An Assessment of Instructional Objectives and Learning Environment as Criteria for Selecting Instructional Materials on Students' Academic Performance in Business Studies in United Kingdom

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ABSTRACT

This study was to assess the instructional objectives and learning environment as criteria for selecting instructional materials on students' academic performance in business studies in United Kingdom. The research design adopted for the study was a survey design. The study was conducted in United Kingdom. The population of the study comprised of all business studies teachers and students. Purposive sampling technique was used to select 631 business studies teachers and high school business studies students in all the public high schools in United Kingdom. The main instrument used for data collection in the study was titled "Criteria for Selecting Instructional Material for Business Studies (CSIMBS) Questionnaire. In order to ascertain the validity of the instrument, the CSIMBS was subjected to validation by the researcher's supervisor and two experts in the Department of Educational Foundation. Test-retest reliability method was to determine the reliability of the instrument used in this study. The data collected was processed using the Statistical Package for Social Science (SPSS). The data was organised and analysed based on the research questions and the hypotheses. Each of the research questions was answered using descriptive statistics while the hypotheses were tested using the independent t-test analysis. The test for significance was done at 0.05 alpha levels. The findings of the study revealed that there is a significant effect on assessment of instructional objectives and learning environment as criteria for selecting instructional materials on students' academic performance in business studies. The study concluded that proper selection of instructional materials for teaching will set the pace for improved performance of students in business studies due to the fact that instructional objectives provide students with "blue print" of what is considered important in a given course and create a common understanding between the teachers as to what information will be provided by the teachers as well as what is expected of the students. One of the recommendations was that since instructional materials are very pertinent in teaching and learning, there is a strong need for the school to procure the relevant instructional materials for the teachers to use in teaching.

KEYWORDS: Instructional Objectives, Learning Environment, Instructional Materials, Students' Academic Performance and Business Studies.

Introduction

Prior to the Nigerian Civil War, many business schools existed in various parts of the country. Their main purpose was to train youths in secretarial and clerical duties. The implementation of the 6-3-3-4 educational system in the country resulted in an emergent shift in emphasis and orientation toward a more functional approach to secondary education. This development is geared towards satisfying the yearnings of the masses and the socio-economic needs of the nation. More practical subjects like office practice, commerce, book-keeping, typewriting, and shorthand were introduced into the business curriculum (FGN, 2004).

Osuala (2000) defined business studies as that part of education which deals with business experience both for specialised occupational uses and for general uses. Business studies are therefore an integral part of a total education programme. The individual prepares himself with adequate knowledge of existing business institutions and adjusts accordingly to benefit maximally from available opportunities. The business studies programme is designed to produce wise consumers and producers of goods and services. At the JSS level, the business studies curriculum is intended to offer both specialised and general educational experiences. The specialised form of education is designed to meet the immediate needs of individuals who wish to develop their intellectual and vocational interests in a special field, and such a field is beyond the level of general education. The major focus of the teaching of business studies in junior secondary schools is for the students to acquire motor skills in addition to cognitive and affective skills, since there is an inherent expectation in every society that citizens should discover, develop, and direct their energies, interests, and talents toward making a constructive contribution to society and the economy (Iweh & Ufot, 2008).

The need for youth to participate effectively in socio-economic development is becoming greater in Nigeria, which is still moving toward a period of sustained economic growth (Babinkan, 1990). It is important to stress that throughout the long period, the business studies curriculum and the method employed to operate it have progressively improved in details, but have remained predominantly unchanged. The problem seems to manifest in ineffective teaching due to a lack of provision of adequate practical activities. Ineffective teaching refers to a teaching and learning situation characterised by inharmonious interaction between class size, teaching methods, instructional objectives, and the learning environment which will eventually result in the non-realisation of specified objectives. This led to curriculum evaluation and innovation aimed at making business studies at the junior secondary school level responsive to the nation's social and economic needs. Since our quality of life depends on the quality of education offered in schools, Kanu (2000) claimed that the most useful form of stating objectives is to include both the kind of behaviour to be developed in the student and the area in which this behaviour is to operate. Since the real purpose of education is not to have the instructor perform certain activities to bring about significant changes in the students' patterns of behaviour.

