

ASSESSMENT OF BUSINESS MENTORING AND ENTREPRENEURIAL DEVELOPMENT IN CALABAR METROPOLIS

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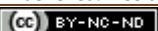
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ABSTRACT

This study examined the effect of business mentoring on entrepreneurial development in Calabar metropolis of Cross River State. Specifically, the study examined the effect of business internship, business seminar, which is the sub-constructs of business mentoring, on innovation and creativity, which are the sub-constructs of entrepreneurial development. The study anchored on the theories of social cognitive career, the research adopted the survey design which relied on survey tools in data collection. A survey was conducted among the management staff, trainers and trainees of the Cross-River Garment Factory, University of Calabar Entrepreneurial Development Centre and Eyo Ita House Entrepreneurial Development Centre in Calabar. A sample size of 383 respondents was randomly selected from a population of 9049 using Taro-Yamane formula, with 302 respondents completing and returning questionnaire administered. The data collected through structured questionnaire, were presented in tables, analyzed using simple percentages, validated by experts, and tested for reliability using Cronbach Alpha criterion. Multiple regressions were employed in testing the hypotheses. The study found out that, there is a significant relationship between business internship, business seminar and creativity and innovation among entrepreneurs. The findings suggest that business mentoring is critical for the development of entrepreneurial skills, competences, capacity and aptitudes, which result in growth of entrepreneurial ventures. Based on the findings, it was recommended that government of Cross River State should organize entrepreneurial programmes that allow young entrepreneurs to acquire valuable skills that make them self-reliance, developed pro-activeness to take advantage of opening in our environment. Also, government of Cross River State should make policies that guide business mentoring and practice to expand entrepreneurs' familiarity in their chosen area of work, enable young entrepreneurs to develop professional network links, expose and create a smoother transition for entrepreneurs from the classroom to implementation thus develop ideas that boost their innovativeness.

1. INTRODUCTION

A generation of elites with a mindset geared toward seeking and obtaining paid employment in government-owned enterprises was produced during the colonial era as a result of the advancement and generally stable economic climate. Thus, employment in the private firms was accepted with high level of hesitancy. While self-employment was scornful or contemptuous, paying less attention to it in Nigeria. However, the increase in population and inability of the government to setup more establishments that will generate jobs for its entire citizen resulted to increase in unemployment and crime in the country. Today, the existence of entrepreneurship in a developing country like Nigeria is of great importance, as it promotes and contributes to economic growth. Udechukwu (2003) found that entrepreneurship do not only contribute to improving the standard of living, but also increase local capital accumulations, which leads to high capacity building and productivity. This has made the government and non-government organizations as well as experts to recognize entrepreneurship as one of the main engine of economic growth. Aside this recognition, there is still low attention to entrepreneurship, a consequence of which may be reason for the slow development of the industrial sector in the state. Starting a company can be tasking, starting entrepreneurs need a listening ear and many start-up programmes included mentoring into their support programmes (Van Der Sijde & Weilmann, 2013). Business mentoring though a new concept in Nigeria has existed in developed countries for years now; it has known to add great value to the entrepreneurial development and economic growth. It enhances the growth of entrepreneurship by building entrepreneur self-confidence; facilitate adequate calculation of risk and proper planning. In order to promote the personal growth of the latter, mentoring entails a supportive relationship between an experienced entrepreneur and a novice entrepreneur. Business mentoring encompasses both personal and professional growth. It offers assistance and guidance in trying times as well as helps people gain confidence. Entrepreneurial development as a stimulus for wealth creation and economic development, poverty reduction and job creation, needs to be promoted by introducing mentoring programmes that facilitate its activities.

1.1 Problem statement

Entrepreneurship literature posits that entrepreneurial learning through business mentoring can influence business growth, and for anyone concerned about increasing the probability of survival for new businesses, these observations would suggest that proper support of business skills learning and development is essential. However, it doesn't seem like the support programs' design effectively takes into account the training requirements of young entrepreneurs.

A more individualized learning method may be more appropriate given that many complain that the training they receive is not suited to their needs. Entrepreneurs are not properly or adequately trained or groomed through the processes of apprenticeship, business internship or business seminar to acquaint them with the processes of running a business. To assist a beginning entrepreneur in developing business management abilities for business development, the present business mentorship program is not adequately individualized. In a situation where there is not enough time for training and interaction with a business mentor, entrepreneurial experience needed to create, develop and improve entrepreneurial businesses will be slow, inefficient and daunting. These setbacks in proper business mentoring have resulted in the worrisome evidence of volume of sprouting entrepreneurs who fail within a very short time. Despite the poor performance of entrepreneurs in Calabar, there is still a paucity of research exploring the learning outcomes of business mentoring on entrepreneurship development among young entrepreneurs and start-ups in the Metropolis. To close this gap, research is necessary. It's on this basis that the study seeks to look at business mentoring as one of the ways to enhance entrepreneurial development with a view to seeing its potency in solving the challenges of entrepreneurs in Calabar, Cross River State. The present study provides an empirical examination of the effect and influence of business mentoring (studied as business internships and business seminar attendance), on entrepreneurial development (studied as entrepreneurial innovation and entrepreneurial creativity) among entrepreneurs in Calabar Metropolis, located in Cross River State, Nigeria.

