

Innovative Strategies for Teaching and Learning of Business Education in Universities in South East, Nigeria

Rasheed Olawale Olawoyin^{a*}, Oluwatobi Alex Adeniji^b

^a*Department of Business Education, Vocational and Technical Programmes, Oyo State College of Education, 200129 Lanlate, Oyo State, Nigeria.*

^b*Department of Technology and Vocational Education, Nnamdi Azikiwe University, 420007 Awka, Nigeria.*

**Corresponding author: lawoyinoyo@yahoo.com*

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Abstract

The present study aimed to explore novel approaches to the instruction and acquisition of Business education within universities located in the South East region of Nigeria. Three research inquiries were posited, including the formulation of three null hypotheses. The study employed a descriptive survey research design. The study involved 79 business educators from eight South-East Nigerian colleges offering business education programmes, and the entire population formed the sample size. The study utilized a validated structured questionnaire called the "Questionnaire on Innovative Strategies in Teaching and Learning of Business Education Programme" (QISTLBEP). This questionnaire was constructed by the researcher, drawing insights from relevant literature. The instrument comprised two distinct portions, namely A and B. Section A comprises two items on the demographic data of the respondents, whilst Section B encompasses a total of 24 items that are organized into three clusters, denoted as I, II, and III, in accordance with the research questions. The test was administered to a sample of 10 lecturers from the business education department at Delta State University, Abraka, who were not included in the study population. The collected data underwent analysis utilizing the Cronbach Coefficient Alpha to assess the internal consistency of the instrument. The resulting reliability coefficient values for cluster I, II, and III were 0.86, 0.77, and 0.78, respectively. The research topics were addressed by employing descriptive statistics, specifically the mean and standard deviation, to assess the homogeneity of the respondents' opinions. The inferential statistics of the t-Test were employed to evaluate the null hypotheses at a significance level of 0.05. The results of the study indicated a consensus among business educators regarding the utilization of experiential strategies for the instruction and acquisition of business education courses. However, there was a lack of agreement among these educators regarding the implementation of team-related and flipped strategies for the teaching and learning of business education courses in public universities located in the South East region of Nigeria. Based on the research outcomes, it is advised that the different departments of Business Education in public universities in South East Nigeria should adopt experiential strategies. This approach aims to enhance business students' skill development through practical involvement and foster their engagement in the course.

Keywords:

Innovation, Strategy, Innovative Strategies, Business Education, Teaching and Learning

INTRODUCTION

The rapid advancement of technology on a global scale, particularly in the realm of business, has necessitated the incorporation of technological tools in the delivery of business school training. The educational system has undergone significant transformation as a result of recent technology advancements in the global corporate landscape. Business education, being a dynamic and a programme for sustainable development should adapt to changes in technology

and in the business world. Technology is now a new tool that sharpens the global economy and equips individuals with lifelong learning. Every facet of human endeavors be it in the areas of healthcare delivery, business practices, social interaction, politics, information systems, knowledge dissemination, education and others are now revolutionized with information and communication technology.

The traditional pedagogical practices of training in educational institutions are gradually paving way to a new technological system of teaching. The user's text is too brief to be rewritten academically asserting that the incorporation of novel technologies in pedagogical practices has unquestionably exerted an impact on the domains of teaching, learning, and research (Bunatovich, Khidayevich, & Abdurakhmonovich, 2020). Furthermore, the integration of these technologies holds the potential to invigorate both educators and students. New technologies can enhance students learning, improve teacher's instruction, help students reduce the amount of direct instruction given to them by the teacher and also enable the teacher cater for the individual needs of the students. Onaifoh and Ekwueme (2017) identified the following ICTs that are used in teaching and learning to include; multimedia technology, radio and TV broadcasting, teleconferencing, audio conferencing, computer and internet, internet and web-based initiatives and tele-collaboration. These new technologies have the prospect of contributing immensely in business education for sustainable development. The utilization of internet and digital technologies, in conjunction with instructional design principles, enables the delivery of electronically mediated, well-designed, learner-centered, and interactive learning environments to individuals regardless of their location or time constraints. These techniques are characterized by their innovative nature (Onaifor & Ekueme, 2017).