Statement of the Problem

Many teachers have been concerned by students' lack of interest and subsequent poor academic performance in business studies in public examinations. Despite the

recognition accorded to business studies as a pre-vocational subject, emphasis is laid on practise (Federal Government of Nigeria, 2004). There has also been a remarkable difference in the students' academic achievement and their input into the world of work environment (Agbionu, 1991). The failure rate of students in business studies could be traced back to certain criteria used by business studies teachers when selecting instructional materials. The importance of the business studies subject has not been felt due to so many factors confronting students' learning and performance. In most cases, students are not exposed to the fundamental principles and technicalities involved in the subject. For instance, book-keeping requires constant practise and cannot be mastered by mere memorisation of concepts. But unfortunately, some of the teachers handling business studies in the nation's secondary schools are generally business graduates who are not professionally competent to teach the subject.

Objective of the Study

The major purpose of the study was to determine the influence of instructional objectives and learning environment as criteria for selecting instructional materials on students' academic performance in business studies in United Kingdom. Specifically, the study sought to:

1. Find out the influence of instructional objectives as criteria for selecting instructional materials on students' academic performance in Business Studies in United Kingdom
2. Examine the influence of learning environment as criteria for selecting instructional materials on students' academic performance in Business Studies in United Kingdom

Research Questions

1. What is the influence of instructional objectives as criteria for selecting instructional materials on students' academic performance in Business Studies in United Kingdom?
2. What is the influence of learning environment as criteria for selecting instructional materials on students' academic performance in Business Studies in United Kingdom?

Research Hypotheses

HO_1: There is no significant influence of instructional objectives as criterion for selecting instructional materials on students' academic performance in Business Studies.

HO_2: There is no significant influence of learning environment as criterion for selecting instructional materials on students' academic performance in Business Studies.

Conceptual Review

Concept of Instructional Materials Selection

The skill of selection of instructional materials, as submitted by Akanbi (1988) in Agun and Imogie (1988), is an apparent need of any teacher, administrator, producer of educational materials, technician, or training officer in institutions and ministries. The process of selection of instructionally relevant differences between the materials to be employed in different instructional situations. Agun and Imogie (1988) have shown that teachers' ability to select appropriate instructional materials and mix them in any teaching-learning situation is a rare and difficult competence to acquire. Berkey stressed that a rational selection of instructional materials is a necessary step to effective teaching. Agun and Imogie (1988) revealed that no instructional material is absolutely capable of teaching the different types of instructional objectives within a single lesson, or course, and therefore, the need for effective selection is significant in the teaching-learning process. Haney and Ullmer (1975) held that teachers are those who are continuously making decisions toward improving the processes of selection of appropriate instructional materials for use in teaching and learning. Haney and Dumer also went ahead to describe teachers as managers and organisers of specific instructional situations that involve the selection and utilisation of instructional materials.

Generally, the methods adopted as well as the criteria for the selection of instructional materials are complex and multidimensional. According to Popham (1969) and Baker (1969), selection of instructional materials as a function is subsumed under a more general model of teacher planning. This resulted in the indoctrination of teachers into the "objective first" rationale model, which stipulates:

1. Stating learning objectives first
2. Selecting learning activities and materials~
3. Organising learning activities and materials~
4. Evaluating effectiveness and efficiency of the outcome based on the objectives.

From another perspective, Taylor (1980) viewed the selection of instructional materials as a process where teachers plan from materials and not to materials.

Instructional Objectives and Students' Academic Performance

According to Gagne, Briggs, and Wager (1992), instructional objectives provide a student with a "blueprint" of what is considered important in a given course and create a common understanding between the teachers as to what information will be provided by the teacher as well as what is expected of the students. Thus, instructional objectives serve as the basis for a valid and purposeful evaluation of the instructional process and classroom-related activities. Since our quality of life depends on the quality of education offered in schools, Kanu (2000) claimed that the most useful form of stating objectives is to include both the kind of behaviour to be developed in the student and the area of life in which this behaviour is to operate. However, Kanu maintained that the real purpose of education is not to have the

instructor perform certain activities but to bring about significant changes in the students' pattern of behaviour. It becomes important to recognise that any statement of the objectives of the school should be a statement of changes to take place in students.

