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Perceived relationship between Innovative Instructional Strategies and Academic achievement in Financial Accounting of Education District iii Students in Lagos State

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Abstract
The research investigated the perceived relationship between innovative instructional strategies on the academic achievement of secondary schools students in Financial Accounting. The specific objectives were to assess the innovative instructional strategies adopted by the teachers and how these strategies relate to students' academic achievement in Financial Accounting. A descriptive survey research design was employed for this study. A sample of 444 respondents comprising of 16 financial accounting teachers and 428 students were used for the study. Data were collected using innovative instructional strategies Questionnaire (r = 0.80) and students' academic achievement in Financial Accounting (r = 0.71). Data analysis was conducted using descriptive statistics (Mean and Standard Deviation) and linear regression analysis with a significance level set at 0.05. Findings showed a significant contribution of innovative instructional strategies to students' academic achievement in Financial Accounting academic achievement ($F_{(1,426)} = 21.468$; $p<0.05$). The study therefore recommended that to enhance better academic achievement, instructors should be encouraged to consistently use innovative instructional strategies. Government should make it a priority to recruit teachers who are proficient in the application of novel instructional methods so as to ensure better learning outcome.

***Keywords**:* Innovative instructional strategies, Academic achievement, Financial Accounting

Introduction
Any country's capacity to thrive and flourish depends on the quality of education its people receive. A nation's educational system revolves primarily around teaching and learning. Within the framework of the educational endeavour, this suggests that instruction and learning are most crucial. For any teaching and learning to bring about a beneficial transformation, it must be planned endeavours that support the creation, dissemination and application of knowledge (the main goals of an educational system). A nation's educational quality is also determined by the effectiveness of its teachers and the achievement that their students acquire (Gidado et al., 2016).

A student's academic achievement is a measure of how well they have performed in relation to particular objectives. Academic achievement is typically monitored by assignments, continual evaluations, internal and external examinations, and classroom activities (Ezenwosu & Nworgu, 2013). Students' performance on Financial Accounting examinations in recent years has fallen short of expectations; it was expressed that the traditional teaching methods that teachers frequently use in the classroom may be blamed for this pitiable performance (Olorode & Jimoh, 2016).

Alongside the expansion of educational systems, innovation in education has become essential in bringing about qualitative changes. Efficiency gains and better quality and equitable learning opportunities are the results of innovation. Innovative teaching techniques use a variety of stimuli to get students interested in their lessons. Education is a beacon that guides humanity towards progress. In addition to imparting literacy, education aims to equip students with the reasoning skills necessary to apply their information to solve problems while making decisions that will benefit both themselves and other people.

McMullen (2022) asserts that implementing

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innovative instructional strategies in the classroom can facilitate and improve learning. Consistently experimenting with different instructional techniques in the classroom will help teachers to foster learning and support students' development. An innovative instructional strategy comprises elements including innovative teaching ideation, innovative teaching action, and innovative teaching outcome, according to Yu et al. (2021). The ideation of innovation in teaching represents innovative teaching concepts and ways of thinking, such as a positive and open-minded view of education, a readiness to learn new teaching perspectives, and so on. Furthermore, creative teaching action is demonstrated by instructors' use of innovative teaching tools and procedures, such as developing varied course materials, creative teaching objectives, flexible teaching strategies, and varied approaches to assessments (Ramasimu, 2024). The term "innovative instructional strategy" describes the efficient and creative behavior and performance that teachers intentionally employ when selecting educational resources, methods, and learner evaluation in order to foster and nurture the creativity of their students (Ramasimu, 2024).

According to Akinyele (2017), innovative instructional tactics incorporate technology into teaching and learning methods to provide students with a more compelling and actual learning experience. Rahmat et al., (2020) opine that innovative instructional strategies improved students' academic performance. As evidenced by their findings, the strategy was successful in improving students' attendance in class, grooming, and professional manners. When working on the assignment themselves as opposed to watching films and listening to lectures in class, they were more focused, confident, and enjoyed the activities.

