



Business studies teachers' understanding and implementation of flipped learning in technology-enhanced classrooms

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Abstract

There is a growing demand nowadays for teachers to shift from teacher-centred to learner-centred teaching methods. In accordance with this, novel teaching methods such as flipped learning have been devised. This study explores business studies teachers' understanding and implementation of flipped learning in technology-enhanced classrooms. This qualitative study is underpinned by an interpretive paradigm. A phenomenology research design was adopted and six business studies teachers from six secondary schools located in the KwaZulu-Natal province of South Africa were conveniently sampled. Interviews and classroom observations were used to collect data. Thematic analysis was adopted to analyse data collected through the interviews, and data generated through classroom observations were also analysed thematically. The study found that some teachers did not fully understand and implement flipped learning. Therefore, the study recommends that teachers undergo in-service training to orientate them to novel teaching methods such as flipped learning.

Keywords: business studies, flipped learning, learner-centred, teachers, technology integration, technology

Introduction

Since democracy, South Africa has seen several curriculum reforms (Gumede & Biyase, 2016). As a result of those curriculum reforms, subjects such as business studies were introduced. Business studies was designed to develop knowledge, skills, attitudes, and values that help learners to engage in business activities meaningfully, responsibly, and productively in the contemporary business environment (Department of Basic Education, 2011). Put simply, the business studies curriculum was introduced to equip learners with skills needed in today's business environment. The business studies curriculum perceives learners as future employers, employees, and business owners who should be equipped with skills to operate in today's economy. Since its introduction, the business studies curriculum has undergone a

number of changes to make the subject more relevant to the current business environment. Business studies was previously perceived as a theory-based subject loaded with content (Dube, 2019). This perception compelled teachers to adopt teacher-centred teaching methods to cover the syllabus and ensure that learners could memorise and regurgitate what they learnt. Nowadays, business studies content has drastically changed from being content that can be memorised and reproduced during assessments (Majola, 2020) to content that requires a deep understanding and application of concepts by learners. Therefore, teachers are now required to adopt teaching methods that enable learners to be actively involved in learning activities, and to apply what they learn. Teaching methods that enable learners to actively partake in teaching and learning activities are known as learner-centred teaching methods (du Plessis, 2020; Sichula et al., 2022). Learner-centred teaching methods require teachers to create learning environments that promote learners' active participation.

Based on the preceding discussion, it can be inferred that the current business studies curriculum and the real business world advocate for a paradigm shift in business studies teaching. Business studies teachers need to transform their teaching of the subject. They should move from traditional teaching methods and adopt novel methods that embrace learner involvement in learning activities and technology integration (Bice & Tang, 2022). Several scholars have noted that the flipped learning method favours both learner-centred teaching and technology integration (Hashim & Shaari, 2020; Sandhu et al., 2021; van Wyk, 2018). Flipped learning puts learners at the centre of the teaching and learning process. Yet, existing literature indicates that some teachers still employ teaching methods that promote a teacher-centred teaching environment (Edomwonyi, 2018; Sithole & Lumadi, 2012). It is also mentioned in the literature that even though some business studies teachers embrace technology in their lessons, they do so in a representational manner in which technologies are used to display content, rather than help learners to construct meaning out of that content (Gcabashe & Ndlovu, 2023). Integrating technology to demonstrate the content taught is usually accompanied by teacher-centred teaching approach.

Thus, this paper explores business studies teachers' understanding and implementation of flipped learning in technology-enhanced classrooms. A study of this nature is critical because it explores teachers' understanding and implementation of a teaching method perceived to be novel in South African secondary schools. To achieve this objective, the following two research questions were formulated: "What is teachers' understanding of flipped learning as a teaching method?" and "How do teachers implement flipped learning methodology in technology-enhanced classrooms?"

Literature review

Understanding the flipped learning method of teaching

Flipped learning is perceived as a novel method of teaching that allows learners to access content outside the classroom with the help of technological resources (Karabatak & Hatan, 2019). McCrea (2016) viewed flipped learning as a teaching method that inverts classroom

activities and has the classroom activities that were traditionally done in the classroom completed at home, and the activities that were traditionally done at home, completed in the classroom. In other words, flipped learning exposes learners to the content that will be covered in the classroom prior to the actual class time. The teacher designs educational materials and disperses them to learners to engage with the content before class. Nuhoglu Kibar et al. (2020) noted that in flipped learning, the content is delivered through recorded videos and online materials. This makes it easy for learners to access the content using different technological devices such as smartphones. Furthermore, for flipped learning to be meaningful, teachers should design learning tasks that learners can complete while watching the educational videos (Schmidt & Ralph, 2016). This suggests that teachers should not think that creating an educational video and dispersing it to learners is enough to implement flipped learning successfully. Cheng et al. (2018) stressed that flipped learning should not just be the reordering of before-class and in-class learning activities—learners should gain knowledge when flipped learning is implemented. Teachers should ensure that meaningful learning occurs during flipped learning. Before implementing flipped learning, the teacher should consider the kind of technologies learners can access (Schmidt & Ralph, 2016). This is because access to technology is critical for the success of flipped learning.

