

Cultural Dimensions and Entrepreneurial Intention Among Final Year Students of Rivers State Owned Universities in Port Harcourt

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Abstract

The study was aimed to examine the relationship between cultural dimension and entrepreneurial intention among final year students of Rivers State owned Universities in Port Harcourt. The study adopted a survey research design. The population of study comprised of 1564 government owned universities in Port Harcourt in which Taro Yamane sample size determination was used to select 319 sample size. Data for the study were sourced with a well-structured questionnaire and analyzed through descriptive statistics such as percentages while the stated hypotheses were tested using Pearson product moment correlation and probability values at 5% confidence level. The study revealed that there is a significant relationship between individualism and measures of entrepreneurial intention of final year students of Rivers State owned Universities in Port Harcourt, The study concludes that cultural dimension has a positive relationship with entrepreneurial intention through the moderation of government incentives. The study recommended that cultural values especially those that enhance entrepreneurial intention should be highly embraced and taught to the youths as this will help build their entrepreneurial intentions and make them good entrepreneurs that will contribute to the growth of the Nigeria at large.

Keywords

culture on entrepreneurial intention.

Introduction

Entrepreneurship directly has an important role in contributing to economic growth so that efforts to encourage the creation of new entrepreneurs need to be done. According to sociologist David McClelland

(2000), to advance a nation's economy to a developed status requires a minimum of 2% entrepreneurship from the population. Furthermore, entrepreneurship education must be taken seriously as this can determine the future and prosperity of a nation. Entrepreneurship development can be achieved by developing human resources through entrepreneurship education. These days, the world has a big concern for entrepreneurship. A country with a lot of entrepreneurs has a potential to develop rapidly and will become prosperous (McClelland, 2000). The Nigerian government has been trying to increase the number of entrepreneurs by changing the way of thinking of college and university graduates from job seekers into job creators. One of the programmes undertaken by the government to realize the programme is by launching Student Entrepreneur Program. The programme is aimed to facilitate students who have an interest in entrepreneurship and to start their businesses that are based on knowledge, science, and art (the Ministry of National Education, 2010).

Entrepreneurial intention is described as a cognitive representation of actions to be implemented by individuals to either establish a new independent ventures or to create new value within existing company (Fini, Grimaldi, Marzocchi, and Sobrera, 2009). This study describes entrepreneurial intention as a cognitive representation of actions that is implemented by someone to establish a new business. Entrepreneurial intention is influenced by a number of factors. One of them is characteristics. Previous researchers wrote some important characteristics that should be owned by someone that is to choose entrepreneurship as a career path. Bird (2018) states that entrepreneurial intention is determined by two factors, entrepreneurial traits and environment. The description of entrepreneurial intention by Bird modified by Mazzarol, Volery, Doss, and Thein (2019) states that entrepreneurial intention is determined by characteristics and environment. Characteristics include traits and background. Meanwhile, environment includes social, politics, economy, and infra structure development. Entrepreneurial characteristics are a combination of some characteristics that will determine whether someone can be called an entrepreneur.

Intention is the high tendency of a person to carry out certain activities that he likes, based on his talents, experience and ultimately encourage someone to make entrepreneurial decisions (Nugraha, 2016). Students' intention in entrepreneurship means the desire to be independent in meeting their needs, constantly learning, always looking for opportunities and preparing their business well. Entrepreneurial intention is about positive attitude or strong desire from someone to become an entrepreneur. Meanwhile, entrepreneurial intention refers to the effort that a person will exert in carrying out entrepreneurial behavior (Fiet, 2014). For this study, entrepreneurial intention is defined as the desire to be an independent entrepreneur when meeting their needs, constantly learning, always looking for opportunities, and preparing their business well. Many factors can influence the development for entrepreneurial intention. They include passion/personal motivation, attitudes, peer group/ social relations, marital status etc. There are also other factors such as economic / perceived funding and institutional elements (Fiet, 2014). There are four things that influence entrepreneurial decisions. These are oneself, cultural environment, social conditions, and a combination of the three (Audretsch, D. and Thurik, R. (2021). Next the other factors affecting entrepreneurial intention are educational environment, personality and family (Leutkenhorst, W. (2014). Additionally, entrepreneurial intentions are also influenced by personality factors. This includes traits such as passion, risk taking, initiatives for business, favorable attitudes for business, behavioral control, need for achievement and internal locus of control (Minniti, M. (2018).

