

# Entrepreneurial Mentorship and Business Education Students' Development in Nigeria

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## Abstract

This paper is a descriptive study on the topic: Entrepreneurial mentoring for students' development in Nigeria: Business education perspective. Entrepreneurship is a popular concept among management scholars in recent times. Its relevance is geared toward grooming young people to become well established entrepreneurs of the future, taking into cognizance the unemployable and under-employable nature of graduates in today's economy. Thus mentoring students to develop into established entrepreneurs is imperatives especially in a nation like Nigeria. This paper explores approaches, needs and challenges of entrepreneurial mentoring in Nigeria. The main focus of the paper is on business education students, who are skilled in business development orientation. Business education as a course is built on management skill, marketing skills, office technology skills and accounting skills. It is also synthesizes the ideas of critical thinking, problem solving and technological savvy skills. Thus, The paper recommends among others that entrepreneurial mentoring should be carried out and built through a formal and organized process. That best approaches and experience entrepreneurs(lecturers) should be employed when carrying out mentoring. Finally, that students' potentials should be identify and developed through entrepreneurial education and mentoring. The paper concludes that entrepreneurial mentoring offers potentially transformative impact on career focus of students and establish basis for sustainable venture in post school life.

**Keywords:** Entrepreneurship, Mentoring, Entrepreneurial Mentoring, Students Development, Business Education

**DOI:** 10.7176/JEP/12-19-05

**Publication date:** July 31<sup>st</sup> 2021

## 1. Introduction

Entrepreneurship is a prevalent concept among business and management scholars in recent times. The term entrepreneur is a French coinage that was recognized by early writers like Richard Cantillon, who defined an entrepreneur as someone who engages in exchanges for profit. In other words, someone who exercises business judgment in the face of uncertainty, (Herbert and Link, 2011). In consonant with the above, Francis Quesnay, the founder of physiocratic school formulated large scale farmers as entrepreneurs, while Jean-Baptiste Say, broadened the concept by putting the entrepreneur at the core of the entire process of production and distribution. Thus, Say sees an entrepreneur as a superintendent and an administrator, (Herbert and Link, 2011).

According to Adebayo and Kolawole (2013) entrepreneurship contributes to the development of skilled and semi-skilled manpower for national development as well as self-employment and poverty alleviation. Hence, entrepreneurship incorporates the educational institutions to impact knowledge, ideas and abilities to make mature judgment and position to create goods and services in the area of business education, industrial technical education, home economic education, and other related fields of learning. Entrepreneurship is not separable from any profession as long as the process is concerned with creating something new and valuable by developing the necessary time and effort, psychic social risks and receiving personal satisfaction, independence and monetary rewards, (Hisrich, 2002).

The place of entrepreneurship in our society is very vital in the 21<sup>st</sup> century thus, it requires a conscious effort to ensure its development and continuity. The responsibilities of entrepreneurship education do not only entail instructions, preparation of students for successful and productive life. Participation in the world of work is increasingly becoming recognized globally, therefore, the need for mentorship is imperative as a major responsibility of our entrepreneurial education system. The need for entrepreneurial mentorship is gradually becoming clear and necessary because it helps in building the requisite managerial skills for generating positive impacts on individuals and organizations for societal benefits.

The issue of mentorship students is very important because they constitute a significant proportion of the entire labour force and skills acquisition is important for their effective utilization for economic growth and development (Sanusi, 2012). Studnets in Nigeria are inadequately engaged in the drive of chatting a course for an entrepreneurial nation. This has left many of them either totally ignorant or inadequately informed about the need to develop their entrepreneurial potentials. This is a major concern for entrepreneurial mentorship to

adequately position the students for economic viability and development stride of the nation.

The term mentoring is the passing of support, guidance and advice. It is a form of apprenticeship training whereby an inexperienced learner learns the 'characteristics' of a trade or profession from an experienced master, especially in form of training (Riverine, 2007). Mentoring involves greater focus on specific industry or trade experience and relevance. It is a goal-oriented relationship needs (NESTA, 2009). Entrepreneurial mentoring therefore involves teaching of entrepreneurial skills to develop and raise a creative and productive minded students with preference for learning through experience.