Furthermore, teachers should prepare learners before undertaking to engage in flipped learning. Flipped learning requires learners to take personal initiatives to engage in their learning. Aidoo et al. (2022) advised teachers to teach learners to take responsibility for their own learning before engaging in flipped learning. Kazu and Kurtoglu (2022) also mentioned that teachers should encourage learners' self-directed learning and help them become more responsible for their own learning. This would not only help learners to learn while completing learning activities independently, but also ensure the success of the in-class activities. Cheng et al. (2018) emphasised that active learner involvement does not end with out-of-class activities but continues with in-class learning activities. During class time, learners are required to engage in debates that further solidify their understanding, application, analysis, and evaluation skills (Cheng et al., 2018). Thus, learners should be actively engaged in learning activities during classroom instructional practices. Therefore, teachers need to design learning activities that can enable learners to engage in active learning. Flipped learning requires in-class learning activities to be carefully designed to allow learners to be active, challenged, and to engage in collaborative learning with their peers (Gerber & Eybers, 2021). In flipped learning, learners engage in activities such as presentations, group discussions, and hands-on activities under the guidance of a teacher (Halasa et al., 2020).

Teachers' role when flipped learning is implemented

Literature confirms that although flipped learning puts learners at the centre of learning activities, the role of the teacher cannot be overemphasised. This is because the teachers design the learning materials that learners complete outside the classroom and they facilitate the learning activities inside the classroom. Kazu and Kurtoglu (2022) noted that teachers set up the context, map out knowledge, and create a conducive learning environment in which

learners can explore knowledge. This view suggests that during flipped learning, teachers are responsible for establishing an atmosphere that enables learners to further deepen their knowledge outside the classroom. Teachers should also support learners in discussions, guide them to think critically, and allow them to engage in learning through their own experiences beyond what they learn through the educational material (Hashim & Shaari, 2020). In classrooms where flipped learning is implemented, teachers are expected to further guide learners towards learning activities that shape their critical thinking (Olatunbosun & Ogunyebi, 2019). In business studies, teachers can help learners engage in learning activities that will nurture their higher order thinking skills. This is because the flipped learning method helps to promote and improve learners' skills domains of application, analysis, synthesis, and mental skills, which cannot be addressed through traditional methods of teaching (Olatunbosun & Ogunyebi, 2019). Implementing flipped learning can shape the higher-order thinking skills, such as problem-solving and creative thinking, needed by the contemporary business environment.

Benefits of flipped learning

Flipped learning is associated with several benefits for both teachers and learners. This teaching method allows learners to regulate the content they are exposed to, the pace at which they consume it, and the period for which they are involved with it (Sandhu et al., 2021). This means that the flipped learning teaching method affords learners control over the content provided to them by the teacher. This improves learners' sense of responsibility and commitment towards their learning and knowledge acquisition (Dorji & Dorji, 2022). Several studies have found that effective application of flipped learning equips learners with skills such as collaborative and cooperative skills (Ferriman, 2015), critical and independent thinking skills (Flores et al., 2016), communication skills (Nguyen & Dao, 2019), and problem-solving skills (Pruitt, 2013).

Flipped learning has gained traction in business studies classrooms, as confirmed by Shih and Tsai (2020) who also noted that flipped learning has received attention in business education. This is due to its ability to foster practical knowledge and the application of skills such as communication, collaboration, creative thinking, and problem solving, which are needed in the real business world (Prince & Walker, 2021). To promote these skills, teachers should provide learners with opportunities to practise and explore new concepts through learner-centred activities that focus on skills application and productive collaboration (Gillboy et al., 2015). Thus, business studies teachers should adopt flipped learning in their classrooms.

