

# Human Resource Management Strategies and the Implementation of Secondary School Economics Curriculum in Lagos State, Nigeria

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## ***Abstract***

*This study investigated human resource management strategies and the implementation of secondary school economics curriculum in Lagos state, Nigeria. The study was guided by five research questions and one hypothesis. The study adopted the descriptive survey. Stratified random sampling technique was used to select 100 Economics teachers. A self-constructed research questionnaire titled: Human Resource Management Strategies for Curriculum Implementation Questionnaire was used to collect the data. The collected data were analyzed using percentage and chi-square. The findings revealed that Human Resource Managers do not recruit and select the appropriate teachers based on qualifications and experiences in education economics. Motivation and supports by the Human Resource Managers enhance implementation of curriculum in economics by teachers. Teachers' welfare development and career prospects enhance an effective implementation of curriculum in economics. Finally, the null hypothesis was rejected at 0.05 level of significance which indicates that human resource management strategies have statistical significant effect on the implementation of curriculum in economics of Secondary schools in Lagos State. The study therefore recommends that Recruitment and selection of teachers to teach economics at the secondary schools should be based on teacher's certification and qualifications in education economics as their major area of specialization. The principals and supervising officials of secondary schools should see themselves as advisers and helpers to teachers and not necessarily fault finders during their routine teacher's performance appraisal.*

**Keywords:** *Human Resource, Management, Strategies, Curriculum, Implementation*

## **Introduction**

The development of any nation depends largely on the quality and functional education such a nation can give to her citizens especially the youth. This is because; investment in education is generally accepted as the most important instrument of change. Igwe (2003) described education as a rational activity which involves orderly, deliberate and sustained efforts to develop knowledge, concept, skills attitudes or habit. Since education is an orderly effort, some plans are needed to guide it. Curriculum is a plan that guides educational efforts and therefore forms an integral aspects of the school system that requires implementation.

Igwe defined curriculum implementation as new idea or materials which are put in place and how those ideas and practices are being maintained. Likewise, Gautam (2015) defined curriculum implementation as putting into place the officially prescribed courses of study,

syllabus, and subjects. It was further defined as how the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons to be delivered to students. Therefore, curriculum cannot be accomplished without effective supervision by the head of the school: allocating time to subjects taught, providing teaching and learning materials and creating an atmosphere conducive for teaching and learning.

Curriculum implementation today has become a very important issue in Nigerian educational sector and beyond. People are now conscious of the importance and essence of education. Most parents are worried over what schools achieve and what contributions have school system made to the society at large. This has raised issue on accountability in education especially regarding the efforts of the teachers who have the sole aim of implementing the curriculum by translating curriculum plans into action. Therefore, teachers as the human resources in schools are indispensable factors in the curriculum implementation process.

Human resource is an important factor of production whose knowledge, skill and abilities are utilized to create goods and deliver services. For an effective service delivery, the people have to be managed. According to Wikipedia, human resources management is the management of the employees of an organization for them to contribute to the overall productivity of the organization. Human resource managers are saddled with these responsibilities. Senior managers must ensure timely growth and development of every individual concerned; for him to contribute effectively when required. To accomplish this management goal, certain strategies must be put in place.

Muhammed (2017) defined management strategies as the plans that lead to implementing different functions in the human Department of an organization. They are the techniques that are used to direct and control an organisation to achieve set of goals and also to achieve the effectiveness of the employees. These include strategies for leadership administration and business execution. Two basic types of management strategies are common; the general and specific strategies. The general strategy aims at high performance working while the specific strategies relate to the different aspects of resource management such as learning and development, reward and employee well- being.

Many studies have examined different human resource management strategies and their effectiveness. According to Ayesha et al. (2011), these strategies are hiring, training, work environment, remuneration, physical facilities and job security. Gautam (2015) identified the factors affecting curriculum implementation for students in Pakistan as deploying staff, providing for teaching material and creating an environment conducive for teaching. Muhammed (2017) discovered that there is a positive relationship between compensation management employee development, organizational citizenship and organization performance.

