

Assessment of Mentoring/Experiential Learning Instructional Delivery Enhancement Strategies for Teaching Entrepreneurship Education in Business Education Programme in Tertiary Institutions in Bayelsa State



Akele, Egberi Francis Ph.D.¹, Duoduo Godspower²

^{1,2} Department of Business Education School of Vocational and Technical Education, Isaac Jasper Boro College of Education Sagbama Bayelsa State

ABSTRACT: The research examined methods for enhancing the delivery of instruction in entrepreneurship education in the Business Education curriculum at tertiary institutions in Bayelsa State, Nigeria, by means of mentorship and experiential learning. The study investigated two hypotheses at the 0.05 level of significance and addressed two research questions using a descriptive survey research design. The population was made up of 89 lecturers in business education from Isaac Jasper Boro College of Education in Sagbama Bayelsa, Niger Delta University Wilberforce Island Bayelsa, and Federal University Otuoke, Bayelsa. All 89 academics were included as responders due to the manageable population size, hence removing the necessity of sampling. Utilizing a 5-point rating scale from Very High Extent (VHE) to Very Low Extent (VLE), with corresponding values of 5, 4, 3, 2, and 1, a structured, closed-ended questionnaire consisting of 26 items was utilized to gather data. Three experts validated the instrument, and the Chrobach Alpha reliability technique was used to certify its reliability. The device's reliability coefficient was found to be 0.783. Through in-person encounters with the respondents, data was collected, and all 89 questionnaires were totally completed, yielding a 100% return rate. The study issues were addressed through the use of mean and standard deviation in the data analysis, and the hypotheses were tested using t-test statistics. With a 5-point rating scale, mean values above 3.00 designated as "high extent" and those below 3.00 as "low extent," a cut-off point value of 3.00 was employed to interpret the results for the research topics. With regard to hypotheses, where the t-calculated (t-cal) value was less than the t-table (t-tab) value of 1.96 at a 0.05 level of significance and 87 degrees of freedom, the null hypothesis of no significant difference was considered. On the other hand, when the t-calculated (t-cal) value was greater than the t-table (t-tab) value of 1.96 at a 0.05 level of significance and 87 degrees of freedom, the null hypothesis was rejected. The results of the study lead to the conclusion that strategies for enhancing the delivery of experiential learning and mentoring interactions are useful for teaching entrepreneurship education in tertiary institutions' business education programs. The National Commission for Colleges of Education (NCCE), the Nigerian Educational Research and Development Council (NERDC), the National Teachers Institute (NTI), and the National University Commission (NUC) are among the organizations that are encouraged to become more involved in education reform and development. They should also be encouraged to support modern, student-centered instructional strategies in the implementation of entrepreneurship education curriculum in business education programs at the nation's postsecondary institutions.

KEYWORDS: Mentoring, Experiential, Instructional Delivery, Entrepreneurship Education, And Business Education

INTRODUCTION

In the twenty-first century, entrepreneurship plays a critical role in our society. Its growth and continuation necessitate deliberate effort. Teaching students about entrepreneurship involves more than just preparing them for a prosperous and productive life. Since involvement in the workforce is becoming more and more accepted on a worldwide scale, mentorship is essential and should be a primary duty of educators when teaching new entrepreneurs about entrepreneurship (Akpan & George, 2016). However, the need for mentoring grows because entrepreneurship education is still relatively new in the business and educational worlds, and because students are unable to learn the necessary skills in the classroom. Since graduate students make up a sizable fraction of the labor force and skill acquisition is essential for the efficient use of graduates for economic growth and development, the problem of student mentoring is crucial (Sanusi 2012).

The transfer of assistance, direction, and counsel is referred to as mentoring. It is a more advanced kind of apprenticeship training in which a novice learns the skills of a trade from an accomplished expert, particularly through instruction (Riverine in

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Akpan & George, 2016). An essential component of entrepreneurial education is student mentoring. According to Eby (2010), the process of entrepreneurial mentoring involves establishing a rapport and interpersonal orientation between seasoned business owners (the mentor) and less seasoned students or learners (the mentee or protégé). According to Eesley and Wang (2013), the goal of an entrepreneurial mentorship relationship is to support the mentee in developing his own organization and, to a greater extent, his personal growth. Eesley and Wang further stressed that entrepreneurial mentorship provide the mentee with the behavioural information. Stated differently, the goal of entrepreneurial mentorship is to help individuals acquire the skills and mindset necessary to start their own business. The process of mentoring is defined as follows: a seasoned, well-respected, empathetic person (the mentor) helps another person, the mentee, who may or may not work in the same field, develop and reexamine their own ideas as well as their personal and professional growth by listening to and speaking candidly. Considering the aforementioned, mentoring can be defined as a highly interactive and nurturing process in which a more seasoned professional (the mentor) offers direction and guidance to a less seasoned individual (the mentee) with the goal of assisting the mentee in acquiring the skills they need to navigate workplace politics and enhance performance. A budding entrepreneur's or student's prospective entrepreneurial competencies—that is, their knowledge, abilities, and attitude—are updated in large part through mentoring. Mentoring facilitates the development of knowledge of various concerns as well as insight into present practices. In this situation, a mentor needs to be present to oversee, plan, mentor, advise, and guide aspiring business owners. In support of the aforementioned, Hopkins (2000) emphasized that mentoring accelerates learning in both businesses and institutions. In actuality, mentoring is similar to learning while a teacher teaches, yet the student still gains knowledge. In actuality, each of them is advancing in the acquisition of skills and abilities that benefit society as a whole and realigning production and service delivery, which furthers society's overall progress. Mentoring ensures the mentee's effectiveness and their professional development. This is due to the fact that as they counsel and inspire their mentees, mentors honed their coaching, leadership, and communication abilities, which they may then employ in their daily jobs. Mentoring helps mentors achieve their goals and boosts their self-confidence.

True mentoring is about an ongoing relationship of learning, dialogue, and challenge. For purposes of effective mentoring, two major mentoring styles are necessary. They are either “equipping” or “empowering.” An equipping mentor is one who uses a primarily teaching style, informing the protégé what has to be done and providing a thorough instruction manual on how to accomplish it. Such a mentor is usually overbearing and leaves little opportunity for the protégé to take the initiative. In this kind of connection, the protégé grows relatively slowly, seldom takes risks, and is totally dependent on the mentor. Conversely, a mentor who empowers others adopts a non-directive style. He/she tends to give the protégé a broad outline of what needs to be done, living it to the protégé to use his/her initiative to find an appropriate solution. In his interaction with the protégé, the mentor adopts a lax attitude and does not require rigid obedience to established structures. In this type of relationship, the protégé is typically more self-sufficient and independent. Although the protégé takes the mentor's advice, he or she is free to decide whether or not to act on it. Mentors are extremely important in helping students and aspiring company owners succeed in their endeavors. By sharing their own experiences and lessons learned and offering guidance to aspiring entrepreneurs, they do in fact bring significant depth and breadth to entrepreneurial activities (Rence & Martin, 2014).

