

Business Mentoring and Entrepreneurship Development in Anambra State Nigeria

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Abstract

The research examined the effect of business mentoring on the development of entrepreneurs in Anambra State. Its particular aims include determining the amount to which mentees gain entrepreneurial skills and knowledge for entrepreneurship development, as well as assessing the obstacles faced by mentees during the skill acquisition process for entrepreneurship development. The study was conducted using a survey research approach. The study's population consists of 4,535 registered small and medium-scale businesses in Anambra state. 478 respondents were determined using Yamane (1967) formula. Questionnaire was the instrument used for data collection, while regression was utilized to test the hypotheses. The study discovered that mentees' entrepreneurial skills and knowledge help in entrepreneurship development, and that obstacles faced by mentees during skill learning effect entrepreneurship development. The study concludes that aspiring entrepreneurs should seek mentoring from entrepreneurs who have previously achieved success in their field. Individuals whose businesses are already established and stable should support new entrepreneurs who are just starting out, and the government should provide opportunities for young entrepreneurs to learn entrepreneurial skills that will aid in the promotion and development of their businesses.

Key Words: Business- mentors, Development, Entrepreneurship, and Anambra State.

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I. Introduction

Mentoring is fast gaining momentum as a very effective approach of human resource development in organizations all around the world. Mentoring is one way for companies to help since it fosters a high degree of trust and mutual respect, allowing mentees to become who they want to be by realizing their potential. Mentoring is widely recognized as a vital part of growing organizational capability. However, the awareness that both the mentor and the mentee require each other's collaboration for the organization's success is what makes mentoring work successfully in the workplace. The mentoring relationship is at its finest when both the mentor and the mentee join the relationship freely. Mentorship and business growth provide a variety of advantages, including wellbeing, satisfaction, development, progress, and feeling rejuvenated in professional advancement, acquiring new technologies, and being aware of key company challenges, methods, strategies, or views. Mentoring has been identified as a powerful tool for professional growth in both the public and commercial sectors. Mentoring programs and relationships can fail for a variety of reasons, including a lack of commitment, leadership involvement, poor planning, unrealistic expectations, and unclear goals. As a result, successful mentoring programs necessitate thorough comprehension, planning, implementation, and evaluation.

Despite the numerous benefits of mentorship in the human and technological development of individuals, which prepares them to compete effectively both internally and internationally, it faces numerous obstacles and challenges in Sub-Saharan Africa. According to Egwu (2012), there is no such thing as a systematized knowledge-based, codified, face-to-face mentorship system in Africa or Nigeria. The fabled legends of Master-Servant connections that existed at the turn of the twentieth century between Tycoons and famous business men, according to him, are the least of a form of mentoring system that can be witnessed. Even that old but helpful structure has vanished due to environmental variables such as a lack of confidence between the persons involved.

Secondly, the apprenticeship system, which existed at the time, had long been marred by fraudulent methods such as contemporary slavery, dishonesty, a lack of trust, various types of deception, and so on. Though the foregoing has been the scenario in Igbo nation, things have changed dramatically in recent years. In this relationship, a fundamental problem has been a lack of trust between the mentors and the mentee. The

mentee has lost faith in the mentor's ability to settle him without inventing false and defamatory claims against him in order to avoid settling him at the conclusion of the contractual agreement. Mentors are not left out in this problem as they lack faith in their mentees. Most often, the mentor suspects the mentee of developing a variety of dishonest tendencies, which may or may not be proven. It is against this backdrop that this study set to assess the influence of business mentorship on the development of entrepreneurship in Nigeria.

Objectives of the Study

The broad objective of the study is to determine the effect of business mentoring on entrepreneurship development. The specific objective includes:

- i. To examine the extent to which mentees acquire entrepreneurial skills and knowledge for entrepreneurship development
- ii. To ascertain the challenges encountered by mentees in the course of skill acquisition for entrepreneurship development

II. Review Of Related Literature

Conceptual Framework

Mentoring

Mentoring occurs when an older and more experienced person (the mentor) decides to offer willingly information, guidance, and emotional assistance to a less experienced person (the mentee) in a long-term relationship marked by both sides' substantial emotional commitment (Kram 1985). Mentoring is a one-on-one, mutually beneficial career development relationship between two people of different ages, personalities, life stages, professional positions, and/or qualifications. Mentoring is a self-motivated, non-competitive and systematic monitoring progression that stimulates the mentee self-confidence and inner development, self-independence, and self-actualization while providing pride, support, and consistency to the mentor.

