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Editor's Note

This volume presents a focused and contemporary contribution to business and entrepreneurship education, with strong empirical evidence drawn largely from universities, and related contexts across Nigeria, and beyond. The articles explore emerging themes such as artificial intelligence integration, e-learning, entrepreneurship training, curriculum relevance, pedagogical innovation, and enterprise development within higher education systems. The collection reflects the growing intersection between technology, pedagogy, and entrepreneurial outcomes, while also addressing practical concerns such as poverty reduction, market sustainability, and small business performance. The institutional coverage highlights the University of Calabar, University of Cross River State, and other affiliated academic and professional environments, reinforcing the regional relevance and broader applicability of the findings.

The journal invites scholars, researchers, and practitioners to contribute high-quality manuscripts that advance knowledge in business education, entrepreneurship, digital transformation, and related disciplines. Submissions that offer empirical rigor, theoretical advancement, and practical relevance to developing and global education systems are particularly encouraged.

MODERN PEDAGOGICAL APPROACHES AND DELIVERY OF OFFICE MANAGEMENT EDUCATION COURSES IN UNIVERSITIES IN SOUTH SOUTH ZONE NIGERIA

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Abstract

The study adopted descriptive survey design to established the relationship between modern pedagogical approaches and delivery of office management education courses in universities in South South Zone Nigeria. The study was guided by two research questions and two null hypotheses. The population of the study was 525 final year business education students from the three public universities selected for the study. A sample of 200 was selected from the population. The instrument used titled —Pedagogical approaches and delivery of office management education courses questionnaire (MPADOMECQ) was used for data collection. The reliability of the questionnaire, established using Cronbach Alpha ranges from .84 to .91. The hypotheses were tested using Pearson Product Moment Correlation Coefficient at .05 levels of significance. The findings of the study revealed that constructivist teaching methods, Blended learning individually has relationship with the delivery of office management education courses in Universities in South South Zone Nigeria. It was concluded that effective delivery of office management education courses depends on constructivist teaching methods and blended learning. It was recommended amongst others that Universities should incorporate constructivist and blended pedagogies into the core delivery of office management courses, emphasizing experiential and student-centered learning.

Keywords: Modern pedagogical approaches, delivery of office management education courses, constructivist teaching methods, blended learning

Introduction

The landscape of education is continually evolving, particularly in the context of higher education. In Nigeria, especially within the South-South Zone, the delivery of office management education courses has been significantly influenced by modern pedagogical approaches. These approaches aim to enhance

the learning experience, making it more relevant and effective in preparing students for the complexities of the modern workplace. Modern pedagogical approaches, such as constructivism, collaborative learning, and technologyenhanced learning, emphasize active engagement, critical thinking, and practical application of knowledge (Ogunyemi &

Afolabi, 2020). These methods not only foster deeper understanding but also equip students with essential skills required in office management roles, such as communication, teamwork, and problem-solving (Nwafor, 2021). In the context of office management education, these pedagogical strategies facilitate a more hands-on learning experience, allow students to engage with real-world scenarios, thereby enhancing their practical skills and readiness for employment (Ismail & Adebayo, 2022).

Moreover, the integration of technology in learning environments has enhanced the need of technology for teaching methods, making education more accessible and interactive (Eze & Chime, 2023). Despite the benefits, the implementation of modern pedagogical approaches in South-South universities faces challenges, including inadequate infrastructure, limited access to technology, and resistance to change among some educators (Okoro & Uche, 2021). However, these challenges also present opportunities for educational reforms and innovations that can further enhance the quality of office management education. The influence of modern pedagogical approaches on the delivery of office management

education courses in universities in the SouthSouth Zone of Nigeria is profound. As these approaches continue to evolve, they hold the potential to significantly improve educational outcomes and better prepare students for the demands of the modern workforce.The delivery of office management education courses in universities within the South-South Zone of Nigeria is facing significant challenges that hinder the effective implementation of modern pedagogical approaches.

