



Assessing entrepreneurial environment: an issue for social-cultural factors in education and tourism development

Tabitha Atafache Yusuf

Department of Hospitality Management, Federal Polytechnic Nasarawa, Nigeria

Correspondence Author: Tabitha Atafache Yusuf

Received 3 Aug 2021; Accepted 18 Sep 2021; Published 5 Oct 2021

Abstract

People's behavior patterns are shaped by their socio-cultural context, which is considered as a set of shared values. The impact of social and cultural variables on business growth has received little attention. The study's goal is to evaluate the entrepreneurial environment for tourist growth, with a focus on sociocultural issues. A qualitative content analysis was used in this research. Textbooks, periodicals, the internet, and other publications were used to gather secondary data. The findings show that environmental drivers of entrepreneurship, particularly social and cultural elements, are important to entrepreneurship since new ventures emerge as a result of the interaction between environmental conditions and entrepreneurial actions. The research stated that the government should develop education policies that address not just classrooms and educated people, but also the less educated and those who live in rural areas.

Keywords: entrepreneurial, social-cultural, business, environment, development, tourism

Introduction

Developing nations like Nigeria continue to struggle with limited budgetary ability to generate employment and absorb new entrants into the labor market, which has resulted in a conflation of entrepreneurship and other enterprises, as well as a perception of entrepreneurship as a job creation weapon. Entrepreneurship is viewed as an important source of innovation, employment, and economic progress (Carree & Thurik, 2003; Parker, 2004; Thornton, Ribeiro-Soriano, & Urbano, 2011; Van Stel, Carree, & Thurik, 2005) ^[10, 26, 35, 38]. Entrepreneurial activities, according to Adeyemo (2000) and Durowoju (2014) ^[13], have a significant impact on the whole economy by creating jobs and strengthening the economy's foundation. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). Entrepreneurial activity is a beneficial activity in any economy since it produces jobs, which reduces unemployment in the long run and improves the quality of the population by adding value and economically and effectively managing resources (Momani, 2017) ^[25]. These actions, according to Mueller and Thomas (2003), help to reposition declining sectors, generate new jobs to compensate for job losses caused by corporate restructuring and downsizing, and improve economic flexibility and

development in highly industrialized countries in general. Inadequate capital, a lack of competent and skilled management, a misunderstanding of entrepreneurship as just another business venture, i.e., being self-employed, gross unemployment, and poverty are some of the challenges that have been identified as impeding entrepreneurial activity in the economy. In the face of constant technological development, deregulation, outsourcing, and reforming the rule of commercial companies, entrepreneurship has gotten a lot of attention (Durowoju, 2014) ^[13].

Statement of the problem

People's behavior patterns are influenced by the socio-cultural business environment, which is considered as a set of shared values (Boggs, 2004; Abdullahi, & Zainol, 2016) ^[2]. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note).

All aspects, situations, and influences that develop an individual's personality and possibly affect his attitude, disposition, behavior, decisions, and activities are considered part of the socio-cultural environment. Beliefs, values, attitudes, habits, family history, education, and societal conditioning are all examples of these factors (Adeleke,

Oyenuga, & Ogundele, 2003) ^[3]. Despite the increase in literature and the importance of entrepreneurship in public policy, the impact of social and cultural elements on entrepreneurship continues to be underestimated.

Objectives of the Study

1. To examine entrepreneurial business environment with emphases on social-cultural forces.
2. To suggest ways of encouraging entrepreneurial activities for tourism.

Research Methodology

The researchers established topics related to the entrepreneurial business environment using a qualitative content analysis. Secondary data, such as textbooks, journals, and other publications, were used to compile an empirical and theoretical research from which findings and suggestions could be formed.

Conceptual Review

Entrepreneurial Activities

Entrepreneurial activity is a notion that characterizes the dynamic process of entrepreneurship development, and it is important to observe this process in its whole. An entrepreneur is someone who is continually on the lookout for change, reacts to it, and uses it to their advantage (Ijaz, Yasin & Zad, 2012) ^[19]. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). There has been a significant increase in new research from psychological and economic perspectives since the entrepreneurial turn of the 1990s, when universities invested in building high-quality faculties to teach and research entrepreneurship and governments increasingly saw entrepreneurship as a solution to many social and economic problems.

