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## **Fostering Sustainable Development Through Social Innovation: The Role of Cultural Values in Entrepreneurial Intentions**

## **Fomento del Desarrollo Sostenible a través de la Innovación Social: El Rol de los Valores Culturales en la Intenciones Emprendedora**

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## ABSTRACT

**Context.** The study analyses how cultural values on the entrepreneurial intentions of university students in public and private institutions in Jalisco, Mexico, may lead a path to social innovation, based on the Theory of Planned Behavior.

**Problem.** Despite the growing emphasis on entrepreneurship education, the impact of cultural values on students' entrepreneurial intentions remains unclear. This research explores how autonomy, hierarchy, and egalitarianism shape students' aspirations.

**Purpose.** The research seeks to examine the multidisciplinary nature of cultural values and their relationship with entrepreneurial intentions. It specifically addresses **SDGs 4, 8 and 9**.

**Methodology.** A quantitative survey was distributed to 1,438 university students in Jalisco, Mexico, during 2023-2024. The data were examined through exploratory factor analysis and linear regression to identify the relationships between cultural values and entrepreneurial intentions. Reliability was assessed using Cronbach's alpha, while validity was established through factor loadings.

**Theoretical and Practical Findings.** Cultural values like integration and mastery positively influence entrepreneurial intentions, while egalitarianism showed a negative impact. These results contribute to the understanding of how cultural contexts shape entrepreneurial behavior, with practical implications for fostering entrepreneurship in educational settings, aligned with the SDGs; leading students' behavior to a social innovation path.

**Originality based on a multidisciplinary approach that promotes innovation for sustainable development.** This research integrates multidisciplinary perspectives to promote social innovation and sustainable development, highlighting the unique role of cultural values in shaping entrepreneurial intentions.

**Conclusions and limitations.** The study concludes that while cultural values significantly impact entrepreneurial intentions, though the influence varies by dimension. However, as the research focuses on a single region, future studies should explore other cultural contexts to generalize findings.

## RESUMEN

**Contexto.** El artículo examina cómo los valores culturales influyen en la intención emprendedora (**IE**) de estudiantes universitarios en instituciones públicas y privadas de Jalisco, México, convirtiéndose en una alternativa en busca de la innovación social, basado en la Teoría del Comportamiento Planificado

**Problema.** A pesar del énfasis en la educación para el emprendimiento, el impacto de los valores culturales en la **IE** de los estudiantes seguía siendo poco claro. Esta investigación exploró cómo la autonomía, la jerarquía y el igualitarismo influyen en los estudiantes.

**Propósito.** La investigación tuvo como objetivo examinar la multidisciplinariedad de los valores culturales y su relación con la **IE**. Aborda específicamente los **ODS 4, 8 y 9**.

**Metodología.** Se distribuyó una encuesta cuantitativa a 1,438 estudiantes de Jalisco México, durante los años 2023-2024. Los datos fueron analizados mediante análisis factorial exploratorio y regresión lineal para identificar las relaciones entre los valores culturales y la **IE**. La confiabilidad se realizó a través del alfa de Cronbach y la validez mediante análisis factorial.

**Hallazgos Teóricos y Prácticos.** La Integración y el dominio influyeron positivamente en las intenciones emprendedoras, mientras que el igualitarismo tuvo un impacto negativo. Estos hallazgos contribuyeron a comprender como influye la cultura en el comportamiento emprendedor y las implicaciones prácticas para fomentar el emprendimiento en entornos educativos, alineados con los **ODS**, contribuyendo a un escenario de innovación social.

**Originalidad.** Esta investigación promueve la innovación social alineada con los **ODS**, destacando el papel de los valores culturales en la formación de intenciones emprendedoras.

**Conclusiones y Limitaciones.** Los valores culturales impactan significativamente en las intenciones emprendedoras, aunque varían según la dimensión. Se sugirió explorar otros contextos en investigaciones futuras.

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## 1. INTRODUCTION

Currently, entrepreneurial culture is progressively identified as a critical factor in promoting economic growth and fostering innovation in modern societies (Bosma et al., 2021). Universities play a fundamental role in promoting entrepreneurship, particularly among young students who represent a high-potential segment of the population for starting new businesses (Rambe & Mosweunyane, 2017). Aguilar-Rosado & Campos (2024), highlights the importance of cultural and gender factors, aligning with the need for public policies that promote equality and female entrepreneurship, thus contributing to the Sustainable Development Goals. This paper explores how cultural values, such as autonomy, hierarchy, and egalitarianism, influence the entrepreneurial intentions of higher education students in the state of Jalisco, Mexico, leading regions to a social innovation process.

The relevance of this study lies in its focus on the intersection between culture and entrepreneurship, an area that has received limited attention in the existing literature. The research aligns with the United Nations' Sustainable Development Goals (**SDGs**) (United Nations, 2015), specifically **SDG 4** (Quality Education), **SDG 8** (Decent Work and Economic Growth), and **SDG 9** (Industry, Innovation, and Infrastructure) (United Nations, 2015). By examining the cultural dimensions that shape entrepreneurial intentions, this research offers valuable insights into how educational institutions can foster an entrepreneurial mindset that drives sustainable development and social innovation.

The problem this research addresses is the unclear extent to which cultural values within universities influence students' entrepreneurial intentions. Despite the growing emphasis on entrepreneurship in academic settings, there is a lack of comprehensive studies that explore the cultural factors at play. This gap in the literature has been recognized in recent systematic reviews, which highlight the need for more research on the intersection of culture and entrepreneurship (Banha et al., 2022). This research fills that gap by investigating the specific cultural dimensions that may either encourage or hinder entrepreneurial intentions among students.

This study is valuable and original because it integrates multidisciplinary perspectives to analyze a critical issue at the intersection of culture and entrepreneurship as triggers of social innovation. The findings have the potential to inform educational policies and programs aimed at fostering a more robust entrepreneurial culture within universities, ultimately contributing to

sustainable economic development. The research question guiding this study is: How do cultural values within universities impact the entrepreneurial intentions of students?

