



EXTENT INNOVATIVE TEACHING STRATEGIES ARE REQUIRED IN BUSINESS EDUCATION PROGRAMME IN THE 21ST CENTURY IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

Okoye, Anthonia Chinyere (Ph.D)
Department of Vocational Education
ChukwuemekaOdumegwuOjukwuUniversity
Igbariam Campus, Nigeria
E-Mail: toniachy@yahoo.com

Abstract

The world pandemic and unprecedented technological innovations in the 21st century have brought about a serious shift in the method of classroom instruction. This has prompted necessitated for this study to ascertain the extent innovative teaching strategies are required in business education programme in the 21st century in tertiary institutions in AnambraState. Descriptive survey research design was used for the study. Three research questions guided the study and three null hypotheses were tested. Population of the study was 114 business educators in the five tertiary institutions in AnambraState that offer business education. Questionnaire that was validated by two experts was used for data collection. Pilot test was used to ascertain the reliability of the instrument and internal consistency reliability co-efficient of 0.76 was obtained using Cronbach Alpha Correlation Co-efficient. Out of 114 questionnaires administered, 102 were properly filled and were used for the study. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' ratings while t – test was used to test the null hypotheses at .05 level of significance. The findings revealed that innovative strategies such as collaborative learning, flipped classroom and Google classroom are highly required in business education programme in tertiary institutions in the 21st century. Gender and institution type did not have any significant difference in the respondents' mean ratings. Based on the findings, it was concluded that innovative teaching strategies are required for effective business education programme in the tertiary institutions. It was, therefore, recommended among others that lecturers should employ innovative strategies in business education programme instructions to equip students with the necessary skills required in the present day business world.

Keywords: Innovation, Tertiary, Strategies, Business Education.

Introduction

The current global pandemic that has affected every facets of human endeavour has necessitated for serious re-direction in educational system. Education as an instrument of change and development must urgently adhere in its totality to the unprecedented innovative changes of the 21st century so as to be more functional and responsive to the needs of individuals and society in the prevailing environment. As the societal goals and aspirations



changes with developments in the environment, the educational system has to change in response to the changes to create an enabling environment for continuing human existence.

Business education as an aspect of education and a programme of study in an educational system is a dynamic course of study that is attuned with change so as to produce functional individual that are proficient and profitable in the contemporary business world. Business education equips individual with functional skills, knowledge, competences, values and attitudes that enable he/she to be efficient, productive and proficient in his/her field of endeavour. The programme is geared towards producing sound individuals that are well equipped with innovative skills, competence and experience that will enable them meet up with the current challenges in the global economy and field of work.

Innovation is the process of creating new way of doing things for proper efficiency and sustainability. According to Okoye (2017), innovation is a re-designed method of application of new ideas, knowledge and processes to the present in order to improve on the prevailing condition. In the same vein, Gontur and Davireng (2015) defined innovation as implementation of new and improved knowledge, ideas, method, processes, tools, equipment and machinery which leads to new and better products, services and processes. Hudson (2014), saw innovation as the creation, development and implementation of a new product, process or service with the aim of improving efficiency, effectiveness or competitive advantage. In the educational sector, especially in the field of business education, for effectiveness of instructional activities, there is serious need for the adoption of innovative teaching strategies at all levels to ensure that the goals/objectives of the programme are achieved.

Innovative teaching strategies are new ways teachers interact with the students to fulfill their needs and aspirations emanating from the current global changes. It involves the use of digital and ICT base tools in teaching. According to Mynbayeva, Saduakass and Akshalova (2017), innovative strategies of teaching involve new ways of interaction between “teacher-student”, “student-teacher”, a certain innovation in practical activity in the process of mastering educational material. The teacher here is seen as a facilitator of knowledge rather than the fount of all knowledge. Brand in Bildfell (2015) advocated that innovative teaching strategy is seen as a constructivist, social constructivist ad student centered process whereby students should be active learners in a supportive environment, engaging in authentic and relatable problem solving activities to stimulate learning.