Business Mentoring and Entrepreneurship Development

As mentoring one in business occurs in a wide range of formal and informal sectors with economic underlying, its precise function varies depending on the context and goals of the mentoring relationship. When a mentor cannot efficiently and effectively transfer his previous acquired or gained entrepreneurial experience to those that require them, constant training and orientation will enable him do so (Sullivan, 2000).

Committed entrepreneurs do learn from past experience. According to Deakins and Freel (1996), this knowledge appears to be the result of serious event in which the entrepreneur must make strategic, personal and operational decisions in order to succeed. Experience, according to Choueke and Armstrong (1992) noted that past experience is the most significant and influential element in the development of personal skills with 55 percent aggregate, knowledge acquired from colleagues got 35 percent, the remaining 5 percent went to self-learning. In addition, Armstrong (1990) equally maintained that experience which is said to be the best teacher is and will always be the most significant means of learning in this modern day.

Types of Business Mentoring.

Flash Mentoring

This is a pioneering mentoring system. The concept is about leadership control mechanism in the organization that is made up of thirteen devoted and committed federal employees who are zealous in learning and changing their surroundings positively from the knowledge acquired. This concept gives room for low-cost and experienced professionals and other executives to mentor the inexperienced and ready to learn entrepreneurs. The only stipulation is that a mentor and protégé meet for no more than one hour. Mentors are expected to share acquired experiences, skills learned, life lessons, and give proper advice and business direction with the mentees during the session or contact. Mentors and mentees are free to decide whether or not to continue with the contact after the first encounter. Mentors and mentees are harmonized and matched based on a variety of principles. It is the protégé's responsibility as one who is in need to contact the mentor within the timeframe, venue of the contact, which of course must be convenient for the mentor. Both of them are to decide if the union will continue or not after the initial contact.

Group Mentoring:

Peer Mentoring: This is commonly used when friendship of mentorship is involved. It could be from same grade, company, or work series. Peer mentorship is designed to aid colleagues in their professional growth and advancement, as well as to stimulate mutual learning and build a stronger working community. Mentorship between peers is non-hierarchical because it is mutual, non-prescriptive as everyone is allowed to share his or her opinion and non-judgmental due to the fact all parties are directly or indirectly learning.

Reverse Mentoring: The traditional mentoring sequence is when a more advanced individual in terms of age, acquired or gained knowledge, or position is mentoring a less experience person. However, when the reverse occur, and a younger person attempts to technically mentor the older, when more senior persons are at the receiving end from the acquired knowledge and in-built experience of younger person, typically in the area of modern technology, and skills acquisition, it is considered as reversed mentoring. Reverse mentoring success depends on the capacity to establish and sustain an attitude of openness to new experiences while removing status, power, and positional restrictions.

Situational Mentoring: When a protégé requires guidance and advice, a mentor offers it at the right time. It's usually a quick fix for an urgent issue, but it may turn into a long-term relationship.

Supervisory Mentoring: It's an unavoidable leadership responsibility. The individual development plan naturally spelt out the requirements for guiding and training as well as feedback mechanism. Mentoring is often casual and relates to continues job help. Managers should encourage informal and formal outside mentoring partnerships, and workers should be allowed time to work on them.

Team Mentoring: This this when mentoring is done in a group. Against the individual traditional mentoring style, mentors here work together and in group to achieve a target. Though independently, the t protégé can acquire certain developmental aims through team mentoring. It is equally proper that skills acquired separately, should communicated and shared as information and ideas in the group for the overall benefit of the group.

