

SUSTAINABLE ENTREPRENEURSHIP EDUCATION (SEE): A PANACEA FOR MANAGING FAMILY BUSINESS IN SOUTH-SOUTH, NIGERIA

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Abstract

The contributions of family business to the global economy in growth and development cannot be overemphasized mostly as touching employment and improved standard of living. However, maximum family groups in Nigeria can't continue to exist financial realities of excessive competitions, negative infrastructures, hash financial rules, and many others. Because of managerial deficiency which can be corrected using entrepreneurship education? Regardless of teaching entrepreneurship education in our diverse academic institutions, there is nonetheless a gross failure of the circle of relatives' industrial organization all through the duration and breadth of Nigeria which query the effectiveness of entrepreneurship teaching techniques applied. This study seeks to validate empirically whilst analyzing the impact of sustainable entrepreneurship education (SEE) model in project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE) and simulation base

entrepreneurship education (SBEE) on family business management in South-South, Nigeria. The study adopted quantitative research design using a survey method. A total of 257 respondents were surveyed through questionnaire administration. Three research questions were posed and three hypotheses tested. Data analysis was done using descriptive statistics of mean and standard deviation while inferential statistics of Multiple Regression was used to test the stated hypothesis on SPSS version 25.0 to correlate data on the independent and dependent variables of the study. The findings from the Multiple Regression analysis result reveal a significant relationship between project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE), simulation base entrepreneurship education (SBEE) and organization of family business in South-South, Nigeria. The study concludes that sustainable entrepreneurship training (SEE) model on own family enterprise control in South-South, Nigeria is to a high quantity.

The study looked at, consequently, recommends that: The federal ministry of schooling should enshrine the Sustainable Entrepreneurship education (SEE) version of task-based totally entrepreneurship schooling, case take a look at base entrepreneurship schooling and simulation base entrepreneurship education (PBEE, CSBEE, SBEE) into the educational curriculum for mastering entrepreneurship in South-South, Nigeria.

Introduction

Entrepreneurship as a wheel for monetary development, boom and sustainability are operated at character, company and circle of relative's level in Nigeria. Families across the globe engage enterprise sports of divers natures in keeping legacy and becoming economically viable which involuntarily exposes participants unto entrepreneurship. This becomes determined by way of Churchill and Hatten (1987) referred to in Murray-Nseula, (2011) (2015) that one of the first-class techniques for powerful entrepreneurship is the establishment of the own family commercial enterprise. Circle of relatives personal business has their place in history as they've existed for a totally long term subsequently they appear because of the oldest form of enterprise, (Ezimma & Ifeanyi, 2017; De Alwis, 2010). At some point of records, families and enterprise have usually co-existed to a massive extent in particular because maximum agencies started with the underlying motivation to earn a residing and support the family, (Bamidele, Emerole, Lawal & Timothy, 2017). Whilst the companies provide economic support to households, the family provides human and different sources to the enterprise which described an intertwined relationship.

Nowadays, the scope of own family-owned businesses has multiplied to encompass some of the world biggest agencies with massive monetary impact. In every society, Nigeria to be particular, family-owned agencies shape the bedrock of advancing development as

such performed an important role in employment, earnings generation and wealth accumulation. In Nigeria, figures of own family organizations could not be effortlessly decided, because of the paucity of facts (Esuh, Mohd& Adebayo, 2011)but, agencies like Lagra and associates Ltd., Cento worldwide Co Nig Ltd., Chene Networks., a couple of-axxexx services constrained., Seabuwd restrained., Mcsea commercial enterprise strategies., Gifford Gettel prescribed drugs Ltd., Gifford Gettel prescription drugs Ltd., Lawza-leviticus construct restrained, Dangote organization of businesses, etc. with large economic impact are owned via the families. notwithstanding their place as the oldest kind of business and major contributions to the global economy, their survival rate seems to be appalling as most effective a handful of them continue to exist more than one generation,(Ogundele, 2012) and their survival rate past the founder's generation is extremely low particularly in Nigeria, (Burns, 2014).

it is anticipated that much less than one-0.33 of own family organizations in Nigeria survived into the second one technology and best thirteen in step with cent survived thru the third technology (Ogundele, 2012), which well-known shows a defective entrepreneurship schooling curriculum and teaching strategies in our instructional system making sustainable entrepreneurship schooling the way to go. The importance of sustainable entrepreneurship education (SEE) can't be overemphasized in Nigeria following its role in financial development typically as it applies to the agency of the own family enterprise. Entrepreneurship education entails teaching and learning of the wished abilities and know-how that equip one to become self-reliant via being a powerful and successful initiator, manager, innovator and threat-bearer of commercial enterprise undertakings, (Ngozi & Joshua, 2015). This form of schooling places emphases on children development and also the desire and more than one abilities of people, (Josephine & Doris, 2019). As a panacea for managing the

own family enterprise, Oosterbeek, Van and Ijsselstein (2010) maintain that entrepreneurship schooling seeks to lower the inherent chance attached with entrepreneurship whilst guiding the agency through its beginning segment to its adulthood stage efficaciously.

Sustainable entrepreneurial education is based to connect and adopt proficiencies, attributes and values required to understandability investment possibilities structure in addition to embarking on new enterprise ventures, (Brown, 2000). Following this concern Igbo (2009) shows that such training ought to produce self-reliance, activity creators and not activity seekers, besides it equips the person for creative hassle solving and innovation. This needs curriculum content enrichment with effective teaching version such as project based entrepreneurship education (PBEE), case study base entrepreneurship education (CBEE) and simulation base entrepreneurship education (SBEE) into entrepreneurship teaching scheme in the primary, secondary and tertiary institutions in Nigeria, South-South in particular. These methods of teaching has proven successful with teaching other subjects in the Nigerian schools hence it will bridge the gap between knowledge and application in entrepreneurship.

