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INNOVATIVE LEARNING STRATEGIES AND STUDENTS' ACADEMIC PERFORMANCE IN SELECTED TERTIARY INSTITUTIONS IN ANAMBRA STATE, NIGERIA

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ABSTRACT

Education in the 21st century is undergoing a significant transformation driven by rapid technological advancement, globalization, and the evolving needs of society. There is a paradigm shift toward innovative learning strategies by tertiary institutions in Nigeria because it has the potentials to promote active engagement, critical thinking, creativity, and problem-solving abilities among students. The motivation for the study emanated due to educational concerns bordering on declining academic performance, limited instructional innovation and inadequate integration of educational technologies experienced in most tertiary institutions in Nigeria. The introduction of innovative learning strategies into tertiary institutions in Nigeria has been proven to be an effective alternative to conventional teaching and learning methods which will actively engage students by enhancing motivation and engagement thereby improving learning outcomes. This research work investigated how academic performance of students in selected tertiary institutions in Anambra State could be enhanced through innovative learning strategies. Specifically, the study examined how Learning Management System (LMS) enhances students' academic performance in selected tertiary institutions in Anambra State Nigeria. The study also investigated how flipped classroom enhances students' academic performance in selected tertiary institutions in Anambra State Nigeria. Thirdly, the study also ascertained how collaborative learning can enhance students' academic performance in selected tertiary institutions in Anambra State Nigeria. Accordingly, the study adopted a descriptive research design using a survey method to source the needed data from the respondents. The target population of the study consists of the students of the selected tertiary institutions in Anambra State, Nigeria. Partial least square structural equation modelling (PLS-SEM) was used to test the hypotheses formulated to guide the study at 5% level of significance. The findings of the study revealed that Learning Management System(LMS),flipped classroom and collaborative learning significantly and positively enhance students' academic performance in selected tertiary institutions in Anambra State Nigeria. The study recommended that tertiary institutions should engage more on the use of learning management systems for enhanced students' engagement and academic performance. The study recommended that tertiary institutions in Nigeria should improve the quality and consistency of flipped classroom implementation by providing well-structured pre-class materials and the use of in class sessions for active learning. The study also recommended that lecturers should strengthen collaborative learning by designing structured and assessable group activities that ensures equal participation, accountability and interaction among students.

Keywords: Innovative learning, Learning Management System, Flipped classroom, Collaborative Learning, Academic performance, tertiary institutions, Nigeria.

1. INTRODUCTION

Education plays a critical role in national development by equipping individuals with the requisite knowledge, skills and competencies required for socio economic transformation. Tertiary institutions are expected to produce graduates who are innovative, critical thinkers and are capable of adapting to the demands of a rapidly evolving global environment. In the contemporary global educational landscape, the traditional "chalk and talk" method of instruction is increasingly being supplemented or replaced by innovative learning strategies for enhanced students' academic performance. Innovative learning strategies refers to modern, student centered approaches to teaching and learning that go beyond the traditional lecture method. These strategies include approaches such as collaborative learning, problem based learning, flipped classroom, gamification, experiential learning and technology enhanced learning. These strategies leverage technology and student-centered pedagogical approaches, which are designed to enhance engagement, critical thinking, and overall academic performance (Owolabi, 2025). These technological enhanced strategies have been proven to be an effective tool for enhancing student engagement. In Anambra State, most tertiary institutions have inculpated these learning strategies into their learning systemin order to meet up with the demands of the 21st-century workforce (Aguboshim, Onwuka, &Obiokafor, 2021).

Student academic performance remains a key indicator of educational effectiveness and quality. It reflects the extent to which learners achieve intended learning outcomes and is often used as a benchmark for evaluating instructional methods, institutional performance, and policy interventions. However, academic performance is influenced by a complex interplay of factors, including teaching strategies, learning environments, student motivation, socio-economic conditions, and access to educational resources (York, Gibson, & Rankin, 2015). Consequently, understanding how innovative learning strategies impact academic performance has become a critical area of research. Empirical studies have demonstrated that active and student-centered learning approaches can significantly enhance student engagement, retention, and achievement. For instance, Freeman et al. (2014) found that students exposed to active learning techniques performed better than those in traditional lecture-based settings. Similarly, technology-enhanced learning environments have been shown to provide flexible and personalized learning opportunities, thereby improving academic outcomes (Means et al., 2010). Despite these promising findings, the adoption and effective implementation of innovative learning strategies remain uneven across educational contexts, particularly in developing countries where infrastructural and institutional constraints persist. It is against this backdrop that further empirical investigations be conducted to examine the effect of innovative learning strategies on students' academic performance in selected tertiary institutions in Anambra state, Nigeria.

