

SOCIO-PSYCHOLOGICAL DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG STUDENTS OF TERTIARY INSTITUTIONS IN KOGI STATE, NIGERIA.

¹RAIYEGBEMI, Toyin Olawale, ²Prof. ABBAH, Edache Idoko, ³Dr. OHIDA, Ibrahim Yusuf

^{1,2&3}Department of Business Administration, Nasarawa State University, Keffi.

Email: tdjte73@gmail.com¹, ohidaibrahim123@gmail.com³

Abstract

This study examines the socio-psychological determinants of entrepreneurial intentions among students of tertiary institutions in Kogi State. The study adopted a descriptive survey research design. The study population comprised of all the year three undergraduate students that had undergone entrepreneurship study in selected Kogi State tertiary institutions, which totalled 18,375, with a sample size of 400 respondents gotten after applying Taro Yamane formula. Primary data was collected for the study, using 5-point Likert scale structured questionnaire. The study employed multiple regression analysis to analyze the data. The study found that family background has positive but insignificant effect on entrepreneurial intention among the undergraduate students of tertiary institutions in Kogi State. Also, the study found culture to be positively and significantly affecting entrepreneurial intention. Based on the findings of this study, it was concluded that tertiary institutions in Kogi State have not been able to reap the full potential by way of improved entrepreneurial intention among the undergraduate students as a result of their family background which has not been up to the required level of entrepreneurship. Also, tertiary institutions in Kogi State should direct the mindset of the undergraduate students towards becoming entrepreneurs, venturing into productive projects/businesses and becoming employers of labour instead of becoming job seekers. Based on the foregoing, the study recommends that parents should inculcate entrepreneurial spirit in their children that will lead to encouraging undergraduate students in tertiary institutions in Kogi State towards venturing into productive projects/businesses instead of looking for jobs.

Keywords: Entrepreneurial intention, Family background, Entrepreneurial culture, Students.

INTRODUCTION

Entrepreneurship has gained significant attention worldwide as a key driver of economic growth, innovation, and job creation. In the context of Nigeria, a country with a burgeoning youth population and a challenging economic landscape, fostering entrepreneurial intentions among tertiary institution students is critical for sustainable economic development. As Nigeria strives to diversify its economy and reduce its reliance on oil revenue, entrepreneurship emerges as a promising avenue to harness the creative and innovative potential of its young population.

Tertiary institutions, such as universities and polytechnics, serve as crucial hubs for talent development and knowledge dissemination. They play a pivotal role in shaping the attitudes, beliefs, and behaviours of students. Understanding the socio-psychological determinants of entrepreneurial intentions among these students is imperative to inform policy, curricula, and support systems that can effectively nurture and promote entrepreneurship as a viable career option. Several socio-psychological factors influence an individual's decision to pursue entrepreneurship. These factors are particularly salient in the Nigerian context, given its unique socio-economic challenges and cultural dynamics. A comprehensive exploration of these determinants can shed light on the specific obstacles and opportunities faced by Nigerian tertiary students and guide the development of targeted interventions to enhance their entrepreneurial aspirations. For decades unemployment rate has been mounting. Recent world financial crisis has also resulted to unemployment at vase level. In Nigeria, terrorism, law and order situation has shattered all economic activities. It has created unemployment at a very large scale in the country.

Statement of problem

Despite efforts of the Nigerian government by introducing entrepreneurship education in the Nigeria higher institutions to enable every graduate to be self-employed after graduation, yet many young graduates who

have received entrepreneurship education are not venturing into productive projects instead they are looking for jobs. According to Fiske et al., (2020) 5 percent of the registered SMEs in Kogi State were owned by graduates who had acquired entrepreneurship education and put into practices.

Objective of the study

The main objective of the study is to examine the socio-psychological determinants of entrepreneurial intentions among students of tertiary institutions in Kogi State. The specific objectives of this study are to:

- i. Investigate the influence of family background on entrepreneurial intentions among students of tertiary institutions in Kogi State.
- ii. Examine the influence of culture on entrepreneurial intentions among students of tertiary institutions in Kogi State.

