

UTILISING THE FLIPPED CLASSROOM APPROACH FOR BUSINESS EDUCATION CURRICULUM IMPLEMENTATION IN SOUTH-EAST NIGERIAN TERTIARY INSTITUTIONS

Chika Chukwuma-Nosike

Department of Social Science Education, Faculty of Education, Imo State University, Owerri,
Nigeria

nmaddady@gmail.com

ABSTRACT: Effective curriculum implementation is essential for achieving learning objectives in any course. The flipped classroom approach, which engages students in pre-class activities such as watching videos and reviewing materials, promotes active learning and better prepares them for more interactive in-class discussions. This method enhances student engagement, fosters deeper understanding, and improves retention of Business Education knowledge and skills. This study investigated the potential of the flipped classroom for Business Education curriculum implementation in tertiary institutions in South-East Nigeria, guided by two research questions. A sample of 102 Business Education lecturers from six public universities was selected using multi-stage, cluster, purposive, and random sampling techniques. Data were collected using an 18-item rating scale, validated by experts and with a reliability coefficient of 0.81. Findings revealed that the flipped classroom approach promotes learner-centred engagement, ensures comprehensive curriculum coverage, and enhances interactive and exploratory learning. Additionally, it allows for continuous lesson development, starting with foundational concepts before further course implementation. The study recommends that Business Education lecturers integrate the flipped classroom model consistently to ensure effective curriculum delivery despite limited instructional time.

Keywords: Curriculum Implementation, Flipped Classroom, Business Education, Tertiary Institutions, Student Engagement

INTRODUCTION

Curriculum implementation is the most vital business in education because its process gives meaning to the curriculum document content of any subject/course. It involves active participation of key stakeholders in education and the school system, utilizing different teaching tools, approaches, and methods to accomplish the task. The study explores how the flipped classroom approach can be utilized to enhance Business Education curriculum implementation in South East, Nigeria, tertiary institutions. Evidence from previous studies shows that the use of the flipped classroom approach has been extensively studied by many researchers (e.g. Baig & Yadegaridehkordi, 2023; Zheng et al., 2020; Amadioha & Akor, 2020; Brown, 2017; Lo & Hew, 2017; Olakamni, 2017; Nouri, 2016; Gilboy, Heinerichs & Pazzaglia, 2015). Some of these studies were carried out on the effects of the flipped classroom approach on student engagement (Gilboy, Heinerichs & Pazzaglia, 2015), teaching and learning of certain science-based subjects/courses

(Amadioha & Akor, 2020; Olakamni, 2017; Nouri, 2016), students' active learning, achievement, and motivation (Zheng et al., 2020), and higher education (Baig & Yadegaridehkordi, 2023). Findings from these studies indicated that the flipped classroom, being a learner-centred approach, enhances students' active engagement and learning as well as promotes students' academic achievement. This makes these studies relevant to the present study but the researcher observed that no studies so far seen, had been conducted on the use of flipped classroom approach in Business Education curriculum implementation in tertiary institutions in South-East, Nigerian and this formed the gap the present study on the utilization of flipped classroom approach for enhanced Business education curriculum implementation in South East, Nigeria tertiary institutions intend to fill.

LITERATURE REVIEW

Conceptual Explanations

Curriculum implementation, as summarised by different curriculum specialists, is the transmitting and transferring of knowledge, skills, aptitudes, and values existing in the curriculum document to the learners by teachers in the classroom for a total change of behaviour (Chukwuma-Nosike, 2024; Edeh, Odo & Edeh, 2022; Mang, 2015). Mbakwem (2005) described curriculum implementation as a serious school matter that involves both the teacher and the learner. This implies that the process of curriculum implementation has a design and follows certain procedures and fundamentals, as well as applications required to produce the desired learning outcomes for learners. The way and manner in which curriculum implementation is carried out may make or mar the achievement of the learning objectives (Chukwuma-Nosike & Offorma, 2022). Therefore, there is a need to employ various teaching approaches and methods to enhance curriculum implementation, particularly in tertiary institutions.