The Entrepreneurship mentorship and economic development

Without a doubt, mentorship and entrepreneurship have resulted in connected economic and social advancements in Nigeria throughout the years, which may be likened to formal and informal knowledge acquisition. This is because, among other things, most entrepreneurs developed their skills through apprenticeships, training, intensive mentoring, and constant counseling. Human capital development, improved manufacturing processes, better service delivery, greater commodity output, and, most significantly, resource efficiency have all led to increased income creation and people's standard of living. More individuals are encouraged to establish firms as a result of entrepreneurship, and entrepreneurs are rewarded for making money. They pay their taxes, as well as developmental levies, which make up a substantial amount of government revenue. Capital shortage, as previously stated, has impeded progress in developing nations such as Nigeria. Entrepreneurial taxes have assisted the government in meeting its legislative obligations for changing the economy. Mentorship, in a similar vein, occurs on a regular basis, assisting aspirants in the acquisition of knowledge and abilities. People who have broadened their horizons. Training and retraining employees costs a lot of money. The bulk of the time, a company or an individual cannot afford to retrain. Mentoring helped to address this problem. The pupil, mentee, or protégé does not pay anything, yet he is continuously learning, receiving professional advice in a variety of techniques, and developing his skill with his mentor for little or no money. In actuality, the protégé as well as society benefit from this. The favorable influence improves the economy's production, distribution, and consumption. Entrepreneurs today play a vital role in ensuring the equitable distribution of society's resources. This is in agreement with Anukam (2009), who states that governments and large corporations cannot assure fair distribution of products and services to the hinterland and rural regions on their own. Entrepreneurs are willing to spread products and services beyond the reach of the government and some manufacturers. This makes metropolitan products and services accessible to everyone in Nigeria's nooks and crannies. Furthermore, the government cannot effectively choose to engage in certain sorts of economic activity or enterprises. Commodity marketing, construction materials trading, legal services, management consulting, and personal services delivery are just a few examples. Entrepreneurs gladly engage in these sorts of companies, therefore providing enough goods and services to the citizens, thereby raising their living standards. Commodity trade, building materials trading, legal services, management consultancy, and personal service providing are all examples. Entrepreneurs are happy to work in these types of businesses since they provide adequate goods and services for residents, therefore raising their living conditions. Nigeria's public sector has a hard time meeting people's basic necessities. The government's efforts have been bolstered by the private sector, which is headed by entrepreneurs. Businesses play an important role in the government's objective of industrialisation. The commercialization and privatization policies of the Nigerian government are focused at changing entrepreneurs' activities so that they can continue to be the engine of economic progress. Entrepreneurs risk establishing enterprises in the most distant corners of the country because they are motivated by profit.

Furthermore, the scarcity of available training institutions has driven businesses to establish private colleges and universities in Nigeria. According to Anukam (2009), government-owned universities are unable to accept all of the candidates who are ready and eager to be accepted, therefore private institutions founded by entrepreneurs have helped to overcome the difficulties connected with insufficient universities. This has had a significant impact on the development of human capital.

Entrepreneurship Development

Entangled (2013), noted that entrepreneurship development is and will continue to be on discussion table of development experts and policymaker for a while now because it is what is required in this digital era to grow and sustain business. Entrepreneurship can be learnt rather than born, according to Koe et al. (2012). Through development centers, financial institutions and government organizations may provide information on this. According to Osemeke (2012), entrepreneurship development is a process that includes planned training and institution-building initiatives aimed at improving business skills and knowledge. This method seeks to increase the number of entrepreneurs and accelerate the creation of free companies, resulting in increased employment and economic progress. Entrepreneurial development focuses on those who want to start or expand their firms, with a greater emphasis on growth potential and innovation. To change an entrepreneur, certain talents that have been ingrained are required. These abilities include intellectual, human, and technological abilities (Osemeke, 2012).

Theoretical Framework

Transformation Theory

Brinkerhoff and Montesino (1995) examined the effects of two managerial interventions on the transmission of skills from one person to the other through training programs on the workplace in Michigan, USA; expectations before training and post-training follow-up. Knowledge is obtained when skills are transferred from training programs to a work setting or environment, according to the notion. Montesino (2002) expanded on the notion, claiming that training is compelled by a desire to acquire information and skills, and that this desire is directed toward reaching a specific goal or purpose. It also asserts that good training leads to increased happiness and performance, as well as increased production and profitability.

