

**UTILIZATION OF BLENDED AND EXPERIENTIAL LEARNING FOR  
EFFECTIVE TEACHING AND LEARNING OF BUSINESS EDUCATION IN  
UNIVERSITIES IN SOUTH EAST, NIGERIA.**

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**Abstract**

*The study ascertained the extent to which blended and experiential learning are used for effective teaching and learning of Business Education in Universities in South East, Nigeria. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted descriptive survey design. The population of the study comprised of all 85 Business Educators (57 Federal and 28 states Business Educators) in the 4 federal and 4 state universities offering Business Education in south east Nigeria. The entire population was used because the population is of a manageable, therefore census sampling was used. A 14 item statement questionnaire that was validated by three experts was used for data collection. The reliability of the instrument was determined using test-retest technique and data obtained was analyzed using Pearson Product Moment Correlation to determine the reliability of the instrument. A reliability coefficient level of 0.79 was obtained and it was deemed adequate for the study. Data collected from the research questions were analyzed using mean and standard deviation to test the closeness of their responses, while t-test was used to test the hypotheses at a significance level of 0.05. The findings of the study revealed that Business Educators agreed to a high extent that utilization of blended and experiential learning improves the teaching and learning of Business Education in Universities in South East, Nigeria and also that the extent this programme achieves its noble objectives depends to a large extent on the quality and competencies possessed by the Business Educators and the innovative skills they apply to facilitate effective teaching and learning of Business Education. Based on the results, the study recommended among others that Business Educators should adopt compulsory use of blended and experiential learning in the teaching and learning of Business Education; this will help the students in problem-solving, critical thinking, collaboration, and the application of knowledge in authentic contexts and in the learning of Business Education courses.*

**Keywords: Blended learning, Experiential learning, teaching, learning, Business Education.**

## **Introduction**

The world's constant innovative changes have shown that the future is unpredictable especially as it concerns education, skills, competencies and technology which are considered the bedrock of economic, social and political growth. Furthermore, education opens the door for all citizens to participate in development activities. The productivity of the educators and the skills acquired by the learner also determine the quality of a country's education (Gidado, Abudullahi & Adamu, 2015). According to Emeasoba and Ugwuoke (2019) the main purpose of education is to equip individuals with knowledge, skills, attitudes and values desirable in the society. Education therefore is a medium through which the society transmits skills, attitudes, competencies and behaviours to its younger ones, in order to provide a better life for the society. Thus, one of the educational programmes that can lead to the attainment of these goals of education in Nigeria is Business Education.

Business Education is a skill course that enable its recipients to acquire the right skills, knowledge, ability, competencies among others that will enable them fit into the global workforce. Eebo (2018) stated that Business Education is that aspect of education which deals with business experiences both for specialized occupational uses and for general uses. According to Emeasoba and Nwatalari, (2021) Business Education at university level is concerned mainly with the development of relevant saleable skills and knowledge that would enable an individual to function effectively in the world of works. Business Education is a skill-based course. In the same vein, Obi (2020) explained that, Business Education is a programme of study that prepares individuals with multiple skills to teach, or work in industry and to equally set up a business as an entrepreneur and employ others. Business Education is a core component of Technical and Vocational Education Programme. Business Education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and Business world. Business Education is education that enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices. In the view of Onajite (2016), Business Education encompasses education programme for business, office occupation, economic understanding, entrepreneurship and it seeks to develop in the learners' basic skills for personal use in the future. Business Education exposes its recipients to diverse curricula, hence, it is that type of education that inculcates in its recipient's attitudes, knowledge, skills, values that is required in Business work. Okoye and Ashibogwu (2018) defined Business Education as that aspect of educational training which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager or teacher wherever he may find himself in the business world. Also, business education is education that is focused towards developing the learner to be productive in teaching, paid employment and self-employment, it is also the means of instructing person on happenings in business transactions, offices, banks, markets, among others where there is exchange of resources (Emeasoba, Ekoh & Modebelu 2015). This implies that business education should be properly and effectively taught to the students in the teaching and learning process for the students to effectively acquire and apply innovative and business skills in order to become economically self-reliant and productive in the business world. Business Education is a programme of instruction that equips its recipients with the right skills, knowledge, abilities, and competencies among others in an effective teaching process.

