



NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS

**SPECIAL
EDITION**

ISSN 1116-0381
Volume 18, No.2 June, 2019

1 8

NIGERIAN JOURNAL OF EDUCATIONAL FOUNDATIONS

ISSN 1116-0381
Volume 18, No.2 June, 2019

Special Edition

019
ORS

pers,
in all
ogy,
arch,
gher
and

ould

o be

that
heir

and

not

ords,
the

er in
y in
tent



EDITORIAL

This academic publication of the defunct Department of Educational Foundations has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Arts and Social Sciences Education. Innovative article generation and peer review programmes were initiated and doggedly implemented to enable the return of Nigerian Journal of Educational Foundations to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge.

Improving the quality of the journal and bringing an international angle and status to it has engaged the attention of the Editorial Board. Phased in stages of achieving national and international focus has produced special editions based on selected themes. These themes pay attention to current issues and needs engaging the attention of specialists in educational foundations in Nigeria and the rest of the world.

GENERAL INFORMATION AND NOTES TO CONTRIBUTORS

I. General Information

Address: Department of Social Sciences Education
Faculty of Education,
University of Ilorin,
PMB 1515,
Ilorin, Kwara State, Nigeria

Editorial Description: The Journal publishes theoretical and empirical papers, results of original investigations (analytical, descriptive or experimental) in all areas of educational foundations-History, Philosophy, Psychology, Sociology, Comparative Education, Statistics and Methodology of Educational Research, Measurement, Evaluation and Teaching at all levels of Education.

Target Audience: Academics, students of education in institution of higher learning, general practitioners and stakeholder in education, policy makers and the general public.

Language: The journal is published in English.

II. Notes to Contributors

In preparing articles for publication in the Journal, authors should please note the following:

Number of copies to be submitted

- i. Three printed and one electronic copies of each article are to be submitted.
- ii. Authors are to include with each copy of manuscript a cover sheet that shows the title of the article, the name(s) of the author(s), his/her status(es) and institutional affiliation(s).
- iii. The next page of the manuscript should omit the author's name(s) and affiliation(s) but should include the title of the article.

Style and Format of Preparation

1. Manuscripts are to be typed double-spaced on A4 size paper not exceeding 12 pages in length.
2. All articles must be preceded by an abstract of about 100-250 words, highlighting the main thesis of paper and/or the main findings as the case may be.
3. Tables and figures should be camera ready.
4. Every reference cited in the text must appear at the end of the paper in the 'Reference' section. The references must be arranged strictly in alphabetical order of the author(s) surname(s) and must be consistent with the current APA referencing style.

Publication Fees

- I. Each contributor is to pay an Assessment Fee as determined and communicated by the Editorial Board.
- ii. The publication of every accepted article is subject to the author's payment of a Publication Fee as determined by the Editorial Board.

Complimentary copies

The author(s) of each published article will be sent one complimentary copy of the issue of the Journal in which the article appears. Author(s) can order for more copies at their own expense.

Manuscripts should be sent to: The Editor at the address indicated above.

EDITORIAL BOARD

Prof. Bolanle O. Olawuyi	-	Editor-in Chief/ Chairman Editorial Board
Dr. R.W. Okunloye	-	Managing Editor
Dr. Mrs. M.B. Bello	-	Member
Dr. A. Saidu	-	Member
Dr. Dorcas S. Daramola	-	Member
Dr. Mrs. A.O. Aburime	-	Member
Dr. Mrs. E.O. Uyanne	-	Member

CONSULTING EDITORS

Prof. J.O.O Abiri
Prof. C.O Daramola
Prof. R.A. Lawal
Prof. A.G.A.S. Oladosu
Prof. O.E. Abdullahi
Prof. F.A.O. Olasehinde-Williams
Prof. A.A. Jekayinfa
Prof. H.O. Owolabi
Dr. H.D Anghing
Dr. P.K Effrim