## 2. CONTEXT

Entrepreneurship is acknowledged worldwide as a fundamental catalyst for economic growth and innovation. The Global Entrepreneurship Monitor (**GEM**) 2023/2024 report underscores the significance of entrepreneurial activities worldwide, highlighting how these activities are influenced by a combination of individual traits, cultural values, and institutional frameworks. According to **GEM** (2023), regions that prioritize innovation and entrepreneurship experience higher economic growth rates, especially in environments where supportive policies and cultural values align to foster entrepreneurial behavior.

On an international level, cultural values have been shown to play a critical role in shaping entrepreneurial intentions. The **GEM** report indicates that countries with high levels of individualism and autonomy typically exhibit stronger entrepreneurial ecosystems, as these cultural traits encourage risk-taking and innovation. Conversely, cultures that prioritize collectivism and stability might see lower levels of entrepreneurial activity due to a preference for security and existing structures.

Focusing on Mexico, the "Radiografía del Emprendimiento en México 2023" report provides a comprehensive overview of the entrepreneurial landscape in the country. This report reveals that entrepreneurship in Mexico has been growing steadily, with a cumulative growth rate of 59.7% in the number of businesses between 2003 and 2018. However, there are significant regional disparities, with states like Jalisco, often referred to as the "Silicon Valley of Mexico," leading in entrepreneurial activity due to better infrastructure, support systems, and a strong emphasis on innovation.

In Jalisco, the local government and academic institutions, including universities, have been actively promoting entrepreneurship. The report notes that Jalisco has seen an increase in tech startups and innovation hubs, positioning it as a leader in the country's entrepreneurial ecosystem. The educational programs in universities are particularly focused on fostering an entrepreneurial mindset, encouraging students to engage in entrepreneurial activities that contribute to both local economic growth and the broader goals of sustainable development.

Locally, within the universities of Jalisco, entrepreneurship is not only encouraged but is increasingly becoming integrated into the academic curriculum. However, the "Radiografía del

Emprendimiento en México" report highlights that there is still a need to better understand how cultural values within these educational settings influence students' entrepreneurial intentions. The report suggests that while there is a growing entrepreneurial spirit among students, cultural factors such as family expectations, societal norms, and regional economic conditions play a significant role in either supporting or hindering entrepreneurial ambitions (ASEM, 2024).

This study is particularly relevant in the context of the Sustainable Development Goals (SDGs), specifically **SDG 4** (Quality Education), **SDG 8** (Decent Work and Economic Growth), and **SDG 9** (Industry, Innovation, and Infrastructure). By examining how cultural values impact entrepreneurial intentions in the region, this research contributes to a broader understanding of how educational policies and practices can be aligned with these global goals to foster sustainable economic development and social innovation through entrepreneurship.

### **3. LITERATURE REVIEW**

In the last two decades, the concept of social innovation has emerged in different fields of knowledge as a paradigm that allows justifying and recognizing different creative processes, such as entrepreneurship, associated with the search for better living conditions and to face today's social challenges (Campos & Flores, 2024).

A broader perspective of social innovation considers it as a process of systemic transformation that seeks to change the underlying social structures and relationships that perpetuate social problems. Mulgan et al. (2007) define it as a process of change that transforms social norms, values, institutions and structures to promote inclusion, equity and sustainability.

On the other hand, entrepreneurial culture is defined as a set of values, attitudes, and **behaviors** that foster initiative, creativity, and risk-taking, contributing to economic growth and sustainable development (Lin & Koh, 2019; Masroor & Asim, 2019). This culture fosters resilience and adaptability, as individuals with this mindset tend to be more proactive and action-oriented in the face of challenges (Duchek, 2020; Bullough et al., 2014).

Several factors influence the promotion of an entrepreneurial culture as a path to social innovation. Programs that encourage creativity and problem-solving significantly contribute to

developing an entrepreneurial mindset. Recent studies emphasize that creativity and problem-solving skills are crucial in fostering entrepreneurial behavior, with educational programs playing a key role in nurturing these abilities (Bayraktar, 2016). Additionally, fostering creativity has been identified as a critical factor that mediates the link between a willingness to embrace change and an innovative entrepreneurial culture (Danish et al., 2019).

Institutional support and access to resources are crucial for fostering entrepreneurial ecosystems. Recent studies emphasize that business ecosystems that provide strong support networks, comprehensive training, and accessible financing create environments conducive to the emergence and growth of new businesses. These ecosystems not only promote opportunity-driven entrepreneurship but also contribute to sustainable economic development by integrating institutional quality and sustainability orientations into their frameworks (Urbano et al., 2020; Fuentelsaz et al., 2015).

Beyond economic impact, an entrepreneurial culture fosters social development and value creation by encouraging individuals to pursue innovative solutions to societal challenges, thus promoting social equity and inclusion (Zahra & Wright, 2016). Studies emphasize that entrepreneurship can reduce social inequalities by fostering social inclusion and economic opportunities, especially in marginalized communities (Danish et al., 2019). Entrepreneurial initiatives also play a significant role in revitalizing communities by diversifying the economic base and creating employment opportunities, particularly in regions facing economic decline (European Commission, 2024).

Fostering a robust entrepreneurial culture requires the involvement of all societal sectors, including government, business, education, and civil society. Lakner et al. (2024) emphasize the importance of coordinated efforts between these sectors, highlighting that a collaborative approach is essential for creating an active entrepreneurial ecosystem that fuels economic progress and social advancement.

### **3.1. Cultural Values**

Cultural values are fundamental principles, beliefs, and norms that shape how individuals perceive the world and interact with others (Hofstede, 1980). These values, transmitted through socialization and education, influence various aspects of life, including relationships, religious

practices, politics, and economics. For example, cultural values determine the importance placed on family, work, religion, and education, as well as the norms of behavior deemed appropriate in different social contexts (Hampden-Turner & Trompenaars, 2020).

Cultural values also shape responses to social issues like poverty, gender inequality, and discrimination. In societies that prioritize solidarity and common welfare, policies promoting equality and social justice are more likely to emerge (Schwartz 2014). These values provide a shared framework that promotes social cohesion, cultural identity, and strong democratic institutions.