LITERATURE REVIEW

Concept of Social Psychology

According to Aronson et al., (2018), Social psychology is a dynamic subfield of psychology that investigates the ways in which individuals thoughts, feelings and behaviours are influenced by the real or imagined presence of others within social contexts. Social psychology is referred as the cognitive, emotional, and behavioural processes that shape human interactions, social perception, attitudes, group dynamics, intergroup relations, and the impact of culture and societal factors on individuals' social experiences (Hogg & Vaughan, 2018). According to Baumeister and Bushman (2018), social psychology is best defined as the discipline that uses scientific methods in “an attempt to understand and explain how the thought, feeling and behaviour of individuals are influenced by the actual, imagined, or implied presence of other human beings”.

Fiske et al., (2020) stated that social psychology is a scientific study of the way in which people's thoughts, feelings, and behaviours are influenced by the real or imagined presence of other people: parents, friends, employers, teachers, strangers indeed, by the entire social situation. Hewstone et al., (2020) stressed that social psychology is the mechanism of the consciousness and behaviour of the individual acting in a social situation and is not directly concerned with what occurs in the social organization as the result or the cause of these behaviour processes. He says, "Social psychology is the science which studies the behaviour of the individual in so far as his behaviour stimulates other individuals, or is itself a reaction to their behaviour; and which describes the consciousness of the individuals in so far as it is a consciousness of social objects and social reactions. Social psychology is classified as a special science falling between psychology and the various social sciences. Allport regards it as a subdivision of individual psychology. "Social psychology must not be placed in contradistinction to the psychology of the individual; it is a Part of the psychology of the individual, whose behaviour it studies in relation to that sector of his environment comprised by his fellows." Dovidio et al., (2021) defined social psychology as the “scientific study of how people think about, influence, and relate to one another”. Social psychology as the scientific field that seeks to understand the nature and cause of individual behaviour and thought in social situations.

Granieri et al., (2017) stated that Socio-psychology, also known as social psychology, is a subfield of psychology that focuses on the study of how individuals' thoughts, feelings, and behaviours are influenced by the presence, actions, and characteristics of other people, as well as the social and cultural context in which these interactions occur.

Ndofirepi (2020) highlighted dimension of socio-psychology as the ways in which social factors, such as culture, self-efficacy, family background, attitudes, and level of education, shape human behaviour and mental processes. It seeks to understand the impact of society and social interactions on an individual's thoughts, emotions, and actions, as well as how individuals, in turn, influence and shape the broader social environment.

Concept of Family Background

Several empirical studies state the importance of parental experience in children's entrepreneurial intention (Van et al., 2018). Parents who are business owners can influence their children's entrepreneurial career, since they can benefit from the family's social capital, such as contacts with customers and suppliers and business partners. Growing up in an entrepreneurial environment makes the learning process of doing business easier and creates positive beliefs about an entrepreneurial career (Chlosta et al. 2020). It is also usual for the family to assist their children by transferring some financial capital (Dunn & Holtz-Eakin 2021).

Family entrepreneurial background refers to the degree of involvement of parents or family members in self-employment or any entrepreneurial activities. Family entrepreneurial activities may influence the children's career choices (Aldrich et al., 2020; Hout & Rosen, 2019). It enables them to acquire information and knowledge that enhance their skills and their ability to develop ideas and to start up a business (Altinay & Altinay, 2016). As such, the family constitutes a frame for potential entrepreneurs to be embedded in social networks and provides them with human and financial resources (Steier & Greenwood, 2020). As a result, individuals with prior family experience may benefit from this experience in terms of project management and development. As such, the family business plays an important role in the orientation of individual family members' careers.

Family background as a predictor of student entrepreneurial intention has received significant attention. As argued by social cognitive theory, parents act as role models for their children (Bandura, 1991). Role modeling in this case refers to learning by examples rather than from direct experience. In terms of entrepreneurial intention, this means that students with more entrepreneurial oriented parents see them as their initial role models and therefore might show generally more positive attitude towards entrepreneurship. Students whose mothers were working as entrepreneurs had significantly more intentions to start a business (Israr & Saleem, 2018). Evidence suggests that family business tradition has a positive effect on student's entrepreneurship orientation, although students with prior entrepreneurial exposure more often choose starting their own business than continuing their family business (Cieřlik & Van Stel, 2017). Lindquist et al., (2015) argue that parental entrepreneurship increases the probability of children's entrepreneurship by about 60%. However, the impact of such exposure can depend upon its intensity (Van der Zwan et al., 2018).

