

EXTENT OF AWARENESS AND ADOPTION OF FLIPPED CLASSROOM INNOVATIVE TEACHING STRATEGY BY BUSINESS EDUCATORS IN COLLEGES OF EDUCATION IN ANAMBRA STATE

Anyaneh, V. K. (Ph.D), Nzegwu, R. C. & Moore, N.

All authors from the department of Commerce and Cooperative Edu, School of Business Education, Federal College of Education (Tech), Umuze.

Abstract

There is a paradigm shift from the adoption of traditional teaching methods to innovative methods in classroom operations. This study assessed the level of awareness and adoption of flipped classroom innovative teaching strategy by business educators in colleges of education in Anambra state, Nigeria. Three research questions guided the study. The study adopted survey research design. Population of the study consists 83 business educators in the two colleges of education in the state - Federal College of Education (Tech), Umuze and Nwafor Orizu College of Education, Nsugbe. There was no sample and sampling technique as the whole population was used. The research instrument was a structured questionnaire made up of 16 items and titled of Extent of Awareness and Adoption of Flipped Classroom Innovative Teaching Strategy Questionnaire (EAAFCITSQ) which was designed to elicit responses on the research questions. Mean and standard deviation were used for data analysis. Results showed that the level of awareness on the use of flipped classroom innovative teaching strategy among business educators in colleges of education in Anambra state was to a low extent, among others. It was recommended among others that workshops and seminars should be organized for business educators to promote active learning.

Keywords: Flipped classroom, Business education, Innovative, Teaching, Strategy.

Introduction

The education system is saddled with the responsibility of bringing meaning and functional education to the members of the society of the society within which it exists. In Nigeria, the education system is organized under basic education, junior secondary, senior secondary and tertiary education. The college of education is under the tertiary education institutions. College of Education is that unit of tertiary education in Nigeria that has the responsibility of training teachers to obtain non-degree but qualitative professional certificate in education making them dedicated and with appropriate skills and intellectual depth that would facilitate easy achievement of the national goal (Amah & Onukwuli, 2024). One of the courses handled in the colleges of education is Business Education. Business education is that facet of educational training that helps the individual to acquire relevant skills needed for living. Business education is a programme designed to equip learners with both academic and vocational skills needed for both salaried jobs and self employment as entrepreneurs (Odike & Nnaekwe, 2019). The business education curriculum is implemented by business educators in using varied methods to make learners learn. There is a shift from conventional teaching methods where the teacher is seen as the only custodian of knowledge to an information technology (IT) driven learner-centered innovative learning strategies. Flipped classroom is one of the innovative learner-centered IT driven strategy that allows the students to make use of the internet and computer

system to learn. According to Ajiase (2017), flipped classroom is seen as a student-centered educational learning model that aims at replacing the traditional lecture method by active cooperative tasks using the internet and computer technology to transmit educational videos to learners.

In a flipped classroom, lectures are watched at home and then students discuss it through some paired activities. O'Flaherty and Phillips in Okonkwo and Ndur (2023) defined flipped classroom as an instructional method that allows lecturers to record lectures through multimedia for student to review at their pace; it places those student at the center of the instruction. It is an instructional strategy and a type of blended learning that reverses the conventional learning environment by delivering instructional content outside classroom which promotes discovery learning, problem-based learning, experimental learning and student-centered learning (Abeysekera and Davison, 2015). Flipped classroom is an educational software, video recordings, screen casting software, demonstrations, and slide presentations with animations made for student to watch and read (Al-Samarraie et al 2020). In a flipped classroom, students carry out research at home and engage the concepts in the guidance of a mentor. This innovation teaching strategy makes student to watch instructional videos at their home and receive personal instructions. The flipped classroom model is an example of technology-driven innovation. It includes the use of

technology to transform class work into homework (Fautch, 2015) by switching the location of core instruction from inside the classroom to outside, it model free class time to be used for problem-solving and engaging activities.

