

## **Innovative techniques of teaching and learning of business education**

**Oluwasina, B.R., Olatoye Adeolu Oludare,  
Ogunmeru, Olabanji A. & Catherine Oluyemisi Sanusi**

### **ABSTRACT**

The study examined the innovative techniques of teaching and learning of business education in both Colleges & Universities of education in Ogun State. The study used the descriptive survey research design. Two research questions and two null hypotheses were formulated to guide the study. The population of the study comprised of fifty five (55) Business Education Lecturers in both Colleges & Universities of education in Ogun State. Data was collected through eighteen (18) item structured questions from the two research questions with a four-point rating scale of Very High Extent, High Extent, Low Extent, Very Low Extent. The questionnaire was validated by two experts in the department of Business Education and one expert from department of measurement and evaluation from Tai Solarin College of Education, Omu. Reliability coefficient 0.72 was established using Cronbach alpha. The analysis of data was done using mean and standard deviation for the research questions and t- test was used to test the hypotheses at 0.05 level of significance. The study concluded that innovative strategies for teaching and learning leads to more efficiency and improved outcomes. The study also revealed that most of the resources for teaching and learning business education subject are not available in secondary schools. This means that most of the resources identified for teaching of business subjects are not made available in the schools. However, it was recommended that; Curriculum planners and implementation and educational policy makers should sensitize the school and teachers on the need to put more emphasis on utilization and improvising of resources

---

**Dr. Oluwasina, B.R.,** Department of Business Education, Tai Solarin University of Education, Ijagun, Email: oluwasinayo@gmail.com Mobile: 08034811695

**Dr. Olatoye Adeolu Oludare,** Business Education Department, College of Vocational and Technology Education, Tai Solarin University of Education, Ijagun, Ogun State, Email: olatoyeao@tasued.edu.ng, Mobile: 08033798629

**Ogunmeru, Olabanji A.,** Department of Business Education, Tai Solarin University of Education, Ijagun, Email: projectbosss@gmail.com, Mobile: 08088859426

**Dr. Catherine Oluyemisi Sanusi,** Department of Business Education and Business Studies, Faculty of Education, Olabisi Onabanjo University, Ago-Iwoye, Nigeria, Email: catherinesanusi@gmail.com, Mobile: 08055833048

materials in teaching and learning of Business Education subjects. The government as a matter of policy should recruit more qualified graduate teachers to teach at junior secondary school level most especially Business studies. Adequate instructional materials should be provided for effective teaching and learning process.

**Keywords:** *Innovative, strategies, teaching, learning, Business Education.*

## **Introduction**

Business education is an aspect of the total educational programme that provide the knowledge, skills, understanding and attitudes needed to do well in the business world (Igboke, 2005). Okoli (2010) maintained that business educationist an important part of general education which emphasizes skills and competency acquisition for use in offices and business-related occupations. Similarly, Ibrahim (2008) states that business education encompasses knowledge, attitude and skills needed by all citizens in order to effectively manage their personal businesses and function effectively in their economic systems.

In the same vein, Osuala (2002) opines that it is a training system that encourages the beneficiary to acquire skills that will make him/her fit into the world of work. In support of the above, Nwanewezi (2010) describes business education as encompassing education for office occupations, business teaching, business administration and economic understanding.

In summary of the fore-going, Abdulkadir (2011) observed that one remarkable important characteristic of business education programme is that, its products can function independently as self-employed and employers of labour. To this end, the tenet of business education embraces basic education, entrepreneurship, business environment and vocational practices.

Notwithstanding the fact that some slight discrepancies exist in the definitions above, recent professional literature in business education has stressed more and more on a dual purpose of the

discipline. That is, business education as education for and about business.

Innovation is a driver of growth and well-being in the economy and society. In education, innovation has also become an imperative to bring about qualitative changes alongside the expansion of education systems. Innovation leads to more efficiency and improved outcomes in quality and equity of learning opportunities. Innovative instructional strategies engage students with different kinds of stimuli activity-based learning. Education is a light that shows mankind the right direction to surge. Modern innovative instructional strategies incorporates technology into teaching-learning methods to recreate, enrich and more realistic experience for students for a rewarding teaching experience (Akinyele, Oke & Bolarinwa, 2017).

