both qualitative and quantitative methods to formulate hypotheses based on an in-depth study of the phenomenon, followed by testing those hypotheses against statistical data (Venkatesh, Brown, & Bala, 2013).

The quantitative method was inappropriate because there was no scientific theory or hypothesis to test. The mixed method was not appropriate because this study involved a single case study that was restricted to a locality and thus could not be used for

statistical generalization and formulation of hypotheses. A qualitative approach, which is useful in understanding the meaning that individuals attach to phenomena or incidents, was appropriate for this study.

The choice of research method adopted in a study depends on several factors that include the worldview of the researcher, data collection strategy, personal experience of the researcher, audience that will benefit from the research, and research problem and objective (Yilmaz, 2013). This research involved describing how local social entrepreneurs in Nigeria overcame systemic barriers to scaling social innovation. A qualitative approach was useful in understanding the meaning that social entrepreneurs in Nigeria attached to the challenges they faced while scaling social innovations.

Several research designs exist in the qualitative method. Choosing a design for a study depends on the purpose, research questions, desired outcome, and audience of focus. The purpose of this qualitative study was to understand how resource-constrained Nigerian entrepreneurs in the education sector of the economy overcame critical situations of business continuity and addressed the challenges of scaling and creating public value successfully. The research questions for this study involved an in-depth understanding of how individual social entrepreneurs overcame their challenges for scaling public value. An ethnographic design is related to the culture of a group, which was not the main focus of this study; thus, ethnography was not considered a suitable design for this study. A grounded theory design involves the development of a theory as an outcome. A secondary purpose was to determine if the theory of entrepreneurial bricolage (Baker & Nelson, 2005; Di Domenico et al., 2010; Levi-Strauss, 1962) could

support the taxonomic classification of responses to overcoming critical situations of business continuity as experienced by Nigerian entrepreneurs in education. The secondary purpose involved using bricolage as a theoretical lens and did not require the development of a new theory. The grounded theory design would not have supported the purpose and the desired outcome and thus was not suitable. A researcher using phenomenological design seeks to develop a complete and accurate description and understanding of a particular experience or moment. The phenomenological approach would have been deemed suitable if the study had not involved looking at what happened within a bounded context. The critical incidents for this study were bounded by the time of occurrence, the target population, and the type of incident. The study was focused on the behavior of social entrepreneurs when faced with challenges that would have impeded the scaling of their public value. A descriptive case study design reveals patterns in entrepreneurial behavior and decision making using the theoretical lens of bricolage toward advancing theory explanation, extension, or development, which made it appropriate for this study (Mills et al., 2010). Researchers use the case study design to address contemporary sets of events over which they have little or no control (Yin, 2012). Using this approach involved theory affirming, extension, or development from collected data (Yin, 2012).

A qualitative descriptive single case study design was employed for this study. The descriptive case study approach involved the collection of in-depth information using the CIT made famous by Flanagan (1954). The CIT consists of a set of procedures used in collecting human behavioral data to find responses to practical problems and

developing broad principles that could help solve related problems in the future (Flanagan, 1954). The critical incidents were observable, were of special significance, and met systematically defined criteria (FitzGerald, Seale, Kerins, & McElvaney, 2007, 2008; Flanagan, 1954).

Data analysis involved grouping the responses into themes or constructs that emerged into the theoretical taxonomy constructed a priori. Data saturation was determined when additional data no longer added new information related to the predetermined behaviors and decision-making responses represented in the bricolage proposition list (Flanagan, 1954; Hughes, 2007). Pattern matching and response frequencies from data reported by the entrepreneurs were compared to the expected responses from the constructed taxonomy, and conclusions were drawn. There was no need for seeking a rival explanation because there was a match between the patterns and taxonomy.

For triangulation purposes, the approach also included the collection of entrepreneur artifacts consisting of documents that showed the social entrepreneur's challenges and mitigation methods. Secondary information sources were also collected, such as local, national, and international media reports of the success of the entrepreneurs. The research questions designed for this study focused on identifying the responses of the participants regarding their challenges and mitigation methods.

Role of the Researcher

The researcher plays a critical role in a qualitative study. The researcher is considered an instrument of data collection and carries out the analysis of the data

(Merriam & Tisdell, 2016, p. 187). A case study researcher also plays the parts of teacher, advocate, observer, evaluator, interviewer, reader, and consultant (Stake, 1995). In qualitative studies, researchers should reveal any potential biases and assumptions that may have a bearing on the conclusions (Yin, 2014). To fulfill these roles, the researcher must describe relevant aspects of self that might affect the outcome of the research (Greenbank, 2003). In this research, I had neither any personal involvement with any of the potential participants nor any relationship with the industry that was the focus of the study. I currently works as part of the senior management of Lekoil Limited, an oil and gas exploration and development company. In this capacity, there was no linkage with the education sector of the Nigerian economy, which was the focus of data collection for this study. Although Lekoil is engaged in some CSR projects in its area of operation, none are related to the education sector. I approached this research as an outside observer involved in the collation, analysis, and interpretation of the data.

My function was data collection and analysis. The primary means of data collection for this research was interviewing the participants. I conducted participant selection and conducted semistructured interviews with the participants. I also collected and reviewed documents relating to the research from newspapers and other published materials and requested any artifacts that could shed more light on the subject of discussion. Field observation and document analysis were also used in the analysis stage of the study. Being part of the process may have been advantageous but might also have created biases in reporting, which could have adversely impacted the study (Merriam & Tisdell, 2016). One of the tested ways of reducing researcher bias is the use of pre-

established questionnaires or research instruments (Gubrium & Holstein, 2002). Detailed note-taking and keeping of a reflective journal were also used to eliminate any chance of personal bias. According to Mezirow (1998), the personal beliefs and values of a researcher govern how he or she sees the world. Keeping a reflective journal provided a vehicle for inner dialogue that connects thoughts, feelings, and actions, which may access the affective-volitional tendency that may create biases (Hubbs & Brand, 2005). Triangulation of the findings and use of multiple sources of data were also helpful in eliminating biases. Combining the interview data with artifact documents and newspaper articles relating to the study helped in eliminating biases.

Methodology

Using the theory of entrepreneurial bricolage as a theoretical lens, I identified and described the pattern of some social entrepreneurs in the education sector of the Nigerian economy. A descriptive case study approach was employed to collect in-depth information from semistructured, face-to-face interviews. The approach also included the collection of entrepreneurial artifacts consisting of documents that showed the social entrepreneur's challenges and mitigation methods. Additional data included secondary information sources such as local, national, and international media reports of the success or the challenges of the entrepreneurs. The CIT was used for data collection for this study.

The CIT consists of a set of procedures used in collecting human behavioral data toward finding responses to practical problems and developing broad principles that could help solve related problems in the future (Flanagan, 1954). The critical incidents

must be observable, must be of special significance, and must meet systematically defined criteria (FitzGerald et al., 2008; Flanagan, 1954).

Flanagan (1954) listed five steps that form the procedure for CIT. Step 1 involves general aims. In Step 1, the researcher outlines a general statement of objectives. This statement shows precisely all of the necessary things to do and what not to do if the CIT is to be judged as successful or effective. In Step 2, which involves plans and specification, precise instructions must be given to the observers. The instruction must be specific enough to identify the standard to be used in evaluation and classification. Step 3 is actual data collection. At this stage, behaviors are observed, evaluated, classified, and recorded. Step 4 is the data analysis stage where the collected data are summarized and described in a way that will be usable for practical purposes. Step 5 is the interpretation and reporting stage. In this stage, the researcher also documents any potential biases that were introduced during the first four steps. All five steps, albeit in a modified form, were applied to this study.

Participant Selection Logic

Participant selection for any study depends on the purpose and the research questions. Based on the purpose of this qualitative study, which was to understand how resource-constrained Nigerian entrepreneurs in the education sector of the economy overcame critical situations of business continuity and addressed the challenges of scaling and creating public value successfully, the target population consisted of social entrepreneurs in the education sector of the Nigerian economy. The theoretical population of this study consisted of all social entrepreneurs in Nigeria. The study was restricted to

Lagos State based on the fact that it is the commercial center of Nigeria and has the highest concentration of education centers in the country (Dauda & Akingbade, 2010). Participant selection is critical to ensure the internal and external validity of a study (Uprichard, 2013).

Sampling is a critical process for participant selection in qualitative design (Patton, 2015). The credibility of a study is dependent on the adequacy and suitability of the sampling strategy adopted for a study (Uprichard, 2013). Quantitative research relies on random selection from a large population to attain generalization of the findings, whereas qualitative methods focus on smaller samples to allow for in-depth study and understanding of the phenomena of interest (Patton, 2015). Qualitative researchers use purposeful sampling in identification and selection of information-rich cases that are related to the phenomenon of interest (Palinkas et al., 2013). What matters is not the size of the sample but the depth of the information and the saturation of the data (Major, 2016). The strategy involves the identification and selection of individuals who are knowledgeable or experienced in the phenomenon of interest (Palinkas et al., 2013). For a study that required an in-depth understanding of how social entrepreneurs in the education sector of Nigeria economy overcame challenges that would have impacted scaling and creating public value successfully, a purposeful sampling as suggested by Patton (2015) was adopted.

Successful social entrepreneurs in the education sector of the Nigerian economy, running their businesses in Lagos State, were considered for selection under the purposeful sampling. Financial growth has been the most popular criterion for measuring

the success of a business venture (Littunen, 2000; Wang, Watkins, Harris, & Spicer, 2004). Research has shown that how a business owner determines his or her success is dependent on the underlying motivators (Gorgievski, Ascalon, & Stephan, 2011). According to Gorgievski et al. (2011), the indicators or criteria can be very diverse and are mostly driven by those motivators that distinguish individual entrepreneurs. What has remained constant is that successful businesses are sustained for a longer lifetime (Adebisi & Gbegi, 2013; Plehn-Dujowich, 2010). Across all industries, 75% of small businesses fail within the first 5 years (U.S. Small Business Administration [SBA], 2011). This high rate of attrition underscores the challenges that go with the complexities of doing business in the 21st century (SBA, 2011). With increased competition, the success rate of businesses beyond 5 years is declining (Plehn-Dujowich, 2010). According to Adebisi and Gbegi (2013), only about 20% of businesses survive after the first 5 years. Business ventures that are still in existence after the first 5 years can be deemed successful.

The sample frame comprised of the founders of privately owned educational institutions in existence for more than 5 years and listed on the Lagos Schools Online website. The Lagos Schools Online is a website with contact information for executives of all schools, including public, missionary, or religious, and private or social entrepreneurial ventures in Lagos state, Nigeria. Permissions were sought to contact the owners of the private ventures. Three hundred entrepreneurs were estimated to have met the criteria and constituted the target population. Assuming each participant reported

three incidents, a total of 25 participants, or a response rate of 8% to the invitation to participate, was required to generate the data needed for the study.

Unlike the other qualitative methodologies, the sample size in CIT is determined not by the number of participants, but by the number of critical incidents observed and how well the number of incidents or events adequately cover the activity that is being studied (Butterfield, 2005; Flanagan, 1954). There are no firm rules in determining the appropriate sample size for a CIT data collection (Flanagan, 1954). Incidents collection should continue until redundancy occurs (Flanagan, 1954; Hughes, 2007). According to Flanagan, adequate data coverage could be assumed to have been achieved when the addition of 100 critical incidents to the sample adds negligible information in critical behaviors. The point of sample saturation was determined when the content domain of the activity of interest has been covered and fully described (Butterfield, 2005). The optimum number of critical incidents can range from between 50-100 to several thousand (Hughes, 2007). Determining the size of the sample for a CIT study in advance is difficult, and because time and logistics would not permit the theoretical saturation point, a predetermined number of samples was practicable (Fitzgerald et al., 2008). Based on the resources available and logistic consideration, a sample size of 75 incidents was planned for the CIT data collection. The data saturation was determined when additional data no longer added a significant level of information as it relates to the predetermined behavioral traits represented in the bricolage proposition (Flanagan, 1954; Hughes, 2007).

The participants were contacted first through email addresses listed on the website. The email was followed up with a phone call to the individual entrepreneur explaining the objective of the study and the social benefits. For those who agreed to participate in the study, a letter of understanding detailing the objective of the study, the role of the researcher, their roles as participants, and the interview protocol was presented to the participants for their consents.

Instrumentation

The data collection instruments for this study consisted of a semistructured interview and the collection of artifacts consisting of documents that are related to the successes of the participants in the creation and scaling of public value. The mining of secondary information from sources such as local, national, and international media reports that focused on the success of the entrepreneurs was also conducted.

The interview process was conducted orally and face-to-face. The oral interviews, although formal in structure, began with some informal greetings followed by an explanation of the interview process, allowing the participant to ask any questions before going into the actual interview. A set of predefined questions that guided the interview was used, but it allowed the participants some freedom to deviate from the set trajectory if it helped to buttress some of their points (Irvine, Drew, & Sainsbury, 2012). The participants were carefully guided back to the preset questions if they deviated significantly from the central theme. The interviews took a half an hour to an hour and a half each, depending on the participants' responses. The data collection instruments for the oral interviews were audio recordings of each interview and a sheet to record the

participants' reactions. The recorded interviews were digitally transcribed to allow for analysis. During each interview, notes based on observations of the participant during the interview were taken to allow for the verification of emotions that could be associated with elements of the interviewee's narrative. The questionnaire mirrored the open-ended, semistructured questionnaire administered by Nassif et al. (2016). The participants were asked to respond to three questions per incident, which were: (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted your ability to successfully create and scale public value? (b) What were the constraints you faced and how did you respond to the challenges? and (c) What were the results of your actions?

Field Test

A new instrument emerged from the set of questions that were asked by the researcher in this study. The new instrument, although mirroring the semistructured questionnaire administered by Nassif et al. (2016), was designed to take into consideration the unique cultural setting for this study. When a researcher develops a new instrument for data collection, there is a need to test such an instrument for validity through field testing. The semistructured questionnaire developed for the data collection in this study was sent to a panel of experts for the field test. Appendix B contains a letter that was sent to identified experts. The experts reviewed the questionnaire for clarity and comprehensiveness. They also checked if the questions as presented would generate the data required to answer the research questions. The feedback from the experts was used

to modify the questionnaire before submitting to the Walden University Institutional Review Board (IRB) for approval.

Procedures for Recruitment, Participation, and Data Collection

Data collection, including the recruitment of participants, commenced after the approval of the proposal by the Walden University Institutional Review Board (IRB) (Appendix C). I approached the selected participants through the email listed on the Lagos Schools Online website. A letter of introduction and support for the study was sent to each of the participants. The first 22 who indicated interest in the study were approached for their consent to be considered as participants while the remaining individuals were kept as replacements in the case of any withdrawals. No monetary benefits were provided for participating in the study. A prepaid phone card of less than \$5 value was presented to all the participants to offset the cost of any phone calls made relating to the study.

A 5-year success criterion for business continuity had been adopted for participants' qualification in the study. The participants were drawn from those social entrepreneurs whose businesses were more than 5 years old and were still active. The education sector of the Nigerian economy was selected as the target population for the study. The sample frame consisted of participants identified from the data of privately-owned educational institutions which have been active for more than five years and are listed on the Lagos Schools Online website. The Lagos Schools Online is a public website with contact information for executives of all schools, including public, missionary or religious, and private or social entrepreneurial ventures in Lagos state,

Nigeria. The addresses are available to the public and written permissions are not needed to contact the school owners. Three hundred entrepreneurs appearing on the Lagos Schools Online website were estimated to meet the criteria and constituted the sample frame. Assuming sufficiency of 75 incidents, with each participant reporting three incidents, a total of 25 participants or a response rate within the sample frame of 8% to the invitation to participate was required to generate the data needed for the study.

The selected 22 participants were briefed about the process and issued informed consent forms that stipulated details about the process and the purpose of the study. The consent form detailed their right to withdraw at any stage without the need for detailed explanation. The prospective participants were given two days to return the form or decline verbally. All the 22 participants were interviewed providing critical incidents far above the planned 75; therefore, there was no need to seek for addition or replacements.

Data collection took place through semistructured, open-ended questions. The interview protocol is attached as Appendix C. The semistructured format allowed the individual interviewee to define the world in unique ways (Merriam & Tisdell, 2016). The open-ended nature of the questions allowed for access to the meaning of each participant's experience (Granot, Brashear, & Cesar Motta, 2012). The mode of the interview was through face-to-face. Face-to-face interview was the preferred choice. The face-to-face interview participants were allowed to choose a preferred location and time. The interview took place in an area where the participant was comfortable to allow good response (Merry et al., 2011). Each interview took more than an hour or less, depending on the participants' responses.

The data collection instruments for the oral interview were audio recordings of each interview and a sheet to record the participants' reactions. I took notes of all observations made during the interview. Recording the interview and its subsequent transcription helped to ensure the accuracy of data. All interviewees had an opportunity to read the transcripts of their interviews and make suggestions for any changes or corrections (Appendix D).

The participants were asked to respond to three questions, which were: (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted your ability to successfully create and scale public value? (b) What were the constraints you faced and how did you respond to the challenges? and (c) What were the results of your actions?

Where clarifications were required, the relevant participant was contacted to help in the accurate understanding of the point. The recorded audio data were transcribed. The participants were asked to share electronic copies of artifacts such as photographs or scanned materials to help support the statements, perceptions, or experiences. The use of these materials was approved as part of the informed consent process with the participants.

The participants exited the study through a debriefing process following a full analysis of the information. On exit, a summary of the findings, analysis, and recommendations was made available to each participant. A protected digital copy of the final report will also be provided to those who requested a copy. Since most of the clarifications were addressed during the interview, the participants were not asked to

undergo a follow-up interview. The full transcript of the interview sessions is displayed as Appendix E.

Data Analysis Plan

Qualitative data analysis is based on the notion that the nature and existence of objects in the social world are dependent on people's awareness and understanding of it (Edwards, Mahoney, & Vincent, 2014). I applied analytical processes to the data collected to interpret and draw conclusions based on the research purpose and questions. Qualitative analysis consists of five phases: (a) compiling data into a formal database, (b) compiling the data into smaller fragments through a disassembling procedure, (c) reorganizing the fragments into themes through a reassembling procedure, (d) creating narrative based on the themes and other data through an interpretation procedure, and (e) drawing conclusion from the available information (Yin, 2016). Qualitative analysis allows researchers to transform research data into findings or information that will be used for interpretation and reporting (Patton, 2015). According to Edwards et al. (2014), I processed the collected data through identification, coding, sorting, and grouping into themes which led to findings that could contribute to theoretical knowledge and practical use. Coding helps researchers and readers to comprehend collected qualitative data through the organization of data gathered from interviews into manageable categories of information (Patton, 2015). To avoid confusion and misinterpretation, I grouped or categorized data by determining internal or external homogeneity (Patton, 2015).

In this study, I aimed to analyze critical incidents experienced by resource-constrained Nigerian entrepreneurs in the education sector of the economy and

understand how they overcame critical situations to address the challenges of scaling and creating public value successfully. Efforts were made to capture the meaning that the participants assigned to situations and the environment of occurrence (Nassif et al., 2016; Taylor, Bogdan, & DeVault, 2015). The data analysis of the critical incidents, the entrepreneurial artifacts, and other data from secondary information sources helped in finding answers to the research questions.

Data analysis involved grouping the responses into themes or constructs that emerged from the theoretical taxonomy constructed a priori. The a priori data were constructed from the expected behavioral attributes of social entrepreneurial bricoleurs. Data saturation was determined when additional data were no longer adding new information related to the predetermined behaviors and decision-making responses represented in the bricolage proposition list (Appendix A; Flanagan, 1954; Hughes, 2007). Pattern matching and response frequencies from data reported by the entrepreneurs were compared to the expected responses from the constructed taxonomy, and conclusions were drawn. If there was no fit between the patterns and taxonomy, a rival explanation would have been sought relating to the incident responses. Any discrepant findings were noted, reviewed and explained during the analysis.

Data triangulation is a recognized problem in CIT, especially when it concerns entrepreneurship (Chell & Pittaway, 1998). This is due largely to the difficulty in finding other people who shared the same experience or were present during the incident. For this study, triangulation involved the use of the interview data, the collection of entrepreneurial artifacts consisting of documents to show the social entrepreneur's

challenges and mitigation methods, and the use of secondary information sources from local, national, and international media that report the success of the entrepreneurs. The entrepreneurial artifacts included but were not limited to school league results, students' acceptance into highly-rated institutions, school sports' accolades, and when possible, records of referrals by parents. Another strategy for triangulation was the corroboration of incidents using similar ones from other participants. The CIT permits a degree of replication (Chell & Pittaway, 1998). While a particular incident may be unique to the individual entrepreneur, the type, context, strategy, and outcome may align with a pattern of related incidents from another entrepreneur (Chell & Pittaway, 1998). Qualitative data analysis has been described as a challenging task for researchers, due to the rigor of converting and representing interview data largely in text and images into tables, matrices, and narrative format (Yin, 2016). The challenge is due to the nonavailability of a precise procedure that can be applied universally because only guidance based on the different research methods are available (Patton, 2015). The subjectivity involved and the diverse types of data including the comprehensive nature of the text-based information often make qualitative analysis a time-consuming process (AlYahmady & Al Abri, 2013). The innovation in software and internet technology has significantly reduced the complexity involved in qualitative analysis (AlYahmady & Al Abri, 2013; Hutchison, Johnston, & Breckon, 2010). The NVivo software was used for the data analysis in this study. NVivo, a qualitative data analysis (QDA) software by QSR International was preferred based on my knowledge of the software from my previous usage.

Issues of Trustworthiness

Qualitative research is one of the most challenging of the social science methods based on the rigorous nature of the methodological path that is required to prove the trustworthiness of the report (Yin, 2014). Quantitative researchers apply statistical methods to establish the validity and reliability of research findings, while qualitative researchers design and incorporate methodological strategies to ensure the trustworthiness of the findings (Noble & Smith, 2015). Lincoln and Guba (1985) grouped the strategies for assuring trustworthiness into a list of the most common criteria for evaluating qualitative research. Lincoln and Guba presented four criteria (truth value–credibility, applicability–transferability, consistency–dependability, and neutrality–conformability) as criteria for researchers to develop trustworthiness in qualitative research. These criteria identified by Lincoln and Guba and the procedure for dealing with ethical issues were adopted to manage issues relating to trustworthiness in this research.