TABLE OF CONTENTS

EDITORIAL	ii
GENERAL INFORMATION AND NOTES TO CONTRIBUTORS	iii
Education as an Invaluable Tool for Civic Competence: Past and Present <i>Adeyemi. A. & Onigibio. O.</i>	1
Utilisation and Significance of Instructional Materials for an Effective Teaching-learning Process and Sustainable Development in Basic Education <i>Akinbi Y. Ayoola., Fatosi, O.R. & Lawal, B.O.</i>	15
The Place of Indigenous and Western Education in Promoting Good Citizenship in Nigeria <i>Akogun, Alabelapo Kadri., Subair, Bashirat Olanike & Isiaq, Sherifat Shola</i>	24
Attitude and Preference of Junior Secondary School Students to Civic Education in Ilorin Metropolis <i>Abdulsalam, A. A., Okunloye, R. W. & Oparinde, F. O.</i>	35
Utilising Islamic Moral Values in Curbing Excesses during Ceremonies <i>Balogun, Idayat Nike & Olokooba, Issa Nasiru.</i>	46
Influence of Coaching Styles and Motivation on Performance of Athletes in University of Ilorin <i>Adebayo, B. S., Memunat. T. A. & Galaye E. K.</i>	57
Kwara State Undergraduates' Views on Remedies to the causes of Corruption as a Bane of Good Citizenship in Contemporary Nigeria <i>Rasheed, Adewuyi Shofnu & Abdulaziz Isiaka.</i>	67
Comparative Analysis of Kwara State Students' Performance in Civic Education and English Language <i>Bello, Muhinat B.</i>	77

University Education Finance and Cost Sharing in Nigeria: Considerations for Policy Direction <i>Maruff Akinwale Oladejo, Gbolagade Muritala Olowo.</i>	87
Historical Analysis of Nomadic-Education in North-Central Nigeria: 1988-2011 <i>Saidu, Abubakar.</i>	99
Influence Of Family Background On Career Preference Among Adolescent In Ilorin West <i>Atanda, Muritala Ridwan, Alhassan, Yahyah Seriki & Yusuf, Abdurraheem</i>	118
Revival of Civic Competence of the Nigerian Youths Through Social Studies Education <i>Afolabi Anifat Abiodun.</i>	127
Education for Sustainable Development in Nigeria <i>Jekayinfa, O. J. Ojo, O. J. & Durosaro, D. O.</i>	136
Types of Domestic Violence among Upper Basic School Students in Osun Central Senatorial District <i>Olaniran, Joseph Olatunji.</i>	143
Relationship between Motivation and Economics Teachers' Job Performance in Ifesha, Osun State, Nigeria <i>Mahmud, Jamiu Abdulqodir & Olayioye, Olalekan Muibideen.</i>	151
Influence of Class Size on Junior Secondary School Students' Academic Performance In Ilorin South Local Government Area <i>Iyekola A. O., Ajibola B. C. & Ahmed M.B.</i>	161
E-learning Facilities Availability and Accessibility Among Business Education Students and Academic Performance in Universities in Kwara State <i>Ogbudinkpa, Ijeoma Charity & Sofoluwe, Abayomi Olumade.</i>	171
Historical and Contemporary Perspective of Vocational Counselling in Secondary Schools in Nigeria <i>Ojewale, Florence O.</i>	183

Women Education As An Asset For Achieving Good Citenzinship In Nigeria In The 21 st Century <i>Okediji, Hannah Adebola Aderonke</i>	195
Effective Citizenry: Education, Parenting and Social System Interactions in the 21st Century <i>Olawuyi, B. O. & Ajayi, O. S.</i>	211
Historical Development of Colleges of Education in South West Geo-Political Zone, Nigeria (1964 - 2009) <i>Olayanju, Oladapo Johnson</i>	121
Education Policy, Social Citizenship and Changing Dynamics of Education Provisioning in Nigeria <i>Omoruan, A. I.</i>	243
Teachers Effectiveness as Correlates of Students Academic Achievement in Christian Religious Studies in Ondo State <i>Ojo Oludare David</i>	258
Citizenship Education: A Desideratum for Social Integration and National Development in Nigeria <i>Afolabi, A. B., Onipede, K. J. & Adejumo A. I.</i>	269
The Impact of Government Policy on the Development of Colleges of Education in Kwara State 1974 - 2000 <i>Oyewumi Christiana Funso</i>	284
Assessment of Learning Difficulties in Economics among Senior Secondary School Students in Lagos Mainland Local Government <i>Badamas, Omoshalewa Lasbat, Uyanne, Elizabeth Obiageli, & Oniye, Ridwamullah Kolapo</i>	307
Prevalence of Examination Malpractice in Nigerian Educational Institutions: Problems, Patterns, Pains And Panacea <i>Solomon, Adebayo Olabode</i>	316
Teachers' Managerial Function in Repositioning Education for Good Citizenship in Kwara State, Nigeria <i>Abdullahi, Nimota Jibola Kadir</i>	329