The idea of entrepreneurial mentoring is to encourage more experienced entrepreneurs or entrepreneurial educators to work with less or non-experienced students on a "mentor-protégé" basis. Entrepreneurial mentoring is therefore an effective way of supervising and structuring entrepreneurial activities to benefit the students in every sphere of the economy, (Riverine, 2007). Through entrepreneurial mentoring, students will be able to acquire necessary managerial and business development skills for growth and effective participation in the society. However, there are underlying dynamics such as changes in demographics and technology, economics and politics that are bringing together unique moment in global events. Young people are at the heart of today's great strategic opportunities and challenges, from rebuilding the global economy to combating violent extremism to building sustainable systems, (Clinton, 2012). These challenges are enormous for the students, coupled with the problems of unemployment and livelihood. This is the challenge that drives the call for entrepreneurial mentoring and development amongst Nigerian students in the 21<sup>st</sup> century.

Entrepreneurial mentoring of business education students requires that their business skills are properly developed to enable them become business minded. Therefore, business education ideas and business competencies are necessary pre-requisites for developing students. According to Riverine (2007), business mentoring is currently regarded as one of the most effective ways of supervising and structuring the entrepreneurs and business leaders in every sphere of the economy. Through entrepreneurial mentoring in consonance with business knowledge, would be entrepreneurs and business leaders (especially students) will be adequately developed in managerial skills for the growth and survival of organizations and sustainability of the society. Thus, entrepreneurial mentoring helps to break down the inaccessibility that all innovative entrepreneurs and business leaders experience, and prevent them from losing hope, making hasty and poor decisions, while enabling them to develop their full potentials and determination for success.

## **2. Statement of Problem**

To rate unemployment amongst Nigerian graduates is one of the major challenges in the nation. While bound up with the overall employment situation, this challenge has its own dimensions and therefore requires specific responses (Schoof, 2006). According to Charest (2011) "we are entering the era of unparalleled talent scarcity which if left unaddressed, will put a brake on economic growth around the world and will fundamentally change the way we approach workforce challenges". Thus, the world is on the course of entering a new reality in which human potentials will become the major agent of economic growth (Joerres, 2011). In this regard, the global economy is in the midst of a series of demographic and economic shift, leading to what is called the "Human Age" (Manpower Group 2012). The above scenario presents serious challenges to any economy if nothing is done, and the business education students will be at the disadvantage. The need for mentoring them in entrepreneurial development is therefore underscored.

## **3. Purpose of the Study**

The purpose of the paper is to determine the concept of entrepreneurial mentorship, and how it can enhance students development in Nigeria.

## **4. Method of the Study**

This paper uses explanatory descriptive approach which is Narrative Textual Case Study (NTCS) method. This method was employed because the paper did not use sequential data. Narrative Textual Case Study is a social science research method that employs intensively information data (where necessary) and academic materials made available and accessible by information and communication technology facilities such as internet, e-libraries and others (Afolabi, 2015). This paper is non-empirical, but basically opinion based research.

## **5. The Concept of Entrepreneurial Mentorship**

Entrepreneurship is an age long concept that was practised in ignorance by ancient and medieval people. The phenomenon was regarded as self-employment in the form of sole proprietorship. The term entrepreneur is defined as a person who takes active part in managing a company in which he also invests capital and thus bears a significant part to the economic risks involved, (Berglann, Moen, Roed and Skogstron, 2009). But the concept gain preeminence when it was given academic attention some few decades past. Thus, it became an issue of research and teaching in institutions of learning. According to Jones and Wadhvani (2006) since the 1980's

entrepreneurship has emerged as a topic of growing interest among management scholars and social scientists. The subject has grown in legitimacy, particularly in business schools (Cooper, 2005). Today, entrepreneurship is one of the most sought after ideas within business circles, because of its strategic importance in the business world. Its continuity is of great concern especially as it empower youths and young adults in self-development.

