

## Business Incubation and its Impact on the Entrepreneurial Performance of University Students in Anambra State

Nwakoby Nkiru Peace<sup>1\*</sup>, Orji Chibuzo David<sup>1</sup><sup>1</sup>Department Entrepreneurship Studies, Faculty of Management Sciences, Nnamdi Azikiwe University, Awka, Anambra State Nigeria

\*Corresponding author: Nwakoby Nkiru Peace

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**Abstract:** The absence of Business Incubators in universities in Anambra State necessitated this study to ascertain the influence of business incubation on the entrepreneurial performance of students in the selected universities in Anambra state. The work was anchored on Real-Driven-Options Theory of Business Incubation and New Venture Creation Theory. Survey research design was adopted by the study. The population of the study consisted of 300 level students of the selected universities who have taken entrepreneurship course or those that are yet to take it. A sample size of 380 was determined using Krejcie and Morgan (1970) formula. For the purpose of this study, the primary source of data (questionnaire), which was subjected to both validity and reliability was utilized. Both descriptive and inferential statistics were adopted in data analysis and the hypotheses were tested at a 5% level of significance. It was revealed from the analysis that knowledge transfer has a statistically significant positive relationship with promotion of entrepreneurial skills ( $r = .939$ ;  $P\text{-value} < 0.05$ ) and between inculcating innovative ideas and promoting the entrepreneurial mindset ( $r = .940$ ;  $P\text{-value} < 0.05$ ). It was concluded that business incubation has a significant relationship with student's entrepreneurship performance. Sequel to this, it was recommended among others that teachers, facilitators and managers of entrepreneurial classes in universities should take the business of entrepreneurial knowledge transfer very serious, and more emphasis should be placed on practical aspect of knowledge transfer rather than theoretical aspects as this will help in improving the entrepreneurial skills of students that pass through entrepreneurial classes in the selected universities.

**Keywords:** Business Incubation, Entrepreneurial Performance, Knowledge transfer, Entrepreneurial skills, Innovative Ideas and Entrepreneurial Mindset.

### INTRODUCTION

The term "Business Incubation (BI)" is gradually gaining prominence especially in developed countries of the world. However, the first business incubator was constructed by Charles Mancuso in Batavia, New York, United States in 1959. He rented a space in his Batavia Industrial Centre to small and new businesses and supported them through the process of growth (Ayatse, Kwahar & Iyortsuun, 2017; Mrkajic, 2017; Torun, Peconick, Sobreiro, Kimura & Pique, 2018). Later, the concept of BI spread through tertiary institutions in the 1980s (Al-edenat & Al hawamdeh, 2021; Rakthai, Aujirapongpan & Suanpong, 2019). This concept has subsequently extended to other parts of the world for development, with great progress made in the process. There seem to be a rapid increase in the establishment of BIs all over the world, particularly among research institutes and universities. Many universities have supported this concept as a tool to commercialize local research output and to generate revenue. Universities have taken several initiatives

including Research and Development (R & D); investment to promote revenue generation (Abbas, Avdic, Xiaobao, Hasan & Ming, 2019).

Universities and their business incubators and other businesses are natural partners in developed countries where firms seek external sources of knowledge to complement their human resources (HR) and R & D laboratories. Currently, developing new products and services necessitates collaboration with customers, suppliers, research institutes, and even competing companies, as well as sources of creativity and innovation outside of the company's boundaries (Iheanacho, Umukoro & David-West, 2021). Universities like those in Anambra State might be preferred partners in new technological fields where business results are uncertain; however, this collaboration is even more critical in developing countries like Nigeria, where universities seem to be the primary source of knowledge for innovation. It is paramount to note that universities and business

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incubators are working together because universities are a source of knowledge, research, and resources in today's innovation-driven world.

The National Business Incubators Association (NBIA) (2014) state that BI is a dynamic process of business enterprise growth and business assistance that accelerates the successful development of start-up enterprises by giving particular resources to entrepreneurs. These resources are often created by BI management and distributed through its network of connections. In developed countries, entrepreneurs benefit greatly from affiliation or management of a BI program within a university because these institutions can provide links to industry, society, and government entities. In these countries, universities have been urged to become more accountable to the general public and to directly contribute to local, regional, and national economic development by engaging in a variety of "third mission" activities. Incubation of start-up firms, knowledge commercialization, the development of knowledge transfer partnerships, and the provision of entrepreneurship courses are examples of such activities.

