

## A survey of the dimensions of cultural values on development of entrepreneurial attitude of students of Sama college of Damavand

Zahra Safikhani<sup>1</sup>, Abolghasem Delkhosh Kasmaie (Ph.D.)<sup>2</sup>

<sup>1</sup>Islamic Azad University, Damavand branch, Educational management department, Damavand, Iran

<sup>2</sup>Assistant professor at Police University

*Received: April 20, 2015*

*Accepted: June 15, 2015*

---

### ABSTRACT

This study evaluates the dimensions of cultural values (uncertainty avoidance, individualism, masculinity, power distance) in development of entrepreneurial attitude of students of Sama college of Damavand. This study is applied in terms of purpose and is descriptive-survey in terms of data collection. The study population is all lecturers and students of Sama college of Damavand as 1300 in academic year 2014-2015. The sampling method is simple random. Cochran's formula is used for sample size as 297 for study sample. Library and field methods are used for data collection. The data collection measure is a researcher-built questionnaire based on five-item Likert scale. Experts of this field, managers and lecturers of University, verify the validity of questionnaire.

To evaluate reliability of study variables, Cronbach's alpha and combined reliability are applied. The questionnaires are measured after collection by quantitative analysis at descriptive and inferential levels. At inferential level, confirmatory factor analysis is used. To evaluate the relationship between variables, structural equations modeling (SEM) is applied. Smart PLS 2 software is used for hypothesis test in this study.

**KEYWORDS:** Cultural values, Entrepreneurial attitude, Uncertainty avoidance, Individualism, Masculinity, Power distance

---

### 1-INTRODUCTION

Entrepreneurship is a phenomenon occurring in various environments and can lead to economic growth via innovations of people in response to economic situations (Sheperd et al., 2008).

Entrepreneurship is the main factor of creating creativity and innovation. In other words, Entrepreneurship is an activity including detection, evaluation and using opportunities to introduce products and services, organizing methods, markets, processes, new raw materials via organized attempts not being performed before (Shin and Venkaterman, 2000). Also, Entrepreneurship includes other activities, tangible activities as learning, responding to the needs of customers and finding the best and effective methods of achieving them and fulfillment of needs and benefits of all factors interrelated with organization. These various entrepreneurial activities can be fulfilled by detection of entrepreneur or other people or organizational units delegated by entrepreneur (Moghimi, 2004:79). The organizations give much importance for the environment encouraging Entrepreneurship and developing individual talents. The organizations should provide the conditions in the entire organization, space and entrepreneurship morale and people can perform entrepreneurial activities easily, continuously, individually or collectively (Talebi and Dehghan Najmabadi, 2013). Indeed, entrepreneurship process is fulfilled by those that inclination to happiness, hardiness, insistence, risk taking and imagination are their mental features (Jafarimoghadam, Fakharzade, 2011). One of the most important requirements of creating entrepreneurship is affecting entrepreneurial attitude among students. Creating entrepreneurial attitude in students is the required condition to show entrepreneurial behavior by them. These attitudes are affected by internal and external academic factors, external academic factors include wide range of various cultural, economic, political factors, etc. and students' attitude is affected indirectly. Internal academic factors include the factors in the academic system affecting the students' attitude directly and identification and planning to improve them can make entrepreneurial behavior from students possible (Amiri and Moradi, 2008). Indeed, entrepreneurial attitude is one of the factors predicting entrepreneurial behavior. Thus, it is important and evaluation of effective factors can create and promote this attitude among students.

### 2-STATEMENT OF PROBLEM

Most of policy makers and researchers believe that entrepreneurship is necessary for the development and welfare of society. Entrepreneurs create job, facilitate innovation and create structural changes in economy. By

---

\* **Corresponding Author:** Zahra Safikhani, Islamic Azad University, Damavand branch, Educational management department, Damavand, Iran.

creating new competitions, they help improvement of productivity indirectly. Thus, entrepreneurship is an important factor in economic growth and national competition. Increasing economic progress is dependent mostly upon the dynamics of entrepreneurship sector. This issue is true for all countries in any level of development stages (Mosavi Bazargani, 2007:19). Entrepreneurship process starts from decision and intention for entrepreneurship and continues to the first planned sale. Indeed, the perception of entrepreneurship can eliminate all the ambiguities with opportunities for the entrepreneur.

