Business Higher Education in Ghana and Hybrid Teaching and Learning

Ramatu Ussif*[1]; Ekansh Agarwal[2]

School of Business, Department of Applied Finance and Policy Management. University of Education, Winneba, Ghana
https://orcid.org/0000-0002-3502-6804

MBA (Tech) Student, NMIMS University, Mumbai, Maharashtra, India
https://orcid.org/0000-0001-5497-8838

*Corresponding Author: russif@uew.edu.gh

Abstract

Background: Hybrid teaching and learning, which combines traditional face-to-face instruction with online educational practices, is becoming increasingly common in higher education worldwide. In Ghana, this model is gaining momentum, particularly in business schools. Business higher education plays a vital role in Ghana's socio-economic development by producing skilled graduates who drive the nation's economy and enhance global competitiveness. This paper synthesizes existing literature to examine the adoption of hybrid teaching models, highlighting the challenges, opportunities, and obstacles associated with this pedagogical approach, as well as the current state of business education in Ghana. **Methods and Findings**: A systematic review methodology is employed to provide a thorough analysis of the topic, drawing on peer-reviewed articles, conference proceedings, institutional reports, and policy documents published between 2010 and 2023. Hybrid learning offers significant advantages, such as increased flexibility, broader access to education, and improved learning outcomes. However, it also presents notable challenges, including issues related to infrastructure, digital literacy, and student engagement. **Conclusions:** The paper outlines strategies and provides recommendations to improve the effectiveness of hybrid learning in Ghanaian business education.

Keywords: Business Higher Education; Hybrid Teaching and Learning; COVID-19 Pandemic; Online Learning; Challenges; Opportunities

1. Introduction

The adoption of hybrid teaching and learning models has revolutionized educational practices worldwide. In Ghana, where business higher education plays a pivotal role in shaping skilled professionals, hybrid learning presents a viable alternative to traditional methods (Ntim, 2022). The COVID-19 pandemic accelerated this shift, compelling institutions to adopt innovative strategies to

sustain academic activities amidst widespread disruptions (Adarkwah, 2021). The pandemic led to the closure of higher education institutions (HEIs), halting in-person teaching and learning at all levels. This disruption further exposed the digital divide, characterized by limited internet connectivity and inadequate access to digital technology. As a result, HEIs in Ghana transitioned from conventional face-to-face instruction to remote or hybrid learning models. Addressing how digital technologies and the digital divide influenced education in sub-Saharan Africa became a critical area of inquiry, prompting this study to explore the strategies Ghanaian universities employed to mitigate these challenges during the pandemic (Adarkwah, 2021). Agarwal, Nidhi, (2018) indicated that Effective instructional strategies require continuous refinement and improvement through the incorporation of new ideas and methods (innovation).

Business higher education in Ghana has been instrumental in equipping individuals with the entrepreneurial and managerial skills necessary for economic development. Leading institutions such as the University of Ghana Business School (UGBS) and the University of Professional Studies, Accra (UPSA), have spearheaded programs designed to meet industry demands (Effah, 2011). In recent years, the integration of hybrid teaching and learning has gained prominence as institutions respond to technological advancements and the growing need for flexible education models. This pedagogical approach, combining synchronous and asynchronous online components with in-person sessions, became particularly essential during the COVID-19 pandemic, which disrupted traditional face-to-face education globally, including in Ghana (Owusu-Mensah et al., 2021). Hybrid learning offers a dynamic, adaptable environment that accommodates the evolving needs of students and educators. E-learning can be considered advantageous for the widespread dissemination of information related to education and communication technology. Parents generally have a positive perception of e-learning-based technologies Agarwal, Nidhi et.al (2023).

This article examines the current state of hybrid teaching in Ghanaian business schools, focusing on its implementation practices, challenges, opportunities, benefits, and implications for policy and practice. The purpose of this study is to explore the effects of hybrid teaching and learning on business higher education in Ghana. Specifically, the study seeks to:

1. Examine the current state of business higher education in Ghana.
2. Assess the implementation of hybrid teaching and learning in Ghanaian business schools.
3. Evaluate the impact of hybrid teaching on student outcomes in Ghana.
4. Investigate the challenges and opportunities presented by hybrid learning in Ghana's business education sector.

By addressing these challenges and harnessing emerging opportunities, Ghana's business education sector can position itself as a leader in delivering globally competitive programs.