Manishimwe and Shivoga (2022) also reveal that innovative instructional strategies provide learners with opportunities to clear up misconceptions. Giving students the freedom to learn by doing and helps in developing new skills and competencies. Uziak (2016) adds more evidence to this by pointing out that creative teaching methods are applied in real-world contexts, fostering student-teacher relationships, and encouraging cooperative learning. In this sense, students grasp the idea and participate fully in their education. As a result, they made better academic progress and acquired a favourable attitude towards the subject. In the study of Wafula and Odhiambo (2016), it was found that innovative instructional strategies promote students' performance and improve attitude towards the subject. The findings also showed that students' academic performance increased when teachers used innovative teaching methods that required students to solve problems and have a spirit of research and critical thinking. The innovative instructional strategies examined in this study are: active learning, flipped learning, blended learning and project-based and inquiry-based learning strategies.

According to Hartikainen et al. (2019), active learning is an approach to education that emphasises the utilisation of instructor-led activities and student-centered learning strategies. An active learning approach is one that motivates students to take charge of their education, be excited about learning, make thoughtful decisions, and collaborate in social, collaborative learning settings. The active learning method is a constructivism-based learning paradigm that challenges a traditional approach that views outside sources as the only way for students to acquire knowledge. It is a technique that helps students become more self-assured and independent, gives them access to past information, gives them the chance to better understand situations and issues on their own, improves their ability to observe, and fosters cognitive development (Munna & Abul Kalam, 2021).

Active learning allows the students to act and critically reflect on the information and ideas that are being taught to them, according to Freeman et al. (2014), it also allows students to gaining knowledge during class discussions and / or activities, as opposed allowing them to merely listen to an authority Higher-order thinking is prioritised, and collaborative projects are typically required when active learning

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strategy is used (Freeman, et al. 2014). The introduction of active learning had made teaching-centred classroom to shift into a learning-centered classroom setting (Schunk& Mullen, 2012).

Meanwhile, Flipped classrooms are types of contemporary teaching methodology that, according to Alzwekh (2019), cleverly and humorously apply cutting-edge approaches to fulfill the demands of students in the present. Its' emphasis on incorporating cutting-edge technology into the teaching and learning process is at the heart of the "flipped classroom" concept, which aims to move homework from the classroom to the home. The flipped classroom approach is a teaching pedagogy in which students have access to course materials before class and use in-class time for inquiry, application, and assessment to better meet the needs of individual learners (Awidi & Paynter, 2019). The "lecture" is moved out of the classroom in the form of engaging audio-video enhanced learning material for students to study before class, freeing up classroom time for thoughtfully planned hands-on activities that reinforce concepts, give opportunities to move toward skills automaticity, and improve critical thinking abilities (Aji & Khan, 2019).

Additionally, students are given access to content outside of class time through technological tools like videos that teachers have produced to clarify particular lessons or facts pertaining to them (Bergmann & Sams, 2023). A framework that guarantees students to receive a customised education based on their unique needs is established by flipping the classroom (Bergmann & Sams, 2023). According to empirical reports, flipped classrooms enhance students' overall grades (Cormier & Voisard, 2018) and academic performance (Cabi, 2018 & Chis et al., 2018).

Another innovative instructional strategy is the inquiry-based learning. It is an inductive pedagogy that builds knowledge, sharpens advanced reasoning skills, and increases students' interest and enthusiasm for learning by utilising modern technology-based learning environments (Avsec & Kucijancic, 2014). When students are given issues to solve, observations to explain, or questions to answer, inquiry learning gets underway. The reason behind its development was the belief that conventional teaching methods, which involved teaching students to memorise densely factual materials, were ineffective (Prince & Felder, 2006).

Another popular innovative instructional strategy to challenge old methods and its detrimental, repetitive tasks that stifle creativity is “project-based learning (PBL)”. The passive role of the students is also found in it. They also take in the knowledge that the instructor imparts, while they take notes, and finish their homework. Along with taking tests, they participate less in class and engage with others less. There is little sense of rivalry in these schools, allowing the regular nature to rule. Project-based learning is therefore desperately needed to give pupils a variety of functioning and engaging mental habitudes, including inspiration, desire, and fascination inclinations, convictions, and independence (Ambosaidi & Al Balushi, 2011).