However, due to its newness in the educational and business environment, and the inability of students to acquire their competencies in schools, the call for mentoring became paramount. According to Lutz, Hixson, Paretti, Epstein and Lesko (2014) mentoring student teams is critical to entrepreneurship education. Eby (2010) stated that entrepreneurial mentoring calls for developing an interpersonal orientation and relationship between experienced entrepreneurs (the mentor) and a less experienced youth (student) (the mentee or protégé). Also, Eesley and Wang (2013) said that entrepreneurial mentorship is geared towards helping the mentee create his own organization and personal development to a greater degree. In other words, entrepreneurial mentorship focuses on the development of personal attitude and competencies to establish one's own firm. Entrepreneurial mentorship involves recruiting talented graduates to work in firms or portfolio companies as a follow-up or an under-study of progress. The mentor is required to be highly experienced by career or business professionalism. Prior to the development of entrepreneurial mentorship, Levinson (1978) stated that mentoring was a complex, but important developmental relationship both in experience and seniority.

Entrepreneurial mentorship is important at the early stage of students' development, because at this stage, students are planning their career or business experiences and directions in their life endeavours. Thus providing entrepreneurial behaviour becomes imperative. According to Eesley and Wang (2013) entrepreneurial mentors provide the mentee with behavioural information. The author further states that, entrepreneur- mentors are in a unique position to acknowledge the challenges, long hours, marital strife, and other difficulties associated with entrepreneurship. Thus, they are in the best position to talk about and teach mentees about the personal characteristics and behaviours necessary to cope with these challenges. Also, entrepreneur mentors stand a chance to speak expressly about the non-financial benefits accruable from entrepreneurial development in terms of innovative changes in career and business lives, real life problems solving, and the impact of the experience of mentorship programme.

Entrepreneurial mentorship is about helping mentee (students) in the evaluation of ideas through direct feedback, courses of action or having other people to talk with, (Eesley and Wang 2014). For instance, according to Malmadier and Lerner (2013) Master of Business Administration students at Harvard University who are in class sections with experienced entrepreneurs were less apt to go into any venture because these entrepreneurs provided evidence consistent with the ideas that former entrepreneurs might better be able to identify weakness in new business initiatives and council classmates not to pursue such businesses. Thus, entrepreneurial mentorship plays the role of discouraging students from venturing into business careers that have low quality business exposures. Entrepreneurial mentorship plays the roles of coaching, co-coordinating, supporting, monitoring and organizing mentees for successful development in entrepreneurial ventures.

## **6. Approaches to Entrepreneurial Mentorship for Students' Development**

Entrepreneurial mentorship can be carried out through different approaches. Sullivan (2000) confirms that entrepreneurs find linking new teachings with their previous experience to be the most helpful to develop their business. According to St-Jean and Audet (2011) the 'maieutic approach' of mentoring allows a mentor to develop upon the knowledge and skills inherent in the mentee's experience. Thus, the mentee develop by his own pace, but is monitored by the mentor. This implies that, the mentor is not suppose to be directive, but should better lead by posing continuous questions to the mentee, letting him find his own stability (Bosi, Pichetti, and Tudor, 2012). In this regards, mentoring studnets in entrepreneurial development requires that their competencies and skills be discovered and developed accordingly through mentorship. There is a growing interest in the value of business mentoring and commitment to build networks of experienced entrepreneurs to support the next generation, (NESTA, 2009).

However, entrepreneurial Mentoring is not the same as coaching because it involves greater focus on specific industry, career or skill, experience and relevance (NESTA, 2009). Mentoring is more suitable for entrepreneurial development of youths because of its fitting with the learning styles, meeting specific needs and delivering targeted benefits. Thus, the nature, methods and scope of mentoring, as opposed to other approaches fit well with the preferred learning styles and psychosocial needs of young-entrepreneurs. In a coaching approach the coach plays a facilitating role by helping the client to find answers within themselves; while mentoring places emphasis on the mentors to use their professional expertise and experience in a given area to support the development of the less experienced mentee (NESTA, 2009). Mentoring relationships are less formal but goal-oriented than coaching.