Research Questions

- What is the current status of business higher education in Ghana?
- In what ways have Ghanaian business schools implemented hybrid teaching and learning models?
- What are the observed impacts of hybrid teaching on student outcomes in Ghana?
- What challenges and opportunities arise from the adoption of hybrid learning models in Ghanaian higher education?

Overview of Business Higher Education in Ghana

The higher education landscape in Ghana has undergone significant transformation in recent years, particularly in the field of business education. As the demand for skilled professionals continues to grow, institutions have embraced innovative teaching and learning models to remain relevant in a competitive global environment. Hybrid teaching and learning a combination of face-to-face instruction and online education has emerged as a viable approach for delivering business programs in Ghana (Adomako et al., 2020). Business higher education plays a pivotal role in fostering economic growth, innovation, and entrepreneurial development in any nation. In Ghana, the strategic importance of business education has grown significantly as the country transitions towards a knowledge-driven economy. Universities, polytechnics, and technical institutions have increasingly incorporated business-related programs to address the demands of the labor market and the entrepreneurial aspirations of a young and dynamic population (Atuahene & Owusu-Ansah, 2013). The development of business education in Ghana can be traced back to the colonial era, when training programs were introduced to meet administrative and clerical needs. Since then, higher education in business has evolved considerably, with institutions like the University of Ghana Business School (UGBS) and the University of Professional Studies, Accra (UPSA), becoming key players in delivering high-quality education in accounting, management, marketing, and other business disciplines (Effah, 2011).

Despite these advancements, the sector faces significant challenges, including limited funding, issues of quality assurance, and a mismatch between academic training and industry demands. For instance, Baah-Boateng and Twumasi (2021) highlight the growing skills gap among business graduates, which affects their employability and productivity in the workforce. These challenges necessitate a re-evaluation of policies and strategies to enhance the relevance and quality of business education in Ghana. Higher education in business is essential for fostering economic development and cultivating entrepreneurial and managerial skills. Ghana, as one of Africa's fastest-growing economies, has seen a significant expansion of its higher education sector, particularly in business programs. This paper explores the evolution, structure, challenges, and opportunities of business higher education in Ghana. Furthermore, it highlights the critical importance of aligning business education with national development goals to produce a workforce that is both competent and globally competitive.

Evolution of Business Higher Education in Ghana

The roots of formal business education in Ghana date back to the colonial period, during which technical and vocational training institutions were established to equip individuals with clerical and administrative skills to support the colonial administration (Atuahene & Owusu-Ansah, 2013). Following Ghana's independence, the creation of institutions like the University of Ghana and Kwame Nkrumah University of Science and Technology (KNUST) marked the introduction of degree programs in business-related disciplines. The 1990s saw a significant expansion of business education due to economic liberalization policies, which encouraged the establishment of private universities and colleges, many of which focused on business programs to meet growing demand (Effah, 2011).

Currently, business education in Ghana is offered by a range of institutions, including public and private universities, polytechnics, and technical universities. These institutions provide a variety of programs, from undergraduate degrees in accounting, banking and finance, marketing, procurement, and management to advanced qualifications such as the Master of Business Administration (MBA), Master of Science (MSc), Master of Philosophy (MPhil), Doctor of Business Administration (DBA), and other specialized postgraduate programs.

Structure and Delivery

Business education in Ghana employs a mix of teaching methodologies, combining traditional classroom instruction with case studies, internships, and project-based learning. Leading institutions such as the Ghana Institute of Management and Public Administration (GIMPA) and the University of Professional Studies, Accra (UPSA), have pioneered innovative teaching practices that emphasize leadership, entrepreneurship, and practical skill development (Owusu-Mensah et al., 2015). The integration of digital technology has further transformed the delivery of business education. Many institutions now offer online and hybrid learning options to cater to the needs of working professionals. For example, the University of Ghana Business School (UGBS) has adopted blended learning approaches to accommodate a diverse student body (Adomako et al., 2020). Similarly, the University of Education, Winneba (UEW), has implemented a blended mode for its undergraduate and postgraduate programs, including its weekend Master of Business Administration (MBA).

The Concept of Hybrid Teaching and Learning

Hybrid teaching and learning combine in-person and online learning experiences, leveraging the strengths of both modalities. This approach is particularly relevant in business education, where practical application, collaborative learning, and access to real-world scenarios are critical (Gyamfi & Boateng, 2020). Hybrid models allow for the integration of interactive tools, asynchronous learning materials, and live discussions, fostering a comprehensive learning environment. This study explores how the pandemic accelerated the adoption of online education in Ghana and discusses the challenges faced, including limited access to internet connectivity and digital devices.

