

INNOVATIVE CULTURE AND PERSONAL VALUES: ENTREPRENEURIAL PERSPECTIVE FROM GRADUATING STUDENTS OF SELECTED PRIVATE UNIVERSITIES IN OGUN STATE, NIGERIA

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Abstract

Entrepreneurship edification had been indoctrinated in Nigerian university curriculum, yet many graduates still find it challenging to be self-employed. This appeared to make university support on entrepreneurship to students to be inadequate. Thus, the objective of this paper is to investigate the impact of innovative culture, personal values on graduating students' entrepreneurial tendency. Survey research design was engaged with data from graduating undergraduates' students of Babcock, Covenant, Bells and Crawford Universities in Nigeria. A multi-stage sampling technique was used, 394 questionnaires were administered but 379 were duly filled and found usable. The descriptive statistics and regression analysis were employed as methods of data analysis. The result indicated that university's innovative culture does not have a significant effect on personal values of the students to starting a business ($R = 0.026$, $R^2 = 0.001$, $P=0.412>0.05$). This paper therefore concludes that private Universities in Nigeria need to be more supportive and encourage entrepreneurial innovative culture.

Keywords: Entrepreneurship Tendency, Creativity, Personal Values, Unemployment, University Support.

Submission: 4 March 2022; **Acceptance:** 3 May 2022



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INTRODUCTION

Individuals' good ideas form the foundation of innovations; consequently, it is critical to better understand the role that individuals, their personal attributes and values play in innovative initiatives and entrepreneurial journey. Studies on the synergy among personality traits, entrepreneurship curriculum, innovative culture, and entrepreneurial intention have attracted little attention, particularly in Africa (e.g., Adekiya & Ibrahim, 2016; Byabashaija & Katono, 2011; Gerba, 2012; Adeoye & Abu, 2015; Iqbal, Melhem, & Kokash, 2012 and Razmus, Laguna, 2018).

As such, entrepreneurship has become a discussion of the day, seminars, conferences and workshops are being prearranged every year across the ecosphere which emphasised the importance of entrepreneurship to the economy of a country, society as well as individual development (Adekiya & Ibrahim 2016, Kume & Shahini, 2013, Schaper & Volery, 2004, Taştan, & Davoudi, 2017).

Due to the worrisome prevalence of unemployment in the nation, Nigerian universities have been offering entrepreneurship courses in order to impart skills that would result in the establishment of new ventures after graduation of many students. There is need to evaluate the impact of this policy, the personality traits of these students, including their innovative culture. The major goal of to assess if the entrepreneurship education and support for students provide Nigerian students for the creation and management of a new enterprise after university education. Literature provides adequate information on entrepreneurship and its benefits to society and individuals.

Entrepreneurship involves process and according to Bulsara, Ghamdi and Porey (2010), entrepreneurial tendency is one of the most significant parts of entrepreneurship process which can be learnt via education. Ogundele, Akingbade and Akinlabi (2012) confirmed that entrepreneurship education changes people's conviction and assertiveness to become entrepreneurs; problem solvers and exploit opportunities for entities and nation's development Universities are the channels to achieve that, particularly in Nigeria. The Federal government of Nigeria has built up extra rules and regulations to instil entrepreneurship (business enterprise) culture in students of higher institutions Ogundele, Akingbade and Akinlabi (2012) further posits. This directive was given to the National Universities Commission in 2004 to guarantee that entrepreneurial review is incorporated into the educational programs of Nigerian Universities with

the point of lessening unemployment among new graduates to the minimum point (Aja-Okorie & Adali, 2013; Hueso, Jaén, Liñán, Basuki, 2020) couple with the assertion that entrepreneurship curriculum in universities is designed to catch the attentions of students towards being entrepreneurs after graduation (Weinberger, Wach, Stephan, & Wegge, 2018)

