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TRUST BUILDING SKILLS AND ENTREPRENEURIAL DEVELOPMENT OF BUSINESS EDUCATION STUDENTS IN SOUTH-SOUTH, NIGERIA

Prof. Pac Ordu & Amadi, Eberechi Anita
Department of Business Education, Faculty of Education
Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria.

Email;sampsonwagbara@gmail.com

ABSTRACT

This study ascertains the relationship between trust building and entrepreneurial development of Business Education students in south-south, Nigeria. Positivism philosophical foundation and Correlational survey research designed were adopted for the study. The population of the study consisted of 1538 Business Education lecturers and final year students in south- south universities, Nigeria, with a sample size of 306 respondents using Krejcie and Morgan formula for sample size determination. Questionnaire was formulated on four point rating scale to elicit data from the respondents. Pearson product moment correlation (PPMC) was used to answer the research questions and test the hypotheses. The findings of the study revealed that there is a positive relationship between trust building and entrepreneurial development of Business Education students in south-south, Nigeria. This study thus concluded that instructing capabilities is a strong antecedent and undisputable energetic for enhancing entrepreneurial development of Business Education students in south-south, Nigeria. It was recommended among others that Government and relevant concerned stakeholders should develop an effective and efficient mentorship programme which will enhance instructing capabilities and entrepreneurial development in Nigeria.

Keywords Trust Building, Entrepreneurial Development, Innovation

INTRODUCTION

Entrepreneurship education seeks to provide students with skills, knowledge and motivation, as well as to effect attitudinal changes, necessary to encourage self-reliance through involvement in entrepreneurial activities. Though entrepreneurship education, young people learn organizational skills, time management and leadership involvement in entrepreneurial activities. Entrepreneurial education seeks to immerse people in real life experiences which encourage and empower them to take risks, manage the results and learn from the outcome. Entrepreneurship education equips graduates with the training and support necessary to help them establish careers in small and medium sized business, provides graduates with training skills that will make them meet societal manpower needs and stimulate industrial and economic growth of rural and less developed areas.

One of the most important elements in the mentor/mentee relationship is trust. Trust isn't something that comes quickly or easily and instead requires time and patience to build. Trust is the substance of all successful relationships. It is often linked to openness, mutual reliance and respect, as well as the willingness to be vulnerable in some way. Without trust, relationships become tense and people become self-protective. Successful mentoring relationships absolutely depend on it. The early part of any mentoring relationship can be a little tense and intimidating, but there are things that can be done to build trust and ultimately build a wonderful mentoring relationship. The Corporation for National and Community Service offers the following suggestions: Give your mentee voice and choice in deciding on activities. Provide a range of activity choices for youth. Youth feel more invested in the relationship if they can exercise some control, you should also let the mentee have control over what you talk about and how you talk about it. Be sensitive to their cues. Don't push your mentee for information or hit them with rapid-fire questioning. Most importantly, respect the trust your mentee places in you. Respond to them in ways that show you see their side of things, giving advice sparingly. By allowing your mentee to have some say in the relationship and allowing them to share without fear of getting lectured or judged, you will be setting the tone for a positive relationship. Whether they show it or not, your mentee is looking for an outlet for their thoughts, experiences and feelings. Feedback is one of the most important aspects of any mentoring relationship, but it is also one of the trickiest to get right. Here are some tips and techniques to ensure feedback is given and received in the most constructive way. Feedback is information that can influence future actions (Ubulom, 2006). It is empowering, as we can choose to modify what we do to get better outcomes if we get feedback at the right time and in the right way. Feedback provides a systematic approach to developing better relationships, learning and improving performance and staying on track and achieving goals. Ojukwu and Ojukwu in Ubulom and Ogwunte (2017) the concept of entrepreneurial culture development has existed for decades, described as an **organizational culture embodying and championing entrepreneurial characteristics and attributes.** These have included risk-taking, innovation, and creativity; the elements one would expect to see among entrepreneurs as individuals. Measures of entrepreneurial culture development adopted under this study include: business startup, financial manager, innovation.