According to Gall (1970), instructional objectives are detailed descriptions of what students will be able to do when they complete a unit of instruction. They are also referred to as "behavioural objectives" or "performance objectives." To him, an instructional objective is "a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve." An objective does not describe what the instructor will be doing, but instead the skills, knowledge, and attitudes that the instructor will be attempting to produce in learners (Ryan, 1973).

Bloom's Taxonomy of Learning

A behavioural objective states learning objectives in "specified, quantifiable, terminal behaviours" (Saettler, 1990:288). Behavioural objectives can be summed up using the mnemonic device ABCD. Example: After having completed the unit, the student will be able to correctly answer 90% of the questions on the post-test.

- A - Audience - the student
- B - Behaviour - answer correctly
- C - Condition - after having completed the unit, on a post test
- D - Degree - 90% correct

To develop behavioural objectives a learning task must be broken down through analysis into specific measurable tasks. The learning success many be measured by tests developed to measure each objective.

Taxonomic Analysis of Learning

In 1959, Bloom and his colleagues began the development of taxonomy in the cognitive, attitudinal (affective) and psychomotor domains. These include knowledge, comprehension, application, analysis, synthesis, and evaluation. Bloom (1972) emphasised the need for clear, precise statements of what students should be able to do when they complete their instruction. He believes that this should be done before any development work is started.

Kibler and Bassett (1977) distinguished between instructional goals and instructional objectives. According to them, instructional goals are usually expressed in non-behavioural terms and are generally more expansive than objectives. Objectives, on the other hand, are expressed in behavioural terms and are usually short-range outcomes. They maintained that an instructional objective is a description of a desired pattern of behaviour for the learner to demonstrate. Kibler and Bassett (1977) opined that despite the different approaches to top writing performance objectives, instructional objectives include the following three components:

1. *Action* - Identify the action the learners will be taking when he/she has achieved the objective (e.g. to identify, to measure).

2. *Relevant conditions* - Describe the relevant conditions under which the learners will be acting.

3. *Performance standard* - list as many of the actual conditions as possible under which the objective is to be performed (e.g. "must be able to identify at least one possible treatment for the patient's illness by the end of the case study")

Mager (1997) highlighted three main components of an effective instructional objectives to include:

1. Performance: According to Mager, the performance components of an effective instructional objective are a description of the behaviour that learners are expected to perform. It should be measurable and observable. It describes what the learner will be doing when demonstrating mastery of an objective.

2. Conditions: The conditions component of an objective is a description of the circumstances under which the performance will be carried out. It also includes a description of what will be available to learners when they perform the desired behaviour (Mager, 1997).

3. Criterion: The final component of an effective objective is the criterion. The criterion is a description of the criteria for acceptance of a performance as sufficient, indicating mastery of the objective. In other words, how well must it be done?

Researchers have concluded that a higher proportion of teacher questions (Floyd, 1961; Gall, 1970; Miller, Newcomb & Whittington, 1989) and instructional objectives call for a lower level of thinking as opposed to a higher level of thinking on behalf of the students.

In a study conducted by Gall (1970), it was concluded that 60% of the teachers' instructional methods required students to merely recall facts (remembering) that had been presented to them, about 20% were procedural (processing) in nature, and only 200/0 required students to actually engage in thought (creating and evaluating) beyond the level of recalling facts. Gallagher (1965) concluded that the limitation of low-level instructional objectives and questions decreased the likelihood of divergent or creative activity on the part of the student. Winne (1979) argued that there was evidence to suggest that a positive relationship existed between the level of the teacher's questioning and student achievement. Billeh (1974) concluded that the level of instructional objectives or teachers' questions had a direct relationship to the cognitive level which students employed to arrive at satisfactory responses to the questions. In another study, Hunkins (1969) found that students guided in their study by a preponderance of analysis-evaluation questions scored significantly higher on a post-test of achievement than those guided by a preponderance of knowledge-type questions written for the same materials.

Learning Environment and Student Academic Performance

It's a well-known fact that the environment plays a significant role in human development. Iheanacho (2004) viewed learning as part of human development. Brophy (1998) viewed learning as being fun and exciting when learning environments are well matched with learners' interests and abilities and emphasis is

placed on hands-on activities. An attractive learning environment will no doubt lead to increased learning. It is stated that since the inception of formal, classroom-based instruction, a fundamental aspect of teaching has been the way teachers arrange the classroom environment so that students can interact and learn. The instructional strategies teachers use help shape the learning environment and represent professional conceptions of learning and of learners (Ibe-Bassey, 1998). Obasi (2008) maintained that performance/learning cannot take place in an environment that is devoid of norms and proper conduct, which are pre-requisites for effective teaching and learning. The teaching of the essential values of business and the achievement of the objectives of our business studies should be the emphasis of our business learning environment.

