

American Journal of
Psychology
(AJP)




**Entrepreneurial Habits and Adolescent Socialization into
Economic Independence among the Bamilékés of West
Cameroon**

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Entrepreneurial Habits and Adolescent Socialization into Economic Independence among the Bamilékés of West Cameroon

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Article history

Submitted 10.11.2023 Revised Version Received 24.11.2023 Accepted 26.11.2023

Abstract

Purpose: Entrepreneurial spirit and achievement is often linked to the cultural value of a people and such innovative and economic-driven values have today been perceived as core antecedents of business start-up. The journey from childhood to adulthood also goes with the transition of adolescents to economic independence and often ensured through socialization into work and entrepreneurial-driven cultural values. This study sought to examine the effect of entrepreneurial habits on adolescent socialization into economic independence among the Bamiléke of Cameroon. The Social Cognitive Theory of Albert Bandura (1977) provided the theoretical starting point for this study.

Materials and Methods: The study adopted a quantitative design to test the influence of entrepreneurial habits on socialization of adolescents into economic independence. The study site was the Beamlike society of the West Region of Cameroon. With regard to sample, 384 adolescents were recruited from 8 selected villages for the study. Participants were selected using purposive sampling and a questionnaire with determined internal reliability coefficient was used for information gathering. Data were analyzed using both descriptive and inferential statistics.

Findings: Results show that entrepreneurial habit was able to explain the variations in economic independence at 73.7%. Analysis also suggested that a unit increase in the level of entrepreneurial

habit will increase socialization into economic independence at 0.324 units. Furthermore, results confirmed the model as a good fit ($F= 1068.761$), and consequently, the null hypothesis was rejected.

Implications to Theory, Practice and Policy: Therefore, work habit significantly estimated the level of socialization into economic independence of adolescents. Considering that entrepreneurial development is the most important input in the economic development of any society, the objectives of industrial development, balanced regional growth, and generation of employment opportunities should be achievable through entrepreneurial development and this depends on the inculcation of entrepreneurial values in young people. Therefore, adolescents should be socialized and guided on how to develop business habits in order to be able to detect opportunities, indulge in business start-up in order to achieve economic independence. The Government strategies of creating job creators should be reinforced at the grass-root and this should build on the creative and innovative values of a people.

Keywords: *Entrepreneurial-habits, sociocultural-values, socialization, economic-independence*

1.0 INTRODUCTION

The development of any society depends on its cultural values, which in turn affects the thinking and behaviors of the people in transmitting the values from one generation to the next. This is the case with entrepreneurial values, which is essential for economic independence and as a duty inculcated into adolescents through socialization. In the process, societal entrepreneurial habits are critical and the assistance of young people is influential in promoting realistic entrepreneurial know-how (Batool, 2020). Although this is modern in approach, traditional vocational training often evokes the role of culture in building entrepreneurship habits and mindset in young people. Consequently, the role of culture becomes fundamental in self-employability development and economic independence. Many developing countries are highly industrialized and have become significant players in the world economy whereas the less developed countries are truly poor. Their reason for tailing behind the developed economies had often been attributed to the nature of entrepreneurial culture being transmitted to future generations. This is the case with entrepreneurial values, which is critical in economic independence of young people and being inculcated into adolescents through socialization. In the process, societal entrepreneurial habits are critical and the assistance of young people is influential to promote realistic entrepreneurial know-how (Batool, 2020) that is incidental to youth self-reliance and autonomy.

Culture is a way of life of a people, a learned behavior, a social legacy that individuals acquire from groups, a set of standardized orientations to recurrent problems and a mechanism for the normative regulation of behavior (Bwisa, 2011). This is internalized and regulates economic behaviors and skills enhancement in all societies. In entrepreneurial-driven cultures, self-reliance, creativity and initiatives are highly perceived as core values in such societies. In context, this is visible in the development of entrepreneurial habits and how the later plays a great role in self-employment and economic independence particularly for young people. This is the case with Bamileké values that advocate hands-on entrepreneurship skills building through socialization with strict respect of normative social and economic activities in the locale. For instance, nurturing the child through hands-on family businesses has been perceived as natural and vital in life course development in African societies (Fomba, 2009), and nurturing through socialization should build entrepreneurial habits and promote economic independence in young people. In the process of developing entrepreneurial habits, cultural values act as one of the guiding principles of a person's life and are organized to complete a system of priorities including socialization (Leung, 2011; Schang, 2012). This is the rationale for using socialization as an agent in building a spirit of economic independence among young people and considering that socialization is perceived as a key driver of economic values particularly in indigenous settings.