Erasmus, (2015); Ayodeji, (2015); Ojukwu and Ojukwu as cited in Ubulom and Ogwunte (2017), undertook a study studies on mentor-mentee skills competences and entrepreneurial development, however none of this study was centered on business education students in south- south, Nigeria. It is in the light of the above that this study is carried out evaluate the relationship between trust building skills competences and entrepreneurial culture development of business students in south-south, Nigeria.

Objectives of the Study

1. the relationship between trust building skills competency and business start-up development of Business Education Students in South-South Nigeria
2. the relationship between trust building skills competency and financial management development of Business Education Students in South-South Nigeria
3. the relationship between trust building skills competency and innovation/ new business creation development of Business Education Students in South-South Nigeria

Research Questions

The following research questions were raised to guide this study: -

1 To what extent does trust building skills competency relate to business start-up development of Business Education students in South-South, Nigeria?

2 To what extent does trust building skills competency relate to financial management development of Business Education students in South-South, Nigeria?

3 To what extent does trust building skills competency relate to innovation/new business creation development of Business Education students in South-South, Nigeria?

Hypotheses

The following null hypotheses were formulated to guide this study and tested at 0.05 level of significance.

1. There is no significant relationship between trust building skills competency and business start-up development of Business Education Students in South-South, Nigeria
2. There is no significant relationship between trust building skills competency and financial management of Business Education Students in South-South, Nigeria
3. There is no significant relationship between trust building skills competency and innovation/new business creation development of Business Education Students in South-South, Nigeria

Trust Building

The more that the mentors and mentees trust themselves, the more committed they will be in partnership and the more effective they will be (Arnesson & Albinsson, 2017). This trust develops over time – if mentors and mentees observe certain appropriate behaviours on their parts. To become trustable, they must keep confidences shared by them, spend appropriate and quantitative time together; follow through on their promises, respect their boundaries admit their errors and take responsibility for correcting them; and tactfully tell each partner if and why they disagree or are dissatisfied with something so they will know they are honest with themselves.

Legendre, (1993) Trust between mentor and mentee is said to be the cornerstone of an effective mentoring relationship. It can take time and sometimes a little effort to build trust and rapport, but it’s worth the trouble. The very nature of the relationship puts the mentor in a higher power position than the mentee, so whilst both members of the dyad are responsible for building a trusting relationship, it is incumbent on the mentor to work just that little bit harder. Erdem, and Aytemur, (2008) claims to have identified 13 common behaviours of trusted leaders: Talk Straight, Demonstrate Respect, Create Transparency, Right Wrongs, Show Loyalty, Deliver Results, Get Better, Confront Reality, Clarify Expectation, Practice Accountability, Listen First, Keep Commitments and Extend Trust. One could easily substitute the word ‘mentor’ for ‘leader’. Many of the behaviours on this list are behaviours we would expect of a masterful mentor. But which are the critical ones, and are there particular behaviours that mentors must display to foster trust with their mentees.

Lane, (2003) Given how important trust in mentoring seems to be, there are surprisingly few studies that examine exactly what mentors do to build trust. One qualitative study found that the trust mentees feel for their mentors is determined by the professional competence of the mentor, their consistency, their ability to communicate, their interest, and their readiness to share control. Evans, (2018) In a further study, mentees reported that there were attributes and behaviours on the part of their mentors that helped in building trust and respect. In interviews they spoke about “being listened to” and “knowing the conversation was confidential” which helped them be honest and open. They also mentioned “not feeling judged”.

