
BUSINESS EDUCATION MENTORING AND ENTREPRENEURSHIP DEVELOPMENT: A TOOL FOR NATIONAL GROWTH IN OYO STATE

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Abstract

Business Education and entrepreneurship are regarded as two of the most important driving forces of welfare development in our nation. In the National Policy on Education in Nigeria, government to a great extent see Business Education and entrepreneurship as a crucial vehicle that drive the nation towards future economic growth. A key factor for future innovativeness and growth in society is the supply of competent individuals that are motivated, especially among Business Education students to become entrepreneurs inside and outside of established organizations. A total of 350 of 791 students in the population were selected through simple random sampling from Emmanuel Alayande College of Education, Federal College (Special) Oyo, and The College of Education, Lanlate, Oyo State. Questionnaire was the instrument used for the data collection. Mean score, standard deviation and t-test were used for data analysis. The results indicated that Business Education mentoring was rated 'well taught' while entrepreneurship education was rated Poorly taught. The results of the test of null hypothesis suggested a significant difference in the mean rating of respondents. It was concluded that Business Education students rate Business Education mentoring and entrepreneurship skills Poorly taught as they as contained in the curriculum.

Keywords: Business Education, Entrepreneurship, Mentoring.

Introduction

The relevance of any educational programme has been viewed as the advocacy of such programme to meet the needs of the society and the impact that its graduates make in their various places of work. One of the objectives of the educational system, according to Ayelotan & Shola Gbade (2014) in Gbadamosi (2015), is to encourage the citizens by providing them with the knowledge required for each level of education. One of such education is called Business Education. Business Education programme is an integral part of Vocational and Technical Education that consists of the total activities which are planned, organized and developed in favour of the preparation of individuals for responsible economic participation in the global world of work. Business Education is capital-intensive, therefore, there is need for continuous mentoring to maintain and procure some requirement that are available and embark on campaign as to the value of Business Education. It has been observed that the source of Business Education system depends on adequate mentoring, proper planning, efficient administration and adequate financing. At the moment, the co-ordination, planning and implementation of the Business Education effort is placed in the hands of the Ministry of Education in the state Federal Ministry of Education at Federal level.

Chibuike (2013) defined Business Education as a programme of instruction which consists of two parts: the office Education (currently addressed as Office Technology and Management) for office carriers and the general Business Education programme that provides students with information and competencies that will enable them to be qualified and competent as a workforce and experts in the challenging business world. With all the above prospects, graduates of Business Education could not fit in with the global world of market, and hence be among the number of unemployed people in the society. This could be as a result of lack of

proper mentoring to exchange rapid entrepreneurship development that could serve as a tool for national growth. There exists evidence that suggests a strong correlation between entrepreneurship development and employment generation and hence mentoring creation. Academic training to achieve academic excellence devoid of business and entrepreneurial content is sterile and is gradually becoming obsolete in this 21st century. It is an indisputable fact that the graduates of Business Education constitute a very vibrant segment of every society and the future of every society, to a large extent, is dependent on the proper mentoring of undergraduates in our various institutions of learning (Okey, 2013).

Entrepreneurship and innovation are regarded as two of the most important driving forces of welfare development in our time. In National Policy on Education documents throughout, Nigeria government increasingly see entrepreneurship education as a crucial vehicle to drive the nation towards future economic growth. A key factor for future innovativeness and growth in society is the supply of competent individuals that are motivated to become entrepreneurs inside and outside of established organizations (Elin & Svein, 2015). This has created an incentive for nurturing the development of creative and enterprising skills through so-called mentoring in higher education. The argument behind this is that entrepreneurial skills and expertise are largely tacit and socially constructed and therefore have to rely on experiential learning approaches. In experiential learning, the 'stage' belongs to the students while the teacher's role is often to work 'backstage' to ensure the optimal supported learning environment. Such learning is, therefore, student-centred and requires another approach to teaching that is closer to mentoring.

Mentoring has, for long, been recognized as an effective intervention for personal and career development, since mentoring supports both the necessary psychological development and skill-based training. Consequently, mentoring may be regarded as an essential ingredient in the entrepreneurial learning process and contributor to increased learning outcomes. However, to kick-start a business does not only end in skills acquisition; another major requirement is capital and adequate mentoring to ensure its continued existence. Business subject mentoring problem, to a large extent, is a paramount challenge that fresh graduate entrepreneurs may likely face in the world of work. It is this challenge that is the primary concern of this study. This study focused on the concept of Business Education, definition of entrepreneurship education, the concept of mentoring, role and functions of mentoring challenges to Business Education.

