



MODERATING EFFECT OF MENTORSHIP ON THE RELATIONSHIP BETWEEN ENTREPRENEURIAL LEARNING AND ATTITUDE TOWARDS ENTREPRENEURSHIP

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Abstract

*The study adopted survey research design. The population comprised 24,282 four hundred level undergraduates in six (6) Federal Universities in South-West, Nigeria. The sample size of 1,673 was obtained using Krejcie and Morgan formula. Stratified random sampling technique was adopted in selecting the respondents. A validated structured questionnaire with Cronbach's alpha reliability coefficients for the constructs ranging from 0.73 to 0.95 was employed in the study. The response rate was 76.91%. Data were analyzed using descriptive and inferential (hierarchical) statistics. Mentorship revealed a significant moderating effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship ($\Delta R^2 = 0.000$, $\Delta F (1, 1667) = 5.624$, $p < 0.05$). The results show that the inclusion of the interaction term (entrepreneurial learning *Mentorship) resulted into an R^2 change of .000; F Change = 5.624, $p = .018$ indicating presence of significant moderating effect of mentorship. The study concluded that mentorship is a predictor of positive entrepreneurship attitude. The research therefore recommended that the government and policy makers should introduce mentorship programmes into entrepreneurship curriculum in the university and also foster strong collaborative culture of fostering advanced educational practices of mentoring the students along with the successful entrepreneurs around the world.*

Keywords: Mentorship, Entrepreneurial learning, Entrepreneurship, Curriculum. Attitude



INTRODUCTION

Globally, many scholars have studied the purpose and benefits of mentorship in entrepreneurship. Most scholars regard mentorship as a practical means of teaching enterprise and a mechanism to facilitate opportunity recognition by promoting a well-developed schema (Mouammer & Bazan, 2021). It is acknowledged that the kind of entrepreneurial learning received by individuals will groom them to create their own businesses as it plays vital roles to develop individuals with required intellectual capacity, skills and knowledge if well implemented which has prospect of making it achieve the stated objectives. However, quite unfortunately entrepreneurship education is faced with much difficulty that brings demotion or obstacles to it as tutors' behaviours such as dominating conversations or not opening up opportunities for students to improve their skill and change students' negative emotions, such as fear of failure (Kayleigh, 2018). A particular attitude may be a problem or solution to a problem depending on the environmental factors that influence the attitude in question. It is acknowledged that if a student has a positive attitude towards a course, he may have an ability to learn beyond what is being expected of him in that particular course. The reverse is the case when a student holds a negative attitude towards that same course, he may strongly resist learning that course to an extent that no matter how thorough and ingenious his teacher is, all efforts will be futile towards making the individual have favourable attitude towards the course.

The age long formal education in the colonial era has been inherited from one generation to another in Nigeria which has turned university graduates into job seekers as against employers of labour. This aggravates graduate unemployment problem especially, with huge turnout of educated individuals into the labour force on yearly basis. The problem is further worsened with the evidence that university graduates in Nigeria are best suited for white-collar jobs because they do not possess positive attitudes towards entrepreneurship which can enable them to engage in entrepreneurial activities (Adedeji & Mohammad, 2018) and also because they count white collar job more attractive than being self-employed (Osakede, Lawanson & Sobowale, 2017). Consequently, the ministry of education in 2007 made entrepreneurship a compulsory requisite for graduation on the premise that it will provide students with a well-rounded education in terms of knowledge, skill, techniques and values needed to produce self-reliant individuals who can create employment anywhere in the world. This gives rise to the need for entrepreneurial learning to equip students with positive attitude towards entrepreneurship for value job creation.

In consistent with the foregoing, it is important that those factors which arouse positive attitude of university undergraduates towards entrepreneurship should be adequately understood and developed to implement effective strategies and to prepare the students for life

after graduation. This is because despite, the fact that universities offer entrepreneurship as a compulsory general course while some universities offer major Bachelor degree in entrepreneurship (Adefokun, Edebor, & Obera, 2018) university undergraduates still lack positive attitude towards entrepreneurship which is evident in the increasing rate of graduate unemployment. This is indicated in the National Bureau of statistics time data which shows that the rate of the total unemployment in Nigeria between year 2015 and 2017 ranges from 6.4% to 18.8%. While about 61.5% of those with gainful employment have under employment. This is worrisome and alarming and detrimental to the economy of Nigeria.

