

AVAILABILITY OF TEACHERS AND ADEQUACY OF EDUCATIONAL RESOURCES IN THE IMPLEMENTATION OF ENGLISH LANGUAGE CURRICULUM FOR BASIC EDUCATION IN NIGERIA

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Abstract

This study examined the availability of qualified teachers and educational resources necessary for implementing the English language curriculum for basic education in Kaduna North and Kaduna South Local Government Areas (LGAs) of Kaduna State. A sample of seventy (70) teachers from twenty-eight (28) junior secondary schools, comprising eighteen (18) schools in Kaduna North and ten (10) schools in Kaduna South, participated in the study. The findings indicated that in Kaduna North LGA, 42% of the English teachers were qualified, while 58% lacked the necessary qualifications. Additionally, 75% of the teachers in this area reported that the number of available English language teachers was insufficient, with only 25% indicating an adequate teacher supply. In Kaduna South LGA, 65% of English language teachers were identified as qualified, whereas 35% were not. Here, 45% of the respondents perceived the availability of English teachers as adequate, while 55% deemed it inadequate. Further analysis revealed a significant shortfall in essential educational resources across the schools surveyed. Items such as student's textbooks, teacher's guides, charts, slides, projectors, audio and video tapes, CDs, and DVDs were largely insufficient, and language laboratories were completely absent in all institutions visited. The study recommended that Kaduna State Universal Basic Education Board, Local Government Education and school authorities should ensure the provision of adequate educational resources in all schools to enhance the effectiveness of the teaching-learning process. Moreover, there is a need to recruit and deploy a sufficient number of qualified English language teachers to promote the successful implementation of the basic education curriculum and to improve educational outcomes in Kaduna State.

Keywords: Teachers, Educational Resources, Implementation, Basic, Education

Introduction

The development of human and material resources has recently become a central focus in advancing national growth. A nation's economic and social progress largely hinges on the development of human capital, particularly in the education sector. Without sufficient investment in the education sector's human and material resources, national growth may be significantly hindered. Education serves as a crucial tool for social and economic mobility on an individual level and as a transformative force for society at large. This study focuses on basic education, the foundational stage in a structured educational system. While the home is

the primary socializing agent, the basic education school is typically the first environment where formal education and literacy are introduced to children. Basic education thus forms the groundwork for all subsequent levels of education; failing to establish a solid foundation here threatens the stability of the entire educational framework.

In September 1999, the Nigerian government introduced the Universal Basic Education (UBE) programme to provide free and compulsory education from the primary to junior secondary school levels. However, studies (e.g., Yusuf, Afolabi, & Oyetayo, 2014) have identified insufficient human and educational resources as significant obstacles to the successful implementation of the UBE programme. Like all organizational initiatives, UBE's success depends substantially on the availability of adequate human and educational resources.

Yusuf and Dada (2016) further highlight the growing demand for education, which has outpaced resource development efforts. Supporting this perspective, UNESCO's *Education for All (EFA) Global Monitoring Report* (2005) offers an in-depth analysis of various factors affecting educational quality across global regions, which suggests that many countries may struggle to meet EFA goals due to shortages in human and educational resources, including trained teachers, infrastructure, and instructional materials. In curriculum implementation, teachers play a pivotal role as primary implementers, making their availability and qualifications critical to educational outcomes.

Human and educational resources are critical components in the advancement and development of any sector, including education. In fact, human resources, particularly teachers, are the foundation of the educational system. They play an essential role in planning, organizing, directing, coordinating, implementing, and overseeing the utilization of available resources to achieve educational goals and objectives. Education has been recognized as one of the largest industries worldwide, given the considerable number of individuals engaged in its production and consumption.

Historical evidence suggests that advanced nations, such as the United States, the former Soviet Union, Denmark, and Japan, have relied heavily on education for rapid growth. Education is globally acknowledged as a crucial factor in societal development, with expectations that the educational system will cultivate the quality and quantity of human resources necessary for economic growth through an optimal combination of inputs.