Wing Yan Man (2006) proposes the 'competency approach' for entrepreneurial mentoring which involves the understanding of both business and personal development of the mentee. Thus competency approach takes into account attitude (emotional and psychological aspects), values and personality as important aspects of

entrepreneurial learning. This approach posits that the effective process of learning involves developing competence through behaviours and actions. Consequently, competency approach is reliant on six behavioural patterns of entrepreneurial mentoring:

- ✓ Actively seeking learning opportunities
- ✓ Learning selectively and purposefully
- ✓ Learning in depth into the trade
- ✓ Improving and effecting on experience
- ✓ Transferring what has been learned into current practice
- ✓ Taking proactive actions to develop

Mentoring and competency approaches support these six behavioural patterns because they have proactive relationship with mentors having deep understanding of careers, skills and experience of the entrepreneurial students who are able to apply their mentors' experiences to the current needs of their development (NESTA, 2009).

### **7. The Need for Business Education Students' Entrepreneurial Mentoring**

"Entrepreneurship and business creation are growing alternatives for young people whose age group often faces a labour market with double digit unemployment rates. Traditional career paths and opportunities are disappearing rapidly. A growing number of young people are taking up challenges of starting their own businesses and much is being learned about how the odds success can be improved through various types of assistance and the creation of supportive environment" (Juan, 1999).

Also, the global and technological transformation is a key constraint to economic and business development and engenders the need for skills, knowledge and talent development of individuals. This global economic crisis has critically affected individual and national development especially the third world countries (ManpowerGroup, 2012), Nigeria in particular. According to them, the recent economic crisis has had a disproportionate long-term effect on young people. The youths are the disadvantage groups in this scenario, thus, most of them had ventured into private endeavours because of the unemployment and underemployment rates in the system.

High rate of youth unemployment represents both widespread personal misfortune for individuals and a lost opportunity for critical national and global economic development. This unemployment and underemployment among many youths has life-long effects on income and employment stability of individuals and nations; besides young people start out with weaker early-career credentials and also show lower confidence and resilience in the course of career development (ManpowerGroup, 2012). This also represents lost potential for national economic transformation and may lead to frustrated youths contributing to economic and social instability.

The above scenario creates a sense of urgency in devising ways of job creation and improving youths' access to development of personal potentials. In pursuing solutions that can sustainably develop the youths, it is pertinent to articulate tools and strategies that can help address cyclical downturns and long-term structural challenges to improve the transition and participation of young people in decent work endeavours.

This is the need and focus for entrepreneurial mentoring of youths, to develop the prerequisite business initiatives to help position youths for economic viability and sustainable financial freedom for the development of the society. In laying out the entrepreneurial mentoring and business initiative to improve youth development outcomes, it is important to articulate a value proposition for experienced entrepreneurs (mentors) that can be the foundation of a sustained policy and sustained investment (ManpowerGroup, 2012).

The need for youth entrepreneurial mentoring and development is also imperative due to shortage of talented and skillful labour force. Mentoring develops the youths beyond the school syllabus. In a study conducted by Manpower Group, the result showed that in a time of generally high unemployment, a significant number of employers are having difficulty in finding employees with the skills that they need. Globally in 2011, the five hardest-to-fill positions were technicians, sale representatives, skilled trade workers, engineers and labourers. This is because, as older skilled workers retire, there are not enough younger, replacement workers in the pipeline to sustain the skills needed for emerging business opportunities, (ManpowerGroup, 2012). This lack of continuity and follow-up represent an emerging constraint on the ability of businesses to seize available economic opportunities, hence represent a challenge and potential threat to the viability of many enterprises. However, this employers' inability to challenge in this front can be addressed tremendously through the initiative of mentoring youths to develop their potentials for future and urgent labour needs of business and industrial courage. Thus, 'Developing an enabling entrepreneurial ecosystem for young people is the key to unleashing the potential of youth entrepreneurship' (UNCTAD, 2015)

**8. Developing A Model Of The Entrepreneurial Learning Ecosystem in Business Education:** The ecosystem model for Technical Vocational Education Training (TVET which Business education is an integral part) identifies the elements commonly regarded as supporting and driving quality implementation of entrepreneurial

learning. While reflecting TVET, these elements are also relevant to a whole education and training system approach to embedding entrepreneurial learning across all levels of learning. Policy level actors impact the ability to create a clear progression of entrepreneurial competence development from primary through to TVET and tertiary education. Institutional actors such as education leaders, teachers and trainers have a powerful influence on the governance and implementation of policy and curriculum frameworks at local level (McCallum and UNESCO-UNEVOC, 2019).

