

**INNOVATIVE TEACHING STYLES AND STUDENTS
PERFORMANCE IN BUSINESS SUBJECTS IN
SECONDARY SCHOOL IN AKWA IBOM STATE**

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ABSTRACT

This study examined the innovative teaching styles and students' performance in business subjects in secondary schools in Akwa Ibom State. A correlational survey design was adopted for the study. The study was conducted in Akwa Ibom State. The population of the study comprised all the teachers of business subjects and secondary school students offering business subjects. A stratified random sampling technique was used to select 180 teachers, which constituted the sample size used for the study. The instrument titled "Innovative Teaching Styles Questionnaire (ITSQ)" was used for data collection. Face and content validation of the instrument was carried out by one expert in test and measurement from the University of Uyo to ensure that the instrument had accuracy, appropriateness, and completeness. The Cronbach Alpha technique was used to determine the level of reliability of the instrument. In this case, the reliability coefficient obtained was 0.89, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as Pearson Product Moment Correlation analysis in testing the hypotheses. The test for significance was done at a 0.05 alpha level. The study concluded that innovative teaching styles are a proactive approach to integrating new teaching strategies and methods into a classroom that also involves virtual labs: learning activities based on real-life problems; learning environments with equipment, furnishings, materials, and audiovisual resources; and learning guides for students and the teacher. This implies that student performance in a case method course may be assessed along a variety of dimensions, including class participation, individual written work on papers and exams, and group activities such as projects and presentations. Finally, the adoption of virtual reality, smart boards in teaching, and flipping the classroom for teaching students individually has a significant relationship with student performance in business subjects in secondary school in Akwa Ibom State. One of the recommendations was that schools' administrators should improve the rate of innovative teaching styles when teaching business subjects so that they can improve the performance of the business subject students.

KEYWORDS: Innovative, Teaching styles, Students, Performance, Business studies, and Akwa Ibom State

INTRODUCTION

Innovative teaching styles in education play an important role in the growth of students and society in today's world. Innovative teaching styles do not only make students think but also increase their own creativity (Revathi, Elavarasi, & Saravanan, 2019). Innovative and creative teaching is essential for both students and teachers. Teaching has two important roles, which are sending information and receiving information. Innovative teaching styles do not only improve the education system but also achieve different goals for the students. Recent global technological innovations in the business world have brought about radical change in the educational system. Business subjects (commerce, accounting, marketing, etc.), as a dynamic and important program for sustainable development, should adapt to changes in technology and in the business world. A teacher should have a flexible and creative mind. Flexibility is a key factor in effectively catering to the learning needs of diverse student cohorts (Yorke & Thomas, 2003). This variety of teaching is innovative and flexibility in the assessment of business students is required.

Innovative teaching occurs when teachers are inventive and creative in their specialized areas and continue to discover and devise new methods and content to ensure that students always get the best learning experiences. According to Yusuf (2005), the use of new technologies for pedagogical delivery has undoubtedly affected teaching, learning, and research, and its integration can help revitalize teachers and students. New technologies can improve students' learning as well as teachers' instruction, reducing the amount of direct instruction on students and enabling the teacher to provide for the individual needs of the students. Ramsden (2003) identified the following ICTs that are used in teaching and learning, including multimedia technology, radio and TV broadcasting, teleconferencing, audio conferencing, computers and the internet, internet and web-based initiatives, and telecollaboration. These new technologies have the prospect of contributing immensely to business students' sustainable development. These innovative teaching approaches are used for delivering electronically mediated, well-designed, learner-centered, and interactive learning environments to anyone, anyplace, and at any time by utilizing the internet and digital technologies in connection with instructional design principles (Hedges and Hayward, 2004).

STATEMENT OF THE PROBLEM

In recent years, students' performance in business subjects has been partially encouraging, and this was as a result of the low application of innovative teaching styles. Recent studies showed that business teachers and educators use little teaching styles that foster exclusive performance in business subjects, ignoring the performance of students involved. Innovative teaching styles have a two-sided nature that can affect students' results and understanding of the educational content as well as creating an easy avenue for an effective learning process. Therefore, the study investigates the innovative teaching styles adopted by the teachers.

