

**REVUE INTERNATIONALE DE LITTERATURE
ET DE LINGUISTIQUE APPLIQUEES (RILLA)**



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L'INSTITUT UNIVERSITAIRE PANAFRICAIN (IUP),**

**Sous la direction du :
Pr Taofiki KOUMAKPAÏ &
Pr Cyriaque C. S. AHODEKON**



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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous publions sur les lettres et langues peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

➤ **La taille des articles**

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Time New Roman.

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- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum') ;
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- Un résumé en anglais ou en français selon la langue d'écriture de l'article. Le second résumé ou abstract est juste la traduction du premier résumé. Il est aussi fait de mots clés exactement comme dans le premier cas ;
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- Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

➤ Pour le **Titre** de la première section et sous-section

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1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

➤ Pour le **Titre** de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

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Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

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Les rapports et des documents inédits mais d'intérêt scientifique peuvent être cités.

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- Les références bibliographiques en bas de page se présentent de la manière suivant :

Prénoms (on peut les abréger par leurs initiaux) et nom de l'auteur, Titre de l'ouvrage, (s'il s'agit d'un livre) ou "Titre de l'article", Nom de la revue, Vol, N°, Lieu d'édition, Editions, Année d'édition, n° de page.

Le système de référence par année à l'intérieur du texte est également toléré.

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Les avis et opinions scientifiques émis dans les articles n'engagent que leurs propres auteurs. Les textes non publiés ne sont pas retournés.

La présentation des figures, cartes, graphiques... doit respecter le format (format : 15/21) de la mise en page de la revue RILLA.

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2. DOMAINE DE RECHERCHE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est un instrument au service des chercheurs qui s'intéressent à la publication d'articles et de comptes rendus de recherches approfondies dans les domaines ci-après :

- **lettres** : littératures, grammaire et stylistique des langues françaises, anglaises, allemandes, espagnoles et yoruba ;
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- **sujets généraux d'intérêts vitaux** pour le développement des études en lettres et langues françaises, anglaises, allemandes, espagnoles et yoruba.

Au total, la Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

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La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif du lancement de cette revue dont nous sommes à la dixième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont tous des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

Pr Taofiki KOUMAKPAÏ

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**EXPANDING THE UNDERGRADUATE
STUDENTS' CAPACITY FOR CITIZENSHIP
PRACTICE IN SOUTHWESTERN NIGERIA:
IMPLICATIONS FOR EFFECTIVE PEDAGOGY**

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ABSTRACT

Due to large classes and other infrastructure failure, most teachers employ teacher-centered methods which could not foster effective teaching and learning. 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. Hence, there is need to adopt more innovative strategy such as appreciative inquiry strategy. Appreciative inquiry enhances involvement that leads to understanding, good values and practices. Appreciative inquiry seeks for truth, information, or knowledge by questioning. The result showed a significant main effect of treatment on social studies students' citizenship practice ($F_{(2,498)}=802.17$). Students exposed to appreciative inquiry instructional strategy had the higher adjusted means scores ($X=45.73$) than students taught with the modified lecture method ($X=14.01$). However, students' gender had no significant

effect ($F_{(1,498)} = 1.986$) and students' age had no significant main effect on students' citizenship practice ($F_{(1,498)} = 1.564$). Students should make wide searching and inquiries on teaching concepts and actively participate in classroom. This will increase learners' learning outcomes and transfer of learning. Teachers should always organize lessons to encourage active listening and reflection of students by engaging them in dialogue, peer-explanation, group discussion, brainstorming and collaborative activities.

Keywords: Appreciative Inquiry, teacher-centered methods, undergraduates' citizenship practices, age, gender.

RESUME

En raison du nombre élevé de classes et d'autres infrastructures défaillantes, la plupart des enseignants ont recours à des méthodes centrées sur l'enseignant qui ne pourraient pas favoriser un enseignement et un apprentissage efficaces. L'utilisation continue de stratégies centrées sur l'enseignant laisse présager un retard dans les processus d'enseignement-apprentissage; dans la mesure