Despite the recognized importance of approaches-such as constructivism, collaborative learning, and technologyenhanced learning-there remains a gap between pedagogical theory and practice in the classroom (Nwafor, 2021). One of the primary issues is the inadequate infrastructure and resources necessary to support modern teaching methods. Many universities lack the technological tools and facilities required for effective implementation of these approaches, which limits the ability of educators to create engaging and interactive learning environments (Okoro & Uche, 2021). Furthermore, there is often resistance to change among faculty members who are accustomed to traditional teaching methods, leading to reluctance to adopt innovative pedagogical strategies (Eze & Chime, 2023). The failure to effectively integrate modern pedagogical approaches into office management education compromises the quality of education provided to students.

Without exposure to active learning strategies and real-world applications, graduates may lack the essential skills and competencies required in the contemporary workplace (Ismail & Adebayo, 2022). This situation not only affects student engagement and motivation but also raises concerns about their preparedness for employment in competitive job markets (Ogunyemi &

Afolabi, 2020). Given these challenges, there is a pressing need for comprehensive research to explore the specific factors influencing the adoption of modern pedagogical approaches in terms ofconstructivistapproaches and blendedlearning in office management education within this context. Understanding these dynamics will provide valuable insights for educational stakeholders, enabling them to develop targeted interventions that enhance teaching practices and improve student outcomes.

Constructivist learning is an education philosophy that emphasizes the learner's active role in constructing knowledge through experience and reflection. It posits that learning is not a passive absorption of information but an active process where learners build their understanding. In constructive learning learners engage on activities, discussing and problem-solving rather than simply receiving from the information from the teacher (Nguyen et al., 2020).

Constructivist teaching methods promote active learning, critical thinking, and practical problem-solving, making students' co-construct knowledge through interaction with real-world tasks (Fosnot & Perry, 2019). This approach emphasizes active learning where students construct their own understanding and knowledge through experiences and reflection. It encourages students to engage in problem-solving and critical thinking, making them more adept at handling real-world office management scenarios.

In a study by Nguyen et al. (2020) they explored the use of inquiry-based learning in Vietnam's university courses in business and management, including office management. They found out that students were engaged more deeply and demonstrated improved problem-solving skills active, when student-centered methods teaching methods are employed. Sharma and Reddy

(2021) examined the deployment of digital simulations and role-playing exercises in Indian universities for office administration, aligning with constructivist principles. Results showed enhanced student engagement and practical readiness. Mourao et al., (2022) conducted a comparative study in Portugal on traditional vs. constructivist methods in management courses. Students reported higher satisfaction and perceived competence under constructivist instruction. Otieno and Ndegwa (2020) documented the positive impact of collaborative, problembased learning approaches in Kenyan office management courses, show the result increase student participation and skill acquisition.

Also, Adewale and Oladejo

(2021) studied the implementation of constructivist teaching strategies in Nigerian business management courses, including office management. Findings indicated improved critical thinking and hands-on skills, but noted infrastructural and training challenges. Again, Mthembu (2023) on a study on combined lecture and constructivist case study approach, in South African business courses, including office management. The result showed significant improvements in students' engagement and application of knowledge. Several studies, such as Chigonaand Nzimande (2019), highlighted challenges related to faculty training, to include infrastructural deficits, and resistance to change as barriers to largescale adoption of constructivist methods. In Nigeria cultural attitudes towards teachercentred learning often influence implementation efficacy, as noted (Okojie et al., 2022). Nonetheless, effective implementation is contingent on faculty training, resource availability, and contextual adaptation.

Blended learning is an educational approach that combines traditional face to face classroom methods with online digital media. This method allows for a more flexible and personalized experience. Blended learning integrates in person instruction with online learning activities align student to benefit from both environments. Student can learn online while still participating in direct interaction in instruction and peers (Ndlovu, 2022).