Tertiary education is the level of education that follows post-secondary education. A tertiary institution is where learners are professionally trained in diverse areas of skills, knowledge, and values to prepare them for the labour market. So many courses are offered in Nigerian tertiary institutions, including Business Education. Business Education is a course that prepares learners/pre-service teachers for the world of business as well as the teaching of business subjects such as Business Studies, Financial Accounting, and many others at the secondary school level (Issa & Ibrahim, 2021). Nwagu, Iwu, and Chima (2025) described Business Education as a skill-based educational course that equips learners with knowledge, values, and skills for self-reliance upon graduation. This implies that through the implementation of the course, professional business educators are trained and equipped for the world of work. Therefore, effective curriculum implementation at this level is vital and requires being carried out utilising appropriate learner-centred teaching approaches.

Teaching approaches refer to the various procedures and processes that teachers use during curriculum implementation, both in physical classrooms and virtual/online classrooms, to facilitate effective delivery of curriculum content (Chukwuma-Nosike, 2022; Amadioha & Akor, 2020; Onye & Ajuzie, 2018). There are various classroom teaching approaches currently in use for curriculum implementation, including traditional classroom and technology-based approaches

(Agbaje, 2020; Papadakis et al., 2019). In other words, technology-based classroom teaching approaches exist and are presently utilised in the educational system to enhance curriculum implementation. Furthermore, it comes in different forms under different names and features, such as blended teaching, personalised learning, classroom without walls, Zoom teaching, and flipped classroom teaching approaches. An increase in technological awareness and development has made the use of technology-assisted teaching approaches, especially the flipped classroom approach, more prevalent in the current curriculum implementation process (Baig & Yadegaridehkordi, 2023; Amadioha & Akor, 2022; Zheng et al., 2020).

The Flipped Classroom is the opposite of the traditional classroom teaching method. Amadioha & Akor (2022) and Bishop and Verleger (2013) described the flipped classroom teaching approach as a method that utilises technological instruments to facilitate the teacher's conveyance of the teaching and learning process, thereby conserving energy and saving time typically required for in-classroom teaching and learning activities. It is a teaching approach that utilises technology through video presentations, readings, and course materials to facilitate teaching and learning outside the classroom, thereby allowing sufficient time for interaction, independent study, and knowledge creation by the learner before class discussions (Olanmi, 2018; Bishop & Verleger, 2013). These authors, in their studies, revealed that the flipped classroom generated positive learner engagement outcomes during curriculum implementation.

Requirements for Effective Curriculum Implementation

Effective curriculum implementation connotes successful teaching and learning activities of any course that lead to the achievement of stipulated educational and behavioural objectives. This can be achieved through the utilisation of appropriate materials, approaches, and methodologies. Edeh, Odo, and Edeh (2022) emphasise that effective implementation entails the use of appropriate methods, materials, and resources in a learner-centred setting to facilitate learning of the contents of any given curriculum. In other words, certain requirements enhance effective curriculum implementation of any subject or course in the school system. Some of these requirements include the use of appropriate instructional materials, learner-centred teaching methods, skills, classroom approaches, and techniques, among many others.

Ways of Using the Flipped Classroom Approach in Curriculum Implementation

The flipped classroom approach is based on the idea that traditional teaching is inverted, in the sense that what is normally done in class is flipped or switched with what is normally done by students outside of class. Thus, instead of students listening to a lecture in class and then going home to work on a set of assigned problems, they read course literature, listen to the lecturer's lesson videos, assimilate lecture material through video at home, and engage in teacher-guided problem-solving, analysis, and discussions in class. This means that, in using the flipped classroom approach, instead of teachers delivering all content during class time and assigning homework for practice, students are introduced to new concepts through self-paced learning outside of class. The tutor can then allocate classroom time to interactive activities, practical discussions, and problem-solving exercises.

Prospects of the Flipped Classroom Approach

The flipped classroom method has been in existence for years but gained popularity after the COVID-19 era. The flipped classroom approach has gained prominence due to its varied prospects for enhancing effective curriculum implementation in education (Amadioha & Akor, 2022; Zheng et al., 2020; Olakanmi, 2018). It promotes active learning by allowing students to engage with the material they already possess during class rather than passively listening to lectures. This fosters a deeper understanding of the subject matter. Individualised learning is encouraged, allowing students to learn at their own pace and ensuring they grasp foundational concepts before progressing to more advanced topics. Classroom time is dedicated to meaningful, increased interactions between students and teachers, enhancing students' learning experience. Ultimately, the flipped approach model fosters critical thinking, problem-solving, and collaborative skills, which are essential in today's world (Nouri, 2016).

