



# **Impact Of Case-Based And Scenario Instructional Strategies On Pre-Service English Teachers' Learning Outcomes In Colleges Of Education In Gombe State**

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## **ABSTRACT**

This study investigated the impact of case-based and scenario instructional strategies on pre-service English teachers' achievement and attitudes to Civic Education concepts. It will also examine the interaction impact of gender and academic ability with treatment on the learning outcomes of the pre-service teachers. The will adopt a pre-test, post-test, control group, quasi-experimental design with 3x2x2 factorial matrix. NCE II pre-service teachers from all Colleges of Education in North-east will be studied, each will be exposed to case-based strategy, scenario strategy and conventional method for eight weeks. A Civic Education Achievement Test (CEAT) and Attitude to Civic Education Questionnaire (ATCEQ) adapted from Soluade, (2018) will be used for data collection. Data will analysed with means and standard deviation and the Analysis of Covariance (ANCOVA) tested for significance at 0.05 level. The study found that there is significance difference between the mean scores of students when thought English Concepts using case – based and scenario strategy of students in English Language Concepts in colleges of education in Gombe state. Thus, recommended that, Curriculum designers should consider the advantages and disadvantages of each strategy and offer instructions for its application. Create a flexible curriculum that enables instructors to decide between case-based and scenario-based methods according to the particular learning goals and requirements of their students.

**Keywords:** Civic Education, English teachers, attitudes, instructional strategies

## **INTRODUCTION**

Concerns regarding Nigeria's severity of societal issues have grown in recent years. Armed wars, terrorism, religious intolerance, ethnic strife, kidnapping for ransom, ritual killings, and corruption in the socio-political and economic areas of life are just a few of the issues that negatively affect how other nations view Nigeria. The development and longevity of a democratic culture in Nigeria are seriously hampered by the rising level of lawlessness and anti-democratic behavior (Diba, 2017). Citizens must be given the tools they need to participate in civic and political life in order to reverse this detrimental tendency (Adediran, 2015). The increasing rate of moral degeneration among Nigerian youngsters in particular necessitates deliberate and concerted efforts to cultivate and promote fundamental virtues like tolerance, obedience, honesty, morality, patriotism, and self-discipline.

Additionally, the lack of national consciousness, social cohesion, and patriotic fervor, as well as the prevalence of corruption, indiscipline, disdain for authority figures and the law, and apathy toward work,

are some indications of negative trends in Nigerian society that must be corrected (Adams, 2017). Recent events have shown that Nigeria may soon lose its cherished sense of nationhood, cultural identity, and even its welcoming spirit. According to Adetoro and Omiyefa(2017), Nigerian political leaders have neglected some specific civic obligations while their supporters have also neglected the majority of their social obligations. Since Nigeria's independence, effective citizenship has been absent, and if urgent action is not taken to revive her cherished ideals and ethos, there are fears that the nation may soon fall apart (Ogunyemi, 2014).

All human communities have always been interested in how their children are raised to be civically engaged and prepared for adult life (Adeyemi & Awolere, 2017). Today, though, that interest might be better described as a concern, one that is actually growing, especially among the world's emerging nations. Therefore, civic education has emerged as a major priority. The creation of an informed, useful, and responsible populace is the single most crucial responsibility for the advancement of democracy. Citizens with the necessary knowledge, skills, and dispositions keep democracies strong. A rational commitment on the part of citizens to the core concepts and tenets of democracy is necessary for a free and open society to thrive. Therefore, it is essential that educators, decision-makers, and members of civic societies present the case for civic education and solicit support from all facets of society as well as from the broadest range of organizations and governments (Adebajo, 2015). Students who have engaged in high-quality civic learning are more accepting of others, more receptive to opposing viewpoints, and more eager to accept responsibility for their actions and work to better their communities (Apaak, 2016).