Credibility

Credibility is the participant's view of the data and how he or she interprets and presents them. Credibility demonstrates the precision with which the findings accurately reflect the data (Guba & Lincoln, 1981). It is expected that the researcher must outline personal experiences and viewpoints that could result into methodological bias and evidently and accurately present the participants' perspectives (Guba & Lincoln, 1981; Noble & Smith, 2015). Data triangulation, member checking, and peer review were used to maintain credibility in this study. Data triangulation can be difficult in CIT (Chell &

Pittaway, 1998). Therefore, I used different data types that included interviews, entrepreneurial artifacts, and other secondary information sources to build a coherent justification for the themes. Member checking was used to determine the accuracy of the reporting by taking the final report back to the participants.

Transferability

Transferability is the degree to which the findings of one study can be applied to other situations (Anney, 2014; Merriam & Tisdell, 2016, p. 253). Transferability of a case study is dependent on how analytic generalization can be attained through the findings (Yin, 2014). In this study, addressing the issue of transferability involved the use of rich and thick description to attempt to transport readers to the setting with the motive of giving the readers the shared experiences. The report included a detailed description of the case, including the context, participants, researcher's reflections, and conclusions. Such detail will allow readers to make an informed judgement about the applicability of the findings. Yin (2016) suggested the use of rival explanation to strengthen any claimed generalization. The use of rival explanation, especially when the data cannot support the proposition, was built into the data analysis plan. Another strategy to ensure transferability was purposeful sampling. The sampling was carried out in such a way that the focus were the key informants who are knowledgeable of the issues investigated by the study (Anney, 2014).

Dependability

Dependability refers to the stability of the findings over time (Anney, 2014). Dependability means the possibility of obtaining the same results when the process,

including the data collection, is repeated (Yin, 2016). Dependability is guided by the consistency of the analytical procedure, which includes stating any personal and research method bias that could influence the result of the study (Noble & Smith, 2015). The consistency of the analytical procedure and data will guide whether the findings would be consistent if the research is repeated using the same subject or in a similar context (Krefting, 1991). This repeatability took into consideration the variability that is inherent in qualitative research especially as it concerns the uniqueness of human beings who are the main actors in the study. Guba's (1981) concept of dependability infers trackable variabilities, which are traceable to identified sources. To address the dependability issues, a full audit trail of the data collection process, the categorization into themes, and how all decisions as they concern the data collection and analysis were recorded. To achieve this, I kept a research journal that detailed the processes as it is being undertaken. The journal contained a detailed account of how the study was conducted.

Confirmability

Confirmability refers to how the findings of the research can be confirmed or corroborated by other researchers (Anney, 2014). Qualitative researchers demonstrate confirmability in the neutrality and accuracy of the data (Houghton et al., 2013).

Confirmability is an assurance that the findings are derived from the data and not made up by me. The findings should be a direct reflection of those who participated in the study (Anney, 2014). To address the issue of confirmability, I kept a detailed reflective journal that detailed all the activities regarding the study. The journal included the details on all events that happened during the data collection and personal reflections. The

journal also included, in detail and explicitly, the methods and procedure, including the backstage information, to give a complete picture of the study.

Ethical Procedures

I collected information from human participants who are social entrepreneurs in the education sector of the Nigerian economy. The target population for participant selection was not from the vulnerable sections of the society. Because the study involved the collection of information from human participants, before contacting the participants or starting the data collection, an application was sent to and permission received from the Walden University Institutional Review Board (IRB). The study's methodology complies with both the legal and ethical compliance guidelines of the IRB (Walden University, 2015). The application included the letter of understanding that was sent to and agreed to with each participant. The letter explained my roles as the researcher, their roles as participants, the interview protocol, and the mode of interview. The signing of this letter of understanding represented their consent as participants in the study and an acknowledgment that the participants fully understood the process in which they were participating.

For the research data collection, the participants and the site where the schools are located were respected. No participants considered to be in the vulnerable group participated in the research. Any photography or recording was done with full permission from the participants. The identities of the participants remained confidential when reporting the study outcome. The participants were made to understand that they could pull out of the study if they felt their rights were being invaded or in case they changed

their mind about continuing with the study due to reasons that they might not wish to disclose.

The identity of the participants was kept confidential. Alphanumeric codes was used to identify each participant in data cataloging, quotation, and summarization of points from the participants. The use of alphanumeric codes instead of the participant names ensured confidentiality and maintained the privacy of the participants. All storage was password protected and with access control. All collected data and a backup copy were securely stored in digital form on dedicated external devices in two locations. The stored data will be destroyed after five years, in compliance with the IRB guidelines.

Summary

Chapter 3 included a discussion of the research method, the research design and rationale, the roles of the researcher, the methodology, the target population, how the data was analyzed, and how the issues of trustworthiness were managed. In the research design and rationale section, the research tradition that was used and why it was the preferred choice were explained. My role as an observer was explained, detailing those relationships that can lead to my biases and power relationships. A description of the target population, sample size, the data collection instrument, and analysis was also made. The issues of trustworthiness section included a description of the strategies that were used to establish internal validity, dependability, and demonstrate objectivity. It also contained the ethical procedures that guided gaining access to participants and other data collection methodologies, including the Institutional Review Board (IRB) application.

Chapter 3 also included an explanation of how the collected data was kept and when it will be destroyed following the IRB guidelines.

In summary, critical incident technique (CIT) was employed for data collection in the qualitative descriptive single case study design. The planned research involved describing how local social entrepreneurs in Nigeria overcame systemic barriers for scaling social innovation. The sample frame was comprised of the founders of privately-owned educational institutions in existence for more than 5 years and listed on the Lagos Schools Online website. Three hundred entrepreneurs were estimated to meet the criteria and constituted the target population. Assuming each participant reported three incidents, a total of 25 participants or a response rate of 8% to the invitation to participate was required to generate the data needed for the study. The participants were asked to provide responses to three questions, which were: (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted your ability to successfully create and scale public value? (b) What were the constraints you faced and how did you respond to the challenges? and (c) What were the results of your actions?

Data analysis involved grouping the responses into themes or constructs that emerged from the theoretical taxonomy constructed a priori. Data saturation was determined when additional data no longer added new information related to the predetermined behaviors and decision-making responses represented in the bricolage proposition list (Appendix A; Flanagan, 1954; Hughes, 2007). Pattern matching and response frequencies from data reported by the entrepreneurs were compared to the

expected responses from the constructed taxonomy, and conclusions were drawn. Chapter 4 will contain the documentation of the findings and analysis drawn from the data.

Chapter 4: Results

The purpose of this qualitative descriptive case study using CIT was to understand how resource-constrained Nigerian entrepreneurs in the education sector overcame critical situations of business continuity to address the challenges of scaling and creating public value successfully. A secondary purpose was to determine whether the theory of entrepreneurial bricolage could support the taxonomic classification of responses to overcoming critical situations as experienced by Nigerian entrepreneurs in education. Chapter 4 includes discussions of the field test, setting demographics, data collection, data analysis, results, and evidence of trustworthiness, concluding with a summary.

In this study, I examined the problem of the gap in knowledge and understanding of how entrepreneurial bricolage is practiced in Nigeria and the influence of the Nigerian cultural setting on entrepreneurial behavior. The study focused on entrepreneurs whose careers are based in the education sector of the Nigerian economy. I developed two research questions to evaluate how resource-constrained Nigerian entrepreneurs in the education sector of the economy overcame critical situations of business continuity and how they addressed the challenges of scaling and creating public value successfully. The research questions were as follows:

- R1. How do resource-constrained Nigerian entrepreneurs in education overcome critical situations to successfully address the challenges of scaling and creating public value?

- S1. What are the critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to successfully create and scale public value?
- S2. What are the elements of taxonomic classification of responses to overcoming critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to create and scale public value?
- R2. What descriptive theory can support the taxonomic classification of responses to overcoming critical situations as experienced by Nigerian entrepreneurs in education?

Field Test

The study included a field test to ensure the reliability and validity of the interview questions. The test was designed to obtain feedback as to the appropriateness of the questions being asked of the study participants and how the questions were asked relative to the purpose of the study. The field test included some practitioners from the education sector who were not part of the study population. Participants were asked to review whether the questions on the questionnaire were likely to generate information to answer the research questions. The experts also considered whether the participants were likely to find any of the questions on the questionnaire objectionable, specifically in terms of the nature of the question or particular wording. The experts were to recommend what changes could be made.

The experts all agreed that the questions were appropriate and would likely derive the information and data needed to answer the stated research questions. The experts also agreed that the questions were culturally appropriate and should not generate any controversial responses. The original questions in the questionnaire were thus retained.

Research Setting

I recruited the participants using the list obtained from the Lagos Schools Online website. The locations of the interviews were mutually agreed upon with the participants. About 60% of the interview locations were on Lagos Island, while the remaining were on the mainland. I contacted all of the participants through email, and when a less than 1% response was received, I requested and received approval for a change of procedure from the Institutional Review Board. I was permitted to contact the participants through phone calls and to obtain endorsement of the consent form manually, instead of via email as originally approved. Once a participant confirmed participation, a location was agreed upon, and the consent form was presented for the participant's signature before the interview. The interviews took an average of 60 minutes per participant to complete. Once the transcripts were completed, I took them back to each participant to review to increase the strength, validity, and reliability of the study. The participants identified no change in their working environments or personal well-being that would influence the interpretation of the data or study results at the time of the study. I remained vigilant when analyzing participant responses for any signs of extreme emotions or other variances. During the interview and the study, I remained conscious of the potential

effect that personal conditions could have on research participants, their responses to the interview questions, and, subsequently, my interpretation of the results.

Demographics

The study focused on how the participants dealt with critical situations that would have negatively impacted their businesses if they had not acted in the way they did. The unit of analysis for the study was the critical incidents and not the participants. The demographic information of the participants did not play an integral role in this study. Basic demographic information was noted to ensure that the participants were not minors and met the requirements to participate in the study (see Table 3).

Table 3

Participant Demographics and Characteristics (N = 22)

		<i>n</i>	%
Gender	Males	8	36%
	Females	14	64%
School age	5-9 years	11	50%
	10-14 years	7	32%
	15-19 years	1	5%
	20-24 years	0	0%
	25-29 years	2	9%
	30-34 years	0	0%
	35-39 years	0	0%
	40-44 years	1	5%
Location	Lagos Mainland	8	36%
	Lagos Island	14	64%

I interviewed 22 participants, all of whom met the minimum qualifications to participate, which were to be an entrepreneur in the education sector of the economy who

had been in the business for at least 5 years. I was able to identify themes and patterns based on the participant interviews.

Data Collection

The Walden University Institutional Review Board approved this study (# 09-06-18-0530744). I approached the selected participants through the emails and phone numbers listed on the Lagos Schools Online website. A letter of introduction and support for the study was sent to each of the participants, and an explanation and solicitation followed by phone. Those who indicated interest were contacted again by phone to agree on the date and location for the interviews. All interviews were conducted through a face-to-face process.

Before the interview, the participants were briefed about the process and issued informed consent forms stipulating details about the process and the purpose of the study. The consent form detailed their right to withdraw at any stage without the need for detailed explanation. All participants were reminded that they did not have to answer any questions they did not feel comfortable answering. The participants were also reminded that they could ask to end the interview at any time and that their request would be honored immediately. The participants were informed that their interviews were being recorded to validate the interview notes. Five of the participants who indicated their discontent about audio recording were told about the possibility of spending more time taking notes and the possibility of coming back to confirm their answers before member checking. The five participants argued that not being audio recorded would further ensure the confidentiality of the interview process. The data for the five participants were

captured in my interview notes without audio recording. All of the participants acknowledged their understanding of the interview protocols and affirmed their desire to move forward with the interview. I reiterated the confidentiality agreement stated in the “consent to participate form” and confirmed that their names would not be used and would instead be coded using a numbering system.

The semistructured interviews took place after the starting procedures and protocols were concluded. The interviews took place in environments that were mutually agreed upon by the participants and me. All of the interviews except one were conducted with only the participant and me in attendance. One of the participants insisted on the presence of her husband, who was also the chairman of the board for her school. All of the interviews except those without audio took less than 60 minutes, which was in alignment with the interview protocols agreed upon with each participant. More than one hour and a half was spent on each of the five participants who declined audio recording, which allowed for verbatim capturing of notes during the interviews. The five participants also confirmed the notes before the interview sessions were closed. The interviews were transcribed using Microsoft Word, with transcripts provided to the participants for member checking. The language of the interviews, as agreed with the participants, was English. During some of the interviews, some of the participants change from English language to their local dialect. I tried to bring them back to the agreed-upon language, but because I was also fluent in the local dialect, I sometimes used it to discuss points in the interview to clarify issues. Such discussions helped as a check of the validity of interpretations.

After the verification through member checking, the transcribed interviews were uploaded onto NVivo-12 for storage, coding, and analysis. NVivo is a qualitative data analysis (QDA) software by QSR International. No follow-up interviews were requested because the participants had confirmed the content of the interview scripts through member checking.

Data Analysis

A five-stage process was used to conduct the study. I adopted the approach detailed in Chapter 3, which recommended five stages of qualitative analysis for analysis and taxonomic classification of the critical incidents identified by the entrepreneurs inclusive of (a) compiling the types of incidents into a formal database, (b) compiling the incidents into smaller fragments through a disassembling procedure, (c) reorganizing the fragments into themes aligned with the propositions of entrepreneurial bricolage theory through a reassembling procedure, (d) creating narrative based on the themes and other data through an interpretation procedure, and (e) drawing conclusions from the available information based upon the taxonomic classification of the incidents.

Stage 1: Compiling of the Data

After the member-checked interview scripts were received from the participants, each of the scripts was compared with the original text sent to confirm the changes or acceptance. Each of the interview scripts was loaded into NVivo using the alphanumeric naming convention as agreed under the confidentiality clause in the consent form with the participants. The names were stored in NVivo under the *participants'* case classification as individual cases. The participants' data were stored as cases so that I

would be able to capture some basic data during the analysis and conclusion stage. The unit of analysis of this study was the critical incidents. A total of 145 critical incidents were collected against the planned 75.

Stage 2: Data Disassembling

The interview data were recorded for each participant and loaded into NVivo as cases. The unit of analysis of the study was the critical incidents. Each of the interviews was disassembled into the different groups of incidents. In total, 11 groups of incidents were identified. These groups formed the different cases in the critical incidents case classification stored in NVivo (see Table 4).

Table 4

Description of Critical Incidents Categories

Critical incidents	Descriptions
Capital	Challenges with raising capital from banks or finance centers
Corruption	Corruption and lack of transparency in government
Education standard	Issues relating to the falling standard of education that could lead to poor quality of the education delivered
Government issues	Problems caused by government bureaucracy and standards or behaviors that impede the delivery of high-quality education
Human resources	Staffing issues and staff retention challenges
Infrastructure and utilities	Issues that are related to dilapidated or unavailable infrastructure
Market economics	Those with challenges from competitors that could lead to low patronage
Poverty and economy	Low purchasing power of the populace
Real estate	High cost of land and other land-related issues
Security and environment	Safety of land and properties
Technology	High cost of technology and teaching aids

I created the groups through open coding. I assessed the totality of the data by reviewing the data multiple times and using querying tools in NVivo. I grouped similar codes, and 11 groups of critical incidents emerged that formed the cases coded for analysis that followed.

Stage 3: Reorganizing Data Into Critical Incident Subcategories and Behavioral Themes

The data collection process included data from 22 participants who were social entrepreneurs who had successfully run their businesses in the education sector for a minimum of 5 years. All of the participants were school proprietors in Lagos state, Nigeria. All participants voluntarily agreed to participate in the study and expressed a desire to share their lived experience as social entrepreneurs. Saturation was assumed to have been reached after the 15th participant interview, when the same types of comments were heard over and over, with no new codes emerging. The collection of data, however, continued until the 22nd participant.

I grouped the critical incidents into similar groups to reflect the similarity in the nature of the incidents (see Table 5). Eleven groups emerged (see Table 6) based on the responses to the questions on the specific situations, events, or incidents that the participants considered challenging that would have negatively impacted their ability to successfully create and scale public value, and the constraints they encountered. Critical incident was the unit of analysis for the study. The critical incidents groups were created as cases in NVivo.

Table 5

Grouping of Critical Incidents

Critical incidents groups	Description	No
Capital	Insufficient fund, high cost of properties, lack of access to bank facilities, high operating costs, access to land, lack of interest in entrepreneurs	27
Corruption	Staff integrity, endemic system, government interference, lack of transparency, examination malpractices	7
Education standard	Unqualified tutors, standards of available government curriculum, reception of new knowledge, insufficient know-how, student failures	10
Government issues	Government bureaucracy, multiple taxation, permit and registration, policy inconsistency	16
Human resources	Staffing issues, training, retention, remuneration, quality of management staff, unreliable employees	11
Infrastructure and utility	Cost of electricity, availability of electricity, water provision, transportation, road condition, road network, pipe-borne water, no light, diesel, generator maintenance	19
Market economics	Competition, student availability	9
Poverty	Cost of living, affordability of school fees, unemployment, loss of breadwinners	11
Real estate	Good location, cost of land for schools, community fees, land grabbers, government land utilization restriction, lack of access to land	20
Security and environment	Security, dialectic issues, kidnapping, robbery, flooding, fire	9
Technology	Cost of teaching aids, knowledge of teaching aids, students' understanding and appreciation of technology, parents' appreciation of technology, willingness of parents to pay, low level of technology	6

Table 6

Participants' Responses on Critical Incidents

Critical incidents	Participants		Codes	
	#	%	#	%
Capital (CA)	22	100%	27	19%
Corruption (CO)	6	27%	7	5%
Education standard (ES)	10	45%	10	7%
Government issues (GI)	13	59%	16	11%
Human resources (HR)	9	41%	11	8%
Infrastructure and utilities (IU)	16	73%	19	13%
Market economics (ME)	8	36%	9	6%
Poverty and economy (PE)	9	41%	11	8%
Real estate (RE)	14	64%	20	14%
Security and environment (SE)	8	36%	9	6%
Technology (TE)	6	27%	6	4%

I adopted a theory-driven approach to code the responses of how the participants solved their challenges into themes similar to the themes that I have constructed a priori (Table 7 and Appendix A). The a priori themes were created from the known behavioral patterns that emerged through the theoretical taxonomy of the concept of entrepreneurial bricolage. A separate theme was also created for those behaviors that could not be fitted into the a priori themes. The responses of the participants on how they overcame the critical incidents challenges were coded into eight themes (See Table 8).

Table 7

Entrepreneurial Behavioral Response Themes

Behavioral themes	Description	No
Making do	Apply a combination of what is at hand to solve new problems and create new opportunities. Have a hands-on approach to situations. Use originally possessed resources, and resources that are available very cheaply or for free, especially those that were thought to be useless or substandard, for new projects.	18
Refusing to be constrained by limitation	Refuse to enact limitations with regard to “standards” and regulations. Actively trying things in a variety of ways instead of adopting known rules.	39
Improvisation	Reuse resources for different applications than those for which the resources were originally intended or used. Skill utilization by permitting and encouraging the use of amateur and self-taught skills that would otherwise go unapplied.	17
Social value creation	Provision of products or services that would otherwise be unavailable.	14
Stakeholder participation and persuasion	Finding workable solutions to new challenges by using existing contacts, available technology, or combining known technology in a novel way. Effective labor utilization by involving customers, suppliers, and hangers-on in providing requisite services for the project.	60
Recombination	Creative re-invention - resource repackaging, transposing, and recombination. Deal with new challenges by applying a combination of existing resources and other resources inexpensively available.	17
Transformation	Creates value by putting forgotten, discarded, worn, or presumed single-application materials into new use.	3
Non-bricoleur behavior	Entrepreneurial behavior outside those recognized in the theory of entrepreneurial bricolage	4

Table 8

Participants' Responses on Entrepreneurial Behavior

Themes	Participants ($N = 22$)		Responses ($N = 145$)	
	n	%	n	%
Making do	14	64%	18	12%
Refusing to be constrained by limitation	18	82%	39	27%
Improvisation	14	64%	17	12%
Social value creation	12	55%	14	10%
Stakeholder participation and persuasion	21	95%	60	41%
Recombination	12	55%	17	12%
Transformation	3	14%	3	2%
Non-bricoleur behavior	4	18%	4	3%

Stage 4: Creating Narratives From Themes

NVivo allows the visualization of the ensuing information from the coded data. Analyzing the responses of the participants against the unit of analysis graphically helped me in understanding of the entire data. NVivo software is useful for a holistic visualization of the incidents from the viewpoint of the participants. Using a pattern-matching approach, I compared the predicted theoretical pattern from the taxonomy with the observed empirical pattern. The pattern-matching process provided a framework from which I began to build thematic explanations for what was emerging. With the emergence of the patterns, I used the participant data to begin to explain the story that was emerging.

Stage 5: Drawing Conclusions

Comparing the pattern matching and response frequencies from the data reported by the entrepreneurs with the responses from the constructed taxonomy led to the

drawing of the conclusions from this study. Data triangulation is a recognized problem in CIT, especially when it concerns entrepreneurship. The data triangulation challenge was due largely to the difficulty in finding other people who shared the same experience or were present during the incident. For this study, I carried out the collection of entrepreneurial artifacts consisting of documents to show the social entrepreneur's challenges and mitigation methods. I also collected secondary information sources from local and national media that report the success of some of the entrepreneurs.