Through indigenous education praxis, entrepreneurial drive intends to facilitate productive capacities in young people in order to promote knowledge, psychological independence, wealth creation and a sustainability society (Fomba, 2009). In this respect, entrepreneurial culture had been identified as an effective means of empowering young people to engage in productive and sustainable community development activities, and it is estimated that this will foster economic independence in them across life span. This builds on the premise that cultural facilities, which Tchombe (2019) calls cultural amplifiers expose adolescents to vocational opportunities, occupational orientations and available resources to create wealth (Bigliardi, 2005). The setting is

also a meaningful context in which they meet and think about themselves and how to face the outer world of work (Bwisa, & Ndolo, 2011). In this vein, parental practices, such as occupational education, budgeting and providing pocket money, may have a significant long-term impact on the behavior of young people, while effective parental practices can be encouraged in various ways (Webley & Nyhus, 2013). These are the basic mechanisms in socializing young people into economic independence as a natural way of life of a people considering that these practices are no doubt having inherent entrepreneurial values capable of driving adolescence into economic independence.

Socio-cultural values provide the base for socialization and makes an individual a normal social being by providing the necessary guidance and control in terms of economic thinking, behavior and activities. If the attainment of financial independence is a critical component of the contemporary transition to adulthood (Lee & Mortimer, 2009), it is therefore evident that socialization of adolescence into economic independence is a viable component of lifespan development. Through the process of socialization, socio-cultural values help individuals to become important contributors to society and learn to identify what is important and valued within a particular culture (Ekore, 2012), and this is conspicuous through economic socialization, which prepares young people to be self-reliant.

Socialization is culture-specific and people in different cultures are socialized differently, and they hold different beliefs and values (Elvich, 2003), applicable to economic affairs and ensuing economic behaviors. This is why much has to be drawn from indigenous cultural values of the people considering that cultural values are community specific and attract different economic behaviors through socialization. In this enterprise culture is generally regarded as a complex collection of values, beliefs, behaviors and material objects shared by a group and passed on from one generation to the next. This is the case of the Bamiléké of Cameroon – a group of people who are so creative and proactive to the exigencies of economic change with responsive economic behaviors drawn from their cultural values.

The economic success of the Bamileké is linked to the inheritance of customary economic and entrepreneurship values designed to drive their sons and daughters into economic independence. Despite the fact that some persons hold a stereotypic view of Bamileke people, especially with regard to the sources of their wealth being attributed to varying fetish practices, their entrepreneurial drive and success has been perceived as a result of hard work through socialization into traditional economic circles. Furthermore, such attributes create ambiguity in the entrepreneurial force of the Bamiléké as a measure of economic independence for the youths. Individuals and groups have often perceived hard work of the Bamiléké as a myth, and the transmission of entrepreneurial values from one generation to the next as clouding mystical powers in making money, and associated with secret societies called “famla.” These secret societies are believed to be drivers of economic successes derived from occultic powers of darkness at human cost. But at the same time the socialization of Bamileké children is much appreciated by many as a measure of inculcating work values, entrepreneurial values and wealth creation strategies into the adolescents. It is evident that the economic independence of the Bamileké adolescents could be derived from their socio-cultural values especially entrepreneurial habits that could be a derivative of cultural value.

