BREAKING THE BURDENS OF YOUTHS' INCIVILITY AND POLITICAL LASSITUDE: THE EFFECTS OF APPRECIATIVE INQUIRY INSTRUCTIONAL STRATEGY

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Abstract
The alarming increase in youths' incivility and unethical behaviours has become a major threat to national development. Efforts to address the persistent decline in undergraduate students' citizenship behaviour have not also yielded much result, partly because of the continuous use of teacher-centered strategies with their attendant ineffectiveness in preparing university students for future political leadership roles. Therefore, this study determined the effects of appreciative-inquiry instructional strategy on undergraduate students' learning outcomes in citizenship education concepts in social studies in south-west, Nigeria. The study adopted a pretest-posttest, control group, quasi-experimental research design with 2x2x2 factorial matrix. Using total enumeration sampling technique, 511 participants who were 300 level social studies undergraduate students were selected from intact social studies classes in six purposively selected universities in South-west Nigeria. Instruments used for data collection were: Citizenship Education Concepts Knowledge Test (r = 0.87), Citizenship Education Attitude Scale (r = 0.85), Citizenship Practice Questionnaire (r = 0.81) and instructional guides for each of the strategies. Data were analyzed using Analysis of Covariance. Treatments had significant main effect on social studies students' citizenship knowledge ($F_{(2,498)}$= 56.89, $?^2$=.19), attitude ($F_{(2,498)}$= 25.21, $?^2$= .09) and practice ($F_{(2,498)}$= 80.17, $?^2$=.76). Appreciative-inquiry instructional strategy enhanced undergraduate students' citizenship knowledge, attitude and practice. Hence, the strategy was recommended for the teaching citizenship education concepts to undergraduate students.

Keywords: *Youths' incivility, Political lassitude, Citizenship education, Appreciative-inquiry strategy, Instructional Strategy*

Background to the Study
Citizenship Education, as one of the emerging trends in social studies curriculum occupies a prominent position in solving the problem of incivility and political ignorance in the society (Lee, 2010). Citizenship Foundation (2014) avers that citizenship education increases learners' knowledge and skills to understand challenge and engage with the

pillars of democracy: politics, economy and law. In its own submission, theAmerican Sociological Association (2009) describes citizenship education as the teaching of knowledge, skills and dispositions needed to become a responsible and effective citizen of a country. Kerr (2009) explains that citizenship education increases students' knowledge, skills and values. To Akinlaye (2003), citizenship education also prepares students to take appropriate civic actions as individuals or as members of groups devoted to civic improvement. Merrifield and Mutebi (1991) further reveal that citizenship education enables students to understand, appreciate, and apply knowledge, processes, and attitudes from academic disciplines. Citizenship education is one subject, according to VanSledright (2011) that is specifically designed in content and function; to produce healthy, good and active citizens, wherein a good citizen is seen as patriotic, responsible, disciplined and conscientious, morally sound with love for his/her country.

Jarolimek (1987, 1996) emphasizes that citizenship education fosters the training of mind and character, which constitute moral excellence in an individual for the good of the society. Budano (2012) describes citizenship education as a conscious process of inculcating certain values, habits and attitudes which the society considers desirable and essential for its survival as a unit and for its overall development. Furthermore, Ogunyemi (2009) asserts that one major task of citizenship education is to increase understanding and acceptance of national diversities and to foster the uses of such an understanding to generate desirable social attitudes such as co-operation, discipline, social and moral responsibility. Furthermore, Adeleke and Olubela (2010) reiterate that citizenship education promotes respects for others and recognition of the quality of all human beings, and this would help in combating all forms of discriminations (racist, gender-based, religious, ethnic, etc) by fostering the spirit of tolerance and peace among human beings. Falade (2008) explain that if citizenship education concepts are well-taught in schools, learners would be prepared for social responsibilities. Mezieobi (2010) in different studies also establish that effective teaching of citizenship education would make citizens to become more alive to their rights and obligations to their fellow human beings and the society, at large. Kolawole (2009) emphasizes that one of the fundamental objectives of education is to produce a literate citizenry. Lawal (2012) also affirm that effectively educated students contribute to the socio-economic development of the society as a whole and they secondly contribute to the well-being of the individuals within the society. Thus, politics and political issues are the core themes of citizenship education.