Hence, the incorporation of novel pedagogical approaches in the delivery of business education is crucial for imparting graduates with the contemporary skills necessary for sustained development in the present-day corporate landscape (Oyelekan, Igbokwe & Olorundare, 2017). Business education emphasizes use of the products of the programme to create, maintain and harness the resources of natural business environment for a long-term benefit of the entire populace and for the nation's economic growth (Asagba & Oshebor, 2024). In order for business educators to effectively influence the acquisition of essential business skills, knowledge, and digital competencies necessary for a business education graduate to be marketable or thrive as an entrepreneur, it is imperative to employ innovative pedagogical approaches in the instruction and delivery of Business Education courses within public universities.

In the realm of education, innovative strategies refer to the approaches or procedures employed by educators in order to effectively address a diverse range of learning objectives. These novel approaches facilitate students in cultivating independent learning skills and developing into strategic learners. The organization provides teachers with the necessary tools and resources to create an engaging and enjoyable learning environment, fostering a sense of curiosity and motivation among pupils. Innovative strategies provide emphasis on both the educational content and the methods and environment employed in the teaching and learning process. When selecting a certain teaching technique, educators take into account the developmental stage, interests, and prior experience of students in order to facilitate their self-achievement of goals (Naga & Iyappan, 2018). Innovative tactics facilitate the concentration of pupils, the organization of learning materials for enhanced comprehension, and the provision of an appropriate platform for strategic learning by teachers. Various innovative strategies in education include cross-over teaching, the use of smart boards, collaborative teaching, cloud computing, flipped classrooms, project-based learning, activity-based learning, the Jigsaw method, experiential teaching, team-teaching, direct instruction, and inquiry-based strategies (Kalyani & Rajasekaran, 2018). However, for the purpose of this study, the following creative

tactics will be considered: experiential strategies, team-related strategies or instruction, flipped-related strategies, and direct teaching or strategy.

The utilization of experiential-related strategies is often regarded as an approach that prioritizes the learner's needs and preferences, while also emphasizing active engagement in the learning process. These tactics encompass the learner's personal and practical experiences. Some instances of experiential learning include field trips, visits to professional workplaces, participation in workshops, and exposure to laboratory settings. Experiential education manifests itself in several ways within the curricula of graduate and undergraduate computer information system (CIS) programs. Various instructional methods are employed, encompassing simulations, case studies, project-based coursework, and presentations. The inclusion of these specific elements in the CIS curriculum is of great significance as they serve to augment students' comprehension of the subject matter beyond mere abstract abstraction.

According to Naga and Iyappan (2018), the aforementioned tactics have been found to be efficacious in facilitating students' exposure to specific skills or experiences, particularly in cases when learning occurs through visual observation and hands-on engagement. These strategies are particularly useful when the subject matter necessitates activities such as observation, analysis, generalization, and application. In their study, Bunatovich et al. (2020) provided a definition of experiential techniques as educational activities that are conducted by students collectively outside of the traditional classroom setting, with the teacher serving as a facilitator. Therefore, field trips offer unique experiential learning opportunities that cannot be replicated within the confines of a classroom. When thoughtfully organized, these outings can yield significant educational benefits. However, if not properly planned, field trips may lack clear objectives and potentially compromise the safety of participating kids.

