

FUNCTIONAL PEDAGOGIES FOR EFFECTIVE BUSINESS EDUCATION CURRICULUM IMPLEMENTATION IN PUBLIC UNIVERSITIES IN SOUTH-EAST, NIGERIA

CHIKA CHUKWUMA-NOSIKE (Ph. D)

Department of Social Science Education, Faculty of Education

Imo State University, Owerri

nmadaddy@gmail.com +2348035414044

ABSTRACT

Functional pedagogies refer to modern approaches, tools, and techniques that educators can effectively use to enhance the implementation of subject curricula, ultimately benefiting learners. There is a need to utilize these modern pedagogies during Business Education curriculum implementation in Universities in Nigeria to improve the quality of learning and achieve the stipulated objectives. By examining the potential impacts of modern functional pedagogies on educational standards, outcomes, employability, and overall societal development, the study aimed to provide a roadmap for enhancing business education skills in Nigeria, ensuring that they meet the current needs of both students and the nation. This study is a descriptive survey that investigates the prospects of functional pedagogies for effective curriculum implementation of the Business Education course in Universities in Nigeria. Two research questions guided the study. The population consisted of all Business Education lecturers in Nigerian public universities in the South-East. Two-section, twenty (20) items, rating scale titled *Functional Pedagogies for Effective Business Education Curriculum Implementation in Universities* (FPEBECIU) was used for data collection. The instrument was validated by three specialists in Business Education, Measurement and Evaluation, and Curriculum Studies. The reliability of the instrument was determined using the Pearson Product-Moment Correlation Coefficient (r) test-retest method, and a coefficient index of 0.89 was obtained. The instrument was administered to a sample of 102 lecturers selected from six universities from three states out of the five states in South-East, Nigeria, using multi-stage cluster, purposive, and simple random sampling techniques. The research questions were answered using mean/pooled mean and standard deviation. The findings identified different functional pedagogies and highlighted the prospects of functional pedagogies in the curriculum implementation of Business Education in Nigerian universities. Based on the findings, some recommendations were proffered towards effective utilization of functional pedagogies in Business Education curriculum implementation in Nigerian public universities.

Keywords: *Functional pedagogies, Curriculum implementation, Business Education, University Education,*

INTRODUCTION

Education over the years has remained a channel through which necessary knowledge, skills, and values are transmitted and transferred to the learners to benefit society at large. Every new day, new knowledge, skills, and values emerge, requiring consistent change, and it is through education that these changes can be spread to promote national development. Hence, it has become obvious that rapid changes in present-day society seem to require enhanced functional pedagogical skills and capacities for school leavers. There is a constant need to revisit the curriculum of subjects/courses taught at various levels of education to include necessary skills that enhance productivity among learners upon graduation. In so doing, there must be a need to utilize necessary functional pedagogies to achieve positive results from the curriculum. Notably, a curriculum is the planned document that determines what is to be taught based on its content and how it can be taught. It remains useless unless the blueprint is transferred to the learners in the classroom during curriculum implementation.

Curriculum implementation is the most important business in education because its process gives meaning to the curriculum content of any subject/course. Various curriculum specialists summarily described curriculum implementation as the transmission and transfer of all the planned learning contents, experiences, and activities contained in the official curriculum document to the learners under the auspices of the school environment for a total change of behaviour and achievement of stipulated learning objectives (Chukwuma-Nosike, 2025; Edeh, Odo & Edeh, 2022; Mang, 2015). Mbakwem (2019) further buttresses that curriculum implementation is a serious business that must be handled responsibly to meet the desired outcome. This implies that the process of curriculum implementation has a design, follows certain procedures and rudiments, as well as applications required to produce the desired learning outcome by learners (Chukwuma-Nosike, 2025). In other words, effective curriculum implementation of any school subject/course involves the utilization of appropriate pedagogies comprising teaching methods, strategies, and approaches for enhanced learning and skill acquisition to occur. Invariably, this remains applicable in Business Education curriculum implementation. Curriculum implementation of university courses, such as Business Education, requires being carried out utilizing functional pedagogy that will promote adequate business skills acquisition, which is required in the world of business.