Evans (2018) In mentor training at Art of Mentoring, we focus on three key mentor behaviours to build trust. Sometimes, we get resistance, because they are not easy to do. **First, listen**. Novice mentors need to speak less and listen more. When a mentee knows their mentor is there to just listen, and they feel fully “heard’, then something magical opens up in the relationship. Many experienced managers find it hard to stop talking long enough to listen very intently, because they believe their role as mentor is to give advice and talk about themselves**. Keep your promises**. The most important promise is to do with confidentiality. When a mentee trusts that what they share will never become dinner table conversation for the mentor, they can open themselves up and become vulnerable – which is a window to their learning.**Don’t just be open, be vulnerable.** Mentors that are open about their mistakes, their weaknesses, their failures and foibles, immediately knock themselves off the pedestal and make themselves more approachable.

Evans, (2018) as a leader and mentor, it can be hard to be vulnerable. I had a recent experience of this in my own company, when I felt compelled to apologise to team members that we had not managed them well and allowed their high stakes project to be derailed. I did not want them to feel responsible for an outcome that was only partially of their making.

Indicators of trust building

Commitment

Knowles, et al (2005)For mentorship growth and elevation there must commitment, otherwise the outcome will be a total failure. To be involved in a mentoring relationship is a privilege for both participants, and as a result it is important to be gracious and thoughtful towards each other. In addition to being prepared and committed the mentor-mentee relationship must be built upon certain factors including: Trust and respect, open and honest communication, flexibility and understanding of other perspectives, perseverance, especially to overcome obstacles, keeping in touch and maintaining regular contact, showing up on time to meetings with mentor and communicating in a timely way when plans have changed.

Evans, (2018) Mentoring is a partnership between two different individuals, the mentor and the mentee. The mentee will absorb the mentors knowledge and have the ambition and desire to know what to do with this knowledge. The mentee needs to practice and demonstrate what has been learned, measure how interactive the connection between the mentor and mentee will be, decides upon the amount of help and guidance he/she needs and the mentee should take the initiative to ask for help or advice. Generally, there are some CORE commitments that can help guide mentees to attract mentors and to develop a successful mentor-mentee relationship. CORE commitments refer to an acronym for basic responsibilities of a mentee like communication, openness, respect and engagement. The most successful mentees are those who are motivated and feel empowered to plan and manage the direction of their professional life. They take responsibility for their development, learning, and professional growth. Further, they come to the mentor/mentee relationship open to coaching, feedback, and guidance from the mentor.

Confidentiality

Kent, et al (2003) Confidentiality is a critical component of a successful mentor mentee relationship. One of the primary reasons why confidentiality is so important is because it helps to build trust between the mentor and mentee. A trusting relationship allows for open discussions and helps toward sprogressing the mentee into achieving success. Confidentiality allows the mentor and the mentee to communicate with each other freely and without fear that the information discussed might somehow become common knowledge. Without confidentiality, there would always be some concern that the information discussed could be shared in same concern that the information discussed could be shared in an in appropriate manner. A breach of confidentiality or misunderstandings about confidentiality can be harmful to the mentor-mentee relationship and potentially to the faculty member’s career. Below are strategies (Evans,2018) for minimizing conflicts of interest and protecting confidentiality that should be considered at the outset of the relationship. Identify conflict of interest: This should be openly discussed. Ideally, mentors would not serve on a mentee’s review committee. However, in cases where this is unavoidable, the mentee should be clearly informed of the mentor’s dual role. The extent to which the mentor will be reporting to the committee should be discussed and clarified at the first mentor mentee meeting (Lumpkin, 2011).

Create a written agreement: Address confidentiality within a written mentor/mentee agreement. What sensitive issues are off-limits for discussion or those which will be held in confidence. Both parties should stay true to whatever agreement is made, written or not. Overtime, this will bind trust (Hibbard, 2006/2007). Have a no-flmalt exit plan: If the match is not working or worthwhile, for whatever reason, neither party should feel pressure to maintain the match. Discuss the situation as gainly as possible, including being clear about reasons for requesting a change. Both parties can then agree to a no fault conclusion”, without penalty (Blan, et al 2009).

