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Editorial

This edition of NIU Journal of Social Sciences focuses on Development Administration and Social Psychology.

The first part of the Journal addresses issues in Development Administration such as Sustainable Development, Pentecostal Entrepreneurship, Community Development, Service Charge Administration, Public Bureacracy, Human Security and Entrepreneurship Education. It is emphasized in one of the papers that service charge governance failures stem from systemic rather than isolated deficiencies, encompassing weak information disclosure, inadequate administrative systems, operational limitations, and regulatory fragmentation. It is therefore, suggested that structured governance reforms including digital accounting systems, utility metering, formal reserve funds, tenant engagement structures, and standardized regulatory frameworks should be put in place to address interconnected governance deficiencies in commercial property management.

Papers in the second part are on Social Pyschology. It is revealed in one of the papers in this section that eventhough hierarchy influences authority in the academic workplace, social capital creates the conditions for cooperation. The study therefore, recommends structured mentoring, more inclusive committee systems, and deliberate trust-building efforts to strengthen collaboration across generations.

Readers are advised to make proper use of the ideas presented by the various authors in this issue of NIU Journal of Social Sciences. Some of these papers are empirical in nature while others have theoretical base. Each of them focuses on one specific social and management problem or the other; trying to proffer solutions to them.

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Part One
Development Administration

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Contributions of Rural Women Farmers to Community Development in Ovia Northeast, Edo State, Nigeria

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Abstract. This study investigated the contributions of rural women farmers to community development in Ovia North-East Local Government Area of Edo State, Nigeria. A multi-stage sampling technique was employed to select 120 respondents from four active farming communities. Primary data were collected using structured questionnaires analyzed with descriptive statistics and regression models. Findings revealed that the mean age of respondents was 50 years and were active farmers and many possessed long farming experience (mean= 13 years). Majority (79.8%) were married and have large households of 6–10 persons (58.7%). They engaged in divers farming activities like: crop production, livestock rearing, fish farming marketing and few others which strengthen local food systems, stabilize household livelihoods, and stimulate grassroots development. Rural women contribution to community development are mainly in the areas of food production (96%), paying of taxes (76.0%) among others. Income was directed mainly toward household welfare with 98% spent on household needs, 75.96% on children's schooling, 36.54% reinvested into farms, and 11.54% used for community dues, showing how women convert limited income into long-term community and household well-being. Regression analysis further indicated that monthly income ($p = 0.001$) and household size ($p = 0.001$) significantly influenced women's contributions, explaining 40.8% of the variation in community development participation. The study therefore concludes that empowering rural women is essential for sustainable grassroots development. The study recommends that government and NGOs expand gender-responsive financial inclusion programmes targeting rural women farmers; extension services be redesigned to target rural women more; women's roles in community decision-making be strengthened; and access to land, inputs, and supportive infrastructure be improved to enhance productivity and enable women to contribute even more meaningfully to community development.

Keywords: Rural women, contribution, community development, constraints

1. Introduction

Women make up approximately half of the global population, play crucial and indispensable role in the social, economic, and political advancement of societies worldwide (United Nation, 2020). Historically, Nigerian women have actively participated in local development initiatives in their respective communities. Traditional roles such as running a household, raising children and maintaining social cohesion which provide women with an important basis for community participation. Women use their social networks, personal relationships and collective decision-making skills to meet the diverse needs of their communities and create positive changes (Okeke-Ihejirika & Salami, 2018). Rural women farmers are women who live in rural communities and are actively involved in farming and food production. They grow crops, raise animals, process food, and often sell their farm produces in local markets. These women play a vital role in feeding their families and communities, even though they usually have less access to land, money, training, and modern farming tools compared to men. Their work is essential for both household survival and the overall economy in rural areas.

Alemayehu (2014) regards community development as a process concerned with the improvement as well as the transformation of the social, mental, economic, institutional and environmental conditions of the rural dwellers through the mobilization and rational utilization of their human, material and institution

resources so as to enhance their capacities to cope with the daily tasks and demands of modern time. It is about the quality of life of people, their capacity to improve the conditions of their existence to reach, control and utilize their resources for greater productivity and enjoyment. It is about the autonomy and self-respect of the individuals as a free member of his community. Community development objectives include to: increase employment; uplift the general health of the rural dwellers; provide technical works and knowledge to the rural dwellers; and maximize the productivity of the average person on and his family.

In Nigeria, and some other parts of the world, particularly in rural areas, women are generally the most neglected and they have consistently lost out in the course of development and in self-reliance. Sibanda (2012) had remarked that it was unfortunate that it was only African women farmers who have no voice in the society. Further asserted that women who enjoyed a space and platform in academics, science, economics and politics that were celebrated and yet in Africa, there was a deserving group of extraordinary women who are still pillars of African Agriculture. The role of women in many societies however, are bound by age-old traditions and beliefs, patriarchal practices motivated by culture, interpretations of religious sanctions which hinder women's freedom to play key roles and assert their right to social and economic and community development. They are in fact discriminated against by stereotypes which restricted them to a reproductive role, and denied them access to resources which could eventually enhance their social and economic contribution to the society (Waruru, 2020).

Research has shown that empowering women in agriculture can significantly boost food security, reduce poverty, and strengthen community development (FAO, 2021). Yet, in places like Ovia North-East, there is limited data and documentation on how exactly these women contribute to their communities and what challenges they face. Understanding their role more clearly is essential to creating inclusive and effective rural development strategies. This is why focusing on the contribution of rural women farmers to community Development is important in this study. The problem of this paper is thus situated on the rural women farmers' contributions and performance to the development of their communities and the gaps in previous development efforts aiming to provide actions for inclusive rural transformation.

Hence, the objectives of this study is to assess the contributions of rural women farmers to community development in Ovia North East Local government area of Edo State.

However, the specific objectives are to: examine the socio-economic characteristics of the rural women farmers in the study area; identify the type of farming practice the rural women farmers are engaged in; examine the areas of their contribution to community development in the study area; examine the factors that influence the contributions of the rural women farmers to community development; and identify the constraints to their contributing to the development of their community in the study area.

2. Research Methodology

The study was conducted in Ovia North-East Local government area, Edo State of Nigeria. Edo State is located in the South-South geopolitical zone of Nigeria and was officially created on August 27, 1991, following the division of the former Bendel State into Edo and Delta States (National Orientation Agency, 2022).

This study involved a purposive selection of 4 communities (Uhen, Ekiadolor, Ogbese, Ofunama) from the study area due to the presence of the active rural women farmers and their participation in the community development. Stage 2 involved a cluster sampling selection from each farming enterprise to ensure fair representation of each farming enterprise (crop, livestock, poultry) the rural women farmers are engaged in while Stage 3 involved a random sampling selection of a total of 120 women respondents from all the strata of farming enterprise due to the various farming enterprise the women are engaged in, however only104 respondents' data were found useful for analysis representing 86.7% response. Questionnaire was used for data collection.

Respondents were asked to indicate the farming type they are engaged in. This was measured with the options of Crop Farming (0), Livestock Farming (1), poultry (2), Fish Farming (3), Mixed Farming (4) and others (5). Respondents were asked to choose the Agricultural activities they perform. Crop production (1), Livestock rearing (2), Poultry farming (3), Fish farming (4), Agro-processing (e.g. grinding, packaging, drying) (5), Marketing or selling of farm produce (6), Storage and preservation of produce (7), and Others (8). Respondents were assessed on their various contributions to the development of their community. Respondents were assessed on the various factors that influence their contribution of the rural women farmers to the development of their community.

E. Constraints Faced by the rural women farmers in contributing to the community development. Frequency count and percentage were used for data analysis while multiple regression was used for hypothesis testing.

This objective was measured using descriptive statistics such as frequency count, mean, Standard Deviation and percentage. A Nominal Scale of Yes (1) and No (0) was used.

H_0: There is no significant relationship between socio-economic characteristics of rural women farmers and their contribution to community development.
This was measured using multiple linear regression analysis:
$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 \dots \dots, + \beta_7 X_7 + \varepsilon$
Y = Contribution to community development (dependent variable)
(Contribution=1, No Contribution=0)
X_1, X_2, ..., X= Socio-economic characteristics (independent variables)
β_0 = Intercept
β_1 - β_7 = Coefficients of each independent variable
ε = Error term
Independent Variables (X's) — Socio-economic Characteristics:
Examples include:
X_1 = Age of respondent
X_2 = Level of education
X_3 = Household income
X_4 = Farm size
X_5 = Marital status
X_6 = Farming experience
X_7 = Household size
β_0 = Constant (intercept)
β_1 to β_7 = Coefficients that measure the effect of each independent variable
ε = Error term (random unexplained variation)
Each variable will be coded numerically:
Education level (No formal = 0, Primary = 1, Secondary = 2, Tertiary = 3)
Marital status (Single = 0, Married = 1, Widowed = 2, and others.).

3. Results and Discussion

3.1 Socio-Economic Characteristics of Women in Agricultural in Study Area

This survey shows a predominantly mature farming population (Table 4. 1). Worldwide, women in their 30s–50s are noted to be most active agriculturally. This result confirms this trend, 42.3% of surveyed women were over 51years old, an age bracket considered "able-bodied" for both subsistence and commercial production. While 27.9% of the women farmers where between the age bracket of 41-50 years. Also, 27.9% of the women farmers were between the age of 31-40 years. Only 1.9 % of the women farmers where less than 30 years of age. The findings show that the agricultural sector, often faces challenges in attracting younger individuals, leading to an aging farming population. This trend has implications for the sustainability and future growth of the sector, the economy and community wellbeing at large as younger women farmers are crucial for innovation, adoption of modern farming practices and high contribution and participation to the development of agriculture sector and community wellbeing. The average age of the respondents was 42 years' old which implies that many are in their peak productive years.

Majority (68.2%) of respondents had farmed for over 10 years. Such depth of experience is an asset. Experienced women typically accumulate deep local knowledge of crops and markets is likely to allows them to optimize limited resources and introduce improvements. For example, one Nigerian study noted that farmers with long experience were better placed to understand farming needs and challenges. However, age can also carry trade-offs: one study found that older women tend to spend fewer hours on farm work (possibly due to physical limits) even as younger wives take on more day-to-day labor. Thus, the oldest farmers in these communities may contribute more through leadership and knowledge-sharing, while middle-aged women supply the bulk of labor. Nearly 80% of these women farmers are married. Marriage often provides additional household labor (husbands, older children, or relatives) and a sense of shared responsibility. The significant presence of older, married women may imply a wealth of accumulated social capital and stability. Farming experience and marital status are often positive determinants of decision-making power and community leadership (Ibrahim & Umar, 2019). The longer a woman has been rooted in the community, the more she is trusted for resource pooling and collective action. This aligns with the argument that women use their social networks and collective decision-making skills to drive positive change (Okeke-Ihejirika & Salami, 2018). In Ovia North East, this experience translates into reliable leadership within cooperative societies, which are the bedrock of modern rural development initiatives. The result shows that, 49% of the women indicated that their husbands were the head of their household, 19.2 % indicated that their father was the head of their household, 17.3% indicated that their husband's brother was the head of their household, while only 14.4 % of the women in the

survey were the household head. Female-headed households often face financial strain, but when women do control household income, families tend to benefit greatly: research highlights that women's direct management of family resources boosts economic, social, and nutritional outcomes for the whole household. In Ovia North- East, women living under a husband or other male relative as head likely have less autonomy over farming decisions. Still, even in those cases, married women often influence crop choices and market activities.

Education shapes how women farm and lead. In Ovia North -East, most women have at least primary or secondary schooling (only 15.4% had no formal education). Educated women are better positioned to adopt modern farming techniques, manage finances from non-farm income sources, and interact confidently with extension services (Akwiwu, 2025). A higher level of education empowers women not just in agricultural production but also in demanding and accessing resources like credit and extension training, which remain major constraints for their less-educated counterparts (Asogwa et al., 2020). When rural women are equipped with literacy and numeracy skills, their capacity for self-reliance and meaningful contribution to community projects from supervising boreholes to managing cooperative funds can be profoundly amplified. The findings that income level is a significant predictor of development contribution resonates with broader research across Nigeria. Recent studies emphasize that when women gain control over income, they disproportionately invest in their households and communities, channeling funds toward social goods (Okunnu, 2024; Adeyemo & Kehinde, 2021). This is often manifested in contributions to community-based organizations (CBOs) and local projects, which, as observed by a study on poverty eradication in rural households, remarkably reduces poverty status (Adeyemo & Kehinde, 2021). The income controlled by these women is not just a personal gain; it is a critical source of local financial capital. Economically, rural women farmers operate on modest means: 75% of these women earn less than ₦100,000 per month, 23.1% earn between ₦100,000 - ₦250,000 per month while 1.9% of these women earn over ₦40,000 per month. Such limited income constrains their ability to invest in farm inputs or community projects. Large families characterize Ovia North East farming households (Table 4.1). 58.7% of these women reported 6–10 persons living in their house, an additional 22.1% had 11 or more persons living in their house and 19.2% had less than 5 persons living in their house. Such extended households can supply ample family labor. As one Nigerian study notes, "farming households with many people tend to use more family labour rather than hired labour," reducing production costs. In practice, older daughters or sons often help with farm chores, enabling women to manage larger plots or multiple enterprises. These results align with patterns observed in other parts of Nigeria and beyond: women are heavily engaged in cropping and marketing but less so in higher-value value-chain activities, livestock intensification or agro-processing, often due to structural constraints. For example, a study from southeast Nigeria found that women's labour in staple crop value chains was constrained by lack of credit, poor road networks, and weak storage infrastructure (Opata, Ezeibe, Ume, Iwuchukwu & Onyenekwe, 2022).

Table 4.1: Socio-Economic Characteristics of respondents(n=104)

Age (years)	Freq.	%	Mean	Std. Dev.
< 30.00	2	1.9		
31.00 - 40.00	29	27.9		
41.00 - 50.00	29	27.9	50.0	13.6
51.00 and above	44	42.3		
Marital Status				
Single	21	20.2		
Married	83	79.8		
Educational background				

No formal education	16	15.4		
Primary education	26	25		
Secondary education	47	45.2		
Tertiary education	8	7.7		
Adult education	7	6.7		
Household size (Number of Persons living in a house)				
<= 5.00	20	19.2		
6.00 - 10.00	61	58.7	8.2	3.4
11.00+	23	22.1		
Monthly income earned (Naira)				
<= 100000.00	78	75		
100001.00 - 250000.00	24	23.1	93639.4	70780.3
400001.00+	2	1.9		
Years of experience in Farming practice (Number)				
<= 10.00	33	31.7		
11.00 - 20.00	28	26.9	20.7	13.0
21.00+	43	41.3		
Household head				
Self	15	14.4		
Husband	51	49.0		
Husband's brother	18	17.3		
Father	20	19.2		

Source: *Field Survey, 2025*

3.2 Types of Farming Enterprise

3.2.1 Crop Production Dominance

Results in Table 2, the predominant farm activities is crop production, with 98.08% women farmers engaged in this enterprise. The near-universal involvement in crop production underscores the centrality of food-crop cultivation to

rural women's livelihoods. Women farmers are the backbone of staple food production in Nigeria, participating across land preparation, planting, weeding, harvesting and post-harvest work (Udemezue & Odia, 2021). As Udemezue and Odia (2021) observe, women provide more than 60 percent of farm labour in Nigeria's staple-food subsector and are the key actors in short food-supply chains linking producers to rural markets.

According to the results (Table 2) obtained from the survey, a high share of women farmers 66.35 % engages in marketing or selling of farm produce and this is especially noteworthy. Women's participation in marketing acts as critical bridge between rural production and urban/rural markets, converting farm outputs into cash that funds education, health and community contributions. production to sale and cash income, thereby bolstering household livelihoods and enabling reinvestment into farm inputs or community development. When women are confined to subsistence and petty marketing, they have less surplus income for community projects or cooperative investment, perpetuating structural inequality (Obot *et al*., 2023).

According to the results, 11.54% of the respondents were engaged in livestock rearing, 5.77% of the women were involved in fish farming while 3.85% respondents were engaged in agro processing enterprises. This is an important signal. Women are producing crops and selling them, but few are engaged in local value-addition (milling, drying, packaging) that would capture more profit locally. Past projects (e.g., agro-technology and women's empowerment programs) demonstrate that targeted support to small-scale processors (equipment, training, grouping into women-led micro-enterprises) significantly increases returns and creates local employment. The comparatively low participation in livestock and fish farming suggests untapped potential in higher-value enterprises. Studies note that women's entry into value-adding processing or livestock intensification is often restricted by barriers such as inadequate credit, poor access to improved inputs and deficient infrastructure (Obot, Ngozi, Anunobi, Elizabeth & Udoh, 2023).

Findings from the field survey in Table 4.2, indicates that only 25% of rural women farmers in Ovia North East engage in storage and preservation of their agricultural produce (Field Survey, 2025). At first glance this may seem like a minor detail, yet it carries significant developmental weight. Storage and preservation represent the bridge between production and consumption; they determine whether a farmer merely survives from season to season or generates sustainable income and community value. In smallholder systems such as those of Ovia North East, limited storage capacity directly contributes to post-harvest losses and unstable household income. Nigeria loses an estimated 30–50 percent of perishable crops annually due to inadequate storage facilities and poor preservation practices (Audu & Udo, 2024).

Table 2: Farming Practices

FARMING PRACTICES	Freq	%
Crop Production e.g planting of maize, cassava, yam, cocoyam.	102	98.08
Livestock rearing eg rearing of goats, sheeps, pigs.	12	11.54
Poultry Farming. eg rearing of chicken, Turkey, Guinea fowl.	17	16.35
Fish farming	6	5.77
Agro processing (e.g grinding, packaging, drying)	4	3.85
Marketing or selling of farm produce	69	66.35
Storage and preservation of farm produce	26	25.00

Source: Field Survey, 2025; Multiple Responses given.

3.3 Rural Women Contribution to Community Development

In Table 3, the level of contribution is high. All 104 respondents (100 %) reported involvement in food production, and 103 (99.04 %) classified their contribution as high. Only one respondent (0.96 %) considered it low. This very strong level of engagement means that rural women in Ovia North East serve as the backbone of agricultural production and food provisioning within both their households and the wider community. They also make significant and multifaceted contribution to Community Development Many of these women engage heavily in agricultural production, post-harvest activities, marketing, and household food security roles. The women not only cultivate and attend to crops but also engage in processing, transportation, storage and sale thereby adding value and supporting both household and communal welfare. Their high involvement

ensures supply of staple crops, contributes to local food security and supports market supply chains. Because this contribution is high, development interventions should capitalize on their role by providing targeted extension services, improved inputs, mechanization support and access to value-addition processes.

Level of use of farm income for children's education /household dependents is predominantly high, but with a meaningful minority reporting low contribution. Of 101 respondents who confirmed using farm income for children's education/household dependents (97.1 % of total), 68 respondents (65.38 %) rated their contribution as high, while 36 respondents (34.62 %) rated it as low. This indicates that while a majority of women are channeling farm income into human capital (education), a significant minority still face constraints that limit their ability to contribute strongly in this way. The 'low' portion suggests that despite participation in farming, some women may not be generating sufficient surplus income, or face competing demands (healthcare, daily consumption) that reduce the share available for education. In terms of community development, the high majority is positive: investment in children's schooling by women leads to stronger human capital and longer-term community benefits.

The level of contribution in (small business: food vendors, tailoring and craft) this category is low. While 27 respondents (26.0 %) reported engaging in small business activity, 78 respondents (75.0 %) rated their contribution in this domain as low, and only 26 (25.0 %) rated it as high. This suggests that although some rural women diversify into enterprises beyond crop farming, these ventures are often small, informal and limited in scale, thus their impact on community development (beyond the household) remains modest. For the wider community, small-business contributions by women are under-utilised: with improved access to markets, business training and credit, these enterprises could become stronger drivers of local economic development.

In this type, the level of contribution is mixed to low. While 55 respondents (52.9 %) reported belonging to some local group, only 41 respondents (39.42 %) rated their contribution via these groups as high, whereas 63 respondents (60.58 %) rated it as low. This shows that membership alone does not guarantee high impact. Many women belong to groups, but fewer report that these memberships translate into strong contributions toward community development (e.g., pooled investments, infrastructure projects). The relatively low level of high-impact group participation suggests that cooperatives/savings groups in the area may be performing more as social/financial safety nets rather than as development engines. For community development policy, this means there is latent capacity in these groups which could be better harnessed via linkages to formal finance, strengthening leadership, and orienting them toward community investment.

The level of contribution is low (particularly in community excursion: infrastructure, communal work). Only 4 respondents (3.8 %) were recorded as major contributors in this domain, and as many as 78 respondents (75.0 %) rated their contribution as low. This indicates that rural women in Ovia North East are largely absent or minimally visible as actors in community infrastructure and communal work contributions (such as building roads, water points, storage sheds). Obstacles likely include time constraints, lack of cash surplus, limited decision-making authority and cultural norms. From a community development perspective, this is a clear gap: women's labour, knowledge and engagement could boost communal asset formation, but at present their contribution in this domain remains modest.

Again, the level of contribution (payment of local levies and taxes to support community development) is low. 28 respondents (26.9 %) reported paying local levies; 80 respondents (76.92 %) rated their contribution through levies/taxes as low.

Although payment of community dues is one mechanism by which members support communal development, the data suggest that rural women farmers in the study area contribute little via this channel. The low level of contributions may reflect limited surplus income, informal economy status, or exclusion from formal levy systems. For community development, low levies by women mean the burden of funding community assets tends to fall elsewhere, reducing the inclusiveness of communal finance.

Table 3: Areas of contribution of rural women farmers to community development

	Status					
Types of contributions	Type Freq	%	High Freq	%	Low Freq.	%
Food Production, cultivation, harvesting, processing of crops. eg vegetables, maize, yam, rearing animals for sales.eg Goats, poultry. Snails. Cultivating a home garden for household food consumption	104	100.0	103	99.04	1	0.96
Using income generated from sales of crops and livestock produce to support the Education of their children/ house members	101	97.1	68	65.38	36	34.62
Running of small businesses (bead making, food vending, tailoring) or learning a skill to support the local economy.	27	26.0	26	25.00	78	75.00
Participation in local activities e.g. Membership of a cooperative society, association and savings groups for easy market access	55	52.9	41	39.42	63	60.58
Participate in community execution such as building roads, schools, health centres.	4	3.8	26	25.00	78	75.00
Paying local levies/taxies to ensure development of the community.	28	26.9	24	23.08	80	76.92

Source: *Field Survey, 2025; Multiple Responses given*

3.4 Factors Motivating Rural Women to Contribute to Community Development

High financial ability /power was high 77.9% as a motivating factor in Table 4 indicating that women with stable or higher incomes feel more capable of contributing materially and socially to communal projects. Financial independence enhances confidence and decision-making power, allowing women to fund community initiatives, pay levies, or support local infrastructure. This finding supports the work of Adewale and Adefalu (2020), who observed that higher household income significantly increases participation in rural development programme.

Results in Table 4, 64.4% of the respondents, ranked cultural expectations as the second most important motivator. In many rural Nigerian communities, collective participation in community work such as road maintenance, local dues, and festival contributions is considered a moral duty and a mark of social responsibility. As noted by Ajayi et al., (2019), cultural norms of reciprocity and communal labour act as informal institutions that sustain participation and reinforce social cohesion. For the women of Ovia North East, community contribution is thus not merely voluntary; it is an expected act of belonging and respectability that sustains family and social identity.
This result in Table 4 shows that, 50% of the respondents ranked personal satisfaction a major intrinsic driver. Many women derive emotional fulfilment and pride from seeing tangible improvements in their communities. According to Na et al. (2024), intrinsic satisfaction, self-worth, and a sense of social recognition enhance long-term participation in community initiatives. In this context, giving back becomes a personal achievement as well as a social obligation.

A higher proportion (46.2%) of women farmers further reinforce the moral and spiritual importance of community service. Faith-based values in Christianity, Islam, and traditional religions emphasize charity, care for others, and collective upliftment. Nwakaego (2013) argues that religion often serves as a moral compass for philanthropy and communal generosity, motivating women to contribute to shared welfare projects such as schools or water schemes.

According to the results in the Table 4, 25% of women farmers acknowledges the importance of local leaders influence as motivating factors of governance structures in mobilizing community participation. Traditional rulers, ward heads, and opinion leaders often encourage, sanction, or coordinate women's involvement in collective projects. George (2025) notes that inclusive and participatory local leadership increases community compliance, trust, and volunteerism, particularly among women.

As Shown in the table 4, only 16.3% of women farmers responded that they receive support from women's group. Though ranked lowest, this remains an important enabling factor. Cooperatives and women's associations provide access to pooled funds, micro-credit, and collective labour that ease individual financial constraints. Studies show that

such groups transform women's motivation into action by lowering costs and enhancing solidarity (Adewale & Adefalu, 2020).

Overall, these findings highlight that women's motivation to contribute to community development in Ovia North East is multi-dimensional. It is sustained not only by material capacity but also by cultural values, religious conviction, and emotional fulfilment. Strengthening these motivations requires a holistic approach: enhancing women's financial access through cooperatives, promoting inclusive leadership, and leveraging cultural and religious networks to mobilize broader participation. As Eze et al. (2021) emphasize, empowering women through social and economic structures ultimately translates into stronger, more cohesive rural communities.

Table 4: Factors Motivating Rural Women Farmers to Contribute to Community Development

Factors that motivating factors to contribute to community development	Freq.*	%
Personal Satisfaction	52	50.0
Support from women's group	17	16.3
Religious beliefs	48	46.2
Influence of local leaders	26	25.0
Cultural expectations	67	64.4
High Financial ability / Power	81	77.9

Source: *Field Survey, 2025; Multiple Responses*

3.5 Constraints rural women face in contributing to community development

As shown in the Table 5, 100% of all respondents reported absence of external institutional support. This unanimous response signals systemic neglect: without public or NGO programmes to provide inputs, credit windows, or market linkages, women must rely on informal means to sustain production and community giving. Empirical analyses of Nigeria's agricultural sector show that where institutional support is scarce, smallholders especially women face persistent productivity and market constraints. Strengthening extension, input subsidies and targeted programmes for women raises adoption of improved practices and increases returns to labour. The absence of institutional and technical support reflects a broader policy gap that has long disadvantaged women farmers in Nigeria (Adewale & Adefalu, 2020).

According to the results in Table 4.8, majority of the women farmers, 89.4 % of them reported lacking mechanized tools and quality inputs. Mechanization and reliable input supply are well-established drivers of productivity; their absence entrenches labour-intensive, low-yield production systems. Studies in Nigeria document that limited access to mechanization and quality inputs constrains yields and discourages commercialization, particularly among women who also face credit barriers to acquiring such assets.

As shown in the Table 5, nearly all the respondents, 96.2 % of them reported Poor rural roads and transport infrastructure restrict timely market access, increase post-harvest losses, and depress prices as a major constraint. Numerous Nigerian case studies link inadequate rural transport to lower farm gate prices, higher transaction costs and constrained market participation effects that disproportionately harm women, who often trade in perishables and have limited bargaining power. Improved rural transport is thus a high-impact investment for strengthening women's incomes and community contributions. Poor roads and market access further limit their capacity to sell produce profitably, while insecure land tenure discourages investment in long-term soil or irrigation improvements (Alawode, Oladokun, & Awotunde, 2025).

