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# INSTRUCTING CAPABILITIES AND ENTREPRENEURIAL DEVELOPMENT OF BUSINESS EDUCATION STUDENTS IN SOUTH-SOUTH, NIGERIA

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***ABSTRACT***

*This study ascertains the relationship between instructing capabilities and entrepreneurial development of Business Education students in south-south, Nigeria. Positivism philosophical foundation and Correlational survey research designed were adopted for the study. 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 instructing capabilities and entrepreneurial development of Business Education students in south-south, Nigeria. This study thus concluded that instructing capabilities is a strong antecedent and undisputable energetic for enhancing entrepreneurial development of Business Education students in south-south, Nigeria. It was recommended among others that Government and relevant concerned stakeholders should develop an effective and efficient mentorship programme which will enhance instructing capabilities and entrepreneurial development in Nigeria.*

***Keywords Instructing Capabilities, Entrepreneurial Development, Innovation***

## INTRODUCTION

Students in University Business Education programs should be able to effectively start and operate their own enterprises because of their education and training in entrepreneurial abilities. After graduation, students will need more than just manipulative skills to get a job or start a company. There is a high failure rate among graduates of Business Education programs who start their own businesses, and the worst-case scenario is total liquidation. Mentor-mentee skills development has been neglected over the years, resulting in a lack of effective entrepreneurial skills development, but this has not yielded any positive results despite the ideas provided by predecessors on how to tackle the problems identified. Prospective company owners worry a lot about whether or not their ventures will be a success. Entrepreneurial development, such as company start-up, financial management, and innovation/new business if applicable, suffers from a lack of variables such as active listening/communication skills, instructional capacities, trust building, feedback and advise. Most entrepreneurial policies and programs lack adequate business mentorship frameworks, which raises questions about the abilities of Business education students. With the stifling policies of the Nigerian government, as well as the volatile business environment that shapes and chokes Nigerian businesses, mentoring has been recognized as a strategy for developing potential leaders or tycoons. It is also considered critical and paramount in supplementing formal training. Accordingly, there exists a research-based knowledge gap regarding how well, useful and effective listening and communication skills, teaching abilities, trust building, advice and feedback enhance start-up businesses, financial management, innovation/new business creation among Business Education students in South-South, Nigeria. This is the problem envisaged by this study which will be empirically looked into, using the review of related litereature.

**Hypotheses**

1. There is no significant relationship between instructing capabilities skills competency and business start-up development of Business Education Students in South-South, Nigeria
2. There is no significant relationship between instructing capabilities skills competency and financial management of Business Education Students in South-South, Nigeria
3. There is no significant relationship between instructing capabilities skills competency and innovation/new business creation development of Business Education Students 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 achieiving 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 lecturers. 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 transaction 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 Zenlaud, Timperley (2010) found that mentees did not demonstrate persona, 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 (Aklztrom, 2007; Wikstroin, 2015). Previous research has shown, however, that there is limited education programmes in professional education and training.

Mentorship is described as a democratic process where thoughts, reflections and knowledge are made deeper (Hultman & Sobel, 2013; Laur as & Handal, 2015; Lindgren & Morberg, 2012). There is some confusion as to the concept of mentorship and it is not uncommon for it to become synonymous to supervision despite the fact that the concepts describe two different phenomena. A similarity that should be mentioned is that both mentorship and supervision entail meetings between a competent and knowledge. To clarify the difference, we have chosen to bring out a few examples: Mentorship is constituted by reflecting and analyzing discussion, whereas supervision takes place in the direct professional practice with elements of discussion, Mentorship builds on voluntariness, whereas supervision is compulsory during practical training, Unlike supervision, mentorship does not include evaluations (Hultman & Sobel, et al, 2013).