Statement of the Problem
Despite the potential contributions of citizenship education to nation building, it has been observed that the teaching of the concepts has been done largely through conventional methods. The continuous use of teacher-centered strategies portends retardation in teaching-learning processes; as learning outcomes are largely reduced to mere passing of examination; leaving out the essential knowledge, attitude and practice which are required for enhancing responsible citizenry and active political participation of students. The use of conventional method has also led to poor attitude of students to socio-political issues. Previous research has contributed to making learning more impactful, yet the socio-political challenges highlighted in the study are still on the increase in Nigeria. Perhaps, one of the major weaknesses of these strategies has been limited to primary and secondary school levels, with little attention to university students. Furthermore, the alarming increase in youths' derailment in the country may not be unconnected with the fact that classroom teaching largely concentrate on the lower cognitive skills of knowledge, comprehension and application. Thus, this study went further into higher skills of analysis, synthesis and evaluation, thereby providing the undergraduate students the opportunity to rationalize objectively, critically and reflectively. Research evidence have also shown that the use of appreciative inquiry strategy could enhance students' propensity to vote, re-orientation and learners' competence and participatory skills of democratic citizenship. These strategies also have the potentials of increasing students' capacities to analyze public issues and to cooperate with others in group activities. This study, therefore, determined the effect of appreciative

Inquiry strategy on undergraduate students' learning outcomes in citizenship education concepts in social studies.

Objective of the Study
The objective of this study is to determine the effects of appreciative inquiry instructional strategy on undergraduate students' learning outcome in citizenship education.

Hypotheses
The following null hypotheses were tested at 0.05 level of significance:-

Ho 1.   There is no significant main effect of treatment on social studies students' knowledge of citizenship education concepts

Ho 2.   There is no significant main effect of treatment on social studies students' attitude to citizenship education concepts

Ho 3.   There is no significant main effect of treatment on social studies students' citizenship practice

Methodology
The study adopted a pretest-posttest, control group, quasi-experimental research design with 2x2x2 factorial matrix. Using total enumeration sampling technique, 511 participants who were 300 level social studies undergraduate students were selected from intact social studies classes in six purposively selected universities in South-west Nigeria. The intact classes were randomly assigned to experimental and control groups (two universities for experimental group and two universities for control group). Experimental groups were exposed to appreciative-inquiry, while the control group was treated with modified lecture method. The treatment lasted 12 weeks. Instruments used for data collection were: Citizenship Education Concepts Knowledge Test (r = 0.87), Citizenship Education Attitude Scale (r = 0.85), Citizenship Practice Questionnaire (r = 0.81) and instructional guides for each of the strategies. Seven hypotheses were tested at 0.05 level of significance. Data were analyzed using Analysis of Covariance and Scheffé post hoc test.

Literature Review
The politics of a nation is the sum of the character and attitude of a given people to national life (Comparative Education Study and Adaptation Centre (CESAC, 1982). In essence, democratic practices and good governance flourish in an environment where political elites possess the required leadership skills anchored on the tenets of democracy and constitution (Bropy and Alleman, 2008). Therefore, whichever form of government is practiced in a country, whether presidential or parliamentary or any other, government exists for the protection of the rights, liberties and sovereignty of its citizens. Government also entails the creation of an enabling environment for prosperity, as well as the control and distribution of national resources. Dubey and Barth (1980) affirm that in order to attain political development therefore, it is imperative for citizens to participate in government's decision-making processes. To Olubela (2012), this presupposes that the citizens are politically informed, enlightened and proactive. The needed citizenship knowledge, values and skills are undoubtedly transmitted through social studies programme.

