

Parental Child Rearing Methods and Personal Entrepreneurial Competencies of Students in Rivers State Public Universities

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Abstract: The purpose of this research was to look at how different parenting styles affected the entrepreneurial skills of college students at public universities in Rivers State. In this investigation, researchers used a cross-sectional survey approach. Since all of the research questions pertain to entrepreneurship, this study's population consists of 1,564 undergraduate management majors enrolled for the 2018–2019 school year. This is because these students have already taken entrepreneurship classes relevant to their majors. When accounting for the effects of a finite population, the sample size is 309. The PCRMPECQ is a structured questionnaire that aims to gather data on parental child raising methods and personal entrepreneurial abilities. In order to test our hypotheses, we used the Spearman Rank Order Correlation Coefficient and set the significance threshold at 0.01. Because group influence is a controlling variable, we employed partial correlation to study it. Results showed a correlation between students' levels of entrepreneurial personnel competences and their parents' authoritative parenting styles at public universities in Rivers State. The data analysis allows for the drawing of many conclusions. To start with, kids are more likely to acquire entrepreneurial personal abilities when their parents exhibit authoritative parenting, which is defined as providing a great deal of love and support but also exercising acceptable control and discipline. An entrepreneurial mindset requires a child to be self-reliant, confident, and adept at solving problems. A combination of warmth and support, together with reasonable amounts of control and punishment, is the hallmark of an authoritative parenting style, according to the study's authors.

Key words: Parenting, Child Rearing, Entrepreneurial Competencies. Self-efficacy, social networking, Ambiguity Tolerance.

INTRODUCTION

Entrepreneurships are considered critical for economic development in that they create jobs, open up opportunities for upward social mobility, increase innovation, foster economic flexibility and competitiveness in the labour market, and economic efficiency (Liao, 2018; Barba–Sanchez et al. 2022). It is often the youth, who bear the brunt of economic crises and imbalances (Escolar et al., 2019; European Commission, 2003), yet entrepreneurship offers them a more accessible alternative to traditional employment structures. Thus, entrepreneurialism is considered a panacea for joblessness and stagnation in the economy. A lot of countries are trying to get their kids to stop thinking about white-collar employment and start thinking about starting their own businesses, since entrepreneurs are crucial to economic growth everywhere.

A growing body of studies in the social sciences (Betancor, 2011; Sanchez, 2011; Torres & Artigas, 2015) and multidisciplinary programmes (Bras, 2015; Serrano-Bedia et al., 2015) have all pointed to the need of fostering an entrepreneurial mindset. To bolster the country's budding entrepreneurial spirit, for example, several refinancing and rediscounting facility plans were set up by various Nigerian administrations. Global policies that aimed to simplify administrative

processes, remove obstacles via subsidies, and encourage entrepreneurial activity have not produced the desired outcomes (European Commission, 2018). Therefore, the Nigerian government and organised private sector organisations have continued to be greatly concerned about the underperformance of these businesses (Aminu & Shariff, 2017).

Kanabe (2019), Kamunge et al. (2014), Abor and Quartey (2010), and Babayayi et al. (2021) are among the writers who have highlighted a lack of management competence and an entrepreneur's own lack of competence as major obstacles to the success of entrepreneurs. Entrepreneurial abilities are the most important and intangible resource for any company's development, according to Omar (2016), Tehseen and Ramayah (2015). With the right understanding of entrepreneurial competence, businessmen can better weather the inevitable storms of success and failure. Entrepreneurs with strong entrepreneurial competences are more likely to see their businesses succeed, which benefits the community economically and socially as a whole via the creation of jobs (Cohon, et al., 2010).

In response to the question of how entrepreneurs acquire foundational skills, Holland proposed the RIASEC vocational personality model from the 1950s. This model postulates that there are two distinct but mutually reinforcing factors that influence an individual's trajectory towards a particular vocational personality type and, ideally, a particular occupation. The collection of features that children are born with, including their sex and fundamental personality traits, is one source. The second part is input that is specific to the circumstance. In order to assist their children develop interests, preferences, and competences, parents should promote and reinforce certain activities while also providing chances, support, and resources to pursue them (Holland, 1985; Rodermund, 2004). According to other studies (Edelman et al., 2016; Criaco et al., 2017), competence and the growth of a professional career via self-employment are both favourably impacted by the social models supplied by relational variables, such as the family context.

It is undeniable that parent-child parenting practices shape children's personality development; a research by Eccles and Davis-Kean (2005) found that parents would take a bigger part in supporting their children's societal pressure to become entrepreneurs. A parent's everyday interactions with their child—holding, kissing, eating, cleaning, playing, chatting, educating, correcting, encouraging, etc.—constitute the enculturation effort. All of these things help kids develop social skills and give them a taste of what it's like to be an apprentice in an adult's trade, although with some adult supervision (Rogoff, 2003). Guided play helps children develop social and cognitive abilities that will help them make sense of the world (Rogoff, 2003). Parental approaches to childrearing may influence their children's psychological well-being, social and emotional development, and future success in life, according to a 2001 study on bio-behavioral development from the National Institute of Child Health and Human Development (NICHD, 2001).

There is evidence that a child's upbringing and early life experiences have an impact on their likelihood of completing high school, becoming a parent at a young age, and later success in the workforce (Duncan, Ziol-Guest & Kalil, 2010; Cited in Nwanzu, 2016). In order to help their kid flourish, parents engage in what is known as "parenting" (Gafoor & Kurukkan, 2014; Brook, 1991; Cited in Nwanzu, 2016). The phrase "parent-child rearing methods" captures the variety of approaches used by parents to raise their children.