The Emergence of Hybrid Teaching and Learning

Hybrid teaching and learning combines traditional classroom methods with online instructional tools, offering greater flexibility and accessibility. In Ghana, the shift towards hybrid education was accelerated by the COVID-19 pandemic, which disrupted traditional face-to-face teaching methods. Business schools like the University of Ghana Business School (UGBS) and UPSA quickly adopted hybrid models to ensure continuity of learning (Owusu-Mensah et al., 2021).
Hybrid learning in business education often incorporates:

- Synchronous Sessions: Live lectures conducted online or in blended classroom settings.
- Asynchronous Learning: Access to pre-recorded lectures, online assignments, and discussion forums.
- Interactive Tools: Use of platforms like Moodle, Zoom, and Microsoft Teams for communication and engagement.

2. Literature Review

2.1. Conceptual Review

Business Higher Education

Business higher education involves the teaching and learning of business-related disciplines, such as management, accounting, marketing, and entrepreneurship, at the tertiary level. In Ghana, business education is central to national development, equipping students with the skills needed to contribute to the formal and informal economy (Effah, 2011). Institutions like the University of Ghana Business School

(UGBS) and the University of Professional Studies, Accra (UPSA) have emerged as leaders in providing comprehensive business programs (Atuahene & Owusu-Ansah, 2013).

COVID-19 Pandemic

The COVID-19 pandemic caused unprecedented disruptions to education systems worldwide. In Ghana, institutions of higher learning were forced to shut down in March 2020, prompting an immediate pivot to online and hybrid teaching models (Owusu-Mensah et al., 2021). The pandemic exposed significant gaps in digital infrastructure and preparedness, particularly in developing countries.

Hybrid Teaching and Learning

Hybrid teaching and learning, also known as blended learning, integrates face-to-face instruction with online components to create a more flexible and engaging learning environment (Garrison & Vaughan, 2008). It often involves a mix of synchronous (live online sessions) and asynchronous (self-paced activities) methods. Hybrid models in Ghana have been adopted to address challenges such as overcrowded classrooms, limited faculty resources, and geographical barriers.

2.2 Theoretical Review

Digital Learning Theory

Digital learning theory encompasses models like the Technology Acceptance Model (TAM) and the Diffusion of Innovations Theory (Rogers, 1962), which explore how individuals and institutions adopt and integrate technology. Digital learning theory has become increasingly relevant in Ghana due to the global shift towards digital and hybrid education models, accelerated by the COVID-19 pandemic. Digital learning theory provides a framework for understanding Ghana's push towards integrating information and communication technology (ICT) in education. The Ghana Education Strategic Plan (2018–2030) emphasizes digital literacy and infrastructure development, aiming to prepare students for a technology-driven global economy.

Blended Learning Theory

Blended Learning Theory is the foundational framework for hybrid teaching, integrating online and face-to-face methods to create a more flexible learning environment. Garrison and Vaughan's (2008) Community of Inquiry (CoI) framework is one of the most widely cited models in blended learning. The CoI framework consists of three interdependent elements: cognitive presence (student engagement with the content), social presence (interaction with peers and instructors), and teaching presence (the design and facilitation of the learning experience). The successful application of hybrid learning relies on creating a balance between these elements to ensure an engaging and effective learning environment. In Ghana, blended learning is increasingly being adopted in business schools to address access, flexibility, and scalability issues.

Social Constructivism

Social constructivism, rooted in the work of Vygotsky (1978), emphasizes the social nature of learning. According to this theory, knowledge is constructed through social interaction and collaboration, where students actively engage with peers and instructors to build understanding. Hybrid learning in business education can leverage the principles of social constructivism by facilitating online collaborative activities, peer discussions, and group projects that promote active learning and critical thinking. In the

Ghanaian context, social constructivism can enhance hybrid learning in business schools by encouraging collaborative activities that extend beyond traditional classroom settings. Online platforms enable students to engage in discussions, debates, and group work, promoting interaction among peers from different geographical locations. This collaborative learning environment can help business students develop important soft skills such as teamwork, communication, and problem-solving, all of which are essential in the business world.

