

**BLENDED LEARNING INSTRUCTIONAL STRATEGY AND  
ENTREPRENEURSHIP SKILLS ACQUISITION IN POST-COVID-19 PANDEMIC  
AMONG UNDERGRADUATES OF PUBLIC UNIVERSITIES  
IN CROSS RIVER STATE, NIGERIA**

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**Abstract**

*The study examined the relationship between blended learning instructional strategy and entrepreneurship skills acquisition in Post-COVID-19 pandemic among undergraduates in public universities in Cross-River State. One research question and one hypothesis were formulated to guide the study. Correlation research design was adopted for the study. The population of the study consisted of 4,520 year three undergraduates in Faculty of Education at University of Calabar and University of Cross River State. A sample of seven hundred and fifty eight (758) undergraduates were used for the study. The selection was done through stratified and proportionate simple random sampling techniques. The instrument used for data collection was questionnaire titled: Blended Learning Instructional Strategy and Entrepreneurship Skills Acquisition (BLISESAQ). The reliability of the instrument was established by using Cronbach Alpha reliability method. The reliability coefficient ranges from .76 to .74 which was high enough. Regression analysis was the statistical technique employed to test the hypothesis at 0.05 level of significance. The result of the analysis revealed that, blended learning instructional strategy significantly predicted entrepreneurship skills acquisition in Post-Covid-19 pandemic among undergraduates in public universities in Cross-River State. On the basis of the finding of this study, It was recommended that the government, non-governmental organizations, donor agencies and private philanthropists should ensure that they support the development and utilization of blended learning instructional strategy for quality delivery.*

**Keywords:** *Blended Learning, instructional strategy and Entrepreneurship skills*



## **Introduction**

Entrepreneurship skill is considered as an important factor to positively influence the competitiveness of any country or industry. While there are many debates on whether entrepreneurship skill acquisition can be taught, the general consensus is that any form of education, regardless of an individual's personality has beneficial outcomes (Jones, 2019; (Usua et al. 2023). This means that the design and structure of an entrepreneurship skill can be molded to suit the individual's learning preference. According to Liguori and Winkler (2020), Glaveli (2018), entrepreneurial attitude includes an emphasis on a personal control over a situation that incorporates some degree of innovation. This means emphasizing an individual's ability to change a course of action because of their self-esteem and need for achievement.

The growth of entrepreneurship education in the past decade has been phenomenal and is now a common course in most business entrepreneurial centers (Brown and Rocha, 2020; Santos, Neumeyer & Morris, 2019). This importance of entrepreneurship education in changing student's perceptions is reflected in numerous studies. For example, Zhang and Cain (2017) found that more than 50% of entrepreneurship education students intended to become entrepreneurs after finishing their training. This is supported by Kubberød and Pettersen (2017) that found that trainees who took entrepreneurship training were more positive towards entrepreneurship skill acquisition. Entrepreneurship skill acquisition has become more complex due to the need to teach a range of topics related to innovation and futuristic thinking. Consequently, pedagogical approaches now focus on managing expectations by teaching students how to be resilient (Ahmed, Linan & Kokkalis, 2020, Bessong et al., 2025; Olofu, et al., 2022; Effiong, 2016).

COVID-19 is the illness caused by a novel coronavirus called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formerly called 2019-nCoV), which was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubel Province, China. It was initially reported to the World Health Organization (WHO) on December 31, 2019. On January 30, 2020, the WHO declared the COVID-19 outbreak a global health emergency and further, declared COVID-19 crisis a pandemic on March 11, 2020.

COVID-19 pandemic has significantly impacted on education globally, leading to widespread school closure, transition to online learning, and changes in educational practices. Some characteristics of COVID-19 related to education include: Remote learning, social distancing, hygiene and safety protocols, disruptions to assessments and evaluations, increased focus on digital literacy, addressing learning gaps, mental health concerns, inequity and access, teacher training and support, flexibility and adaptability (Agbade et al., 2018; Usua et al., 2023; Effiong et al 2018, Opara et al. 2020). These characteristics have transformed the education sector, prompting innovations and changes in the instructional strategies used in teaching entrepreneurship skills that will persist beyond the pandemic.