According to Darling and Steinberg (1993) and Glasgow et al. (1997), parent-child parenting approaches include the emotional environment and constellations of values, attitudes, behaviours, and non-verbal expressions that determine the nature of parent-child interactions in various contexts. When it comes to forming the character and actions of young people, parents have a significant impact. Baumrind (1991) categorised parenting approaches according to parental demandingness and responsiveness into three broad categories: authoritative, authoritarian, and permissive.

Following one's family, one's immediate social circle should include a majority of individuals who share one's interests and aspirations; this is known as a peer group. As a result, the peer group serves as a medium for cultural assimilation and education (Foluso, 2015). Peer groups have a high level of connection and engagement in activities that impact each other, which is the primary rationale. The way kids' social skills develop is impacted by their peer group. Kids acquire social skills and how to manage boundaries via these early connections. A child's social circle shapes their identity in many ways, including the beliefs they hold, the information they absorb, the clothes they wear, the food they consume, and the way they interact with adults (Foluso, 2015). According to research by Amati et al. (2018), there is a favourable correlation between the satisfaction quality of friendship and several aspects of everyday life, such as the ability to make good purchasing decisions and the pursuit of entrepreneurial opportunities. Peer groups have a role in entrepreneurial decision-making and may have an impact on students' emotional intelligence (Schutte and Loi 2014).

One way to help young people avoid social exclusion and join the workforce is to encourage them to pursue entrepreneurial careers (Thurik et al., 2008; Herman & Stefanescu, 2017). Pursuing new economic activity always involves some degree of uncertainty; as a result, entrepreneurs need to be able to make decisions without having all the facts (Foss, Foss & Wein, 2007). Without effective coping mechanisms, young people are more likely to engage in risky behaviours, such as drug and alcohol abuse, low self-esteem, and defiance of parental and governmental authority. A child's self-efficacy is the degree to which they believe they can control their impulses to behave inappropriately.

Audretsch (2007) argues that children's environmental experiences impact many aspects of their development, including social behaviour and self-efficacy. The former enables children to take on challenges they think they can overcome while the latter serves to inspire them. Despite increased discussion, the cultural need to know what factors predict entrepreneurial competency conduct among individuals—and college students in particular—remains. So, the purpose of this research is to look at how factors like parental child-rearing techniques affect students' entrepreneurial abilities at public institutions in Rivers State.

Aim and Objectives of the study

This research aims to fill a gap in our understanding of the connection between parental approaches to childrearing and the entrepreneurial skills that undergraduates at public universities in Rivers State develop. To be more precise, the research aimed to accomplish the following goals;

1. Ascertain the relationship between authoritative parenting method and self-efficacy of students in Rivers State public Universities.
2. Determine the relationship between authoritative parenting method and ambiguity tolerance of students in Rivers State public Universities .
3. Examine the relationship between parenting method and social networking of students in Rivers State public Universities .

Research Questions

The following research questions will guide this study.

1. What is the relationship between authoritative parenting method and self-efficacy of students in Rivers State public Universities?
2. What is the relationship between authoritative parenting method and ambiguity tolerance of students in Rivers State public Universities ?
3. What is relationship between authoritative parenting method and social networking of students in Rivers State public Universities ?

Research Hypotheses

Based on the research questions, the following hypotheses stated in a null form will be tested in this study:

H₀₁: Authoritative parenting method does not have significant relationship with self-efficacy of students in Rivers State public Universities .

H₀₂: Authoritative parenting method does not have significant effect on ambiguity tolerance of students in Rivers State public Universities .

H₀₃: Authoritative parenting method does not have significant relationship with social networking of students in Rivers State public Universities .

Conceptual Review

Concept of Parent-Child Rearing Methods

The term "parent-child rearing" encompasses a wide range of activities that begin at birth and continue into maturity (Farzand, Cerkez & Cavusoglu, 2017). Relationships between parents and children, with the goal of socialising and raising the kid, influence the latter's outlook, actions, and emotional development (Pflieger, 2006; referenced in Virasiri, Yunibhand and & Chaiyawat, 2011). Bidirectional relationships between members of two or more generations, such as grandparents and grandchildren, can persist throughout the majority of each group's life spans, and this is what parent-child rearing, or parenting, is all about (Binger, 1989 Berns, 1996; cited in Virasiri et al. 2011). The way parents engage with their children has a significant impact on their behaviour, personality, and motivation (Lee, Daniels & Kissinger, 2006; liem et al., 2010; Cummings & Davies, 2002; quoted in Farzand, Carusoglu, 2017).

According to Sarwar (2016), parenting is a complex activity that involves several specific behaviours that parents exhibit, either alone or in combination, and these behaviours influence the behaviour of their children. Taking care of one's children includes meeting their material requirements as well as providing them with spiritual guidance and a good education (Nwosu, 2004; referenced in Ishola & Taiwo, 2015). Ishola and Taiwo (2015) reference research by Alden and Kell (200), who argued that parents should behave in a way that limits their children's freedom of speech and activity while also protecting them from harm. The main perspective on parenting is that it is a responsibility to guide children through their social and educational development. This includes attending to their individual needs, teaching them social and emotional expressiveness and communication skills, and enforcing discipline (Rutter 1985, cited in Virasiri et al. 2011). Additionally, parenting entails passing on cultural norms and traditions, equipping children with the tools they need to thrive economically, encouraging them to develop strong interpersonal and communication skills, and guiding them towards self-regulation, productivity, and self-actualization (Mc Evoy et al. 2005; Eldridge, 2002, in Varisiri et al. 2011).