The teaching and learning of Business Education refer to the instructional and learning processes through which students acquire knowledge, skills, values, and competencies related to business, commerce, and entrepreneurship. This discipline equips learners with practical and theoretical skills for the world of work, especially in office administration, marketing, accounting, business management, and entrepreneurship. Teaching is an attempt to assist its recipients to acquire skills, attitudes, knowledge or ideas to be a useful citizen and also perform effectively and efficiently in whatever he does. According to Ukata and Udeh (2019), teaching is an interaction between teachers and students under the auspices and responsibilities of the teacher in order to bring about the expected change in the students' behavior. Teaching profession is an act of relating information to the learner or assisting the learner on how to do something; It involves the process of assisting the learner to gain useful skills, attitudes, knowledge, ideas; values in an arranged or unarranged environment that will assist the learner become an acceptable person to the society, independent in life with relatively permanent change (Ukata & Silas-Dikibo, 2019). The term teaching has become more popularized with the advent of innovative practices and technology. Teaching and learning are the major activities in a country's educational system. This implies that teaching is the most important activities in educational enterprise. It is an organized activity to bring about a positive change. This is due to the fact that teaching contributes towards generation, transmission and application of knowledge which are the focal points of a nation's educational objective. Therefore, the only way to provide a variety of teaching and learning experience, make learning available to a wide audience, control the pace of learning, promote better understanding and overcome physical difficulties in teaching and learning of Business Education is to use a variety of innovative strategies.

Innovative teaching refers to the use of new and creative methods, strategies, and technologies to enhance the learning experience and improve student engagement and outcomes. It is the process of proactively introducing new teaching strategies and methods into the classroom. It involves moving beyond traditional instructional approaches and embracing innovative practices that cater for diverse learning styles, fosters critical thinking, and encourage active participation. Innovative strategy of teaching is essential in preparing students for the challenges of the modern world and equipping them with the skills they need to succeed in a rapidly evolving society. Innovative strategies are the techniques, strategies, methods that a teacher adopt to meet various learning objectives. According to Mynbayeva, Saduakass and Akshalova (2017), innovative teaching strategies involve new ways of interaction between "teacher-student", "student-teacher", and a certain innovation in practical activity in the process of mastering educational material. The teacher here is seen as a facilitator of knowledge rather than the fount of all knowledge. Jayashree (2017) in the same vein noted that innovative strategies make students and teachers more media literate and mostly suggested one is Multimedia. It is clear that technological advances have improved the teaching and learning process. The students' cognitive skills and their creative ideas can be developed by innovative strategies of learning. Raluca (2016), emphasized the need of using innovative strategies in teaching Business Education based on the benefits for students and their improved comprehension and retention of business knowledge. Today the society need teachers who perceive each and every student not as passive acquirer of knowledge but one with natural propensity to construct meaning and encourage learning by making the teaching and learning process active, participative and exciting (Udegbumam, Ukuhor & Attamah, 2020). Udegbumam et al., (2020), further stressed that, the teacher is the crucial person and

plays important roles in the education system; if a teacher is adequately skilled and committed, he or she will use various innovative strategies to achieve teaching effectiveness to enhance the quality of education and produce enlightened citizens who contribute to the developmental efforts of the government.

According to Revathi, Elavarasi and Sarawanan (2019), the innovative strategies in teaching and learning are as follows: ICT Teaching, Online interaction before, during and after class, Demonstration, Experiential learning, Project-based learning, Service learning, Videos, Self-learning, Skill Communication, Group discussion, Problem solving teaching, Cooperative teaching among others. All these innovative strategies encourage critical thinking in the students, improve problem solving abilities, encourage team work and self-management. Nevertheless, this study is delimited to Blended learning and Experiential learning for effective teaching and learning of Business Education in Universities in South East, Nigeria.

