

## Energizing the Entrepreneurial Performance of Students through University Business Incubations (UBIs)

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### Abstract

*This study examined the role of University Business Incubation (UBI) in energizing the entrepreneurial performance of students in Nigerian Universities. The study included 300 third-year university students who had either completed an entrepreneurship course or had not taken one yet. A sample size of 380 was calculated using the formula used by Krejcie and Morgan in 1970. The main source of data for this study was a questionnaire that underwent both validity and reliability testing. Descriptive and inferential statistics were used for data analysis, and hypotheses were tested at a significance level of 5%. It was revealed from the analysis that mentoring services have a statistically significant influence on entrepreneurial learning ( $r = .951$ ;  $R\ square = .905$ ;  $F = 3181.759$ ;  $P\text{-value} < 0.05$ ) and that social networking has a statistically significant influence on promoting entrepreneurial intention ( $r = .947$ ;  $R\ square = .896$ ;  $F = 2877.785$ ;  $P\text{-value} < 0.05$ ). The study concluded that business incubations have a substantial impact on students' entrepreneurship performance. It was, therefore, recommended that entrepreneurship lectures and studies should go beyond classroom engagement and taken a notch further into providing mentorship services to students and networking opportunities should form part of the entrepreneurship curriculum in the universities.*

**Keywords:** Mentorship, Entrepreneurial Learning, Social Networking, Entrepreneurial Intention, University Business Incubation and Entrepreneurial Performance.

### INTRODUCTION

It is no longer enough to teach just theories of entrepreneurship to students without backing them up with some practical/do-it-yourself kind of approach in universities. Today's universities' missions have witnessed a paradigm shift from teaching to a pre-focused approach to economic growth in terms of research, innovation and entrepreneurship (Hassan, 2020). It is against this backdrop that there has been some level of proliferation of Business Incubation (BI) centres especially in universities in developed economies of the world. Pompa (2013) asserts that business incubators (BIs) have had a growth in their numbers since their establishment more than 50 years ago. These BIs have developed several methods of incubation that offer significant advantages to firms. The BI is increasingly becoming important, particularly in industrialised nations worldwide (Nwakoby & Orji, 2023).

Khalil and Olafsen (2009) opine that BI can be seen as the process that aims at aiding the development and scaling of growth-oriented, early-stage businesses. A lot of these incubation centres are established within the university environment leading to the term University Business Incubation (UBIs). There seems to be a rapid increase in the establishment of BIs all over the world, particularly among research institutes and universities (Nwakoby & Orji, 2023). According to Robles (2017), universities and college campuses hold approximately one-third of BIs.

University BI initiatives focus on entrepreneurial learning efforts outside of the classroom and they are becoming an increasingly important component of an entrepreneurship training program (Morris,

Kuratko, Donald & Cornwall, 2013). UBIs provide support services for innovative start-up ideas with the aim of developing them into successful businesses (Roura, 2015). They emphasize using the incubation process to transform and transmit university-generated knowledge, including scientific and technological knowledge, into the corporate sector (Sohail et al., 2023). They act as an accelerator for the commercialization of the research outcomes of the universities (Hassan, 2020).

The BIs that are domiciled within the universities or institutions of higher learning give students, especially those that have entrepreneurial ties or are interested in business establishment the launch pad to kick off as it provides services such as mentorship opportunities and networking possibilities. The services offered by BIs include a favourable atmosphere, cutting-edge technology, funding, help for early-stage start-ups' survival and growth, and direction in the creation of business strategies (Vanderstraeten & Witteloostuijn, 2012). Roura (2015) elucidates that BI-university connections are advantageous for entrepreneurs, students, institutions, and incubators. The relationship between universities and BIs is necessary as universities are the source of knowledge, research, resources and today's innovation-driven centres (Hassan, 2020).