The behaviour, words, and deeds of parents have a profound effect on their children's development beginning at birth, according to Aghhi and Bhatia (2021). According to Jacobson (1999) and Snider et al. (2004), parents' cognition, emotions, attributions, attitudes, and values shape their parenting approach to their children in the context of family life events. Parents, as pointed out by Hurlock (1999), should help their children develop marketable skills and knowledge by serving as role models and advisors. Therefore, parenting is a process that seeks to care for a child, encourage that child to make their own decisions, teach them how to survive economically, help them develop their interpersonal skills, and prepare them to be self-regulated, productive, and self-actualized adults (Eldridge, 2002; Trungkasombut, 2004; cited in Virasiri et al. 2011). According to Manumrial (1991), the three main concerns of a typical parent are instruction, influence, and control.

So, parenting styles are like constellations of the beliefs, norms, behaviours, and non-verbal cues that parents use while interacting with their children in various contexts (Glasgow et al. 1997). The parent-child raising technique is a useful framework for understanding the typical range of approaches parents use when trying to guide and shape their children's social identities (Baumrind, 1991). How a parent interacts with, instructs, guides, and disciplines their children is known as their parenting style (Shyny, 2017; Koestner et al., 1999). Thoha (1996) argues that parents' distinct approaches to childrearing are a reflection of their chosen methods of raising children. Research has shown that the way parents raise their children may be a good indicator of how well they will do in school, emotionally, socially, and behaviorally (Darling, 1999).

(Baumrind, 1967; referenced in Coste, 2015; Maccoby & Martin, 1983; mentioned in Darling, 1999) Clinical and developmental psychologist Diana Baumrind identified two crucial aspects of parenting: parental demandingness and parental responsiveness. According to Baumrind (1991), parents who are demanding make it clear that they want their children to grow up and be part of the family unit via their expectations for their children's maturity, level of monitoring, disciplinary measures, and readiness to face disobedient children. The degree to which parents impose their will on their children is a measure of their demandingness and control (Baumrind, 1991). The degree to which parents micromanage their children's every move is a measure of their demandingness (Tem et al. 2012).

Dimensions of Parent-Child Rearing Methods

Based on the level of demand and response from parents, Baumrind established a hierarchy of parenting styles that he called the Baumrind parenting topology. These styles include authoritarian and authoritative parenting (Baumrind, 1967; Coste, 2015).

Authoritative Parenting Method

Baumrind (1966) argues that children are best guided by authoritative parents who provide information in a logical and issue-oriented way. As soon as a kid reaches an age where they can comprehend, parents using an authoritative style of parenting explain the reasoning behind their rules and regulations (Ottih, 2016). According to Aghi and Bhatia (2021), children raised using the authoritative style of parenting tend to be more self-reliant, independent, socially responsible, and goal-oriented, making it the "ideal" parenting approach. The authoritarian approach to parenting places an emphasis on praising children for their abilities. Children of parents who use this approach will learn to depend less on them (Yatim & Irwanto, 1991). According to Tam et al. (2012), the authoritative approach places an emphasis on rewarding good behaviour and punishing bad behaviour. Parents who practise authoritative parenting establish high standards and make their expectations known. They keep an eye on their kids, reprimand them rationally, and teach them to take risks and grow from their failures (Aghi & Bhatia, 2021). Besides providing a safe and nurturing setting, they also let kids study and grow on their own (Ottih, 2016). According to Sarwar (2016), authoritative parents promote open communication, explain the rationale behind laws, and use authority, reason, and shape to achieve their goals.

Authoritarian parenting method

According to Ottih (2016), parents that practise authoritarian parenting make rigid and unyielding rules for their children and resort to punishment as a means of coercion. In contrast to participative parents, authoritarian parents are more controlling and demanding (Baumrind, 1991). They want others to follow their commands verbatim because they are status-oriented and obedient. They offer a structured setting with well-defined norms and regulations (Baumrind, 1991). In order to get their children to do what they want, authoritarian parents often utilise techniques like withholding affection and acceptance as well as strict regulations (Aghi & Bhatia, 2021). Authoritarian parents are demanding and unresponsive, as pointed out by Hoskins (2014).

An authoritarian parent is one who uses absolute standards as a framework to assess, mould, and control their children's attitudes and actions (Sarwar, 2016). The lack of rationale for such laws is a common trait among authoritarian parents, according to Cherry (2015). According to Aghi and

Bhatia (2021), these parents are prone to resorting to physical punishment or verbal insults as a means of achieving the required behaviour. According to Ottih (2016), children whose parents are authoritarian tend to grow up in a cold and unfeeling atmosphere. When compared to authoritative parents, authoritarian parents could come out as cold and distant to their children (Aghi & Bhatia, 2021). Parents who are more demanding and quick to respond are known as authoritarian parents. Strict restrictions, conformity to parental behaviour, and limiting children's freedom of choice are all hallmarks of this style of parenting (Yatim & Irwanto, 1991). According to Sarwar (2016), parents that practise this style of parenting place an emphasis on conformity and obedience, leading their children to expect them to follow their lead without question or explanation, even in colder environments. Children raised by authoritarian parents often experience a cold and unfeeling home life (Ottih, 2016). Parental authoritarianism is characterised by a lack of interest in and trust in their children. Strict behaviour management and the promotion of open communication are common characteristics of these adults (Sarwar, 2016).