Blended learning combines traditional face-to-face instruction with online learning activities.It provides flexibility and access to a variety of resources, allowing students to learn at their own pace while still

benefiting from direct interaction with instructors and peers. Recent researches indicate the growing adoption and effectiveness in office management courses globally and locally.

Moreso, Sistovariet al. (2021) studied the use of blended learning in European management courses, including office administration.Finding showed increased student engagement and better academic performance compared to traditional methods. Almekhlafiand Almeqbali (2020) in Oman reported high student satisfaction and improved access to learning materials with blended learning approaches, especially when interactive online modules complemented face-to-face sessions. Zhao et al., (2022) carried out a study to analyzed blended learning in Chinese universities, and the result showed improvements in practical skills but also highlighting issues like digital divide and the need for instructor training. Mwangi and Kihiu (2020) found outthat there is a positive impact of blended learning on office management students, noting increased flexibility, self-paced learning, and improved exam scores.

In the study Ndlovu (2022) reported that blended learning incorporated into business courses led to higher retention rates and better application of skills, though institutional infrastructure was a limiting factor. Akinyemi and Oladipo (2021) found out that blended learning approaches in Nigerian higher education enhanced practical skills and student autonomy, but challenges such as low bandwidth impeded full adoption.

Statement of the problem

The delivery of office management education courses in universities within the South-South Zone of Nigeria faces several significant challenges that impede the effectiveness and relevance of its curriculum. Despite the growing demand for skilled professionals in office management, many educational institutions struggle to provide a comprehensive and practical learning experience that aligns with industry needs. One of the primary issues is the inadequacy of the curriculum in addressing current trends and practices in office management. Many programmes are still rooted in outdated content that does not reflect the evolving nature of the workplace, leading to a disconnect between what students learn and what employers expect. This misalignment results in graduates who are ill-prepared to meet the demands of the job market. Another critical challenge is the insufficient emphasis on practical experience within the curriculum. While theoretical knowledge is essential, the lack of opportunities for hands-on learning, such as internships and real-world projects, limits students' ability to apply their knowledge in practical settings.

This gap in experiential learning can hinder their confidence and competence in professional roles. Resource constraints also play a significant role in the challenges faced by universities in delivering quality office management education courses. Many institutions lack the necessary infrastructure, technology, and learning materials to support effective teaching and learning. This deficiency can lead to a reliance on traditional teaching methods that fail to engage students or foster critical thinking skills. Additionally, there is a pressing need for faculty development to ensure that educators are equipped with the skills and knowledge to effectively deliver modern office management education. Many instructors may not have received adequate training in contemporary pedagogical approaches, which can affect their teaching effectiveness and student engagement. These challenges collectively highlight

the urgent need to carry out a study on the relationship between Pedagogical approaches and the delivery of office management education courses.

Objectives of the study

The main purpose of this study was to determine the relationship between Modern pedagogical approaches and the delivery of office management education courses in Universities in South-South Zone Nigeria.

Specifically, the study sought to determine; 1. the relationship between constructivist teaching method and the deliveryof officemanagement education courses in Universities in South-South Zone Nigeria.

2. the relationship between Blended learning and the delivery of office management education courses inUniversities in South-South Zone Nigeria

Research questions

To direct the investigation, the following research questions were posed: 1. To what extent does the Constructivist teaching methods relate to the delivery of office management education courses in Universitiesin South-South Zone, Nigeria?

2. To what extent does the blended learning relate to the delivery of office management education courses in Universities in South-South Zone, Nigeria?

Statementof hypotheses

1. There is no significant relationship between constructivist teaching method and the delivery of office management education courses in

Universities in South-South Zone,

Nigeria

2. There is no significant relationship between Blended learning and the delivery of office management

education courses in Universities based on the data generated from responses to in South-South Zone, Nigeria. the questionnaire items on constructivist

teaching methods as its relate with

Research question one delivery of office management education

To what extent do the constructivist teaching courses in Universities in South-South methods relate with the delivery of office Zone Nigeria. The result is presented in 1.

management educationcourses in

Universities in South-South Zone Nigeria?