Entrepreneurship has long been offered as the panacea for poor economic growth and high rates of unemployment (Matlay, 2008). It has been recognised for its ability to drive growth and increase prosperity through innovation, employment, and welfare impacts (Acs, Acs, Desai & Hessels, 2008; Edmond, Oluniyi, Dem & Barfa, 2014). Spotting the importance of entrepreneurship in reducing the pressure on the government to create jobs for the teaming youths and graduates, the Federal Government (FG) of Nigeria, made it mandatory to teach entrepreneurship as a course. In 2006, the Nigerian FG mandated that all higher education institutions require students to study entrepreneurship, regardless of their field of specialisation (Nwekeaku, 2013). However, the goals for mandating the teaching of entrepreneurship as a course seem not to have been achieved in Nigeria, as a lot of students are still not able to establish businesses and manage same during and even after their studies; they still roam about looking for white-collar jobs. This could be a result of the lack of the presence of UBIs in the universities in Nigeria, particularly in Nnamdi Azikiwe University and Chukwuemeka Odumegwu Ojukwu University. Aja-Okorie and Adali (2013) opine that despite the mandatory entrepreneurship courses in the Higher Education System, numerous Nigerian graduates continue to be unemployed for an extended period after completing their studies. It is against this backdrop that this study was necessitated to examine the role of UBIs in energizing the entrepreneurial performance of students. Specifically, the study seeks to:

1. Assess the influence of mentoring services on entrepreneurial learning among students in selected universities in Anambra state.
2. Ascertain the influence of business social networking on promoting entrepreneurial intention among students in the selected universities in Anambra state.

## **REVIEW OF RELATED LITERATURE**

### **University Business Incubation (UBI)**

The National Business Incubators Association (NBIA) (2014) defines BI as a dynamic process that supports the growth and development of start-up firms by providing specific resources to entrepreneurs. BIs focus on intentional practice, as described by Neck, Greene, & Brush (2014) when the student participates in a meaningful performance. Engaging in deliberate practice can lead to the expansion of knowledge structures, enhanced self-assurance, and a greater likelihood of taking further action. According to Roig-Tierno, Alcázar, and Ribeiro-Navarrete (2015), business

incubators are being used more and more to reduce the chances of business failure and promote entrepreneurial outcomes such as innovation, wealth creation, employment growth, and the development of entrepreneurial skills.

The widespread use of business incubators as a public policy tool has led to a variety of different typologies. Knoop (2016) states that BI is an economic development instrument created to speed up the growth and success of entrepreneurial enterprises (start-ups) by providing various business support tools and services. Business incubators are viewed as a catalyst for the advancement of small and medium enterprises (SMEs) (Stal et al, 2016).

According to Shepard (2013), UBIs are institutions that prioritise economic and social development. They offer guidance and support to students and staff who are interested in launching enterprises, assisting them in developing and expanding their ventures through a range of business aid initiatives. According to Bhatli (2016), there are currently more than 10,000 business incubators worldwide, with approximately 4,000 of them being associated with universities. BIs are in existence to ensure that the limitations of newness are circumvented for new ventures. Capturing this, Stal, Andreassi and Fujino (2016) aver that BIs ensure that businesses overcome the challenges of being new and tiny, leading to innovative firms that are competitive, profitable, and enduring. As a result, the incubation phenomenon is seen as an enabling technology "that enables the functionality of key and perhaps strategic technologies" (Hackett & Dilts, 2014).

Relationships with UBIs are advantageous for businesses, students, academic institutions, and incubators (Roura, 2015). The UBIs offer assistance services to foster the growth of novel and inventive business concepts so that they may become profitable enterprises. The authors emphasise the importance of employing the incubation process to transform and distribute university-generated knowledge, including technological and scientific insights, to the business sector (Sohail et al., 2023).

### **Mentoring Services**

Within the context of business, mentoring is a type of supportive connection that develops between a beginning business person and an established business person or management via the sharing of information and expertise through guidance, recommendations, and advice. In this instance, the mentor's suitable guidance allows the mentee to develop his/her ideas (João, Dina & Angela, 2022). Individuals with entrepreneurial ideas and start-up entrepreneurs frequently lack the skills necessary to build their ideas, and the only way for them to improve, create a higher sense of self-efficacy, and validate their entrepreneurial self-image is through formal mentorship (Stal et al, 2016). Developing a startup concept and company from inception to maturity can be challenging at times; therefore, it is prudent to heed to advice. Emerging enterprises often face challenges stemming from the inherent risks associated with their infancy and limited scale (Phan, Mian & Lamine, 2016). In order to improve students' conceptual understanding, a significant number of universities integrate mentorship into the bulk of their curricula (Van der Sijde & Weijmans, 2013). At present, the business incubator assumes a pivotal function by providing mentoring services pertaining to funding administration, business life cycle, company planning, legal affairs, marketing and e-marketing, and funding independence. Mentoring relationships offer numerous benefits to both the protégé and the organisation. The protégé experiences several positive outcomes, including increased self-assurance, self-worth, and autonomy (St-Jean, Radu-Lefebvre & Mathieu, 2018).