Therefore, in addressing the need for promoting civic education in America, the American Council of Trustees and Alumni (2016) asserted that civic values in America must be continually renewed through education that equips each generation to participate in a democratic republic and comprehend the struggles, both recent and historical, that uphold our freedom. By implementing transformative citizenship education, which can be realized through ENGLISH teaching, culturally responsive and sustaining pedagogy, civic action programs, and ethnic studies teaching, our educational institutions have a responsibility to lessen what Banks (2017) referred to as failed citizenship. The advent of Civic Education in Nigeria will be one educational answer to this demand. In the introduction to the new Civic Education curriculum for Senior Secondary School, the Nigerian Educational Research and Development Council (NERDC, 2007) claims that Civic Education originated in Nigeria as a result of the desire to expose students to the reality of everyday societal living at their age of critical thinking and reasoning about the events taking place around them. This is done in an effort to aid in their acquisition of information, attitude, values, and fundamental skills that will enable them to become disciplined and accountable members of society. Students must have the right information, which they can obtain through involvement, in order to apply what they have learned to their everyday experiences. The NERDC went on to state that the goals of civic education are to: enhance the teaching and learning of emerging issues; promote the understanding of the interrelationships between man/woman, the government, and the society; highlight the structure of government, its functions, and the responsibilities of government to the people and vice versa.

Academic success has continued to be emphasized in light of how dependent it is on teaching practices. Numerous academic attainment studies have shown conflicting results. While some researchers found little evidence of a major impact of instructional tactics on students' academic progress, others discovered a considerable impact. The study of Bozkurt (2017) found no evidence of a significant advantage of novel procedures over traditional ones. In contrast, researchers Beugnot, Fortin, Lacroix, and Villevall (2017), Igba, and Nwafor (2016) and Kebritchi, and Proudfoot (2017) discovered that using novel methods had a considerable advantage over using traditional ones in their investigations. Therefore, this study also focuses on how much narrative discourse might affect students' learning outcomes in civic education.

Additionally, there have been conflicting results on whether or not students and teachers' attitudes changed after being exposed to a novel literary instruction technique. While some people reported seeing a significant improvement after treatment, others reported no improvement or change in attitude. No discernible treatment effect will be discovered on students' attitudes toward social studies, peace education, or environmental education, according to Babarinde (2017). Buhari (2016) discovered,

however, that therapy had a considerable impact on students' attitudes toward civic education and environmental education, respectively. Therefore, more research into students' perceptions of civic education in Nigeria is required.

Though the techniques used to teach the subject have come under scrutiny, civic education is still relatively young, and there is a desire to make it effective. Additionally, even adopting the current techniques for teaching civic education, issues still exist, which raises concerns about both the students' internalization of civic education principles and the techniques themselves. To the best of the researcher's knowledge, no vignettes as instructional methodologies have been tried in Civic Education for pre-service teachers at the college level in South-West, Nigeria. The three issues mentioned above taken together are what motivated this investigation. As a result, the purpose of this study is to determine whether the two vignette models are comparable. Therefore, the gap that this study aims to address is to determine whether the two vignette methods (Case-based and scenario), taking into account academic ability and gender, can result in higher academic attainment in Civic Education than the traditional approach.

### **Statement of Problem**

Due to the nature of civic education, it is essential to test out various teaching strategies in order to ensure that the country meets its civic education objectives and that this new subject does not end up failing to accomplish some of its key aims like other school courses like Social Studies. Vignettes have been used for a variety of educational purposes, including to study risk assessment and clinical decision making in an applied setting, present life stories about children in the ghetto, and raise concerns about educational policy. It has been discovered that vignettes have encouraged active learning in the kids. Its use in civic education, however, has not been thoroughly studied. Therefore, the goal of this study is to determine whether, when exposing pre-service English instructors to principles from civic education, using vignettes discourse tactics will considerably improve their performance and attitude. The researcher will be also interested in figuring out which of the two vignettes (Case-based or Scenario) discourse instructional methodologies would, if at all, encourage pre-service English students to achieve larger gains on the English Language accomplishment test.

### **Objectives of the Study**

The main objective of this study was to investigate the impact of case-based and scenario instructional strategies on pre-service english teachers' learning outcomes in colleges of education in Gombe state. In specific terms, the objectives of the study were to:

1. Determine the difference between the pre-test and post-test mean scores of students who were thought English Concepts using case – based strategy of students in English Language Concepts in colleges of education in Gombe state.
2. Determine the difference between the pre-test and post-test mean scores of students who were thought English Concepts using scenario strategy of students in English Language Concepts in colleges of education in Gombe state.
3. Determine the difference between the mean scores of students when thought English Concepts using case – based and scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

