

MENTORING APPROACHES AND BUSINESS EDUCATION STUDENTS' SELF RELIANCE IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA

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ABSTRACT

This study was carried out to examine the influence of mentoring approaches on Business education students' self-reliance in Federal government owned universities in south-south Nigeria. This study adopted the survey design and the correlational design. The population of this study consisted of 389 Undergraduate Final Year Students in Federal government owned universities in South-South. The sample size for this study was established with the use of the Taro Yamane (1967) statistical formula which sums up to 197 students. Pearson product moment correlation was used to test the hypotheses at a significant level of 0.05. The study revealed that there is a significant relationship between value-based education and business education students' self-reliance in Federal government owned universities in south-south Nigeria with self-efficacy moderating the relationship, The study also revealed that there is a significant relationship between mentoring and measures of business education students' self-reliance. The study concluded that value-based education is imperative and essential for business education students' self-reliance. In respect to the findings and conclusion of this study, the following recommendations were made; Management of Federal government owned universities in south-south Nigeria should ensure that appropriate and adequate mentorship programmes are organised for students in order to enhance business education students' self-reliance.

Keywords: Mentoring, Self Reliance, Business Generation Idea Opportunity, Recognition

INTRODUCTION

Values affect attitudes and behavior. It is for this reason that nations inculcate in youths the values of patriotism, discipline, honesty, integrity and selfless service since the youths are believed to be the leaders of the future. But in Nigeria these important values seem to have been eroded. The Nigeria society is at the crossroads. A society that does not frown at wealth acquired by all means is in danger of extinction. Corruption is rife in Nigeria because values are placed on money over other desirable attributes such as the above mentioned values. Misplaced values are the cause of rising crime wave (kidnapping, robbery and terrorism), fallen standard of education, unemployment and extreme poverty.

The existence of all manner of social ills (unemployment, hunger, social vices, militancy, etcetera) are mere pointer to the fact that greater percentage of youths lack the requisite attributes that would help them in generating high income capacities for useful living in Nigeria. This situation may continue because youths seem not to be interested in business education, and governments do not appear to provide the adequate funds to source for qualified staff and procure material resources.

Therefore, policies to re-orient the mindset of the people and to ensure the effective implementation of business education programme as well as the expansion of business abilities for the poor and the underprivileged are needed. This effort will further help in

producing a new generation of competent and able workers, who are analytical and innovative, and can serve as driving forces for poverty alleviation and national development. Yearly, thousands of tertiary institutions join the labour market in search of employment. Underlying this situation is the fact that the training which students of business education received in tertiary institutions has not been fully successful in equipping them with desirable abilities required for job creation and self-reliance upon graduation. The failure of tertiary institutions to inculcate in students values required for self-reliance has led to wastages in human and natural resources that abound in Nigeria. This is because the students in tertiary institutions might not be equipped with the necessary values with which they can exploit the opportunities that abound in Nigeria. This has rendered the pursuit of self-reliance among our business education students difficult to retain. From all indications, there is a high tendency that value-based teaching will have some contributory influence on students' level of self-reliance.

Studies have been conducted on value-based education (Hawkes, & Lovat, 2013; Indrani, 2012; Iyer, 2014; Jantan, 2016; Gulati, & Pant, 2014; Ogunsola, 2011, Orim, Olayi, & Ewa, 2011). These researches have not shown totally how value-based education can influence self-reliance through the specified approaches among students particularly, Business education students in South-South Nigeria, hence it is essential to delve into alternative resort that will improve students self-reliance using a carefully selected value-based approaches such as: mentoring, value clarification and action learning which to the best of my knowledge, no other researcher has researched on and it is on this premise this study was carried out as to investigated how these variables will improve Business education students self-reliance in tertiary institutions in South-South Nigeria.