Through targeted interactions instead of just teaching theory to practice, mentoring speeds up learning and the growth of businesses. The development of entrepreneurial abilities through mentoring is a hands-on, experienced process. Jibril and Tende (2016) claim that mentoring helps mentees (entrepreneurs) stay focused on the objectives, aims, and sustainability of their businesses. It strengthens resilience to assist the mentee in overcoming the obstacles of an expanding company. One other individualized learning method that might be useful for fostering entrepreneurship's business acumen is mentoring.

According to Eesley and Wang (2013), mentors who are also entrepreneurs are uniquely positioned to recognize the obstacles, long hours, marital discord, and other hardships that come with running a business. They are therefore in the ideal position to discuss them and impart to the mentee the traits and behaviors needed to overcome these obstacles. In a similar vein, mentor-entrepreneur pairs have the opportunity to discuss in detail the non-monetary advantages of entrepreneurial growth, such as creative adjustments to professional and business lives, practical problem solving, and the influence of the mentoring relationship. The goal of a mentoring relationship is to support the mentee in assessing concepts by providing candid criticism and suggested actions. The role of mentoring interaction as an enhancement method for instructional delivery is to coach, coordinate, support, mentor, and organize mentees for the successful development of entrepreneurial endeavors. It also serves to deter the mentee from pursuing occupations in business that offer inadequate exposure to the business world.

So how does this mentoring relationship improve the way that instruction is delivered while teaching entrepreneurship education? In order to increase entrepreneurship education, Nigerian governments and postsecondary institutions have lately launched programs that include mentorship. These initiatives encompass sponsored mentorship programs for small businesses within higher education institutions (Brunella, 2012). The mentoring interaction teaching enhancement strategy represents a facet of pedagogy aimed at skill development. It specifically concentrates on enhancing, reinforcing, and applying the knowledge, skills, values, and competencies that individuals bring to an organization or higher learning institution. The goal is to facilitate a seamless transition into the

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professional sphere and foster ongoing professional growth. A more experienced person (mentor) and a less experienced person (mentee) often have a developmentally oriented interpersonal relationship, according to Njoku and Nwachukwu (2016).

Mentoring is the assistance of a specialist in resolving issues that new business owners may face. Its application as a teaching enhancement technique is a more individualized learning process that can prove to be a highly beneficial instrument for fostering entrepreneurial business acumen. The main goal of mentoring is to support the learner/mentee in gaining confidence in themselves as well as independence, autonomy, and maturity.

Insofar as it focuses on facilitating the development of learning abilities and competencies, career- and behavior-related functions, mentoring is a pertinent notion to use. According to Emetarom (2009), enlisting the help of a mentor and receiving their support and direction is one of the most beneficial strategies to improve one's job chances. All things considered, mentorship relationships in entrepreneurship are anticipated to have a bigger effect on resolving the obstacles that aspiring business owners will encounter, those that raise the mentees' chances of pursuing entrepreneurship, and this way of thinking to improve the chances of the entrepreneur in general.

Empirically, Aina (2002) discovered that meaningful mentoring relationships in entrepreneurship education have fostered the growth of creative and enterprising skills, enabling mentors to take the initiative, apply knowledge and strategies, and act instead of merely applying the one-dimensional academic skills of observing, describing, and so forth. Mentors can show mentees that they can acquire the skills required to succeed as entrepreneurs. The notion that the mentor will now divulge to the mentee the trade secrets of the startup phase serve as the motivation for this piece. Giving the mentee access to firsthand knowledge of the startup process from an experienced individual boosts their self-efficacy as an entrepreneur and their confidence in their own talents. A rising number of people are seeing the benefits of business mentoring relationships and are dedicated to creating networks of seasoned business owners to assist the upcoming generation.

The organization/institution, mentees, and mentors all gain from mentoring relationships. An effective mentoring program can help the institution or business increase productivity. Colleague interaction has the potential to improve professional development. Business educators with important information and skills are connected to new students, learners, entrepreneurs, or would-be entrepreneurs in need of support in higher education institutions where mentoring is conducted. Instead of acting as outside consultants, these seasoned educators act as resources, which supports the development of a learning culture in the company.

Modern entrepreneurial education recognizes the importance of experience. It is thought that the finest outcomes from entrepreneurship education come from learners who, armed with entrepreneurial skills, take initiative to gain experiences, generate new knowledge, and lay the groundwork for eventual personal transformation. In an entrepreneurial setting, students learn by making decisions and acting on those decisions—that is, via experience. Scholars studying entrepreneurship and entrepreneurial education became interested in the value of experiential learning in general education. Experience-based learning consequently became to be closely associated with entrepreneurship and entrepreneurial education. The fundamental tenet of experiential learning and the context of entrepreneurship is that business people learn from their past experiences; as a result, experiences can produce entrepreneurial knowledge, and experiences themselves serve as a vehicle for entrepreneurial learning (Kurezewska, 2016).

Experiential learning is a process by which information is created by transformation of that experience, claim Huovinen and Tihula (2008). It has been suggested that prior experience can give business owners the chance to learn new skills to boost their company's performance and strengthen their capacity to handle unfamiliar obstacles and ambiguities (Politis, 2005). This claim clarifies why researchers are becoming more interested in studying how entrepreneurs learn from their experiences and why they believe that experience is essential to the process of entrepreneurship (Harrison & Leitch, 2005). Politics (2005) expounded on Kolb's idea to clarify that entrepreneurs frequently encounter diverse situations that offer chances to get novel insights. Politics went on to explain, Learning is the process of turning an experience into knowledge, and it can be accomplished through four different learning capacities: acting, thinking, reflecting, and experiencing. This implies that if the entrepreneur absorbs and changes this experience, new knowledge can be obtained.

According to Kolb (1984), experiential learning can be represented as a circle with four stages. The circle illustrates how a person can use reflection to translate an experience into a notion, which can then be utilized as a roadmap for active experimentation and the selection of novel experiences. The student engages in an activity actively during the first phase of Kolb's learning cycle, known as the "concrete experience." Observation with reflection is the second step, requiring the student to actively think back on that encounter. The learner attempts to conceive a theory or model based on what is observed in the third step, known as abstract conceptualization. To put it another way, the reflections are combined and improved upon to create abstract ideas. The business owner may come up with some abstract concepts, such how to avoid failure, what works and what doesn't in follow-up projects, and what can inspire new business ideas. In the fourth stage of active experimentation, the learner makes an effort to organize how to test a theory or model or get ready for an impending encounter. The entrepreneur now implements the theoretical ideas in this phase.

An "environment" that a teacher creates to improve a student's learning capacity is another term for true experiential learning. Experiential learning is an institutionally based teaching method that, with proper development, planning, and execution,

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can gradually improve both the teaching style of teachers and the learning style of students. Developing a learner's potential through building on and utilizing his or her strengths and talents is the main goal of experiential learning. The teaching methods employed by the instructor should be devised to promote the potential of the students. This style of instruction gives the students more focus. Additionally, education that deviates from the conventional method of pragmatic learning is encouraged by experiential learning (Pittaway & Cope, 2007).

