

Business Educators' Perception of Innovative Teaching Strategies for Delivery of Business Education Programme in Tertiary Institutions in Enugu State, Nigeria

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Abstract

The sustainability of tertiary institutions in this contemporary era will increasingly rely on diverse forms of digital delivery and transmission. The application of innovative teaching strategies is required to promote teaching and learning in an effective manner. The study sought to examine Business Educators' perception of innovative teaching strategies for effective delivery of Business Education programme in tertiary institutions in Enugu State. To achieve these objectives, two research questions guided the study. The study adopted descriptive survey research design. A total of 57 respondents were drawn from three public tertiary institutions from Department of Business Education in Enugu state, which represents the sample for the study due to its manageability. The data collected were analyzed using mean and standard deviation, while the hypotheses were tested at 0.05 level of significance using ANOVA. Based on the findings it was concluded that the application of innovative teaching strategies in teaching and learning of Business Education will go a long way in improving students' performance more than the conventional lecture methods. It was therefore, recommended that Business Educators should continue to utilize innovative teaching strategies, methods and techniques, such as virtual reality, e-learning, moodle, jigsaw among others in order to facilitate and promote effective teaching and learning. Also Business Educators need to constantly update their skills and knowledge so as to keep abreast with the new technologies.

Keywords: 1.Business Education, 2.Business Educator,3.Innovative, 4.Innovative Teaching Strategies,

Introduction

Technology innovation has caused fundamental changes in many domains of societal and individual life especially in the education sector. As such, technology has also influenced education at all levels in tertiary institutions such as teaching strategies, methods, techniques, tools, instructional materials, curriculum and implementation among others. Teaching with hi-tech engages students with different kinds of enticement involved in activity based learning, makes material more interesting and digital literacy among others (Lakshmi, Devi & Aparna, 2020). Therefore, Technology as a mechanism used in demonstrating course content and instruction by educators, enables the students to dig deeper into topics antecedent based on experience. But in the perspective of Nedum-Ogbede (2016), technology can be seen as the application of scientific methods in solving problems regarding impartation of skills to learners to meet the changing needs and demands of the society. This implies that incorporation of technology in teaching and learning especially in Business education will increase students' engagements.

Business Education is offered at the tertiary level of education in Nigeria. Business Education as a course of study imparts knowledge, methodological and precise skills required in the world of work. Business

Education, according to Jubril (2010) in Adamu (2014), is a specialized area of Vocational Education that provides educational training, skills development, attitude adjustment towards business orientation and academic challenges like technologies used in teaching and learning. Okoli (2010) and Atakpa (2011) remarked that Business Education is an embodiment of vocational knowledge, acquisitions of skills and competencies needed for employment and advancement in a broad range of business careers in order to function well in society. Business education involves equipping students with the appropriate skills, knowledge and competences needed to advance in the field of business or to progress in the world of business as managers, business executives, entrepreneurs, secretaries and accountants (Okoye, 2016).

The objectives of Business Education at tertiary level of education, according to Edokpolor and Egbri (2017), are to: Prepare students for specific career in office occupations; equip students with the requisite skills for job creation and entrepreneurship; and expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT). These objectives can be met towards the acquisition and utilization of this knowledge which becomes inevitable (Okoli, 2012). More so, the applied knowledge required functioning effectively in the business work place and the ability to create opportunities and become innovative is necessary.

Being innovative can be viewed as the outcome of creative reflections or thought of new invention that is contemporary to meet the requirements of unarticulated need or existing needs. Innovative is defined as behaviour that can be described as a process in which new ideas are generated, created, developed, applied, promoted, realised, and modified by employees to benefit role performance (Kheng & Mahmood, 2013; Hammond, Evers & Vermeulen, 2011; Thurlings et al., 2015). The relevance of innovative teaching strategies is critical if lecturers and instructors of Business Education will inspire and create spirit of learning as well as passion on the part of students. The dynamic use of innovative teaching strategies by Educators is very essential these days. In the opinion of Mynbayeva, Sadvakassova and Akshalova (2018), the greater the innovative strategies and methods of teaching Educators is, the more interesting, diverse it conducts classes, better motivates the Student's cognitive activity, shapes the experience of solving nonstandard problems, promotes in-depth training and the steady assimilation of technology of practical activity.