Proponents of the flipped classroom again highlighted numerous benefits of inverting curriculum implementation in higher education through the use of the flipped classroom approach. According to Amadioha and Akor (2020), the flipped classroom approach allows students to learn at their own pace. It encourages students to actively engage and interact with the lecture material available to them (Achor, 2022). Unlike the traditional classroom teaching approach, the flipped approach frees up actual class time for more effective, creative, and active learning activities. Teachers receive expanded opportunities to interact with and assess student's learning while students take control and responsibility for their learning (Gilboy et al., 2015; Betihavas et al., 2015). Furthermore, the flipped classroom approach affords students with busy schedules the opportunity to personalise their learning and space out their activities to accommodate the learning of curriculum content. It also enables teachers to cover more of the curriculum content, as the limited time allotted for teaching using the traditional classroom approach does not, most of the time, provide room for more holistic teaching and learning activities during curriculum implementation.

Technological requirements in utilising the Flipped Classroom Approach

The use of technology enhances the effectiveness of the flipped classroom approach during curriculum implementation. It requires the teacher and students to have a clear understanding of what the flipped classroom approach entails and its requirements to use it effectively. The flipped classroom approach involves students engaging with instructional content, such as video lectures or readings, at home and then using class time for interactive activities, discussions, and problem-solving. The teacher utilises digital platforms, including the internet and various social media channels, to send pre-recorded or assigned materials to students for independent learning outside of class. For instance, the teacher can send course materials to all the students via their school email address or portal, and then, on the day allocated for the teaching of the course in the timetable, they will gather in the physical classroom to interact more on the topics.

Some theory-based areas of the Business Education curriculum learning contents outline are best delivered by the teacher utilising the flipped classroom approach. In contrast, practical and skill-based areas can be carried out in school. In a holistic type of flipped classroom approach, discussions and group collaboration can still be carried out by students and teachers, utilising the

flipped classroom approach completely. Through various official communication channels (emails, WhatsApp, Zoom, Google Meet, etc.), students can obtain immediate access to teacher support and feedback during collaborative activities. Thus, under the flipped approach, some aspects of curriculum implementation, such as doing homework and assignments, become application-based and exploratory, thereby reinforcing understanding. A flipped classroom enhances competency-based learning and the acquisition of soft skills such as analytical reasoning and critical thinking (Nouri, 2016; Achor, 2022).

Statement of the Problem

Curriculum implementation is a vital school activity because it is the means through which teachers transfer and transmit the learning content, experiences, and activities contained in the curriculum document to learners in the classroom. Business education is a rich course that contains both the theoretical and practical aspects of learning about and for business. Thus, it is one of the vital courses that are essential in the world of business. Effective curriculum implementation of Business education promotes the learning of business skills and brings about a change in the behaviour of learners. The approaches used in Business Education curriculum implementation may either enhance or hinder its achievement in the long run. Currently, various approaches can be employed during the implementation of Business education courses, including the flipped classroom approach. This approach enables teachers to implement an effective curriculum, both online and in the physical classroom, with the use of technology. Thus, the flipped classroom approach holds considerable promise for both the teacher and the learner when effectively utilised in Business education curriculum implementation.

The researcher has observed that most lecturers, particularly those in Business Education, do not employ the flipped classroom approach, especially at tertiary institutions in South East Nigeria, and instead prefer the traditional classroom approach in curriculum implementation. Many teachers feign ignorance of the prospects of utilising the flipped classroom approach in curriculum implementation, especially in ensuring adequate coverage of the curriculum content. Hence, the statement of the problem becomes: What are the prospects of utilising the flipped classroom approach for enhanced curriculum implementation in tertiary institutions in South-Eastern Nigeria?