Additionally, experiential learning acknowledges that learning is improved when aspects of the learning environment (e.g., characteristics of the tasks employed in instruction and the ecological setting in which instruction takes place) closely resemble or mirror relevant performance context. In other words, learning transfer, or the "successful application by participants of what the learning as a result of attending an educational program" is optimized, to the extent that there are crucial parallels between particular learning and specific performance situations.

Because entrepreneurship education is mostly driven by experience rather than by methodical teaching methodologies, experiential learning is very common. An increasing number of educators specializing in entrepreneurship are addressing the recognized demand for experiential learning. Entrepreneurship education must offer opportunities for both entrepreneurial experience and reflection in order to create the framework for experience-based learning. According to Rasmussen and Sorhein (2006), more action-based entrepreneurship programs are required in place of individual instruction in a classroom. This aims to highlight the learning process through group projects and network contexts. Particularly, the use of outside resources is seen to benefit students by giving them current, practical experience and by giving them access to a wider network for future entrepreneurial growth, which may include contacts with potential clients or successful businesspeople.

Few research have compared the methodology and structure of cultural programs with action- and experience-based entrepreneurship programs at different institutions, despite the fact that experience-based education is widely acknowledged as an essential instrument for transferring entrepreneurial expertise. One such example is Sarasvathy's (2008) implementation program, although because these programs are new, they are frequently implemented in isolation. Speaking to the relatively recent birth of these projects, Corbett (2005) promoted experiential learning, highlighting the importance of learning in the process of practicing entrepreneurship, especially on an individual basis. Corbett connected insights on knowledge, cognition, and creativity to highlight the distinctiveness of individual entrepreneurial learning processes. He advocated for a deeper understanding of individual learning differences. Subsequent research reinforced the notion that effective preparation for entrepreneurship practice necessitates a learner-centered approach to entrepreneurship education. This approach implies that the curriculum's design and delivery should not only provide an environment for students to experience the entrepreneurial process but also foster and support their introspection and interpretation, considering both cognitive and emotional processing (Kyro, 2008).

The purpose of experiential learning as a teaching tool in business education programs is to give students practical experience relating to entrepreneurship. To better the delivery of teaching and foster entrepreneurial knowledge, abilities, and attitudes, experiential learning is essential. This method promotes the idea that entrepreneurship education only works in highly conventional settings and doesn't exist at all. Engaging in business start-up and operational operations involves experience learning along with the uncertainties, challenges, and associated dangers of real-world situations. This involves an inter-disciplinary learning approach and it is usually made of teams consisting of two or more students from different fields of study. With the use of this method, students can discover that designing and manufacturing are talents that can only be acquired via practice and can be tested along with their personal limits. It enables them to understand that making errors is a necessary part of the process of developing new products and that this is an invaluable experience that can only be obtained by collaborating with various departments and the university while working in an interdisciplinary team.

In the educational field, learning and teaching go hand in hand. The only instrument that attempts to provide learners with the necessary knowledge and skills is education. Along with helping people acquire various competences and abilities, this knowledge also helps people become better citizens by helping them take advantage of good career opportunities and make a meaningful contribution to society. But the instructor, who bears the brunt of the teaching and learning process, is the most crucial component in obtaining these benefits. In the educational field, learning and teaching go hand in hand. The only instrument that attempts to provide learners with the necessary knowledge and skills is education. Along with helping people acquire various competences and abilities, this knowledge also helps people become better citizens by helping them take advantage of good career opportunities and make a meaningful contribution to society. But the instructor, who bears the brunt of the teaching and learning process, is the most crucial component in obtaining these benefits. Currently, the survival of the educational system in Nigeria is strongly dependent on effective use of modern instructional delivery enhancement strategies.

The Oxford Advanced Learner Dictionary, 8th edition, by Hornby (2015) characterizes the term "instructional" as an adjective stemming from the concept of instruction, implying the act of teaching people something. Instruction, described as the final phase of curriculum implementation, signifies an active step in the process. According to Jeremiah and Alamina (2017), instruction is any activity that a teacher uses a range of delivery methods to carry out with the intention of changing a student's

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behavior. In essence, when instruction is provided in this manner, it aligns with curriculum implementation, emphasizing its role as an integral part of the educational process.

The interaction between students, teachers, content, and the knowledge, abilities, and attitudes that students will need to learn and work with others in a varied society and a world that is changing quickly is all referred to as instructional delivery. The term "instructional delivery" refers to all of the efforts a teacher makes to ensure that their time with the students is productive. This includes exposing the material, using techniques and strategies, observing how the students interact with their surroundings, making use of resources, and even conducting evaluations (Lukman, 2021). This level of instruction necessitates exposing students to stimulation, such as the application of augmentation tactics, in order to speed up the teaching-learning process. The relationship between the teacher, the students, the material, and the information and skills the students must acquire are all considered aspects of instructional delivery.

Wordu and Akor (2018) define instructional delivery as the understanding of teaching strategies and how to use them so that learning can occur in a flexible way that doesn't compromise the teacher's initial purpose for being in the classroom. In a nutshell, it's the teacher giving students instruction. The teacher who is the key factor in instructional delivery demonstrates to the learners' successful use of the knowledge and skills through modeling. The instructor is executing instructional delivery when he intentionally applies his education, experience, values, and abilities and communicates them to the student to cause a behavioral shift Wordu, Ojorka & Ako (2018). All of the teacher's activities were included in the instruction with the goal of aiding students change how they behaved through the use of different delivery mechanisms.

According to Alison (2019), the use of instructional methods guarantees that students will acquire knowledge or skills more quickly and effectively. Hence, an instructional technique is a way to carry out curriculum activities for a high-quality education in all subject areas. The curriculum and delivery methods are evolving in tandem with the changes in the globe. To solve educational difficulties and use modern, creative teaching and learning methods that are revolutionary worldwide, a paradigm change is needed.

An inventive concept, fresh approaches, and new ways of doing things make up a modern teaching methodology. For system efficiency and achievement, it is the introduction of new knowledge, abilities, and attitudes throughout curriculum practice. It is a global innovation in the art of teaching in the twenty-first century classroom and is typically viewed as a progressive, learner-centered approach as opposed to the sequential, traditional, subject-centered approach.

Ordu (2015) defines entrepreneurship education as the process of teaching and learning that aims to give students the skills necessary to identify market opportunities, launch a firm, and successfully run a business enterprise. Lately, there has been an increased focus on entrepreneurship education from the public and private sectors as well as from individuals themselves. The global challenge posed by socio-economic problems of unemployment and poverty have spurred this recent attention thus culminating in a shift towards entrepreneurship development as an alternative survival strategy (Oduma, 2012). The author stressed further that in the face of this nascent focus, it has been realized by tertiary institutions following the new directive of the Federal Ministry of Education on the compulsory status of entrepreneurship, that the major problem in the discipline.