1.2 Objectives of the study

The main objective of the study is to examine the effect of business mentoring on entrepreneurial development in Calabar metropolis. The specific objectives include the following:

- i. To investigate the effects of business internship on entrepreneurial innovation among entrepreneurs in Calabar Metropolis.
- ii. To determine the influence of business seminar on entrepreneurial creativity among entrepreneurs in Calabar Metropolis.

1.3 Research hypotheses

The following research hypotheses will be formulated thus:

H₀₁: Business internship does not have significant effect on entrepreneurial innovation among entrepreneurs in Calabar Metropolis.

H₀₂: Business seminars attended do not significantly influence entrepreneurial creativity among entrepreneurs in Calabar Metropolis.

2. LITERATURE REVIEW

2.1 Business mentoring

Mentoring programs are design to meet the development needs of an entrepreneur (the mentee) and entrepreneurial development (Allen, Eby, & Lentz, 2006). Business mentoring is one-on-one relationship that helps entrepreneurs learn and develop their business ideas while providing them with useful second options, impartial feedbacks and different perspective of issues that arise within the business environment (Aganga, 2012). An experienced entrepreneur (the mentor) and a new entrepreneur (the mentee) establish a supportive relationship to promote the mentee's personal growth (St-Jean & Audet, 2012). According to Fletcher (2000), mentoring involves both personal and professional development; the advantages for the entrepreneur (as the mentee) are of a personal and a business development. It also involves support and guidance through challenging situations as well as the development of self-confidence. Mentoring is the assistance of an expert in resolving issues that a beginning business owner faces (Sullivan, 2000). Young entrepreneurs are encouraged by mentors to reflect on and learn from their own behaviors in difficult circumstances so they can alter their behavior going forward or at the very least learn from it (Graham & O'Neill, 1997; Sullivan, 2000). In order to avoid or lessen such critical periods in the future, Cope and Watts (2000) discussed the significance of mentor assistance in encouraging entrepreneurs to commit to reflexive learning after key events in the company. They made the argument that mentoring enables business owners to look at their companies more objectively while still acting as its leaders and considering its growth. The process of learning an entrepreneur's social language has been linked to the development of entrepreneurial abilities because it produces the personal theories that guide thinking and behavior, among other things (Rae, 2000). Therefore, it makes sense to assume that interaction between an experienced entrepreneur and a novice entrepreneur will aid in the development of the novice's own theories and enable the development of entrepreneurial abilities.

According to Wilson (1998), because of the intricacy and variety of the duties that entrepreneurs must complete, they probably need mentors more than anybody else. The assistance of a mentor is also preferred for the owner-managers of developing small businesses. By transforming their own knowledge into a format that is consistent with that of their mentees, mentors can speed up the learning process (Morrison & Bergin-Seers, 2002). Since mentors can act as good role models and encourage their mentees to follow in their footsteps, mentoring is also very important for the personal growth of entrepreneurs. In conclusion, mentoring is unquestionably a suitable type of assistance for business owners because it enables them to develop their management abilities and learn by doing while receiving support from someone with considerable business expertise.

2.2 Business internship

Business internships, which are similar to apprenticeships in that they provide on-the-job training for developing entrepreneurial skills, are more frequently undertaken by college and university students as part of their undergraduate or master's degree programs to complement their formal education and expose them to the working world. Internships provide a variety of opportunities for interns participating in internship programs to learn more about their chosen fields of study, understand their value in a certain industry, establish professional networks, and improve their interpersonal skills. An intern can use the skills they have learnt in the classroom and gain insight into possible employment through the internship process. This experience helps interns move more easily from the classroom to implementation at the workstation, supports personal growth, builds soft skills like a strong work ethic and interpersonal skills, and sharpens analytical ability. Business internship is a short-term experience in which an individual receive training that build interpersonal skills to foster creativity and entrepreneurial development. It is a system through which a young business practitioner is introduced to the actual business or production process to acquire the requisite knowledge needed to run a business. Payable or unpaid, with a range of hours and

durations, internships are most often found in the business sector. The essential distinguishing element of internship from community service or short-term is the learning agenda that enable intern gain experience. Internship enable an intern gain career related experience during the study, it foster gaining decision-making skills, critical thinking skills, increased confidence, self-esteem and skill development for exploring opportunities the business world. Internships, according to Furco (1996), are programs that involve students or non-practitioners in service activities largely for the aim of enhancing their learning or understanding of problems pertinent to a particular field of study. Therefore, internships are any carefully supervised job or service engagement in which a person has explicit learning objectives and actively reflects on what she or he is learning during the course of the experience or duration of attachment (Richard, 2012). This study viewed business internship as supervised business experience whereby students leave their institutions and get engaged in business or entrepreneurial activities, during which period they practice and are closely supervised by experienced entrepreneur or business guru to boost their entrepreneurial skills and creativity.