Mentorship is an important aspect of learning (Hallam & St-Jean, 2015). Ayodele (2017) affirmed that mentorship has positive significant moderating effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. Different researchers have been done researches on entrepreneurial learning, mentorship and attitude towards entrepreneurship. For example, a study by Eesley (2017) worked on nurturing entrepreneurial learning qualities through mentors in the university setting, also a study by St-Jean & Mathiew (2015) which investigated development of attitude towards an entrepreneurship career through mentorship, the mediating role of entrepreneurial, self-efficacy. But few researches (Abdusalamand Sam, 2016; Ayodele, 2017) have been done in this area in Nigeria. Hence it is important to establish the moderating effect of mentorship on attitude towards entrepreneurship. University undergraduates have not connected to mentors who can help in their personal developmental, guide them as less experienced or less knowledgeable individuals to learn entrepreneurship in order to make them develop favourable attitudes towards entrepreneurship. Therefore, the rate of undergraduates' unemployment has increased which is detrimental to the nations' economy. Furthermore, despite the mechanisms support provided by mentors, there has been a high level of venture failure on the parts of the few graduates that were able to establish a business (Recher, Isiksal, & Koc, 2018). In the light of the foregoing, this study investigates the moderating effect of mentorship on the relationship between entrepreneurial learning and attitude towards entrepreneurship among students of federal universities in South-West- Nigeria.

LITERATURE

Entrepreneurial learning

Learning is defined as the process in which knowledge is generated through the transformation of experience, reflective observation, abstract observation, and active experimentation (Rafaela & Hector, 2018). The definition of entrepreneurial learning, has been in different shades and contexts. Karen (2011) defined entrepreneurial learning as the process

by which entrepreneurship educators can facilitate the personalized learning to develop know-how for nascent entrepreneurs in the process of becoming entrepreneurial. Entrepreneurial learning encourages creativity, it also brings about generation of new technology ideas and innovations which translate into new companies, new products, and new service. It equips individuals with abilities to change and rejuvenate market competition as they in the local and international market places; it makes people to think about the competitiveness of their businesses. Corroborating this submission, Rohana and Che (2017) assert that entrepreneurial learning is a process which requires skills, knowledge and talents, to bring about unique pedagogies that are capable of stimulating and imparting knowledge. Contributing to this discussion, Marco, Teodorah, Berta, Brenda, and Rogers (2018) identified that entrepreneurial learning not only play a crucial role in starting a business but it also contributes to the factors of development of quality human capital because it fosters workers ability to apply and explore new skill and technology they argued further that entrepreneurial learning prepares the individuals to be responsible and to become business minded people who will become entrepreneurs and play a meaningful role to economic and sustainable communities.

Attitude towards Entrepreneurship

According to Norasmah and Siti (2017) attitude is a posture, gesture, disposition of an individual. This definition is a weak and shallow one because it invariably depicts a general context that one behaves somehow or disrespectful or otherwise because it attitude goes beyond posture, gesture, disposition. The Global Entrepreneurship Monitor (GEM) global report (2010) in Muresan, Chiciudean, Atron, Harun, & Porutiu (2017) define attitude towards entrepreneurship as the extent to which people think there are at good opportunities for starting a business. The shortcoming of this definition is that attitude has nothing to do with thinking rather it has to do with action.