For this study, entrepreneurial intention is defined as any skills and attitudes typical of entrepreneurs. The relevant indicators are family support is important for individuals to do business. Family support can determine the level of individual intentions in entrepreneurship (Lambing & Kuehl 2019). Family support is positively related to interest in starting a business (Commission of the European Communities 2006). The other hand family support is positively related to interest in starting a business, and family support can also influence a person's desire to start a business. Therefore, family support can be in the form of emotion, motivation, funding and information. For this study, family support/peer group is defined as family actions and attitude that support; motivate; and provide assistance in the form of morale and materials in entrepreneurship. The indicators are family-owned business, motivation from the family, funding support, and family moral support. Social support can also determine entrepreneurial intention. Social support is expected to help potential entrepreneurs in establishing a business or running its activities (Commission of the European Communities 2006). Social support is expected to help potential entrepreneurs in establishing a business or running its activities, and there is a positive relationship between social support systems and students' tendencies towards entrepreneurship, and yet there are differences between male and female students in terms of entrepreneurial intentions. Furthermore, Social support has a positive and significant effect on entrepreneurial intention. This means that the higher the social support, the higher the interest in entrepreneurship. Likewise, the lower the social support, the lower the interest in student entrepreneurship.

Culture is one influencing factor for entrepreneurial intentions (EI), entrepreneurial attitude and the career choices that men and women make (Thornton, Ribeiro-Soriano, Urbano, 2011; Wilson, Marlino, Kickul, 2014). There is no universally accepted definition of culture. Several definitions assert it relates to something that is shared among people (Smith, 2002). Hofstede (2001) asserted that culture relates to the collective programming of the mind that distinguishes the members of one group or category of people from another. Cultural factors can shape career choice decisions (Iakovleva & Solesvik, 2014), and promote or retard enterprise (Kreiser et al., 2010). An individual's perception of cultural context has also been found to be associated with intensity of entrepreneurial intention (Linan and Chen, 2009). Cultural factors have been discussed with regard to seeking opportunities, valuing entrepreneurial traits, capability beliefs, taking responsibility and entrepreneurial fear or risk aversion (Stephan, 2009). Seeking opportunities relates to perceiving the possibility to create a new business or significantly change or improve an existing business (Kickul and Gundry, 2002). Many studies found that culture and education was positively related to entrepreneurial intentions (Maryunani & Mirzanti, 2015). Hofstede classified culture into different dimensions such as Power Distance, Collectivism vs Individualism, Masculinity vs Femininity, Uncertainty Avoidance and Long Term vs Short- Term Orientation (Vershina et al., 2017).

If culture significantly influences entrepreneurial intention and career choices, understanding its effect could give an insight on why certain policies did not achieve the desired effect. Especially within Europe, which consists of many different cultures (Hofstede, 2020), where the EU introduces initiatives like and programs that find application across countries (European Commission, 2020). Every culture is based on underlying values and morals that consequently motivate and influence individuals to behave the way they do (Hofstede, 1998). Hofstede (1980) characterizes cultures based on six different dimensions out of which four are relevant to entrepreneurship: Individualism, Uncertainty Avoidance, Power

Distance (PD) and Masculinity (MAS). In their cross-cultural 6 study, Busenitz & Lau (1996) imply that cultures with high levels of MAS and PD, but low levels of Uncertainty Avoidance are creating settings and environments that foster entrepreneurial activity in general. However, a research by Liñan, Roomi and Santos (2010) confirmed that entrepreneurial intention among the youth was more affected by such cultural contexts and influences than entrepreneurial intention among men, which makes it necessary to understand cultural dimensions regarding entrepreneurship more closely.

