ENTERPRISE MENTORING: AN INDISPENSABLE STRATEGY FOR ENTERPRENEURSHIP DEVELOPMENT IN NIGERIA

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Abstract
There is a difference between knowing how and knowing what. This is also true in entrepreneurship development in Nigeria. Entrepreneurship has been taught as a compulsory course in almost all the tertiary institutions in Nigeria for some time now, but unemployment is growing by the day. This, no doubt affects economic growth and development. The economy which has officially been in recession must be brought back on track and quickly too. As a result, this paper examines enterprise mentoring as an indispensable strategy for entrepreneurship development in Nigeria. The paper adopts the narrative textual case study (NTCS) a social science research method that relies on information and data from several sources for problem identification and problem solving. The paper posits that mentoring entrepreneurs in Nigeria though very necessary is low and weak for those intending to start up in business. The paper draws conclusion and makes recommendation amongst others that institutions of learning should bring mentoring to the front burner in the curriculum of entrepreneurship.

KEY WORDS: entrepreneurship, entrepreneur, enterprise mentoring, strategy.

Introduction
During the colonial era to the period immediately after independence the economic environment was relatively stable. By that period Nigeria produced a generation of educated elites whose mindset was shaped to seek and secure paid employment in the public sector of the economy. Employment in the private sector was accepted with a large measure of reluctance as a waiting game (Onyeizugbu, in Chukwu and Uzochukwu, 2013). Self-employment was highly ridiculed. Higher educational institutions did not consider nor emphasis entrepreneurship education to say the least, enterprise mentoring. Unemployment was scarcely heard of then as those who went to school was few and job openings readily waited for the graduates. This mindset like chameleon feces has refused to be erased from graduates of various institutions in Nigeria. To Jacob and Ariya (2015) majority of Nigerians preferred government jobs to self-employed jobs. This indicates that mentorship or role modeling could be an important factor in moulding the students to have positive attitude toward entrepreneurship.

Hailey in Chukwu and Uzochukwu (2013) enunciated that in the last twenty years, efforts to promote entrepreneurship development have resulted in the creation of a
range of small business mentoring development programmes. Citing Hailey, Chukwu and Uzochukwu (2013) posited that there is no generally acceptable model, and different institutions including universities, technical colleges and enterprise agencies did not provide a variety of entrepreneurship or small business mentoring courses. To Wikipedia (2012) the focus of mentoring is to develop the whole person and so the techniques are broad and wisdom should be evolved in order to use it appropriately. These mentoring programmes are designed to motivate potential entrepreneurs, raise awareness of entrepreneurship generally and help promote entrepreneurial learning.

Literature on mentorship yields mixed results. Generally, studies have suggested that informal mentoring is more effective than formal programmes and provides some evidence that mentorship can improve self-efficacy and leadership (Raigns, Cotton and Miller, 2001). Raabe and Beehr, in Eesley and Wang Ugwu in Chukwu and Uzochukwu (2013) argued that most entrepreneurship related policies and programmes in Nigeria are poor and lack clear entrepreneurial learning vision and commitment which pose serious threats to entrepreneurship development. Stemming from the above, therefore, this study seeks to bridge the gap by ascertaining whether enterprise mentoring is an indispensible strategy for entrepreneurship development in Nigeria.

The study looks at concepts clarification, entrepreneurship education/development in Nigeria, the objectives of entrepreneurship education, enterprise mentoring and other support programmes, enterprise mentoring as a strategy for entrepreneurship development, barriers/challenges to entrepreneurship development among others.

Concepts clarification: Entrepreneurship, enterprise, enterprise mentoring, mentoring, entrepreneurship development, strategy.

An overview of the definition of entrepreneurship and entrepreneur reveals that whereas entrepreneurs are individuals or persons, entrepreneurship is a process. To slideshare.net (2011) the word entrepreneur is derived from the French word ‘enterprendre’ it means “to undertake” and literally translated means “between-taker” or “go-between”. Entrepreneur is an individual who takes risk and starts something new.