Several scholars, including Adeyemi & Igbeneweka (2004), Ado, Akinbola and Inyang (2010) and Yusuf (2012), have observed that effective and high-quality education depends on both the competence of the teaching staff and the quality of instructional materials available and utilized within schools. Teachers are the most critical component of human resources in educational institutions. Numerous studies have examined the Universal Basic Education Programme and the extent to which resources have been efficiently used to ensure functional, high-quality basic education in Nigeria (Afolayan & Adeleke, 2021; Ado, Akinbola & Inyang, 2010; Yusuf & Dada, 2016; Yusuf, 2012; Abdullahi & Yusuf, 2021). Findings indicate that infrastructural resources are among the factors that can significantly impact the successful implementation of any curriculum across various levels of the educational system.

Ado, Akinbola, and Inyang (2010) identified a concerning deficiency in the teacher-student ratio in Bayelsa State, primarily due to an imbalance between teacher supply and

demand, leading to large class sizes. Their study emphasized that both human and material resources are vital in the effective implementation of curricula.

Ado et al. (2010) further underscored that human and material resources are strategic components in the implementation of educational policies. Similarly, Ibukun (2009) identified teacher quality and commitment as significant predictors of educational quality, concluding that the successful implementation of a curriculum depends on both the quantity and quality of the teaching workforce.

In light of these issues, this study aims to evaluate the availability of teachers and adequacy of educational resources necessary for implementing the English language curriculum under the basic education framework in selected junior secondary schools in Kaduna North and Kaduna South Local Government Areas of Kaduna State

Objectives of the Study

The objectives of the study were to:

1. Determine the availability and adequacy of teachers for the implementation of the English Language curriculum for basic education in Kaduna North Local Government Area of Kaduna State.
2. Assess the availability of educational resources for the implementation of the English Language curriculum for basic education in Kaduna North Local Government Area of Kaduna State
3. Determine the availability and adequacy of teachers for the implementation of the English Language curriculum for basic education in Kaduna South Local Government Area of Kaduna State
4. Ascertain the availability of educational resources for the implementation of the English Language curriculum for basic education in Kaduna South Local Government Area of Kaduna State.

Research Questions

1. To what extent are the available teachers adequate for the implementation of the English Language curriculum for basic education in Kaduna North Local Government Area of Kaduna State?
2. To what extent are educational resources available and adequate for the implementation of the English Language curriculum for basic education in Kaduna North Local Government Area of Kaduna State?
3. To what extent are the available teachers adequate for the implementation of the English Language curriculum for basic education in Kaduna South Local Government Area of Kaduna State?
4. To what extent are educational resources available and adequate for the implementation of the English Language curriculum for basic education in Kaduna South Local Government Area of Kaduna State?

Methodology

This study employed a survey research design. The population comprised all 384 junior secondary schools and 2,100 teachers in Kaduna State. The study focused on Kaduna North and Kaduna South Local Government Areas (LGAs). Specifically, teachers were classified into

two categories: qualified and unqualified. Qualified teachers held either a Nigeria Certificate of Education (NCE), a Bachelor of Arts Education (BA Ed)/Bachelor of Science Education (BSc Ed), or a Bachelor of Arts (BA)/Bachelor of Science (BSc) along with a Postgraduate Diploma in Education (PGDE). Unqualified teachers included those lacking teaching credentials and those with qualifications in disciplines other than English.

A structured questionnaire titled "Availability of Teachers and Adequacy of Educational Resources in the Implementation of the English Language Curriculum For Basic Education" was used as the primary instrument for data collection. The questionnaire consisted of two sections: Section One collected demographic information, including school name, years of experience, qualifications, and area of specialization. Section two contained items assessing the availability of English Language teachers and the adequacy of Educational Resources. The instrument was validated through a trial test conducted at Government Secondary School U/Rimi. Five teachers, with qualifications equivalent to those in the main study but who were not part of the primary sample, participated in this pilot test. Reliability was established using a test-retest approach and analyzed with Cronbach alpha, yielding a reliability coefficient of 0.78. Data analysis included frequency counts and percentage calculations.

Research Question 1: To what extent are the available teachers adequate for the implementation of the English Language curriculum for basic education in Kaduna North Local Government Area?