University is the highest level of education all over the world. It is also referred to as tertiary education, which is the level of education that comes after post-basic education. A university is a citadel of learning where learners are professionally trained in diverse areas of skills, knowledge, and values to equip them for the labour market. In Nigeria, universities are categorized under two basic forms/types: public and private universities. Public universities are those institutions owned either by the state or the federal government, respectively. So many courses are offered in Nigerian universities, including Business Education. Business Education is a vital skill-filled course that prepares learners for the world of business and about business. It is the course that produces business educators that teaches secondary

school business subjects such as business studies, financial accounting, commerce, office practice, word processing, and bookkeeping. Nwagu, Iwu & 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. Schools are redefining their approach towards the implementation of various courses by embracing modern strategies to equip future graduates for a rapidly changing world. Thus, there is a need to identify and adopt new functional pedagogies that prioritize practical application and real-world relevance, aligning educational practices with the needs of learners and society.

Pedagogy is generally the methodology used by teachers in transferring basic knowledge, skills, and values to learners in the classroom for the achievement of educational objectives of a particular subject/course of study. Pedagogy refers to the strategies and methods used in teaching and learning (Nwokike & Ugwunwoti, 2020). Basically, functional Pedagogies connotes learner-centered approaches, methods, and strategies that promote active learner engagement and skill acquisition. Functional pedagogy is defined as instruction that directly serves practical purposes, thereby enabling individuals to navigate real-life challenges, contribute to economic development, and become self-reliant and socially useful (Edeh & Olumakinwa, 2025). Rather than focusing on ideological or theoretical mastery, it emphasizes practice over abstraction, preparing learners to apply what they know to their immediate contexts. Scholars underscore functional education as transformative, equipping learners with entrepreneurship life skills that address socio-economic challenges like unemployment and poverty (Edeh & Olumakinwa, 2025, and Nwokike & Ugwunwoti, 2020). The functional curriculum aims to produce graduates who are self-reliant, generate income, and contribute positively to society. These can only be achieved when functional pedagogies are effectively utilized during curriculum implementation of school courses, especially Business Education.

Adopting functional pedagogies in Business Education curriculum implementation means preparing students not just for examinations but for meaningful careers, entrepreneurial ventures, and societal contributions. By integrating skills development, experiential learning, and curriculum alignment, functional pedagogies can revitalize Business Education to be robust, responsive, and relevant. The key features of functional pedagogies in Business education include: technology-based learning utilizing AI tools and flipped/blended approaches (Chukwuma-Nosike, 2025, and Issa & Ibrahim, 2021). Learning-by-doing which is active engagement of learners in authentic tasks that foster retention, confidence, and problem-solving ability (Xiao & Carnes, 2017). Experiential and action-based pedagogy, which advocates learning from other people's experiences (Olokundun, Ibidunni, Peter, Amaihian, Moses, & Iyiola, 2017; and Keiding, 2015). In business education, students learn through consulting projects, entrepreneurial tasks, or real-world problem-solving rather than passive lecture formats (Edeh & Olumakinwa,

2025). Also, curricula are shaped through collaboration pedagogy with industry or community, making learning meaningful and aligned with real needs (Xiao & Carnes, 2017). While skills-oriented focus emphasizes the development of entrepreneurial competence, adaptability, critical thinking, communication, and responsibility (Ekoh, 2016, and [Nishad-Nawaz, Phil, Anjali, Gomes, Com, & Id, 2014](#)). Thus, making the utilization of functional pedagogies productive and result-generative in this dispensation of a global skill-compliant labour market.

Curriculum implementation is a vital school business and activity as it is the means through which the teacher transfers and transmits the learning contents, experiences, and activities that are contained in the curriculum document to the 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 business skills acquisition and brings about a positive change in learners' behaviour. The approaches used in Business Education curriculum implementation may make or mar its achievement of stipulated objectives in the long run. Presently, there are different functional pedagogies that can be utilized during the curriculum implementation of Business education courses, among them is the use of the flipped classroom approach, blended learning, AI tools, hands-on, learning by doing, action-based, and experiential learning through industry collaboration. For instance, the flipped approach ensures that with the use of technology, teachers can conduct effective curriculum implementation both online as well as in the physical classroom. Thus, the flipped classroom approach holds a lot of prospects for both the teacher and the learner when effectively utilized in Business education curriculum implementation.