Despite the inclusion of entrepreneurship curriculum in Nigerian private universities, many graduates still find it challenging to be self-employed at a long period of graduating. This makes university support through entrepreneurship education seems not to be a workable solution to unemployment and job creators. Environmental observation shows that when there is a lack of adequate university support imbibed in the universities' curriculum and low innovative culture, graduates seem not to have the requisite knowledge of starting their own business thus they depend on getting jobs from public and private companies of which there are not available in both sectors. This leads to rising unemployment rate. Unemployment is a by-product of poor entrepreneurship education which can lead to robbery and theft (Anho, 2014). Oyedeji and Salau, (2010) stated that despite increasing emphasis on vocational education for acquisition of occupational skills and competencies, the unemployment rate has continued to soar in Nigeria especially among the university graduates. Thus, could it be said that Nigerian educational system is faulty?

It is evident that the government or even multinational companies cannot create jobs for the most populous nation of Nigeria and a larger percentile of graduates from Nigerian universities search for job than think of starting a business or creating jobs (Okon & Firday, 2015) despite the introduction of entrepreneurship education in the universities. The university curriculum on entrepreneurship is more theoretical inclined than being practical inclined which have affected the innovation and personalities of the students. The practical side of university support on entrepreneurship suffers a great deal and this affects the technical support that is available for innovation. Students are just taught semantics and slang involved in entrepreneurship and then are left to wander after school. This forms part of the reason why they prefer to depend on white collar jobs after school rather than developing the tendency of starting their own businesses. Few empirical in different context have been carried out, however with findings that are contradictory, inconsistent and inconclusive such as Ogundele, (2012); Askun and Yildirim, (2011), Simon, (2013), Thurik and Wennekers (2004), and Welsh, Tullar, and Nemati, (2016). This study therefore intends to evaluate the innovative culture, personal traits and support for entrepreneurship in Ogun

State universities, to evaluate students' entrepreneurial tendencies and ability to start businesses. The justification is that studies with such focus is scarce in Nigeria which evaluated how University's innovative culture, personality value affects personal values affect students in starting a business or entrepreneurial journey.

LITERATURE REVIEW

Entrepreneurship is a combination of individual and environmental factors. An entrepreneur can either accept or reject these factors (Tiftik & Zincirkiran, 2014). However, the notion of entrepreneurship is often used without a specific definition, and it may not always be completely clear what the different measures or yard sticks are actually assessing (Tiftik & Zincirkiran, 2014). Looking at the practice of entrepreneurship in Nigerian universities, it is worthy to note that the universities have a part to play in ensuring that student's get the required training and tutorship so that when they graduate, they can be able to start up something that will keep them going in terms of income generation, employment generation and societal development (Ogundele, 2012).

University Innovative Culture

As demonstrated by Poskiene (2006), organisational culture suggests the puzzling course of action of methods of insight, traditions, obligations, and qualities that are shared all through the affiliation and that affect how the affiliation drives its whole execution transforming into a potential wellspring of advancement with progress and great position. Research carried by Poskiene (2006) and Jena, (2020) demonstrates that a solid and deeply-rooted hierarchical culture is an essential consider taking into account managed advancement. The author takes note of that a solid culture will probably just prompt to a reduced capacity to advance if that culture rouses consistency which limits singular imagination inside the association. Consistent developments in innovation for the most part create a business atmosphere which is described by steady change and firms which need to stay focused later on must ceaselessly improve.

Atkinson, (2019) comments that firms must improve or bite the dust. Regardless, hard to execute projects should remain a basic achievement to consider. In that capacity, definitely, it is not the qualities people convey to the association that tally, yet the qualities the association conveys to the person. Advancement serves as a dynamic capacity and is resulting from an association's capacity to be able to use both hands, alluded with regards to the capacity to all the while

investigate and misuse and increment fluctuation in the meantime (Amanamah, Acheampong, & Owusu, 2018; Esfandiar, Sharifi-Tehrani, Pratt, & Altinay, 2019, Hitt, Ireland, & Hoskisson, 2005). Hitt *et al.*, (2005) along these lines implores firms to concentrate on creating persistent development or a constant flow of advancement. These creators recommend that triumphant firms will be the individuals who make the key administration capacity to advance in light of a continually evolving environment.