Mentorship services that are effective and efficient are likely to improve the entrepreneurial outcomes for aspiring business owners of SMEs. Also, the expertise and abilities of the masters are shared with the apprentices through mentorship, which raises the degree of entrepreneurial outcomes.

Contemporary mentoring functions as an instrument to augment the capabilities of both groups and individuals with regard to carrying out duties and obligations, gaining novel proficiencies, and ensuring the welfare of mentees (João et al., 2022; Sohail et al., 2023). This suggests that mentoring in which the protégé leverages the mentor's knowledge and expertise improves the mentee's capacity to generate results. While augmenting knowledge is undeniably the primary objective of mentoring, the mentor may also derive certain advantages from the relationship, including a heightened sense of satisfaction from facilitating the learning of others, proficiency in reflective dialogue, and enhancement of interpersonal abilities (Stal et al., 2016).

Mentoring is a cooperative learning connection between two or more people that promotes professional and personal growth. It results in insights, decisions, planning, and action. Companies utilize mentoring programs to help the professional and personal growth of workers as well as to enhance culture and working relationships. Employees can benefit from fresh experiences and expertise through mentoring. Its unifying objective is to promote learning and individual growth via the use of particular techniques. Workplace mentoring services pairs mentors and mentees to produce the following outcomes: promotion of learning, knowledge transfer, personal and professional development, and career progression.

### **Social Networks**

Early research on business incubators mostly focuses on the impacts of geographical closeness, economies of scale, and cross-fertilization between fostered enterprises. These studies show that businesses use incubators as an internal marketplace for subcontracting or acquiring items (Hackett & Dilts, 2014). Recently, the focus has switched to what is referred to as networked incubators (Bllingtoft & Ulhoi, 2005; Tötterman & Sten, 2015). The majority of these studies demonstrate the tools incubator managers have at their disposal to encourage and facilitate the formation of networks, not only among entrepreneurs who are co-located in incubators but also between entrepreneurs in incubators and external business partners. Researchers studying networks and entrepreneurship have underlined the value of personal connections, particularly those with important individuals outside of academia. In this regard, those involved in university-based business incubators initially have primarily academic social networks; if they do not make an effort to establish connections with the business and financial worlds, industry representatives and investors are likely to view them as academic ventures rather than legitimate businesses (Bekkers, Gilsing & Van der Steen, 2016).

With reference to the social capital theory, Nicolaou and Birley (2003) assert that networks surrounding new businesses provide four potential benefits. To begin with, networks facilitate the identification of opportunities by enhancing the capacity of entrepreneurs to discern such prospects, as they might encounter the opportunity via an appropriate personal connection. Additionally, networks grant consumers access to resources. Furthermore, networks afford entrepreneurs a temporal edge by enabling them to identify and capitalise on opportunities at an accelerated rate. Furthermore, an establishment such as the incubation network bestows confidence and credibility upon the startup because its members are reputable organisations that offer assistance to the venture. As a result of these benefits, the success of the start-up is inextricably linked to the development of a network.

The importance and function of networking in the entrepreneurial process, according to Everleens VanRijnsoever and Niesten (2017), is in the flow of fresh ideas and information that subsequently aids in the survival and expansion of the business. They claimed that networks play four key roles: (1) facilitating access to fresh concepts and resources that support entrepreneurial activity; (2) assisting in the establishment of credibility through partnerships with established incumbents; (3)

utilizing networks to share and create knowledge and learning; and (4) developing new networks to connect the various relationships, which in turn help entrepreneurs achieve their objectives.

Business incubators can be considered as attempts to deal with the issue of a three-dimensional liability of newness as well as market failures. Administrative assistance is one of the dimensions, ageing and its associated loss of market visibility is the second and being alone and being part of a "community" is the third one. They also provide evidence that: (1) close physical proximity (such as being on the same floor) plays a crucial role in networking; (2) nurturing social capital requires some kind of investment, and "some of the primary costs are paid for in the form of time invested in social activities and "small talk""; (3) in networked incubators the line between "private" and "business" is increasingly blurred; and (4) social networks will continue to be important unless they are addressed (Everleens et al, 2017).