### **3.2. Cultural values within universities**

Universities, as microcosms of society, reflect and promote cultural values that influence their functioning and the experiences of their members. These values shape interactions among students, faculty, and staff, and influence institutional policies and learning environments. Fostering an inclusive environment is essential for preparing students to navigate a globalized world. This involves integrating diverse perspectives into institutional policies and practices, ensuring that universities not only promote academic excellence but also equity and social justice (Marginson, 2021; Egron-Polak, 2021).

Cultural diversity enriches the university experience by providing multiple perspectives, though it can also lead to tension if not managed with mutual respect. Promoting intercultural dialogue and integrating diverse perspectives into the curriculum are essential for fostering an inclusive university culture that prepares students for a globalized world (Buitendijk et al., 2019)

### **3.3. Entrepreneurial culture at universities**

Universities are vital in nurturing an entrepreneurial culture by encouraging creativity and supporting innovation. They act as central hubs within the Triple Helix model, driving collaboration between academia, industry, and government to catalyze new ventures and technological advancements (Guerrero et al., 2016; Hausberg & Korreck, 2020). Key strategies include integrating entrepreneurship education into the curriculum, creating innovation spaces like incubators and labs, and promoting collaboration between students, academics, and businesses (Fayolle & Gailly, 2008; Guerrero et al., 2016).



Universities can also enhance entrepreneurial culture by engaging with the business sector and local communities, organizing events and competitions that encourage networking and idea exchange. Professors and academics serve as role models and mentors, guiding students in developing their entrepreneurial ideas. By fostering an entrepreneurial mindset and providing the necessary tools and resources, universities contribute significantly to innovation and economic development.

### **3.4. Entrepreneurial intention**

Entrepreneurial intention is a complex phenomenon significantly shaped by cognitive and affective components, such as personal attitudes toward entrepreneurship, societal norms, and perceived control over entrepreneurial behavior. These factors interact to form a comprehensive understanding of what drives individuals to pursue entrepreneurial activities (Liñán & Fayolle, 2015; Meoli et al., 2020). These factors play a crucial role in driving the creation and growth of new businesses and innovative projects, making entrepreneurial intention a key predictor of economic and social development in a society (Cable & Judge, 2018; Chan et al., 2021).

Individual characteristics such as self-efficacy, innovativeness, and risk tolerance play a significant role in shaping entrepreneurial intention (Ajzen, 1991). Those with high self-efficacy and a strong orientation toward innovation are more likely to pursue entrepreneurship. Additionally, the socioeconomic and cultural environment can significantly influence entrepreneurial intention.

According to the Theory of Planned Behavior (Ajzen, 1991), attitudes, social norms, and perceived behavioral control affect a person's willingness to start a business. Chan et al. (2021) shows that environments that foster entrepreneurship through education, policy, and social networks significantly enhance individuals' intentions to start new ventures.

Entrepreneurial intention is also an early indicator of a region's or country's potential for economic growth and development. Entrepreneurs with strong intentions are more willing to take risks and pursue opportunities, contributing to the emergence of new industries, job creation, and wealth generation (Urbano et al., 2020; Kautonen et al., 2015).

In the university context, fostering entrepreneurial intention among students is vital. Universities provide a unique combination of resources, knowledge, and opportunities that can

nurture future entrepreneurs (Liñán & Fayolle, 2015). By offering business education, support programs, and access to networks, universities play a crucial role in forming entrepreneurial intentions.

To enhance entrepreneurial intention in universities, it is essential to integrate entrepreneurship education into the curriculum, create innovation spaces, and promote collaboration among students, academics, and businesses.

The interaction between entrepreneurial intention and cultural values within universities is complex. Cultural values that promote innovation, creativity, and risk-taking can stimulate entrepreneurial intention, while values emphasizing stability and security may hinder it.

Universities that foster an entrepreneurial culture can enhance the likelihood of students and alumni creating and growing new businesses, whereas more conservative institutions may limit such opportunities.

### **3.5. Theory of planned behavior and subjective norm**

The Theory of Planned Behavior (TPB) is a theoretical framework developed by Icek Ajzen in the 1980s that seeks to explain and predict human behavior as a function of attitudes, social norms and perceived control over desired behavior.

TPB is based on the premise that human behavior is determined by the intention to carry out a specific action. This intention, in turn, is influenced by three main factors: attitudes toward the action, subjective norms, and perceived behavioral control (Ajzen, 1991).

Attitudes toward the action: This refers to a person's evaluation of the action in question. This includes the perception of whether the action is favorable or unfavorable, and the appraisal of the possible outcomes associated with it. Recent research emphasizes that this evaluation is significantly influenced by beliefs about the benefits and costs associated with entrepreneurship, as well as by past experiences and perceptions of success or failure in entrepreneurship. For example, individuals who perceive entrepreneurship as an opportunity for success and personal fulfillment are more likely to develop positive attitudes toward entrepreneurial activities, thereby increasing their intention to pursue such ventures (Liñán & Fayolle, 2015; Santos & Linán, 2016).

Perception of behavioral control: Refers to the individual's belief in having the necessary resources and capabilities to undertake a specific action. It encompasses the perception of control

over factors that could either facilitate or impede the execution of the action. Within the realm of entrepreneurial behavior, perceived control denotes the individual's confidence in their ability to launch and successfully manage a business venture. This perception of control can be shaped by factors like self-efficacy, prior entrepreneurial experience, resource accessibility, and the broader economic and political environment. When individuals perceive themselves as competent and adequately equipped, they are more inclined to form stronger entrepreneurial intentions (Newman et al., 2019).

Subjective norms: Refers to the perception of social expectations and perceived social pressure to perform the action. This includes the influence of the opinions and expectations of significant others in the individual's social environment. Subjective norms for entrepreneurship, refer to an individual's perception of social expectations and the opinions of significant others regarding the decision to start a business project. These norms may include the influence of family, friends, mentors and other role models in the individual's environment (Liñán & Chen, 2009). If a person perceives that his or her social environment values and supports entrepreneurship, he or she is more likely to develop a stronger entrepreneurial intention.

This theory has been extensively applied to comprehend and predict human behavior across various contexts, including entrepreneurship. It posits that the intention to engage in a specific action serves as the strongest predictor of future behavior, shaped by three key factors: attitude toward the behavior, subjective norms, and perceived behavioral control.