Evidence of Trustworthiness

Credibility

During the data collection, some of the participants were eager to provide more information regarding their experiences more than others. Some even changed to their local dialects to explain their challenges. My being fluent in the local dialect created an opportunity to understand their explanations and further probe with follow-up questions to ensure that accurate, and comprehensive data were collected. There was no deviation from the original plan stated in Chapter 3 of the dissertation. The return of the interview scripts to each participant to conduct member checking helped to ensure that I accurately presented the participant's view of the data and how he or she interpreted and presented them. An additional check to maintain credibility was the use of triangulation. I used comparative data collected from the participants as a form of check on each other, especially the stories from participants recorded after the data saturation have been reached. I also used secondary information about such challenges faced by these participants to confirm the participant's stories.

Transferability

Transferability of a case study depends on how analytic generalization can be attained through the findings. In this study, I provided a comprehensive description of the data collection process and how I was able to use my fluency in the local dialect to further probe the participants for more insight into their challenges. I also explained the five-phased analytical process to strengthen the transferability of the research to the reader, stakeholders, scholar-practitioners, and future researchers. For the few responses that were outside what was in the a priori themes, rival explanation is provided for the readers understanding.

Dependability

Dependability refers to the stability of the findings over time. To ensure that a similar result can be obtained when the process including a similar data collection is repeated, I have kept a research journal detailing all the processes and all the issues encountered during the research. I have also documented and explained the data collection and analytical processes in this document. I also described the recruitment criteria and the challenges faced during the recruitment and data collection. Documenting and taking rich notes during the interviews were vital procedures used in aligning my findings with the themes. Following the described processes and ensuring consistency of the analytical procedure and data will ensure dependability if a future researcher uses the same subject in a similar context.

Confirmability

Confirmability is an assurance that the findings are derived from the data and not made up by me. To ensure confirmability, I kept a comprehensive reflective journal detailing the methods and procedure, including the backstage information, to give a complete picture of the study. I also conducted member checking by returning the transcribed interview scripts to the participants to confirm the accuracy of the data and my neutrality in reporting the findings.

Study Results

This section contains the results of the data collection and analysis process. The purpose of this qualitative descriptive single case study was to understand how resource-constrained Nigerian entrepreneurs in the education sector overcame critical incidents of business continuity to address the challenges of scaling and creating public value successfully. A secondary purpose was to determine if the theory of entrepreneurial bricolage could support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education. The textural descriptions of selected responses are displayed as appendixes F to M. The eight themes that resulted from the analysis are described below.

Theme 1 (Appendix F) dealt with the behavior of entrepreneurs that engages in *Making Do* with what is at hand. The Making Do group of participants during their critical incidents applied a combination of what is at hand to solve their problems and sometimes create new opportunities. The behaviors also demonstrated their hands-on approach to situations. The entrepreneurs in this group also used originally possessed

resources and resources that are available very cheaply or for free, especially those that were thought to be useless or substandard, to find solutions to their problems.

Fourteen of the 22 participants (64%) solved their challenges using the making do approach. The total number of responses totaled 18 out of the 145 responses (12%). Eight of the 11 group of critical incidents (73%) were solved using the *Making Do* approach. The incidents that are related to sourcing for funds or capital dominated this group (47%). The Capital group used the capital already in existence either in savings or assets from personal accounts or the accounts of close relatives to tackle the challenges that would have derailed their business continuity. The reliance of the Making Do group on existing funds underscored their low level of confidence in the banks or financial institutions to provide the requisite funding. Explaining the making do with what was available, one of the participants explained how he approached the bank and was turned down due to his not being able to provide the needed collateral for a loan. He turned to his father-in-law for a grant. The dependence on the funds at hand was also corroborated by another participant that said, “we approached the bank but the collaterals they were asking for was too high. We resorted into starting small and using what we had to achieve our aim. We started using our BQ (Boys Quarter), which is a bungalow.”

Those that have challenges related to infrastructure and utility (IU), and real estate (RE) groups both have two each of their critical incidents solved with the *Making Do* approach. The educational standard (ES), human resources (HR), market economics (ME), and poverty (PO) groups all demonstrated the use of Making Do in solving one problem each.

Theme 2 (Appendix G) dealt with the behavior of entrepreneurs that demonstrated refusal to be constrained as a means of solving their problems. This group of participants during their critical incidents found workable solutions to new challenges by using existing contacts, available technology, or combining known or common technology in a novel way. The entrepreneurs also practiced effective labor utilization by involving customers, suppliers, and hangers-on in providing requisite services for their project. The entrepreneurs in this group mitigated some challenges that would have had negative impact on their business continuity by utilizing refusal to be constrained behavior.

Eighteen of the 22 participants (82%) solved their challenges using the refusal to be constrained approach. The total number of responses totaled 39 out of the 145 responses (27%). All the 11 groups of critical incidents (100%) found a solution using the refusal to be constrained approach.

Those participants that had government related incidents such as government bureaucracy, multiple taxations, permit and registration, and policy inconsistency constituted more than 22% of those that used this method. That is understandable since most of those problems are common to all entrepreneurs and thus requires the use of relationships or human networks for its solution. For example, GIA01 explained when the issue of multiple taxations from different arms of the government was almost driving her out of business. According to the participant, agents from the community development team, the local council, and the state were demanding similar fees using thugs without any means of identification. GIA01 said:

Different people coming for the same and sometimes confusing tariffs. It was too much. We were not the only one affected. We decided to gather people together, and we marched to the local government office to demand our right. We asked them to tell us how much and who should be collecting money. This was resolved, and we now pay to the appointed agent only. We also now pay once every year. (GIA01)

The same method of solving problems was corroborated by IUA16 in finding a solution to her electricity problem. Instead of giving up and blaming the government, she refused to enact limitations by finding a way to solve her problem. The participant said:

The issue of NEPA (electricity) is a major headache. The transformer in the area is epileptic, and the little power that comes in is being rationed. The time for our area is usually in the night which makes it useless for the school. We resorted to using a generator and last year we had to buy some solar panels for our ICT unit. (IUA16)

The refusing to enact limitation was also used by participants with technological challenges in which the school rented time on the competitor's school facilities to teach students for a fee instead of giving up for not being able to afford the requisite technology.

Theme 3 (Appendix H) dealt with the behavior of entrepreneurs who engage in improvisation as a means of solving their problems. This group of participants during their critical incidents found workable solutions to new challenges by reusing resources for different applications than those for which the resources were originally intended or

used. The participants also improvised on skills by permitting and encouraging the use of amateur and self-taught skills that would otherwise go unapplied. The participants mitigated some challenges that would have negatively impacted their business continuity by using improvisation approach in mitigating some of their challenges.

Fourteen of the 22 participants (64%) solved their challenges using the improvisation approach. The total number of responses totaled 17 out of the 145 responses (12%). Eight of the 11 groups of critical incidents (73%) found a solution using the improvisation approach. The improvisation method was employed more in solving human resources, educational standard, and capital groups of challenges than the other groups.

The human resources group used the improvisation approach in leveraging the skills available for them to deliver effective and sustainable education business. Some of the participants used less experienced teachers and staff to work in the lower classes while retaining the more experienced and more expensive teachers for the senior classes. Some participants also discussed using the same teacher to teach similar subjects. According to HRA06, “we decided to match up with our environment by looking for teachers who could take multiple courses in order to save cost. We also sometimes resort to using a lower level of expertise by using teachers that passed senior secondary schools instead of university especially in teaching the lower classes.” A participant that had a technological challenge of skill availability resorted into training the staff that was available. According to TEA12:

We had the latest facilities, but the teachers were old hands who struggled with the new stuff especially the computerized teaching aids. We embarked on training the trainer program to bring the teachers up to speed with technology. This worked, but we had to add a staff that monitors the progress to our payroll.

(TEA12)

Theme 4 (Appendix I) dealt with the behavior of entrepreneurs that engages in social value creation as a means of solving their problems. This group of participants during their critical incidents found workable solutions to new challenges by providing products or services that would otherwise be unavailable. The participants mitigated some challenges that would have negatively impacted their business continuity through the creation of social value.

Twelve of the 22 participants (55%) solved their challenges using the social value approach. The total number of responses totaled 14 out of the 145 responses (10%). Seven of the 11 groups of critical incidents (64%) found a solution using the social value creation approach. The social value creation method was employed more in solving poverty-related issues, systemic corruption issues, and challenges related to raising funds, more than the other groups of critical incidents.

The high level of poverty within Nigerian society has made the creation of social value a very attractive approach to attracting customers who would have been forced to depend solely on the government and risk the acquisition of low-quality educational skills. Introduction of subsidy and discount on school fees has been helpful in making the

private schools available for the majority of the populace. For example, a participant explained:

As I mentioned earlier, the school was more for charity. Therefore, we could not stop those that were already in the school and having problems with payment.

That will negate my father's achievements. We agreed to limit the admission of the non-paying students. Some of my father's friends that wanted his legacy to be maintained agreed to provide scholarships for those students who may need help.

This was of great help. I started sleeping better after that time. (POA09)

Some of the participants complained about parents not being able to afford their children's school fees and some resorting to changing schools in order to escape with the money. According to POA06, "showing empathy and encouraging them has been improving the situation. We had to forgive some of the debts in order to keep those with a genuine reason for defaulting." Some have even devised a flexible approach to collecting school fees. According to POA05, "we now have an installment payment method in place. The parents pay every week, and we have collectors going around their shops to help in collecting the money. We have been able to keep our clients like that."

Theme 5 (Appendix J) dealt with the behavior of entrepreneurs that engaged in stakeholder participation and persuasion as a means of solving their problems. The participants during their critical incidents found workable solutions to new challenges by using existing contacts, available technology, or combining known technology in a novel way. Some of the participants made use of effective labor by involving customers, suppliers, and hangers-on in providing requisite services for their projects. This group of

participants mitigated some challenges that would have had negatively impacted their business continuity through stakeholder participation and persuasion.

The use of stakeholder participation and persuasions form the common method of solving problems among all the participants. Twenty-one of the 22 participants (95%) solved their challenges using the stakeholder participation and persuasion approach. The total number of responses totaled 60 out of the 145 responses (41%). All the 11 groups of critical incidents (100%) found a solution using the stakeholder participation and persuasion approach to solve their challenges. The use of the method is prevalent among those that had capital availability challenges. The participants depended on family members, friends and associates to find help in solving their problems. Some of the participants used funds received as grants or loans to alleviate their problems. CAA05 explained a case where a lack of fund was almost stopping her business:

We started in a batcher at the back of our family compound. We approached a community bank for a loan to start building a more permanent structure for the school. Their answer was no, after we could not pay the money demanded by some of the staff for facilitation. We discussed with a local NGO that advised us to use containers which are readily available for classrooms. They also took us to where we can rent to own. That has been our style, and it has been working. It is a safe method, and the children are used to it. (CAA05)

The use of loved ones also became necessary when one of the participants narrated her ordeal that led to her husband helping with the purchase of metal containers to serve for use as classrooms instead of a normal building. The use of mutual friends to

resolve major issues among co-owners was instrumental to the solution of challenges that would have dissolved the partnership that CAA18 was involved. The use of the mutual friend that both partners respected helped in putting the issues in perspective from an external viewpoint and helped in reaching a compromised solution that restored normalcy.

Theme 6 (Appendix K) dealt with the behavior of entrepreneurs that engages in resource recombination as a means of solving their problems. This group of participants during their critical incidents found workable solutions to new challenges by adopting creative reinvention through resource repackaging, transposing, and recombination. The entrepreneurs also applied a combination of existing resources and other resources that are inexpensively available to alleviate the challenges that they faced when carrying out their businesses. The participants in the theme 6 used the recombination approach to mitigate some challenges that would have negatively impacted their business continuity.

Resource recombination was one of the common methods of solving problems among some of the participants. Twelve of the 22 participants (55%) solved their challenges using the resource recombination approach. The total number of responses totaled 17 out of the 145 responses (12%). Six of the 11 groups of critical incidents (55%) found a solution using the resource recombination approach to solve their challenges. The use of the method was prevalent among those that had infrastructure and utility challenges. The participants used a combination of resources that are already available to them, either as designed or creatively diverted for other use. The entrepreneurs used ways that are deemed less expensive to solve their problems. IUA15

encountered the challenge of maintaining a working ICT and laboratory, which were crucial for the sustenance and continuity of the business. The entrepreneur combined all available means of generating electricity that could have been provided as part of the government utility services. According to her:

NEPA (electricity distribution company) was a major headache. Generator (alternate form of electricity generation) is like a king. The cost of diesel is so high. The standard in the area will not allow classrooms without air conditions and ICT. Teaching aids need light. Some schools folded up because they could not cope. We used a combination of NEPA – when available, generator and Inverter to alleviate the problem. (IUA15)

Another participant told the story of when her school was growing rapidly, and she was faced with the issue of space. She could not expand based on the available space within the neighborhood and thus decided to relocate her business. She encountered stiff opposition from her clients. According to the participant:

After some years, I needed to expand for growth, however, the space I had could not be expanded. The compound is surrounded by houses that the owners refused to sell. I decided to buy new land in some other place and use it as the school annex. I thought people would be ready to move. To my surprise, the parents were not ready for such an adventure. They complained about the distance since most of my clients were around the original location. My architect then advised that we expand upward if we cannot do the lateral expansion. He assured me that the original foundation could carry additional weight. We planned towards the next

school break. We de-roofed and converted the three sets of building to story buildings to double the schools' student capacity. (REA14)

The use of recombination, especially the reinvention, is very common with those who found it difficult to source for fund either for expansion or new business. Most of those participants with such challenges tend to restructure, rescope their plans, and settle for what they could get cheaply. Some of the participants converted their properties like living spaces for business usage.

Theme 7 (Appendix L) dealt with the behavior of entrepreneurs that engaged in resource transformation as a means of solving their problems. This group of participants during their critical incidents found workable solutions to new challenges through the creation of value by putting forgotten, discarded, worn, or presumed single-application materials into new use. This group of participants mitigated some challenges that would have negatively impacted their business continuity by creating value from forgotten, discarded, or useless materials.

Resource transformation was a less used approach by the participants in this study. Only three of the 22 participants (14%) solved their challenges using the resource transformation approach. The total number of responses totaled 3 out of the 145 responses (2%). Only one of the 11 groups of critical incidents (9%) found a solution using the resource transformation approach to solve their challenges. The capital critical incidents group utilized the resource transformation method in solving issues relating to the high cost of landed properties. The resource recombination group tend to rely on the use of less used and cheap materials like metal containers or caravans remodeled into

offices to replace more permanent structures for conducting their businesses. According to CAA05:

We started in a batcher at the back of our family compound. We approached a community bank for a loan to start building a more permanent structure for the school. Their answer was no after we could not pay the money demanded by some of the staff for facilitation. We discussed with a local NGO that advised us to use containers which are readily available for classrooms. They also took us to where we can rent to own. That has been our style, and it has been working. It is a safe method, and the children are used to it. (CAA05)

One of the participants resorted to the use of a wooden structure instead of concrete to solve his accommodation challenges. The use of unconventional structures for accommodating children in a school environment is not allowed by the education ministry, and that sometimes results in such school being denied the government operating permit or approval.

Theme 8 (Appendix M) dealt with the behavior of entrepreneurs that engages in unconventional or non-bricoleur approach as a means of solving their problems. This group of participants during their critical incidents found workable solutions to new challenges through the use of methods and means that are not listed in the a priori bricolage taxonomy. The theme eight approach which could be illegal or seen as corrupt included the use of inappropriate force, the use of threat, the inducing of others with, or demanding for bribe. The participants that adopted this method in solving their problems

believed they were able to mitigate some challenges that would have negatively impacted their business continuity.

The non-bricoleur approach was a method that most of the participants were not willing to discuss. Only three of the 22 participants (14%) discussed solving their challenges using the non-bricoleur approach. The total number of responses totaled 3 out of the 145 responses (2%). Off the record and from the body language of most of the participants, it was obvious that most of the participants do combined the non-bricoleur approach with other methods in their dealings.

Contrary to many of the participants that shrugged off the issue of giving bribes to move their business forward, there was the case of GIA02 that preferred to face the consequence of not giving bribe. According to this participant:

The school grew rapidly, and it requires us to register with the Lagos state government. We tried, but because my husband refused to bribe them, we waited for a long time until somebody in our church helped with the registration.

(GIA02)

Research Questions Summary

In response to R1, resource-constrained Nigerian entrepreneurs in education overcame critical situations to successfully address the challenges of scaling and creating public value by enacting bricolage. The critical situations were forced by lack of governmental support for their initiatives and other systemic barriers that included multiple taxations, an unfavorable land-use system, open bribery, or other forms of government bureaucracy. The participants (a) made do with the resources at hand, (b)

refused to be constrained by limitation by utilizing all the resources within their limit, (c) improvised, (d) created social value by providing services that would have not been available, (e) invoked stakeholder participation and persuasion, (f) recombined resources, and (g) invoking transformation by putting forgotten, discarded, worn, or presumed single-application materials into new use.

In response to R2, the theory of entrepreneurial bricolage (Baker & Nelson, 2005) supported the taxonomic classification of responses of how resource-constrained entrepreneurs in the education sector of the Nigerian economy overcame critical situations that would have impeded their business continuity. The behavior of the participants in this study agreed with what Baker and Nelson (2005) asserted in his theory of entrepreneurial bricolage that in a condition of extreme environmental constraint, entrepreneurs make a choice out of three options (a) seek resources outside the firm domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage through making do with combination of resources at hand to solve new problems and create new opportunities. The participants in this study, when faced with conditions of extreme environmental constraints chose to enact bricolage by making do with combination of resources at hand to solve their problems and create new opportunities. The result indicated that Nigerian entrepreneurs' behavior is similar to what has been studied in the literature.

Analysis of Additional Data Sources and Triangulation of All Data Sources

The oral interviews constituted the majority of the data for this study. During the interview, I requested for some documents that backed up the participants' stories. Some

of the documents were artifacts that demonstrated that the participants have being in business for more than five years. Some showed lists of their former students who were highly successful in external examinations such as WASC/GCE and NECO. Some even displayed the photographs and details of these former students on large banners as a form of advertisement about their successes. Some also showed the list of their former students who have gone to higher institutions and are currently employed in reputable organizations. Some of the schools displayed the awards like football trophies proudly in strategic places for other students to see and emulate.

For some of the participants who complained of multiple taxations from government agencies, the majority of them were able to provide what they referred to as *fake* receipts issued by some agencies while also showing what the official receipt was. Three of the participants showed receipts for the purchase of electricity transformer bought for their communities as a way of demonstrating good citizenship. Other data included records of student scholarships, evidence of subsidies, and technological equipment in some of the schools owned by the participants.

Two newspaper clippings that confirmed the hardship involved in doing business in Nigeria were also collected. One of the newspaper clippings was from the President of the federal republic of Nigeria acknowledging the difficulty of doing business in Nigeria and also stating what the government is doing to make things better.

The approach to triangulation adopted for this study included the collection of entrepreneurial artifacts consisting of documents that showed the social entrepreneur's challenges and mitigation methods. Additional data included secondary information

sources such as local, and national media reports of the success or the challenges of the entrepreneurs. Data triangulation is a recognized problem in CIT, especially when it concerns entrepreneurship. The data triangulation challenge is due mainly to the difficulty in finding other people who shared the same experience or were present during the incident.

Archival records and secondary data sources were coded and added to existing themes to support textural descriptions and interview data (Table 9). There were 54 total codes: 3 for corruption, 8 for educational standard, 27 for government issues, 2 for infrastructure, 4 for market economics, 5 for poverty, and 3 for technology. Fifty percent of the additional data sources were from the receipts that differentiated the authentic from the fake receipts issued by the government agencies and confirming the issue of multiple taxations as a major challenge.

Another strategy for triangulation was the corroboration of incidents using similar ones from other participants. The CIT permits a degree of replication. While a particular incident may be unique to the individual entrepreneur, the type, context, strategy, and outcome may align with a pattern of related incidents from another entrepreneur. An additional check to maintain credibility was the use of comparative data collected from the participants as a form of check on each other, especially the stories from participants recorded after the data saturation have been reached. All the data sources were used for triangulation to demonstrate the credibility of the participant's view of the data and how he or she interprets and presents them.

Table 9

Triangulation of All Data Sources

Category numbers	Category names	Number of total codes	Interview codes	Archival records codes	Secondary data codes
1	Capital	27	27	0	0
2	Corruption	10	7	3	0
3	Education standard	18	10	8	0
4	Government issues	43	16	27	0
5	Human resources	11	11	0	0
6	Infrastructure and utilities	23	19	2	2
7	Market economics	13	9	4	0
8	Poverty and economy	16	11	5	0
9	Real estate	20	20	0	0
10	Security and environment	9	9	0	0
11	Technology	9	6	3	0

Summary

The purpose of this qualitative descriptive single case study was to understand how resource-constrained Nigerian entrepreneurs in the education sector overcame critical situations of business continuity to address the challenges of scaling and creating public value successfully. A secondary purpose was to determine if the theory of entrepreneurial bricolage could support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education. This study was predicated on two research questions with one of the questions having two subquestions. The two research questions were:

- R1. How do resource-constrained Nigerian entrepreneurs in education overcome critical situations to successfully address the challenges of scaling and creating public value?

- S1. What are the critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to successfully create and scale public value?
- S2. What are the elements of taxonomic classification of responses to overcoming critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education, to create and scale public value?
- R2. What descriptive theory can support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education?

Following the interview protocols established in Chapter 3, the participants provided sufficient data relating to several specific situations, events, or incidents that could have negatively impacted their businesses if they have not acted in the way they had. The participants also discussed the impact of their action as it relates to the constraints. The data collection process, the data analysis process, evidence of trustworthiness, and the result of the study were all discussed in Chapter 4.

A total of 145 critical incidents were recorded during the interviews. Two methods of coding were used during this study. I captured the information relating to the critical incidents, which are the unit of analysis of the study, by grouping those that are similar or related. Eleven groups of critical incidents emerged, based on the grouping. I used a theoretical coding approach for the behavioral responses of the participants on what they did to solve their problems. Eight themes were created to group the responses

of the participants. Seven of the themes were adopted from the themes constructed a priori (Appendix A) from the known behavioral patterns that emerged through the theoretical taxonomy of the concept of entrepreneurial bricolage. I created a separate theme for those behaviors that could not be fitted into the a priori themes. The results revealed diverse ways with which different entrepreneurs approach their challenges.

