

Virtual Reality and Augmented Reality in Enhancing Experiential Learning in Business and Entrepreneurship Education Curriculum at Delta State University, Abraka.

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Abstract

This study examined the role of Virtual Reality (VR) and Augmented Reality (AR) in enhancing experiential learning in the Business and Entrepreneurship Education curriculum at Delta State University, Abraka. With global advancements in immersive educational technologies reshaping how students engage with content, there is growing recognition of their potential to improve learning outcomes by bridging the gap between theoretical instruction and practical application. However, Nigerian universities, including Delta State University, have yet to fully adopt VR and AR due to infrastructural, financial, and policy limitations. Grounded in Kolb's Experiential Learning Theory, which emphasizes learning through experience, reflection, and action, this study adopted a descriptive survey design to explore how VR and AR are perceived and potentially utilized within the academic setting. A total of 227 respondents (205 undergraduate students and 22 academic staff from the Department of Business Education) were purposively selected. Data were collected using a validated structured questionnaire and analysed using descriptive statistics (mean, standard deviation) and inferential statistics (independent t-test) to compare group responses. The results showed a generally positive perception of VR and AR by both students and lecturers, with all mean scores exceeding the 2.50 benchmark for agreement. Respondents agreed that immersive technologies enhance interactivity, deepen understanding, and support entrepreneurial skill acquisition

through simulated real-world business experiences. The t-test analysis revealed no statistically significant difference between student and lecturer responses, indicating shared views on the value of these tools in the learning process. The study concludes that VR and AR can significantly improve experiential learning by enabling students to engage in practical, risk-free simulations that mirror actual business environments. To realize this potential, the study recommends increased investment in immersive learning infrastructure, faculty training, curricular integration of VR/AR content, and partnerships with technology providers to bridge existing gaps.

Keywords: Virtual Reality, Augmented Reality, Experiential Learning, Business Education, Entrepreneurship Education, Immersive Technology, Delta State University.

INTRODUCTION

Background to the Study

The advent of new technologies, particularly Virtual Reality (VR) and Augmented Reality (AR), is redefining the delivery of education across disciplines. In recent years, the integration of VR and AR has become increasingly prominent in pedagogical practices aimed at improving experiential learning, particularly in business and entrepreneurship education (Radianti, Majchrzak, & Wohlgenannt, 2020). These technologies offer students interactive environments where they can simulate real-world business scenarios, develop entrepreneurial strategies, and

experience practical decision-making in a risk-free setting experientially.

Live streaming was used to maintain a true concrete experience (Morris, 2020), an essential component of Kolb's (1984) experiential learning model" (Monllor et al., 2024). VR and AR align well with this framework by enabling students to move beyond passive learning into immersive, contextual learning environments. For example, business students can use VR to participate in virtual business meetings or simulate market responses to pricing decisions. Similarly, AR applications can overlay digital information on physical spaces, allowing for enhanced understanding of business processes and environments.

In developing countries like Nigeria, the application of these emerging technologies in education remains limited due to infrastructural, financial, and policy-related constraints (Adegbija & Fakomogbon, 2021). At Delta State University, Abraka, Business and Entrepreneurship Education is crucial in equipping students with the knowledge and practical skills needed to thrive in a dynamic and innovation-driven economy. However, the extent to which VR and AR technologies are utilized to support this mandate is yet to be fully explored. As educational systems worldwide push for digital transformation, it becomes imperative to investigate how immersive technologies can be harnessed to enhance learning effectiveness in the Nigerian university context.

Another driving force behind the adoption of immersive technologies is their ability to cater to diverse learning preferences and promote inclusive education. Learners who struggle with conventional lecture-based formats may find VR and AR more engaging and accessible, especially those with learning differences or low motivation in traditional settings (Freina & Ott, 2015; Radiani et al., 2020). These tools also support multimodal learning combining audio, visual, and kinesthetic experiences to reinforce understanding and retention. VR and AR align with the United Nations Sustainable Development Goal 4, which advocates for inclusive, equitable, and quality education through the integration of innovative teaching methods and digital tools (UNESCO, 2022). Nigerian universities, including Delta State University, Abraka, are under increasing pressure to reform educational practices to meet these global benchmarks. However, disparities in funding, infrastructure, and policy frameworks pose significant challenges to the seamless adoption of such technologies (Obielodan, Omoniyi, & Oladipo, 2022).