The COVID-19 pandemic was unpredictable and a surprise (World Health Organization, 2020). Thus, Clark, and Davila (2020) stated that there are many different ways countries have responded to the COVID-19 crisis depending on their regulatory policies. Consequently, the COVID-19 pandemic has resulted in significant societal upheaval and it has been a career shock for many students and educators. Most educators (formal and informal) had not considered the need to move rapidly to working and studying from home and in a digital environment.

However, the good news is that for most learners and educators the change meant they could continue their studies albeit in a different environment. This continuity in education was needed particularly in terms of ensuring students course progression (Jones, 2019; (Adie, Obi, Okri & Ogbe, 2020; Adie & Anditung, 2019; Ibu, Adie & Andortan, 2019; Meremikwu et. al 2022). Unlike other industries, the education industry could move online in

a short time period, which did not only enable students to continue their studies but also enabled others to learn through online courses. This has been helpful in ensuring society continuity and also providing a way for individuals to learn during times of crisis (Doern, 2016).

COVID-19 posed a significant challenge to education especially for courses that have experiential nature like entrepreneurship skill acquisition. Restrictions on mass gatherings and social distancing requirements during the Covid-19 pandemic have limited in-class teaching, which has resulted in a massive quick shift to online teaching strategy. This has meant an increase in courses taught through digital communication methods. Border closures and cuts to international travel have further restricted international student mobility and business activities (Donthu & Gustafsson, 2020; (Oyita et al., 2018; Agbade et al., 2019; Patrick et al., 2025; Patrick et al., 2025; Antai 2025; Agbade et al., 2018). To respond to these changes there has been a rapid uptake in remote and digital learning of all kinds of courses and especially for entrepreneurship skill acquisition.

The Covid-19 brought lockdown, and as a consequence of lockdown or separation policies, freedom of travelling was substantially reduced. Several institutions were shut down and required e-learning from home. The students and instructors reacted contrarily as a result of this sudden shift. Specifically, in the context of education sectors, various coping strategies have been used. For example, instructors employed blended learning, bite size learning and personalized learning that can be categorized generally as online learning that caused a drastic decrease in physical interaction (Adie, Okri & Anditung, 2019; Adie, Inah; Ibu & Anditung, 2022; Meremikwu, Adie, Idoko, Arikpo & Tawo, 2022; Meremikwu, Adie, Idoko, Arikpo & Tawo, 2022; Agbor et. al 2026).

Within the same time, advanced strategies became more prominent in an online format to replicate specific socializing patterns such as blended learning instructional strategy and can be a positive means for students to channel their passion for accessing the internet, of course based on the needs of the curriculum by making teachers as facilitators, mediators, and evaluators in managing learning. So that students' activities in accessing materials in the blended learning process can be directed for them to achieve the planned learning objectives (Husamah, 2014; Akeh et. al 2026; Inyang et. al 2022; Igyu et. al, Obi et. al 2020; Adie et. al, 2026). This form of learning was utilized in teaching all subjects and courses especially during the Covid-19 pandemic.

Inventive thought has indicated that it is feasible to utilize the same style of instructional methods digitally but in a new medium. In a technical environment, when the quality of a university depends on society, universities strive to interact more with the community (Bao, 2020). The online learning is vital because it can be done anytime, and it increases community interaction. A successful system of higher education has been characterized as generating awareness and providing support to the community through education and training at complementary levels.

The Covid-19 crisis has culminated in a desire for more skills acquisition schools to be deemed creative. It would allow management to face economic turmoil, which is triggered by the recession of Covid-19 and forced them to get more inspiring targets (Iwegbunam and Robinson, 2019). Due to Covid-19, universities have to remain vigilant and adaptive. Not only did the disruption created by Covid-19 pose an imminent danger to universities' financial survival, but it has also offered an impetus for creativity to thrive. Universities have had to think critically to build modern interactive distance learning and training for interactional activities. It indicated that universities have the advance technological landscape to respond to the contemporary climate; most of them are unprecedented territories.