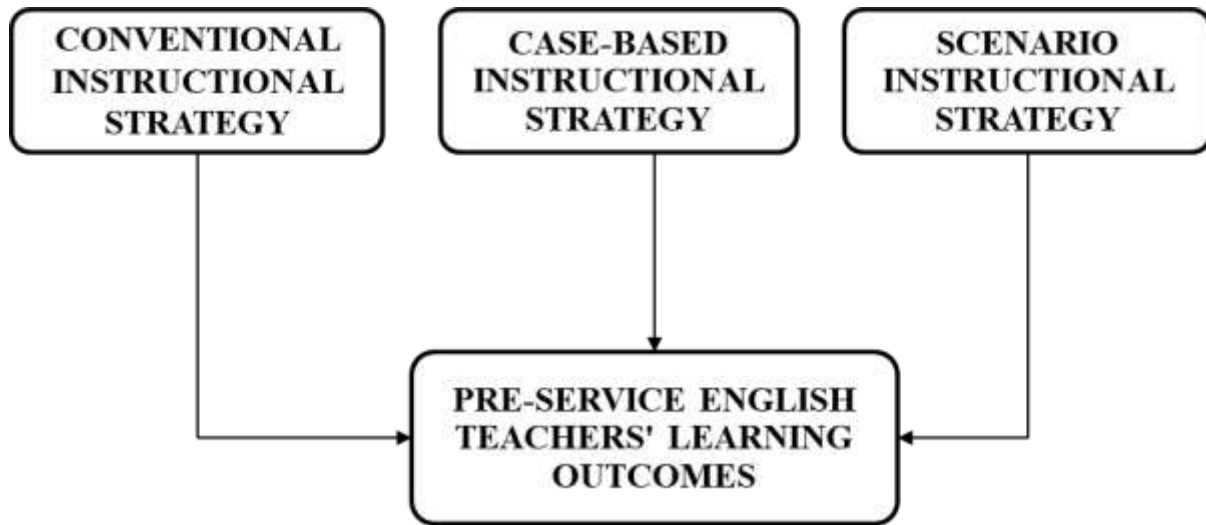
### **Research Hypotheses**

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

1. There is no significance difference between the pre-test and post-test mean scores of students who were thought English Concepts using case – based strategy of students in English Language Concepts in colleges of education in Gombe state
2. There is no significance difference between the pre-test and post-test mean scores of students who were thought English Concepts using scenario strategy of students in English Language Concepts in colleges of education in Gombe state.
3. There is no significance difference between the mean scores of students when thought English Concepts using case – based and scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

**Conceptual Framework**

From the foregoing the pattern of the study can be conceived as shown below in fig 1.



**Figure 1: Conceptual Model for the Study**

Fig 1 shows the independent variable at three levels: case-based learning, scenario strategies and conventional methods. The extent to which each variable influences the learning outcome depends on the instructional approach adopted in teaching.

**Case Based Learning Method**

Levin, (2002) defined cases as richly detailed, contextualized, narrative accounts of teaching and learning that are sufficiently substantive and complex to allow for multiple levels of analysis and interpretation. He argued further that good cases represent the problems, dilemmas, and complexity of teaching something to someone in some context. Shulman (1992) described a case as a narrative, a story, a set of events that unfolds over time in a particular place. Sharon (2009) sees case study as a representation of a real-life or life-like situation. It is a representation rather than a description because it does not have to be text-based and it can contain multiple resources. He stated further that case study is a model that includes a sufficient level of detail for the learning and teaching purpose. The model is a situation or scenario based on events in the real-world. Although narrative case studies are the most common form of case study, they do not have to be limited to text-based descriptions. A case may represent a single event or provide an account of a series of actions over a period of time (Sharon, 2009).

**Scenario Based Learning**

Scenario- based learning is learning that is embedded in the context, within which learners live and work. It's based on the concept of situated cognition, which is the idea that knowledge cannot be developed and fully understood independent of its context (Kindley, 2002). A widely held belief is that high quality of pedagogical design is possible by engaging the learner in the learning process (Schank, Fano, Jona& Bell, 1994). Scenario- based learning takes the form of a storyline in which learners are required to assume a key role (Schank& Cleary, 1995). The roles need to be carefully selected, preferably something that a learner might actually perform in real life. Supporting materials and resources in the form of readings, and other forms of resource materials can wrap around the scenario for deeper understanding of the concepts. A well designed Scenario can offer learners and teachers a highly interactive and engaging learning and teaching environment that is imperative in open and distance educational settings. The scenario- based learning can be used for teaching of any kind of subject matter, at any level of education and training and via any delivery mode. scenario-based learning has particular advantages for practice- based discipline areas where the experience of practitioners is especially relevant to what constitutes knowledge and understanding in the field (Naidu, 2005).