According to Bllingtoft (2012), all nascent entrepreneurs utilise their existing social networks and establish new ones in order to acquire critical information and resources for their enterprise. Through incubators, an entrepreneur's limited network may be compensated for. A network comprised solely of uniform connections, conversely, will be practically useless to an aspiring businessperson. The marginal value of each succeeding individual diminishes as the number of connections to individuals of similar characteristics increases. Grimaldi and Grandi (2015) posit that the degree of information flow is more significantly influenced by the non-redundancy of links in relation to other connections rather than the intrinsic strength of the relationships. This suggests that business proprietors must have connections to a vast, loosely interconnected network. Brokers serve as intermediaries between individuals whose relationships do not extend directly through social networks. One could also consider incubators to be brokers. This aligns with the concept that the incubator's value is significantly augmented by its role as an intermediary to an exceptionally diverse array of networks. The networks that encompass an incubator have been classified as either internal or external. Additionally, the opportunity for (internal) networking among tenant firms is emphasised by Lyons (2021) as the most valuable service an incubator offers. Tenants often employ incubators as a means to cultivate relationships with fellow incubator occupants. Indeed, these connections may encompass trade, informal or formal information transfers, partnerships (both buying and selling), joint ventures, or even basic information exchanges. Lyons asserts that the tenants' enterprises operate collectively within a single facility, thereby substantially enhancing the probability of collaborative efforts. In a similar vein, co-located entrepreneurial enterprises provide the opportunity to establish a mutually beneficial milieu wherein business owners can exchange knowledge and resources, gain insights from their counterparts, establish collaborative business relationships, and exchange business connections.

### **2.1.6 Entrepreneurial Performance**

The concepts of performance and its evaluation are fundamentally grounded in the fields of economics, management, and accounting (Ayatse, Kwahar & Iyortsuun, 2017). Determining the operational and managerial effectiveness of an organisation in accordance with a predetermined set of criteria and standards is the explicit objective of organization-specific performance measurement. This is distinct from entrepreneurial performance measurement. Performance is fundamentally comprised of effectiveness and efficiency; a more comprehensive comprehension of this concept ensures that the concerns and welfare of the organization's stakeholders are considered (Azadnia, Stephens, Ghadimi & Onofrei, 2022).

Azadnia et al. (2022) provide the definition of performance measurement as the procedure by which values are assigned to entities or occurrences in order to symbolise quantities, qualities, or categories of an attribute. At one time, financial metrics were employed as a means of assessing the performance of an organisation. The criteria comprise various elements, including but not limited to annual revenue, annual profit, clientele, and expansion. Proponents of the multi-objective approach contend that all stakeholders of an organisation ought to be taken into account when conducting exhaustive performance evaluations (Azadnia et al., 2022). Financial performance evaluations, according to Anderson and David (2017), are retrospective, offer little insight into future success, encourage short-term thinking, are internal in nature rather than external, and pay little attention to competitors and customers. Contemporary performance evaluation systems have undergone a transformation to incorporate non-financial and financial factors, thereby acquiring a multidimensional character (Everleens et al., 2017).

### **Entrepreneurial Learning**

Entrepreneurial learning fosters the development of critical thinking, collaboration, self-assurance, risk consciousness, the ability to perceive potential sources of stress or harm as opportunities for growth, and proficiency in managing failure. Entrepreneurship education has been linked to theories of adult learning (Rajasinghe & Mansour, 2018). One perspective argues that entrepreneurial education is more suitably suited to the process model, while the traditional content approach primarily focuses on imparting theoretical knowledge to students (Rajasinghe & Mansour, 2018). In this model, phases are allocated to each learner in order to facilitate the acquisition of the requisite knowledge and skill set essential for attaining their ultimate goal. The advancement of coaching and mentoring within the entrepreneurial process has been impacted by this notion. While tutors and mentors are essential in assisting learners in achieving their objectives and imparting practical knowledge and experience, these positions lack a universally accepted definition or job description (Newman, 2015).

When it comes to encouraging entrepreneurial learning, there are several kinds of learning facilitators. These facilitators may serve as teachers, mentors, or coaches to the students since they both play a part in helping students or mentees reach their objectives. A teacher will assist their students in learning via cognitive ability and personal development (Brefi Group, 2018). Teachers might serve as "coaches" in the entrepreneurial learning setting by using a variety of instructional techniques to help their students acquire conceptual knowledge (Wahid, Ibrahim & Hashim, 2017). The supply teaching paradigm is used in higher education to provide knowledge by lecturers or teachers. The concept places focus on material distribution from a single source to several students (Aluthgama-Baduge & Mulholland, 2018).