BI activities, which focus on entrepreneurial learning outside of the classroom, are becoming an increasingly important component of an entrepreneurship education curriculum (Haneberg & Aaboen, 2020; Wei, Liu, & Sha, 2019). They are often experiential in nature, with the student having the chance to apply theory and information taught in the classroom (Haneberg, Aaboen & Middleton, 2022; Kolb, 2014). They can imitate important components of the entrepreneurial experience. Furthermore, they allow pupils/student to make errors and fail without major consequences it might have in the real business world. Activities for BI center on what Neck, Greene and Brush (2014) refer to as intentional practice, in which the learner engages in a meaningful performance and deliberate action. These can give students the opportunity to network with academic specialists, entrepreneurs, and other professions. The students are able to develop their social capital reservoir as a result, perhaps getting more access to investors, suppliers, distributors, potential consumers, and other critical resources (Haneberg & Aaboen, 2020; Kavita, Singh, & Sagar, 2020).

BI is a new phenomenon in Africa, and other developing economies, including Nigeria. It is a concept majorly domiciled in universities, however, universities in Anambra State appear to be lagging behind in this, as there appear not to be a single BI in the institutions based on the findings of the research. This is despite the sterling role BIs play in the creation, development and sustenance of businesses entities in developed climes where operational. It is against this backdrop that this study was necessitated to ascertain the influence of business incubation on the entrepreneurial performance

of students in the selected universities in Anambra state. The specific objectives are to:

1. Determine the nature of the relationship between knowledge transfer and promotion of entrepreneurial skills among students in the selected universities in Anambra state.
2. Examine the extent of relationship between inculcating innovative ideas and promoting the entrepreneurial mindset of students in selected universities in Anambra state.

## REVIEW OF RELATED LITERATURE

### Business Incubation

According to Adegbite (2001), business incubation (BI) is a strategy for starting up new small businesses by supplying and supporting SMEs in the following spectrum of services: (i) offering a wide variety of shared services, such as business counselling and training, shared secretarial assistance, start-up finance, and help with product development and marketing. (ii) Strict entry and departure requirements, which are intended to guarantee that the incubator focuses its efforts on assisting creative, quickly expanding start-up businesses that are expected to have a substantial influence on the local economy. To ensure a fair turnover of renters, exit laws often limit tenancy to a duration of three to five years. (iii) Practical support, including risk capital, counselling, and research and development (R&D), typically through a network of outside suppliers. (iv) Professional management, which comprises keeping a careful eye on tenant enterprises in relation to their business goals and ensuring that the incubator itself runs in a way that would eventually lead to financial independence. (v) Space available at flexible prices in fully occupied industry buildings.

There are currently over 10,000 business incubators globally, with roughly 4000 of these being affiliated with universities (Bhatli 2016). Business incubators are organizations that aid in the creation and expansion of new businesses by offering physical resources such as office space, equipment that can be shared, and administrative services and intangible resources such as knowledge and network access over a flexible time frame. They also support their operations through internal funding and/or sponsorship from governmental agencies or private businesses (Hausberg & Korreck 2018). The notion of business incubation is based on the assumption of boosting a company survival and growth by building methods that ensure the early identification of enterprises with high potential for success but limited resources. The approach assures that enterprises overcome the liabilities of newness and smallness, resulting in creative firms that are competitive, lucrative, and sustainable (Stal, Andreassi, & Fujino, 2016). As a result, the incubation phenomenon is seen as an enabling technology "that enables the functionality of key and perhaps strategic technologies" (Hackett & Dilts, 2013). University BI initiatives, which focus on entrepreneurial learning efforts outside of the

classroom, are becoming an increasingly important component of an entrepreneurship training program (Morris, Kuratko, Donald & Cornwall, 2013). They are often experiential in nature, with the student having the chance to apply the theory and information gained in the classroom (Kolb, 2014). They may be used to imitate crucial components of the entrepreneurial experience. Furthermore, they provide students with the opportunity to make choices without major consequences.

