



## Assessing Strategies to Enhance Instructional Delivery of Entrepreneurship Education in Tertiary Business Programmes in Bayelsa State, Nigeria

Akele, Egberi Francis, Ph.D <sup>1</sup>, Duoduo Godspower <sup>2</sup>

<sup>1,2</sup> Department of Business Education, School of Vocational and Technical Education, Isaac Jasper Boro College of Education, Sagbama, Bayelsa State, Nigeria

### Abstract:

The research assessed methods to enhance instructional delivery in teaching entrepreneurship education within the Business Education curriculum at tertiary institutions in Bayelsa State, Nigeria. Utilizing a descriptive survey research methodology, the study addressed two research questions and tested two hypotheses at a significance level of 0.05. The participant pool comprised 89 Business Education instructors from two universities and one College of Education (Federal University Otuoke, Niger Delta University, and Isaac Jasper Boro College of Education). Given the manageable size of 89 professionals, a census sampling technique was employed to ensure the reliability and generalization of findings. Data collection involved a structured questionnaire with 23 close-ended questions, utilizing a 5-point rating scale labeled Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE), and Very Low Extent (VLE) with corresponding values of 5 to 1, respectively. The questionnaire was validated by three specialists and its reliability was confirmed through the Cronbach Alpha method, achieving a reliability coefficient of 0.783. The researcher and a research assistant personally administered the questionnaires, achieving a 100% return rate. Data analysis was performed using mean and standard deviation for the research questions, and t-test statistics for hypothesis testing. A decision threshold of 3.00 on the rating scale determined the extent of agreement; means of 3.00 or above were categorized as "High Extent," and below 3.00 as "Low Extent." The null hypothesis was accepted when the computed t-value was less than the critical t-value of 1.96 at 0.05 significance level with 87 degrees of freedom, and rejected when greater. The study concluded that developing business plans and employing action-based teaching methods are effective for entrepreneurship education in Bayelsa's tertiary institutions. Therefore, the study recommended for integration of these strategies into local and national educational programmes.

**Keywords:** Instructional Delivery, Enhancement Strategies, Teaching Entrepreneurship, and Business Education.

**Citation:** Egberi Francis, A. ., & Godspower, D. . (2024). Assessing Strategies to Enhance Instructional Delivery of Entrepreneurship Education in Tertiary Business Programmes in Bayelsa State, Nigeria . American Journal of Economics and Business Management, 7(4), 120–133. Retrieved from <https://globalresearchnetwork.us/index.php/ajebm/article/view/2762>

Received: 21 February 2024

Revised: 29 February 2024

Accepted: 20 March 2024

Published: 30 April 2024



**Copyright:** © 2024 by the authors. This work is licensed under a Creative Commons Attribution-4.0 International License (CC - BY 4.0)

### Introduction

Instructional delivery is a critical aspect of every educational system worldwide, serving as the final step in implementing the curriculum. Jeremiah and Alamina (2017) define education instruction as the range of actions undertaken by an instructor to facilitate behavioral change in learners through various delivery methods. Instructional delivery encompasses the techniques, tactics, approaches, or methods a teacher employs to present the lesson's content to students. Nwafor (2007) views it as a representation of the structure within which a lesson is delivered.

Instructional delivery involves the systematic presentation of activities carried out by both the instructor and the learners in the classroom. This includes presenting the subject matter, utilizing diverse methods and strategies, fostering student engagement with the learning environment, using available resources, and assessing student progress (Mezieobi, 2009). Instruction is a deliberate application of a teacher's expertise, skills, and principles aimed at shaping students' behavior, often described as the implementation of instructional delivery.

After the instructional delivery process, an assessment is conducted to determine whether the lesson has achieved its stated goals, a crucial step in evaluating the lesson's success (Buseri & Dorgu, 2011). A single method of instruction is often insufficient to achieve the desired outcomes from learners. Given the topic's complexity, instructors utilize a variety of models, techniques, tactics, approaches, and processes to ensure that students effectively understand the material after each class.

Jeremiah and Alamina (2017) categorize instructional delivery methods into three types: teacher-centered models, learner-centered models, and innovative approaches. The effective implementation of these innovative instructional methods is vital for the ongoing development of Nigeria's educational system. The importance of this concept is underscored by public demands for accountability and the educational sector's move towards competency-based education. Many Nigerian educational institutions now believe that the advent of advanced instructional technologies has rendered their traditional teaching methods obsolete.