où les résultats d'apprentissage sont largement réduits à la simple réussite d'un examen; en laissant de côté les connaissances, les attitudes et les pratiques essentielles nécessaires pour renforcer la citoyenneté responsable et la participation politique active des étudiants. Par conséquent, il est nécessaire d'adopter une stratégie plus innovante telle que la stratégie d'enquête appréciative. L'enquête d'appréciation améliore l'implication qui conduit à la compréhension, aux bonnes valeurs et aux pratiques. L'enquête appréciative cherche la vérité, l'information ou la connaissance par interrogation. Le résultat a montré un effet principal significatif du traitement sur la pratique de la citoyenneté des étudiants en sciences sociales ($F(2, 498) = 802,17$). Les élèves exposés à la stratégie pédagogique d'enquête appréciative avaient les scores moyens ajustés les plus élevés ($X = 45,73$) par rapport aux élèves ayant reçu la méthode de lecture modifiée ($X = 14,01$). Cependant, le sexe des étudiants n'a pas eu d'effet significatif ($F(1, 498) = 1,986$) et l'âge des étudiants n'a pas eu d'effet principal significatif sur la pratique de la citoyenneté des étudiants ($F(1, 498) = 1,564$). Les étudiants doivent effectuer des

recherches et des enquêtes approfondies sur les concepts d'enseignement et participer activement en classe. Cela augmentera les résultats d'apprentissage des apprenants et le transfert de l'apprentissage. Les enseignants doivent toujours organiser des cours pour encourager l'écoute active et la réflexion des élèves en les engageant dans un dialogue, une explication entre pairs, des discussions de groupe, des séances de brainstorming et des activités collaboratives.

Mots-clés: enquête d'appréciation, méthodes centrées sur l'enseignant, pratiques de citoyenneté des étudiants de premier cycle, âge, sexe.

Introduction

Social Studies as a problem-solving discipline equips an individual with the knowledge, attitude and skills needed to make meaningful living in the immediate environment, and to solve the problems of human survival, globally. Ajiboye, Adu and Amosun (2005) explain that the purpose of social studies is to help young people (and adult at large) develop the ability to make informed and

reasonable decisions for the public good as citizens of a culturally diversified and democratic society. Jarolimek and Parker (1993) affirm that social studies does not only provide an education that will meet each student's personal needs, but also include the study of problematic areas of the society and the perpetuation of democratic values.

Wales (2014) asserts that social studies provides a coordinated and systematic integration of facts, concepts, generalizations and principles from various academic disciplines such as anthropology, economics, geography, history, law, political science, philosophy, etc. The dynamic approach of social studies education, according to Ajiboye (2010) enables it to be used as a carrier subject for integrating most emerging trends such as population and family life education, environmental education, citizenship education, drug abuse education, multicultural education, HIV/AIDS education, peace and security education, legal and law related education, gender-sensitivity and gender-mainstreaming.

Mansaray and Adeyemi (2002) posit that students should be prepared to assume active roles as intelligent citizens and decision-makers in a free, just and democratic

society. In view of this, Adewuya (2003), Jekayinfa (2005), Ajiboye, Ajitoni and Olubela (2010), Ogundare (2000, 2010) and Ogunyemi (2011) assert that citizenship education was integrated into the social studies curriculum to specifically inculcate national consciousness and unity, as well as the right type of values and attitudes in the Nigerian citizens.

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. 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 (Makinde, 1979; Adaralegbe, 1980; Ogunsanya, 1984; Obebe, 2005; 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, the American 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. It also prepares students to take appropriate civic actions as individuals or as members of groups devoted to civic improvement (Akinlaye, 2003, Ajitoni & Olubela, 2010). Merrifield and Mutebi (1991) further reveal that citizenship education enables students to understand, appreciate, and apply knowledge, processes, and attitudes from academic disciplines.

The shortfall in students' citizenship 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 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). Yussuf (2005) and 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. Ajitoni and Olubela (2010) assert that this trend must be discontinued if Nigeria is to experience a transformation from the current socio-political oblivion.

Moreover, due to large classes and other infrastructure failure, most teachers employ teacher-centered methods which could not foster effective teaching and learning (Ogunsanya, Ajiboye and Olubela, 2010). Aremu and Salami (2013) assert that in the teacher-centred classroom, knowledge primarily comes from the teacher while in the learner-centred paradigm, knowledge is the combined efforts of the teacher and students. Parker (2008) observes that in teacher-centered methods, students work primarily alone; and learning is achieved through repetition. The subject contents are strictly adhered to and guided by old foreign-cultured textbooks. In such

methods, Hess (2009) observes that teachers are the all-knowing and all-talkers, while students only sit-down-look, or at best, copy notes which are dictated by the lesson-centred teacher. To Ezeokoli and Adeosun (2008), the rigidity associated with the conventional approach renders it ineffective in teaching and learning situations. Bellanca and Brandt (2010) also affirm that poor teaching strategies of citizenship education concepts also make students to show little or no concern about the welfare of others, and many would not even participate in communal tasks.