There are many definitions of the concept entrepreneurship. For instance Putari (2006) observed that authors had not been in agreement in their definitions of entrepreneurship and various scholars( Brochaus and Horwits, 1986, Sexton and Smilor, Wotman, 1987, Gartner, 1988, Cantillon and Circa 1730) saw entrepreneurship as “self-employment of any sort”. In 1973 Joseph Schumpeter equated entrepreneurship with the concept of innovation and applied it to business context while emphasizing the combination of resources. Penrose (1963) saw entrepreneurship as the activity that involves identifying opportunities within the economic system.

Entrepreneurship has traditionally been defined as the process of designing, launching and running a new business, which typically begins as a new business, such as
a startup company, offering a product, process or service for sale or hire (wikipedia.com, 2010). According to Ijeoma (2005), the word entrepreneurship may be described in terms of specific functions which the entrepreneur performs or in terms of characteristics and generally associated activities which the entrepreneur is expected to perform.

Thus from the definitions above, one can see that while defining the concept ‘entrepreneurship,’ laid emphasis on a wide spectrum of activities such as self-employment of any sort; creation of organization; innovation applied to a business context; the combination of resources; identification and exploitation of opportunities within the economic system or market; the bringing together of factors of production under uncertainty. Entrepreneurship refers to all the processes and activities involved in establishing, nurturing and sustaining a business enterprise.

The term entrepreneur has been traditionally defined as a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk (wikipedia, 2010). Rather than working as an employee, an entrepreneur runs a small business and assumes all the risk and rewards of a given business venture, idea, or goods or services offered for sale. To investopedia.com, the entrepreneur is commonly seen as a business leader and innovator of new ideas and business processes. According to Zhang and Cueto (2015), Black, Burton, Wood, Zimbeliman (2010), entrepreneurs tend to be good at perceiving new business opportunities and they often exhibit bias towards finding new possibilities and seeing unmet market needs and pro-risk-taking attitude that makes them more likely to exploit the opportunities. This means that entrepreneurs are not averse to risk. Action marks entrepreneurs out.

**Enterprise mentoring** according to Lawbridge (2011) is a one-to-one relationship, usually over a set period of time, in which an established business person (mentor) provides consistent support, guidance and practical help to a less experienced person (mentee). It is a voluntary relationship which the mentee or the mentor can end at anytime. It is a two-way process in which the mentor shares his personal skills, knowledge and experience with the mentee to enable him or her to explore their personal and professional situation, and in which the mentor and mentee work together to achieve predetermined goals and objectives.

**Entrepreneurship Development** is a practice meant to improve entrepreneurial skills among people (tutorialspoint.com, 2016). In other words, it is the inculcation, advancement, and grooming of entrepreneurial skills into a person needed to establish and successfully run an enterprise. According to slideshare.net (2011) Entrepreneurship Development provides people the required encouragement and business skill to help them establish a successful business. It is all about building a business from zero by coming up with new ideas and turning those ideas into a profitable business.
Strategy - According to Cambridge Advanced Learners’ Dictionary, 3rd Edition, and strategy is a detailed plan for achieving success in situation such as war, politics, business, industry or sports or the skill of planning for such situations. Entrepreneurship development strategy implies the art, science, and craft of formulating, implementing and evaluating cross-functional decisions that will enable an entrepreneurship programs to achieve its long-term objectives. It is the process of specifying the organization's mission, vision and objectives, developing policies and plans, often in terms of projects and programs, which are designed to achieve these objectives and then allocating resources to implement the policies and plans, projects and programs (wikibooks.org, 2014).