Furthermore, blended learning is another popular approach used by a lot of educational institutions. This kind of instruction combines online resources and interactive learning possibilities with conventional place-based classroom methods, according to Beldarrain (2006). A blended learning programme combines online and in-person instruction, with part of the online instruction serving as a substitute for, rather than an addition to, in-person instruction. There must be physical presence from both the teacher and the student, and the learner has some influence over the route, timing, place, and speed. Personalised learning and differentiated instruction are sometimes mentioned in the same sentence as blended learning (Allen & Seaman, 2017).The broad adoption of computer-assisted learning techniques, exercises, and resources has allowed educators to improve their instruction and optimise student learning outcomes (Lau, 2014).

Developing a thorough and methodical methodology to specify the standards for recognising the best practices is the aim of innovative teaching methods. This methodology

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will then serve as the framework for the construction and accumulation of outstanding instructional approaches. The goal is to produce a web-based inventory that hosts a collection and classification of best practices and allows users to search, share, and adapt creative teaching and learning approaches as well as exchange ideas with other members of the learning community. Under the aegis of community building, the creative, pertinent, and multilingual content that will encourage the proposed approach will be characterised and preserved (as learning objects) in the inventory's repository. This will foster information communication technology literacy skills and guarantee that users will employ creative teaching and learning techniques. (Onaye et al., 2015). The preceding discourse has demonstrated the significance of inventive approaches in augmenting instruction and learning within this fiercely competitive, worldwide country. These compelled the investigation into how creative initiatives affect pupils' academic achievement.

Statement of the Problem

Over the years, academics and stakeholders in the educational sector have long been concerned about students' academic achievement. Although the National Policy on Education contains a number of policies aimed at establishing a fully information- and communication-based teaching and learning environment, facilitators, teachers, and policy makers in the education system are still unsure about the effects of these instructional strategies on the efficiency of instruction in secondary schools, particularly in this day of globalisation.

The degree of adherence to innovative instructional methods inside the system is thought to be extremely low. That is to say, a sizable percentage of teachers appear to lack knowledge on how to apply creative teaching strategies for efficient learning and instruction that support students' academic success. Thus, a number of issues, including the inefficient application of cutting-edge teaching techniques, have been linked to students' low financial accounting performance. This study aims to determine how Financial Accounting academic achievement of secondary school students is affected by innovative instructional strategies.

Research Questions

The research would be led by the following inquiries in light of the situation as stated:

1. What are the innovative instructional strategies adopted by Financial Accounting teachers in senior secondary school?
2. To what extent would innovative instructional strategies enhance learning of Financial Accounting in senior secondary school?
3. What is the contribution of innovative instructional strategies on the academic achievement of students in Financial Accounting?

METHODOLOGY

The study employed the use of survey research design. The populations of this study are all the 56 Financial Accounting teachers and 4,613 students in public senior secondary schools across the four Local Government Areas (LGAs) that make up Lagos State Education District III (Lagos State Teaching Service Commission, 2021/2022 Session). A sample of 444 respondents comprising of 16 Financial Accounting teachers and 428 students were randomly selected for this study. In selecting this sample, two LGAs out of the existing four LGAs in Education District III in Lagos State were randomly selected. The two selected Local Government Areas were Epe and Ibeju Lekki. When choosing the sample size, a proportionate stratified sampling technique was utilised to select 50% of the total public senior secondary schools and 15% of the students in each chosen LGAs. From Epe LGA, 12 senior secondary schools (SSS) were randomly selected out of the existing 24 SSS (representing 50% of the total population), and from each specified schools, one Financial Accounting teacher and 25 students were randomly selected to make a total of 12 teachers and 299 students from Epe LGA.

From Ibeju Lekki LGA, four SSS were randomly selected out of the existing 8 SSS (representing 50% of the total population), and from each selected schools, one Financial Accounting teacher and 32 Financial Accounting students were randomly selected to

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make a total of 4 teachers and 129 students from Ibeju Lekki LGA. Therefore, from the two Local Government Areas, 16 teachers and 428 students were selected as the sample for the study.

This study's research tool was a self-constructed questionnaire titled "Innovative instructional strategies and academic achievement of Financial Accounting students in senior secondary school Questionnaire (IITSAAFASSSSQ)". The questionnaire has three sections; section A, B and C respectively. The respondents' demographic information was elicited in Section A while section B contained information on the innovative instructional strategies adopted while section C contained the statements on how the strategies enhance learning of Financial Accounting in a 4-point likert scale ranging from "strongly agreed" to "strongly disagreed". Student's Financial Accounting achievement test comprising of 25 questions (WAEC Past questions) were given to the students in order to assess their achievement level.