Research Hypotheses

The following research questions were formulated and will be tested at 0.05 level of significance

H₀₁: There is no significant relationship between mentoring and business idea generation ability of business education students in Federal government owned universities in south-south Nigeria

H₀₂: There is no significant relationship between mentoring and opportunity recognition ability of business education students in Federal government owned universities in south-south Nigeria

H₀₃: There is no significant relationship between mentoring and creativity ability of business education students in Federal government owned universities in south-south Nigeria

1. Mentoring

Mentoring has been described as a powerful developmental and empowerment tool. The Oxford School of Coaching & Mentoring (2013) referred to mentoring as an effective way of helping people to progress in their careers and has become popular as its potential is realised. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect. It should be noted that the role of mentors is recognized across all areas of society. From the responsibility accepted by Mentor for the son of Odysseus in Greek mythology, through the pre-industrial guilds and later apprenticeships in industrial trades, the idea of a more experienced individual assisting the transmission of knowledge and abilities has become culturally embedded. The corporate business world has developed

systems of mentoring which are integral to the induction and supported development of new company employees.

In recent years such practices have spread to the wider community. Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentored or mentee) in developing specific abilities and knowledge that will enhance the less-experienced person's professional and personal growth. As Ogunsola, (2011) Puts it, mentoring is an "empowerment strategy applied to support and encourage people to manage their own learning in order that they may maximise their potential, develop their abilities, improve their performance and become the person they want to be". A mentor is required to bring about the accomplishment of the mentoring process. Mentors serve as guides who help mentees to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an

empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress constructively. Mentoring is a powerful human resource development and empowerment tool for the transmission of knowledge and abilities in a supportive environment. It is a process in which mature and experienced staff serving as mentors share their wisdom, abilities, knowledge, values and experiences with younger employees (or potential employees) on a one-on-one basis in order to develop the competencies of their mentees. Mentors are expected to create an environment in which prospective employees can be trained to be productive and be able to excel when employed. Motivated school mentors are expected to provide student teachers with abilities of a high standard, particularly since these mentors are expected to be models of professionalism for the student teachers to emulate.

Self-Reliance

The term self reliance can be seen to mean being able to depend on one self, one's resources rather than those of others. It has to do with what one can do himself/ herself. Self reliance also means relying on one's own abilities and efforts to be independent (Nwaigburu et al, 2013). According to Ibelegbu (2013), self-reliance is synonymous with self-sufficiency. It means doing things for ourselves rather than having things done for us. Self-reliance is the personal initiative in the ability and effort to identify, harness and manage effectively and efficiently the personal and collective resources, human or natural in the immediate surroundings in order to uplift one's or a people's life quality, standard and condition of existence.

Paul, et al (2016) asserted that self-reliance cautions against dependency-syndrome on the government as the monopoly of development. Self-reliance and its kin-terms accentuates people's primary role as principal agents of development and self-determination both on the individual and collective levels. According to Olawoyin et al (2018), self-reliance refers to the sole dependence of individual capabilities to improve life. It is the ability of an individual to rely on him/her self in order to accomplish a specific task and progress in it. Acquisition of employable abilities and benefits that accrues from it, engender self-actualization and job satisfaction which in the long run can lead to sustainable development. Nobody wants to be tied to the apron string of the other people. We all have self-respect, dignity and self-worth. Certainly, we cannot satisfy all our needs if we live in complete isolation. A man who can provide for his crucial needs is an independent person and is self-fulfilled or self-reliant. To be self-reliant means you have to depend and be contented with

whatever you have and which is got as a result of your capacity and potentiality. You need to work hard and provide many things you need for yourself. Self-reliant means able to decide what to do by yourself, without depending on the help or advice of other people (Okojie, 2010). To him, a self-reliant man is always a respected person in the society particularly among his age group. He is able to hold up his lead among the peer group and will never be subservient and submissive to anyone in an unreasonable manner. Self-reliance is a means of maintaining one's pride, dignity and integrity.

The centre of our discussion is man as a social and national being who is seeking the needs and without satisfying the needs he cannot function normally, adequately and efficiently. We have also realized from the theories of our basic needs that ultimate end-product that makes life worth living is self-esteem and self-actualization which will make as independent, knowledgeable, self-achieving and self-fulfilling. Self-reliance cannot be achieved within a few months or years of our arrival on this planet. We expected it to take years of painful and stressful experiences when we will develop ourselves socially, economically and philosophically. Man's life involves, therefore, the ability to acquire those things that are required to sustain one's basic experience as well as to enable one to achieve integrity, self-actualization and respect.