According to Revathi, Elavarai & Sarawanan (2019) the innovative strategies in teaching and learning are as follows: ICT Teaching, Online interaction before, during and after class, Demonstration, Videos, Self-learning, Skill Communication, Group discussion, Problem solving teaching, Use digital tools and reusable learning objects, Smart board class rooms, Core qualities, Interactive approach, Critical thinking and analysis, Activity based, Cooperative teaching, Experimental approaches to class design, Project based teaching learning, Research based teaching learning.

Many researches on the availability of available resource carried out in Nigeria, in schools offering Business Education programme often revealed the presence of inadequate training facilities in the schools. They further stressed that even the few available ones are not being maintained. There are poor storage facilities for them and so they become non- functional.

The innovative technology used for teaching and learning business education is researched by Krishina (2013) and Noor (2004) are identified; Technology driven classroom, Activity based learning,

Computer based assisted instruction, Collaborative learning, The learning laboratory.

Other technology devices available for teaching and learning in Business education according to Ezenwafor (2012) include slide projectors, skillful keyboarding, Email among others. Although, these technologies are not new in many advanced countries, they are relatively few in Nigeria. While some of them are already being utilized in some schools, they are yet to be used in many of Ogun State educational institutions.

The foregoing discussion has established facts that business education subject are more of practical and should be taught in practical method and will therefore; examine the innovative technique of teaching and learning, and how it determine the academic performance of business education student of both Colleges & Universities of education in Ogun State.

### **Statement of problem**

Being a skilled-oriented subject, business education requires the use of machine and other equipment for effective teaching to take place. But the government doesn't see to the provision of necessary resources for teaching and learning business education.

Nigeria students are being more educated more in accordance with yesterday's world rather than in preparation for tomorrow's living. Emphasizing the need for the provision of instructional materials in schools, business education subject being a skilled area of study cannot be learnt by the student. To give this training, the schools must be equipped with the necessary materials on which it intends to give, but rather it appears that most school that offer business education are not adequately equipped for the instructions.

Teaching and learning situations, in terms of teaching strategy, instructions content, roles of the teachers and context of the curricular is made obvious and inevitable.

It is in light of the above, that the paper seeks to determine the innovative techniques of teaching and learning of business education in both Colleges & Universities of education in Ogun State. It is this problem that this study sought to solve.

### **Purpose of the study**

The main purpose of the study was to examine the innovative techniques of teaching and learning of business education in both Colleges & Universities of education in Ogun State. Specifically, the study sought to:

1. Identify the extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State.
2. Ascertain the extent of utilization of instructional materials affect teaching and learning business education in both Colleges & Universities of education in Ogun State.

### **Research questions**

The following research questions guided the study:

1. To what extent do innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State.
2. To what extent do utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State.

### **Null hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

- H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female business education lecturers on the extent innovative technique for pedagogical application affect

business education subject in both Colleges & Universities of education in Ogun State.

**Ho2:** There is no significant difference in the mean ratings of male and female business education lecturers on the extent utilization of instructional materials in teaching and learning of business education in both Colleges & Universities of education in Ogun State.

## **Method**

The study adopted a descriptive survey. This design according to Nworgu (2015) is one in which group of people or items are studied by collecting and analyzing data from only a few people or items considered being representative of the entire group. The population used for the study was 55 business education lecturers in both Colleges & University of Education in Ogun State. The population was chosen because Business Education lecturers are in the right position to respond to innovative techniques enhancing teaching and learning of Business Education in both Colleges & Universities of education in Ogun State. The entire population was used for the study due to its manageable size no sampling and sampling techniques.

The instrument used for data collection was a questionnaire that consist of two parts. Part 1 was designed for demographic data of the respondents, while part 2 contained a total of 18 items structured into two sections (A and B) according to the research questions. Section A has ten (10) items was used in collecting data to analyses the innovative technique for pedagogical application of business education subject in both Colleges & Universities of education in Ogun State. Section B comprises of eight (8) items that was used to collect data concerning the utilization of instructional materials in teaching and learning of business education in both Colleges & Universities of education in Ogun

State. The response options of Very High extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE).