Virtual Reality (VR) is a technology that immerses users in a computer-generated environment where they can interact with virtual elements in real-time. In educational contexts, VR enables students to experience scenarios that would otherwise be inaccessible due to cost, danger, or location (Radiani et al., 2020). In business and entrepreneurship education, VR allows students to simulate marketing

campaigns, participate in virtual business plan competitions, and experiment with entrepreneurial decision-making processes (Pillai & Sivathanu, 2023). The relevance of VR in experiential learning stems from its ability to create real-life scenarios in a digital space. For instance, students can role-play as entrepreneurs pitching to investors or negotiate deals in simulated environments, offering practical exposure that traditional lectures cannot deliver. This virtual engagement also enhances emotional involvement and motivation, which are crucial in entrepreneurial learning (Makransky & Petersen, 2021).

Augmented Reality (AR) enhances real-world environments by overlaying digital information such as text, graphics, and sounds through devices like smartphones or AR glasses (Azuma, 1997; Akçayır & Akçayır, 2017). Unlike VR, which fully immerses users, AR blends virtual content with the physical world, making it particularly useful for contextualized learning. In business education, AR can transform how students interact with learning materials. For example, learners can point their phones at a product prototype and receive layered information on market strategy, pricing models, or customer feedback all in real time. AR also supports remote collaboration, allowing students to engage in group projects even when physically apart (Fombona et al., 2021).

VR and AR technologies are naturally suited to experiential learning because they provide safe, repeatable, and highly interactive environments. A student practicing a business negotiation in VR is not only absorbing theoretical content but also engaging cognitive, emotional, and behavioural skills (Makransky et al., 2020). This experiential immersion leads to greater retention, improved self-efficacy, and more robust skill transfer to real-world contexts. Emerging technologies such as **Virtual Reality (VR)** and **Augmented Reality (AR)** offer innovative possibilities for Business Education. These tools can simulate business operations, financial analysis tasks, and corporate communication scenarios. For example, a VR-based accounting lab can allow students to navigate a virtual company's books, while AR can overlay financial ratios or key performance indicators (KPIs) on business reports in real time (Gao, Li, & Zhao, 2022).

Business Education refers to a structured academic program that equips learners with foundational and applied knowledge in commerce-related disciplines such as accounting, marketing, management, and finance. It is designed to prepare individuals for careers in business, government, or as independent professionals by integrating cognitive knowledge, technical skills, and ethical understanding (Nwokike & Chukwuone, 2021). Business education aims to prepare students for the dynamic and competitive world of commerce, which is traditionally seen as a field focused on theoretical frameworks, such as

accounting, marketing, and management (Ito & Okpue, 2025).

Business Education focuses on developing competence, critical thinking, and decision-making. In Nigeria, it has traditionally relied on lectures and textbooks with limited practical exposure. However, the digital shift in education calls for more interactive, tech-driven approaches (Adegbija & Fakomogbon, 2021). VR and AR support this transformation by bridging theory and practice, enhancing retention, engagement, and problem-solving skills vital in entrepreneurship and business management (Radianti et al., 2020; Makransky & Petersen, 2021).

Entrepreneurship Education refers to the structured teaching of entrepreneurial knowledge, skills, values, and attitudes that enable individuals to identify opportunities, innovate, take calculated risks, and start or grow businesses (Bacigalupo et al., 2016; Toner et al., 2022). Okpue (2021), sees entrepreneurship education as a field of study which teaches students how to think like entrepreneurs, fostering initiative, problem-solving, and leadership. In recent years, there has been a global shift toward **experiential and competence-based entrepreneurship education**. The traditional model centered on business plans and lectures has proven insufficient in preparing students for the realities of entrepreneurship, which demand agility, resilience, and hands-on learning (Pillai & Sivathanu, 2023). As a result, immersive technologies like VR and AR are gaining recognition for their potential to simulate entrepreneurial ecosystems and real-life start-up challenges.

For instance, students can engage in **virtual pitch competitions, simulate business incubation processes**, or interact with **AR-enhanced business models**. These activities allow learners to make strategic decisions, experience the consequences, and refine their approach in a safe, feedback-rich environment (Toner, Page, & White, 2022). VR and AR tools can also facilitate **design thinking workshops, digital prototyping, and market testing**, which are vital in the ideation and validation stages of entrepreneurship.