Paradigm Shift Towards Preparation of 21 st Century Teachers in Implementation of Universal Basic Education Curriculum in Multi-Grade Schools in Nigeria <i>Torpev, Terver Francis</i>	345
Ensuring Safety of Statutory and Non Statutory School Records for Quality Service Delivery in Ilorin East - Kwara State <i>Abdulwahab, R., Dije Musa Gumel, Hauwa Yunusa Abubakar & Abbas Aminu Abdullahi</i>	363
Effect of Marzano Instructional Strategy on Secondary Schools Students' Academic Performance in Economics in Ilorin, Nigeria <i>Oyewunmi, I., Yusuf, H. T., Odutayo, A. O. & Akintola, M. A.</i>	374
The Investigation of Male Teachers' Teaching and Job Satisfaction in Primary Schools in Ogbomosho North <i>Ola-alani, Eniola Keji & Abidogun, Babajide Gboyega</i>	382
Citizenship Education for Good Democratic Governance in Nigeria <i>Popoola F.F., Falaiye, F.T. & Popoola S.O.</i>	392

References

- Bosah, H. O. (1997). Record keeping in Nigerian Schools. In Ndu, N., Ocho, L. O. & Okeke, B. S. (Eds) *Dynamics of Educational Administration and Management*. Awka: Meks Publishers Ltd.
- Durosaro, D. O. (2002). Management of School Records. In F. Durosaro & S. Ogunsaju (Eds.) *The craft of educational management*. Ilorin: Indemac.
- Egwyunye, B. O. (2009). *The influence of record keeping on administrative performance of school administrators*. Ebonyi: Elites publishers Ltd.
- Federal Republic of Nigeria (1977), (1981), (2004) *National policy of education*, Lagos: NERC.
- Iwhiwhu, B. C. (2005). Records keeping in schools: *A new paradigm for effective school management*. www.managerial.com.
- Iyede, R. C. (2001). *School personnel management, New Perspective*. Calabar: Cross River Gold publishers limited.
- Modebelu, M. N. & Loyce, C. O. (2014). Qualitative Record Management Skills for Effective Service Delivery in Nigerian Education System. *American Journal of Educational Research* 2(12):1250-1256, Retrieved 10/05/2019
- Nworgu, B. G. (2006). *Educational research: Basic issues and methodology*. Nsukka: University Trust.
- Ogbonnaya, N. I. (1994). Appraisal of Record Keeping Practices of Principals in Abia State Secondary Schools. *Review of Education* 2 (11), 28.
- Uwazurike, C. N. (1991). *Educational planning and national development: A Nigerian perspective*. Awka: Mekslink publishers Nigeria.

EFFECT OF MARZANO INSTRUCTIONAL STRATEGY ON SECONDARY SCHOOLS STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN ILORIN, NIGERIA

¹OYEWUNMI, I., ²YUSUF, H. T., ³ODUTAYO, A. O. & ⁴AKINTOLA, M. A.

^{1,2,3&4} Department of Social Sciences Education, Faculty of Education, University of Ilorin
hamdallatayusuf@yahoo.com

Abstract

This study sought to find out the effect of Marzano instructional strategy on secondary school students' performance in Economics in Ilorin metropolis. The study was a quasi-experimental design which employed pre-test and post-test design. Two secondary schools were randomly sampled after which the sampled schools were randomly assigned to experimental and control groups. The instrument used in this study for data collection was Economics Performance Test (EPT). Analysis of Covariance (ANCOVA) was used to test all the hypotheses generated at 0.05 level of significance. Findings showed that the students taught using Marzano Instructional Strategy performed significantly better in Economics than their counterparts taught using the conventional Instructional Strategy. Based on these findings, it was recommended among others, that teachers should expose students to Marzano instructional Strategy by incorporating the strategy into his/her lesson plan and execute properly for students' achievement; and Government should organize seminars and workshop on Marzano Instructional Strategies for Secondary school teachers so as to enhance students' performance.