Family business experience and the positiveness of such experience is related to perceived desirability of starting a business, although perceived feasibility of starting one's own business is highly dependent upon the positiveness of such experience (Drennan et al., 2020). Students whose parents were working as entrepreneurs showed a more positive attitude towards risk taking and entrepreneurial orientation (Marques et al., 2018), just as exposure to start-up experiences increases both short-term and long-term entrepreneurial intention. Still, not all previous findings unanimously support the finding that family members owning and running businesses stimulates a high propensity towards entrepreneurship. Such relationship has been shown negative in the research by Marques et al., (2012) or insignificant (Nguyen, 2018). As shown earlier by Drennan, Kennedy & Renfrow (2005) positive entrepreneurial orientation can be related to positive family member entrepreneurial experiences, namely those who found a positive view of their family's business experience perceived starting a business as both desirable and feasible. Family background in terms of parent's education or parent's occupation (Israr & Saleem, 2018) also positively influenced entrepreneurial intention. The research on family background included childhood experiences as well, where difficult childhood experiences are positively

Based on scholar definition, this study sees family background as the collective characteristics, experiences, and circumstances that shape an individual's family life and upbringing. Family background can also refer to the structure and composition of an individual's family. It includes aspects such as the number of parents, siblings, and extended family members, as well as the dynamics and relationships within the family unit. Different family structures, such as nuclear families, single-parent families, blended families, or multigenerational households, can shape a person's experiences and values.

Concept of Entrepreneurial Culture

Dulcic (2022) defined entrepreneurial culture as a type of organizational culture while Dulcic (2022) further described it as a mix of all the factors that form the entrepreneur's personality. Beugelsdijk (2019) and Chen and Lin (2020) defines entrepreneurial culture as characteristics of entrepreneurs with Benneworth (2018) asserting that entrepreneurial culture reflects localized social mores and accumulated economic success which are not easily replicated elsewhere.

Wickham (2017) defined the term entrepreneurial as an adjective describing how the entrepreneur undertakes what they do. He asserted that to use this adjective suggest that there is a particular style to what entrepreneurs do. Atherton (2020) defined being entrepreneurial as a behaviour that can be demonstrated and manifested regardless of the nature of involvement in an organization. Building on the body of knowledge on culture, Brownson (2021) defines culture as an attribute, values, beliefs, and behaviour which can be learned or acquired by man from one generation to another, from one individual to another, from one group to another as long as one is a member of the society and it has the ability of distinguishing one group from another. Therefore the nurturing of certain attributes, values, beliefs and behaviour indicates an attempt to foster a certain type of culture.

Rauch et al., (2019) described entrepreneurial cultures as individuals who have the courage in risk-taking and embrace failure as a learning opportunity. Entrepreneurs in such cultures are more willing to take calculated risks and are less deterred by the fear of failure. Covin et al., (2020) defined entrepreneurial culture as innovation and creativity to be essential drivers of entrepreneurial success. He also sees entrepreneurial culture as when individuals identify new ideas, challenge established norms, and develop novel solutions to problems. Gupta et al., (2021) sees entrepreneurial cultures as a proactive mindset and an orientation towards identifying and exploiting entrepreneurial opportunities. Baum et al., (2020) defined entrepreneurial culture as one of the supportive environments that nurtures and facilitates entrepreneurship. They also described entrepreneurial culture as a link for access to resources, mentorship, and networking opportunities.

Based on scholar definition, this study sees entrepreneurial culture as an environment where someone is motivated to innovate, create and take risks. Also, entrepreneurial culture refers to the values, beliefs, norms, and behaviors that characterize an organization or society that fosters and supports entrepreneurship. It encompasses the attitudes towards risk-taking, innovation, opportunity recognition, and collaboration that are prevalent within a given context.