In cultures that rank high on Individualism, people consider themselves to be very autonomous, and therefore independent, different from others, and social groups (Hofstede, 1980). One can also find a preference for wealth and status symbols in these cultures, which fosters entrepreneurship (Gupta, Guo, Canever, Yim, Sraw & Liu, 2014). Consequently, cultures with high levels of Individualism lower entrepreneurship challenges for the youth, as it supports career decisions, which are independent of societal standards. Uncertainty Avoidance cultures display low tolerance towards ambiguity and uncertainty (Hofstede, 1980). To avoid situations that make these individuals feel unsafe and unstructured, a high number of rules and laws come into play, to increase a feeling of security (Shinnar et al., 2012) hence Risk-taking preferences are associated with entrepreneurship. It is also clear that individuals who are risk-averse avoid self-employment. Kreiser Marino, Dickson & Weaver, (2010) confirmed a negative influence of Uncertainty Avoidance on organizational risk-taking. Hence, cultures that rank high on Uncertainty Avoidance are less likely to favour entrepreneurial careers, which consequently mean that the youths will perceive entrepreneurial barriers to be more significant.

The level of Power distance in a culture describes the distribution of power levels and hierarchy among citizens. It also gives information on whether these distances in the social order are to be maintained and whether those not in powers accept these circumstances (Hofstede, 1980). For example, cultures with high Power distance often have strong control mechanisms in place and individuals live under less freedom and autonomy, which also hinders them to make risky decisions. The opposite applies to cultures with low Power distance, where individuals are more likely to engage in actions that improve their standing. Research on the relationship between power distance and risk taking has shown that high levels of Power distance have a negative influence on organizational risk taking (Kreiser et al., 2010). These cultures are typically very success and performance-driven. Therefore, masculine cultures are focused on material success and status, while female cultures emphasize on the quality of life and modesty (Hofstede, 1998). In addition to that Gupta et al. (2009) and Heilman (2001) found that these typically masculine values and traits are considered to be important in entrepreneurship as well, which means that high levels of masculinity foster entrepreneurship.

1.2 Statement of the Problem

Culture which as the focus of this study is known as the way individuals in a specific culture speak, dress, think, and have norms and beliefs (Kaur and Chawla, 2016). Another definition reflects culture as a form of programming the minds of members, which differentiates individuals across societies (De Mooij & Hofstede, 2010). Culture of societies is considered a vital factor of entrepreneurial activities locally, since it impacts standards, morals and thoughts, thus emphasizing appropriateness of behaviours for individuals in the society (Lortie et al., 2019). Moreover, differences in cultures have been highlighted clearly in the cultural model of Hofstede as he conducted a study in the IBM Company, implemented the analysis

around 40 nations, and came up with cultural dimensions (Wu, 2006). From the cultural model of Hofstede are (uncertainty avoidance, Masculinity vs Femininity, long-term vs short term orientation) referring to figure 1 depending on the scores of each dimension. As shown that in south-south people have a high level of uncertainty avoidance, likewise societies that have a high level of uncertainty avoidance, have less tendency for entrepreneurship behaviour and a lower probability of individuals to be independently employed (Yukongdi & Lopa, 2017).

Since the mid-1980s, graduate unemployment in Nigeria has been increasing at an alarming rate and this has been accompanied by social and economic problems (Adeyeye & Tugbobo, 2011). The ILO report of 2011 demonstrated that despite the various measures and the establishment of different agencies, policy makers find it increasingly difficult to successfully deal with the problem. The report blamed the high rate of graduate unemployment on inadequate provision for job creation in the country's development plans. However, for Nigeria to meet its vision 20:20:20, what it requires more perhaps are measures to increase entrepreneurship in the country as this has been found to boost the economic growth and development of nations.

The study of the impact of culture on graduates' entrepreneurial intentions is important to Nigeria because the increasing level of unemployment has taken a worrisome dimension despite the addition of entrepreneurship programme to the university curriculum over a decade ago. Given that the compulsory entrepreneurship course being investigated is a millennial addition to building entrepreneurial intention, examining its effect in the light of the Nigerian and communal culture is of importance. This is essential to determine the next line of action whether it be practice, or policy related in view of the socio-economic impact that Nigeria has on the African continent.