Modern teaching techniques, characterized by innovative ideas, novel strategies, and alternative methods, are reshaping curricular practice in the system, incorporating new knowledge, skills, and attitudes. The 21st-century classroom is witnessing a global innovation in teaching, marked by a learner-centered approach deemed progressive, moving away from the traditional subject-centered method.

The efficacy of student learning and teaching significantly hinges on the employed approaches, methods, tactics, and techniques within the educational framework. Mkpa (2009) defines a teaching method as the approach adopted to conduct teaching activities, effectively integrating instructional materials to meet classroom-level objectives. In contrast, an instructional method involves the various techniques employed to facilitate learning. This implementation phase of the curriculum is when teaching methods are applied to educate learners effectively.

Alison (2009) emphasizes that instructional approaches are crucial for enhancing the efficiency and effectiveness of learners in acquiring knowledge or skills. The curriculum implementer oversees all actions, from establishing instructional goals to evaluating and utilizing feedback for improvement. The term "instructional method" specifically refers to implementing curricular activities to deliver high-quality education in each subject or course.

As global trends evolve, so do curriculum and delivery methods. Addressing educational challenges and implementing innovative teaching and learning approaches require a paradigm shift. In the 21st-century educational landscape, emphasis is placed on interactive teaching and learning activities that prioritize student engagement and participation over instructor-centered methods.

Isioma (2015) notes that contemporary or innovative pedagogical methods, known as learner-centered teaching, consider students' interests and passions and leverage their talents. This innovation facilitates the development of the 4Cs: communication, collaboration, creativity, and critical thinking—key elements of modern education (Offorma & Obiefuna, 2017). Consequently, the concept of teaching has shifted from mere "instruction" to facilitating learning.

Walter, Green, and Walters (2017) argue that teachers and their instructional methods should align with the needs of learners, the nation, and the global community. This alignment fosters the development of a robust learning community where the teacher acts as both coach and facilitator, enhancing student engagement through instructional resources. Moemeka (2016) supports this view, stating that such approaches enable learners to actively participate in knowledge construction. This not only fosters interaction and creates positive learning environments but also promotes initiative, reasoning, and critical thinking skills, improves manipulative skills among learners, and ultimately boosts their productivity.

In this research, enhancement refers to techniques that assist students in acquiring experiences that promote the fullest development of human potential. Specifically, teaching method improvement techniques are used to enhance the quality of entrepreneurship education. According to Nwachukwu (2015), citing Okwvanaso and Nwazor, strategies are defined as specific techniques employed to achieve desired goals. Ugwuanyi (2012) similarly defines a strategy as a comprehensive and fundamental plan of action used by individuals or organizations to accomplish certain objectives. The responsibility of implementing these strategies falls heavily on business instructors.

Ordu (2015) defines entrepreneurship education as the educational process that equips learners with skills to identify market opportunities, establish business ventures, and manage small-scale firms effectively. Similarly, Jimoh-kadiri (2010) notes that entrepreneurship education involves equipping individuals with the knowledge and skills to identify overlooked opportunities and take decisive actions, even under conditions of uncertainty or hesitation. In the contemporary entrepreneurial landscape, where creativity and innovation are paramount, it is essential for individuals to be prepared to adopt effective teaching approaches. Business education, therefore, focuses on teaching students the knowledge and skills necessary for success in business, emphasizing the need for innovative and creative problem-solving abilities in today's dynamic business environment.

According to Osuala in Oduma (2012), entrepreneurship and business education programs are vital components of the educational curriculum that equip individuals with the skills and knowledge necessary to start and manage small business ventures. These programs have become a notable element of Nigerian higher education, distinguished by their focus on transforming attitudes and beliefs and providing the tools needed to effectively create, initiate, and manage personal and others' enterprises. Ibe (2008) describes entrepreneurship education as an approach that equips students with innovative and creative ideas, enhancing self-employment and job creation. This type of education develops an individual's entrepreneurial aptitude, enabling them to address challenges with creativity and innovation, thereby generating employment opportunities for themselves and others, and reducing unemployment.

The National Economic Empowerment Development Strategy (NEEDS) document (NOC, 2004) highlights education as a powerful tool for socio-economic empowerment and a critical agent for significant change. It underscores the educational sector's responsibility to train and produce personnel to support and sustain the NEEDS initiatives. An efficient, relevant, and practical education system is essential to effectively pursue, achieve, and maintain goals related to economic growth, job creation, poverty alleviation, and value transformation. The National Policy on Education (FRN, 2013) identifies education as a potent mechanism for achieving national development, influencing the socio-economic and political landscape favorably. Okoro (2014) views education as the foundational basis for developing literacy, skills, technological advancement, knowledge acquisition, and the utilization of natural resources. Education is thus considered crucial for driving developments in these areas. The primary goals of

NEEDS in tertiary education are to enhance educational standards and use education as a tool to improve quality of life through skill acquisition and employment generation, thereby alleviating poverty.