Martins and Terblanche (2003) convey that successful organizations blend an emphasis on innovation into their management processes and overall culture through two primary ways. First, via the socialization processes present within an organization whereby individuals learn the existing organizational norms and whether or not innovation serves as one of those norms. Secondly, since an organization's basic values, assumptions and beliefs are exposed by the structures, policies, and management practices and procedures, they are linked to the levels of creativity and innovation in the workplace.

In this line, Ahmed (1998) contends that culture is the essential determinant of the level of creative movement inside an organization however, many organizations talk about development but majority of them don't really actualize it. To a large extent, many companies are averse to the risks involved with innovation. Nonetheless, Angel (2006) remarks that firms must innovate or die and despite difficult to implement, innovation remains a critical success factor. While risks do exist in the implementation of an innovation culture, they are mainly short-term and cost-based, but also bring about the potential for opportunities which may offset such risks (Ahmed, 1998). Furthermore, there is no guarantee that implementing an innovation culture will lead to effective innovation, but nonetheless the presence of an innovation culture is necessary to ensure that innovation is at all possible (Atkinson, 2019; Angel, 2006).

Linking the above to innovative organizational culture by the universities, it can be said that the universities should be careful to create a culture that supports innovation by making sure that they focus strictly on the ideal ways of carrying out the different activities that are involved in the delivery of entrepreneurship education. A culture of reactivity, risk taking and innovation will help the students to be able to get involved in the process and activities that are involved in entrepreneurial education delivery (Esfandiar, Sharifi-Tehrani, Pratt, & Altinay, 2019).

Personal Values of students

Personal values are considered to be the core of personality, affecting attitudes, evaluations, and decisions of students according to Purc and Laguna (2018). Personal values are relevant to all areas of life as they influence one's preferred choice of behaviour in any given situation and are able to "guide actions, attitudes, judgments, and comparisons across specific objects and situations" (Chiu, Lun & Bond, 2018; Jena, 2020; Long & Shiffman 2000). People who value stimulation would likely be attracted to a challenging job offer whereas those who value security might find the same offer threatening and unattractive (Jena, 2020, Schwartz, 2006). Along these lines, a chance to accomplish profoundly organized qualities will set off a programmed, positive, and full of feeling reaction to activities that will serve them. Despite what might be expected, if a danger to esteem accomplishment is detected, a negative emotional reaction will set off. In this way, the enthusiasm to achieve the individual qualities is influenced.

Research in social psychology has demonstrated that qualities may bring about behavioral change either emphatically or contrarily (Verplanken & Holland, 2002). Indeed, even in more intricate choices including the need to create cautious arrangements, values assume an important part. More vital objectives incite a more grounded inspiration to arrange altogether. The higher the need given to an esteem; the more probable individuals will frame activity arranges that can prompt to its look in behavior (Jena, 2020, Huang, & Bargh, 2014). In this sense, Feather (1995) contends that individuals' qualities initiate valences on conceivable activities. That is, activities turned out to be more appealing, more esteemed subjectively, to the degree that they advance achievement of esteemed objectives.

University Innovative Culture and Students Personal Value

Grigoryan, Lebedeva, and Breugelmans, (2018) contended that culture is the essential determinant of the level of creative movement inside an organization however while many organizations talk about development, numerous less really actualize it. Linking the above to innovative organizational culture by the universities, it could be said that the universities should be careful to create a culture that supports innovation by making sure that they focus strictly on the ideal ways of carrying out the different activities that are involved in the delivery of entrepreneurship education. A culture of reactivity, risk taking and innovation will help the students to be able to get involved in the process and activities that are involved in entrepreneurial

education delivery. Thus, individual values could determine the activities one would be involved. Research in social psychology has demonstrated that qualities may bring about behavioral change either emphatically or contrarily (Zacher, Robinson, & Rosing, 2016). Indeed, even in more intricate choices including the need to create cautious arrangements, values assume an important part. It is based on this that this study hypothesize that university's innovative culture does not significantly affect personal values of the students to starting a business.