**Entrepreneurial Culture Development**

Danish, Asghar, Ahmad and Ali (2019) revealed that entrepreneurial culture has been defined as the attitude, values, skills and power of a group or individuals working in an institute or an organization to generate income. One must notice that while considering entrepreneurial culture in an organization, innovation is one of the most vital elements for its growth and success, so research on the subject is epically needed in the entrepreneurial context (Kang, et al 2016). Furthermore, the culture created by entrepreneur is decisive because such type of culture is characterized by innovativeness and creativeness (Danish, et al., 2019). Shein (1985) consists of an arrangement of shared, taken-for-granted expectations which can be held by the participants of the institute and imparted to the new and recent participants. Hofstade (2001) described culture as a "collective programming of the mind that distinguished the members of one group or category of people from another". We therefore, define culture as the values, beliefs and expected behaviours that are sufficiently common across people within (or from) a given geographic region as to be considered as shared. Cultural values lead to an acceptance of uncertainty and risk taking, they are expected to be supportive of the creativity and innovation underlying entrepreneurial action (Dweck, 1986).

Entrepreneurial actions are facilitated both by formal institutions (e.g. property rights, enforceable contracts) and socially shared beliefs and values that reward or inhibit the necessary behaviours) (e.g innovations, creativity, risk taking) (Hayton, et al 1980). For the purpose of this review, we assume a broad definition of entrepreneurship that includes growth oriented. New-venture creation, but also extends to small and micro enterprises that do not typically lead too employment growth beyond self-employment (Bhide, 2000). Organizational culture does not grow on its own. It must be nurtured. An organization's culture must be deliberately cultivated through concerted action, including modeling structure, constant communication and positive reinforcement.

Developing Entrepreneurial Culture through Mentor-Mentee Skills Competencies Integration in Business Education Programme. The integration of the skills competencies of mentor-mentee can develop to an entrepreneurial culture in business education. This implies that policy measures must anchor on the promotion of the attributes, values, mindset and behaviour associated with hands-on-training which will impact on individuals' mindset towards entrepreneurship. Such an individual can be propelled to act entrepreneurially in an already established organization and other areas of life where they are privileged to find themselves. This implies that such individual when nurtured by any policy measures targeted at entrepreneurship will differ from other individuals since culture distinguished one group from another. By so doing, undergraduates of business education would be encouraged to develop passion on what investment they intend to embark upon on graduation. This is true because passion in the drive to success. They would be made to understand that great entrepreneurs have passion in what they are doing not minding the thrills, challenges and they pay back what they are going home with. Udu (2014) posits that it is crucial to encourage hands-on-training through entrepreneurship culture and as well as through economic policy instrument. Such culture will aim at identifying the present and future needs of the students and develop appropriate academic curriculum that will suit it. This calls for restructuring business education programme and embedding in it practical training in small business enterprises so as to queue into the present and potential skill needs of the students after graduation.

Therefore, the constituent of entrepreneurial culture other individual level in the society is depicted in the figure below:

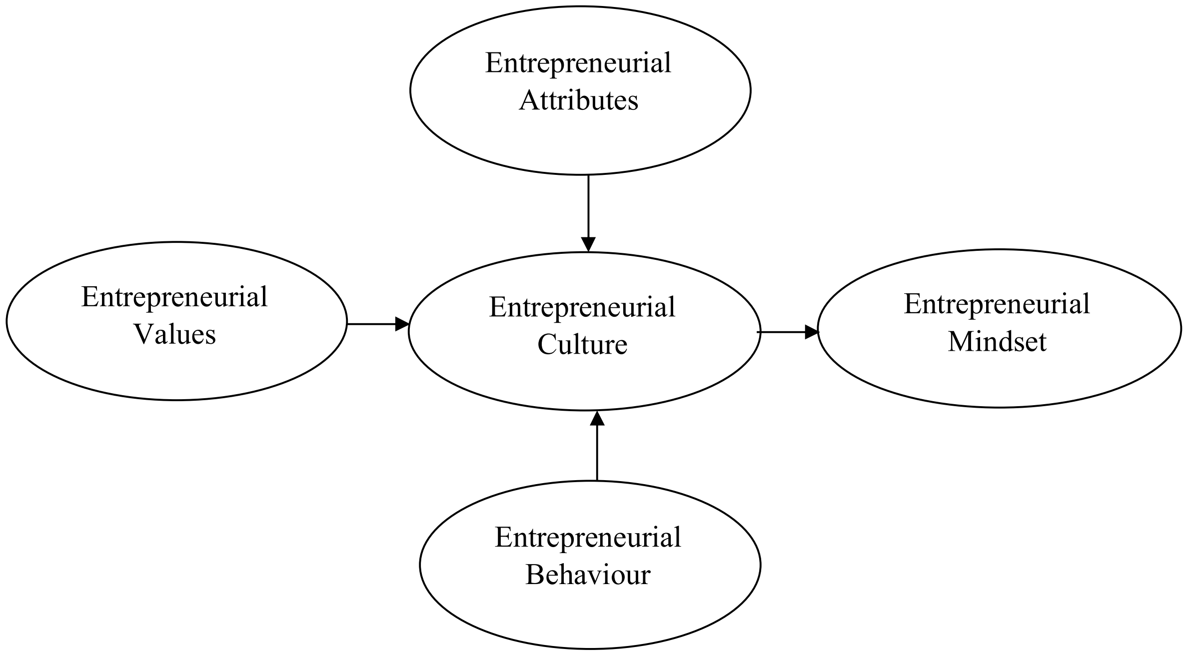
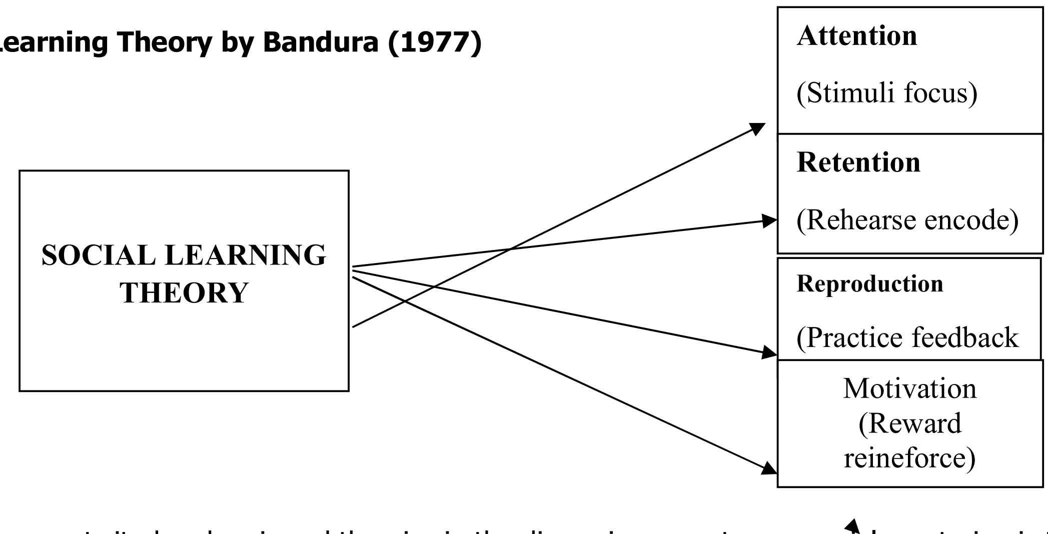



Figure 2.2: Constituent of Entrepreneurial Culture in the Society Source: Adapted from C.D. Brownson (2013). Fostering Entrepreneurial Cult-ure Conceptualization

Having identified the constituent of entrepreneurial culture above, a review of the constituent to reveal their nature becomes imperative.

**Entrepreneurial Attributes**: This allows a practical understanding of how entrepreneurial culture are manifest itself (Lee-Ross & Mitchell, 2007). Entrepreneurial attributes are considered important due to the level of relationship they share with the other constituent elements of entrepreneurial cultural. For instance, entrepreneurial attributes were found to be a critical factor in influencing an individuals' entrepreneurial decisions to start a business (Gray et al 2006). They have been found to predict entrepreneurial behaviour that is, new firm formation (Lee, Florida & Acs, 2004; Ranch & Frece, 2009) and/are also been found to have a strong impact on individuals' mindset towards self-employment (Lwthje & Franke, 2003). Mahadea (2001) adds that the supply of effective entrepreneurial culture can be enhanced through appropriate training and experiences, as such, encouraging entrepreneurial attribute is essential in influencing the development and realization of starting ideas. Consequently, students of business education require entrepreneurial attributes through appropriate training which will enable them develop and realize the ideas of setting up businesses of their own after graduation.