The use of innovative teaching strategies in business education is highly indispensable in this era of technological innovations and Covid 19 pandemic outbreak for the programme to continue being relevance and responsive to the needs of individuals and society at large. Gontur and Daviring (2015) advocated that if Nigeria must belong to a committee of Nations that should reckoned with in the world, innovation and transformation in teaching and learning must be encouraged by universities, colleges, other educational institutions including secondary schools should develop new educational models and innovative platforms for knowledge creation, dissemination and application. There is need to innovate and implement alternative educational and assessment strategies (Pokhrel and Chbetri, 2021). According to E-How (2012), Fedens (2019) and Pokrel and Chbetri (2021), this era of global technological explosion and Covid -19 pandemic outbreak has ushered in teaching and learning with the use of online platforms such as Google classroom, zoom, virtual learning environment, social



media, smart board, flipped classrooms, collaborative learning, 3D printing technology, cloud computing, crossover teaching and various group forums like Telegram, WhatsApp, Wechat.

Collaborative learning involve students coming together in groups to carry out educational activities such as discussing an issue, solving problems or completing a particular tasks. Gates (2018) advocated that collaborative learning develops higher level thinking skills in students and also boost their confidence and self-esteem as well. According to him, it improves social and interpersonal skills and enables them to work in group with various types of learners which at the same time develop their leadership skills. During collaborative learning, students can apply flipping learning to deepen and increase their rate of understanding and applications.

Flipped classroom is for providing learning resources such as articles, pre-reloaded videos and youtube links before the class. This helps students understand and assimilate better what is being taught in the class. Here emphasis is on application, skills and higher order thinking skills. Panopto (2021) contended that class time is dedicated to discussions, interactive exercises and independent work that would have previously been completed at home all under the guidance of the teacher, who is present and available to respond to any questions that may arise. On the other hand, Enfield (2013) contended that with flipped classroom students are encourages to move out of the class to learn anytime and anywhere at their pace. They can study material outside the class by reading, watching short pre-related video lecturers or research assignment through online such as online google.

Google classroom is an online learning that enable students learn through their peers. McGinnis (2021) advocated that Google gmail, Google calendar and Google docs are Google collaboration tools that have revolutionized the way we communicate, work together and store information online. The teachers and students make paper less sharing, assessments and digital collaboration.

The online classroom encourages students higher level thinking, increases problem solving skills, deepens understanding and group discussions among peers irrespective of gender and institution type.

Statement of the problem

Business education as a dynamic programme that acquaints individuals with the relevant skills and competencies needed in the business world should match up with rapid changes resulting from current technological innovations and Covid-19 pandemic outbreak around the globe. Business education to continue to achieve its objectives of equipping graduates with the relevant skills required in in the business world has become a major concern to stakeholders of business education. The programme must be current with the changes in the globe. Bildfell (2015) lamented that there is mismatch between the teaching styles of today's teachers and the learning styles of today's students. According to him, in order to bridge the gap, the instructors and teaching assistants at the university level need to consider implementing innovative teaching practices. Business educators of 21st century should be more digitalized in order to produce graduates with relevant skills that can properly fit in to the present innovated business world. The problem of this study, therefore, is that the current global technological



innovations and pandemic outbreak have digitalized every facets of human endeavour especially the business world and graduates of business education programme are not gainfully employed due to lack of relevant skills needed to function effectively in the present day innovative business world.

Research Questions

The following research questions guided the study:

1. To what extent is collaborative learning required in business education programme in the 21st century in tertiary institutions in AnambraState.
2. To what extent is flipped classroom required in business education programme in the 21st century in tertiary institutions in AnambraState.
3. To what extent is Google classroom required in business education programme in the 21st century in tertiary institutions in AnambraState.