Flipped classroom allows student to learn in individual setting rather than group settings, which affords a host of benefits and can lead to higher-quality instruction Okonkwo and Ndur (2023). According to Panuwatwanich (2017), flipped classroom involves teacher posting teaching materials (lesson note, text-based, audio, audio-visual, etc.) on the various online learning platforms and technological components like Video Creation Tools, video hosting sites and video interaction tools, goggle classroom and giving the student the opportunity to download, watch supplemental videos, and attempt assignments outside class setting. Some commonly used and popular Video Creation Tools used for flipped classroom as given by Dauda (2021) are Screen-Cast-Omatic, Camtasia PC, Teach Smith Relay, Office Mix, and Adobe Presenter. Other video hosting sites are; YouTube, Teacher Tube, Screencast.com, Acclaim, and Google Drive. Some of the popular and commonly used video interaction tools are EduCanon, EdPuzzle, Zaption, Office Mix, Verso, TechSmith Relay, Adobe Presenter, and Google Apps. The use of flipped classroom motivates the individual need of the learners (Dauda, 2021; Gough et al, 2017)

According to Agirman and Ercoskun (2022), in the flipped classroom, students learn new content by watching web-based instructional videos outside the classroom and then develop depth of knowledge by applying those concepts or relevant hand-on activities in the classroom. Fautch (2015) indicated that flipped classroom has the ability to engage student and help develop critical thinking skills, among other benefits. For example, when student miss classes, flipped classroom provides a means for students to access school materials any time from multiple locations. Students can remain up to date with the curriculum and academic calendar by viewing and reviewing the web-based instructional material. A flipped classroom can be used as an innovative teaching strategy. Teaching according to Duktur (2016) is an attempt to bring about desirable changes in learner behaviour and reflects the expected behaviour needed in improving on the learners and the society where he lives. Strategy means a long-term plan of action designed to achieve a particular goal (Agirman & Ercoskun, 2022). An innovative teaching strategy is an unconventional, creative and effective methods used by educators to enhance students' learning, engagement and outcome. Flipped classroom as an

innovative teaching strategy enhances engagement and promotes active learning. Akcayir(2018) stated that flipped classroom enhanced students' ability to learn, as well as increase their satisfaction with the learning experience. It improved students' creativity, confidence, and problem-solving skills and allows for more personalized (Gough Dejong, Grundmeyer & Baron, 2017) and autonomous learning. Flipped classroom is flexible because it allowed students to learn when and where they want. Sahin, Cavlazoglu and Ynus (2015) observed that it was often easier for many students to watch videos than it was for them to read comparable books. This means that flipped classroom is capable of making students engage in learning more and teachers who are aware of it and adopt it will likely teach better. Awareness refers to the state of being informed, knowledgeable and conscious about something. Adoption on the other hand is the process of accepting, embracing and integrating something new such as ideas, technologies, and practices and so on. The extent of awareness and adoption of flipped classroom in colleges of education seem not to be has investigated. The colleges of education being where teachers are trained to shape the next generation of learners underscores the need for effective teaching strategies. This study aims to bridge the knowledge by investigating the extent of awareness and adoption of flipped classroom innovative teaching strategy in colleges of education.

Statement of the problem

Ideally, colleges of education in Nigeria should be at the forefront of adopting innovative teaching strategy like the flipped classroom which improves students' creativity, confidence, and problem-solving skills and also provides student with numerous opportunities to engage in active learning. Educators ought to be aware of this strategy and also adopt it in teaching to bring about desirable educational outcomes.

However, observations suggest that some educators appear to be unfamiliar with the flipped classroom and may not adopt it in teaching. Some of them appear to still be in vogue with traditional talk and chalk teaching method. This may consequently affect the rate of understanding of the topics taught, students' interest in the subject and students' performance. This study therefore seeks to assess the level of awareness and adoption of flipped classroom innovative teaching strategies by business educators in colleges of education in Anambra state.

Purpose of the Study

The main purpose of this study was to assess the extent of awareness and adoption of flipped classroom

innovative teaching strategies by business educators in colleges of education in Anambra state. Specifically, the study sought to:

1. Determine the extent of awareness of flipped classroom teaching strategy among business educators in colleges of education in Anambra state
2. Determine the extent business educators in colleges of education in Anambra state adopt flipped classroom teaching strategy

Research Questions

The following research questions guided the study:

1. What is the extent of awareness of flipped classroom teaching strategy among business educators in colleges of education in Anambra state?
2. To what extent do business educators in colleges of education in Anambra state adopt flipped classroom teaching strategy?