Statement of the Problem

The inability of schools, government and stakeholders to acquire relevant teaching materials and to provide capital with adequate mentoring together with the present emphasis on electronic driven method of teaching have generally posed a threat to our fresh graduates to become entrepreneurs in our society. Anioke (2011) in Chibuike (2013) noted that most Nigerian schools (Oyo state inclusive) lack modern teaching facilities, laboratories, workshops and instructional facilities to impart the knowledge and skills needed to maintain competency that will make our fresh graduates and entrepreneurs in our economic sector. Chibuike emphasized that even when those facilities are available, it is either they are not enough for the learners or they are obsolete to stand the test of time. The author also noted that in all the disciplines in business teacher education in Nigerian colleges, there is a wide gap between what is stated in such programmes and what is practiced in the entrepreneurship industry.

The authors noted that Nigerian colleges train their products in skills, methodology and teaching that are hardly available in our public-school system for the fresh graduates to practice

what they have been taught, and this situation has negatively affected the graduates of our Business Education and their demands for becoming entrepreneurs. Business and economic changes are now altering the workplace, so the need to provide for adequate mentoring and entrepreneurship so that Business Education graduates can cope with the transition from school to entrepreneur. This is what business subject mentoring and entrepreneurship development are all about. The concerns of the researcher in this study were to determine adequate mentoring on Business Education to enhance entrepreneurship development in our society and how to carry out proper follow-up of Business Education graduates to become entrepreneurs and how do we develop mentoring support.

The main purpose of the study was to determine the effect of Business Education mentoring and entrepreneurship development as a tool for national growth. The specific purpose is to (1) assess the required mentoring facilities necessary for the training of Business Education students in tertiary institutions in conformity with the new curriculum needs; (2) determine the adequacy of the available business facilities and entrepreneurship development; and (3) examine the effect of inadequate business mentoring facilities on the graduating students regarding entrepreneurship skills development.

Research Questions

The following research questions guided the study: What are the required business mentoring facilities necessary for the training of Business Education students in conformity with the new curriculum needs? Are the business mentoring facilities /equipment adequate for the training of students towards entrepreneurial skills development? What are the effects of inadequacy of or lack of business mentoring facilities on the graduate students towards entrepreneurial skills development?

The following null hypotheses were formulated at 0.05 level of significance:

- H₀₁** There is no significant effect of required business mentoring facilities necessary for the training of Business Education students towards entrepreneurial skills development.
- H₀₂** There is no significant effect of business mentoring facilities / equipment adequate for the training of students towards entrepreneurial skills development.
- H₀₃** There is no significant effect of inadequacy of business mentoring facilities on the graduating students regarding entrepreneurial skills development.

Literature Review

The Concept of Mentoring

Mentoring dates back to Ancient Greek times when it was very common for young and inexperienced men to have a mentor who would deliver knowledge to them in order to turn them into mature men. Today, mentoring has spread beyond the “personal sphere” and it has become widely used in business in order to bridge the gap between educational process and real-world experience. Scholars defined mentoring as a complex relationship between an experienced person or organization and one that has less experience, with the purpose of achieving goals (Federica Alessandro & Marin 2012) in (Baker, 2005).

The concept of mentoring has been broadly studied within the management field. While managerial process is not purely linked with the entrepreneurial ones. Some factors happen to be shared between the two fields. In the management field, the mentor serves as an experience guide driving the mentee through a complex path until it achieves the success within the organization. The particular learning format in business requires a complete transformation of the teacher's role, more towards mentoring (skill based and personal support). Additionally, making use of an external network such as specialists and entrepreneurs can challenge thinking, maximize team performance and hence improve final project success (Elin & Svein, 2015). The authors suggest mentoring as a more personalized learning process that can be a valuable tool for developing business skills of entrepreneurship. Moreso, mentoring is a relevant concept to be used in our context because mentoring is specifically directed towards facilitation of (a) learning skills and competencies (career-and-behaviour related functions) and (b) to personal development and support. The mentoring interaction can facilitate a more efficient and secure transfer of complex experiences into learning. Therefore, the study on Business Education mentoring and entrepreneurship development addresses importance of pedagogical topics called for in the field of entrepreneurship education research and practice (Elin & Svein, 2015).

Entrepreneurship Education

There is sufficient evidence in the literature which indicates that mentoring business of entrepreneurship skill may lead to high growth in employment, productivity, and consequently have positive impact on economic growth (Russel, 2013). There exists evidence that suggests a strong correlation between entrepreneurship development and employment generation and hence wealth creation. Entrepreneurship is the ability of the individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship according to Ikeayionwu & Ekwue (2013) in Dabour (2011) quoting U.S Colorado education as a programme or part of the programme that prepares individuals to undertake the formation and operation of small-scale business which include franchise to operations for the purpose of performing all business functions relating to a product or service with emphasis given to the social responsibilities, legal requirements and risk for the sake of profit involved in the conduct of a private business. Entrepreneurship can be perceived from different angles: as an ability to organize a business or as simply being innovative. Hornby in Ugwuoke (2011) defined entrepreneurship as the ability to start or organize a commercial enterprise, especially one involving a financial risk.