Limitations of the flipped learning teaching method

Although flipped learning is perceived to be an effective teaching method by several scholars (Dorji & Dorji, 2022; Nguyen & Dao, 2019), there are some limitations that have been identified with regards to the application of this method. Le Roux and Nagel (2021) were of the view that flipped learning could fail due to monotonous and impersonal video lectures, which would lead to a loss of interest and poor class attendance among learners. When implemented in a context where learners lack the culture of learning, flipped learning may

cause other learners not to attend classes. Therefore, business studies teachers should instil a culture of learning in learners before adopting flipped learning. Furthermore, Roehl et al. (2013) cited the lack of technological tools such as computers and smart cell phones to enable learners watch educational videos outside the classroom as hindrances to the implementation of flipped learning.

Theoretical framework

This study adopted social constructivism theory as lens to understand the phenomenon under investigation. Social constructivism theory is a branch of constructivism theory (Liu & Matthews, 2005). It was propounded by Lev Vygotsky in 1968 (Akpan et al., 2020). Social constructivists see knowledge as being that which learners construct in collaboration with their peers, teachers, and other knowledgeable individuals (Akpan et al., 2020). Flipped learning creates a conducive learning environment for learners to learn collaboratively in and outside the classroom. Doolittle and Hicks (2003) mentioned that social constructivism theory puts emphasis on the social nature of knowledge, which cannot be attained solely by means of cognitive inquiry. This view insinuates that business studies learners should socially construct knowledge for meaningful learning to occur. Social constructivism emphasises that interaction among learners is a potent factor for effective learning to occur in classrooms. And, according to Mhlongo et al. (2017), the interaction between an individual learner with peers, teachers, and other knowledgeable individuals is key in knowledge construction in a social constructivist environment.

The teacher's role in a constructivist-based classroom is that of being a facilitator of learning (Mukhari, 2016). It is important for the teacher as a facilitator of learning activities in the classroom to encourage interaction, knowledge sharing, and hands-on experiences during teaching and learning. In this case, the teacher no longer acts as the sole transmitter of knowledge but as a coach, guide, and mentor (Dhindsa & Emran, 2006). Teachers should adopt teaching methods that put learners at the centre of the lesson in order to encourage interaction and active learner engagement during knowledge construction. Mhlongo et al. (2017) suggested that teachers should expose learners to group activities, collaborative learning, and research-based learning to kindle their desire to construct knowledge on their own. Mhlongo et al. (2017) further asserted that the teacher's role in the constructivist classroom should not be underestimated—teachers provide direction to learners during the process of teaching and learning. In a flipped classroom, the teacher plays the important role of facilitating interaction among learners to deepen their understanding of the content they learn outside the classroom.

Furthermore, numerous studies have indicated that social constructivism theory is compatible with technology integration in education (Mhlongo et al., 2017; Mukhari, 2016; Mwunda, 2014; Kharade & Thakkar, 2012). Social constructivism theory helps to create a learning environment that provides content-relevant experiences through integrating technology to support instructional practices (Young, 2003). Put simply, social constructivism theory in the technology-enhanced classroom helps to create an atmosphere that allows teachers and

learners to benefit from technology integration. This is because technology integration allows learners to browse the internet to access new information, collaborate with their peers, and access different learning materials (Mukhari, 2016). In business studies classrooms where flipped learning is adopted, the integration of technology comes in handy for learners. This is because learners can use technology not only to access the content shared by the teacher but also to access additional learning resources that enrich their learning experiences inside and outside the classroom.

Social constructivism theory was deemed suitable for this study because it helped the researcher to understand the phenomenon under investigation clearly. This is because the study explores teachers' understanding and implementation of flipped learning in a technology-enhanced classroom. Thus, social constructivism theory served as the lens for the researcher to understand the context created in business studies classrooms when flipped learning is implemented, as well as the tools (technology) that facilitate the learning process.

Research methodology

This section discusses the research methodology adopted in this study.

Research approach and design

The study adopted a qualitative research approach. A qualitative research approach enables the researcher to study a phenomenon in its natural setting (Denzin & Lincoln, 2005). Employing this approach helped the researcher to study business studies teachers' understanding and implementation of flipped learning in their natural settings. A phenomenology research design was also used in the study. This research design was deemed suitable because the study explores the experiences of the participants. Phenomenology research design allows participants to share their lived experiences in relation to the phenomenon under investigation (Bartholomew et al., 2021). The interpretive paradigm was also adopted in this study. Adopting an interpretive paradigm was suitable for this study because the study is qualitative in nature. Thanh and Thanh (2015) noted that the interpretive paradigm allows participants to share their perceptions, experiences, and views in relation to the phenomenon under investigation.

