Role of Social Studies Pedagogical Approaches in Empowering Nigerian Youths for Institutional Stability and Peaceful Social Participation

*OPARINDE, Folasade Odunola., AJOGBEJE, Olamide Olutoke., OLOIDI, Christiana Kikelomo

Department of Social Studies, School of Arts and Social Sciences, Osun State College of Education, Ila-Orangun

*Corresponding Author

ABSTRACT

Youth restiveness, political violence, and declining civic responsibility remain persistent challenges threatening institutional stability in Nigeria. These realities raise concerns regarding the effectiveness of civic education in empowering young people for responsible social participation. This study investigated the role of Social Studies pedagogical approaches in empowering Nigerian youths for institutional stability and peaceful social participation. A parallel mixed-methods research design was adopted, combining quantitative survey data with qualitative insights. The study was conducted in Ekiti, Osun, and Oyo States, with a sample of 930 respondents comprising principals, Social Studies teachers, and senior secondary school students selected through multi-stage sampling. Data were collected using a validated questionnaire ($\alpha = 0.82$) and reflective qualitative prompts. Quantitative data were analysed using mean, standard deviation, and regression analysis, while qualitative responses were analysed thematically. Findings revealed that institutional stability in schools—manifested through leadership consistency, policy continuity, teacher stability, adequate learning resources, and a supportive psychosocial climate—significantly promotes youth empowerment. The study further found that debate-based instruction reduces restive behaviours (grand mean = 3.23), service learning enhances peaceful social participation (grand mean = 3.31), and problem-based instruction strengthens institutional understanding and stability (grand mean = 3.26). Regression analysis indicated that participatory learning significantly predicts youth empowerment ($\beta = .62$, $p < .05$). Qualitative findings corroborated these results by revealing that participatory and experiential pedagogies promote dialogue, civic responsibility, and peaceful conflict resolution among students. The study concludes that learner-centred pedagogical strategies are critical pathways for empowering Nigerian youths and strengthening democratic and social institutions. It therefore recommends the integration of participatory, debate-based, service-learning, and problem-based pedagogies into Social Studies instruction to enhance civic competence and institutional stability.

Keywords: Youth Empowerment, Institutional Stability, Social Studies Pedagogy, Participatory Learning, Civic Education.

INTRODUCTION

Nigerian society has continued to experience persistent challenges of youth restiveness, political violence, institutional fragility, and declining civic responsibility. Youths are frequently mobilised into communal conflicts, electoral violence, cultism, and other forms of social disorder, thereby threatening institutional stability and national cohesion. These realities raise critical questions about the preparedness of young people for democratic participation and peaceful coexistence.

Education has long been recognised as a potent instrument for social transformation and peacebuilding. Within this framework, Social Studies education occupies a strategic position in the Nigerian school curriculum due to its interdisciplinary orientation and civic mandate. The subject is designed to inculcate democratic values, social responsibility, national consciousness, and problem-solving skills necessary for effective citizenship. However, the effectiveness of Social Studies in achieving these objectives is largely contingent upon the pedagogical

approaches employed by teachers. Traditional teacher-centred methods that emphasise rote memorisation and passive learning remain prevalent in many Nigerian classrooms. Such approaches have been criticised for limiting students' agency, critical thinking, and civic empowerment.

Contemporary educational discourse increasingly advocates participatory learning, debate-based instruction, service learning, and problem-based instruction as learner-centred pedagogies capable of empowering youths. These approaches promote active engagement, dialogue, community involvement, and real-life problem solving, all of which are essential for peaceful social participation and institutional stability. This study, therefore, investigates the role of these pedagogical approaches in empowering Nigerian youths.

THEMATIC REVIEW OF LITERATURE

Youth empowerment has been widely conceptualised as a multidimensional process through which young people acquire the knowledge, skills, values, and agency necessary to participate meaningfully in social and institutional processes. According to Zimmerman (2000), empowerment involves developing individuals' capacity to influence decisions that affect their lives while enhancing their psychological sense of control and civic efficacy. Similarly, Checkoway and Aldana (2013) describe youth empowerment as a process that enables young people to develop leadership skills, participate in community decision-making, and engage in democratic governance.