Innovative approach to education presupposes developing all inclusive curricula irrespective of Student nationality, cultural and social class or gender identities that prepares them to engage in a culture of communication and work that is fast becoming global (Ikpesu, 2017). Despite that the conventional methods of teaching have been more or less similar around the world; the adaptation of innovative teaching strategies and styles to different social, economic and educational contexts has been always an issue for consideration (Revathai, Elavarasi & Saravana, 2019).

Again, researchers have equally lamented the slow development of Business Education in Nigeria; due to ineffective application of innovative teaching methods and technological challenges (Okoro , 2013; Okoye, 2016), increasing changes posed by technology, inadequate teaching resources and teaching methods which negatively affected effective teaching and learning experiences (Ezeani & Ishaq, 2013). In 2010, United Nation Educational, Scientific and Cultural Organisation (UNESCO) recommended the following teaching strategies for the twenty-first century: experiential learning, storytelling, values, education, enquiry learning, appropriate assessment, future problem solving, outside classroom learning, and community problem solving (Mynbayeva et.al, 2018). On the same note, Lakshmi, Devi and Aparna, (2020) suggest that Business Educators should thus utilize innovative teaching strategies so that the students' learning process becomes free-flow as much as possible and that the methodology they adopt is conducive to learning. Some of the innovative teaching methodologies for delivery such as short lecture, simulation, role playing, portfolio development and problem-based learning (PBL) (Nicolaidis, 2012; Naga Subramani and Iyappan , 2018; Lakshmi, Devi and Aparna, 2020) are very useful in addressing the rapid technological advances and developing workplaces that will be required in the foreseeable future (Nicolaidis, 2012). Another method is the integration of modern and traditional teaching strategy also known as blended learning (Razali et al., 2016). Some of the lecturers also

opt for interactive technology teaching method including web-based or internet-based learning (Hashim et al, 2019).

Similarly, Foster and Yaoyuneyong, (2016) implemented a flipped classroom in two business classes; and positive feedback was received from students who said that they recognised the value of the process, then open-ended , active learning and collaborative learning (Boccon, Kampylis & Punie, 2014 ; Foster et.al, 2016), active teaching methods and lecture methods (Marmah, 2014), the implementation of course design that inspires students to integrate knowledge with practice (Lee, 2011), in addition to the advancement of knowledge, cognitive development and improved academic performance and the ability to collaborate with others, flipped classroom, problem solving and critical thinking are also important directions for innovative teaching strategies (Wong, 2018). In this same vein, Vashieva and Kalugina (2016), stressed on how most of the Universities implement competency-based approach by using active and interactive learning instructional strategies which include computer, simulation, business meetings, role plays, case studies, psychological and other trainings. Notwithstanding that tertiary institution is a place where the student age bracket is 15 years and above but capturing their attention in the classroom, and expressing ideas across in such a way that it will stay longer than expected with them is challenging. For this to happen, classroom experience should be reconsidered and innovative ideas that make teaching strategies more effective should be implemented in curriculum for delivery.

Innovative teaching strategies have been discovered as refinement in the teaching and learning procedure. The greater the strategies and methods of teaching the teacher has, the more interesting, diverse it conducts classes, better motivates the student's cognitive activity, shapes the experience of solving nonstandard problems, promotes in-depth training and the steady assimilation of technology of practical activity (Mynbayeva, Sadvakassova & Akshalova, 2018).

To this end, the application of innovative teaching strategies for effective delivery is essential in creating a wealthy learning experience for students and a worthwhile teaching practice for teachers. Therefore, imparting technological skills; creation of ideas can be achieved by Business Educators through innovative teaching strategies. On innovative teaching, findings by Godwin-Maduiké (2018); Obiete, Nwazor and Vin-Mbah (2015); Varzaly and Baron (2009) on innovative practices in Business education, found that the integration of business ethics courses and adoption of online teaching would enhance the effective delivery of business education. Incidentally, the perception of Educators on the application and utilization of the new strategies need to determine.