Okonkwo and Agwu (2014) acknowledged the fact that it is through education that countries all over the world compete favorably, socially and economically with one another and therefore, a fertile ground on which laudable ventures can be achieved. It was further emphasized that Human Resource Management in secondary schools cannot be disassociated from effective implementation of secondary school economics curriculum because it is a must for many nations' economic growth and development. Secondary school economics curriculum is based on the principles of equipping Senior Secondary School graduates with the right knowledge and

skills to appreciate the nature of economic problems in any society and adequately prepare them for the challenges in the Nigerian economy for full participation in the global economic trends.

On this note therefore, for those laudable general objectives of education and economics to be a mission accomplished, It demands to a great extent effective management strategies to supervise classroom instruction in order to ascertain teachers' effectiveness in curriculum implementation.

Effective implementation of secondary school economics curriculum is a function of the roles of human resource management. This is because activities of the human resource managers are officially designed and directly affect teachers' behaviour in facilitating effective curriculum implementation, students learning, and as well to achieve the aims, goals and objectives of the school system.

One of the core responsibilities of Human Resource Managers in the Ministry of Education is the recruitment and the selection of qualified and certified teachers who can adequately translate the curriculum plan into action in the classroom situation. This is because; economics curriculum can only be understood and adequately interpreted by a specialist in education economics (Ateli, 1996). Today, in the school system especially at the secondary school level and particularly those secondary schools in Lagos State, learners who are the focal point of instruction are no longer considered in the planning process and choosing the right method of instruction that best suits them for effective curriculum implementation.

In the study of Okoroma (2005), It was discovered that secondary schools experience inadequate number of qualified and experienced teachers in economics; teachers are meagerly remunerated, supported, supervised and schools in the rural areas to a large extent experience inadequate or complete lack of economics teachers. These problems persist and they hinder to a large extent effective implementation of economics curriculum in secondary schools thereby negatively affects students' performance.

Human resource managers in schools in the rural areas have resorted to make do with one or two teachers who are not specialist in the field of Economics to teach Economics at all levels in secondary schools. In some cases, teachers are asked to teach Economics together with another subject thereby increasing the workload and reducing the quality of services of the teachers (Ezeoba and Maduwesi, 2010).

Considering the objectives of education and the objectives of secondary school economics, instructional strategies adopted by the teachers in the implementation of the curriculum today was not geared towards achieving those objectives.

Therefore, based on the above problems, this study investigates the human resource management strategies and the implementation of secondary school economics curriculum in Lagos State.

### **Purpose of Study**

The purpose of this study is to examine the human resource management strategies and the implementation of secondary school economics curriculum in Lagos State. The specific objectives are to:

- i Ascertain how often and effective Human Resource Managers in the Ministry of Education recruit and select the appropriate teachers based on qualifications and

- experiences in education economics to fill vacancies in schools.
- ii. Examine the extent the Principals at their school level organize induction exercise, orientation programmes and in-service trainings for the new and existing teachers for effective curriculum implementation.
  - iii. Investigate the motivation and support services that are put in place by the Human Resource Managers in the Ministry of Education to enhance the implementation of economics curriculum by the teachers.
  - iv. Investigate the extent the career motivation of teachers help in the implementation of secondary school economics curriculum.
  - v. Examine how the performance appraisal and classroom supervision of teachers by the supervisors from the Ministry of Education assist in the implementation of secondary school economics curriculum.

### **Research Questions**

The following research questions were raised to guide the study:

- i. How often and effective do the Human Resource Managers in the Ministry of Education recruit and select the appropriate teachers based on qualifications and experiences in education economics to fill vacancies in schools?
- ii. To what extent do the Principals at their school level organize induction exercise, orientation programmes and in-service trainings for the new and existing teachers for effective curriculum implementation?
- iii. What motivation and support services are put up by the Human Resource Managers in the Ministry of Education to enhance the implementation of curriculum in economics by teachers?
- iv. What extent does career motivation of teachers help in the implementation of secondary school economics curriculum?
- v. How do the performance appraisal and classroom supervision of teachers by the supervisors from the Ministry of Education assist in the implementation of secondary school economics curriculum?