The major problem of academic graduates in developing countries is the unsuitable process of job creation to the number of academic graduates. This problem is found in economic and educational policies. Entrepreneurship plays important role in economic prosperity and social stability in most of developed countries. Developing countries are encountered with many challenges and these challenges are regarding high unemployment rate among young labor force as they are mostly academic graduates. The attitudes play important role in the life of entrepreneurs (Serpoassan, 2014). Attitude is the best predictor of entrepreneurial inclinations. Attitude is acquired and is created based on family training, social environment and work. Thus, it is changed by training and intervention (Robinson et al., 1991). One of the key findings of Global Entrepreneurship Monitor report (GEM) (2009) is regarding the variety of attitudes in various people regarding the attraction of entrepreneurship as a job. Perception of these attitudes plays important role in encouragement of entrepreneurship and capability to evaluation, improvement and change of strategy to promote entrepreneurial behavior in developing countries helping the economic development and creating wealth to fight against poverty (Serivasan, 2014). Linan and Chen (2009) state three factors of entrepreneurial attitude, mental norms and control of perceived behavior as explaining factors of entrepreneurial intention to present a model about entrepreneurial intention. In this model, human capital and demographic factors are stated as effective factors on these three factors. Krizer, Marino, Dickson and Vior (2010) evaluated the cultural factors on entrepreneurial intention as they showed that cultural values were effective on risk taking and proactiveness.

This study attempted to deal with the dimensions of cultural values on entrepreneurial trend of students in academic environment.

### 3-REVIEW OF LITERATURE

Jafarimoghadam et al., (2011) evaluated the inhibiting factors of entrepreneurial intention of students. The study population is 1647 including MA students of technical, psychology and educational sciences and entrepreneurship of Tehran University. The sample size is 138. The results of study showed that in three dimensions of attitude, social norms and self-belief, there was no specific inhibiting factor. Also, they didn't perceive 89% of good social supports from the society for new set up. Indeed, based on the vies of students, the University cannot encourage new ideas, they don't achieve entrepreneurial skills in University and socio-economic conditions are not good to set up business.

Amiri and MOradi (2008) evaluated the entrepreneurial attitudes of students and identification of some intra-academic barriers of these attitudes. Entrepreneurial attitudes of students are evaluated in five dimensions of achievement seeking, autonomy, self-confidence, creativity and innovation and risk taking. The results of study showed that correlation coefficient between dependent variable, entrepreneurial attitudes of students and independent variables, intra-academic factors including management style, teachers features, feature of administrative-financial system, performance of employees, features of students had significant correlation and two variables of access to equipment and educational facilities and educational space and curriculum had not significant correlation with entrepreneurial attitude. The result of sign and Friedman test showed that four factors of management style, curriculum, administrative-financial system and performance of University employees were the most important barriers of inter-academic factors of entrepreneurial attitudes of students.

Serinivasan (2014) studied the entrepreneurial attitudes among unemployed graduates in Etupi. The sample size was 52 unemployed graduates. The results of study showed that most of participants had low level of entrepreneurial attitude and others had not positive attitude to entrepreneurial activity. Environmental and demographic factors had important role in attitude of graduates.

-Gibson et al., (2011) in the study "identification of effective factors on formation of entrepreneurial attitude stated that identification of effective factors on entrepreneurial attitudes can be of great importance for entrepreneurship training. They found that there was a difference among business students in US and China regarding entrepreneurial attitude.

Atayd (2009) in the study evaluated the entrepreneurial attitude components among young people. He identified entrepreneurial attitudes among students aged 16-19 years and tested ATE model (attitude to entrepreneurship). By investigation of experiment and control groups of students, one group participated in entrepreneurship programs and another group didn't participate in this program. He found that students participating

in entrepreneurship program had high entrepreneurial attitude and found that family self-employment had positive impact on entrepreneurial attitude.

Chen et al., (2007) in the study evaluated entrepreneurial attitude model and evaluated effective factors among business students of Taiwan University. The results of their study showed that attitude to entrepreneurship are affected by personality features. Personality features are human relations, purpose orientation, achievement seeking, internal locus of control and creative thinking. Environmental factors include family environment, academic environment, social and economic environment.

#### 4- Conceptual model and study variables

##### 4-1 Conceptual model of study

Entrepreneurial attitude and cultural values are main variables. The entrepreneurial attitude development variable is based on the study of Atayd (2009) and cultural values based on Hofstede (1980). The conceptual model of study is based on Krizer et al., (2010) study. Krizer et al., (2010) evaluated the impact of cultural values on entrepreneurial trend. In the conceptual model of study, it is attempted to show predictive variable dimensions as indicating 4 study questions. In this study, entrepreneurial attitude is the criterion variable of study and cultural variables are predictive variables of study. Theoretical framework of study is provided as:

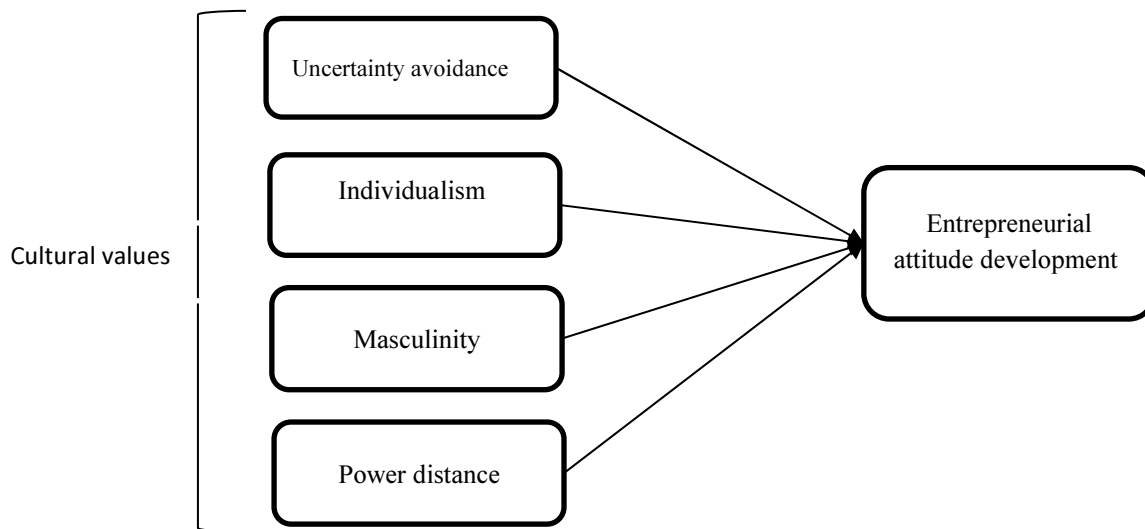


Figure 1-Conceptual model of study (based on the study of Krizer et al., (2010))

##### 4-2 Study variables

In this study, uncertainty avoidance, individualism, masculinity, power distance are predictive variables and entrepreneurial trend development is criterion variable.

**Entrepreneurial attitude development:** Attitude is the amount a person evaluates one thing as positive or negative (Azen, 2001). The dimensions considered for Entrepreneurial attitude include four dimensions of creativity, personal control, tendency to success and leadership as based on study of Atayd (2009).

**Cultural values:** It acts as reference framework for people in society as using it for perception of organizations, environment and relationship with each other (at individual level)(Krizer et al., 2010).

**Uncertainty avoidance:** Based on components, explanation of instructions for better perception of expectations, expectation of chiefs for exact following of orders, organization rules as organization expectations of people, operational procedures of people and operating guidance of employees are investigated.

**Individualism:** It refers to individual benefits instead of group benefits, loyalty and responsibility to the self than group, working for self-acceptability not the group, the importance of individual reward than group reward, the importance of individual success to group success.

**Masculinity:** It refers to better management of affairs by men, giving much importance to men to take a professional route, better promotion of men compared to women at work place, giving much importance to intimate work climate of women compared to that of men, men have logical tendency and women intuitional tendency. Better solution of organization by men compared to women, priority of men for high positions in organization, better performance of jobs by men and consideration of women to social aspects than promotion at work.

Power distance: This factor is regarding the supervisor emphasis on his power, searching the beliefs of subordinates by supervisor or manager, the lack of relationship of manager with his employees outside of work place, the lack of agreement of subordinates with the supervisor, the lack of delegation of hard works by manager and taking decisions by the manager.

Table 1- Variables, Dimensions, components and study indices

Index	Component	Dimensions	Concept
Better management of classes be male teachers Much value of male teachers to professional progress Giving importance of male students to their promotion in education Giving much importance to education in an intimate climate by female students Analysis of reasoning of men and intuition of women Better ability (power) of men for performing the tasks Priority of men for high position in University Superiority of men in some jobs Consideration of female students to social aspects of education	Masculinity	Cultural values	Entrepreneurial attitude development
Priority of welfare of group compare to that of an individual Encouraging responsibility and loyalty Priority of being accepted by group than being accepted by self Importance of group rewards compared to that of individuals Importance of group success compared to individual success	Individualism		
Perceiving expectations of university by instructions Following of students of plans and procedures Giving importance to rules for perceiving expectations of university of student Usefulness of operational standard procedures for University Usefulness of operating instructions for University	Uncertainty avoidance		
Relationship of teachers with power field of student Searching beliefs of students for consistent with teachers Not communicating with students outside campus Agreement of students with decisions of teachers Not delegating hard works to students by teachers Taking decisions by teachers without consulting with students	Power distance		