Statement of Problem

In today's ever changing society, different innovative approaches to teaching are considered the key to success in education. The innovative teaching strategies, techniques, tools, methods in teaching relates to changes in procedures for achieving the desired objectives. Innovative, student-centered classroom, course contents, real time learning experiences and integration of technology in teaching and learning activities have become the fundamentals of teaching and learning process. These teaching strategies encourage students to dig deep, get actively involved with the learning process when engaged with the pedagogies. Consequently, the use of innovative teaching strategies during business education classroom instruction enhances students learning and improves Business Educators instructional delivery.

However, Business Education scenarios are changing rapidly and Educators' assessments vary considering the changes in this era of innovative teaching and delivery. Business education instructional delivery in tertiary institution has not been effective perhaps due to low knowledge level and application of innovative strategies and methods in teaching and learning of Business Education, hence it is one thing to develop/design curriculum, it is another thing to implement it effectively.

From every point of view, Business Educators' use of innovative teaching strategies has negatively affected effective teaching due to low skilfulness and mastery that has to do with differentiated teaching methods in Business Education programme. As a result of low resource settings, inappropriate use of

technology, insignificant innovative teaching experiences and inadequate in-service training for the educators that gave rise to in-effective delivery of Business Education programme. However, for Business Educators' to provide students with the knowledge, skills and attitudes needed to readily take up available opportunities as well as create new opportunities in the global market, it is imperative that they must optimally apply innovative teaching strategies for effective delivery of Business Education contents in the rapidly changing global economic landscape. The extent this have been addressed is uncertain and needs to be explored.

Purpose of the Study

The main purpose of this study is to evaluate Business Educators' perception of innovative teaching strategies required for delivery of Business Education programme in tertiary institutions in Enugu State, Nigeria. Specifically, the study sought to

1. Examine the knowledge level of Business Educators on the application innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State.
2. Determine the extent of utilization of innovative teaching strategies by Business Educators for delivery of Business Education programmes in tertiary institutions in Enugu State.

Hypotheses

Ho₁: There is no significant difference in the mean responses of senior, junior lecturers and instructors on the knowledge level of application of innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State.

Ho₂: There is no significant difference in the mean responses of the senior, junior lecturers and instructors on the extent of utilization of innovative teaching strategies for delivery of Business Education programmes in tertiary institutions in Enugu State.

Methodology

The study adopted descriptive survey research design and was carried out in Enugu State, Nigeria. Descriptive survey research as described by Nworgu (2015), seeks to collect data and describe them in a systematic manner showing the characteristic features or facts about a given population. Therefore, descriptive survey design was considered suitable for this study as it sought to extract information on Business Educators perception of innovative teaching strategies required for delivery of Business Education programmes. The population for the study was 57 respondents consisting of 49 Lecturers (15 senior and 34 junior) and 8 instructors of Business Education from University of Nigeria, Nsukka (UNN), Enugu State University of Science and Technology (ESUT), Federal College of Education Eha-Amufu (FCEE) and Enugu State College Education Technical (ESCET), which are the public tertiary institutions offering Business Education in the State. No sampling was done because the population was manageable.

Selection of Tool

The structured instrument had two sections (A and B) each corresponding to purpose 1 and 2 respectively. Section A which was designed to elicit information on the knowledge level of Business Educators on the application of innovative teaching strategies for delivery of Business Education programmes in tertiary institutions in Enugu State are structured on a four-point response scales ranges from Very highly knowledgeable (VHK=4); Highly knowledgeable (HK=3); Low knowledgeable (MK=2); Not knowledgeable (NK=1). Section B was designed to determine the extent to which Business Educators utilize the innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State is structured on a four-point response scales ranges from Very high extent (VHE=4); High extent (HE=3); Low extent (LE=2); Very low extent (VLE=1). Out of 57 copies of questionnaire administered, 53 copies were retrieved representing about 92% rate of return.