Keywords: Marzano instructional strategy, Secondary School Student, Academic performance.

Introduction

Importance of education to an individual and the nation cannot be overemphasized. One of the aims of education is to develop individual such that he will be useful to himself and society at large (NPE, 2004). Daramola & Jekayinka, (2007) broadly define Education as a long process of stimulating the mind, feelings and directing mental energies towards general and specific goals of development and refinement of one's faculties.

By and large, instruction is an act of teaching and most people synonymously use teaching for instruction and instruction as teaching. Oladosu (2009) observed that Instruction is much more than teaching or training because it is systematic, specific and objective. Instruction is the process whereby the environment of the learner or individual is deliberately managed to enable him learn and exhibit certain behaviour under specified condition(s) or as a response to a specified situation. Olorundare (2009) opined that, instruction can be seen as a multimedia process between the learners and a body of knowledge with the teachers as the monitor even though, he/she is a participant in the information processing system. It should be recognized that the strategies used by teachers account for the outcome of their teaching. It is noted that poor performance of students could be attributed to poor instructional strategies employed by the teachers and it is largely depending on the type of classroom interaction pattern used by the teacher (Yusuf, 2004).

Yusuf (2010) opined that teachers are indispensable in the achievement of the goals of the school system; this is because they occupy an important position in the implementation of the school curriculum and they are the managers of the instructional activities within the school system. This is even exemplified in the assertion in the National Policy on Education that no nation can develop above the quality of its teachers (FRN, 2004). Instructional strategies are the classroom practices that teachers use to guide students during the learning, or cognitive process (Wiggins & McTighe, 2008). Instructional strategies include all approaches that a teacher can take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Teaching Resource Guide (TRG)(2014) defined instructional strategy as a method a teacher would employ in his teaching to help activate students' curiosity about a class topic, to engage the students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom interaction, and, in general, to enable and enhance their learning of course content.

Effective instructional strategies meet all learning styles and developmental needs of the learners (Diego, 2012). Instructional strategy relies on teacher's ability to understand the complexity of different types of problems and his ability to present them to his students at the proper time in their learning timeline (Marzano, 2003). They finally submitted that, the more strategies teachers used and the better they executed them, the greater their students' achievement in terms of both status and growth (Marzano, Pickering & Pollock, 2001).

Marzano instructional strategies are instructional strategies developed for teachers' improvement and student achievement. He believes that practical translations of the most current research and theory should be integrated into classroom strategies and should be practiced by both teachers and administrators'. Marzano is an educational leader, who solicited the support of other experts in the field of education, Marzano, Pollack and Pickering conducted a meta-analysis of instructional strategies to determine which were the most effective. Marzano, Pickering, and Pollock (2001) designed an instructional strategy with 9 practices, this strategy was called Marzano instructional strategies. Meta-analysis technique is the combination of results from a number of studies to determine the average effect of a given technique. The 9 practices are: identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; non-linguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and cues, questions, and advance organizers.

Furthermore, identifying Similarities and differences is a situation where students are presented with explicit guidance in identifying similarities and differences enhances students' understanding of and ability to use knowledge; summarizing and note-taking is the act of processing subject matter by deleting, substituting and keeping the most important information; while putting it into a structure that is understandable; reinforcing effort and providing recognition are motivational tools that apply to student attitudes and beliefs about learning and achievement; home-work and practice provide students with opportunities to deepen their understanding and skills relative to content that has been initially presented to them; nonlinguistic representation providing varied feedback and focused practice to increase conceptual understanding; cooperative learning is an organized combination of students assigned to complete a specific learning task; setting objectives and providing feedback encourage students to think metacognitively; generating and testing hypotheses is when a student applies knowledge to solve a problem; and Cues, Question and advance organizers serve to assist students with organizing new information (Marzano, Pickering & Pollock, 2001).

The objectives of economics curriculum amongst others include; student should be able to contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerian, and develop the skills and also appreciate the basis for rational economic decision. (NERDC, 2008). In order to attain the objectives, teachers are given the responsibility of integrating learner friendly instructional

strategies into their teaching. This is so because the conventional instructional strategy encourages the students to be passive participants in the teaching and learning process (Yusuf, Yusuf & Odutayo, 2017). Therefore, this study was carried out to ascertain the effect of marzano instructional strategies on secondary school students' academic performance in Economics in Ilorin.