### Conventional Methods

The conventional method as used in Nigeria is a replica of direct instruction. Kozloff, LaNunziata, Cowardin, and Bessellieu (2000) asserted that direct instruction was propounded by Siegfried Engleman, Carl Bereiter and Wes Becker who all worked with disadvantaged children (Becker & Carnine, 1981; Bereiter & Engelmann, 1966). Direct instruction has been developed for over four decades for teaching elementary through secondary language, reading, mathematics, history, higher-order thinking (reasoning), writing, science, Social Studies and legal concepts (Adams & Englemann, 1996; Kameenui and Carnine, 1998). Over the past 30 years, it has been developed for teaching elementary through secondary language, reading, mathematics, higher-order thinking (reasoning), writing, science, Social Studies, and legal concepts (Adams & Engelmann, 1996; Kameenui & Carnine, 1998). Wikipedia (2010) described direct instructional strategy as an educational technique that challenges the mantras of modern bureaucrats and shows that even the most disadvantaged children can excel, if only the schools will teach them. He described direct instruction as a rigorously developed, highly scripted method of teaching that is fast-paced and provides constant interaction between students and the teacher. Moreover, Gagnon and Maccini (2011) posited that direct instruction is a specific method of teaching that focuses on what to teach in respect to the design of the curriculum and how to teach which focuses on specific teaching techniques.

### METHODOLOGY

This study was conducted using quasi-experimental research design. It was considered appropriate for the study because the researcher taught the class (pre-test) using conventional instructional strategy. The case-based and scenario instructional strategies were used in the experimental class, to help the researcher establish the differences between students' performances before and after the experiments. The population for this study was 207 NCE I pre-service English language students of college of education Billiri and college of education and legal studies Nafada, Gombe State. The choice of this set of students is because they were introduced to several English Language concepts and conducted several tests and examinations in the colleges. Because of the manageable size of the population census sampling technique was adapted. Multistage sampling technique was used to determine the sample size of the study.

Three instruments were: English Language Concepts Achievement Test (PT-ELCAT), ELCAT–Posttest I, ELCAT–Posttest II, Pre-test – Lesson Plan for Civic education Class (PT-LPELC), Post-test – Lesson Plan for Civic Education Class (PP-LPELC I), Lesson Plan for Civic Education Class (PP-LPELC II), and the procedural instrument: Teacher Instructional Guide (TIG). The ELCAT assessed English pre-service teachers' knowledge of English Language Concepts; The PP-LPELCs are lesson plans to guide the conduct of the experiments for the methods of instructions involved; conventional, case-based and scenario strategies accordingly. The ELCAT, PP-LPELC, TIG and marking schemes have been validated by two lectures in the Department of educational foundation, Gombe state university evaluated the suitability of the items in term of content, clarity and whether the items measure what they are supposed to measure. The suggestion of the validators was used in drafting the instruments.

Data for the study was collected through the administration of the the ELCAT and PP-LPELC, through the following procedures:

- i.) **Pre-test:** the researcher will administer Pre-test – English Language Achievement Test (PT-ELCAT) prior the treatment class.
- ii.) **Marking:** The researcher will mark the sheets to obtain the students' scores after the pre-test.
- iii.) **Treatment I:** Classroom teaching will last for the period of 4 weeks using four 4 lesson periods for all the experimental classes involved using case – based instructional strategy in the study by the researcher.
- iv.) **Post-test:** Post-test I – English Language Concepts Achievement Test (PP-ELCAT) was administered after treatment by the researcher.
- v.) **Marking:** The researcher will mark the sheets to obtain the students' scores after the treatment.

