

INSTRUCTIVE CAPABILITY SKILLS COMPETENCY AND BUSINESS START UP OF GRADUATES IN SOUTH-SOUTH, NIGERIA

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ABSTRACT

This study ascertains the relationship between instructive capability skill competence and business start up of graduates in Nigeria. The population of the study consisted of 1538 Business Education lecturers and final year students in south- south universities, Nigeria, with a sample size of 306 respondents using Krejcie and Morgan formula for sample size determination. Questionnaire was formulated on four point rating scale to elicit data from the respondents. Pearson product moment correlation (PPMC) was used to answer the research questions and test the hypotheses. The findings of the study revealed that there is a positive relationship between instructive capability skill competency and business start up of graduate in Nigeria with business environment having a positive moderating effect on the relationship. This study thus concluded that mentor-mentee skills competencies is a strong antecedent and undisputable energetic for enhancing entrepreneurial development of Business in south-south, Nigeria. Based on the findings of the study it was recommended among others that Government and relevant concerned stakeholders should develop an effective and efficient mentorship programme which will enhance mentor-mentee skills competencies and entrepreneurial development in Nigeria thus enhance the economy positively.

Keywords: *Instructive Capability Skill Competency, Business Star Up, Graduate, Entrepreneurship*

INTRODUCTION

Entrepreneurship has been proven to be a veritable instrument in stimulating economic growth and a means of employment generation especially in developing countries (Harper in Afolayan, 2016). Entrepreneurship refers to having the ability to discover, evaluate business opportunities, gather the necessary resources, initiate appropriate actions to ensure success, and unemployment action to take advantage of opportunities for rewarding outcome. It is an engine driving the economy of any nation. Entrepreneurship is the capacity to harness the right quantity, quality and combination of resources that are consistent with profit, undertaking risk and uncertainty. It is a confirmation of special knowledge and skills that pulsates an entrepreneur into innovative and creative ideas that are crystallized into quick and risky business decisions that result to sustainable profitability.

Noe, (1988) is of the view that to effectualize a lasting mentor relationships, mentors use various specific competencies in order to assist mentees develop and one of the ways is the ability to instill knowledge. Mentors are as well seen as teachers/instructors who engage in teaching their clients/mentees or students. This skill is especially important in formal mentoring. Mentors give formal speeches and lectures. Some outstanding mentors use language – stories, metaphors and powerful phrases to inspire their mentees. They are to be a “learning broker” as they assist the mentees in finding resources such as people, books, software, websites, and other information media; they also help mentees recognize whispering actions they took in the past and ways to excel again.

A business startup is a **company that's in the initial stages of business**. Founders normally finance their startups and may attempt to attract outside investment before they get off the ground. Funding sources include family and friends, venture capitalists, crowd funding, and loans. A startup is company in constant search of a business model that is scalable and repeatable, that is, it can

grow without the need to increase human or financial resources. These Businesses they are usually made up of very few people.

It is in the light of the above that this study is carried out evaluate the relationship between instructive capabilities and business start up of business graduatess in south-south, Nigeria.

Objectives of the Study

1. the relationship between instructing capacity skills competency and business start-up development of graduates in South-South Nigeria

Research Question

- 1 To what extent does instructing capabilities skills competency relate to business start-up development of graduates in South-South, Nigeria?

Hypothesis

1. There is no significant relationship between instructing capabilities skills competency and business start-up development of graduates in South-South, Nigeria

Instructing/Developing Capabilities

Instructing capabilities refers to a synthesis of various abilities which influences teaching efficiency of educating students' comprehensive quality and achieving their own professional progress. Noe, (1988) is of the view that to effectualize a lasting mentor relationships, mentors use various specific competencies in order to assist mentees develop and one of the ways is the ability to instill knowledge. Mentors are as well seen as teachers/instructors who engage in teaching their clients/mentees or students. This skill is especially important in formal mentoring. Mentors give formal speeches and lectures. Some outstanding mentors use language – stories, metaphors and powerful phrases to inspire their mentees. They are to be a "learning broker" as they assist the mentees in finding resources such as people, books, software, websites, and other information media; they also help mentees recognize whispering actions they took in the past and ways to excel again.

