

INNOVATIVE TEACHING STRATEGIES OF THE ACADEMIC STAFF AND INSTITUTIONAL AGILITY IN THE UNIVERSITY OF LAGOS, NIGERIA

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Abstract

The increased use of digital technology has raised concerns about the academic staff's innovative teaching strategies and institutional agility in the university system. The study investigated the relationship between academic staff's innovative teaching strategies and institutional agility at the University of Lagos. Three objectives were stated; three research questions as well as three research hypotheses were answered and tested in the course of the study. The study adopted the descriptive survey research design. The population of the study comprised all 1473 academic staff in the 12 Faculties in the University of Lagos. A sample size of 356 was determined using Taro Yamane's formula. Stratified sampling; proportionate sampling and simple random sampling techniques were applied at different stages to select the participants. Data were collected using the Academic Staff Innovative Teaching Strategies and Institutional Agility Questionnaire (ASDCIAQ). The structured questionnaire was a 30-item, 4-point modified Likert-type. The instrument was face and content validated, and a split-half was used to determine the reliability test of the instrument. Online and physical administrations of the questionnaire were employed for data collection. The finding showed a significant relationship between the academic staff's frequency of using blended, hybrid, and flipped classroom teaching strategies and that the academic staff frequency in the use of blended teaching strategy, hybrid teaching strategy and flipped classroom teaching strategy in teaching have significant relationship with institutional agility in the University of Lagos. It was recommended among others that the University should organise constant training for academic staff on the use of digital tools.

Keywords: Blended Teaching Strategy, Flipped Classroom Teaching Strategy, Hybrid Teaching Strategy, Innovative Teaching Strategies, Institutional Agility,

Introduction

The universities are expected to expose their students to technological skills relevant to the future work environment and produce high level

manpower within the context of the needs of the nation. The production of high-level manpower with 21st century skills may not be feasible in

this digital period without the integration of digital technology into teaching and learning in universities. The transition from the traditional method of teaching to the new online teaching has brought about collaborations as well as increased interactions between and among institutions of higher learning. This prompt change is meant to enable institutions to deal with the integration of digital technology in education. These educational changes due to globalisation and digital transformation, therefore, call for institutional agility in the universities. Agility is the ability to make changes towards the right direction; it is a quick response to changes from the environment. Institutional agility is the capability of an institution (university) to make speedy changes in order to adapt to the changes from its external environment.

Institutional agility is the ability of the human resources in the institution to make swift changes in the right direction. It is also the capability of an institution to respond speedily to changes in its immediate environment. Institutional agility is the flexibility needed to adapt to changing environments and meet government and learners' demands. It is also the successful exploitation of valuable standards which involves swiftness, flexibility, innovation, productivity, excellence and efficiency by incorporating resources and best practices into the knowledge-based economy to provide the needed products and services in a fast-changing labour market. Institutional agility can also be viewed as the capability of an institution to be sensitive to its environment and respond quickly to changes in its immediate environment in order to stay relevant in the academic world. In other words, it is the ability to make quick changes in order to keep up with the current trends in a constantly changing environment. An institution that is agile has the ability to renew itself, adapt,

change quickly and succeed in a rapidly changing, ambiguous, and turbulent environment and it actually requires stability and dynamic capability in equal measure (De Fremery, 2024).

In the 21st-century, especially with the emergence of the COVID-19 Pandemic in 2020 which led to lockdown all over the world almost every aspect of human existence has experienced heightened digital technology. The tremendous speed at which the digital world is moving with diverse innovations, suggests its importance for relevance in the dynamic educational system and world of work. This has made the acquisition of digital skills an imperative for both the academic staff and students in the universities. The modern digital teaching strategies which include blended, hybrid and flipping the classroom are responsive and flexible capabilities in teaching (Gisbert et al., 2016 as cited in Koyuncuoglu, 2022).