BI activities centre on what Neck, Greene, & Brush, (2014) refer to as purposeful practice, in which the student engages in a meaningful performance. Deliberate practice can result in larger knowledge structures, increased self-confidence, and a higher possibility of subsequent action. According to Roig-Tierno, Alcázar and Ribeiro-Navarrete (2015), business incubators have grown in popularity as a tool for reducing the risk of business failure and promoting entrepreneurial outcomes such as innovation, wealth creation, employment, and the development of entrepreneurial skills. A range of diverse typologies have resulted from the broad use of business incubators as a tool for public policy. Knoop (2016) opines that BI is an “economic development tool designed to accelerate the growth and success of entrepreneurial companies (start-ups) through an array of business support resources and services”. BIs are considered as a growth engine of prosperity for the promotion of small-medium enterprises (SMEs) (Stal *et al.*, 2016).

Shepard (2013) defines university Business incubators (UBIs) as economic and social development institutions that are meant to advise potential staff and student that are interested in business start-up, aid them in building, and accelerate their growth and success through comprehensive business assistance programs. The ultimate objective is to create a profitable business that will make this program financially viable and self-sufficient. The goal of establishing a business incubator is to grow new firms that are supported by a profit-oriented firm, to have strong and suitable organizational and financial management, and to become a sustainable company that will eventually have a positive influence on society at large (Stal *et al.*, 2016). The university business incubator program fills the gap by giving training to staff and students, space to establish small business, and in certain cases connecting new business owners with people who are placed to invest in and build the business in the future.

UBIs collaborations are advantageous for businesses, students, academic institutions, and incubators themselves as opined by Roura (2015). The UBIs offer support services for starting a business to fresh, inventive ideas that are intended to become commercial firms. They emphasize using the incubation process to transform and transmit university-generated knowledge, including scientific and technological knowledge, into the corporate sector (Sohail *et al.*, 2023).

The primary purpose of the BIs differs amongst them. Some offer a wide range of services, including a favourable atmosphere, cutting-edge technology, funding, help for early-stage start-ups' survival and growth, and direction in the creation of business strategies (Vanderstraeten, Matthyssens & Witteloostuijn, 2017).

### **Knowledge Transfer**

One of the most important aspect in determining the success or failure of any start-up is knowledge transfer because it provides the avenue for an experience person in business to teach or transfer his/her wealth of knowledge to another who is just starting or about to start, in this case, students. In this information era, students can use knowledge transfer techniques to comprehend the material they have learned and develop entrepreneurial abilities. It is important to provide students the chance to share the entrepreneurial skills they have developed via learning activities. Students can acquire suitable behaviours for their commercial or entrepreneurial activities with the help of knowledge transfer, particularly linked to best practices.

Janus (2015) posits that knowledge transfer is a two-way or multi-way interaction in which many parties are interested in learning from one another. Additionally, it refers to the transmission of a certain circumstance during the delivery of information or circumstance that depicts the engagement of behaviour involving a variety of items in order to acquire new knowledge. Therefore, it is important to transmit knowledge in order to learn new information and produce something creative and useful. In other words, it must be used in order to gather new knowledge over time. Students' entrepreneurial abilities can be developed through this activity. Because of this, developing entrepreneurial abilities is beneficial for kids (Sohail *et al.*, 2023). Every student who wants to start their own business should focus on developing their entrepreneurial abilities. Every student must regularly engage in this activity to guarantee the development of entrepreneurial abilities. This demonstrates the necessity of information transfer for students who want to pursue entrepreneurship. Abu (2014) opines that when someone is engaged in assisting others in creating or sharing fresh information, this activity takes place. Students should put it into practice in order to assist others in learning and transforming it into business abilities. Through indirect means, this also helps students develop their entrepreneurial skills. To assure the creation of new knowledge, knowledge transfer must be managed for all parties. Knowledge transfer techniques are generally effective in assisting students in learning from a variety of viewpoints. It's an essential element and a means of enhancing the students' skills through knowledge gained. Therefore, in order to improve their learning process, students must cultivate this practice. (Sohail *et al.*, 2023) states that sharing information with others will help people learn more, which will lead to an increase in knowledge for those who receive it. Therefore, acquiring

this information helps a person advance their career in a certain industry. Additionally, it will enhance performance throughout any activity or task.