Entrepreneurship Education in Nigeria

Entrepreneurship Education is defined by Emeraton (2008) as that which deals with those attitudes and skills necessary for the individual to respond to his environment in the process of conserving, starting and managing a business enterprise. On his own part, Onu (2008) maintained that it is the type of education geared towards producing a self-employed or self-reliant person. Hisrich and Peters (2002) simply captured the term as the dynamic process of creating incremental wealth. The authors went further to explain that entrepreneurship is the personalized version of actualizing one’s desire, ambition and expression. Okiti (2009) further described entrepreneurship education as the gateway to job creation and job opportunities which would constantly enhance self-reliance and self-employment among university and college graduates. From these definitions, one can infer that it is a type of education which will assist students to think creatively in order to acquire knowledge, develop desirable attitude and skills for self-reliance meaningfully to the political and socio-economic development of the society hence economic growth.

Interestingly, entrepreneurship education based on Katz’s (2003) submission started in Harvard University in 1947 with a graduate course. However, it did not start in Nigeria until the 1980’s. Entrepreneurship started in Nigeria according to Adamu (2012) as a result of the collapse of Nigerian economy which gave rise to unemployment of youths, under-development, retrenchment and poverty. The Nigerian government decided to do this following the experience of countries like USA, Japan, China, Germany, and so on which used it to turn their economies and further their countries and citizens around. Initially, entrepreneurship education in Nigeria was dominated by courses in technical vocational education, but this trend has changed with its introduction as one of the General Studies courses in tertiary institutions in Nigeria. The main idea behind this is for students in higher institutions to be encouraged to think of innovation as a vehicle that can take them anywhere thereby reducing underemployment and unemployment among graduates of tertiary institutions (Jacob and Ariya, 2015). In specific terms, the objectives
of entrepreneurship education as highlighted by Paul (2005) are structured to achieve the following:

i. Offer functional education for the youth that will enable them to be self-employed and self-reliant.

ii. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.

iii. Offer tertiary institution graduates with adequate training in risk management, to make certain risk bearing feasible.

iv. Provide the young graduates with enough training and support that will enable them to establish a career in small and medium size businesses.

However, a cursory look at the relevant documents of the National Commission for Colleges of Education (NCCE, 2012:22) and the students’ handbook of undergraduate students containing minimum standards for General Studies (GSE/GST) shows that the

1. Nigeria Certificate in Education Minimum Standards for General Studies is a document that contains the philosophy and the objectives of GSE courses. Surprisingly, no mention was made of Entrepreneurship neither in the philosophy nor in the objectives. However, other aspects of the GSE courses like Citizenship Education, General Mathematics, General English, and Computer Science and so on were mentioned. In addition to this, Entrepreneurship Education is coded GSE 224 as a second semester course in NCE II with twelve major topics, but unfortunately allocated only one credit unit. This implies that contacts with the students will be just for one hour per week with more than five sub-topics to be covered. It is a common saying that one is addressed the way one is dressed.

2. In the mode of teaching of GSE courses at this level including entrepreneurship education, no mention was made on how to expose the students to practical whether within or outside the institutions.

While at the undergraduate level, the course is also domiciled in the General Studies Department coded GST 223 as a 2 Credit Unit with the following course objectives;

1. To provide a hands-on practical guidance for students to understand and discover critical aspects of entrepreneurship.

2. To develop competencies, know-how, experiences, attitudes, recourses, and network required to pursue different entrepreneurial opportunities.

3. To introduce students to the key requirements for studying an enterprise.

4. To expose students to the meaning of the vital issues and immerse them in key learning experiences such as the themes of entrepreneurship, the Nigerian business environment and the concept and management of innovations. A close examination
reveals sadly that enterprise mentoring was not mentioned. The fear of failure would naturally make the students to discard the idea of venturing into the unknown without a mentor after graduation.