Empirical Review

Kamil (2021) examined Factors Affecting Entrepreneurial Intention of University Students (Case Study on Wollo University, Ethiopia). The study was conducted to investigate Factors Affecting Entrepreneurial Intention. Some studies have been done in this area but only a few were conducted in Ethiopia. The study aimed to address the gap that exists due to the weakness of previous studies to verify the factors that affect entrepreneurial intention and provide more clarification on the topic. Explanatory research design was employed. The study used stratified random sampling to classify all participants into seven colleges and one school of law. The study used purposive sampling to select 226 respondents with graduate students from college of business and economics. Both primary and secondary data were collected. Primary data were collected through structured questionnaire from 210 students. Secondary data were collected from previous studies and used as reference. The correlation and regression analysis were applied to see the relationship and how independent variables influence entrepreneurial intention. From the analyses it was confirmed that demographic factors have statistically insignificant effect on entrepreneurial intention, while personal factors, environmental factors and family background have a statistically significant effect on entrepreneurial intention. Based on the findings it was concluded that demographic factor does not affect entrepreneurial

intention while personal factors, environmental factors and family background affect entrepreneurial intention. The study was conducted in Ethiopia, not relevant to Nigerian situation.

Oyo-Ita (2021) examined psychosocial determinants of entrepreneurial intention among final year students of the Faculty of Education, University of Calabar, Nigeria. The study therefore aimed at assessing the psychosocial determinants of entrepreneurial intention among final year students in Nigerian Universities. Accordingly, three hypotheses were formulated; the survey research design was used and data collection was carried out using a self-administered questionnaire on a sample of 180 final year students, which were randomly selected from the twelve departments in the Faculty of Education of the University of Calabar. Descriptive statistics and One-way Analysis of Variance were used to analyze the results and test relationships between variables with the aid of the SPSS software. The results showed that their propensity to take risks influenced significantly the students' entrepreneurial intention. However, family background and locus of control did not have any significant influence on their entrepreneurial intention. It is recommended amongst others that government should device ways of galvanizing the students' positive entrepreneurial intention into job creation including running a compulsory training programme for all University students on entrepreneurship.

Rivai et al (2020) examined Personal attitudes, family backgrounds, and contextual elements as antecedents of students' entrepreneurial intentions: The case of Indonesian higher education. The study aimed to analyzing the antecedents of entrepreneurial intentions of students in a higher education context. Those antecedents can be viewed from personal attitudes, family background, and contextual elements (i.e., capital access, availability of information, social network). The study was conducted by using quantitative approach to answer proposed hypotheses. Four universities from West Sumatra Province, Indonesia, participated as research objects. The total number of samples in the study was 240 respondents, all registered university students. Data analyzes were performed using multiple linear regressions. The study found that personal attitudes significantly affect entrepreneurial intentions of university students, with family background a significant factor. The study supported that contextual elements are significant determinant of entrepreneurial intentions in the universities. It can be concluded that three variables—personal attitudes, family background, and contextual elements have a significant impact on the entrepreneurial intentions of the students in a higher education context. However, the study did not domicile in Nigeria, but in Indonesia. Khadri et al (2020) examined Effects of Entrepreneurial Family Background on Students' Entrepreneurial Intention: A Study at Universiti Malaysia Kelantan, Jeli Campus and Universiti Utara Malaysia, Sintok Campus. The purpose of the study was to analyze the determinants of students' intention towards entrepreneurship. The study used the Theory of Planned Behaviour (TPB) represented by three variables (attitudes, subjective norms and perceived behaviour control) and family background as the determinant that could influence students' intention to become an entrepreneur. A total sample of 489 university students from Universiti Malaysia Kelantan, Jeli Campus and Universiti Utara Malaysia, Sintok Campus was used in the analysis. Results from the study indicated that perceived behaviour control had a significant relationship towards students' intention to become an entrepreneur. At the same time, attitudes and subjective norms were not significantly related to students' intention towards entrepreneurship. This study also examined the impact of entrepreneurial family background as a mediating factor in the relationships between attitudes, subjective norms and perceived behaviour control towards students' entrepreneurial intentions. The findings can contribute to new knowledge in the field of the family business and have practical implications in entrepreneurship education for university students. The study was conducted in Malaysia, not in Nigeria, while other variables were also examined alongside family background, which has made the study not to concentrate its focus on family background and did not indicate level of significance as regards family background.