The value of the response options the real limits of the mean was used. Therefore, any item with mean between 4.00-3.50 was regarded as Very High Extent, 3.49-2.50 High Extent, 2.49-1.50 Low Extent, 1.49-1.00 Very Low Extent. Any mean above the criterion mean of 2.50 was regarded as High Extent while any item below 2.50 was regarded as Low extent.

These items were structured to provide answers to the research question formulated for the study. The instrument was face validated by three experts. Two in business education department of Tai Solarin University of Education, Ijagun and one person in measurement & evaluation from same university. The reliability of the instrument was determined using Cronbach Alpha. The instrument was divided into two sections. The sections yielded the following reliability coefficients; section A had.74, section B had.76. The grand coefficient was.74, indicating that the instrument was reliable for use in data collection. The data collected from the respondents were analyzed using the weighted mean and standard deviation. The mean was used to answer the research questions while standard deviation was used to check the closeness of their responses. The t-test was used to test all the null hypotheses at.05 level of significance and at the appropriate degree of freedom.

The null hypothesis was significant where the probability value was less equal to.05 significant level at appropriate degree of freedom, otherwise the null hypothesis was not significant.

## Results and presentation research question 1

**To what extent do innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State.**

**Table 1: Mean ratings and standard deviation on the extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State**

S.No.	Items on the extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State	Overall		Decision
		X	SD	
1	It is the determinants of assessing academic performance of students.	3.27	0.75	High Extent
2	Its success or failure of students depends to a large extent on the quality of available resources in school.	3.22	0.81	High Extent
3	It has a significant relationship with academic achievement of students.	3.24	0.79	High Extent
4	It encourages schools endowed with more resources to perform better than schools that are less endowed.	3.47	0.50	High Extent
5	It has improved ages and all forms of education when applied appropriately.	3.24	0.91	High Extent
6	It enables Business educators to be trained and retrained to enhances and improve their performance and efficiency as well as to impact knowledge.	3.27	0.80	High Extent
7	It encourages conducive classroom for effective teaching and learning.	3.43	0.70	High Extent
8	It creates more access and provision of innovative techniques has huge impact on the growth of student	3.12	0.71	High Extent
9	It enables teachers to use technology driven classroom among others to create content.	3.16	0.76	High Extent
10	It combines text, graphics, sound and video to enhance learning process.	2.94	0.88	High Extent
	<b>Cluster Mean/ SD</b>	<b>3.23</b>	<b>0.77</b>	High Extent

The analysis of data presented in Table 1 above shows mean rating ranging from 2.94 to and 3.47 indicating high extent. This means that the items are extent innovative technique for pedagogical application affect business education subject in both



Colleges & Universities of education in Ogun State. The overall cluster mean of 3.23 further indicates that the respondents agree to the items to a high extent. The low standard deviation of .73 indicates that the respondents have similar opinion to the items as extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State.

## Research question 2

**To what extent do utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State.**

**Table 2: Mean ratings and standard deviation on the extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State**

S.N o.	Items on the extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State	Overall		Decision
		X	SD	
11	It helps to acquire more insight into the subject proper.	3.14	0.87	High Extent
12	It enables students to learn from the material as a firsthand material.	3.27	0.78	High Extent
13	It helps to grow student's ability to collaborate and cooperate with others.	3.20	0.75	High Extent
14	It grows the visual sensitivity of the students.	3.08	0.56	High Extent
15	It encourages the Students, support and motivate them among others.	3.12	0.79	High Extent
16	It encourages learners to explore content.	3.35	0.59	High Extent
17	It encourages student to support and inspire one another.	3.12	0.91	High Extent
18	It helps the teacher to get the attention of the students.	3.49	0.54	High Extent
	<b>Grand mean</b>	<b>3.20</b>	<b>0.75</b>	High Extent

The analysis of data presented in Table 2 above shows mean rating ranging from 3.08 to and 3.49 indicating high extent. This means that the items are extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State. The overall cluster mean of 3.20 further indicates that the business education

lecturers agree to the items to a high extent. The low standard deviation of .75 indicates that the respondents have similar opinion to the items as extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State.