Technological Pedagogical Content Knowledge (TPACK)

The Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) is central to understanding how educators can integrate technology effectively into their teaching. TPACK combines three knowledge domains: technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). The framework suggests that effective hybrid teaching in business education requires instructors to have a deep understanding of both the content they teach and the best pedagogical strategies for integrating technology to enhance learning. For hybrid learning to be effective in Ghanaian business higher education, instructors need to be proficient in both the content of business education and the use of technology in teaching. This is especially important in a hybrid setting, where teaching is split between face-to-face and online modalities. By adopting the TPACK framework, business educators in Ghana can ensure that they use technology in ways that complement their teaching goals, enhance student engagement, and facilitate the acquisition of business-related skills. The adoption of TPACK in Ghana is hindered by a lack of professional development opportunities for educators. Many instructors may be unfamiliar with the specific pedagogical approaches needed for hybrid learning or may lack the technological knowledge to effectively use digital tools.

2.3 Conceptual Framework

Figure 1
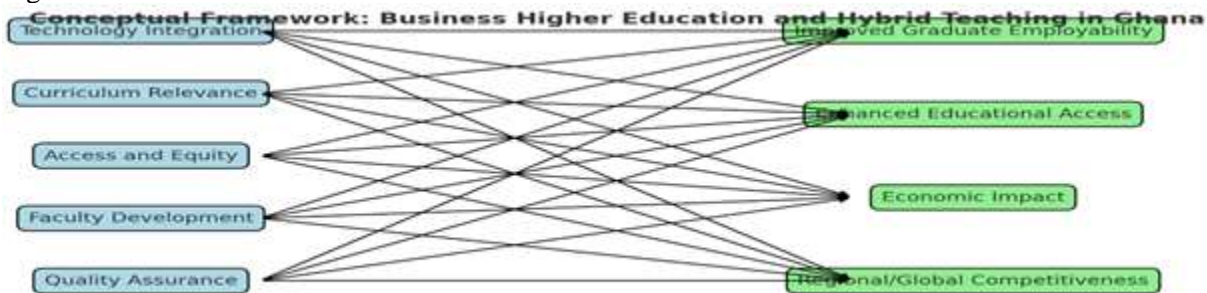
Source: Author, 2024

The figure 1 above represents the conceptual framework for *Business Higher Education and Hybrid Teaching in Ghana*.

a. **Independent Variables**:
  * Technology Integration: Adoption of ICT tools and platforms for hybrid learning.
  * Curriculum Relevance: Designing business programs that meet local and global market demands.
  * Access and Equity: Bridging gaps in educational access for diverse student demographics.
  * Faculty Development: Training educators to implement effective hybrid teaching methods.
  * Quality Assurance: Establishing standards to ensure the credibility and effectiveness of hybrid education.

b. Dependent Variables:
- Improved Graduate Employability: Preparing students with skills aligned to market needs.
- Enhanced Educational Access: Increasing enrolment and participation across socio-economic groups.
- Economic Impact: Contributing to Ghana's economic development through skilled human resources.
- Regional/Global Competitiveness: Positioning Ghanaian institutions as competitive players in global education.

c. Relationships:

Arrows indicate the influence of independent variables on the dependent outcomes. For instance:
- Technology Integration improves accessibility and aligns learning with digital trends, enhancing employability.
- Faculty Development ensures the delivery of quality hybrid education, impacting student outcomes.

The above diagram illustrates how the relationship of inputs shapes educational and socio-economic outputs.

3. Methods

This paper adopts a systematic review methodology to provide a comprehensive understanding of the topic. The review incorporates peer-reviewed articles, conference proceedings, institutional reports, and policy documents published between 2010 and 2023. Databases such as Google Scholar, JSTOR, and Scopus were searched using keywords like "business education in Ghana," "hybrid teaching," "e-learning," and "higher education in Ghana." Selected studies were analyzed thematically to identify patterns, challenges, and opportunities.

4. Findings

4.1 Evolution of Business Higher Education in Ghana

The origins of business higher education in Ghana date back to colonial times when institutions focused on clerical and administrative training. Post-independence reforms led to the establishment of degree-granting institutions such as UGBS and KNUST, which expanded their programs to include marketing, management, accounting, and finance (Atuahene & Owusu-Ansah, 2013). In the 1990s, the liberalization of the higher education sector resulted in a proliferation of private universities, many of which prioritized business programs due to their marketability. Today, business education is a dominant field in tertiary institutions, producing graduates who contribute to the formal and informal sectors of Ghana's economy (Effah, 2011).