In the context of education, youth empowerment is closely linked with the development of civic competence, which includes critical thinking, democratic values, social responsibility, and conflict-resolution skills. These competencies are particularly important in societies facing social fragmentation, political instability, and youth restiveness. Scholars have argued that educational institutions play a central role in nurturing these attributes by creating learning environments that encourage dialogue, participation, and reflective inquiry (Torney-Purta et al., 2015).

Mathikithela and Wood (2021) and Smith et al. (2024) noted that when young people actively investigate issues affecting their communities, they develop stronger leadership capacities, civic responsibility, and critical awareness of institutional processes. Similarly, Godínez et al. (2025) and Leman et al. (2025) report that participatory learning environments significantly improve students' sense of voice, autonomy, and civic efficacy. These suggest that youth empowerment is most effectively achieved when learners are positioned as active contributors to social transformation rather than passive recipients of knowledge.

Within the Nigerian context, youth empowerment is particularly important due to the increasing involvement of young people in political violence, communal conflicts, and other forms of social unrest. Scholars have observed that limited civic competence and inadequate democratic education contribute significantly to youth restiveness and declining institutional trust (Akinwale, 2021; World Bank, 2020). Consequently, strengthening civic education through innovative pedagogical strategies has become a critical priority for promoting institutional stability and peaceful social participation.

Participatory pedagogy refers to instructional approaches that actively involve learners in the construction of knowledge through dialogue, collaboration, and shared decision-making. This approach is grounded in constructivist learning theory, which emphasises that knowledge is constructed through social interaction and meaningful engagement with learning tasks (Vygotsky, 1978; Bruner, 1996). Participatory classrooms encourage students to express opinions, question assumptions, and engage in collaborative problem-solving activities. Such learning environments enhance students' self-confidence, communication skills, and democratic attitudes. Torney-Purta et al. (2004) argue that participatory classroom climates significantly increase students' political efficacy and civic engagement.

Mathikithela and Wood (2021) found that participatory action research programmes improved learners' critical thinking and community engagement. Similarly, Lugo et al. (2025) report that participatory civic education programmes significantly enhance students' capacity to analyse social problems and propose democratic solutions. Participatory pedagogy therefore enables students to develop a stronger sense of agency and responsibility in addressing societal challenges.

In Nigerian schools, however, teaching practices often remain dominated by teacher-centred approaches characterised by rote memorisation and passive learning. Adeyemi (2018) and Osakwe (2020) argue that such instructional methods limit students' opportunities for dialogue, critical thinking, and civic engagement. Consequently, the civic potential of Social Studies education may remain underutilised unless teachers adopt participatory pedagogical approaches that actively involve students in the learning process.

Experiential learning approaches emphasise learning through direct experience, reflection, and application of knowledge to real-world situations. Kolb's (1984) experiential learning theory suggests that meaningful learning occurs when individuals engage actively in concrete experiences and reflect on their implications for future action.

Service learning represents one of the most widely recognised forms of experiential civic education. It integrates academic learning with community service activities, allowing students to apply classroom knowledge to real societal problems. Studies have shown that service learning enhances students' social responsibility, empathy, and civic engagement (Eyler & Giles, 1999; Celio et al., 2011).

Cherono and Macharia (2024) report that community-based civic learning programmes significantly improve students' understanding of democratic values and social responsibility. Similarly, Pramudita (2024) found that experiential civic education programmes enhance students' social literacy and commitment to community development.

In societies characterised by social tensions and political instability, experiential civic education can help young people develop the skills necessary for peaceful coexistence and constructive social participation. By engaging learners in community service projects and social problem-solving activities, service learning promotes empathy, cooperation, and collective responsibility—qualities essential for sustaining social harmony and institutional stability.

Institutional stability refers to the capacity of social, political, and educational institutions to function effectively, maintain legitimacy, and manage conflicts peacefully (North, 1990). Stable institutions provide predictable governance structures, equitable participation opportunities, and mechanisms for peaceful conflict resolution. Education plays a central role in strengthening institutional stability by equipping young people with the knowledge and skills necessary for democratic participation. Social Studies education, in particular, is designed to promote civic awareness, national consciousness, and responsible citizenship (Barr et al., 1977; NCSS, 2010).