It has been observed by the researcher that most lecturers, especially Business education lecturers, do not use modern functional pedagogies, especially in universities in South East Nigeria, and prefer using the traditional conventional pedagogies that are outdated and unproductive during curriculum implementation. Many teachers feign ignorance of the prospects of utilizing functional pedagogies in Business education curriculum implementation, especially in ensuring adequate Business skills acquisition. Hence, the statement of the problem becomes thus: what are the prospects of utilizing functional pedagogies for effective Business Education curriculum implementation in public universities in South-East, Nigeria?

The purpose of this study is to investigate the prospects of functional pedagogies for enhanced Business Education curriculum implementation in universities in South-East, Nigeria. Specifically, the study sought to identify some of the functional pedagogies that can be utilized to enhance Business Education curriculum implementation in universities in South-East Nigeria.

The following research questions guided the study.

1. What are the different functional pedagogies that can be utilized for enhanced Business Education curriculum implementation in universities in South-East Nigeria?
2. What are the prospects of utilizing these functional pedagogies for enhanced Business Education curriculum implementation in universities in South-East Nigeria?

Method

This study adopted the descriptive survey design. The population of the study consists of all 203 lecturers in 10 public Federal and State universities in South-East, Nigeria (Academic Planning Unit, APU, 2025; Peters & Ugochukwu, 2023; Ugwoke, Edeh, Nathaniel & 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 South East through multi-stage, (cluster, purposive, and simple random) sampling techniques. The cluster sampling technique was used to select three states out of five states in South-East, Nigeria, and two (2) public universities (Federal and State), each totaling six (6) universities from Abia, Anambra, and Imo State out of the five South-East States of Nigeria. Thereafter, the purposive sampling technique was used to select Business Education/accounting education lecturers from universities offering the course and finally the ballot type of simple random sampling techniques was used to select a sample of seventeen (17) lecturers from each school. Thus, giving every Business Education lecturer equal chance of being selected.

The data collection instrument used for the study was a researcher-made four-point rating scale titled: *Functional Pedagogies for Effective Business Education Curriculum Implementation in Universities* (FPEBECIU) with response options (Strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD)), which was 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. The instrument was administered and re-administered after a week's interval to the 50 lecturers in universities in Ebonyi State. A reliability index of 0.89 was obtained using the Pearson Product-Moment Correlation Coefficient (Pearson r) test-retest 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 subjected to analysis 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 different functional pedagogies that can enhance Business Education curriculum implementation in universities in Nigeria

ITEMS		LECTURERS RESPONSES		
S/N	Different functional pedagogies that can enhance Business Education Curriculum Implementation are:	Mean ()	SD	Result
1.	the Learning-by-Doing pedagogy	3.8	0.70	Agreed
2.	Functional Virtual Accounting & Financial Tools -QuickBooks, Sage	3.6	0.74	Agreed
3.	Artificial Intelligence (AI) tools-Chatbots- ChatGPT, Copilot, Gemini	3.6	0.64	Agreed
4.	Hands-on office simulation laboratory tools & software -Sim Venture, Capsim	3.8	0.71	Agreed
5.	Experiential learning using virtual resource/guest speakers/industry	3.4	0.58	Agreed
6.	Problem-solving Data Analytics pedagogies-SPSS, research Databases	3.6	0.63	Agreed
7.	Personalized Online learning pedagogies-Zoom, Google Meet, & webinars	3.5	0.70	Agreed
8.	Virtual evaluation and assessment methods-CBT, virtual Defense	3.6	0.64	Agreed
9.	Digital Teaching Approaches-blended learning & Flipped classroom	3.8	0.56	Agreed
10.	Action-based industry pedagogies -mobile Apps, YouTube, WhatsApp, Telegram, VPN, and LinkedIn.	3.6	0.52	Agreed
11.	Collaborative gamification- virtual Business Strategy games	3.4	0.54	Agreed
Grand Mean and Pooled Mean		39.7/3.60		