2.3 Business seminar

A business seminar is a planned gathering that attempts to give young entrepreneurs who attend the conference insights into and tools for the process of turning ideas into workable enterprises and acquiring capital for this reason. A business seminar focuses on how to build a creative idea, transform it into a workable business opportunity, and turn the opportunity into a genuine business in order to provide a place for lively conversation. Business seminar enhances creativity and innovation among entrepreneurs, it establish a system or create new methods, processes or techniques that greatly change their thinking pattern about business and how to exploit the opportunities in our environment. Business seminar is a forum whereby young entrepreneurs meet with business professionals to discuss and learn pertinent issues about business and how to convert an idea into a good business plan and how implement the plan. All entrepreneurs operate in an environment of uncertainty. To be successful, an entrepreneur must anticipate changes and make plans to adopt itself to the environment (Etuk, 2009). Every entrepreneur has the ultimate responsibility of achieving desired and pre-determined outcomes, often expressed in the form of objectives, goals, purposes or mission. To reach this state of goal-fulfillment, entrepreneurs must harness all available organizational or entrepreneurial resources and perform their traditional functions efficiently (Inyang, 2004). One of the most important activity areas required of an entrepreneur is having creative ideas or plan which is the first among other functions. Business seminar builds entrepreneurial ability for effective and strategic planning. Strategic planning is a procedure used to create a variety of strategies that will enable the achievement of the entrepreneurial direction. Planning must be done strategically (Topinos, Dyson & Meadows, 2005). This makes it abundantly evident that businesses or entrepreneurs must use the opportunity to create strategic plans that will help the operation achieve its goals and objectives in accordance with its vision and purpose (Yabs, 2010). Without planning, an enterprise or organization is like a boat without a rudder (Etuk, 2009). Planning, according to Drucker (2003), is a continuous process that involves making present risk-taking decisions in a systematic manner while having as much knowledge as possible about how those decisions will turn out in the future, organizing those efforts in a systematic manner, and comparing the actual outcome to expectations through organized systematic feedback.

It is sometime organized for professionals or personnel in organization to keep them adequately informed of certain business or management issues which are vital for the performance of primary function and organization growth. There are various methods for assessing, managing, and developing simple ideas into mature and realistic ideas during the ideation process. The focus of business seminar is on creativity and innovation. It will give young or aspiring business owners practical guidance and methods on how to develop, shape, and polish their concepts into workable and successful business concepts. In order to provide the audience a chance to experience the creative process, it is typically supplemented by an interactive activity at the start of the session. Businesses at all levels are very important in the overall development of the nation through their impact in the economic. Seminars have been viewed by many researchers as one of the entrepreneurial development programmes which are very indispensable. Ogunu (2001) viewed seminars as forms of training where entrepreneurs learn skills, acquire new knowledge, abilities or attitude to further business goals. Nakpodia (2001) observed that a seminar might involve some discussion and demonstrations of new techniques of operating business or carrying out some projects and pointed out that, for a workshop to be effective, it must be well planned and the participants, sufficiently informed of the purpose and what they have to bring for the seminars.

2.4 Concept of entrepreneurial development

The development and sustainability of the business development depend on the knowledge of the entrepreneur acquired through mentorship or apprenticeship (Ejiogu, 2012). The origins of entrepreneurship can be traced back to a rather basic tenet: Humans have an innate desire to create or bring into existence something that has never existed or performed so admirably before (Ile, 2001). The art of social marketing concept, which aspires to deliver superior value to consumers and its stakeholders by adopting frameworks that achieve this objective, is what drives sustainable corporate development (Bassey, Nwagbara & Bisong, 2014). These frameworks, which include six sigma and the triple bottom line (environmental, social, and economic) approach, refer to generating value above that of the company's rivals by concentrating resources on environmentally friendly business practices. The actual output or results of an enterprise as compared to its expected output (goals and objectives) encompass entrepreneurial development and performance (Ejiogu, 2012). Entrepreneurial success, according to Richard (2009), includes three distinct business outcomes: (a) financial performance (profits, return on assets, return on investment, etc.); (b) product market performance (sales, market share, etc.); and (c) shareholder return (total shareholder return, economic value added, etc). James (2012) defines entrepreneurial development as relating to how successfully an enterprise performs a function. Entrepreneurship is the process of adding value by putting a special combination of resources together to take advantage of an opportunity. Exploitation of this opportunities lead to entrepreneurial development (Olajumoke, 2012).