Debate-based instruction and problem-based learning have been identified as effective pedagogical strategies for promoting democratic dialogue and institutional awareness. Debate pedagogy enables students to engage with controversial issues constructively, fostering tolerance and respect for diverse perspectives (Hess & McAvoy, 2015). Empirical studies have also shown that debate-oriented learning reduces aggressive tendencies and promotes peaceful conflict resolution among adolescents (Okoye & Salami, 2021).

Problem-based instruction, on the other hand, engages learners in analysing real societal challenges and developing practical solutions. Hmelo-Silver (2004) explains that problem-based learning enhances critical thinking and collaborative problem-solving skills. Contemporary studies further indicate that civic problem-solving activities strengthen students' understanding of democratic institutions and governance processes (OECD, 2018; UNESCO, 2023).

Godínez et al. (2025) report that youth-led civic initiatives significantly improve young people's confidence in democratic institutions and encourage constructive political participation. When learners are actively involved in analysing social issues and proposing solutions, they develop stronger commitments to democratic norms and institutional processes.

These findings suggest that innovative pedagogical approaches—including participatory learning, debate-based instruction, service learning, and problem-based learning—can significantly contribute to youth empowerment, reduction of restive behaviours, and strengthening of institutional stability. However, empirical studies examining the combined effects of these pedagogical strategies within the Nigerian context remain limited. This

study therefore seeks to address this gap by investigating how Social Studies pedagogical approaches empower Nigerian youths for institutional stability and peaceful social participation.

This study is anchored on Empowerment Theory, Social Learning Theory, and Peace Education Theory. Empowerment Theory explains how educational experiences enhance individual agency and civic competence. Social Learning Theory emphasises learning through interaction, observation, and participation. Peace Education Theory highlights education's role in promoting non-violence, justice, and democratic culture.

Afolayan and Ogunyemi (2022) found that participatory Social Studies instruction significantly improved democratic values among Nigerian secondary school students. Okoye and Salami (2021) reported that debate-based learning reduced intolerance and aggressive tendencies among adolescents. Adeyemi (2024) observed that service learning enhanced youths' community attachment and conflict-resolution skills. UNESCO (2023) reported that problem-based civic education strengthens institutional trust and peaceful participation globally. Similarly, Yusuf and Lawal (2020) showed that experiential civic education positively influenced students' civic engagement in South-West Nigeria.

Statement of the Problem

In spite the strategic positioning of Social Studies within the Nigerian school curriculum as a vehicle for citizenship education, national cohesion, and peacebuilding, the country continues to experience alarming levels of youth restiveness, political violence, communal conflicts, and declining civic responsibility. Nigerian youths are increasingly implicated in electoral malpractices, cultism, vandalism, and other forms of anti-social behaviour, raising serious questions about the capacity of the education system to fulfil its civic mandate. Although Social Studies is designed to empower learners with democratic values, conflict-resolution skills, and participatory competencies, classroom practice in many Nigerian schools remains dominated by teacher-centred, examination-driven pedagogies that emphasise rote memorisation over critical engagement. Such instructional approaches restrict students' active participation, suppress dialogue, and limit opportunities for experiential learning, thereby weakening youths' sense of agency, civic efficacy, and institutional trust. This persistent reliance on traditional pedagogical practices has created a disconnect between the intended objectives of Social Studies education and the lived civic realities of Nigerian youths. Consequently, the extent to which Social Studies pedagogical approaches empower students for institutional stability and peaceful social participation remains largely underexplored, particularly within the Nigerian context. Addressing this gap is imperative, as understanding the role of participatory, debate-based, service learning, and problem-based instructional strategies may provide evidence-based pathways for reducing youth restiveness and strengthening democratic and social institutions. Hence, there is a compelling need for a systematic investigation into how innovative Social Studies pedagogical approaches can reposition education as a tool for youth empowerment, institutional stability, and sustainable peace in Nigeria.

Purpose of the Study

The study sought to:

i. identify the dimensions and prevailing forms of institutional stability capable of ensuring empowerment for Nigerian youth;

ii. examine the influence of participatory learning on youth empowerment.

iii. determine the role of debate-based instruction in reducing restive behaviours among youths.

iv. assess the contribution of service learning to peaceful social participation.

v. evaluate the effect of problem-based instruction on institutional stability.