Social-cultural factor tourism education

Education, according to Alwis and Senathiraja (2003) ^[5], is a sociocultural and personal aspect that influences the production of company value. Education is seen as one of the determinants of a country's economic prosperity and growth. The socio-cultural environment is defined by Anggadwita *et al.* (2017) as a nation's social structure and culture. While Wetherly and Otter (2011) ^[38] and Johnson, George, and Adegboye (2013) ^[20] see the socio-cultural environment as everything that isn't contained in a typical economic or political system, Wetherly and Otter (2011) ^[38] and Johnson, George, and Adegboye (2013) ^[20] see the socio-cultural environment as everything that isn't contained in a typical economic or political system.

Beliefs, values, attitudes, habits, and lifestyle behaviors are all considered aspects of the socio-cultural environment in these investigations. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). The family as a social unit is still present in our society today, and the importance of family in venture formation decisions may be viewed from three perspectives: the classical viewpoint, the contemporary perspective, and the entrepreneurial perspective. The social embeddedness attitude, and the cognitive viewpoint (Aldrich & Cliff, 2003) ^[4].

In cultures that are undergoing fast change and growth, value is seen as the most significant component of economic, social, and political theories. Values are "beliefs about how to act and what goals are vital to pursue," according to Feather (1994, p. 35) ^[15]. Values, on the other hand, are defined by Schwartz (1995, p. 93) ^[33] as concepts or beliefs that relate to desired outcomes and transcend specific contexts. According to Rokeach (1973), values are a set of principles that lead and shape behaviors, attitudes, and ideologies in the direction of objects and states. Self-presentations, judgements, decisions, reasons, self-comparisons, and efforts to persuade others. Values are also thought of as guiding principles that impact people's decision-making; they are stable trans-situational goals that encourage comparable behaviors (De Dreu & Nauta, 2009; Schwartz, 2005) ^[11]. Values are considered as beliefs, desired aims, transcend specific behaviors and situations, serve as standards or criteria, and are ordered by significance and relationship in the value theory.

The importance of education in development

Various international organizations, such as the World Bank and the United Nations, have emphasized the significance of education in reports and initiatives over the years (World Development Reports -WDR, Human Development Reports and Sustainable Development Goals). These international organizations understand that educational institutions are inextricably linked to complex social, political, economic, and cultural environments. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and

better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). For example, WDR-2006 examined the importance of education in decreasing poverty and inequality, concluding that an educated workforce is required for a high national standard of living, and that improving the poor's human capital is likely one of the most effective strategies to reduce poverty. The WDRs of 2007 and 2013 discussed the significance of skill acquisition as part of a youth or jobs agenda, demonstrating that schooling, skills, and the knowledge gained as a result of them increase employment and productivity, health outcomes, governance quality, and a variety of other outcomes. The World Bank emphasizes education as a marker and driver of gender equality in the WDR-2012, while the World Bank focuses on realizing the promise of education for development in the WDR-2018, "to provide guidance on how to expand the scope and quality of education around the world."

The Concept Note for the World Development Report 2018 makes four main points: (i) education is a powerful driver of both individual and national well-being, but it could achieve much more than it does now; and (ii) promoting universal learning and skills is the priority now—because, while the world has seen massive growth in school participation in recent years, many systems have struggled to ensure that students learn and acquire skills.

The WDR2018 Concept Note goes on to say that enhancing learning and skills at scale involves more than just getting these interventions right: it necessitates thoughtful consideration. Getting education properly is clearly a basic obligation of public policy, according to this Concept Note, and education is a foundational building block for fulfilling practically every other development aim. Individual and societal advantages of education include both monetary and nonmonetary rewards (Poverty and Shared Prosperity reports 2016 and 2017, WDR2018 Concept Note).

Individual benefits of education in development

Education is the most potent and constant strategy for overcoming poverty at the individual level, and improving access to education can help eliminate social disparities associated to other types of exclusion, including gender, disability, and others. Schooling normally leads to a rise in wages of 6 to 12 percent for each year of education, according to one of microeconomics' most compelling findings. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note).