In congruence Researchers, (Abubarkar, 2016; Adefokun, Edebor, & Obera, 2018; Karim & Venkataiah, 2016; Khursheed, 2017; Salgado & Sumaya, 2016; Valencia-Arias, Montoyah, & Montoyah, 2018) describe attitude towards entrepreneurship as the favorable or unfavorable attitude towards in entrepreneurial activity which is a function of an individual's held beliefs on those attributes associated with entrepreneurship. These authors' definition has more substance than that of Global Entrepreneurship Monitor as cited in Muresan, Chiciudean, Atron, Harun, and Porutiu (2017) the attitude of individuals to get involved in the field of entrepreneurship is driven by a number of factors categorized as push factors and pull factors (Norman, Douglas, Takaruza & Morgen, 2017). The push factors incorporate frustration that inherited entrepreneurial culture while frustration results from limited opportunities, economic

down turn and dissatisfaction. The Pull factors are psychological and profit. According to them individuals will be pushed into entering a business as a result of the frustration faced due to limited job opportunities and social mobility. This is corroborated by (Fasla, 2017) who argued that there are two important elements of attitude towards entrepreneurship, namely the ability to recognize opportunities and the ability to take calculated risk. The position of this author is that attitude towards entrepreneurship is more likely to start-up new business activities which implies that risk-takers are more likely to initiate a new activity and risk attitude affects the selection of individuals into entrepreneurial positions. Attitude towards entrepreneurship is advantageous in the sense that it promotes achievement, in creating new venture; Innovation, by acting upon business incentives; perception of personal control and influence over business incentives; Perceived self esteem, perceived competence in operating business. It is argued that attitude towards entrepreneurship enables on to cope with uncertainties and challenges of the whole entrepreneurship process (Samsudin, Jalil, Wahid, Yahaya, & Jeizat, 2016) and challenges of the whole entrepreneurship process (Karim & Venkataiah, 2016).

Furthermore, in the words of Recber, Isikasal, and Koc (2018) attitude is the overall behavior or act of an individual's body and mind before a certain fact or situation. This definition is more valid than that of Norasmah and Siti (2017) because it laid emphasis on overall attitude (body and mind) of an individual which is seen to be a function of the strength of each of a number of beliefs that the person holds about the various aspects or attributes of an idea, object or situation, and the evaluation the person gives to each belief as it relates to the idea or object in question. Moreover, Khursheed (2017) submits that attitude is the way a person or an individual's behavior is determined and the degree to which an individual has favorable or unfavorable assessments of the behavior in question. The position of these authors lays emphasis on feeling or a reaction in response to an idea or objective on the part of an individual to respond positively or negatively to some object, situation, concept or another person. Whereas Pulka, Rikwentishe, and Ibrahim (2015) defined attitude as predisposition learned to respond in a consistent manner to a social object furthermore in Social Psychology, attitude constitute valuable elements for the prediction of behavior. The authors elaborated further that attitude can be cognitive, affective and behavioral. The definition of these authors supersedes that of the foregoing because of the inclusion of all the constructs of attitude into the definition. Cognitive component of attitude is all about an individual's belief thought and knowledge. Belief is a reflection of an individual's knowledge and assessment of the context of discuss while affective component of attitude is feeling and emotion towards the context of discuss and behavioral component explains behavior, response and willingness which is the way individuals react to a specific set of contexts. Attitude plays important roles in determining learning

behaviours of students in universities which calls for continued effort by the researchers/teachers to make sure that students develop positive attitude towards the construct at hand (Nishat & Nadeem, 2016). In consistence attitude play an important role in establishing entrepreneurial activity within a population. The attitude relevant to entrepreneurship includes willingness to bear the level of risk that individuals might be willing to bear and individual's perceptions of their own skills, knowledge, and experience in business creation. Attitude towards entrepreneurship is important because they express the general feelings of an individual towards entrepreneurship.

Attitude can be cognitive, affective and behavioral. Cognitive component of attitude is the belief, the thought and the knowledge about an attitude. It is assumed to occur, when people gain information about an attitude object, and thereby form beliefs. This can proceed directly through experience, or indirectly through external information (Pulka, Kikwentshe & Ibrahim, 2015). Belief is a reflector of individual's knowledge and assessment of attitude (Peter, 2018) the existence of belief is the most important either correct or incorrect. In the same context belief is a descriptive thought which a person holds about a construct, the belief an individual has towards a course will help him/her to develop favourable component of this attitude as time goes on.