OBJECTIVE OF THE STUDY

1. To find out the relationship in the adoption of virtual reality in teaching and student performance in business subjects in secondary school in Akwa Ibom State.
2. To find out the relationship in the adoption of smart board in teaching and student performance in business subjects in secondary school in Akwa Ibom State.
3. To find out the relationship in the adoption of flipping classroom in teaching and student performance in business subjects in secondary school in Akwa Ibom State.

RESEARCH QUESTIONS

1. What is the relationship between the adoption of virtual reality in teaching and student performance in business subjects in secondary school in Akwa Ibom State?
2. What is the relationship between the adoption of smart board in teaching and student performance in business subjects in secondary school in Akwa Ibom State?
3. What is the relationship between the adoption of flipping classroom in teaching and student performance in business subjects in secondary school in Akwa Ibom State?

HYPOTHESES

1. There is no significant relationship in the adoption of virtual reality in teaching and student performance in business subject in secondary school in Akwa Ibom State.
2. There is no significant relationship in the adoption of smart board in teaching and student performance in business subject in secondary school in Akwa Ibom State.
3. There is no significant relationship in the adoption of flipping classroom in teaching and student performance in business subject in secondary school in Akwa Ibom State.

INNOVATIVE TEACHING STYLES

Innovative teaching styles refer to a crucial skill for teachers and educational staff. Innovative teaching styles can significantly enhance the student learning process. Innovating our teaching styles is no easy feat. At the initial introduction, it can be difficult, but both teachers and students get used to it with time. However, by experimenting with new styles, methods, and strategies, students' engagement, motivation, and attainment can be improved, which is a win-win for both students and teachers (Erasmus training courses 2020). Innovative teaching styles are a proactive approach to integrating new teaching strategies and methods into a classroom (Writer, 2020). Innovative teaching styles can also be referred to as effective approaches which make positive changes in students' behavior and attitudes towards learning and also improve their motivation and engagement.

According to Vijayalakshmi (2019), innovative teaching styles refer to a bilateral nature; they can affect students' results and understanding of the educational content and create conditions for an effective learning process. Innovative teaching styles involve using innovative methods and teaching learning materials for the benefit of students (Mandula, Meda, & Jain, 2012). According to Anderson and Neri (2012), an innovative teaching style can involve virtual labs,

learning activities based on real-life problems; learning environments with equipment, furnishings, materials, and audiovisual resources; and learning guides for students and the teacher. The focus of innovative teaching styles is based on the trust that every student has the capacity to learn and be successful in life. Innovative teaching styles refer to the creative and skilled teachers who are being found using different innovative teaching methods at higher education levels.

STUDENT'S PERFORMANCE

Student performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests (Ballotpedia 2019). Student performance in a case method course may be assessed along a variety of dimensions, including class participation, individual written work on papers and exams, and group activities such as projects and presentations (H. B. S. 2020). Student performance involves meeting goals, achievements, and objectives set in the program or course that a student attends. These are expressed through grades, which are the result of an assessment that involves passing or not passing certain tests, subjects, or courses (Caballero et al. 2007). Willcox (2011) defined academic performance as the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average.

Student performance has been defined and explained by several authors. According to Narad and Abdullah (2016), student performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. Narad and Abdullah (2016) further added that these goals are measured by using continuous assessment or examination results. Arhad, Zaidi, and Mahmood (2015) also indicated that student performance measures education outcome. These scholars stressed that it shows and measures the extent to which an educational institution, teachers, and students have achieved their educational goals. Similarly, Yusuf, Onifade, and Bello (2016) opined that student performance is the measurable and observable behavior of a student within a specific period. He added that it consists of scores obtained by a student in an assessment such as a class exercise, a class test, mid-semester, a mock examination, and an end of semester examination.