However, despite the effects of previous strategies such as problem-solving (Holt and Willard-Holt, 2000), home-assignment (Johnson, 2001), questioning and answers (Ricca, 2001), cooperative learning (Amosun, 2002), experiential learning (Renkil, Atkinson, Maier & Staley, 2002) and guided-inquiries (Sweller, 2003), the socio-political problems earlier mentioned are still on the increase in Nigeria today. The disconnection between what is taught by the teacher and what is learnt by the students has obviously created the need for more innovative strategies which can change students' thought

patterns (Mezirow, 1990, 1995). In view of this, the effects of appreciative inquiry (Whitney & Trosten-Bloom, 2010, Bushe, 2013) is examined in this study.

Adesoji (2008) emphasizes that many factors contribute to student's knowledge, attitude and skills. Such factors include; the teaching methods, teacher's attitude, influence of parents, gender, age, cognitive styles of pupils, career interest, amongst others. Meanwhile, the effects of age and gender on academic performance of students in many school subjects have been determined (Hess, 2009). Evidence from some studies such as Elnathan (2012), Swan and Hofer (2013) show the influence of age on students' knowledge and awareness of civic concepts. This position slightly negates the findings of Oyeleke (2011) who observe that Nigerian students; irrespective of their age (and other factors such ethnic origin and religion) are either civic unconscious or politically insensitive to their civic rights and obligations, electoral matters, democratic processes and constitution issues. It thus became imperative for this study to determine the influence of age on citizenship education.

The study also found out whether students that are 20 years and above; who have reached voting age are more civic conscious than those students below 20 years. In the same vein, male students have been observed to be more alert to political activities than female students. This is also the case in the nation's political terrain which shows the gender inequality in political participation of men and women in elective positions (Ogunyemi, 2011). Heafer (2008), Nichol and Sim (2008) and UNESCO (2012) did not observe significant gender difference in learners' knowledge and dispositions to democratic, civic and citizenship issues respectively. This thus calls for empirical evidence to determine whether there will be any significant difference between male and female students' citizenship knowledge, attitude and practice.

Hence, this study determined the effects of appreciative inquiry instructional strategy on undergraduates' citizenship practices in southwest, Nigeria. The study also determined the moderating effect of age and gender on students' citizenship practices.

Theoretical Framework: Mezirow's Transformative Learning Theory

The transformative learning theory as defined by Jack Mezirow (1990; 1995, 2000), is a model for transforming problematic frames of reference into new and more dependable frames of reference. From this perspective, transformative learning occurs through a process of critical self-reflection in which deep-seated assumptions are questioned, new assumptions are tested for validity, and new assumptions are integrated into a new reality for the learner. Brophy and Alleman (2008) postulates that these processes occur through ten stages: a disorienting dilemma, self-examination of feelings, a critical assessment of assumptions, and the recognition of one's discontent and the process of transformation are shared. The stages continue as the student begins an exploration of options for new roles, relationships, and actions, planning a course of action, acquiring knowledge and skills, provisional trying of new roles, building competence and confidence, and a reintegration into one's life (Bellanca & Brandt, 2010).

The four stages in general terms to show how appreciative inquiry might be a context for transformative learning. Discovery is a search to understand the "best of what is" and "what has been.". Dream; learners express their hopes and dreams in sessions that enable them to think beyond their current boundaries and experiences of the past. Design: Learners design through dialogue the ideal future state for the system, or what should be. Destiny: Learners commit to plans and action steps that will create and sustain the highest potential of the organization, co-constructing the future designed above, and leading to 'inspired actions (Maggioni, 2010, Whitney & Trosten-Bloom, 2010)

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, hopes, 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 process 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).

The Roles of Social Studies Educators

Therefore, teachers should utilize the abundant resources in innovative strategies to enhance students' leaning outcomes. Appreciative inquiry increases students' involvement in classroom situations. This

conforms with 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 behaviour 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.