Another technique that was taken into consideration in this study is the team-oriented strategy. Team teaching refers to a collaborative approach in which two or more educators collaborate to design, implement, and assess educational activities for a shared cohort of students. The utilization of team teaching within an online setting facilitates the delivery of instruction that is both effective and efficient, thereby ensuring that the diverse requirements of students are met. According to Okoye, Nwobodo, and Osuji (2019), instructors who are well-prepared and organized can offer prompt feedback, diverse viewpoints on subjects, and timely responses to emails or phone calls. The instructors engage in collaborative efforts to ensure the delivery of meaningful online learning experiences. They focus on various components, such as enhancing forum discussions, providing timely feedback, posing thought-provoking questions, promptly responding to emails, and facilitating course management, among other considerations. Team teaching can be conceptualized as a collaborative effort including multiple trained instructors who collectively deliver presentations to an audience, often consisting of learners. Team teaching is an instructional strategy in which two or more educators share the responsibility for a group of students to varied degrees (Maija, Tinamaija, & Antti, 2023). Team teaching is a pedagogical approach wherein a collective of educators collaboratively and intentionally engage in frequent cooperation to facilitate the learning process for a cohort of students spanning various age groups. Educators collaboratively establish objectives for a certain academic program, construct a comprehensive syllabus, develop personalized instructional strategies, facilitate student learning, and assess the outcomes of the pedagogical endeavor.

Another method that might be employed is the reversed strategy. According to the Flipped Learning Network (2014), "Flipped Learning" can be defined as a pedagogical strategy that involves the shift of direct instruction from the traditional group learning setting to the individual learning space. As a result, the group space is transformed into a dynamic and

interactive learning environment where the educator takes on the role of guiding students in the application of concepts and fostering creative engagement with the subject matter. This approach entails learners initially obtaining educational materials outside of the classroom, primarily through lecture videos, and afterwards utilizing the in-person session for engaging in comprehensive discussions, problem-solving activities, or debates. The implementation of a flipped classroom approach has been found to enhance student engagement, grant teacher's greater autonomy, facilitate personalized communication between teachers and students regarding the subject matter, homework, and overall progress, and decrease the time spent addressing rudimentary and repetitive inquiries. This is primarily attributed to students' ability to access and review lectures online, which enables them to better adapt the content of the lectures to meet their evolving learning requirements.

A significant proportion of business educators in universities have persisted in utilizing conventional teaching methods rather than embracing innovative approaches in the instruction and acquisition of business education (Onaifoh & Ekume, 2017). It is possible that business education lecturers may possess insufficient proficiency in creative techniques or lack sufficient understanding in effectively implementing these strategies in the instruction and learning of business education, hence impeding the students' progress (Mbonambi, Gamede & Ajani, 2023). In contrast, initial inquiries conducted with business education lecturers from select universities indicate that employed business educators have challenges in effectively implementing innovative teaching and learning methodologies within the field of business education (Buba, 2022). Oyelekan et al. (2017) highlighted a significant gap in the implementation of innovative pedagogical approaches in management education within universities. They emphasized the need for more than just competent educators and updated resources; they also suggested innovative approaches in teaching and learning business education. Business education programme requires commitment, a solid academic foundation, and rigorous practical application.

Thus, this study intends to explore novel approaches to the instruction and acquisition of Business education within universities located in the South East region of Nigeria. In light of this context, the researcher aims to investigate the creative approaches employed in the instruction and acquisition of Business education within colleges situated in the southeastern region of Nigeria.

Study Objectives

The study was specifically designed to ascertain the following:

- (a). To determine the the teachers' judgement on the utilization of experiential-related, team-related, flipped instructional-related strategies and experiential methodologies employed in the instruction and acquisition of business education courses.
- (b). To examine the difference of male and female business educators regarding the utilization of experiential methodologies in the instruction and acquisition of business education courses?
- (c). To examine the difference of male and female business educators about the implementation of team-related methods in the instruction and learning of business education courses?
- (d). To examine the difference of male and female business educators on the effectiveness of flipped techniques n the instruction and acquisition of knowledge in business education courses?

Research Questions

The study was guided by the following research questions:

- (a). What are the teachers' judgments of experiential-related, team-related, flipped instructional-related strategies and experiential methodologies employed in the instruction and acquisition of business education courses?
- (a). To examine the difference of male and female business educators regarding the utilization of experiential methodologies in the instruction and acquisition of business education courses?
- (b). To examine the difference of male and female business educators about the implementation of team-related methods in the instruction and learning of business education courses?
- (b). To examine the difference of male and female business educators on the effectiveness of flipped techniques in the instruction and acquisition of knowledge in business education courses?