An affective component of attitude is based on emotional experiences or preferences. Both positive (e.g., delight) and negative affect (e.g., anger) can arise from experiences with the product or service attributes (Garcia-Santillan, Moreno-Garcia, Carlos-Castio, Zamudio-Abdala, & Garduno-Trejo (2012). Positive affect and negative affect make independent contributions to satisfaction or dissatisfaction judgments about products or services (Zeena & Suresh, 2018).

Behavioural component of attitude refers to the way one behaves when exposed to an attitude. This is the way individuals responds or react to a specific set of attitudinal objects. Attitudes are derived from past behavior is based upon the premise that people tend to infer attitudes that are consistent with their behaviours (Garcia-Santillan, et.al, 2012).

Mentorship

The term "mentor" originates from Greek Mythology. It originates from *Homer's Odyssey*, where Odysseus placed mentor in charge of his son Telemachus while away on his voyage. Mentor was to see to Telemachus' education and the development of his identity in the adult world (Etiem & Josse, 2015). The practice of mentorship in recent years has been of a remarkable rise. Because its relationships are valued as a powerful means to longer term personal development. Eesley (2017) denotes a mentor is a person with certain qualities, or who is in a position to support a younger person in his/her endeavour. Contrarily, a person

giving support is not necessarily mentoring an individual this is because mentorship differs from other similar forms of individual support, rather, a mentor who is an individual in a position of authority who watches benevolently over a younger person, who benefits from his/her counsel and support (Samuel, 2015). Mentorship is further recognized as a practice allowing the mentee to make informed choices and persevere when faced with difficulties through the instructions of the mentor (William, 2016). In literature, (Abdusalam & Sam, 2016; Jibril & Tende, 2016) see mentorship from a developmental perspective, they define mentorship as a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person here it is necessary that a mentor places the interests of the individual to whom he is providing support as an absolute priority, and not as part of a set of priorities. In the work of Britton (2017) confidentiality and growth was introduced into the definition of mentorship. He submits that mentorship is an extended and confidential relationship between two people who have mutual growth and corporate success as common goals. Mentorship is characterized as an accompanying process and it is all about making a commitment in a caring manner that actually involves been part of the learning process side by side with the learner (Ayodele, 2017). Furthermore, the terms sowing, catalyzing and harvesting have been identified as some of the characteristics of mentorship (Kubberood & Hagen, 2015) sowing which is a situation where mentors are confronted with difficulty of preparing the learner before he/she is ready to change but the mentor tries to instill innovative idea into the mentee. And catalyzing occurs when change in mentee reaches a critical level of pressure and mentor chooses to plunge the learner right into change that can be an identity and a reordering value.

Moreover, harvesting is actually used to create awareness of what was learnt by experience and to draw conclusions of the experiences. In the same line of discourse, the desirable characteristics of mentorship as identified by Etiem & Josse (2015) include, but are not limited to, expertise, professional integrity, honesty, accessibility, approachability, motivation, respect by peers in field, and supportiveness and encouragement. Mentorship is advantageous as posited by William (2016) because it contributes to mentee's motivation, performance, and retention rates; moreover, mentorship, particularly provides the mentee with increased self esteem and confidence; mentorships provide needed support for a mentee; it develops key skills in mentees; mentors of all types may help mentees to evaluate ideas, either by giving them direct feedback or by suggesting courses of action. In the opinion of Davies (2017) suggests as the mentor is often in a position of authority, he can ensure increased visibility, promote his protégé, and advise him regarding opportunities for advancement and so forth. Furthermore, Peter (2016) sees mentorship as a professional relationship established