Task-primarily based getting to know is an actual studying version or approach in which students plan, implement, and evaluate initiatives which have actual-international applications beyond the classroom (Westwood, 2008). This technique of mastering, in keeping with Thomas, Michealson and Mergendoller(2002) engages college students in gaining information and abilities via an extended inquiry system structured around complex, real questions and thoroughly designed products and responsibilities, making it first-rate in shape for coaching entrepreneurship. Case examine base teaching also has been an effective method of coaching that is appropriate for entrepreneurship schooling. This method as

mentioned by way of Herreid, Schiller, Herreid and Wright(2011) is a quite adaptable fashion of teaching that entails problem-primarily based getting to know and promotes the improvement of analytical abilities which facilitate interdisciplinary gaining knowledge of and may be used to highlight connections between unique educational topics and actual-global societal issues and programs (Bonney, 2013), which increases scholar motivation to take part in-class activities in selling mastering and increases overall performance on exams (Murray-Nseula, 2011).

In the end, in our context is a simulation-based technique of entrepreneurship schooling. This technique in line with Prensky (2001) is a Computer-based totally studying technique that engages players in realistic sports designed to boom expertise, enhance abilities, and permit nice gaining knowledge of outcomes. Susi, Johannesson and Backlund (2007) assert that simulation-based total method of mastering makes a speciality of problem-solving tasks and contain the imperfect nature of interactions with the real international. This method of teaching is designed to sell studying, on the whole with the aid of leveraging a story or story centre around entrepreneurship. Adopting this model (SEE; PBEE, CBEE, SBEE) in coaching entrepreneurship schooling will create efficiency inside the organisation of circle of relatives' commercial enterprise in South-South, Nigeria. Sustainable entrepreneurship schooling, consequently, entails a consistent adaption of task-based total entrepreneurship training (PBEE), case observe base entrepreneurship training (CBEE) and simulation-based entrepreneurship training (SBEE) as a version in coaching entrepreneurship topics in our numerous faculties to affect functional commercial enterprise control at the family degree and past.

Sustainable entrepreneurship education has acquired academic info in addressing numerous societal task levels from

youngsters' restiveness to societal underdevelopment. but, the current body of studies gives restricted proof in providing dynamic teaching version that first-rate address entrepreneurship hole in dealing with the circle of relatives industrial enterprise in South-South, Nigeria which precipitated hobby and created a need for this study.

Statement of the Problem

The need to reputation on sustainable entrepreneurship education in Nigeria is due to the truth that many promising own family organizations crumble at the loss of life/go out of their founders specifically because of faulty entrepreneurship instructional model invoke (Ogundele, 2012). Generally, family businesses are hooked up by using way of individuals within the family who had a vision and the need to blaze the entrepreneurial path. In Nigeria, lots of those family businesses started out with trading activities and later metamorphosed into the collection and execution of settlement jobs, this is facilitated via the entrepreneur's particular talents, (Adeleke, Ogundele & Oyenuga, 2008).

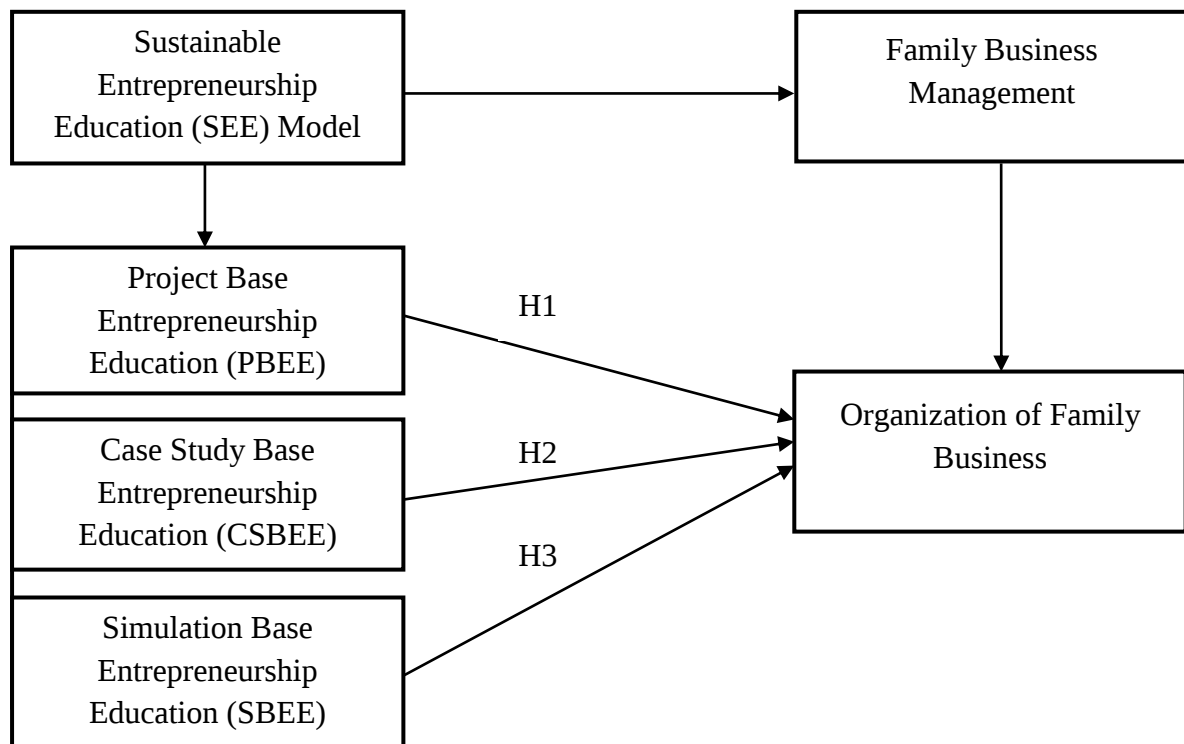
Being underneath an easy management shape, which mixes ownership and management in one or few men and women, family businesses in Nigeria had witnessed diverse challenges which had driven such a lot of from current examples of such are: the Doyin institution of companies by using past due to chief Samuel Adedoyin, the Odutola Brothers, chain of groups by using M.K.O Abiola that spanned telecommunications, banking, media, aviation, farming and shipping which might be an incomplete smash (Arogundade, 2011) and many others both famous and unpopular.