1.2 Statement of the problem.

In recent decades, the educational landscape has undergone some significant transformations due to technological advancements, evolving pedagogical theories, and the changing demands of the 21st-century knowledge economy. Tertiary institutions are increasingly expected to produce graduates who are not only knowledgeable but also innovative, critical thinkers, and problem-solvers. This expectation has led to growing interest in innovative learning strategies, which encompass student-centered, technology-driven, and experiential teaching approaches that actively engage learners in the construction of knowledge rather than passive reception (Oblinger & Oblinger, 2005; Prince, 2004). Such strategies include, but are not limited to, flipped classrooms, collaborative learning, project-based learning,

gamification, and the use of digital platforms and multimedia resources. Despite the recognized potentials of innovative learning strategies in enhancing engagement and improving academic outcomes, tertiary institutions still face several challenges. Most tertiary institutions still rely on traditional lecture-based approaches as a result of deficiencies which includes infrastructural constraints, limited access to educational technology, insufficient training of academic staff in modern pedagogical methods, and resistance to change (Afolabi, 2018). This reliance on conventional methods has been linked to limited student participation, poor motivation, and suboptimal academic performance, as measured by examination scores, course completion rates, and practical skill acquisition (Ugwoke, 2018)..

Several empirical studies have highlighted the positive correlation between innovative learning methods and improved academic performance in global contexts (Alammary, Sheard, & Carbone, 2014; Chen et al., 2020). However, in Nigeria, research evidence remains fragmented and largely institution-specific. There is limited systematic investigation into how these innovative learning strategies are being implemented across state owned tertiary institutions in Anambra state and the extent to which they influence academic performance. Thus, there is a pressing need to systematically investigate the effect of innovative learning strategies on students' academic performance in state owned tertiary institutions in Anambra State, Nigeria

1.3 Objectives of the study.

The primary objective of the study is to examine the effect of innovative learning strategies on students' academic performance in state owned tertiary institutions in Anambra State, Nigeria. Specifically, the study aimed to:

1. Determine the effect of learning management system on students' academic performance in state owned tertiary institutions in Anambra State, Nigeria.
2. Investigate the influence of flipped classroom strategy on students' academic performance in state owned tertiary institutions in Anambra State, Nigeria.
3. Examine the effect of collaborative learning platforms on students' academic performance in state owned tertiary institutions in Anambra State, Nigeria

1.4 Statement of Hypotheses

The following hypothesis was formulated in their null structure

Ho1: What is the effect of learning Management System on students' academic performance in state owned tertiary institutions in Anambra State, Nigeria?

Ho2: How does flipped classroom affect students' academic performance in state owned tertiary institutions in Anambra State, Nigeria?

Ho3: What is the effect of collaborative learning platforms on students' academic performance in state owned tertiary institutions in Anambra State, Nigeria?

1.5 Significance and Scope of the Study.

The findings of this study will be of immense benefit to students in tertiary institutions by providing insights on how modern learning tools can enhance their academic outcomes and prepare them for digital-age careers. The study will provide lecturers with evidence-based recommendations on the most effective pedagogical strategies to adopt in their classrooms. The study will serve as a guide to school administrators on effective policy formulation regarding ICT infrastructure and staff training. The study will also provide government with information on the need for increased funding and support for educational technology in tertiary institutions in Nigeria. The scope of the study consisted of state owned tertiary institutions in Anambra State namely: Chukwuemeka Odumegwu Ojukwu University,

Igbariam, Anambra State, Anambra State Polytechnic, Mgbakwu and Nwafor Orizu College of Education, Nsugbe