National and social benefits of education in development

Education has consistently been proved to support long-term growth and development at the national level. Human capital is a crucial factor of growth in both emerging and developed countries, according to theoretical theories. Education also boosts the returns on other investments and programs, in addition to its immediate benefits. Education, for example, helps people to make better use of financial and health goods, as well as accept and spread new technology. Many theoretical growth models imply a relationship between physical and human capital, and this multiplier effect is inherent in them. Empirical studies also show that education was a key component in nations' ability to benefit from other reforms, investments, or technical advances, such as East Asia's export-oriented policy reforms (WDR2008 Concept Note).

Education boosts productivity, economic growth, social capital, and improves the efficiency of institutions and service delivery at the community and societal levels. Other interventions and programs, such as agricultural extension, health care, infrastructure upgrades, and so on, are amplified by education. Furthermore, well-educated individuals and government officials are necessary for improved society-wide governance. Human capital, unlike natural resources or even physical capital, is harder to usurp, hence riches founded on human capital can offer less incentives for conflict than other forms of wealth. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). Finally, education has been linked to a reduction in bad externality behaviors such as smoking and criminality (WDR2018 Concept Note).

Theoretical Review

Individuals and organizations, more broadly, influence and are influenced by their social setting is not a novel concept. It is a foundational thesis in both traditional and current sociology, and it has been applied to the study of entrepreneurship at various levels of analysis (Thornton, 1999). Let us not forget that Weber's (1930) basic argument was multi-level that culture legitimated individualism, which led to economic progress. Since it was initially stated, Weber's thesis continues to be examined, using various operationalization of culture, by psychologists (McClelland, 1961), sociologists (Collins, 1997; Delacroix & Nielsen, 2001) and more recently, by economists (Becker & Woessmann, 2007).

Family orientation

The London Business School created the first and still most

often used structural description of family orientation (Stoy & Hayward, 1989). A company is classed as a family business if more than 50% of the shares are held by one family, at least 50% of the management is from one family, or a large percentage of the board members are from a single family, according to this definition. However, most small businesses are categorized as family businesses under this criteria, which is problematic (Klein, 2000). Due to these constraints, most modern definitions of family business include the recognition of various aspects as well as the idea that, rather than establishing a dichotomy, individual enterprises may vary in the quantity and way in which family is connected with the firm. Astrachan *et al.* (2002), for example, established the F-PEC scale, which is made up of three dimensions: power, experience, and culture. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). A multidimensional technique is used in this study, which incorporates several aspects into a single scale. These various features are referred to as family orientation, according to a more recent study by Uhlaner (2005), which used Outtmann scaling procedures. Past scholars have used a range of theories to explain the disparities in managerial professionalism between family and non-family businesses, including agency theory and Edith Penrose's resource-based approach. Congruent with the family systems theory is a theory proposed by Dr. Murray Bowen that claims that people cannot be understood in isolation from one another, but rather as members of a family, because the family is an emotional unit. Families are complex networks of interrelated and interdependent individuals, none of whom can be understood in isolation from the rest of the system.

When the owner and management are members of the same family, the coordination between them (for example, through contracts and monitoring) should be more efficient and hence less expensive, according to agency theory (Steier, 2013). Monitoring is not required if the owner and manager are the same person, which saves even more money on agency fees. Although agency theory predictions have been disputed in the context of family-owned businesses, it is possible that this might explain why family-owned businesses are more informal than non-family businesses (De Kok, Uhlaner, and Thurik, 2006). More family-oriented businesses, for example, may employ informal techniques to pass on knowledge and expertise from generation to generation (Donckels, 2004). As a result, fewer formal KM processes are necessary to align the objectives of managers and workers for employees who are family members of the owner and management. If family-oriented businesses can build an organizational culture where all workers feel like they belong to the same family, this may also apply to non-related employees and/or management (Pollack, 1985).