Table 1: Frequency distribution and Percentage of availability and adequacy of English Language teachers in the implementation of the basic education English Language curriculum in Kaduna North Local Government Area

No	Qualification	No of Teachers	Qualified	Not Qualified	Adequate	Not Adequate
1	NCE (English)	15	(30%)	(0%)	(10%)	(20%)
2	NCE (Others)	10	(0%)	(20%)	(0%)	(20%)
3	BAEd/BEEd English	6	(12%)	(0%)	(0%)	(12%)
4	BAEd/BEEd (others)	5	(0%)	(10%)	(5%)	(5%)
5	BA/BSc/HND	14	(0%)	(28%)	(10%)	(18%)
	TOTAL	50	(42%)	(58%)	(25%)	(75%)

NCE= Nigeria Certificate of Education, BA= Bachelor in Arts, BA Ed= Bachelor of Arts Education, BSc Ed= Bachelor of Science Education, B Ed= Bachelor of Education, HND= Higher National Diploma.

Table 1 presents the distribution and qualifications of English Language teachers, highlighting both the frequency and percentage of those considered qualified and unqualified.

The data reveals that (30%) of the English Language teachers hold an NCE without an English Language specialization, while (12%) are BEAd/BEEd holders who specialized in English Language. Additionally, (10%) are BAEd/BEEd holders with no specialization in English Language, and (28%) are BA/BSc/HND holders who lack formal teaching qualifications.

The table further details teachers' perceptions of the adequacy of English Language teaching staff in their schools. Among NCE teachers with an English specialization, (10%) regard the current staffing as adequate, while (20%) find it inadequate. In contrast, none of the NCE teachers without an English specialization deemed staffing adequate, though (20%) perceived it as inadequate. Among teachers with BAEd/BEEd degrees in English, (12%) indicated inadequacy, with none finding it adequate, while (5%) of BAEd/BEEd teachers in other specializations rated staffing as both adequate and inadequate, equally. Finally, (10%) of teachers with BA/BSc/HND degrees without teaching qualifications viewed staffing as adequate, whereas (18%) reported inadequacy.

Overall, Table 1 indicates that (42%) of the English Language teachers are deemed qualified, while (58%) lack the necessary qualifications. Moreover, (25%) of respondents consider the current number of English teachers sufficient, while (75%) find it insufficient. This suggests a significant shortage of qualified English Language teachers, hindering effective implementation of the Basic Education Curriculum in Kaduna North LGA, Kaduna State, Nigeria.

Research Question 2: To what extent are educational resources available and adequate for the Implementation of the English Language curriculum for basic education in Kaduna North Local Government Area?

Table 2: Availability (AV) and Adequacy of Educational Resources in Schools in Kaduna North LGA

Educational Resources Facilities	School																		Remarks
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
New Basic Education Curriculum	N A	N A	N A	A V	N A	N A	N A	A V	N A	N A	N A	A V	N A	N A	N A	N A	A V	N A	Available in only four (4) out of the eighteen (18) schools visited
Schemes of Work/ Dairies	A V	A V	N A	N A	N A	N A	N A	A V	N A	N A	N A	N A	A V	A V	N A	N A	N A	N A	Available in only 5 schools out of the eighteen (18) schools visited
Teachers English Textbook	A V	N A	N A	A V	N A	N A	N A	A V	N A	A V	N A	A V	A V	A V	N A	N A	A V	N A	Available in seven out of the eighteen (18) schools visited

Teachers guide in English	A V	N A	N A	A V	N A	N A	N A	N A	A V	N A	A V	N A	A V	A V	A V	N A	N A	N A	A V	Available in only nine (9) out of eighteen (18) schools visited
Students English Textbook	A V	N A	N A	A V	N A	N A	N A	A V	N A	A V	N A	A V	A V	A V	N A	N A	A V	A V	Available in only nine (9) out of eighteen (18) schools visited	
Tape Recorder	A V	N A	N A	A V	N A	N A	N A	A V	N A	A V	N A	A V	A V	A V	N A	N A	A V	A V	Not available in all schools visited.	
Audio CDs	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.	
Video/DVDs	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.	
Posters Charts,	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.	
Flashcards	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Available in only one (1) out of the eighteen (18) schools visited.	
Language Laboratory	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.	
ICT canter	N A	N A	N A	A V	N A	A V	N A	N A	N A	N A	N A	N A	N A	N A	A V	N A	N A	A V	Available in only three (3) out of the eighteen (18) schools visited.	
Library/ e-library	N A	N A	A V	A V	N A	N A	N A	N A	N A	A V	N A	A V	N A	A V	N A	A V	N A	A V	Available in only seven (7) out of the eighteen (18) schools visited.	
Slide	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.	
Projector	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.	