Fatimah et al., (2020) Examined family background factors and entrepreneurship education toward entrepreneurial intent through self-efficacy. The population of the study was the students of Economics Faculty in Cirebon City that had taken entrepreneurship course. The sampling technique for the study is

Slovin formula with a tolerance rate of 10%. By using a random sampling of clusters to guarantee samples taken in each class of representatives, thus obtained a sample of 170 students as a sample. Data analysis techniques use for this study was descriptive analysis with cross-tabulation, and analysis of verification using path analysis. The findings of the study through descriptive data show entrepreneurial intent at a moderate level, and the level of self-efficacy is also at a moderate level. Results from sample testing that have high levels of self-efficacy tend to have an influence in entrepreneurship. Family backgrounds that have their own business have a tendency to improve self-efficacy. And some of these samples have a tendency to just want to continue their family business. Entrepreneurial education is felt in a medium category. So it can be concluded that the family background and education Kewirausahaan have an influence on the formation of self-efficacy. Family background and education do not give direct influence on entrepreneurial intentions. While self-efficacy affects directly on a low-high desire for entrepreneurial.

Irwansyah (2021) examined family business background and entrepreneurship friendly environment at university on students' intention to start-up new business. Data were collected using survey methods, with population of 983 students in several Universities in Indonesia. From January 2020 to April 2020 questionnaires were sent by email, through apps of Instagram accounts owned by respondents. As many as 983 questionnaires were distributed, only 234 questionnaires returned, and 187 completed questionnaires were used. The study found that, variable of perceived desirability positively and have a significant effect on the intention to be entrepreneur, while perceived feasibility does not have a significant effect on the respondents' intention for entrepreneurship, then the entrepreneurial intention describes the actions taken to implement the intention to become entrepreneurs in the future. The third stage generated negative moderating effects from a family business background and not significant, as well as the entrepreneurial university environment produces positive but not significant moderating effects.

Suhermin (2023) Analyzed the extended systemic entrepreneurship intention model and its impact on students in Surabaya. Purposive sampling was used toward 205 students. Results were analyzed using partial least square through SmartPLS. Reciprocal relationships among all the antecedent variables of entrepreneurial intention were found to be positive and significant. Regarding the impact of the antecedent variables of entrepreneurial intention such as perceived convenience, risk tolerance, perceived feasibility and attitude, only perceived feasibility was found to have no effect on entrepreneurial intention. The study found that there are no differences in entrepreneurial intention among students with or without entrepreneurial family backgrounds. There are no differences in entrepreneurial intention among students with or without prior entrepreneurial experience. The study provides implication towards students' entrepreneurial intention during COVID-19 pandemic and the robustness of systemic entrepreneurship intention model in predicting it.

Hummaira et al., (2022) investigated how entrepreneurial culture, entrepreneurial attitude, and education enhance students' entrepreneurial intentions in an educational institute. Students from Pakistan's private educational institutions made up the target population. An electronic questionnaire was used to collect data and partial least squares structural equation modeling was used to analyze 735 responses (PLS-SEM). Consequently, entrepreneurial education positively influenced the students' entrepreneurial attitude and entrepreneurial intention. The mediating role of entrepreneurial attitude was also statistically significant. Furthermore, the results reveal that the link between entrepreneurial education and attitude is more vital with culture as a moderator. The study contributes to the body of knowledge by investigating the entrepreneurial intentions of students based on the theory of planned behavior through empirical evidence on hypothesized relationships. Moreover, the study extends the scope of entrepreneurial education by adding predictors such as culture for the efficient performance of educational institutes.