To determine the validity of the instrument, the researcher submitted the copy of the questionnaires to the experts in evaluation to ascertain its face and content validity. Errors were corrected and ambiguous expressions were removed upon correction, then the questionnaires was subjected to test-retest reliability measured by administering it to twenty (20) respondents who were randomly selected from Eti-Osa. The respondents selected were not part of the sample used regarding the research. The same questionnaires were distributed to the same group of respondents two weeks later. Pearson Product Moment Correlation was used to analyze the data gathered on both occasions, which derived coefficients of 0.91, 0.86, 0.71, 0.86 and 0.80 for active learning strategy, project based strategy, inquiry based strategy, blended learning strategy and flipped classroom strategy respectively with total coefficient of 0.80 for the whole innovative instructional strategies Questionnaire and students' academic achievement in Financial Accounting (r = 0.71).

The tool was employed to Financial Accounting teachers and students in senior secondary schools at Epe and Ibeju-Lekki Local Government. The tool was employed personally by the researchers and all aspect of the questionnaire was explained to the respondents (teachers and students) before exercise, the researchers immediately gathered the questionnaires after the respondents independently completed the instruments. Descriptive statistics (mean and standard deviation) and linear regression analysis were used to analyse the raised research questions for this study at 0.05 level of significance.

RESULTS AND DISCUSSIONS

Research Question One: What are the innovative instructional strategies adopted in teaching Financial Accounting in senior secondary school?

Table 1: Innovative instructional strategies adopted in teaching financial accounting in senior secondary school

S/N	ITEMS	SA	A	D	SD	Mean	Std	Remarks
1	Active Learning	93.9	-	6.1	-	3.878	.478	Adopted
2	Project-Based Learning	-	12	88	-	2.939	.239	Adopted
3	Inquiry-Based Learning	36.9	32	18.9	12.2	2.936	1.021	Adopted
4	Blended Learning	37.4	43.5	13.1	6.1	3.121	.857	Adopted
5	Flipped Classroom	24.3	49.8	25.9	-	2.984	.709	Adopted

(Criterion Mean, 2.5; Mean <2.5 Not adopted, Mean > 2.5 Adopted)

Table 1 showed the innovative instructional strategies adopted by financial accounting teachers in school. All the 5 constructs were above the cut-off point of 2.50, they were all adopted. Although, active learning with mean score of 3.878 was highly rated as the most used strategies, followed by blended learning (3.121) and flipped classroom strategies (2.984) respectively. This implies that the innovative strategies adopted for instruction in senior secondary schools Financial Accounting are: active learning, blended learning, flipped

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classroom, project based learning and inquiry based learning. This indicates that active learning, blended learning, flipped classroom, project-based learning, and inquiry-based learning are the cutting-edge teaching methods utilised in senior secondary schools for Financial Accounting.

This result implied that the teachers use innovative instructional strategies in Financial Accounting. By employing these cutting-edge techniques, Financial Accounting instructors give their students an immersive educational experience that keeps them focused on the subject.

The results supported the findings of Akolom et al. (2021), who found that teachers frequently adopt innovative instructional strategies when instructing English. The two most popular approaches were constructivist and communicative language instruction. In order to guarantee that innovative and technology techniques are implemented in secondary school teaching and learning, their research suggested that instructors receive frequent training on innovative instructional strategies and that schools should provide supportive infrastructure. The innovative instructional strategies demand that no single teaching approach is sufficient for the successful teaching and learning of a concept or subject matter (Obi, 2016).

Research Question Two: To what extent will innovative instructional strategies enhance learning of Financial Accounting in senior secondary school?

Table 2: Extent at which innovative instructional strategies enhances learning of financial accounting in senior secondary school

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	Mean	Std	Remarks
1	Students who actively learn are better equipped to comprehend the material because they can grasp its significance and relevance.	55	31	10	4	2.949	1.206	High
2	Teachers can increase students' academic progre ss by using creative explanations of topics provided by active learning.	38	52	3	7	2.941	.985	High
3	When the content was related to the student's identity and personal experiences, their comprehension of it increased dramatically.	23	60	6	11	2.806	.846	High
4	When active learning is included into the classroom, students quickly pick up on the material being taught.	16	70	8	6	2.815	.712	High
5	Students were encouraged to learn more by participating in activities, interacting with one another, sharing ideas, and having discussions when the active learning strategy was used in the classroom.	46	39	10	5	2.899	1.130	High
6	It helps pupils become more adept at differentiating between assumptions and generalisations.	2	30	26	42	2.480	1.227	Low
7	Students' cap acity to infer a certain conclusion from presumptive facts is improved.	57	31	6	6	2.895	1.124	High