## 5- Study purpose and questions

### 5-1 Study purpose

- 1- Determining the impact of uncertainty avoidance on entrepreneurial attitude development of students
- 2- Determining the impact of individualism on entrepreneurial attitude development of students
- 3- Determining the impact of masculinity on entrepreneurial attitude development of students
- 4- Determining the impact of power distance on entrepreneurial attitude development of students

### 5-2 Study questions

- 1- Is uncertainty avoidance effective on entrepreneurial attitude development of students in Sama college of Damavand branch?
- 2- Is individualism effective on entrepreneurial attitude development of students in Sama college of Damavand branch?
- 3- Is masculinity effective on entrepreneurial attitude development of students in Sama college of Damavand branch?
- 4- Is power distance effective on entrepreneurial attitude development of students in Sama college of Damavand branch?

## 6- STUDY METHODOLOGY

This study is applied in terms of purpose and is descriptive-survey in terms of data collection. The study population is all lecturers and students of Sama college of Damavand as 1300 in academic year 2014-2015. The sampling method is simple random. Cochran's formula is used for sample size as 297 for study sample. Library and field methods are used for data collection. The data collection measure is a researcher-built questionnaire based on five-item Likert scale. The validity of questionnaire is verified by experts of this field, managers and lecturers of University.

To evaluate reliability of study variables, Cronbach's alpha and combined reliability are applied. The questionnaires are measured after collection by quantitative analysis at descriptive and inferential levels. At

inferential level, confirmatory factor analysis is used. To evaluate the relationship between variables, structural equations modeling (SEM) is applied. Smart PLS 2 software is used for hypothesis test in this study.

Table 2- Combined Cronbach's alpha and reliability

Combined reliability coefficient	$\alpha$	Dimensions	Variable
0.906	0.873	Uncertainty avoidance	Cultural values
.812	0.706	Individualism	
.831	0.768	Masculinity	
.897	0.856	Power distance	
0.937	0.909	-	Entrepreneurial attitude

## 7- Study findings

### 7-1 Description of study population

Based on the findings, the respondents are 56% women and 44% men in terms of gender.

The respondents are 59% below 24 years, 27% ranging 24-30 years and 14% above 30 years in terms of age.

Based on the findings, the respondents as 22% have associate, the highest sample as BA with 45% and 25% in MA and 8% are dedicated to PhD in terms of education.

The respondents based on major are divided into technical and engineering as 69% and 31% as human sciences.

### 7-2 Data analysis

#### 7-2-1 Confirmatory factor analysis

In the present study, by Smart PLS 2 software, confirmatory factor analysis is used to evaluate two models for two variables of cultural values and entrepreneurial attitude development. The measurement of cultural values variable is performed by Smart PLS 2 and the results with the standardized coefficients and t coefficients are shown in Figures 2,3, respectively.