Other than loss of succession planning as a critical venture in the own family business circle, elements like a fusion of personal and business lives, terrible managerial competency, own family conflicts and many others. Also contribute to the failure of the family commercial enterprise in the South-South, Nigeria. Distinguished among them are bad entrepreneurship academic heritage and lack of appropriate entrepreneurship instructional model in coaching entrepreneurship topics at all levels of schooling in Nigeria. The techniques adopted in teaching/studying of entrepreneurship schooling in our institutions are not effective enough to power family businesses into prosperity as the traditional teaching technique is still maintained in opposition to dynamic educational fashions which encompass project-primarily based mastering, case have a look at based totally studying and simulation-based learning. Adopting this version in coaching entrepreneurship training is a certain bet on agencies of the own family enterprise in South-South, Nigeria.

A terrific variety of researches performed on the circle of relatives business had recognized various challenges like lack of succession making plans, family conflicts, managerial incompetency, cultural troubles and so forth as bedevilling the growth and sustainability of the family enterprise in Nigeria without focusing educational models for correcting them which is a concern to this study. This research therefore examine sustainable entrepreneurship education in the model of project based entrepreneurship education (PBEE), case study base entrepreneurship education (CBEE) and simulation base entrepreneurship education (SBEE) in managing family business in South-South, Nigeria.

Conceptual Framework

The conceptual framework of this study is shown in figure 1.1 below:



Source: Researcher's Own Conceptualization

Purpose of the Study

The purpose of the study is to investigate the impact of sustainable entrepreneurship education (SEE) Model on family business management in South-South, Nigeria.

Specifically, the study sought to:

1. Determine the impact of project base entrepreneurship education (PBEE) on organization of family business in South-South, Nigeria.
2. Examine the impact of case study base entrepreneurship education (CSBEE) on organization of family business in South-South, Nigeria.
3. Investigate the impact of simulation base entrepreneurship education (SBEE) on organization of family business in South-South, Nigeria.

Research Question

This study seeks to answer the following research questions:

1. To what extent can project base entrepreneurship education (PBEE) impact on organization of family business in South-South, Nigeria?
2. To what extent can case study base entrepreneurship education (CSBEE) impact on organization of family business in South-South, Nigeria?
3. To what extent can simulation base entrepreneurship education (SBEE) impact on organization of family business in South-South, Nigeria?

Hypotheses

The following hypotheses guide the present study:

H₀₁: There is no significant relationship between project base entrepreneurship education (PBEE) and organization of family business in South-South, Nigeria.

H₀₂: There is no significant relationship between case study base entrepreneurship

education (CSBEE) and organization of family business in South-South, Nigeria.

Ho₃: There is no significant relationship between simulation base entrepreneurship education (SBEE) and organization of family business in South-South, Nigeria.

Review of Related Literature

Concept of Sustainable Entrepreneurship Education

Sustainable entrepreneurship schooling entails coaching and studying of the wanted competencies and know-how that equip one to come to be self-reliant through being a powerful and a fulfillment initiator, manager, innovator, and hazard-bearer of industrial business enterprise assignment, (Ngozi & Joshua, 2015). Josephine and Doris (2019) keep that entrepreneurship training locations emphases on youngsters improvement and moreover the choice and multiple skills of human beings. This seeks to lower the inherent risk related to entrepreneurship while guiding the agency thru its beginning section to its adulthood stage correctly, (Matlay, 2008; Oosterbeek, Van Praag & Ijsselstein (2010). Entrepreneurship education that is sustainable is structured to attach and adopt proficiencies, attributes and values required to recognize potential funding opportunities, shape and embark on new business ventures and manage an existing industrial business enterprise successfully, (Brown, 2000).

Entrepreneurship schooling is concerned within the motivation and mentorship on approaches to become self-reliant in questioning, growing and running a challenge, (Rasheed & Rasheed, 2003). This is crucial in that it offers the kind of training and schooling that empower and encourages the employment experience of creativity and development of competencies for college kids as a way to be given obligations and risks. Paul (2005) found the subsequent as targets of Entrepreneurship education: 1. the providing of instructional method that is practical and permits with the essential talents to be self-reliant and self-hired. 2. Provision for the teenagers or graduates vital training

that permits them to be imaginative and ingenious in recognizing investment possibilities. 3. Serving as a promoter of financial development and development. 4. Offers graduate efficient and ok schooling in risk management. 5. Impacting positively at the fee of poverty. 6. Growing employment possibilities. 7. Discount of rural-city glide; by using presenting graduates with adequate training and guidance so that it will help them in setting up vocations in small and medium sized businesses, etc.

Dimension of Sustainable Entrepreneurship Education

studies on sustainable entrepreneurship education followed numerous dimensions that explained entrepreneurship training in one-of-a-kind settings. In this study, project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE) and simulation base entrepreneurship education (SBEE) are adopted as dimensions of sustainable entrepreneurship education (SEE) to explain knowledge acquisition techniques in effective family business management.

Project Base Entrepreneurship Education (PBEE)

Project-based learning is a tutorial technique concentrated at the learner? in this gaining knowledge of approach, students plan, put in force, and examine initiatives which have real-international packages past the classroom, (clean, 1997) which make it more appropriate in teaching entrepreneurship as well as other subjects. Blumenfeld et al., (1991) study that as a complete technique to lecture room teaching and mastering it is designed to have interaction students inside the research of complex, actual problems and punctiliously designed merchandise and duties. Using mission-primarily based mastering of entrepreneurship inside the lecture room is feasible after supplying the facts this is wanted for the undertaking. This engages students in gaining know-how and talents via a prolonged inquiry manner established around complicated, actual

questions and punctiliously designed products and tasks, (Thomas, Michealson & Mergendoller, 2002). This could therefore decorate the high-quality of entrepreneurship learning and ends in better-level cognitive improvement through pupil engagement with complicated and novel troubles. Inside this teaching technique students are uncovered to a huge range of abilities and abilities which includes collaboration, challenge making plans, selection making, and time management through project-based studying (blank, 1997) which increases the motivation of college students.