### **Research Hypothesis**

The following Hypothesis was tested for the study:

**H<sub>0</sub>:** Human resource management strategies have no statistical significant effect on the Implementation of secondary school economics curriculum.in Lagos State.

### **Methodology**

This section is focused on the research design, population, sample and sampling techniques, instruments for data collection and method of data analyses.

### **Research Design**

Descriptive survey design was used to carry out this study. This research design was used because it is suitable in grading the opinions of respondents. This is supported by Nworgu (2006) when a survey research was described as one in which a group of people or items are studied by collecting and analyzing data from only few people or items considered being a representative of

the entire group.

### **Population of the Study**

The population for this study consisted of all economics teachers in Lagos State in Senior Secondary Schools.

### **Sample and Sampling Technique**

The sample consisted of one hundred (100) economics teachers selected from both public and private secondary schools from some selected Local Government Areas in Lagos State. The respondents were selected using stratified and random sampling technique. Sixty (60) economics teachers were selected from public secondary schools while forty (40) were selected from private secondary schools.

### **Data Collection Instrument**

A self-structured questionnaire titled: Human Resource Management Strategies for Curriculum Implementation Questionnaire was used to collect data from the respondents. The questionnaire was divided into two sections A and B. Section A contained the bio-data of the respondents while section B contained some specific questions relevant to the study. It contained 20-items drawn from the research questions of the study. It was weighed on 4- point likert scale of “strongly agreed” (SA) “agreed” (A), “Disagreed” (D) and “strongly disagreed” (SD). The questionnaire was subjected to scrutiny for face and content validity by some expert researchers from the University of Lagos. It was also pilot- tested to ensure internal consistency. A reliability coefficient of 0.78 was recorded. The instrument considered to be consistent and adequate for use in the study.

### **Method of Data Analysis**

Data collected were analysed using descriptive and inferential statistics. Specifically, frequency counts and percentage were used to analyse the data. Decision rule was based on the majority of the respondents to a research question. Hypothesis was tested using Chi Square statistic at 0.05 level of significance.

### **Results and Discussion of Findings**

**Research Question 1:** How often and effective do the Human Resource Managers in the Ministry of Education recruit and select the appropriate teachers based on qualifications and experiences in education economics to fill vacancies in schools?

**Table 1: Responses on the Effectiveness of recruitment and selection of economics teachers**

S/N	Questionnaire Items	R.S	F	%	Decision
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1.	HR Managers help in the selection and recruitment of the best talents for teaching of economics in secondary schools	SA	10	10	Disagree
		A	20	20	
		D	25	25	
		SD	45	45	
		$\Sigma$	100		
2.	HR Managers always select a good number of qualified teachers and specialists in economics education for teaching of economics alone.	SA	5	5	Disagree
		A	7	7	
		D	26	26	
		SD	62	62	
		$\Sigma$	100		
3.	Few numbers of teachers are employed to teach economics which increase the workload of existing teachers thereby leading to poor curriculum implementation	SA	25	25	Agree
		A	45	45	
		D	20	20	
		SD	10	10	
		$\Sigma$	<b>100</b>		
4.	HR Managers resort to make due with available and cheap services in their selection process which hampers effective curriculum implementation.	SA	20	20	Disagree
		A	25	25	
		D	50	50	
		SD	5	5	
		$\Sigma$	100		

The result in Table 1 shows that majority of the respondents (45%) disagreed that HR Managers in the ministry of education recruit and select the appropriate teachers based on qualifications and experiences in education economics. 62% of the respondents disagreed that HR Managers always select and recruit the best talents for teaching of economics in secondary schools and that HR Managers do select a good number of qualified teachers and specialists in economics education for teaching of economics only, on the other hand, the result in Table 1 shows that majority of the respondents (45%) agreed that few numbers of teachers were employed to teach economics which increase the workload of existing teachers thereby leading to poor curriculum implementation. Most respondents (50%) agreed that HR Managers resort to make use of the available and cheap services in their selection process which negatively affects economics curriculum implementation in Lagos State.