Innovative teaching strategies are designed and employed by the academic staff to engage the students meaningfully in order to enhance teaching and learning activities, and improve academic outcomes that can address real life problems and promote equitable teaching. Innovative teaching strategies involve proactively introducing new teaching strategies and modes into the classroom instructional delivery. The integration of innovative teaching strategies into education required several factors such as leadership support, readiness, preparedness and funds (Landa, Zhu, Sesabo, Machumu, & Altmetric, 2023). Adapting great levels of innovative teaching technologies in various higher education institutions, has been observed to bring about a change in behaviour of in-service teachers (Al-Samarraie, et al. 2017 as cited in Landa, et al. 2023). These innovative teaching strategies meant to improve students' outcome include blended teaching strategy, hybrid teaching strategy, flipped classroom

teaching strategy and project-based teaching strategy.

Blended teaching strategy is a mode of teaching that combines the traditional physical face-to-face classroom with virtual classroom through the use of digital technology to create a more personalised learning space and outcomes. It is a technology mediated approach that takes into cognisance life experiences and virtual resources. McGee & Reis, 2012 as cited in Adem & Daskan (2020) posit the blended teaching strategy as a mixed mode of instructional delivery that allow both the instructor and learners to engage in assignments and assessment that will improve learning outcomes. However, the interaction must be pedagogically and technologically supported. Similarly, Liesa-Orus, Blasco, and Arce-Romeral (2023) assert that university institutions often benefit from the incorporation of technologies in their classrooms, while some academic staff are not sufficiently competent in terms of usage, it is obvious that these digital competencies and capabilities are needed for institutional agility and most especially by public universities in Nigeria.

In recent times, the shift in the teaching mode in the educational system seem as if the universities are still trying to respond to the change induced by the transition to the online method of teaching. When an institution loses the capability to meet the challenges from its external environment that institution is on the verge of being left behind. In the same vein, insufficient digital competencies among the academic staff can make the university lose its academic standards and lose out in global competitiveness. It is therefore against this backdrop that the study investigated the academic staff's innovative teaching strategies, and institutional agility of the University of Lagos.

Statement of the Problem

The slow response of institutions to technological changes in the environment has raised concern for this study. It is a public expectation that 21st-century academic staff should be able to use modern digital technologies in teaching as well as be digitally competent. But it is observed that the change from the conventional physical classroom to a technology-informed classroom with the use of hybrid and blended teaching/learning, flipped classroom, interactive boards and others is at a slow pace, and the competencies needed by academic staff are inadequate. Observations have shown that some academic staff members are not embracing the integration of digital technology as they still stick to the conventional (physical face-to-face) mode of teaching, instead of migrating to the use of digital educational tools in teaching and learning processes. Some academic staff have difficulties in teaching with digital technology due to a lack of digital training opportunities. But it seems that the training, the institutional support, and the professional development needed for proper utilisation of technological skills are lacking among university academic staff, (Ogunbodede, Ewata, Kumar, & Okediji, 2023).

The academic staff digital competencies in the use of Google classroom, zoom, MS PowerPoint and multi-media projector in teaching and the ability to switch from the conventional teaching to the technologically inclined teaching mode may support institutional agility. Also, the application of Innovative teaching strategies such as project-based, blended, hybrid and flipped classroom by academic staff may lead to swift response from institutions to technological changes. However, it has become imperative, that academic staff's competence to handle the unprecedented changes and resulting challenges of technology

integration be given attention. Promoting digital competence among academic staff will assist in striking balance between theory and practice that will bring about a solid foundation for teaching and university agility. Various studies have reported low technology integration in teaching among academic staff and the inability of the universities to respond to changing demands. This study will investigate academic staff digital competencies and innovative teaching strategies which are crucial for institutional agility in public universities.

Objectives of the Study

The objectives of the study are as follows:

1. Determine the correlation between academic staff frequency in the use of blended teaching strategy and institutional agility in University of Lagos.
2. Examine the relationship between academic staff frequency in the use of hybrid teaching strategy and institutional agility in University of Lagos.
3. Ascertain the correlation between academic staff frequency in the use of flipped classroom teaching strategy and institutional agility in University of Lagos.