Education significantly influences the socioeconomic and political landscape of a country. Okoro (2014) highlights that education is the cornerstone for literacy, skill enhancement, technological advancement, information acquisition, and the effective utilization of natural resources. It is acknowledged as a crucial driver of societal improvement. In the context of tertiary education, the increasing demand for entrepreneurship education underscores the importance of innovative teaching methods and learning activities that foster an entrepreneurial spirit (Agbamu, 2011). Okolocha and Ile (2011) argue that university business education programs must equip graduates with the necessary skills for self-employment through entrepreneurship education to be valued by society.

To improve the teaching of entrepreneurship in Nigerian universities offering business education programs, educators must develop and apply effective pedagogical strategies. Obi (2005) describes methods as tactics educators use to enhance instruction. A significant challenge in entrepreneurship education is devising effective methods to impart essential skills to students. Jimoh-kadiri (2010) notes that the ineffectiveness of non-business entrepreneurship programs often stems from poor quality education relying on traditional, teacher-oriented methods, which are generally ineffective at nurturing entrepreneurial skills. Strategic pedagogy, which involves deliberate and planned teaching activities, is crucial for facilitating students' knowledge and skill acquisition across various subjects.

The teaching of entrepreneurship requires creative and effective instructional delivery systems, including learner-centered models, methodologies, tactics, and strategies. These include developing business ideas, hands-on learning, mentorship, and experiential learning tactics. Honig (2004) emphasizes that developing strategies to enhance instructional delivery in business plan formulation is a critical aspect of entrepreneurship education. A business plan, a written document that outlines an organization's current state and future projections, is fundamental in this regard. Successfully transforming academic research into enhanced teaching methods for business plan writing can lead to effective entrepreneurship education

Practical entrepreneurial teaching engagement, an instructional delivery improvement technique focused on action, is a highly effective action-learning process. This method, seen as a way to solve real-life problems through practical application, enables students to acquire necessary task execution skills while gaining hands-on knowledge (Mueller & Thornton, 2005). Despite these advantages, Offorma and Obiefuna (2017) have expressed concern that many instructors in Nigerian educational institutions still rely on outdated teaching methods such as grammar translation, lecture-based instruction, and dictation of notes. These teacher-centered approaches emphasize memorization and repetition without fostering a deep understanding of the material, contributing to subpar learning outcomes and the ineffectiveness of educational offerings.

This situation has exacerbated employment challenges, with many graduates finding themselves jobless and soliciting work on the streets, creating a dependency cycle. The high level of unemployment among graduates is often attributed to their lack of necessary skills and qualifications, which are not adequately provided by the current educational approaches (Agu & Chiaha, 2013).

Historically, specialists in business education have recommended traditional institutional approaches to achieve effective teaching and learning in business education. Business education, a form of vocational education, is crucial for understanding business potentials and focuses primarily on vocational training. This

training is not only beneficial for individuals but also crucial for the economic development of a country. It aims to educate individuals about business operations and prepare students in intermediate and higher learning institutions for jobs and entrepreneurship.

Ekoh (2015) points out that the primary goal of business education is to train young and unemployed individuals to prepare them for employment and to help current workers enhance their job-related skills. Okolocha and Ile (2011) stress the importance of entrepreneurship education programs in equipping graduates with the necessary skills for self-employment. To enhance the teaching of entrepreneurship education in Nigerian tertiary institutions, it is imperative for instructors to develop and implement effective teaching strategies

The shortcomings within the Nigerian university system have reached a point where possessing a degree from a Nigerian institution is no longer a reliable guarantee of employment. This reality has led to a significant number of new graduates seeking employment on the streets, fostering a sense of interdependence among them. The high rate of unemployment among recent graduates in Nigeria is attributed to the fact that many graduates from Nigerian educational institutions lack employment (Agu & Chiaha, 2013). Historically, experts in business education have advocated for standard institutional protocols to enhance the effectiveness of teaching and learning.