Data Analysis

The data collected was analyzed using weighted mean to answer the research questions based on the values of real limit of numbers as follows:4.00 – 3.50 (VHK/VHE), 3.00 - 2.50 (HK/HE) , 2.00 -1.50 (LK/LE) and 1.49 – 1.00 (NK/VLE) while standard deviation was used to determine the spread of the responses around the mean. To determine the items that were agreed on the innovative strategies for teaching , any item with mean of 2.50 (the real limit of 2.50) and above was accepted while any item with mean rating of less than 2.50 was considered not acceptable on the Business Educators perception on innovative teaching strategies for effective delivery. Analysis of variance (ANOVA) was used to test the null hypothesis of no significant difference at $P \leq 0.05$ level of significant. Any item with a value of $P \geq 0.05$ is accepted while the reverse is true for any item with a value of $P \leq 0.05$ level of significant.

Result

Research Question One: What is the knowledge level of Business Educators on the application of innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State?

Table 1: Mean ratings and standard deviations of responses on the knowledge level of Business Educators on the application of innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State

S/N	Item Statement The teaching strategies through :	SNR[LS] n=14			JNR[LS] n=34			INSTRU[[s]n=5		
		\bar{X}	SD	Rmk	\bar{X}	SD	Rmk	\bar{X}	SD	Rmk
1	Flipping classroom model	3.21	0.70	HK	2.59	1.31	HK	1.00	0.00	LK
2	Cooperative teaching	3.57	1.09	HK	3.09	1.06	HK	3.00	0.00	HK
3	Virtual reality	3.36	0.50	HK	2.65	1.15	HK	2.00	0.00	LK
4	Active learning strategies	3.21	1.05	HK	2.76	0.61	HK	2.40	0.55	LK
5	Jigsaws	3.00	0.55	HK	2.44	0.93	LK	2.20	1.10	LK
6	Inquiry- based learning	2.93	0.92	HK	3.15	0.96	HK	2.40	0.55	LK
7	Simulations	2.86	0.36	HK	2.21	0.95	LK	1.80	1.10	LK
8	Problem based learning	3.00	0.00	HK	3.06	0.65	HK	2.00	0.00	LK
9	Moodle	3.36	0.50	HK	3.06	0.85	HK	2.00	0.00	LK
10	Project based learning	3.29	1.20	HK	2.85	1.10	HK	2.40	0.55	LK
11	Use of design thinking process	3.50	0.52	HK	3.00	1.07	HK	1.40	0.55	LK
12	Research based teaching	3.86	0.36	HK	3.50	0.51	HK	3.40	0.55	HK
13	Experiential learning	3.36	0.50	HK	3.09	0.79	HK	2.40	0.55	LK
14	Case Study/ Method	3.29	0.47	HK	3.12	0.59	HK	2.40	0.55	LK
15	Blended learning	3.29	0.47	HK	3.35	0.69	HK	2.40	0.55	LK
16	Collaborative teaching	2.86	1.10	HK	3.21	0.88	HK	3.80	0.45	HK
17	Invite entrepreneurs and innovators into the classroom	2.57	0.76	HK	2.38	0.95	LK	2.40	0.55	LK
18	Differentiated instruction	2.71	0.73	HK	2.35	0.81	LK	1.80	1.10	LK
	Grand Mean	3.18	0.65	HK	2.88	0.88	HK	2.29	0.48	LK

Note: \bar{X} –Mean, SD –Standard Deviation, **HK**- Highly knowledgeable, **LK**- Low knowledgeable

The result in Table 1 revealed that the respondents (senior lecturers, junior lecturers and instructors) commonly agreed that Business Educators have high knowledge level on item 2, 12 and 16 as it regards the application of innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu state, Nigeria. Specifically, the senior lecturers agreed that Business Educators have high knowledge in all the 18 items presented with the mean range of 2.57- 3.86. The junior lecturers agreed that Business Educators have high knowledge in 14 items out of 18 items with a mean range of 2.59-3.50 except for

4 items out of 18 items 5, 7, 17, and 18 with a mean range of 2.21 -2.44. While the instructors agreed that Business Educators have high knowledge in 3 items out of 18 items, 2, 12 and 16 with a mean range of 3.00-3.80, they are of the opinion that Business Educators have low knowledge in other 15 items out of 18 items, 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17 and 20 with a mean range of 1.00 - 2.40.