Literature provides evidence that culture play significant role in the decision to create new ventures thus, making it critical to the development of entrepreneurial intentions (Liñán, Ghulam, & Krueger, 2013). This portrays culture as a factor that can either promote or hinder entrepreneurship. Nevertheless, the on-going debate among entrepreneurship researchers is that culture can nurture entrepreneurial mind-set (Fayolle, Basso, & Bouchard, 2010) but despite the assertion of Fayolle et al. (2010), culture is not generally accepted as a determinant of entrepreneurship (Thurik & Dejardin, 2012). Although there is an on-going discussion on the relationship between culture and entrepreneurship, most studies in the field are concentrated on organizational culture. Consequently, theoretical and experimental studies on the influence of cultural factors on entrepreneurial behaviours are rare (Fayolle et al., 2010) and the few available studies are concentrated on the Western world, hence, the need for the current study that provides a developing country perspective. The limited investigations on the subject in the developing world context, creates a gap in literature that this study attempts to fill. Thus, the present study investigates the direct and indirect effect of culture on entrepreneurial intention among final year students of Rivers State owned Universities in Port Harcourt.

Aim and Objectives of the Study

The aim of this study is to investigate the relationship between culture on entrepreneurial intention among final year students of Rivers State owned Universities in Port Harcourt. The specific objectives of the study are to:

- 1) Determine the relationship between individualism and passion among final year students of Rivers State owned Universities in Port Harcourt.
- 2) Determine the relationship between individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt.
- 3) Determine the relationship between individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt.

Research Hypotheses

Considering the objectives of the study and the research questions, the following hypotheses were formulated to guide the study:

H₀₁: There is no significant relationship between individualism and passion among final year students of Rivers State owned Universities in Port Harcourt.

H₀₂: There is no significant relationship between individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt.

H₀₃: There is no significant relationship between individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt.

Theoretical Framework

To understand the relationship between workplace diversity and the business growth, various researchers have gone into the in-depth study of the phenomenon, and came up with varied theories that can be used to better understand it. This study considered Theory of Planned Behavior as the most appropriate theory for the study.

Theory of Planned Behaviour

Theory of Planned Behavior was advanced by Ajzen, (1991); Ajzen, 2005). It states that intention is as the function of attitude toward the behaviour, subjective norm and perceived behavioral control. Attitude toward the behaviour is the individual's positive or negative evaluation of performing the particular behavior of interest. Subjective norm is someone's perception to a social pressure to do or not to do the behavior under consideration. Perceived behavioral control is passion or the ability to do the behavior of interest. Figure 2.1 explains Theory of Planned Behavior in the form of a diagram. The theory of planned behaviour was developed to anticipate and analyze behaviour in different contexts. Theory of planned behaviour claims that personality traits and attitudes can indirectly impact on some behaviours impressing factors closer to the action in question (Ajzen, 1991). Intention predicts the degree of endeavour how an individual want to make to execute that behaviour (Entrialgo & Iglesias, 2016). People generally tent have previous planning and intention on an action whether it should execute or not (Ajzen 2002). Therefore, some specific behaviour needs to develop proper explanation, for example decision to start a business or being entrepreneur needs explanation that are nearest to the behaviour in action. The theory of planned behaviour provides a compatible framework that offers a good prediction and better understanding of entrepreneurial intention (Krueger et al., 2000).

Theory of planned behaviour consists of three main indicators that are considered as reasons to shape individual's intentions and behaviour. These predictors are (1) attitudes towards behaviour, (2) subjective norms and (3) perceived behavioural control. Attitude toward behaviour, the first indicator that

