Enhancing Entrepreneurial Mind-Set and Innovation Capabilities through Mentorship Programs among Business Education Students in Universities in Rivers State

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Abstract

This study investigated how entrepreneurial mind-set and innovation capabilities can be enhanced through mentorship programs among business education students in universities in Rivers State. Three objectives, three research questions, and three hypotheses were formulated and guided the study. The study adopted a survey research design with a population of 815 final-year students of universities in Rivers State. The sample size of 265 respondents comprising of 124 males and 141 females was derived using Krejcie and Morgan table and simple random sampling technique was used to arrive at the final distribution of the sample size used for the study. A structured questionnaire titled; "Entrepreneurial Mind-set and Innovation Capabilities through Mentorship Programs Questionnaire" was used as the instrument for data collection. The instrument was validated by three experts, two from business education department and one from measurement and evaluation department. The instrument was subjected to a pilot study to ascertain its reliability, which yielded a reliability index of 0.80 through the Cronbach Alpha test. Mean and standard deviation were used to answer the research questions while the independent t-test was used to test the hypotheses at 0.05 level of significance. The findings of the study showed among others, that there is a significant difference in the level of mentorship programs among male and female business education students in universities in Rivers State and there is no significant difference in how mentorship programs enhance the entrepreneurial mind-set of male and female business education students in universities in Rivers State. The study concluded that mentorship programs have the potential to equally benefit both male and female business education students in developing their entrepreneurial mind-set and innovation capabilities. The study recommended, among others, that universities in Rivers State should prioritize the improvement of mentorship programs for business education students, particularly focusing on bridging the gap between male and female students and Universities in Rivers State should continue to prioritize a wide range of mentorship programs to enhance the entrepreneurial mind-set of business education students regardless of gender.

***Keywords**: Entrepreneurial Mindset, Innovation, Capabilities, Mentorship, Business Education.*

Introduction

Traditionally, it has been assumed that when considering a venture, one must begin with a great idea, a great product, a viable market, a vast reservoir of resources, etc. Without any doubt, a great idea is essential in any worthwhile activity; what is even more important is to translate that idea into reality continuously and ensure operational competitiveness. An entrepreneurial mindset plays an important role in successfully translating a business idea into reality and acquiring a new dimension of mindset, namely combining a great idea with leadership, to achieve success. In a market where innovation is critical to success, any organization will benefit from an employee who can think creatively and take risks. This entrepreneurial mindset not only promotes innovation but also fosters a culture of adaptability and resilience, ensuring long-term success in a rapidly changing business landscape.

This is the mindset required and should dominate the thinking of entrepreneurs, including business education graduates from our universities.

Business education has been defined in several ways, most of which highlight its vocational nature. According to Azih and Wagbara (2018), business education is a component of technical and vocational education that is widely recognized around the world as a means of providing students with long-term competency skills in industries, jobs, and businesses for livelihood and socioeconomic development. According to Adizu et al. (2020), business education is a type of vocational and technical education in Nigeria that focuses on providing individuals with the skills and knowledge they need to succeed in a variety of industries. With the need to develop an entrepreneurial mindset and innovation capabilities among business education graduates, there is a growing emphasis on practical training, internships, and hands-on experience in addition to theoretical knowledge. This holistic approach ensures that graduates are well-equipped to adapt to the ever-changing demands of the global economy and contribute effectively to their chosen fields.

Consequently, Edokpolor and Egbri (2017) opine that the goals of Business Education incorporate: preparing students for specific careers in office occupations; equipping students with the requisite skills for job creation and entrepreneurship; and exposing students to knowledge about business, including a good blend of academic and practical components. Ultimately, the integration of theory and practice in Business Education programs helps students develop a well-rounded skill set that is essential for success in today's competitive job market. Graduates are not only knowledgeable about business concepts but also have the hands-on experience needed to excel in their chosen careers. As such, entrepreneurial mindset and innovation capabilities are key components of a successful Business Education program. By fostering creativity and critical thinking, students are better equipped to adapt to the ever-changing demands of the business world. This comprehensive approach prepares graduates to not only succeed in their careers but also to drive innovation and growth in their industries.