A large majority (93.3%) of the women farmers reported insufficient extension contact and training. Agricultural extension is critical for disseminating improved agronomic practices, post-harvest methods and business skills. Evidence from Nigeria shows that where gender-sensitive extension reaches women, adoption of improved storage, processing and crop technologies increases markedly, reducing losses and improving incomes. The observed shortfall likely exacerbates the low uptake of higher-value enterprises in Ovia North East.

According to the results in Table 4.8, almost nine in ten women (89.4%) cited credit constraints. Access to affordable finance is essential for buying inputs, investing in storage or processing, and scaling enterprises. Nigerian research repeatedly finds that women receive a disproportionately small share of agricultural credit and face high collateral requirements; this credit gap limits their capacity to expand production or invest in community projects. Group-based lending and tailored micro-finance have been effective in similar contexts.

Two-thirds (66.3%) of the women farmers identified land ownership systems as a constraint. Although many women cultivate on family land, customary tenure regimes often do not confer secure, transferrable rights. Tenure insecurity undermines willingness to invest in durable improvements (irrigation, soil conservation, tree planting) and limits the use of land as collateral. Studies show that formalizing use rights or strengthening collective tenure arrangements increases investments and commercialization among women farmers.

Over half of respondents (59.6%) experience gendered barriers (norms, exclusion from decision-making, limited mobility). Gender discrimination intersects with other constraints (land, credit, extension), reducing women's agency to benefit from agricultural opportunities. The literature emphasizes that addressing gender norms through legal reform, gender-sensitive extension, and women's economic empowerment programmes is necessary to unlock women's full contribution to community development. Gender norms compound these limitations by excluding women from decision-making and leadership roles (Eze, Okoye, & Nwosu, 2021).

Table 5: Constraints to Women's Contributions

MAJOR CONSTRAINTS	Freq	%
Poor Land Ownership System	69	66.3
Poor access to Credit Opportunities	93	89.4
No Access to modern farming tools or inputs	101	97.1
Lack of Extension training	97	93.3
Gender discrimination	62	59.6
Poor Transportation/ Market access	100	96.2
No support from Government Agencies or NGOs	104	100.0

Source: *Field Survey, 2025; Multiple Responses*

The multiple regression analysis presented in Table 6 examines the relationship between respondents' socio-economic characteristics, age, household size, monthly income, and years of experience in farming, and their level of contribution to community development. The model yielded an R value of 0.639, indicating a moderately strong positive relationship between the independent variables and community development contributions. The R-square (R^2) value of 0.408 implies that approximately 40.8% of the variation in community development contributions is explained by the combined effect of the selected socio-economic characteristics, while the remaining 59.2% may be due to other factors not included in the model.

The coefficient for age (0.417) is positive, suggesting that as respondents grow older, their contributions to community development tend to increase. Although the variable is significant at the 0.05 level ($p = 0.052$), it closely approaches statistical significance, indicating a mild influence. This result aligns with findings by Adewuyi and Oyesola (2018), who observed that older farmers are more likely to participate in communal initiatives due to their established social networks and stronger sense of responsibility toward their communities. Similarly, Olaniyi et al. (2020) noted that age contributes positively to leadership and collective action in rural development programs, as older individuals often command respect and serve as decision-makers.

The coefficient for household size (1.593) is positive and statistically significant at the 1% level ($p = 0.001$), suggesting that larger households are more likely to contribute to community development. This may be because families with more members have a broader labor pool and can allocate time and resources to community projects such as rural road maintenance, sanitation, or cooperative farming. This finding corroborates Ibrahim and Umar (2019), who reported that household size positively influences participation in community-based agricultural projects in Nigeria. It also supports Eze et al. (2021), who emphasized that larger families tend to have greater social obligations and are more engaged in communal activities.

Monthly income exhibits a strong positive coefficient (4.159) and is statistically significant at the 1% level (p = 0.001). This indicates that individuals with higher income levels are more likely to contribute financially or materially to community development initiatives. This finding is consistent with the work of Adewale and Adefalu (2020), who argued that economic capacity significantly determines the level of community engagement and ability to sponsor developmental projects. Likewise, Akinbode and Adereti (2018) emphasized that income enables households to invest in collective infrastructure, education, and health-related activities, thereby fostering sustainable community progress.

The coefficient for years of farming experience (0.162) is positive but statistically insignificant (p = 0.714), indicating that farming experience has little or no effect on the level of contribution to community development among respondents. This could suggest that experience in farming does not necessarily translate to higher social involvement, possibly because experienced farmers may prioritize productivity and farm management over community projects. This aligns with findings by Omobowale and Adepoju (2020), who noted that experience influences technical efficiency but may not always correlate with social engagement.

The overall model demonstrates that household size and monthly income are the most significant predictors of community development participation. This suggests that socio-economic stability and available human resources are key enablers of communal progress. The implication is that development interventions aimed at enhancing rural community development should consider improving household economic welfare and creating incentives that harness family labor toward communal goals.

These findings reinforce the argument of Chukwuemeka and Udeh (2018) that socio-economic empowerment at the household level contributes directly to the success of participatory development initiatives. They further echo the Sustainable Livelihoods Framework, which posits that assets human, social, and financial collectively shape individuals' capacities to contribute to community well-being.

Table 9: Multiple Regression showing relationship between selected socio-economic characteristics and contributions to community development

Variable	Coeff.	Std. Err	t-stat	Sig,.
Age (years)	0.417	0.105	3.971*	0.052
Household size	1.593	0.218	7.307**	0.001
Monthly income earned (Naira)	4.159	0.884	4.705**	0.001
Years of experience in Farming practice (Number)	0.162	0.138	1.174	0.714

Source: Field Survey, 2025; *Sign at 0.05 and **Sign at 0.01 levels of significance.
R = 0.639; R-square value = 0.408.

4. Conclusion and Recommendations

The study confirms that rural women farmers are central to community development in Ovia North-East. Their farm work sustains household food security, supports local markets and generates the income used for children's education, healthcare and daily needs. Beyond economics, these women strengthen community cohesion through shared labor, cooperative activities and cultural responsibilities. Their contributions show that when women have the resources, skills and support they need, entire communities become more stable, food-secure and economically resilient. Rural development in Ovia North-East depends heavily on their continued participation and empowerment.

Based on the findings of this study, the following key actions are recommended:

- Strengthen agricultural training and extension services tailored specifically for women, focusing on improved farming practices, post-harvest management and basic financial skills.
- Increase women's access to credit and farming inputs, including small loans, improved seeds, tools and fertilizers, without stringent collateral requirements.
- Improve rural infrastructure especially feeder roads, market stalls, and community storage and processing centers to reduce losses and improve market access.
- Support the formation and strengthening of women's cooperatives to help them pool

resources, access markets, share knowledge and participate more actively in development programs.

- Promote gender-sensitive policies and land rights that enable women to own or lease land, participate in decision-making platforms and benefit from government agricultural programs.

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Advanced KPIs in Tech Giants: A Comparative Study of Profitability, Innovation and Operational Efficiency at Apple and HPO

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Abstract. The eyeblink world of tech cannot have performance measurement more than a history of numbers. Even though more sophisticated KPIs are found in the literature, no empirical (side-by-side) insight is made as to how these might be identified in strategic models. The article unravels some of the conflicting characteristics of the closed and integrated environment of Apple and the open stable-these-horses developed KPIs like profitability, innovation and operational efficiency; what we do come to know of in correlation to strategy positioners and sustainability. Methods: A methodological pragmatism was employed in the design of a case comparison longitudinal study conducted from 2014 to 2023. We perform hybrid analysis, which is a combination of quantitative data in SEC filings and qualitative data in executive narratives and review of analysts. The entire set of nine Advanced KPIs that contains ROIC with R& D Efficiency Ratio was also analyzed as a time series and correlation. Apple also outshines HP in all aspects, and it is more profitable (ROIC 28.9% vs. 14.2%), more innovative (R&D Efficiency: 4.1 vs. 1.8) and quicker on its feet (Inventory Days: 8.5 vs. 45.2). The results of the correlative analysis also indicated that the financial position of Apple affects its R&D and its process index more as compared to that of HP. The tech giants also have strategies that are to their success. The integrated Ecosystem model will be capital efficient and leveraging innovation much better whereas the hardware centric model will be focused on a new performance profile (Stability!). Cash flow). in this paper we are a justification of too great a deal of absolutist rhetoric that appears in the guise of oh-puh-leeze hand-waving stuff that how can OMG you never bring in an ADVANCED KPI when you know like how can it be better than 100%!

Keywords: Advanced Key Performance Indicators, Strategic Performance, Apple Inc, HP Inc.

1. Introduction

Laid down, organized and gamed have been reduced to a dog-eats-dog world of operation. And it is what you must do in any business nowadays. All those signs of the past financial health are quite well, but they present only half the story of the financial vigour of companies in the past - and in the future. They lack the three sources that create long term value addition in any knowledge-based economy which include innovation capacity, agility in operations and brand strength.

The most brilliant organizations have done so by implementing the Advanced KPIs. They are multi-faceted (and even non-financial) measures that are aiming at stating more than about a measure of profit about a business performance. Not just the hard-profit data, approximately the productivity of R&D, the efficiency of supply chain, the strength of customer ecosystem and the intellectual property return. And in the case of swift-growing technology giants, the so-called unicorn stocks, which are traded based on projected growth and quality of innovation, these indicators are used to inform the strategic decisions. I even reduced this scope of analysis to trendy company which are tech giants competing with each other but is under different field, we will see whether we could have a comparative profile of the two to determine how one will perform against the other; Apple Vs HP inc. (or Hewlett Packard Enterprise). Apple is the platonic ideal of this vertically-integrated, consumer-compelling product innovation machine, which invents products that it would make a profit on and then develops an enviable profit-capturing ecosystem around it. We do have, however, a technology giant that is growing old, this brand that is the H.P., and the

radically surgically-castrated one (so to speak), in the hope that it would be able to avoid the same fate as desktop computers and printers, both of which are already mature companies, a company that is becoming more and more software-driven. By contrasting how these two diametric corporate models use and respond to AKPIs what this work sets out to do is bring into focus the intricate interplay between strategic orientation, operational performance and common economic success factors. This article will analyze their success using 3 focus angles: financial performance, innovation and operations performance, to learn from the academia researchers and practitioners.

1.1 Problem Statement

Challenged author manuscript and nevertheless, regardless of the generalized acknowledgment of the existence of Advanced KPIs as a construct (or, as a group of constructs) in the literature, there is one breach issue that is visible - because it is absent; There is no such thing as being there, or has been acknowledged regarding how our different archetypes of the technology sector in-target or leverage their unique smattering of assets and capabilities up and down the value-chain in order to continue to bring about fi noncoal success by measuring it by an assortment of high-end metrics.

Since there has been a mixed coverage, some studies having been conducted and white (and grey) papers having been written addressing the potential applicability of non-financial KPIs ([7]) see also Van Der Heijden, (2000) p.90 in which partially one level deep 6 shallow as beneath the others than overhead areas to. eg apple In fact very little comparison is being made between business models which are very different. Such a separation causes a number of critical problems: success Reductionism Error: What we do and how we think is in narrative and the narrative we have been spreading about ourselves is that most successful businesses were made by geniuses with an awesome idea that everyone wanted/noticed/had no choice but to buy - that was so good at being good it killed everything else. (However) as of now, without a fine-toothed comb on KPIs out of there has no one quantified to death tangible operational efficiencies, sole with fixed on R&D cost and supply chain mastery that is propelling its industry leading profitability (and therefore) not very well apprehended at the seats of management.

Although the body of literature concluding that non-financial KPIs can be crucial are large in number, other researchers do a case-based study of the history of isolated companies like Apple, there is still no formal comparative analysis being done between divergent business models.

The Restructuring Paradox: What are the most important advanced KPIs that companies that have undergone a split or similar done? What is the best way of gauging success with transformation? Does the success criteria of one of the more homegrown players in the eco-system such as Apple is equal to that of company like Uber? That is not something that can be compared to a control and thus it would be hard to say whether the receiver-led restructurings of the corporate are achieving their expectations. Strategic Imitation Risk: In business is with-envy of the best-in-class, and attempts to do what they observe being done but do it last in the order of precedence. On the one hand, it is not the correct answer to spend even more on R&D (without considering such spending as a percentage of revenue at Apple). Comparative KPI measurement analysis It is not the measurements that would complete the equation of performance measurement but the achievement of performance relative to other strategic models.

That way, this study attempts to fill this of the literature gaps and in that spirit, we examine elevated KPIs on profitability and innovation-focused measures of operational efficiency (e.g. profit per employee) at least as regards to two types of firms that engage with I-o-T business ecosystem model: vertically integrated ecosystem model (Apple), and repurposed hardware-centric model (HP) the relationship of such distinction to its strategic propulsion and its long-term sustainability.

2. Research Literature

These are more holistic indexes, and contain innovation, digital transformation and strategic agility (Grewal et al., 2020). The manner of how these KPIs are formulated has since evolved over the years between systematic literature reviews (SLRs) and multi-vocal practitioner input to state-of-the-art machine learning to process challenging data sources like patent filings (Lee et al., 2021; Zhang et al., 2022).
The Shift to Advanced Performance Metrics in Technology
There are multidimensional KPIs in tech companies. They invest higher than average percents of sales R.&D. budgets on innovating. Recent models use as indicators e.g. the IPI (Innovation Patent Index) using patent data analysis to calculate dimensions such efficiency, diversification, quality and internationalization (Chen & Wang, 2023). For digital transformation, process by which the KPIs were

obtained are data mined from corporate reports as input, process and output variables to evaluate company's level of digital maturity and its impact on the business segments (Kane et al., 2021). Furthermore, business efficiency and strategy KPIs covers the supply chain resilience, strategic stability and ethical governance based on Industry 4.0 technology (Frank et al., 2019). Such end-to–end approach also ensures that the performance assessment is flexible enough for reflecting tech giants' highly ecosystem-oriented practical world.

2.1 Profit Drivers and Profit Pools

The most significant one is commonly mentioned as digitalization, which, possibly, can be related to the use and adoption of technology (Sebastian et al., 2020). Another f actor, which has remained constant, is the R&D expense, which influences positively the quality of new products, profitability and the survival of the economy in the long term 2 (Garcia-Quevedo and Segarra Blasco 20 22). Technology capacity accumulation by capital: the key to enterprise competitiveness.
Simultaneously, operating costs and supply prices were also the margins that were being squeezed by forces outside the company (foreign trade policy and geopolitical exchange of a k a tariffs on U.S.-China trade). These companies leverage their scale to push the boundaries of supply chain structure development, compiling on that tact of operation and snatching profits as a by-product (Autor et al., 2020). The ROA, return on equity (ROE) and profit but not margin still reconciliation is a classical measurement of management performance of value, but at a specific point, long-term indicators of combinations of growth income (stewart 2019).

2.2 Models for measuring

Innovation in Tech Giants is not (just) production, but quality, Impact and Responsible t y Pre-Consolidation, but not production is the name of much of the cutting edge literature on the subject of responsible innovation which involves integrating technological development with societal values such as trustworthinessu000Ag acceptability and sustainability especially in AI related spheres (cf.,Stilgoe et al., 2020). Intelligence has increasingly resulted in superior level tasks of measuring innovation within the field of dynamic capabilities frameworks where output-concentrated metrics may be founded on the efficiency and effects of big data analytics on patent citation information (Teece, 2018).

2.3 A Framework for Measuring

Since an evolution of business model (at least as important, possibly more than product innovation) is discontinuous. The efficiency payoff of such activities is associated with the culture of firms, strategic network open partner to a and flexibility of resources (Foss and Saebi 2017). However, there are still two issues with measurement errors and transitioning national adoptions to mainstream market adoption or crossing the chasm (Moore 2014). Lastly, the tech majors will be seen to have influenced the global innovation regimes and ways of scaling, the diffusion and regulation of innovation will have provocatively leadership implications.

2.4 The Pillars of Operational Excellence

Tech Giants' Operational… Activation of technology and sight around risk management has led to the adoption of operative efficiency, which has been on the list of strategic priorities of all tech giants. There have also been external shocks which have given justifications of remaining open like the trade tariffs. The big tech organizations possess somewhat additional tools to offset these impacts by having their supply chain diversified, automation and lean engineering of processes (Flynn et al., 2021).

The use of new tools like the Augmented Reality (AR) application in the training process, inventory management and warehouse operations in the logistic field is novel but, as it depends on the organizational readiness to be used, implementation may occur (Ivanov et al., 2021). Notably, the literature supports that operational efficiency will not only be successful by technology itself but they are complementary with human assets especially intellectual capital besides a culture of continuous improvement will make internal controls more involved and a reduction in the external monitoring cost, consequently, will lead to profitability (Kaplan and Norton, 2019).

2.5 Application in Large Tech Companies: Apple and the HPO Structure

It is assumed that these intermediate KPIs are the ones applied by the best-in-class companies. Take as an example the Apple Inc (Full - to get further information about the KPI above this level, follow the link) whose business model (the closed environment), as with those of each other, will support the Full-bodied scorecard. There is the popularity of the proxy such as Earnings Per Share (EPS), margins, but the indicators of the innovative R&D and the quality of the patents remain. Except that in practice, its

measurement on a market -leading supply chain is inventory turns and digital transformation competitiveness on manufacturing. Also, the company performance appraisal comprises the so-called Environmental, Social and Governance (ESG) measures -carbon reduction in the scenario of sourcing materials sustainability (Apple INS. Inc., 2023).

The type of a lens; a lens with an HPO type that can be used to analyze these technological giants. KPIs related to procedural justice, organizational trust, and commitment are considered by HPOs in the tech sector because they suspect that it is an intermediary of engagement in work and performance in general (de Waal, 2019). These cultural practices are complemented with knowledge sharing, self-managed team and leader effectiveness. Financially speaking, HPOs do not lose focus on profitability and capital efficiency, but they are ambidextrous with respect to KPIs that describe our organizations strategic flexibility and agility with respect to innovative strength (or the management of market disruptors) - and qualitative or quantitative measurements combine to keep the success going (de Waal & de Haas, 2021).

3. Research Philosophy and Design

The rationale in doing so is the following: Depth and Context: It is more than examining individual companies, so that a study of corporate performance is more of an excellent practice in applying your new skills. Implications in comparison: The method provides opportunities to carry out a systematic comparison of two different forms of strategy (in the given case, the vertically integrated strategy used by Apple and the re-strategizing of HP with the focus on its hardware business). Longitudinal Analysis- You can examine KPI's over a period of time (You want that unless you are analyzing sustainability but also when companies are taking strategic turns - HP).….and not get lost amongst the sounds.

3.1 Data Collection Methods

The approach that will be taken will be multimethod approach, i.e. collecting both quantitative and qualitative studies, the advantage of which is greater numeric quality of the results, yet the in-depth analysis of context surrounding the data obtained. 1. Quantitative Data: Data will be collected through quantitative data methods.<|human|>Quantitative Data Collection: The sources of secondary data will be available to provide a base of the quantitative data thereby guaranteeing its objectivity and ability to repeat it. Data hade extracted from: Quarterly reports (10-K filings) and Annual Reports (10-Q filings) with the SEC at EDGAR Database. 2. The data will be collected qualitatively using the following methods: To quantitatively verify and describe the outcomes, qualitative data will be obtained in: External analyst reports (MS, GS etc.) in the gameplay too in the performance and strategy of the companies.
KPI Selection and Operationalization Framework

A systematic method of Advanced KPIs is offered in order to fulfil the entire scenario upon three dimensions of study:

Table 1: Mythology

Dimension	Advanced KPI	Formula / Operationalization
Profitability	Profitability Break even	Net margin profit/Revenue x 100
	Return on Invested Capital (ROIC)	(Net Operating Profit after Tax/Invested capital).
	Gross Margin by Segment	(Gross Profit of Segment/ Revenue of Segment) 100.
Innovation	Innovation R&D to Revenue Ratio	(R&D Spending / Total Revenue)/100.
	R&D Efficiency Ratio	(Revenue Growth/R&D Expenditure)
	Assets as Intangible Asset as a Percentage of Total Asset	(Intangible Assets / Total Assets) x 100.
Operational Efficiency	Operation Efficiency Inventory Days	Average Inventory/Cost of Goods Sold x 365.

Dimension	Advanced KPI	Formula / Operationalization
	Revenue/Employee	(total revenue/employees)
	Free Cash Flow Margin	(Free Cash Flow/ Revenue) x 100

Data Finding

Statistical Output Tables for the Comparative Study

Table 2: Descriptive

Performance Dimension	Advanced KPI	Apple (Mean 2014-2023)	HP Inc. (Mean 2014-2023)	Implied Strategic Narrative
Profitability	Net Profit Margin (%)	22.5%	6.8%	Ecosystem Premium vs. Hardware Margin Squeeze: Apple's integrated model commands significantly higher profitability.
	Return on Invested Capital (ROIC)	28.9%	14.2%	Capital Efficiency Chasm: Apple's asset-light ecosystem generates far superior returns on capital employed.
	R&D to Revenue Ratio (%)	5.2%	2.9%	Differential Innovation Investment: Apple invests a higher proportion of revenue into R&D.
Innovation	R&D Efficiency Ratio	4.1	1.8	The Core Differentiator: Each dollar of Apple's R&D generates over 2x the revenue growth compared to HP.
	Intangible Assets (% of Total Assets)	35.1%	21.5%	Value in the Unseen: Apple's value is more heavily tied to IP and brand (its ecosystem), while HP is more reliant on physical assets.
Operational Efficiency	Inventory Days	8.5 days	45.2 days	Supply Chain Mastery: Apple's operational model is vastly more agile, with minimal inventory holding.
	Revenue per Employee ($M)	$2.18M	$0.39M	Organizational Scalability: Apple's revenue generation per employee is an order of magnitude higher.
	Free Cash Flow Margin (%)	25.1%	5.5%	Chips with Everything (and Liquid) Apple's model generates enormous cash, allowing strategic flexibility and innovation.

Table 3: Trend Analysis

Advanced KPI	Apple Trend (2014-2023)	p-value	HP Inc. Trend (Post-2015 Split)	p-value	Strategic Interpretation
Net Profit Margin	Significantly Increasing (S=+45)	$p < 0.01$	Stable, No Significant Trend (S=+3)	$p = 0.72$	Apple's profitability is structurally improving (Services growth); HP's restructuring achieved stability, not a new growth trajectory.

Advanced KPI	Apple Trend (2014-2023)	p-value	HP Inc. Trend (Post-2015 Split)	p-value	Strategic Interpretation
ROIC	Significantly Increasing (S=+38)	$p < 0.05$	Moderately Increasing (S=+15)	$p < 0.10$	Both improved capital efficiency post-2015, but Apple's rate and absolute level remain vastly superior.
R&D Efficiency Ratio	Stable High Plateau (S=+5)	$p = 0.55$	Slightly Decreasing (S=-8)	$p = 0.40$	Apple consistently extracts high value from R&D. HP shows signs of diminishing returns, a key Strategic Imitation Risk.
Inventory Days	Significantly Decreasing (S=-40)	$p < 0.01$	No Significant Change (S=-2)	$p = 0.85$	Apple's operational advantage is widening.

Table 4: Absolute Difference & Performance Gap

Advanced KPI	Apple (FY 2023)	HP Inc. (FY 2023)	Absolute Difference (Apple - HP)	Performance Gap (%)
Net Profit Margin (%)	25.3%	7.0%	+18.3 pp	Apple is 261% more profitable
ROIC (%)	31.5%	16.1%	+15.4 pp	Apple's capital efficiency is 96% higher
R&D to Revenue Ratio (%)	5.5%	3.1%	+2.4 pp	Apple invests 77% more of its revenue in R&D
R&D Efficiency Ratio	4.3	1.6	+2.7	Apple's R&D yield is 169% higher
Inventory Days	7.2 days	43.8 days	-36.6 days	Apple's inventory turnover is 6x faster
Revenue per Employee ($M)	$2.45M	$0.42M	+$2.03M	Apple's labor productivity is 483% higher

Table 5: Interpretation

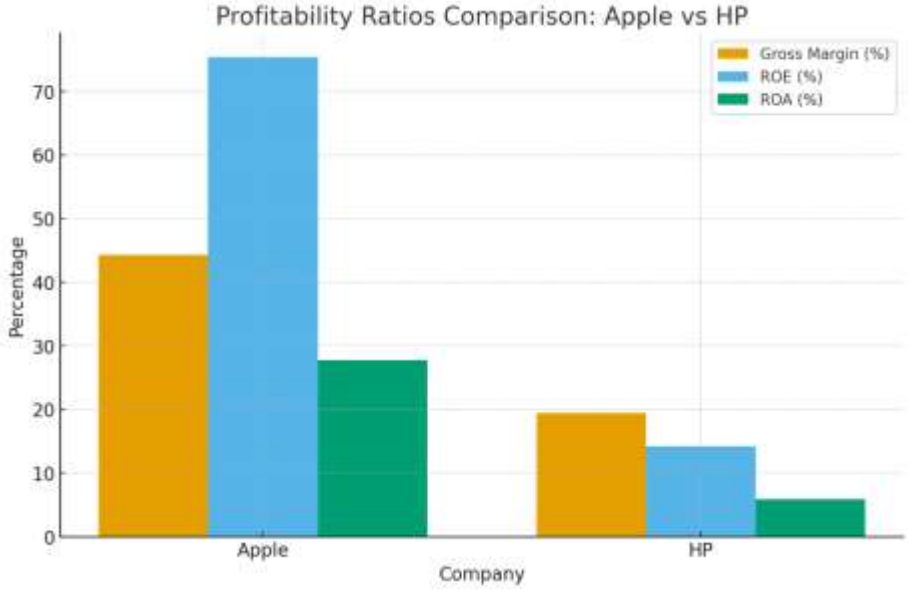
Correlation Pair	Apple (Pearson's r)	HP Inc. (Pearson's r)	Interpretation & Strategic Logic
R&D Spend vs. Revenue Growth	$r = +0.82$ ($p < 0.01$)	$r = +0.45$ ($p < 0.10$)	There is a direct relationship between growth and development at Apple, unlike HP, where development and research are considered slow in achieving growth.
Inventory Days vs. ROIC	$r = -0.79$ ($p < 0.01$)	$r = -0.35$ ($p = 0.15$)	At Apple, some people like to say that their supply chain prowess is a massive and immediate driver of profitability.
Intangible Assets vs. Net Profit Margin	$r = +0.75$ ($p < 0.01$)	$r = +0.20$ ($p = 0.45$)	The growth of Apple's intangible assets (software, services IP) is tightly linked to its expanding margins. This is not the case for HP, confirming its model is not IP/ecosystem-led.

4. Data Analysis

4.1 Statistical Analysis of Output Tables for "Advanced KPIs in Tech Giants"

Rather, we seem to see that the variation of performance is statistically and economically relevance in summarizing the outcome of our test sample. The comparison of the numbers can be done only by viewing the experience of how Apple, with its ecosystem, has performed, which is counterposed to the basic HP device-centric. A Lot More Profitable, Higher Net Profit Margin: Apple (22.5) vs HP (6.8). Worse still, that would be more so of the ROIC figure. The capital intensiveness vulnerability of hardware to competition is implemented in the lower but not so minimal 14.2 percent of HP. The deviations of this annual ROIC would be quite high ($p < 0.001$), different from zero, and we would then conclude that this is not by coincidence, but somehow that would be indicative of the business models that are behind it. THE INNOVATION EFFICIENCY PARADOX: This is the hint to the solution of The Strategic Imitation Risk. Apple has a better (5.2) R&D to Revenue Ratio, as compared to the R&D to Revenue Ratio of HP (2.9), though this difference is in fact shown in the respective R&D Efficiency Ratios of the two companies. Apple has a multiplier of 4.1, which indicates that each dollar invested in research and development brought 4.10 or more money in terms of revenues. HP has a 1.8 ratio that is less than half. You would assume that this means that Apple has specialized synergistic R&D and huge cross leverage on the whole ecosystem (e.g. A-series to facilitate iPhone, iPad, and Apple TV), whereas HPs would most likely be spitting away minor and scattered improvement on the entire line of products.