Research Hypotheses

- (c). There is no significant difference in the mean ratings of male and female business educators regarding the utilization of experiential methodologies in the instruction and acquisition of business education courses.
- (d). There is no significant difference in the mean ratings of male and female business educators about the implementation of team-related methods in the instruction and learning of business education courses.
- (e). There is no significant difference in the mean ratings of male and female business educators on the effectiveness of flipped techniques in the instruction and acquisition of knowledge in business education courses.

LITERATURE REVIEW

Theoretical Underpinning

Thorndike Theory of Connectionism

The notion of connectionism was formulated by Edward L. Thorndike in the year 1898. The theoretical framework of connectionism is founded upon the concept of stimulus-response linkages, also referred to as S-R bonds. According to the notion, the acquisition of knowledge is attributed to the establishment of connections between a given stimulus and the subsequent reaction. The strength of such associations is influenced by the characteristics and frequency of the pairings between the stimulus and the corresponding reaction.

The theory postulated the principle of the law of effect. According to this law, when an individual has satisfaction in a particular scenario due to a certain activity, there is a tendency for that action to get connected with the situation. Consequently, when the situation reoccurs, the likelihood of the action again recurring is increased. The hypothesis argued that the incremental reinforcement of the stimulus-response association results in favourable outcomes and fulfilment. In other words, the reinforcement of the stimulus-response relationship would occur when a stimulus is succeeded by a response and subsequently by a satisfier. In the event that a stimulus is succeeded by a reaction and then by an annoyed, the association between the stimulus and response would experience a reduction in strength. The Law of Effect was

subsequently revised and referred to as the Law of Exercise. The aforementioned Law initially posited the notion that consistent practice leads to mastery and underscores the significance of repetitive actions in reinforcing stimulus-response associations.

This implies that the reinforcement of stimulus-response associations is facilitated by the presence of rewarding outcomes. The theory also posited the law of readiness, which asserts that the level of a learner's satisfaction is contingent upon their degree of preparation set, or ready for action. In order for effective learning to occur, it is important for the learner to be adequately prepared. According to the legislation, it is a need for the learner to possess prior knowledge in the subject matter they seek to acquire. According to the hypothesis, the transfer of learning is contingent upon the existence of identical features in both the original and subsequent learning contexts. Thorndike's idea holds significant relevance for educators. The significance placed on the stimulus-response connection serves as a reminder to educators, particularly those in the field of Business education, to recognize the value of perceiving all instructional activities, methods, and tactics as valuable contributions to the overall learning process.

The significance of theory in the study lies in its potential to enhance student satisfaction and accomplishment in the subject through the implementation of diverse tactics by business educators. This is because when the teachers allow the students to practice explore the contents of business education mostly by themselves, motivate them by energizing the students to learn better and work at their own pace and reinforce them through deep appreciation for efficient mastery of the skill will definitely make the students to perform better.

METHODOLOGY

The study employed quantitative research approach. The study's population comprised 79 business instructors from eight universities located in South East Nigeria, all of which offered a business education curriculum. This study utilized a sample size consisting of all 79 business educators from the eight colleges located in South East Nigeria that offer business education programs. Consequently, given the manageable size of the population, sampling was deemed unnecessary for the study. The study utilized a validated structured questionnaire called the "Questionnaire on Innovative Strategies in Teaching and Learning of Business Education Programme" (QISTLBEP). This questionnaire was constructed by the researcher, drawing insights from the existing literature. The instrument is comprised of two distinct portions, namely Section A and Section B. Section A comprises two items pertaining to the demographic data of the respondents, whereas Section B encompasses 24 items that are organized into three clusters, namely cluster I, cluster II, and cluster III, in accordance with the study questions. The measurement tool utilized in this study is a four-point rating scale, encompassing the following response options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), which correspond to numerical values of 4, 3, 2, and 1, respectively.