The research question was answered using co-efficient of determinant. This was

Table 1

Co-efficient of determinant using r- value on the extent to which constructivist teaching methods relatewith thedelivery of office management educationcourses in Universities

Variables

	No. of item	Mean	SD	R-value	Decision
Constructivist methods	teaching	7	22.987	2.899	
.823					
.000					
Delivery	of				
management					
courses					
	office education				
10					
32.874					
4.342					

The result in Table 1 shows the extent to

which theConstructivist teaching methods relate with the delivery of office management education courses in Universities in SouthSouth Zone Nigeriawith r- value of .823 which measures the direction and effect size or thestrength of a relationship betweenthe two variables. This means that constructivist teaching methodspositively contributed 82.3percent which is high determinants of delivery of office management education courses in Universities in South-South Zone Nigeria.

Research question two: To what extent does blended learning relate with the delivery of office management education courses in Universities in South south Zone Nigeria?

The research question was answered using co-efficient of determinant. This was based on the data generated from responses to the questionnaire items on blended learning as its relate with delivery of office management education courses in

Universities in South south Zone Nigeria.

The result is presented in 2.

Table 2: Co-efficient of determinant using r- value on the extent to which blended learning relate with the delivery of office management education coursesinUniversities

Variables	No of items	Mean	SD	r-value	Decision
Blendedlearning	7	20.991	2.782		
.849					
.000					
Deliveryof	office management	education			
courses					
10					
32.874					
4.342					

The result in Table 2 shows the extent to Ho1: There is no significant relationship which the blended learning relate with between Constructivist teaching methods and the delivery of office management the delivery of office management education courses in Universities in education courses in Universities in South-South Zone Nigeria with r- value of South-South Zone Nigeria. The independent .849 which measures the direction and variable in this hypothesis is Constructivist effect size or thestrength of a relationship teaching methods while the dependent between the two variables. This means that variable is effective modern business. In blended learning positively contributed testing this hypothesis, mean, standard 84.9 percent which is high determinants deviation of Constructivist teaching of delivery of office management methods and delivery of office education courses in Universities in management education courses were South-South Zone Nigeria.. computed, compared and correlate using

Pearson Product Moment Correction. The

Testing for hypotheses results are presented on Table 3.

Table 3: Person Product Moment Correlation of the relationship constructivist teaching methods and delivery of office management education courses (N= 200)

Variables

N Mean SD r-value p-value

Constructivist teaching

methods

200

22.987

2.899

.823

.000

Deliveryofofficemanagement education courses 200 32.874 4.342

Significant at the .05 level, df =118

The result presented on Table 1 shows

the high positive significant relationship between constructivist teaching methods and the delivery of office management education courses in Universities in South-South Zone Nigeria (r=.823; p=.000). With this result, the null hypothesis was rejected while the alternative was retained at the 0.05 level of significance. The positive rvalue indicated that the more effective use of constructivist teaching methods , the more effective delivery of office management education courses in Universities in South-South Zone Nigeria tend to be. On the other hand, the more ineffective use of use of constructivist courses in Universities in South-South Zone Nigeria tend to be.

Ho2:There is no significant relationship between blended learning and the delivery of office management education courses in Universities in South-South Zone Nigeria. The independent variable in this hypothesis is blended learningwhile the dependent variable is effective modern

business. In testing this hypothesis, mean, standard deviation of blended learning and delivery of office management education courses were computed, compared and correlate using Pearson Product Moment Correlation.The results are

teaching methods , the more ineffective presented on Table 4 delivery of office management education

Table 4: Person Product Moment Correlation of the relationship blended learning and delivery of office management education courses (N= 200)

Variables	N	Mean	SD	r-value	p-value
Blended learning	200	20.991	2.782	.849	.000
Delivery of management courses office education	200	32.874	4.342		