Liñán and Fayolle (2020) carried out a review of the literature on entrepreneurial intentions. A total of 409 papers addressing entrepreneurial intention, published between 2004 and 2013 (inclusive), have been analyzed. The purpose and contribution of this paper is to offer a clearer picture of the sub-fields in

entrepreneurial intention research, by concentrating on two aspects. Firstly, it reviews recent research by means of a citation analysis to categorize the main areas of specialization currently attracting the attention of the academic community. Secondly, a thematic analysis is carried out to identify the specific themes being researched within each category. Despite the large number of publications and their diversity, the present study identifies five main research areas, plus an additional sixth category for a number of new research papers that cannot be easily classified into the five areas. Within those categories, up to twenty-five different themes are recognized

Liñán and Chen (2019), Fostering entrepreneurial culture across higher institution in Japan with a sample size of 385, data were collected using questionnaires and it was analyzed with the aid of statistical package for social sciences (SPSSv20). The study found a strong positive relationship between the entrepreneurial cultural and entrepreneurial intentions. The authors argue that cultures that emphasize individualism and risk-taking tend to foster a more favorable environment for entrepreneurship, leading to higher intentions to start a business.

Zhang and Cuan (2017) determine the impact that cultural values have on the entrepreneurial intention of undergraduate students in Mexico. Cultural diversity shows substantial differences between countries in entrepreneurial activity; therefore, it has become essential to understand the factors that determine the levels of entrepreneurship in countries and regions. A quantitative approach was adopted, and 1410 undergraduate students from three different universities were surveyed using simple random probability sampling. The data were analyzed using factor analysis by reducing dimensions, and linear regressions and correlations were applied. The results obtained show a positive impact between Cultural Values and Entrepreneurial Intention of undergraduate students. On the other hand, it demonstrates that Cultural Values of Integration and Domain positively impact the Entrepreneurial Intention, in the same way, as a weak relationship. An important discovery exists a negative impact between Egalitarianism and Entrepreneurial Intention. The correlation results show that the cultural value of Embeddedness is mainly associated with entrepreneurship. In contrast, the cultural value of Affective & Intellectual Autonomy is less associated with entrepreneurial intention. In the same way, with the same behavior, it is verified that the Mastery shows a more significant association with the Entrepreneurial Intention than the cultural value of Harmony.

Theoretical Review

This study is underpinned by Shapero's entrepreneurial event model (EEM) which argues that potential entrepreneurs have to consider entrepreneurship as a "credible" career alternative. This "credibility" occurs when potential entrepreneur perceives the venture as both desirable and favourable. According to Ajzen theory of planned behaviour (TPB) 1991, in order to increase a person's intention to perform a behaviour, the attitude and subjective norm towards that behaviour has to be more favourable and the perceived behaviour control has to be greater (Gulruh, 2010).

In general, the Shapero model (Shapero and Sokol 1982) is called the entrepreneurial event model (EEM) and is used to describe the process where intentionality is central (Bird 1988). This model considers business creation as an event that can be explained by the interaction between initiative, ability, management, relative autonomy, and risk. The model indicates that entrepreneurial intention stems from the perception of feasibility and desirability, and this path is affected by the cultural and social context.

This perception of personal choice-making in cultural and social environments has been adopted empirically by Peterman and Kennedy (2003) and others. Under the assumption that human behaviour has an inertia that can be interrupted or replaced by something, Shapero (1982) argued that perceived desirability and feasibility determine the relative credibility of alternative behaviours, and EI arises partially from exposure to entrepreneurial activity (Shapero and Sokol 1982).

The link between intention and action is explicated by, Ajzen social psychological theory of planned behaviour, one of the most comprehensive models of action. In this model, intentions fill a central role as key predictors of behaviour towards starting a business, and perceived self-efficacy. Entrepreneurial intention is an important first step in the entrepreneurship process. In social psychology, intention is considered as the most immediate and important antecedent of behaviour. Intention is then a strong predictor of entrepreneurial activity. Entrepreneurial Intention is one's willingness in undertaking entrepreneurial activity, or in other words become self-employed. It often involves inner guts, ambition and the feeling to stand on one's feet (Gulruh, Bell, Palmer & Gonzalez, 2010).

METHODOLOGY

The study adopted a descriptive survey research design. The study population comprised of all the year three undergraduate students that have undergone entrepreneurship studies in Kogi State tertiary institutions with their population which includes; Federal University Lokoja (2,934), Kogi State University, Anyigba (3,578), Federal Polytechnic Idah (3,124), Kogi State Polytechnic Lokoja (3,982), Federal Collage of Education, Okene (2,782) and College of Education (Technical), Kabba (1,975) which gave a total of 18,375 students. A sample size of 400 respondents was gotten after applying Taro Yamane formula however, 10% attrition of the sample size was added. 440 questionnaires were administered to the respondents, in which 412 were duly completed and returned for data analysis. Primary data was collected for the study using 5-point Likert scale structured questionnaire. The study employed the multiple regression analysis to analyze the data.