For this study we will focus on the Subjective Norm element, directly associated with the perception of our environment about entrepreneurial behavior as the theoretical basis that supports the influence that a series of cultural values in the university environment may have on the prediction of students' entrepreneurial intention.

In the realm of entrepreneurship, subjective norms are pivotal in shaping entrepreneurial intentions. Social pressure and the expectations of others can substantially impact an individual's decision to initiate a business or venture. For example, if an individual perceives that his or her family, friends, or colleagues support and value entrepreneurship, he or she is more likely to develop greater entrepreneurial intention (Liñán & Chen, 2009).

Numerous studies have highlighted the considerable impact of subjective norms on entrepreneurial intentions. Evidence suggests that perceived social support from family and friends

notably strengthens an individual's entrepreneurial intentions. Additionally, subjective norms, such as the expectations of one's social circle, are strong predictors of entrepreneurial intention among university students (Khuong & An, 2016; Tornikoski & Maalaoui, 2019).

### **3.6. Relationship of the SDGs with Entrepreneurial Intentions**

The United Nations' Sustainable Development Goals (SDGs) (United Nations, 2015) offer an extensive framework for tackling social, economic, and environmental challenges. This study examines the entrepreneurial intentions of university students and their direct links to several SDGs, particularly SDGs 4, 8, and 9. Exploring how cultural values influence these intentions allows for a better understanding of how universities can actively contribute to sustainable development.

**SDG 4 (Quality Education):** Education promotes skills and knowledge that foster an entrepreneurial mindset (Lans et al., 2014). Universities can enhance entrepreneurship education by integrating cultural values into educational programs, preparing students to address global challenges. Previous studies (Fayolle & Gailly, 2015) have demonstrated that entrepreneurship education grounded in local culture and context improves students' ability to identify opportunities and generate innovative solutions. Furthermore, including topics such as innovation and sustainability in curricula not only fosters critical thinking but also aligns education with the principles of SDG 4.

**SDG 8 (Decent Work and Economic Growth):** Entrepreneurship is vital for economic development and creating quality jobs. Students' entrepreneurial intentions, influenced by cultural values, can contribute to sustainable economic growth (Acs et al., 2014). According to the **GEM (2023)** report, entrepreneurial ecosystems that value autonomy and innovation tend to drive job creation and economic development. This study adds to the existing evidence by highlighting those cultural values, such as integration and mastery, can positively shape entrepreneurial intentions. This suggests that universities can act as engines of economic development if they align their education with these values.

**SDG 9 (Industry, Innovation, and Infrastructure):** Entrepreneurial intentions are inherently linked to innovation. Recent research has shown that creating an ecosystem for innovation, such as incubators, accelerators, and technology hubs, is crucial in supporting new ventures (Hausberg &

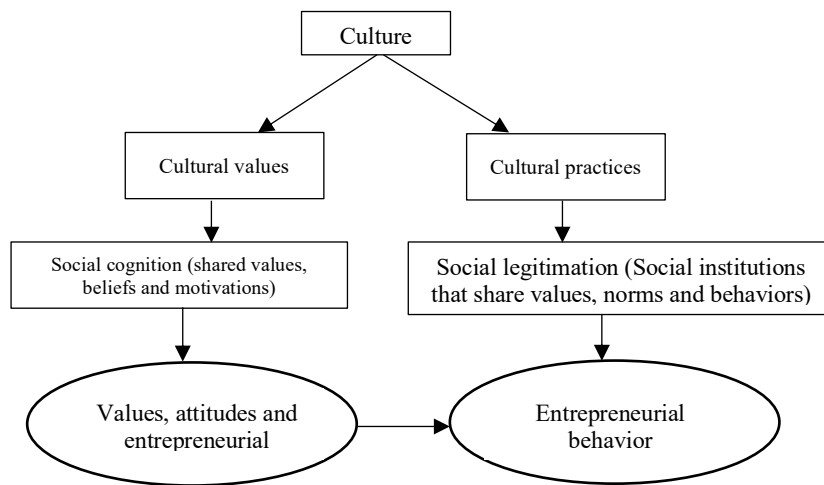
Korreck, 2020; Salido et al., 2019). These structures enable entrepreneurs to access resources, mentorship, and collaborative networks. Additionally, cultural values like autonomy and creativity play a significant role in forming an entrepreneurial mindset that drives sustainable innovation. Universities, therefore, are pivotal in achieving **SDG 9** by providing spaces for experimentation and learning, helping students apply their entrepreneurial skills to develop sustainable solutions (Siegel & Wright, 2015).

### 3.7 Hypotheses

Cultural values in universities can influence the subjective norm of individuals and, therefore, their entrepreneurial intention. For example, in societies where entrepreneurship is valued and innovation and creativity are promoted, students are more likely to perceive greater social support and positive pressure to be entrepreneurial (Liñán & Chen, 2009).

In addition, cultural values significantly influence the perception of social norms and the expectations of others regarding entrepreneurship. In university environments that actively foster an entrepreneurial culture and provide institutional support, students are more likely to perceive favorable subjective norms towards entrepreneurship, leading to a stronger intention to pursue entrepreneurial activities (Shirokova et al., 2016; Walter et al., 2020) (see **Figure 1**).

**Figure 1. Influence of culture in entrepreneurship**



Note: Retrieved from *A proposed model for the culture's mode of influence on the entrepreneurial process*, Liñán, F. & Jaén, I., 2018. In *A Research Agenda for Entrepreneurial Cognition and Intention*, Edward Elgar Publishing.

In this sense, the general hypothesis of this research is that, **GH**. “*The cultural values perceived by university students have a positive impact on their entrepreneurial intention*”.

Research based on Schwartz's value theory, has shown that cultural values can influence a wide range of human behaviors, including those related to consumption, politics, work and interpersonal relationships and entrepreneurship (Roccas et al., 2002).