4.2 Adoption of Hybrid Teaching and Learning

Hybrid teaching has gained traction as a flexible alternative to traditional face-to-face instruction. Key drivers of hybrid education in Ghana include:
- Technological Advancements: The increasing availability of learning management systems (LMS) such as Moodle and Zoom has facilitated the adoption of hybrid models (Adomako et al., 2020).

- COVID-19 Pandemic: The pandemic accelerated the need for remote learning solutions, prompting institutions like UPSA and GIMPA to adopt hybrid approaches to maintain academic continuity (Owusu-Mensah et al., 2021).
- Student Demand for Flexibility: Hybrid learning accommodates working students and those in remote areas, making business education more accessible (Baah-Boateng & Twumasi, 2021).

4.3 Challenges in Implementing Hybrid Teaching

Despite its potential, hybrid education faces significant barriers:
1. Digital Divide: Many students lack access to reliable internet and digital devices, especially those in rural areas (Ankomah & Sekyi-Adjei, 2022).
2. Institutional Constraints: Limited financial resources prevent some institutions from investing in the necessary infrastructure for hybrid learning (Effah, 2011).
3. Faculty Preparedness:
   - Faculty members often lack the training to effectively deliver hybrid courses, resulting in inconsistent learning experiences (Owusu-Mensah et al., 2021).
   - Many educators lack the training and experience necessary to effectively deliver hybrid courses (Asare, 2020).
   - Resistance to change among some faculty members further slows the adoption of hybrid models (Ankomah & Kwame, 2021).
4. Quality Assurance: Ensuring the quality and credibility of hybrid programs remains a challenge for regulatory bodies (Adomako et al., 2020).
5. Infrastructure Limitations
   - Internet Connectivity: Many parts of Ghana still lack reliable internet access, making online components of hybrid education difficult to implement consistently (Mensah et al., 2023).
   - Digital Tools and Platforms: Limited access to advanced educational technologies and learning management systems (LMS) hinders the seamless delivery of hybrid programs (Kwarteng et al., 2022).
   - Power Supply Issues: Frequent power outages disrupt online sessions and reduce overall effectiveness (Owusu, 2022).
6. Student Engagement
   - Students often struggle with balancing online and in-person learning due to differing levels of motivation and digital literacy (Dzansi & Acquah, 2022).
   - The lack of real-time feedback in asynchronous activities can reduce student participation and learning outcomes (Boadi et al., 2023).
7. Policy and Governance
   - Inconsistent government and institutional policies on hybrid education create challenges in standardization and quality assurance (Ntim, 2022).
   - Limited funding for educational innovation further restricts the scalability of hybrid programs (Adarkwah, 2021).

4.4 Opportunities / Benefits of Hybrid Teaching

Hybrid teaching offers several advantages for business education:

Increased Accessibility:
- Students from diverse geographical locations can participate in hybrid programs without relocating.
- Hybrid learning enables students from remote areas to access high-quality education without relocating (Gyamfi & Boateng, 2020).

- Flexibility in scheduling allows working professionals to pursue business education programs (Owusu, 2022).

Flexibility for Working Professionals:
Hybrid models enable professionals to balance their studies with work commitments.

Enhanced Learning Outcomes:
The combination of online and in-person instruction fosters a more interactive and engaging learning environment (Baah-Boateng & Twumasi, 2021).

Opportunities in Hybrid Teaching and Learning

Cost-Effectiveness
- By reducing the need for physical infrastructure, hybrid models can lower costs for institutions and students alike (Mensah et al., 2023).

Innovative Pedagogical Approaches
- Business schools can integrate cutting-edge digital tools, case studies, and simulations into curricula, enhancing the practical application of concepts (Adarkwah, 2021).
- Hybrid models encourage the use of gamification and collaborative online tools, which enrich learning experiences (Boadi et al., 2023).

Global Competitiveness
- Embracing hybrid education prepares Ghanaian students for global markets by familiarizing them with digital tools and remote collaboration (Dzansi & Acquah, 2022).
- Partnerships with international universities become more feasible with hybrid delivery modes (Kwarteng et al., 2022).