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.

Hence, Social studies educators are expected to develop skills of enquiry, communication, participation and responsible action in students by doing the followings:-

1. Increasing the exposure of students to content in civics/citizenship education by (a) including it in courses in Nigerian history, world history, literature, and other subjects in the curriculum, (b) emphasizing civics in the social studies curriculum in the primary schools, and (c) requiring of all students a civics course in secondary and tertiary schools (Babcock, 1994).
2. Systematically teaching students to analyze public issues and to participate democratically in making public policy decisions in response to national issues. This kind of learning experience in social science courses is likely to develop among students the cognitive and participatory skills and

dispositions necessary for civics/citizenship in a democracy (Witson, 2007).

3. Creating and maintaining a classroom climate that is conducive to free and open exchange of opinions about public issues and other controversial topics. This kind of classroom practice is related to the development of such civic dispositions as tolerance, civility, propensity to participate, and political interest (Gimenez, 1999).
4. Encouraging students to participate in extracurricular activities involving civic engagement and political participation. There is a strong, positive relationship between democratic participatory experiences in school-based organizations and the development of the skills and dispositions of democratic civics/citizenship (Hilbert and Renkl, 2007).
5. Fostering a democratic culture in the school. There is a positive relationship between a democratic school climate and development of democratic civic disposition and behaviour among students; less authoritarian climates are linked to more

democratic political attitudes and behaviour (Pizzolato, 2006).

6. Matching content and processes in the teaching and learning of civic knowledge, skills, and dispositions. Civic dispositions and skills, both intellectual and participatory, are inseparable from a body of civic knowledge or content. In order to think critically and act effectively and responsibly in response to a public issue, learners must understand the terms of the issue, its origins, the alternative responses to it, and the likely consequences of these responses. This understanding is based upon the knowledge of learners. The application of this knowledge to explain, evaluates, and resolves a public issue depends upon the cognitive process skills of learners. Both academic content and process - civic knowledge, disposition, and skills - must be taught and learned in tandem to fulfill the mission of civic education, which is to develop individuals who can establish, maintain, and improve democratic

governance and civics/citizenship in their country and throughout the world (Parker, 2008).

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 researches have contributed to making learning more impactful, yet the socio-political challenges highlighted in the study are still on the increase in Nigeria. Perhaps, many of these strategies have been limited to primary and secondary school levels, with little attention to university students. Hence, this study, determined the effect of appreciative inquiry strategies on

undergraduate students' citizenship practices in southwestern, Nigeria.

Hypotheses

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

- Ho 1. There is no significant main effect of appreciative inquiry instructional strategy on undergraduate students' citizenship practices in southwestern, Nigeria
- Ho2. There is no significant main effect of gender on undergraduate students' citizenship practices in southwestern, Nigeria
- Ho3. There is no significant main effect of age on undergraduate students' citizenship practices in southwestern, Nigeria
- Ho4. There is no significant interaction effect of treatment, gender and age on undergraduate students' citizenship practices in southwestern, Nigeria

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. Experimental group was exposed to appreciative-inquiry while the control group was treated with modified lecture method. The treatment lasted 12 weeks. Instrument used for data collection was Citizenship Practice Questionnaire ($r = 0.81$) and instructional guides for each of the strategies. The hypotheses were tested at 0.05 level of significance. Data were analyzed using Analysis of Covariance and Scheffé post hoc test.

Results

Ho 1. *There is no significant main effect of appreciative inquiry instructional strategy on undergraduate students' citizenship practices in southwestern, Nigeria*

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

Source	Sum of square	Df	Mean square	F	Sig.	Eta square
Corrected model(Exp	123628	12	10302.	15	.000	.785
lained)	.550	1	37	1.6	.002	.018
Pretest	634.69	2	634.69	70	.000	.763
Knowledge	1	1	1	9.3	.159	.004
Treatment	108976	1	54488.	44	.212	.003
group	.827	2	413	80	.308	.005
Gender	134.87		134.87	2.1		
Age	3	49	3	69		
Treatment	106.20	8	106.20	*		
x Gender x	6	51	6	1.9		
Age		0	80.210	86		

Error(Residual)	160.420			1.564		
Corrected total	33827.309			1.181		
	157455.859					

*significant at 0.05

Table 1 showed that there was significant main effect of treatment on undergraduate social studies students' citizenship practice $F_{(2,498)} = 802.17$ $P < .05$, $\eta^2 = .763$). This implies that the post-test scores of students' citizenship practice differ significantly across the two experimental and control groups. Therefore, H_{01} is rejected. The estimated marginal means in Table 2 showed the magnitude of students' mean practice scores in the experimental and the control groups.