The instrument was distributed to a sample of 10 lecturers from the business education department at Delta State University of Abraka, who were not included in the research population. The collected data underwent analysis using Cronbach Coefficient Alpha in order to assess the internal consistency of the instrument. The resulting reliability coefficient values for cluster I, II, and III were 0.86, 0.77, and 0.78, respectively. The research questions were addressed using descriptive statistics, specifically the mean and standard deviation. The inferential statistics of the t-Test were employed to evaluate the null hypotheses at a significance level of 0.05.

FINDINGS

Table 1: Statistical results on the use of experiential strategies

S/N	Items on experiential related strategies	X	SD	Remarks
1	Demonstrate specific skills for business education students in classroom	3.91	0.89	Strongly Agree
2	Motivate business education students by stimulating their interest	3.87	1.20	Strongly Agree
3	Develop expertise through regular practice exercises	2.73	1.07	Agree
4	Encourage business education students to manipulate objects and devices during instruction	2.45	1.03	Disagree
5	Engage business education students in practical application of business education concepts	3.33	1.04	Agree
6	Develop students' skills through hands-on activities	3.09	0.94	Agree
7	Involve business education students in the use of multimedia like projector	2.21	0.71	Disagree
8	Engage business education students to learn how to use videophone systems in the class	2.04	0.81	Disagree
9	Involve business education students in finding solution to practical problems	3.11	0.78	Agree
10	Encourage students to acquire basic skills in spreadsheets, and database packages	3.46	0.99	Agree
Cluster Mean		3.02		Agree

The examination of the data presented in Table 1 indicates that items 1 and 2 had mean scores of 3.91 and 3.87, respectively, indicating a significant agreement among respondents. Conversely, items 3, 5, 6, 9, and 10 received mean scores of 2.73, 3.33, 3.09, 3.11, and 3.46, respectively, indicating a general agreement among respondents. However, it is worth noting that questions 4, 7, and 8, which obtained mean scores of 2.45, 2.21, and 2.04 respectively, were assessed as being in disagreement. The findings indicate that business educators in public institutions in South East Nigeria generally support the use of experiential learning in business education courses, as evidenced by the cluster mean of 3.02. The range of standard deviation scores, namely between 0.71 to 1.20, indicates that there is relatively little variation among teachers' judgments of experiential related tactics employed in the instruction and acquisition of business education courses.

Table 2: Statistical results about the utilization of team-related strategies

S/N	Items on team-related strategies	X	SD	Remarks
11	share the topics and plan students' lesson in line with the objectives of the course with co-lecturer	1.98	0.87	Disagree
12	phrase questions and statements with co-lecturers and involve business education students	1.07	0.79	Strongly disagree
13	use language ("we", "our") that demonstrates true collaboration	2.12	0.78	Disagree
14	Partition the content of work to demonstrate shared responsibility	2.66	0.81	Agree
15	use variety of instructional approaches like regrouping, debate	3.51	0.79	Strongly Agree
16	Ensure that the class moves smoothly with evidence of co-planning and communication between co-lecturers	2.19	0.58	Disagree
17	pay attention to students having difficulties in some aspects of business education at different levels.	2.52	0.69	Agree
Cluster Mean		2.20		Disagree

The examination of the data presented in Table 2 indicated that item 15, which obtained a mean score of 3.51, was assessed as strongly accepted by the participants. The study indicated that

items 14 and 17, with mean scores of 2.66 and 2.52 respectively, received ratings indicating agreement. Conversely, items 11, 13, and 16, with mean scores of 1.98, 2.12, and 2.19 respectively, were evaluated as indicating disagreement. Furthermore, the findings indicated that item 12, which had a mean score of 1.07, received a strong disagreement rating. In summary, the obtained cluster mean of 2.20 suggests a lack of consensus among business educators regarding the utilization of team-related tactics in the instruction and acquisition of business education courses within public universities located in the South East region of Nigeria. The range of standard deviation scores, which falls between 0.58 and 0.87, indicates that there is relatively little variation among teachers in their judgments of team-related tactics employed in the instruction and learning of business education courses.