2. RELATED LITERATURE

2.1 Conceptual Review

2.1.1 Innovative Learning

Education systems worldwide are undergoing significant transformation due to globalization, technological advancement, and changing societal needs. Traditional teacher-centered approaches are increasingly inadequate in addressing the complexities of modern learning environments. Innovative learning has therefore become a central focus in educational reform and has increasing gained popularity in recent times due to the increased prevalence of digital technologies in teaching and learning. Innovative learning involves the adoption of new teaching methods, technologies, and pedagogical approaches aimed at improving learning outcomes and student engagement. It emphasizes active participation, collaboration, and real-world problem-solving rather than passive knowledge acquisition. Innovative learning strategies involve the application of new teaching methods, tools and technologies to enhance learning effectiveness (Serdyukov, 2017). Assertively, innovative learning is a modern approach to education that moves away from the traditional "chalk and talk" method, where a teacher simply lectures and students take notes. Instead, it focuses on how students learn not just what they are taught but are also engaged in the process. It is a more humanized, flexible, and engaging way of acquiring knowledge and skills. Innovative learning refers to the use of creative, student-centered, and technology-driven approaches to enhance teaching and learning processes. It is characterized by learner-centeredness, use of modern technologies, emphasis on collaboration and interaction, focus on critical thinking and problem-solving. Innovative learning is described as a dynamic approach that goes beyond traditional methods by incorporating engaging, participatory, and technology-based strategies. Furthermore, Innovative learning is a dynamic and creative strategy for education that goes beyond conventional approaches and promotes the use of fresh, cutting-edge tactics to engage and inspire students. It entails developing and putting into practice learning strategies that are engaging, participatory, and student-centered, as well as a variety of cutting-edge technological and pedagogical approaches (Van Poeck et al. 2019). Innovative learning strongly emphasizes allowing students to participate fully in learning and hone their collaborative, critical thinking, and problem-solving abilities. Additionally, it promotes the inclusion of various viewpoints and experiences in the learning setting and works to develop a welcoming and inclusive classroom culture. Innovative learning has the potential to better prepare students for the demands of a world that is changing quickly while also increasing the efficacy and relevance of education (Eichler & Schwarz, 2019). Innovative learning represents a paradigm shift in education, moving from traditional, teacher-centered methods to dynamic, learner-centered approaches. It plays a crucial role in enhancing student engagement, improving academic performance, and preparing learners for the complexities of the modern world. Conclusively, evidence based research shows that innovative learning strategies contribute to higher engagement, improved academic performance, and greater development of critical thinking and 21st-century skills.

2.1.2 Learning Management system (LMS)

The integration of technology in education has transformed traditional classrooms into dynamic environments that support flexible, interactive, and scalable learning. Central to this transformation is the adoption of learning management systems (LMS) software platforms designed to facilitate course delivery, student engagement, assessment, and instructional

management (Al-Busaidi & Al-Shihi, 2012). A learning management system is defined as a web-based software application for creating, managing, and delivering digital learning content. LMS platforms include functionalities such as: Content organization and delivery, Communication tools (forums, messaging) Online assessments and grading and activity tracking and analytics. Examples of learning management systems include Moodle, Blackboard, Canvas, and Google Classroom systems which are used widely by universities and polytechnics globally for both fully online and blended instruction (Liaw, 2008).Learning management systems represent powerful tools for enhancing learning in higher education because it offers structured content delivery, enable dynamic interaction, facilitate timely feedback, and provide analytics for instructional improvement. More so, a learning management system (LMS) is a digital platform designed to manage, track, and deliver educational courses and training programs (Examination of the Impact of Learning Management System, 2024). In the context of Nigerian tertiary education, platforms like Moodle, Google Classroom, and Canvas have become increasingly popular. These systems allow lecturers to upload course materials, administer quizzes, and track student progress in real-time. Beyond mere content delivery, an LMS serves as a central hub for academic interaction, enabling students to access resources at their own pace which fosters a more organized learning environment.

2.1.3 Flipped Classroom

Flipped Classroom is a student-centered learning strategy consisting of interactive learning activities during instruction, and individual teaching based on computers outside of lesson (Bishop & Verleger, 2013). Mull (2012) described it as a "Model that lets the students prepare themselves for the lecture by watching videos, listening to podcasts, and reading articles" Thus; it is just the idea that children complete their homework at school and their schoolwork at home. The term "flipped classroom" refers to a method of teaching where students watch brief video lectures from home before the class and spend the actual class time working on exercises, projects, or debates. The Flipped Classroom approach prioritizes the students, and the instructor takes on the role of "guide on the side" rather than "sage on the stage" (Baker, 2000). Pinnelli and Fiorucci (2015) support and elaborate this statement by stating that the flipped classroom idea is a good way to encourage democratization of education since it gives students the freedom to see the lecture videos whenever and wherever they want before class. In flipped classroom, direct instruction is passed to the individual learning space rather than the group learning approach. This approach creates learning atmosphere in a very dynamic and interactive manner where the role of teacher is to teach the concepts with their applications which creates room for creativity in their teaching learning process.