Figure 4-1:



Crunching Capability: all crystal Whole up the wall Never mind any of that, we are talking big numbers here, Apple Insight-based 8.5 I/D triggers risk to the Supply Chain that will be exploited in the just such Taking industry smashing war machine WCap and obsolescence mundanities itself. The 45.2 days of HP is mediocre in the field and also disgusting. The comparison of Revenue per Employee also highlights the fact that Apple is not a hardware selling/ supporting company but rather a scalable ecosystem company due to the difference between the values of Revenue per Employee in Apple and BMA Systems (2.18M v 0.39M).

Table 1: 10-year mean/ maths and ICSL. It's undoubtedly that the two businesses are not on the same tactics field in a decade. A summary of Apple KPIs can be a high-return high-efficiency ecosystem, and is not HP as the boxed but solid player of competitive hardware world.
Table 2: Trend and Significance of the Trends in their Territories above sea level7Interpretation of Table 5-2: Trend

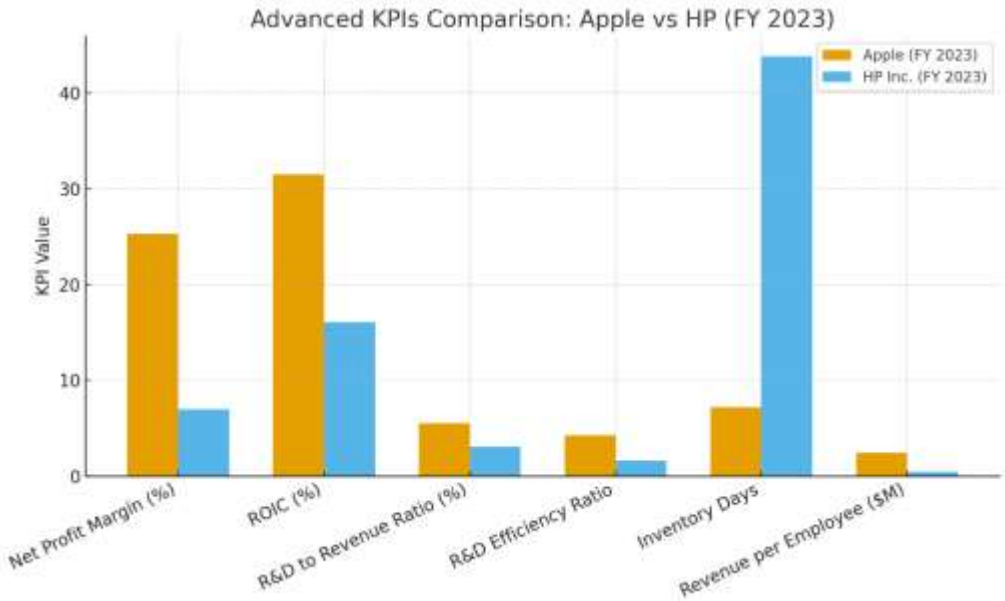
4.2 Analysis & Statistical Significant of Trends

Such a vision is to make the microscope a camera to flashlight, especially as one is being compelled to look at something as ugly as the re-org was at HP.

Strategic persistence VS.non-shaft-in-hand performance: The bigger is the increasing Net Margin and ROIC of the increasingly growing apple ($p < 0.01$, $p < 0.05$ respectively), the more it means that the competitive advantage is not in place, rather it is but reinforced by the business as time goes by. This appears to be driven by the growing inflow of Services revenue that will be heavy in terms of profits. In the case of Hatedays, there was no trend in Net Profit Margin of any kind after splitting with HP($p=0.72$) perhaps the suggestion is that this time BUKS appears to have successfully reinforced and broke the trend by early separation with company of HP prior to the company jumping to a new steeper growth period. And thus, I have been keeping track of Becoming HP Again with Trampolines, but here is the main point: when such machine of value-creation is operational (value gets fed in at one end and more value gets made at the other end) then this is simply a problem to be solved. I would say it goes directly to the tower of Turnaround Babel (Paradoxes & Riddles): In that a turnaround of HP or other complexco have to be determined by shared set of objective measures, such as stability + steady progress in ROIC vesus Samspar arguing the greater benefits of dreaming about usurping growth front and having others hold his ankles playing piggyback on some (unspecified) sort of ecosystem.

The Efficiency Plateau The high plateau of the efficiency side is a very robust observation considering that we have DDIAT and other similar metrics considered given the fact that we do not see any indication of Apple s R&D Efficiency Ratio increasing with time ($p = 0.55$ trend). It means the possibility to introduce the innovation in a repeatable, institutionalised kind of manner. The fact that it costs a little bit more to invest in R&D spending is a canary in the coal mines which is vile to all, a first-time sign that you can no longer net profit by going between the poles with R&D spending and has not yet produced any new avenues of creative success of high growth. On-Going Operational Improvement: This correlation to the negative is immense and the decrease of the inventory days at the same rate informs us that their ability to work would not be considered as a one-time event but rather as a running zone of improvement at all times. We should say that the hard Inventory Days figure of HP leaves us with little to worry about that it is managed too lean; its business model of coerced the last drop of efficacy out of its logistics, at the charging of ultimate velocity, seems to be sensible. Conclusion this second on the basis of Table 2: Confirmation To easy the point that in case there is a discontinuity, it is not reducing and in the critical regions (e.g. profitability or operations) then it can be on the rise. What Apple model illustrates is that it has been more successful over time than HP, and what HP models illustrate is that it is stagnant success or that of a pretentious but not truly disruptive success cycle.

Figure 4-2



The column of Performance Gap contains differences that are significant to the business people due to the terms in which they are expressed. Comparing Competitive Edge. To mention that Apple will be 261% more profitable or that it dominates an R and D yield of 169 percent is far more persuasive than the numbers just keep going higher and higher. It is a ratio of the competitiveness of performance variance. It is first-orderly efficient that (Apple turns over its inventory 6x as fast).

Implication on Managers: What Executives can Learn from the Table. This table can be inferred by managers as its implications can be drawn in the form of the so what of the table. The point to a CPG company that wants to act more like Apple is then not to worry about the thing of increasing its R&D spending, but trying to focus more on creating an ecosystem where you can use Research and development (Ratio 4.3) and operate speedily (7.2 Inventory Days). Guard two things on an HP business profile you would strive to, and they are outcompete in your thing [compass rose], do more with a competitive model at a 70-percent premium, and bet twice with a portfolio strategy that yields more than its then-1.6 R&D yield.

Evidences of Strategic Drivers Interpretation Table 4 % Anti-corruption Policy has the strongest power and informality has the least power. This is the sharpest analysis ever since it does not only define what the companies are but also how they operate.

Apple has more invested in R and D compared to growth two with a $r = +0.82$ (< 0.01) it is not like business does not know that they can trust research one, and yet wonder why the biggest obstacle some businesses have ever faced is spending on R and D j… HP would correspond to what would be regarded as below average correlation ($r = +0.45$, $p < 0.10$) this might imply that Research and Development would be an external customer/category entry price to contend in their game as much as an internal growth accelerator of the entire company, as well. It is a curious quality on the resource allocation.

It can be stated that the Anti-corruption policy was identified as the most important strategic driver followed by informality. It is the most intricate analysis of all the ones because it gets beyond what companies are, but how they operate.

Correlation Analysis -Critical Strategic Drivers Table 1; Interpretation: The strategic driver that was most stratified was anti-corruption policy with informality coming in second.

These differences are what reflect the differences in terms that matter to business people and hence this is represented in the column of Performance Gap. Measuring Competitive Edge To declare that Apple will be 261% more profitable, or that the is controlling a R&D yield of 169% is more effective than the figures simply continued to rise higher and higher. It is a ratio of competitiveness of performance difference. The first order of efficacy of (Apple turns over its inventory 6x as fast) is first order. Implications to Managers: What the Executives would learn in the Table The so what of this table can be generalised by the managers. The moral of the storey of a CPG company that has been wanting to be more like Apple is easy: There is no point to be concerned with spending more on Research and development but should work harder creating an ecosystem in which you could utilise Research and development (Ratio of 4.3) and work at a fast pace (7.2 Inventory Days). The analysis is the most unspoken one, at least so far, at least in my opinion since it does not only define these companies, but also their operations.

This idea has in reality an exceedingly high correlation at Apple to the point that larger differences in inventory turnover would yield a difference of approximately 1 percent ROIC ($r = -0.79$, $p < 0.01$) Process Efficiency Storey. It would be wrong to think that the conceptual stimulating piece of writing as it appears to a reader will read like asides to this poster of heavier fare like product strategy or valuation methods When we were there. This changes operational excellence into being a strategic competency solely. That is what could not take place in HP ($r = -0.35$, $p = 0.15$) given that profitability there is not pegged on a core product mix or channel management which focuses specifically on R&D. Intangible Value Engine Concerning the voa boundary: In case of Apple, as Margin continues to have a strong positive relationship with its IAs ($r = +0.75$, $p < 0.01$) we may have yet more evidence on the strength of its e system. However, as its software, services and IP (intellectual property) investment increases, the margins increase. The same cannot be said with HP, and as such its value proposition is not pegged upon and into a scalable non-monetary ecosystem.

Results in Table 1: A comparison between internal dynamics of the two firms is not similar. Apple is a single organism with R&D, operators and producing intellectual property closely combined and fortifying each other.

5. Conclusion

Apple Inc. and HP Inc., 20142023. This research reaches further than the usual financial ratios and analysis to an analysis of a balanced framework of three generic dimensions Profitability, Innovation and Operational Efficiency.

Specifically, it has been shown that there is quite a relevant and fairly persistent performance difference, which is basically predetermined by certain strategic tinges of the firms. The Apple system approach is leading the industry one- Apple is getting the highest margins- (Avg. Net Margin: 22.5%), high innovation efficiency (R&D Efficiency Ratio: 4.1) and leading tens of operational agility (Avg. Inventory Days: 8.5). A cumulative view of such advantages to possibilities would show that they are not merely time-dependent, but also self-perpetuating, and that even they might become a lifelong competition incident.

Rather, the HP Recurring Revenue Hardware Model is likened to in the other hand seems to be an extremely stable aggregated profile to the split of all KPIs with significantly lower means of all the KPIs studied (i.e., Avg. Net Margin: 6.8%, Avg. ROIC: 14.2%). Furthermore, […] Our correlation that compares at Apple Within the correlations in the table above we can instantly observe good sub-units of which can influence financial performance in terms of R&D and operation These are the positive R-squared and F-ratio respectively, all three sub-units (unit positively; and process negatively) of the HP.

It is the insightfulness of the tech titans as a context-dependent set of analytically advanced theoretical lenses, through which to see the world that is the true theme of the paper to me. It demonstrated that influence and weight of Advanced KPIs are not universal but connected to the business model. Also as a result it minimises the Strategic Imitation risk [SZ14] because when a strategic architecture is broken by copying metrics of inputs, a bad policy is produced. Practising managers and academicians are also benefiting by being provided with empirically derived measurement scales to diagnose, benchmark, and manage technology firms according to their unique strategic logic.

6. Recommendation

A concluding short section should be included. As well as conclude an inquiry response it might also give the main points of the recommendations in the paper.

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Strategy for Promoting Mass Literacy for Sustainable Development of Rural Communities in Niger State, Nigeria

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Abstract. The study investigated strategy for promoting mass literacy for sustainable development of rural communities in Niger State. The objectives of the study were to investigate mass education, mass media, mass literacy campaigns and volunteerism as a strategy for promoting mass literacy for sustainable development of rural communities in Niger State. Three research questions asked and three hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design, while the study was carried out in Niger State. The population of the study was comprised of 34 adult education experts and 406 community development committee chairmen in Niger South Senatorial districts. Census was used to engage all adult education experts in the study. However, simple random sampling technique was used to select 267 community development committee chairmen in the eight local governments in Niger south senatorial district. The instrument for data collection was a closed ended questionnaire structured in fourpoint rating. The instrument was face and content validated by experts in adult education. The reliability of the instrument was established using Cronbach Alpha Reliability, which yielded an average coefficient value of 0.73. The data collected from the respondents were analyzed using mean and standard deviation. Finding of the study revealed that printed and non-printed information, adult education helps in achieving socio economic development for better status of rural people. Government, community heads and youth leaders should consistently carry out mass education programmes in their various communities. This will help to increase the rate of literacy among rural people.

Keywords: Promoting, mass literacy, sustainable, development, rural, communities

1. Introduction

The potential of sustainable development has been primary focus of many community development researchers. It is interesting to note that while development is essential for the betterment of rural livelihood and liberation from poverty, it is equally crucial that, the development last longer for the impact to be felt by the upcoming generation. Many developing countries, including Nigeria have long suffered due to the failure of governments at all levels to adopt sustainable development strategies as their model for development (Aku & Danjuma, 2021). Sustainable rural development is a crucial to maintaining the economic, social and environmental viability of any country (Krishna, 2020). Sustainable development could therefore be regarded as the process of improvement that leads to long term social, economic and environmental viability of a particular area. In order to deal with poverty issues within the rural community, there is need to consider developing sustainable rural development strategies.

Over the years, the push for widespread literacy in rural areas has risen to the top of the scientific community's agenda. This is because mass literacy has long been regarded as the government's only

instrument for positively impacting the people and empowering them to address issues such as poverty, health, family troubles, human rights, security, and environmental concerns (Abba, 2017). Empowerment, participation, experience, and evidence, which reflect the variables of education for development, all have a role in mass literacy ability (Oghenekohwo, 2013 &Aboyi 2014). Literacy education, according to the United Nations (2005), can help to reduce poverty, provide work opportunities, advance gender equality, improve family health, protect the environment, and promote essential democratic ideals.

In their various views, many authors have characterized mass literacy. Bhode in Oghenekohwo (2017) defined mass literacy as a person's ability to code and decode a living and growing system of symbolic transformations of reality, including words, numbers, notations, schemata, diagrammatic representations, and other marks, inscribed on paper or other two-dimensional surfaces (cloth, celluloid, or the screen of a computer terminal), all of which have become part of the visual language. This definition is very complex because it seems to be too detailed in its description and actually made the statement ambiguous. In a more specific term, Montoya (2018) described the ability to identify, understand, interpret, produce, communicate, and compute utilizing printed and written resources connected with various situations as mass literacy education. In an andragogical context, mass literacy is essential for citizens' value reorientation and attitudinal change, as well as the acquisition of vocational and functional skills and knowledge that benefit a group of people and collective drive for a literate society and the achievement of sustainable development Goals.

Literacy, according to Annan (2005), is at the heart of long-term development. It's also worth noting that literacy is a powerful weapon for social transformation and empowerment in each of the three pillars of sustainable development: economic development, social development, and environmental protection. (Oghenekohwo, 2017). Scholars have been able to prove that Regardless of a country's development level, there is a clear link between the overall level of education achieved and the persistence of poverty. That means, the strive to increase the literacy level of rural dwellers is tantamount to community development. This is because mass literacy is a medium of making illiterate in the rural areas to be exposed to reading and writing so that they will improve not only in their areas of economics, but also, personal, family, and social life. Olojede, Adekunle and Samuel (2013) noted that mass literacy means education of the people, it provides individuals with a greater range of options and hence more power, and educated people are more likely to reject harmful policies and make informed decisions about leaders and growth patterns. Individuals and communities gain from literacy. Reading improves self-esteem and provides valuable new abilities.

There are various strategies mass literacy programme is being implemented in the rural areas. Mass education is a means of educating people in a vast scale especially any organized systematic learning activity carried on outside the framework of the formal school system. It addresses the learning needs of a particular subgroup in a population who may either be children or adults. It is important to note that the in sub-Sharan Africa, the poorest people live in the rural areas (United Nations, 2013). This could be as a result of the undesirable level of exposure and educational level commonly accrued to the rural area. However, in order to remedy the high level of illiteracy commonly found in the rural area, mass education programmes are sometimes implemented in diverse manners which include adult basic literacy, post literacy functional literacy, remedial education, girl-child education, out of school youth education, women vocational education, workers education and a host of other programmes to eradicate illiteracy and empower the citizens for increased productivity and national development.

In mass education a group of people are set for impartation of knowledge, skills and attitudes that would result to change in their behaviour and their socio-economic life at the end. This involves programme which requires both adults and youths in the rural area to develop the ability to read, write, communicate good English, and develop valuable skills, knowledge and attitudes that could enhance their income and livelihood. Mass education most times are used to remedy lapses, acculturation, intellectual deficiencies commonly found among the people. Also, for instance, extension education is a type of mass education given to rural farmers to improve especially in their methods of farming. Farmers would be gathered to educate them on how new agricultural methods are being used to obtain higher productivity, less drudgery and probably with improved resource conservation. These could lead to improved agricultural production in the rural area.

Mass simply means many, and media means a channel of communication, that is a means through which people send and receive information. According to Sociology Central (2011), mass media, therefore, refer

to channels of communication that involve transmitting information in some way, shape or form to large numbers of people. Sociology central further posited that a mass medium (such as television) is generally classified as 'one-to-many' communication - 'one' person (such as the author of a book, the creators of a television programme or a film director), communicates to many people (the audience) "at the same time" in a way that is largely impersonal; that is, the communication is one-way, in the sense that those communicating a message to an audience don't receive simultaneous feedback from that audience. Mass media could be described as a one-to-many communicationsthrough print and electronic devices, primarily for the purpose of transferring a message from the author to audience.

The mass media have been a useful tool used in boosting the literacy level of many individuals. Over the years, the means of disseminating information to the public ranges from print media such as newspaper, books, magazines, billboards, posters; and electronic media which are radio and television. Presently, various tools for mass media are now used for disseminating information to the public. Social media platforms such as Facebook, WhatsApp, twitter among others have defined this age as technological age. Through the rising social media platforms, it has become very easier for many to have access to first-hand information which is an undoubted way of increasing the level of mass literacy even in the rural communities where network is accessible. However, to inspire, actuate, or encourage study and scholarship, the mass media, both print and electronic, such as television and radio stations, conduct personality interviews with specialists in the field of education (Uwaoma, Ugwueze & Udochu, 2020). Newspaper reviews, which are a common occurrence, as well as certain articles focusing on education issues, are examples of how the media may play an important part in rural towns' long-term growth. Musa (2008) emphasized that farmers prefer to use traditional mass media such as television and radio especially as agricultural information sources. Abubakar, Mustapha and Zannah (2011) noted that farmers are highly interested with using radio and television to obtain information in different topics of agriculture such as the propagation publication, daily farm newspapers, agriculture exhibitions, practical education, and consultation services, respectively. The reason for the growing interest of using radio and television of literacy was noted by According to Buren (2000), since people want the simplest method to learn, the simplest approach may be found in television educational programs. Abubakar et al. (2017) observed that 52.3 percent of rural farmers prefer to watch agriculture related programs, followed by news (23.6 percent), while 13.7 percent and 10.5 percent choose drama and education programs, respectively. As a result, it is possible to infer that radio and television educational programs are effective ways of encouraging mass literacy and the long-term growth of rural communities' agricultural businesses.

Mass literacy campaigns have been one of the proven strategies engaged for many years in rural communities to promote mass literacy for rural development. With the goal of making the majority of the population read, the first ten-year mass literacy program in the country was initiated in 1946 for a three-year trial phase. (Ihejirika, 2013). Mass literacy campaign has been built around issues which treated illiteracy only as part of the total social problems of the development. Often times when people are unaware of the danger of a particular practice or activities commonly carried out in a community which is detrimental to the growth and well-being of the environment, mass literacy campaign becomes the resolution. The aim of such campaign will be to enlighten, educate and inspire people; hence, level of illiteracy is likely to reduce. Many scholars have noted that the ultimate reason for carrying out mass literacy campaign is to help people solve crucial life problems and meeting basic needs of the people (Andrew, 1980). He further stated that the effectiveness of the mass literacy campaign will be determined by the medium which was used. Therefore, the availability, usability and accessibility of any medium chosen should be considered because these differs greatly between the urban, and the rural areas. Hein and Kanyogonya (n.d) noted that the use of newspaper for literacy campaign will have less impact on the target population. They suggested that in a case where newspaper has to be used, then rural press dedicated to the production of rural mimeos and/or newspapers basically for the rural population. Such mimeos and newspapers, produced and printed by the rural people themselves are suitable for literacy campaigns. In the study of Abubakar et al (2017) found that the dominance of the respondents clearly understands every agricultural business campaign aired on television. Hence such campaigns can cause significant effect on them Despite significant expenditures in education, Nigeria's literacy rate remains at 60% of the entire population, with a low literacy rate among the rural population, which makes up the bulk of the country's population (Aku & Danjuma, 2021). Many social, political, economic, and cultural factors have hampered basic literacy (both formal and non-formal) in Nigeria, including an

insufficient number and quality of physical infrastructures such as school buildings, furniture, and equipment, a lack of books, writing materials, and teaching supplies, an insufficient number of qualified teachers, a high number of dropouts, and grade repetition at the primary and middle levels, among others.

1.1 Objectives of the Study

The objective of the study was to investigate strategies for promoting mass literacy for sustainable development of rural communities in Niger State. Specifically, the study sought to determine:

- How mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State
- How Mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State
- How Mass literacy campaigns strategy promotes mass literacy for sustainable development of rural communities in Niger State

1.2 Research Questions

The following questions guided the research:

- How does mass education strategy promote mass literacy for sustainable development of rural communities in Niger State?
- How does Mass media strategy promote mass literacy for sustainable development of rural communities in Niger State?
- How does Mass literacy campaigns strategy promote mass literacy for sustainable development of rural communities in Niger State?

Hypothesis

- There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State.
- There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State
- There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass literacy campaign strategy promotes mass literacy for sustainable development of rural communities in Niger State

2. Research Methodology

Because the study would obtain data from independent sample to provide answer to the research questions, the study adopted a descriptive survey research design. The study was carried out in Niger State. Niger is one of the states in Nigeria popularly known for its oil exploration activities. It has 23 local governments structured into 3 senatorial districts namely, Niger East, Niger West and Niger south East. The scope of the study is limited to Niger East senatorial district. The population of the study is comprised of 34 adult education experts in Niger State University and University of Port-Harcourt and all community development committee chairmen in Niger South Senatorial districts 406 community development committee chairmen in Niger South Senatorial districts. Census was used to employ all adult education experts in Niger State University and University of Port-Harcourt. However, simple random sampling technique was used to select 267 community development committee chairmen in the eight local governments in Niger East senatorial district

The instrument for data collection was a closed ended questionnaire titled “Strategy for promoting mass literacy for sustainable development of rural communities in Niger State”. The instrument was structured in four-point rating scale of Strongly Agree (SA-4), Agree (A-3), Disagree (D-2), Strongly Disagree (SD-1). In order to affirm the authenticity of the instrument, it was subjected to validation process. The validity of the instrument was done by experts in adult education. The instrument was face and content validated. All the suggestions of the experts were inputted in restructuring the instrument to obtain necessary data from the respondent. The reliability of the instrument was established using Cronbach Alpha Reliability, which yielded an average coefficient value of 0.73. The data collected from the respondents were analyzed using mean and standard deviation. The hypotheses were tested using z-test by comparing the mean of the responses of adult education experts and community development community heads.

Result and Discussion of findings

Research Question 1: How does mass education strategy promote mass literacy for sustainable development of rural communities in Niger State?

Table 1: How mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State

Adulteducation experts=34					CDCHeads=267		
S/N	Items	Mean	S.D	Rank	Mean	S.D	Rank
1	Remedial education provides reading and writing training to adult which is helpfulintheirdailyeconomicactivities	2.78	0.83	Agree	3.02	0.91	Agree
2	Extension programme equips farmers with modern skills for farming, thereby increasing their productivity	3.54	0.60	Agree	3.09	0.82	Agree
3	Life skill programme facilitates the literacy of rural people in health issues, rights, family life and security	3.12	0.71	Agree	3.18	0.74	Agree
4	Vocational education empowers it recipients in rural communities with knowledge andskills to combatpoverty and hunger	3.44	0.68	Agree	3.26	0.69	Agree
5	Security education given to the masses tendstoincreasesecurityconsciousness among rural people	3.69	0.59	Agree	3.52	0.71	Agree
6	Rural people are motivated for efficiency and work at skill acquisition programmescarriedoutintheruralarea	3.44	0.62	Agree	3.51	0.53	Agree
	Grand Mean &S.D	3.34	0.67		3.26	0.73	

Field Survey, 2026

Table1 displayed how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State. Based on the decision rule of 2.50, the respondents agreed that remedial education provides reading and writing training to adult which is helpful in their daily economic activities (2.78 & 3.02), extension programme equips farmers with modern skills for farming, thereby increasing their productivity (3.54 & 3.09), life skill programme facilitates the literacy of rural people in health issues ,rights, family life and security (3.12 & 3.18), vocational education empowers it recipients in rural communities with knowledge and skills to combat poverty and hunger (3.44 & 3.26), security education given to the masses tends to increase security consciousness among rural people (3.69&3.52),and rural people are motivated for efficiency and work at skill acquisition programmes carried out in the rural area (3.44 & 3.51). The standard deviation scores rate at which responses of the respondents' one a chitins in the generated data are dispersed.

Research Question 2: How does Mass media strategy promote mass literacy for sustainable development of rural communities in Niger State?

Table 2: How Mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State

Adult education experts=34					CDC Heads=267		
S/N	Items	Mean	S.D	Rank	Mean	S.D	Rank
1	Information disseminated through TV Programmes, news, drama influence knowledge, skills and attitudes of rural people	3.42	0.68	Agree	3.27	0.62	Agree
2	Social media platforms aids rural people knowledge of events in their immediate environment	2.98	1.01	Agree	3.12	0.67	Agree
3	Articles in News paper and magazines provides rural dwellers with facts necessary for socio-economic enhancement	3.01	0.82	Agree	3.41	0.61	Agree
4	Print media aids the preservation of knowledge for future reference which could enhance transfer of knowledge	3.22	0.73	Agree	3.09	0.72	Agree
5	News, programmes, educational activities on radio increases literacy level of rural people in family life and business	3.47	0.68	Agree	3.12	0.68	Agree
6	Flyers and billboards only to pass one time information to rural dwellers	3.23	0.79	Agree	3.17	0.71	Agree
	Grand Mean & S.D.	3.22	0.79		3.20	0.67	

Field Survey, 2026

Table 2 presented how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State. Based on the meaner responses on each of the items, it was agreed that information disseminated through TV Programmes, news, drama influence knowledge, skills and attitudes of rural people (3.42&3.27), social media plat forms aids rural people knowledge of events in their immediate environment (2.98 & 3.12), articles in Newspaper and magazines provides rural dwellers with facts necessary for socio-economic enhancement (3.01 & 3.41); and print media aids the preservation of knowledge for future reference which could enhance transfer of knowledge (3.22 & 3.09). The standard deviation of the items shows how close and how widely dispersed the responses are.

