

## **INNOVATIVE STRATEGIES FOR ENHANCING THE TEACHING AND LEARNING OF BUSINESS EDUCATION.**

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### ***Abstract***

*The study examined the innovative strategies for enhancing the teaching and learning of Business Education in Colleges of Education in Anambra 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 four (54) Business Education Lecturers in Colleges of Education in Anambra 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 Nnamdi Azikiwe University, Awka. 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. Therefore, innovative strategies relating to computer assisted instruction strategy and cooperative teaching strategy enhances the teaching and learning of business education to a high extent. The findings also show that gender did not significant influence mean ratings of business education lecturers on the extent computer assisted instruction and cooperative teaching enhances the teaching and learning of business education. The study recommended among others that the lecturers should be given the lucrative opportunity to be armed with more effective innovative teaching strategies through regular conferences, workshops, seminars. There should be an administrative policy enacted by the administrators of business education programme aimed at encouraging the use of innovative teaching strategies amongst lecturers of business education.*

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

### **Introduction**

The growth and development of any nation is hinged on the level of education attained by its citizens. In other words, education is the bridge to the development of any nation. Education is the key for positive change in the society because of its far reaching effects on growth and development in all sectors of the economy. Teaching and learning are the major activities in a country's educational system. This implies that teaching and

learning are the most important activities in educational enterprise. It is an organized activity to bring about a positive change. This is due to the fact that teaching and learning contribute towards generation, transmission and application of knowledge which are the focal points of a nation's educational objective. The productivity of the teachers (teaching) and the skills acquired by the learners (learning) also determine the quality of a country's education (Gidado, Abudullahi & Adamu, 2015). In line with the above, business education, according to Okoye (2013) is an education program that orientate students in: art of business making (marketing), typing and shorthand skills (currently competing with computer appreciation and operation), service delivery, secretarial jobs, stenography, account clerking, office information system and management. He further elaborated that business education prepares students in two interrelated areas; Education for business and Education about business. Business Education is education that is focused towards developing the learner to be productive in teaching, paid employment and self-employment, it is also the means of instructing person on happenings in business transactions, offices, banks, markets, among others where there is exchange of resources (Emeasoba, Ekoh, & Modebelu, 2015).

In the same vein, Ezenwafor (2012) explained that Business education is a programme of instruction that consists of two parts, namely office careers and general business education programme which provides the recipients with competencies and skills needed in managing personal business affairs and using the services of the business world. Amoor (2010) also noted that Business Education plays important role in economic development by providing knowledge and skill to learners, thereby engrailing them to adequately impact knowledge into others. The goal of Business Education is primarily to produce competent, skilful and dynamic business men and women that will efficiently compete in the world of work. Business education programme to meet up with the 21st century strategies for teaching need to embrace the innovative strategies. Today globalization, accelerating technological change, massive demographic shifts demands a change in education systems to more of the modern/innovative education format. It is clear that technological advances have carried as improvement in the teaching and learning process. The students cognitive skills and their creative ideas can be developed by innovative strategies of learning. The innovative strategies not only improve the education system, also to achieve different goal of the students.

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. The purpose of Education is not just to make students literate but to rationalize issues and situations based on their knowledge and applications of such knowledge to make decisions that benefit them and others. 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 OECD (2015) innovative strategies in education will improve effective skills strategy because innovations rests on people with the knowledge and skills to generate new ideas and technologies, bring them to the market, and implement them in

the workplace, and who are able to adapt to structural changes across society; a sound, open and competitive business environment, sustained public investment in an efficient system of knowledge creation and diffusion, increased access and participation in the digital economy and sound governance and implementation.

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.

Jayashree (2017) in the same vein, noted that innovative strategies makes students and teachers more media literate and mostly suggested one is Multimedia. Teachers can also consider Z to A approach as it explains the application part of a particular concept first, so students would get interested in what the actual concept is. This approach helps in creating long lasting memories or correlation of a concept. Collaborative teaching, sometimes called cooperative teaching or team teaching also considered as an innovative teaching, it involves educators working in tandem to lead, instruct and mentor groups of students.

Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. It uses a combination of text, graphics, sound and video in enhancing the learning process to facilitate and improve instruction. CAI programs use tutorials, drill and practice, simulation, and problem solving approaches to present topics, and they test the student's understanding (Usman & Mududili,2020).Computer-Aided Instruction (CAI) is a diverse and rapidly expanding spectrum of computer technologies that assist the teaching and learning process. CAI is also known as computer-assisted instruction. Examples of CAI applications include guided drill and practice exercises, computer visualization of complex objects, and computer facilitated communication between students and teachers (Nazimuddin, 2014).Computer assisted learning was developed to enhance educational life. It is intended to make education more comfortable, precise, and fun!

Audu and Agbo (2010) view CAI as an instructional technique in which the computer instructs the students and the computer contains a stored instructional programme designed to inform, guide, control and test the students until a prescribed level of proficiency is reached. Sharma (2017) understands CAI as an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. Eyo (2018) in like manner, sees CAI as a self-learning technique, usually off-line or online using the computer as a tool to facilitate and improve instruction. CAI is simply the type of instruction aided by a computer controlled display and a response entry device which uses a combination of text, graphics, sound and video to enhance the learning process through interaction, to achieve certain instructional goals and improve educational outcomes.