Furthermore, investing in staff training, according to the theory, improves employee retention, customer satisfaction, and product innovation. According to the investigation, effective monitoring and constant training helps in reducing time that would have been used in solving an organizational problem and the saved resources reinvested in other sector which leads to organizational growth. Training can help a business improve its financial situation. Employees who don't understand what they're intended to accomplish, how to do their tasks, or why they have to do things a certain way are more likely to fail.

The theory that this study is anchored on is transformation theory which is based on the concept of knowledge and skill transfer from a principal to an apprentice in the workspace that leads to better performance in the firm. As a result of the above, it is critical to emphasize that training apprentices to acquire skills has an impact on SME performance through records of the apprentices' output, which has a transformative effect on the apprentices, which is why transformational theory was chosen.

Empirical Review

Ekpe and Razak (2016) investigate the impact of mentoring on the formation of businesses by Malaysian teenagers. The survey included 600 Malaysian university graduates from three business schools. 240 people were chosen as the sample size. The study was performed using a survey design, with university graduates who had received business skill training receiving copies of the structured questionnaire. The data was analyzed using descriptive statistics and simple regression. According to the study, apprenticeship had a favorable impact on the establishment of businesses among Malaysian adolescents, and self-motivation mediated the link between skill development and business creation. In order to encourage more excitement among young graduates in firm formation and growth in the country, the study proposes that home, society and other stakeholders be sought.

Agbionu, Emejulu, and Egolum (2015) looked at the relationship between mentorship and the performance of selected Nigerian entrepreneurs, with a focus on the Awka metropolitan region. A systematic questionnaire was utilized to collect information from 300 entrepreneurs who were selected using deliberate and convenient methods. The research instrument was validated and demonstrated its dependability using a test-retest approach with a correlation value of -0.81 and a coefficient of determination (COD) of 65 percent. Karl Pearson's Product Moment Correlation Coefficient was used to examine the data collected. The findings show a somewhat unfavorable association between mentorship and entrepreneurial performance in the Nigerian city of Awka. Entrepreneurs no longer get positive mentorship, which may improve their performance, according to one of the study's key findings. The research concluded by suggesting an attitude transformation framework that will encourage positive mentorship from successful entrepreneurs to emerging and potential entrepreneurs in order to educate them with the fundamentals needed to compete effectively in the global market.

Benjamin and Onyeizugbe, (2013) looked at business mentoring as a pointer to entrepreneurial growth in Nigeria. The research centered in six states drawn from the country's six geopolitical zones. To explore if there was a relationship between effective learning and entrepreneurial success, the researchers utilized the Social Cognitive Career Theory (SCCT) and the Behavioral-Elastic Model. To reach the study's aim, a cross-

sectional survey research technique was utilized. The study employed a sample of 131 people from diverse states. The investigation was guided by a research topic and a hypothesis. The responders were asked to fill out a standardized questionnaire. Some members of the sample were also interviewed in person. To establish the research instrument's dependability, a pilot study was done utilizing the test-retest approach. The study instrument's validity was also investigated. Pearson The Present of the Product The hypothesis was tested using correlation, and the level of significance of the correlation coefficient was tested using a t-test with a 5% error and 3 degrees of freedom. The findings of the study show that there is a positive relationship between effective learning and entrepreneurship growth in Nigeria, as well as that entrepreneurial abilities may be learned through mentoring. It is suggested that the National University Commission incorporate business mentoring into university curricula as soon as possible, with appropriate policy backing, and that more research into the long-term impact of mentoring relationships in relation to the program's cost-benefit analysis be conducted.

Ezenwakwelu, Egbosionu, Ezezue, and Okwo(2019) examined the impact of apprenticeship training on entrepreneurial growth in emerging economies in Nigeria. The main objective of the study was to find out how apprentices learned technical and entrepreneurial skills increases self-employment. Apprentices were interviewed using a survey method. The Chi-square approach was used to analyse the acquired data. The tool was put to the test by academic and industry experts. Through formal and informal apprenticeship training systems, apprentices learn technical and entrepreneurial skills for self-employment; lack of qualified manpower, insufficient training tools, inadequate infrastructure facilities, and a lack of start-up capital obstruct skill acquisition; and apprentices eventually learn enough entrepreneurial skills and knowledge. The study therefore, recommended that government should support entrepreneurs with modern technical facilities to aid their operations and stimulate entrepreneurial growth in Nigeria.