Research Questions

1. What is the difference between students' taught with marzano instructional strategies and those taught with the conventional strategies?
2. Does gender influence the performance of students taught with Marzano instructional strategies and student taught with the conventional strategies?

Research Hypotheses

1. There is no significance difference of marzano instructional strategies on secondary school students' academic performance in Economics.
2. There is no significance difference of marzano instructional strategies on secondary school students' academic performance in Economics based on gender.

Methodology

This study employed quasi-experimental design of pre-test and post-test according to Madu and Akobi (2014) is the type of design that seeks to establish a cause-effect relationship. Secondary school students offering Economics in Ilorin metropolis are the study population. Two secondary schools were randomly sampled after which the sampled schools were randomly assigned to experimental and control groups. The instrument used in this study for data collection was Economics Performance Test (EPT). Analysis of Covariance (ANCOVA) was used to test all the hypotheses generated at 0.05 level of significance.

Hypotheses Testing

Two null hypotheses were formulated in this study and tested at 0.05 level of significance. Analysis of Covariance (ANCOVA) was the statistical tool used to test these hypotheses.

Hypothesis One: *There is no significance effect of marzano instructional strategies on secondary school students' academic performance in Economics. The data collected from the study was analyzed as shown in Table 1*

Table 1: Results of Analysis of Covariance on the Differences Between the Experimental and Control Groups

Source of variance	Sum of squares	Df	Mean square	F-ratio	Sig.
Corrected model	3381.757 ^a	2	1690.878	43.505	.000
Intercept	2221.645	1	2221.645	57.162	.000
Pretest	2558.900	1	2558.900	65.839	.000
Group	580.633	1	580.633	14.939	.000
Error	2604.014	67	38.866		
Total	57232.00	70			
Corrected Total	5985.771	69			

a. R squared = .565 (Adjusted R squared = .552)

Table 1 shows that the calculated F-value is 14.939 with calculated level of significance .000 computed at critical level of significance 0.05. Since the calculated level of significance (0.000) is less than the critical level of significance (0.05), hypothesis 1 is therefore rejected. This implied that there is a significance difference between the performance of students' taught using Marzano Instructional strategies and those taught using conventional strategies.

Hypothesis Two: *There is no significance difference in the achievement of male and female students' taught using marzano instructional strategies and those taught using the conventional strategies.*

The data collected from the study was analyzed as shown in Table 2.

Table 2: Results of Analysis of Covariance on the Gender Interactive Effect on Students' Taught using Marzano Instructional Strategies and those Taught using the Conventional Strategies

Source of variance	Sum of squares	Df	Mean square	F-ratio	Sig.
Corrected model	3593.536 ^a	4	898.384	24.410	.000
Intercept	2011.637	1	2011.637	54.659	.000
Pretest	2584.666	1	2584.666	70.229	.000
Group	498.945	1	498.945	13.567	.000
Gender	5.852	1	5.852	.159	.691
Group*Gender	204.008	1	204.008	5.543	.022
Error	2392.236	65	36.804		
Total	57232.000	70			
Corrected Total	5985.771	69			

a. R squared = .600 (Adjusted R squared = .576)

Table 2 shows that the calculated F-value is 5.543 with calculated level of significance .022 computed at critical level of significance 0.05. Since the calculated level of significance (0.022) is lower than the critical level of significance (0.05), hypothesis 2 is therefore rejected. This implied that there is a significant difference in the achievement of male and female students' taught using marzano instructional strategies and those taught using the conventional strategies.

Discussion of Findings

Findings revealed that students' performance was better enhanced when students exposed to marzano instructional strategies. This finding is in line with Marzano, Pickering and Pollock (2001); Marzano, (2003); Diego, (2012) who all found that students taught using Marzano instructional strategies had enhanced achievement which made the students different and to outscore their counterparts in the other group. Also, gender has no effect on the performance of the experimental group. Both male and female exposed to Marzano instructional strategies performed better. In other words, Marzano instructional strategies does not favour neither male over female nor female over male.