Research Hypotheses

The following null hypotheses were tested at .05 level of significance:

- 1.Ho₁: There is no significant difference in the mean ratings of male and female business educators regarding the extent collaborative learning is required in business education programme in the 21st century in tertiary institutions in AnambraState.
2. Ho₂: There is no significant difference in the mean ratings of business educators from universities and those of their counterparts from colleges of education regarding the extent flipped classroom is required in business education programme in the 21st century in tertiary institutions in AnambraState.
- 3.Ho₃: There is no significant difference in the mean ratings of male and female business educators regarding the extent Google classroom is required in business education programme in the 21st century in tertiary institutions in AnambraState.

Method

Descriptive survey research design was adopted for the study. The study was carried out in Anambra State, Nigeria. The population for this study consisted of 114 business educators in all the tertiary institutions in AnambraState that offer business education as was obtained from the various departments of the institutions. A structured questionnaire developed by the researcher was used as an instrument for data collection. A validated instrument containing 30 items was used for the study. Pilot test was used to ascertain the reliability of the instrument. A reliability co-efficient of 0.76 was obtained using Cronbach Alpha reliability Co-efficient. Copies of questionnaire were administrated by the researcher with the help of two research



assistants who were knowledgeable in the field of research. With the efforts of the researcher and her research assistants out of 114 copies of questionnaire distributed, 102 were properly completed and returned which were used for the study.

Arithmetic mean and standard deviation were used to analyze data related to the research questions and established the homogeneity or otherwise of the respondents. While inferential statistics (t-test) was used to test the hypotheses of the study at .05 level of significance. The decision rule was based on the real limit of numbers. Any item with mean rating of 2.50 and above was regarded as highly required and below 2.50 was regarded as lowly required. A null hypothesis was rejected if the calculated t-value is equal to or greater than the critical t-value, otherwise the null hypothesis was accepted.

Results

Research question 1

To what extent is collaborative learning required in business education programme in the 21st century in tertiary institutions in Anambra State.

Table 1: Extent collaborative learning is required in business education programme in the tertiary institutions.

(N = 102)

S/N	Collaborative learning	\bar{x}	SD	Remarks
1	Encourages interaction and communication among students and teachers regardless of distance.	3.6	0.49	Highly Required
2	Provides students with the chances of working with people from different cultures.	3.8	0.42	Highly Required
3	Enables students work together in groups.	4.0	0.22	Highly Required
4	Helps students enhance their communicative skills.	3.9	0.29	Highly Required
5	Helps increase students' global awareness of the business world.	3.3	0.60	Highly Required
6	Helps students to be responsible for their action during teaching and learning processes.	3.6	0.92	Highly Required
7	Helps guide and supervise students work.	3.3	0.78	Highly Required
8	Imparts in students empathy, negotiation and problem solving skills.	3.5	0.67	Highly Required
	Cluster Mean	3.6		Highly Required



Table 1 shows that all the eight listed items in collaborative learning had mean scores that range from 3.3 to 4.0. This indicates that collaborative learning are highly required in business education programme in the 21st century. The cluster mean score of 3.6 shows that business educators in the tertiary institutions in Anambra rated collaborative learning as highly required in business education programme in the 21st century. Standard deviations of all the items are within the same range meaning that the respondents were homogenous in their ratings.

Research question 2

To what extent is flipped classroom required in business education programme in the 21st century in tertiary institutions in Anambra State.

Table 2: Extent flipped classroom is required in business education programme in tertiary institutions. (N = 102)

S/N	Flipped classroom	\bar{x}	SD	Remarks
9	Makes students active participants of the learning process by passing onus of learning in them.	3.4	0.49	Highly Required
10	Enables teachers delegate the role of resource provider to the students to take the responsibility of gathering concepts information	3.3	0.58	Highly Required
11	Encourages students to construct knowledge, fill in information gaps and make inferences on their own as and when needed.	3.5	0.52	Highly Required
12	Enables students study materials outside class by reading, watching short pre-recorded video lectures or researching assignments.	3.3	0.66	Highly Required
13	Helps students work in groups for active learning	3.6	0.50	Highly Required
14	Enable teachers have one to one time with the students.	3.5	0.62	Highly Required
15	Helps students learn at their own pace and in their own time.	3.2	0.64	Highly Required
16	Enable students have deeper understanding of the subject.	3.3	0.52	Highly Required