In response to R1, resource-constrained Nigerian entrepreneurs in education overcame critical situations to successfully address the challenges of scaling and creating public value by enacting bricolage. The critical situations were forced by lack of governmental support for their initiatives and other systemic barriers that included multiple taxations, an unfavorable land-use system, open bribery, or other forms of government bureaucracy. The participants (a) made do with the resources at hand, (b) refused to be constrained by limitation by utilizing all the resources within their limit, (c) improvised, (d) created social value by providing services that would have not been available, (e) invoked stakeholder participation and persuasion, (f) recombined resources, and (g) invoking transformation by putting forgotten, discarded, worn, or presumed single-application materials into new use.

In response to R2, the theory of entrepreneurial bricolage (Baker & Nelson, 2005) supported the taxonomic classification of responses of how resource-constrained entrepreneurs in the education sector of the Nigerian economy overcame critical situations that would have impeded their business continuity. The behavior of the participants in this study agreed with what Baker and Nelson (2005) asserted in his theory of entrepreneurial bricolage that in a condition of extreme environmental constraint,

entrepreneurs make a choice out of three options (a) seek resources outside the firm domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage through making do with combination of resources at hand to solve new problems and create new opportunities. The participants in this study, when faced with conditions of extreme environmental constraints chose to enact bricolage by making do with combination of resources at hand to solve their problems and create new opportunities. The result indicated that Nigerian entrepreneurs' behavior is similar to what has been studied in the literature.

Chapter 5 includes the interpretation of these findings, limitations of the study, recommendations, and implication for positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The general management problem within the Nigerian government and business community was the limited scope of resource support received from socially oriented organizations in helping to address important quality-of-life issues, as hardships persist among the populace (Enuoh & Eneh, 2015; Ite, 2007; Lompo & Trani, 2013). In the absence of effective external support to the nation, the efforts of local social entrepreneurs are critical for providing the essential human services needed to improve the lives of the populace (Agwu, 2014; Duru, 2011; Ihugba et al., 2013). Social entrepreneurs lack governmental support for their initiatives and face other systemic barriers that include multiple taxation, an unfavorable land-use system, open bribery, and other forms of government bureaucracy (Ofili, 2014). The specific management problem was that Nigerian entrepreneurs face government barriers and lack skills and awareness for successfully creating and scaling public value in resource-constrained environments (Agwu, 2014; Duru, 2011; Ihugba et al., 2013; Lawal, Worlu, & Ayoade, 2016). The role of Nigerian government leaders in addressing these challenges and facilitating positive developmental outcomes is addressed in the literature, yet the problem persists (Agwu, 2014; Duru, 2011; Ihugba et al., 2013; Odia & Odia, 2013; Ofili, 2014). The human strength and virtue of local Nigerian entrepreneurs in promoting and scaling social impact when faced with resource constraints are underresearched (Holt & Littlewood, 2016). The purpose of this qualitative descriptive case study was to understand how resource-constrained Nigerian entrepreneurs in the education sector overcame critical situations of business continuity to address the challenges of scaling and creating public value

successfully. A secondary purpose was to determine if the theory of entrepreneurial bricolage (Baker & Nelson, 2005; Di Domenico et al., 2010; Levi-Strauss, 1962) could support the taxonomic classification of responses to overcoming critical situations as experienced by Nigerian entrepreneurs in education. Data were collected from 22 participants who were social entrepreneurs within the education sector in Lagos, Nigeria. In-depth interview data were analyzed using NVivo software using a combination of free coding and theoretical coding. Chapter 5 includes the interpretation of findings, limitations of the study, recommendations, implications of the study, and the study's potential influence toward positive social change.

Interpretation of Findings

I chose to conduct a qualitative descriptive single case study because this design is helpful in gaining an in-depth understanding of how people interpret their experiences and the meaning that individuals attach to phenomena or incidents. A qualitative research approach is more appropriate for examining the rich, thick nature of experiences of bricolage than an empirical analysis of quantifiable data about bricolage (Merriam, 2002; Ponterotto, 2005). The descriptive case study approach involved the collection of in-depth information using the CIT made famous by Flanagan (1954). The data collected for this study were instrumental in the accurate description of the experiences of the participants in relation to critical incidents and how challenges were mitigated.

Two research questions anchored the evaluation of how resource-constrained Nigerian entrepreneurs in the education sector of the economy overcame critical

situations of business continuity and how they addressed the challenges of scaling and creating public value successfully. The questions were as follows:

- R1. How do resource-constrained Nigerian entrepreneurs in education overcome critical situations to successfully address the challenges of scaling and creating public value?
 - S1. What are the critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to successfully create and scale public value?
 - S2. What are the elements of taxonomic classification of responses to overcoming critical situations that challenge the ability of resource-constrained Nigerian entrepreneurs in education to create and scale public value?
- R2. What descriptive theory can support the taxonomic classification of responses to overcoming critical situations as experienced by Nigerian entrepreneurs in education?

In response to R1, resource-constrained Nigerian entrepreneurs in education overcame critical situations to successfully address the challenges of scaling and creating public value by enacting bricolage. The critical situations were forced by lack of governmental support for entrepreneurs' initiatives and other systemic barriers that included multiple taxation, an unfavorable land-use system, open bribery, and other forms of government bureaucracy. The participants (a) made do with the resources at hand, (b) refused to be constrained by limitations by using all of the resources within

their reach, (c) improvised, (d) created social value by providing services that would not have otherwise been available, (e) invoked stakeholder participation and persuasion, (f) recombined resources, and (g) invoked transformation by putting forgotten, discarded, worn, or presumed single-application materials into new use.

In response to R2, the theory of entrepreneurial bricolage (Baker & Nelson, 2005) supported the taxonomic classification of responses concerning how resource-constrained entrepreneurs in the education sector of the Nigerian economy overcame critical situations that would have impeded their business continuity. The behavior of the participants in this study was consistent with Baker and Nelson's (2005) assertion in their theory of entrepreneurial bricolage that in a condition of extreme environmental constraint, entrepreneurs make a choice from three options: (a) seek resources outside the firm's domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage by making do with a combination of resources at hand to solve new problems and create new opportunities. The participants in this study, when faced with conditions of extreme environmental constraints, chose to enact bricolage by making do with a combination of resources at hand to solve their problems and create new opportunities. The result indicated that Nigerian entrepreneurs' behavior is similar to what has been studied in the literature.

The results of the study indicate that the critical incidents experienced by Nigerian social entrepreneurs are diverse and that the social status of the participants was not the controlling factor. The diverse nature of the incidents is often pronounced by the level of poverty that prevails in the society. The challenges were common to all. The responses

regarding how the Nigerian entrepreneurs faced their challenges also indicated that all of the participants relied on known approaches that have been documented for social entrepreneurial bricoleurs when faced with similar challenges.

During the data analysis, eight themes were created. The themes were fashioned after the taxonomy created a priori based on known behavioral patterns of the entrepreneurial bricoleurs. The information presented below follows the eight themes, giving insights into the research questions and linking the proposition stated in Chapter 2 of this dissertation.

Making Do

The concept of making do with whatever is at hand was introduced by the structural anthropologist Levi-Strauss (1962), who described a bricoleur as someone who can perform many diverse tasks by making use of whatever is available to him or her. What is at hand may be a set of tools and materials that are finite and heterogeneous, in that the tools may not be related to the current project. The use of the resources is contingent on the need of the moment. Doing business in a penurious environment such as Nigeria depends on the extent to which an entrepreneur is ready to reassess what is available at hand without giving room for any form of wastage. Such a bricoleur must engage in bricolage as a means of discovering unique and novel ways of using the available resources to solve social problems and address unmet needs (Bacq et al., 2015).

More than 60% of the participants in this study demonstrated the making-do type of behavior. The participants depended on saved money, especially as the majority had no access to financial facilities. Most of the participants made do with resources that

existed within the family. Some of the participants converted their living quarters into business centers. Some of these participants even worked extra hard without the expectation of any income, which meant making do with the energy that they had. The story of the participants can be compared to the story of *Detroit—Making Do in a City Without Services* (Kinder, 2016), in which the author described how urban residents behaved in response to inadequate city services, depopulation, and disinvestment. Many of the facilities that exist in some part of Lagos are either not working or are dilapidated. Most of the participants who used the making-do approach to solving problems were those who had critical incidents that were related to funding. All of the participants (100%) reacted negatively to the challenges of capital, with such issues constituting 19% of all critical incidents discussed (see Table 6). Mostly, the participants discussed the challenges of the high cost of doing business in Lagos and Nigeria in general. In expressing their challenges, some of the participants discussed their reservations and discontent with the banking services in Nigeria. The complaints were mainly about the high cost of borrowing money, the high interest rate, and the observation that requests for collateral were sometimes not in tune with the amount of loan funds being requested. When some of the participants were not able to secure the loans they required, they defaulted to what was available. The participants who had challenges with resourcing for accommodation required for scaling up their businesses resorted to the use of their living quarters or their other properties instead of purchasing a new property. Two of the participants made use of disused resources such as cargo containers by remodeling them for offices and classrooms.

On the use of untapped local resources, some of the participants who were saddled with the cost of running businesses resorted to the use of cheap local human resources who were unemployed or fresh out of school as teachers, especially in those lower classes where professional teachers might not be required. Some of the participants went to the extent of training some of their teachers to teach related subjects to alleviate their financial or human resources issues. Taking a nondefeatist approach to solving their problems does not mean that these entrepreneurs are only concerned with producing mundane and highly imperfect products; rather, they are determined to succeed using what is available instead of letting their challenges defeat them (Baker & Nelson, 2005). The participants refused to treat the resources at hand as nothing. The participants used their creative and combinatorial capabilities to solve new problems and create opportunities (Baker & Nelson, 2005).

The above theme interpretation can be linked with Proposition 1 of this study that entrepreneurs who engage in bricolage activities make do with what is at hand by (a) creating something from nothing; (b) using discarded, disused, or unwanted resources for new purposes; (c) using hidden or untapped local resources that other organizations fail to recognize, value, or use; and (d) combining resources at hand for solving new problems or creating opportunities. The activities of those participants who were captured in the making-do theme positively correlate with Proposition 1. Nigerian social entrepreneurs have demonstrated that they can take actions driven by environmental challenges, using existing and scarce resources through creative combination and

recombination to create innovative ways of bringing positive social change to their communities (Bacq et al., 2011; Gundry et al., 201).

The results of this study show that making do with what is at hand has helped entrepreneurs achieve their objectives and sustain their businesses. The issue of concern raised by several authors has been whether bricolage has diminishing returns in scaling social impact due to the finite nature of the resources at hand. Several authors have demonstrated that scaling of social impact might face a boundary condition when the available resources might not be able to sustain successful outcomes (Bacq et al., 2015; Baker & Nelson, 2005; Senyard et al., 2014). When the boundary condition sets in, the social entrepreneur must seek other ways to augment the available resources.

Refusal to be Constrained by Limitations

The perspective of refusal to be constrained by limitations is closely linked with making do with what is at hand. Baker and Nelson (2005) brought this constructive perspective into the bricolage idea in their observation of a conscious and frequent tendency for some firms to disregard the limitation set by resource constraints and standard definitions by trying out solutions, observing, and dealing with results. The positive perspective of refusal to be constrained was the driving force that prevented these successful entrepreneurs from giving up in the face of challenges that crippled many of their competitors. Nigeria was ranked among the worst places to carry out business in the 2017 World Bank annual ratings of the ease of doing business. The rank of Nigeria deteriorated, dropping to 146 in 2018 from 145 in 2017 (Trading Economics, 2018). Nigerian President Buhari attested to the complexity of doing business in Nigeria

in his words, “corruption has been identified as an impediment to sound business practices” (Shehu, 2018). According to the president, the fight against corruption is an ongoing one, with major policy initiatives to establish transparency in governance. While waiting for the dividend of government initiatives, successfully doing business in an environment like Nigeria requires a refusal to be impeded by any form of limitation. Limitations come in different forms that include government bureaucracy, multiple taxation, high-level corruption, dilapidated or nonexisting infrastructure, and many more. These participants, during their critical incidents, found workable solutions to new challenges by using existing contacts and available technology, or by combining known or common technology in a novel way. The entrepreneurs also practiced effective labor utilization by involving customers, suppliers, and hangers-on in providing requisite services for their projects.

More than 80% of the participants used the refusal-to-be-constrained method of finding solutions to their challenges. Refusing to enact limitations featured in all of the 11 groups of critical incidents recorded during this study. The high number of participants who refused to be constrained by limitations made this style of solving challenges the most used by the interviewed participants. The participants relied on the use of relationships that were already in existence and sometimes entered into new relationships to get their problems solved. The participants believed in the “who you know approach,” especially in solving government-related issues, creating networks that would be useful for their ongoing challenges and those of the future. For infrastructure that was not working, some of the participants devised ways of using locally fabricated electricity

generators that relied on diesel and petrol to take the place of state-provided electricity. Participants who were not able to afford the high price of diesel devised different ways to pull resources together to buy electricity transformers that should have been provided by the government or contractors free of charge to distribute electricity to the masses. Some of the participants rearranged their classes to effectively utilize the electricity rationed from government sources while combining it with other means to get their businesses running. Di Domenico et al. (2010) recharacterized Baker and Nelson's refusal to enact as a refusal to be constrained by limitations. These ways of behaving in Nigerian entrepreneurs are consistent with Di Domenico et al.'s descriptions of some cases of firms in their studies in which entrepreneurs had consciously and consistently counteracted conventional limitations and had developed offerings to subvert these limitations, thereby creating social value (Di Domenico et al., 2010).

The behavior of these entrepreneurs in solving their critical incidents by refusing to enact limitation agreed with Proposition 2 of this study. Proposition 2 states that successful social entrepreneurs adopt a bricoleur-type approach by trying out solutions to counteract limitations imposed by institutional/political settings and subvert limitations imposed by available resource environments in their ability to create social value. These successful entrepreneurs experiment and find different ways to achieve their goals without worrying about constraints on resources or restrictions and limitations in place that would deter other firms that are not engaged in bricolage (Senyard et al., 2013).

The behavior of the Nigerian entrepreneurs can be linked with their resilient natures (Herbert & Husaini, 2018). According to Weick (1993, 2001), in crisis, bricolage

becomes a source of resilience that enables the creation of novel solutions when the available systems collapse. Individual resilience has been defined as the ability of an individual to withstand hardship and continue leading a functional and healthy life (Bolton, 2004). The Nigerian entrepreneurs, not minding systemic hardship, have refused to enact limitations and have demonstrated resilience, and some have become successful in creating social impact.

Improvisation

Improvisation could be described as reacting or acting on a situation on the spur of the moment (Ciborra, 1999). Cunha et al. (1999) defined improvisation as the commencement of an action to resolve an issue as it is observed, using the available material, cognitive, affective, and social resources. Entrepreneurs who are involved in improvisation have little or no opportunity to seek resources beyond what is available at hand; they, therefore, engage in bricolage (Baker & Nelson, 2005).

Improvisation as a means of solving challenges for the participants in this study could be seen in their reuse of resources originally designed for a different application. For example, based on the need to secure accommodation urgently for the school, some of the participants converted their residential area for the use of the business. Some even convert discarded cargo containers for the required need. The situation gave them no room for planning for a better alternative. The participants used what was at hand and modified it for use to mitigate their ongoing challenges. The participants also demonstrated improvisation in skill utilization by permitting and encouraging the use of amateur and self-taught skills that would otherwise go unapplied. Some of the

participants who faced challenges that were related to the availability and affordability of skilled labor leveraged on the available resources by encouraging and training the staff to carry out multiple tasks. Some of the participants used the skills that were available in the employment market to fill the gaps. The participants were able to employ labor that had been wasted and unemployed while also mitigating their challenges. Some of their actions involved the use of available physical goods for surprising purposes (Fisher, 2012). One of the participants described a situation in which he could not raise the necessary fund for rentals in a poor environment. The participant resorted to the use of available and discarded woods to build temporary structures (batchers) which served as classrooms for his school. Although he eventually built a better physical structure for use as classrooms, the temporary shelter provided what was required for that moment. Improvisation sustained his business and solved that critical challenge of the required accommodation.

The actions taken by the participants in this study demonstrated a strong fit with Proposition 3 that stated that entrepreneurs who engage in bricolage do practice improvisation by adapting standard ways of working and creative thinking to counteract environmental limitations by using or combining resources at hand to create social value. Improvisation based on reacting to the spur of the moment is good. Hamel and Valikangas (2003) related it to resilience, which they defined as the ability of an organization to dynamically reinvent the business models and strategies based on changing circumstances. Hamel and Valikangas proposed that for organizational sustainability, strategic resilience is required. Strategic resilience entails continual

anticipation and adjustment to trends to prevent an erosion of earning performance.

Strategic resilience requires the ability to adapt to change rather than being compelled when the need for change becomes apparent.

Social Value Creation

The concept of bricolage has proven to be the panacea for social value creation in areas with resource constraints (Baker & Nelson, 2005; Senyard et al., 2013). Di Domenico et al. (2010) added three additional constructs of social value creation, stakeholder participation, and persuasion to the existing three of making do, a refusal to be constrained by limitations, and improvisation. Di Domenico et al. explained that social enterprise combined the pursuit of revenue generation with social and environmental goals to benefit the society in which they are domiciled.

The participants in this study effectively demonstrated the social creation behavior based on the sector of the economy in which they were operating. The participants provided services that could have been made available by the government. The participants stood in the gap to provide educational services for the populace. The provision of those services were major social endeavors, and it affected all social classes. From the list of private schools displayed on the Lagos Schools Online website, private schools are found in all nooks and crannies of Lagos state. Private schools are in the slums of Ajegunle, in the middle-class area of Surulere, and the highbrow area of Ikoyi and Lekki.

In situations where students could have been stopped from attending schools due to the high cost of education, some of the participants explained situations where

stakeholders have stepped in to offer scholarships and grants to families. Some of the school proprietors have instituted discount systems to alleviate the challenges of parents regarding the funding of their children's education. One of the participants described a method that he adopted for school fees collection, in which fees are collected weekly using a modified form of *esusu* method. The *esusu* is a mobile platform built for constant savings and credit rotation (Ishola, Abdul, & Salako, 2018).

Outside the school fees alleviation domain, the entrepreneurs interviewed have championed community courses as corporate members of the society. Some reiterated their contribution to making available electricity to community households by providing electricity transformers for power transmission into various households. Some of the participants have helped with the construction or repairing of community roads. Many of the participants have helped by using their network to make the needs of their communities visible to the government. The interviewed social entrepreneurs have demonstrated the enormity of their social impact in their various communities. The ability of these social entrepreneurs to create social value positively aligned with both Propositions 1 and 2 on using the resources at hand to create social value while making money to sustain the business.

Stakeholder Participation and Persuasion

Stakeholder participation and persuasion was one of the common approaches to solving problem among the participants in this study. The reliance on loved ones and close associates featured prominently in finding solutions to challenges that could have negatively impacted the businesses of the participants in this study. The accounts of the

participants demonstrated the active utilization of stakeholders in the creation, management, and governance of their businesses (Di Domenico et al., 2010). The entrepreneurs operated a social network strategy to mobilize those in their network into action whenever they encountered challenges where they needed help. Some of the participants brought their friends into their boards to make sure that the business is sustained. One of the participants reluctantly had to depend on his in-laws, which is generally avoided according to some Nigerian cultural norms. According to Starr and Macmillan (1990), coopting social assets and resources of friendship, liking, trust, obligation, and gratitude into an entrepreneurial venture have been an important way of solving challenges. Di Domenico et al. (2010) identified the use of persuasive tactics to acquire resources and implement social enterprise strategies. Some of the participants in this study demonstrated how they had to convince their friends and associates to buy in into their venture through gifting, investing, or expending their time to add value to the business. Some of the participants told stories of how they became engaged in local politics to extend their networks towards achieving a solution to their challenges.

The use of persuasion was described by Di Domenico et al. (2010) as an essential tactic to enact limitations that are imposed by a resource-poor environment in order to create social value. One of the participants emphasized lobbying and striving for consensus as ways of achieving an entrepreneurial advantage. For being able to combine the resources regarding network and the use of creative thinking to achieve solutions to the problems faced by the participants in this study and effect the creation of social value, the stakeholder participation and persuasion support Propositions 1, 2, and 3.

Recombination

Several authors captured recombination as a part of making do with what is available at hand to achieve the desired aim (Di Domenico et al., 2010; Senyard et al., 2013). In this study, the behavioral attribute of recombination was separated as a theme to define the behavior of some of the participants in creative reinvention through resource repackaging, transposing, and recombination. The recombination theme also captured those who dealt with new challenges by applying a combination of existing resources and other inexpensively available ones. Bacq et al. (2015) described continual experimentation and recombination of resources as a creative process. Resource recombination becomes important when what is at hand is not enough to solve the challenge. Combining what is at hand with resources that are cheap to acquire becomes the next level of innovation.

Resource repackaging and transposing was a reoccurring behavior common to more than half of the participants. Most of the participants started with plans that they later realized were not achievable when they have already commenced the implementation. Instead of allowing for a derailment of their business, the participants strategized, scaled down and realigned their mission to what was achievable. Some of the participants had to change the product to match what was required in the neighborhood where their business resided.

Recombination of resources was prevalent among those who had infrastructure challenges. Those whose business required a constant supply of electricity and had no or little access to it had to devise a way to use a combination of cheaper alternatives. There

were cases of those who combined the use of diesel generators with solar power and sometimes combined them with rechargeable lamps and fans to ensure their business functioned. Some participants with financial challenges resorted to combining personal funds with equity to make the business survive.

The recombination of resources is aligned with Proposition 1.

Transformation

Transformation is another form of Making Do that was separated as a theme due to its uniqueness. Transformation differentiated those participants who created value by putting forgotten, discarded, worn, and presumed single-application materials into a new use (Bacq et al., 2015; Baker & Nelson, 2005; Vanevenhoven et al., 2011).