The purpose of this study is to investigate the prospects of utilising the flipped classroom approach for enhanced curriculum implementation in tertiary Institutions in South-East Nigeria. Specifically, the study aimed to explore ways in which the flipped classroom approach can be utilised to enhance effective curriculum implementation in tertiary institutions in South-Eastern Nigeria.

The following research questions guided the study.

1. What are the prospects of utilising the flipped classroom approach for enhanced Business Education curriculum implementation in tertiary institutions in Nigeria?
2. In what ways can the flipped classroom approach be used to enhance effective Business Education curriculum implementation in Tertiary Institutions in Nigeria?

METHOD

This study adopted the descriptive survey design. The study population consists of all 203 lecturers from 10 public Federal and State universities in South-East Nigeria (Academic Planning Unit, 2025; Peters & Ugochukwu, 2023; Ugwoke, Edeh, & Ezemma, 2019). The sample size used for the study consists of one hundred and two (102) Business Education lecturers (50%) of the population, selected from six (6) public universities from three (3) States in the Southeast through multi-stage cluster, purposive, and simple random sampling techniques. The multi-stage cluster, purposive and ballot simple random sampling techniques were used to select three states out of five states in South-East Nigeria and two (2) public universities (Federal and State), each totalling six (6) universities from Abia, Anambra and Imo state out of the five South-East States of Nigeria. Thus, convenience, purposive and simple random sampling techniques were used to select a sample of seventeen (17) lecturers from each school offering Business Education/Accounting Education.

The data collection instrument used for the study was a researcher-made four-point rating scale titled: Prospects of Utilizing Flipped Classroom Approach for Enhanced Business Education Curriculum Implementation in Tertiary Institutions (PUFCAEBECITI) with response options (Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)), which were later merged under two broad columns as Agree and Disagree. The instrument was validated by three specialists in Business Education, Measurement and Evaluation, and Curriculum Studies, respectively. It was administered and re-administered after a week's interval to the same number of lecturers in universities in Ebonyi State. A reliability index of 0.81 was obtained using the Pearson Product-Moment Correlation Coefficient (Pearson r) test, the re-test method of reliability. The researcher employed the services of three trained research assistants for each state. All copies of the rating scale were collected on the same day as they were administered, and the respondents' answers were collated and analysed using the mean, pooled mean, and standard deviation. Items on the rating scale with a mean score of 2.5 and above formed the basis for acceptance (agreed), and those below 2.5 were rejected (disagreed) as the decision rule.

RESULTS

Table 1: Lecturers' Mean responses on the prospects of utilising Flipped Classroom Approach for Enhanced Business Education Curriculum Implementation in Tertiary Institutions

Items		Lecturers Responses		
S/N	Prospects of utilising the Flipped Classroom Approach for enhanced Business Education Curriculum Implementation are:	Mean (X)	SD	Result
1.	Promotes learner-centred learning as the entire learning activity is centred around the learner.	3.8	0.70	Agreed
2.	Enhances creative, critical thinking, and analytical reasoning among learners	3.4	0.74	Agreed
3.	Makes learners active rather than passive	3.6	0.64	Agreed

4.	Enables adequate coverage of the curriculum content	3.8	0.71	Agreed
5.	It creates more time for learners to read and understand content	3.7	0.53	Agreed
6.	Encourages flexible learning and is cost-friendly.	3.5	0.63	Agreed
7.	It makes room for interactive, problem-solving solving and exploratory participation among learners.	3.5	0.70	Agreed
8.	Promotes personalised and paced learning, thereby accommodating individual differences among learners.	3.4	0.64	Agreed
9.	It promotes student/teacher relationships through online interactions with the teacher	3.1	0.56	Agreed
Grand Mean and Pooled Mean		31.8/3.53		

Table 1 presents the lecturers' responses regarding the prospects of utilising the flipped classroom approach for enhanced Business Education Curriculum Implementation in Tertiary institutions, as indicated by their mean responses to all items, which are above 2.5. The grand mean and pooled mean of 31.8/3.53 indicated high rating agreement by the lecturers that the prospects of utilising the Flipped Classroom approach for enhanced Business Education Curriculum Implementation in tertiary institutions include adequate curriculum content coverage, personalized learner-centred learning, students' effective interaction with course materials, accommodates individual differences among learners. Thus, research question 1 was positively answered.