Research Questions

The following research questions were answered:

a. What are the dimensions and prevailing forms of institutional stability capable of ensuring empowerment for Nigerian youth;

b. What is the effect of debate-based instruction on restive behaviours?

c. How does service learning contribute to peaceful social participation?

d. What is the effect of problem-based instruction on institutional stability?

Hypothesis

One null hypothesis was formulated for the study:

H_0: Participatory learning has no significant influence on youth empowerment.

METHODOLOGY

The study adopted a parallel mixed-methods research design, combining a descriptive survey with a qualitative explanatory approach to examine the role of Social Studies pedagogical approaches in empowering youths for institutional stability and peaceful social participation. The study was conducted in Southwestern Nigeria, with Ekiti, Osun, and Oyo States purposively selected due to their educational relevance and varying levels of youth restiveness. The population comprised principals, Social Studies teachers, and senior secondary school students in public secondary schools within the selected states. A multi-stage sampling technique was employed. Five Local Government Areas were randomly selected from each state, followed by the random selection of two public secondary schools per LGA, resulting in thirty schools across the three states. In each school, one principal, ten Social Studies teachers, and twenty senior secondary school students were purposively selected. This procedure yielded a total sample of 930 respondents, consisting of 30 principals, 300 teachers, and 600 students.

Data were collected using a researcher-designed questionnaire complemented by open-ended reflective prompts. The instrument was validated through expert review and yielded a reliability coefficient of 0.82 using the Cronbach's alpha method. Quantitative data were analysed using mean and standard deviation with a decision mean of 2.50, to answer the research questions, while the only hypothesis formulated was tested suing regression analysis. Qalitative data were analysed thematically to provide contextual insights into the influence of Social Studies pedagogical approaches on youth empowerment, institutional stability, and peaceful social participation.

RESULTS

Research Question 1: What are the dimensions and prevailing forms of institutional stability capable of ensuring empowerment for Nigerian youth?

Table 1: Mean Ratings on Dimensions of Institutional Stability and Youth Empowerment

S/N	Items	SA	A	D	SD	Mean	SD
1	Stable school leadership promotes students' confidence in institutions	420	390	85	35	3.28	0.69
2	Consistent school policies encourage responsible student behaviour	410	400	90	30	3.27	0.70

3	Teacher stability improves students' trust and civic orientation	395	420	80	35	3.25	0.71
4	Adequate learning resources promote students' engagement in civic learning	430	380	85	35	3.29	0.68
5	A safe psychosocial school climate encourages student participation	440	370	80	40	3.27	0.72

Grand Mean = 3.27

The grand mean score of 3.27, which is higher than the decision mean of 2.50, indicates that respondents strongly agree that several dimensions of institutional stability contribute significantly to youth empowerment. The findings reveal that leadership consistency, policy stability, teacher commitment, adequate learning resources, and a safe psychosocial climate constitute the prevailing forms of institutional stability that empower Nigerian youths. These results suggest that stable educational institutions provide predictable learning environments where students can develop civic competence, confidence, and social responsibility. Institutional stability therefore functions not only as an administrative condition but also as a pedagogical environment that nurtures empowerment and responsible citizenship.

Qualitative responses from principals and teachers reinforced these findings. Participants noted that schools with consistent leadership and clear policy direction tend to produce students who are more disciplined, confident, and civically responsible. Several teachers emphasised that when teachers remain committed and supportive, students develop trust in authority and institutional processes.

Students also indicated that safe and well-organised school environments encouraged them to express their opinions freely, participate in classroom discussions, and engage in community activities. One student remarked that *"when the school environment is stable and teachers listen to us, we feel confident to participate in social issues and decision-making."*

These qualitative perspectives confirm that institutional stability creates conditions that foster empowerment, dialogue, and civic engagement among young people.

Research Question 2: What is the effect of debate-based instruction on restive behaviours?

Table 2: Mean Ratings of Respondents on Debate-Based Instruction and Restive Behaviours

S/N	Items	SA	A	D	SD	Mean	SD
1	Classroom debates encourage tolerance of opposing views	380	420	90	40	3.22	0.71
2	Debate lessons reduce aggressive classroom behaviour	360	410	110	50	3.16	0.74
3	Debate-based instruction discourages violent conflict tendencies	400	390	95	45	3.23	0.70
4	Students learn peaceful dialogue through debates	420	405	70	35	3.31	0.66
	Grand Mean					**3.23**	

The results presented in Table 2 show that all items recorded mean scores above the decision mean of 2.50. The grand mean of 3.23 indicates that debate-based instruction significantly reduces restive behaviours among students.