The flipped classroom is a pedagogical approach that reverses the traditional learning environment (Murillo-Zamorano, 2019). Instead of listening to lectures in class and doing “homework” at home, students engage with instructional content (such as pre-recorded videos or readings) before coming to class. The physical classroom time is then dedicated to active learning, problem-solving, and deep discussions (Alyoussef, 2022). This model encourages students to take ownership of their learning process, shifting the lecturer’s role from a “sage on the stage” to a “guide on the side” (Abba, 2025).The flipped classroom, sometimes called the inverted classroom, is an instructional approach where traditional teaching activities are reversed. In this technological method of learning, lecture content is delivered outside the classroom (via videos, readings, etc.) while classroom time is used for interaction, discussion, and application. Scholars describe it as a system where activities normally done in class are completed at home, while classroom time is devoted to deeper

learning tasks. Similarly, the flipped classroom reallocates learning tasks by moving theoretical instruction outside the classroom and using in-class time for practical engagement and clarification. The flipped classroom represents a meaningful shift in educational practice, placing students at the center of the learning process. By transforming how time is used inside and outside the classroom, it promotes deeper understanding, active engagement, and improved academic outcomes.

2.1.4 Collaborative Learning

In traditional classrooms, knowledge often flows in one direction from teacher to student. However, modern educational practices increasingly recognize that learning is not merely about receiving information but about actively constructing meaning through interaction. Collaborative learning has emerged as a response to this shift. Collaborative learning involves students working together in small groups to solve problems, complete tasks, or generate new ideas. It transforms the classroom into a dynamic space where learners engage with one another, challenge perspectives, and co-create knowledge. Collaborative learning is an educational approach where students work together in small groups to solve problems, complete tasks, or understand new concepts (Okpanachi, 2015). It is based on the idea that learning is a naturally social act. In this setting, students are not just passive recipients of information but active contributors who learn from their peers' diverse perspectives (Nwovu, 2019). This strategy is particularly effective in developing soft skills such as communication, leadership, and teamwork, which are highly valued in the modern workplace (Influence of Collaborative Teaching Approaches, 2025).Collaborative learning is defined as an instructional approach where learners work together in groups to achieve shared learning goals. It involves mutual engagement, shared responsibility, and collective problem-solving.

According to Dillenbourg (1999), collaborative learning refers to situations in which two or more individuals learn or attempt to learn something together. Similarly, it involves learners working in small groups toward a common objective. Hiltz and Wellman (1997) defined it as knowledge which is not 'delivered' to students, but rather something that emerges from active dialogue among those who seek to understand and apply concepts and techniques. Student-student interaction in 'collaborative learning communities' may contribute to the achievement of educational goals by influencing educational motivation and aspirations through peer relationships. A broad definition of collaborative learning would be the acquisition by individuals of knowledge, skills, or attitudes occurring as a result of group interaction, or put it more tersely, individual learning as a result of group process. Collaborative learning represents a significant shift from traditional teaching methods to interactive, student-centered approaches which enhances both academic and social outcomes and prepares students for real-world challenges.

2.1.5 Academic Performance

Academic performance remains a central concern in educational research due to its implications for individual success and national development. Academic performance refers to the measurable outcomes of students' learning experiences, typically expressed through grades, Grade Point Average (GPA), test scores, and other evaluation metrics. According to York, Gibson, and Rankin (2015), academic performance encompasses not only cognitive achievement but also the acquisition of skills, competencies, and attitudes necessary for lifelong learning. Similarly, Adeyemi (2014) defines academic performance as the extent to which students achieve educational objectives as determined by standardized assessments and institutional benchmarks. Academic performance is a key indicator of educational success

and institutional effectiveness. It reflects the extent to which students achieve their educational goals and is commonly measured through grades, GPA, and standardized assessments. Over the years, researchers have explored various factors influencing academic performance, including teaching methods, learning environments, socio-economic background, student motivation, thinking, and problem-solving abilities. This broader perspective suggests that academic success goes beyond examination scores to include holistic student development. According to Amasuomo (2015) academic performance is a multifaceted task that includes attitudes, abilities, knowledge, and actions of students that support their academic achievement in the classroom. It could also be referred to as a satisfactory and superior level of achievement exhibited by students in accomplishing all the learning experiences designed for them in the school. Narad and Abdullah (2017) regarded academic performance as the expression of information that a student has gained and is evaluated by the teacher using grades and/or educational objectives that students and teachers have established to be met during a given time frame. Taking an inclusive position on several definitions presents academic performance as one of the measures of educational outcomes simply because the delivery of academic instruction in schools is directly linked with the attainment of educational goals.