Permissive Parenting Method

One approach to raising children is known as "permissive parenthood," in which parents take a hands-off approach. Instead of actively trying to rein in children's misbehaviour, they just let it happen (Ottih, 2016). According to Santrock (2006), they exhibit a child-centered approach that places great emphasis on maturity. Nontraditional and condescending, lenient parenting styles do not demand maturity, permit extensive self-regulation, and shun conflict (Baumrind, 1991). An overly warm, friendly, and loving parent who does not establish restrictions, even when their child's welfare is in danger, is considered a permissive parent (Aghi & Bhatia, 2021). Because they trust their children to make good decisions about their own behaviour and preferences, parents who are more permissive tend to be less controlling and more sensitive to their teenagers' needs (Yatim & Irwanto, 1991).

According to Tam et al. (2012), parents who practise permissive parenting, sometimes called the "democratic" approach, impose few restrictions and give their children a lot of freedom to make their own choices. When their children fall short of their expectations, parents who are more permissive tend to be more loving rather than harsh (Ishola & Taiwo, 2015). The goal of permissive parenting, according to Baumrind (1966), is to show acceptance, affirmation, and non-punitive behaviour towards one's children's wishes, behaviours, and instincts. As Hoskins (2014) explains, parents that are more permissive confer with their teenagers before making major life choices and show greater support for their wishes, activities, and impulses. Adolescents raised by these parents are less likely to experience behavioural control, fewer rules, and less behavioural expectations.

Personal Entrepreneurial Competence

In accordance with Parry (1998), as referenced in Kyguoliene and Svipas (2019), a competency is characterised as a set of interrelated traits, abilities, and knowledge that impact a significant portion of an individual's work, are associated with job performance, can be evaluated using widely recognised criteria, and can be enhanced through professional development and training. For entrepreneurs to succeed in today's cutthroat economic climate, they must possess the skills necessary to launch, operate, and expand their companies to new heights (Alusen, 2016). Knowledge, skills, and abilities are all part of competence, according to Argyris (1993). Competencies, according to Bird (1995), are the foundational qualities that lead to the emergence, maintenance, and development of an enterprise. These qualities include general and domain-specific knowledge, as well as attributes, self-perception, social roles, and abilities.

The competences that an entrepreneur processes determine the firm's success, performance, and development. According to Man et al. (2002), an entrepreneur's competences are their overall abilities to carry out their work duties effectively. Knowledge, motivation, talents, and traits (personal qualities) make up entrepreneurial competence, according to Driessen and Zwart (2006), referenced in Kyguoliene and Svipas (2019). An entrepreneur needs managerial training and

development to acquire entrepreneurial competencies, according to Inyang and Enuoh (2009) cited in Paladan (2015). These competencies are sets of related knowledge, attitudes, and skills that will allow them to manage a business or enterprise effectively, generate exceptional performance, and maximise profit. Entrepreneurs need to have two distinct sets of skills, according to Bagheri and Pihie (2011): functional competencies and personal competencies.

Alusen (2016) states that personal entrepreneurial competences (PECs) are a collection of traits that define an entrepreneur's mindset and actions. An individual's personal entrepreneurial competences are the key qualities they need to successfully carry out entrepreneurial tasks. Personal entrepreneurial competency refers to the traits, attitudes, and behaviours that entrepreneurs need to succeed in business (Sarworko, Surachman, Armanu & Hadiwidjojo, 2013). Being able to spot and seize novel opportunities, as well as gather and harness the necessary resources, are essential components of personal entrepreneurial competency (Chandler & Hanks, 1994; Erikson, 2002; Johannison, 1993).

Attitude, values, beliefs, knowledge, abilities, talents, personality, wisdom, professional expertise, and behavioural patterns are all parts of personal entrepreneurial competence, according to Kiggundy (2002). A person's entrepreneurial competences are those that pertain directly to starting, running, and expanding a firm, according to the entrepreneurship framework (Colombo & Grili, 2005). In order to succeed as an entrepreneur, one must possess personal entrepreneurial competence, which aids in overcoming obstacles, solving difficulties, and completing tasks (Timmons & Spinelli, 2009). According to Mitchelmore and Rowley (2013), a person's entrepreneurial talents are a major component in a company's performance, development, and success. In order to launch, develop, and succeed in a firm, one must possess certain personal entrepreneurial qualities. The ability to identify, evaluate, and act upon new possibilities is a key component of an entrepreneur's personal competency set (Krueger, Reilly & Carsrud, 2000).

Measures of Personal Entrepreneurial Competencies

Various authors have sought to classify personal entrepreneurial competency in various ways, leading to the development of various variables. These variables include: a desire for accomplishment, an internal locus of control, a tendency to take risks, a need for autonomy and power, a tolerance for ambiguity, a need for affiliation, and endurance (Driessen, Zwart, 2006). Other variables include: self-efficacy, proactiveness, and an inclination towards risk-taking (Sanchez, 2011; cited in Kyguoliene & Svipas, 2019); innovativeness, proactiveness, and risk-taking (Bagheri & Pihie, 2011); self-efficacy, proactive personality, tenacity, a need for achievement, endurance, flexibility, and a passion for work (Rauch and Frese, 2007). Opportunities seeking, perseverance, dedication to work, demanding quality and efficiency, risk-taking, goal-setting, information seeking, systematic planning and monitoring, self-confidence, networking, and persuasion and monitoring are the personal competencies that Polinar, Cabatingan, and Delanter (2022) identified as measures. Ability to evaluate risks and provide novel ideas; resilience in the face of adversity; confidence in one's abilities and resolve; (Ahmad et al., 2010; Markman & Baron, 1998; Thompson et al., 1996).