regard positive and negative opinion that a person has for certain behaviour. Different theories have been developed to explain actions and intentions of individuals (Shaver, 2003). According to Ajzen (2002), “the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question”. He also stated that “Intentions are assumed to capture the motivational factors that influence a behaviour; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behaviour”. Subjective norms, the second indicators explain how social pressure push people to execute or not execute a specific behaviour. The opinion of others from society such as family, friends, or other close one (teachers, advisors, successful entrepreneurs etc.) are considered to construct the formation of entrepreneurial intention (Kolvereid, 1996). Perceived behaviour control (PBC) indicates the ability and capability to execute a specific behaviour (Ajzen, 1987). This predictor reflects to the perceived relative difficulty (or ease) of executing the monitored action. It is required to explain individual’s intention and behaviour in different contexts. Kolvereid (1996) and Tkachev & Kolvereid (1999) found in their studies that subjective norms, attitudes toward behaviour, PBC boost the tendency of entrepreneurial intentions. PBC was found in these studies to explore more variations in intention than other two predictors. Generally, three indicators of TPB focus that people become more willing to execute a specific behaviour if they feel positive attitudes to that behaviour.

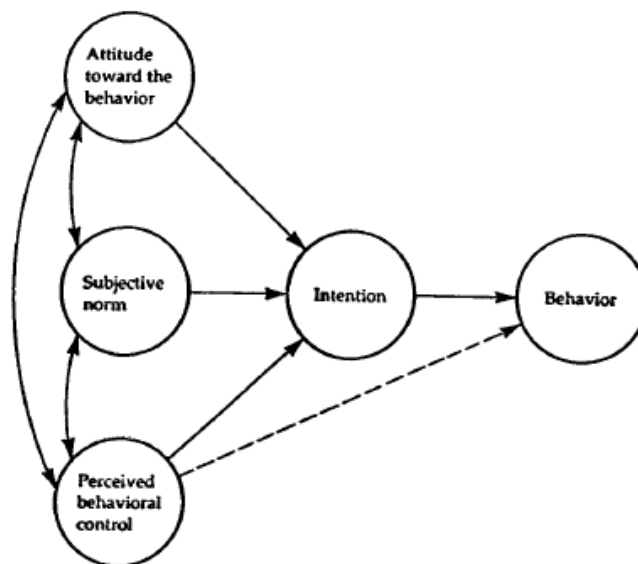


Figure 2.3: Theory of Planned Behavior Model

Source: Ajzen, (1991)

In figure 2.3 above, the model shows that students entrepreneurial intentions is determined by their attitude towards an entrepreneurial career, their perception of the challenges associated with an entrepreneurial career (perceived behavioural control), and what individuals think concerning how successful they will be in pursuing an entrepreneurial career (subjective norm). Consequently, the development of entrepreneurial intentions translates into expression of entrepreneurial behaviour or activities.

Relevance of Ajzen’s Theory of Planned Behaviour

As it is discussed above that, intentions have been accepted as the best indicator for planned behaviour, particularly in case of difficult to predict, rare and hard to observe behaviour. Krueger et al., (2000) stated intentions as the best indicator for different planned behaviour, e.g. entrepreneurship. From different contexts, TPB has drawn strong research support. Ajzen, Nicholas, Sheikh, & Cote (2011), for example, performed four researched to explore the relation between prediction of behaviour and knowledge. The result of these studies carried out that three indicators (attitudes, social norms and perceived behavioural control) were found to predict intentions to conserve the energy, drink alcohol, support for Muslim students' activities, to attend mosque service etc. And these intentions found good predictors for these behaviours. In addition to that, Theory of planned behaviour also used by Stone, Jawahar, & Kisamore, (2010) to predict cheating behaviour and intention on business students, where found that TPB model was strong indicator to attitudes, social norms, perception of behaviour. Further, Engle, et al., (2010) applied theory of planned behaviour to assume entrepreneurial intentions among students in 12 countries and the results showed TPB model strongly predict entrepreneurial intention among students in those countries. These reviews have established significant support for theory of planned behaviour to explore the impact of attitudes toward the behaviour, subjective norms, and perceived behavioural control on entrepreneurial intentions on different contexts. Therefore, the TPB model will be appropriate for this thesis context and it is expected that it will provide strong explanatory for entrepreneurial intention among university students in Rivers State.

METHODOLOGY

This chapter presents the methodology adopted for the research work which includes; research design, population of the study, sample and sampling techniques, instrument of data collection, method of data collection, validity and reliability of the instrument, method of data analysis and variable/model specification.

