
ENHANCING TEACHERS' CAPACITY FOR EFFECTIVE TEACHING OF CITIZENSHIP EDUCATION CONCEPTS IN NIGERIA

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Abstract

Citizenship means being a legal member of a political community or state, usually because of where you live, where you were born or family ties. It involves having certain rights, responsibilities and duties - legal, social and moral. Citizenship means being a responsible and active citizen - showing an interest in issues that concern the community or state and acting with others to achieve agreed aims. Citizenship is the state of being a citizen of a particular social, political, national, or human resource community. Citizenship status, under social contract theory, carries with it both the rights and responsibilities. Active citizenship is the philosophy that citizens should work towards the betterment of their community through economic participation, public works, volunteer work, and other such efforts to improve life for all citizens. In this vein, schools in some countries provide citizenship education. The Nigerian constitution provides for avenues through which Nigerian citizenship can be acquired such as through birth, marriage to a person holding the

citizenship (jure matrimonii), or through naturalisation and registration. Many countries have a hybrid birthright requirement of local nativity and citizenship of at least one parent. 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. Hence, this study examined the potentials of appreciative inquiry in enhancing teachers' effectiveness.

Keywords: Citizenship Education, Effective Teaching, Responsible Citizens, Appreciative Inquiry.

Word Counts: 245

Introduction

Nigeria, being a heterogeneous society, is characterised by people with group and individual interests, beliefs, customs, festivals, attitudes, values and aspirations. Such diversities in our national life manifest in varieties of music, language, culture, dance, beliefs, religions and in many other ways. Such diversities have been positively harnessed for greatness by the developed nations of the world; the case has been however quite different in Nigeria. Regrettably, these diversities have not been positively harnessed for development of the country; rather they have served as the bane of social, economic and political development. In view of this, Iyamu & Otote (2005) observe that Nigeria, as a nation, has been besieged by an array of social, economic and political problems. These problems include but are not limited to corruption, ethnocentrism, nepotism, electoral fraud, terrorism and suicide bombing, election-related violence, loss of value, negative attitude to national issues, lack of patriotism, political gangsterism/thuggery and a host of other vices. Nduka (2004, 2010) remarks that many Nigerians exhibit unethical attitude in every aspect of life.

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, cybercrimes, 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 for 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, obedience and orderliness. 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. This trend must be discontinued, if Nigeria is to experience a transformation from the current socio-political oblivion to a more dynamic, democratic, just and egalitarian society.

What are previous efforts made and the gaps in research?

Nigeria is currently facing the problem of students' incivility and Immorality. The need has risen to seek perspective transformation approaches in the inculcation of desirable values and citizenship consciousness in the young people in view of the apparent failure of the traditional methods. Attempts to further reverse these negative and unethical practices in the country and redirect the Nigerian value system has resulted in the conception and launching of a number of policies, agencies and commissions. These include; War Against Indiscipline (WAI), National Orientation Agency (NAO), Mass Mobilization for Economic Recovery, Self-reliance and Social justice (MAMSER), Ethical Revolution and more recently, the Economic and Financial Crime Commission (EFCC) and the Independent Corrupt Practices and Other Related Offences Commission (ICPC). Concerted efforts have also been made by religious groups and voluntary organizations as the Boys Scout, Girls Guide, Red Cross to create platforms for young people to gain

awareness and understanding of certain desirable values and social attributes needed for effective living. The Ministries of Sports, Information, National Orientation, Culture and Youths Development have at different times organized sensitization programmes to occupy the young ones in creative ways aimed at mobilizing the youths for responsible living (Adeleke and Olubela, 2012). These efforts were complemented by the intensity in religious activities across the country. However, it is painful and regrettable to observe that these efforts have at best, been a scratch on the surface of the decay in the nation's value system.