Table 1 shows the lecturers' responses to the different functional pedagogies that can enhance Business Education curriculum implementation in Nigerian public universities, as shown by their mean responses to all items. The eleven (11) items had a mean rating above 2.5. The grand mean and pooled mean of 39.7/3.60 indicated respondents' high rating agreement by the lecturers on the different functional pedagogies that can enhance Business Education curriculum implementation in public universities in Nigeria among others include, learning by doing, problem solving, collaborative approaches, action-based industry pedagogies through mobile channels, virtual Accounting and Financial Tools, AI tools, hands-on simulation laboratory tools, experiential virtual industry resources speakers, collaborations utilizing gamification Tools, problem-solving data analytic platforms, learners personalized online learning platforms, virtual evaluation and assessment methods, and digital teaching approaches. Thus, the functional pedagogies listed above can be utilized to enhance Business Education curriculum implementation in universities. These, therefore, positively affirmed the research question 1.

Table 2: Lecturers' Mean responses on the prospects of functional pedagogies for Enhanced Business Education Curriculum Implementation in Universities in Nigeria

ITEMS		LECTURERS RESPONSES		
S/N	Prospects of functional pedagogies for enhanced Business Education Curriculum Implementation are:	Mean (X)	SD	Result
12.	Promotes learner-centered engagement as the entire learning activity is centered around the learner.	3.8	0.70	Agreed
13.	Enhances creative, critical thinking, and analytical reasoning among learners	3.4	0.74	Agreed
14.	Makes learners active participants rather than passive	3.8	0.64	Agreed
15.	Enables adequate coverage of the curriculum content	3.8	0.71	Agreed
16.	Promotes global skills and competencies acquisition	3.6	0.53	Agreed
17.	Encourages flexible learning engagement at a cost-friendly rate.	3.5	0.63	Agreed
18.	Evaluation is made simpler, faster, and feedbacks are speedily given to learners, stakeholders, and parents	3.5	0.70	Agreed
19.	Promotes personalized and paced learning, thereby accommodating individual differences among learners.	3.4	0.64	Agreed
20.	Promotes student/teacher relationships through online interactions with the teacher, thereby reducing teachers' stress.	3.6	0.56	Agreed
Grand Mean and Pooled Mean		32.4/3.6		

Table 2 presents the lecturers' responses regarding the prospects of functional pedagogies for enhancement Business Education curriculum implementation in public universities, as indicated by their mean responses to all items, which are above 2.5. The grand mean and pooled mean of 32.4/3.6 indicated high rating agreement by the lecturers that the prospects of functional pedagogies for enhanced Business Education curriculum implementation in universities in Nigeria include: adequate curriculum content coverage, personalized learner-centered learning, students' effective interaction with course materials, and accommodating individual differences among learners and others. Thus, from the above result, the research question 2 was positively answered.

Discussion

The result, as presented in Table 1, highlighted some identified different functional pedagogies that can enhance Business Education curriculum implementation in universities in the South-East, Nigeria. All the respondents agreed that learning by doing, experiential learning, problem-solving, action-based online learning platforms, AI tools, personalized learning, critical thinking, virtual evaluation methods, collaborative virtual resources, and digital teaching approaches are some of the functional pedagogies that could enhance Business Education curriculum implementation in public universities in South-East, Nigeria. This agrees with the findings of Okebukola (2024) and Eze & Olayemi (2023) that the functional pedagogies, such as utilizing Artificial Intelligence (AI) tools and others, reflect a shift towards more personalized, inclusive, and skills-based education, thereby enabling stress-free teaching and learning upon their integration, application, and usage.

The existence of these new functional pedagogies and their global impact on current curriculum implementation cannot be overlooked, especially in public universities in Nigeria. The assertion of Kanu & Omole (2023) and Edeh & Olupayimo (2023) indicates that there is an urgent need for the utilization of these pedagogies to enhance methodological approaches for currency and maintenance of global standards in Business Education curriculum implementation in Nigeria, also supports the finding. So, by indication, there is an urgent need to enhance Business Education curriculum implementation by utilizing the varied identified pedagogies to make the course content curriculum implementation functional to learners and the industry. This justifies the present findings that identified different pedagogies that could enhance Business Education curriculum implementation in Nigerian universities.