Responsibility

Evans, (2018) The mentor’s role in taking responsibility is to maintain a healthy mentor-mentee relationship, the mentor has the following roles and function which is (are) must for him: He/she must provide guidance and support in addressing identified development needs, Must act as sounding, board, provide encouragement and source of knowledge, simulate in light, Must create new perspective and different ways of thinking, Must be a figure with whom mentees can discuss their operation and concerns: who will lean: provide constructive feedback, challenge as appropriate, Must see pastries in mentee they may be unaware , Support and encourage mentee to take posture action, Help mentee to individual how things operate in mentoring relationship and in organizational world of work including the unspoken norms and values, Introduce mentee to peers and colleagues on relevant to assent them become familiar with and integrate into the wider society, Prioritize the mentoring session. Mentee invest time preparing for these session, therefore, they to prevent other demands from bumping the section for the calendar, Set aside time and space the mentors should ensue that he is uninterrupted during the mentoring session, Give full attention to the mentee let go of other urgencies and stresses, clear his mind and four on helping the matter during the session, Communication through active listening focus fully on the mentee and show active verbal and non-verbal signs of listening, Share resources. Consider and collect any resource that might be useful the mentee, Share experience be open to sharing , failures and lessons learned, Wear multiple hats; Coach to advise the mentee on how to accomplish their goods, Sponsor or champion to provide guidance and help increase the mentee's exposure to new experience, Protect of provide a safe environment in which the mental can make mistake without losing credibility, Teacher to provide learning opportunities, Counselor to enhance the mentee's self –extern through supportive, non-judgmental discussion, A role model to walk the talk and demonstrate the behavior necessary for success.

Honesty:
Gravells, (2006). any working professional, whether a business owner or an employee, can benefit from the support and advice of a good mentor, both to advance their career and achieve long-lasting success. Especially for those who just set out on their career path, a solid mentorship can help provide answers to important questions and offer valuable guidance when it comes to major business decisions. However, finding the right mentor is not always easy to come by because one need to make sure they have enough relevant experience the field and one can easily mesh with him/her.

Honesty is one of the skills competencies of mentor-mentee relationships. Arguably the most important quality to look for in a mentor is honesty, even when they say is not what one wants to hear. Schmidt in Young attested, (Entrepreneurs Council (YEC, 2019). Godshalk, and Sosik, (2003)"A great mentor will be honest with you. Sometimes their critiques may be tough to hear, but better to hear the tenth than to be let down by reality later down the road". Schmidt speaks from personal experience, as his own mentor pulls no punches when it comes to offering critiques or advice. "My mentor can be incredible tough. Early on, I wondered if she disliked me or if I had any skills at all", he explained. "I later realized she was being honest. She was grooming me to be the best individual I was capable of being".

Tandon (2016) in rajirtandon.medium.com opined that, "If a mentor has to do their "job", with integrity and honesty, occasionally they will need to give frank, even severe comments and criticisms. If you are someone who avoid conflict in dealing with people the worse it will get. A mentor failing to intervene would actually be doing a disservice in their heart a mentor has the best intentions for their mentee they do not mean or want to do any harm. It is important to keep reinforcing the concept: As your mentor, they are your greatest critic and your greatest cheerleader.

Entrepreneurial Culture Development
Egan, (2005) Entrepreneurial culture is a term derived from two words, "entrepreneurial" and "culture". Our understanding of the meaning of these two words can to a great extent aid in the conceptualization of entrepreneurial culture. Wickham (2006) perceived the term entrepreneurial as an adjective descending how entrepreneurs undertake what they do. Wickham asserted that to use this adjective suggests that there is a particular style to what entrepreneurs do. Atherton (2004) viewed the term entrepreneurial as a behaviour that can be demonstrated and manifested regardless of the nature of involvement in an organization. On the other hand, Brownson (2011) connotes that culture is an attribute, values, beliefs and behaviour which can be learned or acquired by man from one generation to another, one is a member of the society. Therefore, the nurturing of certain attributes, values, beliefs and behaviour indicate an attempt to foster a certain types of culture.