Audio cassette	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Not available in all schools visited.
	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
Video CD/DVD	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Not available in all schools visited.
	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	

AV- Available, NA-Not Available

Table 2 presents an analysis of the availability of essential educational resources for English Language education across surveyed schools. Findings indicate a pronounced shortage of foundational resources, such as teacher guides and student textbooks, across most institutions. Notably, audiovisual aids, including tape recorders, slides, projectors, VCDs, and DVDs, were entirely absent from all the schools assessed. Other visual aids, like charts, pictures, and posters, were similarly unavailable.

Only four out of the eighteen schools surveyed had copies of the Basic Education Curriculum, highlighting a substantial gap in curricular access. Furthermore, no language laboratories were found in any of the schools. Although ICT resources were limited, three ICT centers were identified, along with seven libraries, three of which were equipped as e-libraries.

This data underscores significant limitations in the instructional resources essential for effective English Language instruction, potentially impeding the successful delivery of the Basic Education Curriculum across the surveyed schools.

Research Question 3: To what extent are the available teachers adequate for the Implementation of the English Language Curriculum for basic education in Kaduna South Local Government Area?

Table 3: Frequency distribution and percentage of availability and adequacy of English Language teachers in the implementation of the Basic Education Curriculum in Kaduna South LGA

No	Qualification	Number of Teachers	Qualified	Not Qualified	Adequate	Not Adequate
1	NCE (English)	8	(40%)	(0%)	(10%)	(30%)
2	NCE (other areas)	4	(0%)	(20%)	(10%)	(10%)
3	BAEd/BEEd English	5	(25%)	(0%)	(15%)	(5%)
4	BAEd/Bed (other areas)	2	(0%)	(10%)	(5%)	(5%)
5	BA/HND	1	(0%)	(5%)	(5%)	(5%)
	Total	20	(65%)	(35%)	(45%)	(55%)

NCE = Nigeria Certificate of Education, BA = Bachelor in Arts, BAEd = Bacheclor of Arts Education BEd = Bachelor of Education, HND = Higher National Diploma.

Table 3 provides an analysis of the qualifications and adequacy of English Language teachers, detailing the distribution by qualification type and perceived adequacy. According to the data, (40%) of English Language teachers hold an NCE with a specialization in English, while (20%) possess an NCE without an English specialization but still teach the subject. A further (25%) have a BAEd/BEEd in English Language, (10%) are BAEd/BEEd holders in other

subjects who teach English, and (5%) hold a BA or HND without any formal teaching qualification.

The Table also reflects teachers' perceptions regarding the adequacy of English Language teaching staff. Among NCE-qualified teachers specializing in English, (30%) reported adequacy in teacher numbers, whereas (10%) found them inadequate. Of NCE teachers without an English specialization, (10%) considered staffing adequate, while another 10% rated it as inadequate. Additionally, (15%) of BAEd/BEEd English Language teachers regarded the teacher count as adequate, with (5%) considering it inadequate. Among non-English specialists holding a BAEd/BEEd, (5%) found teacher availability inadequate, while (5%) of BA/HND holders without teaching credentials reported adequacy, and another (5%) rated it as inadequate.

In summary, Table 3 shows that (65%) of the English Language teachers are deemed qualified, while (35%) lack formal qualifications. Furthermore, (45%) of respondents believe that the current number of English Language teachers is adequate, whereas (55%) find it insufficient. These findings suggest a notable shortage of qualified teachers, posing challenges to the effective implementation of the Basic Education Curriculum in English Language in Kaduna South LGA, Kaduna State, Nigeria.

Research Question 4: To what extent are Educational Resources available and adequate for the Implementation of the English Language curriculum for basic education in Kaduna South Local Government Area?