**Hypothesis 1**

There is no significant difference between the mean ratings of male and female business education lecturers on the extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State.

**Table 3: Summary of t-test analysis of mean ratings of mean ratings of male and female business education lecturers on the extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State**

Variables	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	17	0.301	49	0.765	0.47059	1.56472	NS
Female				34			

The result of t-test analysis in Table 3 shows that the t-value at.05 level of significant and 49 degree of freedom for the 10 items is .301 with a significant value of .765. Since the significant value of .765 is more than the.05 level of significant the null hypothesis is not significant. This means that there is no significant difference regarding the 10 items on the mean ratings of male and female business education lecturers on the extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State.

**Hypothesis 2**

There is no significant difference between the mean ratings of male and female business education lecturers on the extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State.

**Table 4: Summary of t-test analysis of mean ratings of mean ratings of male and female business education lecturers on the extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State**

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	17	0.651	49	0.518	1.00000	1.53685	NS
Female				34			

The result of t-test analysis in Table 4 shows that the t-value at .05 level of significant and 300 degree of freedom for the eight items is .651 with a significant value of .518. Since the significant value of .518 is more than the .05 level of significant the null hypothesis is not significant. This means that there is no significant difference with respect to the eight items on the mean ratings of male and female business education lecturers on the extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State.

### **Discussion of findings**

The result of data analysis according to research question one indicated that extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State to a high extent. The result of the corresponding hypothesis tested revealed that there is no significant difference between the mean responses of male and female business education lecturers on the extent innovative technique for pedagogical application affect business education subject in both Colleges & Universities of education in Ogun State.

The findings of this study is in line with the results of Nazimuddin (2014) which stated that Computer-Aided Instruction (CAI) is a diverse and rapidly expanding spectrum of computer technologies that assist the teaching and learning process. This is supported by Usman & Mududili (2020) which stated that the use of CAI in teaching is a relevant and functional way of providing education to learners in order to assist them develop the required capacity for the world to work.

The result of data analysis according to research question two indicated that extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State to a high extent. The result of the corresponding hypothesis tested revealed that there is no significant difference between the mean responses of male and female business education lecturers on the extent utilization of instructional materials affect teaching and learning of business education in both Colleges & Universities of education in Ogun State.

The findings of this study is in line with the results of Kristiawan (2013), which stated that instructional materials is key to dealing with students with various abilities and diverse areas of intelligence. This teaching aid help the student to focus and understand the subject matter.

## **Conclusion**

Based on the findings, the study concluded that innovative strategies for teaching and learning leads to more efficiency and improved outcomes of learning opportunities. Therefore, innovative strategies relating to computer assisted instruction teaching strategy and cooperative teaching strategy enhances the teaching and learning of business education.

The teaching of business education subject in Nigerian schools needs to be properly handled. Conclusively, it has been established that educational resources has a significant relationship with academic achievement of students. It is a welcome fact that school resources are the most potent determinant of academic achievement.

## **Recommendations**

Based on the findings and conclusions, it is recommended that

1. Curriculum planners and implementation and educational policy makers should sensitize the school and teachers/lecturers on the need to put more emphasis on utilization and improvising of resources materials in teaching and learning of Business Education subjects.

2. The government as a matter of policy should recruit more qualified graduate students/teachers to teach at junior secondary school level most especially Business studies.
3. Adequate instructional materials should be provided for effective teaching and learning process.
4. Criteria for instructional materials selection should be based on its suitability to function for the purpose it is designed for.

### **Suggestions for further studies**

The research for further studies could be carried out in the following area;

- Effect of the use of instructional resources on the student academic performance in Business studies at junior secondary schools' level.
- A survey of availability and utilization of resource materials in teaching and learning of Business studies in secondary schools.
- Similar research work should be conducted in other Local Government Area of the state.