Johannison (1991, 1993) states that one's knowledge, abilities, social skills, and insights are the four components that make up personal entrepreneurial competence. Among the other writers mentioned are Man (2005), Bird (1995), Chandler and Jansen (1992), Chandler and Hank (1994), and Verstegen and Mulder (2011). Some of these works address topics such as self-image/social role, motivation, and qualities, as well as self-concept, social role, and abilities. Ottih (2011) proposed that self-efficacy, tolerance for uncertainty, and social networking are the components that make up personal entrepreneurial abilities. Accordingly, this research followed Ottih's (2011) proposed metrics of personal entrepreneurial competences.

Self-Efficacy

According to Bandura (1997), self-efficacy is the confidence in one's own skills to plan and carry out the actions that will lead to certain outcomes. An individual's self-efficacy may be defined as

their confidence in their own abilities to accomplish a job and make a difference in future circumstances that are comparable to this one (Sams & Sams, 2011). When people have faith in their own abilities, they approach challenges with self-assurance, which in turn boosts their motivation, happiness, and sense of personal achievement. A high level of self-efficacy motivates individuals to set and achieve lofty objectives. Emotions such as happiness, sadness, egotism, humiliation, melancholy, etc., have a significant impact on one's behaviour (Bandura, 2001). While one's performance does impact one's self-efficacy, the latter is not only a reflection of one's objective talents (Lent & Hackett, 1987).

A dynamic component of the self-system, self-efficacy interacts intricately with the environment, other motivational and self-regulatory mechanisms (such as outcome expectations), one's own abilities and performance accomplishments, and so on (Bandura, 1986). According to Marsh (1990), one's perception and experience of one's surroundings might influence one's sense of self-efficacy. As we begin to distinguish ourselves from others at a young age, this trait begins to take shape. According to Bandura (1997), there are four factors that might influence a person's conviction in their own abilities: mastery experience, different types of experiences, social pressure, and physiological conditions. It is necessary to evaluate self-efficacy in a context-specific manner rather than in a generic one since it is task-specific and varies between contexts.

Ambiguity Tolerance

According to Ellsberg (1961) and McLain, Kefallonistis, and Armani (2015), ambiguity is a personal trait that increases one's level of confidence in estimating the relative probability of outcomes, based on the quantity, kind, reliability, and consensus of information. According to Frenkel-Brunswilk (1949), as mentioned in McLain et al. (2015), ambiguity tolerance is a fundamental component of an individual's emotional and cognitive perspective on life. Since one's perception of ambiguity depends on the information one receives about a specific stimulus, one's ambiguity tolerance may be defined as their consistent and systematic disposition to tolerate ambiguity.

Tolerance, according to Stoycheva (2003), is a key ingredient in innovative thinking. The capacity to accept ambiguity is first and foremost required of those who work creatively. Individuals must learn to accept and manage the anxiety and psychological distress that accompany the creative process. Second, creative traits like humour, openness to new experiences, risk-taking, and non-conformism are all part of a tolerable ambiguity, which helps to maintain the creative equilibrium between resistance and adaptability. Thirdly, in cases where there is room for interpretation. Refraining from seeking for quick fixes that are easy, uncomplicated, and clear is crucial. A willingness to let go of preconceived notions and maintain an open mind is conducive to creativity because it gives one the room to freely and flexibly investigate new information. Lastly, the ability to tolerate ambiguity is crucial when it comes to choosing choices. Critical junctures in solution generation, evaluation, selection, and implementation need decision making. Avoiding hasty commitment to one solution and maintaining an open mind are both aided by a tolerance for ambiguity. Furthermore, being able to tolerate ambiguity aids in maintaining motivation for creative endeavours (Stoycheva, 2003; Liu, 2015).

Social Networking

In order to establish a business network within the business environment, entrepreneurs need to possess social networking competence, which is defined as the capacity to demonstrate one's skill in establishing social relationships through the cultivation of relational competence and social interaction grounded in a family spirit (Meutia, 2012; as cited in Meutia, 2013). The ability to establish and maintain positive relationships with clients, coworkers, and other business associates; establishing and maintaining positive relationships with financial institutions; establishing and maintaining positive relationships with government agencies and other professional organisations; and constructing positive relationships with other businesses and their employees are all components of entrepreneurial social networking competence (Meutia, 2013).

Entrepreneurs can benefit from networks in many ways, including access to a wealth of information, the ability to try out new ideas, referrals to relevant specialists (with a high likelihood that the specialist will take extra time to see them due to the mutual contact), encouragement from others who share their interests, and access to resources (Dubini & Aldrich, 1991; Birley, 1985; Birely et al. 1991; Hutt & Van Hook, 1988; cited in Mc Quaid, 1996).

A business owner's social network consists of their close personal and professional relationships, including those with family, friends, and coworkers (Fernandez-Perez et al. 2015). According to Evald, Klyver, and Svendsen (2006), entrepreneurs' social networks include a wide range of contacts, from official ones to more casual ones, including friends, family, and acquaintances. Growing one's social network diversifies one's access to social resources and more entrepreneurial opportunities (Witt, 2010; Jenssen & Koeing, 2002; cited in Rikinhakis & Muhammad, 2015). Entrepreneurs rely on their social networks for a variety of resources, including financial capital, industry information and advice, emotional support, and general knowledge.