Blended learning approach is the teaching/learning approach that brings together the face-to-face approach and the online learning approach. It is the hybrid of the two approaches to form a blend. Blended Learning Approach (BLA) is that approach that bridges the gap between the fully online learning approach and the conventional classroom approach. It integrates online learning with in-person instruction from the teacher. BLA involves combining classroom instruction and e-learning (Kiviniemi, 2014) which is increasing in schools around the world. BL approach uses the positive aspects of traditional teaching-learning. Blended learning also considers the place of learning where the learning happens and directs to reconsider the traditional instructor-centered classroom. BL also directs to reflect on, retool, and then reformat what is a classroom. Selvakumar et al. (2020) noted that the specific advantages of BL are to: provide flexibility in terms of scheduling a course, planning for space and more options to achieve the same learning outcome; provide verity of learning opportunities as per engage himself/herself and can actively participate; balance the face to face and online teaching-learning; and make effective use of the conventional and online teaching and learning. Blended learning and experiential learning complement each other by offering a more holistic and flexible approach to Business Education. Blended learning integrates digital resources and online interactions with real-world experiences, enriching the experiential learning process and providing students with the tools, opportunities, and flexibility needed to succeed in both academic and professional environments. The synergy between the two methods fosters a deeper, more active form of learning that prepares students for the complex, dynamic challenges of the business world.

Experiential learning refers to a pedagogical approach that emphasizes learning through direct experience, where students engage in activities that allow them to apply theoretical concepts to real-world situations. This approach is grounded in the belief that learning is most effective when it is active, participatory, and reflective, enabling learners to develop practical skills, critical thinking abilities, and problem-solving techniques. According to Aithal and Mishra (2024) experiential learning involves the integration of classroom knowledge with hands-on experiences such as internships, case studies, simulations, role-playing, and project-based learning. The goal is to create a learning environment where students can gain relevant, practical experience that prepares them for the demands of the business world. Experiential learning focuses on active involvement in the learning process. For example, students can simulate the role of business managers or entrepreneurs to solve hypothetical business

problems, which helps develop critical thinking and problem-solving abilities (Kellogg & Harris, 2020). Through hands-on experiences, students develop essential business skills such as decision-making, leadership, communication, and teamwork. These competencies are highly valued by employers and are often seen as more critical than academic knowledge alone (Morris et al., 2020). By integrating experiential learning with cooperative-based learning, students in Business Education can gain a more holistic, interactive, and effective learning experience, preparing them for the complexities of the modern business environment.

Public universities are universities owned by the government. Public universities are universities established to provide post-secondary schools for Nigerian. Public universities are universities established by act of parliament to serve the interest of the general public (Ogunode, 2020). Public universities deal with the provision of teaching, research and communities services. The objectives of the universities in Nigerian Higher education, including professional education has the following aims: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (FGN, 2014). Public universities in Nigeria are grouped into federal and state owned universities. Federal Universities are universities established, owned, funded and controlled by the federal government. They are present in almost all the 36 states in Nigeria. State universities on the other hand are universities that are established, owned, funded and controlled by the state government. For Business Education students to be successful in their academics and in the world of world; Business Education lecturers need to effectively utilize various innovative strategies in the process of teaching and learning of Business Education courses.

Business Education at this level is offered in universities and this influenced the researcher's choice of using it as variable in this study in both federal and state universities in South East, Nigeria. The study therefore is to determine the extent to which Innovative strategies are used for effective teaching and learning of Business Education in Universities in South East, Nigeria.

### **Statement of the Problem**

The aim of Business Education programme is to equip its recipients with relevant business and innovative skills in order to make them self-reliant in today's business world and succeed in it. However, the teaching and learning of Business Education in universities in South East, Nigeria, face significant challenges that impact their effectiveness and relevance in the ever-evolving educational landscape. Despite the crucial role of Business Education in equipping students with essential skills for the workforce, traditional instructional strategies often fail to address the diverse learning needs of students, resulting in limited engagement and suboptimal learning outcomes. With rapid advancements in technology, shifts in the global economy, and the need for skills that foster innovation, there is a growing demand for innovative teaching strategies that can enhance the quality of education in this field.