CONCEPT OF BUSINESS SUBJECTS

Business subjects are elective pre-vocational subjects. It is packed with all the relevant knowledge, skills, experiences, and activities that will lead to the realization of goals. Business subjects promote marketable skills acquisition, employment generation, and self-reliance. It is made up of several major components, namely: Office Practice, Commerce, Accounting, Shorthand, Typewriting, Keyboarding, Marketing, and so on. Business subjects involve a lot of activities ranging from those requiring students to discuss issues, solve problems using application software, participate in business simulations, think critically, work cooperatively, and make business decisions. Business subjects are an academic subject taught in schools and at university level in many countries. Its study combines elements of accountancy, finance, marketing, organizational studies, and operations. Business subjects are a broad subject in the social sciences, allowing the in-depth study of a range of specialties such as accountancy,

finance, organization, human resources management, and marketing (Wikipedia 2019). Business subjects involve the study of business activities in society. These activities are related to the production of goods and the provision of services. Business studies also refer to the study of activities that are carried out in and around the production, distribution, and consumption of goods and services.

Business subjects provide us with the knowledge, understanding, and skills needed for productive work or activity. Productive activity involves using business resources to make goods and services that satisfy human needs and wants. Business studies can also be regarded as the study of the methods and techniques of setting up and running a business venture profitably (Muhammed, I. & Seyi, C. 2018). It is the study of subjects connected with money and managing a business. The term "business" is derived from the word "busy." Thus, being busy, either as an individual or as a society as a whole, means doing commercially viable and profitable work. According to O'Reilly (2009), a business is an organization that is legally recognized and designed to provide goods and services. Business studies is the study of the management of individuals to maintain collective productivity, which accomplishes particular creative and productive goals, usually to generate profits.

Types of Innovative Teaching Styles

Cross over Teaching: The form of cross-over teaching does not include technology, but it is an enriching experience for the student. The learning of cross-over teaching happens in an informal setting, such as after-school learning clubs, or trips to museums and exhibitions. The teacher can link the educational content with the experiences that the students are having. This teaching is further enhanced and deepened by adding questions related to the subject. The students can then add to the classroom discussions through field trip notes, photographic projects and other group assignments related to the trip.

Teaching through Smart Boards: Teaching through smart boards is an effective way of bringing the classroom to life while helping students experience a deeper level of engagement and understanding. This is done by making the course content interactive and visual. The smart boards transform the teaching experience into an interactive and collaborative experience as the teachers use dynamic multimedia content to help convey the topic more effectively to the students and make it a visual, engaging experience.

Flipping Classrooms: Teaching through flipping the classroom is becoming an increasingly popular and effective teaching method. In this technique, the students are made active participants in the learning process by passing the onus of learning on to them. It requires the teachers to relinquish the role of resource providers, and the students take the responsibility of gathering conceptual information. Using various tools of technology like computer, the students are encouraged to construct knowledge, fill in the information gaps, and make inferences on their own as and when needed.

Collaboration: Teaching through collaboration is one of the innovative styles of teaching which involves encouraging student collaboration for various projects. Today, we live in a globalized world and collaboration is an essential life skill that is important for all careers and enterprises. Teachers can help foster this skill in the classroom by allowing students to learn, study and work

in groups. For instance, by assigning group homework or encouraging students to work together on plays, presentations and other reports. Today, collaboration as a form of teaching is gaining acceptance as a powerful teaching tool, where once again the responsibility is on the group of students, while the educators play the roles of guides, mentors, and supervisors for the students. It also teaches students empathy, negotiation skills, teamwork, and problem-solving.

Virtual Reality: Virtual Reality technology involves helping students learn through interactions with a 3D world. For instance, instead of taking the students through a boring history class, the teachers can use 3D technology to explore ancient civilizations, travel to distant countries for a class in geography or even take a trip to outer space during a class on science. Virtual Reality technology offers students a valuable opportunity to learn in an immersive manner that creates a lasting impression on their minds. It makes learning fun and helps the students retain the material for a longer time, which is also an essential point when considering effective teaching methods in a classroom.

3D printing technology: Teachers looking for innovative styles of teaching can also look at 3D printing as a means of teaching. This method is fast gaining global acceptance, especially in higher educational institutes where 3D printers are used to create prototypes and make complex concepts easy to understand. In the lower level classrooms, teachers can use the 3D printers to teach content that was previously taught via textbooks, thus helping students gain a better understanding of the concepts, especially in STEM subjects.