Table 2: Estimated Marginal Means of post-test citizenship practice scores on the Treatment, Age and Gender across the groups

Treatment Groups	Gender	Age	Mean	Sta. Error
Appreciative Inquiry Strategy	Male	Below 20 years	42.54	1.28
		20 years & above	46.55	1.53
	Female	Below 20 years	46.31	1.04
		20 years & above	47.53	1.09
Modified Lecture Method	Male	Below 20 years	13.67	1.37
		20 years & above	13.86	1.42
	Female	Below 20 years	14.04	1.29
		20 years & above	14.47	1.37

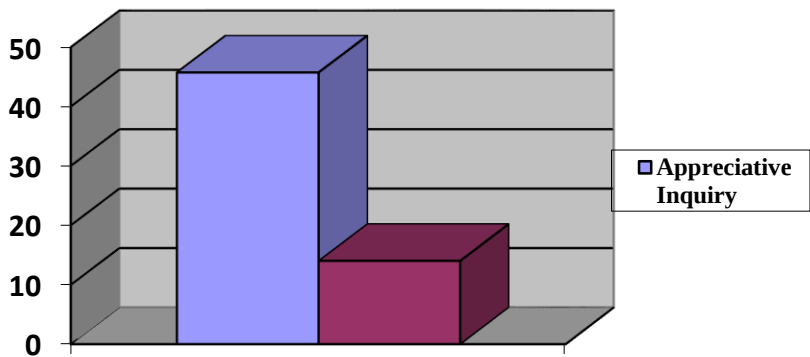
Table 2 showed that students in the appreciative inquiry strategy group had the higher adjusted post-test means practice scores ($X = 45.73$) than those students in the modified lecture method group ($X = 14.01$), the grand mean being 37.14. Moreover, the source of the significant difference obtained in Table 3 was traced using scheffe post-hoc test.

Table 3: Scheffe's Post Hoc tests analysis of post-test citizenship practice scores by treatment

Treatment	Mean score	Appreciative Inquiry	Modified Lecture method
Appreciative Inquiry	45.73		*
Modified Lecture Method	14.01	*	

The post-hoc analysis in Table 3 showed that students in the experimental group (appreciative inquiry), demonstrated significantly better than students in the students in the control group. This was further expressed

by the chart presented in fig 1, where reflective discourse enhanced students’ citizenship practice by 46%, appreciative inquiry strategy contributed 41% and lecture method contributed 13% to students’ citizenship practice.



Ho2. There is no significant main effect of gender on undergraduate students’ citizenship practices in southwestern, Nigeria

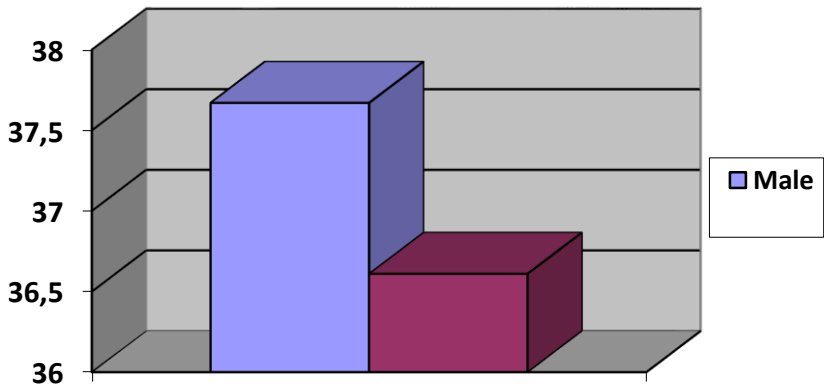
From Table 4, there was no significant effect of gender ($F_{(1,498)} = 1.986, P > .05, \eta^2=.004$). The effect size of 0.4% was negligible; hence, Ho2 was not rejected.