Figure 1 - Entrepreneurial learning ecosystem in TVET (Business Education Specific)



Source: Compiled by UNESCO-UNEVOC 2019 as Adopted in this paper.

The eight elements of a TVET (Business Education) entrepreneurial learning ecosystem are explained as follows.

**1 Policy:** Policy-level actions and strategies support and shape entrepreneurial learning in TVET (Business Education) and can provide the basis of support to the entrepreneurial learning ecosystem. This might include policy-makers from a wide range of sectors, such as education, employment, environment and the economy. Alongside these might be the policy-level organizations that shape the education system, such as agencies addressing quality assurance and the formalization of sectors or professional standards (McCallum and UNESCO-UNEVOC, 2019). In Business Education, bodies like Association of Business Educators of Nigeria (ABEN) are pitched directly in consonance with the formalization of the programme in Nigeria.

**2 Resources:** This refers to exploring and securing diverse types of resources to actively support the development of entrepreneurial learning in TVET and Business Education, addressing both financial and non-financial resources and including both public and private sources. Accessing resources is an important dimension of developing entrepreneurial competencies in students (McCallum and UNESCO-UNEVOC, 2019). These resources have the capacity to infuse the right knowledge, skills and abilities/aptitudes in the students towards becoming an established entrepreneur.

**3 Governance and Partnerships:** TVET and Business Education leaders can be instrumental in creating and sustaining a positive and enabling environment for entrepreneurial learning at the institutional level. Partnerships with the community and businesses bring the real-life relevance and practical vocational perspectives needed both for TVET as a whole and for entrepreneurial learning in particular (McCallum and UNESCO-UNEVOC, 2019). This can be achieved through collaboration and institutional engagement of the students in private/public partnership with educational institutions housing the students.

**4 Teachers and Trainers:** Teachers and trainers are often the most significant factor in learners' access to high quality entrepreneurial learning and mentoring. An ecosystem approach explores access to training and support for pre-service and in-service TVET and Business education teachers, trainers and managers as a prerequisite for mainstreaming entrepreneurial learning. This approach also considers whether curriculum frameworks encourage entrepreneurial learning in their teaching (McCallum and UNESCO-UNEVOC, 2019). Hence, exploring and engaging competent teachers and trainers is the pivot to arriving at the point of fulfillment for students' entrepreneurial interest and focus.

**5 Curricula and Pedagogies:** Curricula can either support or hinder entrepreneurial learning. This area of the



ecosystem can highlight the priority given in nationally or locally defined curricula to the characteristics and pedagogies of teaching and learning that impact on the quality and effectiveness of entrepreneurial education in TVET (McCallum and UNESCO-UNEVOC, 2019) and business education. Curricula shapes the direction of a study, thus developing the right curricula that is in line with the objective of entrepreneurial culture is the starting point for directing the focus of entrepreneurship mentoring of business education students.

**6 Learning modes other than Formal Curricula:** Entrepreneurial knowledge can also be embedded in the wider range of non-formal learning, including extracurricular learning activities and online learning channels. Engaging in external learning and using abstract learning will attract interest and zest. Focus should therefore be given to extracurricular events that can enhance entrepreneurial mentoring of business education. These activities could be in the form of exhibition, excursion, collaborative interaction, corporate institution visits etc, to expose the students to real life experiences of established professionals and institutions.

**7 Assessment and Recognition:** The explicit use of entrepreneurial education and mentoring outcomes through assessment and recognition can support the visibility and delivery of entrepreneurial culture, enhance employability and provide clear evidence of entrepreneurial competences for TVET and business education graduates and employers. Thus, proper and continuous assessment of entrepreneurial programmes for students will shape the outcome and focus of the intention for establishing entrepreneurship mentoring for business education students in Nigeria.

**8 Support to Career Paths/Start-ups:** Entrepreneurial education is an important channel for developing competences for employment, while career guidance can be a route to help TVET and business education graduates realize the added value of these competences within their future careers. A start-up is a viable career option, and TVET institutions can support this pathway by providing or signposting links to relevant networks. They can also offer advice, mentoring, development space and financing models for TVET and business education learners seeking to take the next steps in starting their own ventures (social or business enterprises) (McCallum and UNESCO-UNEVOC, 2019).