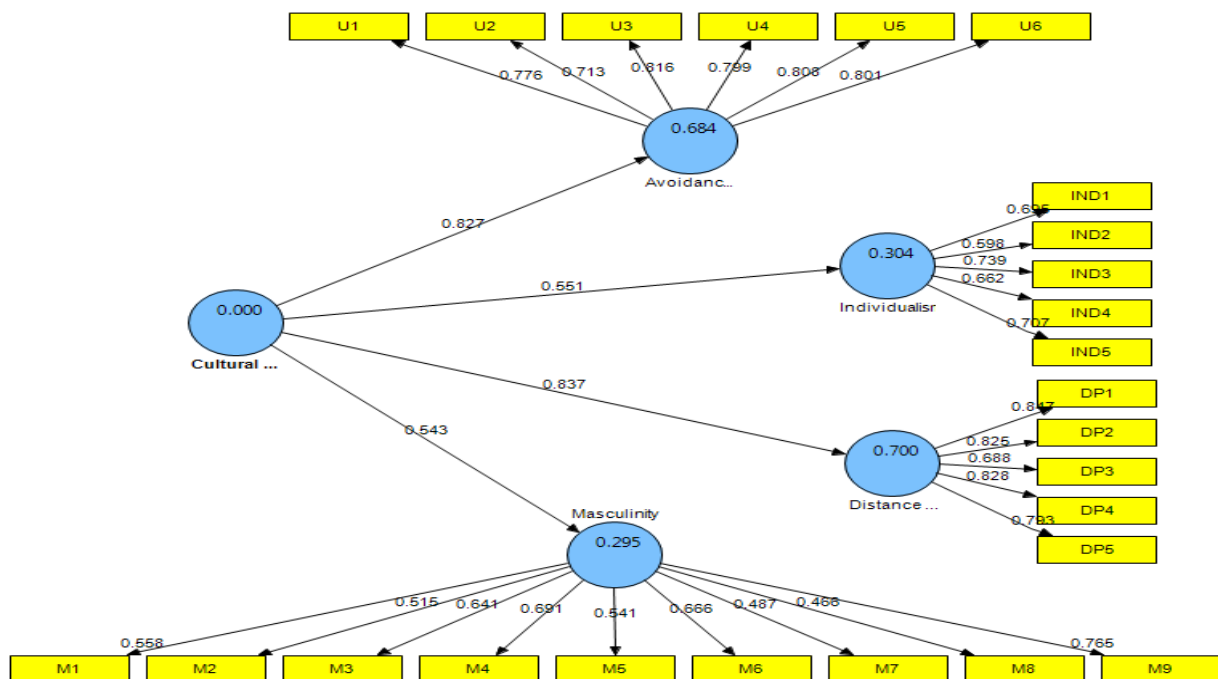
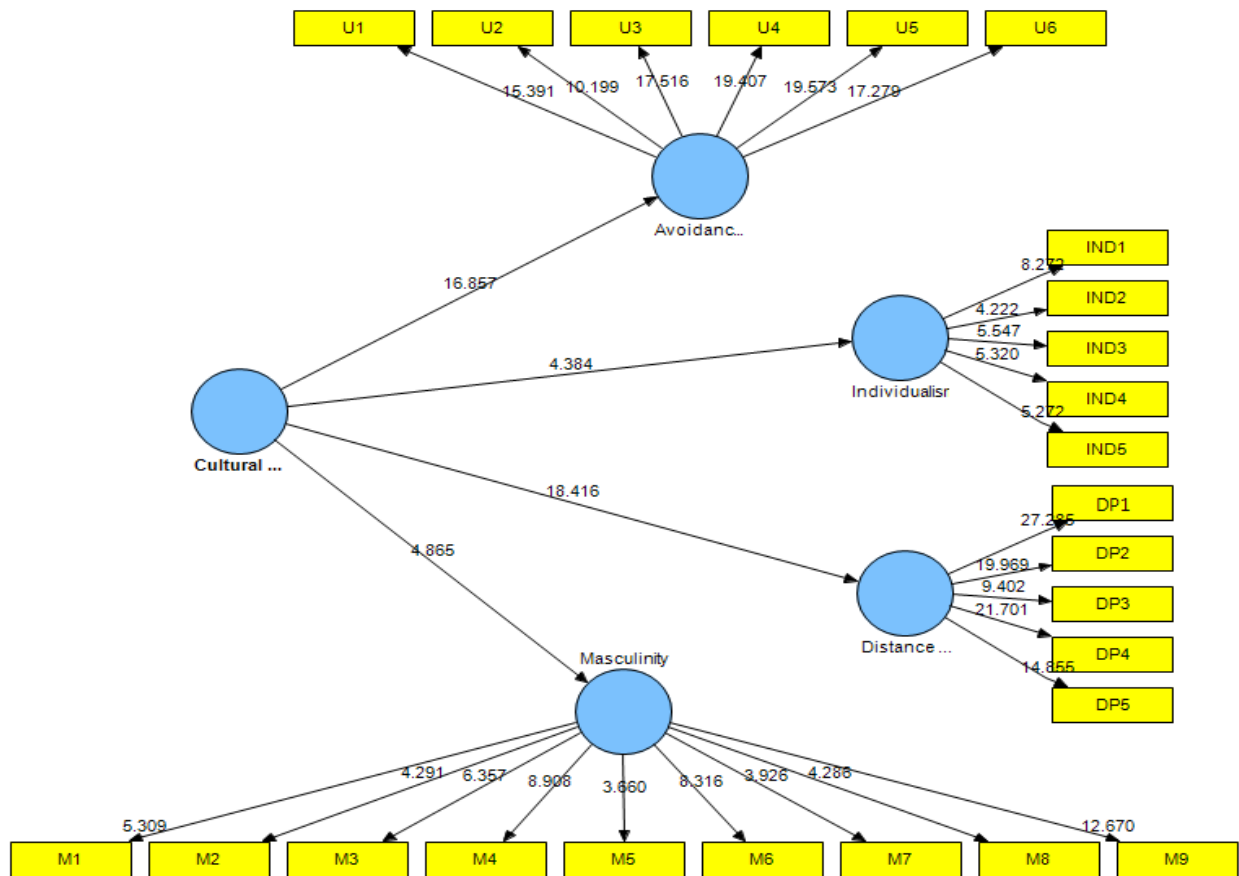