between two people, where a more experienced person guides less experienced person through the subject where professional development is desired. From the entrepreneurial mentors' perspective, Britton (2017) posit that mentorship is advantageous because it activates the skills of the mentee within their current role and helps groom them for their next roles and that entrepreneurial mentoring helps (mentees) to produce high quality decisions that define them, their authority and their effectiveness; an entrepreneurial mentorship provides a confidential sounding board, thinking room, and support for working through crucial and often complex decisions (Etiem & Josse, 2015). Mentorship accelerates learning and the development of individual by having focused conversations rather than simply learning how to apply theory to practice (Hallam & St-Jean, 2015). Its approach to the development of skills is practical and experiential (William, 2016) it keeps the Mentee focused on priorities and goals for sustainability; It builds resilience to help the mentee meet the challenges on his path. Jibril and Tende (2016) identified empathy as an important advantage of mentorship as it is the ability to listen for mentors in developing relationship between them and the mentee moreover, they further explained that the mentor's expertise, experience, knowledge of the mentee's specific context, and availability seem to be crucial to the success of the mentoring relationship. Despite the role mentors play in resolving personal and professional dilemmas and their influence in making career choices more concrete for their mentees, it is still faced with some problems. A possible disadvantage as posited by Memon, Rozan, Ismail,Uddin and Daud (2015) is that if the mentor-mentee relationship is forced, it is possible that the two may not achieve anything because there will be a misfit; another possible disadvantage is that in some instances, the mentor may feel that the mentee is not progressing quickly enough or doesn't seem able or willing to follow her direction, leading to frustration: the mentee may also become frustrated if she feels that she is not getting the guidance she needs; heavy reliance is placed on the wisdom and abilities of the mentor which may limit the scope for development on the part of the mentee.

Empirical Review

Entrepreneurship learning, Mentorship and attitude towards entrepreneurship

Survey is the research design adopted by the studies of (Abdusalam & Sam, 2016; Ayodele, 2017; Davies, 2017; Kubberoed & Hagen, 2015; St- Jean & Mathiew, 2015; William, 2016) also simple random sampling was adopted by the studies of (Etieme & Jossee 2015; Hallam & St- Jean, 2015) while stratified random sampling technique was employed by the studies of Abdusalam & Sam, 2016; Ayodele, 2017; Davies, 2017; Kubberoed & Hagen, 2015; St- Jean & Mathiew, 2015; William, 2016). Hierarchical regression is the method of analysis adopted for these studies while the studies of Ayodele, 2017; Kubberoed & Hagen, 2015; St- Jean & Mathiew, 2015

adopted a combination of linear regression and Hierarchical regression. Mentorship programs are increasingly on the agenda for policymakers and universities interested in fostering entrepreneurial learning (Etieme & Jossee, 2015) found that mentorship has a significant effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. This was further investigated by Ayodele, 2017; found that mentorship in entrepreneurship has a statistically significant effect on the relationship between entrepreneurial learning and attitude. Corroborating these findings, the study of William (2016) shows that entrepreneurial learning through mentorship is positively and significantly related to students' entrepreneurial activities and attitude. In the same vein, Eesley (2017) examined the effect of mentorship in entrepreneurial learning and attitude of undergraduates towards entrepreneurship the finding of the study revealed that mentorship have positive influence on attitude towards entrepreneurship.

In the same vein Abdusalam and Sam (2016) studied entrepreneurial learning, entrepreneurship mentorship and attitude towards entrepreneurship found strong evidence that mentorship has significant effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. Invariably the study found that mentorship can have real benefits for activating skills of the mentee in entrepreneurial learning for the development of attitude towards entrepreneurship. In the same context, Davies (2017) assessed mentorship and entrepreneurial learning for attitude towards entrepreneurship: The case of a support programme in the Western Cape Town. Hallam and St- Jean (2015) found that mentorship has a positively significant effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. Furthermore, Kubberoed and Hagen (2015) found that mentorship has a positive significant effect on attitude towards entrepreneurship. Contrarily, St- Jean and Mathiew (2015) found that mentorship has negative effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship.