In South East Nigeria, Business Education programs in universities often rely heavily on conventional methods such as lectures, rote memorization, and theoretical approaches that do not align with the practical demands of the business world. These outdated practices hinder

students' ability to develop critical thinking, problem-solving, and hands-on skills necessary for their future careers. Additionally, the integration of modern teaching tools and technologies, such as digital platforms, interactive simulations, and collaborative learning techniques, remains underutilized. This gap calls for an investigation into the innovative strategies that can be implemented to foster a more engaging and effective learning environment. Therefore, this study seeks to explore the Innovative strategies used for effective teaching and learning of Business Education in Universities in South East, Nigeria. It will examine the extent to which these strategies are being applied, their impact on student performance, and the challenges faced by educators in their implementation.

### **Purpose of the Study**

The purpose of the study was to ascertain the extent to which blended and experiential learning are used for effective teaching and learning of Business Education in Universities in South East, Nigeria. Specifically, the study seeks to determine:

1. the extent to which blended learning is used for effective teaching and learning of Business Education in Universities in South East, Nigeria
2. the extent to which experiential learning is used for effective teaching and learning of Business Education in Universities in South East, Nigeria

### **Research Questions**

The following research questions guided this study.

1. To what extent is blended learning used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria?
2. To what extent is experiential learning used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance

- H0<sub>1</sub>. There is no significant difference between the mean ratings of Business Educators in federal and state universities in South East, Nigeria on the extent to which blended learning is used for effective teaching and learning of Business Education.
- H0<sub>2</sub>. There is no significant difference between the mean ratings of Business Educators in federal and state universities in South East, Nigeria on the extent to which experiential learning is used for effective teaching and learning of Business Education.

### **Methodology**

The researcher adopted a descriptive survey research design. This design was considered appropriate for the study because it identifies the present conditions, prevailing needs and also provides information which enabled the researcher to make sound decision. Two research questions guided the study and two null hypotheses which were tested at 0.05 level of significance. The population of the study comprised of all the 85 Business Educators (57 Federal and 28 states Business Educators) in all the 4 federal and 4 state universities offering Business Education in south east Nigeria. The entire population was used because the population is of a manageable, therefore census sampling was used. The instrument for data collection was made up of fourteen (14) item statements developed by the researcher that were graded on a four point rating scale of Very High Extent (VHE), High Extent (HE), Low

Extent (LE) and Very Low Extent (VLE) with corresponding values of 4, 3, 2 and 1 respectively and was validated by three research experts. To establish the reliability of the instrument copies of the questionnaire was administered to twenty (20) lecturers of Business Education from university of Uyo, Awka-Ibom State which is outside the south east zone and not part of the study but with similar characteristics. The reliability of the instrument was determined using test-retest technique. The same questionnaire was re-administered on the respondents two weeks later and their responses were analyzed using Pearson Product Moment Correlation to determine the reliability of the instrument. A reliability coefficient level of 0.79 was obtained and it was deemed adequate for the study. Data collected from respondents as regards the research questions were analyzed using Mean and Standard Deviation while t-test was used to test the null hypotheses at a significance level of 0.05. Real limit of number was used to determine the level or extent of responses of each item on research questions only. The real limit value is as follows; 3.50-4.00= Very high extent, 2.50-3.49=High extent, 1.50-2.49=Low extent, 1.00-1.49=Very low extent. The null hypothesis was accepted when the t-calculated value is less than the t-table value at 0.05 level of significance while the hypothesis was rejected when the t-calculated value is greater than the t-table value at 0.05 level of significance.

## **Results**

**Research Question One:** To what extent is blended learning used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria?

**Table 4.1**      **Mean analysis of responses of Business Educators in federal and state universities on the extent blended learning is used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria.**

S/N	Item statement	Federal X <sub>1</sub>	(N57) SD <sub>1</sub>	Remark	State X <sub>2</sub>	(N=28) SD <sub>2</sub>	Remark
1.	Blended learning approach in Business Education prepares the students for real-world business challenges	3.50	0.44	VHE	3.36	0.49	HE
2.	Utilization of blended learning has led to improved student satisfaction in Business Education courses	3.47	0.50	HE	3.57	0.50	VHE
3.	The use of blended learning contributes to increased motivation among Business Education students.	3.58	0.49	VHE	3.32	0.47	HE
4.	Utilization of blended learning helps Business Education students develop problem-solving skills.	3.49	0.50	HE	3.46	0.51	HE
5.	Business Education students collaborate with peers through online platforms to enhance their learning experience	3.54	0.50	VHE	3.51	0.56	VHE
6.	Students engage in blended collaborative learning activities to improve their skills and academic performance.	3.33	0.47	HE	3.39	0.49	HE
7.	Blended lectures are utilized in addition to the traditional classroom teaching to improve the students' performance.	3.47	0.50	HE	3.43	0.50	HE
<b>Cluster Mean</b>		<b>3.48</b>	<b>0.48</b>	<b>HE</b>	<b>3.43</b>	<b>0.50</b>	<b>HE</b>