CAI is a natural outgrowth of the application of the principles of programmed instruction of learning. The main objective of the programmed instruction is to provide individualized instruction just to fulfill the special needs of the individual pupil. In order to achieve this objective, some efficient device is required. This device should be flexible

and it can store huge amounts of organized information. The device may enable a person to use some selected part of the stored information. A computer fulfils all these requirements. It can store the organized information, it can process the information suiting to the needs of individual learner. In short, CAI covers the entire educational system by proving itself in useful tool in teaching various subjects (Nazimuddin, 2014).

On the other hand, Cooperative teaching strategy is an instructional method involving students' participation in small group learning activities that promote positive interaction. Johnson (2013) defined cooperative teaching strategy as an active education strategy with small groups in order that the students will develop the learning of both themselves and the group members. It entails an amount of togetherness of idea and goal.

Cooperative teaching strategy according to Turan (2012) is also a teaching approach that helps students to learn from each other, creating small groups, towards common purpose in an academic theme in both classroom and other environments. It increases self-confidence and communication skills of individuals, strengthens their power of problem solving and critical thinking and enables students to participate actively in the process of teaching and learning. The most important feature of cooperative teaching method is that individuals study in small groups by helping each other to learn in order to achieve a mutual goal. However, not every study group is cooperative teaching environment since a cooperative teaching environment is dependent on the fact that the students in the groups try to take the learning of themselves and others to top level. For this reason, each member of the group knows that he/she cannot be successful unless other members are, so he/she tries to help others to learn. The achieved success is a group success that is achieved with the contribution of every member (Felder & Brent, 2013).

The foregoing discussion had established the importance of innovative strategies in enhancing teaching and learning in this competitive globalised nation. These necessitated this study on the innovative strategies for enhancing teaching and learning of business education in colleges of education in Anambra State.

### **Statement of the Problem**

Business education is the type of education that provide the learners with the knowledge, skills and attitudes on how to handle sophisticated office technologies and information management. However, Nwazor (2012) have decried the failure of the education offered intertiary institutions especially in the business education programmes to prepare students and graduates for reallife situations. The cause of increased rate of unemployment amongst business education graduates in Nigeria is manifested in lack of functional education that will bring about the training of the abundant human resources in Nigeria to be creative, innovative and business opportunity seekers that will transform opportunities and material resources into goods and services. These views are accentuated by the number of graduates in Nigeria, especially those from the business education programmes who have failed to gain employment in companies in the business sector of the country. Ohiwerei(2009) specifically noted that the inability of business education graduates to gain employment in various corperate bodies and organizations resulted from incompetence which is traceable to the method of teaching, lack of maintenance of equipment, inaccessibility of teaching facilities among others. It is in light of the above, that the paper seeks to determine the innovative strategies that will enhance teaching and learning of Business education in Colleges of Education in Anambra State.

### **Purpose of the Study**

The purpose of the study was to ascertain the innovative strategies to enhance teaching and learning of business education in colleges of education in Anambra State. Specifically, the study sought to;

1. Ascertain the extent Computer Assisted Instruction strategy enhances teaching and learning of Business Education in College of Education in Anambra State.
2. Determine the extent Cooperative Learning Strategy enhances teaching and learning of Business Education in College of Education in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. To what extent do Computer Assisted Instruction Teaching Strategy enhances teaching and learning of business education in colleges of education in Anambra State.
2. To what extent do Cooperative Teaching Strategy enhances the teaching and learning of business education in colleges of education in Anambra State.

### **Null Hypotheses**

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

- Ho<sup>1</sup>:** There is no significant difference in the mean ratings of male and female business education lecturers on the extent Computer Assisted Instruction strategy enhances teaching and learning of business education in Colleges of Education in Anambra State.
- Ho<sup>2</sup>:** There is no significant difference in the mean ratings of male and female business education lecturers on the extent Cooperative teaching strategy enhances teaching and learning of business education in Colleges of Education in Anambra 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 54 business education lecturers in public Colleges of Education in Anambra State. The population was chosen because Business Education lecturers are in the right position to respond to innovative strategies enhancing teaching and learning of Business Education in Colleges of Education in Anambra 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 computer assisted instruction strategy for enhancing teaching of business education in colleges of education in Anambra State. Section B comprises of eight (8) items that was used to collect

data concerning cooperative teaching strategy for enhancing teaching of business education in colleges of education in Anambra 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 Nnamdi Azikiwe University, Awka 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 decision rule was based on the principle of lower and upper limit of the mean, thus;

Very High Extent (VHE)	3.50-4.00
High Extent (HE)	2.50-3.49
Low Extent (LE)	1.50-2.49
Very Low Extent(VLE)	1.00-1.49

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 Computer Assisted Instruction teaching strategy enhances teaching and learning of business education in colleges of education in Anambra State.**