The standard deviation ranged from 0.00 to 1.31 which showed that the respondents were not far from one other in their responses with respect to their knowledge level on innovative teaching strategies for delivery of Business Education programme.

Research Question Two: To what extent do Business Educators apply innovative teaching strategies for delivery of business education programme in tertiary institutions in Enugu state?

Table 2: Mean ratings and standard deviations of responses on extent Business Educators utilize innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu state

S/N	Item Statement The teaching strategies through :	SNR[LS] n=14			JNR[LS] n=34			INSTRU[[s]n=5		
		\bar{X}	SD	Rmk	\bar{X}	SD	Rmk	\bar{X}	SD	Rmk
19	Flipping classroom model	2.07	0.92	LE	1.97	1.14	LE	1.40	0.55	LE
20	Cooperative teaching	3.00	0.55	HE	3.21	0.73	HE	3.60	0.55	HE
21	Virtual reality	2.71	0.61	HE	2.24	0.74	LE	2.00	0.00	LE
22	Active learning strategies	3.14	0.77	HE	2.62	1.07	HE	1.40	0.55	LE
23	Jigsaws	1.93	0.80	LE	1.97	0.80	LE	3.00	0.00	LE
24	Inquiry- based learning	2.93	0.62	HE	2.91	0.90	HE	2.40	0.55	LE
25	Simulations	2.43	0.85	HE	2.06	0.92	LE	1.80	1.10	LE
26	Problem based learning	2.57	0.65	HE	2.35	0.77	LE	2.00	0.00	LE
27	Moodle	2.21	0.80	LE	2.38	0.92	LE	2.40	0.55	LE
28	Project based learning	3.07	0.73	HE	2.91	0.83	HE	3.00	0.00	HE
29	Use of design thinking process	3.14	0.36	HE	2.79	0.64	HE	2.00	0.00	LE
30	Research based teaching	3.00	0.68	HE	2.91	0.87	HE	3.60	0.55	HE
31	Experiential learning	3.29	0.47	HE	3.12	0.73	HE	3.20	1.10	HE
32	Case Study/ Method	2.86	0.77	HE	2.74	0.79	HE	2.40	0.55	LE
33	Blended learning	3.00	0.88	HE	3.03	1.00	HE	3.20	1.10	HE
34	Collaborative teaching	3.50	1.02	HE	3.18	1.06	HE	3.20	0.10	HE
35	Invite entrepreneurs and innovators into the classroom	2.07	0.92	LE	1.85	1.08	LE	1.40	0.55	LE
36	Differentiated instruction	2.57	0.65	HE	2.12	0.64	LE	1.60	0.55	LE
	Grand Mean	2.75	0.73	HE	2.58	0.87	HE	2.42	0.46	LE

Note: \bar{X} –Mean, **SD.** –Standard Deviation, **HE-** High extent, **LE-** Low extent

In Table 2 above, revealed that the Business Educators (senior lecturers, junior lecturers and instructors) often to a great extent apply 6 items out of 18 items range 2.91 -3.60 as it regards the extent Business Educators apply innovative teaching strategies for delivery of business education programme in tertiary institutions in Enugu state.