To achieve these objectives the course has two parts. The first part has nine modules namely; development of entrepreneurship, the Nigeria entrepreneurial environment, creating an intellectual rights, technological entrepreneurship, management of innovation, family business and succession planning, women entrepreneurship, and lastly business opportunity evaluation. The second part has seven modules which are concept of business and new value creation, theories of growth (an over view), source of funds, marketing ethics and social responsibilities, new opportunities for expansions, and lastly managing transition from start up to growth. This is where mentoring would have fitted in as everyone needs a push in life, especially from the one who had climbed with some levels of success.

Based on the forgoing, it is clear that the listed topics are theoretical and the usual academic exercise to be learnt in one to two hours a week in a semester without provision for practical and internship. Also a strong missing gap is the absence of skills acquisitions for students to learn one trade or more as a buffer in case white collar job is not forthcoming. For example is a student of mathematics who merely receives the entrepreneurship lesson as a general course, expected to practice mathematics without owing a school? If the government and policy makers are desirous of change, the course contents can be taken in two semesters and provision for some kind of attachment or internship by students for practical experiences in reputable business organizations for at least six weeks. Enterprise mentoring could follow before or after establishing the enterprise chosen. This will go a long way in instilling the spirit of entrepreneurship in the prospective entrepreneurs.

Secondly, the course can be reorganized in such a way as to include some specific business ventures in agro-allied, like value chain in agriculture, solid minerals, tourism, sanitation business for sustainable development and reduction in extreme poverty. Thirdly, each institution should be encouraged to establish entrepreneurship centre for smooth learning and teaching of the course. Fourthly students should be encouraged to come with viable business proposals and departments should establish links with industries for funding and endowment for such projects. Lastly, tertiary institutions should, as matter of importance establishes cottage industries that will serve as demonstration for students during their practical and internships.

**Challenges of Entrepreneurship Education/Development in Nigeria**

Ezugworie (2008) in Jacob and Ariya (2015) hinted sadly that Nigerian youths are being modeled into consumers instead of creators and innovators. The authors proffer
that youths have the capacity to create, consequently, there is need to revisit the issues of the type of education given to the youths. The authors raised some salient issues such as:

i) Is their education a creative one?
ii) Have their potentials been exploited and exhausted by the kind of education they have?
iii) How is the educating environment?
iv) Does it have the necessary technology for them to create?
v) How often have their teachers been trained to meet up with challenges of the knowledge economy, modern globalization and technology?

In a study carried out by Etor, Apkama, Akpan and Etor in Jacob and Ariya (2015), it was found that students agreed that inadequate skilled lecturers, lack of laboratories and conducive classrooms for practical works, lack of training materials and text books were the operational problems affecting effective teaching of entrepreneurial studies. Furthermore Uche, Nwabueze and Ememe (2009) in their study discovered that university students lack entrepreneurial skills. Out of 2,500 students that were used for their study, 84% said they did not acquire any skill. Their findings suggest that university graduates do not acquire adequate entrepreneurial skills for job creation. In the same vein, Oluwatoyin (2014) in a study on perception of entrepreneurship education in Adekunle Ajasin University found that entrepreneurship education was not being learnt and taught accordingly.

However, the study of Ekpiken and Ukpabio (2015) showed a different situation. In their study on entrepreneurship education, job creation for graduate employment in South-South geopolitical zone of Nigeria, the result revealed that career intervention in four dimensions of entrepreneurial skills, and level of skills acquired after completing entrepreneurship course are significantly very high. It was recommended that more emphasis should be placed on technical and vocational training, provision of infrastructure like electricity, qualified professional teachers for quality teaching. More studies may reveal different results. However, the clear evidence of something being wrong is the increasing rate of unemployment and the unwillingness of graduates to venture into self-employment and establishment of business enterprises.

**Enterprise Mentoring**

Mentoring describes a relationship in which a person is supported through a learning or developmental journey. In his view Lowbridge (2011) further stated that it is about encouraging and supporting a new or existing business owner to make the most of themselves and their business. Mentoring is about mutual trust and respect. It is a two-way relationship in which both the mentor and mentee get the chance to learn new things and further their personal development.
The mentor probably has many life experiences from which the mentee can learn. Mentoring is also a great way for one’s mentees to develop and improve their communication and leadership skills. Every relationship is different but all mentoring relationships present the opportunity for both mentors and mentees to learn from each other.