**Where X = Mean, SD = Standard deviation, VHE=Very High Extent, HE=High Extent, LE=Low Extent, VLE=Very Low Extent**

The responses of the respondents from Table 1 show items with the mean scores ranging from 3.33 to 3.58, indicating their acceptance that the utilization of blended learning to a high extent improves the teaching and learning of Business Education in federal and state universities in South East, Nigeria. The cluster mean of 3.48 and 3.43 from the federal and state universities respectively are of the indication that blended learning is used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria to a high extent. The standard deviation scores of 0.48 and 0.50 respectively reveal that their response values were compactly distributed. This implies that respondents had about the same opinions that the utilization of blended learning to a high extent improves the teaching and learning of Business Education in federal and state universities in South East, Nigeria.

**Research Question Two:** To what extent is experiential learning used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria?

**Table 4.2: Mean analysis of responses of Business Educators in federal and state universities on the extent experiential learning is used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria.**

S/N	Item statement	Federal X <sub>1</sub>	(N57) SD <sub>1</sub>	Remark	State X <sub>2</sub>	(N=28) SD <sub>2</sub>	Remark
8.	Business Educators facilitate real-world problem-solving through experiential learning activities	3.50	0.50	VHE	3.46	0.51	HE
9.	Experiential learning is used to improve students' understanding of key business concepts and theories	3.50	0.54	VHE	3.29	0.62	HE
10.	Experiential learning improves problem-solving skills in the context of Business Education assignments.	3.52	0.51	VHE	3.31	0.53	HE
11.	Experiential learning has positively impacts students' ability to apply Business Education principles to real-world scenarios.	3.52	0.58	VHE	3.29	0.56	HE
12.	Experiential learning enhances collaboration among students in the Business Education course.	3.46	0.54	HE	3.11	0.47	HE
13.	Experiential learning contributes to a deeper understanding of Business Education concepts.	3.52	0.51	VHE	3.29	0.62	HE
14.	Experiential learning promotes a sense of accountability for individual and team performance in Business Education courses.	3.28	0.49	HE	3.23	0.43	HE
<b>Cluster Mean</b>		<b>3.47</b>	<b>0.52</b>	<b>HE</b>	<b>3.28</b>	<b>0.53</b>	<b>HE</b>

**Where X = Mean, SD = Standard deviation, VHE=Very High Extent, HE=High Extent, LE=Low Extent, VLE=Very Low Extent**

The responses of the respondents from Table 2 show items with the mean scores ranging from 3.11 to 3.52 indicating their acceptance that the utilization of experiential learning to a high extent improves the teaching and learning of Business Education in federal and state universities in South East, Nigeria and is to a high extent. The cluster mean of 3.47 and 3.28 from the federal and state universities respectively are of the indication that experiential learning is used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria to a high extent. The standard deviation scores of 0.52 and 0.53 respectively reveal that their response values were compactly distributed. This implies



that respondents had about the same opinions that the utilization of experiential learning to a high extent improves the teaching and learning of Business Education in federal and state universities in South East, Nigeria and is utilized to a high extent.

**Hypothesis One:** There is no significant difference between the mean ratings of Business Educators in federal and state universities in South East, Nigeria on the extent to which blended learning is used for effective teaching and learning of Business Education.