Entrepreneurial learning often concerns itself with the attainment of ambitious goals, the recognition of novel entrepreneurial opportunities, and entrepreneurial preparation, despite the fact that its precise definition varies (Rae & Woodier-Harris, 2013). Aiming to encapsulate the essence of entrepreneurial learning, scholars have endeavoured to define it in light of its importance in entrepreneurship (Corbett, 2005). Nevertheless, due to the extensive scope of these processes, which includes how and when such learning occurs as well as what entrepreneurs learn or do not learn, the literature has become extraordinarily fragmented and diverse, with an abundance of conceptualizations and definitions (Wang & Wang, 2013). Despite the extensive variety of conceptualizations, definitions, and metrics associated with entrepreneurial learning, the majority of research focuses on learning-facilitating stimuli. Entrepreneurial learning is distinguished from other types of learning, according to some research, by the fact that it is facilitated by perceived knowledge

gaps, significant and emotive events, and entrepreneurial experiences (Wang & Wang, 2014). Preparing for learning while in business and enhancing skills are difficult tasks for aspiring entrepreneurs lacking prior entrepreneurial experience and seasoned business professionals, respectively, due to the limited attention in the literature to the mechanisms that facilitate learning from entrepreneurial experiences. Distinguishing between experiences and the knowledge acquired from them is not sufficient to establish that learning has occurred (Politis, 2005). Scholars have investigated the ways in which this theory influences the modifications of individual learning styles and orientations (Wang, 2008). The distinction between learning organisations and non-learning organisations is a subject of debate within the field of organisational learning theories (Garca-Morales, Jiménez-Barrionuevo & Gutiérrez-Gutiérrez, 2012).

### **Entrepreneurship Intention**

Entrepreneurial intention is described as a mental state that influences someone to choose self-employment (want, wish, and hope) (Krueger & Reilly, 2010). Entrepreneurial intention is essential in comprehending the entrepreneurship process because entrepreneurial activity is a sort of planned behaviour and is, thus, the single strongest predictor and explanation for such behaviour. Studying entrepreneurial intention and its precursors is the first step in understanding the intricate process of entrepreneurship (Krueger & Reilly, 2010).

The mentality that directs and points individual activities to create and implement novel company concepts is known as entrepreneurial intention. The intention to engage in particular actions is affected and changed by a variety of elements, including needs, values, wants, routines, beliefs, cognitive processes, and environmental elements (Linan & Chen, 2007). A person's opinions about behaviour, whether that conduct is seen positively or negatively, might predict their desire to engage in that behaviour (Hattab, 2013). Entrepreneurship intention is a person's drive to pursue an entrepreneurial profession. Individuals make plans to launch companies, gather the necessary funds, and take measured risks toward their aims. But entrepreneurial intention starts with actions (Karabulut, 2016). The creation of an entrepreneurial intention is the first stage in starting a new business (De Clercq & Arenius, 2013). There has been a lot of interest in incorporating entrepreneurship into education throughout the years.

Multiple research studies (Nabi & Linan, 2011; Nabi, Liñan, Fayolle, Krueger & Walmsley, 2018) have established that entrepreneurship education facilitates the emergence of business ventures, economic growth, and entrepreneurial intention. Entrepreneurial education culminates in a programme that integrates instructional courses, projects, and processes that aim to cultivate or strengthen characteristics, attitudes, and business proficiencies in the graduating student (Bae et al., 2014). The influence of universities on EE to strengthen attitudes and, as a result, decisions to establish companies has been crucial (Trivendi, 2016). Expanding on prior research that examined the role of universities in the economy with an emphasis on the social and natural factors that foster regional economic development (Guerrero, Urbano & Gajon, 2020), this study examines university support as a moderator. Examining the variables that predict entrepreneurial intention is therefore a critical component of the study. Understanding the factors that influence an individual's choice to pursue entrepreneurship will facilitate your studies and practice. The investigation into the factors that influence entrepreneurial behaviour remains an unresolved area of research, whereas the historical development of entrepreneurial intentions is a subject of ongoing scholarly inquiry (Fallah et al., 2018). The study of entrepreneurial intent among students is a nascent and somewhat unexplored area of research, despite its potential to provide insights into diverse approaches to establishing new businesses, particularly in developing countries (Zreen, Farrukh, Nazar & Khalid,

2019). While considerable research has been conducted on the various determinants that impact personal, motivational, and environmental business objectives, including social environment and personality characteristics, there remain certain domains that have yet to be investigated (Linan, Urbano & Guerrero, 2010).