Theoretical Review

The McClelland Acquired Needs Theory serves as the foundation for this investigation.

Acquired Needs Theory

Among the many practical and pervasive theories in the fields of organisational behaviour and personality is the notion of acquired needs. In 1961, behavioural scientist and professor David McClelland put forth the "Acquired Needs Theory" in his book "The Achieving Society." According to McClelland, there are three types of needs that people develop throughout their lives. The first type is the Need for Affiliation, which involves the desire and need to form and sustain friendly relationships with others. The second type is the Need for Power, which includes the urge, desire, and tendency to exert influence over others. The third need is the need to achieve, which may be defined as the drive to succeed and see one's own efforts bear fruit. According to McClelland, everyone has these three wants, but one of them always takes precedence. The urge for accomplishment (n'ach) rules the entrepreneur's world.

A person's need for accomplishment may be defined as their desire to do exceptionally well in comparison to predetermined criteria (Royle & Hall, 2012). According to McClelland (1961, 1975, 1985), people with a strong demand for accomplishment try to stand out from the crowd by consistently outperforming their contemporaries. According to McClelland and Koestner (1992), people with a strong drive for success often choose careers that are challenging. Similarly, to attain their goals, those with high performance demands are more likely to seek feedback along the way (McAdams, 1994; Emmons, 1997; quoted in Royle & Hall, 2012). According to McClelland (1961, 1985), people with strong intrinsic motivation seek for challenges where they may take the lead in developing original answers. When people can fulfil their goals in relation to and independent of other people's circumstances, it satisfies their achievement demands (Yamaguchi, 2003; quoted in Royle & Hall, 2012). Those who have a strong desire to succeed are less likely to let luck determine their fate and more likely to look for concrete reasons why they did or did not succeed (Robbins, 2003; Weiner, 1979; referenced Royle & Hall, 2012). Plus, the measurable results of one's efforts determine whether a person with a high performance need feels happy or unhappy (McClelland & Koestner, 1992).

One of the most important factors in someone's likelihood to become an entrepreneur is their drive to succeed (McClelland 1961, 1975, 1985). McClelland believed that training may foster accomplishment motivation. Closely related to learning theory is McClelland's need theory. According to McClelland, people learn their needs through the events they encounter in their culture and environment. In his training programme, the Kakinada Experiment, he discovered that people's behaviour changes when they acquire a particular need, as opposed to when they do not. So, he came to the conclusion that training does have a good effect on entrepreneurial behaviour.

Wants Acquired Expectations regarding entrepreneurial skills are the entrance point for entrepreneurial choices, which are likely to be promoted by familial and environmental variables.

Therefore, theory is deemed relevant for this research. The environment in which a person grows up has a significant impact on their entrepreneurial competence; this is a kind of parenting that allows for some independence while yet providing structure and guidance. Because of social learning in the home and the surroundings, or because of the inheritance of temperamental traits, a child's occupational type tends to mirror that of their parents.

METHODOLOGY

The current study employs a cross-sectional survey research design to gather data, utilizing either questionnaires or interviews administered to a specifically chosen sample. This sampling method is guided by predetermined criteria, such as age, gender, geographic location, or other pertinent attributes, ensuring the relevance and specificity of the data collected. Standardized questions within the survey are meticulously crafted to evaluate the variables under scrutiny accurately.

In this context, the study's population is integral, defined as the entirety of individuals or entities sharing particular characteristics that the research aims to investigate. This comprehensive group is crucial for the study's breadth, informing the selection of a representative sample to infer broader conclusions. Specifically, this research focuses on a population of 1,564 final-year undergraduate management students from the 2018/2019 academic session. These students, having undergone entrepreneurship training, are deemed suitable respondents for addressing the research queries due to their relevant educational exposure and stage in their academic journey. The focus on this particular cohort aims to garner insights with potential applicability across the broader population of similar educational backgrounds.

Table 3.1 Population Distribution

S/N	Names of Higher Education Institutions	Population Size
1	Ignatius Ajuri University of Education Rumuolumeni, (IAUOE)	636
2	Rivers State University, Port-Harcourt (RSU)	239
3	University of Port-Harcourt, Choba (UNIPOINT)	689
Total		1564

Source: Institution Respective ICT Department (2023)

Sample size and Sampling Techniques

The reliability and generalizability of research results are dependent on the sample size, which indicates the number of persons or observations analysed. It finds a happy medium between pragmatic considerations, limited resources, and the need for exhaustive data. The sampling strategy is what narrows the pool of potential participants down to a manageable size, taking into account the study's objectives, available resources, and demographic characteristics. There are benefits and drawbacks to each approach; picking the right one for the research is essential. In order to estimate population proportions within a specified confidence level and error margin, researchers often utilise a specific formula to determine the required sample size. Let me give you the formula:

$$n = \frac{z^2 * p * (1 - p) / e^2}{1 + (z^2 * p * (1 - p) / (e^2 * N))}$$

Where:

- n represents the required sample size
- z is the z-score corresponding to the desired level of confidence
- p is the estimated proportion of the population
- e is the desired margin of error
- N is the population size (if known)

Where: z = 1.96 for a confidence level (α) of 95%, p = proportion (expressed as a decimal), N = population size, e = margin of error.

$$z = 1.96, p = 0.5, N = 1564, e = 0.05$$

$$n = [1.962 * 0.5 * (1 - 0.5) / 0.052] / [1 + (1.962 * 0.5 * (1 - 0.5) / (0.052 * 1564))]$$

$$n = 384.16 / 1.2456 = 308.407$$

n ≈ 309

Thir hundred nine people make up the sample (after accounting for the limited population).