Kuratko and Hodgetts (1998) define entrepreneurship education as a curriculum that includes courses on developing one's skills as well as creative thinking, product development and marketing, negotiation, leadership development, and wealth creation. A curriculum focused on entrepreneurship education provides students with a broad range of experiences that enable them to see and seize opportunities of all types. Consequently, the purpose of entrepreneurship education is to give students the knowledge, skills, and motivation required to enable successful entrepreneurship in a variety of circumstances. Students pursuing vocational and technical education can receive specific training in entrepreneurship to develop the concepts, competencies, and managerial skills necessary for self-employment as opposed to paying employment (Osuala, 2004). In a similar context, Okonkwo (2015) emphasized that entrepreneurship education strives to cultivate knowledge and the capacity to embody entrepreneurial traits, behaviors, and abilities across a spectrum of diverse circumstances. The overarching objective of entrepreneurship education is to furnish learners, students, and aspiring entrepreneurs with essential skills essential for establishing successful businesses. Additionally, it seeks to empower trainees with the tools necessary to assume responsibility and nurture the initiative of future learners. The core aim of entrepreneurship education is to endow young individuals with the competencies required to identify business opportunities and ideas, enabling them to promptly seize advantages over competitors. Consequently, entrepreneurship education is defined as the process of imparting information and training abilities to aspiring business owners, guiding them on how to initiate and develop relatively small enterprises for future growth (Aminu, 2009).

By exposing young people to real-world learning situations that involve critical thinking, entrepreneurship education shapes them into responsible adults who can think like entrepreneurs. This type of education encourages the development of information, abilities, and a mindset that will allow one to convert and launch new firms in order to generate employment. Education initiatives focused at equipping students with the necessary knowledge, attitudes, and abilities for involvement or participation in entrepreneurial activities and society as a whole are collectively referred to as entrepreneurship education. According to Abdulazeez (2016), entrepreneurship education is the deliberate involvement of a teacher in a student's life to instill entrepreneurial traits and

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abilities that would help the student thrive in the business world. Creativity and innovation in company or industry for self-reliance, dedication at work, creating jobs or providing employment for others, and productivity for societal progress are all aspects of entrepreneurship.

According to Fayolte and Gailly (2008), all programs designed to promote an entrepreneurial mindset, attitude, and set of abilities covering idea generation, start-up, growth, and innovation are considered to be part of entrepreneurship education. In order to enhance students' capacity to recognize, assess, and produce original solutions to business challenges, entrepreneurship education fosters practical and meaningful interactions between students and teachers. Through appropriate training, the process of entrepreneurship brings forth a person's capacity to translate ideas into action. Enang (2016) argues that the development of entrepreneurial capacities and mindsets should be the main goal of entrepreneurship education. Enang continued by stating that there are several objectives for entrepreneurial education programs in higher education institutions, including fostering an entrepreneurial spirit in students (increasing awareness and motivation), equipping students with the know-how to launch and grow businesses, and fostering the development of students' ability to recognize and seize opportunities.

To bolster the aforementioned idea, the European Commission (2011) noted that the goal of entrepreneurial education in educational institutions is to impart skills that serve as the foundation for an entrepreneurial attitude and behavior in students. Additionally, it increases students' awareness of managing small businesses and working for themselves. The primary objective of entrepreneurship education, as articulated by Oduma (2012), is to furnish students with the information, abilities, traits, interests, and drive necessary for them to emerge as successful business owners. The author further elucidated that entrepreneurship education plays a pivotal role in aiding beneficiaries to enhance their individual skills, talents, knowledge, and competencies, ultimately transforming them into successful entrepreneurs. According to Oduma, entrepreneurship education is designed to instill and equip recipients with the mindset and skills required to create self-employment opportunities through the establishment of new businesses. In this context, Oduma asserted that the development of human creative and innovative talents in the business domain is greatly aided by entrepreneurship education.

In Nigerian colleges, entrepreneurship education emerged as a way to address the problem of youth unemployment among recent graduates. The goal of entrepreneurship education is to provide postsecondary students with the entrepreneurial competencies and skills they need to launch and successfully operate a business before they graduate, allowing them to make their share of contributions to the survival and transformation of the individual and national economies (Oriazowanlan, 2013). The main goals of entrepreneurship education are to provide students with a deeper understanding of the field, the tools they need to approach the workplace with an entrepreneurial mindset, and the skills they need to launch and run their own enterprises. The Nigerian government, which issued a directive in 2006 requiring entrepreneurship education to be included in all programs provided in tertiary institutions as a required course for all students, demonstrated its recognition of the need for such education. As a result, during its 53rd meeting in Calabar, Cross River State, in 2006, the National Council on School also gave the high education supervisory agencies instructions to start creating training materials and guidelines for the effective and efficient delivery of entrepreneurial education (Onyesom, 2016). Entrepreneurship education is defined as the process of creating something unique and valuable by investing the required time and effort, taking on the associated financial, psychological, and social risk, and reaping the rewards in the form of both material gain and personal fulfillment, per this study.

Oduma (2012) asserted that teaching can be seen as an activity aimed at achieving learning outcome. Oduma emphasized once more that teaching is an interpersonal effect that aims to modify the behavior of others. According to Nwaji (2003), teaching is an intentional, planned exchange between a teacher and a learner that involves activities aimed at helping the latter change, obtain or cultivate a more optimistic outlook as well as new information, concepts, abilities, and/or insights to help you live a meaningful and satisfying life in the community. Teaching is the process of preparing a person or group of people to learn through the dissemination of information and concepts. According to Aliyu (2013), teaching is the act of influencing knowledge. It is possible to view teaching as a practical activity with the aim of facilitating learning by outlining the material to be learned and presenting it in a way that aids in the acquisition of the necessary skills by the student.

The instruction of entrepreneurship education within the business education program, as outlined by Oduma (2012), necessitates the formulation of meaningful objectives, careful selection and organization of learning experiences, guidance and motivation, as well as testing and correction. The overarching goal is to empower students with the skills and abilities essential for functioning effectively as entrepreneurs. To facilitate comprehension and the logical progression of knowledge in this discipline, the teaching of entrepreneurship education demands meticulous planning of subject matter, thoughtful selection and arrangement, preparation of demonstration materials, incorporation of appropriate diagrams (where necessary), and readiness of the students' minds. Effectively imparting skills and motivating students to become entrepreneurs requires an enhanced instructional delivery approach in entrepreneurship education. A few strategies that can help with this include letting students build their own knowledge through action and practical application, providing feedback through interaction, encouraging creative problem-solving, and providing close exposure to role models.