Consequent upon the aforementioned facts therefore, entrepreneurial culture can be conceptualized as a society that depicts that exhibition of the attributes, values, beliefs, attitudes, or mindset and behaviour associated with entrepreneurs by individuals in such society which distinguishes them front others (Brownson, 2013). McGuire (2001) posits that entrepreneurial culture is the attitude, values, skills and power of a group or individuals working in an institute or an organization to generate income. Easterby-Smith, and Lyles, (2003) An entrepreneurial organizational culture is a system of shared values, beliefs and norms of members of an organization, including valuing creativity and tolerance of creative people, believing that innovating and seizing market opportunities are appropriate behvaiours to deal with problems of survival. Within small business enterprises, innovativeness, risk taking posture, and proactiveness will directly affect the capacity to be creative and entrepreneurial, as the enterprises are not determined by desire, but by entrepreneurial culture and action.

Similarly, Dymock, (1999) entrepreneurial culture can also be viewed as the values, beliefs, attitudes and behaviour of individuals within a society. These factors facilitate or obstruct the creation and management of enterprises and can be considered as the basic of a socio-cultural environment. It can also be referred to as common beliefs, standards and practices related to innovation, creativity and risk affinity shard by a group of people with the aim to increase awareness and utilization of entrepreneurial opportunities.

Danish, Asghar, Ahmad and Ali (2019) revealed that entrepreneurial culture has been defined as the attitude, values, skills and power of a group or individuals working in an institute or an organization to generate income. One must notice that while considering entrepreneurial culture in an organization, innovation is one of the most vital elements for its growth and success, so research on the subject is epically needed in the entrepreneurial context (Kang, et al 2016). Furthermore, the culture created by entrepreneur is decisive because such type of culture is characterized by innovativeness and creativeness (Danish, et al., 2019). Shein (1985) consists of an arrangement of shared, taken-for-granted expectations which can be held by the participants of the institute and imparted to the new and recent participants. Hofstade (2001) described culture as a "collective programming of the mind that distinguished the members of one group or category of people from another". We therefore, define culture as the values, beliefs and expected behaviours that are sufficiently common across people within (or from) a given geographic region as to be considered as shared. Cultural values lead to an acceptance of uncertainty and risk taking, they are expected to be supportive of the creativity and innovation underlying entrepreneurial action (Dweck, 1986).

Innovation theory by Joseph A. Schumpeter (1934).

Schumpeter is regarded as one of the greatest economists of the first half of the twentieth century. According to Schumpeter (1934) cited by Amadi (2018), carrying out innovations is the only function which is fundamental in history. The author equally opined that it is entrepreneurship that replaces today's pareto optimum with tomorrow's different new thing" Schumpeter viewed that entrepreneurship as innovation has not been world economy is passing through an excruciating crisis. The Schumpeter's must distinctive contributions to economics (Amadi, 2018). One of the most common themes in Schumpeter's writings was the role of innovation (new combinations) and entrepreneurship in economic growth. Despite the fact that Schumpeter was among the first who lay out the clear concept of innovation his views on the topic changed over time.

Schumpeter highlighted the functions of entrepreneurs as we diligently working out new combinations. He viewed the occurrence of discontinuous and 'revolutionary' change as the core of 'economic development' which breaks the economy out of its static mode ('circular flow') and sets it on a dynamic path of fits and starts (Sledik, 2015 as cited in Amadi,2018). Schumpeter's innovation theory of entrepreneurship holds that an entrepreneur is such a one with the following three major characteristics; innovation, foresight, and creativity (Amadi, 2018). To Schumpeter innovation in entrepreneurship takes place when the entrepreneur: Creates a new Product: the new product could be a new programme, new leader among others (Nayabq & Scudder,2011). introduces