Theoretical Review

Social Learning Theory of Career Choice

The Social Learning Theory of Career Choice was propounded by Krumboltz (1976). This theory emphasized the student's environment interaction and attempts to explain how occupational preferences and skills are acquired and how selection of courses, occupation and field of work are made. In other words, Krumboltz's social learning theory shows how individuals make career decisions that emphasizes the importance of behavior (action) and cognitions (knowing or thinking) in making career decisions, teaching clients career decision techniques and how to use them. In relation to study, the choice to choose entrepreneurship as career by students could be hastened when students learn through practical experience or through the observation of others with whom they can identify and who perform well in an area in which they, themselves, also wish to be involved or in which they want to excel, i.e., learning by example (or modeling). Hence, social learning theory is significant to the development entrepreneurial tendencies because it recognizes the importance of a wide variety of influences on entrepreneurial tendencies rather than focusing on a single influence. Thus, this theory is adopted as one the first theory of this study because it covers all the objectives of the study.

CONCEPTUAL MODEL

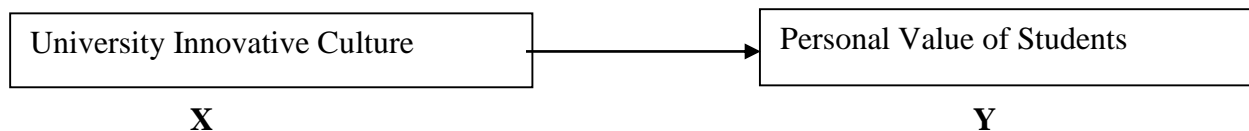


Figure 1: Researcher's Conceptual Model, 2019.

Model Specification

The variables for this study are operationalized thus:

X = University innovative culture

Y = Students' personal values,

Y = F (X)

METHODOLOGY

The research paper employed a quantitative and adopted a survey research design. This method allowed the researchers to collect primary data from the university graduating students. A well-structured questionnaire was designed to elicit information from respondents which are graduating students. The population of this study are the final year undergraduates (graduating students) in the Faculty of Management Sciences in Covenant University, Babcock University, Bell University of Technology and Crawford University. The justifications for selection of universities within Ogun state was that the State has the highest number of private universities in Nigeria and the universities were selected based on University Web Ranking and Reviews, (2016).

Furthermore, the universities selected have been in operation for over 10 years. For this research multi-stage sampling techniques that included stratified, simple random and purposive sampling techniques were adopted to arrive at the respondents. The population of the study was 1248 graduating students from the faculty of Business/Management Sciences. The justification for this faculty was that principle of business, entrepreneurship and accounting are taught there which is directly related to this study. To scientifically generate a sample size, the Taro Yamane's (1964) formula was applied thus:

Following the four universities under study, 394 samples were arrived at from the population for the purpose of this study. A total of 394 questionnaires were proportionately administered to the selected private universities undergraduates and 379 were found useful. This study made use of a 6-point Likert-type scale questionnaire for responses to specific items ranging from strongly agree to strongly disagree. Questions on the variable of this study were adapted from the studies of Aguinis, Hill, and Bailey, (2019); Alleyne, Cadogan-McClean, and Harper, (2013); and Scott and Bruce (1994). A pilot study was carried out on final year students of Crescent University, Lafenwa Abeokuta, Ogun State by administering questionnaires to the final year

students in Department of Business Administration and Marketing of Crescent University. The responses of the students were tested to ascertain the reliability and validity through Cronbach Alpha and Kaiser-Meyer-Olkin (KMO) to check if there is internal consistency and if they measure what they are intended to measure. An instrument is considered reliable if the Cronbach's Alpha value of its scales are or above 0.7 (Nunnally, 1978). An instrument is valid when the validity test is 0.6 and above (Comrey, 1973). Regression analysis was employed on the hypothesis as method of data analysis.