17	Helps parents access their children learning materials and their performance	3.1	0.66	Highly Required
	Cluster Mean	3.4		Highly Required

Table 2 reveals that all the items listed in flipped classroom had mean scores ranging 3.1 and 3.6 indicating that flipped classroom is highly required in business education programme in the 21st century. The cluster mean score of 3.4 shows that business educators in tertiary institutions in AnambraState were of the opinion that flipped classroom is highly required in business education programme in the 21st century. Standard deviations of all the items are within the same range showing that the respondents were homogenous in their ratings.

Research Question 3

To what extent is google classroom required in business education programme in the 21st century in tertiary institutions in AnambraState.

Table 3: Extent Google classroom is required in business education programme in tertiary institutions. (N = 102)

S/N	Google classroom	\bar{x}	SD	Remarks
18	Enhances students' communication with peers in another schools to share ideas.	3.9	0.4	Highly Required
19	Helps students source for additional materials relating to their course of study.	3.5	0.5	Highly Required
20	Enables students have access to many scholarly works that are used for research purposes.	3.9	0.35	Highly Required
21	Enhances students collaboration with teachers and students to improve learning.	3.7	0.47	Highly Required
22	Helps improve students grammar in research work.	3.3	0.45	Highly Required
23	Helps teachers save a lot of time and energy in talking.	3.4	0.93	Highly Required
24	Helps students get rid of paper consumption.	3.5	0.57	Highly Required
	Cluster Mean	3.6		Highly Required



Table 3 shows that all the seven items listed in Google classroom had mean scores ranging between 3.3 to 3.9 indicating highly required. The cluster mean score of 3.6 shows that business educators in tertiary institutions in Anambra rated Google classroom as highly required in business education programme in the 21st century. Standard deviations of all the items are within the same range indicating that the respondents were homogenous in their ratings.

Hypotheses

Ho₁: There is no significant difference in the mean ratings of male and female business educators regarding the extent collaborative learning is required in business education programme in the 21st century in tertiary institutions in AnambraState.

Table 4: t-test analysis of male and female respondents mean ratings regarding the extent collaborative learning is required in business education programme in the 21st century in tertiary institutions in Anambra State.

Variables	N	Mean	SD	df	a	t-cal.	t-crit.	Decision
Male	36	3.6	0.35					
				100	.05	0.095	1.96	Not significant
Female	66	3.6	0.37					

Table 4 shows that the calculated t-value of 0.095 at 100 degree of freedom and .05 level of significance is less than the critical t-value of 1.96. This means that male and female business educators did not differ significantly in their mean ratings regarding the extent collaborative learning is required in business education programme in the 21st century in tertiary institutions in AnambraState. Therefore, the null hypothesis was accepted.

Ho₂: There is no significant difference in the mean ratings of business educators from universities and those of their counterparts from colleges of education regarding the extent flipped classroom is required in business education programme in the 21st century in tertiary institutions in AnambraState.

Table 5: t-test analysis of university and college of education respondents' mean ratings regarding the extent flipped classroom is required in business education programme in the 21st century in tertiary institutions in AnambraState.

Variables	N	Mean	SD	df	a	t-cal.	t-crit.	Decision
University	28	3.3	0.36					
				100	.05	-1.25	1.96	Not significant
Colleges of Education	74	3.4	0.36					



Table 5 shows that the calculated t-value of -1.25 at 100 degree of freedom and .05 level of significance is less than the critical t-value of 1.96. This implies that universities and colleges of education business educators did not differ significantly in their mean ratings regarding the extent flipped classroom is required in business education programme in the 21st century in tertiary institutions in Anambra State. The null hypothesis was, therefore, accepted.