Blended learning combines the best characteristics of classroom learning. Best characteristics aim to promote active independent learning by students and reduce the amount of face-to-face learning in class. The advantages of entrepreneurship learning using a blended learning design are the collaboration of various learning strategies with the delivery methods that can optimize the learning experience for students (Purba, 2020). Blended learning strategy as one of the sub-variables in this study may have significant influence on teaching-learning process during covid-19 and post-covid-19 era. According to Syafidah, Martono and Khresna (2021), the learning process in schools has undergone various changes, including the entrepreneurial learning design used in the classroom. They maintain that a more effective and efficient entrepreneurship learning design is to arrest the spread of Covid-19 in the school environment. A study carried out by Syafidah, Martono and Khresna (2021) showed that the blended learning strategy was an alternative learning strategy that can be implemented in entrepreneurship learning.

This means students can apply entrepreneurship skills that empower them to take strategic action amid the COVID-19. It is based on this that the research investigated blended learning instructional strategy used during COVID and Post-COVID-19 pandemic in teaching entrepreneurship skills to universities students, predict any form of entrepreneurial skills acquisition among undergraduates in public universities in Cross River State, Nigeria.

### **Statement of the problem**

The need for Entrepreneurship skills became more relevant during the COVID-19 when students were out of school because of the lockdown and need to engage themselves in worthwhile activities. As a skill that needs face-to-face contact, its teaching became more challenging and so required a more pragmatic approach after the COVID-19 pandemic. Entrepreneurship being a core course in the undergraduate programme must be offered/taught for graduation in addition the objectives of teaching it to students. It was therefore pertinent for university lecturers to explore instructional strategies that lend themselves to the situation of social distances and lockdown due to COVID-19 pandemic. The critical question aroused whether the strategies such as blended learning strategies adopted by lecturers yielded expected results in entrepreneurship skills acquisition. These constitute the focus of this study.

### **Purpose of the study**

The purpose this study was to determine if the use of blended learning instructional strategy predict entrepreneurship skills acquisition during post-COVID-19 pandemic among undergraduate students in public universities in Cross River State.

### **Research question**

One research question was posed for the study.

To what extent does the use of blended learning instructional strategy predict entrepreneurship skill acquisition during post-COVID-19 pandemic among undergraduate students in public universities in Cross River State?

### **Statement of hypothesis**

The following null hypothesis was formulated to guide the study.

The use of blended learning instructional strategy does not significantly predict entrepreneurship skill acquisition during post-COVID-19 pandemic among undergraduates in public universities in Cross River State.

## **Literature Review**

This section reviewed literatures of scholars related to the present study. Thus, this section also, explains the concepts of blended learning instructional strategy as perceived by different scholars.

Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional placed-based classroom methods. Blended learning also combines the best characteristics of classroom learning. Best characteristics aim to promote active independent learning by students and reduce the amount of face to-face learning in class. The advantages of entrepreneurship learning using a blended learning design are the collaboration of various learning strategies with the delivery methods that can optimize the learning experience for students (Purba, 2020). Blended learning in entrepreneurship learning is considered to be able to develop innovation abilities, creativity, and adaptability, so that students have high readiness to face learning demands in complex and ill-structured domains (Hidayat, 2018). The use of blended learning designs in entrepreneurship learning makes students more independent in learning because they can access the learning material on the internet with the supervision of parents or older people, whenever and wherever, as long as there is internet access (Suhartono, 2019; Adie & Anditung, 2019; Meremikwu, Ibok, Adie, Idoko, Tawo & Arikpo, 2022; Ibu, Adie & Okaba, 2019, Adie, Obi, Okri & Ogbe, 2020). Students can do research from the web, blogs, e-books, e-libraries, and YouTube. Students who have completed their assignment can upload it to the Google classroom. The teacher plays a role in providing feedback according to the assessment rubric. The advantage is that the teacher can get feedback quickly, besides that the skills and creativity of students can increase with the many references to entrepreneurship learning material sources from the internet.