Entrepreneurship Education is especially relevant in Nigeria, where youth unemployment is high and job creation is critical. Yet, as Uwadiae and Ezeani (2022) argue, most Nigerian universities still offer entrepreneurship as a theoretical course, disconnected from the realities of innovation-driven enterprise. Integrating immersive technologies can help actualize the **National Entrepreneurship Development Policy** by transforming passive learners into active innovators and venture creators. Regardless the Nigerian government's policies on ICT integration in education, actual implementation remains slow and inconsistent. Studies reveal that while digital infrastructure may exist in some universities, immersive technologies such as VR and AR are often unavailable or

underutilized (Obielodan et al., 2022). Challenges include limited funding, lack of training for academic staff, and curriculum inflexibility. Nonetheless, institutions like Covenant University and the University of Ibadan have begun pilot VR/AR projects, showing promising outcomes in science and engineering courses. Business and Entrepreneurship Education must not lag behind. For students at Delta State University to compete globally, immersive learning must become a part of their academic experience.

Despite the promise of VR and AR in transforming education, their integration in Nigerian universities remains minimal and largely experimental. This reality necessitates empirical investigation into how these technologies can be meaningfully embedded in the business and entrepreneurship education curriculum ensuring that students not only learn about business but learn by doing business in simulated, yet realistic contexts.

Statement of the Problem

In today's fast-paced and innovation-driven world, students are expected to leave the University not only with theoretical knowledge but also with the confidence and practical skills needed to navigate complex real-world business environments. Imagine a student with a great idea for a start-up but no opportunity to practice pitching it, simulate market dynamics, or experience business decision-making in a safe, controlled environment. Instead, they sit through traditional lectures, memorizing concepts with little exposure to how these theories play out in real life which unfortunately seems to be their case for many students at Delta State University, Abraka especially those studying Business and Entrepreneurship.

While their counterparts in other parts of the world are engaging with virtual boardrooms, AR-powered market simulations, and interactive entrepreneurial labs, these students are left with outdated methods that do not reflect the dynamic nature of today's business landscape.

Although immersive technologies like Virtual Reality (VR) and Augmented Reality (AR) have shown promise globally in enhancing experiential learning, their integration into Nigeria's educational system remains limited. Factors such as inadequate funding, lack of infrastructure, policy gaps, and low digital literacy levels continue to hinder the widespread adoption of these tools. As a result, students are missing out on powerful learning experiences that could spark creativity, build confidence, and prepare them to succeed in competitive business environments.

This disconnect between what is possible and what is currently practiced has real implications not just for academic performance, but for employability, entrepreneurial readiness, and lifelong learning. If Business and Entrepreneurship Education continues to rely on

passive, theory-heavy teaching methods, students may graduate without ever having *experienced* business in a meaningful way. The problem, therefore, is not the absence of knowledge, but the absence of meaningful, practical, and engaging experiences that bridge the gap between classroom learning and real-world application. This study seeks to investigate how Virtual Reality and Augmented Reality can be more intentionally and effectively utilized to transform business education at Delta State University, Abraka empowering students to not only learn *about* business, but to *live* it through immersive, technology-enhanced learning.

Objective of the Study

The main objective of this study is to examine the role of Virtual Reality (VR) and Augmented Reality (AR) in enhancing experiential learning in the Business and Entrepreneurship Education curriculum at Delta State University, Abraka.

Specifically, the study seeks to:

- I. Assess the current level of integration of Virtual Reality and Augmented Reality in Business and Entrepreneurship Education at Delta State University, Abraka.
- II. Examine how the use of VR and AR affects students' engagement, motivation, and understanding of entrepreneurial concepts.
- III. Identify the major challenges hindering the adoption of VR and AR for experiential learning in Business and Entrepreneurship Education.

Research Questions

Three research questions guided the study:

- I. What is the current level of integration of VR and AR technologies in the Business and Entrepreneurship Education curriculum at Delta State University, Abraka?
- II. In what ways do VR and AR influence students' engagement, motivation, and conceptual understanding in business-related experiential learning?
- III. What are the key challenges limiting the effective use of VR and AR in Business and Entrepreneurship Education at Delta State University?

Hypotheses

Three null hypotheses were tested for the study:

- I. H₁: There is no significant relationship between the use of VR/AR and students' engagement in experiential learning activities.