Entrepreneurial mindset refers to the characteristics that distinguish entrepreneurs from non-entrepreneurs, including intentions, thought processes, and skills. It is the result of metacognitive awareness. It is also the ability to recognize changing environments and demands, adjust one's thought process, and equip oneself with the necessary skills (Sofoluwe et al., 2013). Davis et al. (2016) expanded their definition of an entrepreneurial mindset to include the ability to quickly identify, act, and bring together available resources, thereby capitalizing on available opportunities while making decisions under uncertain conditions. According to McMullen and Kier (2016), an entrepreneurial mindset is the ability to identify and maximize opportunities despite the constraints of current available resources. Consequently, developing an entrepreneurial mindset involves being adaptable, resourceful, and resilient in the face of challenges. This mindset allows individuals to navigate uncertainties and take calculated risks in pursuit of their goals.

According to Kaya (2015), innovation is derived from the Latin word innavatus, which means "to make something new," and it is the result of resource efficiency and productivity. Innovation is currently a widely studied topic, mainly in manufacturing, information technology and finance, but little discussed or explored in the context of personal development and entrepreneurship. This highlights the importance of incorporating innovative thinking into entrepreneurial endeavors to stay ahead in today's competitive landscape. According to Meira et al. (2019), innovation capacities are crucial for entrepreneurs to adapt to changing market demands and create unique value propositions that set them apart from competitors. By fostering a culture of innovation within their businesses, entrepreneurs can drive growth and sustain long-term success in an ever-evolving marketplace. Thus, when business education students and graduates focus on developing their innovation skills, they are better equipped to navigate challenges and seize opportunities in the dynamic business environment.
Starting a business can be a lonely affair, starting entrepreneurs need a listening ear, and many (university) start-up programs include mentoring in their support programmes (Klofsten & Öberg, 2012).

However, the approach to teaching business education of which entrepreneurship is a key component, has achieved little in helping students develop entrepreneurial mindsets and innovation capabilities among students and graduates. However, this study envisages that incorporating a mentorship programme can significantly enhance the development of these skills by providing real-world guidance and support from experienced entrepreneurs. According to St-Jean and Audet (2012), mentoring is a support relationship between an experienced entrepreneur (the mentor) and a new entrepreneur (the mentee) to help the latter's personal development. By connecting students with mentors who have successfully navigated the challenges of entrepreneurship, business education programs can better prepare future leaders to drive innovation and growth in the marketplace. On this basis, this study investigated how entrepreneurial mindset and innovation capabilities can be enhanced through mentorship programs among business education students in universities in Rivers State.

Statement of the Problem

The increasing level of poverty among business education graduates from universities in Rivers State due to high unemployment rates has been a source of concern for policymakers and stakeholders in the region. This is a result of the high expectations placed on these graduates to secure well-paying jobs upon graduation, which are often not readily available in the local economy or even become great entrepreneurs and job creators themselves (Amadi, 2018). It is believed that a business education programme is an alternative solution to address this issue as it equips graduates with the necessary skills and knowledge to start their businesses and contribute to economic growth in the region. Unfortunately, due to limited resources and funding, not all universities in the region can offer comprehensive business education programs. This creates a gap in the market for skilled graduates who are ready to take on entrepreneurial roles and contribute positively to the economy.

Consequent to the foregoing, the process of training and educating business education graduates is becoming questionable as graduates often display a low level of entrepreneurial mindset and innovative capacities resulting in a lack of competitiveness in the market. For instance, the entrepreneurial mindset of many business education graduates can be described as lacking in creativity and risk-taking, which are essential qualities for success in the business world. As a result, upon graduation, many such graduates struggle to start their businesses or make significant contributions to existing companies. Furthermore, the innovative capacities of business education graduates are often found to be insufficient, leading to a lack of new ideas and solutions in the workplace. This is often part of the reason why employers describe these graduates as lacking the ability to think outside the box and adapt to rapidly changing environments.

To thrive in today's competitive market, business education programs must focus on fostering entrepreneurial mindset and innovative capacities among their students. However, a mentorship program is envisaged as a potential solution to bridge this gap and provide students with the necessary skills and guidance to succeed in the ever-evolving business world. By pairing students with experienced professionals who can offer insights and support, mentorship programs can help develop the creative thinking and problem-solving abilities that are essential for success in today's workplace.

Aim and Objectives of the Study

The study investigated how entrepreneurial mind-set and innovation capabilities can be enhanced through mentorship programs among business education students in universities in Rivers State. The specific objectives of the study were to:

1. Determine the level of mentorship programs among male and female business education students in universities in Rivers State.
2. Ascertain how mentorship programs can enhance the entrepreneurial mind-set of male and female business education students in universities in Rivers State.
3. Examine how mentorship programs can enhance the innovation capabilities of male and female business education students in universities in Rivers State

Research Questions

The following research questions guided the study:

1. What is the level of mentorship programs among male and female business education students in universities in Rivers State?
2. How can mentorship programs enhance the entrepreneurial mind-set of male and female business education students in universities in Rivers State?
3. How can mentorship programs enhance the innovation capabilities of male and female business education students in universities in Rivers State?