Whereas, in situations where students are ill-informed, bewildered or disenfranchised from productively participating in socio-political activities, it is certain that such country would be retrogressive or backward among the comity of nations (National Council for Social Studies, 2007). This situation could be said of the present political dispensation in Nigeria. Interaction with students reveals a growing sense of disenchantment with all levels of government and distrust in government's policies and programmes (Ijalaye, 2009). Onike (2013) explains that majority of students would not want to participate in politics, while those who even participate in electioneering activities are used for electoral fraud and violence. Many of the youths who would not compromise are either harassed

or marginalized. Even Orbih (2013) regrets that despite the fact that women in Nigeria were formidable part of the past socio-economic and political development of the country; they have been relegated to the background in politics. Few of them who dare enough to pursue politics are labeled as promiscuous or lazy. Iyamu and Otote (2005) observe that, while many of today's political leaders were elected as youths into various positions in the past, the Nigerian youths are now marginalized and deprived of political appointments and electoral positions. Even upon graduation, there is little or no hope for gainful employment for them, and this contributes largely to youths' restiveness and national insecurity.

The shortfall in students' citizenship knowledge, values and practices according to Ogunsanya, Ajiboye and Olubela (2010) contributes largely to an unending gap between the aspirations and dreams of the founding fathers of the Nigerian nation and the current socio-political realities. Lamenting this trend, Nduka (2004) remarks that many Nigerians exhibit unethical attitude in every aspect of life. To him, indiscipline is common in the country and it is exemplified by uncivil behaviour in public places, recklessness in driving, violent crimes, lack of respect for law and order, rampant avarice, exploitation of fellow citizens, poor attitude to work, lack of commitment to sound ethical values, cheating, cyber crimes, and fraud including the notorious advance fee fraud (419). Amosun and Ige (2010) also reveal that, youths in Nigeria, like many countries of the world, are developing addiction to psychoactive substances, which has significantly increased the number of accidents and untimely deaths. More worrisome, according to Egegbulem (2013), is the situation whereby students are finding it increasingly difficult to lead desirable ways of life, particularly in the areas of human relationships, responsibility, respect, and orderliness. Oyeleke (2011) observe that students' level of civility could be said to be low, a phenomenon attributable largely to the lapses of the school and home. Students show political lassitude and obvious flagrant display of indifference to voting and electoral matters in Nigeria. This trend must be discontinued, if Nigeria is to experience a transformation from the current socio-political oblivion.

Furthermore, the negative influence of the peer pressure has misled many students from the path of honour, ethics and values (Ewumi and Olubela, 2013). Also, Ajibewa (2008) remarks that the current derailed societal value system in the country have heightened students' incivility level. To Olubela (2010), many parents and guardians now pursue money and fame at the detriment of their children/wards. This in the view of Onike (2013) may not be unconnected with the level of poverty and unemployment in the country. Government's poor commitment to educational practices has also left a gap between the goals of citizenship education and the current realities of the socio-political system in Nigeria. In addition to these problems, the problem associated with the teaching/learning of citizenship education in Nigeria today stems from the ineffective teaching of the subject (Parker, 2008).

Olagunju, Bolaji and Adesina (2012) emphasize that in teaching-learning condition, teachers and learners should interact mutually to exchange ideas, knowledge, attitudes, behaviour, skills, competencies and abilities to the extent that the teacher facilitates and enhances the learning outcomes among the learners. With these traditional methods such as lecture method, talk-chalk method, note-taking method, and the likes, the school system at all levels could not be said to have satisfactorily achieved the national educational objectives, and by extension, the objectives of citizenship education in Nigeria. Therefore, in order to inculcate desirable socio-political values in the students, especially those at tertiary level, there is need for teaching strategies that would re-orientate and re-focus students' thinking pattern, such that they will see the need to change positively and live as well-informed and responsible citizens.