### **References**

- Abayomi, R.A.O. (2009). A practical approach to effective utilization and maintenance of physical facilities in secondary schools. *African Journal of Educational Planning and Policy Studies*, 7(2), 204-216.
- Abdulkadir, A.A. (2011). The role of entrepreneurship education in empowering Nigerian youths. *Business Education Journal*, 8(1), 14-22.
- Adebayo, J.M. (2003). The effectiveness of instructional materials in teaching of social studies in some selected post primary school in Owerri Educational Zone Imo State. B. Ed. Research Project Unpublished.
- Adegbija, A.O (2007). An assessment of the needs of Educational Resources Centres in Nigeria. Unpublished Doctoral thesis, University of Ilorin, Ilorin, Nigeria.
- Adeogun, A.A. & Osifila, G.I. (2008). Relationship between educational resources and students' academic performance in Lagos State, Nigeria. Retrieved on the 25th September 2011, from <http://www.unilorin.edu.ng/ejournals/ijem/>

Adeogun, A.A. (2001). The principal and the financial management of public secondary schools in Osun State. *Journal of Educational System and Development*, 5(1), 1-10.

Adeogun, A.O (2001). The impact of technology on students' achievement. Research/index.html Accessed on 10/7/2012.

Adu, E.O., Ojelabi, S.A. & Adeyanju, H.I. (2009). Organizational climate as correlates of students' academic achievement in secondary school economics in Oyo State, Nigeria. *Journal of Applied Education and Vocational Research*, 7(1), 65-71.

Akinyele, T.A., Oke, S.O. & Bolarinwa, F.F.B (2017). Utilising innovative instructional strategies in the development of entrepreneurial skills in Business Education.

Akinyele, T.A., Oke, S.O. & Bolarinwa, F.F.B (2017). Utilising innovative instructional strategies in the development of entrepreneurial skills in Business Education.

Alkin, M. C. (1969). Evaluation theory development. In B. R. Worthen & J. R. Sanders (Eds.) (1973), *Educational evaluation: theory and practice*. Wadsworth Publishing Company Inc.

Amesi, J. (2010). Business education and poverty alleviation. *Orient Journal of Education*, 5(1), 57-62.

Amoor, S.S. (2010) Strategies for improving teachers quality in business education program in Nigeria Colleges of education, *International Journal of Innovative Education*. [http://seahipaj.org/journals-ci/june-2017/1\\_IJIER/full/IJIER-J-3-2017.ptf](http://seahipaj.org/journals-ci/june-2017/1_IJIER/full/IJIER-J-3-2017.ptf).

Aromolaran, A. (2006) Estimates of Mincerian Returns to Schooling in Nigeria. *Oxford Development Studies*, 34(2): 265-292.

Asuka, M.N. (2003). The field of educational technology: a statement of definition. *Audiovisual Instruction*, 17 (8), 36-43.

Audu, U.F. & Agbo, J.A. (2010). *Educational Technology in Practice*. De New Creation Publishing House Ltd.

Ayeduso, A.O. (2000). Status of educational resources in the administration of Business Education Programme in colleges of education in Niger State. *Business Education Journal*, 3(3), 182-190.

Azih, N. (2008). An appraisal of teachers and teaching facilities available for teaching business studies in secondary schools in Abakaliki Urban. *Business Education Journal*, 6(2), 135- 142.

Azuka, E.B. (2000). Challenges of a professional secretary: need for curriculum revision in Nigeria polytechnics. *Business Education Journal*, 3(3), 38-48.

Balogun, F.A. (2003). Inadequacy of business studies equipment and facilities in tertiary institutions in selected institutions in the South-west States of Nigeria. *Business Education Book of Readings*, 1(3), 151-159.

Bongotons, O.Y. & Onyenwe, B.O. (2010). Availability and adequacy of ICT resources in business teacher education programmes of Nigeria. *Business Education Journal*, 7(2), 200-215.

Brown, O.O. & Straugler, Y. (2004). *TREND and Invocation in Teacher Education in Africa*. Ruby Print Production; U.K.

Chuke, L.U. (2003). Equipment and facilities in business education. *Business Education Book of Readings*, 1(3), 37-41.