Specifically, the highest mean score (3.31) shows that debate lessons help students learn peaceful dialogue, while other items reveal that debates promote tolerance, reduce aggression, and discourage violent tendencies. These

findings indicate that structured classroom debates provide a platform for students to express divergent opinions constructively rather than through confrontational or violent behaviour.

Qualitative responses strongly supported the quantitative results. Teachers reported that debates create controlled environments where controversial issues can be discussed without hostility. Students also acknowledged that debates helped them understand different viewpoints and resolve disagreements peacefully.

One teacher noted: "Students who regularly participate in debates learn how to defend their views logically rather than reacting emotionally." Similarly, a principal observed that schools implementing debate activities recorded lower levels of student indiscipline and interpersonal conflicts.

Research Question 3: How does service learning contribute to peaceful social participation?

Table 3: Mean Ratings on Service Learning and Peaceful Social Participation

S/N	Items	SA	A	D	SD	Mean	SD
1	Service learning increases students' sense of social responsibility	450	380	70	30	3.34	0.65
2	Community service promotes peaceful coexistence	430	390	80	30	3.31	0.67
3	Students become more committed to community development	440	370	85	35	3.30	0.69
4	Service learning reduces antisocial behaviour	410	395	95	30	3.27	0.71
	Grand Mean					**3.31**	

The findings in Table 3 show that service learning significantly enhances peaceful social participation, as indicated by a grand mean score of 3.31, which exceeds the criterion mean of 2.50. The highest mean value (3.34) indicates that service learning strengthens students' sense of social responsibility. These results suggest that when students engage in community service activities, they develop empathy, cooperation, and commitment to community development. Such experiences expose learners to real social challenges and encourage them to become responsible members of society.

Qualitative findings revealed that students who participated in service-learning activities developed stronger community attachment and social empathy. Teachers explained that students involved in environmental sanitation campaigns, peer education programmes, and community support projects became more cooperative and socially responsible.

Students reported that these activities helped them realise the importance of collective responsibility and peaceful coexistence, thereby reducing tendencies toward antisocial behaviour.

Research Question 4: What is the effect of problem-based instruction on institutional stability?

Table 4: Mean Ratings on Problem-Based Instruction and Institutional Stability

S/N	Items	SA	A	D	SD	Mean	SD
1	Problem-based learning improves understanding of social institutions	400	410	90	30	3.27	0.68
2	Students learn peaceful conflict resolution through problem-solving	390	420	85	35	3.26	0.70
3	Problem-based instruction builds trust in democratic institutions	380	405	110	35	3.21	0.73

| 4 | Learners become more responsible citizens | 415 | 395 | 85 | 35 | 3.29 | 0.69 |
| | **Grand Mean** | | | | | **3.26** | |

Table 4 indicates that problem-based instruction positively influences institutional stability, with a grand mean of 3.26. This suggests that engaging students in real-life social problem solving enhances their understanding of social institutions and civic responsibilities. The results further show that problem-based learning promotes peaceful conflict resolution and strengthens students' trust in democratic institutions.

Qualitative responses revealed that problem-based instruction allows students to analyse societal issues such as corruption, electoral violence, and communal conflicts, thereby improving their understanding of institutional roles and governance processes.

Teachers observed that students exposed to problem-solving activities were more likely to discuss peaceful solutions to societal problems, demonstrating greater institutional awareness and civic responsibility.

Test of Hypothesis

H₀: Participatory learning has no significant influence on youth empowerment.

Table 5: Simple Linear Regression Analysis Showing the Influence of Participatory Learning on Youth Empowerment

Predictor	B	SE B	Β	t	P
Constant	1.214	0.082	—	14.80	< .001
Participatory Learning	0.560	0.041	.62	13.75	< .001

Model Summary

R	R²	Adjusted R²	F	p
.62	.38	.37	189.06	< .001

N = 930.

The regression analysis showed that participatory learning significantly predicted youth empowerment, $\beta = .62$, $t(928) = 13.75$, $p < .001$. The model explained 38% of the variance in youth empowerment ($R^2 = .38$), indicating a strong positive relationship between participatory classroom practices and students' civic confidence and engagement. Since the significance value is less than 0.05, the null hypothesis is rejected. This implies that participatory learning has a significant positive influence on youth empowerment.