Teaching through Cloud Computing: Bringing technology into the classroom allows educators to experiment with innovative styles of teaching. The use of cloud computing is one such method where teachers can save vital classroom resources such as lesson plans, notes, audio lessons, videos, and assignment details on the classroom cloud. This can then be accessed by the students from the comfort of their homes, whenever needed, bringing the classroom back to the students with the click of a mouse. It also ensures that students who have missed class either for illness or any other reason stay updated at all times. It eliminates the need for lugging around heavy textbooks and allows students to learn at a time, place and pace that they are comfortable with.

Technology and innovative styles of teaching: The use of technology in the classroom helps to engage the students with different kinds of stimuli and creates an environment of activity-based learning. It makes the content of the classroom more interesting and makes learning fun. For teachers, technology offers an endless set of resources that they can tap into depending on the needs of the students. While this blog lists a few such resources, for a teacher looking for effective teaching methods in a classroom, turning towards the latest technology will offer a vast number of updated solutions.

EFFECT OF INNOVATIVE TEACHING STYLES ON STUDENTS PERFORMANCE IN BUSINESS SUBJECTS

Innovative teaching styles involve the use of digital and ICT-based tools in teaching business studies. Krishna (2013) identified the following innovative teaching technologies that are used in education to deliver business studies, including: technology-driven classroom, cross-curricular connections, smart interactive boards, computer-based assisted instruction, collaborative learning, activity-based learning and learning labs, digitalization in teaching, e-learning, flipped

classroom, computer-managed instruction (CMI), modeling and simulation, and teleconferencing. Improved and qualitative business studies are of fundamental importance to ensure effective and efficient human capital development. Business studies in a globalized economy demands the effective use of innovative teaching styles in instructional delivery for the programme to achieve the manpower needs of the country. Business studies teachers use innovative teaching techniques like the smartboard during instructional delivery, which allow them to make proper illustrations of those business concepts that are always difficult to illustrate. The choice of teaching depends on different factors. For example, knowledge of the teacher and flexibility According to MIE (2004), in order to make an informed choice of teaching style(s) in the teaching and learning process, the teacher must be aware of the available teaching styles, their strengths and weaknesses, the purpose of each style, and how each style can be used in business subjects. Other considerations during choosing a style of teaching are the number of students to be taught, age, time, and prior knowledge of the learner.

Student performance plays an important role in producing the best quality students who will become greater leaders and manpower for the country's economic and social development. Asikhia, (2010) Students' performance can be affected by different factors like class schedules, class size, English textbooks, homework, the environment of the class, technology used and financial. Another study by Laddunuri (2012) found many factors contributing to the students' failure, including lack of competent, trained teachers, poor infrastructural facilities in school, insufficient books in the school library, high cost of books, and frequency of changes in the curriculum. The use of innovative teaching styles in business studies instructional delivery is of vital importance in equipping its graduates with the current skills required in the modern business world for sustainable development. According to Ubulom (2012), business subjects for sustainable development emphasize the use of the products of the programme to create, maintain, and harness the resources of the natural business environment for the long-term benefits of the entire populace and the nation's economic growth. Business subjects build a strong base for anyone who is seeking to advance in specialized training and further study in business like management, communication technology, international business, marketing, accounting, entrepreneurship, finance, etc. At the junior secondary school level, it is called "business studies; at the secondary school level, it is known as "business subjects; and at the tertiary level, it is called "business education."

METHODOLOGY

A correlational survey design was adopted for the study. The study was conducted in Akwa Ibom State. The population of the study comprised all the teachers of business subjects and secondary school students offering business subjects. A stratified random sampling technique was used to select 180 teachers, which constituted the sample size used for the study. The instrument titled "Innovative Teaching Styles Questionnaire (ITSQ)" was used for data collection. Face and content validation of the instrument was carried out by one expert in test and measurement from the University of Uyo to ensure that the instrument had accuracy, appropriateness, and completeness. The Cronbach Alpha technique was used to determine the level of reliability of the instrument. In this case, the reliability coefficient obtained was 0.89, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this

study to appropriate statistical techniques such as Pearson Product Moment Correlation analysis in testing the hypothesis. The test for significance was done at a 0.05 alpha level.