Ajibewa (2008) remarks that the current derailed societal value system in the country have heightened students' incivility level. In recent times too, the homes have been found to be very ineffective in their conventional roles as agents of socialization. Parents have become increasingly indifferent and irresponsible in the proper upbringing of their children, as they seem to keep more time out of home in pursuance of money and fame at the detriment of overseeing the moral and social development of their children (Onike, 2013). Government and parents in Nigeria have not done enough to positively and creatively occupy the minds of the students to the extent that most of them have derailed and veered off the path of moral decency and dignity. Furthermore, the negative influence of the peer pressure has misled many students from the path of honour, ethics and values (Ewumi and Olubela, 2013). 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).

Moreover, due to large classes and other infrastructure failure, most teachers are compelled to 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 the teaching and learning situations.

Who is an effective Citizen?

National Council for the Social Studies (NCSS, 2010) believes that the core mission of Social Studies education is to help students develop the knowledge, skills, and values that will enable them to become effective citizens. An effective citizen:

1. embraces core democratic values and strives to live by them.
2. accepts responsibility for the well-being of oneself, one's family, and the community.
3. has knowledge of the people, history, and traditions that have shaped local communities, the nation, and the world.
4. has knowledge of the nation's founding documents, citizenship institutions, and political processes.
5. is aware of issues and events that have an impact on people at local, state, national, and global levels.
6. seeks information from varied sources and perspectives to develop informed opinions and creative solutions.
7. asks meaningful questions and is able to analyze and evaluate information and ideas.
8. uses effective decision-making and problem-solving skills in public and private life.
9. has the ability to collaborate effectively as a member of a group.
10. actively participates in citizenship and community life.

What is Citizenship Education?

Citizenship Education is a programme designed to build in the young learner's knowledge, understanding, and skills crucial for full and effective participation in the state of which he is a member (Magstadt, 2009). Citizenship education is expected to equip young people with the knowledge, skills and understanding to play an active, effective part in society as informed, critical citizens who are socially and morally responsible. It aims at giving them the confidence and conviction that they can act with others, have influence and make a difference in their communities (locally, nationally and globally).

Citizenship is based on three basic principles:

- ***the principle of social and moral responsibility:*** Learning from an early age to behave with self-confidence and in a socially and morally responsible way within and beyond the classroom, both to those in authority and towards each other.
- ***the principle of community involvement:*** Learning about becoming involved in the life and concerns of communities, including learning through community involvement and service to the community. This cannot only be the responsibility of education at school, but should be in line with education at home.
- ***the principle of political literacy:*** Learning about, and how to take part in and influence, public life through knowledge, skills and values, and public life on a national and local level.

The objectives of citizenship education in Nigeria are:

- i. create an awareness of the provisions of the Nigerian constitution and the need for democracy in Nigeria;
- ii. create adequate and functional literacy amongst Nigerians;
- iii. sensitise Nigerians to the functions and obligations of the government;
- iv. make Nigerians fully aware of their rights and duties and to respect the rights of others;

- v. assist in the production (raising) of responsible, well informed and self-reliant Nigerian citizens; and
- vi. inculcate the right values and attitudes for the development of the individual and the Nigerian society.

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 organisational 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 organisational 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).

Therefore, teachers should utilise the abundant resources in innovative strategies to enhance students' learning 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 1990 David Cooperrider and Diana Whitney published an article outlining the five principles of Appreciative Inquiry that have become the standard model used by practitioners and researchers.

1. **The constructionist principle:** Proposes that what we believe to be true determines what we do, and thought and action emerge from relationships. Through the language and discourse of day-to-day interactions, people co-construct the organisations they inhabit. The purpose of inquiry is to stimulate

new ideas, stories and images that generate new possibilities for action.