Daramola, F. O. (2008). Education reforms and assessment of teachers competence in instructional media technology use in junior secondary schools in Kwara state. In Lawal, A.R. (ed.), *Education Reforms in Nigeria- Past, Present and Future*, Stirling- Horden Publishers Ltd., pp: 259-272.

Ekpenyong, L.E., & Nwabuisi, J. (2003). Business teacher education in Nigeria: projecting a new direction. *Journal of Vocational Education and Training*, 55(1), 33-46.

Emeasoba N.C, Ekoh, A.C & Modebelu M.N. (2015). *Fundamentals of business education: skills building approach*. SCOA Heritage Nig. Ltd.

Esene, R.A. (2002). *Improvement of instruction in business education*. Royal Pace Publishers.

Eyo, U.E., (2018). Effects of computer assisted multimedia instruction on senior secondary school students' achievement in biology in two educational zones of Niger State, Nigeria, West Africa. *IOSR Journal of Research & Method in Education (IOSR- JRME)*. 8(2) 53-59.  
<https://pdfs.semanticscholar.org/557d/df3831a73b986f78c64e82582bff3f8ac3e1.pdf>

Eze, W.O. (2008). *Introduction Teaching Profession*. Nathadeic publishing company Nig. Ltd.

Ezenwafor, J.I. (2012). Adequacy of exposure to information and communication technology by graduating business education students of tertiary institutions in Anambra state. *Business Education Journal*, 8 (2), 45-60.

Farmer, J. (1875). *Programme evaluation*. World Education.

Federal Republic of Nigeria, (2004). *National Policy on Education*. (4th Ed.). Federal Government Printers.

Felder, R. M. & Brent, R. (2013). *Cooperative Teaching*. [http://www.ncsu.edu/felder-public/papers/ch chapter.pdf](http://www.ncsu.edu/felder-public/papers/ch%20chapter.pdf)

Gidado, S.D., Abdullahi, H. R.& Adamu, A. (2015). Student-centred techniques: effective strategies for enhancing qualitative teaching and learning of business education in Nigeria. ABEN Conference Proceedings, 2(1), 64-69.

Iidiaghe, J.E. (2004). Relationships between education facilities, teachers' qualifications, school location and academic performance of students in secondary schools in Delta State (Unpublished doctoral dissertation). Delta state University, Abraka.

Igboke, S.A. (2005). *Business education: principles and methods*. Jones Communication Publishers.

Janiszewski, A & Micheal, M. (2008). *Educational technology: a definition with commentary*. Lawrence Erlbrum Associate.

Jayashree, R. (2017). A Study on innovative teaching learning methods for undergraduate students. *International Journal of Humanities and Social Science Invention*, 6 (11) 32- 34.

Jekayinfa, A.A. (2010). Effects of Instructional Resources on the Kareem, I.A. (2009). Teachers' attitude to and use of community resources for teaching secondary school Fine Arts in Kwara state. Unpublished Master's Dissertation, University of Ilorin, Ilorin, Nigeria.

Johnson, D. & Johnson, F. (2013). *Joining together: Group theory and group skills* (10th ed.). Allyn and Bacon.

Kristiawan, M. (2013). The implementation of cooperative teaching in English class of favorite school of secondary high school. *International*



*Journal of Educational Administration and Policy Studies*, 5(6), 85-90.  
<http://www.academicjournals.org/IJEAPS>.

Nazimuddin, S.K. (2014). Computer Assisted Instruction (CAI): a new approach in the field of education, *International Journal of Scientific Engineering and Research*, 3(5), 165-188.

Nwazor, J.C. (2012). Capacity building, entrepreneurship and sustainable development. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 3 (1), 51-54.

Obi, C.A. & Akume, B.C. (2002). Resources evaluation in business education. *Business Education Book of Readings*, 1(2), 75-77.

Obi, Y. & Akume, T.I. (2002). *Fundamental of educational technology*. University press Ltd.

Obioha, T. (2006). Assessment of instructional resources for teaching basic technology in Junior Secondary schools in Ilorin, Nigeria. Unpublished Master's Dissertation. University of Ilorin, Ilorin, Nigeria.