### **Research Question 2:**

To what extent do the Principals at their school level organize induction exercise, orientation programmes and in-service trainings for the new and existing teachers for effective curriculum implementation?

**Table 2: Responses on Effect of organization of Induction exercise, orientation programmes and in- service trainings by the Principals on implementation of economics curriculum**

S/N	Questionnaire Items	RESPONCE	F	%	Decision
5.	When school authorities organize seminars and workshops for existing teachers, it helps for effective curriculum implementation	SA	55	55	Agree
		A	40	40	
		D	5	5	
		SD	0	0	
		$\Sigma$	100		
6.	If teachers are allowed to further their education and upgrade in their classroom practices, it will boost curriculum implementation	SA	30	30	Agree
		AD	60	60	
		SD	5	5	
			5	5	
		$\Sigma$	100		
7.	HR Managers periodically organize refreshal job training and orientation exercise for teachers	SA	25	25	Disagree
		A	30	30	
		D	40	40	
		SD	5	5	
		$\Sigma$	<b>100</b>		
8.	Principals are trained to improve on their leadership style at the school level which increases cordial relationship for effective curriculum implementation	SA	65	65	Agree
		A	25	25	
		D	10	10	
		SD	0	0	
		$\Sigma$	100		

Results in Table 2 shows that majority of the respondents (55%) agreed that when school authorities organise seminars and workshops for existing teachers, it helps for effective curriculum implementation. 60% of the respondents agreed that if teachers are allowed to further their education and upgrade in their classroom practices, it will boost curriculum implementation. Furthermore, majority of the respondents (40%) disagreed that HR Managers periodically organise refreshed job training and orientation exercise for teacher.

However, majority of the respondents (65%) agreed that principals are trained to improve on their leadership style at the school level which increases cordial relationship for effective curriculum implementation. All these were an indication that induction exercise, orientation programme and in-service training for new and existing teachers help for effective curriculum implementation.

**Research Question 3:**

What motivation and support services are put up by the Human Resource Managers in the Ministry of Education to enhance the implementation of curriculum in economics by teachers?

**Table 3: Responses on Motivation and support Services and implementation of economics curriculum**

S/N	Questionnaire Items	RESPONSE	F	%	Decision
9.	When teachers' salaries and the necessary allowances are paid as and when due, it increases improves teachers' practice and curriculum implementation	SA	35	35	Agree
		A	55	55	
		D	5	5	
		SD	5	5	
		$\Sigma$	100		
10.	When teachers and teaching profession are regarded and hold at high esteem in the society, it will improve teacher's practice and curriculum implementation.	SA	30	30	Agree
		A	50	50	
		D	20	20	
		SD	0	0	
		$\Sigma$	100		
11.	Prompt promotion of teachers is likely to spur them to work harder and boost their classroom instruction	SA	15	15	Agree
		A	50	50	
		D	35	35	
		SD	0	0	
		$\Sigma$	<b>100</b>		
12	Conducive working environment, availability of teaching resources, work incentives and benefits are avenues to motivate teachers to put in their best for effective curriculum instruction and implementation	SA	30	30	Agree
		A	60	60	
		D	5	5	
		SD	5	5	
		$\Sigma$	100		

Table 3 revealed that majority of the respondents (55%) agreed that when teachers' salaries and the necessary allowances are paid as and when due, it increases their quality of output. Also, 50% of the respondents agreed that when teachers and teaching profession are regarded and held at a high esteem in the society, it will improve teacher's practice and curriculum implementation. Likewise, majority of the respondents (50%) also agreed that prompt promotion of teachers is likely to spur them to work harder and boost their classroom instruction. 60% agreed that, conducive working environment, availability of teaching resources, work incentives and benefits are avenues to motivate teachers to put in their best for effective curriculum instruction and implementation.