Qualitative findings revealed that participatory learning encourages student voice, collaborative learning, and critical thinking. Students reported feeling more confident when teachers allowed them to participate actively in discussions and classroom decision-making. Teachers also observed that participatory classrooms produced students who were more confident, socially responsible, and willing to engage in community issues.

DISCUSSION OF FINDINGS

The findings of this study highlight the critical role of innovative pedagogical approaches in empowering Nigerian youths and promoting institutional stability. First, the study established that institutional stability within schools—manifested through leadership consistency, policy continuity, teacher stability, adequate resources, and a safe psychosocial climate—creates conditions that foster youth empowerment. Stable institutions provide predictable environments that nurture trust, civic engagement, and responsible behaviour. This finding supports

the argument of North (1990) and (Acemoglu & Robinson, 2019) that institutional effectiveness is fundamental to civic development and social order.

The study further revealed that debate-based instruction significantly reduces restive behaviours among students. Through structured dialogue, learners develop tolerance, empathy, and respect for opposing viewpoints. This aligns with civic education scholarship which emphasises deliberative dialogue as a tool for democratic participation and conflict resolution (Hess & McAvoy, 2015). In contexts such as Nigeria where youth restiveness and political intolerance remain prevalent, debate-based pedagogy can serve as a critical strategy for promoting peaceful engagement.

Similarly, service learning was found to significantly enhance peaceful social participation. By linking classroom learning with community engagement, service learning cultivates civic responsibility and social empathy. This finding corroborates experiential learning theory, which emphasises that meaningful learning occurs when individuals apply knowledge to real-life situations (Kolb, 1984). Previous studies have also demonstrated that service learning strengthens students' commitment to community development and social cohesion (Eyler & Giles, 1999; Celio et al., 2011).

The results also indicated that problem-based instruction contributes significantly to institutional stability by improving students' understanding of democratic institutions and governance processes. When learners analyse real societal problems, they develop critical thinking and institutional awareness. This supports earlier research showing that problem-based civic education enhances students' understanding of governance and encourages responsible citizenship (Westheimer & Kahne, 2004; OECD, 2018).

The regression analysis confirmed that participatory learning significantly influences youth empowerment. Participatory classrooms provide opportunities for students to express opinions, collaborate with peers, and engage actively in the learning process. According to empowerment theory (Zimmerman, 2000), such opportunities strengthen individuals' sense of agency and civic efficacy. The findings also align with studies demonstrating that participatory pedagogies enhance democratic values and civic competence among students (Torney-Purta et al., 2015).

The present findings are also consistent with emerging international research on youth participatory action research and youth-led civic engagement. Recent studies show that participatory educational approaches enable young people to develop problem-solving competencies, civic efficacy, and institutional awareness by actively investigating social problems and designing community-based solutions (Godínez et al., 2025; Lugo et al., 2025). When students participate meaningfully in decision-making processes, they develop a stronger sense of ownership, responsibility, and commitment to democratic institutions, thereby strengthening social stability and collective problem-solving capacities.

These results demonstrate that innovative pedagogical approaches in Social Studies education are essential for addressing youth restiveness and strengthening institutional stability in Nigeria.

CONCLUSION

This study demonstrates that learner-centred pedagogical approaches in Social Studies education significantly empower Nigerian youths and promote institutional stability. Institutional stability within schools provides the foundation for civic learning, while participatory learning enhances youth empowerment. Debate-based instruction reduces restive behaviours, service learning strengthens peaceful social participation, and problem-based instruction deepens students' understanding of democratic institutions. Collectively, these pedagogical strategies foster responsible citizenship, civic competence, and constructive engagement with social institutions.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

- Schools should institutionalise participatory learning practices in Social Studies classrooms to enhance youth empowerment and civic competence.

- Debate-based instructional strategies should be integrated into classroom activities to help reduce aggressive behaviour and promote tolerance among students.

- Service-learning programmes should be incorporated into Social Studies curricula to strengthen students' sense of social responsibility and community engagement.

- Teachers should adopt problem-based instructional strategies to improve students' understanding of democratic institutions and conflict resolution processes.