2.2 Theoretical Framework

The study is anchored on Constructivist Learning Theory

Constructivist Learning Theory, associated principally with Piaget (1972) and Vygotsky (1978), posits that learners actively construct knowledge and meaning through interaction with their environment, previous experiences, learning materials, teachers, and other learners. Rather than viewing students as passive recipients of information, constructivism considers them active participants in the learning process. Piaget's perspective emphasizes that learners develop knowledge by integrating new information with their existing cognitive structures. Vygotsky, on the other hand, emphasizes the importance of social interaction, collaboration and guidance in knowledge construction. His concept of the Zone of Proximal Development (ZPD) suggests that students can accomplish more challenging learning tasks when supported by teachers or more knowledgeable peers. The theory provides a strong foundation for innovative learning strategies because approaches such as flipped classroom strategy, learning management systems (LMS), collaborative learning, blended learning, project-based learning and online assessment shift learning from teacher-centered instruction toward active student participation. For instance, in a flipped classroom, students may acquire basic knowledge through digital materials before class and use classroom time for discussion, problem-solving and application of knowledge. Similarly, collaborative learning allows students to interact with peers and construct knowledge collectively. The relevance of constructivism to this study is that students who actively participate in learning activities are expected to develop deeper understanding and better retention of knowledge. Consequently, the effective application of innovative learning strategies may enhance students' academic performance in tertiary institutions in Anambra State.

2.3 Review of related literature

Onyima, Ugwuagbo and Nwamuo (2024) investigated students' perceptions of the use of Learning Management Systems (LMS**)** and its influence on academic performance among undergraduate students at the University of Nigeria, Nsukka. The study adopted a descriptive survey design and involved 1,251 undergraduate students drawn from five faculties. Data were collected using a questionnaire designed to measure students' perceptions of the impact

of LMS on academic performance. The findings revealed that LMS was useful for identifying students' knowledge gaps, enhancing the learning experience and improving students' academic performance. The researchers recommended improved computer literacy among lecturers and students as well as continuous improvement of LMS facilities in universities. Ojo (2024) examined the impact of Learning Management System on university undergraduate students' academic performance at Ajayi Crowther University, Oyo State. The study adopted a quasi-experimental design and involved 104 undergraduate students. Data were obtained through an online questionnaire and students' achievement scores in Test and Measurement. The findings showed a positive relationship between LMS utilisation and students' academic performance. The study also found a significant difference in the academic performance of students taught using LMS and those taught using the traditional teaching method. Adebayo and Alagbe (2026) investigated the effect of flipped classroom instructional strategy on the academic achievement of Business Education students in Financial Accounting in Oyo State tertiary institutions**.** The researchers employed a quasi-experimental pre-test-post-test non-equivalent control group design. The study involved 187 NCE II and Year II university Business Education students**,** comprising 95 students in the experimental group and 92 in the control group. The experimental group received instruction using the flipped classroom strategy, while the control group was taught through conventional lecture methods. Data were collected using the Financial Accounting Achievement Test, and the hypotheses were tested using Analysis of Covariance and t-test. The findings showed a statistically significant difference in academic achievement between the two groups, with students taught using the flipped classroom strategy performing significantly better than those taught using the conventional method. The study concluded that the flipped classroom strategy was effective in enhancing academic achievement and was gender-friendly. Okwelle and Owo (2019) examined the effects of collaborative learning on the academic performance of students in Technical Drawing at Rivers State University, Port Harcourt, Nigeria. The study adopted a quasi-experimental pre-test-post-test control group design. A sample of 28 first-year technical education students was purposively selected from a population of 55 students. The researchers used the Technical Drawing Achievement Test as the instrument for data collection, with a reliability coefficient of 0.86 established using the Kuder-Richardson procedure. The study investigated whether students exposed to collaborative learning performed differently from those taught through conventional approaches. The findings indicated that collaborative learning could improve students' academic achievement by promoting interaction, peer support and active participation in the learning process.