Entrepreneurial Habits

There is no venture that can be highly successful without habits, a way of doing, and this is the case with entrepreneurship. Burdus (2010) considers entrepreneurial habits as the ability to create new business and take risk to achieve the objectives set out to make profit and archive growth by identifying and making use of opportunities. Habits associated with entrepreneurship comprise daily thinking and actions undertaken as part of self-behavior without conscious thoughts. They are all about creating business and value that once it has been created, it will have a multiplier effect on financial system that in turn benefits all people in given economies. According to Baternan (1999) entrepreneurial habits are related to the idea of willingness that people have to start new venture or to initiate an enterprise and this enables individuals to own and manage a business in order to take risk of both profit and loss. It can also be considered as a process deployed by individuals to seek and exploit economic opportunities. Generally, entrepreneurial habits have been identified in terms of promoting innovation, risk taking, a market stabilizing force, kick-starting, owning and managing a small business.

Entrepreneurial habits promote individuals to flourish in a capitalist system with a conducive legal frame work that protects rights with access to resources and knowledge. That notwithstanding, it is still a core capital in indigenous African societies since local economies have to be created for the survival of the people. Consequently, entrepreneurial habits are the dispositions of the man, the entrepreneur who makes things happen in the economic world through socialization while striving for economic independence. It should be reiterated that this takes only an individual with entrepreneurial habits, a risk taker, a monitor with a designed mindset towards business activities. In addition, it is the driver of sole proprietorship, partners and majority shares in venture activities. At times drivers from entrepreneurial habits do not necessarily consider entrepreneurship a profit motivated activity but as a standard for measuring achievements in life, like the case of social entrepreneurship. Having entrepreneurial habit is also critical because entrepreneurs greatly value self-reliance, and this is the spirit if independence that is most desired for young people in an uncertain labor market.

Some field works have also been realized in the area of entrepreneurial habits. Maalu (2012) examined the perceptions of entrepreneurship as a determinant of adolescent socialization into financial and economic independence in Nairobi. Focus was on how students in schools perceive entrepreneurship as a means of socialization and whether they would want to pursue entrepreneurship as upon completion of school. Analysis revealed that majority of the student had a positive perception of entrepreneurship in order to achieve financial and economic independence. In another study, Huren (2007) examined the quality of entrepreneurship education based on performance excellence management in India, using a sample of 226 participants and questionnaires were used to gather information.

Three dimensions of the questionnaire were developed and factors were extracted with commendable results. Analysis showed that the driving wheel of entrepreneurship education include leadership support to entrepreneurship education, entrepreneurship education strategy and market orientation of entrepreneurship education, which were significant with excellent performance management. Furthermore, Webber et al. (2015) measured positive and negative influence on workplace productivity, and particular interest was on senior level executive

perception of what encompasses successful workplace productivity in 21st century. It was observed that attitude, ethics, initiative, interpersonal skills, personal development, teams, leadership, time management, focus, rules and solutions as work place habits affected productivity. Despite the fact that the study was not directly on entrepreneurial habits, there is great relationship considering that work habits are necessary entrepreneurial habits and they are likely to influence socialization of adolescents into economic independence.

Socialization into Economic Independence

According to Ahmen (2004) adolescent socialization is the process by which a human being from infancy acquires the habits, beliefs and accumulated knowledge of society through education and training for adult status. This concerns all aspects of development and life as a whole and economic socialization also takes place as part of societal value through petty occupational activities and businesses. Atwater (2018) perceived adolescent socialization from a different perspective when he reiterates that adolescent socialization is a largely unidirectional process whereby parents transmit cultural norms and standards to their children with the goal of reproducing them in successive generations. Thus, socialization is largely directed towards children's compliance with parental expectations or their acquisition of culturally valued goals and behaviors (Aral, 2001). This is no doubt the main goal of socialization within family circles but the wider environment is fast changing and have a great influence as well on young people especially the role of peer pressure in economic socialization. It is customary to see entrepreneurial habits being developed by adolescents with the assistance of the peers. However, most researchers, including those from different theoretical vantage points, now agree that socialization is considerably more complex than being unidirectional.