- vi.) **Treatment II:** Classroom teaching will last for the period of 4 weeks using four 4 lesson periods for all the experimental classes involved using scenario instructional strategy in the study by the researcher.
- vii.) **Post-test:** Post-test II – English Language Concepts Achievement Test (PP-ELCAT) was administered after treatment by the researcher.
- viii.) **Marking:** The researcher will mark the sheets to obtain the students` scores after the treatment.

The data collected were analysed using Statistical Package for Social Sciences (SPSS), t-test and Pearson Product Moment Correlation were used to test the null hypotheses at 0.05 level of significance. The cut off mark for decision on students` performance was 40 marks. This indicates that any student who score 40marks and above considered passed and those with less than 40 marks considered failed. If t-cal value is less that the p – value, Ho was accepted otherwise rejected. If r – value is greater than the p – value Ho was rejected else accepted.

**RESULTS AND DISCUSSION**

**Research Hypothesis One:** There is no significance difference between the pre-test and post-test mean scores of students who were thought English Concepts using case – based strategy of students in English Language Concepts in colleges of education in Gombe state.

**Table 1:** t – test on the difference between the pre-test and post-test mean scores of students who were thought English Concepts using case – based strategy of students in English Language Concepts in colleges of education in Gombe state.

| <b>Instructional Strategy</b>     | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>df</b> | <b>T</b> | <b>p</b> |
|-----------------------------------|----------|-------------|-----------------------|-----------|----------|----------|
| Conventional Strategy (Pre-test)  | 207      | 31.4007     | 13.5727               | 206       | 75.5     | .000     |
| Case – based strategy (Post-test) | 207      | 31.4007     | 13.5727               |           |          |          |

Table 1 present the result of an independent t – test conducted on the difference between pre-test and post-test mean scores of students who were thought English Concepts using case – based strategy of students in English Language Concepts in colleges of education in Gombe state. The results show that the P value (.000) is less than 0.05 level of significance, hence, Ho is Rejected, this indicated that there is significant difference between the pre-test and post-test mean scores of students who were thought English Concepts using case – based strategy of students in English Language Concepts in colleges of education in Gombe state.

**Research Hypothesis Two:** There is no significance difference between the pre-test and post-test mean scores of students who were thought English Concepts using scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

**Table 2:** t – test on the difference between the pre-test and post-test mean scores of students who were thought English Concepts using scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

| <b>Instructional Strategy</b>    | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>df</b> | <b>T</b> | <b>p</b> |
|----------------------------------|----------|-------------|-----------------------|-----------|----------|----------|
| Conventional Strategy (Pre-test) | 207      | 31.4007     | 13.5727               | 206       | 83.3     | .000     |
| Scenario strategy (Post-test)    | 207      | 60.8021     | 7.9336                |           |          |          |

Table 2 present the result of an independent t – test conducted on the difference between the pre-test and post-test mean scores of students who were thought English Concepts using scenario strategy of students in English Language Concepts in colleges of education in Gombe state. The results show that the P value (.000) is less than 0.05 level of significance, hence, Ho is Rejected, this indicated that there is significant

the pre-test and post-test mean scores of students who were thought English Concepts using scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

**Research Hypothesis Three:** There is no significance difference between the mean scores of students when thought English Concepts using case – based and scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

**Table 3:** t – test on the difference between the level of students’ interests on the use of CAPPs and Animation in teaching oral English in selected senior secondary school within Gombe metropolis.

| <b>Instructional Strategy</b>     | <b>N</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>df</b> | <b>T</b> | <b>p</b> |
|-----------------------------------|----------|-------------|-----------------------|-----------|----------|----------|
| Case – based Strategy (Post-test) | 207      | 31.4007     | 13.5727               | 206       | 61.069   | .000     |
| Scenario strategy (Post-test)     | 207      | 60.8021     | 7.9336                |           |          |          |

Table 3 present the result of an independent t – test conducted on the difference between the mean scores of students when thought English Concepts using case – based and scenario strategy of students in English Language Concepts in colleges of education in Gombe state. The results show that the P value (.000) is less than 0.05 level of significance, hence, Ho is rejected, and this indicated that there is significant difference between the mean scores of students when thought English Concepts using case – based and scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

**Findings of the Study**

1. There is significance difference between the pre-test and post-test mean scores of students who were thought English Concepts using case – based strategy of students in English Language Concepts in colleges of education in Gombe state
2. There is significance difference between the pre-test and post-test mean scores of students who were thought English Concepts using scenario strategy of students in English Language Concepts in colleges of education in Gombe state.
3. There is significance difference between the mean scores of students when thought English Concepts using case – based and scenario strategy of students in English Language Concepts in colleges of education in Gombe state.

