



INNOVATIVE STRATEGIES FOR TEACHING AND LEARNING OF BUSINESS EDUCATION IN UNIVERSITIES IN SOUTH EAST NIGERIA IN COVID-19 ERA

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Abstract

The study assessed the innovative strategies for effective teaching and learning of business education in post COVID-19 era in public universities in South-East, Nigeria. It adopts the descriptive survey design. Three research questions and three hypotheses guided the study. Population consisted of 79 Business Educators in public universities in South-East. No sample was used because the population is not large. The instrument was validated by experts in business education and measurement and evaluation from Michael Okpara University of Agriculture, Umudike. Cronbach alpha was used to ascertain the reliability of the instrument with coefficients of 0.83. A four-point response type of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed with 24 items were used. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. Findings of the study revealed that business educators agreed on the use of experiential and disagreed on the use of team related and flipped strategies in the teaching and learning of business education courses in public universities in South East Nigeria in post COVID-19 era. The findings further showed no significant difference in the mean ratings of male and female business educators on experiential, team related, and flipped strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in COVID-19 post era. The study concluded that the use of innovative teaching strategy in business education instructional delivery is of vital importance in equipping its graduates with the current skills required in the modern business world for sustainable development. It was recommended among others that Experiential strategies should be implemented by the various department of Business Education in public universities in South East Nigeria in order to develop students' skills through hands-on activities and further stimulate students' interest in the course.

Keywords: *Innovative, Strategies, Teaching and Learning, Business Education, COVID 19 Era.*



Introduction

On 27 February, Nigeria confirmed its first case in Lagos State, an Italian citizen who works in Nigeria had returned on 25 February from Milan, Italy through the Murtala Muhammed International Airport, fell ill on 26 February and was transferred to Lagos State Bio-security Facilities for isolation and testing. As at 7th May, 2021, Nigeria is having 165,285 confirmed cases of corona virus patients, 7,807 active cases, 155,413 discharged cases and 2,065 deaths (Nigeria Centre for Disease Control, NCDC, 2021). In order to contain the spread of the virus in Nigeria, the Federal Ministry of Education has directed all educational institutions in Nigeria to shut down and allows students to go home as cases of reported COVID-19 increased.

COVID-19 pandemic has affected all levels of the education system (Nicola, Alsafi, Sohrabi, kerwan, Al-Jabir and Losifidis, 2020). Educational institutions around the world (in 192 countries) have either temporarily closed or implemented localized closures affecting about 1.7 billion student populations worldwide (UNESCO, 2020). Many institutions around the world either postponed or canceled all campus activities to minimize gatherings and hence decrease the transmission of the virus. However, these measures lead to higher economical, medical, and social implications on the educational institutions most especially the teaching and learning process (Nicola et al, 2020).

Teaching and learning philosophy is a systematic and critical rationale that focuses on the important components defining effective teaching and their impact on students' learning in the secondary settings (Debra and Michel, 2012). Learning is built upon how individuals internalize and apply what they learn based on how they acquire the knowledge. A teachers' teaching style is directly related to their philosophy of what it means to know and learn. The rationale for making particular teaching choices/skills becomes more apparent most especially in this period of COVID-19 where guidelines and procedures for teaching and learning is still being maintained.

The global technological revolution especially in the areas of business has prompted the need for business education instructional delivery to be technologically based. The recent global technological innovations in the business world have brought about radical change in the educational system. 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 endeavours be it in the areas of healthcare delivery, business practices, social interaction, politics, information system, 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 new technological system of teaching. According to Yusuf (2015), the use of new technologies for pedagogical delivery has undoubtedly affected teaching, learning and research and its integration can help revitalize teachers 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 individual needs of the students. Ramsden (2013) 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. These innovative approaches are used for delivering electronically mediated, well designed, learner-centered and interactive learning environments to anyone, anywhere and anytime by utilizing the internet and digital technologies in connection with instructional design principles (Hedges and Hayward, 2014).