There has been an increasing emphasis on bidirectional processes and children's active role in their own development (Igbo, 1995) such as developing entrepreneurial habits for economic independence. This is why researchers have focused on socialization as a reciprocal dynamic process and on children's agency in parent-child relationships. Tchombe (2019) holds a similar perspective as she sees education as a give and take process, with both the learner and teacher contributing mutually in this process. Lee (2006) holds that parents are the primary socialization influence on adolescent and this also occurs with the role of peers in entrepreneurial cultures. Certainly, other members of the nuclear family influence adolescents through occupational activities in building entrepreneurial habits and economic independence. However, because of the parents' long-standing association with adolescents, their influence is greater than that of any other family member. This is evident with economic socialization of adolescents in African context particularly in the Bamileké community.

Generally, the transition from childhood to adulthood is characterized by the transition from childhood into the world of work and entrepreneurial habits are designed to kill dependency complex in young people and make them self-reliant in the process of transition. Fomba (2009) observed that the sustainability of any society depends on behavioral dispositions that are in turn dependent on educational values employed to niche children to adapt in a sustainable mode in today's environment. This requires life skills, and entrepreneurial habits capable of fostering socialization of young people into economic independence. Economic independence is the status of having enough income or wealth sufficient to pay one's living expenses for the rest of one's life

without having to be employed or dependent on others. To Tchino (2001) economic independence is a common expectation of graduating seniors in society, families and universities. Becoming economically independent is a learning process of developing core money management skills and building upon life economic and social transactions. In a simplistic mode, economic independence is the ability to manage economic activities in such a way that one finds sufficient funds to live his chosen lifestyle without assistance from others, and this is learned through socialization. Note should be taken that the definition does not mention amounts of money or the symbols of having money that we often attach to economic independence (Nickson, 2007). It is evident that it is necessary in the satisfaction of basic needs of self, dependents and society. Economic independence is about organization, bringing order to one's economic life by adopting a system that makes sense (Krueger, 2000), and this is the rationale of adopting the economic system of the Bamileké as a measure of economic independence through socialization.

To some people economic independence might mean not having to do a second job, or maybe just having sufficient income so their spouse or partner can stay home with the children; while to others it might simply mean not having to worry about bills (Handerson, 2009). But in the present context the interest is to see how adolescents can grow and leave their parents and become economically independent. One fundamental aspects of striving at economic independent is the art of investing money from friends or from institutions and developing the mindset to accept and overcome the debt anxiety. Tchoffo (2003) opined that debt management is a prerequisite in economic independence and individuals need to accept responsibility for acquiring debt and demonstrate self-discipline and maturity in creating and following a plan to pay off debts.

Although this spirit is often lacking in adolescents, building entrepreneurial habits can socialize them into debt management, and the competitive edge is that they can acquire money for business start-up. It is evident that in order to balance economic life how you earn money, spend money, and save money is very important (Marenth, 2009), and this is a core value in African economic learning through socialization into cultural values. The economic independence of young adults is important for themselves, their parents, and society, and this is why Arnett (2000) was categorical that adults consider economic independence to be one of the top criteria for entering adulthood. Furthermore, economically independent young adults are invaluable human capital and fundamental for the healthy development of a society. This is the rationale for the development of productive entrepreneurial habits, which is a prerequisite for socialization of young people into economic independence in Bamileké society.

With regards to explanatory theory the social-cognitive theory of Albert Bandura (1977) was identified as capable of explaining the relationship between entrepreneurial habits and socialization into economic independence of adolescents in the Bamileké society. This theory emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others and this is the praxis with traditional vocational learning in African societies. Contrary to other behavioral learning theories that rely on experience as a source of learning, Bandura's social learning theory proposed that learning can occur simply by observing others' actions (Bouchrika, 2023), and this is common with economic activities often observed from parents and kinsmen, and imitated by the young people. The cognitive dimension of the theory is essential considering that both environmental and cognitive factors interact to influence human learning and behavior. The theory upholds that individual mental state and motivation can

play an important role in determining learning and which is not only through experience and reinforcement. This justifies the place of mediating factors of the theory such as attention, retention, production and motivation.