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8	Students' capacity to assess ideas and decide whether to accept or reject them is developed.	69	25	6	-	3.630	.596	High
9	It offers pupils the chance to f orm opinions about the material.	23	25	8	46	2.495	1.307	Low
10	It helps pupils become more adept at determining if the inferences they get from the information provided are accurate or incorrect.	55	31	10	4	2.949	1.206	High
11	With an inquiry -based app roach, students participate actively in a variety of tasks and thought processes.	38	52	3	7	2.941	.985	High
12	Teachers are encouraged to substitute inquiry-oriented teaching methods with traditional teacher-centered ones, which priorities textbooks, lect ures, and scientific facts.	23	60	6	11	2.806	.846	High
13	It gives students the chance to gather evidence using suitable methods.	16	70	8	6	2.815	.712	High
14	Students must use reasoning and supporting data to solve challenges.	46	39	10	5	2.899	1.130	High
15	It motivates students to carry out additional research in order to provide more thorough justifications.	42	31	10	17	3.070	.623	High
16	It serves as support for instruction and education that raises pupils' academic achievement.	37	51	12	-	3.230	.422	High
17	It helps children write better, increase their vocabulary, and make fewer spelling errors.	6	76	16	2	3.290	.607	High
18	It m akes the dissemination of information easy for both the teachers and the students which enhance students' academic achievement	12	79	8	1	3.300	.460	High
19	it h elps in tracking classroom activities which motivate students' academic achievement	66	32	2	-	3.370	.630	High
20	It is an excellent tool for instructing and learning using educational resources that raise pupils' academic performance.	75	25	-	-	3.630	.596	High
21	It ensures that teachers make the most of their classroom time by using it to mentor and assist students.	64	36	-	-	2.808	.884	High
22	It improves pupils' capacity for critical thought, independent study, experience - building, cooperation, and communication.	83	17	-	-	3.060	.893	High

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23	Tests and quick assignments that students complete reveal the strengths and shortcomings in their comprehension of the material, so it offers a method to assess students' comprehension.	78	12		10	2.934	.427	High
24	It supports students' independent learning in accordance with their aptitudes and unique characteristics.	56	44	-	-	3.243	.429	High
25	The flipped classroom is a cutting -edge technology-based approach to addressing pupils' academic deficiencies and raising their thinking levels.	96	4	-	-	3.817	.717	High
	Total					**3.039**	**0.825**	**High**

(Criterion Mean, 2.5; Mean <2.5 Low, Mean > 2.5 High)

Table 2 illustrated the impact of innovative instructional strategies on the senior secondary Financial Accounting curriculum. Each item was categorised as high or low in the table using a 2.50 mean as a guideline. Twenty-three items total, with scores above the criterion mean, were all scored highly, as the table demonstrated. Therefore, the study's findings have revealed that innovative instructional strategies have notably improved the Financial Accounting curriculum for senior secondary school students. These techniques have improved critical thinking, self-learning, and experience building while also helping students recognise the relevance and importance of the material by clarifying it, communication skills, and cooperation among students, helped in tracking classroom activities which motivate students' academic achievement, make the dissemination of information easy for both the teachers and the students which enhance students' academic achievement, provided prospects for students to use appropriate techniques to collect evidence and cultivate in students the capacity to determine whether inferences drawn from given facts are true or incorrect.

The outcomes of Uche and Awujo's (2014) study, which showed that a suitable instructional technique results in an enriched learning environment and improved learning outcomes, are supportive of this outcome. Students learn more practically and retain more of the materials taught in class when they engage with teachers and other students. Learners actively engage in their education and have more control over what they learn, how they learn it, and when they learn it when they are in a learner-centered classroom—essentially, innovative teaching. As a result, they proactively participate in their education and take responsibility for it.