Validity and Reliability Test

Table 1: Kaiser-Meyer-Olkin (KMO) and Cronbach Alpha test results

Variables	Researcher's KMO (Validity Test)	Researcher's Cronbach Alpha (Reliability Test)
University Innovative Culture	0.67	0.72
Students Personal Value	0.65	0.75

Source: Research study, 2019

The Table 1 showed the results of validity and reliability test of the data. The KMO results of the variables were above 0.6 which showed that the questions were able to measure what it tends to measure. Likewise, the Cronbach Alpha results of the variables were above 0.70 which signified that there is internal consistency in the data obtained from the respondents.

RESULTS AND INTERPRETATIONS

TEST OF HYPOTHESIS

Table 2: Summary of Hypothesis

Hypothesis	R	R ²	B	STD ERROR T	F	P
Hypothesis	0.029	0.001	-0.026	0.041	-0.514	0.364 0.412

Significant level of 0.05

Source: Researcher's Computation, 2019

Interpretation

The Table 2 showed the hypothesis stated that university innovative culture does not significant effect on personal value of the students. The result for hypothesis 2 in the above table showed that university innovative culture has no positive and significant effect on personal value of the students with $\beta = -0.026$, t statistic = -514, the sig value =0.412 which is greater than significant level 0.05% adopted for this study and the F-statistic of 0.364. This implied an inverse relationship between innovative culture of the Universities and students' personal value. The result further indicated that university innovative culture contributed much lesser than 1% ($R^2 = 0.001$) variance in students' personal value in the selected Universities. Based on these findings, this study accepted the null hypothesis that university innovative culture does not significantly affect personal values of the students to starting a business.

Discussion of Findings

The hypothesis established that university's innovative culture did not significantly affect personal values of the students to starting a business. The insignificant impact of university innovative culture on personal value of the students could be as results of incoherence in the innovative culture of the university and the modern day's social norm as well as family background. In the technology age, certain things have been affected in Nigerian society like internet. It is a fact that students were exposed to series of information on the internet which have influence their beliefs and resulted to values that were not in line with Nigerians societal normalcy in most cases. The findings of this hypothesis are in agreement with the findings of scholars and researchers' studies such as Arundel, Bowen-Butchart, and Gatenby-Clark, (2017), Poblete and Amos, (2013) and Vázquez, Lanero, Gutiérrez, and García, (2011). But the results were in disagreement with the findings of studies such as Gieure, Del Mar Benavides-Espinosa, Roig-Dobón,(2020); Lukes (2014); Erkoc and Kert (2012); Zhanga & Zhoub (2012); Torabipour *et al.*, (2014), Saeed *et al.* (2013) and Mohammad (2012).

CONCLUSION AND RECOMMENDATIONS

This study concluded that there was a weaker relationship between university innovative culture and personal value of the students due to the value of R and that the independent variable did not have a positive effect on the dependent variable and there is no statistical effect. The value of significant test which is above 0.05% attests that there is no significant effect of university innovative culture on personal value of the students to start a business venture. Thus, this study recommended that there is need for private University in Nigeria to review and readjust their innovative culture amongst students. The University innovative culture and personal values of students should be coherence with modern day social and academic norm of 21st century students.

This will have a great impact on the personal value of Nigerian students. When the innovative culture of a university does not accommodate what is obtainable in civilized society, it will not have effect on the beliefs of the students and thus, personal value is a result of personal beliefs. This study has provided information that universities and policymakers may utilize to develop curriculum, programs and strategies for creating jobs among Nigerian youth. It has been demonstrated that entrepreneurship education in Nigerian universities is good for theoretical knowledge, but the government still needs to do more in terms of creating an enabling environment and other factors that may be required to translate theoretical knowledge into practical venture creation.

There are limitations associated with the adopted methodology of this paper. Due to the nature survey research design employed in the study, there is element of subjectivity. To get the population of this study from the Registrar of the selected universities was cumbersome because the Registrar were afraid that it might be used to outsmart them by the rivals in the academic environment. To overcome these challenges, the researcher and the research assistants enlightened the respondent on the research objectives and benefits. This paper suggest that further researchers should replicate this paper in other States and countries. Other entrepreneurial variables such as need for achievement, locus of control, aggressiveness, risk taking, innovativeness should be considered in future research on university support on students' personal values.

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