For instance, entrepreneurial habits that are rewarded by the society are more likely to be imitated, while those that are punished are avoided. This is essential in economic socialization and applicable to indigenous vocational learning values where utilitarian knowledge and skills are transmitted from one generation to the next through economic opportunities. The theory suggests that learning occurs because people observe the consequences of other people's behaviors who are all agents of socialization and experiential learning is dominant in everyday adaptability. Social learning actually happens through entrepreneurship education and this can definitely develop entrepreneurial behaviors through activities including business planning and business behavior toward the market (Batool, 2020). It is likely that they drive economic independence in most destitute and desperate situation and individuals through financial solidarity schemes. Besides, social learning theory posits that people learn better when interacting, sharing ideas, and observing others (Bouchrika, 2023). It is relevant in a way that entrepreneurial habits can be transmitted through observation and imitation, which could be reinforced by the motivation of adolescents. From the foregoing, the social learning theory is relevant for understanding and explaining the link between entrepreneurial habits and socialization into economic independence in-context.

Statement of the Study Problem

Despite the recognition that the Bamilekés represents only 17% of the country's population, they have control over between 35 and 90% of Cameroonians' wealth depending on the sector (Tchinda, 2019). They are often considered as migrants and integrate easily into new environments, qualities which have helped them to come up with business initiatives where ever they find themselves. The Bamilekés of West Cameroon are perceived as the backbone of the Cameroonian economy particularly in terms of entrepreneurship and not Direct Foreign Investment. At the same time these entrepreneurial values are inculcated into adolescents with the aim of promoting self-reliance spirit and adolescents. Despite their hard work and entrepreneurial drive some people believe that the Bamileké people are wealthy as a result of their involvement in occultic societies and practices, and this explains why people always question the economic successes of the Bamilekés. Such individuals have stereotypic views and fail to recognize their inherited economic values and socialization process, which is capable of promoting economic independence in Bamileké adolescents.

This is the position of some persons who hold that the economic success of the group could be possibly linked to their custom of economic inheritance which encourages younger sons and daughters to develop entrepreneurial habits and become entrepreneurs. It should be noted that Bamileké parents socialize their children into entrepreneurial habits at a very tender age through household chores and petty business-related activities, and in addition they are aware of the importance of money very early in life. For instance, from the age of five they all have saving boxes made of wood in their rooms, participate in income generating activities and often strive to increase savings. Consequently, these values are innovative, industrious, risk taking and they are transmitted to younger generation through socialization to enable them strive for economic

independence. Therefore, the current study holds that adolescents are able to achieve economic independence through socialization into entrepreneurial activities in local context.

2.0 METHODOLOGY

The study adopted a quantitative design to test the influence of entrepreneurial habits on socialization of adolescents into economic independence. The study site was the Beamlike society of the West Region of Cameroon. With regard to sample, 384 adolescents were recruited from 8 villages for the study. Participants were selected using purposive sampling and a questionnaire with determined internal reliability coefficient was used for information gathering.

The participants were living with their parents and were within 15-20 years of age. Concerning age distribution, the following was reported: 15-17 (20%), 18-20 (41%) 20 and above was (39%) with males (51%) and females (49%). The highest number of participants were from Balatchi (22%) and Bamedouso (16%) villages and 88% of the youths owned personal businesses and majority (56%) assist in family business at least three times a week. In the communities, most participants (99%) run business errands for parents and also do bargaining and save money in local safes (small wooden boxes) (99%) and most young people live with their Parents (98%).

In terms of measures, the socio demographic variables captured age, sex, village, personal business, family business, family business assistance, purchases, bargaining, place of stay. A questionnaire was the main instrument to gather information from participants and it was divided into three sections.

Measure for entrepreneurial habit: The instrument was designed to measure the entrepreneurial habits of adolescents in local context, and items were drawn from literature (Burdus, 2010; Maluu, 2012). The measure had 10 items with relevant indices: business creation, self-employment drive, business readiness, risk taking ventures, innovative spirit, money management, price bargaining, selling at businesses, business succession, and operating new businesses. Sample questions comprised: "I have innovative spirit", "I assist my parents with domestic chores at home." The internal reliability analysis for the sub-scale was performed ($\alpha = 0.79$; $M = 37.52$, $SD = 29.624$).