Transformation was not one of the common attributes, but it needed capturing based on its uniqueness. This group of participants used unconventional means to achieve their aims. For example, one of the participants described how he had to use wood instead of a structure made with cement to host his business. Wooding structure was deemed unfit for accommodating students based on the standard of education set by the Lagos state ministry of education. The participant was temporarily denied registration. The entrepreneur was able to provide the required social service for the poor environment, which was not being serviced by the government, which enforces such standards. He was not registered but was allowed to continue his business because there was no better alternative.

Nonbricoleur Behaviors

The nonbricoleur theme is comprised of behaviors described by some of the participants that could not be captured in any of the a priori themes. The nonbricoleur behaviors include some elements of illegality and corruption. Such behaviors include giving of bribes, especially to government officials, using physical force or threat to achieve ones aim, and the use of government agencies such as police or military personnel to intimidate those who were opposed to the scaling of their offerings. Although only three of the participants gave accounts of the nonbricoleur type of behavior, from the body language noticed in most of the participants, it was obvious that this nonbricoleur approach was common. They tried to avoid any questions that touched on such way of solving problem, with some insisting on their comments not being recorded. Some who spoke off the recording confirmed that such type of behavior is necessary in a place like Lagos where the survival of the fittest rules.

Those behaviors that could not be grouped with those already identified a priori were captured as nonbricoleur. Those behaviors were viewed by some of the participants as doing what it takes to run their businesses in consonant with their environment, which could be considered as a form of bricolage. Such behavior could be linked to refusing to enact limitations and improvisation which supports Propositions 2 and 3 respectively.

Limitations of the Study

The most significant limitation of this qualitative descriptive single case study was its narrow scope and limited transferability. I used a purposeful sampling technique to recruit 22 participants who were among entrepreneurs in Lagos State who had been

successfully running their businesses for at least 5 years. I chose the education sector of the economy as my target population. The low density of the sampling limits the transferability. The findings can be transferred only within the education sector in Lagos State. How entrepreneurs from the other sector of the economy react to similar challenges may be different. To obtain a set of data that could be transferable, future research should be designed to incorporate a larger sample population and a different research methodology. Not only will a larger sample population help in ensuring the transferability of the results, it might also help with the confirmability of the findings, especially if it is going to be applied to the same sector but in a different geographic area.

Dependability is another limitation in this study. Critical incident technique (CIT) was employed for the data collection. There was the possibility of misinterpretation of the respondents, which is inherent in CIT as an analytic technique. Some of the participants sometimes made some remarks in their local dialect which would have required an interpreter for effective data capturing. However, I am also from the same locality and very fluent in the local dialect. My fluency in the local dialect eliminated the need for an interpreter during the data transcription and analysis. I also used member checking to confirm the respondents' stories. Member checking ensured consistency between the data I collected and what I recorded and analyzed.

Another limitation of my study was in the original IRB approval to contact and receive consent via email. Efforts to carry out participants recruitment using e-mail were unsuccessful due to most of the e-mail addresses not being operational. Those who received did not reply. The approval of a request for a change in procedure by IRB which

changed the contacting and receiving of consent to telephone and physical signature respectively eliminated the participant recruitment issue.

Recommendations

This study was designed to add to the literature on how Nigerian entrepreneurs could benefit from the concept of bricolage. Nigerian entrepreneurs are not among participants in studies of bricolage and how social entrepreneurs can mitigate business challenges. This study has only increased the scarce literature by one. Therefore, some gaps still remain for further work on the influence of Nigerian culture on how bricolage is practiced by entrepreneurs. This study provides the opportunity for additional research and further study to add to the current literature on bricolage.

One of the limitations discussed in the above section was the transferability of this study outside the study population to the theoretical population. The findings can be transferred only within the education sector in Lagos State. How entrepreneurs from other sectors of the economy react to similar challenges may be different. Future research could repeat this study in other sectors of the economy within Lagos State. Lagos State is just one of the 32 states in Nigeria and just one of the more than 300 tribes in Nigeria. The challenges in the education sector of the economy may be similar, but how the different cultures handle such challenges may be different. Conducting a similar study in the education sector in other states in Nigeria is another opportunity for future research.

To obtain a set of data that is transferable, future research should be designed to incorporate a larger sample population and possibly a different research methodology. The finding of this study was determined from critical incidents from 22 participants

within Lagos state, Nigeria. As a method of determining the degree to which the results of this study are transferable, researchers might consider using a sample population that is not constrained to such limited geographical area, such as a state within Nigeria, as well as a research methodology better suited for producing transferable results.

The unit of analysis of this study was the critical incidents. The demographic data was captured but not used for the analysis. Future research could examine the effect of age range or gender on how the entrepreneurs reacted to and solved their problems. Such a study could reveal if there are generational or gender differences in how entrepreneurs deal with issues that affect their businesses.

CIT was used for the data gathering in this study. CIT research method is continuing to evolve since it was introduced by Flanagan (1954). The method started as a task analysis tool and has become an investigative and exploratory tool (Butterfield, 2005). Most of the studies were cross-sectional focusing on a different population at a time. More longitudinal research is needed to demonstrate how critical variables change over time. A longitudinal research study of bricolage behavior might show if some of the bricoleur attributes will still sustain the business or the boundary condition will make such behavior less desirable over a more extended period.

Implications

The economic situation in Nigeria is negatively affected by the state of the infrastructure, resulting in the proliferation of multiple taxation practices by government agencies, an unfavorable land-use system, open bribery, and other forms of government bureaucracy (Duru, 2011; Ihugba et al., 2013). Local entrepreneurs are discouraged by

the daily challenges of scaling innovations that will benefit more people (Duru, 2011; Ihugba et al., 2013). The data from this study revealed that the efforts of the Nigerian government that is directed toward making the country more entrepreneur-friendly are yet to yield the desired results. All the problems and challenges discussed by authors such as Duru (2011) and Ihugba et al. (2013) are still experienced by the people. What this study contributed to the available knowledge is the experience of entrepreneurs who have been able to become successful even with all the challenges. The entrepreneurs who participated in this study have demonstrated that entrepreneurs can realize greater social impact based on their ability to effectively combine and apply their scarce resources to create solutions to new problems and opportunities. The participants have also proved that it is possible for entrepreneurs to refuse to be constrained by limitations imposed by poverty or other negative environmental factors.

Implication for Social Change

The economic situation in Nigeria is negatively affected by the state of the infrastructure, resulting in the proliferation of multiple taxation practices by government agencies, an unfavorable land-use system, open bribery, and other forms of government bureaucracy (Duru, 2011; Ihugba et al., 2013). Local entrepreneurs are discouraged by the daily challenges of scaling innovations that will benefit more people (Duru, 2011; Ihugba et al., 2013).

Poverty and corruption are endemic in Nigeria (Duru, 2011). Social entrepreneurship thrives in resource-constrained or poorly developed environments around the world (Bacq et al., 2015; Desa, 2011). Entrepreneurs can realize greater social

impact based on their ability to effectively combine and apply their scarce resources to create solutions to new problems and opportunities (Bacq et al., 2015; Baker & Nelson, 2005). The results from this study have provided some insights on how local social entrepreneurs can overcome systemic barriers for scaling innovations. It is possible to successfully carry out business in Nigeria legally using behaviors that have been documented for other entrepreneurs in the developed world. The outcome of the research should help potential entrepreneurs determine strategies to scale their ideas or innovations to make a wider social impact. The result of this study could be useful to any fledgling entrepreneur who needs encouragement when feeling overwhelmed by the challenges of doing business in Nigeria. The study results can also be useful for those budding entrepreneurs who can learn from the experiences of those who are deemed successful in their businesses. Younger entrepreneurs can learn to avoid some of those challenges that are avoidable and strategize on those that are unavoidable.

An estimated 50% of the Nigerian population is women (Anyebe, 2017; Umar, 2015). Poverty cuts across gender; however, in Nigeria, a higher level of poverty is more pronounced among women than the men (Anyebe, 2017). For Nigeria to achieve a significant reduction in the level of poverty, attention must be focused on the women who manage the home but are economically disadvantaged (Anyebe, 2017; Umar, 2015). Gender inequalities are still prevalent in Nigerian society (Anyebe, 2017, p. 81). More than 60% of the participants in this study were women. During the study, the inequalities were evident in the women's education, exposure to means of funding, and the ownership of the means of production.

The results of this study revealed how those who were successful in their businesses were able to manage the inequalities through the harnessing of the network that was naturally available to them. The female participants were better at stakeholder participation and persuasion than the male participants. This result creates learning for those female entrepreneurs who might have been discouraged by the endemic system, knowing that bricolage behavior can help mitigate some of their challenges.

Implication for Theory

A secondary purpose of this study was to determine if the theory of entrepreneurial bricolage could support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education. The results of this study have shown that the theory of entrepreneurial bricolage supported the behavior of Nigerian social entrepreneurs when faced with critical situations that would have negatively impacted their business continuity. The behavior of the participants in this study agreed with what Baker and Nelson (2005) asserted in their theory of entrepreneurial bricolage that in a condition of extreme environmental constraint, entrepreneurs make a choice out of three options: (a) seek resources outside the firm domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage through making do with combination of resources at hand to solve new problems and create new opportunities.

Part of the outcome of the 10th annual NYU Stern Conference on Social Entrepreneurship in 2013 was the need to advance the emerging field of social entrepreneurship through research that makes theoretical contributions, especially by

applying established theories of other fields in explaining social entrepreneurial issues or generating new theories (NYU Stern, 2013). This study has increased the understanding of how bricolage theories affect social entrepreneurship in Nigeria and achieved the aim of extending and contributing to established concepts of social bricolage and entrepreneurial bricolage. The result of this study shows that the concept of bricolage is universal. Holt and Littlewood (2016) expressed concern that most of the study on the concept of bricolage was directed to the developed world. The results of this study indicated that the concept of bricolage is practiced by African entrepreneurs but with more dependence on the available social institutions that have the family as its core. The cultural typologies tested in this study expanded the work of previous scholars who had focused mainly on the developed part of the world for their research. The findings may assist scholars in extending the understanding of the application of the bricolage model in the social entrepreneurship field, especially as it concerns Africans and Nigerian entrepreneurs.

Implication for Practice

In addition to the contributions of this work to scholars, the findings of this research also have significant implications for management practitioners. Nigeria's population of 182 million is the largest population in Africa (United Nations, Department of Economic and Social Affairs, Population Division [DESA, UN], 2015). The World Bank in 1996 described Nigeria as a country that was poor in the midst of plenty (The World Bank, 1996). That poverty is endemic in Nigeria cannot be overemphasized. Successive governments in Nigeria have initiated measures aimed at reducing the level of

poverty in the country, but the results are discouraging (Anyanwu, 2013). Innovative solutions are needed to overcome the economic challenges and social problems of poverty.

Funding has been recognized as one of the major problems militating against the growth of entrepreneurship in Nigeria (Dugguh, 2013). The Nigerian government through the National Economic Reconstruction Fund (NERFUND), an organization with the objective of providing both short- and long-term loans to participating commercial banks for on-lending to small and medium scale enterprises for the promotion and acceleration of productive activities, has set aside funds to finance small businesses and enterprises. The Federal Government of Nigeria through the Central Bank of Nigeria (CBN) launched the microfinance policy, regulatory, and supervisory framework in 2005. The policy provides the legal and regulatory framework for microfinance banking in Nigeria with the aim of creating sustainable and credible microfinance banks capable of mobilizing and channeling funds to the SMEs subsector. The various microfinance banks have provided ways of addressing the inadequate access to finance confronting small business and enterprises in Nigeria (Dugguh, 2013). The financial system of Nigeria is robust; however, accessing funds for projects is a major task and could be discouraging for entrepreneurs who are not willing to succumb to illegalities to get the required funding.

The main factor that contributed to most of the critical incidents described by the participants in this study was the availability of funds to manage projects. The result of this study has shown that there is a need for the funding institutions to educate the entrepreneurs on ways of accessing the available funding facilities. More than 90% of the

participants in this study expressed a fear of the banking system and would rather resort to stakeholder persuasion and accessing of funds that are available from families and friends for their projects. Funding through internal sources may be easily accessible but will not sustain medium to large businesses, which are the drivers of the economy. Apart from the need to educate the entrepreneurs on ways of funding their projects, the government and its agencies should institute ways of monitoring how the provided funds are managed. Policy interventions are necessary to curb corruption and reduce the level of poverty in Nigeria (Anyanwu, 2013). The whistle-blowing policy instituted by the government and the Economic and Financial Crimes Commission (EFCC) should be pursued in order to reduce the level of corruption in the society.

Nigerian social entrepreneurs may benefit from the results of this study by deepening their understanding of how they might overcome systemic barriers in entrepreneurial processes and scaling innovations for promoting positive social change for public benefit. The Nigerian economy entered a recession in 2016; therefore, the results of this study may support efforts to improve the economy through poverty alleviation, job creation, and support strategies for small business owners of educational enterprises.

Conclusions

The purpose of this qualitative descriptive case study, using the critical incident technique (CIT), was to understand how resource-constrained Nigerian entrepreneurs in the education sector overcame critical situations of business continuity to address the challenges of scaling and creating public value successfully. A secondary purpose was to

determine if the theory of entrepreneurial bricolage (Baker & Nelson, 2005; Di Domenico et al., 2010; Levi-Strauss, 1962) could support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education. Data were collected using detailed interviews and transcripts of the 22 participants. This study was anchored by two questions: R1. How do resource-constrained Nigerian entrepreneurs in education overcome critical situations to successfully address the challenges of scaling and creating public value? R2. What descriptive theory can support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education?

A total of 145 critical incidents were recorded during the interviews. Eleven groups emerged, based on the free coding of the critical incidents. Eight themes were created to group the responses of the participants on how they overcame the critical challenges. Seven of the themes were adopted from the themes constructed a priori from the known behavioral patterns that emerged through the theoretical taxonomy of the concept of entrepreneurial bricolage. I created a separate theme for those behaviors that could not be fitted into the a priori themes. The results revealed diverse ways with which different entrepreneurs approached their challenges.

In response to R1, resource-constrained Nigerian entrepreneurs in education overcame critical situations to successfully address the challenges of scaling and creating public value by enacting bricolage. The critical situations were forced by lack of governmental support for their initiatives and other systemic barriers that included multiple taxations, an unfavorable land-use system, open bribery, or other forms of

government bureaucracy. The participants, (a) made do with the resources at hand, (b) refused to be constrained by limitation by utilizing all the resources within their limit, (c) improvised, (d) created social value by providing services that would have not been available, (e) invoked stakeholder participation and persuasion, (f) recombined resources, and (g) invoking transformation by putting forgotten, discarded, worn, or presumed single-application materials into new use.

In response to R2, the theory of entrepreneurial bricolage (Baker & Nelson, 2005) supported the taxonomic classification of responses of how resource-constrained entrepreneurs in the education sector of the Nigerian economy overcame critical situations that would have impeded their business continuity. The behavior of the participants in this study agreed with what Baker and Nelson (2005) asserted in their theory of entrepreneurial bricolage that in a condition of extreme environmental constraint, entrepreneurs make a choice out of three options: (a) seek resources outside the firm domain; (b) avoid new challenges by remaining inactive, downsize, or disband; or (c) enact bricolage through making do with combination of resources at hand to solve new problems and create new opportunities. The participants in this study, when faced with conditions of extreme environmental constraints, chose to enact bricolage by making do with a combination of resources at hand to solve their problems and create new opportunities. The result indicated that Nigerian entrepreneurs' behavior is similar to what has been studied in the literature.

This study has reduced the gap that existed in the literature about how the concept of bricolage is used by entrepreneurs; however, the results of this study have potential

implications for further research and additional positive social change. The data provided in this study can be used to continue further research that examines the effect of age range or gender on how entrepreneurs react to and solve their problems. Such a study could reveal if there are generational or gender differences in how entrepreneurs deal with issues that affect their businesses.

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Appendix A: Entrepreneurial Bricolage Constructs and Propositions

Entrepreneurial Bricolage Constructs and Propositions

Construct	Propositions
Making Do	Apply a combination of what is at hand to solve new problems and create new opportunities. Have a hands-on approach to situations. Use originally possessed resources, and resources that are available very cheaply or for free, especially those that were thought to be useless or substandard, for new projects. Refuse to enact limitations with regard to “standards” and regulations.
Refusing to be constrained by Limitation	Actively trying things in a variety of ways instead of adopting known rules.
Improvisation	Reuse resources for different applications than those for which they were originally intended or used. Skill utilization by permitting and encouraging the use of amateur and self-taught skills that would otherwise go unapplied.
Social Value Creation	Provision of products or services that would otherwise be unavailable.
Stakeholder Participation and Persuasion	Finding workable solutions to new challenges by using existing contacts, available technology, or combining known technology in a novel way. Effective labor utilization by involving customers, suppliers, and hangers-on in providing requisite services for the project.
Recombination	Creative re-invention - resource repackaging, transposing, and recombination. Deal with new challenges by applying a combination of existing resources and other resources inexpensively available.
Transformation	Creates value by putting forgotten, discarded, worn, or presumed single-application materials into new use.

Baker & Nelson (2005); Di Domenico et al. (2010); Fisher (2012); Levi-Strauss (1962).

Appendix B: Field Test Request Letter

Date

Hello,

I am Michael Ogunleye, a doctoral student pursuing a PhD in Management at Walden University. For my doctoral dissertation, I am employing a descriptive single case study research design. The purpose of my study is to understand how resource-constrained Nigerian entrepreneurs in the education sector overcome critical situations of business continuity to address the challenges of scaling and creating public value successfully. A secondary purpose is to determine if the theory of entrepreneurial bricolage can support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education.

The targeted population for my study comprises of entrepreneurs with business ventures that are still in existence after the first five years of startup. The sample frame will be comprised of the founders of privately owned educational institutions in existence for more than five years and listed on the Lagos Schools Online website.

I am seeking your support for providing feedback as to the appropriateness of the questions being asked of the study participants, and how the questions are being asked in relation to the purpose of the study.

Below are the research questions (noted as R1-R2) and the corresponding open-ended, semistructured interview questions I will be asking my participants.

R1. How do resource-constrained Nigerian entrepreneurs in education, overcome critical situations to successfully address the challenges of scaling and creating public value?

S1. What are the critical situations, which challenge the ability of resource-constrained Nigerian entrepreneurs in education to successfully create and scale public value?

S2. What are the elements of taxonomic classification of responses to overcoming critical situations, which challenge the ability of resource-constrained Nigerian entrepreneurs in education, to create and scale public value?

R2. What descriptive theory can support the taxonomic classification of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education?

The participants will be asked to provide responses to three questions, which are:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted your ability to successfully create and scale public value?;
- (b) What were the constraints you faced and how did you respond to the challenges? and,
- (c) What were the results of your actions?

After reviewing the research questions, and the questions for the questionnaire, please respond to these four field test questions:

1. Based upon the purpose of the study and research questions, are the questions on the questionnaire likely to generate information to answer the research question?
2. Are the participants likely to find any of the questions on the questionnaire (the nature of the question or specific wording) objectionable? If so, why? What changes would you recommend?
3. Were any of the questions on the questionnaire difficult to comprehend? If so, why? What changes would you recommend?
4. Feel free to provide any additional thoughts about the questionnaire, which were not covered in questions 1 through 3, above.

Should you choose to participate in this field test, please do not answer the interview questions intended for the study participants.

Thank you in advance for your time.

Respectfully,

Michael Ogunleye
Email address
Phone number

Appendix C: Institutional Review Board Approval

Dear Mr. Ogunleye,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Social Entrepreneurship: Exploring the Bricolage Model in Nigeria."

Your approval # is 09-06-18-0530744. You will need to reference this number in your dissertation and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on September 5, 2019. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. This includes maintaining your current status with the university. Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.

If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the Documents & FAQs section of the Walden web site:

<http://academicguides.waldenu.edu/researchcenter/orec>

Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ_3d_3d

Sincerely,
Libby Munson
Research Ethics Support Specialist
Office of Research Ethics and Compliance
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Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link:

<http://academicguides.waldenu.edu/researchcenter/orec>

Appendix D: Interview Protocol

Interviewee Name: _____ **Date:** _____

Interviewee Location: _____ **Time of Interview:** _____

Interviewer: Michael Ogunleye

Research Topic: Social Entrepreneurship: Exploring the Bricolage Model in Nigeria

Greetings and Introduction

Good day Sir/Madam. My name is Michael Ogunleye, a doctoral student at Walden University. Thank you for giving me the opportunity to interview you.

This research study is about social entrepreneurs in the education sector of the Nigerian economy who, despite systemic barriers like deplorable infrastructure, multiple taxations, an unfavorable land-use systems, open bribery, and other forms of government bureaucracy are able to use the available resources to expand their business to reach wider customers. The invited participants are private school proprietors in Lagos state who have been operating their schools successfully for at least five years.

I obtained your name/contact information via the Lagos Schools Online.

Agreeing to participate in this interview will serve as given your consent for the conduct of the interview and participating. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part. I will also like you to help with any document that will help to explain the incidents better. Please note that none of the document will display any information that can be traced to the participants.

The interview session is going to be about one hour.

Audio Recording

If it is ok with you, I will like to audio-record our conversation. This will enable me to get all the details while I am conversing with you. I assure you that all our discussion will be strictly confidential. Your name will be substituted with a code that I will not retain the link. The report will contain all your comments without any reference to any information that will reference you.

Voluntary Nature of the Study

This study is voluntary. You are free to accept or turn down the invitation. No one at Walden University or the Lagos Schools Online will treat you differently if you decide not to be in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as remembering some incidents that may bring old memory. Being in this study would not pose a risk to your safety or wellbeing.

Background Information

The purpose of this study is to understand how resource-constrained Nigerian entrepreneurs in the education sector overcome critical situations to address the challenges of scaling and creating public value successfully. A secondary purpose is to determine if the theory of entrepreneurial bricolage can support the groups of responses to overcoming critical situations, as experienced by Nigerian entrepreneurs in education.