Blended learning, which combines traditional face-to-face instruction with online learning experiences, has emerged as an innovative approach to education. This method is particularly effective in fostering entrepreneurship skills, as it offers a flexible and dynamic learning environment that nurtures essential competencies for aspiring entrepreneurs. Entrepreneurship skills acquisition relies on a diverse range of abilities, such as creativity, critical thinking, problem-solving, and the capacity to adapt to changing environments. Blended learning enhances these skills by providing learners with a hybrid model that allows for independent exploration and hands-on experience, while also benefiting from the guidance and expertise of educators. This combination of self-paced online learning and in-person interaction enables students to engage with real-world business challenges in a more practical and personalized manner.

In a blended learning environment, learners often participate in online modules that cover theoretical concepts, such as business planning, financial literacy, and market analysis. These digital platforms typically allow students to progress at their own pace, encouraging independent research and fostering self-discipline—both of which are crucial for entrepreneurial success. At the same time, face-to-face sessions offer opportunities for collaboration, mentorship, and networking, helping learners build communication and leadership skills, which are also vital in the entrepreneurial landscape. Orji, Anaele, Olelewe, Kanu, and Chukwuone (2021), did a Critical View on Blended Learning Improvement Strategies and noted that, Although technical vocational education and training (TVET) lecturers widely acknowledge blended learning as a significant pedagogical response, little is known about how they view the opportunities, difficulties, and potential improvement strategies that can help them effectively incorporate blended learning into their teaching and learning practices. 95 TVET lecturers completed a questionnaire for this study, and 16 academics participated in two focus groups. While the qualitative data were evaluated

thematically, the quantitative data were assessed using mean and standard deviation. The study's conclusions outlined the benefits, drawbacks, and possibilities of blended learning and offered solutions for increasing its adoption by lecturers in Nigerian institutions that specialize in vocational and technical education (VTE).

Talente, Malavska and Sundars (2012) conducted a study on developing entrepreneurship skills in a blended learning course for adult learners. This study was carried out in five countries between 2010 and 2012 as part of the EU's Leonardo da Vinci Transfer of Innovation initiative, "Re-integration into Labour Market through Entrepreneurship." The initiative focuses on enhancing the entrepreneurship abilities of adult learners through a blended learning course. The study's conceptual framework is founded on systemic-constructivist learning theory as it is used in an interactive online learning environment for blended learning courses. The study's results from the needs analysis and blended learning entrepreneurship course creation phases of the project are presented in this article. An informal interview with an entrepreneur and a survey of prospective students made up the formative assessment research, which was carried out using a combination of quantitative and qualitative research approaches. Six business owners and sixty jobless students enrolled in Turiba University courses made up a purposeful sample. The qualities required to create interactive online learning environments for usage in blended learning courses are provided by theoretical analysis of literature. The study's conclusions demonstrate that prospective students don't always assess their abilities honestly. Pupils' computer literacy needs to be developed, and activities that connect online learning to real-world training need special attention. The needs analysis indicates that the Business English module should be included to the RELESE course as an extra module.

Pisoni (2019) conducted a study that discussed the methods used to implement blended learning across a network of European universities as well as the initial takeaways from the process. About 350 students from 18 universities participated in the 2018–2019 academic year. The study, describe how the instructors in our network implemented blended learning in their classrooms, the many kinds of lessons that emerged from this endeavor, and the opinions of the instructors and students on the activities carried out. The analysis centered on the application of blended learning and its beneficial effects on student engagement as well as the development of soft skills related to creativity and entrepreneurship. Blended learning perspectives are interconnected, since the effectiveness of the blending models relies on the activities included in blended learning and the degree to which the corresponding online materials are integrated into the teaching and learning procedures. Innovative ways to improve the teaching and learning process are made possible by new information and communication technologies (ICTs), which provide educators and students. In today's classroom, technology-enabled instruction is essential, and blended learning is a popular teaching approach in higher education.