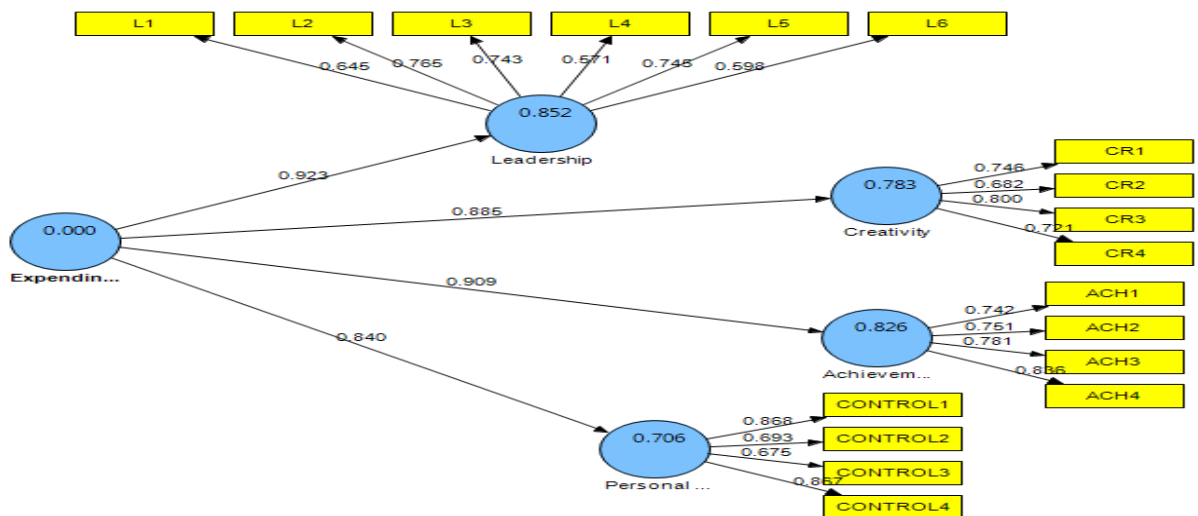
Figure 2- Confirmatory factor analysis regarding cultural values variable with standardized coefficient

In confirmatory factor analysis by PLS method, the questions without required adequacy to explain model variables are identified and omitted. This is defined by standardized coefficients as shown in the above figure and standardized coefficients of each question are above 0.1 and this verifies the fitness of this measurement model.

In addition to the evaluation of model fitness in confirmatory factor analysis by standardized coefficients, t coefficients are evaluated with their dimensions and if these coefficients are higher than 1.96, the adequacy of questions is revealed to explain the relevant dimension, otherwise it is omitted.



The model of measurement of entrepreneurial attitude development is performed by Smart PLS 2 and the results with standardized coefficients and t coefficients are shown in Figures 4, 5, respectively