The study of Ezenwakwelu, Egbosionu, Ezezue, and Okwo(2019), did not state the population, sample size, sample size determination technique where the tool of analysis stated therein were used. Therefore, the findings, conclusions and recommendation of the study cannot be relied upon.

III. Methodlogy

This research utilized a survey design. Using this method, respondents were given the chance to express their opinions on the variables under examination. The population is 4,535 registered SMEs operate in Anambra State according Small and Medium Enterprises Agency of Nigeria (SMEDAN) Ananbra State chapter. The sample size of 478 was determined using the Yamane (1967). Questionnaire was the only instrument used for data collection used to gather relevant data from the respondents. The questionnaire employs a five-point Likert scale which are rated as: Strongly Agreed (Coded 5), Agreed (Coded 4), Undecided (Coded 3), Disagreed (Coded 2), and Strongly Disagreed (Coded 2). (Coded 1). The validity of the research instrument was verified using face and content validity, as well as the test-retest procedure to guarantee reliability. The findings were calculated using Cronbach's Alpha with the aid of the Statistical Package for Social Sciences (SPSS).

IV. Analysis Of Data.

4.1.1: The level to which mentees gain entrepreneurial skills and expertise in order to grow their businesses.

Research Question 2: To what degree have mentees gained entrepreneurial skills and information that will help them grow their businesses?

Table 4.1: Analysis on the entrepreneurial skills and knowledge for entrepreneurship development.

SN	Variable	SA	A	I	D	SD	Remarks
A	Does apprenticeship training offer a good way for learners to get experience in a certain field?	326 (53.6%)	194 (41.3%)	12 (5.1%)	-	-	Agreement
B	Does Apprenticeship system offer a trainee apprentice the opporyunity to obtain adequate entrepreneurial skills and knowledge in order to start their own business?	349 (63.4%)	74 (31.5%)	55 (5.1%)	-	-	Agreement
C	Is formal and informal apprenticeship training capable of producing the high-skilled workforce required for economic development?	278 (54.5%)	175 (34.9%)	15 (6.4%)	10 (4.3%)	-	Agreement
D	In some trades, apprenticeship training (both official and informal) is advantageous to the growth of entrepreneurship.	335 (57.9%)	91 (38.7%)	52 (3.8%)	-	-	Agreement

Source: Computation from SPSS 23 Analysis

Apprenticeship training, according to table 4.1, helps learners to become proficient in their chosen field. According to the findings, a trainee apprentice obtains sufficient entrepreneurial skills and knowledge for entrepreneurship growth, and apprenticeship training (both formal and informal) generates the highly skilled workforce necessary for economic development. Apprenticeship training (both official and informal) also helps some trades expand their business.

4.1.:2 The degrees of the challenges encountered by mentees in the course of skill acquisition affect entrepreneurship development.

Research Question 3: To what degree does the challenge countered by mentees in the course of skill acquisition affect entrepreneurship development?

Table 4.4: Analysis on the challenges encountered by mentees in the course of skill acquisition affect entrepreneurship development.)

SN	Variable	SA	A	I	D	SD	Remarks
E	Apprenticeship training is hampered by a scarcity of qualified individuals to teach entrepreneurial and technical skills.	308 (57.9%)	120 (32.8%)	37 (3.8%)	8 (3.4%)	5 (2.1%)	Agreement
E	Apprenticeship training is jeopardized by a lack of training tools and infrastructure	143 (36.2%)	230 (48.9%)	50 (2.6%)	40 (10.6%)	15 (1.7%)	Agreement
G	Is the lack of cash required to start a self-employed firm a barrier for an apprentice?	133 (36.2%)	230 (48.9%)	50 (2.6%)	40 (10.6%)	25 (1.7%)	Agreement
H	Is the acquisition of skills impeded by a scarcity of qualified individuals, inadequate training tools, insufficient infrastructure, and a lack of start-up capital?	278 (54.5%)	175 (34.9%)	15 (6.4%)	10 (4.3%)		

Source: Computation from SPSS 23 Analysis

Apprenticeship training faces a difficulty, according to the respondents, because there is a dearth of trained people to teach entrepreneurial and technical skills. Apprenticeship training is also jeopardized by insufficient training tools and poor infrastructure, as seen in the chart above. Lack of cash to start a self-employed firm is a problem for an apprentice, according to the report. Finally, the acquisition of skills is hampered by a shortage of competent individuals, bad training tools, insufficient infrastructure, and a lack of start-up capital.