The resource-based perspective assumes that variations in physical, organizational, and human resources between businesses result in inherent variability in their productive capacity (Priem and Butler, 2001). Reid and Adams (2001) discovered that many family-oriented businesses employ less formal HRM methods, which they explain by claiming that such businesses have fewer organizational skills. This conclusion may be extended to KM methods as well. In comparison to non-family oriented organizations, family oriented businesses have disadvantages due to their smaller size and lower complexity (Daily & Dollinger, 1993; Cromie *et al.*, 1995). Because most family-oriented businesses are tiny and have limited financial resources, as well as a lack of specific expertise (especially on the relevance of KM issues), formal KM methods are used less frequently in these businesses. In order to handle information more efficiently inside the firm, family-oriented businesses do not need to have codified and/or systematized procedures and rules. In comparison to a university graduate (manager) who founds a company after resigning from a large firm, Nooteboom (2001) claims that entrepreneurs who come from a traditional craft environment are more conservative with their own family traditions, making them less likely to engage in formal knowledge management practices. Managers, on the other hand, are more likely than entrepreneurs/owners to focus on all aspects of management, hence managers should be expected to focus more on knowledge management.

Educational incubation theory

Incubation is described as the unconscious recombination of cognitive fragments aroused via conscious labor at one point in time, resulting in unique ideas at a later time. Incubation is linked to intuition and insight since it is the unspoken element of the process through which an intuition might be confirmed as an insight. Long incubation periods with minimal cognitive burdens greatly improve the chances of solving an issue. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). The experience of leaving an issue for a length of time and then returning to it only to discover that the difficulty has vanished, or, even more startling, that the answer "appear out of nowhere" while thinking about something else, is common. Many books on successful problem solving and thinking urge the reader to put difficulties aside for a while.

Social-Cultural Factors and Entrepreneurial Activity

The social element focuses on societal influences that have the potential to influence business. Family, friends, coworkers,

neighbors, and the media are examples of social variables. These elements can influence our attitudes, ideas, and interests, as well as impact who we are as individuals, how we act, and what we buy. To this purpose, communities are endowed by nature with a variety of physical settings, and members of society must adopt ecologically suitable behavioral patterns in order to succeed. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). These ecologically relevant patterns of behavior result in the development of various cultural values in various civilizations, some of which impact the choice to start a new business as a result, economic behavior and entrepreneurship are influenced by culture, as opposed to political, social, technological, or economic factors (Shane, 1993; Shapero & Sokol, 1982). The lack of a defined and widely accepted definition of culture makes it difficult to investigate cultural influences and impacts on entrepreneurial activity (McGrath *et al.*, 1992). Culture, according to anthropologists, is connected to how cultures arrange social behavior and knowledge (Hall, 1973; Kroeber & Parsons, 1958). Cultural values are described as the collective mental programming that separates members of one human group from members of another, as well as their respective responses to their circumstances (Hofstede, 1980). Researchers have proposed that cultures with high individualism, low uncertainty avoidance, low power distance, and strong masculinity foster entrepreneurship, based on Hofstede's (2001) definition of culture.

Several studies have also stressed the influence of cultural factors on entrepreneurship from different perspectives. Hayton *et al.* (2002) ^[18], in their literature review, link culture and entrepreneurship to three broad streams of research. The first focuses on the impact of national culture on aggregate measures of entrepreneurship such as national innovative output or new businesses created. The second stream addresses the association between national culture and the characteristics of individual entrepreneurs. The third explores the impact of national culture on corporate entrepreneurship. As a result, when an individual establishes a business in a particular cultural setting, the business reflects that setting, for example, in terms of strategic direction and business growth goals.

Empirical Review

Minaev (2016) ^[24] found the characteristics that impact entrepreneurial activity levels in emerging nations. Data from the Global Entrepreneurship Monitor was used to analyze the effects of individual characteristics, regulatory costs indicators,

and some macroeconomic indicators on the effects of individual characteristics. In these 52 developing nations, regression analysis of panel data was used to do a cross-country examination of variables. All control factors, including gender and age (excluding education), as well as indicators of respondents' self-evaluation and appraisal of the environment in which they live, have a substantial impact on the amount of entrepreneurial activity in developing nations, according to the findings.