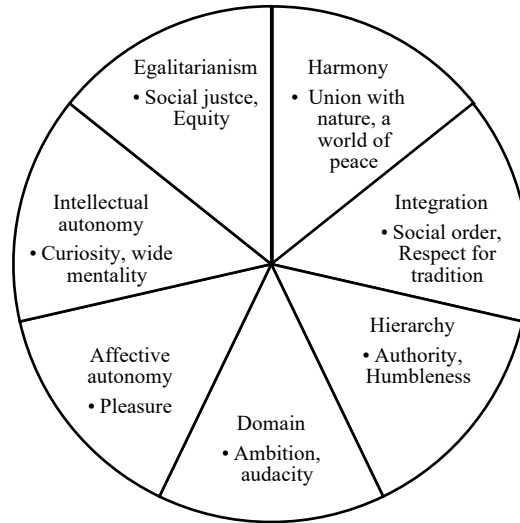
Under the same context Thurik & Dejardin (2011), state that there are three theories in which an analytical framework of the influence of culture on entrepreneurship can be provided: an aggregate psychological trait approach, a social legitimacy and moral approval approach, and a dissatisfaction approach. The psychological trait approach is based on the assumption that cultural differences between regions are likely to have an effect on a range of individual behaviors, including entrepreneurship, i.e., for a region, the more entrepreneurial values that exist in a society, the more individuals will exhibit behavioral traits in favor of entrepreneurship, such an approach can be viewed from a highly individualistic aspect of culture.

The second approach, social legitimization and moral approval, is based on the fact that there is a greater propensity for entrepreneurship in societies in which the entrepreneur or businessman is associated with a high social status, with an educational system that recognizes and supports entrepreneurship, as well as fiscal incentives that encourage entrepreneurial activity (Etzioni, 1987), i.e., social legitimization or moral approval of entrepreneurship can be reflected in regions where there is an impact on entrepreneurship by culture and institutions (Thurik & Dejardin, 2011). It is important to note that both psychological traits and social legitimization are explained by the push and pull factors, which are explained in previous chapters.

The third approach, dissatisfaction, is the opposite of the two previous ones, since it is determined by the different entrepreneurial activities carried out by the regions, which is linked to the different values and beliefs held by the entrepreneurs and society in general, thus suggesting that in a culture where non-entrepreneurship is a predominant action, the clash of values between different groups can lead to an action of creating a company (Baum et al., 2014).

Schwartz (2014), postulates that the dimensions of cultural values are a reflection of the problems that society faces in regulating human activity, for which he proposes 7 types of cultural values: Intellectual Autonomy, Affective Autonomy, Egalitarianism, Harmony, Integration, Hierarchy and Dominance, based on the basic problems that societies must face (see **Figure 2**).

Figure 2. Schwartz' model of cultural values



Source: Schwartz (2006b).

The primary challenge faced by any society is defining the relationship between the individual and the group, this contrast defines the possibility of conflict between personal and group interests and which have a higher priority, in addition to the autonomy that a person has in a social group, at this cultural level I call Autonomy and Integration (Schwartz, 2014). Regarding autonomy, the cultures in which this cultural value predominates develop their own ideas, abilities, preferences in a singular way and in which two types of autonomy stand out. Intellectual autonomy motivates people to focus on their own ideas and intellectual directions, such as open-mindedness, curiosity and creativity.

The second autonomy is called affective autonomy which refers to individuals pursuing positive experiences for themselves (Schwartz, 2006). Cultural value of integration emphasizes the importance of social networks formed through the participation and identification of individuals within a group, where lifestyle and shared goals created a sense of community. This collective mindset involves values like social order, adherence to traditions, and the pursuit of security (Schwartz, 2006).

In societies where integration is a dominant cultural value, there tends to be greater support for entrepreneurial ventures, particularly small-scale initiatives that address communal problems. Consequently, entrepreneurship in these communities is often more prevalent than in those where

autonomy is the dominant cultural value (Fernández-Serrano & Liñán, 2014). From this understanding, the following hypotheses are proposed:

**H1a:** *“The cultural value of integration has a positive impact on the entrepreneurial intention of university students.”*

**H1b:** *“The cultural values of affective and intellectual autonomy have a positive impact on the entrepreneurial intention of university students.”*

Schwartz (2006) states that the second problem faced by all societies lies in preserving responsible behavior in order not to fracture the social fabric; therefore, it is essential to encourage individuals to collaborate in order to develop the well-being of all, and this action must be coordinated with everyone. Schwartz proposes two polar dimensions for this problem, on the one hand, hierarchy, a cultural value that focuses on the "legitimacy of an unequal distribution of power, roles and resources (social power, authority, humility, wealth)" (p.27), hierarchy relies on power differences within structured systems, where roles enforce responsibility in individuals' behavior. This structure facilitates socialization and sanctions to ensure adherence to social norms (Schwartz, 2014)

The second dimension called egalitarianism, this cultural value "seeks to induce people to recognize themselves as moral equals who share basic interests as human beings" Schwartz (2006, p. 141), that is, people have a commitment to generate a common good for which they cooperate and show concern for the welfare of all and their actions are oriented to the benefit of all, the values that stand out in this society are equality, social justice, honesty, etc. (Schwartz, 2006).

In addition to the above, societies where egalitarianism predominates show a greater acceptance for entrepreneurship as they are cultures that encourage cooperation to achieve the objectives of a person, while in cultures where hierarchy predominates, individuals show passive postures accepting their socioeconomic status unlike a culture of egalitarianism seek to improve it in the possibility of their goals (Schwartz, 2006; Fernández-Serrano & Liñan, 2014), based on the above the following hypotheses are established:

**H2a:** *“The cultural value of egalitarianism has a positive impact on the entrepreneurial intention of university students.”*

**H2b:** *“The cultural value of hierarchy has a positive impact on the entrepreneurial intention of university students.”*



The third problem that all societies have is the relationship that individuals have with the natural and social world, can be seen by two cultural dimensions: dominance and harmony. The cultural value of dominance is based on maintaining control, directing and changing the socio-cultural environment for individual and group interests, based on ambition, success, audacity and competition. On the other hand, the cultural dimension called harmony, refers to the adaptation that an individual has to his world as it is, based on understanding and appreciation for things, values such as a world of peace, unity with nature and environmental protection are predominant in these cultures (Schwartz, 2006).