Table 4: Estimated Marginal Means of post-test citizenship practice by Gender

Grand Mean = 37.14

Gender	Mean	Sta. Error	95% confidence interval	
			Lower Bound	Upper Bound
Male	37.67	1.41	35.29	40.05
Female	36.61	1.21	33.86	39.37

Male students had higher citizenship practice means score = 37.67 while female students had lower mean score 36.61, but the difference was not significant.



Ho3. There is no significant main effect of age on undergraduate students' citizenship practices in southwestern, Nigeria

From Table 5, there was no significant effect of age ($F_{(1,498)} = 1.564$, $P > .05$, $\eta^2 = .003$). The effect size of 0.3% was negligible; hence, Ho3c was not rejected.

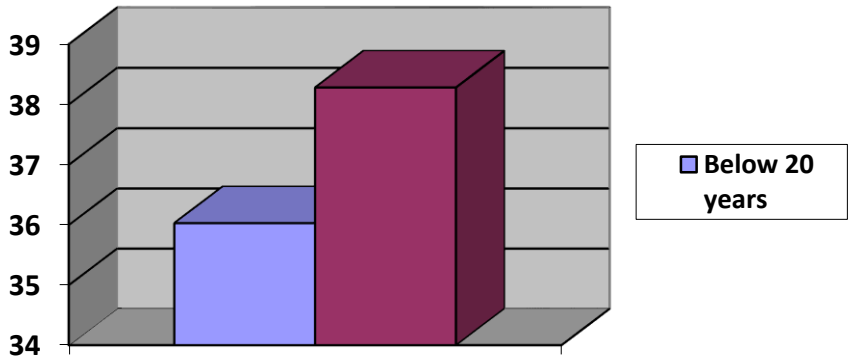
Table 5: Estimated Marginal Means of post-test citizenship practice by Age

Grand Mean = 37.15

Age	Mean	Sta. Error	95% confidence interval	
			Lower Bound	Upper Bound
Below 20 years	36.03	1.25	33.52	38.49
20 years & above	38.28	1.36	35.62	40.93

Students who were 20 years and above had higher citizenship practice means score = 36.03 while students

who were below 20 years had lower mean score 36.03, but the difference was not significant.



Summary, Conclusion and Recommendations

Summary

The results showed significant main effects of appreciative inquiry strategies on students' citizenship practice. 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 Brophy 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.

The study found that gender had no main effect on students' knowledge, attitude and practice of citizenship education concepts. The finding was in support of the earlier studies such as UNESCO (2012) and Heafner (2008) which did not observe significant gender difference in learners' knowledge and dispositions to civic/citizenship issues. This finding gave credence to the finding of Brophy and Alleman (2008) and Irabor (2011) that women's socio-political capability is lower than that of men. Also, over the years, women have been relegated to the background in political awareness and participation in developing nations like Nigeria. This is borne out of the sentimental attachment on feminine gender.

The finding of the study showed a main significant effect of age on students' knowledge, but no statistical significance on students' attitude and practice of citizenship education concepts. This corroborates the study of Ajibewa (2008) who asserted that youth's incivility has become the order of the day, while their civic virtues in all spheres of life have totally declined. Civic

virtues and political qualities that make a good and responsible citizen are fast declining among Nigerian youths. Furthermore, the results corroborate the findings of Torney-Purta (2005), Hess (2009) and Oyeleke (2011) who observed that Nigerian students as well as large proportions of Nigerian populace; irrespective of their age (and other factors such as ethnic origin and religion) are either civic unconscious or politically insensitive to civic rights and obligations, electoral matters, democratic processes and constitution issues. The fact that students who are 20 years and above performed higher could be attributed to their previous experience and participation in political activities.

Conclusion

Appreciative inquiry instructional strategies enhanced students' citizenship practices 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 strategy enhanced 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. This strategy increased students' capacities to analyze public issues and to cooperate with others in group activities. Using this strategy for teaching and learning in Nigeria would 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 should be largely used by social studies teachers (and other social sciences).

2. To encourage this, students should be given assignments and tasks of identifying and assessing issues relating to teaching concepts from personal observation, inquiries, online/offline materials, elders and academia.
3. Students should also be made to participate in socratic questioning, story-telling, biographies and debate.
4. Teachers should also emphasize the positive and hopeful aspects of issues rather than the negative situations/assumptions.
5. 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.
6. Lecture method where teachers see themselves as the supreme custodian of knowledge, and students as passive on-lookers and note writers, should be discouraged

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