Case Study Base Entrepreneurship Education (CSBEE)

Case study teaching method is a highly adaptable style of teaching that involves problem-based learning and promotes the development of analytical skills, (Herreid, Schiller, Herreid & Wright, 2011) which is effective in learning entrepreneurship. By presenting content in the format of a narrative accompanied by questions and activities that promote group discussion and solving of complex problems, case studies facilitate the development of the higher levels of Bloom's taxonomy of cognitive learning; moving beyond recall of knowledge to analysis, evaluation, and application, (Anderson & Krathwohl, 2000). Similarly, Bonney (2013) asserts that case studies facilitate interdisciplinary learning and can be used to highlight connections between specific academic topics and real-world societal issues and applications. Since case study teaching method has been reported to increase student motivation to participate in class activities, which promotes learning and increases performance on assessments, (Yadav, et al. 2007; Pintrich & Schunk, 2002) it will be an effective technique in learning entrepreneurship education for the management of family business.

Simulation Base Entrepreneurship Education (SBEE)

Simulation learning is a computer-based learning that engages players in sensible

sports designed to boom information, improve abilities, and enable wonderful learning results (Prensky, 2001). even as simulations are not always "video games" per se, the main focus is the usage of a digital game-based totally mastering surroundings to guide effective effects. Simulations in entrepreneurship education are available in some of the paperwork depending on their reason for life, and the most popular appear like position-gambling simulations and laptop simulations, (Joe & Ikenna, 2018). Deviating from a natural computer movement game, simulation mediated via era, and experiential learning occurs in which students create and run "real" ventures inside the schoolroom. The consciousness on trouble-solving obligations and comprise the imperfect nature of interactions with the actual world (Susi, Johannesson, & Backlund, 2007), and in particular useful concept in approaching entrepreneurial opportunities.

Concept of Family Business Management

Family businesses in Nigeria, as in different elements of the world, are available genuinely all sizes (small, medium and large) and exist in really all sectors of the economy. Evidently, they're extra within the small bracket; tailoring outfit, barbing, carpentry, retailing outfit, petrol and fuel stations, etc. As its name implies, the circle of relatives business is an enterprise this is owned by using their own family, (Ezemma & Ifeanyi, 2017). Cabrera-Suarez (2005), opines that own family business is a type in which the family has influence or manage over both the ownership and management operations while Allouche and Amann (2008) defined family enterprise as an enterprise wherein one or several households significantly have an effect on its development thru possession of its capital, placing the emphasis on own family ties in regards to the procedure of selecting organization directors, whether they may be own family individuals or workers recruited externally, and expressing a preference to transmit the business to the subsequent generation at the same time as

expertise the significance of the business for the pursuits and objectives of the family.

Organization of Family Business

Most family-owned businesses in south-south, Nigeria go through premature death no sooner than the loss of life of authentic founders. This is not a long way from negative management and shortage of succession plans which needs effective control. In a circle of relatives business, the circle of relatives and the enterprise are so entangled that feelings are unavoidable. Consequently, the own family has a preference for the usage of the circle of relatives or non-circle of relatives members in control. Consequently, a few family companies hire out of doors board individuals for control, (Sharma, Chrisman & Chua, 1997). For the circle of relatives businesses that are not large enough to attract outside board contributors, family councils review or advisory councils are encouraged for its management. Proponents argue that out of doors board members convey fresh views and new directions monitor the progress of the circle of relatives business and act as arbitrators which assist inside the succession procedure by providing help for the newly elected leader (Sharma, Chrisman & Chua, 1997). within the most circle of relatives enterprise, the proprietor (founder) plays the function of the leader govt officer among different predominant roles. In different instances, the roles are breaking up among circle of relatives members, who may not necessarily own applicable qualifications. As such own family affairs slip into enterprise management and choice-making, thereby clouding business decisions with sentiments and personal pursuits, (Emeka, 2018) requiring entrepreneurship training for proper control.

Sustainable Entrepreneurship Education (SEE) and Family Business Management

Entrepreneurial activity is now not pretty much coming across new thoughts and possibilities (Shane & Venkataraman, 2000), but also intentional making plans, advanced

via the cognitive processing of inner and external factors (Del Giudice et al., 2014) won via training. Entrepreneur schooling is a cognitive process that precedes the effective involvement of the character in own family commercial enterprise control (Liñán and Chen, 2009), and mainly, entrepreneurial schooling is intently connected to the commercial enterprise global (Morianio et al., 2012) and has ended up a hastily evolving studies zone within the advertising. Currently, in literature, there appear extraordinary theoretical tactics which clarify why some individuals are greater inclined toward entrepreneurial profession when: the first analyzes persona trends (Zhao & Seibert, 2006; Rauch & Frese, 2007; Leutner et al., 2014; DeNisi, 2015), and the second one specializes in environmental and behavioural factors, (Peterson, 1980; Aldrich, 1990; Baum et al., 2001). Given these concerns be it at the circle of relatives level (own family commercial enterprise) or on the overall scene, entrepreneurial schooling plays a crucial function.

Family businesses are stodgy, conservative and hobbled of their efforts at entrepreneurship. because of their lengthy-time period focus and advanced sources, many family corporations clearly have a bonus in their entrepreneurial hobbies on the start-up, growth and entrepreneurship phases with the utility of educational talents pertains to entrepreneurship. Strachan and Shanker (2003) examine that circle of relatives business tends to be too conservative to be entrepreneurial that they're hampered by using a lack of sources and by a circle of relatives emotional sentiments that induce conservatism and get inside the manner of the potential to innovate and renew a commercial enterprise which is avoidable with an effective entrepreneurship instructional machine in the region. Entrepreneurship schooling is powerful in handling an own family commercial enterprise at both "growth phase" and "Innovation/Renewal segment".