Significant at the .05 level, df =118

The result presented on Table 4 showed the high positive significant relationship between blended learning and the delivery of office management education courses in Universities in South-South Zone Nigeria (r=.849; p=.000). With this result, the null hypothesis was rejectedat the 0.05 level of significance. The positive r-value indicated that the more

effective use of blended learning, the more effective delivery of office management educationcourses in Universities in SouthSouth Zone, Nigeria tend to be. On the other hand, the moreineffective use

of blended learning, the more ineffective deliveryof office management education courses in Universities in South-South Zone, Nigeriatend to be.

Discussion

The result of hypothesis oneshows that thereis a significant relationship between Constructivist teaching methods and the delivery of office management education courses in Universities in South-South Zone,Nigeria. These results suggest that constructivist approaches facilitate experiential, hands-on learning, critical in developing real-world office management competencies.Constructivist teaching methods promote active learning, critical thinking, and practical problem-solving, making students' co-construct knowledge through interaction with real-world tasks (Fosnot & Perry, 2019).

This result alignwith Nguyen et al. (2020) who found outthose students engaged more deeply and demonstrated improved problem-solving skills when active, studentcentered methods were employed. The finding agreed with the result of Sharma and Reddy (2021) whoseresult showed enhanced student engagement and practical readiness when constructivist teaching method is used. The finding agrees with that of Mourao et al. (2022) who reported higher satisfaction and perceived competence of students under constructivist instruction. The finding agrees with that of Otieno and Ndegwa (2020) who foundout a positive impact of collaborative, problem-based learning approaches in Kenyan office management courses, showing increased student

participation and skill acquisition. The finding agrees with that of Adewale and Oladejo (2021) who found out that constructivist teaching strategies in Nigerian business management courses, including office management. Findings indicated improved critical thinking and hands-on skills, but noted infrastructural and training challenges.

The result of hypothesis two showedthatthere is a significant relationship between Blended learning and the delivery of office management education courses in Universities in South-South Zone of Nigeria. This shows that blended learning caters to diverse learning needs and schedules, expanding access to education, especially amid infrastructural or resource limitations.These approaches encourage learners to analyze, synthesize, and evaluate information, fostering higher-order cognitive skills vital in management roles.

The finding agrees with the findings of Sistovariet al. (2021) who found out that blended learning in European management courses, including office administration, increased student engagement and better academic performance compared to traditional methods. The finding agrees with the views of Almekhlafi and Almeqbali (2020) in Oman who reported that high student satisfaction and improved access to learning materials is associated with blended approaches, especially when interactive online modules complemented face-to-face sessions. The findingaligns with that of Zhao et al. (2022) who reported noting improvements in practical skills but also highlighting issues like digital divide and the need for instructor training. The finding agrees with Mwangi and Kihiu (2020) who found a positive impact of blended learning on office management students, noting increased flexibility, self-paced learning, and improved exam scores. (Ndlovu. 2022) report that blended learning incorporated into business courses led to higher retention rates and better application of skills, though institutional infrastructure was a limiting factor is in line with the finding of this study.

Conclusion

Based on the findings of the study, it is concluded that modern pedagogical approaches, particularly constructivist methods and blended learning, have profoundly influenced how office management courses are delivered in universities worldwide. These approaches foster active engagement, practical skill development, and critical thinking, leading to better-prepared graduates who are capable of meeting contemporary workplace demands. Their adoption enhances the quality of education, improves student motivation, and increases accessibility, thus playing a crucial role in advancing office management education across diverse contexts.

Recommendations

Based on the findings and conclusion from the study the following recommendations were made:

1. Universities should incorporate constructivist and blended pedagogies

into the core delivery of office management courses, emphasizing experiential and student-centered learning.

2. Institutions should invest in reliable internet, digital tools, and technological infrastructure to support blended and online learning components.

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