Table 2: Lecturers' mean responses on ways the Flipped Classroom Approach can be used to Enhance Business Education Curriculum Implementation in Tertiary Institutions

Items		Lecturers Responses		
S/N	Ways the Flipped classroom Approach can be used to enhance Business Education curriculum implementation are:	Mean (X)	SD	Result
10.	Teachers and students must have adequate knowledge and understanding of how the approach works to be able to use it effectively.	3.7	0.78	Agreed
11.	Making the use of the flipped classroom approach during curriculum lesson delivery more interactive and participatory for the learners	3.6	0.70	Agreed
12.	Teachers integrate traditional teaching methods like discussion, role playing, etc, while using the flipped classroom approach.	3.8	0.64	Agreed
13.	Teachers ensure that the materials, such as the video clips, get to the learners on time	3.5	0.71	Agreed
14.	Adopting the use of immediate feedback that will promote learners' active participation in the process	3.4	0.63	Agreed
15.	Ensuring that teachers use different innovative teaching skills during curriculum implementation for clarity and deeper reasoning by the learners.	3.6	0.61	Agreed

16.	Teachers should sometimes combine it with blended and collaborative learning, especially during the implementation of practical skill-based content.	3.8	0.72	Agreed
17.	The teacher should treat the introductory aspect of the course first in class before continuing the implementation process with the flipped approach.	3.5	0.64	Agreed
18.	Ensuring that the required materials, such as emails, webcam, e-notebook, and laptops, are readily available for the teachers and learners to use in a flipped classroom	3.8	0.72	Agreed
Grand Mean and Pooled Mean		32.7/3.63		

Table 2 highlights the lecturers' responses on some of the ways the flipped Classroom approach can be used to enhance effective Business Education curriculum implementation in tertiary institutions, as shown by their mean responses to the items. All nine items have a mean rating above 2.5. The grand mean and pooled mean of 35.3/3.63 indicate teachers' high rating agreement that teachers and learners must have the necessary digital materials required for using the approach, have adequate knowledge about the Flipped approach process, ensure immediate feedback from learners for any given tasks and integrate some of the traditional teaching methods with flipped classroom approach as the ways of using flipped classroom approach to enhance effective curriculum implementation at a tertiary institution. These, therefore, positively affirmed Research Question 2.

DISCUSSION

Research question 1, on the issue of prospects of utilising the flipped classroom approach for enhanced Business Education Curriculum Implementation in tertiary institutions in Nigeria, the study revealed that some of the prospects of utilising flipped classrooms for enhanced Business Education Curriculum Implementation in tertiary institutions are it enables adequate curriculum content coverage, personalised learner-centred learning, effective interaction with course materials, paced learning, promotes critical thinking and analytical reasoning and exploratory learning as well as accommodates individual differences among learners.

This agrees with the findings of Amadioha and Akor (2020) and Olakanmi (2017); the flipped classroom holds numerous prospects, as it enables active engagement among learners. The assertion of Agbaje (2020) and Gilboy, Heinerichs and Pazzaglia (2015) that there is an urgent need to use different innovative and methodological approaches during curriculum implementation in Nigeria also supports the finding. This highlights the utmost importance of enhancing Business Education curriculum implementation through varied learner-centred approaches, such as the flipped classroom. The practical implication is that it will benefit students through increased skills learning engagement in the course in tertiary institutions, leading to their high academic achievement.

Similarly, the findings of research question two on some of the ways the flipped classroom approach can be used to enhance effective Business Education curriculum implementation at

tertiary institutions in South-East Nigeria revealed that teachers can utilise flipped classroom approach after introducing new concepts in class and then continue other lessons with the approach, get immediate feedback from the learners, ensure adequate curriculum content coverage, promoting personalised, exploratory and pace learning as well as with traditional classroom approach and teaching methods as some of the ways to utilise flipped classroom approach to enhance effective Business Education curriculum implementation at tertiary institutions in South East, Nigeria. In other words, teachers are expected to continuously utilise the flipped classroom approach during Business Education curriculum implementation to enable sufficient coverage of the curriculum contents, making learning meaningful, interactive, and comprehensive for the learner's benefit in the long run. This will promote the effective implementation of Business Education curricula in tertiary institutions in Nigeria.