Therefore, the use of innovative teaching strategy in business education instructional delivery is of vital importance in equipping its graduates with the current skills required in the modern business world for sustainable development. 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. For any business educator to impact the relevant business skills, knowledge and digital skills required of a Business education graduate to be saleable or a successful entrepreneur, there is a need for the utilization of innovative strategies in the teaching and learning of Business Education courses in the public universities.

Innovative strategies are the techniques or methods that a teacher adopt to meet various learning objectives. These innovative strategies help students to walk on the path of independent learning and become strategic learners. They equip teachers to make learning fun and help students to awaken their desire to learn. Innovative strategies focus on not only the educational content but also on the methods and environment of the teaching and learning process. Students' development level, interests and experience are considered while choosing a particular teaching strategy so that they can self-accomplish their goals (Richa, 2014). Innovative strategies enable students to focus their attention, organize their learning material for better understanding and help teachers to provide a suitable platform for strategic learning. Such innovative strategies are: Cross over teaching, Smart board, Collaborative teaching, Cloud computing, Flipped class, Project based learning, Activity based learning, Jigsaw, experiential teaching, team-teaching and so many others (Adesoji, Omilani and Nyinebi, 2015). But for the purpose of this study, the following innovative strategy would be considered; experiential strategies, team related strategies and flipped strategies

Experiential related strategy is seen as learner-centered and activity oriented. These strategies involve personal and practical experience of the learner. Examples are field trips, office visits, workshops and laboratory exposure. Experiential education takes many forms in the graduate and undergraduate computer information system (CIS) curricula. They include strategies such as simulations, case study, project-based course works and presentation. Specifically, these are important element of the Computer Information System curriculum because they enhance students understanding of the topic beyond abstract conceptualization. Ahumaraeze(2020) described experiential strategies as any learning activity that is carried on by the students as a group outside the classroom under the guidance of the teacher. Ahumaraeze further noted that these strategies are effective in exposing students to a particular skill or experience where learning is by seeing and doing, and when subject matter requires observation, analyzing, generalizing and application It thus provides the experiences that cannot be brought into the classroom when properly planned.

Team related strategy can be defined as a group of two or more teachers working together to plan conduct and evaluate learning activities for the same group of learners. Team teaching in an online environment promotes effective and efficient instruction to meet the needs of students. Prepared and aligned instructors can provide timely feedback, different perspectives about topics and promptly returned emails or phone communication (Scribner-Maclean and Miller, 2011). The instructors collaborates on how to effectively provide meaningful learning in the online environment taking note of the following components like enhancing the discussion in the forum, providing timely feedback, adding stimulating questions, returning emails, facilitating course management among others. Team teaching can therefore be viewed, as team work between two or more qualified instructors who, together, make presentations on an audience (the learners) (Chia, 2012). Team- teaching consists of two or more teachers sharing, to some degree, responsibility for a group of students. Teachers set goals together for a course, design a syllabus,



prepare individual lesson plans, teach students, and evaluate the results of the teaching and learning process.

Similarly, another strategy is flipped related strategy. Flipped Learning Network (2014) defines "Flipped Learning as a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic and interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter". It means that the learners initially acquire learning resources outside of class, mainly through lecture videos, and then use the face-to-face session to do in-depth discussion, problem-solving, or debates. Flipped classroom increases students' engagement, provides teacher freedom, teachers establish personal communication with students regarding the subject, homework and any other progress, reduces time spent answering basic and repetitive questions — due to students' ability to review lectures online; increases adaptation of lecture content to respond to new learning needs (Millard, 2012).

Following this, it is important to note that these innovative strategies cut across all programmes including Business Education. This is why Emeasoba and Igwe (2018) view Business Education as a tripartite program of instruction which prepares the recipient or the learner with skills, competencies, knowledge, attitudes, values to be a business education teacher, an office worker or to be an entrepreneur. According to Okoli (2013), Business Education is also that aspect of the total educational programme that provides the knowledge, skills, understanding and attitudes needed to perform effectively in the business world as a producer and/or consumer of goods and services that business offers. Operationally, Business Education is an important part of general education which emphasizes skill acquisition for office use consisting of a programme of vocation for office careers, and general Business Education.