Onodugo & Onodugo (2015) ^[28] conducted an empirical investigation into the relationship between entrepreneurship and socio-cultural elements in Nigeria, determining if these characteristics had a positive or detrimental influence on entrepreneurship development in Nigeria. The research also looked at some of the most pressing entrepreneurial issues and provided some viable solutions for promoting successful entrepreneurship growth in Nigeria. Some socio-cultural elements, like as marriage, age, and religion, have a beneficial influence on entrepreneurial growth, whereas others, such as Omenani, Ozor/Chieftaincy Title taking, have a negative impact. It was also discovered that security was a crucial element for entrepreneurial development, and that the unemployment of our graduates and school leavers is a component that explains for this high acceleration of entrepreneurial activity.

Rahma and Farhana (2014) ^[30] looked into the social and cultural elements that impact and encourage people to start businesses. The findings revealed that sociocultural influences might impact entrepreneurial development in a community in both good and negative ways. This backs up theories of entrepreneurial emergence that are based on social behavior theory, which focuses on values and happenings, and claims that sociocultural factors impact and inspire behavior and human decision-making processes. In a review by Wheieas, Hayton, and others (2002) ^[18], culture and entrepreneurship were related to three different study lines. The first looked at how national culture affects aggregate indicators of entrepreneurship like national inventive output or new business creation. The relationship between national culture and the qualities of individual entrepreneurs was the focus of the second stream. The third explored the impact of national culture on corporate entrepreneurship.

Discussion of Findings

Scholars who study entrepreneurship have made a significant contribution by continuing to investigate the aspects that explain how entrepreneurs develop new businesses and, as a result, how societies and economies expand and thrive. Relationships between important components of the process are required for entrepreneurial thinking. In an opportunity structure, business owners must also create links to resources and niches, and their relationships with socializing agents must have influenced them at some time. Managers are primarily motivated by a desire to invest the resources under their control, considering resources as a goal in and of itself rather than a means to an end, as entrepreneurial individuals do. Entrepreneurs are motivated by more than a desire to spend

resources when they search out new opportunities. As a result, teaching people is a surefire method to lift them out of poverty, as education is a potent tool for alleviating poverty and fostering shared wealth. Furthermore, the advantages of education go beyond money. "Even when money is controlled for, education increases health, resilience, and life satisfaction, and its advantages are passed down through generations because education prevents poverty from being passed down through generations." This means that "educated individuals live healthier lives and are more involved citizens, and their families are healthier and better educated, lowering intergenerational poverty transmission" (WDR2018 Concept Note). The atmosphere in which entrepreneurial activities take place has piqued the curiosity of both entrepreneurs and public policymakers. International organizations such as the Organization for Economic Cooperation and Development (OECD) and the European Union (EU), for example, are focusing on the environmental drivers of entrepreneurship, particularly the social and cultural factors that influence an individual's decision to become an entrepreneur and start a new business (European Commission, 2004, 2006; OECD, 1998, 2000). Scholars continue to contend that, in addition to economic activity, entrepreneurship is a social phenomenon, and that understanding entrepreneurial variability requires analyzing the social setting in which the business is formed. While economic factors may account for part of the diversity, any compelling explanation must also consider the social and cultural components of entrepreneurial activity.

Because new enterprises emerge as a result of the interaction between environmental circumstances and entrepreneurial actions, the socio-cultural business environment is crucial to entrepreneurship.

Conclusion and Recommendations

Entrepreneurs are often portrayed as successful commercial magnates, yet they are part of a structural network that exists within a cultural environment. As a result, taking cultural and social variables into account as a framework for analyzing business decisions that affect an entrepreneurial mindset might be beneficial. In addition, the government must develop education policies that address not only classrooms and educated people, but also the less educated and those who live in rural areas. This strategy should be geared to educate citizens about anti-entrepreneurial sociocultural issues and the importance of imbibing an entrepreneurial-friendly culture. This strategy should also take into account individuals' understanding of the different programs in place to support and develop entrepreneurship in the country.