Ho₃: There is no significant difference in the mean ratings of male and female business educators regarding the extent google classroom is required in business education programme in the 21st century in tertiary institutions in AnambraState.

Table 6: t-test analysis of male and female respondents' mean ratings regarding the extent google classroom is required in business education programme in the 21st century in tertiary institutions in Anambra State.

Variables	N	Mean	SD	Df	a	t-cal.	t-crit.	Decision
Male	36	3.58	-0.30	100	.05	-0.14	1.96	Not significant
Female	66	3.59	-0.27					

Table 6 reveals that the calculated t-value of -0.14 at 100 degree of freedom at .05 level of significance is less than the critical t-value of 1.96. This indicates that male and female business educators did not differ significantly in their mean ratings regarding the extent google classroom is required in business education programme in the 21st century in tertiary institutions in AnambraState. The null hypothesis was therefore, accepted.

Discussion

Findings of the study showed that business educators from tertiary institutions in AnambraState rated collaborative learning as highly required in business education programme in the 21st century. This finding agreed with Nwosu and Okoro (2020) who reported that collaborative learning approaches are required for equipping business education students in ImoState. This is also in line with the report of Pugach and Johnson in Laal, Kermanashahi and Laal (2013) that in education, collaboration has been the most effective teaching instruction to promote students, for the greatest number of learners. This could be as a result that collaborative learning encourages interaction and co-operation among students and teachers regardless of distance and cultural differences. Infact, students learn better and more comfortable working together in groups.

The findings of the study also showed that gender did not have any significant difference regarding the extent collaborative learning is required in business education programme in the 21st century in tertiary institutions in AnambraState.

Findings of the study indicated that business educators from tertiary institutions in AnambraState rated flipped classroom as highly required in business education programme in the 21st century. The findings agreed with Kennedy in Huang and Lin (2017) that in flipped learning, teachers intend to transport lecture content to home work, which can literally free up



valuable time to generate more active learning and higher-level cognitive task. Enfield in Huang and Lin (2017), in support of this stated that online sharing and collaboration among flipped teaching, learners are breaking barriers to help students learn the content, increase self efficacy and construct learning experiences through the materials created. This could be due to the fact that in flipped classroom students are encouraged to work in group, construct knowledge, fill in information gaps and make inferences on their own as and when needed.

The findings of the study also indicated that business educators from universities and those of their counterparts from colleges of education did not differ significantly in their mean ratings regarding the extent flipped classroom is required in business education programme.

The findings of the study further revealed that business educators rated Google classroom as highly required in business education programme in 21st century. The finding of this study contradicted the report of Azhar and Igbal (2018) that Google classroom has no significant impact on overall teaching. The interface of Google classroom is not viewed as user-friendly by the teachers. On the other hand, the findings is in line with the report of Martinez–Mones, Reffay, Torio and Cristobal (2017) that Google empowers, offers a great range of choice to students in terms of compatibility with reading and educational devices. This could be due to the fact that Google enhances students communication with peers in another schools to share ideas and enables them have access to many scholarly works that are used for research purposes.

The findings further revealed that gender did not have any significant difference in the mean ratings regarding the extent Google classroom is required in business educations programme in the 21st century in tertiary institutions.

Conclusion

Based on the findings of this study, it was concluded that innovative strategies are highly required in business education instructional delivery to enable the programme meet up with the challenges of the 21st century. The use of innovative strategies in business education in the current pandemic and technological dispensation will contribute immensely to the attainment of the programme goal of equipping students with the relevant skills required in present day automated offices.

Recommendations

Based on the findings of the study, the following recommendations were proffered:

1. Lecturers in tertiary institutions should employ innovative strategies in business education instructional delivery to equip students with the necessary skills required in the present day business world.
2. Institutions should strictly monitor and ensure full adherence to the implementation of innovative strategies for effective teaching and learning.
3. Government should make fund available for the purchase and adequate provision of necessary facilities and equipment needed for innovative teaching.



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