Measure for economic independence socialization: The instrument was designed to measure the degree at which adolescents are being socialized into economic independence and measures were derived from literature (Ahmen, 2004; Atwater, 2018; Fomba, 2009). The measure had 10 items and indices comprised business leader intention, family care ability, planning high level business, business education, provision of family needs, building personal house, satisfy personal needs, achievement drives in life, self-reliance and siblings' financial support. Sample items: "I hope to become a leader in business associations," "I plan to reach the highest level of wealth in my field."

Using a four point scale the measure was coded and scored to assess the state of entrepreneurial habits and socialization into economic independence: strongly disagree =1, disagree=2, agree=3, strongly Agree =4. The internal reliability analysis for the sub-scale was performed ($\alpha = 0.80$; $M = 34.04$, $SD = 5.23$).

3.0 FINDINGS

This section presents the findings of the study and focus was on descriptive outcomes, test of indices to estimate adolescents' socialization into economic independence and the overall factors of entrepreneurial habits and socialization of youths. Table 1, presents the descriptive statistics for entrepreneurial habits and socialization into economic independence.

Table 1: Descriptives of Work Habit and Socialization into Economic Independence

Entrepreneurial Habits			Socialization Economic Independence		
Variables	Mean	Std. D	Variables	Mean	Std. D
Business creation	3.4036	.94832	business leader intention	3.3750	.95321
Self-employment drive	3.4141	.89554	Family care ability	3.4401	.78933
Business readiness	3.5990	.75831	Plan high level business.	3.3047	.99260
Risk taking ventures.	3.3932	.89912	Business education	3.4141	.89554
Innovative spirit	3.4245	.78133	Provide family needs.	3.3750	.95321
Money management	3.4271	.78157	Building personal house.	3.4271	.78157
Price bargaining	3.3594	.89151	satisfy personal needs	3.4036	.94832
Selling at businesses	3.3047	.99260	Many achievements in life	3.3932	.89912
Business succession	3.3750	.95321	Self-reliance	3.4401	.78933
Open new businesses	3.4401	.78933	Siblings' financial support	3.4740	.70755

Business readiness (M=3.5990; .75831) operation of new business (M=3.4401; SD=.78933), money management (M=Innovative spirit (M=3.4245; SD=.78133), business creation (M=3.4036; SD=.94832) money management (M=3.4271; SD=.78157) and self-employment (M=3.4141; SD=.89554) recorded higher mean scores. With respect to socialization into economic activities, siblings' financial support (M=3.4740; SD=.70755), family care and self-reliance (M=3.4401; SD=.78933), and building personal house (M=3.4271; SD=.78157), while the lowest was planning high level business (M=3.3047; SD=.99260). But it was noted that the differences within the levels of prevalence for the indices were not exaggerated.

Table 2 presents the core components of work habits and their power to estimated socialization into economic independence of adolescents. In the first place, high correlations with socialization into economic independence were reported for self-employment drive ($R=.773^a$), business succession ($R=.758^a$) business creation ($R=.752^a$) and selling ($R=.739^a$), while business readiness was insignificant, $P=.770$. With regards to the predictors of economic independence, farm assistance (14.80%), preparing family meals, fetching wood/water and sibling care (14.10%) predicted variations in economic independence. Against expectation, domestic chores, $R^2=.004=.234$ and selling at ceremonies, $R^2=.000=.854$ failed to estimate variations in the outcome measure. Most of the indices were significant predictors of economic socialization.