References

1. Abubakar SG. Refocusing education systems towards entrepreneurship development in Nigeria. A tool for poverty eradication. *European Journal of Social Sciences*, 2010; 15(1):140-150.
2. Abdullahi AI, Zainol FA. The impact of socio-cultural business environment on entrepreneurial intention: A

conceptual approach. *International Journal of Academic Research in Business and Social Sciences*, 2016, 6(2).

3. Adeleke A, Oyenuga OO, Ogundele OJK. *Business policy and strategy*. Lagos: Concept Publishing Ltd., 2003.
4. Aldrich H, Cliff J. *The pervasive effects of family on entrepreneurship*, 2003.
5. Aiwis WD, Senathiraja R. The impact of socio-cultural background to entrepreneurs on management and business practices on selected small and medium scale businesses in Sri Lanka. In 9th International Conference of Sri Lanka Studies, 2003.
6. Amit R, Glosten L, Muller E. Challenges to theory development in entrepreneurship research. *Journal of Management Studies*, 1993; 30(5):815-834.
7. Austin J, Stevenson H, Wei-Skillern J. Social and commercial entrepreneurship: same, different, or both? *Entrepreneurship theory and practice*, 2006; 30(1):1-22.
8. Ayegba O, Omale SA. A study of factors affecting entrepreneurial development in Nigeria. *European Journal of Business and Management*, 2016; 8(12):43-51.
9. Burger T. *Max Weber's theory of concept formation: History, laws and ideal types*, 1978.
10. Carree M, Thurik R. The impact of entrepreneurship on economic growth. *Handbook of Entrepreneurial Research*, 2003; 1:437-471.
11. De Dreu CK, Nauta A. Self-interest and other-orientation in organizational behavior: Implications for job performance, pro-social behaviour, and personal initiative. *Journal of Applied Psychology*, 2009; 94:913-926.
12. Dombrovsky V, Welter F. The role of personal and family background in making entrepreneurs in a post-socialist environment. *SSE Riga/BICEPS Research papers*, 2006; 2:1-15.
13. Durowoju ST. Roles of entrepreneurship in small and medium enterprises development in Nigeria. *Review of Public Administration and Management*, 2014; 3(5):11-21.
14. Dunn T, Holtz-Eakin D. Financial capital, human capital, and the transition to self-employment: Evidence from intergenerational links. *Journal of Labor Economics*, 2000; 18(2):282-305.
15. Feather NT. Values and national identification: Australian evidence. *Australian Journal of Psychology*, 1994; 46(1):35-40.
16. Fomahi D. *Entrepreneurial activities in a regional context. Cooperation, Networks and Institutions in Regional Innovation Systems*. Cheltenham: Edward Elgar, 2003, 38-57.
17. Gree A, Thumik C. Firm selection and industry evolution. The post country performance of new firm. *Journal of Evolutionary Economics*, 2003; 4(4):243-264.
18. Hayton JC, George G, Zabra S. National culture and entrepreneurship: A review of behavioral research. *Entrepreneurship Theory & Practice*, 2002; 26(4):33.
19. Ijaz M, Yasin G, Zad MJ. Cultural factors effecting entrepreneurial behavior among entrepreneurs. Case study