Mentorship can be viewed as a pedagogic tool to integrate theory and practice to the mentees (Arnesson & Albinsson, 2017). The implementation of mentorship had its starting point in an ongoing discussion within the academic community about the transition from higher education to working life. This subject matter of discussion dealt with how students should be prepared for different professions while at the same time being able to force a working life that is changeable and challenging (Reid, et al 2011).

Internationally, mentorship is above all used in professional education and training or as a means to help new employees in their introduction to the labour market. Mentorship in relation to higher education is described as something that takes place between a professionally active person and a student. A central factor is that the mentor does not have any evaluating or appraising function (Lauvas & Handal, 2015; Lindgren & Morberg, 2012). An example provided by Hobson, Ashby, Malderez, and Tomlinson (2009) indicated that mentorship is used both for student teachers during their practice in teacher education and for recently graduated teachers.

In Great Britain, mentorship is also used for student teachers during their practice. However, several studies have been critical to the value of mentorship. Wang and Odell (2002) cited in Reid et al, (2011) survived in a meta study from United States that neither the mentor nor the mentee experienced that the mentorship focused on the mentee's professional knowledge; their meetings were instead experienced as an emotional support function. Similarly, from New Zealand, Timperley (2010) found that mentees did not demonstrate personal, social or intellectual development that could be related to an implemented mentor programme. In Sweden, mentor programmes in different forms occur frequently in both higher education and working life; for example, in economic and engineering programmes or in other programmes with placement studies (Aklstrom, 2007;

Wikstroin, 2015). Previous research has shown, however, that there is limited education programmes in professional education and training.

Business Startup

Grant et al (2021) informed that in Investopedia, the term "startup" refers to a company in the first stages of operations. Startups are founded by one or more entrepreneurs who want to develop a product or service for which they believe there is demand startups come with high risk as failure is very possible, but they can also be very unique places to work with great benefits, a focus on innovation, and great opportunities to learn. Before any business can thrive, the entrepreneur must first have a "seed thought" which could be cogitated for some days, months or even years.

A business idea is a concept that can be used for financial gain that is usually centered on a product or service that can be offered for money. An idea is the first milestone in the process of building a successful business. The characteristics of promising business ideas are: innovation, unique, problem solving, profitable and understandable. A business idea is often linked to its creator who needs to identify the business' value proposition in order to launch to market and establish competitive advantage. A business idea is the first spark of entrepreneurship. According to prater (n.d) the first step to becoming a successful entrepreneur is finding a business idea that works. Similarly, Fcrreira (2021) stressed that entrepreneurship is an idea that appeals to many, but figuring out how to start a business can sometimes be so overwhelming it scares people away. Starting a business involves planning, making financial decisions, doing market research, and acquiring knowledge in areas never thought to learn about before.

Essentially, individuals come to the decision to begin a small business from many different perspectives and backgrounds. From this widely diverse group of individuals come many successful business ideas. Research shows that successful new business ideas are not determined by who one's parents are, race, gender or religion. Instead, quality ideas are a function of the creativity and thoughtfulness of the person creating the business (Banford & Bruton, 2011). Many times the idea for a new business comes from the entrepreneurs professional background or hobbies. These are domains that the individual knows very well, so that he can easily see shortcomings in the current offerings in these areas. Great insight can also be gained from individuals that the entrepreneur respects or those who have been successful in founding a business themselves. These, there are a wide variety of sources that can be called upon for ideas about potential businesses.

Erdem, and Aytemur, (2008) postulate that while individuals may determine that they want to open a small business, the exact type of business to open is much more difficult to determine. The desire to own/operate a business is a first step but what business might that be? The generation of business ideas is not something that occurs automatically. It is a process of identifying the skills of the potential small business owners, identifying opportunities in the market, matching the initial financial finding availability and then marrying these together into a business idea that interests the potential founders. The following are some approaches a founder could use to develop qualitative business idea. First the founders should list and evaluate their personal skill set. These skills may arise from hobbies, current work , past work experience, and /or family history. The next step is to carefully analyze the market and look for a gap, or some need that is not being met effectively.