- II. H₂: The use of VR/AR does not significantly improve students' understanding of entrepreneurial concepts.
- III. H₃: There is no significant difference in perceived learning outcomes between students exposed to VR/AR-based instruction and those taught using traditional methods.

METHODOLOGY

This study adopted a descriptive survey research design, which is appropriate for collecting and analysing data on current practices, perceptions, and attitudes of a population concerning a phenomenon (Creswell & Creswell, 2018). The design is suitable for this research because it enables the collection of quantitative data to assess the effect of Virtual Reality (VR) and Augmented Reality (AR) in enhancing experiential learning in Business and Entrepreneurship Education. The instrument for data collection was a structured questionnaire titled: Visual and Augmentative reality in business and entrepreneurship education questionnaire (VARBEEQ). It was rated on a 4-point modified Likert rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. Also rated as Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (HE) = 1 point. The instrument was validated by three experts from Department of Business Education and Measurement and Evaluation unit of the universities. A pilot study was conducted with 20 students and 5 lecturers from university of Delta Agbor which is not part of the main study. The reliability of the instrument was tested using the Cronbach Alpha method and a reliability coefficient of 0.87 0.81 was obtained for Students and Lecturers respectively. These values indicate that the instrument has a high level of internal consistency and is considered reliable (George & Mallery, 2020). The researchers with the help of three research assistants administered the instrument to the respondents. Data collected was analysed using mean and standard deviation and t-test statistics. The research questions were answered with descriptive statistics of mean and standard deviation at a benchmark of 2.50 while the null hypotheses were tested using inferential statistics of independent t-test at 0.05 level of significance.

RESULTS

Research Question 1:

What is the perception of students and lecturers on the use of VR and AR in the Business and Entrepreneurship Education curriculum at Delta State University, Abraka?

Table 1: Descriptive Statistics for RQ1

Group	N	Mean	SD	R
Student	205	3.27	0.39	-0.052
Lecturer	22	3.30	0.33	-0.052

Interpretation:

Both students and lecturers strongly agree on the relevance of VR/AR in the curriculum, with mean scores above 3.20. The correlation ($r = -0.052$) shows a very weak, negative relationship between the groups' perceptions, indicating that their views are nearly independent but still aligned in overall agreement.

Research Question 2:

To what extent do students and lecturers perceive VR and AR to impact experiential learning in Business and Entrepreneurship Education?

Table 2: Descriptive Statistics for RQ2

Group	N	Mean	SD	R
Student	205	2.98	0.49	-0.177
Lecturer	22	3.00	0.42	-0.177

Interpretation:

The responses suggest moderate agreement by both groups on the positive influence of VR/AR on experiential learning. The correlation ($r = -0.177$) indicates a slight negative relationship between the responses, but the difference is statistically insignificant. Both groups perceive that these technologies enhance learning experiences through interaction and engagement.

Research Question 3:

How do students and lecturers perceive the influence of VR and AR on entrepreneurial skill development?

Table 3: Descriptive Statistics for RQ3

Group	N	Mean	SD	R
Student	205	2.77	0.61	0.047
Lecturer	22	2.90	0.48	0.047

Interpretation:

Students and lecturers moderately agree that VR and AR enhance entrepreneurial skill acquisition. While lecturers gave slightly higher mean scores, both responses are above the 2.50 benchmark. The correlation ($r = 0.047$) is very weakly positive, indicating consistent but non-dependent views.

Hypothesis One:

There is no significant relationship between the use of VR/AR and students' engagement in experiential learning activities.

Table 1: t-Test Result for H_{01} - VR/AR Use and Engagement in Experiential Learning

Group	N	Mean	SD	df	t-cal	p-value	Decision
Students	205	3.26	0.36	225	-1.098	0.273	Retain H_0
Lecturers	22	3.35	0.33	21	-1.098	0.273	Retain H_0

Interpretation:

There is no significant difference in perceptions between students and lecturers regarding the relationship between VR/AR use and student engagement in experiential learning. The null hypothesis is retained.

Hypothesis Two:

The use of VR/AR does not significantly improve students' understanding of entrepreneurial concepts.

Table 2: t-Test Result for H_{02} - VR/AR and Understanding of Entrepreneurial Concepts

Group	N	Mean	SD	Df	t-cal	p-value	Decision
Students	205	3.01	0.48	225	0.336	0.736	Retain H_0
Lecturers	22	2.97	0.42	21	0.336	0.736	Retain H_0

Interpretation:

The mean difference is not statistically significant. Both groups similarly perceive that VR/AR improves students' understanding of entrepreneurial concepts. Therefore, the null hypothesis is retained.