#### Research Question 4:

What extent does career motivation of teachers help in the implementation of secondary school economics curriculum?

**Table 4: Responses on Career motivation of teachers and implementation of economics curriculum**

S/N	Questionnaire Items	RESPONCE	F	%	Decision
13.	Teachers are encouraged to publish books and conference paper so as to flourish and enlarge their career prospective	SA	50	50	Agree
		A	35	35	
		D	10	10	
		SD	5	5	
		∑	100		
14.	When there is good package for teacher's welfare development, they are discouraged from resorting to petty trading in order to sustain life.	SA	55	55	Agree
		A	30	30	
		D	5	5	
		SD	10	10	
		∑	100		
12.	When teachers keep abreast of information, changes, innovations and utilization of ICT in teaching and learning it leads to effective curriculum implementation	SA	40	40	Agree
		A	50	50	
		D	5	5	
		SD	5	5	
		∑	<b>100</b>		
13	Restructuring the teaching profession will develop teacher's career prospective and need for professionalism in the field.	SA	30	30	Agree
		A	60	60	
		D	5	5	
		SD	5	5	
		∑	100		

The result (table 4) further indicates that majority of the respondents (50%) agreed that teachers are encouraged to publish books and conference papers so as to flourish and enlarge their career prospective. Also, most respondents (55%) agreed that when there is good package for teacher's welfare development, they are discouraged from resorting to petty trading in order to sustain life. Furthermore, most teachers (50%) agreed that when teachers keep abreast of information, changes, innovations and utilization of ICT in teaching and learning, it leads to effective curriculum implementation. Likewise, most teachers (60%) agreed that restructuring the teaching profession will develop teacher's career prospective and need for professionalism in the field. This finding goes in line with the findings of Ogugua (2014) who discovered in his study that motivation of teachers will boost their morales for adequate implementation of the curriculum.

**Research Question 5:**

How do the performance appraisal and classroom supervision of teachers by the supervisors from the Ministry of Education assist in the implementation of secondary school economics curriculum?

**Table 5: Responses on Effect of performance appraisal and classroom supervision on implementation of economics curriculum**

S/N	Questionnaire Items	RESPONSE	F	%	Decision
17.	Performance appraisal tends to get the best out of the teachers by action as the necessary stimuli to bring out their best in practice.	SA	40	40	Agree
		A	25	25	
		D	25	25	
		SD	10	10	
		$\Sigma$	100		
18.	Performance appraisal allows teachers to teach and effectively evaluate the learners in all domains of learning for proper understanding of the lesson.	SA	5	5	Agree
		A	60	60	
		D	30	30	
		SD	5	5	
		$\Sigma$	100		
19.	Effective and efficient performance appraisal makes teachers to complete their scheme of work and beat target.	SA	25	25	Agree
		A	45	45	
		D	20	20	
		SD	10	10	
		$\Sigma$	<b>100</b>		
20.	Inadequate supervision and performance appraisal allows teachers to be complacent in their choice of method of curriculum instruction and implementation rather than being eclectic.	SA	50	50	Agree
		A	25	25	
		D	20	20	
		SD	5	5	
		$\Sigma$	100		

The results (Table 5) indicates that majority of the respondents (40%) agreed that performance appraisal tends to get the best out of the teachers by action as the necessary stimuli to bring out their best in practice. About 60% agreed that performance appraisal allows teachers to teach and effectively evaluate the learners in all domains of learning for proper understanding of the lesson. Furthermore, majority of the respondents (45%) agreed that effective and efficient Performance appraisal makes teachers to complete their scheme of work and beat target. About 50% of the respondents agreed that inadequate supervision and Performance appraisal allows teachers to be complacent in their choice of method of curriculum instruction and implementation rather than being eclectic.