The entrepreneur's role in sustainable business development is to create products or business units that offer an organization and its stakeholders' measurable and sustainable value and /or a competitive advantage in their industry or one they wish to compete in (Bassey, Nwagbara & Bisong, 2014). They stated further that the effective allocation of resources in the corporate environment is undertaken taking into account shifting market trends, innovations and other developments that impact on the organizations' ability to sustain and grow in market operations. Entrepreneurship needs enthusiastic staff who are motivated to champion entrepreneurial initiatives (Stokes, Wilson & Mador, 2011). Hisrich and Peter (1995) cited some factors that encourage entrepreneurial success and development. These include:

- i. Sufficient resources are invested in research and development so that the organization operates at the cutting edge in its particular technology. New ideas are encouraged and supported even if they seem at odds with short term projects.
- ii. Experimentation through trials and error is encouraged
- iii. The necessary resources in terms of time and money are encouraged
- iv. Multi skilled teams from a variety of backgrounds are encouraged
- v. Longtime horizon for evaluating success are established
- vi. Entrepreneurs are encouraged to come together voluntarily; they cannot be forced.
- vii. An appropriate reward system is in place, offering financial gains, promotions and other recognition.
- viii. Sponsor and champions are available within the organization to encourage and mentor the entrepreneurs

The key measure of how far this culture of entrepreneurship has permeated an organization is the intensity of entrepreneurial activity. Some organizations may develop a small number of innovations with high impact, gearing toward business success or development. Thomas and Downing (2007) highlighted three interlinked aspects to supporting entrepreneurial development: turning the basic idea into a successful product or service, developing the business and transitioning the entrepreneur in waiting into a competent practitioner. Mentoring as a learning intervention for business development may have particular relevance for entrepreneurs who want to have experience and ability to react to 'critical incidents' (Cope & Watts, 2000). It is through these that entrepreneurs 'learn to learn' and to adjust strategies and make decisions based on that learning to achieve developmental goals (Sullivan, 2000). Entrepreneurial development and the ability to solve business related problems and exploitation of opportunities depend on entrepreneur wiliness and passion for skills acquisition.

2.5 Entrepreneurship development programmes in Nigeria

Only when its citizens engage in entrepreneurial activity can a country produce a consistent stream of economic prospects. A robust economy can be produced by good entrepreneurs. They are a crucial aspect of a country's industrial development (Okezie, Ihugba & Asoluka, 2012). Harper (2003) asserts that the main method for generating wealth, promoting economic growth, and fostering development is entrepreneurship. According to Owualah (1999), successive governments have envisioned entrepreneurship development as a program of activities to improve people's knowledge, skills, behaviors, and attitudes in order for them to take on the role of entrepreneurs (Osemek, 2012). In light of this, they have established trust for constructing effective programs in various Nigerian regions (Owualah, 1999). In order to promote the growth of entrepreneurship in Nigeria, the Federal Government has established institutions and agencies that offer a range of support services to business people (Ameashi, 2006). However, when it comes to the productive transformation of an entrepreneur, a common thread unites them all: the capacity to recognize business opportunities, the capacity to mobilize the required resources, and the capacity and willingness to start and maintain the necessary actions to realize business goals (Okezie, Ihugba & Asoluka, 2012).

The process of advancing entrepreneurial knowledge and skills through organized training and institution-building initiatives is referred to as "entrepreneurship development" (Diyoke, 2001). To speed up the creation of new businesses, ED seeks to broaden the pool of entrepreneurs. This quickens economic growth and employment generation. The goal of entrepreneurial development is to help those who want to launch or grow businesses (Zaki, 2007). Additionally, innovation and expansion potential are given more attention in the development of entrepreneurship. Given that it is widely believed that entrepreneurship development is essential for eradicating poverty, creating jobs, and accelerating economic growth (Soyibo, 2006). Idam (2014) claims that since the mid-1980s structural adjustment program, Nigerian administrations have implemented policies and initiatives focused at entrepreneurial growth. This contributes to the creation of jobs, the reduction of poverty, and quick economic growth. The following key programs are examined:

i. Small and Medium Industries Equity Investment Scheme (SMIEIS): The Bankers Committee approved the establishment of the scheme, under which all banks in Nigeria are required to set aside 10% of their profit after tax for investment in small and medium enterprises, in response to the Federal Government's concern for the promotion of small and medium enterprises, in December 1999 (Central Bank of Nigeria, 2003). The comparatively modest draw-down and sizable pool of investable money show that the scheme has not gained the target group's expected support (Central Bank of Nigeria, 2003). Lack of national adoption is a significant issue. Lagos State received 41.25 percent of the N42 billion set aside under the scheme in 2009, leaving 24 other states of the federation with investments totaling less than 1 percent, with 12 states recording zero (Central Bank of Nigeria, 2009).