Research Question 3: How does Mass literacy campaigns strategy promote mass literacy for sustainable development of rural communities in Niger State?

Table 3: How mass literacy campaigns strategy promotes mass literacy for sustainable development of rural communities in Niger State

Adult	education experts=34				CDC Heads=267		
S/N	Items	Mean	S.D.	Rank	Mean	S.D	Rank
1	Mass literacy campaigns motivate rural people for remedial education which improves their literacy level	3.55	0.52	Agree	3.45	0.59	Agree
2	Itinspiresruraldwellersformore knowledge skills and better attitudes	3.56	0.60	Agree	3.50	0.62	Agree
3	It aids volunteerism amongrural youth which makes them contribute to their society	3.41	0.63	Agree	3.61	0.68	Agree
4	Literacy campaigns on environmental education improves the well-being of people and rural environment	3.27	0.70	Agree	3.07	0.72	Agree
5	Literacy campaigns initiate the action for knowledge and improvement in vocational skills of rural youth	3.20	0.76	Agree	3.10	0.69	Agree
6	Helps in rural sensitization, hence improving rural livelihood	3.07	0.81	Agree	3.17	0.61	Agree
	Grand Mean & S.D	3.34	0.67		3.32	0.65	

Field Survey, 2026

Table3 presents the mean responses of the respondents on how mass literacy campaigns strategy promote mass literacy for sustainable development of rural communities in Niger State. The mean responses one achier, showed that mass literacy campaigns motivates rural people for remedial education which improves their literacy level (3.55 & 3.45), It inspires rural dwellers for more knowledge skills and better attitudes (3.56 & 3.50), It aids volunteerism among rural youth which makes them contribute to their society (3.41 & 3.61), literacy campaigns on environmental education improves the well-being of people and rural environment (3.27 & 3.07), literacy campaigns initiate the action for knowledge and improvement in vocational skills of rural youth (3.20 & 3.10) and mass literacy campaigns helps in the rural sensitization, hence improving rural livelihood (3.07 & 3.17). The standard deviation on each of the question items shows how close or widely dispersed the items are.

Hypotheses

$H0_1$: There is no significance difference in the mean responses of adult education facilitators and community development committee chairmen on how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State.

Table 4: z-test of the mean responses of respondent show mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State

Respondents		Mean	S.D	N	Lev.sig	df	z-cal	z-crit	Rank
Adult	education experts	3.34	0.67	34					
					0.05	299	0.607	1.96	Accept
CDC heads		3.26	0.73	267					

Research Data Output, 2026

Table 4 presents z-test of the mean responses of respondents how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State. The null hypothesis was tested at 0.05 level of significance with degree of freedom 299, hence the critical value was 1.96. The z-calculated value obtained was 0.607. Since the z-critical (1.96) is greater than the z-calculated (0.607), the null hypothesis is therefore accepted. This implies that there is no significance difference in the mean responses of adult education facilitators and community development committee chairmen on how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State.

$H0_2$: There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State

Table5: z-test of the mean responses of respondent show mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State

Respondents	Mean	S.D	N	Lev.sig	df	z-cal	z- crit	Rank
Adulteducation experts	3.22	0.79	34					
				0.05	299	0.156	1.96	Accepted
CDC heads	3.20	0.67	267					

Research Data Output, 2026

Table 5 shows the z-test of the mean responses of respondents how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State. The null hypothesis was tested at 0.05 level of significance with degree of freedom 299, hence the critical value was 1.96. The z-calculated value obtained was 0.156. Since the z-critical (1.96) is greater than the z-calculated (0.156), the null hypothesis is therefore accepted. This implies that there is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State.

$H0_3$: There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass literacy campaign strategy promotes mass literacy for sustainable development of rural communities in Niger State.

Table 6: z-test of the mean responses of respondents how mass media literacy campaign promotes mass literacy for sustainable development of rural communities in Niger State

Respondents	Mean	S.D	N	Lev.sig	df	z-cal	z-crit	Rank
Adult education experts	3.34	0.67	34					
				0.05	299	0.168	1.96	
CDC heads	3.32	0.65	267					

Research Data Output, 2026

Table 6 z-test of the mean responses of respondents how mass media literacy campaign promotes mass literacy for sustainable development of rural communities in Niger State. The null hypothesis was tested at 0.05 level of significance with degree of freedom 299, hence the critical value was 1.96.The z-calculated value obtained was 0.168. Since the z-critical (1.96) is greater than the z-calculated (0.168), the null hypothesis is therefore accepted. This implies that there is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass literacy campaign strategy promotes mass literacy for sustainable development of rural communities in Niger State.

3. Discussion of Findings

Firstly, table 1 presented on adult education facilitators and community development committee heads on how mass education strategy promote mass literacy for sustainable development of rural communities in Niger State. Findings of the study revealed that remedial education provides readingand writingtrainingto adult which is helpful in theirdailyeconomicactivities,extension programme equips farmers with modern skills for farming, thereby increasing their productivity, life skill programme facilitates the literacyof rural people in health issues, rights, familylife and security, vocational education empowers it recipients in rural communities with knowledge and skills to combat poverty and hunger,

security education given to the masses tends to increase security consciousness among rural people and rural people are motivated for efficiency and work at skill acquisition programmes carried out in the rural area. The finding is in consistent with Oghenekohwo,(2017) who opined that to remedy the high level of illiteracy commonly found in the rural area, mass education programmes are sometime simple minted in diver seminars which include adult basic literacy, post literacy functional literacy, remedial education, girl-child education, out of school youth education, women vocational education, workers education and a host of other programmes to eradicate illiteracy and empower the citizens for increased productivity and national development.

Secondly, findings shows that information disseminated through TV Programmes, news, drama influence knowledge, skills and attitudes of rural people; social media plat for maids rural people knowledge of events in their immediate environment, articles in Newspaper and magazines provides rural dwellers with facts necessary for socio-economic enhancement, print media aids the preservation of knowledge for future reference which could enhance transfer of knowledge, News, programmes, educational activities on radio increases literacy level of rural people in family life and business, flyers and billboards only to pass one time information to rural dwellers. The finding is consistent with Buren (2000), who stated that since people in tend to choose the easiest way for learning the simplest way can be found in television educational programs. In study carried out among rural farmers by Abubakar *et al.,* (2017), found that 52.3% of the respondents prefer watching agriculture related program, followed by News (23.6%), while those who prefer watching drama and education programs were represented by 13.7% and 10.5% respectively.

Finally, the study revealed that mass literacy campaigns motivates rural people for remedial education which improves their literacy level, inspires rural dwellers for more knowledge skills and better attitudes, it aids volunteerism among rural youth which makes them contribute to their society, literacy campaigns on environmental education improves the well-being of people and rural environment, literacy campaigns initiate the action for knowledge and improvement in vocational skills of rural youth, helps in rural sensitization, hence improve injure livelihood. The finding is in line with Heinand Kanyogonya (n.d) who noted that the use of newspaper for literacy campaign will have less impact on the target population. They suggested that in a case where newspaper has to be used, then rural press- dedicated to the production of rural mimeos and/or newspapers basically for the rural population.

4. Conclusion

Based on the findings of the study, the study concluded that:

Mass Education such as remedial education, extension programme, life skill programme, Vocational education and security education promotes mass literacy for sustainable development of rural communities. Also, the study concluded that TV Programmes, news, social media platforms, articles in Newspaper and magazines among others helps to promote mass literacy for development in rural communities. The study finally established that mass literacy campaigns are effective tool for encouraging literacy among rural people.

5. Recommendations

Based on the findings of the study, the study recommended that:

- Government, community heads and youth leaders should consistently carry out mass education programmes in their various communities. This will help to increase the rate of literacy among rural people.
- In order to encourage the use of mass media such as television, radio and social media in rural areas, government should ensure the availability of network and transmissions in rural communities. This will make many of the rural people have access to mass media which is likely to enhance their literacy.
- Government should provide adult educators with enough funds to enhance and initiate mass literacy campaigns especially in the rural areas. This will help to deal with the root problems of increasing poverty in the state.

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Political Patronage and Interference in Recruitment into the Nigerian Public Bureaucracy: Fixing the Capacity Gap

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Abstract. Political patronage and systemic interference have long undermined merit-based recruitment in the Nigerian public bureaucracy, creating a capacity crisis that compromises service delivery and institutional effectiveness. This paper examines the mechanisms by which political patronage and interference distort public service recruitment, assesses the institutional damage inflicted, and proposes actionable reforms to restore capacity and legitimacy. Within the framework of neopatrimonialism and institutional theories, the paper adopts a qualitative approach, relying on secondary data sources which include recent scholarly studies on political patronage and policy implementation. The study reveals that patronage-driven recruitment, which manifests as ethnic monopolies in federal agencies, job racketeering, slot allocation, and a systematic disregard for merit and the federal character principle, has produced a public workforce characterized by skills deficits, low productivity, and diminishing public trust. The paper concludes that meritocracy and the federal character principle must be reconciled through transparency, data-driven processes that restore both institutional performance and the moral contract between the Nigerian state and the citizens. The suggested policy recommendations include: the establishment of a Federal Character Compliance Dashboard that publicly presents annual recruitment data for each MDA, disaggregated by state of origin, gender, qualification tier, and position type. A joint task force of the FCC and ICPC empowered to halt or invalidate recruitment exercises that fail minimum compliance thresholds; the strengthening of the whistleblower legal and security framework to ensure that insiders willing to expose patronage networks are protected, among others.

Keywords: Recruitment, Interference, Political patronage, Capacity gap, Federal character, Meritocracy.

1. Introduction

The Nigerian public service, once regarded as one of the most professional civil services in the post-colonial era in Africa, has experienced a prolonged decline in institutional capacity. Among the most significant drivers of this deterioration is the capture of recruitment processes by political patronage networks, where loyalty, ethnic affiliation, and personal connections supersede competence and qualification as criteria for public service employment. Rather than prioritizing competence and merit-based recruitment, processes are frequently shaped by favoritism, godfatherism, and ethnic bargaining (Atoyebi, 2025). The practice wherein hiring decisions are determined by political connections, religious loyalties, financial inducement, or ethnic alliances rather than applicant qualifications has produced what scholars term 'disguised unemployment' within ministries, departments, and agencies (MDAs), thus eroding institutional capacity and public trust. This phenomenon has produced a capacity gap, which is reflected in a systematic shortfall between the human resource requirements of public institutions and the actual competencies of their personnel (Cyprian, 2026; Yohanna-Mari & Kiden-Tanimu, 2026).

The recruitment process into the Nigerian public bureaucracy carries a uniquely Nigerian complexity that extends far beyond standard human resource management elucidations. Unlike the relatively straightforward recruitment models found in many Western bureaucracies, Nigeria's public service recruitment exists at the intersection of constitutional imperative for national representation, administrative

ideal of professional competence and the lived reality of systematic corruption and political patronage (Njoku & Gulu, 2025). Recruitment in the service is required to simultaneously satisfy the federal character principle of equitable geo-ethnic representation and the bureaucratic requirement for merit-based competence. These mandates are frequently contradictory, creating what Cyprian (2026) described as a fundamental tension between political representation and administrative efficiency, resulting in efficiency deficit, political interference, politicization of bureaucratic gatekeeping, and capacity gaps.

The consequences of patronage-driven recruitment extend far beyond individual agencies. It manifests through several mechanisms historically documented across federal agencies. "Slot-sharing schemes" where recruitment quotas are distributed among governors, senators, ministers, and high-ranking politicians who places preferred candidates in jobs and positions regardless of merit or qualifications (Atoyebi, 2025). When unqualified appointees occupy positions requiring specialized expertise, it results in decreased organizational efficiency, poor service delivery, weakened policy implementation, public funds being misappropriated, and citizen trust in governance erodes. Despite the introduction of the federal character principle and the civil service rules designed to ensure fairness in recruitment processes, the mechanisms are often manipulated for political gains (Adebayo & Salau, 2024). The Independent Corrupt Practices and Other Related Offences Commission (ICPC) has documented cases where federal agencies effectively excluded qualified candidates from entire geopolitical zones, with one agency offering 189 of 190 positions to candidates from the agency head's home region (Businessday NG, 2025). Such practices not only violate constitutional provisions mandating equitable representation but also perpetuate a cycle of underperformance that hampers Nigeria's development trajectory.

According to the World Bank (2023), governance challenges in Nigeria, including politicized recruitment, significantly hinder public sector performance. This paper seeks to examine the primary mechanisms through which political patronage and interference distort public service recruitment in Nigeria; assess the institutional damages and capacity gaps inflicted by the infiltration of political patronage in the recruitment process; and propose actionable reforms that could be introduced to restore capacity and legitimacy of the public bureaucracy. In order to achieve the stated objectives, this paper is divided into five sections. The first section is the introduction, which gives a preview of the study and the conceptualization of key terms adopted in the study. The second section examines the theoretical framework of the study, which is situated within the Neopatrimonialism and Institutional theories. The third section is a review of the mechanisms through which political patronage has framed recruitment into the Nigerian public bureaucracy, and an analysis of the institutional damage and capacity gaps that patronage-based recruitment has inflicted on the service. Section four examines the reform initiatives at the federal and state levels to mitigate the dynamics of patronage-based recruitment and the barriers that impede their implementations. The fifth section contains the conclusion and suggested policy recommendations.

2. Conceptual Clarification

2.1 Political Patronage

Political patronage refers to the practice whereby public appointments, contracts, and other state resources are allocated based on political allegiance, personal connections, or ethnic affiliation rather than objective criteria of competence or merit (Yohanna Mari & Kiden Tanimu, 2026). In many developing countries, particularly in Nigeria, patronage involves the allocation of public positions based on loyalty, personal relationships, or political support rather than merit, qualifications, and open competition. Patronage serves as a mechanism for political elites to secure devotion, maintain coalition stability, and distribute state resources to supportive constituencies. It is closely linked to clientelism and godfather politics, and it fundamentally subverts the Weberian ideal of a professional bureaucracy operating according to rational-legal principles (Perry & Vandenabeele, 2022).

Yohanna Mari and Kiden Tanimu (2026) argue that patronage in the Nigerian context operates through multiple channels, such as direct political appointments to leadership positions, informal pressure on civil service commissions to favor certain candidates, and the creation of parallel recruitment processes that bypass established procedures. These practices are not merely deviations from formal rules but constitute an alternative governance logic in which public employment functions as a reward for political service rather than a mechanism for service delivery.

2.2 Recruitment

Traditionally, the concept of recruitment is described as a process of generating a pool of qualified applicants for an organizational job. Recruitment in

the public service is the strategic, rule-bound process of attracting, identifying, and selecting individuals who possess not only the required competences but also the representativeness and public service ethos necessary to achieve democratic accountability and administrative effectiveness (Breaugh, 2017 & Kennedy, 2022). Recruitment is a technical process to identify individuals with the knowledge, skills, and abilities to execute public policy effectively. This process aligns with the classic merit principle, codified in civil service systems worldwide to prevent patronage (OECD, 2021). Recruitment serves as the primary tool for achieving a bureaucracy that demographically mirrors the population it serves. Recruitment in the Nigerian public bureaucracy is the structured process through which government ministries, departments, and agencies (MDAs) identify, attract, and select individuals to fill vacant positions, ensuring the continuity and effectiveness of state administration.

2.3 Federal Character Principle

The Federal Character Principle, enshrined in Section 14(3) and 14(4) of Nigeria's 1999 Constitution, and operationalized by the Federal Character Commission (FCC) was designed to ensure that public service representation reflects the country's ethnic and regional diversity, thereby promoting national unity and mitigating fears of domination. According to Amanze & Gulu (2025), the compelling impetus for the policy was to reflect the country's diversity in the employment distribution in public sector organizations and, consequently, provide individuals from different geopolitical groups with a sense of belonging that transcends ethnic, regional, and religious boundaries. The operationalization of the federal character principle occurs through several mechanisms, such as the Federal Character Commission, established by Act No. 34 of 1996, charged with monitoring compliance and issuing guidelines for equitable representation (Osemeka, 2016). In practice, this requires federal ministries, departments, and agencies (MDAs) to ensure that their workforce composition reflects the demographic distribution of Nigeria's 36 states and the Federal Capital Territory.

Recruitment processes theoretically incorporate quotas, with each state allocated representation targets. The principle applies across virtually all public concerns, including the civil service, the armed forces, education, government appointments, and party politics (Covenant University, 2024, p. 2). However, enforcement remains problematic as the principle's implementation has been described as suffering from profound institutional deficits in governmental accountability (Suberu, 2022, p. 4). While the federal character principle was intended to prevent the dominance of any single group and promote national integration, the principle has been co-opted by patronage networks seeking to justify ethnically biased recruitment (Businessday NG, 2025). The result is a persistent tension between equity considerations, which refer to ensuring representation for marginalized groups, and meritocratic criteria. The Senate's 2025 investigation into federal character compliance revealed that many agencies have weaponized the principle to exclude qualified candidates from non-preferred states while claiming adherence to diversity mandates (The Eagle Online, 2025).

The federal character principle is widely viewed as undermining meritocracy in public sector recruitment and contradicts the public personnel management practice of emphasizing merit in the hiring process, leading to ineffective and inefficient service delivery. The principle has been captured by political elites, serving their interests rather than those of genuinely marginalized communities. In a 2025 inaugural lecture, Professor Musa Dalhatu argued that the federal character principle has been turned into a vehicle for elites' interests preservation, rather than a solution to historical injustices or structural inequalities (Federal University of Lafia, 2025). He noted further that, unlike affirmative action policies in other democracies, which are targeted at vulnerable populations and time-bound, the Nigerian model is indefinite and tilted in favour of the elite (Federal University of Lafia, 2025). Recent scholarship demonstrates that the federal character principle has been systematically utilized as an instrument for patronage infiltration (Ediba, Nebo-Okpala, & Remilekun, 2026). It has been operationalized as a system of 'slot allocation' where political elites claim to nominate candidates from their constituencies regardless of qualifications. This transforms ethnic and regional identity into a patronage resource as political godfathers present themselves as gatekeepers to public sector employment for their communities (Suberu, 2022).

2.4 Capacity Gap

Capacity gaps in the public service are better described as multi-dimensional mismatches between institutional demands and the actual ability to deliver public values. There are manifold deficits in human, structural, adaptive, and political breaches that prevent public organizations from achieving their mandated outcomes (OECD, 2023). Capacity gaps encompass

not only individual applicant deficits but also structural weaknesses in how the public service attracts, assesses, and selects talent. When political loyalty overrides competence, unqualified individuals find their way into the public service, thereby lowering baseline capacity. Capacity gaps emerge when administrative processes such as approval chains, financial transactions, case management, and citizen intake begin to experience bottlenecks like delays and process architecture challenges (Meijer & Thaens, 2021). An administrative operational capacity gap manifests as long queues, lost files, delayed payments, frustrated staff, and angry citizens.

The persistent challenge of capacity deficits within Nigeria's public bureaucracy represents one of the most significant obstacles to effective governance and national development. Capacity gaps are described as the divergence between the competencies, skills, and institutional capabilities required for efficient public service delivery and the actual attributes possessed by personnel and systems (Ayodele & Ogunyemi, 2025). These gaps are not primarily attributable to resource constraints or inadequate training systems; rather, they stem from a deeply entrenched recruitment paradigm in which political patronage, ethnic considerations, and personal loyalty systematically override merit-based selection (Olaopa, 2024). Closing the gaps requires moving beyond blame and toward honest diagnosis of processes, technology, skills, coordination, and rules. According to the World Bank (2024), operational capacity is the silent heartbeat of the state; when it falters, all policy ambitions falter with it.

3. Theoretical Framework

The study of political patronage in recruitment into the Nigerian public bureaucracy requires a multi-theoretical approach that captures the complex interplay between formal institutional rules and informal power dynamics. Nigeria presents a peculiar case where codified civil service regulations coexist with deeply embedded practices of clientelism, ethnic balancing, and loyalty-based appointments. This paper integrates two complementary theoretical perspectives, which are the Neopatrimonialism theory and the Institutional theory. Neopatrimonialism theory by Eisenstadt (1973) was conceptualized as a hybrid political system combining legal-rational bureaucracy with patrimonial practices. Public offices and state resources are treated as private property of the officeholder rather than as public trust. Social and political relations are structured around vertical chains of personal loyalty, where patrons distribute resources (including jobs) in exchange for political support, while written constitutions, civil service rules, and legal procedures exist on paper but are routinely bypassed in favor of informal, personal arrangements.

Political leaders maintain control by exercising unconstrained discretion over appointments, promotions, and resource allocation. Recruitment and advancement depend primarily on personal loyalty to a patron rather than on merit, qualifications, or performance. Patronage networks perpetuate themselves because beneficiaries repay patrons through political loyalty, electoral support, and sometimes kickbacks. Neopatrimonialism explains why recruitment into the Nigerian public service often deviates from established merit-based procedures. Ediba, Nebo-Okpala, and Remilekun (2026) demonstrate that neopatrimonial norms are deeply embedded in Nigeria's political, historical, and institutional structures, operating through elite networks, ethnic balancing, and political incentives that subvert formal rules. The federal character principle, despite its egalitarian intentions, has been exploited to prioritize political loyalty and ethnic considerations over competence, becoming a vehicle for patronage distribution rather than a tool for equitable representation (Suberu, 2022).

Institutional theory by DiMaggio & Powell (1983) emphasizes that institutions are not just made of rules but are also made of norms, routines, and cultural-cognitive elements. It stressed how formal rules, informal norms, and cognitive-cultural elements shape organizational behavior. The theory's distinction between formal institutions (codified laws, regulations, procedures) and informal institutions (traditions, networks, unwritten rules) is particularly valuable for analyzing Nigeria's public service recruitment landscape. A central insight from institutional theory is that informal institutions often override formal ones in contexts where enforcement mechanisms are weak. Ikpebe, Akinrinmade & Asempah (2025) describes this as the disjunction between "formal, documented rules that govern the Nigerian system of public administration and the informal practices that actually determine outcomes".

While Nigerian civil service regulations formally mandate competitive examinations and merit-based selection, lived reality is frequently shaped by patronage, 'godfatherism', nepotism, and opaque networks of influence. The persistence of informal recruitment practices despite formal prohibitions reflects what scholars term "institutional decoupling," which is a situation where organizational practices diverge from stated policies. Ifeanyi (2025) captures this paradox, noting that while "Nigeria does have a

merit-based recruitment process for its civil servants, the public's experience of government ministries, departments and agencies suggests severe performance shortcomings.

4. Literature Review

4.1 Mechanisms of Patronage-based Recruitment in the Nigerian Public Bureaucracy

Patronage-based recruitment constitutes one of the most persistent challenges confronting public service reform in Nigeria. The practice wherein hiring decisions are determined by political connections, ethnic affiliations, or financial inducements rather than applicant qualifications has produced what scholars term "disguised unemployment" within Ministries, Departments, and Agencies (MDAs), eroding institutional capacity and public trust (Adebayo & Salau, 2024; Cyprian, 2026). Patronage infiltrates recruitment into the public bureaucracy through political interference, where elected officials or agency heads directly pressure civil service commissions to appoint specific individuals, bypassing competitive processes (Yohanna Mari & Kiden Tanimu, 2026). Procedures are manipulated in such a way that formal recruitment criteria are altered to the advantage of preferred candidates. This may include tailoring job descriptions to specific individuals' profiles, shortening application windows to exclude outsiders, or weighting selection criteria to favor subjective characteristics over objective qualifications (Atoyebi, 2025). Also, individual officials accumulate sufficient control over recruitment processes to effectively determine outcomes unilaterally. The case of an agency head who populated 189 of 190 positions with co-ethnics exemplifies this dynamic, as does the Senate's finding that "recruitment at senior levels is influenced more by internal preferences than by merit and fairness" (The Eagle Online, 2025, para. 15).

While patronage affects the entire public service, certain sectors and regions exhibit distinctive patterns. The Niger Delta Development Commission (NDDC) has been identified as a case study in patronage-driven dysfunction, with research demonstrating that the appointment of political cronies and ruling party supporters to the NDDC board has weakened oversight mechanisms and fostered poor accountability (Niger Delta Development Commission Study, 2025, p. 3). Similarly, the Nigerian National Petroleum Company Limited (NNPCL) and its subsidiaries, the Nigerian Upstream Petroleum Regulatory Commission (NUPRC), and the National Agency for Food and Drug Administration and Control (NAFDAC) were specifically named in Senate proceedings as agencies with documented federal character violations (The Eagle Online, 2025). Some appointments are influenced by nepotism, sidelining other states of the federation. The investigation explicitly linked federal character violations to "institutional favoritism" where "top positions in federal agencies are dominated by select regions" (News Agency of Nigeria, 2026).

Another mechanism of patronage infiltration in the recruitment process in the public bureaucracy is the emergence of job racketeering as an organized informal economy within public service recruitment. Job racketeering refers to the systematic practice of selling public service positions, with prices varying according to the desirability and salary grade of the position (Cyprian, 2026). This mechanism represents the commodification of public employment, where access is mediated not by merit or even political connection in the traditional sense, but by direct financial transaction. Investigative reporting has documented the scope and scale of this practice. A 2025 investigation found that job racketeering cartels operate within virtually all government ministries, departments, and agencies, with prices ranging from 500,000 to 2.5 million Naira depending on the agency (Atoyebi, 2025). The mechanism operates through various channels, such as human resource personnel colluding with external agents, senior officials reserving "slots" for sale, and fraudulent recruitment advertisements designed to extract payments from desperate applicants (Adebayo, 2026). Yohanna Mari and Kiden Tanimu (2026) contextualize job racketeering within broader patterns of political patronage, arguing that "while patronage can secure political support for elected officials, it often undermines the professionalism and effectiveness of the public service, as appointees are selected based on political affiliation rather than expertise or merit". Job racketeering represents the most extreme manifestation of this infiltration, where even political affiliation becomes optional and direct payment suffices as the currency of access (Cyprian, 2026).

‘Godfatherism’ is yet another mechanism through which patronage-based recruitment operates. This term connotes the concentration of recruitment authority in the hands of political patrons who control access to positions within their spheres of influence (Amanze & Gulu, 2025). Unlike job racketeering's explicit monetization, slot allocation operates through networks of obligation, where political godfathers claim the right to nominate candidates for positions within agencies nominally governed by competitive examination. This mechanism functions through the

suspension of formal recruitment protocols. When a vacancy arises, rather than initiating a competitive process through the Federal Civil Service Commission, agencies receive directives from political principals to accommodate specific candidates. As Elekwachi and Ufomba (2024) stated, selective promotion and recruitment practices within the Ebonyi state civil service are directly influenced by political patrons. The mechanism extends beyond initial recruitment to encompass promotions, postings, and access to training opportunities.

The persistence of godfather-mediated recruitment is reinforced by what Ifeanyi (2025) identifies as the "absence of political will for reform". Despite the existence of formal merit-based recruitment rules, the political ecosystem continues to rely on patronage, ethnic balancing, and personal loyalty as essential mechanisms of governance. The gap between formal rules and operational practice persists because political actors derive systematic benefits from maintaining discretion over recruitment. The cumulative effect of these infiltration mechanisms is profound bureaucratic dysfunction with cascading governance consequences. When recruitment systematically incline towards loyalty, financial capacity, or ethnic connection rather than competence, the result would be a civil service that lacks the technical capacity to design, implement, or evaluate policy effectively. Yohanna Mari and Kiden Tanimu (2026) assert that "patronage-driven appointments" directly contribute to "inefficiency, corruption, and inequitable distribution of resources" in policy implementation.