## Research Hypothesis

**H<sub>0</sub>:** Human resource management strategies have no statistical significant effect on the implementation of secondary school economics curriculum in Mushin Local Government Area, Lagos State.

**Table 6: Relationship between human resource management strategies and implementation of secondary economics curriculum**

QUESTIONS	SA		A		D		SD		TOTAL	
	N	%	N	%	N	%	N	%	N	%
1	55	43.75	40	38.75	5	15	0	2.5	100	100
2	30	43.75	60	38.75	5	15	5	2.5	100	100
3	25	43.75	30	38.75	40	15	5	2.5	100	100
4	65	43.75	25	38.75	10	15	0	2.5	100	100
TOTAL	175		155		60		10		400	

\*Df =9,  $X^2$  Cal =110.8,  $X^2$  tab = 16.92,  $X^2$  Cal >  $X^2$  tab .

Table 6 shows that the calculated value of  $X^2$  is 110.8 and the tabulated value of  $X^2$  is 16.92 at 9 degrees of freedom and 0.05 level of significance. Since the calculated value of  $X^2$  (110.8) is greater than the tabulated value of  $X^2$  (16.92) the null hypothesis which states that human resource management strategies have no statistical significance effect on the implementation of secondary school economics curriculum is rejected.

## Discussion of Findings

The findings indicate that HR Managers in the ministry of education do not recruit and select the appropriate teachers based on qualifications and experiences in education economics. Economics as a social science subject requires suitable method to teach effectively in schools. Therefore, capable teachers are required for the teaching and this can only be achieved through recruitment process. This was supported in Domingus and Estevanus (2016) that teachers are required to be professional in preparing learning materials and providing innovative learning environment.

The findings shows that when the secondary school managers put up motivation and support services for the secondary school economics teachers, implementation of economics curriculum is enhanced. This was in consonance with Sule and Ita (2015) who affirmed that presence of a good reward system in schools produces an effective teaching-learning process.

Furthermore, findings revealed that Principals, at school level organize induction exercise, orientation programme and in-service training for new and existing teachers for effective curriculum implementation which facilitate effective curriculum implementation. This finding s corresponds with the findings of Osani (2007) which revealed that induction and in-service training are indispensable tools to maintain and sustain teachers' professionalism for effective classroom management, control and practices.

The findings also show that that career motivation of teachers help in the implementation of secondary school economics curriculum. Prompt promotion of teachers, conducive working environment and availability of teaching resources motive teachers to put in their best efforts for effective instruction.

The findings of results also indicate that human resource management strategies have statistical significance effect on the implementation of secondary school economics curriculum in Lagos State. When human resource managers especially the Principals in secondary schools effectively and efficiently utilize the necessary management strategies in running secondary schools, there will be improvement in the teachers' implementation of economics curriculum. This agrees with the findings of Okonkwo and Agwu (2014) that adequate management of English teachers can improve English language curriculum implementation.

## **Conclusion**

The study has shown that HR Managers do not recruit and select the appropriate teachers based on qualifications and experiences in education economics. However, HR Managers put up Induction exercise, orientation programme and in-service training for new and existing teachers help which aids effective curriculum implementation. Moreover, motivation and support by the HR Managers enhance implementation of curriculum in economics by the teachers. Also, welfare development and career prospects by the HR Managers help for effective curriculum in economics implementation and that performance appraisal and supervision of teacher's classroom practices by the HR Managers led to effective implementation of curriculum in economics.

## **Recommendations**

The study recommends the following:

- i. Recruitment and selection of teachers to teach economics at the secondary schools should be based on teacher's certification and qualifications in education economics as their major area of specialization.
- ii. Principals and the supervising officials should see themselves as advisers and helpers to teachers and not necessarily fault finders during their routine teacher's performance appraisal.

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