At the growth phase, the family business is stated to be too worried about their own family subjects involving fees and needs which undermined growth however with entrepreneurship training households can invest their treasured asset for increase and growth. At Innovation and Renewal households are said to be conservative, averse to chance-taking which can hamper their innovation efforts. however, with entrepreneurship training, many own family companies excel, even in uncertain, excessive-tech environments. Innovation is specifically traumatic of human expertise, initiative and motivation, and frequently teamwork as well. family corporations were shown to make investments more in schooling their human beings and, as a result, revel in less turnover and less erosion of understanding and capital, (Miller & Le Breton-Miller, 2005).

Theoretical Framework

Stewardship theory

The stewardship theory explains how the founding households view the firms as an extension of themselves and consequently sees the coolest fitness and continuity of the company as related to their personal nicely-being. Stewardship principle posits that many managers aspire to higher purposes at their jobs that they are now not actually self-serving economic people but regularly act with altruism for the benefit of the organization (circle of relatives enterprise) and its stakeholders, (Davis, Schoorman, & Donaldson, 1997; Donaldson & Davis, 1991; Fox & Hamilton, 1994). The ideals that stewards (managers) are intrinsically influenced via better-degree needs to act for the collective right of their companies (family enterprise). They identify with the employer and embody its targets via being dedicated to creating it prevail, even at a personal sacrifice, (Davis, Schoorman, Mayer, & Tan, 2000). those attitudes are successful among a circle of relatives companies in which leaders are both family contributors or employed managers who are emotionally connected to the circle of relatives. Such intrinsic

motivation can be more advantageous through well-planned entrepreneurship schooling scheme that adopts motivating approach that's proposed by way of this study

With an effective entrepreneurship education model family business management can commit deeply to the mission of the business, treasure its employees and stakeholders, and feel motivated to do their best for the owning family and the organizational collective, (Miller & Le Breton-Miller, 2005). This attitude in turn can engender far-sighted contributions that feed distinctive capabilities and produce superior financial returns. At the heart of stewardship, the theory is the assumption that the principal-steward relationship is based on a choice facilitated by education realized through the effective learning process. This theory suggests a positive impact on performance because both parties are working toward the same goal (Davis et al., 1997; Eddleston & Kellermanns, 2007). Hence an effective educational process should be put in place to enhance performance.

Empirical Review

The review of related empirical studies showed that no research study is directly related to the present study. However, some were found relevant.

Juha and Anne (2009) carried out a study titled, College students' perceptions of family entrepreneurship: a study on the circle of relatives' enterprise instructional schooling in Finland. The goal of this look at becomes to investigate college students' attitudes towards their own family entrepreneurship. The study adopted a descriptive studies layout. Facts turned into amassed from 211 respondents with the use of the questionnaire. Content material evaluation changed into used in data analyses. The result reveals that Entrepreneurship motivates college students, but proudly owning a family enterprise turned into perceived as unattractive. The end result of this examine exposes a weak point within the entrepreneurship schooling approach in

Finland which leads to a perception of unattractiveness of family business. The present study therefore proposes a working entrepreneurship education model which can correct the wrong impression about family business in Finland if adopted.

Gökhan (2011) investigated the effects of project-based learning on students' academic achievement and attitudes towards English lesson in Turkey. The study adopts descriptive studies design. The use of studies surveys the questionnaire modified into used for statistics collection from 60 respondents. The mathematics endorse and standard deviations had been used for information analyses on the equal time as unbiased samples t-test have become used for the take a look at of importance between companies. Effects show that mission-based totally learning becoming more powerful in the nice improvement of the students' educational achievement tiers. The test with the resource of Gokhan famous indicates the efficacy of project-primarily based totally getting to know in coaching the English language in Turkey. The present study proposes the adoption of project base learning in teaching entrepreneurship education in Nigeria which relates the former. With a positive result in English language, project base learning technique will impact entrepreneurship education positively.

Marwa and Kalsom (2020) examined the moderating effect of entrepreneurship education on the relationship between entrepreneurial self-efficacy, family support, friends support and entrepreneurial intention of final year female tourism undergraduate students in Egypt. The study adopts the descriptive design. The questionnaire turned into used for collecting statistics from 543 respondents. records analysis became accomplished the usage of partial least squares (SmartPLS) version three.2.eight. effects indicated that entrepreneurial self-efficacy and circle of relatives help are determinant of girls' entrepreneurial aim, even as buddies help changed into discovered

to have a tremendous however bad effect on girl college students' entrepreneurial purpose. regarding the moderating effect of (EE) consequences observed that entrepreneurship training performs a good-sized moderating role, by means of strengthening the entrepreneurial self-efficacy, pals' help and growth ladies' entrepreneurial aim, at the same time as EE determined to have no tremendous impact between family guide and female (EI). The study by Marwa and Kalsom found same result with the present study given the contribution of education on family business.

Gap in Literature

Sustainable entrepreneurship education had received enormous academic attentions in the academic space across the globe. Researchers had examined this concept in relation to business performance, profitability, survival etc. and in different contexts. Amongst such are the study by (**Marwa & Kalsom, 2020**; Juha & Anne, 2009; Martin, 2015) and many others. However, sustainable entrepreneurship education (SEE) has not been examined in teaching techniques of project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE) and simulation base entrepreneurship education (SBEE) in family business management in South-South, Nigeria which constitutes content, variable and geographical gap sought to be filled by this research. This research is titled, Sustainable Entrepreneurship Education (SEE): A Panacea for Managing Family Business in South-South, Nigeria.