Questions

1. Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted your ability to successfully create and scale public value?
2. What were the constraints you faced and how did you respond to the challenges?
3. What were the results of your actions?

Closing

Thank you for your time.

Please note that I will call you if there is any need to clarify any information during the analysis stage.

Appendix E: Interview Transcripts

Name	A01
Location	SCHOOL OFFICE, Island
Date	10/07/2018
Time	3:00PM
Demography	Female, about 55 yrs
Duration	70 MINUTES
School Age	12 years

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I have been more than 10 years in the business of running a school. Running a school has been very challenging. I can remember up to 10 challenges that would have derailed me if not that I found solution to them.

1. I started my school when I lost my job. My husband was my main financier. The starting was very difficult. Before starting, the budget was scary. I asked the bank, but they rejected my application. They were asking for collaterals. We submitted all the papers we had but it was not enough. We approached a church member to help with talking with the bankers. But they came up an interest rate of about 24% with a lot of charges. Instead of giving up, I decided to start small. I resorted to starting from my garage.
2. Because of the space, the number of students was small. I think it was 6. To be able to sustain the business, my husband took a loan and grant from his office to rent a bigger space for us. The number of students rose to 20 by the second year.
3. Then the landlord of the new site became jealous and demanded for an increase in rent or for me to pack out of the accommodation. We approach several people for help but no luck. We then decided to convert our house to school. We downsized and moved into the garage by adding some extension for the children.
4. The local council found out and they came to check on us. They then gave us 2 months to get approval. We tried and failed. They threatened to lock up the school. Yes, by the council, we mean the government. We approached some of the parents to either loan us money to renovate or be part of the school owner. Some of the parents joined us as owners and we were able to raise the money and renovate the school based on the advice of the council and we secured a temporary approval to continue while we try to put the other things in place.

5. Towards the end of the third year, there was an outbreak of infection in the school. The council came and ordered a lock down. Thank God for our church. A member helped out and a health check was carried out and we passed. The school was reopened after 3 months of closure.
6. By that time, many of the parents have taken their children to other schools. It was like starting afresh. Money was not coming again. We had to advertise on the radio and share flyers. By the next school season, the population improved. The population grew, and our house now became small and we needed to expand. We thought of moving to one of our land somewhere else that is bigger but realized that it will be far for some of our student, so we shelved the idea and continued managing the house.
7. By year 5, the money was coming, and we decided to move to a bigger place. To help those who will be far from the new location, we bought a bus to transport students from our house, which we have converted back to residency, to the new school.
8. We started making money by year 7, and then there was flood disaster. Yes, it was flooded due to a heavy rain. Nobody could come in into the compound. We had to use our savings to construct drainage for almost the whole community because we needed to channel the water out into an open area. We also sand-filled the compound.
9. Another problem was the people collecting money for the council. Different people coming for the same and sometimes confusing tariffs. It was too much. we were not the only one affected. We decided to gather people together and we matched to the local government office to demand for our right. We asked them to tell us how much and who should be collecting money. This was resolved, and we now pay to the appointed agent only. We also now pay once every year.
10. One other problem is the quality of the teachers. We tried to employ those that lived in the community and some of them were not good. They were not well trained. We organized training with the help of people from the ministry of education and that has been so much help. But the only problem is that you need bribe those officials before they come to help.
11. One of our major problem is Nepa (electricity). The money for buying fuel for running generator is too much. We decided to join with the community to buy a big transformer and we have been enjoying light better than before.

There are so many problems. We are making money now and helping the community to be better. Our children are going to good secondary schools and we plan to start our secondary school next year and we know it will have its own headache. God that saw us through this one will also do that. Thank you.

Name	A02
Location	SCHOOL OFFICE, Mainland
Date	10/08/2018
Time	12:00Noon
Demography	Female, about 35 yrs
Duration	45 MINUTES
School Age	6

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

We started from a humble beginning. I was a teacher in a government school. I ventured into entrepreneurship through giving after school lessons to students in my area. I started with 4 students and it increased gradually and then I need to expand. My husband gave me one of his lands. The land was small – about half a plot. The land solved the problem of the new location. It was still bigger than where I was. I needed money to build but as you know the bank will need you to give bribe and a lot of collaterals before giving you any loan. With the help of my husband, we bought some metal containers to start. The containers are those ones used for cargo exports but remodelled into office spaces. That served as the office and we could do without the bank for that period.

The school grew rapidly, and it requires us to register with the Lagos state government. We tried, but because my husband refused to bribe them, we waited for a long time until somebody in our church helped with the registration.

After that, we decided to move to a bigger place which we bought. The location was far from where we were originally located. Because that was where the money we had could get us land. The cost of land is very expensive. In making such move, we lost some of our students. Their parents could not bring them. With help from God and some advertisement using flyers, the situation improved.

Another issue we had was with Nepa. Where we build the school was not covered by Nepa grid. The area had no transformer. We had to resort to buying a generator for the science laboratory and the other things. We are still trying to make the place better.

What we are facing now is the problem of getting experienced science teachers. They always demand for a bigger salary. We already approach a school nearby who also have the same problem so that we can combine and share resources to hire one. We can afford to share since our class is small. We are also trying to train our mathematics teacher to take physics.

God is helping us, and we will do better next year. We are only 6 years old.

Name	A03
Location	SCHOOL OFFICE, Mainland
Date	10/08/2018
Time	02:00 PM
Demography	Female, about 35 yrs
Duration	45 MINUTES
School Age	8

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

My journey into the education business has been rather smooth if not for some money issues. But no matter what how tough it is, I have always found my way round it.

1. The first was when I was about to start, I tried banks, but they didn't give but my parents were kind enough to give me a grant and gave me access to one of their properties to start with.
2. The area was not well developed. The road was very bad and that became a challenge in getting people outside to patronize the school. Therefore, I decided to focus my campaign on the village where the property was located in looking for my students. I started with more than 20 students.
3. The level of poverty that was prevailing in the village also brought some challenges. It means that I cannot charge much for the fees because most of the villagers will not be able to afford the fees. I was making some losses for the first four years until I decided to reduce the size of my staff. Some volunteered to leave while some were asked to go based on the other reasons like indiscipline. I also reduced the number of subjects being offered to those specifically recommended by the ministry of education. The overhead became reduced and we broke even in the year five.
4. One main problem occurred after the third year when I lost my Dad. I didn't know that the property I was given had been used as a collateral by my Dad. The bank came knocking shortly after his death. The help of my father's associates helped in the rescheduling of the loan and the delisting of the property outside the rescheduled facility. I don't know how they did it, but the property is now under my name. So, problem solved.
5. There was also the issue with technology. Most of the popular schools close to the village now have computers and have ICT as part of their curriculum. This cost a lot of money, you know? I spent a lot of money behind the scene to effect the changing of the property to my name from the bankers. I was then broke financially. When it looked like I may lose some of my students because the parents were demanding for the introduction of ICT, I approached one of the schools close by to collaborate. We now rent time for our students to use their ICT facilities for a fee. The only problem is that we had to make arrangement for a vehicle that takes them there and bring them back to the school.
6. The transformer in the village has been bad for a while. We have not been having light from NEPA. We tried using generator, but the cost of buying diesel is high. Last month, I relocated the solar panel from my house to the school for the use of the science laboratory.

A04

Name
 Location SCHOOL OFFICE, Island
 Date 10/08/2018
 Time 04:00 PM
 Demography Female, about 35 yrs
 Duration 45 MINUTES
 School Age 8

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I started my school using my car garage. However, when we started growing, we needed to move.

1. My first major challenge was the high cost of buying a good property that is ready for occupation. The owner of the property we saw was asking for 150 million Nigerian Naira. Where will I see that kind of money? The property was well built and designed like a beautiful school compound. The location was very ideal. The way out was to look for a cheaper alternative. We decided to change location where we were searching and also to start with smaller structure. This worked, and we moved into an inner community and bought a piece of land. We started building gradually. We didn't approach the bank!!! Approaching a bank is like a joke in Nigeria. Their interest rate is too high. They also demand for so much collateral and sometimes ask for bribes.
2. One issue that was challenging was getting the quality of teachers that I desired in delivering the type of education I had in mind. We could not get good quality at a relatively good price. We decided to recruit those coming out of universities and colleges of education freshly and then put a program in place to train them. This solved the problem but also created more.
3. These teachers that we trained now asks for bigger salaries and if you don't pay them well you might lose them. There is no room for loyalty these days. To retain them, I have been given them incentives with conditions that will force them to stay longer in my service or they refund everything if they don't meet the minimum agreed to.
4. One major thing that happened was some thieves broke into the school and stole most of our musical instruments and some of our administrative stuffs. We tried through the police but no luck. Even the police asked for money for them to act. We even lost some

money in trying to mobilize the police. We have since fenced the school compound, putting a security gate, hoping that will forestall future occurrence.

5. Yes, at the beginning we had problem with registering our school, especially when the ministry came out with the new guidelines. After trying for a while, we were advised to hire a consultant who is a lawyer to help us with the registration. It worked. The guy we hired was part of the people that designed the new system and he knows the in and out of the ministry. We got our permit within one month.
6. Another challenge was in the government taxes. The issue of multiple taxation was a common one and we decided to solve it using a common approach. We collaborated with those that suffers from the same damaged system, especially the market women to protest and lodged our complains to the local government. It was fixed. We were lucky that our protest coincided to when the election was getting close.

Name	A05
Location	SCHOOL OFFICE, Island
Date	10/09/2018
Time	10:00 AM
Demography	Female, about 50 yrs
Duration	50 MINUTES
School Age	10

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

We started the school with the aim of making a social impact, but it has been an energy sapping struggle. Where we live is at the bad side of Lekki and the poverty level is high. This affects how much you can charge the people in terms of school fees.

1. Therefore, the money coming in is so small. For example, we started in a batcher at the back of our family compound. We approached a community bank for a loan to start building a more permanent structure for the school. Their answer was no after we could not pay the money demanded by some of the staff for facilitation. We discussed with a local NGO that advised us to use containers which are readily available for classrooms. They also took us to where we can rent to own. That has been out style and it has been working. It is a safe method and the children are used to it.
2. Our original location was a family land. People started complaining and we tried to buy a land to continue the school within the community. We got a good land, but the cost was high. We didn't try the bank again but rally round family members for funds. Some became part owners and we were able to buy the land for the school. We moved to the

new site last year. We tried to stay within the community to avoid losing our students who trekked to school.

3. Because the people were generally poor, sometimes, some parents cannot pay, and they also expect you to understand. We have been battling with this and we now have instalmental payment method in place. The parents pay every week and we have collectors going around their shops to help in collecting the money. We have been able to keep our clients like that.
4. Two years ago, we realized that only 60% of our pupils passed common entrance. This caused some anger from some of the parents who criticized our standards. In order to stop that from happening again, we started common entrance preparatory early last year and it affected the outcome. More than 80% passed last year for entrance in September. We are hoping to improve with time.
5. Recently, we realized that some people are trying to encroach and build on some part of our school land. When we tried to stop them, they came with thugs towards attacking us. We tried the police, but they did not help. We had to go to the village chief who sold us the land originally. He is also the father of one of our staff. After some meetings, we agreed to sell some part of the land to the land grabbers, since the land is very big. We made some money from the deal. That is where we got the money which we are using to fence our part and also erecting some permanent structures for the classrooms.
6. Light is an issue for everyone in Lagos. The issue of light was becoming a big problem when we were about to introduce ICT. Instead of giving our self hypertension, we decided to include the cost of the generator and the diesel as part of the fees for the ICT. We fabricated our generator locally to reduce the cost. It makes much noise, but we kept it far from the classrooms.

Name	A06
Location	SCHOOL OFFICE, Island
Date	10/09/2018
Time	06:00 PM
Demography	Male, about 42 yrs
Duration	60 MINUTES
School Age	7

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

In Nigeria, in the old days people didn't lay emphasis on money. The current government changed what their value is on. People now makes money from all available ventures. Lagos state is spending so much money on education, but it cannot be enough. That is where the entrepreneurs should come in to help. How I entered the education business was circumstantial. My wife who is a teacher was having problems where she was teaching in a private school. She felt she was not well challenged. She like challenging works, so she told me she will like to run her own school as an entrepreneur.

1. The money was not available to start, and to start we have to depend on what the family could afford. I started with what I had, a land. The bank was inaccessible because of the interest rate and the collaterals and other money they always ask for. I raised about #300,000 naira from friends and we decided to start using a batcher as a starting building for the class rooms.
2. I got discouraged by the reception from neighbors who did not like the idea of their children going to a private school in batcher classrooms. I refused the discouragement and persisted and on making it work. By the end of the first year, the number of pupils had rising to 25. That was about 7 years ago.
3. As we were trying to make it work, a major rainfall fell and destroyed all that we put in place. The flood moved and relocated the structure downstream but without much of breaking. We had to find a way of moving those planks back and started reconstruction. At the end, the classroom was reduced from 4 to 2. We continued the construction by adding extra 4 classrooms. Using personal funds and what was raised from friends and family we expanded the classrooms to eight. This time we used normal building materials and not wood only.
4. Registration was a major headache. What worked for us is that it was always very difficult for the inspectors to come to our location based on the road that connected us to the main road.
5. Getting good teachers was also very troubling. People now equates quality with money. The higher the standard of the teachers, the more they expected as salaries. Salary of teachers became very high. Environments makes a difference most of the time. We considered the type of environment we are operating in. we decided to match up with our environment by looking for teachers who could take multiple courses in order to save cost. We also sometimes resort to using lower level of expertise by using teachers that passed senior secondary schools instead of university especially in teaching the lower classes.
6. To increase the number of children and expand our intake, we had to lower the fees to attract more pupils. Even with that, the stigma of small beginnings was beginning to bite on us. Most of the people in the community knew when we started in the batcher and they are having difficulty in relating with us even when we now have some better structures. Apart from the campaign and advertisement to get people from the community, we extended our search to the neighboring communities. We have increased the number. However, more than 70% of our students now comes from outside our community.
7. A major issue we have is the payment of school fees. Collecting the school fees or making the parent pay is an issue. Some even run away with the fees relocating their children to another school to avoid paying the backlogs. Human relation has been

working in this regard. Showing empathy and encouraging them has been improving the situation. We had to forgive some of the debts in order to keep those ones with genuine reason for defaulting.

Name	A07
Location	SCHOOL OFFICE, Island
Date	10/11/2018
Time	12:00 Noon
Demography	Female, about 47 yrs
Duration	60 MINUTES
School Age	13

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I started my education business after I was laid off as a teacher in one of the highbrow school in Lekki because I was trying to help in keeping a student that could not pay the school fees. The student's father lost his job. I decided to start small using the boy's quarters behind our house. I started with 20 students in the kindergarten. By the 4th year, the place was too small.

1. I tried getting a property but the cost of properties were so high. I decided to partner with my husband and some of his friends who saw a bright future for the school based on how the school was growing and the demand for children education in Nigeria. We purchased a property for the school. Before I called for help from friends and family, I approached a bank, based on advice from my husband, but the bank rejected my application for loan due to what they called incomplete collateral.
2. We continued in that property, but we realized that after three years the growth ceased. Our growth assumptions became wrong. The problem was intense competition from schools nearby. It now looks like almost every other house now have a school. On investigation, we realized that we need to up our game to attract customers from those mushroom schools to ours. We needed to upgrade our facilities. We talked to the bank again and as expected they refused using our growth plan as an excuse. The board raised the loan individually and we converted those loans to equity. With advertisement that followed, the number of students increased, although not as much. we still wanted more students. We now have a good facility with less than 60% occupancy. The board decided to increase our catchment area.

3. Increasing the catchment area then brought its own associated problems especially with the Lagos go slow (road traffic). To solve that problem, we had to introduce a bus service to convey student from various locations. This has increased our population and the bus service is paying for itself.
4. Initially when we moved from the boy's quarter to the main site, all attempt to register with the state ministry were unsuccessful. Based on advice from some of the board members, we had to hire a very good lawyer which was expensive, but he knows what he was doing. It took us only one month after the payment that he got out application approved.
5. A major problem that we have been witnessing lately is the issue of high operating cost. We are not connected to NEPA and our classes have Air conditions. The cost of running generators and the attendant diesel fuel is astronomical. We had to cut down on the hours by using more of fans when the days are cooler, and we also put all our science classes on two days of the week. Sorry, I didn't tell you, we now have both primary and secondary schools included in our schools. You can call it group of schools. We are all in the same compound. Our student can now move from the kindergarten to primary and secondary schools without changing school. Our highest class now is JS3. All these happened after 12 years. We will be having our first SS1 in September this year. To God be the Glory.

Name	A08
Location	SCHOOL OFFICE, Mainland
Date	10/11/2018
Time	02:00 PM
Demography	Female, about 38 yrs
Duration	45 MINUTES
School Age	10

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I started my school after my university education in one of my father's properties in our home state. It was small but good enough in those days. I met my husband and after our marriage, I moved with him to Lagos which was almost spelling the end of my entrepreneurial dream and ambition.

After my first year of moving to Lagos, I couldn't stand the boredom and I started teaching the children around the area in after-school lessons to up their grades. On

noticing my passion, my husband then advised that I can re-start my dream but that I had to start small due to the cost of starting-up.

1. The cost of starting anything in Lagos is very big. We don't have that kind of money. We approached a bank through a brother in the church but later got a loan from an NGO when the bank refused us based on lack or insufficient collaterals. Because the interest was very high, I didn't have much choice than to start small. I rented a house and hired some few hands to start a day care / Kindergarten.
2. The first problem after the money issues was the council. The location of the rented property was close to their office. They were always disturbing us. They come with different kinds of levies and tariffs. They saw the school as a money-making machine. Things were not working well, and I was not making money. Luckily, one of the parents introduced my husband to their boss, who also luckily hails from my husband's home town. That introduction and further discussion stopped the multiple collections.
3. The second challenge was when I introduced the nursery and primary sections. The patronage was so low that I found it difficult to pay my staffs. We started a student admission drive by promising some discounts for the first year even as high as 50% for some parents. It worked, and the patronage increased but we had to cut down on some things to survive that year. The next year became better since most of the students were paying the full fees.
4. One of our cost that went very high was the salaries. As the classes increased, we had to ask the teachers to take multiple but related classes. We had increased the student number and we successfully reduced the staff overhead. The outcome was profit.
5. NEPA was very bad in the area. All attempt to collaborate with the other users of electricity to make the supply better did not work. We decided to reduce our electricity consumption. We resorted to using ceiling fans instead of ACs like some other schools.
6. Yes, a major problem was when we had cholera epidemic. We all panicked. I thank God for my husband who is a medical doctor. He deployed all his colleagues and it was quickly brought under control. We had to start our holidays early that year and we also drilled a borehole to provide clean water for the school. We also emphasize on personal hygiene for both students and staffs.

Name	A09
Location	SCHOOL OFFICE, Mainland
Date	10/11/2018
Time	04:00 PM
Demography	Male, about 35 yrs
Duration	60 MINUTES
School Age	40

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?

(c) What were the results of your actions?

ANSWERS:

I actually inherited the school from my Dad who was in charge till his death. Although it was a good inheritance, but I was then saddled with a lot of responsibilities ranging from dilapidated infrastructures to unpaid salaries. My father was running the school more as a non-profit organization. I was forced to enter into his shoes without the resources he commands which are mostly good wills instead of cash.

1. I needed money to run the place. The first place I ran to was the bank. Based on my father's notable good name, they were willing at first, however, they wanted the bank to be in control I couldn't let that happen. It will erode all the good works my father has put into the community. I had to rally round most of his friends who came together to help raise a starting loan while some of them gave grants to the school. I was able to work on some of the needed renovations and resuscitated the school.
2. On the unpaid salaries, the help of the school principal was asked and on discussing with the staffs, they agreed to defer some of the payments based on their relationship with my dad. We eventually cleared all the salaries after one year.
3. The next challenge was staff retention. Some of the staff refused to stay and the attrition was almost 30%. We couldn't hire new hands because of the cost. We had to conduct an audit of the staff utilization and we realized that some of the staff could do more and some of the subjects could be taken by the same teacher. We eventually agreed on the use of same teachers for teaching multiple but related subjects. We were able to use the reduced staff strengths to cover all the requisite subjects. I can tell you that it increased bottom line because the overhead was reduced.
4. Even with all the money being spent, we still realized that enough was not coming in. we have the population, but the income was not commensurate with our expectation. As I mentioned earlier, the school was more for charity. Therefore, we could not stop those that were already in the school and having problems with payment. That will negate my father's achievements. We agreed to limit the admission of non-paying students. Some of my father's friends that wanted his legacy to be maintained agree to provide scholarship for those students who may need help. This was of a great help. I started sleeping better after that time.
5. Although most of the buildings are now functioning well after five years of my inheritance, the science laboratory and the technology center was yet to be renovated due to project prioritization because of cash availability. What we did was to meet with the neighboring school owned by one of my father's favorite students to ask for help. He allowed our students to use his facilities for a small fee from the school.
6. That created another problem of transportation for the student. The pastor of my father's church heard of the problem and he organized a fund raising on one of the Sundays in the church. The church eventually donated two coaster buses to the school.

You can see that what goes around comes around. My father was always reminding us to be good to others. My father's good deeds worked to carry us through our dark days. The

school is getting better by the day and we are not planning to increase the school fees in the near future.

Name	A10
Location	SCHOOL OFFICE, Island
Date	10/12/2018
Time	10:00 AM
Demography	Female, about 52 yrs
Duration	45 MINUTES
School Age	9

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I have always had the dream of starting my own school based on the fact that my parents were teachers. My Dad retired as a principal while my mum retired from the ministry of education. I am the proper Omo teacher. My break came when I took a company-offered early retirement about 10 years ago. I thought I had enough money to start a school of my taste in a highbrow area of Lagos state.