- of Multan, Pakistan. *Asian Economic and Social Society*, 2012; 2(6):908-917.
20. Johnson FO, George O, Owoyemi O, Adegboye M. Effects of socio-cultural realities on the Nigerian small and medium sized enterprises (SME): Case of small and medium sized enterprises in Lagos State. *International Journal of Business and Management*, 2013; 9(1):90.
 21. Krueger NF, Brazeal DV. Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship theory and practice*, 1994; 18:91-91.
 22. Lifian F, Chen YW. Development and Cross Cultural application of a specific instrument to measure entrepreneurial intentions. *Entrepreneurship theory and practice*, 2009; 33(3):593-617.
 23. Mair J, Marti I. Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of world business*, 2006; 41(1):36-44.
 24. Minaev I. Entrepreneurial activity in developing countries. Master Thesis in Entrepreneurship, 2016.
 25. Momani B. Entrepreneurship: An engine for job creation and inclusive growth in the Arab. Policy Briefing of Brookings Doha Centre, Qatar, 2017, 1-15.
 26. Parker SC. The economics of self-employment and entrepreneurship. Cambridge: Cambridge University Press, 2004.
 27. Pruett M, Shinnar R, Toney B, Llopis F, Fox J. Explaining entrepreneurial intentions of university students: A cross-cultural study. *International Journal of Entrepreneurial Behaviour and Research*, 2009; 15(6):571-594.
 28. Onodugo V, Onodugo CI. Impact of socio-cultural factors on entrepreneurial development in Nigeria. *African Educational Research Journal*, 2015; 3(4):246-254, IS SN:2354-2160.
 29. Ofstede G. *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations*, 2nd ed. Thousand Oaks, CA: SAGE, 2001.
 30. Rahma A, Farhana RS. Social-cultural factors influencing entrepreneurial activities: A study on Bangladesh. *Bangladesh. IOSR Journal of Business and Management*, 2014; 16:9.
 31. Renzulli L, Aldrich H, Moody J. Family matters: Gender, networks, and entrepreneurial outcomes. *Social Forces*, 2000; 79(2):523-546.
 32. Sabuhilaki B. Social factors affecting entrepreneurship and youth employment. *International Journal of Humanities and Cultural Studies*. Iran, 2016, 3(1). ISSN 2356-5926.
 33. Schwartz L. Identifying culture-specifics in the content and structure of values. *Journal of Cross-cultural Psychology*, 1995; 26(1):94.
 34. Schwartz SH. Value orientation: Measurement, antecedents and consequences across nations. In Jowell, R., Roberts, C., Fitzgerald, R. & Eva, G. (Eds). *Measuring attitudes cross-nationally-lessons from the European Social Survey*. London, UK: Sage, 2006b.
 35. Thornton P, Ribeiro-Soriano D, Urbano D. Socio-cultural factors and entrepreneurial activity: An overview. *International Small Business Journal*, 2011; 29(2):105-118.
 36. Uhianer L, Zhou H, Tan S. Family orientation, strategy and organizational learning as predictors of knowledge management in Dutch SMEs. *EIM Business and Policy Research*, 2007.
 37. Van Stel A, Carree M, Thurik R. The effect of entrepreneurial activity on national economic growth. *Small Business Economics*, 2005; 24:311-321.
 38. Wetherly P, Otter D. *The Business Environment*, 2nd ed., Oxford University Press, 2011.
 39. Welter F. Contextualizing entrepreneurship—conceptual challenges and ways forward. *Entrepreneurship Theory and Practice*, 2011; 35(1):165-184.
 40. World Bank. *World development report 2006: Equity and development world bank group*. London: Washington DC, 2006.
 41. World Bank. *World development report 2007: Development and the next generation world bank group*. London: Washington DC, 2007.
 42. World Bank. *World development report 2012: Gender equality and development*. World Bank Group. Washington DC, 2012.
 43. World Bank. *World development report 2013: Jobs World bank group* London: Washington DC, 2013.
 44. World Bank. *Poverty and shared prosperity 2016: Taking on inequality World Bank Group*. London: Washington DC, 2016.
 45. World Bank. *World development report 2018 realizing the promises of education for development: concept note world bank group*. Loudon Washington DC, 2017.
 46. World Economic Forum. *The global competitiveness report 2016—2017* Geneva: World Economic Forum, 2017. www.dailypost.ng/02/08/17
 47. Zahra SA, Hayton JC, Salvato C. Entrepreneurship in family vs. Non-Family firms: A Resource Based analysis of the effect of organizational culture. *Entrepreneurship theory and Practice*, 2004; 28(4):363-381.
 48. Zhang J, Wong P, Soh P. Network ties, prior knowledge, and resource acquisition by high-tech entrepreneurs. Paper presented at the Academy of Management Conference, Seattle, WA, 2003, 1-6.
 49. Zimmer C. *Entrepreneurship through social networks. The art and science of entrepreneurship*. Ballinger, Cambridge, MA, 1986; 3-23.