Table 4: Availability (AV) of Educational Resources in Schools in Kaduna South LGA

Teaching-Learning Materials/Facilities	School										Remarks
	1	2	3	4	5	6	7	8	9	10	
New Basic Education Curriculum	N A	N A	N A	N A	A V	A V	A V	A V	N A	A V	Available in only five (5) out of the ten (10) schools visited
Schemes of Work/ Dairies	A V	A V	A V	A V	N A	N A	A V	A V	N A	A V	Available in seven (7) schools out of ten (10) schools visited
Teachers English Textbook	A V	A V	A V	A V	N A	A V	A V	A V	A V	A V	Not available in all schools visited.
Teachers guide in English	A V	N A	N A	N A	N A	A V	A V	N A	N A	A V	Available in five (5) out of ten (10) schools visited

Students English Textbook	A V	A V	N A	A V	A V	N A	A V	N A	A V	A V	Available in seven (7) out of ten (10) schools visited
Tape Recorder	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.
Audio CDs	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.
Video/DVDs	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.
Posters Charts, Flashcards	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.
Language Laboratory	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.
ICT canter	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.
Library	A V	A V	A V	N A	N A	A V	N A	N A	A V	N A	Available in five (5) out of the ten (10) schools visited.
Slide	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.
Projector	N A	N A	N A	N A	N A	N A	N A	N A	N A	N A	Not available in all schools visited.

AV – Available, NA – Not Available

Table 4 presents an analysis of the availability of essential educational resources for English Language education across surveyed schools. Findings indicate a pronounced shortage of foundational resources, such as teacher guides and student textbooks, across most institutions. Notably, audiovisual aids, including tape recorders, slides, projectors, VCDs, and DVDs, were entirely absent from all the schools assessed. Other visual aids, like charts, pictures, and posters, were similarly unavailable.

Only five out of the ten schools surveyed had copies of the Basic Education Curriculum and teacher's guides, highlighting a substantial gap in curricular access. Furthermore, no language laboratories, ICT Centres, projectors, slides, audio and video CDs were found in any of the schools. Although five libraries with some fairly reasonable number of books.

This data underscores significant limitations in the instructional resources essential for effective English Language instruction, potentially impeding the successful delivery of the Basic Education Curriculum across the surveyed schools.

Conclusion

The findings of this research underscore critical gaps in the provision of qualified English Language teachers and essential instructional resources necessary for the effective implementation of the Basic Education Curriculum in Kaduna North and South LGAs, Kaduna

State, Nigeria. A significant proportion of English Language teachers lack the qualifications or specialization necessary for high-quality instruction, and many schools lack the basic instructional materials and facilities crucial to developing students' language skills. Furthermore, while ICT centers and libraries are present in a few schools, Language Laboratories and other critical resources for aural-oral skill development are largely absent. This insufficiency of both human and material resources poses a substantial barrier to students' acquisition of the four key language skills namely, listening, speaking, reading, and writing, thereby limiting overall performance across the curriculum.

Recommendations

Provision of Instructional Materials: To support the effective teaching of English Language, the Kaduna State Government should ensure that all schools are equipped with essential instructional materials, including tape recorders, audio and video DVDs, CD players/discs, slides, projectors, posters, charts, and flashcards. These resources are instrumental in enhancing student engagement and language acquisition within the new Basic Education Curriculum.

Establishment of Language Labs and ICT Centers: The development of facilities such as language laboratories, ICT centers, and e-libraries in all schools is critical. Such facilities would bolster the teaching of English by allowing students to practice and refine their aural-oral skills. Moreover, these resources would support the holistic acquisition of the four essential language skills, positively influencing students' proficiency and academic performance across subjects, as English serves as the medium of instruction.

Strengthening Teacher Qualifications and Supply: Successful implementation of the English Language curriculum depends heavily on the availability of sufficiently qualified teachers. To ensure students benefit from the Universal Basic Education (UBE) initiative, the government must prioritize hiring adequately trained English Language teachers. Existing unqualified teachers should be encouraged to pursue postgraduate diplomas, part-time programs, or correspondence courses through colleges of education, universities, and other specialized training institutions. A reasonable time limit should be established for unqualified teachers to obtain the necessary credentials, after which non-compliant teachers should be transitioned out of the system in favor of new, qualified hires.

Further Research and Replication of Study: To enhance educational quality at local, state, and national levels, similar studies should be conducted in other Local Government Areas within Kaduna State and beyond. Expanding this research will provide deeper insights into the availability and effectiveness of human and material resources, guiding policy and resource allocation decisions aimed at improving educational outcomes across Nigeria.

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