**DISCUSSION OF FINDINGS**

The first finding indicates that there is a significant difference between the pre-test and post-test mean scores of students who were taught English Concepts using the case-based strategy. This agrees with Shahid's research (2017) that video-podcasts help EFL students improve their listening comprehension. The results of Robi (2016) showed that students had a favorable attitude about podcasts because they assisted them in learning English and the clear pronunciation that came from the podcast piqued their attention and made studying more fun. Astrimardila and Erwin (2017) expressed that employing technology effectively can benefit both students and teachers. This stressed that the case-based teaching strategy is effective in improving students' understanding of English Language Concepts in this educational context. Students who were exposed to the case-based approach showed a noticeable improvement in their test scores, indicating that this strategy enhances their learning outcomes.

The second finding highlights that there is also a significant difference between the pre-test and post-test mean scores of students who were taught English Concepts using the scenario strategy. This agrees with the results of Baba and Ojakovo (2021) that performances of students is relatively poor to those taught with irregular accessories. This implies that the scenario strategy is effective in enhancing students' grasp of English Language Concepts in colleges of education in Gombe State. Students who received instruction through the scenario strategy exhibited a significant improvement in their post-test scores, indicating that this approach contributes positively to their learning.

The third finding focuses on comparing the two teaching strategies directly, indicating a significant difference between the mean scores of students taught using the case-based strategy and those taught

using the scenario strategy. This agreed with Baba and Ojakovo (2021) discovered a substantial difference in students' literal, inferential, and critical levels of listening comprehension ability between those who were taught using case – based and those who were taught using classroom text. Moreover, et al., (2020) discovered that the group who received phonetic films and a digital dictionary through a computer outperformed the group that only received pronunciation instruction without CALL in terms of learning the phonemic sounds. Meandwhile, Pourhosein and Rahimy (2020) the results of the quantitative investigation showed a considerable improvement in pronunciation. This finding confirms that both strategies are effective, it doesn't specify which strategy is superior; it only establishes that there is a difference in their effectiveness. Further research or analysis may be necessary to determine whether one strategy is more effective than the other or if their effectiveness varies depending on specific factors or student characteristics.

These findings suggest that both the case-based and scenario teaching strategies are beneficial for enhancing students' English Language Concepts in colleges of education in Gombe State. They indicate that these strategies have a significant impact on improving students' performance in English Language Concepts. However, it's important to note that the choice between these strategies should consider factors such as the learning objectives, student preferences, and the context of the educational environment. Additionally, further research may be needed to understand the nuances of how each strategy affects different aspects of learning and to determine the most appropriate strategy for specific teaching scenarios.

## **CONCLUSION**

In Colleges of education in Gombe state, the case-based approach is successful in improving students' knowledge of English language concepts. The knowledge and skills of the students who received training using the case-based technique improved. In Gombe state's colleges of education, the scenario technique works well to increase students' understanding of English language concepts. The learning outcomes of the students who were exposed to the scenario-based teaching method showed a discernible improvement. It only states that both tactics are successful; it makes no distinction between them. To ascertain whether one technique is more effective than the other or whether their performance varies based on particular elements or student characteristics, more investigation or study is required. However, other considerations should be taken into account when choosing which of these tactics to use specifically.

## **RECOMMENDATIONS**

The following recommendations aim to leverage the effectiveness of both case-based and scenario-based teaching strategies to enhance students' learning experiences and academic performance in English Language Concepts:

1. The colleges should encourage lecturers to diversify their teaching methods by incorporating both case-based and scenario-based strategies into their lessons. Thus, provide training and support to help lecturers effectively implement these strategies in the classroom.
2. The colleges should collaborate with curriculum planners to integrate case-based and scenario-based learning modules into the English Language Concepts curriculum. Thus, ensure that these modules align with the learning objectives and standards.
3. The colleges should design assessment methods that align with case-based and scenario-based strategies to evaluate students' comprehension and critical thinking skills. Thus, provide timely feedback to students to help them improve their performance in English Language Concepts.



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