Research question 2, on the issue of prospects of functional pedagogies for enhanced Business Education curriculum implementation in universities in South-East Nigeria, the

study findings revealed that some of the prospects of these functional pedagogies for enhanced Business Education curriculum implementation in Nigerian universities are: it enables adequate curriculum content coverage, modern business skills acquisition, personalized learner centered 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. It also promotes efficiency and speed in Business Education curriculum implementation, thereby offering the students more opportunities to develop global skills and standards. Amadioha. & Akor (2020) and Olakanmi (2017), findings indicate that these functional pedagogies, especially Business Education pedagogies, hold so many prospects when utilized during curriculum implementation as they enable active engagement of the learners. The assertion of Agbaje (2020) and Amesi, Nkoro, & Igwe (2022) holds that there is an urgent need to use more of the new virtual technological pedagogies during curriculum implementation in Nigeria also supports the finding. This shows that it is of utmost importance to enhance Business Education curriculum implementation using varied new functional pedagogies such as experiential learning, problem-solving, action-based online learning platforms, AI tools, personalized learning, critical thinking, virtual evaluation methods, collaborative virtual resources, and digital teaching approaches. The practical implication is that it will benefit students through increased skills and learning engagement in the course in universities where they are utilized effectively, leading to their high academic achievement and industry skill acquisition.

Corroborating further, Chukwuma-Nosike (2024) and Ogungbo, Oniyide, Abbas, & Abdulraheem, (2024). emphasize that conscious use of the different functional pedagogies in Business Education curriculum implementation promotes learner-centered, personalized, and exploratory learning and industry-required skills acquisition among the students, leading to self-reliance and entrepreneurial thinking. Hence, teachers as chief implementers of any curriculum have a great role to play in enhancing effective Business Education curriculum implementation in public universities by their adoption and use of new pedagogies to enable the achievement of high academic outcomes, which will eventually benefit society at large. Again, this justifies the findings for research question 2 of this study on the prospects of utilizing functional pedagogies for enhanced Business Education skills Curriculum implementation in public universities in Nigeria.

Conclusion

The need to adopt functional pedagogies to enhance effective Business Education curriculum implementation in Nigerian public universities has become necessary. This is

because the effective use of the innovative functional pedagogies in Business Education curriculum implementation in Nigeria would instill in the university students' different soft skills, Business knowledge, and core values required for the global labour market. Thus, the appropriate utilization of diverse identified functional pedagogies that are learner-centered by teachers is believed would help enhance effective Business Education curriculum implementation in Nigerian universities. The functional pedagogies would make curriculum implementation more real, engaging, and direct to the needs of the learners in the universities. Hence, leading to the achievement of the stipulated learning objectives.

Recommendations

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

1. Teachers should endeavour to use current functional pedagogies for effective Business Education curriculum implementation in universities more because of their numerous prospects, especially in enhancing student active engagement and business skills acquisition.
2. The teachers should utilize the functional pedagogies along with some of the varied traditional teaching methods, such as discussion, questioning, and demonstration modes, constantly during Business Education curriculum implementation to enable adequate coverage of the curriculum contents, leading to the achievement of the stipulated behavioural objectives.
3. Government and other stakeholders in education should ensure teachers are continuously exposed to diverse training and workshops on ways of utilizing innovative learner-centered teaching and classroom pedagogies, such as the flipped classroom, learning-by-doing, experiential learning, and collaborative learning, to enhance effective Business Education curriculum implementation at the university level.