Findings from this study was further supported by Aksit, et al., (2016) who revealed that innovative teaching methods such as problem based technique, laboratory, fieldwork, etc. play equal active role during instructional phase**.** To help students construct new notions and ideas using what they already know, teachers should primarily serve as coaches and facilitators of their learning. Alfieri et al. (2011) emphasised further that in a problem-based solving approach, for instance, students are in charge of their own education, while the teacher offers conducive learning environment.

This suggested that problem-based learning presents students with the chance to create an investigative task and use problem-solving techniques to reach a conclusion. This is known as innovative teaching. New approaches to education put the needs of the learners, not the methods of the teachers, front and centre. As a result, it encourages students to act in a goal-oriented manner, which improves their academic performance even more.

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Research Question three: What is the contribution of innovative instructional strategies on the academic achievement of students in Financial Accounting?

Table 3: Regression Analysis of composite contribution of innovative instructional strategies on the academic achievement of students in financial accounting

Source of variation	Sum of Squares	Df	Mean Square	F-Ratio	P
Regression	426.002	1	426.002	21.468	.001[a]
Residual	8453.520	426	19.843		
Total	8879.522	427			

R = .100; R^2 = 0.010; R^2 (Adjusted) = 0.008; Standard error estimate = 6.658

The results in Table 3 indicated that the predictor variable (innovative instructional strategies) in the regression model significantly predicted academic achievement of students in financial accounting (R = .100; R^2 = .010; Adj. R^2 = .008; $F_{(1, 978)}$ = 49.288; p <.05). This showed that innovative instructional strategies accounted for 1% of the variance in the academic achievement of the students**.** This result revealed that a contribution of innovative instructional strategies on the financial accounting academic achievement of students existed. This implied that authorities could enhance commitment of teachers indirectly by applying innovative teaching in order to boost the students' academic achievement.

This study outcome is consistent with the findings of Wafula and Odhiambo (2016) which revealed that innovative instructional strategies promotes students' performance and improve attitude towards the subject. Additionally, they showed that students' academic performance increased when teachers used innovative teaching methods that required students to solve problems and have a spirit of research and critical thinking.

Uziak (2016) adds more evidence to this by pointing out that creative teaching methods are applied in real-world contexts, foster student-teacher relationships, and encourage cooperative learning. In this sense, students grasp the idea and participate fully in their education. As a result, they made better academic progress and acquired a favourable attitude towards the subject. Rahmat, et al., (2020) also support the finding of this study when they opine that innovative instructional strategies improved students' academic performance. As evidenced by their findings, the strategy was successful in improving students' attendance in class and grooming and professional manners. When working on the assignment themselves, as opposed to watching films and listening to lectures in class, they were more focused, confident, and enjoyed the activities.

This finding aligns with the findings of Manishimwe and Shivoga (2022) that novel teaching strategies provide learners with opportunities to clear up misconceptions. Giving students the freedom to learn by doing is valued since it helps them develop new skills and competencies, which help them perform well on tests and in evaluations. The finding that creative teaching approaches perform better than conventional classroom instruction is corroborated by Chauhan and Palivela (2021).

Conclusion

This research study concentrated on the perceived relationship between innovative instructional strategies on the academic achievement of secondary schools students in Financial Accounting in Education District III of Lagos State. In total, the outcome of this finding confirmed that innovative instructional strategies had greatly enhanced the learning of Financial Accounting in senior secondary schools. These strategies have empowered students to critically evaluate ideas, grasp the relevance and importance of the information, and develop essential skills like critical thinking, self-learning, communication, and collaboration. The engaging approach makes the subject more accessible and impactful for the students, there was a significant relative contribution of innovative instructional strategies on the students' academic

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achievement and that there was a contribution of innovative instructional strategies to the Financial Accounting achievement of Education District III students in Lagos State.

Recommendations

In light of the study's conclusions, the subsequent suggestions were made:

1. In order to enhance better academic achievement, instructors ought to be supported to consistently utilise innovative instructional strategies considering its favourable outcome on students learning of Financial Accounting.
2. The government should make it a priority to recruit teachers that are proficient in the utilisation of innovative instructional strategies for quality and valuable teaching in the classroom.
3. School management should encourage a good innovative culture that will foster creativity, commitment, unity and progress among the teachers.
4. Seminars and workshops should be organised for teachers as and when due in order to expose them to available innovative instructional strategies to ensure desirable students' achievement in Financial Accounting.

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