**Social Learning Theory by Bandura (1977)**




One of the most cited and reviewed theories in the discussion on entrepreneurial mentoring is the social learning theory which is a potent and popular theory that effectively describes how individuals acquire skills and conceptual that can facilitate their work process (Bandura,1977). According to Bandura (1977) the learning process would be complicated if people had to rely safely on the effects of their own actions to inform how on what to do. The social learning theory's thrust lies in its emphasis for the part played by models and mentors in transmitting specific behavior attitudes, and emotional responses in different situations to mentees and protégés, showing that there is much more to learn through role modeling than classical or operant conditioning. Role models, unsubtly, play a pivotal role in shaping mental behavior who emulates their way of discharging responsibilities, thereby influencing the work culture and ethics. Social learning theory typically explains that people learn new behavior through observational learning suggesting that if the mentee observes pleasant, favorable result or consequences tendency that high degree that the mentee will most likely imitate, and adopt the behavior of such mentors they learn their behavioral patterns. Every individual at one live or other has watched and tried to imitate the actions of others while performing a task(Bandua, 1997 in Brimah, Rabin, Bamidili & Shen, 2020). There are four mediational processes proposed by Bandura:

1. **Attention**: The individual needs to pay attention to the behavior and its consequences and form a mental representation of the behavior. For a behavior to be imitated, it has to grab our attention. We observe many behaviors on a daily basis, and many of these are not noteworthy. Attention is therefore extremely important in whether a behavior influences others imitating it.
2. **Retention**: How well the behavior is remembered. The behavior may be noticed but is it not always remembered which obviously prevents imitation. It is important therefore that a memory of the behavior is formed to be performed later by the observer. Much of social learning is not immediate, so this process is especially vital in those cases. Even if the behavior is reproduced shortly after seeing it, there needs to be a memory to refer to.
3. **Reproduction**: This is the ability to perform the behavior that the model has just demonstrated. We see much behavior on a daily basis that we would like to be able to imitate but that this not always possible. We are limited by our physical ability and for that reason, even if we wish to reproduce the behavior, we cannot. This influences our decisions whether to try and imitate it or not. Imagine the scenario of a 90-year-old-lady who struggles to walk watching Dancing on Ice. She may appreciate that the skill is a desirable one, but she will not attempt to imitate it because she physically cannot do it.

**Motivation**: The will to perform the behavior. The rewards and punishment that follow a behavior will be considered by the observer. If the perceived rewards outweigh the perceived costs (if there are any), then the behavior will be more likely to be imitated by the observer. If the vicarious reinforcement is not seen to be important enough to the observer, then they will not imitate the behavior. Considering the steps in Bandura's social learning theory one can conclude that entrepreneurship development could be adequately achieved through its application as it involves attention, retention, reproduction and motivation. The theory has day to day activities of driving ones' stimuli, practice and encodes what has been learnt, reproduce it and reinforce reward; hence the theory is relevant to the present study.

## METHODOLOGY

A correlational survey design was used in the study. It is a survey design in which the researcher does not have any control over or influence the variables. The population for this study consists of one thousand, five hundred and thiry eight (**1538)** Business Educators (Lecturers) and final year students of 2021/2022 academic session from ten (10) Universities in South-South region Nigeria. 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. The instruments for this study were researchers' structured questionnaires. 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 depen1ent and independent variables. The hypotheses were tested with the use of Pearson Product Moment Correlation (PPMC) coefficient.

## Results

### Hypothesis 4:

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

**Relationship between** instructing capabilities **skills and business start-up development of Business Education Students**

(n=300)

| ∑X ∑X<br>Variable | **∑Y** | **∑Y²** | ∑X | r |
|---|---|---|---|---|
| Instruction<br>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 **t**here is a "significant relationship between active listening communication skills competency and Business Education Students development of business start-up.