Teachers are seen as the managers of the business classroom, as well as having both the subject knowledge and the ability to direct the class. According to Obasi (2008), classroom management includes classroom arrangement, group, dialogue, project involving groups, target setting for the class tutorials, peer teaching, whole class activities, questioning, and organisation of teachers-students interaction. The learning environment in terms of how learners interact among themselves during the teaching/learning process has not received adequate attention by educational researchers (Ojo, 1989). Yet the way learners interact among themselves in the learning process has been found to have an effect on the learning outcomes of learners (Johnson and Johnson, 1985).

The aim of a good learning environment is to maintain a prescribed standard of conduct essential for efficient teaching, class participation in the learning process, good personal relationships, and sound learning (Ogwo & Oranu, 2006). They opined that good learning environment procedures enable students to exercise self-control in obeying rules. It also affects the amount of time students actively engage in meaningful learning.

An effective learning environment entails teachers' preparing properly for the physical environment in which learning takes place. Although it is difficult in the short term to change the design of the school. It then becomes incumbent on teachers to harness whatever resources that are available to enhance business studies students' performance. Reynolds and Cuttance (1992) and Reynolds and Stringfield (1999) are studies that assert that, apart from the student ability factor, what teachers do in the classroom contributes most to students' performance.

Reynolds and his associates (1996) maintained that the following teacher behaviours contribute to better student outcome/performance: an effective learning environment, use of homework, high expectations, clear goal setting, structuring the curriculum, feedback and corrective instruction.

In addition to affecting the performance of business studies students, an improper location of school can be harmful to the health of the students. It is well accepted in the scientific community that prolonged exposure to high-intensity noise in community or work settings is often harmful to the health and behaviour of large segments of the exposed populations. Noise in the learning environment can originate from within as well as outside the learning environment. Both forms of noise can have a major effect on students' behaviour and performance.

The review of a series of studies conducted in the United States of America between 1980 and 1986 concluded that there is a significant increase in blood pressure associated with schools being near noisy urban streets (Crook & Langdon, 1974). Other findings related to the learning environment include German and Russian studies (Berglund and Kindvall, 1986), again indicating increased systolic and diastolic blood pressure in middle school children in schools close to noisy urban streets.

Schools that are well located enjoy facilities more than those that are not, which can influence students' performance. Harrock (1985) indicated that public libraries are usually owned by the various governments, whether federal, state, or local, and are usually located at the state capital headquarters. Harrock contended that the proximity of urban school library services tends to help in the development of reading habits in children, and that this helps to promote greater understanding and performance. He also noted that inequality in the provision of library services between rural and urban schools or within the area in which the schools are located influences the academic performance of students either positively or negatively.

In their contributions, Udo, Inam, and Inyang (1997) believed that a library is an essential way of enriching the learning environment of a child. According to them, the school library programme provides comprehensive services to students and teachers of all disciplines, and this enhances academic performance in school. The availability of a library is one way of making the learning environment of a child stimulating, especially in the home.

Ezezobor (1986) stated that when there are inadequate facilities in a school system, one should expect the performance of the students to be poor. Jegede and Okebukola (1989) demonstrated that most of the reliable variance in students' performance could be attributed to the learners' environment or location of learning. Students in urban schools are exposed to a good learning environment and a good method of teaching and, therefore, perform better in solving biological problems than those in rural schools. Technically, noise is a nuisance variable that affects performance in a learning environment. Exposure to traffic noise or any kind of noise in a school environment has been associated with a deficit in mental concentration and performance. There is increasing evidence of the noise effect on students' performance that persists outside of the noisy environment. One of the reasons for the deficit in achievement scores of children attending noisy schools is that noise interferes with the teaching and learning process. This results in a cumulative and progressive deficit. Noise may, for example, decrease teaching time by forcing teachers to continuously pause or by making it difficult for the student and teacher to hear one another (Crook and Langdon, 1974).