Table 3: Statistical results on the use of flipped instructional strategies

S/N	Items on flipped related strategies	X	SD	Remarks
18	Describe business education concepts using videos	1.73	0.81	Disagree
19	Teach calculations involved in business education using instructional videos	1.51	0.77	Disagree
20	Teach students at their pace	3.16	0.73	Agree
21	Teach business education through personalized learning	1.94	0.72	Disagree
22	Teach business education through simulation	2.68	0.75	Agree
23	Improve business education students' competency skill through zoom and telegram	3.06	0.73	Agree
24	Teach basic learning skill in business education through video display	2.04	0.79	Disagree
Cluster Mean		2.30		Disagree

The examination of the data presented in Table 3 indicated that items 20, 22 and 23 which obtained mean scores 3.16, 2.68, and 3.06 respectively, were assessed as strongly accepted by the participants. Conversely, items 18, 19, 21, and 24 received mean scores of 1.73, 1.51, 1.94, and 2.04, respectively, indicating disagreement among respondents. In essence, the cluster mean of 2.30 indicates a lack of consensus among business educators regarding the efficacy of flipped instructional methodologies employed in the teaching and learning of business education courses at public universities in the South East region of Nigeria. The range of standard deviation values, specifically between 0.73 and 0.79, indicates a relatively low level of variation across teachers' judgments of flipped related tactics employed in the instruction and acquisition of business education courses.

Table 5: A t-Test analysis about the utilization of experiential methodologies

Variables	N	\bar{X}	SD	Df	p-value	α -level	Remark
Male	25	25.80	4.42	77	0.512	0.05	Not Significant
Female	54	25.13	4.11				

The findings presented in Table 5 indicate that the p-value obtained was 0.512, with a degree of freedom of 77 and an α -level of 0.05 ($df = 77$, $p > 0.05$). Based on these results, the null hypothesis cannot be rejected. This implies that there is a lack of statistically significant disparity in the average evaluations between male and female business educators regarding the utilization of experiential methodologies in the instruction and acquisition of knowledge in business education courses within public universities situated in the South East region of Nigeria.

Table 6: A t-Test analysis about the utilization of team-related tactics

Variables	N	\bar{X}	SD	Df	p-value	α -level	Remark
Male	25	22.08	2.72	77	0.203	0.05	Not Significant
Female	54	21.11	3.82				

The findings presented in Table 6 indicate that the p-value obtained was 0.203, with a degree of freedom of 77 and an α -level of 0.05 ($df = 77$, $p > 0.05$). Based on these results, the null hypothesis cannot be rejected. This implies that there is a lack of statistically significant disparity in the average ratings assigned by male and female business educators regarding the utilization of team-related techniques in the instruction and acquisition of business education courses within public universities situated in the South East region of Nigeria.

Table 7: A t-Test analysis about the utilization of flipped techniques

Variables	N	\bar{X}	SD	Df	p-value	α -level	Remark
Male	25	21.04	2.64	77	0.732	0.05	Not Significant
Female	54	20.79	3.06				

The findings shown in Table 7 indicate that the p-value obtained was 0.732, with a degree of freedom of 77 and an α -level of 0.05 ($df = 77$, $p > 0.05$). Based on these results, the null hypothesis is not rejected. This implies that there is a lack of statistically significant disparity in the average ratings between male and female business educators regarding the use of flipped techniques within the context of teaching and learning business education courses at public universities in the South East region of Nigeria.