4.5 Impact on Teaching and Learning

The adoption of hybrid learning has brought both opportunities and challenges to business education in Ghana:

1. Increased Accessibility: Hybrid learning enables students from diverse geographical locations to access quality education without the need to relocate (Adomako et al., 2020).
2. Flexibility for Professionals: Working professionals enrolled in business programs benefit from the flexibility of online components, which allow them to balance work and study commitments.
3. Enhanced Learning Experience: The use of multimedia tools and interactive platforms fosters a more engaging and personalized learning experience (Baah-Boateng & Twumasi, 2021).
4. Capacity Challenges: Institutions face challenges in providing stable internet connectivity, modern digital infrastructure, and adequately trained faculty to support hybrid education.

4.6 Challenges Facing Business Higher Education in Ghana

Despite significant progress, business higher education in Ghana faces several challenges:

1. Funding Constraints: Both public and private institutions struggle with inadequate funding, which affects infrastructure development, research capacity, and access to modern teaching tools (Ankomah & Sekyi-Adjei, 2022).

2. Quality Assurance: The rapid expansion of private institutions has raised concerns about the quality of education, particularly in unaccredited or poorly regulated programs (Effah, 2011).
3. Mismatch with Industry Needs: Graduates often lack the practical skills required by employers, leading to a skills gap in the job market. Institutions are frequently criticized for offering theoretical rather than practical training (Baah-Boateng & Twumasi, 2021).
4. Equity in Access: Socioeconomic disparities continue to limit access to higher education, particularly for students from rural or low-income backgrounds (World bank, 2020).
5. Digital Divide: Many students and institutions in Ghana lack access to reliable internet and digital devices, limiting their participation in hybrid programs (Ankomah & Sekyi-Adjei, 2022).
6. Faculty Readiness: The transition to hybrid learning requires faculty to acquire new skills in instructional design and technology use, which can be resource-intensive.
7. Quality Assurance: Ensuring the quality of education in hybrid models remains a concern, as some institutions may lack the capacity to effectively implement and monitor these programs (Effah, 2011).

4.7 Prospects of Hybrid Teaching and Learning

The future of hybrid teaching and learning in business education is promising, provided key challenges are addressed:

1. Investment in Digital Infrastructure: Expanding access to affordable internet and modern technology will enhance the reach and effectiveness of hybrid education.
2. Faculty Development Programs: Regular training for educators on digital teaching tools and methodologies is essential to ensure quality delivery.
3. Policy Support: The government and regulatory bodies such as the Ghana Tertiary Education Commission (GTEC) can play a critical role in providing guidelines and support for hybrid learning initiatives (Government of Ghana, 2020).
4. Global Partnerships: Collaborations with international institutions can provide technical expertise, funding, and innovative practices for hybrid education

4.8 The Role of Policy and Regulation

The National Accreditation Board (NAB) and the Ghana Tertiary Education Commission (GTEC) are instrumental in regulating and maintaining the quality of higher education. Policies like the Tertiary Education Reform Policy aim to improve access, equity, and the overall quality of business education (Government of Ghana, 2020). Furthermore, there is an emphasis on strengthening collaborations between academic institutions and industries to ensure that curricula are aligned with market demands. For instance, programs that offer internships and industrial attachments are increasingly being incorporated into business education (Owusu-Mensah et al., 2015). This is particularly evident in the Business School programs at the University of Education, Winneba. Programs such as Accounting Education, Management, and various Bachelor of Business Administration (BBA) degrees like Accounting, Banking and Finance, Human Resource Management, Marketing, and Procurement and Supply Chain Management are designed to meet market needs through components such as pre-internship, internships, post-internship, and industrial attachment programs. Additionally, business courses offered by the school are increasingly being integrated into professional certification curricula, including those for ICAG, CIMA, CIM, CIHRM, CIDEF, and others.

4.9 Future Prospects

The future of business higher education in Ghana is promising, given the increasing demand for skilled professionals in various sectors. Key trends shaping the sector include:

1. Digital Transformation: The integration of technology into teaching and learning will enhance accessibility and flexibility. Online business programs are likely to grow, especially in collaboration with international universities.
2. Entrepreneurial Education: There is a growing emphasis on entrepreneurship as a means of addressing unemployment and fostering innovation. Institutions like UPSA have introduced entrepreneurship hubs to support student start-ups (Adomako et al., 2020).
3. Global Partnerships: Partnerships with international universities and organizations can enhance research output, faculty development, and curriculum relevance.
4. Focus on Sustainability: Business schools are beginning to incorporate sustainability and corporate social responsibility into their programs to address global challenges.