ii. Bank of Industry (BOI): The Federal Government of Nigeria merged the National Economic Reconstruction Fund (NERFUND), the Nigerian Bank for Commerce and Industry (NBCI), and the Nigerian Industrial Development Bank (NIDB) to create the BOI, which combines the duties that the three merged institutions previously carried out (Central Bank of Nigeria, 2001). Although NERFUND was created specifically to offer medium and long term credit to small and medium-sized businesses, the Bank of Industry, which is based in an urban area, seems to prioritize large industrial establishments at the expense of smaller businesses.

iii. Nigerian Agricultural Cooperative Rural Development Bank (NACRDB): The Nigerian Agricultural Cooperative Bank (NACB), Peoples Bank, and Family Economic Advancement Programmed (FEAP), three Federal Government development financing institutions, were combined in 2000 to form NACRDB, which launched in 2001 with approved capital of N1 billion (Central Bank of Nigeria, 2001). The three organizations that were combined all had a rural focus, serving small companies, cooperative societies, and farmers in rural areas with easily accessible financial facilities and agricultural inputs. Over 80% of the target demographic does not have access to the bank's services, which is an issue given its limited reach.

iv. Microfinance Bank: The Microfinance Policy, Regulatory and Supervisory Framework for Nigeria was introduced by the Central Bank of Nigeria in 2005 and was updated in 2011. The Framework, which called for the conversion of former community banks into unit microfinance banks upon meeting certain requirements, was designed to address the issue of urban bias and provide small businesses and the active poor with affordable financial services in order to increase employment opportunities, boost productivity, and raise living standards (Central Bank of Nigeria, 2011). The issue of urban bias, however, has not been adequately addressed, and a sizable portion of target small businesses and active poor in rural areas do not have access to microfinance services.

v. The National Directorate of Employment (NDE): The Directorate is legally mandated under the NDE Act, CAP 250 of the Law of the Federal Republic of Nigeria (officially Decree No 34 of 1989), to plan and implement initiatives to address Nigeria's widespread

unemployment. Its initiatives include, among others, entrepreneurship training and business formation, employment counseling and job connections, and training in the acquisition of occupational skills. The Directorate's inability to provide post-training resources for job development as a result of different levels of government's lack of commitment is its worst drawback.

vi. Small and Medium Enterprises Development Agency of Nigeria (SMEDAN): By developing and articulating policies, programs, tools, and support services for the development of the MSMEs subsector, the Small and Medium Enterprises Development Agency Act of 2003, which established the Agency, gave it the authority to stimulate, monitor, and coordinate the development of micro, small, and medium enterprises (MSMEs) in Nigeria. Due to a lack of understanding, SMEDAN has so far failed to significantly affect the target audience.

vii. Establishment of Entrepreneurship Development Centres (EDCs): The National Entrepreneurship Development Centre was created with the goal of offering institutional support for the growth of entrepreneurship. Additionally, entrepreneurship has been made a required course of study in Nigerian universities, and entrepreneurship development centers have been established in the country's higher institutions. The separation between the center and the industrial sector, which ought to give the students hands-on training and experience, limits the usefulness of these academic programs.

viii. Youth Enterprise with Innovation in Nigeria (YouWIN): This is one of the Federal Government of Nigeria's most recent programs to promote entrepreneurship in the nation. It is described as a creative business proposal competition designed to create jobs by assisting and supporting young Nigerians who want to start their own businesses (YouWIN, 2013). For awards ranging from N1 million to N10 million, young people between the ages of 18 and 45 participate. 2011 saw the first competition, which featured 1200 prosperous enterprises. The third would feature both men and women Nigerian entrepreneurs in the same age range as the second, which solely involved women (YouWIN, 2013). The effort to identify entrepreneurial enterprises is being made for the first time, but its viability is in doubt due to the nature of the prize and its overt political connotation.

2.6 Innovation and creativity

Innovation is the state of performance activities that increase the value of services or goods to customers. Many business owners today place a strong emphasis on generating better value for clients who buy their goods and services in order to increase their satisfaction and loyalty (Bassey, Nwagbara & Bisong, 2014). Innovation is the creation of something new (product and services) that has not been in existence and to improve the quality of the existing goods and services (Etuk & Mbat, 2010). Growing awareness of the effects on resource consumption and environmental impact caused by economic activity has led to an increase in interest globally in fostering enterprise innovation, particularly technological innovation, which necessitates the development of new patterns of production and consumption (Hume, 2012). One common understanding of innovation is when it relates to cutting-edge technological solutions provided by utilizing the most recent information. Such breakthroughs are primarily seen to be the outcome of a highly skilled workforce and corporate activity with a substantial intensity of research and development, having a close relationship to the development of entrepreneurship (Diaconu, 2011). Due to their capacity to come up with fresh ideas that assist boosting output, customer satisfaction, and retention, organizations and businesses that are interested in sustainable development should consider innovation (Diaconu, 2011). An entrepreneur's capacity to come up with innovative ideas in support of boosting production, employment, and environmental protection is what determines their ability to grow sustainably (O'Sullivan & Dooley, 2009). According to the Schumpeterian frame of view, economic growth is a process of qualitative change brought on by innovation. Schumpeter thus views innovation as an outcome of entrepreneurial action, where "new combinations" of already-existing resources take place. The definition provided by Schumpeter in the theory of economic development (1934) is still relevant today when 'new combinations' of production factors for new goods and services are associated, new production procedures are introduced, and new company structures are used.