Hypotheses

1. There is no significant difference in the level of mentorship programs among male and female business education students in universities in Rivers State.
2. There is no significant difference in how mentorship programs enhance the entrepreneurial mind-set of male and female business education students in universities in Rivers State.
3. There is no significant difference in how mentorship programs enhance the innovation capabilities of male and female business education students in universities in Rivers State.

Methods

The study adopted a survey research design. The design was adopted since the study is concerned with the description of events as they are. Nwankwo (2013) asserted descriptive survey research involves the researcher gathering data from a sample of items considered to be representative of the entire group which describes certain features of the sample. The population of this study consisted of 815 final-year students of universities in Rivers State. The population was drawn from the Department of Business Education from the three universities in Rivers State that offers business education. They include the University of Port Harcourt (43), Rivers State University (154), and Ignatius Ajuru University of Education (618). The sample of 265 respondents, comprised of 124 males and 141 females was used for the study. The sample was derived from the population of the study based on the recommendation of the Krejcie and Morgan, (1970) sample size determination table. The table recommended that for a population of 801-850, a sample size of 265 should be utilized. However, in selecting the respondents, a simple random sampling technique was used to ensure that every member of the population stands the chance to be included in the study. However, based on Bowley's proportional allocation formula adopted, the sample selected from the institutions comprised 14 for UNIPORT, 50 for RSU, and 201 for IAUE. A structured questionnaire designed by the researcher titled, "Entrepreneurial Mindset and Innovation Capabilities through Mentorship Programs Questionnaire (EMICMPQ)," was used to gather data from the respondents based on the items of the questionnaire. The instrument was a 30-item questionnaire scaled on a 4-point Likert scale of Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point with a 2.5 criterion mean. To ensure that the instrument measured what it ought to measure, face, and content validity were carried out by two experts from the business education department and one from measurement and evaluation department. The comments and suggestions from the experts were taken into account while revising the instrument. The instrument was tested for reliability through a pilot study with a reliability coefficient index of r = 0.801 ascertained through the Cronbach Alpha test. The copies of the questionnaire were administered to and retrieved from the respondents at the various institutions used for the study. However, to ensure high returns of the administered questionnaire, research assistants were recruited to aid in the distribution and retrieval of copies of the questionnaire. All 265 copies of the questionnaire were properly filled and thus used for further analysis, which showed a response rate of 100%, indicating that the respondents were generally cooperative and willing to participate in the study. The collected data was analysed using the Statistical Package for Social Sciences (SPSS, Ver. 22) using descriptive and inferential statistics. The mean score and standard deviation were used to answer the research questions, while the independent t-test was used to test the hypotheses at the 0.05 level of significance.

Results

Research Question 1: What is the level of mentorship programs among business education students in universities in Rivers State?

Table 1: Mean and standard deviation of the level of mentorship programs among business education students in universities in Rivers State **N = 265**

S/N	Items	Male (n=124)		Female (n=141)	
		$\bar{x}$	SD	$\bar{x}$	SD
.1	One-on-one mentoring is practiced at my university, where a faculty member meets regularly with a student to provide personalized support and guidance.	1.56	0.78	1.83	1.04
.2	Peer mentoring is practiced at my university, where students in the same programme or year group support each other	2.81	0.91	3.01	0.82
.3	Faculty mentoring is practiced at my university, where professors provide guidance and advice to students	1.69	0.91	1.66	0.84
.4	Group mentoring with alumni from the business school is practiced at my university, where students can gain insights from various experienced professionals	1.76	1.02	1.91	1.02
.5	Alumni mentoring is practiced at my university, where former students offer career advice and networking opportunities	1.85	1.03	1.85	1.02
.6	Industry mentoring is practiced at my university, where professionals from the business world mentor students	2.86	0.86	2.70	1.06
.7	Cross-disciplinary mentoring is practiced at my university, where students are paired with mentors from different fields to gain diverse perspectives	1.73	0.92	2.14	1.09
.8	Virtual mentoring is practiced at my university, where mentorship is conducted online through video calls and messaging platforms	1.91	1.03	2.22	1.10
.9	Executive mentorship for senior-level students preparing for the workforce is practiced at my university, where students are paired with industry leaders who provide career advice	1.93	1.04	2.23	1.14
.10	Leadership development mentorship for aspiring entrepreneurs is practiced at my university, where students can learn from successful business owners and receive guidance on starting their ventures.	1.85	0.99	2.23	1.12
	Grand Mean	**2.00**		**2.18**	

Criterion Mean = 2.5: Mean: 1.0-1.74 = SD, 1.75-2.49=D, 2.50-3.24 = A, 3.25-4.00=SA.