The senior lecturers were of the opinion that Business Educators, to a high extent apply the innovative teaching as presented in 12 items out of 18 items 20, 21, 22, 24, 26, 28, 29-34 and 36 with a mean range of 2.57-3.29 and 5 items out of 18 items, 19, 23, 25, 27 and 35 with a mean range of 2.07-2.43 as low extent Business Educators apply the innovative teaching strategies in delivery of Business Education programme in tertiary institutions in Enugu state, Nigeria. Then, the junior lecturers agreed that Business Educators to a high extent apply the innovative teaching presented as 10 items out of 18 items, 20, 22, 24, 28-34 with a mean range of 2.62-3.21 and 8 items out of 18 items, 19, 21, 23, 25, 26, 27, 35 and 36 as low extent Business Educators

apply the innovative teaching with a mean range of 1.85-2.24. For the instructors, Business Educators to a high extent apply the innovative teaching presented in 6 items out of 18 items, 20, 23, 28, 30, 31, and 33 with a mean range of 3.00-3.60 and to a low extent apply innovated teaching in the presented 12 items out of 18 items, 19, 21, 22, 24, 25, 26, 27, 29, 32, 34, 35, and 36 with a mean range of 1.40- 2.40.

The standard deviation ranged from 0.00 to 1.14 which showed that the respondents were not far from one other in their responses with respect to the extent do business educators apply innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu state.

Hypothesis 1

Ho₁. There is no significant difference in the mean responses of senior lecturers, junior lecturers and instructors on the knowledge level of Business Educators on application innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State.

Table 3: Summary of ANOVA of Independent Variables on the knowledge level of Business Educators on application of innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State

Independent Variables	N	Mean	Std. Deviation		Sum of Squares	Df	Mean Square	F	Sig.
Senior lecturers	14	3.1794	0.6544	Between Groups	1.413	2	0.706	8.700	0.001
Junior lecturers	34	2.8811	0.8811	Within Groups	1.413	2	0.081		
Instructors	5	2.2888	0.4833	Total	5.473	52			
Total	53	8.3493	2.0188						

The ANOVA analysis presented in Table 3 above shows that there is a significant difference in the mean responses of senior lecturers, junior lecturers and instructors on the knowledge level of Business Educators on application of innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State. $F(2, 52) = 8.700, p < 0.05$.

The calculated p-value (0.001) is less than the level of significant (0.05). This leads to the rejection of the null hypotheses which states that there is no significant difference in the mean responses of senior lecturers, junior lecturers and instructors on the knowledge level of Business Educators on innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu State.

Hypothesis: 2

Ho₂. There is no significant difference in the mean responses of senior lecturers, junior lecturers and instructors on the extent Business Educators utilize innovative teaching strategies for delivery of business education programme in tertiary institutions in Enugu state.

Table 4: Summary of ANOVA of Independent Variables on the extent Business Educators utilize innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu state

Independent Variables	N	Mean	Std. Deviation		Sum of Squares	Df	Mean Square	F	Sig.
Senior lecturers	14	2.7494	0.725	Between Groups	0.488	2	0.244	0.859	0.430
Junior lecturers	34	2.5755	0.8683	Within Groups	14.205	50	0.284		
Instructors	5	2.4222	0.4639	Total	14.693	52			
Total	53	7.7445	2.0572						

The ANOVA analysis presented in Table 4 above showed that there is no significant difference in the mean responses of senior lecturers, junior lecturers and instructors on the extent Business Educators utilize innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu state. $F(2, 52) = 0.859$, $p > 0.05$. The calculated p-value (0.430) is greater than the level of significant (0.05). This leads to the acceptance of the null hypotheses which state that there is no significant difference in the mean responses of senior lecturers, junior lecturers and instructors on the extent Business Educators utilize innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu state.

Discussion

The findings of the study on research question one revealed that the respondents (senior lecturers, junior lecturers and instructors) commonly agreed that Business Educators have high knowledge level on item 2, 12 and 16 as it regards the innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu. Specifically, the senior lecturers agreed that Business Educators have high knowledge in all the 18 presented items with the mean range of 2.57- 3.86. The junior lecturers agreed that Business Educators have high knowledge in 14 items out of 18 items with a mean range of 2.59-3.50 except for 4 items out of 18 items with a mean range of 2.21 -2.44. While the instructors agreed that Business Educators have high knowledge in 3 items out of 18 items with a mean range of 3.00-3.80 they are of the opinion that Business Educators have low knowledge in other 15 items out of 18 items with a mean range of 1.00 - 2.40.