a new way to make a product: This could be new ways of worship, a new way of organizing wedding programme, new ways of evangelization, a new and unique way of welcoming visitors and new formers, a "spectacular" miracle, a new way of worship and sings among others.
Schumpeter argued that anyone seeking profits must innovate as he believed that innovation is considered as an essential driver of competitiveness and economic dynamics. He also believed that innovation is the center of economic change causing gales of "creative destruction" which is a term created by Schumpeter in capitalism, socialism and democracy (Sledzik, 2015 cited in Amadi, 2018). According to Schumpeter. Innovation is a "process of industrial mutation that incessantly revolutionizes the economic structure from within, incessantly destroying the old one, and continuously creating a new one. Schumpeter described development as historical process of structural changes, substantially driven by innovation. Schumpeter divided the innovation process into four domains: invention, innovation, diffusion and initiation. Then he puts the dynamic entrepreneur in the middle of his analysis. In Schumpeter's theory, the possibility and activity of the entrepreneurs, drawing upon the discoveries of scientist and inventors, create completely new opportunities for investment, growth and employment (Sledzik, 2015 as cited in Amadi, 2018).
From the above, it goes without saying that the relevance of Schumpeter's theory in entrepreneurship education and poverty alleviation cannot be over stressed. Schumpeter categorically opined the importance of creative participation of the n explained that innovation (which involves as active participation of the mind and brain) is a vital tool necessary for creating new business opportunities for wealth creation or poverty alleviation. Therefore, it is important that instructors teach and inform their students to utilize the body of knowledge and skills acquired through entrepreneurship education to become creators of business opportunities. Schumpeter believes that there is hardly any significant structural change or development in the economy without the application of innovation and creative invention in entrepreneurship education especially when it has to do with wealth creation or poverty alleviation. From the foregoing it is logical to conclude that entrepreneurship education cannot completely achieve its objectives without the application of Schumpeter's innovation theory, as innovation in entrepreneurship education is the business of every day affairs; hence the theory is relevant to the present study.

METHODOLOGY

A correlational survey design was used in the study. It is a survey design in which the researcher does not have any control over or influence the variables. The population for this study consists of one thousand, five hundred and thiry eight (**1538)** Business Educators (Lecturers) and final year students of 2021/2022 academic session from ten (10) Universities in South-South region Nigeria. The sample size of the study consists of three hundred and six (306) respondents used for the distribution and retrieval of instrument for data collection of the study. The sampling technique adopted by the researcher for the study is Krejcie & Morgan formula for sample size determination to arrive at the figure. The instruments for this study were researchers' structured questionnaires. Data collected were processed with the use of Excel calculation. The data were organized and analyzed around the research questions and hypotheses formulated to guide the study. The research questions were answered with the use of weighted mean to determine the relationship between the depen1ent and independent variables. The hypotheses were tested with the use of Pearson Product Moment Correlation (PPMC) coefficient.

Results

Hypothesis 1:

There is no significant relationship between trust building skills competency and Business Education Students development of business start-up

Two variables were identified in this hypothesis as follows:

1. Trust building skills competency; and

2. Buusiness start-up development

Table 1: Relationship between trust building skills and business start-up development of Business Education Students

(n=300)

∑X ∑X Variable	∑Y	∑Y^2	∑X	r
Trust building skills	865.87	186.58	125.39	0.71
Business start-up dev.	877.04	169.34		

r-critical=0.179

The above table shows that the calculated r-value of 0.71 is greater than the r-critical of 0.179 at 0.05 level of significance. Therefore the null hypothesis which states that trust building skills competency has no significant relationship with business start-up development of Business Education students in South-South Universities is rejected.

Hypothesis 2:

There is no significant relationship between trust building skills competency and Business Education Students development of financial management

Two variables were identified in this hypothesis as follows:

1. Trust building skills competency; and

2. Financial management development

Table 2: Relationship between trust building skills and fianancial management skills development of Business Education Students

(n=300)

∑X ∑X Variable	∑Y	∑Y^2	∑X	r
Trust building Skills	855.98	185.53	123.76	0.69
Financial Mgt. dev.	877.04	169.34		

r-critical=0.179

The above table shows that the calculated r-value of 0.69 is greater than the table value of 0.179 at 0.05 level of significance. Therefore the null hypothesis which states that trust building skills competency has no significant relationship with financial management development of Business Education students in South-South Universities is rejected and the alternate retained.