Research Questions

In order to achieve the stated objectives of the study, the following research questions were raised and answered

1. How frequent do academic staff use blended teaching strategy in University of Lagos?
2. What is the academic staff frequency in the use of hybrid teaching strategy in University of Lagos?

3. How often do academic staff use flipped classroom teaching strategy in University of Lagos?

Research Hypotheses

The following research hypotheses were postulated and tested in the course of the study:

1. Academic staff frequency in the use of blended teaching strategy has no significant correlation with institutional agility in University of Lagos
2. There is no significant relationship between academic staff frequency in the use of hybrid teaching strategy and institutional agility in University of Lagos
3. Academic staff frequency in the use of flipped classroom teaching strategy has no significant correlation with institutional agility in University of Lagos

Theoretical framework

Human Capital Development Theory (HCDDT)

Human Capital Development concept was first proposed by Gary Becker in 1964. According to Becker, all of the information, skills, abilities, experience, intellect, training, judgement, and wisdom that staff possess both individually and collectively, are generally referred to as human capital. These resources are the collective ability of the staff and constitute a type of wealth that may be used to achieve all or some of the objectives of the institution (Becker, 1975). Human beings are the only one capable of learning, adapting, changing, as well as being innovative and creative among all the factors of production. The sum of an individual's knowledge, abilities, and assets is referred to as their human capital. Investing in education and human capital development has been recognised

as a fundamental driver of educational progress, economic growth, and social progress (Nwachukwu, 2024).

Human Capital Development Theory argues that every staff is embodied with abilities which they can improve upon through training and professional development. The human capital development theory was based on two assumptions that: (1) human beings can increase their productive capacity through greater education and skills training, and (2) investment in education and training of staff brings both personal and economic benefits (Becker, 1975). When individual academic staff is rewarded financially, the investment on training will bring personal benefit to the staff. Increased staff productivity capacity will boost the economy thereby bringing social/economic benefit to the institution (Padonu, Tanimowo, Dabiri & Tairu, 2024). Also, human capital development is aimed at increasing productivity by enhancing academic staff' knowledge, abilities, and attitudes. Therefore, career development, employee training, and human capital management are all part of human capital development. Some scholars state that human capital development is the most crucial element in enhancing workers' skills, knowledge, and attitudes (Padonu et al., 2024).

The implication of human capital development is revealed on its ability to lead to a competitive advantage of the academic staff (at the individual level) over their counterparts. The institution gains a competitive advantage over other institutions with increased productive capacity. And so, to remain relevant and competitive in their institutions, academic staff must improve their digital competencies and abilities (Collis & Montgomery in Padonu et al., 2024). Academic staff require a wide range of skills/abilities in order to contribute to the development and performance of the

universities, and keep the universities relevant and competitive among their peers (Padonu et al., 2024).

Literature Review

Some studies have considered the frequency of use of blended teaching strategy in teaching. Olumorin, Yusuf, Abdulwasiiu, Farem and Aderogba (2023) investigated the academic staff perception on the use of blended learning strategy in University of Ilorin in Nigeria and found that academic staff perception on the usefulness of blended learning strategy for instruction in University of Ilorin is positive. Similarly, Falola, Ogueyungbo, Salau and Olokundun (2022) studied the effect of e-learning opportunities on faculty engagement in Nigerian universities and the moderating role of demographic characteristics of faculty members. The finding showed that demographic characteristics of faculty moderates the relationships between e-learning opportunities and faculty engagement within the context of private universities in Nigeria. Similarly, Nikolopoulou and Zacharis (2023) conducted a study to investigate university students' blended learning behaviour perceptions shortly after the pandemic. The study found that students, in general, expressed positive blended learning behaviour perceptions.