Research indicates that there are gender disparities in the instruction of entrepreneurship. According to Etukudo (1999), self-employment is on the rise across Africa, with women playing a significant role in initiating new businesses, despite facing discrimination in education, particularly in entrepreneurship education and associated skills training. Additionally, the experience of instructors is identified as a critical element in education. Jimoh-kadiri (2012) emphasizes that an instructor's expertise significantly influences their ability to teach and students' comprehension of subjects like mathematics and other academic disciplines. The teaching methods employed are closely tied to the instructors' experience and capabilities, suggesting that instructors with less than eight years of experience may not have the required proficiency in certain instructional styles. This study is focused specifically on government-owned postsecondary institutions in Bayelsa State that offer business education courses, whether under federal or state government oversight.

### **Statement of the Problem**

Based on a study by the National University Commission (NUC), it was found that Nigerian university graduates are deficient in essential workplace competencies like oral communication and management skills (Moses, 2015). These findings prompted the NUC to recommend the incorporation of entrepreneurship education as a general study (GST) across all higher education levels and the integration of related courses into various university faculties. However, there is currently a lack of evidence on the effectiveness of the instructional delivery methods used for teaching these courses in Nigerian tertiary institutions, and comprehensive documentation is also missing.

Business education teachers are expected to possess a deep understanding of the methodologies and strategies used in teaching entrepreneurship education (Okoro, 2010). An important aspect of teaching this subject in business education involves the techniques employed by professors. Olumese and Clark (2011) argue that merely making entrepreneurship education mandatory for all students may not achieve the intended goals due to the deficiency in necessary infrastructure and practical equipment. Moreover, while the curriculum is perceived as forward-thinking and comprehensive, it appears that educational institutions and instructors are not adopting suitable pedagogical methods that could enhance the teaching and learning of entrepreneurship education, a challenge also observed internationally. Despite the critical role of

entrepreneurship education in fostering economic development, women's empowerment, and poverty reduction in developing regions, it often fails to make a significant impact, leading to high unemployment rates and a shortage of essential skills for self-employment.

The need for business education lecturers in Bayelsa State's tertiary institutions to adopt strategies that improve instructional delivery is evident. Enhancing teaching methods will enable effective education in entrepreneurship, helping students engage through exploration, questioning, examination, and analysis. Understanding the effectiveness of these instructional strategies is crucial for enhancing entrepreneurship education in business education programs at tertiary institutions in Bayelsa State. Despite the widespread availability of entrepreneurship courses, there remains a significant gap in research exploring the link between instructional delivery enhancement strategies and the effectiveness of teaching entrepreneurship education in these programs.

### **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 instructional delivery enhancement strategies effective for teaching entrepreneurship education in business education programme. Specifically, the study intends to ascertain:

1. The extent to which business plan developments instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in business education programme in tertiary institutions in Bayelsa states.
2. The extent to which action-based as instructional delivery approach enhancement strategy is considered effective for teaching entrepreneurship education in business education programme in tertiary institutions in Bayelsa states.

### **Research Questions:**

The following research questions guided the study.

1. To what extent is business plan development instructional delivery enhancement strategy is considered effective for teaching entrepreneurship in business education programme?
2. To what extent is action-based 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.

H0<sub>1</sub>: There is no significant difference in the mean responses of male and female business education lecturers on the extends to which business plan development instructional delivery enhancement strategy is considered effective for teaching entrepreneurship in business education programme.

H0<sub>2</sub>: There is no significant difference in the mean responses of experienced and less experienced business education lecturers on the extent to which action-based instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in business education programme.

### **Method**

The study employed a descriptive survey design to assess the effectiveness of instructional delivery enhancement strategies in teaching entrepreneurship education within business education programs. It encompassed a population of 89 business

education instructors from two universities and one college in Bayelsa State—Federal University Otuoke, Niger Delta University, and Isaac Jasper Boro College of Education. A census sampling technique was used, incorporating all elements under the researcher's control and based on available resources. Data were collected via a validated questionnaire, which utilized a five-point rating scale: Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE), and Very Low Extent (VLE). Reliability was established through a pilot test, and Cronbach's alpha analysis yielded a consistency of 0.78. All 89 questionnaires were properly completed and returned, facilitating a 100% response rate. The data were analyzed using means and standard deviations to address the research questions, while t-test statistics tested the hypotheses at a 0.05 level of significance. Decisions on each item were based on real limits; items with a mean of 3.00 and above were classified as high extent, and those below 3.0 as low extent. Null hypotheses were accepted when the t-calculated value was less than the t-critical value, and rejected when it was equal to or greater than the critical value.

### Data Presentation and Analysis

**Research Question One:** To what extent is business plan development instructional delivery enhancement strategy considered effective for teaching entrepreneurship education in Business Education programme?