Methodology

This study adopted the descriptive survey design. This kind of survey is that which the researcher collects data from a large sample drawn from a given population and describes certain features of the sample as they are, at the time of the study, (McNabb, 2002). The population of the study consists of 80 identified family businesses in South-South, Nigeria (Rivers State 18, Edo State 15, Delta State 15, Bayelsa State 10, Akwa Ibom State 12 and Cross River State 10). The sample size

consisted of 65 firms as determined by Krejcie and Mongan (1970) table. A total of 260 subjects made of entrepreneurs and employees in the frame of four (4) respondents from each business organization were surveyed through questionnaire administration. The questionnaire was divided into three sections involving questions relating to respondents' profile, questions relating to sustainable entrepreneurship education (SEE) and questions relating to family business management. The instrument for data collection contains 15 questions for the independent variable titled "Sustainable Entrepreneurship Education of the Family Business Questionnaire" (SEEFBQ) and 5 questions for the dependent variables titled "Effective Family Business Management Questionnaire" (EFBMQ). The (SEEFBQ) has a four point Likert scale ranging from (Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2 and Very Low Extent (VLE) = 1 making it a total of 10 points divide by 4 = 2.5) was used as a benchmark for decision. Responses below 2.5 were considered not significant, while 2.5 and above were deemed significant. The questions were pre-tested for comprehension, relevance of completeness and validity through 20 entrepreneurs and employees of family business across the six states of South-South

geopolitical zones in Nigeria and five scholars in marketing department of IAUE Rivers State. The pilot survey participants were asked to identify inadequate content of the questionnaire and their response formed the bases for improving upon the final copies. An impressive response rate of 98% representing 257 usable copies of questionnaire was obtained and formed the bases for analysis. Cronbach alpha was calculated to confirm the reliability of the study construct. The reliability coefficient obtained was 0.82 which exceeded the rule of thumb cut-off mark of 0.86 as suggested by Hatcher (1994) cited in Amadi and Wali (2017). The data generated were analyzed using mean and standard deviation scores to answer the three (3) research questions. To determine the extent of relationship that exists between the independent and dependent variables (test of hypotheses) at the 0.05 level of significance, the researcher used Multiple Regression on SPSS (Statistical Package for Social Sciences) version 25.0.

Result of Findings

Research Question 1

To what extent can Project Base Entrepreneurship Education (PBEE) impact on organization of family business in South-South, Nigeria?

Table1: Computation of Mean Responses of Project Base Entrepreneurship Education (PBEE) on Organization of Family Business in South-South, Nigeria.

Items	N	Mean	Std. Deviation	Std. Error Mean
PROJECT BASED ENTREPRENEURSHIP EDUCATION (PBEE) AND ORGANISATION OF FAMILY BUSINESS	257	3.7214	.29825	.01860
Using extended inquiry process structured around complex, authentic questions and carefully designed products or tasks enhances understanding of entrepreneurship.	257	3.86	.452	.028
Instructional model that focuses higher-level cognitive development through engaging complex and novel problems is appropriate in learning entrepreneurship.	257	3.85	.387	.024
Exposing students to a wide range of skills and	257	3.86	.475	.030

competencies such as collaboration, project planning, decision making, and time management is an effective measure in addressing gap in entrepreneurship education.				
An instructional process that allows learners to assume responsibility for their own learning while treating teachers as guides or facilitators is adequate for learning entrepreneurship.	257	3.35	.778	.049
A model or strategy in which students plan, implement, and evaluate entrepreneurial contents relating it to real-world applications beyond the classroom is result-driven.	257	3.68	.572	.036

Source: SPSS output (Base on questionnaires' data 2020)

Analysis in table 1 showed that all questionnaire items on project base entrepreneurship education (PBEE) and organization of family business have mean score above the criterion mean of 2.50 indicating an acceptance that project base entrepreneurship education (PBEE) can impact on organization of family business in South-South, Nigeria. In summary, with a grand mean of 3.72, the respondents agreed to

a high extent that project base entrepreneurship education (PBEE) can impact on organization of family business in South-South, Nigeria.

Research Question 2

To what extent can Case Study Base Entrepreneurship Education (CSBEE) impact on organization of family business in South-South, Nigeria?

Table 2: Computation of Mean Responses of Case Study Base Entrepreneurship Education (PBEE) on Organization of Family Business in South-South, Nigeria.

Items	N	Mean	Std. Deviation	Std. Error Mean
CASE STUDY BASE ENTREPRENEURSHIP EDUCATION (CBEE) AND ORGANISATION OF FAMILY BUSINESS	257	3.7743	.24961	.01557
Using a highly adaptable style of teaching that promotes development of analytical skills will reposition entrepreneurship in south-south, Nigeria.	257	3.86	.452	.028
Presenting entrepreneurship content in the format of narratives accompanied by questions and activities that promote group discussion will advance entrepreneurship education.	257	3.85	.387	.024
Instructional model that facilitates interdisciplinary content within entrepreneurship and highlight connections between specific topics and real-world applications is effective in teaching entrepreneurship.	257	3.70	.557	.035
Using an interesting and provocative situation that fosters empathy can best relate entrepreneurship contents in the learning process.	257	3.77	.528	.033
Presenting entrepreneurship stories that represent real, complex and contextualized situations which involve conflicts with no obvious solution will build student capacity in entrepreneurship.	257	3.68	.572	.036

Source: SPSS output (Base on questionnaires' data 2020)

Analysis in table 2 showed that all questionnaire items on case study base entrepreneurship education (CSBEE) and organization of family business have mean score above the criterion mean of 2.50 indicating an acceptance that case study base entrepreneurship education (CSBEE) can impact on organization of family business in South-South, Nigeria. In summary, with a grand mean of 3.77, the respondents agreed to

a high extent that case study base entrepreneurship education (CSBEE) can impact on organization of family business in South-South, Nigeria.

Research Question 3

To what extent can Simulation Base Entrepreneurship Education (SBEE) impact on organization of family business in South-South, Nigeria?

Table 3: Computation of Mean Responses of Case Study Base Entrepreneurship Education (PBEE) on Organization of Family Business in South-South, Nigeria.