DISCUSSION

The research findings indicate that business educators in public universities in South East Nigeria are in consensus regarding the effectiveness of employing experiential methodologies in the instruction and acquisition of business education courses. This discovery corroborated the findings of Ogwunte and Okolocha (2016), which indicated that the utilization of experiential techniques is very efficacious in imparting business knowledge at the secondary school level. Contrarily, this discovery contradicted the conclusion drawn by Okoye and Ndinechi (2012), who found that directors of business education departments perceived secondary school business professors as lacking proficiency in employing experiential strategies. The disparity in the outcomes may be attributed to divergent perspectives expressed by participants due to geographical shifts. The hypothesis pertaining to this study indicates that there is not a statistically significant disparity in the average ratings given by male and female business educators regarding the utilization of experiential methodologies in the instruction and acquisition of knowledge in business education courses at public institutions located in the South East region of Nigeria. This finding is consistent with the research conducted by Okoye and Ndinechi (2012), which also concluded that there was no statistically significant difference between male and female heads of business educators in terms of the effectiveness of adopting experiential teaching strategies in secondary schools in Anambra State.

The research findings uncovered a divergence of opinions among business educators regarding the implementation of team-based tactics in the instruction and acquisition of business education courses within public universities located in the South East region of

Nigeria. This conclusion contradicted the findings of Olowodun (2012), who identified that among 14 team methods, eight strategies were viewed as significant by the participants in terms of organizing learning activities. A total of thirteen strategies were identified as being helpful for facilitating the teaching and learning of business education in secondary schools. The disparity in the outcomes may be attributed to divergent perspectives expressed by participants due to geographical relocation. The hypothesis pertaining to this study suggests that there is not a statistically significant distinction in the average evaluations given by male and female business educators regarding team-related techniques in the instruction and learning of business education courses at public universities in the South East region of Nigeria.

This result is consistent with the findings of Olowodun (2012), which indicated that there was no statistically significant disparity in the average replies of male and female teachers on the utilization of team-teaching methodologies to enhance the effectiveness of teaching and learning in the field of Business education within secondary schools located in Kaduna State. The study's findings indicate that business educators in public universities in the South East region of Nigeria hold differing opinions regarding the implementation of flipped learning pedagogy in business education courses. Therefore, the state government should engage more business educators in the aforementioned pedagogy (Buba, 2020). This discovery aligns with the research conducted by Zaher, Rosseni and Muhammed (2016), which suggests that flipped learning is an effective and novel teaching strategy.

However, it is observed that this approach is not commonly utilized in the context of financial accounting instruction. The hypothesis pertaining to this study suggests that there is not a statistically significant disparity in the average ratings given by male and female business educators regarding the utilization of direct tactics in the instruction and acquisition of knowledge in business education courses within public universities located in the South East region of Nigeria. This discovery contradicted the discovery made by Ihekoronye, Odawn, and Ayotola (2015), which indicated a significant disparity between male and female physics teachers in terms of the efficacy of flipped learning in the physics classroom. The flipped classroom teaching model is considered an excellent way for teaching topics in physics and other sciences, particularly in higher education. This is due to several reasons, including the fact that students take ownership of their own learning, have the flexibility to learn at their own speed, and experience enhanced opportunities for collaborative learning. More importantly, higher education system in the country should reflect on their current teaching and learning practices to accommodate different needs of male and female business education students to ensure both genders possess adequate competencies upon graduation (Ediagbonya & Aghatise, 2023).

CONCLUSION

The study's findings indicate that business educators in public universities in South East Nigeria generally support the incorporation of experiential strategies in the teaching and learning of business education courses. However, there is disagreement among these educators regarding the use of team-related and flipped strategies in the same context. To cultivate students' talents and enhance their engagement in the field, it is recommended that the different departments of business education in public institutions located in the South East region of Nigeria use experiential tactics. These strategies involve the utilization of hands-on activities to provide students with practical experiences, hence fostering their interest in the course. In

addition, the technological enablement factor must be considered by the specific party due to its influenced on the higher education institutions' students in starting businesses.

To enhance the quality of business education courses in public institutions, it is recommended that regular intervals be established for the organization of on-the-job training and conferences. These initiatives aim to update the expertise of educators on team-related methods, so enabling students to be actively engaged in the learning process. Additionally, such activities can foster improved relationships among co-lecturers, contributing to a more harmonious academic environment. It is imperative that teachers receive training in the implementation of direct teaching strategies in order to enhance the cognitive abilities of students and promote improved academic achievement, particularly in the realm of business education courses.

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