Lowbridge (2011) in his extensive work on enterprise mentoring revealed that mentoring is just one type of business support, each of which is used in different circumstances and for different reasons. The main types of enterprise support are shown in the fig 1. What they all have in common is that the business owner or mentee is at the centre.

Enterprise mentoring according to Lawbridge (2011) is a one-to-one relationship, usually over a set period of time, in which an established business person (mentor) provides consistent support, guidance and practical help for a less experienced person (mentee). It is a voluntary relationship which the mentee or the mentor can end at anytime. It is a two-way process in which the mentors share their personal skills, knowledge and experience with the mentees to enable them to explore their personal and professional situations, and in which the mentors and mentees work together to achieve predetermined goals and objectives.

An enterprise mentoring as enunciated by (Fairly 2011) is a relationship that gives the mentee an opportunity to receive medium-term or long-term personal or professional support. The relationship enables the mentee to explore his or personal or professional situation in order to develop strategies and goals that will have a positive impact on their business enterprise. The mentor should have the personal experience and skills to give the enterprise owner the right level of support, but it is equally important for the mentoring to
be done in the most appropriate way. Mentoring is based on equality, openness and trust. Above all, it should be very supportive.

In a good enterprise mentoring relationship, the mentor encourages the enterprise owner to reflect on his or her personal and professional experiences, and shares his or her personal or professional or professional experiences. In this way, the enterprise owner is supported to devise new or more effective way to approach business problems and challenges. In line with the above the American Psychological Association in Okpara (2014) listed the characteristics of effective mentoring to include the “ability and willingness to;

- Value the mentee as a person;
- Develop mutual trust and respect;
- Maintain confidentiality;
- Listen both to what is being said and how it is being said;
- Help the mentee solve his or her own problem, rather than give direction;
- Focus on the mentee’s development and resist the urge to produce a clone (replica/carbon copy).

It implies that mentoring like counseling is mentee-centred and not necessarily to take decisions for the mentees. The mentor would rather increase awareness of opportunities in the local community. Finally, enterprise mentoring is a way of enabling the mentee to gain the skills, knowledge and confidence to perform at a higher level, and of giving them access to impartial, non-judgmental guidance and support.

Roles of an Enterprise Mentor

An enterprise mentor is normally someone who has a great deal of entrepreneurial business experience and who acts as a trusted confidant over a flexible period of time. It could be a close and meaningful relationship in which the mentor shares his personal knowledge and experiences, and promotes a self-discovery approach. Plutarch in goodread.com (2016) held that “the mind is not a vessel to be filled, but a fire to be kindled). Mentor should:

- Provide an outside perspective on the business owner and his or her business.
- Listen, in confidence, to the things that are worrying the business owner about their business.
- Help by sharing their own experience of failure and successes.
- Give friendly unbiased support and guidance.
- Provide honest and constructive feedback.
- Be a sounding board for ideas.
- Facilitate decision making by suggesting alternatives based on personal experience.
• Provide ongoing support and encouragement.

Types of mentoring relationship

Four types of mentoring relationship as identified by (Dudman, Lowbridge and Stevens (2011) include.

1. Face-to-face, one-to-one mentoring - The vast majority of mentoring is done face to face and usually on one-to-one basis. This allows the mentor to focus 100% on the challenges and issues of the individual mentee. The advantage of face-to-face individual mentoring is that the mentor can gather an enormous amount of information from both verbal and non-verbal communication. This is very suitable for new entrant into business.