Items	N	Mean	Std. Deviation	Std. Error Mean
SIMULATION BASE ENTREPRENEURSHIP EDUCATION (SBEE) AND ORGANISATION OF FAMILY BUSINESS	257	3.6981	.29586	.01846
Using serious games with in-class role play in learning entrepreneurship is problem-solving that incorporate the imperfect nature of interactions with the real world.	257	3.86	.452	.028
Serious games mediated by technology give students more time to prepare and put forward their ideas in understanding entrepreneurship.	257	3.85	.387	.024
Teaching model that offers flexibility to distance learners is effective in learning entrepreneurship.	257	3.72	.473	.030
Using computer-based learning in entrepreneurship engages students in realistic activities by improving skills and enables positive learning outcomes.	257	3.37	.780	.049
Simulations are designed to promote learning, primarily by leveraging a narrative or story centered in an entrepreneurial setting.	257	3.68	.572	.036

Source: SPSS output (Base on questionnaires' data 2020)

Analysis in table 3 showed that all questionnaire items on simulation base entrepreneurship education (SBEE) and organization of family business have mean score above the criterion mean of 2.50 indicating an acceptance that simulation base entrepreneurship education (SBEE) can impact on organization of family business in South-South, Nigeria. In summary, with a grand mean of 3.69, the respondents agreed to

Test of Hypotheses

The dimensions of sustainable entrepreneurship education (SEE): project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE) and simulation base entrepreneurship education (SBEE) were all correlated against the dependent measure of organization of family business which is successfully exporting. The aim was to ascertain if there is any significant relationship between these dimensions of sustainable entrepreneurship education and organization of family business which is used to measure family business management. The

correlation values with their related significant values are shown in tables below.

Table 4: Regression Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.920 ^a	.846	.844	.10463	1.900

a. Predictors: (Constant), SBEE, CSBEE, PBEE

b. b. Dependent Variable: ORGAN_FAB

The above model summary in table 4 produced a correlation coefficient; 'R' of 0.920^a which shows that there is a very strong significant relationship between project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE) and simulation base entrepreneurship education (SBEE) on organization of family business. Our R² stood at 0.846 which implies that about 85% variations in the dependent variable (organization of family business) is attributed to changes in the independent variables ((project base entrepreneurship education, case study base entrepreneurship education and simulation base entrepreneurship education). The standard error is 0.10463, thus, measure of variation of the observation made from the (actual values of Y) around the computed value of Y on the regression line, is close to 0 and far from 1. The Durbin-Watson d = 1.900, which is between the two critical values of 1.5 < d < 2.5 and therefore we can assume that there is no first order linear auto-correlation in the data. Hence the model is of absolute good fit.

Table 5: Multiple Regression Analysis on the Dimensions of Sustainable Entrepreneurship Education

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	25.078	.104		.244
	PBEE	.339	.042	.382	8.013
	CSBEE	.403	.035	.379	11.529
	SBEE	.247	.038	.276	6.445

a. Dependent Variable: ORGAN_FAB

Source: SPSS Output Data 2020.

Explanation of Terms

The formula for multiple regression: $\psi = a_0 + bx_1 + bx_2 + bx_3 + bx_4 + e \dots \dots 1$

Where: ψ = index of outcome variable

a = constant term for the independent variables

b = index of predictor variable

x = coefficients

e = error level

ORGAN_FAB = Organisation of Family Business (family business management)

PBEE = Project Base Entrepreneurship Education

CSBEE = Case Study Base Entrepreneurship Education

SBEE = Simulation Base Entrepreneurship Education

$\psi = a_0 + bx_1 + bx_2 + bx_3 + bx_4 + e \dots \dots 1$

Thus the model is adopted:
 $ORGAN_FAB = B_0 + b_1(PBEE)_1 + (CSBEE)_2 + (SBEE)_3 + 0.05$

Interpretation

H₀₁: The regression result in table 5 shows a model constant (a) value of 25.078 and PBEE(bx₁) value of 0.339, indicating that, for every one-unit increase of PBEE

value, the dependent variable (ORGAN_FAB) value will rise by 0.34%. T-value for PBEE(bx_1) produced 8.013, is significant at P value (.000), which is less than the chosen alpha of α (0.05). Hence, hypothesis one is rejected meaning there is a strong significant linear relationship between project base entrepreneurship education (PBEE) and organization of family business in south-south, Nigeria which reveals an importance of project base entrepreneurship education in family business management.

H₀₂: In addition, the above coefficient table shows a model constant (a) value of 25.078 and CSBEE(bx_2) value of 0.403, indicating that, for every one-unit increase of CSBEE value, the dependent variable (ORGAN_FAB) value will rise by 0.40%. T-value for CSBEE(bx_2) produced 11.529 is significant at P value (.000), which is less than the chosen alpha of α (0.05). Hence, hypothesis two is rejected meaning there is a strong significant linear relationship between case studies base entrepreneurship education (CSBEE) and organization of family business in south-south, Nigeria. This exposes an importance of case study base entrepreneurship education in family business management.

H₀₃: Finally, simulation base entrepreneurship education has proven to be an indispensable element in family business management. The coefficient result in table 5 shows a model constant (a) value of 25.078 and SBEE(bx_3) value of 0.247, indicating that, for every one-unit increase of SBEE value, the dependent variable (ORGAN_FAB) value will rise by 0.25%. T-value for SBEE(bx_3) produced 6.445 is significant at P value (.000), which is less than the chosen alpha of α (0.05). Hence, hypothesis three is rejected meaning there is a strong significant linear relationship between simulation base entrepreneurship education (SBEE) and organization of family business in south-south, Nigeria which magnifies the role of simulation

base entrepreneurship education in family business management.

Discussion of Findings

Discussion of this study is done in line with our findings. The researcher's intention was to determine the relationship between sustainable entrepreneurship education (SEE) and family business management in South-South, Nigeria. Additionally, the researcher's intention was to ascertain if sustainable entrepreneurship education (SEE) in project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE) and simulation base entrepreneurship education (SBEE) correlate with organization of family business in South-South, Nigeria.