Appreciative Inquiry
Developed by David Cooperrider and his colleagues at Case Western Reserve University in the 1980s, appreciative inquiry is a product of the positive psychology and organizational

change movements. Whitney and Trosten-Bloom (2003) describe appreciative inquiry as a form of personal and organizational change based on questions about strengths, successes, values, hope, and dreams. It focuses on the positive sides of issues, rather than the negative. Hilbert and Renkl (2007) describe appreciative inquiry as the vehicle for change to emerge. As a high-involvement process, it leads simultaneously to the re-configuration of organizational meaning and relationships. These potentials are enough to provide lasting solutions to the current socio-political challenges facing Nigeria as a country. The appreciative inquiry strategy uses a four-phase model to foster transformative learning known as the 4-D Cycle; the Discovery, Dream, Design and Destiny phases (Cooperrider and Sekerka, 2003). Studies have further shown the potentials of appreciative inquiry strategy in the teaching of civic competence (Gerjet, Scheiter and Catrambone, 2004), sciences (Hemwall and Trachte, 2003), right awareness (Glinsczinski, 2007), social skills and values (Duckworth, 2006) and multi-media learning (de Jong, 2005).

Therefore, teachers should utilize the abundant resources in innovative strategies to enhance students' learning outcomes. Appreciative inquiry increases students' involvement in classroom situations. This conforms to the educational axiom which says: "Tell me and I forget, show me and I remember, involve me and I understand" (Richard, 2008 pg 13). Furthermore, Aremu and Adediran (2011) affirm that the role of the teacher in any instructional situation is that of a communicator. In appreciative inquiry classes, teachers' effect changes in the behavior of the learners by presenting facts and integrating teaching rules and procedures, catching learners' attention by actively involving them in meaningful participation, propelling their thinking and stimulating their imagination for effective transfer of knowledge. In all these studies, appreciative inquiry has been found to be effective and productive. Thus, appreciative inquiry enhances involvement that leads to understanding, good values and practices. Appreciative inquiry seeks for truth, information, or knowledge by questioning. The process of inquiring begins with gathering information and data through applying the human senses - seeing, hearing, touching, tasting, and smelling. Appreciative Inquiry offers effective models for teaching and learning of school subjects. For educators, appreciative inquiry emphasizes on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable students to continue the quest for knowledge throughout life.

Apart from appreciative inquiry strategy, Mezirow (2000) also shows the evidence of reflective discourse strategy in providing efficiency in teaching and learning processes. Reflective discourse is the use of specialized dialogue devoted to searching for a common understanding and assessment of the justification of an interpretation or belief. Clark, Nguyen and Sweller (2006) explain that reflective discourse is about making personal understanding about issues or beliefs, by assessing the evidence and arguments of a point of view on issues, and being open to looking at alternative points of view, or alternative beliefs, then reflecting critically on the new information, and making a personal judgment based on a new assessment of the information. In this case, reflective discourse strategy offers solutions to citizenship issues and multi-dimensional socio-political problems in Nigeria through mutual understanding and interaction. The goal of reflective dialogue is to develop mutual understanding and common knowledge among the learners (Whitney and Trosten-Bloom, 2010). Oduolowu (2007) asserts that education has essentially been a social process in capacity building and maintenance of society since the creation of human beings. Therefore, to cope with the changing realities and uncertainties of human life, effective strategy is a weapon with which to equip the people to acquire relevant knowledge, skills and habits for surviving in the modern world. Fakeye (2012) affirms that teachers' classroom behaviour can be exhibited through teachers' attitude towards the subject, the way he or she handles topic taught in class. A teacher who exhibits a good attitude to teaching any subject should employ good teaching skills and methods in content delivery, regularly monitor and supervise their students' learning.