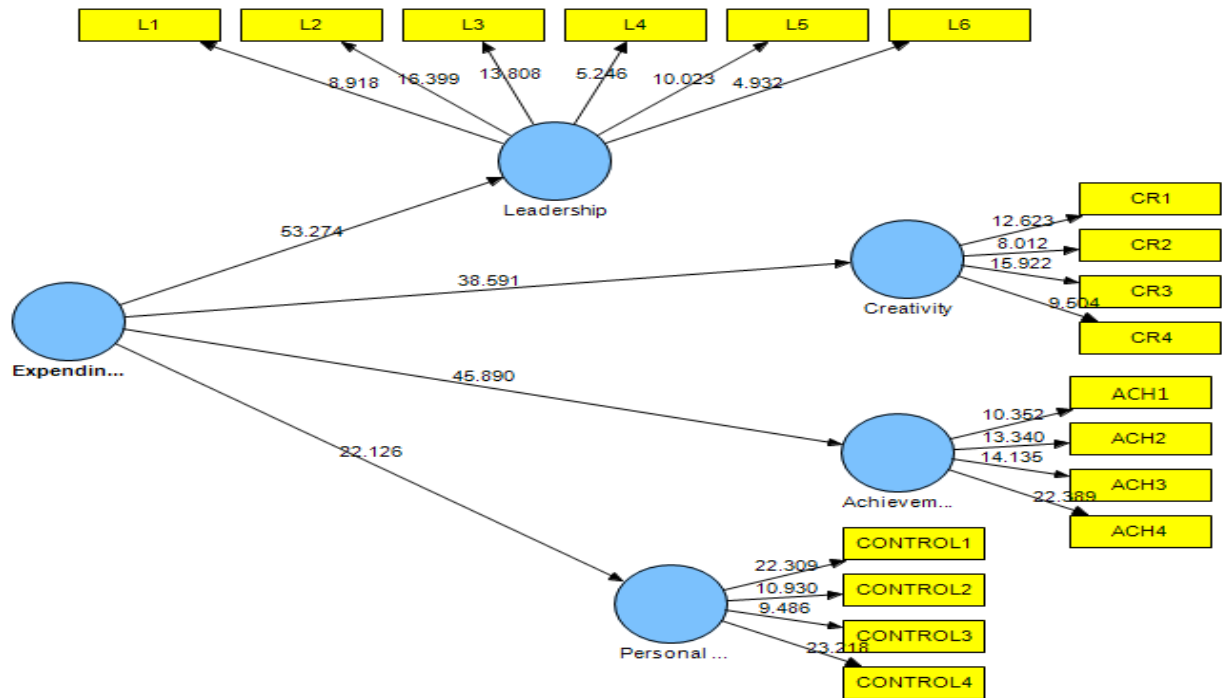


Figure 5- Confirmatory factor analysis regarding entrepreneurial attitude development with t coefficients

### 7-2-2 the evaluation of study questions

The results of study questions are shown in Table 3. T-value higher than 1.96 indicates significance at confidence interval 0.95.

Table 3- The results of testing study questions

Result	T value	Standardized coefficients	Question	
It has negative and significant impact	3.046	-0.210	Is uncertainty avoidance effective on entrepreneurial attitude development of students in Sama college of Damavand branch?	1
It has no significant impact.	0.626	-0.034	Is individualism effective on entrepreneurial attitude development of students in Sama college of Damavand branch?	2
It has positive and significant impact.	5.290	0.348	Is masculinity effective on entrepreneurial attitude development of students in Sama college of Damavand branch?	3
It has no significant impact.	1.030	-0.104	Is power distance effective on entrepreneurial attitude development of students in Sama college of Damavand branch?	4

The results show that individualism and power distance values have no significant impact on entrepreneurial attitude development and uncertainty avoidance and masculinity have significant impact on entrepreneurial attitude development.

### 8-Conclusion

First question: Is uncertainty avoidance effective on entrepreneurial attitude development of students in Sama college of Damavand branch?

The results showed that uncertainty avoidance had negative and significant impact on entrepreneurial attitude development. Indeed, by investigation of entrepreneurship definitions, it can be said, uncertainty is one of the assumptions an entrepreneur is encounter with and uncertainty is the important component of entrepreneurship and one of the features of entrepreneurs is taking risk. Indeed, the risk taken by entrepreneurs is higher than other economic activists. If cultural values eliminate uncertainty, this factor can have adverse impact on entrepreneurial attitude and can weaken this attitude. The results of data analysis of this study are consistent with the results of the study of Kerizer et al., (2010), Atayd (2009), Shanon et al. , (2009), Thomas and Muller (2000). Atayd consider the history of self-employment (accepting the risk of creating business) effective on entrepreneurial attitude of children and Shanon et al. Showed that entrepreneurial expectations were effective on entrepreneurial attitude and Krizer et al. showed that proactiveness and risk taking had negative association with uncertainty avoidance.

Second question: Is individualism effective on entrepreneurial attitude development of students in Sama college of Damavand branch?

The study findings show the lack of significant impact of individualism on entrepreneurial attitude development of students of Sama college of Damavand branch. Based on the studies of Hofstede (1980), individualism and collectivism are features of each culture and if we consider individualism and collectivism on two ends, various cultures based on values and beliefs are inclined to one of two ends of this spectrum as in western countries, individualism is observed mostly and in eastern countries of Asia, high collectivism is observed. If we don't see Iranian people with collectivism in eastern Asia countries, it has high distance with individualism of western countries and cultural tendency of Iran to collectivism causes that tendency to business is reduced independently and collectivism tendencies can be considered as barrier to individual autonomy in business. Krizer et al., (2010) considers individualistic culture as inhibiting factor to achieve proactiveness in company needing collaboration with other employees but the results of this question are consistent with the results of study of Krizer et al., (2010) and Harris and Gibson (2008).

Third question: Is masculinity effective on entrepreneurial attitude development of students in Sama college of Damavand branch?

Based on the results, masculinity has positive and significant impact on entrepreneurial attitude development of students of Sama college of Damavand. Based on the study of Hofstede (2010), men are more inclined to take risk compared to women. This tendency to risk taking is one of the business set up factors but women are not inclined to take risk mostly. Based on masculinity tendencies in Iran country, the positive impact of masculinity on entrepreneurial attitude development is possible. The results of study of Serionovasan (2014), Krizer et al., (2010), Chen et al., (2007) and Thomas and Muller (2000) are in this regard. Based on these studies, demographic, cultural, family and social factors are effective on entrepreneurial attitude. Indeed, masculine communities are more inclined to take risk and proactiveness and it is important as positive factor in entrepreneurial attitude development (Krizer et al., 2010).