Analysis of primary data collected from 257 respondents representing 65 family businesses in South-South, Nigeria reveal that sustainable entrepreneurship education (SEE) is significantly associated with family business management. Practically, the sustainable entrepreneurship education dimensions such as: project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE) and simulation base entrepreneurship education (SBEE) will all have a significant impact on family business management in South-South, Nigeria.

These findings aid Marwa and Kalsom (2020) who found that entrepreneurship education plays a huge moderating characteristic, through strengthening the entrepreneurial self-efficacy, buddies' support and growth girls' entrepreneurial aim. This in step with Ngozi and Joshua, (2015) involves education and reading of the wished talents and knowledge that equip one to end up self-reliant via being an effective and a success initiator, supervisor, innovator, and chance-bearer of an industrial company mission. Similarly, Matlay (2008) continues that entrepreneurship education seeks to decrease the inherent danger linked with entrepreneurship on equal time as guiding the

business enterprise through its starting segment to its maturity degree correctly.

In discussing the efficacy of teaching techniques relates to own family enterprise management, Gökhan (2011) determined that task-based gaining knowledge of changed into more powerful inside the effective improvement of the students' instructional achievement tiers. regarding the case have a look at mastering technique, Kevin (2015) reveals that case studies are appreciably greater power than other methods of content transport at growing performance on exam questions associated with chemical bonds, osmosis and diffusion, mitosis and meiosis, and DNA structure and replication. This was customary by Jordi, Omar, Javier, Ana, Yirsa, Tomeu and Álvaro (2015) who reveal that students made large studying thru the writing of case studies, which has benefited their consequences within the final examination, course grades, and route's pleasure. This suggests that sustainable entrepreneurship education (SEE) model can promote learning of entrepreneurship that will impact family business management in South-South, Nigeria.

Conclusion

The mean results of our findings reveal that sustainable entrepreneurship education in project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE) and simulation base entrepreneurship education (SBEE) can impact on organization of family business in South-South, Nigeria also the Multiple Regression analysis result reveals a significant relationship between project base entrepreneurship education (PBEE), case study base entrepreneurship education (CSBEE), simulation base entrepreneurship education (SBEE) and organization of family business in South-South, Nigeria. The study concludes that a significant relationship exists between sustainable entrepreneurship education and family business management in South-South, Nigeria.

Recommendation

Based on our findings and conclusion, it was therefore recommended that:

1. The federal ministry of education should enshrine the Sustainable Entrepreneurship Education (SEE) model of project base entrepreneurship education, case study base entrepreneurship education and simulation base entrepreneurship education (PBEE, CSBEE, SBEE) into the educational curriculum for learning entrepreneurship in South-South, Nigeria.
2. Family business entrepreneurs should undergo entrepreneurship education that adopts project base entrepreneurship education, case study base entrepreneurship education and simulation base entrepreneurship education model for effective management.
3. Teachers should be trained on the use of Sustainable Entrepreneurship Education (SEE) model in teaching entrepreneurship at all educational levels in South-South, Nigeria.

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APPENDIX

INDEPENDENT VARIABLE: SUSTAINABLE ENTREPRENEURSHIP EDUCATION PROJECT BASED ENTREPRENEURSHIP EDUCATION (PBEE)

No.	ITEMS	VHE	HE	LE	VLE
1.	Using extended inquiry process structured around complex, authentic questions and carefully designed products or tasks enhances understanding of entrepreneurship.				
2.	Instructional model that focuses higher-level cognitive development through engaging complex and novel problems is appropriate in learning entrepreneurship.				
3.	Exposing students to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management is an effective measure in addressing gap in entrepreneurship education.				
4.	An instructional process that allows learners to assume responsibility for their own learning while treating teachers as guides or facilitators is adequate for learning entrepreneurship.				

5.	A model or strategy in which students plan, implement, and evaluate entrepreneurial contents relating it to real-world applications beyond the classroom is result-driven.				
CASE STUDY BASE ENTREPRENEURSHIP EDUCATION (CBEE)					
6.	Using a highly adaptable style of teaching that promotes development of analytical skills will reposition entrepreneurship in south-south, Nigeria.				
7.	Presenting entrepreneurship content in the format of narratives accompanied by questions and activities that promote group discussion will advance entrepreneurship education.				
8.	Instructional model that facilitates interdisciplinary content within entrepreneurship and highlight connections between specific topics and real-world applications is effective in teaching entrepreneurship.				
9.	Using an interesting and provocative situation that fosters empathy can best relate entrepreneurship contents in the learning process.				
10.	Presenting entrepreneurship stories that represent real, complex and contextualized situations which involve conflicts with no obvious solution will build student capacity in entrepreneurship.				
SIMULATION BASE ENTREPRENEURSHIP EDUCATION (SBEE)					
11.	Using serious games with in-class role play in learning entrepreneurship is problem-solving that incorporate the imperfect nature of interactions with the real world.				
12.	Serious games mediated by technology give students more time to prepare and put forward their ideas in understanding entrepreneurship.				
13.	Teaching model that offers flexibility to distance learners is effective in learning entrepreneurship.				
14.	Using computer-based learning in entrepreneurship engages students in realistic activities by improving skills and enables positive learning outcomes.				
15.	Simulations are designed to promote learning, primarily by leveraging a narrative or story centered in an entrepreneurial setting.				

**DEPENDENT VARIABLE: FAMILY BUSINESS MANAGEMENT
ORGANISATION OF FAMILY BUSINESS**

No.	ITEMS	VHE	HE	LE	VLE
1.	Most family businesses in South-South, Nigeria lack good planning because of poor education.				
2.	The problem with succession in the family business can be best addressed through a comprehensive educational model.				
3.	Many family business does not keep abreast with economic realities hence need education for correction.				
4.	With proper entrepreneurship education fund management at of family business will be maximized.				
5.	Reckless spending is usually found within the family business owing lack of quality entrepreneurial education.				