For effective teaching of business education, the lecturers need to adopt innovative strategies that will significantly impact business knowledge and skills to the students. Succinctly, universities in Nigeria are regulated by the National University Commission (NUC) and are mainly classified by ownership. There are specifically, three classes of universities in Nigeria; the federal, state and private universities. The private universities are owned and run by individuals, corporate organizations or faith based organizations. The federal and state universities are owned and run by the federal and state government respectively. There are male and female lecturers in all the universities both public and private.

Essentially, Kangahi, Indoshi, Okwach and Osodo (2012) observed that the innovative approach to teaching and learning of business education in universities is a major missing link especially in the post COVID-19 era. To buttress this fact, the authors contended that the solution does not lie only with the availability of qualified teachers and modern teaching facilities, but also the use of innovative strategies applied in teaching and learning business education. This is because Business Education is not one of the subjects that can be mastered by mere memorization of the basic rules but requires total determination, sound theoretical knowledge and intensive practice. The crucial role of teachers in every teaching situation makes it imperative to seek innovative strategies for teaching and learning of business education in universities in South East Nigeria in Post COVID-19 Era.

Statement of the Problem

In post COVID-19 era, it has become so difficult for most universities to meet up with COVID-19 protocols. This has become a source of worry to stakeholders, curriculum planners, parents, students among others. Classroom that are supposed to take 20 persons are now taking 200 persons and the federal and state government have not been able to do anything about it. More so, Business educators in the universities to a greater number has maintained the traditional teaching strategies instead of adopting innovative strategies in the teaching and



learning of business education in this post COVID-19 era (Adesoji et al., 2015). It could be that business education lecturers are poorly equipped with the necessary innovative strategies or lack adequate knowledge in using these innovative strategies in teaching and learning of business education and manage the students to fruition. Against this, preliminary investigations with some business education lecturers in some universities revealed that business educators (lectures) who are gainfully employed seems not to be able use these innovative strategies in teaching and learning of business education. It is therefore against this backdrop that the researcher seeks to ascertain the innovative strategies for teaching and learning of Business education in universities in the South east Nigeria in post COVID 19 era.

Research Questions

1. What are the experiential strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era?
2. What are the team related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era?
3. What are the flipped related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era?

Hypotheses

1. There is no significant difference in the mean ratings of male and female business educators on experiential strategies in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.
2. There is no significant difference in the mean ratings of male and female business educators on team-related strategies in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.
3. There is no significant difference in the mean ratings of male and female business educators on flipped strategies in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.

Method

Descriptive survey research design was used for the study. The population for the study consisted of 79 business educators in eight universities in South East Nigeria offering business education programme. The entire population of 79 business educators in the eight universities in South East Nigeria offering business education programme will be used as sample for this study. Therefore, there is no sampling for the study since the population is of a manageable number. A validated structured questionnaire titled "Questionnaire on Innovative Strategies in Teaching and Learning of Business Education Programme" (QISTLBEP). The instrument consists of two sections A and B. Section A contains two items on demographical data of respondent while section B contains 24 items in two clusters. Section B1 contains 10 items on experiential strategies; section B2 contains 7 items on team-related strategies; and section B3 contains 7 items on flipped strategies. The instrument is a four point rating scale of: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD) with values of 4, 3, 2 and 1 respectively. Cronbach Coefficient Alpha to measure the internal consistency of the instrument and co-efficient of 0.88, 0.84 and 0.79 were obtained for the three clusters respectively. Mean and standard deviation was used to answer the research questions while t-test of independence was used to test the null hypotheses at 0.05 alpha level. The decision was based on the cluster mean score in relation to the boundary mean score of 2.50. A cluster with mean score equal to or above 2.50 was agreed while the one with mean score less than 2.50 was disagreed. The null hypothesis



was not rejected where the calculated value is less than the significant level of 0.05 and rejected if the calculated value is equal to or greater than the significant level of 0.05.