**Table 1: Mean ratings and standard deviation onthe extent Computer Assisted Instruction teaching strategy enhances teaching and learning of business education in colleges of education in Anambra State.**

S/N	Items on the extent Computer Assisted Instruction teaching strategy enhances teaching and learning of business education in colleges of education in Anambra State.	Overall		Decision
		$\bar{X}_G$	SD <sub>G</sub>	
1	It presents an instructional program to the learner through an interactive process.	3.27	0.75	High Extent
2	It is a tool to facilitate and improve instruction.	3.22	0.81	High Extent
3	It combines text, graphics, sound and video to enhance learning process.	3.24	0.79	High Extent
4	It can be applied to all ages and and all forms of education	3.47	0.50	High Extent
5	It encourages prompt feedback to the learner	3.24	0.91	High Extent
6	It is a learner controlled instruction.	3.27	0.80	High Extent
7	It has a tracking devicece that enable students and teacjers to monitor their progress.	3.43	0.70	High Extent
8	It enables a person to use stored information in teaching and learning	3.12	0.71	High Extent
9	It can process information suiting the needs of the learner	3.16	0.76	High Extent
10	It adjust the pace of feedback based on the students progress	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 the Computer Assisted Instruction strategy for enhancing teaching and learning of business education in colleges of education in Anambra State. The overall cluster mean of 3.23 further indicates that the business education lecturers 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 the Computer Assisted Instruction strategy for enhancing teaching and learning of business education in colleges of education in Anambra State

## **Research Question 2**

**To what extent do Cooperative teaching strategy enhances teaching and learning of business education in colleges of education in Anambra State.**

**Table 2: Mean ratings and standard deviation on the extent Cooperative teaching strategy enhances teaching and learning of business education in colleges of education in Anambra State.**

S/N	Items on the extent business education lecturers in colleges of education consider cooperative Learning strategy for enhancing teaching and learning of business education.	Overall		Decision
		$\bar{X}_G$	SD <sub>G</sub>	
11	Efforts of the group members to finish a work are combines and encouraged.	3.14	0.87	High Extent
12	It enables students to search and find out the content by themselves.	3.27	0.78	High Extent
13	It helps to grow students ability to collaborate and cooperate with others	3.20	0.75	High Extent
14	Students have freedom of expression.	3.08	0.56	High Extent
15	Students give support and motivation to 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	Students exchange information in groups	3.49	0.54	High Extent
	<b>Grand mean</b>	<b>3.20</b>	<b>0.75</b>	

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 the Cooperative teaching strategy for enhancing teaching and learning of business education in colleges of education in Anambra 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 the Cooperative teaching strategy for enhancing teaching and learning of business education in colleges of education in Anambra State

### **Hypothesis 1**

There is no significant difference between the mean ratings of male and female business education lecturers on the extent computer assisted instruction teaching strategy enhances teaching and learning of business education in colleges of education in Anambra State



**Table 3: Summary of t-test analysis of mean ratings of mean ratings of male and female business education lecturers on the extent computer assisted instruction teaching strategy enhance teaching and learning of Business Education in colleges of education in Anambra State.**

Variables	N	T	Df	Sig. (2taile)	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 computer assisted instruction teaching strategy enhanced teaching and learning of business education in colleges of education in Anambra State

## **Hypothesis 2**

There is no significant difference between the mean ratings of male and female business education lecturers on the extent cooperative teaching strategy enhances teaching and learning of business education in colleges of education in Anambra State.

**Table 4: Summary of t-test analysis of mean ratings of mean ratings of male and female business education lecturers on the extent cooperative teaching strategy enhanced teaching and learning of Business Education in colleges of education in Anambra 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 cooperative teaching strategy enhanced teaching and learning of business education in colleges of education in Anambra State

### **Discussion of Findings**

The result of data analysis according to research question one indicated that computer assisted instruction strategy enhances teaching and learning of business education in colleges of education in Anambra 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 Computer Assisted Instruction teaching strategy enhances teaching and learning of Business Education. 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 cooperative teaching strategy enhances teaching and learning of business education in colleges of education in Anambra 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 Cooperative teaching strategy enhances teaching and learning of Business Education. The findings of this study is in line with the results of Kristiawan (2013), which stated that cooperative teaching is the key to dealing with students with various abilities and diverse areas of intelligence. This teaching method lets the students search and find out the content by themselves. Students are free to express what they have in mind to complete the tasks given during the lesson.

### **Conclusion**

Based on the findings, the study concluded that innovative strategies for teaching and learning leads to more efficiency and improved outcomes in and equity 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.

### **Recommendations**

Based on the findings and conclusions, it is recommended that

1. Lecturers of business education in colleges of education should be given the lucrative opportunity to be armed with more effective innovative teaching strategies through regular conferences, workshops, seminars, lectures and symposium. This will make them to become more conversant with those innovative strategies that are potent enough to improve business education students' academic performance.
2. There should be an administrative policy enacted by the administrators of business education programme aimed at encouraging the use of innovative teaching strategies amongst lecturers of business education.

3. Curriculum Planners of business education programme should integrate the innovative strategies in the curriculum for lecturers to use and provide the necessary equipment needed.

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