Results

Ho1: There is no significant main effect of treatment on social studies students' knowledge of citizenship education concepts

Table 1: Summary of Analysis of Covariance (ANCOVA) on students' citizenship knowledge

Source	Sum of square	Df	Mean square	F	Sig.	Eta square
Corrected model(Explained)	1093.462	12	91.122	12.662	.000	.234
Pretest Knowledge	6.300E-02	1	6.300E-02	.009	925	.000
Treatment group	818.785	2	409.393	56.890*	.000	.186
Error(Residual)	3583.728	498	.235			
Corrected total	4677.190	510	7.196			

Significant at 0.05

Table 1 showed that there was significant main effect of treatment on social studies students' knowledge of citizenship education concepts ($F_{(2,498)}$ = 56.89, P >.05, μ^2 = .19). This implies that the post-test scores of students in citizenship education concepts differ significantly between experimental and control groups. Therefore, Ho1 is rejected.

Ho2: There is no significant main effect of treatment on social studies students' attitude to citizenship education concepts

Table 2: Summary of Analysis of Covariance (ANCOVA) on students' citizenship attitude

Source	Sum of square	Df	Mean square	F	Sig.	Eta square
Corrected model(Explained)	7804.508	12	650.376	5.398	.000	.115
Pretest Knowledge	2650.764	1	2650.764	22.00	.000	.042
Treatment group	6075.362	2	3037.681	25.212*	.000	.092
Error(Residual)	60002.234	498	146.302			
Corrected total	67806.841	510	120.487			

Significant at 0.05

Table 2 revealed that there was significant main effect of treatment on social studies students' attitude to citizenship education concepts ($F_{(2,498)}$ = 25.212, P < .05, μ^2=.092). This implies that the post-test scores of students' attitude differ significantly across the two experimental and control groups. Therefore, Ho2 was rejected.

Ho3: There is no significant main effect of treatment on social studies students' citizenship practice

Table 3: Summary of Analysis of Covariance (ANCOVA) on students' citizenship practice.

Source	Sum of square	DF	Mean square	F	Sig.	Eta square
Corrected model(Explained)	123628.550	12	10302.37	151.670	.000	.785
Pretest Knowledge	634.691	1	634.691	9.344	.002	.018
Treatment group	108976.827	2	54488.413	802.169*	.000	.763
Error(Residual)	33827.309	498				
Corrected total	157455.859	510				

Significant at 0.05

Table 3 showed that there was significant main effect of treatment on social studies students' citizenship practice $F_{(2,498)} = 802.17$ P < .05, $\mu^2 = .763$). This implies that the post-test scores of students' citizenship practice differ significantly across the two experimental and control groups. Therefore, Ho3 is rejected.

Discussion of Findings
Treatment and Students' Knowledge of Citizenship Education Concepts
The results of the finding revealed a significant main effect of treatments on students' knowledge of citizenship education concepts. The finding showed that both appreciative inquiry and reflective discourse instructional strategies enhanced students' knowledge more than the modified lectured method. This result further revealed that students exposed to appreciative inquiry strategy increased in knowledge better than students in the modified lecture method (control) group. The higher performance of the students in the experimental group could be attributed to the nature and impact of the two strategies. In appreciative inquiry strategy, students develop knowledge as a result of their purposeful inquiry (Whitney and Trosten-Bloom, 2010), persistent good questioning (Bushe, 2013), wide searching for balanced opinions on issues (Adeyemi and Ogundeji, 2007), wide range of information gathering , positivity (Kahne and Sporte, 2008), and an increased confidence (Adeleke and Olubela, 2010), and competence (Swan and Hofer 2013) in addition to increased transfer of learning (Cooperrider, Whitney and Stavros, 2008).

Treatment and Students' Attitude to Citizenship Education Concepts
The findings of this study revealed a significant main effect of treatments on students' attitude to citizenship education concepts. The appreciative inquiry strategy increased students' attitude to citizenship education concepts than the modified lecture method. Appreciative inquiry strategy also had significant main effect on students' attitude to citizenship education concepts. During class, students were able to develop self-confidence which helped them to successfully deal with significant life changes and challenges (VanSledright, 2011). Appreciative inquiry strategy gives voices to discuss socio-political issues and solutions; in their schools, in their communities and in society at large. To Parker (2008), appreciative inquiry enables students to make a positive contribution by developing the expertise and experience needed to claim their rights and understand their responsibilities and preparing them for the challenges and opportunities of adult and working life. It also instills in them the confidence and capacity to challenge injustice, inequalities and discrimination.