Innovation is an application of an invention that can be traded as a result of its incorporation into economic and social life. Innovation is consequently seen as the end product of a process that begins with the genesis of an idea and continues through its materialization (Malerba, 1997). Innovation is defined as an activity that results in new or noticeably enhanced items (products or services), processes, marketing strategies, or company organizations by Manual (2005). Frascati and Manual (2002) defined technological innovations as brand-new or considerably altered technological products and processes, where, in contrast to improvements, technological novelty arises from the performance characteristics of the products and processes. Innovation, according to Barnett (1953), is anything "new because it is qualitatively distinct from current forms," including thoughts, behaviors, and objects. Innovation is the specialized instrument used by entrepreneurs to exploit change as an opening for a new product or service, according to O'Sullivan and Dooley (2009). It has the potential to be taught as a discipline, to be learned, and to be practiced. To introduce something new for the organization that provides value to customers and contributes to the knowledge bank of the organization by using realistic tools and approaches to change things up, big and small, in terms of goods, processes, and services" (O'Sullivan & Dooley, 2009). The definition of innovation as a process According to Rasul (2003), innovation is the creation, acceptance, and first-time application of novel concepts, procedures, goods, or services within an organizational context. It also includes the procedures used to develop and sell concepts for new or enhanced goods, processes, or services (Rasul, 2003). Beyond the process aspect, innovation is acknowledged by Wang and Kafourous (2009) as a value driver that "infuses new products and services and provide impetus to growing economies by opening up chances of international trade."

An innovation is an idea, practice, or thing that a person or other adoption unit perceives as novel. Whether or whether a concept is "objectively" new as determined by the amount of time that has passed since its discovery has no bearing on how people behave. The way a person responds to an idea depends on how novel they consider it to be. A concept is considered innovative if it is novel to the individual (Rogers, 2003). "Innovations are radical technological or social novelties, characterized through social acceptance or collective attributing of the label "novelty" and therefore are able to create success for the system that emerged the novelty (Suchman, 2007). Creativity is often used in our daily conversation. We learn about creative individuals, adore creative artwork, or read creative literature. There is a lot of misunderstanding about the nature of creativity, despite the fact that we virtually always grasp what it means to be creative. To get fresh insights into something's nature, creative thinking required disassembling and reorganizing our understanding about it (Wertheimer, 1959). When we are able to structure our ideas in a way that quickly results in a change in the goods or services that are being offered in that market, we are said to be creative. According to Maslow (1954), creativity has two levels. He thought of primary creativity as the source of

original ideas, true innovation, or discoveries that go beyond what is already known. On the other hand, he sees secondary creativity as a quality shared by many scientists in their quest for discovery, which is accomplished through collaborating with others, building on the work of earlier researchers, and being prudent and cautious in their assertions about novel insights or ideas. He believed that everyone has a creative side to them and that it is a universal component of human nature. Being sensitive to issues, deficiencies, gaps in knowledge, missing components, and other issues, recognizing the challenge, looking for solutions, speculating or formulating hypotheses about the deficiencies, testing and retesting them, and finally communicating the results are all steps in the creative process (Torrance, 1965).

2.7 Theoretical review

The hypothetical structure of this study was anchored on social cognitive career theory

According to Lent Brown and Hackett's (1994) social cognitive career theory, self-efficacy, beliefs, and outcome expectations are linked to career interests, ambitions, and choices. This showed that enhancing entrepreneurs' self-efficacy and outcome expectations will boost their interest in and ambitions for a career in entrepreneurship. The selection of the Social Cognitive Career Theory for research among the entrepreneurship theories is based on the goal of business mentoring and learning, which is to forecast and instill entrepreneurial behavior. The ability to plan and carry out the necessary actions to achieve a specific sort of performance is known as self-efficacy. In contrast to outcomes, which are concerned with what will happen if I do something, self-efficacy is concerned with the question: Will I be able to achieve this? This however portraiture the calculated risks bearing characteristic of entrepreneur. A systematic growth and development of the innate entrepreneurial skills by inculcation through education and training is what entrepreneurial mentoring anticipates and is defined by.