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In addition to helping students acquire a wide range of competitive abilities in their field, entrepreneurship education should get them ready to tackle the workforce with originality and creativity. According to Oduma (2012), the process of fostering students' entrepreneurial interests and potentials, along with the development of managerial and interpersonal abilities, is what constitutes teaching entrepreneurship education. The author also emphasized that imparting entrepreneurship education to students is a means of helping them cultivate the notable optimism required for starting and running profitable new businesses. It is important to encourage and prepare students or recipients of entrepreneurship education to be able to start their own self-employment ventures. A successful entrepreneurship education program should educate students to be responsible, ambitious people who can start their own businesses or become entrepreneurial thinkers in the community. Such instruction ought to be seen as the primary mechanism for the growth of human creativity and innovation.

Enterprise education is emphasized more while teaching students about entrepreneurship. Such instruction aims to empower students to take greater ownership of their education and learning, to strive toward their objectives, to be imaginative and aware of opportunities that present themselves, and, all things considered, to adapt to a complex society. Additionally, the goal of entrepreneurship education training or instruction is to encourage or inspire students to participate actively in the labor market and view entrepreneurship as a logical career path. The goal of this type of education is to assist people and organizations of all stripes create, adapt to, and embrace change and innovation. It does this by fostering entrepreneurial behaviors, skills, and traits that can be utilized individually or collectively. Higher degrees of ambiguity and complexity are also included in order to achieve both corporate effectiveness and personal contentment. The method used to encourage and practice such behavior is called entrepreneurial education. These abilities, traits, and behaviors are demonstrated in all types of organizations, from the family to the larger society.

The imparting of entrepreneurship skills demands the utilization of diverse methods, techniques, and strategies, each varying from one teacher to another and being uniquely tailored to the subject matter. As Okon (2002) notes, strategies can encompass experiences, talents, or traits. Obi (2005) further asserts that teaching techniques refer to the strategies employed by the teacher to facilitate or enhance the teaching process. The author underscores that teaching entrepreneurship education extends beyond merely presenting information or ideas; it entails guiding students through the process of learning via discovery, probing, examination, and analysis activities.

Since both business and entrepreneurship education are technical in nature and have a practical foundation, there is a significant correlation between them. Actually, technical and vocational courses like short hand, typing, accounting, bookkeeping, and office practice are all included under the general heading of business education programs. Gidado and Akazeze (2014) highlighted that business education is fundamentally a skill-based course designed to instill entrepreneurial skills in its recipients. They emphasized that entrepreneurship education involves the creative identification and utilization of business opportunities. Described as education both for and about business, business education equips individuals with creative skills essential for effective entrepreneurship. Osuala, as cited in Oduma (2012), views entrepreneurship education and the business education program as integral components of the educational curriculum, preparing individuals to initiate and/or operate small business enterprises. This program of instruction aims to adequately equip beneficiaries, enabling them to establish and manage profit-oriented business ventures. Acknowledging the value of entrepreneurship education and skill development, they become essential in empowering people and building a self-sufficient country with a thriving economy.

A component of the business education curriculum that gets people ready to start or buy small businesses is entrepreneurship education. The entirety of the information, abilities, and mindset needed for effective business enterprise management and promotion is known as business education (Obi, 2005). According to Obi, the main goal of a business education program is to prepare students for careers in business or to help those already in the field become more productive and advance to higher positions in the industry. It also helps students achieve all the objectives of education at any level of study. Students pursuing business education are so prepared for the workforce requirements of the business, industry, and public and private sectors of the economy. This course of study has the potential to equip business education students with the relevant entrepreneurial spirits and skills for economic empowerment and employment generation (Nwokike, 2016). It is expected that business education programme in Nigerian higher institutions should emphasize entrepreneurship awareness, for it to be relevant in achieving the goals of individuals and the society.

Because of its influence on the development of people and material resources, Orheruata and Mutah (2016) believed that business education and entrepreneurship education programs should be essential components of national development strategies in many nations, including Nigeria. Development of the nation's material and people resources is crucial and a necessary instrument for its prosperity. Education is a surefire route to mental freedom and raising people's socioeconomic standing. It also follows that by giving people the information and skills to increase their output, income, and wealth, education enables people to become more independent and overcome poverty. Teaching students the foundational ideas, procedures, and theories of business is known as business education. Consequently, education in business is defined as that which prepares a person to be a successful entrepreneur. This is because it gives the beneficiaries the abilities necessary for success in business. The desire and aptitude of an individual to

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look for investment opportunities in the environment and then launch and manage a business based on those opportunities are the main foci of entrepreneurship education.

All signs point to the fact that entrepreneurship education is essentially business education with a strong practical component. It centers on launching new businesses, preparing students to become independent adults and better members of society once they graduate from college. According to Orheruata and Mutah (2016), Entrepreneurship education could be seen as a discipline in business education programme in Nigerian tertiary institutions. Students studying business education might receive specific instruction in entrepreneurship to develop the ideas, talents, and managerial aptitudes needed for self-employment as opposed to paid employment. (Okey, Ayang & Ndum, 2012). A curriculum or component of a business education program that trains people to start or buy small enterprises is called entrepreneurship education. In order to create a pool of motivated, capable, and successful entrepreneurs, business education programs aim to instill and nurture an entrepreneurial spirit in their students through a planned, methodical, and ongoing approach.

Unfortunately, Offorma and Obiefuna (2017) bemoaned the fact that in Nigerian classrooms, instructors of the twenty-first century continue to employ teacher-oriented techniques such as note dictation and copying, the lecture method, and grammar translation. These techniques promote information recitation without a thorough comprehension of the subject matter. This might explain why the system's outputs are non-functional and learning outcomes are subpar. Owing to these shortcomings, career prospects are no longer certain for those with degrees from Nigerian universities. Numerous recent graduates are still begging for work on the streets. They now feel dependent on one another in general as a result. The majority of Nigerian postsecondary institution graduates are unemployed, which has been attributed to the country's high graduate unemployment rate (Agu & Chiaha, 2013). In the past, business education experts have recommended standard institutional strategies for effective teaching and learning in the field of business education.

Business education, as a subset of vocational education, specifically addresses business opportunities. It is essentially an education geared towards vocation, carrying significant importance for individuals and a nation's economy. Focused on educating individuals about and for business, it constitutes a vital component of educational programs offered at intermediate and higher institutions, preparing students for careers and entrepreneurship. According to Ekoh (2015), the overarching goal of business education is to train young individuals and unemployed persons for jobs, as well as to assist existing workers in updating their job skills. Okolocha and Ile (2011) emphasized that an entrepreneurship education program must equip graduates with the essential skills needed for self-employment. Given this context, instructors in business education programs at Nigerian tertiary institutions are urged to devise effective enhancement strategies to improve the teaching of entrepreneurship education within the program.

The primary goal of this study is to provide an empirical or statistical foundation for investigating the efficacy of experiential learning delivery enhancement strategies and mentoring interaction in the context of teaching entrepreneurship education in tertiary institution business education programs. It might be unrealistic to believe that lecturers in business education can teach entrepreneurship education without the extra pedagogical assistance of effective practice models and concepts for incorporating entrepreneurship education pedagogies into their current teaching practices. The tertiary institutions experience and the gender of the business education lecturers, are some of the intervening variables that could influence the study.