Research Design: Baridam (2008) describes research design as that which asks the basic questions regarding the researcher interest and how he intends to arrive at the relevant data for the research. It serves as a blue print for empirical activities and the investigation of social phenomena (Skaran, 2003). This study utilizes the survey research design. The data were collected in order to establish the effects of the independent on the dependent variables. The reason for the choice of survey research design is that it helps the researcher to collect data from the respondents regarding their views and knowledge concerning the study variables in order to achieve the study objectives. More so, the research design elicits opinions of respondents in diverse perceptions regarding the subject matter.

Population of the Study: The population for the study comprises of 1564 final year undergraduate students enrolled for the 2022/2023 academic session in the departments of Management, faculty of Management Sciences of the three Universities in the Port Harcourt metropolis of Rivers State Nigeria. The information contained here was sourced from the ICT unit of the three Universities of Ignatius Ajuru University of Education, Rivers State University and University of Port Harcourt.

The population of final year students in the Departments of Management in the three institutions appear in the table below:

Table 1: Population Distribution of Students

S/N	Name of University	Population	of
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		Students
1.	Ignatius Ajuru University of Education	636
2.	Rivers State University	239
3.	University of Port Harcourt	689
Total		1564

Source: ICT Dept of the three Universities 2022/2023 Academic Session

Sample Size / Sampling Techniques: A sample comprises of some members selected from the population. In order words, some, but not all elements of the population would form the sample (Ahiazu and Asawo, 2016). However, the researcher used the Taro Yamane formula, as cited in Ahiazu and Asawo (2016) in determining the suitable sample size for this study. Below depicts the formula as:

$$n = \frac{N}{1+N(e)^2}$$

N = population of the study
 1 = unity (a constant)
 $(e)^2$ = level of significance $(0.05)^2$

$$N = 1564$$

$$\frac{1564}{1 + 1564(0.05)^2}$$

$$\frac{1564}{1 + 3.91}$$

$$\frac{1564}{4.91}$$

= 318.533 which is approximated to 319.

Hence, the sample size for this study is 319. To get the individual size for each of the chosen University, the Bourley proportion allocation formula of 1964 (as sited in Onodugo *et al.*, 2010) for individual sample size determination was use. This is given as; $nh = \frac{nNh}{N}$

Where nh = individual sample size (for each of the chosen University

$$N = \text{Total population for the study}$$

$$Nh = \text{individual University population}$$

$$n = \text{total sample size (319)}$$

$$\text{Ignatius Ajuru University (636)} = \frac{319 \times 636}{1564} = 130$$

1564

$$\text{Rivers State University (689)} = \frac{319 \times 239}{1564} = 48$$

$$\text{University of Port Harcourt (636)} = \frac{319 \times 689}{1564} = 141$$

$$\text{Total} = 319$$

Simple random sampling technique was applied to ensure that all elements of the population have equal chances of being selected.

Method of Data Collection: The questionnaire method of data collection was employed in this study to elicit information from the respondents. Consequently, for the purpose of this study, the primary data was generated through the administration of questionnaire to the students of the selected Universities in Port Harcourt metropolis. Thus, structured questionnaire was designed and divided into two sections (Section A and B) for ease of administration and convenience. Section A is based on personal data of the respondents while section B contains questions on the study variables using five –point Likert-scale which constitutes strongly agree, agree undecided, disagree and strongly disagree.

Variable/Model Specification: The model contains the dependent and the independent variables; the independent variable is culture (CUT) measured with ID = Individualism UA = Uncertainty avoidance PD = Power Distance. The dependent variable is Entrepreneurial Intention = EI measured by SE = Self Efficacy, PF = Perceived Feasibility, GA = Peer group.