Table 1 shows the level of mentorship programs among business education students in universities in Rivers State. The result showed that the majority of the male respondents agreed with items 2 and 6, with their mean scores within the range of 2.50–3.24. However, the majority of the male respondents disagreed with items 4, 5, 8, 9, and 10, with their mean scores within the range of 1.75–2.49. Also, the majority of the male respondents strongly disagreed with items 1, and 3, with their mean scores within the range of 1.00–1.74. On the other hand, the result showed that the majority of the female respondents agreed with items 2 and 6, with their mean scores within the range of 2.50–3.24. However, the majority of the female respondents disagreed with items 1, 4, 5, 7, 8, 9, and 10, with their mean scores within the range of 1.75–2.49. Also, the majority of the female respondents strongly disagreed with item 3, with their mean scores within the range of 1.00–1.74. Thus, the grand mean of 2.00 and 2.18 for male and female respondents imply that both genders disagree on the level of mentorship programs among business education students in universities in Rivers State. Thus, the level of mentorship programs among business education students in universities in Rivers State is very poor.

Research Question 2: How can mentorship programs enhance the entrepreneurial mindset of business education students in universities in Rivers State?

Table 2: Mean and standard deviation of how mentorship programs enhance the entrepreneurial mindset of business education students in universities in Rivers State **N = 265**

S/N	Items	Male (n=124)		Female (n=141)	
		$\bar{x}$	SD	$\bar{x}$	SD
.11	One-on-one mentoring can provide personalized guidance and support tailored to the student's specific needs and goals.	3.15	0.71	3.11	0.71
.12	Peer mentoring can foster collaboration and idea-sharing among students, creating a supportive community of aspiring entrepreneurs.	2.85	0.93	2.94	0.85
.13	Faculty mentoring can offer valuable industry insights and connections to help students navigate the business landscape.	2.97	0.91	3.13	0.81
.14	Group mentoring with alumni from the business school can provide real-world advice and mentorship from successful professionals who have gone through similar experiences.	3.44	0.70	3.57	0.60
.15	Alumni mentoring can offer a unique perspective on career development and opportunities in the business world, drawing from their own experiences and networks.	3.27	0.77	3.36	0.76
.16	Industry mentoring can provide students with current trends and best practices in the business world, helping them stay ahead of the curve.	3.35	0.76	3.55	0.60
.17	Cross-disciplinary mentoring can offer students a diverse range of perspectives and approaches to problem-solving, enhancing their critical thinking skills and adaptability in the ever-changing business environment.	3.28	0.75	3.45	0.71
.18	Virtual mentoring can give students flexibility and access to mentors worldwide, expanding their global network and cultural awareness.	3.06	0.90	3.09	0.95
.19	Executive mentorship for senior-level students preparing for the workforce can offer valuable insights and guidance from experienced professionals, helping them confidently navigate the complexities of the business world.	3.12	0.76	2.82	0.96
.20	Leadership development mentorship for aspiring entrepreneurs can offer personalized guidance on honing their leadership skills, strategic decision-making, and fostering innovation within their ventures.	2.92	0.77	2.64	1.01
	Grand Mean	**3.41**		**3.17**	

Criterion Mean = 2.5: Mean: 1.0-1.74 = SD, 1.75-2.49=D, 2.50-3.24 = A, 3.25-4.00=SA.

Table 2 shows how mentorship programs can enhance the entrepreneurial mindset of business education students in universities in Rivers State. The result showed that the majority of the male respondents strongly agreed with items 14, 15, 16 and 17, with their mean scores within the range of 3.25–4.00. Also, the majority of the male respondents agreed to items 11, 12, 13, 18, 19, and 20, with their mean scores within the range of 2.50–3.24. On the other hand, the result showed that the majority of the female respondents agreed to items 14, 15, 16 and 17, with their mean scores within the range of 3.25–4.00. Also, the majority of the male respondents agreed to items 11, 12, 13, 18, 19, and 20, with their mean scores within the range of 2.50–3.24. Thus, the grand mean of 3.41 for male students shows that the students strongly agree that mentorship programs can enhance the entrepreneurial mindset of business education students in universities in Rivers State, while the grand mean of 3.17 for females shows that the students agree that mentorship programs can enhance the entrepreneurial mindset of business education students in universities in Rivers State.