Liñan et al. (2013) state that since entrepreneurship represents changes in market conditions and in the economy, societies in which dominance predominates show a higher valuation towards entrepreneurship as these individuals manage to modify, direct and exploit their social and environmental settings in order to achieve their goals (Schwartz, 2006), while harmony represents the appreciation and understanding of social and environmental settings, which makes it passive towards change, recalling Schumpeter's theory, entrepreneurship must be able to change current situations, therefore, the following hypotheses are proposed:

**H3a:** *"The cultural value of mastery has a positive impact on the entrepreneurial intention of university students."*

**H3b:** *"The cultural value of harmony has a positive impact on the entrepreneurial intention of university students."*

#### 4. METHODOLOGY

This study follows a quantitative method, exploring the linkage between seven cultural dimensions (Egalitarianism, Hierarchy, Harmony, Mastery, Affective Autonomy, Intellectual Autonomy, and Integration) and entrepreneurial aspirations, grounded in the Theory of Planned Behavior (Ajzen, 1991). This investigation is both correlational and exploratory, highlighting its pioneering nature in addressing a relatively unexplored issue.

The survey targeted undergraduate students from three higher education institutions in Jalisco, Mexico, during the 2023-2024, identifying them as the demographic for this study. The research tool comprised a questionnaire, tailored to Spanish to assess entrepreneurial intentions as suggested by Liñan & Chen (2009), and to gauge cultural values, the framework developed by Schwartz

(2006) was used. The questionnaire was divided into two segments: the first section included six statements on a Likert scale ranging from 1 to 7, designed to predict entrepreneurial intentions; the second section featured 47 Likert-scale items reflecting personal values as behaviors or principles that guide individuals' lives. In total, 1,438 questionnaires were distributed.

The data was analyzed using SPSS Statistics 29.0 software, involving two key processes. Initially, a dimension reduction analysis was performed using factor analysis for the items representing cultural values and entrepreneurial intentions. Subsequently, the analysis focused on correlational studies and linear regression to examine the relationships between the variables.

The demographic profile of the survey participants indicates a gender distribution of 593 males (42.1%) and 817 females (57.9%). In terms of age, a significant portion of the respondents, 907 (64.3%), were aged between 20 and 22 years. The 17 to 19 years age group consisted of 284 individuals (20.3%), the 23 to 25 years age bracket included 182 participants (12.9%), and a smaller segment of 37 respondents (2.5%) were over 26 years old. Regarding academic disciplines, the students' fields of study were diverse: 632 (44.82%) were from the economic and management sciences; health sciences accounted for 145 (10.28%); biology had 69 students (4.89%); arts, architecture, and design were chosen by 168 students (11.91%); exact sciences and engineering attracted 248 students (17.59%); and social sciences and humanities comprised 148 students (10.50%). On average, participants were in their fifth semester of study, with a standard deviation of  $\pm 2.52$ .

## 5. RESULTS

The initial stage of the results evaluation concentrated on dimensionality reduction through factor analysis, employing a **KMO** correlation matrix and Bartlett's test of sphericity. This process was iterated a maximum of 50 times to ensure convergence, applying a varimax rotation for clarity. Reliability was gauged using the Cronbach's alpha coefficient. Throughout this phase of reduction, the Kaiser-Meyer-Olkin measure for sampling adequacy consistently exceeded 0.80, indicative of a highly significant outcome with a p-value less than 0.001. During this process, variables were not discarded; rather, items were grouped into broader variables to streamline the analysis. The findings from this stage are detailed in **Table 1**.

**Table 1. Factor loadings and Cronbach's alfa for independent and dependent variable**

<b>Cultural Values (CV)</b>	<b>Loadings</b>	<b>Cronbach's Alfa</b>
<i>What values are most important to you as principles that guide your life?...</i>		
<b>Egalitarianism</b>		
Equality	.657	
Social Justice	.737	<b>.700</b>
Honest	.654	
Help	.756	
Responsible	.739	
<b>Hierarchy</b>		
Social power	.802	
Wealth	.691	<b>.699</b>
Authority	.716	
<b>Harmony</b>		
Union with nature	.813	
A world of beauty	.741	<b>.760</b>
Environmental protector	.780	
<b>Affective and Intellectual Autonomy</b>		
Pleasure	.690	
An exciting life	.649	<b>.690</b>
Enjoy life	.570	
Freedom	.681	
<b>Integration</b>		
Honor the elders	.568	
Compliant	.595	<b>.613</b>
Devout	.782	
Not spiteful	.594	
<b>Mastery</b>		
Independent	.698	
Ambitious	.618	
I choose my own goals	.735	<b>.790</b>
Capable	.724	
Successful	.662	
<b>Entrepreneurial Intention</b>		
I am ready to do anything to be an entrepreneur	.699	<b>.937</b>
My professional goal is to become an entrepreneur	.856	

I will make every effort to start and run my own company	.930
I am determined to create a firm in the future	.934
I have very seriously thoughts of starting a business	.887
I have the firm intention to start a business some day	.916

Source: own elaboration from SPSS 29.0 output

To assess the influence of cultural values on entrepreneurial intentions, a linear regression analysis was performed using the study's variables. The results reveal a positive relationship between cultural values and the entrepreneurial intentions of undergraduate students. However, this association is not markedly strong, suggesting that the values, as expressed within the cultural context of the Mexican student cohort, does not serve as a strong predictor of entrepreneurial ambitions.

Furthermore, the analysis uncovered that the Cultural Values pertaining to Integration and Mastery exert a favorable yet modest effect on Entrepreneurial Intentions. Notably, the analysis revealed a slight negative influence of the cultural value Egalitarianism on Entrepreneurial Intentions, with a Beta coefficient of -.088.

Conclusive insights were also drawn from a subsequent correlational analysis, as presented in **Table 2**. The analysis confirmed that an increase in Cultural Values correlates with an upsurge in Entrepreneurial Intentions, given the positive nature of all the correlations observed.