METHODOLOGY

Research Design and Sampling

The study adopted survey research design with a population of 24,282 four hundred level undergraduates in six (6) Federal Universities in South-West, Nigeria and a sample size of 1,673 was obtained using Krejcie and Morgan formula. Stratified random sampling technique was adopted in selecting the respondents. The Federal Universities in South-West, Nigeria were demarcated into strata, the respondents were further stratified into faculties and into departments after which simple random sampling technique was used to select the sample size from 400level students from each department. Stratified random sampling technique was chosen for this study because it brought categorization into focus and it was superior to other

random sampling technique and good for equal representation. A representative sample was selected reflecting the researchers' compilation of the population and appropriate percentages of each of the Federal University in South-West Nigeria. University Of Ibadan, Oyo State;189, University of Lagos, Lagos State; 417, Obafemi Awolowo University Ile-Ife, Osun State;425, Federal university of technology Akure, Ondo state;261, Federal University of Agriculture, Abeokuta, Ogun State; 323, Federal University Oye-Ekiti, Ekiti State;58.

Data Collection and Treatment

A validated structured questionnaire with Cronbach's alpha reliability coefficients for the constructs ranging from 0.73 to 0.95 was employed in the study. The response rate was 76.91%. Data were analyzed using descriptive and inferential (hierarchical) statistics. The results of Kaiser-Meyer-Olkin measures (KMO) on the instrument for the variables were found to be greater than 0.5 and not above 1, hence acceptable indices. On the other side, the Bartlett's Test of Sphericity had p-values = 0.000 for all the variables which are less than 0.05. From the results of Bartlett's Test of Sphericity, it can be concluded that the factors were valid and suitable as there would be high significant correlation between the variables in the study. KMO and Bartlett's Test is a condition for carrying out. Data treatment as a pre-diagnostic test shows that no collinear relationship exists among the explanatory variables, the Kolmogorov-Smirnov test conducted shows that the series was normally distributed, and there is a linear relationship between the independent variable and the dependent variable. Following the objectives of this study the dependent, moderating and the independent variables were factored into a functional equation. Attitude towards entrepreneurship is the dependent variable, entrepreneurial learning is the independent variable while mentorship is the moderating variable and the following equation was established and tested.

Hypothesis

$$Y=f(XZ)$$

Where Z= (Z₁)

Z=Moderating variable- Mentorship

$$Y=f(XZ_1)$$

Y=f (EL*MTSHP).....Functional Relationship

$$Y=\alpha_0+\beta_1EL+\beta_2MT+\beta_3EL*MT+\mu_i.....Equation (1)$$

Where Y= Attitude towards entrepreneurship- Dependent Variable

X = Entrepreneurial learning- Independent Variable; Z₁= Mentorship (MT)- Moderating Variable

α_0 = Intercept; β_1 =Coefficient of the explanatory variable; μ = Error Term

Measures

Independent variable: Entrepreneurial learning is the independent variable of this study. Effort has been made to decrease the risk of common method bias of the empirical investigation. So this study took an advantage of well-built scales of past researches. In this study entrepreneurial learning was measured by internship, self-efficacy, pedagogy, entrepreneurship club, Role mole (Abdillah & Jabor, 2015; Eva & Gunilla, 2014; Isaac et.al, 2016; Kissi et. al, 2015; Leopold et.al., 2016; Marhamat, Zali, & Rezvani, 2018; Maija, 2017).

Dependent variable: Dependent variable of the study is attitude towards entrepreneurship. Three items will be used at six-point Likert scale to measure the attitude of undergraduates towards entrepreneurship using the scale of the model of Pulka, Rikwentshe & Ibrahim (2015) using 6 likert scale with three constructs which are proactiveness, innovation and creativity.

Moderating variables: Mentorship is the moderating variables in this study. Mentorship was measured using three of the items in the scale in the work of Etieme and Jossee (2015) which are priority of mentees' interest comes first, guidance and provision of relevant information on a six-point likert-type response scale of very high (6) to very low (1).