2.8 Empirical review

A study on mentorship and business performance among Igbo entrepreneurs in Nigeria was conducted by Uchenna, Gerald, and Uche in 2015. With a focus on the metropolis of Awka, the study sought to investigate the relationship between mentorship and the performance of chosen entrepreneurs in Nigeria. In this study, a survey design was used. 30 entrepreneurs who were chosen using convenient and purposeful sample procedures were given a standardized questionnaire to complete. The research instrument was validated by the study using a test-retest methodology. The study adopted Pearson product moment correlation to analyze the collected data. According to the study, there is a marginally favorable correlation between mentorship and the success of entrepreneurs in Nigeria's Anambra State's Awka city. The study suggested creating a framework for attitudinal transformation that will motivate entrepreneurs to mentor young people positively and provide them the foundational skills they need to succeed in the global economy. Benjamin and Onyeizugbe (2013) conducted a study on business mentoring and entrepreneurial development in selected state of Nigeria. Examining business mentorship as a magic bullet for the growth of entrepreneurship in Nigeria was the goal of the study. In particular, the study looked for a connection between entrepreneurship growth and efficient learning. A sample of 131 people was chosen for the study from among the residents of the various states. To collect information from the respondents, a systematic questionnaire was created. The reliability of the research instrument was determined by the study using a test-retest methodology. To evaluate the hypotheses, Pearson product moment correlation was used. According to the study, effective learning and the growth of entrepreneurship in Nigeria are positively correlated, and mentorship is a good way to pick up entrepreneurial skills. According to the study, the National University Commission should immediately include business mentoring in university curricula and support it with pertinent legislation.

3. METHODOLOGY

This study adopted a survey research design.

3.1 Population of the study

The accessible population of the study comprised all the management staff, mentors (trainers) and mentees (trainee) Cross River State Garment Factory (725 respondents), University of Calabar entrepreneurial development center (8044 respondents), and Eyo Ita House entrepreneurial development center (280 respondents) with a total number of nine thousand and forty nine (9049) people.

3.2 Sample size

To determine sample size of the study, the study employed Taro-Yamane formula of (1967) which was applied to the total population of the selected entrepreneurial development centers to determine the sample size as shown below.

The Taro Yamane formula is given as

$$n = \frac{N}{1 + N(e)^2}$$

Where

- n = The Sample Size required
- N = The total (finite) Population
- I = Constant
- e = Tolerable error (5%)

The formula was applied to the population of the three firm to determine the sample size of the study as follows:

$$n = \frac{9049}{1 + 9049(0.05)^2}$$

$$n = \frac{9049}{1 + 9049(0.0025)}$$

$$n = \frac{9049}{1 + 22.6225}$$

$$n = 9049$$

$$\frac{23.6225}{383.06} = \frac{725}{9049} \times 383 = 31 \text{ respondents}$$
 Therefore, the sample was proportionately distributed across the three selected centers thus:
 Cross River State Garment Factory
 University of Calabar entrepreneurial development center: $\frac{8044}{9049} \times 383 = 340 \text{ respondents}$
 Eyo Ita House entrepreneurial development center: $\frac{280}{9049} \times 383 = 12 \text{ employees}$

Thus, the sample size as proportionately distributed across the three selected centers after the determination are: Cross River State Garment Factory (31), University of Calabar entrepreneurial development center (340) and Eyo Ita House entrepreneurial development center: (12),

3.3 Research instrument

The research instrument for the study was a questionnaire. The questions were written in simple English Language and were patterned after likert's five-point scale format.

3.4 Validity and reliability of the instrument

The alpha coefficient index (α) was calculated from the pilot test after administration of the research instrument. The Cronbach Alpha Reliability co-efficient for each of the variables in the reliability test at 0.80 and 0.82 respectively.

3.5 Data analysis techniques

The hypotheses were tested using multiple regressions. Since the study sought to establish the relationship between business mentoring and entrepreneurial development, Regression analysis was the appropriate analytical techniques because it tests the extent of the relationship between two or more variables. The analysis was inputted into the statistical package for social sciences (SPSS version 25).

3.6 Model Specification

Multiple regression statistics formula is represented as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \epsilon \quad (1)$$

In line with the objectives and hypotheses of the study, the models are stated thus;

$$EOE = f(BI, BS) \dots \dots \dots (2)$$

$$E = \beta_0 + \beta_1 BI + \beta_2 BS + \epsilon \dots \dots \dots (3)$$

4. DATA PRESENTATION AND ANALYSIS

A total of three hundred and eighty three copies (383) of the questionnaire were administered to the respondents, out of which three hundred and two were properly filled and returned, giving a response rate of 79 percent.

Test Statistic: Multiple linear regressions.