In order that we may achieve self-reliance, man must take into consideration the facts of himself. Everyone has an image of himself as an individual being that posses unique attributes and the personality one portrays. It is the way we see ourselves, that is self-concepts; what we believe and expect of ourselves. It is the totality of the impression of one about oneself while one tries to project his image that is referred to as self-concept. It is when one's self-reliance adequately reflects reality that one is able to achieve fulfillment in life. Self-fulfillment is the end-product of self-development which involves the development of abilities, adoption of attitudes, awareness of the right approaches to enhance our capacities to cope with life (Akiugbade, 2016).

Mentoring and Self Reliance

Mentorship or mentoring is vital in achieving self-reliance because it helps students to proactively navigate learning in higher education by role-modeling effective study habits, offering supportive and collaborative environments for good teaching, learning, research, innovation and extension services. Mentoring is surely an effective way of passing on experience and developing the neophyte and even the old who may wish to develop abilities and expertise in certain specific areas (Peretomode & Ikoya, 2019). Jekielek and Moore (2012) conducted a study on mentoring as a promising strategy for youth development and they affirmed that because self-reliance is a key predictor of socio-economic status, many mentoring programs have led to improving the academic and cognitive abilities and experiences of young people and other learners. The work of Crisp and Cruz (2011) shown that mentoring enhances self-reliance and there is a positive relationship between proper mentoring and self-reliance at all levels of education including tertiary education level. Overall, youth participating in mentoring relationship experience positive academic returns through better attendance, better chance of going on to higher education, better attitudes toward school and it improves grades (Jekielek & Moore, 2012). They concluded that young people who perceived high quality relationship with their mentors experienced the best results.

Self-transcendence Theory by Pamela (1991)

Self-transcendence is a human capacity to expand personal boundaries in many ways, for example, intrapersonal, interpersonal and transpersonal to connect within self, with others and nature, and with purposes or dimensions regarded as larger than or beyond the self. Self-transcendence facilitates well-being, and also mediates the relationship between experiences of increased vulnerability and well-being outcomes. Various personal and contextual factors, including teaching activities, influence self-transcendence as related to well-being. The theory was created from a lifespan developmental perspective of human-environment processes of health and well-being. Pamela defines **self-transcendence** as "expansion of self-conceptual boundaries multidimensional: inwardly (e.g., through introspective experiences), outwardly (e.g., by reaching out to others), and temporally (whereby past and future are integrated into the present)." She later added another type of expansion: transpersonal expansion, in which the individual connects "with dimensions beyond the typically discernible world" (Reed, 2016).

Research Design

The study adopted a descriptive survey design and correlational design. This is because the descriptive survey research design is permissible for employing a coherent research instrument for gathering information and generating data for this study. The design focused on the collection and analysis of data from the study population which enable the researcher to look into the causal association connecting the identified variables. This method give the respondents the chance to express their opinions on the variables under investigation. Correlational design was introduced because the study also seek to established a relationship between the predictor variable (value based education) and the criterion variable (Business Education Students' Self-reliance) .

Population of the Study

The population of this study consist of all final year students of Business education programme in Federal government owned universities in South-South Nigeria. The institutions with final year students in Business education programme in South-South Nigeria as at the time of this study include: see appendix E

Sample Size and Sampling Technique

The sample size for this study is 197 and it was established using the Taro Yamane (1967) statistical formula. This formula relates the population size to the level of significance as illustrated. See Appendix C.

The proportionate stratified random sampling technique (Formula) by Bowley (1937) was used in the distribution of questionnaire to respondents. Bowley's proportional allocation formula is given thus: See appendix E

Instrument Administration and Data Collection Procedure

The instrument for the study was a survey questionnaire tagged Value-based education and Business Education Students' Self-reliance in South-South Nigeria (VBESSN). The instrument which have 30 items used to assess the impact of Value-based education on Business Education Students' Self-reliance in South-South Nigeria. The instrument was partitioned into four sections that were structured in the Likert pattern, based on the scales of Very High Extent (VHE-4), High Extent (HE-4), Low Extent (LE-2) and Very Low Extent (VLE-1). Administration of Instrument

The instrument was administered by the researcher as well as employing the help of a research assistant that guided the procedure as to ensure a trouble-free administration and collection of the questionnaires”.

Validation of Instrument

The instrument was validated by the researcher’s supervisor and two senior lecturers in the Department of Business Education in Ignatius Ajuru University of Education Rivers State University. They reviewed the items in the questionnaire with regards to content and construct as to ascertain the statements in the questionnaire cover the content that they purport to measure”.