FINDINGS

Table 1: Regression Analysis of Moderating effect of Mentorship on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students

a

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Change	F Change	df1	df2	Sig. F Change
1	.625 ^a	.390	.390	4.48047	.390	1068.432	1	1669	.000
2	.664 ^b	.442	.441	4.28935	.051	153.044	1	1668	.000
3	.666 ^c	.443	.442	4.28342	.002	5.624	1	1667	.018

a. Predictors: (Constant), entrepreneurial learning

b. Predictors: (Constant), entrepreneurial learning, Mentorship

c. Predictors: (Constant), entrepreneurial learning, Mentorship, Entrepreneurial Learning*Mentorship

d. Dependent Variable: Attitude towards Entrepreneurship

b

ANOVA						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21448.358	1	21448.358	1068.432	.000 ^b
	Residual	33504.541	1669	20.075		
	Total	54952.899	1670			
2	Regression	24264.148	2	12132.074	659.404	.000 ^c
	Residual	30688.751	1668	18.399		
	Total	54952.899	1670			
3	Regression	24367.337	3	8122.446	442.696	.000 ^d
	Residual	30585.562	1667	18.348		
	Total	54952.899	1670			

a. Dependent Variable: Attitude towards Entrepreneurship

b. Predictors: (Constant), entrepreneurial learning

c. Predictors: (Constant), entrepreneurial learning, Mentorship

d. Predictors: (Constant), entrepreneurial learning, Mentorship, Entrepreneurial Learning*Mentorship

c

Coefficients						
Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	15.349	.863		17.789	.000
	entrepreneurial learning	.198	.006	.625	32.687	.000
2	(Constant)	11.026	.897		12.292	.000
	entrepreneurial learning	.164	.006	.518	25.585	.000
	Mentorship	.617	.050	.250	12.371	.000
3	(Constant)	1.407	4.153		.339	.735
	entrepreneurial learning	.237	.031	.747	7.558	.000
	Mentorship	1.276	.282	.518	4.517	.000
	Entrepreneurial Learning*Mentorship	-.005	.002	-.423	-2.372	.018

a. Dependent Variable: Attitude towards Entrepreneurship

Table 1 shows hierarchical multiple regression results for the moderating effect of mentorship on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria. The results of

the analysis are estimated in three models. The results in the first model indicate that $R = 0.625$, $R^2 = 0.390$ and $(F(1, 1669) = 1068.432, p = .0001)$. The result indicates that 39% of variance in attitudes towards entrepreneurship among students was explained by entrepreneurial learning. The overall model ($F=1068.432, p<0.05$) and the beta coefficient ($\beta= 0.198, t= 32.687, p<0.05$) was statistically significant. In Model 2, $R = 0.664, R^2 = 0.442$ and $(F(2, 1668) = 659.404, p = .000)$. The value of R^2 shows that 44.2% of the variance in the attitudes towards entrepreneurship among students are accounted by entrepreneurial learning and mentorship. Moreover, Model 3 shows results of analysis after the interaction term (by entrepreneurial learning and mentorship) was added into the model. The results show that the inclusion of the interaction term resulted into an R^2 change of .002, ($F \text{ Change} = .057, p = .811$) indicating presence of significant moderating effect of family background. The results show that interaction term of mentorship has 0.2% variance in the attitudes towards entrepreneurship among students of federal universities above the variance by entrepreneurial learning and mentorship. This suggests that mentorship has moderating effect on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria. This was demonstrated by the computed p-value of the beta co-efficient which stood at 0.018 and was below 0.05. The established regression model that shows the moderating effect of mentorship on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria is stated as follows:

$$\text{ATTENT} = 1.407 + 0.747\text{EL} + 0.518\text{MTSHP} - 0.423\text{EL}*\text{MTSHP} \dots\dots\dots \text{Eq. (1)}$$

Where:

ATTENT= attitudes Towards Entrepreneurship

EL = Entrepreneurial Learning

MTSHP= Mentorship

ENTL*MTSHP = Interaction of Entrepreneurial Learning and Mentorship

Based on the equation above and results, null hypothesis (H_0) which states that mentorship has no significant effect on the relationship between entrepreneurial learning and attitudes towards entrepreneurship among students of federal universities in South West Nigeria is hereby rejected.