Burgess, Bingley, Paguio, and Woodley (2018) conducted a study that looks at the planning, creation and implementation of a blended learning. A case study of Australian tradesmen who took part in a program to increase their ability to recognize, utilize, and assess ICT to improve business processes is included in the report. The program combined learner-centered approaches—which involved a combination of student mentor visits and practical exercises to identify applications that were context-specific for each participant's business—with traditional instructional approaches, which involved providing basic ICT concepts to participants through face-to-face and online sessions. The paper uses a framework for blended learning assessments to inform and assess different program components. Participants in the project gave the in-person meetings, student mentor visits, and hands-on activities high ratings for effectiveness. Some participants, nevertheless, were unable to take time off from their jobs to attend every in-person lesson. Potential lessons for

the teaching of ICT concepts to entrepreneurs in the trades and comparable occupations are suggested, along with an altered blended learning evaluation methodology for the delivery of ICT programs to entrepreneurs from a theoretical standpoint.

Also, Simonova (2023) conducted a study on new blended learning enriched after Covid-19 experience. The main objective was to monitor students' opinions and answer the question of whether teachers enriched face-to-face lessons enhanced by digital technologies (i.e., blended learning) after the COVID-19 pandemic with the methods and tools that they used during ODI in the pandemic. Data were collected at selected upper secondary and higher education institutions for medical staff in the Czech Republic (N = 488) using online questionnaires in autumn 2021 (end of ODI) and in autumn 2022 (a year of blended learning). The questionnaires consisted of 35 items that required students' opinions on the Likert scale, multiple-choice items with one or more answers, and open answers. The frequency of occurrence was monitored according to four criteria: (1) First contact and teacher-student communication, (2) learning content acquisition, (3) learning content delivery and assessment, (4) students' final feedback on ODI. The results did not show much enrichment of blended learning using the experience from ODI. On the one hand, presentations were more frequently exploited in blended learning than in ODI. On the other hand, teachers did not use one channel to deliver study materials and conduct communication as they had done during ODI. We cannot deduce the reasons for teachers' behaviour from the collected data, but students were sure that these changes did not help them in learning.

On a separate study conducted by Ali, Alouraini and Khan (2023), investigated the impact of both online and blended learning methods on grammatical knowledge and skill acquisition via an experimental approach. The study recruited 76 first-year medical learners to participate in an experiment for 7 weeks. The experimental group studied the learning material face-to-face for 7 hours with 8 hours online, while the control group studied the same material online for 15 hours. The data were collected through pre-test and post-test. Although both approaches significantly improved learners' grammar performance, the study results discovered significantly higher learners' performance in a blended learning environment compared to solely online learning.

A study carried out by Chen and Yau (2021) presented a systematic analysis of research focusing on blended and online entrepreneurial learning and teaching. Based on five keywords, collating an initial set of 121 articles, this systematic review details the research outcomes of the resulting set of 38 published research articles/contributions, where each described a specific online and blended learning environment. Chen and Yau obtained and analyzed the following information from each of these articles: definition of entrepreneurship education, context of study, methodology, applied technology, focused group, sample, outcome of entrepreneurship education and research rigor. Chen and Yau findings showed that the current research status and achievements scholars have contributed in educational technologies utilized by online and blended entrepreneurship education can be summarized into three categories: social media, serious games and Massive Open Online Courses (Patrick et. al, 2025; Patrick et. al, 2025; Patrick et. al, 2026). In order to compare these technologies, Chen and Yau selected five examples from three educational technologies and utilized a marking sheet for evaluation and assessment. In general, it was found that Wiki was used to discuss entrepreneurial concepts and that Facebook was the most common social software in entrepreneurship education. In terms of serious games, FLYGBY and Sim Venture facilitated the gamification and enjoyment of entrepreneurship activities the most. Finally, as Massive Open Online Courses platform, Coursera offers plenty of online entrepreneurship education courses. In a nutshell, in online and blended entrepreneurship education, social media was utilized to facilitate cooperation amongst participants; serious games were used to enhance

students' enjoyment and engagement; and Massive Open Online Courses provided a platform as well as high-quality learning resources, anywhere anytime. Hence, each technology has advantages and challenges when we apply it to entrepreneurship education. It was concluded that instructors and learners need to successfully compare and choose the most appropriate combination of technologies to achieve entrepreneurial course aims.