The data for answering research one is presented in Table 1 below

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

SN	Item Statements	$\bar{X}$	SD	Rmks
1	Positions lecturers on specific teaching objectives on business plan development.	4.64	0.64	HE
2	Position lecturers to ask students to complete business plan developed for evaluation.	4.66	0.63	HE
3	Enables students to understand how to develop their own business plan.	4.70	0.50	HE
4	Assists students to determine how viable a dream of business is to entrepreneurs.	4.23	0.78	HE
5	Promotes enterprises using the learning method by practical participation.	4.41	0.73	HE
6	Provides students with basic knowledge for measuring business progress.	4.33	0.83	HE
7	Offers students entrepreneurial insight into business ideas to start-up a business venture.	4.70	0.62	HE
8	Assists students with the knowledge of determining the mission statement of business venture.	3.98	0.94	HE
9	Helps to promote students entrepreneurial spirit for successful business venture creation.	4.50	0.89	HE
10	Ensures that students are given the opportunity to interact within their environment at programme intervals.	4.33	0.99	HE
11	Helps students to focus on cash requirements of a proposed business.	4.62	0.72	HE
12	Assists students to determine possible environmental problems of a proposed business.	4.01	0.95	HE
	<b>Cluster Summary</b>	<b>4.43</b>	<b>0.53</b>	<b>HE</b>

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

From the result presented in Table 1 above, it was revealed that the mean values of the responses of the respondents on the 12 items ranged from 3.98 to 4.70 which are all greater than the cut-off point value of 3.00 on 5-point rating scale. This implied that the respondents agreed that the identified 12 items in the table are to a high extent considered as business plan development instructional delivery enhancement strategy for effective teaching entrepreneurship education in Business Education programme in tertiary institutions. The overall cluster mean of 4.43 showed that the business plan development 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 One

**H0:** There is no significant difference in the mean response of experienced and less experienced Business Education lecturers on the extent to which business plan development instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme.

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

**Table 2: Test of significant difference in the mean ratings of experienced and less experienced Business Education lecturers on the extent to which business plan development 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	4.54	0.52						
Less Experienced Lecturers	38	4.31	0.88	87	0.046	2.62	1.96	0.00	S*

**Note:** S\* = Significant at 0.05.

The data presented on t-test statistics in Table 2 showed that the t-calculated (t-cal) value of 2.62 is greater than the t-table (t-tab) value of 1.96 at 87 degree of freedom. This indicates that there was significant ( $p < 0.05$ ) difference in the mean ratings of the responses of experienced and less experienced Business Education lecturers on the extent to which business plan development instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme in tertiary institutions. Hence, the null hypothesis of no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of the experienced and less experienced Business Education is rejected on hypothesis two.

### Research Question Two

To what extent is action-based instructional delivery enhancement strategy considered effective for teaching entrepreneurship education in Business Education programme?

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



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

SN	Item Statements	$\bar{X}$	SD	Rmks
1	Action-based teaching encourages students to acquire entrepreneurial attributes.	4.51	0.84	HE
2	Action-based teaching helps to build in students critical leadership skills.	4.21	0.88	HE
3	Such kind of teaching stimulates innovation in participating student.	4.71	0.49	HE
4	Action-based teaching integrates real business issues into classroom through authentic problem in the form of real-life situation.	4.07	0.93	HE
5	Action-based teaching stimulates students' actions on business issues rationally.	4.30	0.87	HE
6	Action-based teaching involves students' individual learning activity.	4.69	0.61	HE
7	Such teaching shift the emphasis of learning from passive to action learning that enables students gain experiences.	4.32	0.86	HE
8	Action-based teaching creates a mindset in students that allows them to see economic opportunities in business ideas.	4.61	0.71	HE
9	It helps students to formulate their own ideas about starting a new venture.	4.66	0.56	HE
10	It creates an environment for students' personal development.	4.59	0.57	HE
11	Action-based teaching has positive influence on students' to learn concepts in specific job situations	4.50	0.75	HE
	<b>Cluster Summary</b>	<b>4.47</b>	<b>0.60</b>	<b>HE</b>

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

The result in Table 3 above showed that the mean values of the responses of the respondents on the 11 items ranged from 4.07 to 4.71 which are all greater than the cut-off point value of 3.00 on 5-point rating scale. This indicated that the respondents agreed that the identified 11 items in the table are to a high extent action-based instructional delivery enhancement strategy that are considered effective for teaching entrepreneurship education in Business Education programme. The overall cluster mean of 4.47 showed that the action-based instructional strategies are highly rated by the respondents while the standard deviation values of the 11 items ranging from 0.49 to 0.93 indicates that the responses of the respondents are close to one another and the mean.