**Table 4.3: t-test Analysis of mean ratings of Business Educators in federal and state universities on the extent to which blended learning is used for effective teaching and learning of Business Education.**

Universities	N	X	SD	DF	t-cal.	t-crit.	Remark
Federal	57	3.48	0.48	83	0.44	1.98	NS
State	28	3.43	0.50				

*Where N = Number of respondents, X = Mean, SD = Standard deviation, DF = Degree of freedom, NS = Not Significant*

The data in table 3 show that the calculated t-value is 0.44 while the t- critical value is 1.98 at 0.05 level of significant and at degree of freedom of 83. Since the calculated value is less than the t-critical value, therefore the null hypothesis of no significant differences was accepted. The null hypothesis shows that there is no significant difference between the mean ratings of Business Educators in federal and state universities in South East, Nigeria on the extent to which blended learning is used for effective teaching and learning of Business Education.

**Hypothesis Two:** There is no significant difference between the mean ratings of Business Educators in federal and state universities in South East, Nigeria on the extent to which experiential learning is used for effective teaching and learning of Business Education.

**Table 4.4: t-test Analysis of mean ratings of Business Educators in federal and state universities on the extent to which experiential learning is used for effective teaching and learning of Business Education.**

Universities	N	X	SD	DF	t-cal.	t-crit.	Decision
Federal	57	3.47	0.52	83	1.57	1.98	NS
State	28	3.28	0.53				

The data in table 4 show that the calculated t-value is 1.57 while the t- critical value is 1.98 at 0.05 level of significant and at degree of freedom of 83. Since the calculated value is less than the t-critical value, therefore the null hypothesis of no significant differences was accepted. The null hypothesis shows that there is no significant difference between the mean ratings of Business Educators in federal and state universities in South East, Nigeria on the extent to which experiential learning is used for effective teaching and learning of Business Education.

### **Discussion of Findings**

The findings of the study were discussed in line with the research questions and the tested hypotheses.

The findings revealed that Business Educators in federal and state universities are in agreement that blended learning is used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria to a high extent. This means that Business Educators in both federal and state universities should always utilize blended learning methods in the teaching and learning of Business Education for positive teaching and learning outcome. The result revealed that there is no significant difference between the mean ratings of Business Educators in federal and state universities in South East, Nigeria on the extent to which blended learning is used for effective teaching and learning of Business Education. The findings of this study is in line with the findings of Selvakumar et al. (2020) who affirmed that blended learning are flexibility in terms of scheduling a course, planning for space and more options to achieve the same learning outcome; provide verity of learning opportunities as per engage himself/herself and can actively participate; balance the face to face and online teaching-learning; and make effective use of the conventional and online teaching and learning for effective teaching and learning outcome.

The findings revealed that Business Educators in federal and state universities are in agreement that experiential learning is used for effective teaching and learning of Business Education in federal and state universities in South East, Nigeria to a high extent. This means that Business Educators in both federal and state universities should always utilize experiential learning methods in the teaching and learning of Business Education for positive teaching and learning outcome. The result revealed that there is no significant difference between the mean ratings of Business Educators in federal and state universities in South East, Nigeria on the extent to which experiential learning is used for effective teaching and learning of Business Education. The findings of this study is in consonance with the findings of Aithal and Mishra (2024) which averred that experiential learning involves the integration of classroom knowledge with hands-on experiences such as internships, case studies, simulations, role-playing, and project-based learning. The goal is to create a learning environment where students can gain relevant, practical experience that prepares them for the demands of the business world.

### **Conclusion**

Based on the findings of the study, the study concluded that Business Educators agreed that utilization of blended and experiential learning by Business Educators in teaching and learning of Business Education in Universities in South East, Nigeria is to high extent. The extent this program achieves its noble objectives depends to a large extent on the quality and competencies possessed by the Business Educators as well as the innovative skills they apply to facilitate effective teaching and learning of Business Education.

### **Recommendation**

1. Business Educators should adopt compulsory use of blended learning in the teaching and learning of Business Education; this will help the students in problem-solving, critical thinking, collaboration, and the application of knowledge in authentic contexts and in the learning of Business Education courses.

2. Business Educators should adapt existing Business Education curricula to incorporate experiential learning. One of the strengths of experiential learning lies in its adaptability to diverse learning styles. There should also be regular workshops, seminars, and in-service training sessions which will enable Business Educators incorporate experiential learning principles to make Business Education concepts more accessible to a broader audience.

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