2. Face-to-face group mentoring (Peer mentoring) - This type of mentoring is becoming more popular in enterprise mentoring and is often delivered as action learning sets. In this format, a small group of between six to eight business owners come together to discuss their challenges and issues. The group acts as a sounding board, taking on the role of the peer mentors to help individual members examine their issues from different perspectives. The advantage of this type of mentoring is that the group of peers can provide a number of different experiences and viewpoints to help and support its members.

3. Telephone mentoring - Telephone mentoring is usually part of a blended mentoring approach, used in tandem with face-to-face mentoring. It is provided on a one-to-one basis, so has the advantage of being focused on the mentee’s specific issues. This method is also extremely flexible.

4. E-mentoring - Like telephone mentoring, e-mentoring is often part of a blended mentoring approach, but it can also be used on its own. It is provided on a one-to-one basis and has the advantage of being able to focus on specific issues. The mentee can also provide a lot more written information than with other types of mentoring, which may allow the mentor more time to assimilate the information before deciding on potential options for a course of action. The above types of mentoring could be selected by a mentee or as a mentor could be arranged depending on the need.

Enterprise Mentoring as a Strategy in Entrepreneurship Development

Enterprise mentoring takes place in a variety of social-economic contexts and as such its precise role may change depending on the environment and objectives of that mentoring relationship. Sullivan (2000) opined that while mentors cannot effectively “lecture” to an individual entrepreneur’s prior experience, they may be in a position to give meaning to or aid understanding of that experience. The mentor has had experiences having passed that way before the mentee, and thus is able to aid the entrepreneur at the
level the mentoring relationship starts. The mere knowledge that a helper, confidant and a person who had passed the way before is coming along makes the decision to venture easier. Moses in the holy book gave several excuses why he would not go to Egypt to deliver his kinsmen until God promised him a helper in Aaron his own senior brother (Exodus 4:14)… ‘Is there not Aaron the Levite thy brother?’ Every prospective entrepreneur is confronted with this decision. Teaching mentorship during entrepreneurship course is like the promise of an Aaron. The moment the decision to take to self-employment is made; success would ensue as an enterprise mentor is called upon. The role of mentoring in entrepreneurship development is to enable entrepreneurs to reflect on actions and perhaps to modify future actions. It is about enabling behavioural and attitudinal change. In all, it is about facilitation that enables the entrepreneur dissect, reflect and learn from what could be termed “critical incidents.” This type of research is supported by Deakins and Freel (1996) who revealed that the entrepreneurs acquire the ability to learn through experience and that the learning process appeared to be the result of critical incidents in which the entrepreneur require to make strategic and/or operational decisions. Such an approach (experimental learning) is evident in the thought and submission of Williams (1998) that is goal directed experiences are the substance from which learning emerges beliefs – (norms and values, and through them behaviours) – reflect achieved learning. Perhaps of greater importance, in this context, is the view of entrepreneurs who, when asked by Choucke and Armstrong (1992) to identify which format of learning was influential in their personal development includes past experience (95 percent) and self-learning from colleagues (61 percent) and self-learning (54 percent). Such a view was supported through earlier work by Armstrong (1990) that found experience to be the major source of learning. This is enunciated in the quote by Benjamin Franklin who also says “Tell me and I forget, teach me and I may remember, involve me and I learn”. If one accepts such findings then one needs to find ways to help entrepreneurs to reflect on any learning from critical incidents. In other words, one needs to encourage and facilitate double-loop learning.

Entrepreneurship development is not as an option, but a necessity. Successful entrepreneurs should have the spirit of personal social responsibility by voluntarily offering themselves as mentors to the upcoming ones. If people like Dangote, Otedola, Alakija, Dele Mamodu, Ibeto, Isyaku Rabiu, Bamanga Tukur, Uche Pedro, Florunso Alakija and a host of others could be available for the youths and intending entrepreneurs there will be increase in new enterprises, reduction of unemployment leading to economic growth.
Common Barriers/ Challenges to Mentoring Relationships in Nigeria

Barriers to mentoring relationships in Nigeria exist at the mentor-mentee basis. Awareness of these barriers can assist the participants in preventing these barriers from affecting the success of their relationship.