### Hypothesis Two

**H0:** There is no significant difference in the mean response of male and female Business Education lecturers on the extent to which action-based instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme.

The data for testing hypothesis two are presented in Table 6 below.

**Table 4: Test of significant difference in the mean ratings of male and female Business Education lecturers on the extent to which action-based instructional delivery enhancement strategy is considered effective for teaching entrepreneurship education in Business Education programme.**

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

**Note:** NS = Not Significant at 0.05.

From the data presented on t-test statistics in Table 4 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 action-based 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 two.

### Discussion of Findings

#### Effectiveness of Business Plan Development Instructional Delivery Enhancement Strategy

This study investigated the efficacy of instructional techniques for teaching entrepreneurship education, specifically focusing on business plan generation. A total of 12 elements related to the success of these tactics were discovered. The instructional delivery enhancement strategy focuses on specific teaching objectives related to business plan development. It involves instructing lecturers to ask students to complete their own business plans, which will be evaluated. This approach helps students understand how to develop their own business plans and assess the feasibility of their entrepreneurial dreams. Additionally, it promotes practical learning through active participation in enterprises. The strategy also provides students with fundamental knowledge for measuring business progress and offers entrepreneurial insights for starting a business venture. It assists students in determining the mission statement of their business and fosters an entrepreneurial spirit for successful venture creation. Furthermore, it ensures that students have opportunities to interact within their environment during program intervals, among other benefits. A business plan is a comprehensive written document created by an entrepreneur that outlines all the pertinent external and internal factors associated with starting a new business endeavor. The strategy is devised by an entrepreneur with the aim of inspiring and encouraging students to start their own businesses, thereby turning their dreams and expectations into reality (Hisrich, 2023). Frequently, it involves the amalgamation of operational strategies, such as marketing, finance, production, and human resources. It refers to the implementation of development plans and the outcomes of the business planning process (Gibson and Cassar, 2015).

The findings of this study align with those of Indrati, et al (2016), which state that business planning is a highly detailed plan that takes into account the requirements and preferences of each individual business. It encompasses a description and definition of the parties involved, the goods or services being offered, and the specific market environment.

Additionally, it includes an analysis and a plan for the production of goods or services, as well as a quantification of the resources needed to execute the established plan.

Ahmad et al (2016) reported that the business strategy established for product-based learning on the topic of electrical circuits is legitimate, practical, and effective. Utilizing a business plan may enhance the entrepreneurial interests of students and equip those with a strong inclination towards entrepreneurship with the skills and talents to generate employment opportunities. Hence, it is essential to create a business plan while teaching the entrepreneurship topic to enhance the educational standards, particularly in equipping students with the necessary skills to pursue career prospects upon completion of their studies (Indrati, et al, 2016).

### **Effectiveness of Action-based Instructional Delivery Enhancement Strategy**

This study focused on research question two, which aimed to identify 11 specific aspects of the effectiveness of action-based instructional strategies in the teaching of entrepreneurship education. These aspects include the promotion of entrepreneurial attributes in students, the development of critical leadership skills, the stimulation of innovation, the integration of real business issues into the classroom through authentic problems, the encouragement of rational actions on business issues, the involvement of students in individual learning activities, the cultivation of a mindset that recognizes economic opportunities in business ideas, and the creation of an environment conducive to students' personal development, among others.

Summer (2022) concurred with the study's results, stating that the action-based learning approach is a teaching technique grounded on brain research. This approach recognizes the connection between movement and learning, leading to enhanced academic achievement and behavior. Nash (2023) said that action-based learning is an approach that leverages the beneficial impact of physical exercise on neuron generation, facilitating the development of essential abilities and fostering a culture of innovative learning across different activities. Furthermore, the results of this study support the World Institute for Action Learning's (2022) report that action learning is effective in both problem-solving and leadership development, particularly in addressing complex problems that may seem unsolvable. It also enhances learners' rational thinking and fosters a positive mindset. The action-based learning technique enhances the standards, cooperation, innovation, and bravery of groups, helping group members focus on the progress of their group's performance rather than just problem-solving. The Council of Europe's study (2023) examines the effectiveness of an action-oriented approach, which is founded on the constructivist paradigm. This method brings task-based learning to a level where the classroom and the real world are seamlessly connected via authentic communicative activities. The reason for this is because action-based learning centers on the application of brain-based research in the learning and classroom setting. It involves comprehending the link between the brain and body, and using movement to prime the brain for learning (Summer, 2022). The action-based learning method facilitates the organizing of learning by using practical and cohesive situations that extend over several classes and culminate in a collaborative activity or project.