### **Empirical Review**

Social support and risk-taking propensity were investigated by Ilevbare, Adelowo, and Oshorenuwa (2022) as potential predictors of entrepreneurial intention among Nigerian undergraduates. The objective of this study was to investigate the factors that influence entrepreneurial intention among university students in Nigeria. Specifically, the research focused on demographic variables, risk-taking propensity, and social support. The data for this research study were obtained via a self-reported questionnaire from 350 undergraduates enrolled in seven faculties at Obafemi Awolowo University, Nigeria. The researchers estimated and examined the relationship between entrepreneurial intention and demographic variables, risk-taking propensity, social support, and regression analysis. Students exhibited a high level of entrepreneurial intent, according to the findings.

The study conducted by Hu, Zheng, Wu, Tang, Zhu, Wu, and Ling (2021) examined the relationship between education and mentorship and entrepreneurial behaviour, with self-efficacy serving as a mediating factor. The antecedents of farmers' entrepreneurial behaviour were assessed, with the mediating risk being their entrepreneurial self-efficacy (ESE). A sample size of 300 was chosen for the acquisition of data from the farming community residing in the suburbs of China, which was the population of the study. A five-point Likert scale was applied to a structured questionnaire for the purpose of this survey. The purpose of gathering data from the agricultural community was to ascertain their psychological and behavioural inclinations with regard to their occupation. Intriguingly, the study found that intrinsic motivation, education, and training have a significant impact on the ESE of farmers, which in turn influences their entrepreneurial conduct.

Olom and Okute (2021) conducted a study to examine the impact of the mentoring strategy on the development of skills among business education students in tertiary institutions in Cross River State. The study examined the impact of the mentoring method on the development of skills among business education students in tertiary institutions in Cross River State. The study employed a quasi-experimental research design. The study's population comprised 534 third-year Business Education students selected from two colleges of education and two universities in Cross River State. The study included a sample size of 200 students from two colleges of education and two universities that offer business education programmes. The participants were divided into two groups, consisting of a college of education and a university in each group. The treatment group consisted of 100 male and female students. The control group, which is the order group, consisted of 100 male and female students. The Ability Test was employed as the instrument for gathering data in the field of business education. The instrument's dependability was assessed using Cronbach Alpha, yielding an alpha coefficient of 0.79. The experiment adhered to a pre-test and post-test approach. The findings indicated that mentoring is a superior method for acquiring skills in business education compared to the traditional teaching approach. Additionally, there was no notable disparity in the average score for skill acquisition between male and female Business Education students in tertiary institutions in Cross River State.

In a study conducted by Usman and Umar (2019), the researchers examined the impact of social networks on the level of women's involvement in entrepreneurship in Sokoto State. A purposive sampling method was used to obtain a sample of 343 women entrepreneurs. The study hypothesis was tested using multinomial logistic regression. The findings revealed that social networks have different levels of impact on predicting women's involvement in entrepreneurship across the five sectors. Surprisingly, the format of networking meetings and whether individuals attend social network meetings have a significant impact on women's participation in entrepreneurship in certain sectors. However, entrepreneurial capability only has a negative influence in one sector. Other social network variables, such as perceived value and the free flow of social network information, do not affect women's participation in entrepreneurship in all the sectors that were studied.

## **METHODS**

This study utilised a survey research design to gather pertinent data on a phenomenon through structured questionnaires. The study focuses on undergraduate students enrolled in the 2021/2022 Academic Session at UNIZIK and COOU. The study's population comprises 300 third-year university students who have completed an entrepreneurship course or are yet to take one. The study encompasses all Departments in the chosen institutions. The estimated population at UNIZIK is 6200, while at COOU it is 4082, resulting in a total target population of 10282. The study's sample size was found to be 380 using Krejcie and Morgan's (1970) formula for sample size determination. The main data source used for this investigation was a questionnaire. The questionnaire underwent face and content validity evaluations by specialists and was assessed for reliability using Cronbach Alpha, resulting in a coefficient of .895. Data analysis involves using descriptive statistics such as mean and frequencies, as well as inferential statistics like the Pearson Product Moment Correlation Coefficient. The hypotheses were tested with a significance threshold of 5%.