Methods

A descriptive survey design was adopted for the study. This was done by seeking the opinions of Business Educators on the problem of the study. The study was carried out in the two Colleges of Education in Anambra state- Nwafor Orizu College of Education, Nsugbe (NOCEN) and Federal College of Education (Tech), Umunze (FCETU). The population is made up of 83 Business Educators (lecturers), consisting of 66 Business Educators in FCETU and 17 Business Educators in NOCEN. The whole population was used because the size was manageable, hence, no sampling and sampling technique.

The instrument for data collection was a questionnaire titled Extent of Awareness and Adoption of Flipped

Table 1: Mean Ratings of Respondents on the extent of awareness of flipped classroom teaching strategy among business educators in colleges of education in Anambra state?

S/N	ITEMS	X	SD	Remark
1	I am aware that flipped classroom: Is the use of internet and computer technology in teaching and learning	3.0 3	.6 .5	HE
2	Uses educational software	2.82	.78	HE
3	Involves educators posting lecture course wares(text-based, audio, audio-visuals etc)	2.96	.76	HE
4	Allows students to record lectures through multimedia to review at their pace	2.54	.86	HE
5	Is an educational environment that promotes experiential learning	2.53	.82	HE

In table 1, all the 5 items have mean ratings greater than or equal to 2.50, showing that the business educators use educational software; post lecture course wares; allows students to record lectures through multimedia to review at their pace and so on to a high extent. This means that the level of awareness of flipped classroom teaching strategy among business educators in colleges of education in Anambra state is to a high extent.

Classroom Innovative Teaching Strategy Questionnaire (EAFCTSQ). It was constructed by the researchers based on the research questions. The questionnaire was made up of 19 items and was divided into two: Parts 1 and 2. Part 1 with 6 items to elicit information on the level of awareness of flipped classroom teaching strategy and part 2 has 7 items which covered extent business educators in colleges of education in Anambra state adopt flipped classroom teaching strategy. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was pilot tested to ensure its reliability and the data collected was analyzed using Cronbachs' Alpha. This gave a coefficient reliability of 0.73 which was considered to be high. The questionnaire was administered by the researchers using direct administration method. Out of the 83 copies of the questionnaire administered only 70 copies were used for analysis representing about 84.34% return rate. The other 13 copies were either not duly filled or not retrieved.

The data obtained were analyzed using mean based on response options ranging from very high extent of 4 points to very low extent of 1 point. Any item with a mean response of 2.50 and above was considered 'high extent' while anyone with a mean response below 2.50 was considered 'low extent'. Data collected in this study was analyzed using statistical mean and standard deviation.

Results

The results from research questions are presented in the tables below

Research Question 1: What is the level of awareness of flipped classroom teaching strategy among business educators in colleges of education in Anambra state?

Research Question 2: To what extent do business educators in Colleges of Education in Anambra state adopt flipped classroom teaching strategy?

Table 2: Mean Ratings of Respondents on Extent Business Educators in Colleges of Education in Anambra State Adopt Flipped Classroom Teaching Strategy?

S/N		X	SD	Remark
1	I post teaching materials on various online platforms for my students	1.95	.93	LE
2	I use internet and computer technology in teaching and learning	1.84	.94	LE
3	I make use of educational software in teaching	1.89	.97	LE
4	I post class assignment online for my students.	1.95	.92	LE
5	I make my students record lectures through multimedia to review at their pace	1.81	.94	LE
6	I use educational environment that promotes experiential learning	1.77	.93	LE

Table 2 above shows that all the 6 items are below 2.50 which is the cut-off point. This means that business educators in Colleges of Education in Anambra state adopt flipped classroom teaching strategy to a low extent.

Discussion of the Findings

The level of awareness of flipped classroom learning strategy among business educators in colleges of education in Anambra state is to a high extent. The finding of this study is in line with the finding of Afolabi, Olayola and Awopetu (2020) who found teacher's level of awareness was high. This means that business educators are aware of flipped classroom as a teaching and learning strategy.