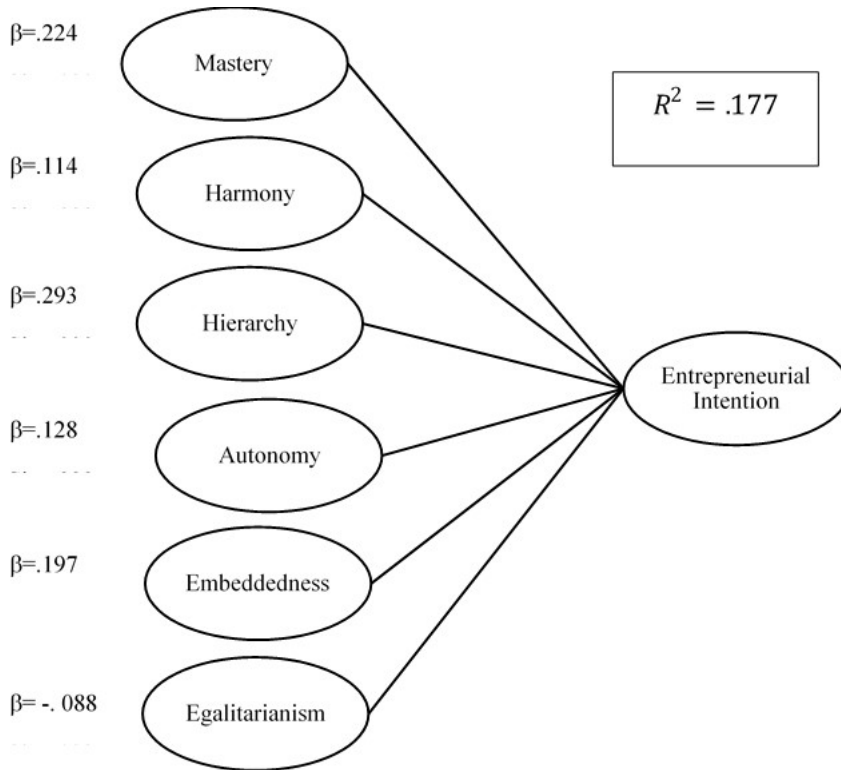
**Table 2. Results of linear regression model**

Dependent Variable	R <sup>2</sup> adjusted	Sig
Entrepreneurial intention	.177	.000
Independent Variable	Beta	Sig
Mastery	0.224	.000
Harmony	0.114	.000
Hierarchy	0.293	.000
Affective & Intellectual Autonomy	0.128	.000
Integration	0.197	.000
Egalitarianism	-0.088	.009

Source: own elaboration from SPSS 29.0 output

The model resulting from the experiment is presented below, showing the significant explanatory capacity of the model on the dependent variable. As mentioned, all the cultural values show a positive significant relationship, except for the egalitarianism value, which shows a negative value, although with a very slight loading (see **Figure 3**).

Figure 3. Model of the experiment



Source: Own elaboration from SPSS Statistics 29.0 output

**Table 3** summarizes the results of the linear regression analysis testing the study’s hypotheses on the influence of cultural values on entrepreneurial intentions. Beta coefficients ( $\beta$ ) and  $R^2$  values were calculated to assess whether each cultural value had a positive or negative impact. Based on these results, the hypotheses were either accepted or rejected.

Table 3. Table of acceptance or rejection of hypotheses

Hypotheses	Results	Conclusion
<b>GH:</b> <i>The cultural values perceived by university students have a positive impact on their entrepreneurial intention.</i>	$R^2 = .177$	Partially accepted
<b>H1a:</b> <i>“The cultural value of integration (embeddedness) has a positive impact on the entrepreneurial intention of university students.”</i>	$\beta=.197$	Accepted
<b>H1b:</b> <i>“The cultural values of affective and intellectual autonomy have a positive impact on the entrepreneurial intention of university students.”</i>	$\beta= .128$	Accepted
<b>H2a:</b> <i>“The cultural value of egalitarianism has a positive impact on the entrepreneurial intention of university students.”</i>	$\beta=-.088$	Rejected
<b>H2b:</b> <i>“The cultural value of hierarchy has a positive impact on the entrepreneurial intention of university students.”</i>	$\beta= .293$	Accepted
<b>H3a:</b> <i>“The cultural value of mastery has a positive impact on the entrepreneurial intention of university students.”</i>	$\beta=.224$	Accepted

<b>H3b:</b> “The cultural value of harmony has a positive impact on the entrepreneurial intention of university students.”	$\beta=.114$	Accepted
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Source: Own elaboration

## 6. DISCUSSION

This study explores the influence of cultural values on entrepreneurial intentions among university students in Jalisco, Mexico. By integrating the Theory of Planned Behavior (Ajzen, 1991) (TPB) with cultural dimensions, it offers insights into how values like autonomy, hierarchy, and egalitarianism shape students' entrepreneurial aspirations. This section discusses the theoretical and practical implications of the findings, emphasizing their contribution to innovation for sustainable development.

### 6.1. Theoretical Implications (*Scientia*)

The results of this research offer a detailed insight into the impact of cultural values on entrepreneurial intentions. By incorporating cultural values into the TPB framework, this study extends its applicability in entrepreneurship research. The results align with Schwartz's cultural dimensions theory (Schwartz, 2006), confirming that values such as autonomy and mastery significantly influence entrepreneurial intentions, consistent with prior studies (Liñan & Fayolle, 2015). However, the observed negative impact of egalitarianism offers new insights, suggesting that in contexts like Mexico, where traditional and hierarchical values are more deeply rooted, egalitarianism may hinder entrepreneurial activity.

The implications of these findings for social innovation in sustainable development are profound. This study contributes to the multidisciplinary approach by highlighting the intersection between cultural studies and entrepreneurship. By understanding how values like integration, hierarchy, and autonomy drive entrepreneurial behavior, it enriches theoretical models in entrepreneurship research. This aligns with the principles of sustainable development, emphasizing how cultural factors can influence pathways toward environmental sustainability, social equity, and economic growth (Guerrero et al., 2016).

The research suggests that incorporating cultural dimensions into TPB not only enhances the understanding of entrepreneurial intentions but also provides a framework for exploring the cultural determinants of social innovation. For example, recognizing that autonomy and mastery promote

entrepreneurial activities implies that fostering these values within a cultural context can support the development of sustainable enterprises (Stephan & Uhlaner, 2010). This theoretical contribution offers a new direction for studies on social innovation, proposing that cultural values serve as critical variables in shaping the entrepreneurial landscape. It opens possibilities for constructing models that better account for cultural contexts, contributing to both entrepreneurship theory and broader fields like cultural studies and education.