Hybrid teaching is the combination of both physical and virtual classes in one lesson; some students will be physically present in the physical class while others will join online. Osaili, Ismail, ElMehdi, Al-Nabulsi, Taybeh, Saleh, Kassem, Alkhalidy, Ali, Al Dhaheri, and Stojanovska (2023) carried out a study on the comparison of students' perceptions of online and hybrid teaching modalities during the COVID-19 pandemic. The result showed that most students preferred online or on-campus over hybrid teaching.

Bouayad, Houari, Ouarsal, Ouriagli and Lachkar (2024) examined the perceptions of university students and teachers about hybrid teaching in higher education level in Morocco after the COVID-19 pandemic. The results showed that after the pandemic, hybrid teaching is becoming increasingly popular in Moroccan higher education and also highly appreciated by teachers and students.

Flipped classroom is a method when and where the teachers take their lectures home to their students at home, while the students enjoy their lectures at their various homes and from the comfort of their homes. Olasunkanmi and Oyarinde (2023) studied the impact of the flipped classroom approach on pre-service teachers' academic achievement in mathematics at Adeyemi College of Education in Ondo state. The findings showed that the flipped classroom approach has a favourable impact on pre-service teachers' academic performance, attitude, and perspective on Mathematics.

Olasunkanmi and Oyarinde (2023) examined the impacts of the flipped classroom approach as a way of developing problem-solving skills among pre-service teachers in Nigeria and found that flipped classroom approach has a favourable impact on pre-service teachers' academic performance, attitude, and perspective on Mathematics. In the same vein, Azubike (2022) conducted a study to examine the extent of use of flipped classroom in teaching business subjects in public secondary schools in Onitsha Education Zone of Anambra State and found that Business subjects' teachers in secondary schools in Onitsha Education Zone used flipped classroom in teaching business subjects to a low extent. Also, gender did not significantly affect respondents' mean ratings on the extent of usage of flipped classroom in teaching business subjects in public secondary schools. Based on the findings of the study, the

researcher concluded that flipped classroom is used in teaching business subjects in secondary schools to a low extent

Methodology

The study adopted a descriptive survey research design. The study focused on the academic staff frequency of innovative teaching strategies for teaching and institutional agility in University of Lagos. The population of the study comprised all 1473 members of academic staff in the 12 faculties in the University of Lagos. A sample size of 356 academic staff was determined using Taro Yamane formula at 95% confidence level. Proportionate sampling technique was employed to choose the number of departments from each faculty, while the simple random sampling technique was used to select 356 participants from the departments. A structured questionnaire titled Academic Staff Innovative Teaching Strategies and Institutional Agility Questionnaire (ASITSIAQ) was used to elicit information from the participants. The 30-item questionnaire was structured to elicit information from participants on a 4-point scale of measurement as follows:

Very Often (VO), Often (O); Sometimes (S), Never (N); Always (A), Sometimes (S),

Rarely (R), Never (N); Very Often (VO), Often (O); Sometimes Often (SO), Rarely Often (RO), Very High Level (VHL), High Level (HL), Low Level (LL), Very Low Level (VLL); and Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)".

The questionnaire was subjected to face and content validity by experts in Test/Masurement and Evaluation. The corrected questionnaire were used for pilot test and data collected were subjected to Cronbach Alpha reliability test which yielded a reliability coefficient of .79 considered high for the study. The instrument recorded a high rate of return and was analysed using both the descriptive and inferential

statistics. The research questions were answered using frequency count, percentage, mean and standard deviation with a criterion mean of 2.50 while the hypotheses were tested using

Pearson’s Product Moment Correlation statistics at .05 level of significance.

Results

Answers to Research Questions

Research Question One: How frequent do academic staff use blended teaching strategy in University of Lagos?