REFERENCES

- Academic Planning Units (APU), (2025), Business Education lecturers' nominal rolls from ten (10) federal and state universities offering Business Education. *Directorate of Academic Planning Publication*
- 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. and 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*
- Amesi, J., Nkoro, S., & Igwe, O. E. (2022). Utilization of the New Technologies in Teaching Business Education Courses in Rivers and Bayelsa States Universities. *International Journal of Educational Benchmark (IJEB)*, 22 (2) 2022, 123-135
- Chukwuma-Nosike, C. (2025). Utilizing the flipped classroom approach for Business Education curriculum implementation in South-East Nigerian Tertiary Institutions. *African Journal of Social and Behavioural Sciences (AJSBS)*, 15(5), 2129-2140. <https://journals.aphriapub.com/index.php/AJSBS>
- 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
- 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.
- Edeh, T. & Olumakinwa, C. D. (2025). Functional Business and Entrepreneurship Education in Nigerian Universities: A Panacea for Entrepreneurship Development in Nigeria DOI: <https://doi.org/10.51244/IJRSI.2025.120500197>
- Edeh, T. & Olupayimo, E. O. (2023). An evaluation of instructional delivery of Business education for skills acquisition in digital era in tertiary institutions in Ondo State. Nigeria *Journal of Business Education*, 10(2), 225-262.
- Ekoh, A. C. (2016). Traditional Pedagogy to Innovative Pedagogy in Business Education. A challenge to business education. *Nigerian Journal of Business Education*, 3(2), 126-136
- Eze, A., & Olayemi, O. (2023). The role of technology in enhancing student engagement. *International Journal of Educational Technology*
- Igwe, P.A.; Madichie, N.O.; Chukwuemeka, O.; Rahman M.; Ochinanwata, N. & Uzuegbunam, I. (2022). Pedagogical Approaches to Responsible Entrepreneurship Education. *Entrepreneurship and Sustainability of Higher Education/Sustainability* 2022, 14(15), 9440; <https://doi.org/10.3390/su14159440>
- 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
- Kanu, J.A. & Omole D.K.O. (2023). Assessment of Business Studies curriculum for digital skills inclusion: Implications for curriculum restructuring for sustainable development. *Nigerian Academy of Education Conference Proceedings*, November 8-12, 2022, 35-48
- Keiding, T.B. (2015). Curriculum design in higher education. *European Educational Research Association (EERA)*
- Mang, O.O. (2015). The concept of curriculum implementation. In T.N. Kanno, V.A. Obasi, and S.O.A. Obih (eds), *Contemporary issues in curriculum implementation and methods*. Owerri, Nigeria: Hysab Prints.
- Mbakwem, J.N. (2019). *Curriculum Implementation and Instructional Plan*. Owerri: Upthrust.
- Nishad Nawaz, M., Phil, M., Anjali M. G., Gomes, M. Com, B. & Id (2014). An Effective Teaching Pedagogy in Changing Business Education. *Journal of Education and Practice*. ISSN 2222-1735, 5,(19), 2014, 9-18 www.iiste.org
- 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), April, 2025. 346-355.
- Nwokike, D. M. Ugwunwoti, F. O. (2023). Pedagogical Approaches for Effective Teaching of Business Education Courses in the New Normal by Experts from Universities in the South – East, Nigeria. *British Journal of Education*. <https://doi.org/10.37745/BJE.2023/VOL10N7PP7584>
- Ogungbo, M.O., Oniyide, I.O., Abbas, J.A., & Abdulraheem, I.K. (2024). Integration of Modern Technology in Business Education Curriculum of College of Education for Students' Self-Reliance in Kwara State. *Educational Perspectives*, 13(1), 245–253
- Okebukola, P.A. (2024). ABC of Artificial intelligence in teaching and learning in higher education. Virtual Institute Capacity Building for Higher Education (VICBHE).
- 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* Issue 1 2017.
- Olokundun, M. A., Ibidunni, A. S., Peter, F., Amaihian, A. B., Moses, C. L. & Iyiola, O. O. (2017).
- Experiential Pedagogy and Shared Vision: A Focus on Identification of Business Opportunities by Nigerian University Students. *Journal of Entrepreneurship Education* 2017, 20 (2), (Print ISSN: 1098-8394; Online ISSN: 1528-2651)
- 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, 2023. [14.pdf](#)
- Ugwoke, E.; Edeh, Nathaniel I.; and 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>
- Xiao, Q. & Carnes, L. (2017). A Pedagogical Framework for Teaching Business Strategy: Design and Assessment. *Academy of Educational Leadership Journal* 2017, 21(1) (Print ISSN: 1095-6328; Online ISSN: 1528-2643)