Beyond competence deficits, patronage infiltration generates a legitimation crisis. When citizens perceive that public employment is accessible only through political connections or financial payments, public trust in state institutions erodes. This erosion has cascading effects as citizens are less likely to comply with regulations, cooperate with policy implementation, or view the state as a legitimate actor deserving of tax revenues and political support (Ikpebe, Akinrinmade & Asempah, 2025). The brain drain phenomenon represents a particularly consequential secondary effect of these infiltration mechanisms. As a public commentator observed, "Nigeria's best brains are being systematically poached by Western countries (Europe, U.K, Canada, Australia, and America) to boost and sustain their virile systems" (Guardian Newspaper, 2026). When talented Nigerians cannot access public service positions through meritocratic processes, they either emigrate or withdraw from the formal public sector, further depressing institutional capacity and creating a vicious cycle of competence erosion (Amanze & Gulu, 2025).

4.2 Institutional Damage/Capacity Gaps Resulting from Patronage-based Recruitment

Patronage-based recruitment is not merely about inefficiency but a mechanism of institutional degradation that erodes technical expertise, distorts policy implementation, and entrenches long-term institutional fragility; this undermines the very foundation of effective, equitable public administration (Bersch, Praca & Taylor, 2021). A very severe consequence of patronage-driven recruitment is the deterioration of workforce quality. When positions are allocated based on political connections rather than competence, public institutions accumulate personnel lacking the skills, knowledge, and motivation to perform their assigned functions effectively. Cyprian's (2026) empirical analysis found that while recruitment processes were significantly associated with workforce quality, political interference consistently reduced this association, indicating that even when formal procedures exist, patronage undermines their effectiveness.

Productivity consequences are similarly severe. Studies of Nigerian public service consistently report high rates of absenteeism, low output per employee, and poor service delivery outcomes. While multiple factors contribute to these patterns, the demoralizing effect of watching unqualified political appointees secure positions that qualified candidates are denied cannot be overstated (Atoyebi, 2025; Amanze & Gulu, 2025). Also, patronage systems typically produce high turnover, as appointees are replaced when political administrations change. This churning erodes institutional memory—the accumulated expertise, historical knowledge, and professional relationships that enable effective policy implementation. Successive waves of politically appointed officials arrive without familiarity with ongoing programs, established processes, or past lessons learned, forcing institutions to perpetually restart rather than build progressively on prior achievements.

The Niger Delta Development Commission provides an instructive case. Despite receiving substantial financial allocations for over 22 years, the Commission has failed to deliver sustainable development outcomes, with researchers attributing this failure partly to "the appointment of political cronies ... [which] has weakened oversight mechanisms" (Niger Delta Development Commission Study, 2025, p. 3). Each new board composition brings new priorities, new contractors, and new opportunities

for patronage distribution, ensuring that long-term strategic planning remains impossible.

Perhaps the most sinister consequence of patronage recruitment is the erosion of public trust in government institutions. When citizens perceive that employment is allocated based on "who you know" rather than "what you know," the legitimacy of public institutions is fundamentally compromised. Survey data indicate that public confidence in Nigerian civil service institutions has declined steadily over the past decade, with corruption and unfairness in recruitment consistently cited as contributing factors (Transparency International, 2025). This legitimacy crisis has practical consequences beyond public opinion. Citizens who believe institutions are fundamentally unfair are less likely to comply with regulations, less likely to cooperate with government programs, and more likely to seek informal alternatives to formal state services. The result is governance fragmentation, which further undermines state capacity, creating a vicious cycle of institutional decline.

4.3 Reform Initiatives aimed at mitigating the Dynamics of Patronage-based Recruitment

In recent years, the Nigerian public bureaucracy has witnessed significant reform initiatives aimed at combating patronage infiltration. The administration of President Bola Ahmed Tinubu has pursued what it terms the "Renewed Hope Agenda," emphasizing merit-based recruitment across federal agencies. The Federal Inland Revenue Service (FIRS) conducted a transparent, nationwide recruitment exercise in 2024, processing over 8,000 candidates and ultimately employing 1,200 with no “hidden slot-sharing schemes” (Atoyebi, 2025). The Nigeria Customs Service similarly conducted a technology-driven recruitment process, attracting 573,519 applicants for 3,927 positions, with digital systems limiting opportunities for political manipulation (Atoyebi, 2025; News Agency of Nigeria, 2025). These initiatives suggest that technology-enabled transparency can constrain certain forms of patronage infiltration. When recruitment processes operate through verifiable digital portals with transparent selection criteria, the scope for slot allocation and job racketeering diminishes. However, Ifeanyi (2025) argues that the political will to make reforms work as they ought to is a very essential caveat. He stated further that the scaffolding for reform exists, but the incentives for political actors to accept constraints on their recruitment discretion remain absent. Also, even successful reforms at individual agencies coexist with continued patronage infiltration.

The Federal Civil Service Commission (FCSC) Strategic Plan (2026–2030) unveiled in September 2025, is another reform initiative introduced to address systemic recruitment processes in the Federal civil service. The Strategic Plan prioritizes digital transformation by introducing nationwide competitive examinations and digital recruitment platforms alongside automating HR operations. The National Council of Civil Service Commissions also urged state civil service commissions to adopt and implement a human resource management information system promptly (Federal Ministry of Information & National Orientation, 2026). These technological interventions address specific mechanisms through which patronage operates. Historically, opaque recruitment processes enabled "slot-sharing schemes" wherein political elites distributed positions without public scrutiny. However, digital portals create visibility, wherein application numbers become countable, selection ratios become calculable, and geographical distribution becomes verifiable. The Federal Character Commission (FCC) portal would enable users to connect directly with verified recruiting agencies, thus bypassing intermediaries who might demand illicit payments for access.

The Independent Corrupt Practices and Other Related Offences Commission (ICPC) and Federal Character Commission (FCC) have also focused on the enforcement against specific abuses. In July 2025, the two agencies announced the establishment of a Joint Task Force explicitly targeting "job racketeering and related abuses" in public sector recruitment. The Joint Task Force's mandate encompasses monitoring recruitment patterns across MDAs, investigating breaches of the federal character principle, preventing backdoor appointments, and advising on policy reforms that promote job equity and fairness (ICPC, 2025). The Joint Task Force model draws on Articles 5 and 36 of the United Nations Convention Against Corruption (UNCAC), which emphasize institutional synergy in anti-corruption enforcement.

In May 2025, the Nigerian Senate mandated its Committee on Federal Character to investigate federal character violations across ministries, departments, and agencies (MDAs), following a motion sponsored by Senate Minority Whip Senator Osita Ngwu. Senator Allwell Onyesoh, chairing the investigative hearing, stated that "persistent and non-compliance by many MDAs on recruitment and infrastructure allocation had fuelled marginalization and deepened discontent," calling for "urgent reforms, possibly including a Federal Character Compliance Tribunal". It was emphasized that the committee's approach was "not punitive, but corrective," aiming to foster accountability, reinforce equity, and restore trust in the

country's national institutions (Senate of the Federal Republic of Nigeria, 2025).

Technological digitization has emerged also as a complementary strategy for reducing patronage opportunities in recruitment. In April 2026, the Federal Character Commission launched a digital portal tailored for job seekers across Nigeria, designed to revolutionize the job search experience for qualified Nigerians. The portal enables users to easily pinpoint states with active recruitment, access vital accommodation information, and connect directly with verified recruiting agencies. FCC officials describe the initiative as a significant leap towards a fairer and more transparent public service, designed to promote accountability and compliance among MDAs (News Agency of Nigeria).

The reform strategies examined in this discourse demonstrate that patronage-based recruitment in the Nigerian public service can be mitigated through coordinated interventions targeting institutional gatekeeping, enforcement partnerships, digital transparency, political leadership, and cultural transformation. The FCSC 2026–2030 Strategic Plan provides a comprehensive framework for merit-based human resource management. The ICPC-FCC Joint Task Force addresses enforcement gaps that previously allowed violations to proceed without consequence, while digital recruitment technologies create auditability and transparency that reduce opportunities for manipulation. It is worthy of note that no single strategy proves sufficient in isolation. Institutional gatekeeping without enforcement remains aspirational; digital transparency without political leadership can be circumvented; state-level reforms without federal coordination remain fragmented. The most effective approach integrates multiple strategies simultaneously, recognizing that patronage is a systemic phenomenon requiring systemic responses.

4.4 Barriers to Implementations of Reforms Initiatives for Solving Patronage-based Recruitment

Despite promising reform frameworks, implementation faces substantial obstacles. A very significant barrier is the absence of sustained political will among elected officials who benefit from patronage arrangements. Yohanna Mari and Kiden Tanimu (2026) observe that patronage can secure political support for elected officials, creating powerful incentives to maintain rather than dismantle existing systems. Political leaders who have built their coalitions through patronage distribution are unlikely to support reforms that would eliminate this mechanism for securing loyalty. The Senate's 2025 investigation into federal character violations explicitly noted that institutional inertia and a lack of accountability have undermined reform efforts, with recruitment at senior levels being influenced more by internal preferences than by merit and fairness (The Eagle Online, 2025, para. 15). This pattern suggests that even when formal policies change, entrenched practices may persist without mechanisms for enforcement and accountability.

The Federal Character Commission (FCC), constitutionally empowered to monitor compliance with diversity requirements, remains hindered by chronic underfunding, political interference, and limited enforcement capabilities (The Eagle Online, 2025, para. 27). Similarly, the ICPC, despite documenting extensive recruitment violations, lacks authority to impose meaningful sanctions on non-compliant agencies. The 2025 Scorecard's finding that 52 MDAs completely ignored audit requests, with no subsequent disciplinary action, illustrates this enforcement gap (Businessday NG, 2025). Without credible enforcement mechanisms, which include the power to invalidate non-compliant recruitment exercises, suspend offending officials, and refer cases for criminal prosecution, reform frameworks remain aspirational documents rather than binding constraints on behavior.

The tension between meritocracy and the Federal Character Principle creates legal complexities that patronage networks exploit. While the Constitution mandates equitable representation across states and ethnic groups, it does not specify how this principle should be operationalized alongside meritocratic criteria. The result is what the Senate identified as "confusion between merit-based recruitment and equitable state representation, to the detriment of discipline, morale and institutional efficiency" (The Eagle Online, 2025, para. 16). Some reformers argue for clarification of the legal framework to establish that federal character compliance should operate at aggregate institutional levels rather than individual positions, thus allowing agencies to recruit the most qualified candidates for each role while ensuring overall workforce diversity. However, such clarification would require legislative action that remains politically contentious.

5. Conclusion

Political patronage in Nigerian public bureaucracy recruitment represents a fundamental governance failure with cascading consequences for institutional

capacity, service delivery, and democratic legitimacy. The evidence presented in this paper demonstrates that patronage operates through multiple mechanisms, such as political override, procedural manipulation, job racketeering, and gatekeeper capture, to systematically undermine merit-based selection. The resulting capacity gap manifests as workforce quality deficits, institutional memory erosion, and a legitimacy crisis that erodes citizen trust in government. Patronage networks benefit powerful actors who will resist changes that threaten their access to state resources. Overcoming this resistance requires a coordinated strategy combining institutional strengthening (civil service commissions with genuine independence), technological transparency (digital systems that reduce discretionary manipulation), legal reform (clarifying the relationship between merit and equity), and enforcement mechanisms (credible sanctions for violations). Technology offers powerful tools for reducing discretionary manipulation of recruitment processes. FCSC's commitment to e-recruitment and computer-based promotion exercises represents a positive direction, but implementation must ensure that digital systems are designed to minimize human override capabilities.

6. Suggested Policy Recommendations

Effective reform requires credible enforcement mechanisms. The following suggested policy recommendations are herewith proffered:

- The establishment of a Federal Character Compliance Dashboard jointly hosted by the Federal Character Commission (FCC) and the Independent Corrupt Practices and Other Related Offences Commission (ICPC) to publicly presents annual recruitment data for each MDA, disaggregated by relevant information such as state of origin, gender, qualification tier, and position type. This would help to track appointments and allow for real-time scrutiny by the public.
- The joint task force of the FCC and ICPC should be to empowered to halt or invalidate recruitment exercises that fail minimum compliance thresholds, with repeat offenders to face criminal charges under the Public Service Rules and ICPC Act.
- Whistleblower protection should be strengthened. The legal and security framework to ensure the protection of insiders willing to expose patronage networks should be provided.
- There should be a mandatory publication of complete nominal rolls for every MDA, including current staff with dates of employment, roles, and states of origin. This transparency measure would enable civil society monitoring and expose ghost worker schemes and nepotistic insertions.
- The National Assembly should amend the Federal Character Commission Act to specify that compliance should be assessed at aggregate institutional levels rather than individual positions, allowing MDAs to recruit the most qualified candidates for each vacancy while maintaining overall workforce diversity through strategic recruitment planning.
- Provisions should be made for private right of action allowing candidates who can demonstrate they were excluded due to violations of merit or federal character principles to seek judicial remedy, as the current legal frameworks offer limited recourse for individuals harmed by patronage-driven recruitment.

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Pentecostal Entrepreneurship and Karl Marx's Conception of Religion: Implication for Socio-Economic Development in Nigeria

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Abstract. The role of religion in socio-economic development has often been undermined in national discussion by some who simply dismiss it as mere irrational feelings with no tangible benefits. This conception of religion is rooted in Marx's maxim that religion is the *opium of the people*. On the contrary, rehabilitators of religion like Weber thinks differently insisting that socio-economic development interlaces with religious beliefs and practices. Therefore, this paper examines the role of religion in socio-economic development against the backdrop of Pentecostal entrepreneurship in Nigeria. Using the methodologies of desk research and discursive analysis, the paper argues that recent socio-economic infrastructure like hospitals, schools, restaurants, hotels, fuel stations, vocational schemes, etc. of some Pentecostal churches in Nigeria strongly subscribe to the vital role of religion in socio-economic development. In essence, religion alleviates the socio-economic status of the people than worsen it as envisaged by the denigrators of religion like Marx. Moreover, the paper concludes that rather than see religion as providing a temporary sigh of relief or escape from the hardships and injustices in society, it should be seen as playing a crucial role in socio-economic development. In this light, the paper recommends a balanced understanding of the role religion plays in human society. It also reveals how religious beliefs and practices influence economic conditions.

Keywords: Religion, Pentecostal entrepreneurship, Karl Marx, Max Weber, Socio-economic, and Nigeria

1. Introduction

Religion has remained a central force in shaping social structures, economic behavior, and value systems across societies. In classical social theory, however, its role has been vigorously contested. For example, Marx (1970) famously described religion as the *opium of the masses*, arguing that it functions as an ideological tool that dulls the pain of material deprivation while sustaining systems of inequality. From this perspective, religion is seen not as a catalyst for development but as a mechanism that perpetuates passivity and false consciousness. In contrast, Weber (2002) advanced a more nuanced interpretation, asserting that religious ideas particularly those embedded in Protestant ethics can stimulate economic rationality, discipline, and entrepreneurial spirit, thereby contributing to the rise of capitalism. These contrasting positions continue to shape contemporary debates on the relationship between religion and socio-economic development.

In the Nigerian context, the rapid growth of Pentecostalism has introduced a significant dimension to this discourse. Nigerian Pentecostal churches have moved beyond purely spiritual concerns to actively engage in socio-economic initiatives, including the establishment of schools, universities, hospitals, and large-scale infrastructural projects. Moreover, these churches promote doctrines that emphasize prosperity, hard work, innovation, and self-reliance, thereby fostering what may be described as "Pentecostal entrepreneurship" (Gifford, 2004; Koko, 2018). This entrepreneurial orientation is not limited to institutional investments but extends to individual adherents, who are often encouraged to pursue economic success as a sign of divine favor. Despite these observable contributions, scholarly debates persist regarding whether such religious activities genuinely promote sustainable development or merely reinforce new forms of economic inequality and dependency. Critics argue that the prosperity message may obscure structural challenges, while proponents

contend that Pentecostalism provides both moral motivation and practical resources for socio-economic advancement (Marshall, 2009; Koko, 2019). This tension reflects the enduring relevance of Marx's critique and Weber's thesis in interpreting contemporary religious phenomena.

This study, therefore, examines Pentecostal entrepreneurship in Nigeria through the dual lenses of Marxian and Weberian theories. It argues that, contrary to Marx's reductionist view, religion particularly in its Pentecostal expression can function as a dynamic force for socio-economic development. The study also seeks to demonstrate that religion, rather than merely consoling the oppressed, can actively participate in transforming material conditions and fostering national development.

2. Conceptual Clarifications

A critical engagement with the relationship between Pentecostal entrepreneurship and socio-economic development requires a clear understanding of the key concepts underpinning this study. These include: religion, Pentecostalism and Pentecostal entrepreneurship, and socio-economic development. Clarifying these concepts provides the analytical framework necessary for situating the argument within broader scholarly discourse.

2.1 Religion

The concept of religion remains one of the most contested in social and philosophical inquiry due to its multifaceted nature and diverse expressions across cultures. Notwithstanding, Durkheim (1912/1995) defines religion as a unified system of beliefs and practices related to sacred things that unite individuals into a moral community. This definition underscores the social function of religion as a source of cohesion, moral regulation, and collective identity. In contrast, Marx offers a more critical interpretation, viewing religion as an ideological construct that legitimizes existing social inequalities by providing illusory comfort to the oppressed. His famous characterization of religion as the "opium of the masses" suggests that it deadens critical consciousness and reinforces structures of domination (Marx, 1970).

However, reducing religion to mere illusion overlooks its capacity to shape values, motivate action, and influence institutional development. Berger (1990) expands the discourse by presenting religion as a "sacred canopy" that provides meaning and order to human existence. From this perspective, religion is not only a reflection of social realities but also a force that can transform them. In contemporary societies, religion often operates as a dynamic agent capable of influencing economic behavior, social responsibility, and community development (Koko; 2020a). Thus, its role in society cannot be understood solely in terms of passivity or domination but must also account for its potential as a driver of social change. It is this latter role of religion that this study is concerned.

2.2 Pentecostalism and Pentecostal Entrepreneurship

Pentecostalism, as a distinct expression of Christianity, has experienced remarkable growth globally, particularly in sub-Saharan Africa. It is characterized by an emphasis on the active presence of the Holy Spirit, spiritual gifts such as speaking in tongues, divine healing, and a strong focus on personal transformation and experiential faith (Anderson, 2013; Koko, 2020a). In Nigeria, Pentecostalism has evolved into a powerful socio-religious movement with far-reaching influence beyond the spiritual domain. A defining feature of contemporary Nigerian Pentecostalism is its entrepreneurial orientation. Pentecostal entrepreneurship refers to the application of entrepreneurial principles within religious institutions and among adherents. This includes the establishment of schools, universities, hospitals, media organizations, and large-scale religious infrastructures. Beyond institutional development, Pentecostal teachings often encourage individual economic initiative, discipline, and innovation as expressions of faith. Central to this entrepreneurial ethos is the prosperity gospel, which links spiritual devotion with material success. As Gifford (2004) and Koko (2020b; 2020c) observe, this theology reframes wealth creation as both a divine promise and a moral responsibility. In this regard, Pentecostalism resonates with Weber's (2002) thesis on the Protestant ethic, where religious beliefs foster economic rationality and productivity. However, Pentecostal entrepreneurship differs in its explicit affirmation of wealth as a sign of divine favor, thereby creating a unique blend of spirituality and economic ambition. This development challenges traditional critiques of religion by demonstrating its potential to inspire enterprise and socio-economic engagement.

2.3 Socio-Economic Development

Todaro & Smith (2020) conceive socio-economic development as referring to the comprehensive improvement of the economic and social conditions of individuals and communities. It encompasses not only economic growth but also advancements in education, healthcare, employment opportunities, income

distribution, and overall quality of life. Contemporary development theory increasingly recognizes that development is not solely driven by state mechanisms but also by non-state actors, including religious organizations.

In many developing contexts such as Nigeria, where state capacity is often constrained, faith-based institutions play a crucial role in bridging gaps in service delivery. Clarke (2006) and Koko (2019) note that religious organizations are significant contributors to education, healthcare, and social welfare, particularly in rural communities. These contributions highlight the practical relevance of religion in addressing socio-economic challenges. Moreover, socio-economic development is deeply influenced by cultural and ethical values. Traits such as discipline, trust, accountability, and a strong work ethic often reinforced by religious teachings are essential for sustainable development. It is within this intersection that Pentecostal entrepreneurship becomes particularly significant. This is because Pentecostal churches promote values that encourage productivity and social infrastructure. Consequently, socio-economic development should be understood not merely as a material process but as one that is shaped by ideological, cultural, and institutional forces. The engagement of Pentecostalism in this sphere challenges Marx's reductionist view and supports a more nuanced understanding of religion as a potential catalyst for transformation.

3. Theoretical Underpinnings on Religion and Entrepreneurship

As already indicated, this study is anchored on two classical theoretical frameworks. The first is Karl Marx's *Opium of the Masses* and the second is Marx Weber's *Protestant Ethics*. Marx's analysis of religion is rooted in his broader critique of capitalist society and its structures of inequality. For Marx, religion is not an autonomous force but a social product shaped by material conditions. He famously describes religion as the "opium of the masses," suggesting that it functions as both a palliative and a tool of social control (Marx, 1970; Koko & Amadi, 2025). In this sense, religion provides psychological comfort to those experiencing economic hardship while simultaneously legitimizing the *status quo* by diverting attention from structural injustices. Marx argues that religion emerges from conditions of alienation, where individuals are estranged from the products of their labor, from others, and from their own human potential. Religion, therefore, offers an illusory resolution to real suffering, promising rewards in the afterlife rather than addressing material deprivation in the present. Within this framework, religious institutions may inadvertently reinforce economic inequality by discouraging critical consciousness and political resistance.

Applied to the Nigerian context, a strict Marxian interpretation would view Pentecostalism, particularly its emphasis on prosperity and divine intervention as a mechanism that sustains existing socio-economic disparities. Critics have argued that the prosperity gospel can shift responsibility for economic success onto individuals while obscuring systemic issues such as corruption, unemployment, and weak state institutions (Marshall, 2009; Koko, 2020a). From this perspective, Pentecostal entrepreneurship could be interpreted not as genuine development but as an extension of religious ideology into the economic sphere, potentially benefiting a select few while leaving broader structural problems unaddressed. It should be stated however, that Marx's framework does not truly reflect the socio-economic contributions of Pentecostalism in contemporary society. Thus, aside the critique of Marx's position as reductionism, it also underestimates its capacity to inspire agency, innovation, and social transformation. This limitation becomes particularly evident in contexts where religious organizations actively contribute to education, healthcare, and economic empowerment.

In contrast to Marx, Weber offers a more sympathetic and complex account of the relationship between religion and economic life. In *The Protestant Ethic and the Spirit of Capitalism*, Weber (2002) argues that certain religious ideas, particularly those associated with Calvinist Protestantism played a significant role in the development of modern capitalism. He highlights values such as discipline, hard work, frugality, and a sense of vocation as central to this process. Weber's thesis is not that religion directly causes economic systems but that it shapes the ethical dispositions that make particular forms of economic behavior possible. The Protestant ethic, with its emphasis on rationality and delayed gratification, fostered an environment conducive for capital accumulation and entrepreneurial activity (Koko, 2020c). In this regard, religion is seen as a motivating force that can drive economic productivity and institutional development.

This perspective provides a useful lens for understanding the rise of Pentecostal entrepreneurship in Nigeria. Pentecostal teachings often emphasize personal responsibility, diligence, and the pursuit of success as evidence of divine favor. Such values can encourage individuals to engage in entrepreneurial activities and to adopt disciplined approaches to

economic life. Moreover, Pentecostal institutions themselves frequently operate with a high degree of organizational efficiency, mobilizing resources for large-scale projects such as universities, hospitals, and media enterprises. Nevertheless, Weber's thesis is not without criticism. Some scholars argue that his analysis is historically specific and may not be directly applicable to contemporary or non-Western contexts (Giddens, 1990). Others contend that the prosperity-oriented focus of modern Pentecostalism differs significantly from the asceticism that Weber identified in early Protestantism. These critiques notwithstanding, Weber's framework remains valuable for highlighting the potential of religion to contribute positively to economic development.

It is important to state argue that while Marx and Weber offer contrasting perspectives, a comprehensive analysis of Pentecostal entrepreneurship in Nigeria benefits from an integration of their insights. Marx's critique draws attention to the ways in which religion can obscure structural inequalities and reinforce existing power relations. This is particularly relevant in examining the potential excesses of Pentecostal movements, including the commodification of religion and the risk of exploiting vulnerable populations. Similarly, Weber's approach provides a framework for understanding how religious beliefs can foster values and practices that promote economic activity and social development (Koko, 2020c). The entrepreneurial orientation of Nigerian Pentecostalism, with its emphasis on innovation, self-reliance, and institutional investment, aligns more closely with Weber's thesis than with Marx's pessimistic outlook. An analytical synthesis of these perspectives suggests that religion is neither inherently oppressive nor inherently liberating. Instead, its impact depends on how it is interpreted and practiced within specific socio-economic contexts. Pentecostal entrepreneurship in Nigeria exemplifies this duality: it can both empower individuals and communities through job creation, education, and social services, and, at times, risk reinforcing inequalities through its emphasis on individual prosperity. Therefore, this study adopts a balanced theoretical approach that acknowledges the critical insights of Marx while drawing on Weber's recognition of religion's transformative potential. Such a synthesis allows for a nuanced understanding of Pentecostalism as a complex social phenomenon one that simultaneously reflects and reshapes the socio-economic realities of contemporary Nigeria.

4. Historical Emergence and Growth of Pentecostalism in Nigeria

The emergence and rapid expansion of Pentecostalism in Nigeria constitute one of the most significant religious developments in contemporary African Christianity. Its growth reflects not only spiritual renewal movements but also broader socio-political and economic transformations that have shaped Nigerian society over the past century. Understanding this trajectory is essential for situating Pentecostal entrepreneurship within its proper historical and cultural context.

The roots of Pentecostalism in Nigeria can be traced to the early twentieth century, particularly through indigenous revival movements and interactions with global Pentecostal currents (Koko, 2020a; 2020b; 2020c). One of the earliest expressions was the Aladura movement of the 1910s and 1920s among the Yoruba, which emphasized prayer, healing, prophecy, and a direct experience of divine power (Peel, 1968). Although not initially identified as Pentecostal in the classical sense, Aladura churches such as the Cherubim and Seraphim and the Church of the Lord (Aladura) laid important foundations for the later emergence of Pentecostal spirituality in Nigeria. These movements represented a reaction against the perceived formalism and Western orientation of mission Christianity, offering instead a more contextualized and experiential form of faith. By the mid-twentieth century, classical Pentecostal denominations began to take root, often through missionary activities and transnational networks. Churches such as the Apostolic Church and Assemblies of God established a presence in Nigeria, introducing doctrinal emphases on baptism in the Holy Spirit, glossolalia (speaking in tongues), and divine healing (Ojo, 2006). These developments marked a shift toward a more structured form of Pentecostalism, though still deeply influenced by local religious sensibilities.