Model summary for the effects of business internship and business seminars attended on entrepreneurial innovation

Table 1

Model Summary					
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
1	dimension0	.995 ^a	.990	.990	.12367

a. Predictors: (Constant), business internship, business seminar

Source: Researcher computation, 2022

Analysis of variance for the effects of business internship and business seminars attended on entrepreneurial innovation

Table 2

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	466.535	3	155.512	10167.079	.000 ^b
	Residual	4.558	298	.015		
	Total	471.094	301			

a. Predictors: (Constant), business internship, business seminar

b. Dependent Variable: Entrepreneurial Innovation

Source: Researcher computation, 2022

Table 3
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.067	.020		3.261	.001
	Business Internship	.382	.045	.388	8.548	.000
	Business Seminar	.152	.055	.158	2.764	.006

a. Dependent Variable: Entrepreneurial Innovation

Source: Researcher computation, 2022

Regression coefficients for the effects of business internship and business seminars attended on entrepreneurial innovation

4.1 Interpretation of test of hypothesis

The regression tables (Table 1, 2 and 3) show business internship and business seminar being evaluated for its ability to influence entrepreneurial creativity and innovation. Table 1 which is the model summary, reveals that the relationship between business internship, business seminar and innovation is 99.5 percent ($R=.995$) given an indication that there is a strong linear relationship between the independent and dependent variables. The adjusted R^2 value (0.990) signifies that up to 99.0 percent of variations in entrepreneurial creativity and innovation are influenced by business internship and business seminar. The F-test, $f(3, 298)=10167.162$, $p<0.005$ of the relationship in Table 2 (ANOVA) indicates that the overall prediction of the independent variable to the dependent variable is statistically significant; therefore, the regression model is a good fit for the data and provides sufficient evidence to conclude that the business internship and business seminar has a significant influence on the entrepreneurial innovation of young entrepreneurs in Calabar metropolis. Analysis of the regression model coefficients is shown in the Table 3, the regression coefficient (B), the intercept (α), and the significance of coefficient in the model are subjected to the t-test to test the null hypothesis that the coefficient is zero. From the table it can be seen that business internship, and business seminar have significant and positive influence on entrepreneurial creativity and innovation as their p- values are less than 0.05 significance with positive t-values ($t=8.548$ and 2.764). Furthermore, the standardized beta coefficient (0.388 and 0.158) shows that business internship and business seminar have strong impact on the entrepreneurial creativity and innovation. Nonetheless, from the t-statistics and the combined F-statistics results (with $p=0.000$) the null hypothesis two is rejected. The results submit that business internship and business seminar have significant effects on entrepreneurial creativity and innovation among entrepreneurs in Calabar Metropolis.

5. DISCUSSION OF FINDINGS

The result of the hypothesis shows that, there is a significant relationship between business internship, business seminar and innovation among entrepreneurs in Calabar Metropolis. This suggests that business mentoring exposes interns to new ideas and facilitates their transition from the classroom to the workplace or workstation. It also promotes personal growth by helping interns develop their work ethics, interpersonal skills, technical hard skills, and analytical abilities. It expands entrepreneurs' familiarity in their chosen area work and enables young entrepreneurs to develop professional network links. This confirms the findings of Uchenna, Gerald, and Uche (2015), who investigated the relationship between mentoring and Igbo entrepreneurs' company performance in Nigeria. They found a modestly good correlation between mentorship and entrepreneur performance in Nigeria's Awka city. The findings of Onyima, Nzewi, and Chiekiezie (2012), who found that business mentoring had significant effects on idea generation, idea modification, business location, financial insurance services, and information access, are in agreement with this finding. Business mentoring expose young entrepreneurs to the actual work process to acquire the requisite knowledge needed to run a business and develop ideas that boost their innovativeness.

5.1 Conclusions

It was also discovered that business internship and business seminar are directly linked to innovation among entrepreneurs in Calabar Metropolis. This implies that these variation of business mentoring expand entrepreneurs' familiarity in their chosen area of work, enable young entrepreneurs to develop professional network links and this exposure create a smoother transition for entrepreneurs from the classroom to implementation and develop ideas that boost their innovativeness. The study reveals that business seminar attended, and business internship are directly linked with creativity among entrepreneurship in Calabar metropolis. This implies that business seminar attended and business internship, enables entrepreneurs build sense of originality, build entrepreneurs imaginativeness for unique quality, and develop sense of resourcefulness and enable entrepreneurs strive for new discovery. It enhances young entrepreneurs' capacity to utilize every chance that occurs to them. And also, channel their activities toward realizing the value of the opportunity.

5.2 Recommendations

1. Government of Cross River State should make policies that guide business mentoring and practice to expand entrepreneurs' familiarity in their chosen area of work, enable young entrepreneurs to develop professional network links, expose and create a smoother transition for entrepreneurs from the classroom to implementation thus develop ideas that boost their innovativeness.
2. Government of Cross River State, organizations and entrepreneurial centers should regularly organize business seminars and sponsor young entrepreneurs to attend to enables them build sense of originality, build entrepreneurs imaginativeness for unique quality, develop sense of resourcefulness and enable entrepreneurs strive for new discovery.

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