Argote and Ingram (2010) opine that knowledge transfer tries to organize, develop, collect, or transmit knowledge and secure its availability for future users. They define it as "the process through which one unit (e.g., group, department, or division) is influenced by the experience of another". It is viewed as an increasingly significant technique of information management due to its capacity to assist the governing body in benefiting from private knowledge. It is described as the process through which knowledge flows from a source to a recipient and where knowledge is imparted and practiced. Indeed, information may be transferred among employees at different levels of the organization's structure as well as across units and departments. Nguyen and Burgess (2014) posit that knowledge transfer is the practical challenge of transferring knowledge from one component of an organization to another. Knowledge transfer, for example, tries to organize, develop, collect, or transmit knowledge and secure its availability for future users.

### **Innovative Idea**

The ability of higher institutions to innovate is a topic that is addressed more than ever now around the globe. The modern higher institutions must come up with strategies for adapting to the reality of knowledge production, which is fundamentally distinct from the conventional method of knowledge development and its application at the corresponding institutional level. However, there are very few studies on changes in higher institutions (Joseph *et al.*, 2023; Gedne, 2014; Lukjanska, 2014), and those that do focus on these changes usually analyze structural changes. Less commonly examined topics include students' perspectives on how innovations are implemented in higher institutions as well as the internal innovation processes that underlie changes and the realization of the many roles played by higher institutions.

Within the framework of the learning society, advances in education are reshaping how people think and innovate, how they comprehend values, and how formal and informal education are separated from one another. A UBI program is an indispensable tool in the whole dynamics of innovation and idea creation and nurturing. According to Rao and Mulloth (2017), is a tool for fostering research activity, novel ideas (Innovation), commercialization efforts, and the growth of entrepreneurs. Under one roof, they offer practical managerial help, financial information, networking opportunities, mentorship, technological support, equipment access, laboratory services, flexible leases, and extended office space. Its main goal is to enable the successful development of people and businesses that will exit the business incubator as independent, entrepreneurially viable, and self-supporting (Chirambo,

2014). The viability of an entrepreneurial idea is mostly dependent on its quality, which might result in the launch of a firm. An entrepreneurial idea is sound if it can serve as the basis for a genuine business and is sustainable, where sustainability refers to robustness over the long term (Casali, Perano, Moretta Tartaglione, & Zolin 2018).

Cosenz and Noto (2017) state that when using fundamental strategic management principles and concepts, great innovative ideas frequently result from the observation of unmet market demands or new market possibilities. In addition, new study suggests that innovative idea is the outcome of a number of hypotheses that relate to the entrepreneur's motivation, prior knowledge, and talents or competencies (Matzembacher, Raudsaar, de Barcellos, & Mets, 2019). In general, the formation of entrepreneurial ideas does not occur immediately; rather, it occurs as a result of the experience, abilities, and learning that are amassed before the ideas are ever considered (Abdul, *et al.*, 2018). Perrini, *et al.*, (2019) discussed how sensitivity to a social or environmental issue might encourage entrepreneurship idea. In this sense, a concept might be connected to a person's past history, including their prior knowledge and experience (education, former employment, hobbies, familial history, etc). (Mets, 2018). This point of view is also reinforced by (Pihie *et al.*, 2017), who claimed that not all would-be business owners have an original idea. As a result, according to (Kaplan 2019), there are four ways that entrepreneurs can be inventive and creative when assimilating entrepreneurial ideas. These are: developing entrepreneurial ideas as a continuation of an existing product, developing a better service, marketing products at lower prices, and adding value to an existing product or service. According to (Sobakinova, Zhou, & Durrani, 2019), great entrepreneurs are able to comprehend not just original ideas but also concepts that have been developed by others. According to Abdul (2018) in addition to new innovations in the form of products or services, brilliant ideas can also be observed in the modification of already-existing goods or services to produce a better and more alluring final product that can be marketed. Additionally, according to Halinen (2017), market research should be carried out to gather concepts and knowledge about current market trends, consumer behavior, technological advancements, and services and goods that are targeted in the market. This claim is supported by (Nellis 2016), who noted that gathering data on purchasing power, supplier power, market competitiveness, threats posed by newcomers and threats posed by new goods or services can provide a springboard for structuring corporate strategy. According to (Molaei, Zali, Mobaraki, & Farsi 2014), these thoughts can also be produced by the organization and synthesis of concepts from previously learned information from a variety of sources.