Ogbhvubu, M.P (2009). Effective management of workshop resources in vocational/technical education for national development. *Proceedings of the 16th Annual Conference of Nigeria Association of Technology Teachers*. NATT (pp. 141 - 145). Oyo, Nigeria.

Ohiwerei, F.O. (2019). Job prospect for business educators university graduates in Nigeria. *Current Research Journal of Social Sciences*, 1(3), 70-73.

Okoro, J. (2008). Strategies to improve the teaching and learning of business studies in secondary schools in Delta state. *African Journal of Education and Development Studies*, 6(2), 48-56.

Okoye, R.E. (2013). Emerging issues in business, vocational and technical education in Nigeria: the challenges and prospects. A keynote address presented at the 3rd Annual National Conference Organized by School of Business Education, FCE (Technical), Asaba 20th-24th May.

Okunloye, (2001). Teaching as a profession in Nigeria. In Abimbola, I.O, (ed.) *Fundamental principles and practice of instruction* (pp. 71-78). Curriculum Studies and Educational Technology Department, University of Ilorin, Ilorin, Nigeria.

Okwo & G.A Ike (ed.). *Educational technology: basic concept and issues*. University Trust Publisher.

Okwuanaso, S.I. (2004). Improving standard in business education in Nigeria. *Business Education Journal*, 4(2), 12-23.

Olorundare, O.S. (2003) *Instructional Media and the New Technology of Instructional: Nigeria*.

Olutola, K.S. (2000). Relationship between educational facilities and academic performance of students in Anambra State. *Journal of Nigeria Educational Research Association*, 8(1),33-38.

Onasanya, S.A. (1998). Selection and Utilisation of Instructional Strategies in Teaching. *A journal of Curriculum and Instruction*, 5 (1&2), 53.

Osuala, E.G. (2002). *Principles and practice of business education*. Pacific Publishers. [www.jsurged.org/article/s1931-7204\(11\)00231-5/abstract](http://www.jsurged.org/article/s1931-7204(11)00231-5/abstract).

Revathi, G., Elavarasi, S. & Sarawanan, K. (2019). Innovative methods of teaching and learning in education. [www.jetri.org](http://www.jetri.org) on 15/3/2021.

Salami, A.A. (2009). Towards a realistic framework for evaluating the effectiveness of educational media for classroom interactivity. *Ilorin Journal of Teachers' Education*, 3 (1), 87-93.

Sharma, R. (2017) Computer assisted learning – a study. *International Journal of Advanced Research in Education & Technology*. 4(2).102-105. <http://ijaret.com/wp-content/themes/felicity/issues/vol4issue2/rishu.p>

Stufflebeam, D. I. (1971). Educational evaluation and decision making. In B. R. Worthen & J.R. Sanders (eds.) (1973), *Educational evaluation: Theory and practice*. Wadsworth Publishing Company Inc.

Tumin, L. (2007). Teachers' quality and students' achievement. A review of state policy evidence. *Education Policy Analysis Archives*, (1). <http://epaa.adu/epaa/v8n1/>.

Tumin, Melvin (2007). Evaluation of the effectiveness of education: Some problems and prospects in interchange. 1, 96-109

Turan, S. (2012). *The Effect of problem-based learning with cooperative learning strategies*.

UNESCO. (2010). *Teacher education and the new media*. The American Association of Colleges for Teachers Education: Washington D.C.

Usman, Y.D. & Madidili, G.C. (2020). Assessment of the impact of Computer Assisted Instruction on teaching and learning in Nigeria: a theoretical view point. *International Journal of Education and Development using ICT*, 16(2) 259-271.

William, A. (2009). *Fundamentals of Educational Technology*. n.r.

Yusuf, M.O. (2006). Introduction to educational technology: lecture paper presented at the Department of Science Education, University of Ilorin, Ilorin, Nigeria.

Zaidi, S.M.I.A. (2011). Provision and utilization of elementary education facilities in North East India: what DISE data reveals? <http://www.dise.in/download/..../zaidi-North%20Eastpdf>.