Furthermore, this study challenges the traditional view of entrepreneurship as merely an economic phenomenon by introducing a cultural and social dimension. It demonstrates that entrepreneurship is a complex interplay of individual intentions, cultural norms, and social structures. This perspective is crucial for developing new theoretical models that explain the varying success of entrepreneurial initiatives in different cultural contexts. By advancing this understanding, the research provides a more holistic framework for promoting innovation for sustainable development.

## **6.2. Practical Implications (Praxis)**

From a practical perspective, the findings carry important implications for educational institutions and policymakers. The research confirms that cultural values are pivotal in influencing entrepreneurial intentions, suggesting that entrepreneurship education programs need to align with the cultural context of students. In the case of Jalisco, fostering autonomy, integration, and mastery within educational settings can promote innovation and contribute to sustainable development. This aligns with **SDG 4** (Quality Education), which emphasizes the importance of inclusive and quality education in equipping individuals with the skills necessary for sustainable growth. This is also consistent with Fayolle and Gailly's (2015) argument that context-specific entrepreneurship education significantly enhances program effectiveness.

Educational programs that incorporate experiential learning, mentorship, and creative problem-solving activities are more likely to succeed in environments where hierarchical and autonomous values are prevalent (Ratten, 2017). Implementing such programs encourages students to engage in entrepreneurial ventures that drive economic growth while addressing local social and environmental challenges. For instance, promoting initiatives that emphasize community-based

problem-solving can foster a culture of sustainable entrepreneurship, supporting the goals of the circular economy and **SDG 8** (Decent Work and Economic Growth), and **SDG 4** by improving the quality and relevance of educational practices..

Moreover, the study suggests that policymakers should consider cultural values when designing entrepreneurship policies. By fostering autonomy and hierarchy, policies can enhance the effectiveness of entrepreneurship programs and stimulate regional economic growth. This finding is in line with Guerrero et al. (2016), who stress that cultural factors are essential in promoting entrepreneurial activity and innovation. Additionally, supporting student-led initiatives can create a robust entrepreneurial ecosystem that addresses local challenges and drives innovation aligned with **SDG 9** (Industry, Innovation, and Infrastructure). Understanding the cultural context provides a roadmap for designing interventions that promote innovation and sustainable development while upholding the goals of **SDG 4** by ensuring that education is adapted to local cultural contexts, thus enhancing its impact on students' entrepreneurial capabilities.

The practical implications extend to the role of universities as key players in fostering entrepreneurial mindsets. By embedding cultural values into entrepreneurship education, universities can better equip students with the skills needed to launch ventures that not only stimulate economic development but also promote social equity and environmental sustainability (Belz & Binder, 2017). Such educational programs can act as drivers for the development of sustainable entrepreneurial ecosystems tailored to the cultural characteristics of their regions, thereby advancing the objectives of **SDG 4**.

### **6.3. Contribution to Social Innovation for Sustainable Development**

By focusing on how cultural values influence entrepreneurial intentions, this research contributes significantly to the dialogue on social innovation for sustainable development, which emphasizes addressing societal challenges through collaborative and inclusive approaches (Moreno-Ortiz, 2023). It underscores the importance of culturally adaptive entrepreneurship education that aligns with sustainable development goals. The positive impact of values like integration and mastery suggests that educational strategies should promote collective action and strategic thinking to develop ventures addressing environmental and social challenges (Fichter & Tiemann, 2018).



Overall, the study provides actionable insights for universities and policymakers, advocating for a holistic approach that integrates cultural values into entrepreneurship programs. By doing so, institutions can nurture future entrepreneurs who are well-prepared to drive sustainable growth and innovation within their communities.

## **7. CONCLUSION**

In this conclusion, the study's findings are summarized and analyzed, focusing on how cultural values influence the entrepreneurial intentions of university students in Jalisco, Mexico as a strategy to pursue social innovation. The conclusion is structured into three main aspects: First, we address the research question and discuss the confirmation or rejection of the hypotheses. Next, we highlight the key research findings and their significance for both theoretical and practical applications. Lastly, we reflect on the scope and limitations of the study, suggesting areas for further research to explore the relationship between cultural values and entrepreneurship.

### **7.1. How answer the question and explain the research hypothesis or hypotheses.**

This study examines how cultural values influence the entrepreneurial intentions of university students in Jalisco, Mexico as a platform to seek advances in social innovation. The research question focuses on how dimensions such as autonomy, hierarchy, and egalitarianism shape students' entrepreneurial aspirations. The findings confirm that cultural values significantly impact entrepreneurial intentions. Specifically, values like integration and mastery positively affect students' aspirations, while egalitarianism shows a negative influence. These results support the hypothesis that cultural values have a notable effect on students' entrepreneurial intentions. Hypotheses related to the positive impact of integration and mastery were confirmed, while the hypothesis suggesting a positive effect of egalitarianism was rejected. This new knowledge enhances the understanding of the role of cultural context in entrepreneurship, emphasizing the need for universities to foster environments that align with these values. The research is valuable and original due to its multidisciplinary approach and focus on innovation for sustainable development, which are central themes of the journal.

### **7.2. Research Findings**

The main findings highlight that cultural values are essential determinants of entrepreneurial intentions and hence of social innovation. The study presents evidence that values such as autonomy, creativity, and mastery are vital in forming an entrepreneurial mindset. These insights contribute to the theoretical implications (Scientia) by enriching the state of the art on how cultural factors influence entrepreneurship. Practically, the research (Praxis) underscores the importance of designing educational programs that foster an entrepreneurial mindset in alignment with the **SDGs**. By understanding these relationships, universities can better prepare students to contribute to sustainable economic growth and social innovation.

### **7.3. Research Final Scope**

The study's scope is limited by its focus on a single region and its use of self-reported data, which may introduce biases. Additionally, the research lacks experimental conditions and greater variability in the study subjects, suggesting the need for future studies. Future research should explore other cultural contexts and employ mixed-method approaches to validate these findings. Despite these limitations, this study establishes a robust foundation for understanding the influence of cultural values in shaping entrepreneurial intentions.

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