### **Conclusion**

Effective instructional delivery techniques are critical for the successful teaching and learning process and play a significant role in enhancing the academic performance of students within the education system. Given the pivotal role of entrepreneurship in job creation and national economic growth, it is vital to ensure efficient instructional delivery by incorporating interactive teaching methods in entrepreneurship education. This approach aims to develop a strong workforce that can contribute positively to the country's economy.

Accordingly, this research focused on evaluating methods to enhance instructional delivery for teaching entrepreneurship education within the Business Education curriculum at tertiary institutions in Bayelsa State, Nigeria. The findings of the study

reveal that utilizing business plan creation and action-based instructional delivery improvement techniques are effective strategies for teaching entrepreneurship education. These methods have proven successful in the Business Education curriculum at tertiary institutions in Bayelsa State, demonstrating their potential to significantly improve educational outcomes in this field.

### Recommendations

Based on the findings made and the conclusion drawn, the following recommendations were made:

1. The federal and state government should adopt the identified instructional delivery enhancement strategies as teaching techniques for training Business Education student's entrepreneurship.
2. The identified strategies should be adopted and integrated into the programme of Entrepreneurship education programmes of tertiary in Bayelsa State, south-south zone and Nigeria in general.

### Acknowledgements:

We sincerely wish to acknowledge and express our profound gratitude to Tertiary Education Trust Fund (TETFUND) for the sponsorship of this academic research through their yearly Institutional-Based Research (IBR) intervention.

Thanks

**Dr. Akele, Egberi Francis & Mr. Duoduo Godspower**

### References

1. Agbamu, T.P. (2011). Approaches considered effective for teaching entrepreneurship in business education. *Business education Journal*, 8(1), 23-32.
2. Agu, R.A, & Chiahah, G.T.U (2013). A paradigm shift in entrepreneurship education pedagogy in Nigeria: Issues that must be confronted to evolve best practice. Paper presented at Entrepreneurship seminar at university of Mkar, Mkar.
3. Ahmad, F., Patta, B and Suradi, T. (2016). The Development of Maritime English Learning Model Using Authentic Assessment Based Bridge Simulator in Merchant Marine Polytechnic, Makassar. *International Journal of Environmental and Science Education*, 11(10), 3231 - 3240.
4. Alison, F. (2019). Introduction to instructional system design. Retrieved from <https://alison.com>
5. Buseri, J. C & Dorgu, T. E. (2011). The relevance of instructional materials for effective curriculum delivery in Nigeria. *Journal of Issue in Professional teacher education* 2(2):9 Council of Europe. (2023). The Action-oriented Approach. <https://www.coe.int/en/web/common-european-framework-reference-languages/the-action-oriented-approach/>
6. Eko, A.C (2015). Traditional pedagogy to innovative pedagogy in business education: A challenge to business educators. *ABEN Conference Proceedings* 2(1), 86-94.
7. Etukudo, A. (1999). Entrepreneurship education and enterprise culture: Lessons from other countries. Paper presented at the National Conference on Entrepreneurship Education in Nigeria Tertiary Institutions, Abuja, 13<sup>th</sup> - 16<sup>th</sup> September.
8. Federal Republic of Nigeria (2013). National Policy on education. Lagos: NERDC
9. Gibson, B and Cassar, G. (2015). Longitudinal Analysis of Relationships between Planning and Performance in Small Firms. *Small Business Economics*, 25, 207-222
10. Green, M.R., & Walters, T.N. (2017) Erasing the blind spots. Reflective teachers and diverse classrooms in the United States. In I.H. Amazat & Padillo-Valdez (eds). *Teacher professional knowledge and development for reflective and inclusive practices*. London. Routledge.
11. Hisrich, D. M. P. (2023). *Entrepreneurship*. MC Graw Hill: New York.