Table 1: Descriptive Analysis on the frequency of use of the Blended Teaching Strategy

S/N	Statement	VO	O	S	N	Mean	SD	Remark
1.	I alternate physical face-to-face classes with virtual classes in teaching	108 (30.3)	120 (33.7)	112 (31.5)	16 (4.5)	2.90	0.88	High
2.	I utilise the Blended Teaching Strategy for the knowledge engagement of the students	104 (29.2)	124 (34.8)	104 (29.2)	24 (6.7)	2.87	0.91	High
3.	I engage Blended Teaching strategy in presenting the learning content with little practical experience	92 (25.8)	100 (28.1)	132 (37.1)	32 (9.0)	2.71	0.95	High
4.	I use Blended Teaching Strategy to engage students in active classroom participation	108 (30.3)	104 (29.2)	112 (31.5)	32 (9.0)	2.81	0,97	High
5.	I do not use the Blended Teaching Strategy to motivate students to learn	44 (12.4)	60 (16.9)	80 (22.5)	172 (48.3)	1.93	1.07	Low
Average Mean						2.64		

Source: Field Survey, 2024

Note: Figures outside parentheses are frequency distribution while figures in parentheses are percentage

Table 1 shows the academic staff frequency in the use of blended teaching strategy in the University of Lagos. The number of academic staff who alternate between physical face-to-face classes and virtual classes in teaching was high, with a mean of 2.90. Academic staff with a mean of 2.87 utilised a blended teaching strategy for the knowledge engagement of the students. 2.71 mean academic staff utilised blended teaching strategy in presenting the learning content with little practical experiences. Academic staff with mean a mean of 2.81 engaged students in active classroom participation using a

blended teaching strategy. While academic staff (mean 1.93) indicated that they did not use a blended teaching strategy to motivate students to learn. Generally, the frequency of the blended teaching strategy used by academic staff of the University of Lagos was high, with an average mean of 2.64.

Research Question Two: What is the academic staff frequency in the use of the hybrid teaching strategy at the University of Lagos?

Table 2: Descriptive Analysis on the frequency of use of the Hybrid Teaching Strategy

S/N	Statement	A	S	R	N	Mean	SD	Remark
6.	I use a combination of both physical and virtual classes in one period of the lesson	68 (19.1)	104 (29.2)	108 (30.3)	76 (21.3)	2.46	1.03	Low
7.	I do not engage in Hybrid Teaching Strategy in presenting more interactive lessons	52 (14.6)	92 (25.8)	96 (27.0)	116 (32.6)	2.22	1.05	Low
8.	I utilise a Hybrid Teaching Strategy to promote collaborative participation among students	88 (24.7)	136 (38.2)	76 (21.3)	56 (15.7)	2.72	1.00	High
9.	I use a Hybrid Teaching Strategy to reduce the number of direct instructions given to students	60 (16.9)	132 (37.1)	76 (21.3)	88 (24.7)	2.46	1.04	Low
10.	I frequently use the Hybrid Teaching Strategy to participate in both online and physical classes.	76 (21.3)	116 (32.6)	84 (23.6)	80 (22.5)	2.53	1.06	High
Average Mean						2.47		

Source: Field Survey, 2024.

Note: Figures outside parentheses are frequency distribution while figures in parentheses are percentage

Table 2 shows the academic staff frequency in the use of the hybrid teaching strategy at the University of Lagos. 2.46 means that the academic staff used a combination of both physical and virtual classes during one period of the lesson. Academic staff with a mean of 2.22 did not engage in a hybrid teaching strategy in presenting more interactive lessons. A considerably high number of academic staff (2.72 mean) utilised a hybrid teaching strategy to promote collaborative participation among students. Academic staff with a mean of 2.46 used a hybrid teaching strategy to reduce the number of direct instructions given to students. The value of 2.53 represents those who used the hybrid teaching

strategy frequently to attend either the online class or the physical class. The finding showed a low frequency of the academic staff's use of the hybrid teaching strategy at the University of Lagos.

Research Question Three: How often do academic staff use the flipped classroom teaching strategy at the University of Lagos?

