

# **FAMILY MENTORING, SELF-PRACTICE AND ENTREPRENEURIAL LEADERSHIP DEVELOPMENT IN NIGERIAN UNIVERSITIES: A CONCEPTUAL FRAMEWORK**

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The influence of family in the area of developing entrepreneurial leaders within the strata of education economy is fast becoming a topical issue in entrepreneurial research. This empirical paper perceived family as the first level of learning process for developing future entrepreneurs. The family seems to possess emotional influence on students' areas of interests, strengths and weaknesses. Researchers have established a nexus between high positive attitude and academic performance of students whose families involve in their educational pursuits (Bagheri and Pihie 2010:434-436, Oluwateluru and Oloruntegbe 2010:1-4). Accordingly, experience from family businesses and difficulty experience in early childhood are established to have positive effects on the mind-sets to venture into own businesses. There is also the notion that novice entrepreneurs might not be encouraged to engage in future entrepreneurship if the family members are not supportive. This paper however observed a limited body of knowledge in this area of research in Nigeria. Little or no study is available in the literature, to suggest if family involvement could mediate between entrepreneurial education and entrepreneurial leadership development in Nigerian universities. At the moment, the mode of instruction substantially remains traditional lecturing method in most universities in Nigeria (Olorundare and Kayode 2014:156). The intentions of many undergraduate and postgraduate students remain how to secure non-available remunerative employments after graduation (Uduak and Aniefiok 201:175). Hence, the study explored the potentials of university-family partnership as a dimension to entrepreneurship orientation. The aim is to establish the learning process and extent by which family ties creates a complementary pathway. The investigation recorded collection of 644 data through stratified and systematic sampling techniques from undergraduate, postgraduate students and lecturers of three universities in Southwest, Nigeria. Descriptive statistics including means and standard deviations were employed for the statistical analysis. The preliminary findings reveal a strong relationship between family mentoring, self-practice and university entrepreneurial leadership development programmes. The implication perhaps is that family mentoring, self-efficacy and university experience framework could produce a contagious enthusiasm learning atmosphere for entrepreneurial leadership development in Nigerian. This is in tandem with Ajzen Planned Behaviour Theory which stated that a "perceived desirability is equal with the attitude of certain behaviour and subjective norms" Urbano and Guererro (cited in Rachmawan *et al.* 2015:420).

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