Methodology

The research design adopted for the study was a survey design. The study was conducted in United Kingdom. The population of the study comprised of all business studies teachers and students. Purposive sampling technique was used to select 631 business studies teachers and high school business studies students in all the public high schools in United Kingdom. The main instrument used for data collection in the study was titled “Criteria for Selecting Instructional Material for Business

Studies (CSIMBS) Questionnaire. In order to ascertain the validity of the instrument, the CSIMBS was subjected to validation by the researcher's supervisor and two experts in the Department of Educational Foundation. Test-retest reliability method was to determine the reliability of the instrument used in this study. The data collected was processed using the Statistical Package for Social Science (SPSS). The data were organised and analysed based on the research questions and the hypotheses. Each of the research questions was answered using descriptive statistics while the hypotheses were tested using the independent t-test analysis. The test for significance was done at 0.05 alpha levels.

Results and Discussion

Research Question one

What is the influence of instructional objectives as criterion for selecting instructional materials on students' academic performance in Business Studies? Table 1 was used to answer research question.

Table 1: Descriptive analysis of the influence of instructional objectives as criterion for selecting instructional materials on students' academic performance in Business Studies.

Variable	N	X	SD	Remark
Academic performance of students taught by teachers who affirm instructional objectives as criterion for selecting instructional materials.	560	70.13*	12.91	*Remarkable difference
Academic performance of students taught by teachers who do not affirm instructional objectives as criterion for selecting instructional materials.	71	45.96*	3.01	

Source: Field Survey

The result in Table 1 shows that the level of academic performance of students taught by teachers who affirm instructional objectives as criterion for selecting instructional materials (70.13) is remarkably higher than that of their counterparts (45.96) taught by teachers who do not affirm it. The result therefore means that instructional objectives as criterion for selecting instructional materials has remarkable contribution to the academic performance of students in Business Studies in United Kingdom.

Research Question Two

What is the influence of learning environment as criterion for selecting instructional materials on students' academic performance in Business Studies? Table 2 was used to answer this research question.

Table 2: Descriptive analysis of the influence of learning environment as criterion for selecting instructional materials on students' academic performance in Business Studies.

Variable	N	X	SD	Remark
Academic performance of students taught by teachers who affirm learning environment as criterion for selecting instructional materials.	455	72.08*	11.47	*Remarkable difference
Academic performance of students taught by teachers who do not affirm learning environment as criterion for selecting instructional materials.	176	55.33*	14.20	
Students' responses				
Academic performance of students who affirm learning environment as criterion for selecting instructional materials.	420	73.50*	10.77	*Remarkable difference
Academic performance of students who do not affirm learning environment as criterion for selecting instructional materials.	211	55.28*	12.96	

Source: Field Survey

The result in Table 2 shows that the level of academic performance of students taught by teachers who affirm learning environment as criterion for selecting instructional materials (72.08) is remarkably higher than that of their counterparts (55.33) taught by teachers who do not affirm it. The result also shows that the academic performance of students who affirm learning environment as criterion for selecting instructional materials (73.50) is remarkably higher than that of their counterparts (55.28) who do not affirm it. The result therefore means that learning environment as criterion for selecting instructional materials has remarkable contribution to the academic performance of students in Business Studies in United Kingdom.

Hypotheses Testing

Hypothesis One

There is no significant influence of instructional objectives as criterion for selecting instructional materials on students' academic performance in Business Studies. In order to test the hypothesis, two variables were identified as follows:

1. Instructional objectives as independent variable
2. Students' academic performance as dependent variable.

Independent t-test analysis was used in comparing the mean score of the two independent groups (see Table 3).

Table 3: Independent t-test analysis of the influence of instructional objectives on students' academic performance in Business Studies.

Variable	N	X	SD	t
Performance of students taught by the teachers who affirm instructional objectives as criterion for selecting instructional materials.	560	70.13	12.90	15.715*
Performance of students taught by the teachers who do not affirm instructional objectives as criterion for selecting instructional materials.	71	45.96	3.02	

*** Significant at 0.05 level; df = 629; critical t-value = 1.96**

Table 3 shows the calculated t-value as 15.715. This value was tested for significance by comparing it to the critical t-value (1.96) at 0.05 level with degree of freedom. The obtained t-value (15.715) is greater than the critical t-value (1.96). Hence, the result was significant. The result therefore means that there is significant influence of instructional objectives on students' academic performance in Business Studies in United Kingdom.