This aligns with the findings of Edeh, Odo, and Edeh (2022) and Chukwuma-Nosike (2023), who suggest that teachers' conscious use of various technological approaches in curriculum implementation will promote learner-centred, personalised, and exploratory learning among learners. Hence, teachers, as chief implementers of any curriculum, play a significant role in enhancing effective curriculum implementation at tertiary institutions by utilising the flipped classroom approach, which enables the achievement of positive academic outcomes that ultimately benefit society as a whole.

Corroborating this further, Achor (2022) and Papadakis, Gariou-Papalexou, and Makrodimos (2019) emphasise that for teachers to use any approach to enhance holistic subject curriculum implementation effectively, they must consciously combine it with a variety of teaching methods during classroom implementation. This can be achieved only by trained teachers who know the technical aspects of applying the flipped classroom approach, thereby enhancing the implementation of the Business Education curriculum in Nigeria.

This highlights the importance of continuous training and personal improvement for teachers as a necessity for enhancing effective Business Education curriculum implementation, especially at tertiary institutions. Considering the global trend in technological advancement and education for all, the use of the flipped classroom approach will promote effective Business Education curriculum implementation in tertiary Institutions, which will help prepare tertiary education students for an assured skilled world that will lead to national development in Nigeria.

Conclusion

Utilising a flipped-classroom approach to enhance the effective implementation of Business Education curricula at tertiary institutions in Nigeria has become necessary. This is because the effective use of innovative approaches in Business Education curriculum implementation in Nigeria will instil in students at tertiary institutions the different soft skills, knowledge, and values required for the global labour market. Thus, the appropriate utilisation of an innovative flipped classroom approach that is learner-centred by teachers is believed to help enhance effective curriculum implementation at tertiary institutions in Nigeria. The flipped classroom approach will make curriculum implementation more real, engaging, and direct to the learners at the tertiary education level. Hence, leading to the achievement of the stipulated learning objectives.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Teachers should endeavour to use the flipped classroom approach more because of its numerous prospects, especially enhanced student engagement, that will promote effective Business Education curriculum implementation in tertiary institutions.
2. The teacher should utilise the flipped classroom approach along with varied traditional teaching methods such as discussion, questioning, and demonstration modes constantly during Business Education curriculum implementation so as to adequately cover the curriculum learning contents, leading to the achievement of the stated behavioural objectives.
3. Teachers should be encouraged to utilise the flipped classroom approach after the introductory class of courses in Business Education, as well as for theory-based lessons, to use the process to get immediate feedback from the learners.
4. The government and other stakeholders in education should ensure teachers are continuously exposed to diverse training and workshops on ways of using innovative learner-centred teaching and classroom approaches, such as the flipped classroom, to enhance effective Business Education curriculum implementation at the tertiary education level.

REFERENCES

- Achor, E. E. (2022). Keynote address: Integrating technologies in curriculum development. *Journal of Curriculum and Instruction*, 13(1), 4-33.
- Agbaje, F. I. (2020). Institutionalizing peace education for social inclusiveness in Nigeria. *The Nigerian Journal of Sociology and Anthropology*, 18(1), 114-130.
- Amadioha, S. W., & Akor, V. O. (2020). Flipped teaching: A modern instrument for curriculum content delivery on the junior secondary school agricultural science in River State, Nigeria. *The Nigerian Academy of Education Proceedings*.
- Baig, M. I., & Yadegaridehkordi, E. (2023). Flipped classroom in higher education: A systematic literature review and research challenges. *International Journal of Educational Technology in Higher Education*, 20, 61. <https://doi.org/10.1186/s41239-023-00430-5>
- Betihavas, V., Bridgman, H., Kornhaber, R., & Cross, M. (2015). The evidence for 'Flipping Out': A systematic review of the flipped classroom in nursing education. *Nurse Education Today*, 6, 15-21.
- Bishop, J., & Verlegar, M. (2013). The flipped classroom: A survey of the research. *120th ASEE Annual Conference and Expo*. American Society of Engineering Education, Atlanta, GA, USA.