Sampling

A sample of six schools located in the KwaZulu-Natal province of South Africa was purposefully selected. One teacher from each school was selected using the purposive sampling technique. Teachers were selected on the basis that they taught business studies in their schools. Purposive sampling was deemed suitable this technique allowed the researcher to select teachers who were knowledgeable about teaching business studies. Etikan and Bala (2017) recommended the purposive sampling technique for its capacity for selecting participants who can provide rich information.

Data collection and instruments

Data were collected from the participants through face-to-face interviews and classroom observations. Adopting semi-structured interviews assisted the researcher to get in-depth information from the participants. Cohen et al. (2011) asserted that semi-structured interviews allow for a deeper understanding of the phenomenon under investigation because the researcher can ask follow-up questions from the participants. A face-to-face individual, semi-structured interview also allows a researcher to engage with a single participant at an agreed time (Na-Allah, 2019). This creates a platform for participants to freely express themselves without worrying about other people. Cohen et al. (2011) encouraged researchers to create an atmosphere that motivates participants to share their explanations of the world they live in and give an explanation of situations from their own perspectives.

Classroom observations were also used to collect data from the participants. Niewehuis (2007) defined classroom observations as a data collection method in which the researcher watches participants engaging in their daily activities. In this study, teachers were observed teaching business studies. Kawulich (2005) postulated that using classroom observations enables the researcher to capture visual details, and auditory and other sensory aspects of the classroom.

Data analysis

Thematic analysis was adopted to analyse the data. Data analysis processes began with the transcription of the recorded interviews. The researcher then familiarised himself with the raw data by reading the transcripts and listening to the interview recordings. After that, the process of coding began. The researcher engaged in open coding, and categories were developed, reviewed, and clustered into themes. The themes that emerged during data analysis were then used to report the findings. Data generated through classroom observations were analysed descriptively.

Research ethics

Ethical clearance for this study was obtained from the academic institution where it was conducted. Permission to conduct a study was also obtained from the KwaZulu-Natal Department of Education and the respective research sites. Ethical issues such as confidentiality and anonymity were explained to the participants before and during the research process. Pseudonyms (Educator 1, Educator 2, Educator 3, Educator 4, Educator 5, and Educator 6) were used when reporting the findings.

Findings

Three main themes emerged from the data analysis, and they were used when reporting the findings of this study. The themes are as follows: Flipped learning as understood by teachers, adoption of flipped learning to teach business studies, and lack of cooperation from learners.

Flipped learning as understood by teachers

It emerged from the interviews that some teachers did understand flipped learning whereas others lacked understanding of this teaching method. Educator 4 showed some understanding of flipped learning: “Although I am not sure, the flipped learning method is when teachers give learners videos or pre-recorded lessons to learn at home.”

Educator 6 defined flipped learning as:

I think flipped learning is when I give learners videos and maybe the lesson recording to go and do it at home. When they come back the following day, they have a clue of what we are going to do in class. Before starting the lesson, I ask them questions based on what they learned from the video, and if they did their own research, they came up with questions.

The excerpts above show that Educator 6 possessed a more comprehensive understanding of flipped learning method than Educator 4. When explaining flipped learning, Educator 4 seemed only to understand a few elements of flipped learning, whereas Educator 6 was more comprehensive in her explanation. On the other hand, Educator 3 indicated that she had no understanding of flipped learning. She said: “I will be honest; I am not familiar with flipped learning. I only know the teaching methods that I normally use in my class, such as question-and-answer.”

Although Educator 3 seemed to be unfamiliar with flipped learning, during discussions, she did indicate that she sometimes adopted elements of this teaching method in her classroom. She mentioned that the outbreak of Covid-19 had forced her to adopt some elements of flipped learning in her instructional practices:

You know, during Covid-19, I gave my learners videos, recorded myself teaching, and sent voice notes to learners using WhatsApp, especially my Grade 11 because they were not coming every day. It helped them to cover the syllabus and when they came to class after two days or so, they came prepared, so they could talk in class.

Thus, that teacher was unaware that she was partly incorporating some elements of flipped learning in her instructional practices. This finding also infers that the platooning system (grades using school facilities on different days) adopted during Covid-19 lockdowns resulted in teachers incorporating elements of flipped learning to encourage self-directed learning among learners and ensure curriculum coverage.

Educator 5 also conceded that the outbreak of Covid-19 had prompted him to implement flipped learning in his classrooms.