Table 2: Components of Entrepreneurial Habits and Socialization into Economic Independence

Entrepreneurial abilities	R	R ²	B	S.E.	B	F-value	t-value	Sig. P
Business creation	.752 ^a	.566	4.338	.195	.752	497.291	22.300	.000
Self-employment drive	.773 ^a	.598	4.724	.198	.773	568.595	23.845	.000
Business readiness	.015 ^a	.000	.108	.369	.015	.086	.293	.770
Risk taking ventures.	.252 ^a	.064	1.535	.301	.252	25.967	5.096	.000
innovative spirit	.360 ^a	.129	2.519	.334	.360	56.817	7.538	.000
Money management	.358 ^a	.129	2.509	.334	.358	56.330	7.505	.000
Price bargaining	.235 ^a	.055	1.444	.305	.235	22.388	4.732	.000
Selling at businesses	.739 ^a	.545	4.070	.190	.739	458.365	21.409	.000
Business succession	.758 ^a	.575	4.352	.191	.758	516.829	22.734	.000
Open new businesses	.269 ^a	.072	1.865	.342	.269	29.808	5.460	.000

*Dependent variable: socialization into economic independence

The overall components of entrepreneurial habits and socialization into economic independence were entered into a model (Table 3). In the model, work entrepreneurial habit was introduced into the model as a predictor of economic independence, and it contributed significantly in estimating the outcome measure, $\beta=.858$, $R^2=.737$; $t(382) =32.692$, $F= 1068.761$, $P<0.05$. Therefore, entrepreneurial habit was able to explain the variations in economic independence at 73.7%.

Table XX: Work Habits and Socialization into Economic Independence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.858 ^a	.737	.736	2.81068	.737	1068.761	1	382	.000
Predictor	B	SE	beta	t-value	P-value				
(Constant)	.324	1.041		.312	.756				
	.987	.030	.858	32.692	.000				

a. Predictors: (Constant), Entrepreneurial habit

b. Dependent Variable: socialization into economic independence

Analysis also suggested that a unit increase in the level of entrepreneurial habit will increase socialization into economic independence at 0.324 units. Furthermore, results confirmed the model as a good fit ($F= 1068.761$), and consequently, the null hypothesis was rejected. This implies that the level of work habit significantly estimated the level of economic independence of adolescents.

Discussion of Findings

The study was designed to investigate the effect of entrepreneurial habits on the socialisation of young people into economic independence. Results of this study revealed that entrepreneurial habit has an effect on adolescent socialization into economic independence among the Bamileke. This finding is in synergy with Burdus (2010) who considers entrepreneurial habits as the ability to

create new business and take risk to achieve the objectives set out to make profit and archive growth by identifying and making use of opportunities. The Bamileke adolescents have proven that they can excel in economic independence by making use of opportunities presented them via the socialization process to acquire entrepreneurial habits like running errands for their parents, following their parents to the farm and their business sites, being given the latitude to do petty businesses and count money on their own.

Entrepreneurial habits are all about creating business and value that once it has been created, it will have a multiplier effect on financial system that in turn benefits all people in given economies. Also, in tandem with the current result is Huren (2007) who examined the quality of entrepreneurship education based on performance excellence management and found that the driving wheel of entrepreneurship education include leadership support to entrepreneurship education, entrepreneurship education strategy and market orientation of entrepreneurship education, which were significant with excellence performance management. Within the sociocultural context of the Bamileke, this study has invoked a purely informal education setting whereby through reinforcement of observational learning, Bamileké parents are able to provide the necessary leadership support to help nurture, build and guide entrepreneurship values of their children, by imposing errands on them, giving them the latitude to count money and taking more financial responsibilities as a measure of economic independence.

Fomba (2009) observed that the sustainability of any society depends on behavioral dispositions that are in turn dependent on educational values employed to niche children to adapt in a sustainable mode in today's environment while developing aptitudes for tomorrow's challenges. This requires life skills, and particularly entrepreneurial habits that will foster socialization of young people into economic independence. Economic independence is the status of having enough income or wealth sufficient to pay one's living expenses for the rest of one's life without having to be employed or dependent on others.

Also in accord with the present result is Bandura's (1977) Social Cognitive Theory which emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others and this is the praxis with traditional vocational learning in African societies. The theory upholds that individual mental state and motivation play an important role in determining learning and not only through experience and reinforcement. This is essential in entrepreneurial habits and economic socialization, which often occurs through observation and imitation and applicable to indigenous vocational learning values where knowledge, skills and attitudes are being transmitted from one generation to the next through social and economic opportunities.