Hypothesis two

There is no significant influence of learning environment as criterion for selecting instructional materials on students' academic performance in Business Studies. This hypothesis was tested on the response of both teachers and students. In order to test the hypothesis, two variables were identified as follows:

1. Learning environment as independent variable
2. Students' academic performance as dependent variable.

Independent t-test analysis was used in comparing the mean score of the two independent groups (see Table 4).

Table 4: Independent t-test analysis of the influence of learning environment on students' academic performance in Business Studies.

Variable	N	X	SD	t
Performance of students taught by the teachers who affirm learning environment as criterion for selecting instructional materials.	420	73.50	10.77	18.703*
Performance of students taught by the teachers who do not affirm learning environment as criterion for selecting instructional materials.	211	55.27	12.96	
Students' responses				
Performance of students who affirm learning environment as criterion for selecting instructional materials.	455	73.077	11.46	15.357*
Performance of students who do not affirm learning environment as criterion for selecting instructional materials.	211	55.27	12.96	

*** Significant at 0.05 level; df = 629; critical t-value = 1.96**

Table 4 shows the calculated t-values as 18.703 and 15.357 from teachers and students assessment respectively. These values were tested for significance by comparing it to the critical t-value (1.96) at 0.05 level with 629 degree of freedom. The obtained t-value (18.703) is greater than the critical t-value 91.96). Hence, the results were significant. The result therefore means that there is significant influence of learning environment on students' academic performance in Business Studies in United Kingdom.

Discussion of Findings

Instructional Objectives and Students' Academic Performance in Business Studies

The result of the data analysis in Table 8 was significant due to the fact that the obtained t-value (15.7150) was greater than the critical t-value (1.96) at 0.05 level with 629 degree of freedom. This result implies that instructional objectives as a criterion for selection of instructional materials that has remarkable influence on the academic performance of students in business studies in United Kingdom. The significance of the result is in agreement with the opinion of Gagne, Briggs and Wager (1992), which stated that instructional objectives provide a student with a "blueprint" of what is considered important in a given course and create a common understanding between the teachers as to what is expected of the students. Gall (1970) also identified instructional objectives as a detailed description of what students will be able to do when they complete a unit of instruction. It is also referred to as a behavioural objectives or a performance objective. To him, instructional objectives is "a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve". The significance of the

result caused the null hypothesis to be rejected while the alternative one was retained.

Learning Environment and Students' Academic Performance in Business Studies

The results of the data analysis in Table 9 were significant due to the fact that the obtained t-values (18.703 and 15) were greater than the critical t-value (1.96) at 0.05 level of with 629 degree of freedom. This result implies that learning environment asserted by the students as a criterion for selection of instructional materials has remarkable influence on the academic performance of students in business studies in United Kingdom. The significance of the result is in agreement with opinion of Ezezobor (1986) which stated that when there are inadequate facilities in school system; one should expect the performance of the students to be poor. Jegede and Okebukola (1989) demonstrated that most of the reliable variance to students' performance could be attributed to the learners' environment or location of learning. It is also well known fact that environment plays a significant role in human development. Iheanacho (2004), Blakske (1998) and Brophy (1998) viewed learning as fun and exciting when learning environment are well matched with learner's interests and abilities and emphasis is on hand-on activities. The significance of the result caused the null hypothesis to be rejected while the alternative one was retained.

Conclusion

Proper selection of instructional materials for teaching will set the pace for improved performance of students in business studies due to the fact that instructional objectives provide students with a "blue print" of what is considered important in a given course and create a common understanding between the teachers as to what information will be provided by the teachers as well as what is expected of the students. However, a learning environment that is attractive will no doubt lead to increased learning, thereby improving students' academic performance in business studies, given that the environment is conducive to learning.

Recommendations

1. Since instructional materials are very pertinent in teaching and learning, there is a strong need for the school to procure the relevant instructional materials for the teachers to use in teaching.

2. A conducive learning environment is in dispensation with effective teaching and learning. Hence, the school should provide a good, undistracted learning and classroom environment to the teachers and students.

3. Seminar/workshops should always be organized for teachers by professional educators on the choice of proper teaching methods in primary and secondary schools.

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