Table 3: Descriptive Analysis of the Frequency of the Use of Flipped Classroom Teaching Strategy

S/N	Statement	VO	O	SO	RO	Mean	SD	Remark
11.	I teach the students online while they are in their various houses	104 (29.2)	72 (20.2)	92 (25.8)	88 (24.7)	2.54	1.15	High
12.	I employ the use of the Flipped Classroom Teaching Strategy to promote collaboration with students	56 (15.7)	88 (24.7)	56 (15.7)	156 (43.8)	2.12	1.14	Low
13.	I use the Flipped Classroom Teaching Strategy to reduce the number of direct instructions to the students	52 (14.6)	72 (20.2)	64 (18.0)	168 (47.2)	2.02	1.12	Low
14.	I do not utilise the Flipped Classroom Teaching Strategy for brief physical classes	52 (14.6)	44 (12.4)	60 (16.9)	200 (56.2)	1.85	1.11	Low
15.	I engage in a Flipped Classroom Teaching Strategy to reduce the time spent in class during physical classes	44 (12.4)	84 (23.6)	56 (15.7)	172 (48.3)	2.00	1.10	Low
Average Mean						2.10		

Source: Field Survey, 2024.

Note: Figures outside parentheses are frequency distribution while figures in parentheses are percentage

Table 3 gives the analysis of the frequency of use of the flipped classroom teaching strategy by academic staff in the University of Lagos. The results showed a low frequency of the flipped classroom teaching strategy among academic staff at the University of Lagos. The mean of academic staff who taught their students online while their students are in their various houses is 2.54 (high), which is a little above the scale mean of 2.50. Academic staff who employed the use of the flipped classroom teaching strategy to promote collaboration with students is low, with a 2.12 mean. Academic staff who use the flipped classroom teaching strategy in order to reduce the number of direct instructions to the students has a 2.02 mean. Academic staff who do not utilise the flipped classroom teaching strategy for brief physical classes had a low mean of 1.85. This indicates that a significant number of academic staff employed the flipped classroom teaching strategy for brief physical classes. Academic staff who adopted the flipped classroom teaching strategy to reduce class

time spent in physical classes had a mean score of 2.0 mean. The result showed a considerably low frequency for academic staff who used the flipped classroom teaching strategy in the University of Lagos, with an average of 2.10.

Test of Hypotheses

Research Hypothesis One

H₀₁: Academic staff frequency of use of blended teaching strategy has no significant correlation with institutional agility in the University of Lagos

Table 4: Relationship between academic staff frequency in the use of Blended Teaching Strategy and institutional agility

Variables	Mean	SD	N	Df	r	p-value	Remark	Decision
Blended Teaching	13.21	3.11						
			356	354	.314	.01	Significant	Rejected
Institutional Agility	29.46	4.31						

Table 4 shows the result of the correlation between the frequency of use of blended teaching strategy and institutional agility in the University of Lagos. The result showed that there is a significant but low correlation ($r = .314$; $p < .05$) given at 354 degrees of freedom between the use of blended teaching (13.21 mean) and institutional agility (29.46 mean) in the University of Lagos. The result implied that the frequency of academic staff in using blended teaching has a significant correlation with institutional agility at the University of Lagos. The hypothesis that the frequency of academic staff using blended teaching strategies has a significant correlation with institutional agility in the University of Lagos was therefore rejected.