The Bamileké adolescents have, through the socialization process been able to observe, model and imitate the entrepreneurial attitudes, emotions and behaviours of their parents which eventually propelled them into economic independence. By copying these entrepreneurial values and attitudes these adolescents were thus rewarded in the long run with economic independence. Social learning actually happens through entrepreneurship education and can definitely develop entrepreneurial behaviors through activities including business planning, legitimacy, and business behavior toward the market and they are able to drive economic independence behaviors in the youths. Such socialization process can only take place in a socio-cultural learning context that presents a

platform for mutual learning in what Tchombe (2019) calls a give and take relationship whereby cultural amplifiers are used as necessary learning strategies and tools.

Furthermore, results of this study ties with Munich (2005) that entrepreneurial habit is formed by several aspects inside the entrepreneurial ecosystem. The society has its own impressions about entrepreneurship culture, which can also directly or indirectly influence the entrepreneurial habits and activities, and if it is an attractive career path to take it is reinforced. Other perceptions that affect entrepreneurial habits are the prestige that is given to entrepreneurs, the tolerance and acceptance of failure and the number of people who are considered to be entrepreneurs. When a society has a better perception about entrepreneurial habits there are better chances that more entrepreneurs, investors and organizations want to take the risk to undertake and support entrepreneurs, and this stems from the entrepreneurial values of the society. To cultivate entrepreneurial habits, we must create entrepreneurial learning experiences within our classrooms but this must be supported by indigenous vocational education which is a way of life of people in the communities. Entrepreneurial habit is the capacity to apply higher-level, process-oriented thinking, consider an issue from a range of possible perspectives and use that reasoning to make positive decisions.

4.0 CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on these findings, the researchers reiterate the role of culture in economic independence and recommend that entrepreneurial development is the most important input in the economic development of any country particularly in the generation of employment opportunities and should be encouraged through socialization. This depends on the entrepreneurial culture of the society, which starts with the inculcation of the spirit of entrepreneurship and stand to drive young people to experience a spirit of economic independence. Also if young people are groomed into entrepreneurship as a career option starting from socialization through family and community initiatives, this will result in greater employment and moderate endemic psychological dependence of white collar jobs. Consequently, adolescents should be socialized and guided on how to engage in entrepreneurial schemes in the community and this can run at the same time with their academic endeavors. Parents should be involved in the process of modelling while guiding adolescents to pursue the paths of successful entrepreneurs who have gone before them. The government should institute policies that encourage the teaching of entrepreneurship early in schools and their parents are also factors in building entrepreneurial habits, the latter should be further educated on the essence of transmitting the values. Parents should socialize their children to take advantage of every little entrepreneurship schemes around them and should also learn the value of work and other skills that would be relevant for future entrepreneurs. Internship training and other opportunities to learn entrepreneurial skills and habits while in schools should be multiplied.

Recommendations

In Cameroon today, the high rate of unemployment amongst graduates has become a national concern as the numbers of school leavers increases each year without a remedy, and the public sectors employment had been squeezed. With this quagmire young people are compelled to develop their ability to create jobs for themselves and this should take into consideration the



enhancement of entrepreneurial habits and socialization activities that will be able to promote economic independence for the adolescents. By making use of sociocultural context and values, the government can tap into rich indigenous knowledge to provide a platform on which the nation's economic growth is sustained through learning entrepreneurial skills within the culture by making use of the necessary cultural amplifiers. The entrepreneurial success of the Bamileké is a model that can inform many initiatives in formal and non-formal learning settings where indigenous vocational education values could be integrated into mainstream schooling. There is no doubt that participation in such economic socialization will enhance core entrepreneurial values, responsibility and autonomy. These will bring out the entrepreneurial habits in them and propel them towards economic independence. Such proliferation of entrepreneurial habits can act as a panacea to the unbridled state of unemployment infesting the nation today.

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