Hypothesis 3:
There is no significant relationship between trust building skills competency and Business Education Students development of innovation and new business creation
Two variables were identified in this hypothesis as follows:

1. Trust building skills competency; and

2. Innovation/new business creation

Table 3: Relationship between trust building skills and innovation/new business creation of Business Education Students

(n=300)

$\sum X$ $\sum X$ Variable	$\sum Y$	$\sum Y^2$	$\sum X$	r
Trust building skills	828.28	184.68	151.70	0.86
Innovation/new bus. dev.	877.04	169.34		

r-critical=0.179

The above table shows that the calculated r-value of 0.86 is greater than the r-critical value of 0.179 at 0.05 level of significance. Therefore the null hypothesis which states that trust building skills competency has no significant relationship with business innovation/new business creation of Business Education students in South-South Universities is rejected, meaning that **t**here is a significant relationship between trust building skills competency and Business Education Students innovation/new business creation development.

Trust building skills competency and business start-up development of Business Education Students

Correlation 1 reveals that there is a significant relationship between s trust building skills competency and Business Education Students development of business start-up (where r =0.71 and critical value=0.179) Bolatito et al (2020) revealed in their studies that entrepreneurial mentoring culture is adequate for sustainable leadership development in Nigeria which effective mentoring can only be ascertain through effective mentor – mentee skills competencies which trust building skills competency is a dimension of mentor – mentee skills competencies thus Business Education Students development of business start-up positively trust building skills competency and as well influence sustainable leadership development **a**s such it was recommended that there is a need for effective and efficient mentorship programe which will enhance new business creation and sustainable development in Nigeria.

Trust building skills competency and financial management development of Business Education Students

Correlation 2 reveals that there is a significant relationship between s trust building skills competency and Business Education Students development of financial management prudence (where r =0.69 and critical value =0.179). this finding is supported by *Amesi (2017) who opined those mentoring strategies enhance entrepreneurs development in Rivers Statewhich implies that* trust building skills competency being a *mentoring strategies* enhance Business Education Students development of financial management prudence**.**

Trust building skills competency and innovation /new business creation development of Business Education Students

Correlation 3 reveals that there is a significant relationship between s trust building skills competency and Business Education Students development of new business creation (where r =0.86 and critical value=0.179). this finding is supported by *Amesi (2017) who opined those mentoring strategies enhance entrepreneurs' development in Rivers Statewhich implies that* trust building skills competency being a *mentoring strategy* enhance Business Education Students development of new business creation.

CONCLUSION

This study has primarily investigated trust building skills competencies and entrepreneurial development of Business Education students in south-south, Nigeriaand found that there is a strong relationship between the two variables. The findings show an undisputable relationship between and among them. This study thus concluded that trust building skills competencies are strong antecedent and undisputable energetic for enhancing entrepreneurial development of Business Education students in south-south, Nigeria.

RECOMMENDATIONS

The following recommendations were drawn from the study, based on the findings:

1. The school authorities, government and various stakeholders should make available modern facilities and needed equipment to enhance learning
2. Government should lay emphasis that vocation of choice should be tilt towards entrepreneurship to make the country an industrialized nation.
3. Students should be engaged on Students Industrial work Experience Scheme (SIWES) every vacation
4. Students should be grafted under the tultelage of a consultant for adequate mentoring of the vocation of their choice
5. Students' project for graduation should tilt towards practical that is what they can produce themselves.
6. Exhibition of products produced by students should attract scores for their grading and graduation
7. Exhibition of products produced by students should attract huge financial reward to encourage them
8. The Institutions in conjuction with the government should create a tripartite collaboration between the institution, government and industries to absorb the graduates as they leave school.

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