**Hypothesis 2:**
There is no significant relationship between instructing capabilities skills competency and Business Education Students development of financial management
**Two variables were identified in this hypothesis as follows:**
1. Instructing capabilities skills competency; and
2. Financial management development

**Relationship between instructing capabilities skills competency and financial management development of Business Education Students**
(n=300)

| ∑X ∑X Variable | **∑Y** | **$\sum Y^2$** | ∑X | r |
|---|---|---|---|---|
| Instructing Capabilities skills | 819.03 | 171.42 | 136.61 | 0.80 |
| Financial Mgt. dev. | 872.14 | 169.99 | | |

r-critical=0.179

The above table shows that the calculated r-value of 0.80 is greater than the r-critical value 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 financial management development of Business Education students in South-South Universities is rejected, meaning that there is a "significant relationship

**Hypothesis 3:**
There is no significant relationship between instructing capabilities skills competency and Business Education Students development of innovation and new business creation
Two variables were identified in this hypothesis as follows:
1. Instructing capabilities skills competency; and
2. Innovation/new business creation

**Relationship between instructing capabilities competency skills and innovation/new business creation of Business Education Students**
(n=300)

| ∑X ∑X Variable | **∑Y** | **$\sum Y^2$** | ∑X | r |
|---|---|---|---|---|
| Instructing Capabilities skills | 836.32 | 177.93 | 127.00 | 0.73 |
| Innovation/new bus. dev. | 872.14 | 169.99 | | |

r-critical=0.179

The above table shows that the calculated r-value of 0.73 is greater than the table value of 0.179 at 0.05 level of significance. Therefore the null hypothesis which states no significant relationship is rejected, meaning that there is a "significant relationship between instructing capabilities skills and innovation/new business development of Business Education Students.

**Discussion of Findings**

**Instructing capabilities skills competency and business start-up development of Business Education Students**

Correlation 4 reveals that there is a significant relationship between instructing capabilities skills competency and Business Education Students development of business start-up(where r =0.82 and table value =0.179)this finding is supported by Okoye (2021) entrepreneurial competencies are necessary for business education graduate which he further asserted that business education has the potential of promoting entrepreneurial culture development and enhance the economy at large. this implies that entrepreneurial competencies which mentor-mentee skills competencies is a dimension of entrepreneurial competencies enhance Business Education Students development of business start-up thus it was recommended that government should make fund available for retraining of Business Educator to acquaint themselves with necessary competencies which would be transfer to the students.

**Instructing capabilities skills competency and Business Education Students development of financial management**

Correlation 5 reveals that there is a significant relationship between instructing capabilities skills competency and Business Education Students development of financial management (where r = .80 and critical value =0.179) this finding is supported by Okoro (2015) who asserted that management competencies enhance Business Education student to handle entrepreneurial business development and challenges that may occur.Technically, financial management prudence is measures of management competence which entail that financial management enhance Business Education Students development of entrepreneurial culture which is influence by the skills such student also possesses in entrepreneur hence instructing capabilities skills competency is no exception of entrepreneurial skills.

**Instructing capabilities skills competency and Business Education Students development of innovation and new business creation**

Correlation 6 reveals that there is a significant relationship between instructing capabilities skills competency and Business Education Students development of innovation and new business creation(where r = 0.73 and critical value =0.179). This findings is supported by Ohaka et al (2018) asserted that economic diversification can be actualized through effective entrepreneurship Business Education. This implies that effective entrepreneurship Business Education can only be actualized through effective utilization of entrepreneurial skills competencies which mentor-mentee skills competencies is a dimension of entrepreneurial skills competencies hence instructing capabilities skills competency being a dimension of mentor-mentee skills competencies enhance Business Education Students development of innovation and new business creation**.**

## CONCLUSION

This study has primarily investigated instructing capabilities and entrepreneurial development of Business Education students in south-south, Nigeria and found that there is a strong relationship between the two variables. It also significantly investigated the relationship between instructing capabilities and measures of entrepreneurial development. The findings show an undisputable relationship between and among them.

## RECOMMENDATIONS

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

1. The Business Educators should be motivated by training and retraining on a yearly basis
2. The school authorities, government and various stakeholders should make available modern facilities and needed equipment to enhance learning

3. Government should lay emphasis that vocation of choice should be tilt towards entrepreneurship to make the country an industrialized nation.
4. Students should be engaged on Students Industrial work Experience Scheme (SIWES) every vacation
5. Students should be grafted under the tultelage of a consultant for adequate mentoring of the vocation of their choice

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