Reliability of Instrument

The questionnaire was subjected to statistical testing using Cronbach Alpha. According to Saunders *et al.*, (2014) an instrument with a reliability coefficient (alpha value) less than 0.60 (unacceptably low reliability), 0.60–0.69 (marginally/minimally reliable), 0.70–0.79 (reliable), 0.80–0.90 (highly reliable) and greater than 0.90 (very highly reliable).Table 3.7.1 revealed that the correlation coefficient is 0.828 which is highly reliable for the study. See Appendix D

Method of Data Analysis

Research questions were analyzed using Descriptive statistics of Mean and standard deviation while Pearson product moment correlation was used to test the hypotheses at a significant level of 0.05. The mean scores were range as 1.00 - 1.49 = VLE; 1.50 - 2.49 = LE; 2.50 - 3.49 = HE; 3.50 – 4.00 = VHE. Where: VHE= Very High Extent, HE= High Extent, LE= Low Extent , VLE= Very Low Extent.

Test of Hypotheses

H₀₁: There is no significant relationship between mentoring and business idea generation ability of business education students in Federal government owned universities in south-south Nigeria

Table 1: Pearson Correlation on mentoring and business idea generation

		Mentoring	business idea generation ability
Mentoring	Pearson Correlation	1	.912**
	Sig. (2-tailed)		.000
	N	190	190
business idea generation ability	Pearson Correlation	.912**	1
	Sig. (2-tailed)	.000	
	N	190	190

** . Correlation is significant at the 0.05 level (2-tailed).

Table 1 revealed that there is a high positive relationship between mentoring and business idea generation ability of business education students in Federal Government owned universities in South-South, Nigeria (r = .911).This indicated that students who go through the process of mentoring will have the ability to generate business idea. Table 4.3.1 also

revealed that the relationship between mentoring and business idea generation ability of business education students in Federal Government owned universities in South-South, Nigeria is significant at 0.05 level of significance. This is because the P-value ($p = .000$) is less than the level of significance (0.05). Thus, the null hypothesis is rejected. The result of the test of null hypothesis one revealed that there is a significant relationship between mentoring and Business idea generation ability of business education students in Federal Government owned universities in South-South, Nigeria

H₀₂: There is no significant relationship between mentoring and opportunity recognition ability of business education students in Federal government owned universities in south-south Nigeria.

Table 2: Pearson Correlation on mentoring and opportunity recognition ability

		mentoring	opportunity recognition ability
Mentoring	Pearson Correlation	1	.928**
	Sig. (2-tailed)		.000
	N	190	190
opportunity recognition ability	Pearson Correlation	.928**	1
	Sig. (2-tailed)	.000	
	N	190	190

** . Correlation is significant at the 0.05 level (2-tailed).

Table 2 revealed that there is a high positive relationship between mentoring and opportunity recognition ability of business education students in Federal government owned universities in south-south Nigeria ($r = .928$). This indicated that students who go through the process of mentoring will have the ability to recognize opportunities freely. Table 4.3.2 also revealed that the relationship between mentoring and opportunity recognition ability of business education students in Federal Government owned universities in South-South, Nigeria is significant at 0.05 level of significance. This is because the P-value ($p = .000$) is less than the level of significance (0.05). Thus, the null hypothesis is rejected. The result of the test of null hypothesis two revealed that there is a significant relationship between mentoring and opportunity recognition ability of business education students in Federal Government owned universities in South-South, Nigeria

H₀₃: There is no significant relationship between mentoring and creativity ability among business education students in Federal government owned universities in south-south Nigeria.

Table 3: Pearson Correlation on mentoring and creativity ability

		mentoring	creativity ability
Mentoring	Pearson Correlation	1	.748**
	Sig. (2-tailed)		.000
	N	190	190
creativity ability	Pearson Correlation	.748**	1
	Sig. (2-tailed)	.000	
	N	190	190

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 revealed that there is a high positive relationship between mentoring and creativity ability among business education students in Federal government owned universities in south-south Nigeria ($r = .748$). This indicated that students who go through the process of mentoring will have the creativity ability. Table 4.3.3 also revealed that there is a high positive relationship between mentoring and creativity ability among business education students in Federal government owned universities in south-south Nigeria is significant at 0.05 level of significance. This is because the P-value ($p = .000$) is less than the level of significance (0.05). Thus, the null hypothesis is rejected. The result of the test of null hypothesis three revealed that there is a significant relationship between mentoring and creativity ability of business education students in Federal Government owned universities in South-South, Nigeria.