- School administrators should strengthen institutional stability by ensuring consistent leadership, supportive policies, adequate resources, and a safe psychosocial learning environment.

REFERENCES

1. Acemoglu, D., & Robinson, J. A. (2019). The narrow corridor: States, societies, and the fate of liberty. Penguin Press.
2. Adeyemi, K. (2024). Service learning and civic engagement among Nigerian youths. Journal of Social Education, 12(2), 45–59.
3. Adeyemi, M. B. (2018). Civic education and youth participation in Nigeria. Journal of Social Studies Education Research, 9(3), 211–230.
4. Afolayan, T., & Ogunyemi, R. (2022). Participatory pedagogy and democratic values in Nigerian schools. African Journal of Education, 18(1), 33–47.
5. Akinwale, A. A. (2021). Youth restiveness and social stability in Nigeria: Implications for national development. African Security Review, 30(2), 156–170.
6. Barr, R., Barth, J. L., & Shermis, S. S. (1977). Defining the social studies. National Council for the Social Studies.
7. Bruner, J. (1996). The culture of education. Harvard University Press.
8. Celio, C. I., Durlak, J., & Dymnicki, A. (2011). A meta-analysis of the impact of service- learning on students. Journal of Experiential Education, 34(2), 164–181.
9. Checkoway, B., & Aldana, A. (2013). Youth civic engagement for dialogue and change. Journal of Community Practice, 21(1–2), 189–207.
10. Dickerson, K., Kornbluh, M., & Duke, A. M. (2024). Youth participatory action research in school settings. In B. D. Christens (Ed.), The Cambridge handbook of community empowerment. Cambridge University Press.
11. Eyler, J., & Giles, D. E. (1999). Where's the learning in service-learning? Jossey-Bass.
12. Freire, P. (1970). Pedagogy of the oppressed. Continuum.
13. Garcia-Vazquez, E., Crespi, T. D., & Riccio, C. (2020). Social justice and school psychology practice. School Psychology Review, 49(4), 451–456.
14. Gutmann, A., & Thompson, D. (2004). Why deliberative democracy? Princeton University Press.
15. Habermas, J. (1996). Between facts and norms: Contributions to a discourse theory of law and democracy. MIT Press.
16. Hess, D., & McAvoy, P. (2015). The political classroom: Evidence and ethics in democratic education. Routledge.
17. Hmelo-Silver, C. (2004). Problem-based learning: What and how do students learn? Educational Psychology Review, 16(3), 235–266.
18. Hoskins, B., Janmaat, J. G., & Villalba, E. (2012). Learning citizenship through social participation outside and inside school. Journal of Curriculum Studies, 44(3), 419–446.
19. Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice-Hall.
20. North, D. C. (1990). Institutions, institutional change and economic performance. Cambridge University Press.
21. OECD. (2017). Global competence for an inclusive world. OECD Publishing.

22. OECD. (2018). Preparing our youth for an inclusive and sustainable world. OECD Publishing.

23. Okoye, C., & Salami, A. (2021). Debate-based instruction and youth tolerance. Journal of Civic Education, 9(3), 61–74.

24. Perkins, D. D., & Zimmerman, M. A. (2020). Empowerment theory, research, and application. American Journal of Community Psychology, 65(1–2), 1–12.

25. Thomas, K. W., & Velthouse, B. A. (2021). Cognitive elements of empowerment in organizations. Academy of Management Review, 46(3), 569–588.

26. Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2004). Citizenship and education in twenty-eight countries. IEA.

27. Torney-Purta, J., Amadeo, J., & Andolina, M. (2015). Civic education and youth civic engagement. Journal of Social Science Education, 14(4), 7–16.

28. UNESCO. (2023). Global citizenship education for peace and sustainable development. UNESCO.

29. Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. American Educational Research Journal, 41(2), 237–269.

30. World Bank. (2020). Youth employment and civic participation in developing countries. World Bank.

31. Yusuf, M., & Lawal, B. (2020). Experiential civic education and youth engagement in South-West Nigeria. Nigerian Journal of Social Studies, 25(1), 77–92.

32. Zimmerman, M. A. (2000). Empowerment theory: Psychological, organizational and community levels of analysis. In J. Rappaport & E. Seidman (Eds.), Handbook of community psychology (pp. 43–63). Springer.