I always give learners YouTube videos, sometimes record a lesson, share the video with them on WhatsApp, and ask them to prepare for the next lesson. I started using this kind of teaching during the Covid-19 lockdown and now I use it regularly.

It is evident from those responses that business studies teachers' understanding of flipped learning was not common among all of them. Some had a more comprehensive understanding, whereas others had limited or no understanding of the teaching method. Nevertheless, some teachers implemented elements of flipped learning in their classrooms. The findings also indicate that the outbreak of Covid-19 prompted some teachers to adopt flipped learning in their classrooms. Even after the pandemic, these teachers continued to adopt flipped learning methods in their instructional practices.

Adoption of flipped learning to teach business studies

It was interesting to listen to teachers during interviews as they recounted how they implement flipped learning in their instructional practices. Educator 2 said:

I usually use applications called iWhiz and Monyetla to get short videos that I give learners to watch. I then support videos with WhatsApp voice notes where I record myself explaining the content, so they come prepared when they come to class.

Educator 5 added:

I normally use this method with my Grade 12s because the time to cover the syllabus is limited. I identify some videos on YouTube and instruct learners during their study time after school to go to the learning centre or library because there is internet and computers, download the videos, and save them on their cell phones so they can watch them later at home.

From the responses by Educator 2 and Educator 5, it can be deduced that they mainly extract educational videos from online platforms such as YouTube and educational applications. This indicates that the teachers did not design or develop videos explaining the content on their own. It also transpired from the teachers' responses that only Educator 2 recorded audio to support the educational videos shared with learners. When recounting how they implemented flipped learning, Educators 2 and 5 mainly focused on explaining the learning activities that occurred outside the classroom. Therefore, it was unclear how both teachers implemented the learning activities that form part of flipped learning inside their classrooms.

On the other hand, Educators 1 and 6 were more comprehensive when explaining how they implement flipped learning in their instructional practices. Educator 1 stated:

I introduce the topic of the next lesson and tell learners that I will give them a video based on the next lesson. Later, when I prepare for the next lesson, I share both the video and the voice note explaining the content shortly to give them an understanding. I remember last week, we were talking about the forms of ownership; I had a video that explained the characteristics of a private company. So, I gave it to them. When they came to class, they presented what they learned on the video.

Educator 6 follows the same pattern as Educator 1; however, Educator 6 further indicated her role in the classroom when flipped learning was adopted.

During presentations, where I think I need to highlight something, I pause the learner and ask questions to the learner or the class. After they responded, I give more clarity.

From those responses, it can be deduced that both teachers not only focused on outside-the-class learning activities of flipped learning, but they also invested in in-class activities. In her response, Educator 6 also indicated that she facilitated in-class learning activities. During the interviews, Educators 1 and 6 indicated that they allowed learners to engage in hands-on activities when completing in-class learning activities.

Interestingly, during classroom observations, Educator 6 did not engage learners in learner-centred activities. The teacher adopted the question-and-answer method to check what learners saw in the video. Some learners seemed unprepared for the lesson because when the teacher asked the questions, they were not eager to respond. This forced Educator 6 to replay the video to bring them up to speed with their peers who were prepared. This pattern was also evident in Educator 4's classroom where some learners appeared less prepared for the lesson. Educator 4 noticed this as she was walking around the class facilitating learners' group discussions. She then stopped learners from engaging in-group discussions and replayed the video for the whole class, clarified the contents of the video, and asked learners to engage in pair discussions. In Educator 1's and Educator 3's classrooms, very few elements of flipped learning were visible, and the teacher mainly dominated the lessons with a teacher-centred teaching approach.

Teachers who appeared to be attempting to implement flipped learning in their classrooms were Educators 2 and 5. In both classes, learners seemed to be well prepared for the class. In Educator 5's classroom, after introducing the lesson, the teacher instructed learners to engage in pair discussions to share what they had learnt from the educational video. The teacher then monitored their discussions by walking around and encouraging learners to participate. After the pairs discussion, she facilitated a whole class discussion where learners asked clarity-seeking questions of the teacher and their peers. Similarly, Educator 2 had created a learner-centred teaching environment by involving learners in classroom discussions and problem-solving activities. Educator 2 briefly replayed the video, explained the video's contents that learners should have watched before the lesson, and asked learners to open the written work they were supposed to have finished at home after watching the video. The teacher checked the learning activity and almost all learners had completed the learning activity. Educator 2 then picked an aspect of the video that was a real business problem and asked learners to solve it by coming up with solutions, which they shared with the class.