Research Hypothesis Two

H₀₂: There is no significant relationship between academic staff frequency in the use of the hybrid teaching strategy and institutional agility in the University of Lagos

Table 5: Relationship between academic staff frequency in the use of the Hybrid Teaching Strategy and institutional agility

Variables	Mean	SD	N	Df	r	p-value	Remark	Decision
Hybrid Teaching	12.31	3.21						
			356	354	.286	.01	Significant	Rejected
Institutional Agility	29.46	4.31						

Table 5 showed that there is a significant positive but low relationship between the frequency of academic staff's use of the Hybrid Teaching Strategy and institutional agility with an *r-value* of .286 and a *p-value* of .01 at 354 degrees of freedom. Since the *p-value* of .01 is lower than .05 ($r=.286$; $p<.05$), the null hypothesis was rejected. Hence there is a significant relationship between the

frequency of academic staff's use of the hybrid teaching strategy and institutional agility in the University of Lagos

Research Hypothesis Three

H03: Academic staff frequency of use of the flipped classroom teaching strategy has no significant correlation with institutional agility in the University of Lagos

Table 6: Relationship between academic staff frequency in the use of Flipped Classroom Teaching Strategy and institutional agility

Variables	Mean	SD	N	Df	r	p-value	Remark	Decision
Flipped Classroom	10.53	4.18			.369			
			356	354		.01	Significant	Rejected
Institutional Agility	29.46	4.31						

Table 6 showed that there is a significant positive relationship between academic staff frequency in the use of the flipped classroom teaching strategy and institutional agility, with an *r*-value of .369 and a *p*-value of .01 at 354 degrees of freedom. Since the *p*-value of .01 is lower than .05 ($r=.369$; $p<.05$), the null hypothesis was thereby rejected. Hence there is a significant relationship between the frequency of academic staff's use of the flipped classroom teaching strategy and institutional agility in the University of Lagos

Discussion of Findings

The findings of this study showed that the academic staff's frequency in the use of blended teaching strategy has a significant, positive, but low correlation with institutional agility in the University of Lagos. This finding corroborates the findings of Olumorin, Yusuf, Abdulwasiiu, Farem and Aderogba (2023) who found that academic staff perception on the usefulness of blended learning strategy for instruction in the University of Ilorin is positive. Academic staff perception on the ease of use of blended learning strategy for instruction in the University of Ilorin is positive. The study also supports that of Falola, Ogueyungbo, Salau and Olokundun

(2022) who found that there is a significant relationship between e-learning opportunities and faculty engagement (research, teaching, collaboration, and administrative roles of faculty).

The study's results indicated that the frequency of academic staff's use of the hybrid teaching strategy has a significant, positive, albeit low, correlation with institutional agility at the University of Lagos. This finding is in line with the study of Bouayad, Houari, Ouarsal, Ouriagli and Lachkar (2024) who found that hybrid teaching is becoming increasingly popular in Moroccan higher education and highly appreciated by teachers and students especially since the COVID-19 Pandemic.

The study's results revealed a significant positive relationship between the frequency of academic staff's use of the flipped classroom teaching strategy and institutional agility at the University of Lagos. This finding is in accordance with the findings of Olasunkanmi and Oyarinde (2023) who found that the flipped classroom approach has a favourable impact on pre-service teachers' academic performance, attitude, and perspective on Mathematics. However, contrary to Azubike's (2022) findings, which indicated that Business subjects' teachers

in secondary schools in Onitsha Education Zone, Anambra State, used the flipped classroom to a limited extent in teaching business subjects.

Conclusion

The study aims to investigate the relationship between academic staff's innovative teaching strategies and institutional agility at the University of Lagos. The study's findings revealed a significant relationship between the academic staff's use of blended, hybrid, and flipped classroom teaching strategies and institutional agility at the University of Lagos. Innovativeness is a major factor for technology integration in teaching. Therefore, support should be provided to teachers to enhance their self-teaching skills and increase the frequency of their use of blended, hybrid, and flipped classroom teaching strategies. This study contributed to research on the relative role of academic staff competence and readiness in the use of digital technologies to engage students and respond to institutional and environmental changes.

Recommendations

1. The University of Lagos should organise constant academic staff training in the use of digital technology in teaching and also provide technical support.
2. The use of blended and hybrid teaching strategies should be incorporated into the education policy at all levels for implementation.
3. Policy makers and institutional administrators should create a learning environment for teachers; this will change their perception and increase their intentions to use digital technologies.

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