Finally, the potential founders need to compare their ability to fill those gaps with the opportunity that seems to be available. It is important to understand there is a difference between an opportunity and an idea. An idea is a thought, an impression, or a notion (Hitt, et al 2011). An idea may or may not meet the criteria of an opportunity. This is a critical point because many entrepreneurial ventures fail not but rather because there was no real opportunity to begin with. Before getting excited about a business idea, it is crucial to understand whether the idea fills a need and meets the criteria for an opportunity (Barringer & Ireland, 2013).

Review of Empirical Studies

Some empirical studies of related literature consisting of the work of different scholars which tend to have bearings with the present study were presented, discussed and critically examined here. A lot has been well discussed and proven that the- would-be entrepreneur cannot function effectively without a successful mentor. Many scholars have expressed their views asserting that mentor – mentee skills competencies and entrepreneurial culture has the capability to bring about positive socio-economic transformation as well as affecting the standard of living of Business Education students.

Okiridu and Amadi (2017) carried out a study captioned 'Business Education Entrepreneurship incubators needs: An antidote to social vices among 21st century youths in Niger Delta. The study determined the difference in the mean response of company workers and unemployed youths on the extent Business Education Entrepreneurship incubators needs create jobs and reduces social vices among youths in the Niger Delta. The study adopted survey research design with a population and sample size of 521 and 320 respondents respectively. The sample size was stratified 100 workers from various oil companies and 220 unemployed youth drawn from the six (6) states of Niger Delta. The study adopted 5 point Likert scale and the data collected were analysed using mean and standard deviation to answer the research questions while t-test was used to test the hypotheses. The findings revealed that the incubator, that is the employers and government are not shouldering their responsibilities, the best they claimed to have provided is not good enough to curb social vices in the region. The study also showed that the calculated 't' of 7.00 and 2.35 are higher than the table value of 1.96, therefore the null hypotheses was rejected, meaning that there is a significant difference in the mean response of the workers and the unemployed youths in the region. The study focused on incubators needs but failed to address the inculcation of the entrepreneurial development among the youths. This study and the present study are related because the former focuses on the need of the incubators which is the provision of paid jobs while the present study is concerned with the mentees entrepreneurial development to be self reliant.

In another study conducted by Ohaka et al (2018), titled 'Achieving economic diversification through effective entrepreneurship education in Rivers State. The study was guided by two research questions only. A descriptive survey research design was adopted for the study. The area of the study consists of the three tertiary institutions in Rivers State offering Business Education. The population of the study was 94 Business Educators in the three tertiary institutions. There was no sampling hence the entire population was used to collate data for the study. The result of the study showed that economic capacity model, risk taking model and innovation are effective entrepreneurship education strategies used by Business Educators to promote economic diversification. The findings also showed that stable economic growth, sociopolitical advancement, multiple supports are benefits of entrepreneurship education for sustainable economic diversification. This study's focus is on economic diversification still leaving gap on mentor-mentee competencies likewise imbibing entrepreneurial development.

Amaewhule et al (2019) conducted a study on 'E-mentoring preparation of beginning Business Education Teachers in Nigerian Universities'. The paper captured different perceptions of e-mentoring. It looked at Business education and Business education teachers' need for e-mentoring of business education teachers, such as teaching methods, instructional materials and lesson plan. The paper also looked at tools used in e-mentoring, benefits of e-mentoring. Irrespective of this the study revealed that Mentors and mentees may find it difficult to engage in online e-mentoring because they believe that it is impersonal. The study also showed that generation 'Y', those born between 1977-1994 are found to be more sophisticated and technologically wise and conflict may arise between 'X' and 'Y' generation when it comes to e-mentoring coming from generation 'X' and the protégé is from generation 'Y' or 'Z' generation and collaboration through the use of technology is a norm. The study has a gap to fill since it did not talk about Mentor-mentee competencies alongside acquiring entrepreneurial development. This study is related to the present study hence

both studies had their focus on mentoring the mentee to fend for himself/herself to be a useful member of the society.

METHODOLOGY

Research Design

A correlational survey design was used in the study.

Area of the Study

This study was carried out in South-South geo-political zone of Nigeria, in Federal and State universities offering Business Education. The South-South is one of the six geo-political zone of Nigeria representing both the geographic and political region of the country's eastern coast. It comprises six states namely Cross River, Akwa Ibom, Rivers, Bayelsa, Delta, and Edo.