Model Specification

The model employed for this study is multiple regression analysis which involves the independent variable and the dependent variable. The model specification establishes the engagement between the dependent and independent variables of the study. As shown in the following, the model for this research is given as:

$$EI = f(\text{CUT}) \dots\dots\dots 1$$

$$EI = f(\text{ID, UA, PD}) \dots\dots\dots 2$$

Where:

CUT = Culture

ID = Individualism

UA = Uncertainty avoidance

PD = Power Distance

EI = Entrepreneurial Intention

The explicit form of the model is specified as;

$$SE = \beta_0 + \beta_1 \text{ID} + \beta_2 \text{UA} + \beta_3 \text{PD} + e \dots\dots\dots 3$$

$$\text{PF} = \beta_0 + \beta_1 \text{ID} + \beta_2 \text{UA} + \beta_3 \text{PD} + e \dots\dots\dots 4$$

$$\text{GA} = \beta_0 + \beta_1 \text{ID} + \beta_2 \text{UA} + \beta_3 \text{PD} + e \dots\dots\dots 5$$

Where:

SE = Self Efficacy

PF = Perceived Feasibility

GA = Peer group

β_0 = Constant (intercept of the regression line)

β_1 - β_3 = Coefficients of the independent variables

e = error term

A priori expectation = $\beta_1, \beta_2, \beta_3, > 0$

Based on statistical theory, if there is a positive relationship between the independent and the dependent variables, then β_1, β_2 , and β_3 are expected to have positive signs.

Methods of Data Analysis: The analysis of data is the application of logic to understand and interpret the data that have been collected on the subject. Hence data was analyzed and interpreted using descriptive statistics such as percentages, mean and standard deviation while Pearson product moment analysis was used to ascertain the relationship between the variables. In testing the stated hypotheses in this study, Pearson product moment correlation was adopted by the researcher using the probability values at 5% level of significance. These statistical techniques seem appropriate considering the fact that the nature of the research hypotheses which were intended to measure the relationship or effect of one variable on the other suggests the use of these statistical tools. These analyses were conducted with the aid of the Statistical Package for Social Sciences (SPSS) version 22. The decision rule for the acceptance and rejection of the tested hypotheses is; if the probability values $p < 0.05$ reject H_0 and vice versa.

DATA PRESENTATION

Hypotheses Testing

H₀₁: There is no significant relationship between individualism and passion among final year students of Rivers State owned Universities in Port Harcourt.

Correlations

		individualism	passion
individualism	Pearson Correlation	1	.882**
	Sig. (2-tailed)		.000
	N	298	298
passion	Pearson Correlation	.882**	1
	Sig. (2-tailed)	.000	
	N	298	298

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

H₀₁ There is no significant relationship between individualism and passion among final year students of Rivers State owned Universities in Port Harcourt. The result reveals that there is a significant re-

relationship between individualism and passion among final year students of Rivers State owned Universities in Port Harcourt. (where $\rho = .882$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: *that there is a significant relationship between individualism and passion among final year students of Rivers State owned Universities in Port Harcourt.*

H₀₂: There is no significant relationship between individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt.

Correlations

		individualism	Perceived feasibility
individualism	Pearson Correlation	1	.722**
	Sig. (2-tailed)		.000
	N	298	298
perceived feasibility	Pearson Correlation	.722**	1
	Sig. (2-tailed)	.000	
	N	298	298

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

H₀₂ There is no significant relationship between individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt. The result reveals that there is a significant relationship between individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt. (where $\rho = .722$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: *that there is a significant relationship between individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt.*

H₀₃: There is no significant relationship between individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt.

Correlations

		individualism	peer group
individualism	Pearson Correlation	1	.764**

	Sig. (2-tailed)		.000
	N	298	298
peer group	Pearson Correlation	.764**	1
	Sig. (2-tailed)	.000	
	N	298	298

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

H₀₃ There is no significant relationship between individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt. The result reveals that there is a significant relationship between individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt. (where $\rho = .764$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: *that there is a significant relationship between individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt.*

DISCUSSION OF FINDINGS

This study specifically investigated whether there is a significant relationship between culture and entrepreneurial intention among final year students of Rivers State owned Universities in Port Harcourt. Consequently, four objectives were stated and the findings are discussed in the subsequent paragraphs.

i. individualism and passion among final year students of Rivers State owned Universities in Port Harcourt.