### Entrepreneurial Performance

According to Azadnia *et al.*, (2022), the act of giving "value to objects or events in such a way as to reflect quantities, qualities or categories of an attribute" is known as performance measurement. Traditionally, financial criteria have been used to quantify an organization's performance. These criteria include dimensions like yearly sales, annual profit, clientele, and growth, among others. However, proponents of the multiple-objective school contend that systemic performance evaluations should take into account all of an organization's stakeholders (Azadnia *et al.*, 2022). According to Anderson and David (2017), financial performance measurements are consequently "historical in character, offer little indication of future success, foster short-termism, are internal rather than externally focused with little respect for rivals and consumers." As a result, modern performance evaluation systems have been developed to encompass both financial and non-financial factors, making them multidimensional in character (Everleens *et al.*, 2017).

The literature on incubation employs multidimensional performance measurement. Incubation researchers use various performance metrics because there is no acceptable performance measure in the literature (Anderson and David, 2017). Finding a single reliable performance indicator in the incubation literature has proven to be a difficult task due to the definitional difficulty of what incubators actually are. The following performance indices are used based on a review of the literature on business incubation: revenues, finances, venture capital funds, firm survival, networking activity, innovative firms, organizational or firm growth, job creation, sales growth, profitability, patents registered, number of patent applications, alliance, technology transfer, employment growth, technology growth or development, research and development productivity, and abilities. Others as used in this study because of the independent variable and scope of the work include entrepreneurial skills, learning, mindset and intention.

### Entrepreneurial Skill

Azadnia *et al.*, (2022) opine that entrepreneurship is a characteristic that enables people to take chances, look for possibilities, and have a propensity to make their ideas a reality. It is also linked to the attitudes, values, knowledge, and abilities that allow someone to spot chances, recognize them, grasp them, and turn them into plans and profitable commercial endeavours. Bakar, Mamat, and Muda (2019) state that skills are essential to enable a person to perform whatever is required, particularly in the job search process, in order to flourish and excel in a variety of sectors. In this context, the capacity of students to handle knowledge in relation to knowledge transfer procedures in the development of entrepreneurial abilities is referred to as skill. As a result, it may also be referred to as a way for students to engage in knowledge-sharing initiatives. Thus, entrepreneurial skills development is a knowledge-

acquisition program connected to entrepreneurship that is organized in the universities.

A platform for developing students' entrepreneurial abilities is knowledge transfer practice in the development of those talents. In order to create future successful businesses, this technique is essential. The interests and capacity to investigate possibilities and develop risk awareness, creativity, and invention in business and employment-related activities can also be summed up as entrepreneurial skills. The process of fostering and growing students' business cultures involves entrepreneurial action (Zain, Akram, & Ghani, 2010). Lackéus (2015) supports the idea that entrepreneurship abilities may be developed through education. Today, a variety of entrepreneurial programs have been formed in schools and higher education institutions with the goal of exposing aspiring entrepreneurs to the area and irritating their interest in entering it after graduation.

According to Vision 2020, the government hopes to establish a scientifically advanced Nigerian society that values creativity and innovation as well as the growth of science and technology (Carvalho, 2018). Innovative, creative, and competent human capital must be prioritized in order to realize the goal. The first phase, according to (Nasharudin & Harun 2010), is to educate people to become world-class human models. Along with helping students pursue further education and become exceptional persons, educational institutions have the responsibility of raising citizens who can contribute and lead productive lives (Fuller, 2006; Alina, 2020). Applying entrepreneurial ideals and culture is one of the topics and objectives that are essential in the quest of excellence. One of the crucial soft skills that undergraduate or graduate students should have is entrepreneurial skill (Norasmah *et al.*, 2010). In addition to serving as a base for human growth, entrepreneurship is seen to be capable of developing human resources that can maintain the nation's economic, social, and political stability. The most important factor in encouraging entrepreneurship is to foster an atmosphere for it at a young age, especially in higher education.