Fourth question: Is power distance effective on entrepreneurial attitude development of students in Sama college of Damavand branch?

The results showed that power distance had no significant impact on entrepreneurial attitude development of students of Sama college of Damavand branch. Generally, in countries, with high power distance, it is emphasized on keeping existing condition and in countries with low power distance, the companies attempt to distinguish themselves via competition. Based on academic environment and open space of communication in University, it is expected that this environment encourages competition and entrepreneurial attitude development but the results of study of Jafarimoghadam et al., (2011) showed that University cannot encourage new ideas and students didn't achieve entrepreneurial skills in University. Also, Krizer et al., (2010) considered the relationship between power distance and risk taking and proactiveness as negative and the results were consistent with the results of study of Krizer et al., (2011), Krizer et al., (2010) and Amiri and Moradi (2008).

## REFERENCES

1. Amiri, Alinaghi, Moradi, Yazdan. 2008. Entrepreneurial attitudes of students and its barriers. Study journal and Barnam Harizi in high education. NO. 49. p. 45-67.
2. Jafarimoghadam, Saeed and Fakharzade, Arezoo Sadat. 2011. Entrepreneurial attitude development in textbooks. Entrepreneurial development. Year 3. NO. 11. p. 47-66.
3. Talebi, Kambiz; Dehghan Najmabadi, Amer. 2013. The impact of human capital on detecting entrepreneurial opportunities (case study: Knowledge-based companies in sciences and technology park of Eghbal of Yazd). Journal of business management. Period 5, NO. 3. p. 83-104.
4. Mosavi Bazargani, Jalal. 2007. Entrepreneurship components. Tehran. Jihad Daneshgahi publications.
5. MOghimi, Seyed Mohammad. 2004. Entrepreneurship and effective environmental factors. Management culture. Year 2. No. 5. p. 77-107.
6. Ajzen, I. (1991), The Theory of Planned Behavior, ORGANIZATIONAL BEHAVIOR AND HUMAN DECISION PROCESSES, 50, 179-211.
7. Chen, Y. F., & Lai, M. C. (2010). Factors influencing the entrepreneurial attitude of Taiwanese tertiary-level business students. *Social Behavior and Personality: an international journal*, 38(1), 1-12.



8. Gibson, L. G., Gibson, R. A., & Zhao, S. (2011). Factors affecting entrepreneurial attitudes of American and Chinese business students. *USASBE\_2011\_Proceedings-Page1021*.
9. Harris, M. L., & Gibson, S. G. (2008). Examining the entrepreneurial attitudes of US business students. *Education+ Training*, 50(7), 568-581.
10. Hofstede, G., Hofstede, G.J. & Minkov, M. (2010), *Intercultural Cooperation and Its Importance for Survival*, New York:: McGraw-Hill.
11. Kreiser, P.M., Marino, L.D., Dickson, P. & Weaver, K.M. (2010). Cultural Influences on Entrepreneurial Orientation: The Impact of National Culture on Risk Taking and Proactiveness in SMEs, *ENTREPRENEURSHIP THEORY and PRACTICE*, 959-984
12. Linan, F. & Chen, Y.W. (2009), Development and Cross-Cultural Application of a Specific Instrument to Measure Entrepreneurial Intentions, *ENTREPRENEURSHIP THEORY and PRACTICE*, 2, 593-617.
13. Moon, Y. J., & Kym, H. G. (2006). A model for the value of intellectual capital. *Canadian, Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 23(3), 253-269.
14. Robinson, P. B., Stimpson, D. V., Huefner, J. C., & Hunt, H. K. (1991). An attitude approach to the prediction of entrepreneurship. *Entrepreneurship theory and practice*, 15(4), 13-31.
15. Shanan, Gibson, G., Harris, Michael L., Barber III, Dennis (2009), Comparing the Entrepreneurial Attitudes of Chinese and Brazilian Students, *Southern Journal of Entrepreneurship*, 28 , 56-70.
16. Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of management review*, 25(1), 217-226.
17. Shepherd, D; Covin, G.F; Kuratko F.D. (2008). Project Failure from Corporate Entrepreneurship: Managing the Grief Process, *Journal of Business Venturing*, 24(6), 588-600.
18. Srinivasan , K. (2014), A study on entrepreneurial attitudes among unemployed graduates in ethiopia, *IRMJCR*, 2(3), 107- 119.
19. Thomas, A.S. & Mueller, S.L. (2000). A case for comparative entrepreneurship: Assessing the relevance of culture, *Journal of International Business Studies*, 31(2), 287–301.