Jefferson.edu (2014) lists the barriers as:

Mentors barriers includes among others competing demands, time restraints, power/status differentials, competency and conflicting roles, lack of understanding of mentor’s roles, personality boundaries.

Mentee’s barriers include concern about under achieving, unrealistic expectations of mentors, power differentials, availability/scheduling and personality.

Challenges among others according to Proshareng (2012) are seen below:

1. Entrepreneurship activity in Nigeria is primarily based on necessity- What is seen in many small scale businesses in Nigeria is that they evolve as last resort. Many are forced into business to meet basic needs after all has failed. The mind-set of majority of Nigerians especially the educated ones is to be employed by someone else and not self-employment.

2. The majority of entrepreneurs in the country are operating in Lagos and other major cities- The concentration of majority of entrepreneurs in major cities is a mitigating factor to entrepreneurship development as many start ups cannot afford to operate in such places. It will also limit their linkages and networking in case of seeking mentorship when they are operating in elsewhere.

3. Nigerian infrastructural deficit limit entrepreneurial success. Infrastructural deficit in Nigeria limit entrepreneurship development as enterprises rely heavily on them. It is glaring that the basic systems and services, such as transport, power supplies, communication that entrepreneurs use in order to operate effectively are grossly inadequate. This same reason makes the cost of doing business beyond the reach of many would-be entrepreneurs.

4. Insecurity- To say Nigeria is unsafe is not over statement. This is a great challenge to businesses especially small scale businesses. Not many would venture into the foray of business where insecurity of lives and property is rife. To maintain adequate security by small enterprises would weigh a very heavy burden on the lean resources of the outfit and would undermine its success.

5. Policy summersault- The policies of the Nigerian government are a barrier to the success of large-scale entrepreneurial success for many Nigerians. Aside from lopsidedness policies change too often. The government is plagued by corruption to promote free enterprise.
6. Female entrepreneurs are often under estimated. Female entrepreneurs in Nigeria are often hindered because of cultural barriers such as male/female role definitions that label women as inherently inferior to men.

7. Nigerian apathy to both corporate and personal responsibility. The disposition of giving back to the society where one comes from for its progress and development is low in both individuals and corporate organizations. This among others makes developing budding entrepreneurs through mentoring and other support very hard to come by.

**Conclusion**

Entrepreneurship education in tertiary institutions has come a long way and its quality, quantity and benefits when weighed on the scale is found wanting. Nigerian tertiary institutions can make entrepreneurship development take good root by integrating classroom teaching with practical to enhance students’ understanding of the course. Enterprise mentoring, a major aid in entrepreneurial development though found to be very low at the moment should be brought to the front burner in the curriculum and be taught accordingly. Nigeria requires a favourable entrepreneurship climate for meaningful impact on existing small scale enterprises survival and encouraging intending startups. For the country’s economy to come out of the present recession and be sustainable, graduates of tertiary institutions and indeed all citizens should be encouraged to be contributors to economic emancipation. It is most likely that successful entrepreneurs in Nigeria are not readily accessible for mentoring upcoming ones, however can accept this responsibility as the benefits would be for all at the long-run.

**Recommendations**

Based on the findings the paper recommends as follows:

1. The government should without delay address the hydra-headed monsters of infrastructural deficit, policy inconsistencies and insecurity to make the ease of doing business obtainable.

2. Institutions of learning should bring enterprise mentoring to the front burner in the curriculum of entrepreneurship to enable the students to be mentored by experienced entrepreneurs before and beyond graduation.

3. There should be training and re-training of entrepreneurship teachers through Continuing Professional Development (CPD) to meet up with the current trend of the global societal expectation.

4. Nigerians that have made it in business should embrace the concept of personal/corporate social responsibility by providing platforms for mentoring budding entrepreneurs.
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