Research Question 3: How can mentorship programs enhance the innovation capabilities of business education students in universities in Rivers State?

Table 3: Mean and standard deviation of how mentorship programs enhance the innovation capabilities of business education students in universities in Rivers State N = 265

S/N	Items	Male (n=124)		Female (n=141)	
		$\bar{x}$	SD	$\bar{x}$	SD
.21	One-on-one mentoring can provide personalized guidance and support to individuals, helping them develop their skills and knowledge in a specific area.	3.10	0.73	2.91	0.88
.22	Peer mentoring can also foster collaboration and knowledge sharing among individuals, leading to a more diverse range of perspectives and ideas being brought to the table.	2.91	0.77	2.85	0.83
.23	Faculty mentoring can also help students navigate the academic and professional landscape, providing valuable insights and connections that can further enhance their innovation capabilities.	2.90	0.77	2.96	0.80
.24	Group mentoring with alumni from the business school can provide students with real-world insights and networking opportunities that can help them succeed in their careers.	3.34	0.67	3.34	0.75
.25	Alumni mentoring can provide students with valuable guidance and advice based on their own experiences in the field.	3.25	0.62	3.22	0.71
.26	Industry mentoring can offer students the opportunity to learn from professionals currently working in their desired field, gaining practical knowledge and industry-specific skills.	3.25	0.74	3.31	0.72
.27	Cross-disciplinary mentoring can expose students to different perspectives and approaches, fostering creativity and collaboration across various disciplines.	3.37	0.63	3.38	0.68
.28	Virtual mentoring can provide students with flexibility in scheduling and the ability to connect with mentors from around the world, expanding their network and access to diverse perspectives.	3.17	0.70	3.15	0.85
.29	Executive mentorship for senior-level students preparing for the workforce can offer insights into navigating corporate culture, leadership development, and strategic decision-making.	2.67	1.04	3.13	0.97
.30	Leadership development mentorship for aspiring entrepreneurs can guide building a strong team, developing a business strategy, and overcoming challenges in a competitive market.	2.52	0.93	2.75	0.90
	Grand Mean	**3.05**		**3.10**	

Criterion Mean = 2.5: Mean: 1.0-1.74 = SD, 1.75-2.49=D, 2.50-3.24 = A, 3.25-4.00=SA.

Table 3 shows how mentorship programs can enhance the innovation capabilities of business education students in universities in Rivers State. The result showed that the majority of the male respondents strongly agreed to items 24, 25, 26 and 27 with their mean scores within the range of 3.25–4.00. Also, the majority of the male respondents agreed to items 21, 22, 23, 28, 29, and 30, with their mean scores within the range of 2.50–3.24. On the other hand, the result showed that the majority of the female respondents strongly agreed with items 24, 26, and 27 with their mean scores within the range of 3.25–4.00. Also, the majority of the male respondents agreed to items 21, 22, 23, 25, 28, 29, and 30, with their mean scores within the range of 2.50–3.24. Thus, the grand mean of 3.05 and 3.10 for males and females respectively show that both students agree that mentorship programs can enhance the innovation capabilities of business education students in universities in Rivers State.

Hypothesis 1: There is no significant difference in the level of mentorship programs among male and female business education students in universities in Rivers State.

Table 4: Summary of independent t-test on the difference in the level of mentorship programs among male and female business education students in universities in Rivers State

Respondents	n	$\bar{x}$	SD	df	t_{cal}	t_{tab}	Sig.	Decision
Male	124	19.95	3.39	263	3.78	1.96	0.00	Reject:HO_1
Female	141	21.78	4.34					

Table 4 shows that t_{cal} = 3.78, df = 263, and t_{tab} = 1.96. Therefore, since $t_{cal} > t_{tab}$ and P<0.05, then there is a significant difference in the level of mentorship programs among male and female business education students in universities in Rivers State. Hence, the null hypothesis one is rejected at a 0.05 level of significance

Hypothesis 2: There is no significant difference in how mentorship programs enhance the entrepreneurial mindset of male and female business education students in universities in Rivers State.