Distribution Table: Population, Sample size and Questionnaire Distribution per Institution

No	Name of Institution	Population	Sample proportion	Sample size	ProvidedAttrition	Questionnaire distribution per institution
1	Federal University, Lokoja	2934	$\frac{2934 \times 400}{18375}$	64	8	72
2	Kogi State University, Anyigba	3574	$\frac{3574 \times 400}{18375}$	78	2	80
3	Federal Polytechnic, Idah	3124	$\frac{3124 \times 400}{18375}$	68	5	73
4	Kogi State Polytechnic, Lokoja	3982	$\frac{3982 \times 400}{18375}$	87	3	90
5	Federal College of Education, Okene	2782	$\frac{2782 \times 400}{18375}$	61	10	71
6	College of Education (Technical), Kabba	1975	$\frac{1975 \times 400}{18375}$	42	12	54
	Total	18,375		400	40	440

Source: Computed by the Researcher, 2023

Distribution Table Explanation

The sample size of each institution was derived by multiplying the population of each institution by the sample size (400) obtained with Taro Yamane formula, divided by the total population (18,375) of all the

institutions. While the additional 40 attrition provided is 10% of the sample size (400), shared and added to each institution's sample size proportionately and accordingly, making a total of the sample size and questionnaires to be distributed to (40+400) 440. The choice of the institutions selected is to ensure an unbiased and even coverage of students in Kogi State tertiary institutions.

The model for the regression analysis is thus:

$$EI = \beta_0 + \beta_1 FB + \beta_2 EC + e \quad (i)$$

Where: EI = Entrepreneurial Intention, FB = Family Background, EC = Entrepreneurial Culture, e = Error term (5% = 0.05), β_0 = Intercept, $\beta_1 \beta_2$ = Coefficient of independent variables.

RESULTS AND DISCUSSION

Out of the four hundred and forty (440) copies of questionnaire distributed, only four hundred and twelve (412) was retrieved giving a response rate of 94%. All further analyzes were carried out using 412 responses.

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FB	412	1	5	2.21	1.213	.749	.117	.470	.314
EC	412	1	5	3.26	1.181	.201	.117	.319	.314
EI	412	1	5	2.94	1.240	.311	.117	.923	.314
Valid N (listwise)	412								

Source: SPSS Output, 2023

The table above indicates the behaviour of all the variables under study. The average value of family background (FB) recorded was 2.21 while the maximum and minimum value stood at 5 and 1 respectively. Also, the skewness value which stood at 0.749 indicates that the variable is normally distributed since it is less than 1.96. Similarly, entrepreneurial culture (EC) revealed a minimum and maximum of 1 and 5 respectively, while the mean value stood at 3.26 with a skewness value of 0.201, the variable also indicated normal distribution. Lastly, entrepreneurial intention (EI) had minimum and maximum values of 1 and 5 respectively with an average value of 2.94 and a skewness value of 0.311 signifying normal distribution.

Table 2: Correlations

		FB	EC	EI
FB	Pearson Correlation	1	.011	.043
	Sig. (2-tailed)		.103	.032
	N	412	412	412
EC	Pearson Correlation	.011	1	.169
	Sig. (2-tailed)	.103		.201
	N	412	412	412
EI	Pearson Correlation	.043	.169	1
	Sig. (2-tailed)	.032	.201	
	N	412	412	412

Source: SPSS Output, 2023

Family background (FB) showed a weak and positive relationship with entrepreneurial culture (EC) which stood at 0.011 which is significant at 5% level of significance. EC showed a weak but positive relationship with entrepreneurial intention (EI) which stood at 0.043 and is significant at 5% level of significance. Also, family background (FB) showed a weak and positive relationship with entrepreneurial intention which stood at 0.169. All the variables under study satisfy multicollinearity as though none of the independent variable is strongly related to another.