Some of the entrepreneurship skills are self-motivation; self-confidence; ethnics and morals; time management; sales; ability to take risk, positive leadership qualities, originality and hardwork. These qualities are necessary in starting and sustaining a business enterprise, the absence of which jeopardize the chances of succeeding in a business undertaking despite the huge amount invested on it. Entrepreneurship education is important for the entrepreneur according to Okey (2013), the valuable skills needed by the entrepreneur can be learnt through trial and error but most of the errors can be eliminated by education. The important role entrepreneurship education can play in economic development has been recognized. Russell (2013) pointed out that effective skill acquisition and entrepreneurship education is indispensable towards empowering people and producing a self-reliant nation with dynamic economy.

Monday (2012) also pointed that the economic importance of entrepreneurship rest on the formation of small-scale business units and these units have high potentials for job creation, Okey (2013) supported this view by stating that business have made significant contribution to

the economy and wellbeing of the society, most especially among Business Education students in Colleges of Education, Oyo State and Nigeria at large.

Methodology

The population of this study comprised 791 Business Education students in Emmanuel Alayande College of Education, Oyo. Federal College of Education (Special), Oyo and the College of Education, Lanlate, Oyo State. Simple random sampling was used to draw 475 students, and this was based on 70% of the population. Questionnaire was the instrument used for data collection. The questionnaire contained 28 items, and was rated with number 4, 3, 2, 1 indicating Very well taught skill, Well taught skill, Poorly taught skill, and Very Poorly taught skill respectively. The questionnaire was validated by two business educators and one expert in Measurement and Evaluation. The two sections of the questionnaire were subjected to reliability test which yielded 0.82 and 0.80 respectively. Four hundred and seventy-five copies of the instrument were administered to the respondents by the researcher and three research assistants were used. Out of the 475 copies of the questionnaire administered, 350 copies were duly completed and found useful and that number was used for data analysis. Mean, standard deviation and t-test statistically tools were used to analyse the data collected. The null hypothesis should be rejected if F-value is less than alpha level of 0.05. and accepted if F-Value is greater than alpha level of 0.05. The analysis of the data collected were presented below. Two research questions were analyzed first then followed by the hypotheses.

Research Question 1

What are the required Business Education mentoring and entrepreneurship development facilities necessary for the training of Business Education students in Colleges of education Oyo State?

The result in Table 1 shows the respondents' rating of the Business mentoring and entrepreneurship development in colleges of Education, Oyo State. The questionnaire cluster for the research questions on Business Education mentoring was analyzed and the results showed that out of the 14 items, four items were rated by the respondents as 'well taught' while the remaining ten items were rated 'Poorly taught', with a grand mean of 2.71 Business Education mentoring and entrepreneurship development were both rated by the students as skills that are 'well taught'. However, the standard deviation at 0.82 showed that respondents are not homogenous in their opinion about rating Business Education mentoring and entrepreneurship development.

Table 1: Respondents mean ratings of the mentoring of Business Education students and entrepreneurship development.

S/N		Mean (\bar{x})	SD	Remark
1.	Adequate mentoring of Business equipment	3.77	0.47	Well taught
2.	Adequate funding of Business Education programme	3.37	0.69	Well taught
3.	Review of Business Education curriculum for skill acquisition	3.19	0.73	Well taught
4.	Setting up entrepreneurial business managed by staff and students of the department	2.17	0.89	Well taught
5.	Provision of financial aids to Business Education graduates as well as graduates of entrepreneurial skills	2.43	1.10	Poorly taught
6.	Recruitment of skilled manpower	2.16	0.94	Poorly taught
7.	Qualitative entrepreneurial training for students in Business Education Department	2.19	0.76	Poorly taught
8.	Constant mentoring of business educators on entrepreneurship education in colleges of education	3.50	0.68	Well taught
9.	Provision of all needed mentoring facilities for teaching Business Education and entrepreneurship skill	2.15	0.80	Poorly taught
10.	Regular supervision of Business Education programme	2.82	0.75	Poorly taught
11.	Award of scholarships to students that showed outstanding performance in their results	2.68	0.88	Poorly taught
12.	Follow up studies of the graduates of the programme.	2.70	2.85	Poorly taught
13.	Ensuring good maintenance of equipment and adequate supply of power	2.77	0.89	Poorly taught
14.	Improving students attitude to entrepreneurship skills acquisition through Business Education mentoring	2.66	0.78	Poorly taught

Research Question 2

What are the effects of adequate Business Education mentoring facilities/equipment for the training of students in conformity with the new curriculum needs?