In order to make sure the sample is representative of the population, we used Bowley's proportionate allocation algorithm once we settled on 309 students. We may get the demographic features and a decrease in sampling mistakes due to the typicality of the samples by using Bowley's (1937) formula. By using Bowley's (1937) proportional allocation formula, we may calculate the proportionate stratified random samples. The formula for Bowley's proportionate allocation is as follows:

$$N_h = \frac{n * N_h}{N} \quad (i)$$

Where

N_h: proportion of sample size sought for each stratum

n: sample size

N_h: number of the element of the population in the stratum

N: population size

Table 3.2 Sample Size Distribution

S/N	Names of Higher Education Institutions	Sample size distribution
1	Ignitus Ajuri University of Education Rumuolumeni, (IAUOE)	125
2	Rivers State University, Port-Harcourt (RSU)	47
3	University of Port-Harcourt, Choba (UNIPOINT)	137
Total		309

Source: Research Computation (2023)

Method of Data Collection: The PCRM-PECQ is a structured questionnaire that aims to gather information on parents' approaches to raising their children and their own entrepreneurial skills. Two sections made up the questionnaire. The first section asked respondents to identify themselves in broad strokes. To better organise Part B, we will use the four research questions as a guide and split it into parts A–D. There will be a 5-point rating system for each of the sections (A–D), starting from:

VSA= Very strongly agree (5)

SA: Strongly agree(4)

MA: Moderately agree (3)

SD = Strongly disagree(2)

VSD = Very strongly disagree (1)

with 42 questionnaire items to elicit answer to the research questions.

Administration of the Instrument: Together with the research assistant, the researcher distributed 309 questionnaires. Prior to delivering the instrument, the researcher and his helpers determined the study group. The researcher and his helpers made copies of the instrument both immediately and, in some instances, at a later date.

Method of Data Analysis: We manually graded the data that came from the survey's administration, put it into Excel's frequency tables, and then exported it to SPSS (Statistical Package for the Social Sciences). There was an analysis of inferential statistics done using the

Spearman Rank Order Correlation Coefficient at a significance threshold of 0.01. Because there are two ranking variables in the hypothesis, we wanted to find out whether there was a tendency for the second variable to go up or down in response to changes in the first variable, therefore we used the Spearman Rank Order Correlation Coefficient. Because group influence is a controlling variable, we employed partial correlation to study it. In order to account for the influence of other factors, partial correlation assesses the degree of association between two variables.

Testing of Hypotheses

H01: Authoritative parenting method does not have significant relationship with self-efficacy of students in Rivers State public Universities .

Correlations				
			Authoritative parenting method	self-efficacy
Spearman's rho	Authoritative parenting method	Correlation Coefficient	1.000	.635**
		Sig. (2-tailed)	.	.000
		N	280	280
	self-efficacy	Correlation Coefficient	.635**	1.000
		Sig. (2-tailed)	.000	.
		N	280	280
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on the decision rule of $p < 0.05$ for null rejection, we reject the null hypothesis and accept the alternative hypothesis, as Correlation 1 shows that there is a significant relationship between the authoritative parenting method and the self-efficacy of students in Rivers State public universities (with $\rho = .635$ and $p = 0.000$). An examination of the association between authoritative parenting styles and students' perceptions of their own abilities at public universities in Rivers State revealed a noteworthy correlation.

H02: Authoritative parenting method does not have significant effect on ambiguity tolerance of students in Rivers State public Universities.

Correlations				
			Authoritative parenting method	ambiguity tolerance
Spearman's rho	Authoritative parenting method	Correlation Coefficient	1.000	.649**
		Sig. (2-tailed)	.	.000
		N	280	280
	ambiguity tolerance	Correlation Coefficient	.649**	1.000
		Sig. (2-tailed)	.000	.
		N	280	280
**. Correlation is significant at the 0.01 level (2-tailed).				

The second correlation coefficient shows a strong association between the authoritative parenting style and students' ambiguity tolerance in public universities in Rivers State ($\rho = .635$ and $p = 0.000$). Since the decision rule for null rejection states that $p < 0.05$, we can reject the null hypothesis and accept the alternative hypothesis, which states that the authoritative parenting style does in fact have a significant relationship with students' ambiguity tolerance.

H03: Authoritative parenting method does not have significant relationship with social networking of students in Rivers State public Universities.

Correlations				
			Authoritative parenting method	social networking
Spearman's rho	Authoritative parenting method	Correlation Coefficient	1.000	.666**
		Sig. (2-tailed)	.	.000
		N	280	280
	social networking	Correlation Coefficient	.666**	1.000
		Sig. (2-tailed)	.000	.
		N	280	280
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on the decision rule of $p < 0.05$ for null rejection, we reject the null hypothesis and accept the alternative hypothesis: Authoritative parenting method has a significant relationship with social networking of students in Rivers State public Universities. Correlation 3 shows that this relationship is significant ($\rho = .666$ and $p = 0.000$).