Discussion of Findings

Mentoring and Business Idea Generation Ability

Correlation 1 reveals that there is a significant relationship between mentoring and business idea generation ability among business education students in Federal government owned universities in south-south Nigeria (where $r = .898$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: There is a significant relationship between mentoring and business idea generation ability among business education students in Federal government owned universities in south-south Nigeria. Similarly, Mohammad (2010) highlights the relationship between value-based education and self-reliance on pre-university students. The objectives of this study were achieved by using the Coppersmith questionnaire and the students' grade in their current and previous semesters. The random sampling was used for collecting the data and as a consequence 50 male and 50 female were chosen randomly. The questionnaires were distributed amongst 100 students in the schools. The results demonstrated that there was significant ($p < 0.01$) positive relationship between value-based education and students' self-reliance. The results suggest that high value-based education is important factor and strengthen the prediction of self-reliance in students.

Mentoring and Opportunity Recognition Ability

Correlation 2 reveals that there is a significant relationship between mentoring and opportunity recognition ability among business education students in Federal government owned universities in south-south Nigeria (where $r = .917$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the

alternative hypothesis: There is a significant relationship between mentoring and opportunity recognition ability among business education students in Federal government owned universities in south-south Nigeria. In the same vein, Wurim, (2013) focus his study on opportunity recognition and business idea generation as a foundation for entrepreneurial businesses in central Nigeria. The survey investigation method was used in collecting primary data for the study from a sample of 150 central Nigeria entrepreneurs and found that opportunity recognition contributed to business idea generation.

Mentoring and Creativity Ability

Correlation 3 reveals that there is a significant relationship between mentoring and creativity ability among business education students in Federal government owned universities in south-south Nigeria (where $r = .892$ and $p = 0.000$) and based on the decision rule of $p < 0.05$ for null rejection; we reject the null hypothesis and accept the alternative hypothesis: There is a significant relationship between mentoring and creativity ability among business education students in Federal government owned universities in south-south Nigeria. Similarly, A study by Oluwatim (2011) on value orientation and career aspiration patterns of 400 senior secondary school students in Ogun State selected through stratified random sampling technique revealed a non significant relationship exist between the value orientations of the students and career choices. The student's value orientation and career choice were found not to be congruent. In another, study, Coetzee et al. (2010), carried out a quantitative survey on the influence of career orientations 2994 student's works experiences in South African institutes. Using Career Orientation Inventory (COI) data were collected via postal facility from the sample of 2997. Result of the multiple regression and factor analysis done showed that casual relationships were observed between the career orientations and subjective work experience variables. The result also showed that individual's career orientations influenced their general sense of life, job happiness and perceptions of work as a valuable activity. This implies that if an individual receives a negative career orientation towards vocation, the individual's perception towards the vocation would be negative.

CONCLUSION

The study which appraised the relationship between mentoring and business education students' self-reliance in Federal government owned universities in south-south Nigeria was undertaken using primary data. The study revealed that there is a significant relationship between value-based education and business education students' self-reliance in Federal government owned universities in south-south Nigeria with self – efficacy moderating the relationship, The study also revealed that there is a significant relationship between mentoring and measures of business education students' self-reliance, there is a strong significant relationship between value clarification and measures of business education students' self-reliance, there is a strong significant relationship between action learning and measures of business education students' self-reliance. The study concluded that mentoring is imperative and essential for business education students' self-reliance.

RECOMMENDATIONS

In respect to the findings and conclusion of this study, the following recommendations were made.

- 1) Quality assurance departments of Federal government owned universities in south-south Nigeria should ensure that appropriate and adequate mentorship programme

are organised for students in order to enhance business education students' self-reliance.

- 2) Business Education Departments of Federal government owned universities in south-south Nigeria should ensure that such mentorship programmes are done quarterly or annually in order to boost the productivity of business students to become self-reliant.
- 3) Management of Federal government owned universities in south-south Nigeria should ensure adequate action learning takes place in order to enhance the level of knowledge at the disposal of Business education for the purpose of self-reliance

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