Summary

The review highlights the transformative potential of hybrid teaching for business higher education in Ghana. While challenges such as the digital divide and faculty preparedness persist, hybrid education can bridge gaps in access and quality if supported by adequate investment and policy interventions. Institutions must prioritize digital infrastructure development and faculty training to maximize the benefits of hybrid learning. The findings also reveal significant disparities in hybrid learning adoption across institutions, with some private universities generally better equipped than some public ones. This inequality underscores the need for targeted government interventions to ensure equitable access to quality education.

Conclusions

Business higher education in Ghana has undergone significant transformation, contributing to the country's socio-economic development. However, to fully unlock its potential, challenges such as inadequate funding, quality assurance issues, and a lack of alignment with industry needs must be addressed. By embracing innovation, strengthening policies, and fostering partnerships with industry, Ghana's business education system can produce graduates who are globally competitive and equipped to drive sustainable development.

Hybrid teaching and learning are reshaping business higher education in Ghana by offering flexible and innovative solutions to meet the demands of a rapidly evolving world. While challenges like the digital divide and quality assurance remain, integrating technology into teaching and learning presents substantial opportunities for enhancing accessibility and educational outcomes.

This review has explored key theoretical perspectives, such as Blended Learning and Social Constructivism, which provide valuable frameworks for improving the effectiveness of hybrid learning in Ghana. However, the successful implementation of hybrid models depends on overcoming challenges related to digital infrastructure gaps, digital literacy, and the preparedness of instructors. Despite these obstacles, hybrid learning offers promising opportunities to increase access to education, foster collaboration, and develop essential skills for success in the modern business world.

To fully realize these opportunities, continued investment in digital infrastructure, teacher training, and student support is critical. By leveraging theoretical frameworks and addressing existing

challenges, Ghana can move toward more inclusive, flexible, and innovative models of business higher education that meet both local and global demands.

Recommendations

Hybrid teaching and learning offer a promising path for enhancing business higher education in Ghana. To fully realize its potential, the following recommendations are proposed:

1. Invest in Infrastructure: Expand access to reliable internet and digital tools, particularly in rural areas. Invest in reliable internet infrastructure and electricity to support hybrid learning (Mensah et al., 2023). Provide subsidies for acquiring educational technologies and digital tools (Asare, 2020).
2. Faculty Training and Development: Provide regular training for educators on hybrid teaching methodologies and technology use. Develop capacity-building programs for educators to enhance their proficiency in digital pedagogies (Ankomah & Kwame, 2021). Incentivize faculty participation in hybrid teaching through grants and professional development opportunities (Ntim, 2022).
3. Policy Support: Develop comprehensive policies to standardize hybrid education practices and ensure quality assurance.
4. Student Support/ Framework: Offer financial aid or subsidies for students to acquire digital devices and internet access. Establish national and institutional policies to standardize hybrid teaching practices (Adarkwah, 2021).
5. Research and Innovation: Encourage studies on hybrid learning's long-term impact on academic outcomes and employability.
6. Student Support: Offer digital literacy training for students to improve their ability to navigate hybrid learning environments (Dzansi & Acquah, 2022). Provide scholarships or stipends to enable access to necessary technologies, such as laptops and data (Owusu, 2022).

Recommendation for Further Research

Future research should focus on longitudinal studies to evaluate the effectiveness of hybrid teaching models and explore innovative approaches to addressing challenges in the Ghanaian context.

References

AACSB (2024). "Forces Driving the Future of Business Education." *AACSB Insights*

Adarkwah, M. A. (2021). "The Future of Higher Education Post-COVID-19 in Ghana." *Educational Research International.*

Adarkwah, M. A. (2021). The impact of COVID-19 on hybrid learning in Ghana: Challenges and future implications. *Educational Review*, 73(4), 15-27.

Adarkwah, M. A. (2021). "I'm not against online teaching, but what about us?": ICT in Ghana post-COVID-19. Education and Information Technologies.

Adomako, S., Danso, A., & Ofori, D. (2020). Enhancing entrepreneurial outcomes through education: Evidence from Ghana. *Journal of African Business, 21*(2), 245–263.

Agarwal, Nidhi et.al (2023). An innovative framework in the enhancement of blended learning from the student's perspective in higher education institutions. Community Practitioner, Vol 29(9) 154-161. (SCOPUS INDEXED)

Agarwal, Nidhi, (2018). "A study of innovations in instructional strategies and designs for quality enrichment in Higher Education". Cosmos An International Journal of Art & Higher Education, Vol. 7, No. 2. ISSN: 2319-8966. 10.5281/zenodo.3942661.