The most significant phase in the growth of Pentecostalism, however, occurred from the 1970s onward, particularly within university campuses and urban centers. This period witnessed the rise of charismatic renewal movements, often led by educated youth who sought a more vibrant and relevant expression of Christianity. Campus fellowships such as the Scripture Union and the Christian Union played a pivotal role in disseminating Pentecostal ideas, emphasizing personal salvation, holiness, and evangelism (Marshall, 2009). These movements eventually gave rise to independent Pentecostal

ministries, many of which would become influential mega churches in later decades.

The post-civil war era in Nigeria (after 1970) provided fertile ground for the expansion of Pentecostalism. Economic instability, political uncertainty, and social dislocation created a context in which messages of hope, empowerment, and divine intervention resonated strongly with the population. Pentecostalism responded to these challenges by offering not only spiritual assurance but also practical guidance for navigating life's uncertainties. The emphasis on prosperity, success, and personal transformation became particularly attractive in a context marked by widespread poverty and limited opportunities (Gifford, 2004; Koko & Oko, 2024a).

By the 1980s and 1990s, Nigerian Pentecostalism had entered a phase of institutional consolidation and global visibility. Prominent churches such as the Redeemed Christian Church of God (RCCG), Living Faith Church Worldwide (Winners' Chapel), and Deeper Life Bible Church expanded rapidly, establishing extensive networks of branches both within and outside Nigeria. These churches adopted modern organizational strategies, including media outreach, leadership training, and large-scale infrastructural development. The construction of mega auditoriums, often referred to as "prayer cities" or "camps," symbolized the growing influence and resources of Pentecostal institutions (Ukah, 2008).

A defining feature of this phase is the increasing alignment between Pentecostalism and entrepreneurial practices. Church leaders began to articulate visions that extended beyond spiritual revival to encompass socio-economic transformation. This shift is evident in the establishment of private universities (e.g., Covenant University, Redeemer's University), hospitals, publishing houses, and media enterprises. Such initiatives not only provide services but also generate employment and contribute to national development. In this regard, Pentecostal churches have evolved into complex organizations that operate at the intersection of religion, business, and social welfare. Furthermore, Nigerian Pentecostalism has demonstrated a remarkable capacity for adaptation and globalization. Through diaspora networks, Nigerian Pentecostal churches have established branches across Africa, Europe, and North America, effectively exporting their model of faith and enterprise. This transnational expansion reinforces the idea that Pentecostalism is not merely a local phenomenon but part of a broader global religious movement shaped by flows of ideas, capital, and people (Anderson, 2013; Koko & Oko, 2024b).

Despite its successes, the growth of Pentecostalism in Nigeria has not been without criticism. Some scholars argue that the commercialization of religion and the emphasis on prosperity may undermine its spiritual integrity and exacerbate social inequalities (Marshall, 2009). Others point to issues of accountability, governance, and the concentration of wealth within church leadership. These critiques echo broader concerns about the role of religion in society and highlight the need for a balanced assessment of its contributions. Nevertheless, the historical trajectory of Pentecostalism in Nigeria reveals a dynamic and evolving movement that has consistently responded to the needs and aspirations of its adherents. From its roots in indigenous revivalism to its current status as a global religious force, Pentecostalism has demonstrated an ability to integrate spiritual experience with practical engagement in socio-economic life. This historical evolution provides the foundation for understanding Pentecostal entrepreneurship as a significant factor in Nigeria's development landscape.

5. Pentecostal Entrepreneurship and Socio-Economic Development in Nigeria

The intersection between Pentecostalism and socio-economic development in Nigeria has increasingly attracted scholarly attention, particularly in light of the movement's visible institutional expansion and socio-economic engagements. Far from being confined to the spiritual realm, contemporary Pentecostalism in Nigeria has developed a pronounced entrepreneurial orientation that manifests in diverse sectors, including education, healthcare, employment generation, infrastructure development, and social welfare. This phenomenon, often described as Pentecostal entrepreneurship, reflects the capacity of religious institutions and adherents to mobilize resources, create opportunities, and contribute to national development.

One of the most significant areas of Pentecostal contribution is in *education*. Leading Pentecostal organizations have established a wide range of educational institutions, from primary and secondary schools to internationally recognized universities. Notable examples include Covenant University, Redeemer's University, Bowen University, and Babcock University. Though Bowen and Babcock Universities are Baptist and Adventist, respectively, they reflect a broader faith-based model (Koko, 2020d). These institutions are not only centers of academic excellence but also serve as hubs for moral formation and leadership development. By investing heavily in education, Pentecostal churches contribute to human capital development, which is widely

recognized as a key driver of economic growth (Todaro & Smith, 2020; Koko, 2019). Moreover, these institutions generate employment opportunities for academic and non-academic staff, thereby contributing to the reduction of unemployment.

In the area of *healthcare*, Pentecostal organizations have also made notable interventions. Several churches operate hospitals, clinics, and medical outreach programs aimed at improving access to healthcare services, particularly in underserved communities. These initiatives often complement the efforts of the state, which faces challenges in providing adequate healthcare infrastructure. Faith-based healthcare delivery has been recognized as a vital component of development in many African contexts, given its emphasis on compassion, accessibility, and community trust (Clarke, 2006). Through these efforts, Pentecostal institutions contribute not only to physical well-being but also to broader social stability.

Another critical dimension of Pentecostal entrepreneurship is *employment generation and wealth creation*. Large Pentecostal churches function as complex organizations that require a diverse workforce, including administrators, educators, media professionals, and technical staff. In addition, many churches operate business ventures such as publishing houses, television stations, event centers, and agricultural enterprises. These ventures create direct and indirect employment opportunities, thereby stimulating economic activity. Furthermore, Pentecostal teachings often encourage members to engage in entrepreneurship, emphasizing self-reliance, innovation, and financial discipline. As Gifford (2004) and Koko (2020a) note, the prosperity message prevalent in many Pentecostal circles promotes an ethos of hard work and economic ambition, which can translate into increased productivity and enterprise.

Closely related to this is the emphasis on *youth empowerment and skill acquisition*. In a country where youth unemployment remains a significant challenge, Pentecostal churches have developed programs aimed at equipping young people with practical skills and entrepreneurial knowledge. These initiatives include vocational training, business seminars, mentorship programs, and financial support schemes (Koko, 2018). By fostering a culture of initiative and resilience, such programs empower individuals to become active participants in the economy rather than passive dependents. This aligns with broader development goals that prioritize capacity building and inclusive growth.

Pentecostal entrepreneurship is also evident in *infrastructure development*, particularly in the construction of mega auditoriums, conference centers, and "prayer cities." While these projects are primarily intended for religious purposes, they have broader economic implications. The construction and maintenance of such facilities generate employment, stimulate local economies, and contribute to urban development. In some cases, these infrastructures attract international visitors, thereby promoting tourism and related economic activities (Ukah, 2008; Oko & Koko, 2024). Although critics may question the allocation of resources to such projects, their economic spillover effects cannot be entirely dismissed.

In addition to these sectors, Pentecostal churches engage in *social welfare and poverty alleviation initiatives*. These include food distribution programs, scholarship schemes, microfinance initiatives, and support for vulnerable populations such as widows and orphans. Such interventions address immediate needs while also fostering a sense of community and social responsibility. In contexts where state welfare systems are weak or inconsistent, these efforts play a crucial role in mitigating the effects of poverty and inequality.

Despite these contributions, the role of Pentecostal entrepreneurship in socio-economic development is not without controversy. Critics argue that the emphasis on prosperity and individual success may obscure structural challenges such as corruption, inadequate governance, and systemic inequality (Marshall, 2009). There are also concerns about the commercialization of religion and the concentration of wealth within church leadership. From a Marxian perspective, these dynamics could be interpreted as reinforcing existing power structures under the guise of spiritual empowerment. Notwithstanding, it is important to adopt a balanced perspective. While acknowledging its limitations, Pentecostal entrepreneurship represents a significant form of non-state participation in development. It demonstrates how religious values and institutions can mobilize resources, inspire innovation, and address socio-economic challenges in practical ways. In this regard, Pentecostalism aligns more closely with Weber's (2002) argument that religious ethics can foster economic behavior conducive to development.

In all, Pentecostal entrepreneurship in Nigeria illustrates the complex and evolving relationship between religion and development. It challenges simplistic assumptions that religion is inherently regressive and instead highlights its potential as a dynamic force for socio-economic transformation.

6. Implications of Pentecostal Entrepreneurship for Socio-Economic Development in Nigeria

The analysis of Pentecostal entrepreneurship within the Nigerian context carries significant implications for socio-economic development, particularly in rethinking the role of religion as a developmental actor. Contrary to the reductionist view that religion merely sustains passivity, the activities of Pentecostal institutions suggest that faith-based organizations can function as important partners in national development. This has implications for policy, institutional collaboration, and the broader conceptualization of development itself.

One major implication is the recognition of *religion as a complementary development agent*. In a context where state capacity is often limited, Pentecostal churches have demonstrated the ability to provide essential services in education, healthcare, and social welfare. These contributions highlight the need for policymakers to engage constructively with faith-based organizations as stakeholders in development processes (Clarke, 2006). Strategic partnerships between government and religious institutions could enhance service delivery, particularly in underserved areas, while ensuring that such collaborations are guided by principles of accountability and inclusivity.

Secondly, Pentecostal entrepreneurship underscores the importance of *ethical and cultural values in development*. The emphasis on discipline, hard work, and self-reliance within Pentecostal teachings aligns with broader development goals that prioritize human capital formation and productivity. This explains why Weber (2002) suggests that value systems can significantly influence economic behavior. In this regard, Pentecostalism contributes to shaping attitudes that are conducive to enterprise and innovation. However, this also calls for a critical balance to ensure that such values do not promote excessive individualism at the expense of collective responsibility and structural reform.

Another key implication lies in the *expansion of non-state economic actors*. Pentecostal organizations have evolved into complex institutions that generate employment, stimulate local economies, and invest in infrastructure. This diversification of development actors reduces overdependence on the state and introduces alternative models of economic participation. Nevertheless, it also raises important questions about regulation, transparency, and equitable distribution of resources. Without appropriate oversight, the concentration of economic power within religious institutions may reproduce inequalities rather than alleviate them (Ukah, 2008).

Finally, the findings suggest a need to *reframe development discourse* to incorporate the role of religion more explicitly. Development should not be viewed solely in material or technocratic terms but as a multidimensional process that includes moral, cultural, and spiritual dimensions (Todaro & Smith, 2020). Pentecostal entrepreneurship illustrates how these dimensions intersect, offering both opportunities and challenges for sustainable development. In essence, the Nigerian experience demonstrates that religion, when effectively mobilized, can serve as a catalyst for socio-economic transformation. However, maximizing its developmental potential requires critical engagement, institutional accountability, and a balanced integration of spiritual motivation with structural reforms.

7. Conclusion and Recommendations

This study has critically examined Pentecostal entrepreneurship in Nigeria through the contrasting lenses of Marx and Weber, demonstrating that religion cannot be reduced to a mere instrument of ideological control as some have suggested. It is a fact that while elements of Pentecostal practice, particularly the prosperity gospel may appear to support aspects of Marx's critique, the empirical realities of Pentecostal engagement in education, healthcare, employment generation, and social welfare reveal a more complex and dynamic role. In line with Weber's insights, Pentecostalism in Nigeria has cultivated values and institutional frameworks that encourage productivity, innovation, and economic participation. Thus, rather than functioning solely as an "opium," religion in this context emerges as both a site of meaning and a catalyst for socio-economic transformation. However, this transformative potential is not without contradictions. Issues of accountability, inequality, and the risk of excessive individualism underscore the need for critical engagement. The challenge, therefore, lies not in dismissing religion but in harnessing its constructive capacities while addressing its limitations. In our view, a nuanced approach that integrates both Marxian caution and Weberian optimism offers the most adequate framework for understanding and engaging Pentecostal entrepreneurship in contemporary Nigeria. In light of the above, the following recommendations need to be made:

***Strengthen Government-Faith-Based Partnerships* (SDG 17: Partnerships for the Goals):** Policymakers should institutionalize collaborations with Pentecostal

organizations in sectors such as education and healthcare, ensuring that such partnerships are transparent, inclusive, and development-oriented.

Enhance Regulatory and Accountability Frameworks **(SDG 16: Peace, Justice and Strong Institutions):** There is a need for policies that promote financial transparency and ethical governance within religious institutions to prevent exploitation and ensure equitable resource distribution.

Promote Skills Development and Youth Empowerment **(SDG 4 & SDG 8):** Government and Pentecostal bodies should jointly expand vocational training and entrepreneurial programs to address youth unemployment and foster sustainable economic growth.

Encourage Inclusive Development Practices **(SDG 10: Reduced Inequalities):** Religious initiatives should be aligned with national development priorities to ensure that benefits reach marginalized and vulnerable populations.

Integrate Ethical Values into Development Policy **(SDG 1 & SDG 11):** Development strategies should recognize the role of moral and cultural values in shaping economic behavior, leveraging positive religious ethics to promote sustainable communities.

In all, it should be stated that Pentecostal entrepreneurship, when properly guided, holds significant promise as a partner in advancing Nigeria's socio-economic development agenda.

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Revisiting Nnamdi Azikiwe's Idea on Ethnicity and the Implication for Nation-Building in Nigeria

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Abstract. Nigeria continues to grapple with national integration, political instability, and calls for restructuring, often attributed to the country's complex ethnic landscape. This paper revisits Nnamdi Azikiwe's perspectives on ethnicity and assesses their relevance for nation-building in present-day Nigeria. Contrary to the view that ethnic diversity is inherently problematic, the study contends that the challenge lies in the political manipulation of ethnic identities. Drawing on Azikiwe's speeches and writings, the paper examines his belief that ethnicity is a natural social reality that can be positively managed through constitutionalism, inclusive governance, federalism, and the protection of fundamental rights. Employing a qualitative and historical methodology, the analysis situates Azikiwe's thought within Nigeria's postcolonial experience and current political dynamics. The findings suggest that Azikiwe regarded ethnicity not as a barrier to national unity, but as a potential resource for promoting stability and cohesion, provided it is addressed with justice, equitable development, and democratic leadership. The paper concludes that Azikiwe's ideas offer valuable insights for advancing national integration and fostering sustainable nation-building in Nigeria today.

Keywords: Nnamdi Azikiwe, Ethnicity, Nation-Building, National Integration, Federalism

1. Introduction

Ethnicity may be broadly understood as the mobilization of shared identity markers such as language, culture, ancestry, religion, or territorial origin for advantage in contexts of competition, cooperation, or conflict (Suberu, 1996, 16). An ethnic group, in this sense, refers to a social collectivity whose members share real or perceived common descent and possess a consciousness of distinct identity that differentiates them from others (Okonkwo, 1986, 22). These shared attributes may not always be uniformly present, but what remains central is the subjective awareness of belonging that sustains group cohesion. Ethnicity, therefore, reflects a combination of historical experience, cultural affinity, and social identity shaped by collective memory and interaction.

Prior to colonial rule, the geographical entity now known as Nigeria consisted of diverse ethnic nationalities with distinct languages, customs, and political systems. Despite this diversity, intergroup relations were largely shaped by indigenous mechanisms of coexistence and mutual exchange. However, the advent of colonial administration fundamentally altered these relations. Through policies of indirect rule and administrative restructuring, colonial authorities merged heterogeneous communities into a single political entity while reinforcing divisions along regional, religious, and cultural lines. The creation of administrative units such as the Northern and Southern Protectorates, and later the regional structure of East, West, and North, intensified ethnic consciousness and laid the foundation for competitive identity politics.

In the postcolonial period, ethnicity became deeply embedded in political practice. Nigerian politics increasingly reflected ethnic mobilization as political elites formed alliances along regional and communal lines to secure electoral advantage (Kirk, 1971). This pattern has weakened national cohesion and entrenched divisions, as political loyalty is often prioritized over national interest. In many cases, governance outcomes are shaped less by merit than by

ethnic affiliation, reinforcing perceptions of exclusion and inequality. Some analyses have further linked ethnicization of politics to the persistence of corruption and inefficient governance (Oladiran, 2017). Patronage networks rooted in ethnic loyalty have undermined institutional accountability, while competition over resource control - particularly oil wealth - has intensified intergroup tensions. Despite Nigeria's vast natural resources, widespread poverty persists, reflecting systemic mismanagement and elite capture of public wealth. Current governance studies and scholarly analysis continue to underscore the severity of corruption and its entanglement with identity-based politics (Joseph, 1987; Arowolo, 2020). However, the consequences of ethnic politics extend beyond corruption, affecting democratic consolidation, economic development, and national security. Ethnically driven conflicts, resource wastage, and institutional fragility have repeatedly undermined state capacity and social stability with roots from the colonial period (Nnoli, 1995). Addressing these challenges requires leadership committed to national integration and inclusive governance rather than sectional interests.

It is within this context that the thought of Nnamdi Azikiwe becomes germane. As a leading nationalist and intellectual figure in Nigeria's independence struggle, Azikiwe consistently engaged the problem of ethnicity which he often described in his writings as tribalism, as a major obstacle to national unity. He warned that unchecked ethnic consciousness could erode the foundations of the emerging Nigerian state. Revisiting his ideas offers a critical framework for reassessing the role of ethnicity in contemporary Nigeria and contributes to rethinking strategies for sustainable nation-building. Recent studies further reinforce these concerns, showing that identity-based political mobilization remains a key driver of electoral behavior and governance outcomes in Nigeria (Madueke, 2025; Chikwado & Jerry-Nduka, 2025; Osmond & Anaukwu, 2024). A central aspect of Azikiwe's (1937, 8-9) position was his call for social regeneration, which involved moving away from divisions based on ethnicity, religion, and other inherited identities in favor of a broader national outlook. Azikiwe maintained that political stability and development depended on building a shared sense of purpose and collective identity. His exposure in the United States to liberal democratic thought, Pan-Africanism, and Fabian ideas reinforced his belief that ethnic divisions could be managed through deliberate policies and civic reorientation (Falola, 2009). This perspective is clearly reflected in his 1964 speech on tribalism, where he directly addressed the dangers of ethnic politics and emphasized the need for national unity (Azikiwe, 1964). In practice, his political actions - particularly in alliance-building and negotiation - demonstrated a consistent effort to rise above ethnic divisions and promote national cohesion (Sklar, 2004). Taken together, these ideas position ethnicity not as an unavoidable barrier but as a challenge that can be addressed through conscious political and social effort, making his thought highly relevant to contemporary debates on nation-building in Nigeria. In light of these developments, a renewed engagement with Azikiwe's thought provides not only historical insight but also practical direction for addressing enduring challenges of unity and development.

2. Ethnicity and the Dynamics of Nigerian Politics

Ethnicity has often been defined as "a social phenomenon associated with interactions among members of different ethnic groups" (Nnoli, 1978, 5). This suggests that ethnicity is not inherently fixed or biological, but develops through social relations and becomes more pronounced in situations where groups compete for political power, economic resources, and social recognition. Ethnicity remains a central factor in Nigeria's political and socio-economic life, shaping patterns of governance, resource distribution, and political participation. Rather than serving as a unifying force, it has often reinforced divisions, as public decisions are frequently interpreted through ethnic lenses. In many instances, access to state resources, public appointments, and employment opportunities is influenced more by ethnic affiliation than by merit, thereby undermining institutional efficiency and national cohesion (Osaghae, 1998; Suberu, 2001). This tendency reinforces a comprehensive pattern in which political actors mobilize ethnic identities to secure advantage within competitive state structures.

Nigeria's ethnic configuration - dominated by major groups such as the Hausa-Fulani, Yoruba, and Igbo, alongside numerous minority groups - has historically shaped political alignments and contestations. The roots of this dynamic can be traced to colonial restructuring, particularly the Amalgamation of Nigeria, which integrated diverse groups into a single polity without corresponding mechanisms for equitable integration (Coleman, 1958). Through indirect rule, uneven economic development, and regional administrative structures, colonial authorities encouraged competition among ethnic group for political relevance and access to state resources (Nnoli, 1978). Post-independence developments, including the Nigerian Civil War, further entrenched

ethnic consciousness and deepened mistrust among groups (Falola & Heaton, 2008).

In Nigeria currently, ethnicity operates through institutional and informal mechanisms. Electoral behavior often reflects ethnic loyalties, with political parties and candidates relying on regional support bases rather than national appeal (Bratton & van de Walle, 1997). Similarly, the politics of resource allocation (particularly in relation to oil revenues) has intensified perceptions of marginalization, especially in the Niger Delta, where communities have protested environmental degradation and economic exclusion (Watts, 2004; Ikelegbe, 2005). These grievances have contributed to the emergence of ethnic and regional movements, including the Movement for the Survival of the Ogoni People (MOSOP) and the Movement for the Emancipation of the Niger Delta (MEND), reflecting the link between identity, resource control, and political mobilization. The persistence of marginalization narratives across regions underscores the competitive nature of Nigeria's federal system. Groups frequently perceive unequal access to political power and economic resources, leading to demands for restructuring and, in some cases, self-determination. While such perceptions are not always empirically uniform, they remain politically significant, as they shape collective behavior and reinforce intergroup tensions (Horowitz, 1985). Moreover, elite manipulation of ethnic divisions has hindered the development of strong national institutions. Political leaders often exploit identity cleavages to consolidate power, thereby weakening democratic accountability and fostering patronage-based governance (Joseph, 1987). This dynamic has contributed to persistent corruption, institutional fragility, and uneven development outcomes.

The proliferation of ethnic organizations and militias further illustrates the institutionalization of ethnicity in Nigeria's political landscape. Groups such as Afenifere, Ohanaeze Ndigbo, and Arewa Consultative Forum, among others, function as platforms for articulating ethnic interests, while militant organizations in the Niger Delta have emerged in response to perceived state neglect and repression (Ikelegbe, 2005). Although these groups often claim to defend communal interests, their activities also reflect the failure of the state to establish inclusive governance structures. Generally, ethnicity in Nigeria is not merely a cultural phenomenon but a politically constructed and strategically deployed instrument within a competitive state system. Its persistence is sustained by institutional weaknesses, elite manipulation, and unequal development patterns. Understanding these dynamics provides the necessary foundation for examining how the ideas of Nnamdi Azikiwe engage with and offer pathways for mitigating the challenges posed by ethnicity in Nigeria's nation-building process.

3. Nnamdi Azikiwe's Idea of Ethnicity

Tribalism is a reality. National unity can be a reality; but at present it is not quite a reality. How this reality of tribalism can be adapted to the unreality of national unity to make it a reality is the problem … (Azikiwe, 1964).

The political thought of Nnamdi Azikiwe is important for understanding how ethnicity has been approached in Nigeria's political development. His ideas were expressed through his writings, and speeches, and reflect a consistent concern with unity, national integration, and the dangers posed by divisive entities. These were shaped by the realities of colonial rule, racial inequality, and the fragmented nature of African societies rather than abstract theorizing (Azikiwe, 1974, 2). In his early years, Azikiwe used strong, motivating language to inspire anti-colonial nationalism and a sense of shared identity among Africans. Concepts such as social regeneration, mental emancipation, and political resurgence were central to this effort, aimed at encouraging people to look beyond ethnic and racial differences (Azikiwe, 1937). As his thought matured, these ideas became more grounded in practical political principles, including the rule of law, representative government, and the protection of fundamental rights (Coleman, 1958).

Nnamdi Azikiwe's (1937, 9) critique of ethnicity is sharply captured in his observation that "tribal appellations cause tribal idiosyncrasies; these lead ultimately to vanity and superciliousness and disharmony". This statement reflects a causal understanding of ethnicity as a socially constructed process that begins with the labeling of individuals along ethnic lines and gradually shapes attitudes of superiority, exclusion, and conflict. Azikiwe's concern is not with cultural diversity itself, but with the elevation of ethnic identity into a primary basis for social and political organization. By emphasizing individuality over tribal affiliation, he advances a civic conception of nationhood in which citizens are judged by merit rather than origin. This position aligns with his wider idea of social regeneration, which calls for a deliberate transformation of social consciousness as a prerequisite for national unity. In this sense, Azikiwe's argument anticipates the enduring challenges of Nigerian politics, where ethnic identification continues to influence political behavior, access to opportunities, and perceptions of belonging. His analysis suggests that sustainable nation-building

requires not only institutional reforms but also a reorientation of collective identity away from ethnicity toward inclusive citizenship.

Azikiwe further offered a deeply layered and systematic understanding of tribalism in a speech which he delivered in 1964. He considered tribalism not as an anomaly peculiar to Africa but as a universal and inevitable feature of human society (Azikiwe, 1964). He grounded tribal identity in socialization, noting that every individual is born into a tribe whose customs and traditions shape behavior, loyalty, and worldview from childhood. This early conditioning makes tribal attachment both natural and resilient. However, he challenges the derogatory use of the term "tribe," arguing that what is called tribalism in Africa is no different from what is termed "nationality" in Europe (Azikiwe, 1964). In this sense, he reframes ethnicity as a neutral anthropological reality rooted in three core elements - race, language, and culture - which structure human communities everywhere. He insists that tribalism is not inherently destructive as "some people seem to think that tribalism is an unmitigated evil, but it is not," emphasizing that each cultural group possesses values that can enrich the larger society.

Building on this foundation, Azikiwe turns to the problem of inter-group relations, identifying conflict as a product of interaction between different racial, linguistic, and cultural systems. His detailed typology of human groups demonstrates that the intensity of tribalism varies depending on the degree of similarity or difference among these elements. Yet, he draws a crucial sociological conclusion - while societies may begin as parochial and ethnically bound, they tend over time to evolve into more cosmopolitan entities (Azikiwe, 1964). This transition, however, is not automatic, it depends on the creation of conditions that reduce fear, insecurity, and competition among groups. As he puts it, people will "attach less importance to their racial, linguistic and cultural origins" when their liberties are protected and their material needs are met (Azikiwe, 1964). Thus, the persistence of tribalism is linked not simply to cultural difference but to failures in political and economic organization (Azikiwe, 1965).

The idea of Nnamdi Azikiwe on ethnicity is further portrayed through his broader commitment to national unity and political integration. Rather than treating ethnic diversity as an obstacle to nationhood, he approached it as a reality that required careful management within a constitutional framework. In *Political Blueprint of Nigeria*, Azikiwe (1943, 45) articulated the principle of social equality as a fundamental right, emphasizing that all citizens, irrespective of ethnic origin, race, religion, or creed, should enjoy equal status in all spheres of life. This position reflected his recognition of Nigeria's cultural plurality, which included centralized political systems in the North and West as well as more decentralized, republican traditions in the East. For Azikiwe, these differences did not negate the possibility of unity, rather, they underscored the need for a political system capable of accommodating diversity while safeguarding life, liberty, and collective progress. Azikiwe's central argument is that tribalism can and should be transformed into a constructive force for nation-building. Rather than attempting its elimination, which he considers both impossible and dangerous, he advocates its management through institutional and constitutional arrangements.

In this regard, Azikiwe's preferred framework to manage ethnicity is federalism, which he sees as the most viable means of reconciling diversity with unity. Federalism, in his view, must go beyond mere political structure to include substantive guarantees: protection of fundamental human rights, equitable distribution of resources, and recognition of the autonomy and dignity of all linguistic and cultural groups (Azikiwe, 1943). He proposes the principle of "de jure equality and de facto inequality," meaning that all units of the federation should be legally equal while acknowledging differences in size, population, and resources in practical governance (Azikiwe, 1964). This approach is designed to counter fears of domination and foster a sense of belonging among all groups. On the role of federalism in addressing the problem of diversity, he had this to say,

The central problem of federalism in Nigeria is how to coexist in harmony. How can people who speak diverse tongues and have inherited different cultural traditions cultivate a national spirit of oneness? By enlarging the scope of authority of the Federal Government to include more concurrent subjects, by vesting the Senate with concurrent powers, by unifying our legal and judicial systems, by reinforcing the fundamental rights clauses in the Constitution, by creating more states, and by augmenting the prestige of the Head of State, definite steps would have been taken to strengthen cooperation between the regions and the Federal Government. This should create an atmosphere of confidence and ease tensions that are inherent in federations (Azikiwe, 1965, 461).