In another study, Usen and Asuquo (2020) examined COVID-19 pandemic for the restructuring of business education programme in Nigeria. Many definitions of business education have been proposed by various authors. The objectives of business education as stated in the National Policy on Education were elucidated. The paper discussed four areas of skills in business education, which include accounting skills, office management skills, computer/secretariat skills, and marketing skills. Class Dojo, Edmodo, Moodle classroom Google Classroom, Adaptive E-learning, Schoology, and simulation computer-based learning were extensively discussed as modern technology platforms that could be used for teaching and learning. These platforms do not need a physical laboratory for practicals, but they create forums for practical, questions, answers, and proper interactions as would be in the physical laboratory in the school environment. Specifically, the Social Constructionist pyramid was used to demonstrate students' learning in percentage, as seen in the Moodle Digital Tool. Restructuring and its benefits in business education programs were shown. Social Constructionist pedagogy and blended learning were explained in the study. A conclusion was drawn that the COVID-19 pandemic lockdown school period could be managed as a normal school period with the use of the Moodle Digital tool, and this could be applicable to the Business Education Programme. One suggestion, among others, was that private, public secondary schools and universities should adopt and install Moodle classroom as a modern technology platform for the restructuring of business education programmes in Nigeria. Another recommendation made was that the federal, state, and local governments should help to install the different digital platforms in schools to enable students to have a free-flowing learning environment for theory and practical.

In a related study, Tsz Kit Ng, HinChing and Law (2023), carried out a study on opportunities and challenges for management education and facilitate further investigation into the emerging trends on online learning by analyzing the characteristics of management education research and examining the most frequent research themes from 2020 to 2022. A bibliometric analysis is used to review 920 papers retrieved from the Scopus database for exploring key research themes of management education and online learning. The findings revealed that the publications are concentrated in developed countries while European countries had accounted for the largest proportion of the listed publications. Five sub themes are identified for receiving the most scholarly attention, such as pedagogy, technology, assessment methods, learning outcomes or skills, and challenges. After all, the bibliometric and thematic findings identified pivotal theoretical contributions, including fields of online or blended learning and management education converge, to extend the existing online learning theories.

## **Methodology**

The study adopted correlation research design. The design was suitable for the study because the study was aimed at establishing the predictive relationship between independent variable and the dependent variable. The total population of the study was made up of four thousand five hundred and twenty (4,520) respondents which were 300 level undergraduates in Faculty of Education at University of Calabar and University of Cross River State. The students were drawn from 2022/2023 academic session who were offering entrepreneurship skill. The sample of the study consisted of seven hundred and Eight (708) undergraduates. Stratified random sampling is a method of probability sampling designed to guarantee that distinct sub-

group within a population are fairly represented in a sample. In this approach, the population was segmented into mutually exclusive groups, or strata, based on a common characteristic such as age, income, or education. Once these strata are formed, random samples are taken from each group, either in proportion to their size or equally, depending on the research goals. Stratification was based on institutions faculties as well as gender and programme of study. The essence of choosing a stratified random sampling is to make room for heterogeneous characteristics of the population. First, the proportionate stratified random sampling technique was adopted to select 50 percent of the total population of the study. The students were stratified by universities, faculty and their departments. The stratification on the basis of universities gave birth to two strata, with UNICAL as stratum one and UNICROSS as stratum two. Within each university, the students were further stratified by faculties. For instance, in UNICAL, students from the three Faculties of Education form stratum one, while those from UNICROSS offering education-related courses formed stratum two. Finally, within each faculty, students were further divided into strata based on their specific departments. Each of these departments formed a distinct stratum.

On the other hand, the simple random sampling technique that goes hand-in-hand with stratified random sampling technique was applied within each stratum to select the participants for the study. This ensures that every student within a particular stratum has an equal chance of being selected, thereby eliminating bias. A complete list of students within each stratum (e.g., students in the Department of Educational Administration at UNICAL) was compiled. From each list, students were selected randomly using a random number generator method. This process was repeated for each stratum across both universities to select the sample for this study.