1. I got the shocker of my life when I started researching and looking for a property to buy and start with. The prices were so high that I became confused and was almost giving up on the dream. My husband who has been very supportive insisted on my change of strategy but not to give up the dream. He advised that I should bring reality into the dream and make it work. I re-strategized and decided to start with a scaled down version of my original plan. The plan was then to rent instead of starting with outright purchase. I settled for that and I got a good place to rent with a plan to buy the property later. The Landlord agreed to that and I started my school. A secondary school starting from JS1.
2. My second major challenge was the high operating cost of running the school I have always assumed that teachers does not earn high salaries. You know the joke that their reward is in heaven. The teachers in Nigeria receives their reward here on earth with their eyes wide open. Since the are is of a middle to upper class area, I needed to hire highly trained teachers. The salaries of those ones were so high that I had to talk to my chief strategist once again – my husband. He advised that I should look for trained and young professionals outside the high brow area and provide them with commuting incentives. I advertised in another locality and was surprised about the high number of applicants. You can see the number off people who wanted to work in Lekki. I got the quality of teachers I needed but I had to provide a bus service to commute the teachers to their respective homes. It worked. The salaries and the overheads were drastically reduced to a manageable level.

3. Registration was another issue. I tried registering with the government and it never came. I was almost suspecting whether the older schools in the area were working behind my back to forestall the registration. I was advised to hire a lawyer, which added to the cost. The lawyer was able to effect the approval after about three months.
4. Because of the location and the environment, the expected facilities must be of high standard. I had to purchase teaching aids, equip the science laboratories and provide other requisite facilities. The only one that I could not do anything about was the outdoor sport facilities like football field which I had no space. The cost of the facilities was running into 100's of millions of naira. I approached my bank who was willing to provide the fund at an interest rate of 22%. Additional cost from the bank will nearly put the rate at more than 25%. The high cost forced me to seek for an alternative. Talking to some of the parents who were now my friends helped. I got a few to take up equity and we got the facilities up and running. Naturally, the costs were passed onto the fees gradually.
5. The school has been doing well, however, the first set to pass through SSC examination were not very encouraging. Their marks were not as high as we promised. The parents complained. The board agreed to start preparatory classes from SS2 towards SS3 when the examination will take place. It worked like a charm the results have been very good. The school is doing well, thanks to Almighty God.

Name	A11
Location	SCHOOL OFFICE, Island
Date	10/12/2018
Time	04:00 PM
Demography	Male, about 55 yrs
Duration	50 MINUTES
School Age	18

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

My passion is to help people. I have a PhD in education. After coming back to Nigeria, I decided to start a secondary school where my idea of education can be materialized.

1. I had some money but needed more. To achieve my aim will need more than I had in savings and properties. I tried the bank, but the bank did not help. The style of securing a bank loan in this country is tedious and very unfriendly. I rallied round some of my friends to source for more to start the project. I bought a property in a good location and the project started well.

2. After some years, I needed to expand for growth, however, the space I had could not be expanded. The compound is surrounded by houses that the owners refused to sell. I decided to buy a new land in some other place and use it as the school annexe. I thought people will be ready to move. To my surprise, the parents were not ready for such an adventure. They complained about the distance since most of my clients were around the original location. My architect then advised that we expand upward if we cannot do lateral expansion. He assured me that the original foundation could carry additional weight. We planned towards the next school break. We de-roofed and converted the three sets of building to story buildings to double the schools' student capacity.
3. One of the major problems during the expansion was securing both the building permit and the government approval for the expansion. The original approval was carried out when the buildings were bungalows. We had to redo the structural design to prove that the original design will carry the new structure. After several inspection and some money exchanging hands, it was approved.
4. The higher capacity meant increase in vehicular traffic and parking of cars on the road during the dropping and pick-up hours. The neighbors reported to the police and the school was almost shot down. We had to meet with the resident association several times and we agreed to provide a parking space by renting a time from the church opposite the school. We also agreed to provide a traffic officer for traffic control. That has temporarily solved the problem.

Name	A12
Location	SCHOOL OFFICE, Mainland
Date	10/12/2018
Time	06:00 PM
Demography	Male, about 50 yrs
Duration	60 MINUTES
School Age	25

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I started running the school with my Dad about 10 years ago. The school was about 15 years old then.

1. The school was good for the time it was created. But by this time, most of the facilities were outdated. After a thorough assessment, i realized that we may almost be starting afresh. The required cost was enormous. My father told me that, that was my problem. I

went to the bank but could not provide the required collaterals especially when the bank visited the school. I decided to call on some friends with no luck. My wife then advised that I should approach her Dad. This was a bitter pill to swallow. I was resistant, but I had to do it anyway. I need help. To my surprise, he was ready to help with a loan. He is a rich man. My wife then joined me on the school board. We fixed most of the facilities and made things work.

2. We now had the latest facilities, but the teachers were old hands who struggled with the new stuffs especially the computerized teaching aids. We embarked on a training the trainer program to bring the teachers up to speed with technology. This worked but we had to add a staff that monitors the progress to our payroll.
3. Suddenly we realized that with all the new addition we needed to increase the fees to break even. This resorted in some of the parents threatening to withdraw their children from the school. My Dad will not hear that. We increased the fees but discussed with those parents that could not truly pay and introduced some subsidy for their children. We were able to keep all our children.
4. One main issue is the NEPA in the community. The transformer had been down for more than a year now. The facilities cannot operate properly without NEPA. We discussed with the community on sourcing for a new transformer, but nobody was ready to contribute. They believed that the government should provide such amenities to its populace. We resorted to using generator. We have been spending a fortune on generator and diesel. About 6 months ago, the governor came to the community for knowing the people or what we believe is for campaign. We complained about the transformer issue to him and after following up by me, we got a big transformer installed. We now have NEPA at least 50%. The good thing is that the period is within the school period.
5. One other issue was of natural disaster. A major rain fell and took most of our fences down. Luckily, the buildings were left unscaled. We felt no issues since we believed our properties were safe and the cost of replacing the fence will be much and unbudgeted for. Some thieves broke into our ICT room and carted away some of the computers. We were forced to look for money to fix the fence and also hired a guard for the night watch.

Name	A13
Location	SCHOOL OFFICE, Mainland
Date	10/13/2018
Time	10:00 AM
Demography	Male, about 34 yrs
Duration	60 MINUTES
School Age	10

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?

(c) What were the results of your actions?

ANSWERS:

I started teaching children on my street when I couldn't get a job after my NYSC. I later joined with others to start extramural classes which became a little bigger than planned and the location was then too small. At that point we decided to turn it into a full-fledged secondary school with the extramural as an integral part of it.

1. We underestimated what it takes to start such a venture. Our problem started with sourcing for capital. We approached the bank, but the interest rate and other charges makes it impossible. We decided to scout for alternative source of fund and also reduced the scope. We decided to focus more on the extramural where we had the expertise and crowd. We also agree to start the secondary part from JS1. We raised the starting fund from our savings and what each of us could borrow from friends and families.
2. The second major challenge was getting the required approval. The area where our site is located was designated as residential not minding that there were two other registered schools in the area. We took it up with the officials and after wetting their palms they allowed us to temporarily continue without further disturbance. I am sure you know what wetting of palms means.
3. We continued like that for four years and realized that we had to move. The place was now too small. We sourced for land in an approved or good area close to the original place and then realized that we really need the bank for us to progress. Luckily one of the parents worked in a bank and we got the loan still with high interest rate but with reduced costs. We completed the Phase 1 and moved during our 6th anniversary.
4. We approached the ministry again for registration and approval but was still denied on other grounds. We are currently using a lawyer to sort that out while we continued with the school.
5. One of the issues with registration was the learning aids and the ICT facilities. The estimate blew our minds. We have already exhausted the bank facility given. We decided to raise fund from friends who agreed to join us, and we were able to take care of these two stuffs.
6. Getting those stuffs also meant we need the knowledge of those teaching aids. We hired new hands and trained some of our teachers and they are now experts.
7. Light in the area was a major headache. We started with a small petrol generator (5KVA) and it became too small with time. Also consider that our extramural are mainly in the evenings. We had to buy a fairly used diesel generator which we are currently using. The cost will be passed on to the student naturally.

Name	A14
Location	SCHOOL OFFICE, Island
Date	10/13/2018
Time	02:00 PM
Demography	Male, about 35 yrs
Duration	30 MINUTES

School Age 7

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I was the proper Omo Teacher (Teacher's child). Both Mum and Dad were teachers. Naturally, I became a teacher with a determination of not working for anyone. I started my Day care center using my parent's Boys quarter (BQ).

1. It soon expands, and a bigger place is needed. With help from my senior brother, I rented the house next door and expanded by adding a nursery and primary sections. The day care still resided in our BQ next door.
2. A major challenge was getting qualified hands to work with me. The ones available were expensive. My Dad then suggested reducing the years of experience that I was demanding since he believed that if younger and less experienced people are well supervised, they will deliver quality teaching. I did just that and became easier to manage.
3. Then, there came the problems of the neighbors complaining about car parking and rowdiness of the road during dropping and pick up. We had to employ more hands to help control the traffic and use the event center nearby for things that will require crowd like inter house spots and external meetings.
4. Some of the neighbours must have complained to the council. The council came in and sealed off our school compound. It took the intervention of one of our politician friends who intervened for us to reopen. While we were allowed a temporary stay, we worked on the approval and secured it with his help.
5. We now have a help in government. Talking about having a help in high places. He was the one we ran to when we could not keep up with the different agents with different tariffs. He talked with his people and we now pay directly to one agent.

Name	A15
Location	HOME OFFICE, Mainland
Date	10/14/2018
Time	06:00 PM
Demography	Female, about 48 yrs – Husband in attendance
Duration	60 MINUTES
School Age	10

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

We started with a Pre-school instead of our desired Nursery-Primary. To start, we approached the bank but the collaterals they were asking for was too high. We resorted into starting small and using what we had to achieve our aim. We started using the BQ, which is a bungalow. At the beginning, we had only three children and we used our house help as handlers. I was not receiving any salaries. That substantially reduced our overhead.

1. Experienced manpower was an issue. As we started expanding, we started having problems with getting staff with experience and passion for the job. Having an education background is not the main thing but those that actually have passion for taking care of children. Such people helped to move the business forward. We looked for people with passion and we embarked on training. The area where our school is situated demands the best. It is a highbrow area in the mainland.
2. Another issue that we had was multiple payment and taxation from government. You get pushed from both the state and the local government. Fighting this fight can be unpredictable. We decided to reject what we can and pay what we must pay to continue.
3. NEPA was a major headache. Generator is like a king. The cost of diesel is so high. The standard in the area will not allow classrooms without AC and ICT. Teaching aids needs light. Some schools folded up because they could not cope. We used combination of Nepa, generator and Inverter.
4. Expanding was a major issue. We have expanded twice due to growth. When we about to start our nurse section we had to lease the land beside our house. We got the opportunity through divine intervention. Although the cost was high, we could negotiate because the owner was getting his money in bulk. We started the nursery school on that land.
5. The next expansion was for the primary section that could not be fitted in the same compound. There was no land in the immediate surroundings to lease or buy. We got another property on another street in the same estate. It was a good move, but it meant that running a school in two different locations meant that the two could not share resources. We have to duplicate all the requisite infrastructures for there to be balance. The increased cost affected our total running cost. We just treated the two schools as a single but separate entity in our accounting system.
6. A major challenge were the parents who plays trick when it is time to pay their children school fees. They owe multiple fees and then move their children to another school. What I did was to make everything that concerns the payments as official as possible. We employed an accountant that is responsible for the fees. I refused to make personal friends with the parents. The discounts that are offered to those that really needs it are already listed and that can be handled by the accountant using her discretions.

7. Teachers are being poached. This is due to the scarcity of experienced people. I work on trust with my staffs. I made the environment to be good and enjoyable. I developed a personal relationship with them. I don't owe anybody salaries. I celebrate them at every opportunity. They go for training abroad. I also let them know that there are no strings attached to their training. Everything is based on trust and I leave them with their conscience. We will be ten years in 2019, most of my teachers that started with me are still there.
8. Registering with the ministry was like asking for the impossible. We solved it by going through somebody that knows the way. Using an experienced hand to run around for the approval worked.

The new government curriculum is good. The only problem is that they are not providing training on how to operate it. For us we always try to be ahead of the competition and ahead of what is in the curriculum.

Name	A16
Location	HOME OFFICE, Island
Date	10/15/2018
Time	04:00 PM
Demography	Male, about 55 yrs
Duration	60 MINUTES
School Age	8

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I lost my job after more than 20 years of working. I was paid off and the money was good. I planned to start other business until I met an old school mate that convinced me that I will add more value to the life of others if I start a good school. He was also available to join me in the business. His contribution was a piece of land and his experience, having worked as a teacher for a long time. He was then a vice principal in one of the good schools in the area.

1. We started building on the land when problem started. A group of people came to pull down the building blocks. They chased our builders away with cutlass. We reported the police, but we realized that the police was on their side. We approached a friend in the military who took his boys there to arrest the crooks. We later discovered that somebody in the family that originally sold the land to my partner resold our land to their leader. After several discussions and the treat of military detention, they agreed to leave the land for us. We continued our development.
2. The are already have other schools, the patronage of our school was very low. The 1st year was only 5 students. We resorted to aggressive advertisement with a promise of discounts in the school fees. Our population increased to more than 60 in the next year. The population is now at a manageable level now.
3. The poor condition of the road to the school was a major issue. Parents were threatening to remove their children to other schools. The pot holes were massive and the road was always flooded. The road condition was common to all the five schools in the area and the community. The only problem is that our school is located towards the end of the road making us the most hit. We rallied people round for a meeting of all the stake holders in the Baale's (King) palace. We all agreed to construct drainage and work the road while the councillor will help us talk to the council for a better road. The road became passable and the threat reduced.
4. The issue of NEPA is a major headache. The transformer in the area is epileptic and the little power that comes in is being rationed. The time for our area is usually in the night

which makes it useless for the school. We resorted to using generator and last year we had to buy some solar panels for our ICT unit.

5. Some parents are perpetual thieves. They will owe, even if they can afford to pay. They move their children when the pressure on them increases. Now we insist on paying at the beginning of the term. We do not allow owing of school fees. I lost a lot of money at the beginning, but I am wiser now.
6. Last year, there was fire in the laboratory. The fire destroyed the lab, but it happened before our planned upgrade. The material for the upgrade were already budgeted for. We carried out an audit on the fire outbreak and we found out that it was caused by the use of sub-standard cables. It was good that it happened at that time. We extended the audit to all the other part of the school. We are currently replacing all the cabling with Nigerian cable which has proven its value over the years. A stitch in time saves nine.

Name	A17
Location	HOME OFFICE, Mainland
Date	10/17/2018
Time	02:00 PM
Demography	Female, about 35 yrs
Duration	40 MINUTES
School Age	26

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I joined my sister in running her school after finishing my degree in education. She had been running the school for more than 20 years. She wanted to travel to travel and stay with her children in the USA. Going through the school, I was asking myself why I agreed. Even the 49% equity she gave to me was not comforting enough.

1. The equipments were old and she was not ready to path with any money. I had to discuss with the science teacher that introduced somebody that could fix most of the equipment. We worked around what we could not repair. We increased the fees at the end of the year to raise fund for the other repair works.
2. NEPA was not a friend. They are built to destroy businesses. The generator was one of those things that we could not repair. Luck came my way when I found out that one of the NEPA managers in the area attends my church. After friendship building and some discussions, he promised a better performance. He changed the transformer that feeds the school and light has been better. although we still have our dark days.

3. As the equipment were old, the teaching method was also old. It was already showing in the GCE results. We agreed to source for fund. After reluctantly agreeing with my sister, who does not like the banking systems, she sold some of her plots off land in other locations to raise money for the new teaching aids that we currently use.
4. For the GCE results that were bad, my sister introduced me to some of her friends who suggested hiring some teachers who specialized in preparing children for external examinations. We got one each for science, mathematics, social sciences and English language. This has tremendously increased the performance.
5. One major problem that we kept under wrap as a secret was a kidnapping incident involving one of our students last year. We were shocked. That has never happened in the area before. For once, the Nigerian police worked, although it cost us some money. The parents paid most of it. We had since put a high level of security in place. We can only hope it is enough and it will forestall any future attempt by those evil ones.

Name	A18
Location	HOME OFFICE, Island
Date	10/18/2018
Time	04:00 PM
Demography	Male, about 50 yrs
Duration	30 MINUTES
School Age	6

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I started in partnership with a friend who was more of the financier. I brought my teaching experience and time to the group. I was the Principal and runs the day-to-day activities of the school. We agreed on a 40-60 split. He owned the majority.

1. The first issue was trust. He vets every expenditure which sometimes causes delay in execution. When I complained, it started some quarrels. We decided to bring a mutual friend to audit our activities and come up with a way of managing expenditure. We agreed on the amount that can be spent without waiting for his approval, although he will still have to be informed. After working through with guidance from our friend, the trust issue subsided.
2. Another issue had to do with staff recruitment. In exercising his right as the chairman, he believed that anybody sent by him to the school must be employed. After some

- disagreements, we agreed on the staff strength with the help of our mutual friend. We placed an embargo on employment and agreed on how employment should be conducted.
3. About five years ago, we were losing some of our younger staffs. After investigation, we realized that most of those staffs commutes over a long distance to work which affects their take homes. We agreed on increasing the staffs commuting allowance and also provided lunch during break. These might have stopped the exodus.
 4. A problem came up during our financial audit. The net profit has been reducing for three years on and on. We found out that our overhead was the culprit. We have been recruiting without appreciable increase in student intake. We called for an audit of the staff strength, benchmarking against other similar schools. We realized there were multiple teachers teaching the same or similar subjects. We reduced our staff strength to align with our requirement. Most of them were given good references to other schools. The profit is back to where we expected it to be.

Name	A19
Location	HOME OFFICE, Island
Date	10/22/2018
Time	04:00 PM
Demography	Female, about 45 yrs
Duration	60 MINUTES
School Age	10

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

We did not have problem with funding because our bank was gracious enough to have giving us our required funds. The issue was knowing what to do to get funded.

1. When we needed to start the school, my husband and I consulted a bank that sat down with us to educate us on how to prepare. Listening to them, we drafted a good business proposal and with my father in-law agreeing for us to use his properties as collateral, we got our loan.
2. We started with a lot of advertisement but was surprised that our first set of student were very few. We then realized that we focused our media outreach into a wrong area. Most of those in our area may not be watching the television channel that we used. We decided to go the way of some other advertisers by printing flyers for distribution in strategic places and the major traffic stops. We employed the service of a company to help with the distribution and the student number increased in the next year.

3. Then in the third year, there was a heavy rain that destroyed a lot of properties in the area. The main issue was that the powerline fell across our gate blocking us inside with live wire. We couldn't get NEPA to switch off and couldn't come out of the compound. We had to call for help instead of waiting for the NEPA officials. We got one of their electrical contractors to help with switching off the transformer and removing the cables. Good enough, nobody was injured. We eventually relocated the powerline to the other side of the road to forestall future occurrence.
4. There was also the owing of fees by some parents. Getting money to run the place was becoming problematic. We then decided to run it as a business by insisting for fees to be paid early in the term. We also put in place an installmental payment system. This has helped both the school and the parents.
5. The running cost has gone up astronomically. We are forced to run generator with the high cost of diesel due to NEPA not been available. Although we could pass the cost to the student, there is a limit before the parents will start complaining and one may loss them. We have now organized our classes that needed electricity to sync with the power rationing. This has also helped in reducing the cost spent on running generator.
6. There was a time that we lost four of our five science teachers to a neighboring school. Although we found out that the four of them were friends and they also joined us through referencing each other, we realized that we needed to review our salaries and other allowances. We did the review in the nick of time to avoid further attrition.

Name	A20
Location	HOME OFFICE, Island
Date	10/22/2018
Time	06:00 PM
Demography	Female, about 45 yrs
Duration	60 MINUTES
School Age	8

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

When we started, our plan was to buy a property in a good location to start a school. We believed we had a good savings to start the project.

1. The problem started when we started searching for properties to buy. The cost was so high that we had to reconsider the scope of our plan. We also reconsidered our location preferences. We eventually bought a place less strategic and some size smaller than our

plan. The place was way off our preferred area. However, it swallowed most of our savings. To continue we needed additional funding.

2. We approached our bank who was willing to loan us money but at the prevailing interest rate, which was very high. They also waived some of the cost based on our prior relationship. The only problem was that the amount they qualified us for is less than what we approached them with. They gave us less than we needed. We had to rejig our scope once again to accommodate our realities. We started the school about eight years ago. The growth has been good.
3. Recruiting qualified teachers has been some headache. Our plan was to hire only people with bachelor's degrees but the cost of paying their salaries will have so much effect on our overhead. We agreed to lower our requirement and settled for college of education diploma and people with experience and passion. There were even other teachers with school certificate but with cogent experience taking the junior classes. The external result of our students can attest to the working of this revised strategy.
4. There are other schools in the area. Although the growth has been good, keeping the class almost full has been a lot of efforts. The competition level is high and fierce. The parents seem to be driving the competitions. As much as we try to keep up, we have also been trying to be ahead of the game in our activities and standards. The result is that we are more than 75% filled in our class capacity.
5. One of the issues affecting our running cost is the cost of electricity. We run generator most of the time because NEPA has been bad. We tried changing the transformer but NEPA only gives light at will. We bought a set of solar panels for our equipments last year. This purchase has reduced our overhead drastically.
6. In other to make extra money, some of our teachers had been engaging in organizing extra classes for some students on our properties. They have even gotten to the level of asking some of the parents for illegal money. Those caught were disciplined and we have introduced after school classes for students that we felt needed extra help at a reduced cost. This has been commended by the parent's association and we believe it will improve our result in our external exams.

Name	A21
Location	HOME OFFICE, Island
Date	10/23/2018
Time	10:00 AM
Demography	Female, about 35 yrs
Duration	45 MINUTES
School Age	8

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

I started teaching lessons from house to house. My plan was to have my own school but there was no money to start.