Results

Research Question 1: What are the experiential related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era?

Table 1: Respondents' Mean and Standard Deviation Scores on Experiential Related Strategies used in the Teaching and Learning of Business Education Courses

S/N	Items on experiential related strategies used in the teaching and learning of business education courses	X	SD	Remarks
1	Demonstrate specific skills for business education students in classroom	4.69	0.60	Strongly Agree
2	Motivate business education students by stimulating their interest	4.78	0.79	Strongly Agree
3	Develop expertise through regular practice exercises	4.37	0.88	Agree
4	Encourage business education students to manipulate objects and devices during instruction	2.45	1.26	Disagree
5	Engage business education students in practical application of business education concepts	4.28	0.73	Agree
6	Develop students' skills through hands-on activities	4.36	0.81	Agree
7	Involve business education students in the use of multimedia like projector	2.19	1.29	Disagree
8	Engage business education students to learn how to use videophone systems in the class	2.30	1.11	Disagree
9	Involve business education students in finding solution to practical problems	4.38	1.17	Agree
10	Encourage students to acquire basic skills in spreadsheets, and database packages	3.56	0.89	Agree
	Cluster Mean	3.74		Agree

Data in Table 1 reveal the item by item analysis on experiential related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. The analysis revealed that items 1 and 2 with mean scores 4.69 and 4.78 were rated strongly agreed while items 3, 5, 6, 9 and 10 were rated agreed. On the other hand, items 4, 7 and 8 with mean scores 2.45, 2.19 and 2.30 were rated disagreed. However, the cluster mean of 3.74 summarized that business educators agreed on the use of experiential related strategies in the teaching and learning of business education courses in public universities in South East Nigeria in post COVID-19 era. The standard deviation scores ranging from 0.60 – 1.29 show that teachers do not vary too much in their ratings on experiential related strategies used in the teaching and learning of business education courses.

Research Question 2: What are the team related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era?



Table 2: Respondents' Mean and Standard Deviation Scores on Team Related Strategies used in the Teaching and Learning of Business Education Courses

S/N	Items on team-related strategies used in the teaching and learning of business education courses	X	SD	Remarks
11	share the topics and plan students' lesson in line with the objectives of the course with co-lecturer	2.08	1.02	Disagree
12	phrase questions and statements with co-lecturers and involve business education students	1.07	0.97	Strongly disagree
13	use language ("we", "our") that demonstrates true collaboration	2.09	0.95	Disagree
14	Partition the content of work to demonstrate shared responsibility.	2.56	1.07	Agree
15	use variety of instructional approaches like regrouping, debate	4.59	0.98	Strongly Agree
16	Ensure that the class moves smoothly with evidence of co-planning and communication between co-lecturers	1.99	1.01	Disagree
17	pay attention to students having difficulties in some aspects of business education at different levels.	3.12	0.68	Agree
Cluster Mean		2.49		Disagree

Data in Table 2 reveal the item by item analysis on team related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. The analysis revealed that item 15 with a mean score of 4.59 was rated strongly agreed, this means that most business educators use variety of instructional approaches like regrouping, debate etc. The analysis revealed that items 14 and 17 with mean scores 2.56 and 3.12 were rated agreed while items 11, 13 and 16 with mean scores 2.08, 2.09 and 1.99 were rated disagreed. More so, the result revealed that item 12 with a mean score 1.07 was rated strongly disagreed, this means that business educators do not phrase questions and statements with co-lecturers and involve business education students. Summarily, the cluster mean of 2.49 indicated that business educators disagreed on the use of team related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. The standard deviation scores ranging from 0.68 – 1.02 show that teachers do not vary too much in their ratings on team related strategies used in the teaching and learning of business education courses.