The instrument used for data collection was questionnaire titled: Blended Learning Instructional Strategy and Entrepreneurship Skills Acquisition (BLISESAQ). The reliability of the instrument was established by using Cronbach Alpha reliability method. The reliability coefficient ranges from .76 to .74 which was high enough. Regression analysis was the statistical technique employed to test the hypothesis at 0.05 level of significance. The result of the analysis revealed that, blended learning instructional strategy significantly predicted entrepreneurship skills acquisition in Post-Covid-19 pandemic among undergraduates in public universities in Cross-River State. It was recommended among others that the government, non-governmental organizations, donor agencies and private philanthropists should ensure that they support the development and utilization of blended learning instructional strategy for quality delivery.

## **Result and discussions**

**Hypothesis One:** The use of blended learning instructional strategy does not significantly predict entrepreneurship skills acquisition during post-Covid-19 pandemic among undergraduates in universities in Cross-River State.

**Table 1:** Simple regression analysis of the relationship between blended learning instructional strategy and entrepreneurship skill acquisition in Post-COVID-19 pandemic among undergraduates in public universities in Cross-River State

Model	Sum of squares	DF	Mean Square	F	Sig
Regression	21451.86		21451.86	1398.50	.000
Residual	11596.42	706	15.34		
Total	33048.27	707			

  

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
(Constant)	10.81	.43		24.93	.000
Blended learning	1.06	.03	.806	37.40	.000

P<.05, R=.806, R Square =.649, Adjusted R Square= .648

Data in table 1 ascertain whether the use of blended learning instructional strategy significantly predict entrepreneurship skills acquisition during post-Covid-19 pandemic among undergraduates in universities in Cross-River State. To test the hypothesis, regression analysis was used. The result of the analysis as presented in table 1 produced an adjusted R<sup>2</sup> of .648. This implies that only 64.8 percentage of the variance can be predicted from the independent variable (blended learning instructional strategy) in predicting entrepreneurship skill acquisition in post covid-19 pandemic among undergraduates in public universities in Cross-River State. The F-value of the Analysis of Variance (ANOVA) obtained from the regression table was F = 1398.50 having a p-value of .000 with 1 and 706 degrees of freedom at .05 level of significance.

Thus, the null hypothesis which states that the use of blended learning instructional strategy does not significantly predict entrepreneurship skills acquisition during post-Covid-19 pandemic among undergraduates in universities in Cross-River State. By implication, blended learning instructional strategy significantly predicts entrepreneurship skill acquisition during post covid-19 pandemic among undergraduate students in public universities in Cross-River State by .648 percent.

### Discussion of findings

Data in table 1 ascertain whether the use of blended learning instructional strategy significantly predict entrepreneurship skills acquisition during post-Covid-19 pandemic among undergraduates in universities in Cross-River State. The finding of the study showed that blended learning instructional strategy significantly predict entrepreneurship skill acquisition during post-covid-19 pandemic among undergraduates in public universities in Cross-River State.

The finding is in line with the result of Ali, Alouraini and Khan (2023), which revealed significantly higher learners' performance in a blended learning environment compared to solely online learning. In the same vein, Usen and Asuquo (2020) examined COVID-19 pandemic for the restructuring of business education programme in Nigeria. The outcome of the study indicated that COVID-19 pandemic lockdown school period could be managed as a normal school period with the use of blended learning strategy such as Moodle Digital tool.

### Conclusion

Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional placed-based classroom methods. Based on the results of the study, it was concluded that the

application of blended learning instructional strategy during covid-19 and other pandemics has the capacity to positively predict the acquisition of entrepreneurship skills among undergraduates in public universities in Cross-River State.

### Recommendation

On the basis of the finding of this study, it was recommended that the government, non-governmental organization, donor agencies and private philanthropists should ensure that they support and promote the development and utilization of blended learning instructional strategy for quality delivery.

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