DISCUSSION

There are a lot of studies that supported our finding that mentorship has positive and significant effect on attitudes towards entrepreneurship. Etienne and Jossee (2015) found that mentorship has a significant effect on the relationship between entrepreneurial learning

and attitude towards entrepreneurship. In congruence Ayodele (2017) found that mentorship in entrepreneurship has a statistically significant effect on the relationship between entrepreneurial learning and attitude. Corroborating these findings, the study of William (2016) shows that entrepreneurial learning through mentorship is positively and significantly related to students' entrepreneurial activities and attitude. In the same vein, Eesley (2017) examined the effect of mentorship in entrepreneurial learning and attitudes of undergraduates towards entrepreneurship the finding of the study revealed that mentorship have positive influence on attitudes towards entrepreneurship. In the same vein Abdusalam and Sam (2016) studied entrepreneurial learning, entrepreneurship mentorship and attitude towards entrepreneurship found strong evidence that mentorship has significant effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. Invariably the study found that mentorship can have real benefits for activating skills of the mentee in entrepreneurial learning for the development of entrepreneurial attitude. In the same context, Davies (2017) assessed mentorship and entrepreneurial learning for entrepreneurial attitude: The case of a support program in the Western Cape Town. Hallam and St- Jean (2017) found that mentorship has a positively significant effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship. Furthermore, Kubberoed and Hagen (2015) found that mentorship has a positive significant effect on attitude towards entrepreneurship. Contrarily, St- Jean and Mathiew (2015) found that mentorship has negative effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship.

Majority of empirical findings supported our study finding that mentorship has significant effect on attitudes towards entrepreneurship among students. This infers that our study rejected the null hypothesis nine (H_01) that mentorship has no significant influence on attitudes towards entrepreneurship among students of federal universities in South West Nigeria. Consistently, Social learning theory also supported our finding as it explains the relationship between mentorship and attitude towards entrepreneurship because observation in the environment where individuals are and interact will affect individual learning. Therefore, it is crucial for individuals to directly see and observe the entrepreneurial activities indicated by through all these factors for entrepreneurship in their daily life. Based on these empirical and theoretical support of this study finding that mentorship has significant effect on attitudes towards entrepreneurship among students, this study rejected the null hypothesis nine (H_01) that mentorship has no significant effect on attitudes towards entrepreneurship among students of federal universities in South West Nigeria.

CONCLUSION AND RECOMMENDATIONS

The study provides implications for mentorship as an important predictor of attitude towards entrepreneurship while undertaking entrepreneurial learning. Government should inculcate factors that can considerably influence the decisions of undergraduates, right from the university training to arouse positive attitude towards entrepreneurship in them and have the mind set of being self reliant through good mentorship which could promote starting a business after graduation instead of taking up a paid job. The study concludes from the finding that mentorship as moderating variable has an effect on the relationship between entrepreneurial learning and attitude towards entrepreneurship.

Sequel to this, it is recommended that on the part of the government through the ministry of education to initiate a mentorship programme in the university curriculum as a backup. Under this program undergraduates would be mentored towards achieving their goals as they learn entrepreneurship in order to arouse their attitude towards entrepreneurship. Also, to the policy makers, a sound policy on which entrepreneurial mentoring should be anchored needs to be introduced. The academia should guide the policy implementations since mentorship is dependent on support and cooperation of the institutions. The faculties should introduce a strong collaborative culture of fostering advanced educational practices of mentoring the students along with the successful entrepreneurs around the students. The society should highlight the values of having mentors to their wards and also make themselves readily available as mentors to these students around them. In furtherance, universities should cultivate an enterprise culture across campuses to influence the students' decisions for business creations. It is important to present a positive image of entrepreneurship as a career option to draw the students' attentions within the university environment. Even though individuals have the relevant knowledge and skills, they must have an interest, motivation and a positive image to venture into the business field. Though the current programs and activities in Nigerian universities are in line with the government policies there is a need to emphasize and cultivate a strategic direction towards entrepreneurship in order to achieve the national objectives. Future studies should be conducted comparatively also gender perspectives should be considered. This study also suggests that the relationship between entrepreneurial learning and attitude towards entrepreneurship should be moderated with other variables other than mentorship in order to have a greater depth, beyond the results found in this research.

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