Research Question 3

What are the flipped related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era?



Table 3: Respondents’ Mean and Standard Deviation Scores on Flipped Related Strategies used in the Teaching and Learning of Business Education Courses

S/N	Items on flipped related strategies used in the teaching and learning of business education courses	X	SD	Remarks
18	Describe business education concepts using videos	1.73	1.04	Disagree
19	Teach calculations involved in business education using instructional videos	1.51	0.94	Disagree
20	Teach students at their pace	3.16	0.97	Agree
21	Teach business education through personalized learning	1.94	0.87	Disagree
22	Teach business education through simulation	2.68	1.03	Agree
23	Improve business education students’ competency skill through zoom and telegram	3.06	0.84	Agree
24	Teach basic learning skill in business education through video display	2.04	0.96	Disagree
Cluster Mean		2.30		Disagree

Data in Table 3 revealed the item by item analysis on flipped related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. The analysis revealed that item 20, 22 and 23 with mean scores 3.16, 2.68 and 3.06 were rated agreed while items 18, 19, 21 and 24 with mean scores 1.73, 1.51, 1.94 and 2.04 were rated disagreed. Summarily, the cluster mean of 2.30 means that business educators disagreed on the use of flipped related strategies used in teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. The standard deviation scores ranging from 0.84 – 1.04 show that teachers do not vary too much in their ratings on flipped related strategies used in the teaching and learning of business education courses.

Hypotheses 1: There is no significant difference in the mean ratings of male and female business educators on experiential strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.

Table 4: t-Test analysis significant difference in the mean ratings of male and female business educators on experiential strategies used in the teaching and learning of business education courses

Variables	N	\bar{X}	SD	df	p-value	α -level	Remark
Male	25	25.44	4.57	77	0.371	0.05	Not Significant
Female	54	24.46	4.45				

Data presented in Table 4 showed the significant difference in the mean ratings of male and female business educators on experiential strategies used in the teaching and learning of business education courses. The result showed a p-value of 0.371 with 77 degree of freedom and α -level of 0.05 ($0.371 > 0.05$), the null hypothesis is not rejected. This means that there is no significant difference in the mean ratings of male and female business educators on experiential strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.



Hypothesis 2: There is no significant difference in the mean ratings of male and female business educators on team-related strategies in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.

Table 5: t-Test analysis on significant difference in the mean ratings of male and female business educators on team-related strategies in the teaching and learning of business education courses

Variables	N	\bar{X}	SD	df	p-value	α -level	Remark
Male	25	21.68	3.12	77	0.225	0.05	Not Significant
Female	54	20.44	4.58				

Data presented in Table 5 showed the significant difference in the mean ratings of male and female business educators on team strategies used in the teaching and learning of business education courses. The result showed a p-value of 0.225 with 77 degree of freedom and α -level of 0.05 ($0.225 > 0.05$), the null hypothesis is not rejected. This means that there is no significant difference in the mean ratings of male and female business educators on team related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.

Hypothesis 3: There is no significant difference in the mean ratings of male and female business educators on flipped strategies in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.

Table 6: t-Test analysis on significant difference in the mean ratings of male and female business educators on flipped strategies in the teaching and learning of business education courses

Variables	N	\bar{X}	SD	Df	p-value	α -level	Remark
Male	25	20.52	3.16	77	0.441	0.05	Not Significant
Female	54	19.81	4.01				

Data presented in Table 6 showed the significant difference in the mean ratings of male and female business educators on flipped strategies used in the teaching and learning of business education courses. The result showed a p-value of 0.441 with 77 degree of freedom and α -level of 0.05 ($0.441 > 0.05$), the null hypothesis is not rejected. This means that there is no significant difference in the mean ratings of male and female business educators on flipped strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era.