### **9. Entrepreneurial Mentoring in the 21<sup>st</sup> Century: Why Students?**

1. **They're Influencers:** The students of this era have the potential of influencing the society to move in a particular direction. This is even more possible with the presence of technology. To give the students a voice and position for a positive challenge, and change agents, their expertise and experiences need to be expanded through entrepreneurial improvement for private and shared benefits. Hence, to change the society and the obnoxious trend of activities in our nation, the students and young graduates need to be effusively engaged through experience in areas that best benefits their interest. This can only be possible if their entrepreneurial abilities are developed.
2. **They're Innovators:** In this rapidly evolving global economic market, the ability to innovate continuously is a key driver of business success. In the global stage, the three fastest growing companies are manned by young generation entrepreneurs: Apple, Facebook and Google. These companies has excellent performances because their workforces are notably youth within the range of 33 for Apple, 26 for Facebook and 31 for Google (ManpowerGroup, 2012). These innovative potentials of the youths need to be exploited through mentoring of the untapped generations, especially the students.
3. **Technology-Savvy Generation:** The young people of today are in an engaging generation because of the presence of electronic media. The new media literacy and virtual collaboration are essential skills that is needed in the business and work force of today and the future. Therefore, to fully involve the students in entrepreneurial mentoring, their technological skills need to be improved. According to ManpowerGroup (2012), this technology permeates their social networking and their fluency with online video technology, blogs, podcasts, and collaborative software makes it easy for them to integrate these productivity enhancements into their work.

According to ILO (2011) young people bring energy, talent, and creativity to economics that no one can afford to squander. Around the world, young women and men are making important contributions as productive workers, entrepreneurs, consumers' members of civil society and agents of change. What our young people do today will create the foundation for what our economics will be tomorrow. The answer to the challenge of laying the solid foundation, therefore, lies in the entrepreneurial mentoring and development of the students and young people for foundational participation in the society.

### **10. Challenges of Entrepreneurial Mentoring in Nigeria**

Entrepreneurial mentoring faces challenges in several areas in Nigeria. These challenges can be seen in the following areas:

1. **Lack of Established Connectivity:** To build a strong entrepreneurial mentor and mentee relationship, there should be a strong link of information sharing and network connectivity. This could be electronically enhanced, or conventionally arranged. But, due to the infrastructural decadence in

- the Nigerian system, this is a big challenge because the communication link is not flowing in the right direction due to gap in network system. In Nigeria, there is no formal established mentoring curriculum or programme for developing student entrepreneurs. In fact, entrepreneurial mentoring is only considering a career in itself in recent times. Thus, lack of information and connections for acquiring appropriate entrepreneurial development skills hinders students development, (ManpowerGroup, 2012).
2. **Lack of Identifiable Skills:** One of the most challenging issues for students is the problem of recognizing identifiable and remediable deficits in potential valuable talent inherent in them. A large percentage of graduates and under-graduates lack work-relevant skills, thus cannot function in the world of work. This lack of recognizable skills make entrepreneurial development difficult for those that want to venture into personal business. A focused perspective offers a framework and a rationale for business investment and actions, helps create innovative, effective and sustainable solutions to the challenges of graduates unemployment and underemployment, (ManpowerGroup, 2012).
  3. **Lack of Willing Academic Experienced Entrepreneurs:** In Nigeria, many acclaimed entrepreneurs are mere business proprietors who lack the experience of entrepreneurship. The academic institutions are still struggling to establish an academic stand or professional entrepreneurial career. Consequently, where there is an established case of in-experienced entrepreneurs, there is the unwillingness to mentor others hence the flow of experience from an academic entrepreneur to student (protégé) is not possible. In most cases, it is the lack of entrepreneurial experience that creates the feeling of unwillingness to mentor others to grow. Thus, many students find it impossible to develop their entrepreneurial skills. Lack of experience and credentials could limit career-oriented opportunities for entry-level work (ManpowerGroup, 2012).
  4. **Lack of Institutionalized Mentoring Programme:** In organized society, developing the career path of young people is like a formal school curriculum, which every enterprise draws up in its programme of activities. According to ManpowerGroup, (2012) mentoring can also be one element in a more comprehensive strategy for better response to emerging talent shortage, and finding innovative ways to source, develop, and manage the talent necessary to sustain long-term business objectives. It was stated that, formal mentoring programmes can provide significant benefits for the company (the entrepreneur). When mentoring programmes are coupled with good training programmes that develop enterprise level skills and work experience, young people have the strongest possible platform for launching into successful career. In Nigeria such planned and organized formal entrepreneurial mentoring programmes are not feasible due to established entrepreneurs' inability to develop such programmes or avoidance of the cost effectiveness of such formal programmes. Recently, there has been some gleams of hope in this direction, with the emphasis of tertiary institutions on building entrepreneurial programmes into their academic curricula.
  5. **Technological Challenges:** The greatest challenge of all times in the business world is adoption and integration into the technological world. This is as a result of the cost effective and expertise nature of the programs involved. In Nigeria today, we have people who are academically sound, but technological diffident, even among young graduates. This challenge has the capacity to hinder development of student entrepreneurs because the society is technologically inspired. Also, the prolific development and constant changes that take place in the world of information and communication technology is a big threat to many potential student entrepreneurs. The need to build global standard technological infrastructure is now because Nigeria as a nation has the endowments to produce world-class entrepreneurs if there is the enabling environment. Thus, employers can encourage the adoption of technology for entrepreneurial curricula in schools, consult on the development of curricula, articulate the benefits for work-readiness, serve as instructors and visitors in entrepreneurship courses, and incorporate this content into their own in-house training, (ManpowerGroup, 2012).