Conclusion

It has been asserted that the students' performance in Economics is fluctuating despite the importance of the subject as a way of influencing the intellectual, rational being and personal growth of youth. The major cause of the poor performance is attributed to among others, inappropriate instructional strategy employed by teachers and overcrowded classroom. However, there is an indication that performance of students in Economics would be greatly improved if students were exposed to marzano instructional. It showed that Marzano instructional strategy among the students in the classroom provides room for interaction, non-discrimination of students on the basis of gender and enhanced students' performance in Economics

Recommendations

Based on the findings of this study, it is recommended
Teacher should expose students to Marzano instructional strategy because it promotes and encourages social interaction, active engagement in learning, self-motivation, discovery learning, learning by doing and learning by experience.

References

- CESAC (2001). Economics Curriculum for Senior Secondary Schools. Lagos: NERDC press.
- Daramola C.O & Jekayinfa A.A (2007). *Essential notes on the Philosophy of Education*. Bamitex printing press Ilorin Kwara state.
- Diego J.D. (2012). Teacher's perceptions of Marzano's Instructional strategies in Traditional and Virtual classrooms. *A dissertation presented to the Faculty of USC Rossiers School of education, University of Southern California*.
- Eric, G (2013). *Teaching Strategies*. (Filed under Concordia Education Online) www.concordiaeducationonline.org
- Fajemidagba M. O. (2009). *Theories/Models of Instruction II: Philosophical Foundation of Instruction*. In I. O Abimbola & A. O. Abolade (Eds) *Fundamental principles and Practice of Instruction*, Bamitex Printing press, Ilorin.
- Federal Republic of Nigeria (2004). *National Policy of Education*. Lagos: NERDC Press.
- Jekayinfa, A. A. & Olawepo, J.A. (2009). *Fundamental of Subject Methodology*. Published in Nigeria by: OEANOCH Ilorin, Kwara State.
- Marzano, R. J. (1998). *A theory-based meta-analysis of research on instruction*. Aurora, CO: Mid-Continental Regional Educational Laboratory.
- Marzano, R.J., Pickering, D., & Pollack, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for Effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Nathasha, Q. (2014). *Different teaching styles and how they affect your students*. (filed under Education for Students). www.concordiaeducationonline.org
- Okebukola, P.A. (1985). *Effects of cooperative, competitive Individualistic laboratory interaction patterns on students' performance in biology*. Unpublished Ph.D. Thesis, University of Ibadan. Nigeria.

- Okunloye R.W (2014) Lecture Notes on *Principles of Curriculum Development*. (ASE 736)
- Oladosu A.G.A.S. (2009) *Concept in Education related to Teaching I*, in I. O. Abimbola & A. O. Abolade (Eds) *Fundamental principles and Practice of Instruction*. Bamitex Printing press, Ilorin.
- Olorundare S. (2009) *Theories/Models of Instruction I: Philosophical Foundation of Instruction*. In I. O Abimbola & A. O. Abolade (Eds) *Fundamental principles and Practice of Instruction* Bamitex Printing press, Ilorin.
- Teaching Resource Guide, (2014) www.concordiaeducationonline.com
- Wiggins, G. (1993). *Assessing student performances: Exploring the purpose and limits of testing*. San Francisco: Jossey-Bass.
- Wiggins, G. & McTighe, J. (2008) *Put understanding first*. *Educational Leadership*, 65(8), p. 36- 41.
- Yusuf, A (2004) *Effect of Cooperative Instructional Strategy on Students' Performance in Social Studies*, Unpublished PhD thesis, submitted to the Department of Arts and Social Sciences Education, University of Ilorin, Ilorin, Nigeria.
- Yusuf A. (2009) *Economics Education (P.13)* in Jekayinfa A.A. & Olawepo J.A. (Eds.) *Fundamentals of subject Methodologies: Oaenoch, Ilorin*.
- Yusuf, H. T. (2010) *An Evaluation of Concurrent and Consecutive University-based Teacher Education Curricula in Kwara, Oyo and Osun States, Nigeria*. Unpublished Ph.D thesis, Department of Arts and Social Sciences Education, University of Ilorin, Ilorin, Nigeria.
- Yusuf, A., Yusuf, H. T. & Odutayo, A. O., (2017). Effect of Peer Tutoring on Students' Academic Performance in Economics in Ilorin South, Nigeria, *Journal of Peer Learning*, 10(1), 95-102. Available at: <http://ro.uow.edu.au/ajpl/vol10/iss1/7>