Table 3: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.546 ^a	.298	.291	1.123	1.985

a. Predictors: (Constant), FB, EC

b. Dependent Variable: EI

Source: SPSS Output, 2023

Table 4: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	97.321	2	.934	23.135	.000 ^b
	Residual	228.886	408	1.344		
	Total	326.207	410			

a. Dependent Variable: EI

b. Predictors: (Constant), FB, EC

Source: SPSS Output, 2023

Table 5: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.223	.310		8.324	.000		
	FB	.343	.221	.040	1.242	.196	.993	1.002
	EC	.117	.171	.025	5.445	.000	.993	1.002

a. Dependent Variable: EI

Source: SPSS Output, 2023

The result, as shown in the tables above revealed an R-square value of 0.298 which signifies that 29.8% of the variation in entrepreneurial intention (EI) could be explained by family background and entrepreneurial culture. The remaining 70.2% variation could be explained by other factors or variables not included in this study. The f-statistics stood at 23.135 and also the probability of the f-statistics was found to be significant at 5% level of significance ($p\ 0.000 < 0.05$) which therefore, indicates that the model is fit to measure the relationship between the variables under study.

The regression line $EI = 1.223 + 0.343\ FB$ indicates a positive and insignificant effect of family background (FB) on entrepreneurial intention implying that the Knowledge acquired from family business or entrepreneur is not sufficient enough for undergraduate students to venture into entrepreneurial business or venturing into productive projects that will create Jobs. The probability of t-statistics stood at 0.196 which is greater than 0.05 level of significance, thereby indicating that the effect is insignificant and as such the study accepts the null hypothesis which states that family background has no significant effect on entrepreneurial intention among the undergraduate students of tertiary institutions in Kogi State.

The regression line $EI = 1.223 + 0.117\ EC$ indicates a positive and significant effect of entrepreneurial culture (EC) on entrepreneurial intention implying that unproductive entrepreneurial culture (EC) had led to low entrepreneurial intention among undergraduate students in Kogi State. The probability of t-statistics stood at 0.000 which is less than 0.05 level of significance, thereby indicating that the effect is significant and as such the study rejects the null hypothesis and accepts the alternative hypothesis which states that

entrepreneurial culture has significant effect on entrepreneurial intention among the undergraduate students of tertiary institutions in Kogi State.

Discussion of Findings

This study examined the socio-psychological determinants of entrepreneurial intentions among undergraduate students of tertiary institutions in Kogi State and found firstly that family background has positive but insignificant effect on entrepreneurial intention among the undergraduate students of tertiary institutions in Kogi State which implies that parental influence has no much significant effect that would have encouraged entrepreneurial intention among students venturing into business after graduation. This finding agrees with that of Onikoyi and Fatimah et al., (2020) who found that family background and education do not give direct influence on entrepreneurial intentions. Secondly, the study found entrepreneurial culture to be positively and significantly affecting entrepreneurial intention suggesting that graduates from Kogi State tertiary institutions have the mindset that a graduate should get a job instead of creating job. This finding agrees with the findings of Karimi et al., (2019) who found entrepreneurial culture to be positively affecting entrepreneurial intention among students of tertiary institutions.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of this study, it was concluded that entrepreneurial culture is a major barriers hindering entrepreneurial intention among undergraduates in Kogi State, however, it was revealed that about 71% of undergraduate students in Kogi State tertiary institutions have the mindset that after graduation from school they don't need to starting up their own businesses instead they prefer to get paid jobs. The study also concluded that tertiary institutions in Kogi State have not been able to reap the full potential by way of improved entrepreneurial intention among the undergraduate students as a result of their family background which has not been up to the required level. Based on the foregoing, the study recommends that parents should inculcate entrepreneurial spirit in their children that will lead to encouraging undergraduate students in tertiary institutions in Kogi State towards venturing into productive projects/businesses instead of looking for jobs even though less than 50% of the parents are not entrepreneurs. Also, students should not relent in their efforts to acquire more relevant entrepreneurial education that will abolish the ideology that graduate must get a job after graduation but create job and be an employer of labour. The study also recommended that students should orientate themselves by dropping cultural attitudes that are not productive and do not encourage entrepreneurship development.

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