1. I had a good business proposal but no one to help. I got a break when I discussed with an Elder in my church that advised that he could allow me use one of his properties around my area to start the school. He has been having a running battle with the previous tenants which he succeeded in ejecting. I started with the little money I gathered from families and friends. They all knew I was jobless, and they were ready to help.
2. I started with only five children. In trying to expand and increase the number of the pupils in my nursery school, I realized that I will have to talk to the bank. I was so afraid. I went to my bank with my proposal, but I could not provide most of the collaterals that I needed. Then I went back to the Elder again, who agreed to discuss with my Pastor for the church to give me a loan to do some of the things I planned. I got the money and the number of students increased with time.
3. As the number increased, I needed to hire more hands. The cost of hiring experienced minders was much. I settled for those with lesser experience but trainable. That fixed the problem and the increment in overhead was not as crumbling.
4. An issue that was affecting my income was the incessant demands by the council people. You don't even know who is collecting money and how much they are supposed to be collecting. They were so many, even touts joined them knowing that it is a sure avenue for easy money. I was advised to go to the council office to demand for answers. Luckily, I met somebody that I knew, and he helped. He introduced me to the right person. Funny enough, he wasn't any of those people that has been parading themselves as the authentic collectors. I now pay directly to him or his representatives only.
5. Getting some parents to pay on time has been problematic. They will always have excuses. If they are not complaining about the economy, they will be complaining about Nigeria. Some will just disappear with their children after owing some huge amount. We have been appealing to them and have started installmental payments for parents who doesn't have the bulk fee.
6. The cost of NEPA has been so much. NEPA in my area doesn't exist. We need and use generator at all time. I tried to limit that by using a smaller generator for fans. The diesel generator has been parked for a while.

Name	A22
Location	HOME OFFICE, Island
Date	10/23/2018
Time	12:00 Noon
Demography	Female, about 30 yrs
Duration	40 MINUTES
School Age	6

QUESTIONS:

- (a) Can you go back in time and describe several specific situations, events or incidents that you considered challenging that would have negatively impacted the continuation of your business?
- (b) What were the constraints you faced and how did you respond to the challenges?
- (c) What were the results of your actions?

ANSWERS:

Starting a school was like a dream. I was helping a client's daughter with lessons when she told me that some of her friends were interested in my teaching their children. The good thing was that they all lived in the same estate. She offered me the use of her BQ and that it would help her daughter to have good friends after schools. That was how my after-school classes started. After six months, I discussed with her and she allowed the BQ to be used for normal daytime classes using the back entrance door. She became like my Big Sister.

1. After two years, I needed a bigger place due to the growth. I couldn't go to my Big Sister for money. I couldn't go to the bank either. I discussed with my Pastor who directed me to the welfare committee of the church. They advised that I joined with three other sisters who had approached them previously to start a school on one of the church's properties. I was appointed to head the team. We reached an agreement on the ownership structure and we started the primary school. I still kept my evening school in my Big Sister's place.
2. After the starting fund provided by the welfare committee, we were supposed to source for any additional fund independently. Hiring additional hands and buying of classroom materials and furnishing more than kept our operating costs to be higher than planned. We continued without salaries, but we agreed on allowances to carry us through. To reduce the cost further, we asked the other handlers to go. I joined the other three to do most of the teachings and other duties.
3. With the student population as low as ten, we needed a drive and advertisement to boost the number of student or we may have to fold up. I was doing ok financially because of my second job in the Big Sister place. We contacted the publicity team of the church who helped us to design a flyer and also made announcement in our church and other affiliate churches. The next school term was better. we had about 30 students, but we did not increased our overhead.
4. We applied for registration with the ministry but after so much efforts we were denied. The pastor was always there to help. He talked with some people who assured us to continue our school while working to meet up with the requirement.
5. What has been affecting our area was NEPA blackout. It is not even blackout but total darkness. No electricity. We bought rechargeable fans that we take to the church compound every evening to charge overnight. We use the fans during the classes in the day time.

We have been running the school for six years and the student population is increasing. We have also increased our stipends. It is becoming better.

Appendix F: Theme 1—Making Do

Theme Number	Theme/Textural Description	Critical Incidents
1	<p>Apply a combination of what is at hand to solve new problems and create new opportunities.</p> <p>Have a hands-on approach to situations.</p> <p>Use originally possessed resources, and resources that are available very cheaply or for free, especially those that were thought to be useless or substandard, for new projects.</p>	<p>CAA01, CAA03, CAA10, CAA12, CAA15, CAA19, CAA20, CAA22, ESA17, HRA02, IUA03, IUA07, MEA08, POA05, REA01, REA02, SEA06</p>

Textural description. I started running the school with my Dad about ten years ago. The school was good for the time it was created. However, by this time, most of the facilities were outdated I decided to call on some friends with no luck. My wife then advised that I should approach her Dad. To my surprise, he was ready to help with a loan. We fixed most of the facilities and made things work (CAA12).

Textural description. As the equipments were old, the teaching method was also old. After reluctantly agreeing with my sister, ... she sold some of her plots of land in other locations to raise money for the new teaching aids that we currently use (ESA17).

Textural description. What we are facing now is the problem of getting experienced science teachers. We already approach a school nearby who also have the same problem so that we can combine and share resources to hire one We are also trying to train our mathematics teacher to take physics (HRA02).

Textural description. The transformer in the village has been bad for a while. We have not had light from NEPA. We tried ... but the cost of buying diesel is high. Last month, I relocated the solar panel from my house to the school for the use of the science laboratory (IUA03).

Textural description. The second challenge was when I introduced the nursery and primary sections. The patronage was so low that I found it difficult to pay my staffs. One of our cost that went very high was the salaries. ... we had to ask the teachers to take multiple but related classes. We had increased the student number, and we successfully reduced the staff overhead. The outcome was profit (MEA08).

Textural description. We started the school with the aim of making a social impact, ... Where we live is at the bad side of Lekki, and the poverty level is high We discussed with a local NGO that advised us to use containers ... They also took us to where we can rent to own. That has been out style, and it has been working. It is a safe method, and the children are used to it (POA05).

Textural description. Because of space, the number of students was small The number of students rose to 20 by the second year. Then the landlord ... demanded an increase in rent or for me to pack out of the accommodation. We approach several people for help but no luck. We then decided to convert our house to school. We downsized and moved into the garage by adding some extension for the children (REA01).

Textural description. As ... a major rainfall fell and destroyed all that we put in place. The flood moved and relocated the structure downstream the classroom was reduced from 4 to 2. We continued the construction by adding extra four classrooms. Using personal funds and what was raised from friends and family we expanded the classrooms to eight. This time we used normal building materials and not wood only (SEA06).

Appendix G: Theme 2—Refusal to Be Constrained by Limitation

Theme Number	Theme/Textural Description	Critical Incidents
2	Refuse to enact limitations with regard to “standards” and regulations. Actively trying things in a variety of ways instead of adopting known rules.	CAA01, CAA04, CAA12, CAA18, CAA19, CAA20, COA15, COA16, ESA05, ESA10, ESA12, ESA17, GIA01, GIA04, GIA04, GIA07, GIA10, GIA11, GIA13, GIA15, GIA15, GIA16, HRA04, HRA15, HRA15, IUA07, IUA16, MEA01, MEA15, MEA19, POA05, POA06, POA06, POA12, POA15, POA16, REA02, REA06, REA09, REA11, REA20, SEA04, SEA12, TEA03, TEA09

Textural description. My first major challenge was the high cost of buying a good property that is ready for occupation. The owner of the property we saw was asking for 150 million Nigerian Naira The way out was to look for a cheaper alternative. We decided to change the location where we were searching and also to start with a smaller structure. We started building gradually (CAA04).

Textural description. A major challenge was the parents who play tricks when it is time to pay their children school fees. They owe multiple fees and then move their children to another school. What I did was to make everything that concerns the payments as official as possible ... I refused to make personal friends with the parents. The discounts ... can be handled by the accountant using her discretions (COA15).

Textural description. The ... first set to pass through SSC examination was not very encouraging. Their marks were not as high as we promised The board agreed to start preparatory classes from SS2 towards SS3 when the examination takes place The school is doing well, thanks to Almighty God (ESA10).

Textural description. Another problem was the people collecting money for the council. Different people are coming for the same and sometimes confusing tariffs. It was too much. We were not the only one affected. We decided to gather people together, and we matched to the local government office to demand our right This was resolved, and now pay once every year (GIA01).

Textural description. Teachers were being poached. This is due to the scarcity of experienced people I made the environment to be good and enjoyable. I developed a personal relationship with them. I do not owe anybody salaries. I celebrate them at every opportunity. They go for training abroad. I also let them know that there are no strings attached to their training most of my teachers that started with me are still there (HRA15).

Textural description. The issue of NEPA is a major headache. The transformer in the area is epileptic and the little power that comes in is being rationed We resorted to

using generator and last year we had to buy some solar panels for our ICT unit (IUA16).

Textural description. We focused our media outreach into a wrong area. Most of those in our area may not be watching the television channel that we used. We decided to go the way of some other advertisers by printing flyers for distribution in strategic places and the major traffic stops. We employed the service of a company to help with the distribution and the student number increased in the next year (MEA19).

Textural description. Because the people were generally poor, sometimes, some parents cannot pay, and they also expect you to understand.... we now have an installment payment method in place. The parents pay every week, and we have collectors going around their shops to help in collecting the money. We have been able to keep our clients like that (POA05).

Textural description. Although most of the buildings are now functioning well ... the science laboratory and the technology center was yet to be renovated due to project prioritization because of cash availability... we ... meet with the neighboring school owned by one of my father's favorite students to ask for help. He allowed our students to use his facilities for a small fee from the school (REA09).

Textural description. ... some thieves broke into the school and stole most of our musical instruments and some of our administrative stuff. We tried through the police but no luck We have since fenced the school compound, putting a security gate, hoping that will forestall future occurrence (SEA04).

Textural description. There was also the issue with technology.... This cost a lot of money, you know? I spent a lot of money behind the scene to effect the changing of the property to my name from the bankers. I was then broke financially I approached one of the schools close by to collaborate. We now rent time for our students to use their ICT facilities for a fee. The only problem is that we had to make arrangement for a vehicle that takes them there and bring them back to the school (TEA03).

Appendix H: Theme 3—Improvisation

Theme Number	Theme/Textural Description	Critical Incidents
3	Reuse resources for different applications than those for which the resources were originally intended or used.	CAA02, CAA13, CAA15, CAA21, ESA04, ESA12, ESA13, ESA14, ESA20, HRA02, HRA04, HRA06, HRA09, HRA14, HRA20, HRA21, IUA05, IUA19, POA03, REA11, SEA19, TEA12
	Skill utilization by permitting and encouraging the use of amateur and self-taught skills that would otherwise go unapplied.	

Textural description. I needed money to build with the help of my husband, we bought some metal containers remodeled into office spaces. That served as the office, and we could do without the bank for that period (CAA02).

Textural description. One issue that was challenging was getting the quality of teachers at a relatively good price. We decided to recruit those coming out of universities and colleges of education freshly and then put a program in place to train them. This solved the problem but also created more (ESA04).

Textural description. What we are facing now is the problem of getting experienced science teachers we already approach a school nearby who also have the same problem so that we can combine and share resources to hire one. We can afford to share since our class is small. We are also trying to train our mathematics teacher to take physics. (HRA02).

Textural description. Light is an issue for everyone in Lagos when we were about to introduce ICT. ... we decided to include the cost of the generator and the diesel as part of the fees for the ICT. We fabricated our generator locally to reduce the cost. It makes much noise, but we kept it far from the classrooms (IUA05).

Textural description. The level of poverty means that I cannot charge much for the fees because most of the villagers will not be able to afford the fees. ... I decided to reduce the size of my staff. Some volunteered to leave while some were asked to go based on the other reasons like indiscipline. I also reduced the number of subjects being offered to those specifically recommended by the ministry of education. The overhead became reduced, and we broke even in the year five (POA03).

Textural description. After some years, I needed to expand ... the space I had could not be expanded. My architect then advised that we expand upward if we cannot do the lateral expansion. He assured me that the original foundation could carry additional weight. We de-roofed and converted the three sets of building to story buildings to double the schools' student capacity (REA11).

Textural description. Then in the third year, there was a heavy rain that destroyed many properties in the area the power line fell across our gate blocking us inside with live wire. We could not get NEPA to switch off and couldn't come out of the compound. We got one of their electrical contractors to help with switching off the transformer and removing the cables. we eventually relocated the powerline to the other side of the road to forestall future occurrence (SEA19).

Textural description. We now had the latest facilities, but the teachers were old hands who struggled with the new stuff especially the computerized teaching aids. We embarked on training the trainer program to bring the teachers up to speed with technology. This worked, but we had to add a staff that monitors the progress to our payroll (TEA12).

Appendix I: Theme 4—Social Value Creation

Theme Number	Theme/Textural Description	Critical Incidents
4	Provision of products or services that would otherwise be unavailable.	CAA12, CAA19, COA15, COA20, COA21, HRA18, MEA08, MEA16, MEA19, POA05, POA06, POA09, POA12, POA15, POA19, POA21, REA01, SEA01

Textural description. Suddenly we ... needed to increase the fees to break even some of the parents threatening to withdraw their children from the school. My Dad will not hear that. We increased the fees but ... introduced some subsidy for their children. We were able to keep all our children (CAA12).

Textural description. In other to make extra money, some of our teachers had been asking some of the parents for illegal money. Those caught were disciplined, and we have introduced after-school classes for students that we felt needed extra help at a reduced cost. This has been commended by the parent's association, and we believe it will improve our result in our external exams (COA20).

Textural description. About five years ago, we were losing some of our younger staffs. After an investigation, we realized that most of those staffs commute over a long distance to work which affects their take homes. We agreed on increasing the staffs commuting allowance and also provided lunch during break times. These might have stopped the exodus (HRA18).

Textural description. The second challenge was when I introduced the nursery and primary sections. The patronage was so low that I found it difficult to pay my staffs. We started a student admission drive by promising some discounts for the first year even as high as 50% for some parents next year became better since most of the students were paying the full fees (MEA08).

Textural description. Because the people were generally poor, sometimes, some parents cannot pay, and they also expect you to understand. We have been battling with this, and we now have an installment payment method in place. The parents pay every week, and we have collectors going around their shops to help in collecting the money. We have been able to keep our clients like that (POA05).

Textural description. By year 5, the money was coming, and we decided to move to a bigger place. To help those who will be far from the new location, we bought a bus to transport students from our house, which we have converted back to residency, to the new school (REA01).

Textural description. We started making money by year 7, and then there was a flood disaster. We had to use our savings to construct drainage for almost the whole community because we needed to channel the water out into an open area. We also sand-filled the compound (SEA01).

Appendix J: Theme 5—Stakeholder Participation and Persuasion

Theme Number	Theme/Textural Description	Critical Incidents
5	<p>Finding workable solutions to new challenges by using existing contacts, available technology, or combining known technology in a novel way.</p> <p>Effective labor utilization by involving customers, suppliers, and hangers-on in providing requisite services for the project.</p>	<p>CAA01, CAA02, CAA03, CAA03, CAA05, CAA06, CAA08, CAA09, CAA09, CAA10, CAA10, CAA11, CAA16, CAA17, CAA18, CAA19, CAA21, CAA21, CAA22, COA08, COA21, ESA01, ESA14, ESA17, GIA01, GIA01, GIA02, GIA04, GIA14, GIA14, GIA21, GIA22, HRA14, HRA18, IUA01, IUA09, IUA12, IUA16, IUA17, IUA20, MEA22, POA05, POA09, REA01, REA02, REA05, REA05, REA07, REA11, REA12, REA13, REA14, REA16, REA22, SEA01, SEA06, SEA08, SEA16, SEA17, SEA19, TEA13</p>

Textural description. One main problem occurred after the third year when I lost my Dad. I did not know that the property I was given had been used as a collateral by my Dad. The bank came knocking shortly after his death. The help of my father's associates helped in the rescheduling of the loan and the delisting of the property outside the rescheduled facility (CAA03).

Textural description. The first problem after the money issues was the council. The location of the rented property was close to their office. They were always disturbing ... with different kinds of levies and tariffs one of the parents introduced my husband to their boss, that ... stopped the multiple collections (COA08).

Textural description. One other problem is the quality of the teachers. We tried to employ those that lived in the community, and some of them were not good, We organized training with the help of people from the ministry of education, and that has been so much help (ESA01).

Textural description. Another challenge was with the government taxes. The issue of multiple taxations was a common one, and we decided to solve it using a common approach. We collaborated with those that suffer from the same damaged system, especially the market women to protest and lodged our complaints to the local government. It was fixed. We were lucky that our protest coincided to when the election was getting close (GIA04).

Textural description. A major challenge was getting qualified hands to work with me. The ones available were expensive. My Dad then suggested reducing the years of experience that I was demanding since he believed that if younger and less experienced people are well supervised, they will deliver quality teaching. I did just that and became easier to manage (HRA14).

Textural description. One main issue is the NEPA in the community. The transformer had been down for more than a year now. The facilities cannot operate properly without NEPA About six months ago, the governor came to the community for knowing the people or what we believe is for the campaign. We complained about the transformer issue to him, and after following up by me, we got a big transformer installed. We now have NEPA at least 50%. The good thing is that the period is within the school period (IUA12).

Textural description. With the student population as low as ten, we needed a drive and advertisement to boost the number of student or we may have to fold up we contacted the publicity team of the church who helped us to design a flyer and also announced in our church and other affiliate churches. The next school term was better. We had about 30 students, but we did not increase our overhead (MEA22).

Textural description. Therefore, the money coming in is so small. For example, we started in a batcher at the back of our family compound we discussed with a local NGO that advised us to use containers which are readily available for classrooms. They also took us to where we can rent to own. That has been our style, and it has been working. It is a safe method, and the children are used to it (POA05).

Textural description. Our original location was on family land. People started complaining, and we tried to buy land to continue the school within the community. We got a good land, but the cost was high. We ... rally round family members for funds. Some became part owners, and we were able to buy the land for the school. We moved to the new site last year (REA05).

Textural description. Yes, a major problem was when we had a cholera epidemic my husband who is a medical doctor ... deployed all his colleagues, and it was quickly brought under control. We had to start our holidays early that year, and we also drilled a borehole to provide clean water for the school. We also emphasize personal hygiene for both students and staffs (SEA08).

Textural description. One of the issues with registration was the learning aids and the ICT facilities. The estimate blew our minds. We have already exhausted the bank facility given. We decided to raise fund from friends who agreed to join us, and we were able to take care of these two kinds of stuff (TEA13).

Appendix K: Theme 6—Recombination

Theme Number	Theme/Textural Description	Critical Incidents
6	Creative re-invention - resource repackaging, transposing, and recombination. Deal with new challenges by applying a combination of existing resources and other resources inexpensively available.	CAA01, CAA08, CAA10, CAA10, CAA22, IUA02, IUA07, IUA08, IUA13, IUA15, IUA22, MEA20, REA11, REA14, REA15, GIA11

Textural description. I got the shocker of my life when I started researching and looking for a property to buy and start with. The prices were so high that I became confused and was almost giving up on the dream I re-strategized and decided to start with a scaled-down version of my original plan. The plan was then to rent instead of starting with an outright purchase (CAA10).

Textural description. Another issue we had was with NEPA. Where we build, the school was not covered by NEPA grid. The area had no transformer. We had to resort to buying a generator for the science laboratory and the other things. We are still trying to make the place better (IUA02).

Textural description. There are other schools in the area. Although the growth has been good, keeping the class almost full has been a lot of efforts. The competition level is high and fierce We have also been trying to be ahead of the game in our activities and standards. The result is that we are more than 75% filled in our class capacity (MEA20).

Textural description. Then, there came the problems of the neighbors complaining about car parking and rowdiness of the road during dropping and pick up. We had to employ more hands to help control the traffic and use the event center nearby for things that will require crowds like inter-house sports and external meetings (REA14).

Textural description. One of the major problems during the expansion was securing both the building permit and the government approval for the expansion. The original approval was carried out when the buildings were bungalows. We had to redo the structural design to prove that the original design will carry the new structure. After several inspections and some money exchanging hands, it was approved (GIA11).

Appendix L: Theme 7—Transformation

Theme Number	Theme/Textural Description	Critical Incidents
7	Creates value by putting forgotten, discarded, worn, or presumed single-application materials into new use.	CAA02, CAA05, CAA06

Textural description. I needed money to build with the help of my husband, we bought some metal containers that served as the office, and we could do without the bank for that period (CAA02).

Textural description. Therefore, the money coming in is so small. For example, we started in a batcher at the back of our family compound we discussed with a local NGO that advised us to use containers which are readily available for classrooms. They also took us to where we can rent to own. That has been our style, and it has been working. It is a safe method, and the children are used to it (CAA05).

Textural description. The money was not available to start, and to start we have to depend on what the family could afford. I started with what I had, a land. The bank was inaccessible because of the interest rate and the collaterals and other money they always ask for. I raised about #300,000 naira from friends, and we decided to start using a batcher as a starting building for the class rooms (CAA06).

Appendix M: Theme 8—Nonbricoleur Behaviors

Theme Number	Theme/Textural Description	Critical Incidents
8	Entrepreneurial behavior outside those recognized in the theory of entrepreneurial bricolage	GIA11, GIA13, REA16

Textural description. One of the major problems during the expansion was securing both the building permit and the government approval for the expansion. The original approval was carried out when the buildings were bungalows. We had to redo the structural design to prove that the original design will carry the new structure. After several inspections and some money exchanging hands, it was approved (GIA11).

Textural description. The second major challenge was getting the required approval. The area where our site is located was designated as residential not minding that there were two other registered schools in the area. We took it up with the officials, and after wetting their palms, they allowed us to temporarily continue without further disturbance. I am sure you know what wetting of palms means (GIA13).

Textural description. We started building on the land when the problem started. A group of people came to pull down the building blocks. They chased our builders away with a cutlass. We reported the police, but we realized that the police were on their side. We approached a friend in the military who took his boys there to arrest the crooks. We later discovered that somebody in the family that originally sold the land to my partner resold our land to their leader. After several discussions and the threat of military detention, they agreed to leave the land for us. We continued our development (REA16).