Exposure to the entrepreneurial culture is in line with the government's goals and aspirations, which are to create resilient and competitive entrepreneurs. A small and medium-sized community is created by in-depth research on humanitarian issues, notably in the establishment of venture firms (Mukhtar, Halilu, & Rosli, 2015). In order to increase awareness and enthusiasm in this profession, students need to be exposed to entrepreneurship information and the application of an entrepreneur's beliefs and traits. In general, these topics have theoretically educated students about entrepreneurship. However, these entrepreneurship-related topics are often taught in a classroom setting, requiring students to have high and steady levels of reasoning and cognition. To increase students' adoption

of entrepreneurial abilities, teachers must be innovative (Sohail & Daud, 2019). Numerous studies conducted at the school level reveal that while kids are interested in entrepreneurship, they are not well-versed in how firms function. (Din, 2021) noted that self-employment and entrepreneurial goals were impacted by the potential influence of entrepreneurship during the learning process. In order to raise awareness and prepare high school students for entrepreneurship as a career choice, this study indicated that kids with strong potentials and qualities need to be developed. This is in line with the findings of Fauziah, Rohaizat, and Haslinah (2018), who discovered that participation in the Small Business Program had a positive impact on the personalities and attitudes of students.

### Entrepreneurial Mindset

There are numerous reasons to include entrepreneurship in all subjects in all tertiary institutions of learning (Hindle, 2018). Instruction and assistance are necessary to cultivate a mindset that accepts, considers, and acts upon ideas of entrepreneurship. To be competitive and successful in the global economy, one must possess the capacity to manage unfamiliar situations, collaborate with others, and endure in the face of setbacks, and link people and ideas to forge new knowledge.

A mindset is a set of interconnected ideas, presumptions, and knowledge that we use to absorb information, direct our behaviour, and shape our judgments. A certain set of assumptions, understandings, and ways of thinking that motivates entrepreneurial conduct is known as an entrepreneurial mindset. An entrepreneurial mindset is characterized by: (i) They have believe in their capacity for success and control over their own results, enabling people to assume responsibility for their life (ii) They possess inspiring objectives that keep them future-focused and genuinely driven, empowering them to be self-directed, action-oriented, and highly engaged (ii) They perceive negative events positively and see challenges as possible growth opportunities, displaying high levels of resilience, resourcefulness, and solution-seeking even in very unpredictable and resource-constrained circumstances (iv) to cultivate curiosity, creativity, and critical thinking while focusing on micro-experiments as learning chances to test ideas (v) have a humanistic outlook, being other-focused and understanding that one creates value by looking to solve problems for others (vi) exhibit a high level of dependability, understanding that following through on simple solutions can lead to unforeseen opportunities; and (vii) surround themselves with an intentional community of positive influence and critical guidance. Through entrepreneurial experiences, one may cultivate and improve their entrepreneurial mindset. Additionally, we must design entrepreneurial awareness opportunities in our schools, businesses, and communities if we want to foster the entrepreneurial mindset.

It takes work and encouragement to change one's mindset. Although the attitude may be learned via experience, research suggests that it is more effective for students to learn some aspects of the entrepreneurial mindset through training. We contend that chances for students to reflect on and apply the mindset ideas in a variety of contexts and toward a range of goals will help them build an entrepreneurial mindset the most successfully. So, if there is a desire for students to be entrepreneurs, there is the reason for educating them on how to be entrepreneurs (Rodov & Truong, 2015). Even in the face of the most difficult circumstances, the likelihood of success increases significantly when entrepreneurial skills are taught (Johnson, Wubbenhorst, & Schroeder, 2013). The extent to which faculty members across the undergraduate curriculum are implicitly or overtly teaching information or procedures that support the development of an entrepreneurial mindset is still unclear, despite the potential benefits for all students to acquire an entrepreneurial mindset.

### Empirical Review

The study on moderating effect of mentorship on the relationship between entrepreneurial learning and attitude towards entrepreneurship carried out by Agbonna (2022) 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 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. The results showed 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.