Ankomah, P., & Kwame, E. (2021). Faculty perceptions of hybrid teaching in Ghanaian universities. *International Journal of Higher Education Research*, 5(2), 89-102.

Ankomah, Y., & Sekyi-Adjei, A. (2022). Challenges in financing higher education in Ghana. *Higher Education Review, 54*(3), 189–204.

Asare, F. (2020). Digital pedagogy in Ghana: Preparing educators for the future. *Journal of Educational Technology in Africa*, 10(3), 112-128.

Atuahene, F., & Owusu-Ansah, A. (2013). A descriptive assessment of higher education access, participation, equity, and disparity in Ghana. *SAGE Open, 3*(3), 2158244013497725.

Baah-Boateng, W., & Twumasi, E. (2021). Addressing the employability gap in Ghana's business education sector. *African Journal of Economic Policy, 18*(4), 12–27.

Boadi, P., Mensah, K., & Amankwa, J. (2023). Student engagement in hybrid learning: Evidence from Ghanaian business schools. *Ghana Journal of Business Education*, 14(2), 45-67.

Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to the Coronavirus pandemic. Asian Journal of Distance Education, 15(1), 1-6.

Czerniewicz, L., Agherdien, N., Badenhorst, J., Belluigi, D., Chambers, T., Chili, M., & Glover, M. (2020). A wake-up call: Equity, inequality and COVID-19 emergency remote

Dzansi, B., & Acquah, R. (2022). Digital literacy challenges in hybrid education: A case study of Ghana. *African Education Studies*, 6(1), 22-39.

Effah, P. (2011). Private higher education in Ghana: The challenges and opportunities. *International Higher Education, 63*, 13–15.

Garrison, D. R., & Vaughan, N. D. (2008). Blended learning in higher education: Framework, principles, and guidelines.

Government of Ghana. (2020). *Tertiary Education Reform Policy*. Accra: Ministry of Education.

Gyamfi, A., & Boateng, S. (2020). Hybrid education in business schools: Lessons from Ghana. *Journal of Business and Management Education*, 8(1), 34-52.

Kwarteng, T., Owusu, D., & Adjei, K. (2022). Infrastructure gaps in hybrid learning: The Ghanaian perspective. *Technology and Education in Africa*, 3(4), 59-78.

Knowles, M. S. (1980). The Modern Practice of Adult Education: Andragogy vs. Pedagogy. Cambridge Books

Kumi-Yeboah, A., & Smith, P. (2020). "Blended Learning in Sub-Saharan Africa." *Education and Information Technologies*

Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge University Press.

Mensah, A., Owusu, R., & Boadu, G. (2023). Overcoming infrastructure barriers in hybrid education. *Journal of Educational Policy and Development*, 15(2), 88-104.

Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record, 108(6), 1017-1054.

Ntim, A. (2022). Hybrid education policy in Ghana: Challenges and opportunities. *Higher Education in Africa*, 12(3), 19-32.

Owusu, K. (2022). Hybrid teaching: A new normal for business education in Ghana? *Educational Horizons in Africa*, 7(2), 64-80

Owusu-Fordjour, C., et al. (2020). The impact of COVID-19 on learning: The perspective of the Ghanaian student. European Journal of Education Studies

Owusu-Mensah, F., Sarkodie, A., & Arthur, A. (2015). Aligning business education with industry needs: A case study of GIMPA. *Journal of Education and Practice, 6*(21), 112–120.

Owusu-Mensah, F., Sarkodie, A., & Arthur, A. (2021). Innovations in teaching and learning: The impact of hybrid education in Ghana. Journal of Education and Practice, 12(5), 45–58.

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

World Bank. (2020). Digital transformation and the future of jobs in Africa. The World Bank Group.

Abbreviations

CIDEF: Chartered Institute of Development Finance
CIHRM: Chartered Institute of Human Resource Management
CIM: Chartered Institute of Marketing
CIMA: Chartered Institute of Management Account
DBA: Doctor of Business Administration
GIMPA: Ghana Institute of Management and Public Administration
GTEC: Ghana Tertiary Education Commission
ICAG: Institute of Chartered Accountant
MBA: Master of Business Administration
MPHIL: Master of Philosophy
MSC: Master of Science
NAB: National Accreditation Board
UGBS: University of Ghana Business School

Declaration of Conflict of Interest

The authors declared no any conflicting interests in this research