Nnamdi Azikiwe by this statement made a very practical submission - Nigeria's diversity is not the problem rather failure to manage it properly is. Azikiwe sees the central challenge of Nigeria as how

different ethnic groups can live together peacefully within a federal system. His answer is not to eliminate differences but to build structures that make coexistence workable. He proposes strengthening federal institutions; expanding shared (concurrent) powers between regions and the center; ensuring equality through constitutional rights; creating more states or guaranteeing fair development for all units; and promoting balance so no group feels dominated. At the heart of all this is one idea, the fact that federalism must be built on compromise. No group should feel overpowered, and no group should withdraw. Unity, for him, is something negotiated and maintained, not assumed. What Azikiwe is saying in essence is redefining ethnicity. Ethnicity is inevitable (people differ in language, culture, history); it is important to note that the danger comes when it produces fear, suspicion, and domination; the solution is not emotional appeals, but institutional fairness and balance (Azikiwe, 1965). So instead of attacking ethnicity directly, he focuses on removing the conditions that make ethnicity toxic.

In addition to this constitutional design, Azikiwe emphasizes the importance of socio-economic incentives in shifting loyalty from tribe to nation. He argues that national integration requires the state to guarantee "freedom from fear and freedom from want," alongside access to education, economic opportunities, and social welfare (Azikiwe, 1980). By advocating a welfare-oriented state that blends elements of capitalism and socialism, he situates national unity within a framework of human well-being. Political stability, in this sense, is inseparable from economic justice and social equity. He also calls for the reorganization of political parties along ideological rather than ethnic lines, insisting that "political parties would have to cut across the artificial barriers of tribe and region," thereby producing leaders with genuine national appeal (Azikiwe, 1964).

Azikiwe consistently sought to emphasize shared experiences among Nigerians while downplaying divisions that could undermine national cohesion. He argued that, despite linguistic and cultural variations, Nigerians possessed sufficient common ground to sustain a unified state, rejecting claims that diversity made nationhood unattainable (Azikiwe, 1964). His advocacy extended beyond Nigeria to a broader African context, where he linked national unity to the dismantling of ethnic prejudice and the promotion of equality among all groups. Central to this position was his insistence that no ethnic group should seek dominance over others and that political leadership must be oriented toward cooperation rather than competition. His political career reflected this commitment. He frequently opposed regionalization, ethnic-based alliances and promoted inclusive nationalism through his party, the National Council of Nigeria and the Cameroons (NCNC), which was established to unify diverse groups and expand African participation in governance (Azikiwe, 1957, 15-7; Coleman, 1958). This commitment to unity also shaped Azikiwe's political strategies, particularly his willingness to adopt compromise as a means of maintaining national stability. His approach to coalition-building, including alliances across regional and ethnic lines, demonstrated an effort to prevent political fragmentation and foster integration (Sklar, 2004). Even in moments of intense political tension, such as the period leading to and following the Nigerian Civil War, his position remained anchored in reconciliation and the preservation of national unity. However, his efforts were often constrained by the entrenched ethno-regional interests of political elites, whose priorities frequently aligned with sectional dominance rather than national development. This limitation highlighted the structural challenges facing the realization of his vision, as competing regional loyalties weakened the emergence of a cohesive national leadership.

Azikiwe's reconceptualization of tribalism as a foundational, rather than obstructive, element of nationhood is the focal point of his political thought. His assertion that "without communities, there can be no tribe… and without tribes, there can be no nation" captures this logic succinctly (Azikiwe, 1964). Ethnic groups are not obstacles to unity but the building blocks from which a nation is constructed. The task, therefore, is to create a political order in which these groups can coexist peacefully, interact productively, and gradually develop a higher, shared loyalty. He remains cautiously optimistic, suggesting that although tribalism may persist for a time, "it is only a matter of time" before the diverse elements of Nigeria "converge through the channel of constitutional government, and flow into the river of national unity."

4. Implications of Azikiwe's Ethnicity for Nation-Building in Nigeria

When I proposed that Nigeria should become a federation of eight regions in 1943, I was political, and not sociological, in my approach. I did not necessarily overlook the tribal factor but, in my innocence, I minimized it. Within five years, tribalism had reared its horrid head and Nigerian politics was saturated with its ramifications. Since then, tribalism has displaced patriotism as the center of political gravity and Nigerian leaders were maneuvered to dissipate

their energies and turn against themselves (Azikiwe, 1974, 2).

One major implication of Nnamdi Azikiwe's ideas for contemporary Nigeria lies in his understanding of ethnicity as a political and structural problem rather than merely a cultural one. Azikiwe argued that ethnic consciousness becomes intensified when citizens feel excluded, insecure, or deprived within the state. This position remains relevant in present-day Nigeria where political competition, public appointments, and access to state resources are still widely perceived through ethnic and regional considerations. His insistence that citizens would attach less importance to ethnic identity when their rights, security, and economic welfare are guaranteed suggests that sustainable nation-building depends on strengthening democratic institutions, ensuring justice, and promoting equitable development across all regions (Azikiwe, 1964). In this regard, ethnicity in Nigeria persists not simply because of cultural diversity, but because the state has often failed to inspire confidence as a neutral and inclusive institution.

Azikiwe's defense of federalism also provides an important framework for addressing the challenges of national integration in Nigeria. He believed that a stable federation must accommodate diversity through constitutional guarantees, local autonomy, and balanced development. This idea is particularly significant in Nigeria till date, where excessive centralization has intensified competition for control of federal power and reinforced ethnic mobilization. His proposal for "de jure equality and de facto inequality" was intended to ensure that all groups and regions enjoyed equal recognition while acknowledging differences in size, population, and resources (Azikiwe, 1964). This suggests the need for institutional reforms that promote fairness in resource distribution, strengthen subnational governance, and reduce fears of ethnic domination. Such measures would help shift political competition away from zero-sum ethnic struggles toward cooperative national development.

Another important aspect of Azikiwe's thought is his belief that ethnicity itself should not be destroyed but transformed into a constructive force for national unity. He recognized that ethnic identities are deeply rooted in language, culture, and historical experience, making them enduring features of social life. However, he argued that these identities could coexist within a broader national framework where citizens share common political values and collective aspirations. This position has implications for contemporary efforts at civic education, inter-ethnic cooperation, and national orientation in Nigeria. The persistence of ethnic politics in elections and public discourse demonstrates the continued weakness of national consciousness, despite decades of state-building. Although recent political developments such as the "Obidient Movement" reflected attempts to transcend traditional ethnic alignments, ethnic loyalties still significantly shape political behavior across different parts of the country (Opejobi, 2023). Azikiwe's ideas therefore highlight the importance of inclusive leadership, national civic culture, and policies capable of fostering trust and cooperation among Nigeria's diverse groups. Furthermore, his emphasis on constitutionalism, social justice, federal balance, and national consciousness offers a practical framework for promoting unity in a plural society.

5. Conclusion

One important question that arises is the extent to which Azikiwe was able to implement these ideas during his political career and how successful they were in practice. Although Azikiwe emerged as one of Nigeria's foremost pan-Nigerian nationalists, capable of transcending ethnic boundaries and appealing to people across the country, his position as Head of State was largely ceremonial, thereby limiting his executive influence. In addition, broader structural challenges such as colonial divide-and-rule policies, deep ethnic suspicions, regional rivalries, and fears of domination significantly constrained the realization of his vision for national integration. Nevertheless, the purpose of this study is not to assess Azikiwe's political achievements or failures, but rather to revisit his ideas on ethnicity and examine their continuing relevance to contemporary Nigeria. The study, therefore, highlights how his thoughts can still provide useful insights for addressing persistent ethnic tensions, recurring demands for restructuring, and the broader challenge of nation-building in Nigeria. Nnamdi Azikiwe viewed ethnicity as a natural feature of human society, which, if properly managed, could contribute to national development rather than political instability. He rejected the idea that ethnic diversity was itself the major problem in Nigeria. Instead, he argued that the real danger lay in ethnic domination, injustice, political exclusion, and unequal access to resources. For Azikiwe, national unity could only emerge where citizens, irrespective of ethnic background, enjoy constitutional protection, equal opportunities, economic security, and participation in governance. His defense of federalism, local autonomy, fundamental rights, and inclusive leadership reflected his belief that Nigeria's diverse ethnic groups could coexist peacefully within a democratic political framework founded on fairness and mutual respect.

Azikiwe's ideas remain relevant in Nigeria today, where ethnic distrust, sectional politics, uneven development, and identity-based political mobilization continue to weaken national cohesion. His thought suggests that nation-building in Nigeria requires strengthening democratic institutions, promoting equitable distribution of resources, protecting minority interests, and encouraging political cooperation beyond ethnic loyalties. Azikiwe believed that when citizens are guaranteed justice, security, and a sense of belonging within the state, loyalty to the nation would gradually supersede loyalty to ethnic groups. In this regard, his thought continues to provide valuable insights for current debates on national integration, democratic stability, and sustainable nation-building in Nigeria.

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Human Security and Sustainable Development: The Role of Social Studies Education in Nigeria

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Abstract. This study examines the role of Social Studies education in addressing human security challenges and achieving sustainable development in Nigeria. Despite various policy efforts by successive government and leaders, Nigeria continues to face widespread issues such as poverty, insecurity, environmental degradation, and civic apathy, all of which have threaten national development and social stability. These persistent problems highlight the inadequacy of current educational approaches in equipping citizens with the knowledge, values, and skills necessary to respond appropriately to complex societal challenges. Employing a qualitative research methodology, the study analyzes data from scholarly literature, curriculum documents, and policy reports. The theoretical framework combines Human Security Theory and Constructivist Learning Theory, providing insights into how education can empower individuals to contribute meaningfully to peace, security, and development. Findings reveal that Social Studies, when effectively delivered, can foster civic responsibility, critical thinking, environmental awareness, and tolerance which are core components of human security and sustainability. However, the study identifies gaps such as outdated curricula, lack of teacher training, and insufficient linkage between classroom content and real-world challenges. It recommends a reorientation of Social Studies curricula to directly address human security and sustainability themes, professional development for educators, and the integration of participatory, inquiry-based teaching methods. Additionally, policy support is needed to strengthen civic education as a pillar of national development. In conclusion, Social Studies education holds significant potential to shape responsible, informed citizens capable of advancing human security and sustainable development in Nigeria, but this potential can only be realized through strategic reforms in content, pedagogy, and educational policy.

Keywords: Human Security, Sustainable Development, Social Sustainability, Environmental Sustainability, Pedagogy, Policy, Social Studies Education.

1. Introduction

Human security and sustainable development have become central issues in global and national policy discourse, particularly in developing countries such as Nigeria. Over the last two decades, Nigeria has experienced profound socio-economic and political challenges that undermine national stability and human well-being. These include rising insecurity, terrorism, banditry, kidnapping, farmers–herders' conflict, unemployment, poverty, corruption, environmental degradation, and weak civic engagement. These challenges have threatened national cohesion and hindered efforts toward achieving meaningful and sustainable development (Adewumi & Olayinka, 2020).

Human security focuses on the protection of individuals rather than the state, provides a more comprehensive lens for understanding the multidimensional threats confronting Nigerian citizens. In this context, sustainable development is that development that does not compromise the needs of future generations; that cannot be achieved without addressing the root causes of insecurity, poverty, inequality, and ecological decline (United Nations, 2015).

Education remains a critical tool for transforming societies, shaping values, building capacities, and

equipping citizens with the knowledge and skills required to respond effectively to emerging societal challenges, such as Nigeria is faced with today. Among various school subjects, Social Studies education stands out due to its explicit mandate to prepare learners for responsible citizenship, social understanding, and positive participation in community and national affairs. As an interdisciplinary field drawing from sociology, economics, history, geography, political science, psychology, and civic education, Social Studies equips learners with civic competences, values, attitudes, and problem-solving skills needed to contribute to human security and sustainable development (Okam, 2020).

However, despite the potential of Social Studies education, its effectiveness in shaping socially responsible, security-conscious, and development-oriented citizens in Nigeria has been limited. This is due to outdated curriculum content, weak classroom delivery methods, insufficient teacher capacity, and inadequate integration of contemporary issues such as terrorism, climate change, youth radicalization, and human rights protection (Ibrahim & Musa, 2020).
This study therefore seeks to examine the role of Social Studies education in promoting human security and sustainable development in Nigeria, analyzing its contributions, limitations, and prospects for reform. By employing a quantitative research approach, the study draws insights from scholarly literature, opinions from concerned stakeholders, curriculum documents, policy reports, and theoretical frameworks to provide a holistic understanding of how Social Studies education can serve as a transformative tool for national development.

1.1 Statement of the Problem

Despite Nigeria's numerous development policies and security interventions, the country continues to face alarming levels of insecurity, poverty, social inequality, youth radicalization, environmental degradation, and weak civic culture. These persistent challenges indicate that the existing educational system has not sufficiently equipped citizens with the cognitive, affective, and behavioral competencies necessary to address complex societal issues. The failure to cultivate critical thinking, civic responsibility, social tolerance, and practical problem-solving skills contributes to Nigeria's deepening security and developmental crises (Nwankwo, 2019).

Social Studies education was introduced into the Nigerian school system to address many of these issues by developing responsible, security-conscious, and sustainable citizens. However, significant gaps exist between this curricular ideal and classroom reality. Several problems persist, including:
outdated curriculum content that does not reflect contemporary security challenges such as terrorism, cybercrime, climate change, and political extremism; inadequate teacher preparation and professional development; dominance of teacher-centered methodologies that suppress creativity and critical thinking; poor integration of experiential and inquiry-based learning approaches; minimal linkage between classroom knowledge and real-life societal issues; weak policy support for civic and peace education.

These gaps undermine the capacity of Social Studies to nurture active citizens capable of contributing meaningfully to national development and societal security. Therefore, the central problem this study addresses is the growing mismatch between Nigeria's escalating human security and sustainable development challenges and the limited responsiveness of Social Studies education in addressing these issues. The study seeks to explore how Social Studies can be repositioned to play a more strategic and effective role in achieving the sustainable development goals in Nigeria.

1.2 Objectives of the Study

- To examine the relationship between Social Studies education and human security in Nigeria.
- To assess how Social Studies education contributes to the attainment of sustainable development goals.
- To identify challenges hindering the effectiveness of Social Studies education in promoting human security.
- To recommend strategies for improving Social Studies education for sustainability and security enhancement.

1.3 Research Questions

- How does Social Studies education influence human security awareness among Nigerian learners?
- In what ways does Social Studies education contribute to sustainable development goals?
- What are the challenges facing the integration of human security themes into Social Studies education?
- What strategies can strengthen the role of Social Studies in advancing human security and sustainability in Nigeria?

1.4 Research Hypotheses

Two null hypotheses were formulated to guide the study:

H_{01}: There is no significant relationship between Social Studies education and the promotion of human security in Nigeria.
H_{02}: There is no significant relationship between Social Studies education and the achievement of sustainable development goals in Nigeria.

1.5 Research Methodology

Research Design: The study adopted combined methods of qualitative, from review of related literature and quantitative research design, particularly the use of questionnaires 100 teachers in Kontagora Local Government Area of Niger State. This design was appropriate because it allows for a deep understanding of educational content and policy trends without manipulation of variables (Creswell & Poth, 2018). Data were there collected from multiple secondary and primary sources, including Social Studies curriculum documents, academic journal articles, government policy papers (e.g., National Policy on Education, SDG reports), and international agency reports published between 2015 and 2024 and questionnaires.

Data Analysis: The study employed statistics 9.0 for analysis. This package allows data to be coded into categories and analyzed accordingly. Patterns and relationships among these variables were identified and analyzed to reveal insights about the role of Social Studies education in promoting human security and sustainability. The validity and reliability were achieved by triangulation of sources, peer debriefing, and cross-checking of interpretations to enhance the credibility and reliability of findings.

2. Theoretical Framework

This study is anchored on two major theories: Human Security Theory and Constructivist Learning Theory. These frameworks provide conceptual lenses for understanding how Social Studies education can empower learners to contribute to human security and sustainable development.

2.1 Human Security Theory

Human Security Theory, developed by the United Nations Development Programme (UNDP) in 1994 and further expanded in subsequent reports (UNDP, 2016), shifts the focus of security from the state to the individual. It emphasizes holistic protection and empowerment of individuals against threats such as poverty, violence, disease, environmental degradation, and political repression.

The theory identifies seven key components of human security: Economic security, Food security, Health security, Environmental security, Personal security, Community security, Political security.
This framework aligns strongly with the goals of Social Studies education. Through teaching themes related to governance, human rights, peace education, environmental protection, and economic awareness, Social Studies can equip learners with the knowledge and values necessary for promoting human security.

2.2 Constructivist Learning Theory

Constructivist Learning Theory, associated with scholars such as Bruner (1966) and Vygotsky (1978), posits that learners actively construct knowledge based on their experiences and interactions with their environment. Learning is most effective when learners engage in inquiry, dialogue, reflection, and problem-solving. In the context of Social Studies education:

- learners construct meaning through interaction with real-world issues;
- inquiry-based projects deepen understanding of societal problems;
- collaborative learning enhances social and civic skills;
- experiential learning fosters environmental responsibility and peacebuilding

Constructivism therefore supports a learner-centered approach essential for developing security-conscious, environmentally responsible, and active citizens.

2.3 Relevance to the Study

Combining Human Security Theory and Constructivist Learning Theory provides a robust framework for analyzing how Social Studies can contribute to security consciousness, civic participation, and sustainable behaviour. The theories highlight both what learners need to know (security dimensions) and how they should learn (constructive engagement).

3. Review of Related Literature

The literature reviewed spans conceptualization, empirical research, theoretical publications, curriculum analyses, and policy reports on Social Studies education, human security, and sustainable development.

3.1 Conceptual clarifications

The concept of human security refers to the protection of individuals from critical and pervasive threats to their safety, well-being, and dignity. The concept extends beyond traditional notions of national security focused on territorial defence, emphasizing instead the security of people in their daily lives. According to the United Nations Development Programme (UNDP, 2016), human security encompasses seven core dimensions: Economic security, Food security, Health security, Environmental security, Personal security, Community security, Political security.

Human security is therefore multidimensional, addressing both freedom from fear and freedom from want. In the Nigerian context, growing insecurity, poverty, political instability, and environmental crises make human security an urgent national priority.

Sustainable development is defined by the United Nations (2015) as development that meets present needs without compromising the ability of future generations to meet theirs. The concept is grounded in three major pillars:

Economic sustainability – productive economic engagement and poverty reduction

Social Sustainability – equity, justice, inclusion, and human rights

Environmental sustainability – conservation, environmental protection, and climate resilience

Nigeria's persistent developmental challenges reveal the need for an approach that balances economic progress with social and environmental responsibilities.

Social Studies Education is an integrated field that seeks to develop responsible, informed, and participatory citizens capable of contributing positively to their communities and nation. In Nigeria, Social Studies is designed to: foster civic responsibility, promote national consciousness, instil democratic values, enhance critical thinking, promote conflict resolution and peace-building, encourage environmental awareness, educate learners on rights and responsibilities. The Nigerian Social Studies curriculum incorporates themes related to governance, citizenship, human relationships, culture, economy, and the environment, making it a strategic platform for promoting human security and sustainable development (Okam, 2020).

Social Studies Education contributes to human security by promoting: civic awareness, peaceful coexistence, respect for diversity, personal and community safety and governance literacy environmental consciousness. Likewise, it fosters sustainable development by cultivating values and behaviours conducive to societal progress, resource conservation, and community cohesion. The alignment of these goals underscores Social Studies as a transformative tool for national development.

Adeyemi and Jekayinfa (2021), investigated "Social Studies Education and Peace-building among Nigerian Youths." Their study was motivated by rising youth involvement in violent conflicts, cybercrime, and political thuggery, questioning whether Social Studies has achieved its civic and peace-building mandate. The population consisted of 2,440 upper-basic students in Oyo and Osun States; a sample of 240 was selected using stratified random sampling. Key Findings review that, Students exposed to participatory Social Studies methods showed higher peace-building attitudes; Social Studies significantly influenced tolerance, empathy, and conflict-resolution skills. Notwithstanding the study focused on only Southwestern Nigeria, limiting generalizability, It did not include teachers or administrators; hence, implementation challenges were not fully captured, the study did not explore broader human security dimensions such as environmental or economic security.

Yusuf (2022), examined "Civic Competence and National Security: The Role of Social Studies Education in Northern Nigeria." The problem was declining civic responsibility and rising insecurity among young people. The study involved Social Studies teachers in Kaduna, Kano, and Katsina. A sample of 150 teachers participated. The study used a mixed-methods design consisting of a survey (questionnaire) and interviews. Key Findings show that: Teachers believed Social Studies can promote law-abiding behaviour and civic competence. However, 69% of teachers lacked updated knowledge of emerging security issues. Social Studies curriculum did not explicitly address terrorism, cybercrime, or radicalization. The study is therefore criticized because it did not test student outcomes directly. Interviews were limited to 12 teachers, reducing qualitative depth hence the gap.

Okechukwu (2021) studioed "Challenges of Social Studies Teachers in Addressing Contemporary Social Problems in Nigeria." The problem identified was the mismatch between curriculum expectations and actual classroom practices. A population of 600 Social

Studies teachers in Southeast Nigeria; 120 were sampled using descriptive survey, teacher questionnaires and focus group discussions. Key Findings are that: Teachers lacked teaching aids such as maps, charts, and digital materials. 78% of teachers used lecture-based methods. Curriculum insufficiently covers climate change, human trafficking, and insecurity. The criticisms are that: Overrelied on self-reported data without classroom observation. Limited geographical scope (South-East only). It failed to examine effects on student learning outcomes.

Nwosu and Eze (2023) studied "Integrating Environmental Sustainability into the Social Studies Curriculum in Nigeria." The problem centered on poor student awareness of climate change and sustainability issues. The population was Sampled from the upper basic school students in Rivers, Enugu, and Delta States; that is a sample of 300 students. Quasi-experimental design (control and experimental groups). The experimental group was taught using an environmentally enriched Social Studies curriculum. Key Findings reveal that students exposed to sustainability-focused lessons showed significantly higher environmental responsibility scores. Teachers demonstrated improved confidence in teaching climate-related topics after a training session. The study was however criticized for short duration (6 weeks), limiting long-term conclusions. Study excluded rural schools where environmental problems are more severe. Sample size small for a quasi-experiment.

Ogunyemi (2023) studied "Sustainability Literacy and the Role of Social Studies Education in Nigeria's Secondary Schools" addressed poor sustainability behaviour among students (e.g., littering, poor waste management). Population of 2,100 junior secondary students across five states was used; 400 were sampled using multi-stage sampling. Survey using the Sustainability Literacy Assessment Scale (SLAS) and classroom observation was also adopted. Key Findings show students had moderate sustainability literacy but poor practical behaviour; Schools with active Social Studies clubs showed higher sustainability engagement; Teacher pedagogical skills predicted 47% of student sustainability outcomes. The criticisms of the study were that the study relied heavily on student self-reports, Insufficient analysis of teacher training programs and did not compare private vs. public school differences.

Afolabi and Hassan (2022) studied "Social Studies Education and Students' Awareness of Human Rights and Responsibilities" assessed civic decline and youth involvement in anti-social behaviours. 350 students in Federal Unity Schools were Sample. Survey design; data analyzed with chi-square and regression. The findings show Social Studies improved knowledge of human rights and civic duties, students demonstrated weak application of civic knowledge, lack of community-based learning reduced practical civic participation. However, the study was criticized because it focused strictly on human rights—ignoring environmental and economic security dimensions, Study setting not representative of average Nigerian public schools, Regression analysis lacked robust control variables.

Ibrahim (2020) studied "Teacher Competence and Effective Delivery of Social Studies Curriculum in North-Central Nigeria." The study addressed poor learning outcomes and public complaints about declining civic morals. Teachers in Kwara, Kogi, Niger, and Plateau States were used with 200 teachers as sample. Quantitative survey using Teacher Competence Inventory (TCI). Reliability coefficient $\alpha = .92$. Findings indicate that 63% of Social Studies teachers lacked professional specialization; Teachers complained of insufficient training on security education and conflict prevention; Teacher competence strongly predicted student achievement. The work was criticized there was no triangulation with qualitative interviews. It focused only on teacher competence, not curriculum or pedagogy. Findings not linked directly to sustainable development issues.

Hassan & Bello (2024) carried out a study titled "Social Studies and Community Security Awareness among Junior Secondary Students in Northern Nigeria" examined growing insecurity and students' limited understanding of safety practices. JSS students in Niger, Kebbi, and Zamfara States were used. 360 students sampled. Mixed-methods (survey and key informant interviews were used. Findings indicate that students taught by trained Social Studies teachers demonstrated higher community security awareness. Poor school–community collaboration weakened practical security education. Teachers lacked materials on drug abuse, kidnapping prevention, and cyber-safety. However, interviews were limited to school principals only. The study did not examine curriculum documents for accuracy. Sample excluded private schools.

From the reviewed studies, the following persistent gaps remain: Limited focus on holistic human security—most studies focus on civic or peace-building dimensions only; Insufficient empirical linkage between Social Studies and sustainable development outcomes; Few studies examine curriculum content, pedagogy, and teacher

competence simultaneously; Most studies rely on self-reported data; few use mixed or experimental designs; Little research has been conducted in North-Central and Northwest Nigeria despite high insecurity levels; These gaps justify the present study's comprehensive investigation of Social Studies' role in fostering human security and sustainable development.

4. Results

Question 1: How does social studies education influences human security awareness among Nigeria learners

Table 1: Relationship between Social Studies Education and Human Security Awareness

S/N	ITEMS	Mean SD (±)	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
1	Social studies lessons help me understand issues of peace and conflict	3.07 (1.15)	9.0%	18.0%	52.0%	21.0%
2	I have learned how poverty and insecurity affect national development	2.44 (1.19)	21.0%	31.0%	27.0%	21.0%
3	Social studies promotes tolerances and peaceful coexistences among students	2.16 (2.18)	27%	37%	17.0%	19.0%
4	Social studies enables students to identify causes of insecurity in their communities	2.18 (1.68)	25.0%	37.0%	17.0%	21.0%
5	Social studies enhances awareness of human right and civic duties	1.68 0.(96)	19.0%	60%	7.0%	19.0%
6	Grand total of weighted mean		2.29			

Fieldwork, 2025

Results presented in tables 1, reveal detailed insights into the role and challenges of social studies education in Nigeria concerning human security awareness and sustainable development. Social studies lessons are very effective in helping students understand peace, conflict, poverty, and insecurity issues, though perception varies. The subject promotes tolerance and peaceful coexistence and heightens awareness of human rights and civic duties, where stronger agreement was noted. Overall, the influence on human security awareness is moderate, suggesting room for improvement. The results detail buttressed social studies lessons in understanding peace and conflict scored a mean of 3.07, indicating moderate agreement, but 52% disagreed or strongly disagreed, suggesting mixed perceptions. Learning about poverty and insecurity's effects on national development had a mean of 2.44, with stronger agreement (21% agree, 31% strongly agree). Promotion of tolerance and peaceful coexistence showed a lower mean of 2.16, with 27% agree and 37% strongly agree, indicating positive impact. Identification of insecurity causes in communities had a mean of 2.18, with similar agreement levels as above, showing social studies helps here. Enhancement of awareness of human rights and civic duties had a lower mean of 1.68 but very strong agreements (60% strongly agree), showing strong perceived impact. Overall weighted mean was 2.29, showing moderate influence of social studies on human security awareness Table 1. This implies rooms for more policy actions.