- Brown, A. F. (2017). Implementing the flipped classroom: Challenges and strategies. *SpringerLink*.
- Chukwuma-Nosike, C. (2024). Teaching strategies for enhancing business studies curriculum delivery for effective skill acquisition in junior secondary schools in Imo State, Nigeria. *Journal of Curriculum and Instruction*, 14(1), 34-44.
- Chukwuma-Nosike, C., & Offorma, G. C. (2022). Classroom without walls: Prospects and challenges of using technology for effective teaching in the post-COVID era in Nigeria public universities. *Journal of Nigerian Academy of Education (JONEAD)*, 18(1), 259-278.
- Chukwuma-Nosike, C. (2022). Utilizing innovative teaching skills in social science courses curriculum implementation for learners' achievement in Nigerian tertiary institutions. *Multidisciplinary Journal of Social Science Education*, 3(1), 58-68.
- COOU Degree Admission into Business Education 2024/2025 is Out.
- Edeh, N. C., Odoh, N. L., & Edeh, B. N. (2022). Strategies for the implementation of peace education-related concepts in social studies in Igbo-Eze North LGA, Enugu State. *Nigerian Journal of Social Studies*, 25(1), 16-26.
- Gilboy, M. B., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing student engagement using the flipped classroom. *Journal of Nutrition Education and Behavior*, 47(1), 109–114.
- Issa, S. N., & Ibrahim, M. T. (2021). Preparing quality business education teachers for the implementation of business education curriculum in Kwara State Colleges of Education. *Al-Hikmah Journal of Educational Management and Counselling*, 3(1), 12-15.
- Lo, C. K., & Hew, K. F. (2017). A critical review of flipped classroom challenges in K-12 education: Possible solutions and recommendations for future research. *Research and Practice in Technology-Enhanced Learning*, 12(4), 1-22.
- Mang, O. O. (2015). The concept of curriculum implementation. In T. N. Kanno, V. A. Obasi, & S. O. A. Obih (Eds.), *Contemporary issues in curriculum implementation and methods* (pp. 45-63). Hysab Prints.
- Mbakwem, J. N. (2005). *Curriculum implementation and instructional plan*. Upthrust.
- Nouri, J. (2016). The flipped classroom: For active, effective, and increased learning, especially for low achievers. *International Journal of Educational Technology in Higher Education*, 13, 33. <https://doi.org/10.1186/s41239-016-0032-z>

- Nwagu, C. C., Iwu, B. K., & Chima, C. F. (2025). Sustainable innovation in business education programme: Preparing youths for a knowledge-based economy. *Journal of Occupation and Training (JOT)*, 9(1), 346-355.
- Olakanmi, E. E. (2017). The effect of the flipped classroom model of instruction on students' performance and attitudes towards Chemistry. *Journal of Science Education and Technology*, 1, 45-56.
- Onye, C. O., & Ajuzie, N. E. (2018). *Fundamentals of teaching and learning accounts and economics in a digital age*. Cape Publishers International Limited.
- Papadakis, S., Gariou-Papalexiou, A., & Makrodimos, N. (2019). How to design and implement a flipped classroom lesson: A bottom-up procedure for more effective lessons. *Open Journal for Educational Research*, 3(2), 53-66.
- Peters, C. B., & Ugochukwu, N. (2023). Business educators' usage of digital resources in teaching business education practicum in the new normal in Alvan Ikoku Federal College of Education, Owerri. *Journal of Education and Society (JOT)*, 13(1), 32-38.
- Ugwoke, E., Edeh, N. I., & Ezemma, J. C. (2019). Business education lecturers' perception of learning management systems for effective teaching and learning accounting in universities in South-East, Nigeria. *Library Philosophy and Practice (E-Journal)*, 2122. <http://digitalcommons.unl.edu/libphilprac/2122>
- Zheng, L., Bhagat, K. K., Zhen, Y., & Zhang, X. (2020). The effectiveness of the flipped classroom on students' learning achievement and learning motivation. *Educational Technology & Society*, 23(1), 1-15.