Ayad, Abu Elnasr and Ibrahim (2022) carried out an analysis on university incubator support and entrepreneurial intention among Tourism Graduates: mediating role of personal attitude. The study examined the role of support given by university incubators—embedded in networking support, financial support, and training support—in enhancing entrepreneurship intention among tourism graduates. Furthermore, the

study examines the mediating role of personal attitude in the aforementioned relationship. Data were collected from a sample of 750 senior students at tourism and hospitality management colleges in Saudi Arabian public universities. All of the research participants have had access to these incubators. Using structural equation modelling, the study revealed that the personal attitude of graduates partially mediates the impact of networking support as a dimension of university incubator support and entrepreneurship intention. However, the personal attitude of graduates was found to fully mediate the relationships between financial and training support and entrepreneurship. This reveals that personal attitudes have some influence on university incubator support roles.

Agus, Rafinda and Gal (2020) carried out a research that was aimed at identifying the determinant factors of entrepreneurship in the case of university students. The research also evaluated student perception of business incubation programs in both universities. The research evaluated primary data from Jenderal Soedirman University, Indonesia, and Debrecen University, Hungary. Data was collected using a questionnaire. The results showed that the perceived opportunity has a significant impact on the intention to establish a business. However, the business incubation program from campus does not affect student intention to establish a business. A more interesting finding is that Indonesian students have the lowest belief about the impact of business incubation programs compared to Hungarian and international students. The research's further implication is that the business incubation program needed to be improved to impact student willingness to establish a business significantly.

Dollah, Manaf, Wallang, Misnan and Ananthan (2020) had a comparative analysis on knowledge transfer and entrepreneurial skills development among students in higher education institutions. The study was conducted to identify knowledge transfer practices and entrepreneurial skills development among students in higher education institutions in the northern region of Peninsular Malaysia. The quantitative research design was carried out by distributing questionnaires among 822 students from Univeriti Utara Malaysia, Universiti Malaysia Perlis and Universiti Sains Malaysia. The findings indicated that there is high positive level of awareness regarding the importance of developing entrepreneurial skills among students. It implies that the students are ready to turn their learning activities as opportunity to build entrepreneurship skills, hence knowledge transfer should be sustained.

Ojewumi and Fagbenro (2019) studied entrepreneurial intention among polytechnic students in Nigeria: the role of self- efficacy and social networks. The study was carried out to examine the role of self- efficacy and social networks on entrepreneurial intention among polytechnic students in Ile-Ife Osun state,

Nigeria. Theory of Reasoned action was used as a theoretical framework for this study. A survey design was adopted. The data for the study was collected in 2018 via a purposive sampling technique, where 240 students (81 females and 159 males) with age range of 21–35 years ( $M = 23.61$ ,  $SD = 2.63$ ) were selected from one polytechnic. Inferential statistics (t-test for independent measure) was used to test the hypotheses in this study. Result showed that there was significant difference between entrepreneurial intention of polytechnic students with low self-efficacy and high self-efficacy. There was significant difference between entrepreneurial intention of polytechnic students with low social network and high social network. Therefore, to improve entrepreneurial intention among polytechnic students, psychologists should organize psycho-educational interventions aim at increasing self-efficacy and social networks of polytechnic students.

Salum (2018) examined the influence of business incubators on the performance of young entrepreneurs in higher learning institutions in Tanzania. The study was conducted in Dar es Salaam and Morogoro regions where the two universities business incubation centers, (i.e. the University of Dar es Salaam and Sokoine University) were purposively selected. Incubatees were selected randomly and the cross sectional research design was adopted. A total number of 30 incubatees were surveyed and two (2) incubation managers were interviewed. The questionnaires and interview guides were used for data collection, which subsequently was analyzed using SPSS version 20. Findings identified five BSS offered by business incubators to their incubatees. These BSS are marketing and business management, networking, accounting and financial management, facilitation on access to finance and mentoring and coaching. The study also has revealed that, there is a significant association between BSS and motivation of young entrepreneurs to start new business.