Hypothesis Three:

There is no significant difference in perceived learning outcomes between students exposed to VR/AR-based instruction and those taught using traditional methods.

Table 3: t-Test Result for H_{03} - VR/AR vs. Traditional Methods on Learning Outcomes

Group	N	Mean	SD	df	t-cal	p-value	Decision
Students	205	2.74	0.63	225	-0.698	0.485	Retain H_0
Lecturers	22	2.84	0.55	21	-0.698	0.485	Retain H_0

Interpretation:

The result shows no statistically significant difference in perceived learning outcomes between students taught with VR/AR and those taught with traditional methods. The null hypothesis is retained.

Discussion of Findings

The findings of this chapter reveal a strong consensus among both students and lecturers at Delta State University, Abraka,

regarding the value of Virtual Reality (VR) and Augmented Reality (AR) in enhancing experiential learning within the Business and Entrepreneurship Education curriculum. The demographic data showed a balanced representation across gender and academic levels for students, as well as diverse teaching experience among lecturers, which strengthened the reliability of the responses. Descriptive analysis of the research questions indicated that both groups generally agreed that VR and AR tools, when integrated into academic instruction, significantly enrich students' learning experiences, make abstract concepts more tangible, and improve practical entrepreneurial skills. Importantly, inferential statistical analysis through independent t-tests showed no statistically significant differences between students and lecturers in their responses to all three core areas of inquiry. This uniformity suggests a shared understanding and appreciation of immersive technologies as valuable educational tools. Overall, the data underscores the potential of VR and AR to transform traditional business education into an engaging, interactive, and skills-oriented learning experience, provided that institutional and infrastructural barriers can be effectively addressed.

Summary of the Study

This study investigated the role of Virtual Reality (VR) and Augmented Reality (AR) in enhancing experiential learning in the Business and Entrepreneurship Education curriculum at Delta State University, Abraka. Using a descriptive survey design, data were collected from 205 students and 22 lecturers through a structured questionnaire. Analysis involved descriptive statistics and independent t-tests. Findings revealed that both students and lecturers positively perceive the relevance of VR and AR in making learning more practical and interactive. There were no significant differences in their responses, indicating shared support for integrating immersive technologies to improve entrepreneurial skill development and bridge the gap between theory and practice.

Conclusion

The findings of this research make it clear: Virtual Reality and Augmented Reality have the potential to revolutionize how business and entrepreneurship are taught. By offering students immersive and interactive learning opportunities, these tools help bridge the gap between classroom theories and real-world practice. Both students and lecturers at Delta State University, Abraka, acknowledge the value of VR and AR in making education more hands-on, relevant, and engaging. While challenges such as funding, infrastructure, and policy readiness still exist, the overall attitude toward integrating these technologies is positive. This shared outlook provides a strong foundation for academic leaders and policymakers to begin meaningful innovation in curriculum design and teaching methods.

Recommendations

Based on the findings of the study, the following recommendations were made to help bring immersive learning technologies into practical use:

- I. **Invest in Immersive Infrastructure:**
The university should commit to establishing VR/AR labs, acquiring the necessary devices, and installing the appropriate software within the Business Education department. These resources will make experiential learning through simulation a reality.
- II. **Train and Support Lecturers:**
Lecturers need regular training sessions and workshops to build confidence and competence in using VR/AR for teaching. This capacity-building will ensure effective classroom integration.
- III. **Update the Curriculum and Provide Policy Support:**
The current curriculum should be reviewed to include VR/AR-based content and experiential modules. At the same time, clear institutional policies should be developed to guide and support the use of these technologies in teaching.
- IV. **Start with a Pilot Program:**
A pilot project should be introduced in selected courses to test the use of VR/AR. The outcomes can then be evaluated and used to inform a wider rollout across the department.
- V. **Build Strategic Partnerships:**
The university should seek collaborations with tech companies, educational NGOs, and relevant government bodies. Such partnerships can provide both technical support and funding opportunities to scale up immersive learning initiatives.

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General Comments:

- i) The paper is good to an extent
- ii) The corrections should be effected accordingly
- iii) The paper is not very strong.
- iv) Accepted for publication at 65%

Thank you.

25th July, 2025.