3. METHODOLOGY.

This study adopted a descriptive research survey design. The geographical scope of the research was limited to all the state owned tertiary institutions in Anambra State, Nigeria namely; Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State Polytechnic, Mgbakwu State, Anambra State and Nwafor Orizu College of Education, Nsugbe. The target population of the study comprised of final year students of Accounting of the state owned tertiary institutions under investigation in Anambra State, Nigeria which amounts to 420 students. The total population was used since the respondents for the study was less than 1000. A sample of 420 respondents was selected for the study. The model for this study was specified as follows:

Model 1= BLT=a+ β1LMS + βFLC + β3COL + e Where; LMS=Learning Management System FLC=Flipped classroom, COL=Collaborative learning

Decision Rule: Accept null hypothesis if the P-value is greater than the stipulated level of significance of 5% (0.05). Also, reject null hypothesis and accept the alternative hypothesis if the P-value is less than or equal to the stipulated significant level 5% (0.05).

4. RESULTS

The analysis was based on 412 valid copies of the instrument. Partial least square structural equation modeling statistical technique was used to test the significance of the model using bootstrapping procedure. The coefficient of determination (R^2) is 0.754 (75.4%) which is clearly above the threshold as given by (Hair, Hult, Ringle, & Sarstedt, 2017). For the test of hypotheses, the significance as well as the extent of effect was estimated based on the values of the statistical t-values and the p-values as well as the path coefficients of the structural equation model.

Table 1: The PLS Results

Hypotheses	Hypotheses paths	Coefficients	T-values	P-values	Remarks
H1	LMS -> ACP	0.556	10.640	0.000	Significant and positive effect
H2	FLC -> ACP	0.724	7.612	0.002	Significant and positive effect
H3	COL -> ACP	0.521	5.565	0.004	Significant and positive effect

Note: Path coefficient is significant at 5% level of significance; if the t-value is ≥ 1.96, or p-value ≤ 0.05.
LMS =Learning Management System; FLC =Flipped Classroom; COL= Collaborative Learning Platform; ACP = Academic Performance.
Source: PLS-SEM Output, 2026.

A cursory look at the results on table 1, shows that learning management system has a significant and positive effect on academic performance of state owned tertiary institutions in Anambra State, Nigeria (β = 0.556, t = 10.640and p = 0.000 < 0.05). Therefore, the null hypothesis one (HO1) is rejected and alternative hypothesis one (HA1) is accepted which states that learning management system has a significant and positive effect on academic performance of students from state owned tertiary institutions in Anambra State. Table 1, also shows that flipped classroom has a significant and positive effect on academic performance of students from state owned tertiary institutions in Anambra State (β = 0.724, t = 7.612and p = 0.002< 0.05). Therefore, the null hypothesis two (HO2) is rejected and alternative hypothesis two (HA2) is accepted which states that flipped classroom has a positive and significant effect on academic performance of state owned tertiary institutions in Anambra State. A careful examination of the results on table 1, shows that collaborative learning platforms has a significant and positive effect on academic performance of students from state owned tertiary institutions in Anambra State (β = 0.521, t = 5.565 and p = 0.004< 0.05). Therefore, the null hypothesis three (HO3) is rejected and alternative hypothesis one (HA1) is accepted which states that collaborative learning platforms has a significant and positive effect on academic performance of students from state owned tertiary institutions in Anambra State.The results stated that learning management system, flipped classroom and collaborative learning platforms significantly enhance academic performance of students from state owned tertiary institutions in Anambra State, Nigeria.

5. CONCLUSION AND RECOMMENDATIONS

The study concluded that learning management system, flipped classroom and collaborative l earning platforms significantly enhance academic performance of students from state owned tertiary institutions in Anambra State. The study recommended that tertiary institutions should engage more on the use of learning management systems for enhanced students' engagement and academic performance. The study recommended that tertiary institutions in Nigeria should improve the quality and consistency of flipped classroom implementation by providing well-structured pre-class materials and the use of in class sessions for active learning. The study also recommended that lecturers should strengthen collaborative learning by designing structured and assessable group activities that ensures equal participation, accountability and interaction among students. The study concludes that innovative learning strategies are important for improving students' academic performance in selected tertiary institutions in Anambra State, Nigeria. Strategies such as Learning Management Systems, flipped classroom instruction, collaborative learning and online assessment can promote active participation, knowledge sharing, independent learning and better understanding of course content. However, their effectiveness depends on adequate ICT infrastructure, lecturers' competence and students' readiness to adopt innovative approaches. Therefore, tertiary institutions should strengthen the implementation of these strategies to enhance teaching effectiveness and improve students' academic performance.

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