The findings agreed with the study of Varzaly and Baron (2009) where it was reported that knowledge of various form of technologies like the Microsoft power point, images, audio and visual technologies to create online scenarios help capture the students' attention and improve their understanding of corporate governance. The study is also in agreement with the view of Mynbayeva, Sadvakassova & Akshalova (2018) that the innovative culture with the motive and the ability to update the pedagogical tools, competences, knowledge, and values should become the component skills strategies of the modern teacher.

Furthermore, the findings of the study on research question two shows that the Business Educators (senior lecturers, junior lecturers and instructors) often to a great extent apply 6 items out of 18 items range 2.91 -3.60 as it regards the extent Business Educators apply innovative teaching strategies for delivery of Business Education programme in tertiary institutions in Enugu state.

The senior lecturers were of the opinion that Business Educators, to a high extent apply the innovative teaching as presented in 12 items out of 18 items with a mean range of 2.57-3.29 and 5 items out of 18 items with a mean range of 2.07-2.43 as low extent Business Educators apply the innovative teaching strategies in delivery of Business Education programme in tertiary institutions in Enugu state. Then, the junior lecturers agreed that Business Educators to a high extent apply the innovative teaching presented as 10 items out of 18 items with a mean range of 2.62-3.21 and 8 items out of 18 items as low extent Business Educators apply the innovative teaching with a mean range of 1.85-2.24. For the instructors, Business Educators to a high extent apply the innovative teaching presented in 6 items out of 18 items with a mean range of 3.00-3.60 and to a low extent apply innovated teaching in the presented 12 items out of 18 items with a mean range of 1.40- 2.40.

The finding is in consonance with the study of Godwin-Maduike (2015) on innovative practices in Business Education in the 21st century, that Business Educators apply innovative strategies in teaching while at classes and intensive training in various aspects related to new innovation. The findings are congruent with the study of with Obiete, Nwazor and Vin-Mbah (2015) on strategies for teaching Business Education students in Nigerian tertiary institutions for co-operate governance, that the adoption of online learning in teaching of corporate governance would enhance the effective deliver of Business Education.

The results on the hypotheses tested shows that there is no significant difference in the mean ratings of senior, junior lecturers and instructors on their knowledge level and extent of application of innovative teaching strategies for effective delivery of Business Education programme in tertiary institutions in Enugu State.

Limitation of Study

Basically, the study should have covered all the institutions in Nigeria offering Business Education programme but attention was given to only four tertiary institutions that offer Business Education in Enugu State for the purpose of the study, hoping that the result is generalizable.

Implications

The huddle with the demand of today's life skills requires a continuous training on the side of lecturers and instructors especially in the area of information communication technology (ICT), innovations, the use of innovative instructional delivery and evaluation strategies, digital technologies among others. This will augment student's understanding of the programme; improve on their performances on those courses that innovative methods, strategies and the tools involved in delivery. There is need for Business Educators to update themselves on the emerging technology, knowledge and behavior so as to be able to introduce modern approaches to teaching and learning. Thus, if innovative teaching strategies should be utilized by Business Educators, delivery of Business Education programme will definitely be improved.

Conclusion

The study evaluates the level of knowledge and the extent of utilization of innovative teaching strategies by Business educators. Poor application of innovative teaching strategies by Business Educators has been noted to be affecting Business Education instructional delivery in tertiary institutions. The consequence is that the products of the programme lack necessary skills in the world of business; hence, cannot compete with their counterparts globally. Hence, there is need for a concerted effort to improve on the application of innovative teaching strategies by Business Educators for effective delivery of the programme in tertiary institutions in Enugu State.

Recommendations

Based on the finding of the study, it was recommended that:

1. Government should provide essential, relevant and up-to-date facilities required for effective implementation of Business Education through the Ministry of Education.
2. The university authority should give Business Educators maximum supports for professional development which would allow for effective application of innovative instructional strategies of the programme contents.
3. Government should recruit Business Educators with requisite technological and pedagogical skills needed for the 21st Century to enhance the effective integration of innovative teaching strategies in curriculum for delivery in tertiary institutions in Enugu State.

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