The extent of adoption of flipped classroom strategy by business educators in Colleges of Education in Anambra state is to a low extent. This means that although they are aware of flipped classroom strategy, they do not utilize it in actual teaching and learning process. This finding is not in line with the finding of Albadran, (2020) who found that more teachers adopted the flipped classroom strategy. The difference in the respondents and area of the study may account for the difference in finding. However, the finding of this study is in line with the submission of Bhatnaga and Bhatnagar (2020) that flipped classroom which is an innovative approach is made ineffective due to lack of technical facilities. Nielsen (2012) asserted that technology needed for viewing or interacting with lecture material may not be available in every teacher's home. This in turn brings about inequity among teachers for proper actualization of flipped classroom adoption.

4. for improved educational outcomes.

Conclusion

Flipped classroom has gained significant impact in improving instructional delivery as against the traditional lecture methods. However, the result of the study has revealed very low level of awareness of and adoption of flipped learning strategy among business educators in Colleges of Education in Anambra state.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Workshops and seminars should be organized for business educators as to be abreast with innovative approach of teaching that will enhance students learning and promote active learning
2. Government and stakeholders in education should put in place up-to-date technological systems, equipment, infrastructural facilities and packages in schools to ensure that students are trained with modern technological strategies that boost learning.
3. Government should make digital resources such as computers, projectors, scanners, printer, etc, available to the Colleges of Education

References

- Abeysekera, L. & Davision, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher Education Research and Development*, 34(1), 1-14
- Afolabi, E., I., Oteyola, T. A. & Awopetu, O.E. (2020). Assessment of level of awareness and acceptance of flipped learning strategy among Oyo state secondary school teachers. *AAUA Journal of Science and Technology Education*, 3(1), 1 - 11
- Agirman, N. & Ercoskun, M.N. (2022). History of flipped classroom model and uses of the flipped classroom concept. *International Journal of*

- Curriculum and Instructional Studies, 12(1), 71-88
- Akcayir, G. & Akcayir, M. (2018). The flipped classroom: A review of its advantages and challenges. *Comput. Educ.*, 126, 334-345.
- Albadran, N.F. (2020). Flipped classroom model based technology acceptance and adoption among faculty members in Saudi Arabia universities. *Arab Journal for Scientific Publishing (AJSP)*, 1, 25-57.
- Aljaser, A. (2017). Effectiveness of using flipped classroom strategy in academic achievement and self – efficacy among education students of Princess NourahBint Abdulrahman university. *Canadian Center of Science and Education*, 10(14), 67-77.
- Al-Samarraie, H., Shamsuddin, A. & Alzahrani, A. I. (2020). A flipped classroom model in higher education: a review of the evidence across disciplines. *Educational Technology Research and Development*, 68(3), 1017-1051
- Amah, U. V. & Onukwuli, G. A. (2024). Ways the study of Business Education in colleges of education contributes to human capital development in Anambra state. *Nigerian Journal of Research and Production*, 26(1), 105-115
- Bhatnaga, M. & Bhatnaga, P. (2020). Flipped classroom - An Innovative approach. *Journal of Xi'an University of Architecture & Technology*, XII (II), 403 - 413
- Dauda, I. K. (2021). Flipped classroom: An innovative strategy for effective teaching-learning process. *International Journal of Innovative Technology Integration in Education*, 5(1), 41-48
- Duktur, S. L. (2016). Innovative approaches to the teaching of financial accounting in senior secondary schools in plateau state. *Nigerian Journal of Business Education (NIGJBED)*, 3 (2), 67-79
- Fautch, J. M. (2015). The flipped classroom for teaching organic Chemistry in small classes: Is it effective? *Chemistry Education Research and Practice*, 16(1), 179-186
- Gough, E., Dejong, D., Grundmeyer, T. & Baron, M. (2017). K-12 teacher perceptions regarding the flipped classroom model for teaching and learning. *Journal of Educational Technology Systems*, 45(3), 390-423
- Nielsen, L. (2012). Five reasons am not flipping over the flipped classroom. Retrieved from <https://www.pearsonschool.com/flippedlearning>
- Odiike, M. & Nnaekwe, K. U. (2019). Business education as a veritable tool for reducing unemployment. *Journal of Education*, 4(3), 15-29
- Panuwatwanich, K. (2017). Flipping a postgraduate classroom: Experience from Griffith University. *The Flipped Classroom*: Springer
- Sahin, A., Cavlazoglu, B. & Ynus, Z.E. (2015). Flipping a college calculus course: A case study. *Journal of Educational Technology and Society*, 18(3), 142-152