## **DATA PRESENTATION AND ANALYSIS**

### **Data Analysis**

#### **Hypotheses One**

H<sub>a3</sub>: Mentoring services have no significant influence on entrepreneurial learning among students in selected universities in Anambra state.

*Table 1: Regression Result for Hypothesis One*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951 <sup>a</sup>	.905	.905	1.167

a. Predictors: (Constant), MENTSER

*Source: Field Survey, 2024*

#### **Where:**

**MENTSER:** Mentoring Services

Table 1 shows the regression result for hypothesis one which states that mentoring services have no significant influence on entrepreneurial learning among students in selected universities in Anambra

state. The r which is the correlation coefficient is .951 signifying a positive relationship while the R square which is the coefficient of determination of .905 shows that a 91% change in the dependent variable (entrepreneurial learning) is a result of changes in the independent variable (mentoring services).

**Table 2: ANOVA output for Hypothesis One**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4330.683	1	4330.683	3181.759	.000 <sup>b</sup>
Residual	453.245	333	1.361		
Total	4783.928	334			

a. Dependent Variable: ENTLEARN

b. Predictors: (Constant), MENTSER

**Source: Field Survey, 2024**

**ENTLEARN:** Entrepreneurial Learning

Table 2 is the ANOVA output for hypothesis one which states that mentoring services have no significant influence on entrepreneurial learning among students in selected universities in Anambra state. The F statistics is 3181.759 and the p-value as represented by sig is .000 which is less than .05. Going by the decision which states that if the p-value is less than .05, the alternate hypothesis should be accepted, the study accepts the alternate hypothesis and it is, therefore, stated that mentoring services has a statistically significant influence on entrepreneurial learning among students in selected universities in Anambra state.

**Decision:** Alternate hypothesis accepted

### Hypotheses Two

H<sub>a4</sub>: Social networking has no significant influence on promoting entrepreneurial intention among students in the selected universities in Anambra state.

**Table 3: Regression Result for Hypothesis Two**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.947 <sup>a</sup>	.896	.896	1.162

a. Predictors: (Constant), SNK

**Source: Field Survey, 2024**

**Where:**

**SNK:** Social Networking

Table 5 indicates the regression result for hypothesis two which states that social networking has no significant influence on promoting entrepreneurial intention among students in the selected universities in Anambra state. The r as seen in the Table is .947 signifying a positive relationship while the R square is .896 revealing that a 90% change in the dependent variable (promoting entrepreneurial intention) is accounted for by changes in the independent variable (social networking).

**Table 6: ANOVA out for Hypothesis Two**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3884.626	1	3884.626	2877.785	.000 <sup>b</sup>
Residual	449.506	333	1.350		
Total	4334.131	334			

a. Dependent Variable: ENTRINT

b. Predictors: (Constant), SNK

**Source:** Field Survey, 2024

**Where:**

**ENTRINT:** Entrepreneurial Intention

Table 6 is the ANOVA output for hypothesis two which states that social networking has no significant influence on promoting entrepreneurial intention among students in the selected universities in Anambra state. The F statistics is 2877.785 and the p-value is .000 which is less than .05. Going by the decision which states that if the p-value is less than .05, the alternate hypothesis should be accepted, the study accepts the alternate hypothesis and it is, therefore, stated that social networking has a statistically significant influence on promoting entrepreneurial intention among students in the selected universities in Anambra state

**Decision:** Alternate hypothesis accepted

**Conclusions**

Business incubation in Nigeria and the university system is relatively new, in contrast to its prevalence in more advanced countries of the world. Entrepreneurial education has evolved from theoretical classroom lectures to a more practical approach that includes mentorship and social networking opportunities for students in entrepreneurial courses. Students are thought to acquire more knowledge through hands-on experience and observation rather than through abstract instruction. In conclusion, therefore, a substantial association was observed between business incubation and students' entrepreneurial performance because the decomposed variables for business incubation and entrepreneurial performance revealed statistically significant nexuses.

**Recommendations**

Sequel to the findings, it was recommended that:

- a) Entrepreneurship lectures and studies should go beyond classroom engagement and taken a notch further into providing mentorship services to students who would want to go into business or those who are already into one form of business or the other, as this will greatly improve their entrepreneurial learning.
- b) Networking opportunities should form part of the entrepreneurship curriculum where those who already have established businesses and are ready to give back the society will be brought to share ideas with the students and encourage them to take up various business opportunities. Seeing those who have made it in one form of business or the other will encourage the students to explore business opportunities and promote their entrepreneurship intention.

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