Gender differences have been reported in teaching entrepreneurship. Etukudo (1999) asserts that despite discrimination in education, notably in entrepreneurship education and related skill development, women are starting a disproportionate number of new businesses in Africa, contributing to the rise in self-employment. Experience is an essential variable in education. Jimoh-kadiri (2012) note that experience of teachers is a very significant factor in the teaching and learning of mathematics and other school subjects. Some teaching strategies are used based on teachers' experiences and competencies. Thus, less experienced teachers (who have taught for less than eight (8) years) may not be competent enough in using some teaching strategies. This study is restricted to only government owned tertiary institutions in Bayelsa State offering business education courses (federal or state government).

Statement of the Problem:

According to a National University Commission (NUC) assessment, oral communication and managerial abilities are lacking in Nigerian university graduates' repertoire of job competencies (Moses, 2015). The results of the survey most likely led to the NUC's proposal that entrepreneurship education be added to all postsecondary educational establishments as a general study (GST) and as courses in different areas throughout university faculties. However, neither the efficiency of the instructional delivery enhancement strategies for delivering this course in Nigerian tertiary institutions nor its complete documentation exist.

The instructional delivery approaches of teaching and learning entrepreneurship education should be of interest to teachers of business education who are supposed to have a much better idea of methods and strategies of teaching the course (Okoro, 2010). An important concept in teaching entrepreneurship education in business education is the strategies adopted by the teachers.

In the opinion of Olumese and Clark (2011), It is unlikely that the goals set forth for entrepreneurship education would be met by making it a general education subject required of all students. It appears that there is a lack of adequate infrastructure and useful equipment. Additionally, it appears that the curriculum is proactive and complete, and that institutions and teachers are not

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using the appropriate pedagogies that might improve the teaching and learning of entrepreneurship education, as is the case in other countries. Although entrepreneurship education has been viewed as a critical component of economic development, women's emancipation, and the elimination of poverty in areas where it is not well established, it is frequently implemented with little to no effect, leading to widespread unemployment and a lack of employable skills required for self-employment.

Based on the aforementioned, it can be concluded that in order to effectively teach entrepreneurship education and support students' learning through exploration, questioning, examining, and analysis activities in higher educational institutions located in the state of Bayelsa, business education lecturers must implement instructional delivery enhancement strategies. The effectiveness of instructional methodologies and enhancement tactics for teaching entrepreneurship education in business education programs at tertiary institutions in Bayelsa State, however, needs to be understood. Though entrepreneurship courses are widely available in educational institutions, very little research has been done in this area to examine the relationship between instructional delivery enhancement strategies and effectiveness in the teaching of entrepreneurship education in business education program in tertiary institutions in Bayelsa State.

Purpose of the Study:

The main purpose of this study is to ascertain the extent business education lecturers in tertiary institutions in Bayelsa state consider mentoring interaction and experiential learning instructional delivery enhancement strategies effective for teaching entrepreneurship education in business education programme. Specifically, the study intends to ascertain:

1. The extent to which mentoring interaction instructional delivery enhancements strategy is considered effective for teaching entrepreneurship education in business education program in tertiary institutions in Bayelsa states.
2. The extent to which experiential learning instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in business education programme in tertiary institutions in Bayelsa State.

Research Questions:

The following research questions guided the study.

1. To what extent is mentoring interaction instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in business education programme?
2. To what extent is experiential learning instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in business education programme?

Hypotheses:

The following null hypotheses were tested at 0.05 level of significance.

H0₁: There is no significant difference in the mean responses of male and female business education lecturers on the extent to which mentoring interaction instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in business education programme.

H0₂: There is no significant difference in the mean responses of experienced and less experienced business education lecturers on the extent to which experiential learning instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in business education programme.

METHOD

The research employed a descriptive survey design to assess the effectiveness of mentoring and experiential learning instructional delivery enhancement strategies in teaching business education programs. The study focused on a population of 89 business education lecturers from three tertiary institutions in Bayelsa State offering business education programs. Due to the manageable size of the population, the entire group was included in the investigation.

A structured survey instrument, utilizing five rating categories (Very High Extent, High Extent, Moderate Extent, Low Extent, and Very Low Extent), served as the tool for data collection. An internal consistency score of 0.78 was obtained from the study utilizing Cronbach's alpha after a pilot test was carried out to determine the instrument's dependability. All 89 copies of the questionnaire were accurately filled out and added to the analysis of the data. Hypotheses were tested using t-test statistics at a 0.05 level of significance. The mean and standard deviation were employed to address the research questions and tackle the study's challenges. For item evaluation, the mean value of 3.00 served as a benchmark. Items with a mean of 3.00 or higher were categorized as high extent, while those below 3.00 were classified as low extent.

When testing hypotheses, if the computed t-value is smaller than the crucial t-value, the null hypothesis is accepted. On the other hand, if the computed t-value was equal to or higher than the crucial t-value, the null hypothesis would be rejected. This methodical methodology sought to successfully address the research questions and hypotheses while offering a thorough analysis of the data.

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Research Question One

To what extent is mentoring interaction instructional delivery enhancement strategy considered effective for teaching entrepreneurship education in Business Education programme?

The data for answering research three are presented in Table 5.

Table 1: Mean Ratings of the Responses of the Respondents on Extent to which Mentoring Interaction Instructional Delivery Enhancement Strategy considered Effective for Teaching Entrepreneurship Education in Business Education (n = 89)

SN	Item Statements	\bar{X}	SD	Rmks
1	Mentoring interaction guides students through difficult personal problems.	4.50	0.88	HE
2	Mentoring interactions develop students' technical skills.	4.22	0.80	HE
3	It provides students with opportunities that will help them in attaining their dream business.	3.94	0.52	HE
4	Enable students to have the understanding of entrepreneurship.	4.31	0.87	HE
5	It helps students to make the right choice in business decisions.	4.05	0.75	HE
6	Helps students to identify what they need to know about business venture.	3.77	0.58	HE
7	Develop positive interpersonal relationship between students and mentors.	4.75	0.48	HE
8	Mentoring interaction aids in the development of students' self-efficacy.	4.22	0.93	HE
9	Helps student to see the limits of their knowledge as opportunities to learn.	4.55	0.72	HE
10	Impact knowledge through a variety of pedagogical enhancement.	4.62	0.64	HE
11	Provide students divers opportunities to facilitate feedback.	4.62	0.64	HE
12	Helps students to clarify the gaps in their knowledge of business creation.	4.34	0.85	HE
13	Make sure that students keep on track of important business ideas.	4.22	0.91	HE
14	Push students to explain their causal reasoning.	4.00	0.56	HE
Cluster Summary		4.29	0.77	HE

Key: \bar{X} = Mean, SD = Standard Deviation, HE = High Extent; n = number of respondents.