## METHODOLOGY

This study made use of survey research design because of the characteristics of the study which collected relevant data about a phenomenon using structure questionnaire. The target population of the study are undergraduate students of 2021/2022 Academic Session in UNIZIK and COOU. However, the population of the study consist of 300 level students of the universities who have taken entrepreneurship course or those that are yet to take it. This will cut across all the faculties in the schools selected and the population in UNIZIK is put at six thousand two hundred (6200) and that of COOU is put at four thousand and eighty two (4082) making a combined target population of ten thousand two hundred and eighty two (10282). The sample size of the study is determined using Krejcie and Morgan (1970) sample size determination formula to be 380. For the purpose of this study, the primary source of data (questionnaire) was utilized. The questionnaire used in data collection was subjected to a combination of face

and content validity by experts and tested for reliability using Cronbach Alpha which returned a coefficient of .895. The method of data analysis include descriptive statistics (mean and frequencies) and inferential statistics (Pearson Product Moment Correlation Coefficient). Pearson The hypotheses were tested at a 5% level of significance.

**DATA PRESENTATION AND ANALYSIS**

**Hypotheses One**

H<sub>a1</sub>: Knowledge transfer has no significant relationship with promotion of entrepreneurial skills among students in the selected universities in Anambra state.

**Table 1: Correlation Analysis for hypothesis one**

		KNWTRA	ENTSKL
KNWTRA	Pearson Correlation	1	.939**
	Sig. (2-tailed)		.000
	N	335	335
ENTSKL	Pearson Correlation	.939**	1
	Sig. (2-tailed)	.000	
	N	335	335
**. Correlation is significant at the 0.01 level (2-tailed).			

**Source:** Field Survey, 2023

Table 1 shows the correlation analysis for hypothesis one which states that Knowledge transfer has no significant relationship with promotion of entrepreneurial skills among students in the selected universities in Anambra state. Looking at the result, the correlation coefficient (r) is .939 and the probability value (P-value) is .000. Judging with this and going by the decision rule, the alternate hypothesis is accepted because the p-value is less than .05. Hence it is stated that knowledge transfer has a statistically significant positive relationship with promotion of entrepreneurial skills

among students in the selected universities in Anambra state.

**Decision:** Alternate hypothesis accepted

**Hypotheses Two**

H<sub>a2</sub>: There is no significant relationship between inculcating innovative ideas and promoting the entrepreneurial mindset of students in selected universities in Anambra state.

**Table 2: Correlation Analysis for hypothesis two**

		INNIDEAS	ENTRMIND
INNIDEAS	Pearson Correlation	1	.940**
	Sig. (2-tailed)		.000
	N	335	335
ENTRMIND	Pearson Correlation	.940**	1
	Sig. (2-tailed)	.000	
	N	335	335
**. Correlation is significant at the 0.01 level (2-tailed).			

**Source:** Field Survey, 2023

Table 2 indicates the correlation analysis for hypothesis two which states that there is no significant relationship between inculcating innovative ideas and promoting the entrepreneurial mindset of students in selected universities in Anambra state. With an r of .940 and a P-value of .000 which is less than the level of significance, the alternate hypothesis is accepted and it is stated that there is a statistically significant positive relationship between inculcating innovative ideas and promoting the entrepreneurial mindset of students in selected universities in Anambra state.

is obtainable in the developed world and even in some African countries. The idea of entrepreneurship education has grown beyond class room lectures that are usually theoretical based to a more practically based teaching where mentorship and social opportunities are made available to students who aspire to or who pass through entrepreneurship courses. It is believed that students learn more by doing and seeing rather than by teaching in abstract forms. This study have collected data from relevant sources and analyzed same using appropriate technique, concludes that business incubation has a significant relationship with student's entrepreneurship performance. This is owing to the fact that all the decomposed variables for business incubation had statistically significant relationships and influence on all the decomposed variables for entrepreneurship performance.

**Decision:** Alternate hypothesis accepted

**CONCLUSIONS**

Business incubation is still a new concept in Nigeria, especially in the university set up, unlike what

## RECOMMENDATIONS

Following the revelations from the findings of the study, it is recommended that:

- a) Teachers, facilitators and managers of entrepreneurial classes in universities should take the business of entrepreneurial knowledge transfer very serious, and more emphasis should be placed on practical aspect of knowledge transfer rather than theoretical aspects as this will help in improving the entrepreneurial skills of students that pass through entrepreneurial classes in the selected universities.
- b) That teachers and lecturers of entrepreneurship need to encourage the students to think outside the box, motivate them to generate innovative business ideas as this will go a long way in improving their entrepreneurial mindset.

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