Table 4.4.2 Summary of findings

S/N	Hypotheses	Outcome	Extent of Relationship	Decision
H01	Authoritative parenting method does not have significant relationship with self-efficacy of students in Rivers State public Universities.	($\rho = .635$ $p = 0.000$)	Strong Positive Relationship	Reject Null Hypothesis
H02	Authoritative parenting method does not have significant relationship with ambiguity tolerance of students in Rivers State public Universities.	($\rho = .649$ $p = 0.000$)	Positive Relationship	Reject Null Hypothesis
H03	Authoritative parenting method does not have significant relationship with social networking of students in Rivers State public Universities.	($\rho = .666$ $p = 0.000$)	Positive Relationship	Reject Null Hypothesis

Discussion

Authoritative parenting method and self-efficacy

Based on the decision rule of $p < 0.05$ for null rejection, we reject the null hypothesis and accept the alternative hypothesis, as Correlation 1 shows that authoritative parenting methods have a significant relationship with students' self-efficacy in Rivers State public universities (with $\rho = .635$ and $p = 0.000$). Students at public universities in Rivers State who grew up with an authoritative parent are more likely to believe in their own abilities. Similarly, a research by Tam, Chong, Kadirvelu, and Khoo (2012) looked at how different parenting styles—authoritarian, permissive, and authoritative—impacted the self-efficacy level of teenagers. The research found a strong correlation between an authoritative parenting style and self-efficacy. According to the regression results, students' self-efficacy is 12.8% higher when their parents use an authoritative parenting style. On the other hand, when it comes to self-efficacy, there is no significant association between authoritarian and permissive parenting styles. When comparing authoritative, authoritarian, and permissive parenting styles, the research found that children's self-efficacy was more affected by the former. In a similar spirit, Nwanzu (2016) investigated the effects of different parenting styles on teenagers' entrepreneurship potential, as well as the ways in which gender affects both the experience of parenting styles and the degree of enterprise potential. A university in Nigeria's south-south area was the site of the research. The research concluded that authoritative parenting has an effect on young people's business success. When comparing the effects of authoritarian and permissive parenting styles on the entrepreneurial potential of adolescents, there was no statistically significant difference. There was no statistically significant correlation between either of these and business potential. According to the research, the most important

factor affecting the entrepreneurial potential of teenagers in Nigeria is the presence of an authoritative parent.

Authoritative parenting method and ambiguity tolerance

Based on the decision rule of $p < 0.05$ for null rejection, we reject the null hypothesis and accept the alternative hypothesis: Authoritative parenting method has a significant relationship with ambiguity tolerance of students in Rivers State public Universities. Correlation 2 shows that this relationship is significant ($\rho = .635$ and $p = 0.000$). Similarly, Nwanzu (2016) investigated the effects of different parenting styles on students' entrepreneurial potential, as well as the ways in which gender plays a role in shaping students' perceptions of and adherence to different parenting methods. A university in Nigeria's south-south area was the site of the research. The research concluded that authoritative parenting has an effect on young people's business success. When comparing the effects of authoritarian and permissive parenting styles on the entrepreneurial potential of adolescents, there was no statistically significant difference. There was no statistically significant correlation between either of these and business potential. According to the research, the most important factor affecting the entrepreneurial potential of teenagers in Nigeria is the presence of an authoritative parent.

Authoritative parenting method and social networking

Based on the results of the third correlation, which shows a significant relationship between the authoritative parenting style and students' social networking in public universities in Rivers State ($\rho = .666$ and $p = 0.000$), we can reject the null hypothesis and accept the alternative hypothesis, according to the decision rule of $p < 0.05$ for null rejection. There is a strong correlation between students' use of social networks and the authoritarian parenting style at public universities in Rivers State. In a similar vein, Wijaya and Rinaldi's (2019) research on university students in Yogyakarta, Indonesia, examined their entrepreneurial motivation, risk propensity, and four parenting styles: authoritarian, permissive, uninvolved, and authoritative. The study's findings indicated that authoritative parenting style was the most effective in reducing risk tendency. In position two, position three, and position four, respectively, were the authoritarian, permissive, and uninvolved approaches. The research found that parents who use an authoritative style are more likely to encourage their children to take risks. Additionally, Nwanzu (2016) investigated the effects of different parenting styles on teenagers' entrepreneurship potential, as well as the ways in which gender affects both the experience of parenting styles and the degree of enterprise potential. A university in Nigeria's south-south area was the site of the research. The research concluded that authoritative parenting has an effect on young people's business success. When comparing the effects of authoritarian and permissive parenting styles on the entrepreneurial potential of adolescents, there was no statistically significant difference. There was no statistically significant correlation between either of these and business potential. According to the research, the most important factor affecting the entrepreneurial potential of teenagers in Nigeria is the presence of an authoritative parent.

Conclusion

The ways in which parents raise their children have a significant impact on the skills and habits that management students develop. The results of this research provide solid evidence that authoritative parenting styles have a substantial impact on a variety of student traits and behaviours at public colleges in Rivers State. The research specifically rejected the null hypothesis that said there were no significant links between authoritative parenting and these students' self-efficacy, ambiguity tolerance, and social networking. This suggests that children whose parents are more authoritative tend to have stronger social networking abilities, a better tolerance for uncertainty, and higher levels of self-efficacy. The strong correlations seen across these factors highlight the significant impact of authoritative parenting on the development of favourable academic and social outcomes for students.

Recommendations

After considering the information provided, we have come up with the following suggestions:

1. Public universities in Rivers state should encourage workshops or seminars for parents on the benefits of authoritative parenting in fostering independence and critical thinking skills among management students.
2. Public universities in Rivers state should Provide resources for parents to understand the drawbacks of authoritarian parenting and its potential impact on stifling creativity and innovation among management students.
3. Public universities in Rivers state should offer support programs for parents to navigate the balance between warmth and structure in permissive parenting to promote accountability and goal-setting skills among management students.

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