Table 2

S/N		mean (\bar{x})	SD	Rating
1.	Library facilities with recent textbooks, journal etc	3.19	0.72	Well taught
2.	Spacious and enough classroom	2.60	0.62	Poorly taught
3.	Internet ready computer	2.70	0.82	Poorly taught
4.	Projector for lectures	2.55	0.73	Poorly taught
5.	Keyboarding rooms with manual typewriters/electronic typewriters	2.80	2.55	Poorly taught
6.	Used in the future planning and growth of business enterprises	3.55	0.565	Well taught
7.	Causes of jobs to be performed	3.35	580	Well taught
8.	Establishes contact with bankers and government agencies	3.26	566	Well taught
9.	Standard model office	2.66	0.60	Poorly taught
10.	Uninterrupted power supply	2.70	0.58	Poorly taught
11.	Special chalk/marker board for shorthand lecture	2.40	0.38	Poorly taught
12.	Scanning machine	2.56	0.47	Poorly taught
13.	Television sets	2.48	0.44	Poorly taught
14.	Furniture and fitting	2.67	0.60	Poorly taught

The result in Table 2 shows the respondents' rating of the Business Education mentoring and entrepreneurship facilities / equipment adequate for the training of students in conformity with the new curriculum needs in colleges of education in Oyo State. The questionnaire cluster for the research question on facilities/equipment on Business Education students mentoring and entrepreneurship development was analyzed and the results showed that out of the 14 items, four items were also rated well taught by the respondents while the remaining ten items were rated Poorly taught, with a grand mean of 2.77 in conformity with the new curriculum needs. Derivation of 0.82 showed that the respondents are not homogeneous in their opinions about rating Business Education mentoring and entrepreneurship development.

Analysis and Discussion

In this study, the aim was to explore the different mentoring in Business Education and entrepreneurship development as a tool for national growth in Oyo State, Nigeria. On the basis of the interpretation of findings, attempt was made to answer the research questions as contained in the early part of the work. The findings of this study showed that all stated required business mentoring facilities necessary for the training of students in conformity with the new curriculum needs were inadequate in colleges of education in Oyo state. The findings from research question two, revealed that majority of the items that are required were not available for the training to enable the students become entrepreneurs. The most available facilities were computer laboratories, model room shorthand laboratories and keyboarding rooms with outdated and stiff manual typewriters, computer systems and chalk board for Business Education lecturers are the infrastructural facilities available for the training of Business Education students. It was evident that most of the items listed in the tables were not adequate for the training of the Business Education students except cubicle lecture rooms and chalkboard and deadly displayed computer in the laboratories. These results are in line with the results of the study conducted by Fadoju (2011). The researcher observed that the Business Education curriculum stipulates the use of such facilities, as computers are either grossly inadequate or

not available in most of the colleges of education in Oyo state and Nigeria in general. The null hypothesis states that business mentoring has no significant effect on the entrepreneurship development as a tool for growth in Colleges of Education Oyo state, more so, inadequacy of training facilities/equipment on business students mentoring and entrepreneurship development are not effective as tools for the growth of our nation. The null hypothesis was accepted at 0.05 level of significant.

Conclusions and Implications

The philosophy of Business Education is for democratic living which recognizes the need to develop the latent potentials of an individual through appropriate mentoring for self-reliance and self-realization. Hence, aggressive marketing of the course to promote its image and relevance to sustainable development should be embarked upon by Business Education students. Entrepreneurship education is remarkable particularly at the tertiary institution level because it appeals to both sexes and provides challenging job opportunities. Business Education, which is an integral part of vocational education, makes the individual involved competent and also contribute immensely to national development through the acquisition of entrepreneurial skills; ideas and understanding that can facilitate business management. Since entrepreneurship education is theoretical, as well as a practical-oriented programme. (Fadoju, 2011). It is particularly important for teachers to understand its objectives as well as its methodology (mentoring) since it is success-oriented, students should be given the needed mentoring in entrepreneurial skills, to enable them to establish and manage their own businesses and consider self-employment as a career option.

Based on the findings of the study, the following implications seem evident.

1. Pedagogies in new and mentoring approaches in teaching entrepreneurship education should be used by Business Education teachers to enable students become entrepreneurs.
2. Business Education students should not be ashamed of their profession; rather they should rise up to the challenges of revitalizing and repositioning the subject to produce job creators rather than job seekers.
3. A national body for Vocational Business Education should be formed to help tackle policy issues and launching of Business Education programme.
4. Teachers should continually promote and foster the building and development of an entrepreneurial support network of print, non-profit and human resources.
5. Heads of institution should assist in providing the needed assistance for successful implementation of Business Education programme through adequate mentoring for rapid development and growth of our nation.
6. Parents should be properly oriented on the objectives and mission statement of Business Education, because of their influence in career choice particularly for both male and female students.
7. Graduate of Business Education should invest, thus contributing to economic growth and development of the nation.

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