12. Honig, B. (2004). Entrepreneurship education: Toward a model of contingency-based business planning. *Academy of management learning and Education*; 3(3), 258-273.
13. Ibe, E.C. (2008). Entrepreneurship through vocational education. Paper presented in the International Conference of Nigeria Association for Educational Administration and Planning (23<sup>rd</sup>-27<sup>th</sup> September).
14. Indrati, K., Hendra, H., Ganefri, A., Sartika, A and Mega, S. D. (2016). Learning Outcomes in Vocational Education: a Business Plan Development by Production-Based Learning Model Approach. *International Journal of Environmental & Science Education*, 11 (18), 11917 – 11930.
15. Isioma, M. U. (2015). Learning approaches: *Curriculum Organization of Nigeria*, 10(2), 114-222.
16. Jeremiah, S.& Alamina, J.I. (2017). *Curriculum Implementation and Instruction: Pedagogical perspective*. Owerri. Cel-Bez publishing company Nigeria Ltd.
17. Jimoh-kadiri, S.O. (2010). Methods of inculcating entrepreneurship skills into business education students in tertiary institutions in Edo State. *Intellectualism. A multidisciplinary journal*, (3) 85-90
18. Jimoh-kadiri, S.O. (2012). Assessment of strategies for effective teaching in tertiary institutions in South-South Nigeria. Unpublished Ph.D dissertation, department of vocational education, Nnamdi Azikiwe University, Awka, Nigeria.
19. Mezieobi, D.I. (2009). *Managing Instruction in the class room* in Igbokwe, U.L & Eze, UN (eds) classroom management for curriculum implementation applying psychological principles. Enugu: Timex.
20. Mkpa, N.D. (2019). Teaching methods and strategies. In U.M.O Ivowi (eds), *curriculum theory and practice*. Lagos: curriculum organization of Nigeria.
21. Moemeke, C.D. (2016). Teaching approaches, methods and techniques. In T.N. Kanno, V.A. Obasi, & S.O.A. Obih, (Eds), *contemporary issues in curriculum implementation and methods*. Owerri. Imo state Nigeria. Hysab prints &publishers.
22. Moses, C.L. (2015) Entrepreneurship education and action-oriented pedagogical approaches *International Journal of Education Science and Research*, 5(5),53-60
23. Muelter, J. & Thornton,. J. (2005). A comparison of the effectiveness of action learning in entrepreneurship in Singapore, China, Korea, New Zealand and Australia. *Journal of Asia Entrepreneurship and Sustainability*. Available online [www.asiaentrepreneurshipjournal.com](http://www.asiaentrepreneurshipjournal.com). Retrieved 14/08/2023
24. Nash, S. (2023). Action-Based Learning: Concept & Activities. <https://study.com/academy/lesson/action-based-learning-concept-activities.html/>
25. NPC (2004) *National Economic Empowerment and Development Strategy*. Abuja: National Plannig Commission.
26. Nwachukwu, C.L. (2015). Strategies for evaluation in business education. ABEN conference proceedings. 2(1), 116-120.
27. Nwafor, O.M. (2007) *Educational Innovation: Process and product*. Enugu: Magnet Business Enterprises.
28. Obi, C. A. (2005). *Methodology in business education*. Enugu. Otek publishers Nigeria Ltd.
29. Oduma, C.A. (2012). *Fundamentals of entrepreneurial education*. Abakaliki: catholic communication link (Citizens Advocate Press).
30. Offorma, G.C & Obiefuna, C.A. (2017). Reflective practices in the 21<sup>st</sup> century: movement from 3Rs to 4Cs in the teaching profession. In I.H. Amazat, & padillo-valdez (eds). *Teacher professional knowledge and development for reflective and inclusive practices*. London: Routledge.
31. Okolocha, C.C. & Ile, C.M. (2011). Strengths of the business plan and industrial collaboration strategies in the teaching of entrepreneurship in tertiary institutions. *Business education journal*, 8(1), 257-273.
32. Okoro, J. (2010). Strategies for enhancing poverty alleviation through entrepreneurial opportunities among business teacher education graduates. *Unizik Orient Journal*, 6(1), 184-191.
33. Okoro, V.N. (2014). Entrepreneurship education and the enhancement of entrepreneurial skills among undergraduates in South-Eastern Federal Universities, Nigeria. Unpublished M.Ed thesis, Department of Educational Foundation, University of Nigeria, Nsukka (UNN), Nigeria.

34. Olumese, H.A. & Clark, A.O. (2011). Undergraduates vocational and technical education students' assessment of the effectiveness of entrepreneurship as a general course in a university in the South- South zone of Nigeria. *Business education journal*, 8(1),206-221.
35. Ordu, P. (2015). Entrepreneurship: Theory, principles and practice (2<sup>nd</sup> edition). Port Hracourt: Osia Digital Publishers Ltd
36. Summer, V. S. C. (2022). What is Action Based Learning? <https://www.abllab.com/blogs/abl-resources/what-is-action-based-learning/>
37. Ugwuanyi, M.O (2012). Strategies for improving educational resources in office technology and management department in the polytechnic. *Business educational journal*, 7(2), 99-109