2. **The principle of simultaneity:** Proposes that as we inquire into human systems we change them, and the seeds of change, the things people think and talk about, what they discover and learn, are implicit in the very first questions asked. Questions are never neutral, they are fateful, and social systems move in the direction of the questions they most persistently and passionately discuss.
3. **The poetic principle:** Proposes that organisational life is expressed in the stories people tell each other every day, and the story of the organization is constantly being co-authored. The words and topics chosen for inquiry have an impact far beyond just the words themselves. They invoke sentiments, understandings, and worlds of meaning. In all phases of the inquiry effort is put into using words that point to, enliven and inspire the best in people.
4. **The anticipatory principle:** Posits that what we do today is guided by our image of the future. Human systems are forever projecting ahead of themselves a horizon of expectation that brings the future powerfully into the present as a mobilizing agent. Appreciative Inquiry uses artful creation of positive imagery on a collective basis to refashion anticipatory reality.
5. **The positive principle:** Proposes that momentum and sustainable change requires positive affect and social bonding. Sentiments like hope, excitement, inspiration, camaraderie and joy increase creativity, openness to new ideas and people, and cognitive flexibility. They also promote the strong connections and relationships between people, particularly between groups in conflict, required for collective inquiry and change.

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. 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 emphasises 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.

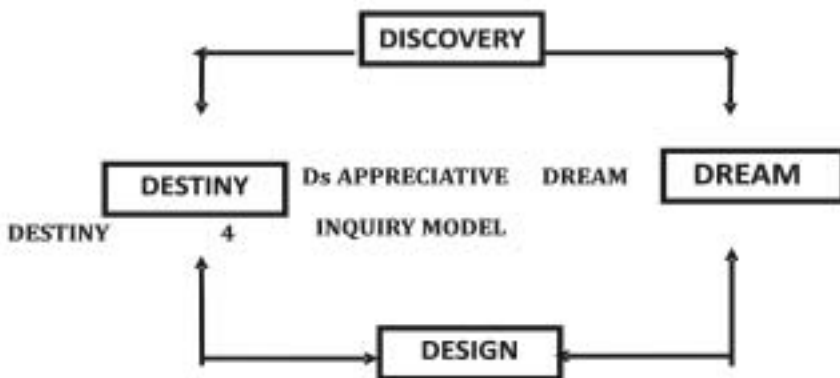


Fig 1: 4-Ds Model of Appreciative Inquiry

Source: Richard 2008: *Introduction to Appreciative Inquiry*.
www.new-paradigm.co.uk

The Discovery Phase is a search to understand the “best of what is” and “what has been.”.

The Dream Phase; learners express their hopes and dreams in sessions that enable them to think beyond their current boundaries and experiences of the past.

The Design Phase: Learners design through dialogue the ideal future state for the system, or what should be.

The Destiny Phase: 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 and Trosten-Bloom, 2010)

Table 1: Pedagogical Frameworks of Appreciative Inquiry

Conventional methods	Appreciative Inquiry
Perspective on Knowledge Acquisition	
Knowledge is a set of information waiting to be acquired by students from teachers	Knowledge does not exist as a given truth before the learning process. Students develop knowledge as a result of their inquiry, action or experimentation.
<p>Teacher works as content experts and positions himself or herself as the primary or only source of knowledge.</p> <p>The teacher organizes and delivers information and expects students to throw back the given ideas.</p>	<p>Teacher works with the students' questions about a particular topic.</p> <p>The teacher facilitates the students' identification of questions and develops with them a plan for answering their questions.</p> <p>While the teacher's own expertise remains a valuable resource and interventions to help students understand the questions they need to ask and change or deepen their own prior knowledge.</p> <p>The teacher challenges students to uncover facts and concepts in interdisciplinary contexts and build knowledge by observing, hypothesizing, experimenting, and discovering.</p> <p>The teacher prompts students to take risks and explore multiple viewpoints by interacting and collaborating with one another.</p>
Teaching Effectiveness	
The teacher deemed effective if he or she is able to present information in a clear and comprehensive way.	The teacher is considered effective if through such activities, the students are able to accomplish their plan of inquiry and consequently, change or deepen their prior knowledge. With this process of collaborative inquiry, self-assessment and reflection, the students lay the foundation

Research Evidence of the potentials of Appreciative Inquiry Strategy

Studies have further shown the potentials of appreciative inquiry strategy in the teaching of the sciences (Hemwall and Trachte, 2003), citizenship competence (Gerjet, Scheiter and Catrambone, 2004), multi-media learning (de Jong, 2005), social skills and values (Duckworth, 2006) and right awareness (Glinszczinski, 2007).