Table 5: Summary of independent t-test on how mentorship programs enhance the entrepreneurial mindset of male and female business education students in universities in Rivers State

Respondents	n	$\bar{x}$	SD	df	t_{cal}	t_{tab}	Sig.	Decision
Male	124	31.42	4.89	263	0.46	1.96	0.65	Retain: HO_2
Female	141	31.67	3.96					

Table 5 shows that t_{cal} = 0.46, df = 263, and t_{tab} = 1.96. Therefore, since $t_{cal} < t_{tab}$ and P>0.05, then there is no significant difference in how mentorship programs enhance the entrepreneurial mindset of male and female business education students in universities in Rivers State. Hence, the null hypothesis two is retained at 0.05 level of significance.

Hypothesis 3: There is no significant difference in how mentorship programs enhance the innovation capabilities of male and female business education students in universities in Rivers State.

Table 6: Summary of independent t-test on how mentorship programs enhance the innovation capabilities of male and female business education students in universities in Rivers State

Respondents	n	$\bar{x}$	SD	df	t_{cal}	t_{tab}	Sig.	Decision
Male	124	30.48	3.81	263	1.05	1.96	0.30	Retain: HO_3
Female	141	31.01	4.39					

Table 6 shows that t_{cal} = 1.05, df = 263, and t_{tab} = 1.96. Therefore, since $t_{cal} < t_{tab}$ and P>0.05, then there is no significant difference in how mentorship programs enhance the innovation capabilities of male and female business education students in universities in Rivers State. Hence, the null hypothesis two is retained at 0.05 level of significance.

Discussion of Findings

The study investigated how entrepreneurial mindset and innovation capabilities can be enhanced through mentorship programs among business education students in universities in Rivers State. However, the result in Table 1 showed that the grand mean of 2.00 and 2.18 for male and female respondents imply that both genders disagree on the level of mentorship programs among business education students in universities in Rivers State. Thus, the level of mentorship programs among business education students in universities in Rivers State is very poor. Furthermore, the result of Table 4 showed that there is a significant difference in the level of mentorship programs among male and female business education students in universities in Rivers State. The findings from this study are corroborated by previous studies by Benjamin and Onyeizugbe (2013) which revealed that effective learning and the growth of entrepreneurship in Nigeria are positively correlated, and mentorship is a good way to pick up entrepreneurial skills.

Table 2 shows that the grand mean of 3.41 for male students shows that the students strongly agree that mentorship programs can enhance the entrepreneurial mindset of business education students in universities in Rivers State, while the grand mean of 3.17 for female shows that the students agree that mentorship programs can enhance the entrepreneurial mindset of business education students in universities in Rivers State. Furthermore, the result of Table 5 showed that there is no significant difference in how mentorship programs enhance the entrepreneurial mindset of male and female business education students in universities in Rivers State. The finding from this study is corroborated by Michael (2021), who revealed that there is a significant relationship between business internships, business seminars and creativity and innovation among entrepreneurs.

Table 3 shows that the grand mean of 3.05 and 3.10 for males and females respectively show that both students agree that mentorship programs can enhance the innovation capabilities of business education students in universities in Rivers State. Furthermore, the result of Table 6 showed that there is no significant difference in how mentorship programs enhance the innovation capabilities of male and female business education students in universities in Rivers State. The findings from this study are corroborated by a previous study by Michael (2021), which revealed that there is a significant relationship between business internships, business seminars and creativity and innovation among entrepreneurs.

Conclusion

The study investigated how entrepreneurial mindset and innovation capabilities can be enhanced through mentorship programs among business education students in universities in Rivers State. This study concludes that mentorship programs have the potential to equally benefit both male and female business education students in developing their entrepreneurial mindset and innovation capabilities. This is hinged on the belief that mentorship provides valuable guidance, support, and networking opportunities that are essential for fostering an entrepreneurial mindset and enhancing innovation capabilities among students. Additionally, the findings suggest that gender should not be a barrier to accessing mentorship programs in universities, as both male and female students can benefit equally from these initiatives.

Recommendations

Considering the findings, the following recommendations are made:

1. Universities in Rivers State should prioritize the improvement of mentorship programs for business education students, particularly focusing on bridging the gap between male and female students.
2. Universities in Rivers State should continue to prioritize a wide range of mentorship programs to enhance the entrepreneurial mindset of business education students, regardless of gender.
3. Universities in Rivers State should continue to invest in a wide range of mentorship programs aside from industry mentoring to further enhance the innovation capabilities of business education students.

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