The result presented in Table 1 shows that the mean values of the responses of the respondents on the 14 items ranged from 3.77 to 4.75 which are all greater than the cut-off point value of 3.00 on 5-point rating scale. This indicates that the identified 14 items in the table are to a high extent considered by the respondents as mentoring interaction instructional delivery enhancement strategy for effective teaching entrepreneurship education in Business Education programme in tertiary institutions. The overall cluster mean of 4.29 confirmed that the mentoring interaction instructional strategy items are highly rated by the respondents while the standard deviation values of the 14 items ranging from 0.48 to 0.93 indicates that the responses of the respondents are close to one another and the mean.

Hypothesis One

H0₁: There is no significant difference in the mean response of male and female Business Education lecturers on the extent to which mentoring interaction instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme.

The data for testing hypothesis three are presented in Table 2 below.

Table 2: Test of significant difference in the mean ratings of male and female Business Education lecturers on the extent to which mentoring interaction instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme.

Variables	N	\bar{X}	SD	DF	Std. Error	t- Cal	t- tab	p-value	Decision
Male Lecturers	53	4.35	0.45						
Female Lecturers	36	4.26	0.49	87	0.075	0.86	1.96	0.39	NS

Note: NS = Not Significant at 0.05.

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From the data presented on t-test statistics in Table 2 above, it was revealed that the t-calculated (t-cal) value of 0.86 is less than the t-table (t-tab) value of 1.96 at 87 degree of freedom. This signifies that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of male and female Business Education lecturers on the extent to which mentoring interaction instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme in tertiary institutions. Consequently, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the male and female Business Education is accepted on hypothesis three.

Research Question Two

To what extent is experiential learning instructional delivery enhancement strategy considered effective for teaching entrepreneurship education in Business Education programme?

The data for answering research four are presented in Table 3.

Table 3: Mean Ratings of the Responses of the Respondents on Extent to which Experiential Learning Instructional Delivery Enhancement Strategy considered Effective for Teaching Entrepreneurship Education in Business Education (n = 89)

SN	Item Statements	\bar{X}	SD	Rmks
1	Creates knowledge in students through transformation of previous experience.	4.65	0.65	HE
2	Enables students to initiate personal involvement in project planning.	4.01	0.86	HE
3	It provides students with the opportunity to test their skills.	4.28	0.75	HE
4	It is a mechanism for preparing students for the practice of entrepreneurship.	4.70	0.56	HE
5	Experiential learning helps students to put abstract concepts of their experience into practice.	4.34	0.98	HE
6	Experiential learning will enable students to run a real life enterprise.	4.14	0.97	HE
7	Helps students to transfer their experience into knowledge.	4.21	0.84	HE
8	Helps students to interact with successful entrepreneurs outside their learning environment.	3.88	0.74	HE
9	Experiential learning enables students to learn from their past experiences.	4.32	0.82	HE
10	Enables students to conceptualize business model based on what they have observed from the previous experience.	4.46	0.78	HE
11	Helps students to connect insight on creativity in order to identify the uniqueness of entrepreneurial learning process.	4.51	0.88	HE
12	Experiential learning influences students' perception of eh desirability to become an entrepreneur.	4.40	0.63	HE
Cluster Summary		4.33	0.70	HE

Key: \bar{X} = Mean, SD = Standard Deviation, HE = High Extent; n = number of respondents.

The result presented in Table 3 revealed that the mean values of the responses of the respondents on the 12 items ranged from 3.88 to 4.70 which are all greater than the cut-off point value of 3.00 on 5-point rating scale. This suggests that the identified 12 items in the table are to a high extent considered by the respondents as experiential learning instructional delivery enhancement strategy for effective teaching entrepreneurship education in Business Education programme in tertiary institutions. The overall cluster mean of 4.33 revealed that the experiential learning instructional strategies are highly rated by the respondents while the standard deviation values of the 12 items ranging from 0.50 to 0.99 indicates that the responses of the respondents are close to one another and the mean.

Hypothesis Two

H0₂: There is no significant difference in the mean response of experienced and less experienced Business Education lecturers on the extent to which experiential learning instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme.

The data for testing hypothesis four are presented in Table 8 below.

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Table 4: Test of significant difference in the mean ratings of experienced and less experienced Business Education lecturers on the extent to which experiential learning instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme.

Variables	N	\bar{X}	SD	DF	Std. Error	t- Cal	t- tab	p-value	Decision
Experienced Lecturers	51	4.29	0.52						
				87	0.073	0.74	1.96	0.46	NS
Less Experienced Lecturers	38	4.37	0.48						

Note: NS = Significant at 0.05.

The t-calculated (t-cal) value of 0.74 is less than the t-table (t-tab) value of 1.96 at 87 degree of freedom, according to the data on t-test statistics in Table 4. According to the mean ratings of experienced and less experienced Business Education lecturers, there was no significant ($p < 0.05$) difference in the effectiveness of experiential learning instructional delivery strategy for teaching entrepreneurship education in the Business Education program. The second hypothesis is thus accepted, indicating that there is no significant ($p < 0.05$) difference in the mean scores of the responses from the experienced and less experienced Business Education respondents.

DISCUSSION OF FINDINGS

Effectiveness of Mentoring Interaction Instructional Delivery Enhancement Strategy

This study found 14 characteristics of the mentoring interaction instructional strategies' efficacy in the teaching of entrepreneurship education, with respect to research question three. These can include helping students with difficult personal problems, honing their technical skills, allowing them chances to realize their entrepreneurial dreams, helping them grasp entrepreneurship, helping them detect important business knowledge, encouraging positive relationships between students and mentors, helping them make informed business decisions, helping them to grow more assured, encouraging them to see knowledge gaps as opportunities for learning, imparting knowledge through various pedagogical enhancements, providing a variety of opportunities for feedback facilitation, and more.

The results of this study endorsed those of Abouraia and Albdour (2017), who found that mentoring is common in many organizations, particularly in the educational sector, for capacity-building, knowledge transfer, and retention because it creates a connection between two people who are frequently passionate about achieving their professional goals in the end. Mentoring instructional practices have had a positive impact on a number of lucky careers in business, industry, and education, according to Ojeaga & Okolocha (2019). This is due to the fact that the primary objective of mentoring is to assist staff members in promptly grasping the specifics of their work in order to promote the professional, career, and personal development required for a high level of dedication. According to Nnabuife et al. (2021), mentoring is a dynamic, interpersonal relationship between a person with more experience in a particular discipline (the mentor) and someone with less experience—typically a beginner in that discipline—in work situations. This report discusses the effectiveness of mentoring instructional strategies. In order to help aspiring school leaders learn, develop, and become more professional, mentoring is crucial. Moreover, mentoring, according to Guhan et al. (2020), is an academic procedure that satisfies both the thirst of naive novices for growth and the desire of an experienced partner. In an academic setting, a formal mentorship program could assist students succeed in their careers and handle challenging situations in a new setting. The results of independent studies of Adeogun, et al, (2018), Peretomode and Ikoya (2019), Guhan, et al (2020) and Kraft and Falken (2021) all pointed out that mentoring instructional delivery strategy is learner-centered learning and highly effective in developing positive interpersonal relationship between mentees and mentors.