4.2. Analysis of Data (Hypotheses Testing)

Hypothesis 2: Entrepreneurship skills and knowledge acquired by mentees cannot affect entrepreneurship development.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.062a	.004	-.007	5.00447

a. Predictors: (Constant), entrepreneurship skills

The table above shows that the R is at .062, R square is at .004, Adjusted R square at -.007 while std. error of the estimate at 5.00447. This shows that the R square being at .004 does not a strong determinant of the independent variable over dependent variable.

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.252	1	2.252	4.549	.000b
1 Residual	839.495	477	9.027		
Total	841.747	478			

a. Dependent Variable: entrepreneurship development

b. Predictors: (Constant), entrepreneurship skills

The ANOVA table above shows that the F statistics at 4.549 and the significant level at .000 which is lesser than the probability of .05. This therefore means that estimated bill affects agricultural industry in Anambra state. The null hypothesis is rejected.

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.314	1.256		8.209	.000
	farctor that enhance	-.065	.129	-.052	-.499	.619

a. Dependent Variable: entrepreneurship development

The coefficient table above shows that the t value is at 8.209 and sig value is at .000. which signifies that there is significant of the independent variable over the dependent variable.

Hypothesis three: challenges encountered by mentees in the course of skill acquisition does not affect entrepreneurship development

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.034a	.001	-.010	3.00680

a. Predictors: (Constant), challenges encountered

The table above shows the R at .034, R square at .001, adjusted R square at -.010, while std error of the estimate at 3.00680. This reveals that R square being at .001 is not a good determinant of the strength of the independent variable over the dependent variable.

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.950	1	.950	4.105	.060b
	Residual	840.798	477	9.041		
	Total	841.747	478			

a. Dependent Variable: entrepreneurship development
a. Predictors: (Constant), challenges encountered

The ANOVA table above shows that the f value is at 4.105 and the sig is at .600 which is greater than the probability level of .05. This means that the challenges encountered by mentees in the course of skill acquisition does not affect entrepreneurship development. Therefore, Null hypothesis is accepted.

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.385	1.036		9.060	.600
	insufficient finance	.037	.116	.034	.324	.747

a. Dependent Variable: entrepreneurship development

The coefficient table above shows that the t value is 9.060 while the sig value is .600 which is greater than the probability level of .05. This reveals that there is no significant of the independent variable over the dependent variable.

V. Summary, Conclusions, And Recommendations

5.1 Summary of Findings

The study aimed at accessing the effect of business mentoring on entrepreneurship development in Anambra state. The research was also in response to the gap in scholarly work in the area of entrepreneurship development in Anambra state. However, the following are the summary of the major findings;

1. Technical skills acquired by mentees affect entrepreneurship development.

2. Entrepreneurship skills and knowledge acquired by mentees affect entrepreneurship development.
3. Challenges encountered by mentees in the course of skills acquisition affect entrepreneurship development.

5.2 Conclusions

The study aimed at accessing the effect of business mentoring on entrepreneurship development in Anambra state. The inferential statistical data analysis provided evidence of existing relationships amongst the variables. The conclusions derived from the study are that technical skills acquired by mentees affect entrepreneurship development, entrepreneurship skills and knowledge acquired by mentees affect entrepreneurship development and challenge encountered by mentees in the course of skills acquisition does not affect entrepreneurship development in Anambra state.

5.3 Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. Young entrepreneurs in Anambra are encouraged to go for mentorship from entrepreneurs who already made in their line of business.
2. Also, individuals whose business are already standard and stable in Anambra state are advised to encourage young entrepreneurs who are just coming up in their line of business.
3. Government should make provisions for young entrepreneurs to acquire entrepreneurship skills that will help promote their business.

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