Population for the Study

The population for this study consists of one thousand, five hundred and thirty eight (**1538**) Business Educators (Lecturers) and final year students of 2021/2022 academic session from ten (10) Universities in South-South region Nigeria which include University of Calabar (UNICAL), University of Uyo (UNIUYO), Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), University of Port Harcourt (UNIPORT), Niger Delta University (NDU), Federal University, Otuoke (FUOTUOKE), Delta State University (DELSU), University of Benin (UNIBEN), and Ambrose Ali University, (AAU).

Sample and Sampling Technique

The sample size of the study consists of three hundred and six (306) respondents used for the distribution and retrieval of instrument for data collection of the study. The sampling technique adopted by the researcher for the study is Krejcie & Morgan formula for sample size determination to arrive at the figure state above.

Instrumentation

The instruments for this study were researchers' structured questionnaires.

Validity of the Instrument

The instrument was subjected to face and content validity.

Reliability of the Instruments

The researcher used test-retest technique of reliability testing to determine the instruments' reliability. The two sets of instrument were administered to twenty (20) Students and eight (8) Lecturers at the Michael Okpara University of Agriculture, Umudike within two weeks. The Cronbach Alpha, a measure of internal consistency, was used in this study.

In this case, the instruments' coefficient index of 0.89 and 0.84 were obtained, which indicates that the instruments were suitable for the investigation.

Method of Data Analysis

Data collected were processed with the use of Excel calculation. The data were organized and analyzed around the research questions and hypotheses formulated to guide the study. The research questions were answered with the use of weighted mean to determine the relationship between the dependent and independent variables. The hypotheses were tested with the use of Pearson Product Moment Correlation (PPMC) coefficient.

Results

Research Question 1:

To what extent does instructing capabilities skills competency relate to business start-up development of Business Education students in South-South, Nigeria?

Table 1: Relationship between instructing capabilities skills and business start-up development of Business Education Students

(n=300)				
Variable	ΣX	ΣX	ΣX	r
	ΣY	ΣY^2		
Instruction Capabilities skills	806.64	165.60	137.20	0.82
Business start-up dev.	872.14	169.99		

r-critical=0.179

The table above shows that there is a positive relationship between instructing capabilities skills and business start-up development of Business Education Students. The calculated 'r' value of 0.82 as shown on the table indicates that it is within the third category of ± 0.700 to 0.999 which is strong positive relationship.

Hypothesis 1:

There is no significant relationship between instructing capabilities skills competency and Business Education Students development of business start-up

Two variables were identified in this hypothesis as follows:

1. Instructing capabilities skills competency; and
2. Business start-up development

Table 2: Relationship between instructing capabilities skills and business start-up development of Business Education Students

(n=300)				
Variable	ΣX	ΣX	ΣX	r
	ΣY	ΣY^2		
Instruction Capabilities skills	806.64	165.60	137.20	0.82
Business start-up dev.	872.14	169.99		

r-critical=0.179

The above table shows that the calculated r-value of 0.82 is greater than the r-critical of 0.179 at 0.05 level of significance. Therefore the null hypothesis which states that instructing capabilities skills competency has no significant relationship with business start-up development of Business Education students in South-South Universities is rejected, meaning that there is a "significant relationship between active listening communication skills competency and Business Education Students development of business start-up.

CONCLUSION

The findings show an undisputable relationship between instructive capabilities development and business start up of graduates. This study thus concluded that mentor-mentee skills competencies are strong antecedent and undisputable energetic for enhancing entrepreneurial development of graduate in south-south, Nigeria.

RECOMMENDATIONS

The following recommendations were drawn from the study, based on the findings:

1. School management should make provision of adequate feedback/advice system in mentor-mentee skill competencies evaluation in other to determine and ascertain that entrepreneurial development is actualized through effective business startup, financial management and business innovation.
2. Students should be motivated by government and multinational companies through scholarship.
3. The Business Educators should be motivated by training and retraining on a yearly basis
4. The school authorities, government and various stakeholders should make available modern facilities and needed equipment to enhance learning
5. The Institutions in conjunction with the government should create a tripartite collaboration between the institution, government and industries to absorb the graduates as they leave school.

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