### **11. Business Education Entrepreneurial Mentoring Perspective**

Entrepreneurial mentoring is a programme that is geared towards developing students or young people into experienced business experts. It is highly impossible to mentor young entrepreneurs or students without exposing them to business knowledge. Thus, mentoring brings about mentees understanding of the career and business path of their potentials. It is pertinent to note therefore, that no entrepreneurial mentoring that is devoid of business development perspective. This is because it is only the business education perspective of entrepreneurial career that determines the marketable and earning potentials for such career development. Hence, business education plays important role in balancing the focus of entrepreneurial mentoring with the benefits of

developing students' career paths. Business education plays prominent role in the path of every student who desire to venture into the private world of business. Management skills, marketing skills, critical thinking and problem solving skills, office technology skills, business ethics and business morals are a few areas that business education enhances the entrepreneurial focus of any intended student entrepreneur. Hence, business education programmes are at the core of established and career focus entrepreneurial programmes of any institution.

## 12. Recommendations

Based on the above, the following recommendations are made:

1. Entrepreneurial mentoring and business education programmes should be promoted through formal establishment of organized curriculum.
2. Best approaches should be adopted in the process of students entrepreneurial mentoring programmes.
3. Career paths and ambition of students should be identified by academic mentors and be pursued with a focus on the students' fulfillments.
4. Experienced corporate business entrepreneurs should be engaged and collaborated with in mentoring students for development.
5. Entrepreneurial mentoring should follow an institutionalized programme of activities in all academic institutions.
6. Technological infrastructures should be developed to enhance the activities of entrepreneurial mentorship in academic institutions in Nigeria.

## 13. Conclusion

Entrepreneurial mentoring offers potentially transformative impact on career focus of students and young graduates. It helps entrepreneurial minded graduates to develop, start and succeed in their career or business endeavours. Thus, it will contribute to employment solutions of the nation as it engages more young people and make them focus on positive careers than destruction behaviours. Entrepreneurial mentoring therefore should be encouraged by developing all necessary tools both human and material to ensure its successful operation in Nigeria.

Taking a look at this era, many Nigerian students and graduates have lost focus and hope in becoming the leaders of tomorrow. Most, out of frustration have joined destitute groups, most are either unemployed or under-employed due to lack of jobs in the country. Yet, a handful are into private or corporate business. This paper stands the chance of bridging the gap in information on the importance of entrepreneurial mentoring and directing the way forward to developing young people for national integration and participation in nation building through business education connection with entrepreneurial mentoring.

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