HYPOTHESIS TESTING

Hypotheses One

The null hypothesis states that there is no significant relationship between adoption of virtual reality in teaching and student performance in business subject in secondary school in Akwa Ibom State. In order to test the hypothesis, Pearson Product Moment Correlation analysis was used to analyze the data (See Table 1).

Table 1: Pearson product moment correlation analysis of the significant relationship between adoption of virtual reality in teaching and student performance in business subject in secondary school in Akwa Ibom State

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
	$\sum Y$	$\sum Y^2$		
Virtual Reality test (X)	2745	42375		
Student Performance test (Y)	10440	631710	16273	0.948*

***Significant at 0.05 level; df = 178; N =180; Critical r-value = 0.197**

The above table presents the obtained r-value of (0.948). This value was tested for significance by comparing it with the critical r-value (0.197) at 0.05 level with 178 degree of freedom. The obtained r-value (0.948) was greater than the critical r-value (0.197). Hence, the result was significant, meaning that there is significant relationship between adoption of virtual reality in teaching and student performance in business subject in secondary school in Akwa Ibom State.

Hypotheses Two

The null hypothesis states that there is no significant relationship between adoption of smart board in teaching and student performance in business subject in secondary school in Akwa Ibom State. In order to test the hypothesis, Pearson Product Moment Correlation analysis was used to analyze the data (See Table 2).

Table 2: Pearson product moment correlation analysis of the significant relationship between adoption of smart board in teaching and student performance in business subject in secondary school in Akwa Ibom State

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
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	$\sum Y$	$\sum Y^2$		
Adoption of Smart board test (X)	2910	47730		
Student Performance test (Y)	10440	631710	172800	0.937*

***Significant at 0.05 level; df = 178; N =180; Critical r-value = 0.197**

The above table presents the obtained r-value of (0.937). This value was tested for significance by comparing it with the critical r-value (0.197) at 0.05 level with 178 degree of freedom. The obtained r-value (0.937) was greater than the critical r-value (0.197). Hence, the result was significant, meaning that there is significant relationship between adoption of smart board in teaching and student performance in business subject in secondary school in Akwa Ibom State.

Hypotheses Three

The null hypothesis states that there is no significant relationship between adoption of flipping classroom in teaching and student performance in business subject in secondary school in Akwa Ibom State. In order to test the hypothesis, Pearson Product Moment Correlation analysis was used to analyze the data (See Table 3).

Table 4: Pearson product moment correlation analysis of the significant relationship between adoption of flipping classroom in teaching and student performance in business subject in secondary school in Akwa Ibom State

Variable	$\sum X$	$\sum X^2$	$\sum XY$	r
Adoption of flipping classroom test (X)	3075	53205		
Student Performance test (Y)	10440	631710	182250	0.961*

***Significant at 0.05 level; df = 178; N =180; Critical r-value = 0.197**

The above table presents the obtained r-value of (0.961). This value was tested for significance by comparing it with the critical r-value (0.197) at 0.05 level with 178 degree of freedom. The obtained r-value (0.961) was greater than the critical r-value (0.197). Hence, there is significant relationship between adoption of flipping classroom in teaching and student performance in business subject in secondary school in Akwa Ibom State.

CONCLUSION

The study concluded that innovative teaching styles are a proactive approach to integrating new teaching strategies and methods into a classroom that also involves virtual labs: learning activities based on real-life problems; learning environments with equipment, furnishings, materials, and audiovisual resources; and learning guides for students and the teacher. This implies that student performance in a case method course may be assessed along a variety of dimensions, including class participation, individual written work on papers and exams, and group activities such as projects and presentations. Finally, the adoption of virtual reality, smart boards in teaching, and flipping the classroom for teaching students individually has a significant

relationship with student performance in business subjects in secondary school in Akwa Ibom State.

RECOMMENDATIONS

1. School administrators should improve the rate of innovative teaching styles when teaching business subjects so that it can improve the performance of the business students.
2. Business subject teachers should be able to put their ideas into practice if the school setting lacks the equipment and materials necessary for the students to translate competence into reality.
3. The government should supply more technological teaching tools to students that will encourage and engage them with different kinds of stimuli and create an environment of activity-based learning.

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