Treatment and Students' Citizenship Practice
The results showed significant main effects of appreciative inquiry strategy on students' citizenship practice. Appreciative inquiry strategy impacted more on students' citizenship practice than the lecture method. To Orbih (2013), appreciative inquiry instructional Strategy provides educators with opportunities to acquire skills and techniques for the efficient transmission of content to students (technical) and to develop ways to better

interact with learners, encourage participation, set up warm and inviting atmospheres for learning, and meet the needs of learners. This presupposes that students exposed to appreciative inquiry increased in their participation and collaboration in socio-political activities. The result conformed with the assertion of Bropy and Alleman (2008) that students exposed to transformative strategies, acquire skills such as conflict resolution, effective leading, communal relations, trust-building, collaboration and synergy). It is certain that such skills as these will promote social coherence and national development in Nigeria.

Summary

This study determined the effects of appreciative inquiry strategy on undergraduate students' learning outcomes in citizenship education concepts in social studies in southwest, Nigeria. This study was considered both timely and imperative as students' civility continues to dwindle, and the continuous use of teacher-centered strategies which portend retardation in teaching-learning processes. If such a practice is not corrected as urgently as possible; learning outcomes in social studies will continue to be largely reduced to mere passing of examination; leaving out those sustainable democratic culture, knowledge, values and skills which are requisite in producing responsible, committed and participatory citizenry. Pre-test, post-test, control group quasi-experimental research design was employed to carry out the study among undergraduate social studies students in six universities in southwest zone of Nigeria. Six research instruments were used in the study, and inferential statistics of Analysis of Covariance (ANCOVA) was used to analyse data obtained. All hypotheses were tested at 0.05 level of significance. The study revealed that students exposed to appreciative inquiry instructional strategy increased higher in knowledge, attitude and practice than those exposed to lecture method. Furthermore, students exposed to appreciative inquiry strategy mostly increased in citizenship knowledge, attitude and practice than students in the modified lecture method (control) group.

Conclusion

Appreciative inquiry instructional strategy enhanced students' citizenship knowledge, attitude and practice more than the lecture method. The lecture method inhibits students' freedom and initiative to explore, seek and inquire. Lecture method also fosters competition rather than cooperation, individuality rather than collaboration. As a result, culture of apathy, lethargy, greed, ethnic suspicion, discrimination, insecurity, exploitation is promoted in students; and the results are what we currently battle with in the country. Whereas teachers' adoption of appreciative inquiry instructional strategy would enhance learners' competence, mass of information, positive orientation to socio-political issues, culture of tolerance and collaboration, students' propensity to vote, leadership and participatory skills of democratic citizenship. These strategies increase students' capacities to analyze public issues and to cooperate with others in group activities. Using this strategy for teaching and learning in Nigeria could reduce the current frightening crime rates; and thus promote orientation for sustainable ethnic cooperation and religious tolerance, fair and peaceful electioneering and good governance.

Recommendations

The following are recommended as follow up to the findings of this study:
1. Appreciative Inquiry instructional strategy can be largely used by social studies teachers (and other social sciences). To encourage this, students should be given assignments and tasks of identifying and assessing issues relating to teaching concepts from personalobservation, inquiries, online/offline materials, elders and academia. Students should also be made to participate in questioning, story-telling, biographies and debate.
2. Teachers should also emphasize the positive and hopeful aspects of issues rather than the negative situations/assumptions. Training of teachers on the application of appreciative inquiry strategy should be organized on regular basis.

The training should also be followed up with effective monitoring and supervision. Further research is advised on the potentials of appreciative inquiry.

3. Lecture method where teachers see themselves as the supreme custodian of knowledge, and students as passive on-lookers and note writers, should be discouraged. This is for the fact that it enhances unhealthy rivalry among learners, and increases self-centred tendencies in students, lecture method will continue to increase the country's burden of social vices and crimes.

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