The findings presented in this section paint a picture of how teachers have implemented flipped learning in their instructional practices. It emerged from their responses that they mainly relied on WhatsApp to disperse electronic learning materials to learners to complete as learning activities outside the classroom. From the responses, it appeared that teachers' implementation of flipped learning was limited to learning activities that occur outside the classroom. This was also confirmed by classroom observations that some teachers did not adopt learning activities to foster learners acting on what they learnt outside the classroom. Some teachers used the question-and-answer method to check learners' understanding of the

knowledge they learned outside the classroom. It seemed from the observations that for some teachers, dispersing videos and audio to learners through WhatsApp made their lesson delivery less demanding because they continually referred to the videos or audio as they were delivering the lesson. Some learners who seemed to have watched the video nodded as a sign that they understood what was said by the teachers. On the other hand, those learners who did not watch the video appeared to be lost and withdrawn from the lesson.

Lack of cooperation from learners

During the interviews, teachers also ventilated their concerns about implementing flipped learning. They indicated that some learners did not cooperate when flipped learning was implemented. Educator 4 noted:

I always try it, but it sometimes works or does not work. Some learners don't come to class prepared and come up with excuses. They say there is too much homework, so they did not get time to watch the videos I sent, while others complain about the lack of data to download and watch the videos.

Similarly, Educator 6 complained:

We started this during Covid-19; most of them watched videos and participated. But now they do not watch the video, a lot of stuff is done in the classroom, including watching the video. They always come to class with excuses: no data, too much work!

The teachers' responses indicate why some teachers pay less attention to in-class activities that are promoted in flipped learning. Lack of preparation by learners could be discouraging teachers from investing more time in planning in-class learning activities when adopting flipped learning. It also transpired from the findings that some learners were more willing to complete out-of-class activities during the Covid-19 lockdowns than post Covid-19. This might be because the learners know that they now have regular contact tuition with the teachers, and are now less reliant on learning materials dispersed to them electronically by their teachers.

Discussion of findings

This study explored teachers' understanding and the implementation of flipped learning in technology-enhanced business studies classrooms. The study's key findings revealed that business studies teachers are at different levels of understanding and implementation of flipped learning. This finding is different to the findings of the study conducted by Kazu, et al. (2022), which reported that most teachers have relatively high levels of flipped learning readiness. This study also revealed that when teachers adopted flipped learning, they put more emphasis on learning activities that take place outside the classroom and overlook in-class learning activities. Gerber and Eybers (2021) stressed that teachers should also prepare in-class activities to allow learners to actively engage in classroom activities to harness the knowledge gained outside the classroom. Schmidt and Ralph (2016) further averred that for

flipped learning to be successful, teachers should develop learning tasks that learners can complete while watching educational videos. In this study, few teachers prepared learning activities to be completed by learners while watching the educational videos or listening to the pre-recorded lessons.

The study also found that some teachers dominated the lesson activities during in-class teaching and learning process. These teachers felt compelled to take charge of learning activities because some learners came to class unprepared for the lesson. Social constructivists discourage teachers from dominating learning activities in learning contexts that promote learner involvement (Mukhari, 2016). To encourage learners to engage in out-of-class learning activities, Aidoo et al. (2022) advised them to teach learners to take responsibility for their learning before engaging them in flipped learning. During flipped learning, teachers should set up the context, map out knowledge, and create a conducive learning environment where learners can explore knowledge on their own. In this study, only two teachers were able to create a learning environment that allowed learners to collaborate, explore, and share knowledge among themselves.

The study also found that teachers relied on WhatsApp to disperse electronic learning materials to learners when implementing flipped learning. This shows that they understand technologies that can allow learners to easily access learning materials. Schmidt and Ralph (2016) asserted that before engaging on flipped learning, teachers should consider the kind of technologies learners can access. Although some learners found it difficult to access learning materials due to lack of data, some teachers made means to help them access learning materials using technological devices available in their schools. For learners who came to class without watching or listening to electronic materials shared by the teacher, some teachers were able to use the technological tools available in class to replay the videos to bring those learners to the same page as their peers.

Conclusions and recommendations

This study concludes that some of the business studies teachers who participated in the study did not fully understand and implement flipped learning. This could be caused by a lack of exposure to novel teaching methods such as flipped learning. The study therefore recommends that teachers be taken through professional development programmes to expose them to such novel teaching methods. For future research, this study recommends that a study examining the impact of flipped learning on business studies learners' academic performance be conducted.

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