Effectiveness of Experiential Learning Instructional Delivery Enhancement Strategy

This study on research question four identified 12 items of effectiveness of experiential learning instructional strategies in the teaching of entrepreneurship education some of which include that: experiential learning creates knowledge in students through transformation of previous experience, enables students to initiate personal involvement in project planning, provides students with the opportunity to test their skills, being mechanism for preparing students for the practice of entrepreneurship, helps students to put abstract concepts of their experience into practice, enable students to run a real life enterprise, helps students to transfer their experience into knowledge, helps students to interact with successful entrepreneurs outside their learning environment, experiential learning enables students to learn from their past experiences and enables students to conceptualize business model based on what they have observed from the previous experience among others.

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The results of this study were corroborated by Okolocha and Seledi (2021), who investigated the impact of internship experiential learning on students' academic performance in utilizing model office technologies. Their findings indicated that both male and female students benefited from internship experiential learning activities aimed at teaching model office technologies. Similarly, the study revealed a significant contrast in the academic scores between the experimental and control groups. Charles-Ogan and Edith (2023) emphasized that the experiential teaching method, rooted in the principle of learning by doing, enables students to acquire knowledge through hands-on and innovative experiences. Consequently, this teaching approach places a strong emphasis on students' personal life experiences and fosters a high level of engagement. McCrann (2016) further highlighted that instructional delivery through experiential teaching methods results in learners actively participating in activities or experiences. This is attributed to the fact that experiential teaching facilitates the acquisition of skills and the construction of knowledge directly from the outcomes of the experiences.

The learner possesses the ability to choose and engage in activities that enhance both performance and retention. Nwuba and Osuafor (2021) assert that the experiential learning approach, characterized by learning through doing, fosters active and engaged learning among students. Similarly, Coker and Porter (2015) describe experiential learning as a participatory process where students learn by doing and reflecting on experiences gained through hands-on laboratory experiments, practical applications, and field exercises.

According to Kolb and Kolb (2017), experiential learning involves a dynamic interaction among educators, students, and the subject matter. In this approach, teachers and students not only receive knowledge but actively contribute to its creation. Experiential learning relies on students' thoughts, feelings, and receptiveness throughout the educational process. Collaboration between students and teachers is vital in teaching and learning, as it enables teachers to effectively engage with and comprehend the material (Voukelatou, 2019). Supporting this perspective, separate studies by Charles-Ogan and Onyeka (2023) and Uyen et al. (2022) affirm that experiential learning effectively enhances students' performance and achievement across various subjects, including entrepreneurship education.

SUMMARY

In tertiary institutions in Bayelsa State, Nigeria, the research sought to assess methods for improving the delivery of instruction in the teaching of entrepreneurship education within the business education curriculum. The study used a descriptive survey design to address four research questions: to what extent is the business plan development instructional delivery enhancement strategy thought to be effective for teaching entrepreneurship education in the Business Education program? To what extent is the mentoring interaction instructional delivery enhancement strategy thought to be effective for teaching entrepreneurship education in the Business Education program? To what extent is the experiential learning instructional delivery enhancement strategy thought to be effective for teaching entrepreneurship education in the Business Education program? At the significance level of 0.05, four hypotheses that were in line with the study questions were investigated. The survey included 89 lecturers in business education from Isaac Jasper Boro College of Education in Sagbama, Bayelsa; Federal University Otuoke; and Niger Delta University Wilberforce Island. All 89 academics participated as respondents due to the manageable population size, negating the need for sampling.

A structured close-ended questionnaire with 49 items was employed for data collection, organized into four sections aligning with the research questions. The questionnaire employed a five-point rating scale with values ranging from 5, 4, 3, 2, and 1 for Very High Extent (VHE) to Very Low Extent (VLE). Following three experts' confirmation, reliability was assessed using the Chronbach Alpha reliability technique. Clusters one, two, three, and four had reliability coefficients of 0.731, 0.823, 0.698, and 0.852, in that order. The overall dependability coefficient for the entire device was 0.783.

A 49-item structured, closed-ended questionnaire was used as the data collection instrument in this investigation. The four components of the questionnaire were arranged in accordance with the related research topics. Information about the effectiveness of an action-based approach to instruction delivery had to be gathered for Section A of the questionnaire. The purpose of Sections B, C, and D was to collect data regarding the perceived efficacy of the following instructional strategies: experiential learning, mentoring interaction, and business plan development—in the context of teaching entrepreneurship within the Business Education program.

The researcher, with the assistance of a research assistant, conducted the data collection for the study by actively engaging with the respondents. All 89 copies of the administered questionnaires were successfully retrieved, and each was fully completed, resulting in a 100% response rate. In order to answer the study questions, the mean and standard deviation were used in the analysis of the gathered data. To test the hypotheses, t-test statistics were also used. A 5-point rating scale with a cut-off point value of 3.00 was developed as a decision-making criterion for interpreting the data. Results falling between the two categories were classified as "low extent" and "high extent," respectively, based on the mean value. During the hypothesis testing procedure, the null hypothesis—which denotes no significant difference—was accepted when the computed t-value (t_{cal}) was less than the critical t-value (t_{tab}) of 1.96 at a 0.05 level of significance and 87 degrees of freedom. On the other hand, when the computed t-value (t_{cal}) exceeded

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the crucial t-value (t-tab) of 1, the null hypothesis was rejected, indicating a significant difference.96 at a 0.05 level of significance and 87 degrees of freedom.

CONCLUSION

Effective instructional delivery strategies play a pivotal role in shaping the quality of teaching and learning, thereby influencing the overall academic performance of students within the education system. Recognizing the strategic significance of entrepreneurship in job creation and national economic development, it becomes imperative to prioritize the implementation of interactive teaching strategies in entrepreneurship education. Therefore, the purpose of this study was to assess methods for improving the instructional delivery of entrepreneurship education in the context of business education programs at tertiary institutions in Bayelsa State, Nigeria.

The study's conclusions led to the determination that teaching entrepreneurship education in the Business Education program at tertiary institutions in Bayelsa State can be effectively accomplished through the use of instructional delivery enhancement strategies, such as business plan development, action-based learning, mentoring interaction, and experiential learning. This emphasizes the importance of adopting varied and engaging instructional methods to cultivate a robust and skilled workforce for the nation.

RECOMMENDATIONS

1. Stakeholders such as Nigerian Educational Research and Development Council (NERDC), National Commission for Colleges of Education (NCCE), National Teachers Institute (NTI) and National University Commission (NUC) in-charge of education reform and development in the country should be more alive in promoting modern and student-centred instructional strategies in implementation of entrepreneurship education curriculum in Business education programme in tertiary institutions in the country.
2. To effectively use interactive instructional delivery methodologies for teaching and learning entrepreneurship education, lecturers and instructors in business education should undergo ongoing training and retraining.

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