Discussion of Findings

The findings in research questions revealed that business educators agreed on the use of experiential related strategies in the teaching and learning of business education courses in public universities in South East Nigeria in post COVID-19 era. This means that business educators constantly use the following experiential strategies; demonstrates specific skills for



business education students in classroom; motivates business education students by stimulating their interest; develops expertise through regular practice exercises; engages business education students in practical application of business education concepts; develop students' skills through hands-on activities among others. This finding supported the finding of Ogwunte and Okolocha (2016) that experiential strategies are very effective for teaching business subject as the secondary school level. On the other hand, this finding opposed the finding of Okoli (2013) that heads of business education departments observed that secondary school business teachers were ineffective in the use of experiential strategy. The difference in both findings could be as a result of varying opinions of respondents because of change in location.

The result revealed in hypothesis one showed that there is no significant difference in the mean ratings of male and female business educators on experiential strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. This finding agreed with the finding of Okoli (2013) that there was no significant difference between male and female heads of business educators on the effectiveness of business teaches' effectiveness in using experiential teaching strategy in secondary schools in Anamabra State.

The finding in research question two revealed that business educators disagreed on the use of team related strategies used in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. This means that business educators hardly share the topics and plan students' lesson in line with the objectives of the course with co-lecturer; phrase questions and statements with co-lecturers and involve business education students; use language ("we", "our") that demonstrates true collaboration; and ensure that the class moves smoothly with evidence of co-planning and communication between co-lecturers. This finding disagreed with the finding of Olowodun (2014) that out of 14 team strategies, eight strategies were perceived by the respondents as important for organization of learning activities. Thirteen strategies were found to be effective for effective teaching and learning of business education in secondary schools. The difference in both findings could be as a result of varying opinions of respondents because of change in location.

The finding in hypothesis two revealed that there is no significant difference in the mean ratings of male and female business educators on team-related strategies in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. This finding agreed with the finding of Olowodun (2012) that there was no significant difference in the mean responses of male and female teachers on team-teaching strategies for effective teaching and learning of Business education in secondary schools in Kaduna State.

The finding in research question three revealed that business educators disagreed on the use of flipped related strategies used in teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID-19 era. This finding implies that flipped strategies were hardly used in teaching and learning of business education courses. Most of these strategies include; describe business education concepts using videos; teach calculations involved in business education using instructional videos; teach business education through personalized learning; and teach basic learning skill in business education through video display. This finding was in tandem with the finding of Abeysekera and Dawson (2014) flipped learning is a better innovative teaching strategy but hardly practiced in teaching of financial accounting.

The finding in hypothesis three revealed that there is no significant difference in the mean ratings of male and female business educators on direct strategies in the teaching and learning of business education courses in public universities in the South East, Nigeria in post COVID 19 era. This finding opposed the finding of Ahumaraeze (2020) that there was significant



difference between male and female physics teachers on the effectiveness of flipped learning in physics classroom. This means that flipped classroom teaching model is one of the effective teaching approaches' to teach concepts in Physics and other Sciences especially in higher education because students are responsible for their own learning, learning at their own pace and it increases collaborative learning.

Conclusion

Based on the findings of the study, the study concluded that business educators agreed on the use of experiential strategies in the teaching and learning of business education courses while they disagreed on the use of team related and flipped strategies in the teaching and learning of business education courses in public universities in South East Nigeria in post COVID-19 era. However the use of innovative teaching strategy in business education instructional delivery is of vital importance in equipping its graduates with the current skills required in the modern business world for sustainable development .

Recommendations

1. Experiential strategies should be implemented by the various department of Business Education in public universities in South East Nigeria in order to develop students' skills through hands-on activities and further stimulate students' interest in the course.
2. On-the-job training and conferences should be organized at intervals for business education courses in public universities in order to update their knowledge on team-related strategies that can allow students to be at the centre of learning and also improve cordial relationship amongst co-lecturers.
3. Teachers should be trained in the use of direct instructional strategy to improve intellectual functioning of the students and ensure better performance in their studies especially in business education courses.

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