Hypothesis one result reveals that there is a significant relationship between individualism and passion among final year students of Rivers State owned Universities in Port Harcourt. (where $\rho = .882$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: *that there is a significant relationship between individualism and passion among final year students of Rivers State owned Universities in Port Harcourt.* The result corroborates Francisco, Moriano & Inmaculada (2016) who were of the opinion that a strong and positive relationship exist between individualism and passion. the results support a double effect of culture on entrepreneurial intention: the personal values effect (a more individualist culture leads to more members exhibiting higher entrepreneurial intentions) and the outliers' effect (those who are more individualist than the average in their culture will exhibit a higher entrepreneurial intention). Within the two individualist dimensions considered (i.e. self-enhancement and openness to change), the relationship of self-enhancement to entrepreneurial intention is stronger than that of openness to change. On a similar note, the findings of this study also validates the views of Kwaku, Ramon & Ellis (2020) who exclaimed culture and Entrepreneurial intentions among MBA students in Ghana. The results show that all the factors but entrepreneurial passion significantly affects students' entrepreneurial intentions.

ii. individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt.

Hypothesis two result reveals that there is a significant relationship between individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt. (where $\rho = .722$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: that there is a significant relationship between individualism and perceived feasibility among final year students of Rivers State owned Universities in Port Harcourt. This result is consistent with findings of Al-Mamun et al. (2016) who argued that entrepreneurial competencies are the abilities to use resources for improving micro-enterprise performance. Rowley (2013) also found similar result.

iii. individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt.

Hypothesis three result reveals that there is a significant relationship between individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt. (where $\rho = .764$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: that there is a significant relationship between individualism and peer group among final year students of Rivers State owned Universities in Port Harcourt. The result does not corroborate Gerli et al (2011) who asserted that Family, friends and relevant other provides entrepreneurs with emotional assistance that can help improve their business. According to him, the biggest support family members can give to entrepreneurs is emotional assistance. Lending a listening ear, showing encouragement, providing understanding and care, and having patience when times are hard can ease the pressure on business owners. This finding portrays the fact that family and friends are all loaded with various difficulties at hand thus has no time to interfere in other family member's affairs and this has slowed down the relationship between culture on entrepreneurial intentions among final year students of government owned universities in Port Harcourt.

Conclusion

The research conducted among final year students at Rivers State owned universities in Port Harcourt clearly demonstrates a significant influence of individualism on different aspects of entrepreneurial intention. This study substantiates the theory that individualistic traits among students are closely linked with their entrepreneurial passions, the feasibility of their entrepreneurial endeavors, and the influence of their peer groups on their business aspirations. These findings decisively affirm that individualism plays a crucial role in shaping the entrepreneurial attitudes and intentions among students.

This study highlights the profound impact that cultural characteristics such as individualism can have on fostering entrepreneurial mindsets. The relationship between individualism and entrepreneurial passion suggests that students who embrace individualistic values approach their entrepreneurial pursuits with heightened enthusiasm and personal commitment. Furthermore, the link between individualism and perceived feasibility implies that these students feel more confident in their ability to successfully initiate and manage entrepreneurial ventures. Additionally, the connection between individualism and the influence of peer groups illustrates the significant role social contexts play in reinforcing individual traits conducive to entrepreneurial activities. Collectively, these insights not only enrich academic discussions about the cultural influences on entrepreneurship but also have practical implications for educational policymakers and university administrators. By understanding these dynamics, they can better cultivate an

educational environment that encourages entrepreneurial activities among students, taking into account the cultural underpinnings that drive these pursuits.

Recommendations

Sequel to the findings and conclusion, the following recommendations were made.

- 1) Cultural values especially those that enhance entrepreneurial intention should be highly embraced and taught to the youths as this will help build their entrepreneurial intentions and make them good entrepreneurs that will contribute to the growth of the Nigeria at large.
- 2) Individualism as a measure of culture which tend to value career progress and self-actualization should be embraced in every society and such also be taught to the youths as this will help shape their minds to be self-esteem and independent. Hence, they can primarily care for themselves and their nuclear families.

Individualism at all levels should be encouraged to build self-esteem on youths, this will help them avoid waiting for peer group that can hinder their success as entrepreneurs.

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