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 (Ajibewa, 2008), positivity (Kahne and Spote, 2008), an increased confidence (Adeleke and Olubela, 2010), enhanced competence (Swan and Hofer 2013) and increased transfer of learning (Cooperrider, Whitney and Stavros, 2008).

Appreciative inquiry strategy impacted 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. Appreciative inquiry enables students to **make a positive contribution** by developing the expertise and experience needed to claim their rights and understand their responsibilities. It prepares learners 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 (Parker, 2008).

To Parker (2008), appreciative inquiry instructional strategy provides educators with opportunities to acquire skills and techniques for the efficient transmission of content to students (technical). It develops ways to better interact with learners, encourage participation, set up warm and inviting atmospheres for learning, and meet the needs of learners. Students are exposed to appreciative inquiry increased in their participation and collaboration in socio-political activities. Brophy and Alleman (2008) observed that students exposed to transformative strategies, acquire skills such as conflict resolution, effective leading, communal relations, trust-building, collaboration and synergy). Such skills as these will promote social coherence and national development in Nigeria.

Procedures for Appreciative Inquiry Strategy

Discovery Phase: (The identification of national processes and problems)

- Step I:** The students identify major challenges facing the Nigerian politics, power, government and forms of government.
- Step II:** The students give report of their personal observations, inquiries and findings from online/offline materials, as well as from elders and academia on issues and problems relating to the political state of the nation.
- Step III:** The teacher provides opportunities for students to demonstrate the progress of their inquiry.

Dream Phase: (The envisioning of processes that would work well in the future by harnessing the power of imagination and change)

- Step IV:** The teacher emphasises positivity, choose the positive as the focus of inquiry so as to make the students to see the potentials of a civil society,
- Step V:** The teacher enhances the hopes and dreams of students for an ideal Nigerian state and the possibility of overcoming these problems.
- Step VI:** Focusing on the exceptionally positive moments, the students participate in probing, questioning, story-telling and debate on what should be done to achieve effective citizenship in Nigeria.

Design Phase: (Planning and prioritizing processes that would work well by creating a blueprint for change that integrates the past and the future)

- Step VII:** The students engage in provocative propositions that stretch the realm of the status quo.
- Step VIII:** The students challenge common assumptions and routines.
- Step IX:** The students and teacher suggest real processes that represent desired possibilities for the individual, group, and the Nigerian state.
- Step X:** The students reason and hypothesise the ideal structures for sustainable and efficient socio-political systems in Nigeria.

Destiny Phase: (Initiating and implementing inspired actions for paths forward through specific personal, group and national commitments)

- Step XI:** The students and teacher make recommendations that focused specifically on personal and national commitments on what would move the nation forward.
- Step XII:** The facilitator summarises, evaluates and rounds off the session.

Effective Teaching Implications for teachers

For effective teaching of citizenship education concepts, it is pertinent for teachers to ensure that:

1. citizenship knowledge, skills, and values are taught explicitly and systematically at every level.
2. School culture and classroom management should exemplify and demonstrate core democratic values.
3. citizenship education is integrated throughout and across the school curriculum.
4. students have meaningful opportunities to participate in class and school governance.
5. all students at every level are provided with opportunities to participate in the citizenship life of their schools and communities.
6. learning activities extend beyond the school
7. parents and the community should be encouraged to participate and work with students.
8. students are provided with opportunities to participate in simulations, service-learning projects, conflict resolution programmes, and other activities that encourage the application of citizenship knowledge, skills, and values.
9. students are provided with instructions in the constitution, citizenship institutions, and political processes.
10. students are provided with instruction on the people, history, and traditions that have shaped our local communities, our nation, and the world.
11. preparing students to be effective citizens is explicitly recognized as an important part of the school mission.
12. Prepare students with the notion that they have the individual and collective responsibility to make the world a better place for everyone.

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