Table 2: Assessment of Social Studies education contribution to the attainment of sustainable development goals in Nigeria

Question 2: Ways Social Studies Education contribute to Sustainable Developments Goals

S/N	ITEMS	Mean SD (±)	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
1	The subjects encourage students to protect the environment	2.13 (0.96)	50.0%	24.0%	15%	11.0%
2	Social studies helps students to understand the importance of sustainable resources	2.17 (0.82)	50.0%	20.0%	7.0%	23.0%
3	Social studies promotes values of responsibility and accountability	2.28 (1.01)	41.0%	24.0%	17.0%	18.0%
4	Students learn about the link between human actions and environmental degradation	2.16 (0.96)	51.0%	24.0%	15.0%	10.0%
5	The subjects teaches ways to contribute to community development	2.60 (0.88)	46.0%	7.0%	20.0%	27.0%
6	Grand total of weighted mean		2.26			

Fieldwork, 2025

Regarding sustainable development, social studies contribute positively to encouraging environmental protection and understanding sustainable resource use. The curriculum promotes values like responsibility and links human

actions to environmental degradation, while also teaching community development—though some students show disagreement on its effectiveness. These findings indicate that social studies somewhat foster sustainability goals but with varying impact across topics. From the results it was clear that, encouraging environmental protection had a mean of 2.13, with half agreeing and 24% strongly agreeing, indicating positive influence. Understanding sustainable resources scored 2.17 mean, again with 50% agreeing and 20% strongly agreeing. Promotion of responsibility and accountability values had a mean of 2.28, with about 41% agreeing. Learning the link between human actions and environmental degradation scored 2.16 with over half agreeing, showing decent awareness created. Teaching ways to contribute to community development showed the highest mean at 2.60, but with some disagreement. The overall weighted mean was 2.26, indicating moderate contribution to sustainability goals Table 2

Table 3: challenges hindering the effectiveness of social media education in promoting human security

Question 3: Challenging facing the Integrations of Human Security Theme into Social Studies Education

S/N	ITEMS	Mean SD (±)	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
1	The social studies curriculum is outdated and lack human security content	2.25 (1.10)	15.0%	37.0%	14.0%	34.0%
2	Teachers are not adequately trained to teach human security concepts	2.05 (1.24)	10.0%	53.0%	21.0%	16.0%
3	There is insufficient instructional materials for effective teaching	2.51 (0.90)	61.0%	22.0%	6.0%	11.0%
4	Students find social studies lessons unreliable to real life issues	2.71 (0.94)	3.0%	20.0%	14.0%	63.0%
5	Schools administrators give low priority to social studies	1.73 (0.44)	27.0%	73.0%	0.0%	0.0%
6	Grand total of weighted mean		3.01			

Fieldwork, 2025

Significant challenges impede social studies effectiveness, including an outdated curriculum lacking human security content, insufficient teacher training on these concepts, and a lack of instructional materials. While some students question the relevance of lessons to real life, school administrators' low prioritization of social studies is a widely acknowledged hurdle. These barriers hinder the subject's role in promoting human security and sustainability. Teachers' inadequate training had a mean of 2.05 and 63% agreement, highlighting a significant barrier. Insufficient teaching materials scored the highest mean 2.51 with 83% agreement, a major challenge. Students finding lessons unreliable to real life issues had a 2.71 mean, but majority (63%) strongly disagreed, indicating divided perceptions. School administrators giving low priority scored lowest mean (1.73) but with

Table 4: Strategies for improving social studies education for sustainability and security enhancement

Question 4: Strategies to strengthen the role of Social Studies in Advancing Human Security and Sustainability in Nigeria

S/N	ITEMS	Mean SD (±)	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
1	The social studies curriculum is outdated and lack human security content	1.99 (0.82)	27.0%	56.0%	9.0%	8.0%
2	Teachers are not adequately trained to teach human security concepts	1.62 (0.69)	17.0%	63.0%	12.0%	8.0%
3	There is insufficient instructional materials for effective teaching	1.93 (0.97)	54.0%	46.0%	3.0%	2.0%
4	Students find social studies lessons unreliable to real life issues	1.81 (0.83)	47.0%	33.0%	19.0%	11.0%
5	Schools administrators give low priority to social studies	1.89 (0.88)	59.0%	21.0%	12.0%	8.0%
6	Grand total of weighted mean		2.11			

Fieldwork, 2025

To strengthen social studies education, there is strong consensus on updating the curriculum to incorporate human security themes adequately. Training teachers better and providing sufficient materials are seen as crucial strategies. Enhancing lesson relevancy to real-life issues and elevating the administrative priority for social studies are also important. Implementing these measures could improve education outcomes in human security awareness and sustainable development knowledge. Addressing the outdated curriculum scores 1.99 mean, with 83% agreement, seen as a key strategy. Training teachers better had a mean of 1.62, with 80% agreement, stressing importance. Increasing instructional materials to enhance teaching scored 1.93 mean with nearly 100% agreement. Making lessons more relevant to real life issues had a mean of 1.81, with 80% agreement. Giving social studies more priority

from administrators had a mean of 1.89 with 80% agreement. Overall weighted mean of 2.11 shows good consensus around these strategies Table 4.

Result of hypothesis

Considering the value of the statistic in table 5and 6, since the P. value shows significant level of 0.00 which is less than 0.05 we therefore accept the null hypothesis

H_{01}There is no significant relationship between social studies education and the promotion of human security in Nigeria

Table 5: Decision Table

Social Studies Education & Promotion of human security	Mean	SD	DF	Pair T Test	P. Value	Decision
	0.910	0.15	99	5.94	0.00	Accepted

H_{o2} there is no significant relationship between social studies education and the achievement of sustainable development goals in Nigeria

Table 6: Decision Table

Social Studies Education & Sustainable Development	Mean	SD	DF	Pair T. test	P. Value	Decision
	0.25	0.052	99	4.81	0.00	Accepted

5. Results and Discussion of Findings

Social Studies and Civic Responsibility: Findings indicate that Social Studies education promotes civic knowledge and awareness of democratic rights and duties. Learners are introduced to themes like social norms, values, and conflict resolution (Ajayi, 2020). However, rote learning and exam-oriented teaching limit opportunities for critical reflection and civic participation. The findings affirm that Social Studies education can significantly contribute to peace-building, civic engagement, and sustainable development when appropriately structured. The absence of participatory learning methods and inadequate teacher preparation undermines these outcomes.

Environmental Education and Sustainability: The curriculum contains environmental components such as resource management, sanitation, and climate change. Yet, these are treated theoretically with little experiential learning (Nwafor, 2022). Students rarely engage in practical environmental projects that reinforce sustainable living. Constructivist principles call for experiential approaches that connect learners with community issues. This method enhances critical thinking and social responsibility (Amadi, 2019). Human Security Theory also emphasizes empowerment, implying that education must build resilience against threats to peace and welfare.

Human Security Awareness: There is weak integration of human security topics, such as gender equality, health literacy, and poverty eradication. As Oni (2021) observed, the absence of these themes creates a disconnect between classroom instruction and national security realities. The findings also align with SDG 4 (quality education) and SDG 16 (peace, justice, and strong institutions). Thus, a reform-oriented Social Studies curriculum can act as a catalyst for achieving sustainable development in Nigeria.

Teacher Competence and Pedagogy: Teacher competence remains a major challenge. Many educators lack training in integrating SDG concepts and security education into classroom practice (Adeniran & Oke, 2021). Additionally, large class sizes and insufficient teaching materials hinder interactive learning.

6. Conclusion

The study concludes that Social Studies education holds great potential for promoting human security and sustainable development in Nigeria. It can instil civic virtues, encourage environmental stewardship, and enhance social cohesion. However, achieving this potential requires curriculum reforms, capacity building for teachers, and the adoption of participatory pedagogy. Education must move beyond mere knowledge transmission to a process of social transformation and empowerment.

7. Recommendations

Based on the findings the following are recommended:

Curriculum Reformation: Revise Social Studies curricula to include human security and sustainability topics such as climate resilience, peace education, and social inclusion.

Teacher Development: Provide continuous professional development for Social Studies teachers to equip them with skills for integrating global citizenship and SDG-based learning.

Participatory Pedagogy: Adopt inquiry-based, problem-solving, and project-based teaching methods that promote learner engagement and social responsibility.

Policy Support: Strengthen educational policies that link classroom content to national development goals and human security objectives.

Community Engagement: Encourage schools to collaborate with local communities in implementing sustainability and peace-oriented projects.

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The Intersection of Digital Inclusivity and Media Sustainability, Challenges and Opportunities in Marginalized Communities

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Abstract. This study examines the intersection of digital inclusivity and media sustainability in marginalized communities, with a focus on the barriers that prevent equal participation in the digital age and the opportunities that can strengthen community media. Using a qualitative approach based on secondary sources such as journal articles, policy documents, and reports from international development organizations, the paper explores how factors like poor infrastructure, high internet costs, digital illiteracy, weak policy support, censorship, and limited access to digital tools undermine both inclusion and the long-term sustainability of local media. The study argues that these challenges disproportionately affect rural, low-income, and underserved populations, limiting their access to information, civic participation, education, and economic opportunities. At the same time, it identifies promising pathways for change, including mobile technology, community networks, local content creation, partnerships among governments, NGOs, and the private sector, and the use of open-source and community-based media models. Guided by Development Communication Theory, the paper emphasizes that communication technologies can support social empowerment when access is equitable and local voices are included. The findings suggest that improving digital infrastructure, expanding digital literacy, and adopting inclusive policy frameworks are essential for building resilient media systems that serve marginalized communities. The study concludes that digital inclusivity is not only a matter of access, but a foundation for sustainable media, democratic participation, and inclusive development.

Keywords: Digital Inclusivity, Media Sustainability, Challenges, Opportunities, Marginalised Communities.

1. Introduction

One of the largest forces in the contemporary world is the digital transformation. It changes the way people communicate, work as well as inform everywhere. It implies that the digital technology is present in most aspects of life and government and has caused massive social and economic transformations. According to Margel, Edelmann, and Haug (2019), the change in digital does not solely consider gadgets. It also implies thinking of ways of working differently, working more quickly and seeking new forms of interaction between governments, citizens and businesses. The internet and mobile phones have connected billions of people across the borders and accelerated innovation (Mergel, Edelmann, and Haug, 2019). As Kende, Rose, and Yates (2017) observed, mobile internet in the developing nations has been a tremendous relief in terms of delivery of information, education, and new business opportunities. However, despite these changes being good, most people, particularly poor people, are not able to enjoy the benefits due to infrastructural deficit, poverty and insufficient access to digital trends and processes. Online inclusivity is essential to minimization of inequality as sciences technology. It is concerning the provision and access of digital tools by everyone, old, rural and poor people. Research indicates that one of the issues is that older adults are uneducated and unconfident about using phones and apps (Laksmi, Dinakrisma, Abdiel, Susanto, Pujitresnani, Lukmana, and Yusuf 2024). On

the same note, Menyah and Nketiah (2018) affirm that inadequate infrastructure, lack of income, and low internet connectivity in sub-Saharan Africa makes people disconnected. The digital inclusion debate also involves media sustainability since it demonstrates how information is created, distributed, and stored in the society (Moyo, 2019). Media allows individuals to know, to speak and when it is done well, can make individuals to be empowered. According to Moyo (2019), some African countries, such as Zimbabwe, distrust and regulate digital media, which makes it less advantageous to people.

Mohanty (2020) explains that in order to make the media a sustained source of information particularly to marginalized communities we must decolonize knowledge and empower locals to enable the media to record authentic experiences. Sustainable media refers to the fact that information remains accessible and adaptable even in harsh circumstances. This study is primarily driven by the fact that marginalized groups are being left out in the digital transformation. In the contemporary world, there are numerous individuals residing in isolated and underserved regions where they have no access to the digital world. According to Mesa (2023), the low level of education and digital illiteracy precondition the difficulty in believing online services and utilizing digital platforms among people. According to Li and Xu (2024), although digital government can aid the urban areas in their development, it has minimal impact on rural and poor localities. According to Lubis, Purnomo, Lado, and Hung (2024), e-governance can be used in facilitating sustainable development, though the policies have to reach all persons. This paper is required to address the interplay of digital inclusion and media sustainability on the peripheral societies. It will explore the primary obstacles that prevent complete participation and also point out the opportunities that can result in equality, empowerment and sustainable communication in the digital world.

2. Digital Inclusivity and Media Sustainability

One of the most significant questions of the information world of the modern era is the digital sustainability on the border of media sustainability (Moyo, 2019). The digital technology is transforming the way we construct, disseminate, and consume information and hence enabling everyone to have equal access to such tools should become a critical concern in sustainable media. Digital inclusivity refers to the ability of all people to access and utilize digital tools, infrastructure, and skills to become members of the digital economy and digital world of information. Incorporating people digitally helps the media to reach more people, engage and involve more people, and generate new ideas. According to the World Bank (2020), education, civic participation, and economic growth also contribute to maintaining the media in place with equal access to digital tools. Unless we take the initiative to target the marginalized groups, digital advancements will continue to harm individuals as they would leave millions with no information and the capacity to contribute to social conversations.

Digital inclusiveness does not only have to do with device ownership. It involves developing capacity, trust, and infrastructure to enable individuals to maximize digital media. According to Raihan, Subroto, Chowdhury, Koch, Ruttan, and Turin (2024), digital equity considers the connectivity, literacy, affordability, and empowerment, and these aspects define the way individuals deal with online content. The absence of content or the inability of all people to engage has resulted in media sustainability in most parts of Africa and South Asia. Jensen (2019) equally discovered that not only do developing countries with poor infrastructure and costly devices inhibit access to information, but also slows down the process of media business expansion.

The effectiveness of the media is determined by the ability of digital inclusiveness to expand the size and economic breadth of an audience. The wider reach of the audience will be essential to the long-term viability. In Kenya, Munyua (2018) observed this through community initiatives such as Kenya Connect that operate business friendly relationships in assisting rural communities to view local news. Moyo (2019) cautioned that without the digital access and political decision on the media guidelines, people might lack trust and free speech might die. Sustainable media ecosystem should strike a balance between the emerging technology and equity to ensure that no one is left out in information world including the urban and rural, the rich and the poor. Digital inclusiveness also makes media remain robust by promoting innovation and collaborating across industries. Ishengoma and Shao (2025) demonstrate that digital initiatives that resonate with the sustainable development objectives assist governments and NGOs to develop systems that integrate both social empowerment and economic development. Kibria and Hong (2024) further included that inclusive digital regulations establish transparency, citizen engagement, and intersector relationships, which are beneficial to media. When media organizations collaborate with governments and technology companies to enhance access to the digital world, they create the system that promotes profit and democracy through disseminating information,

holding people accountable, and encouraging civic discourse. These kinds of partnerships can be used in poorer communities to amplify the voices of the locals, promote digital storytelling and to provide a platform to keep cultural traditions alive, and inclusivity is directly connected to the long-term strength of media.

3. Challenges of Media in Marginalized Communities

Insufficient Technological Innovation and Capacity

Technological and skills gap is a huge problem to the media in marginalized areas. In their argument on sustainable development, Lubis, Purnomo, Lado, and Hung (2024) argue that organizations (including media) should incorporate digital technology in their day-to-day activities. This is extensively lacking in most community media. They do not have the equipment, digital skills and the innovative thinking that they need to remain up-to-date. As an example, local broadcasting stations in rural Bangladesh or Nepal still use analog broadcasting, old school tape recorders, and manual editing. Although the digital transformation has increased the industries in the urban setting, the rural and small-scale media are left behind. According to Li and Xu (2024), the reason is simple, this is because they are unable to afford more sophisticated technology and the training required to use it. It is not a problem that is only found in Asia. In Africa, the same trends can be observed. In other nations, such as Nigeria, Malawi, and Uganda, community radio stations do not even have internet connectivity or even simple digital archiving systems (Menyah and Nketiah, 2018). Menyah and Nketiah note that the digital inequality limits the capacities of the media workers thus they can hardly create strong and competitive content. Mesa (2023) also mentions that journalists lack the necessary education and digital training and, therefore, cannot employ some of the most important tools, including data journalism, social media analytics, and mobile reporting. The result is the community media fall behind and cannot keep up with the times and cannot voice their opinions in the virtual world.
Their impact and applicability in the world is decreasing as the world grows more digital.

Political Intervention and Censorship.

Censorship and political interference on media largely influence the sustainability of media especially where the democratic institutions are not strong. According to Mohanty (2020), power and control oppress the voices of the marginalized and restrict the discussion of people. In such nations as Zimbabwe, Ethiopia, and Myanmar, government suppresses independent and community media by censorship, by revocation of licenses, or by using the threat of insecurity to intimidate journalists (Mohanty, 2020). Srinivasan, Diehm, and Fife (2017) demonstrate the possibility of digital surveillance systems, like the Aadhaar in India, to enable the state to gain more control over communication, which poses a threat to media freedom. Consider Nigeria once more. Radio programs in the countryside deal with issues such as corruption, land conflicts, or government accountability they usually face threats and intimidation by local officials or security agents. Nel (2020) notes that even private media are afraid of being retaliated against by the government and thus journalists will either self-censor or avoid being near to sensitive issues. Li and Xu (2024) take it a step further to state that in the instances where governments roll out such digital initiatives, they are used to acquire political interests instead of ensuring freedom of expression. This interference affects the trust of people, the freedom of debate, and it makes community media reluctant to report about the issues that most require the attention of the marginalized groups.

Inhibitions to Content Production and Distribution.

It is difficult to make and share content in marginalized groups. These barriers are noteworthy and pose a risk to the sustainability of local media. Laksmi, Dinakrisma, Abdiel, Susanto, Pujitresnani, Lukmana, and Yusuf (2024) also note the problem with the limited technological infrastructure and the weak internet connection that weighs down on local journalists. They have issues with collecting stories, editing them or passing information beyond their close vicinity. As an example, in rural Indonesia, community reporters have been known to travel hours to be able to post up a story or send an interview by slow internet which renders even simple communication challenging. The same can be said of the North of Nigeria where radio stations in places such as Katsina, Gombe and Bauchi will often go off air as a result of power cuts and outdated equipment. According to Menyah and Nketiah (2018), infrastructural difficulties and costs ensure that the local media cannot distribute the content via TV, radio, or online platforms. Nair and Prakash (2017) further explain that in most of the developing regions, there is more than just one language that presents further problems. The community media organizations need to recast or localize their content to different ethnic readers, which is more expensive and decreases the speed at which news is relayed. Rahman, Akter, and Hossain (2021) observe that female reporters and rural journalists

experienced difficulties in getting to their field of operation and connection with mobile data, which hinders their work in Bangladesh. A combination of all these issues makes it hard to have timely, relevant, and diverse news on the local media.

4. Bridging the Digital divide in Maginalized Communities

Digital technology has now defined who is included or excluded in the social and economic arena. But billions of people are still offline (Mohanty, 2020). According to International Telecommunication Union (2023), more than 2.6 billion individuals still do not have access to the Internet, and the majority of them reside in developing countries and rural areas. This is not just a technological problem, but it increases economic disparity and deprives individuals of education, medical support, and government information that is essential towards meaningful media participation. According to Jensen (2019), the main factors contributing to the lack of digital access in developing regions are low infrastructure, unreliable electricity, and the cost of devices and data is very high. As Menyah and Nketiah (2018) note, some of the worst connectivity gaps remain in sub-Saharan Africa, and marginalized populations have no access to digital services. This active rift is not merely physical access that entrenches exclusion and denies women, youth and rural populations the opportunity to participate in digital governance and media discourse. The largest hindrances in keeping marginalized regions offline have been affordability and accessibility.

Kende, Rose, and Yates (2017) note that although mobile Internet has enhanced connectivity in most developing regions, high data costs and poor connectivity networks continue to restrict the use of the technology. In Indonesia, Laksmi and colleagues (2024) discovered that older adults living in urban areas have issues with digital tools because of prices and the absence of proficiency that is a pattern among most of the Global South. In other countries like Kenya and Nigeria, local efforts like the Kenya Connect Project run by Munyua (2018) demonstrate that local action like affordable Internet and digital literacy programs could be effective. These initiatives, however, do not give much ground without regular support of policies and investment in digital infrastructure. The marginalized groups will not be able to be part of civic engagements and sustainable media opportunities as long as Internet access is costly and unstable. It is essential that the divides can be filled with proper policy and governance. Ishengoma and Shao (2025) suggest that transparency, education, and citizen engagement are improved with the implementation of digital inclusion of e-government programs and the Sustainable Development Goals (SDGs). Li and Xu (2024) prove that a digital transformation of business introduced by the government could encourage the local economy and bridge the digital divide. However, inclusive digital policies fail to yield benefits when governments do not make it a priority, and they will create more marginalization. Moyo (2019) warns that in certain African countries, data is being digitized, and with it surveillance and limited information, trust is destroyed and no one wants to be involved. To address these challenges, Lubis, Purnomo, Lado, and Hung (2024) and Skariah and co-authors (2024) suggest e-governance models, focusing on the rural population, training of digital skills, and balanced technological distribution. Sound policy is capable of allowing marginalized groups to become active participants in the digital and media economy, and not just to be left behind.

Opportunities of Digital Inclusivity and Media Sustainability in Marginalized Communities

Digital inclusivity and media sustainability cease to become optional factors in equitable development in the 21 st century but core requirements. Although there are actual problems in the life of marginalized communities in terms of accessing and using digital tools, there are new opportunities that can be used to overcome the gap and allow these groups to be involved in the digital world in a meaningful way. Inclusion and sustainability of media ecosystems Mobilen technology growth, community networks, the creation of local content, collaborative relationships, use of open-source tools, and social innovation are building new opportunities.

Mobile Technology and Community Networks

The mobile technology has become an influential force of digital inclusion in developing countries. Mobile phones are not only a luxury in places such as sub-Saharan Africa, Asia, and Latin America, but the internet accessibility to people in these regions is mostly and, in some cases, entirely, through mobile phones. According to World Bank (2020), one of the greatest changes in accessing information, education, and markets by marginalized groups is the use of mobile connectivity to access these functions. As an illustration, Kenya Connect program has created local community networks that ultimately provided rural areas, who had previously been out of the digital sphere, with affordable internet access (Munyua, 2018). Evidence In Nigeria, governments have been

undertaking initiatives like the Digital Switch over (DSO) and the National Digital Economy Policy and Strategy (202030) to widen broadband coverage, particularly in rural states, including Kaduna, Benue and Cross River. Citizens living in such regions are adopting the use of smartphones in order to get news, acquire skills, and engage in online studies. In a similar way, even in low-income communities in India and Indonesia, mobile applications are becoming popular and allow access to state services and other necessary health related knowledge (Nair and Prakash, 2017; Laksmi et al., 2024).

Leveraging Local Content Creation and Storytelling

The production of local content allows communities to be given the power to narrate their own stories. It safeguards the heritage of a culture and breaks the existing discourse which usually leaves it out. According to UNESCO (2021), digital spaces can solely become very inclusive when they enhance diverse voices and facilitate the development of local knowledge. The production of their own media by people be it community radio, social media, or even grassroots journalism makes them active contributors to the forming of the information as opposed to being passive consumers. Use the example of Nigeria: Arewa24, Wazobia FM, and Nigeria Info are the examples of how platforms based on the use of the local language and traditional storytelling could help unite people and make media more accessible (Mohanty, 2020). Women organizations and youth organizations in Africa and South Asia support recording the problems of genderbased violence, education, and environmental damage through the use of digital tools (UN Women, 2020; Mohanty, 2020). This form of narration informs as well as gives individuals some voice in the manner in which their culture is represented and preserved. According to Van Deursen and Van Dijk (2014), the current digital divide is not as much related to access, but rather to who can creatively and meaningfully use technology. The development of this skill can be done through the creation of local content.

NGOs, Private Sector, and Governments Partnerships

There has to be collaboration in order to have digital inclusion and sustainable media. As UNDP (2020) and Breisinger, Keenan, and Mbuthia (2023) note, the successful development requires the policies that are influenced by the state and business. In many ways, NGOs are an essential element, since they offer digital literacy, promote the idea of equal access, and facilitate the creation of the infrastructure that communities require to engage with (Mohanty, 2020). In Nigeria, rural youth and business people opportunities have been widened through programs such as the Digital Literacy for All Initiative program and collaborations between the Nigerian Communications Commission (NCC) and Google Nigeria. In Indonesia, government bodies and technology firms have been collaborating to launch digital governance frameworks, which promote transparency and participation of citizens (Hartanto et al., 2021). In most African countries, there are massive collaborations that have led to the development of rural telecentres and community radio stations, which serve local media (Menyah & Nketiah, 2018). Chen, Huang and Ching (2006) emphasize that effective e-government and media projects in developing situations require cooperation between the government, the private investors and the local communities. These alliances bring financing, capabilities, and resources together to construct robust media systems. The existence of open-source and cost-effective digital tools offers real possibility of change particularly through availability and affordability of technology. The opensource software does not burden local creators or small organizations with the high cost of licensing software or lock them into inflexible, off-the-shelf packages. Rather, they will have an opportunity to localize tools to their local languages, make them specific to specific needs and create something that fits their communities.

Social Innovation and Community-Based Media Campaigns

Community-based media projects are critical to the promotion of digital inclusion and sustainable media as well. These programs make people rather than profits their center of focus. According to UNESCO (2021) and Mesa (2023), communities control their own media, which enhances trust and increases democratic participation. Consider community radio in Nepal, Nigeria and Ghana it is very important in the education, civic discussion and bridging communities. In Makurdi, Nigeria, Harvest FM provides rural people with the platform to share their stories, advertise the local culture, and talk about agriculture. In Zimbabwe, citizen journalism websites have been opened by digital activists against state-owned media and demand accountability (Moyo, 2019). These grassroot initiatives do not merely give voices to the marginalized. They demonstrate that media can be supported by volunteerism, community cooperation funding, and collaboration. According to Mergel, Edelmann, and Haug (2019), the lasting digital transformation is seen where innovation is based on social networks and technology is in the interest of the

population but not individual corporate interests. The inclusion and sustainability movement of making communities take charge of their own media, in a community where resources and autonomy to create this space exist, the movement does not just continue to grow stronger.

5. Theoretical Approach

The intersection between digital inclusivity and media sustainability is a complex issue that needs a solid theoretical background. The Development Communication Theory. and the Participatory Communication Theory are two giant frameworks that inform this discussion. The two theories assist in explaining why communication and technology can facilitate social inclusion, empowerment of marginalized groups, and sustainable practices of media.

Development Communication Theory

Development Communication Theory developed in the 1950s and 60s under the influence of such scholars as Daniel Lerner, Wilbur Schramm, and Everett Rogers. The authors preferred to see communication as more than a simple exchange of information but as a force of modernization and nation building especially in nations that attempted to progress. In The Passing of Traditional Society, Lerner stated that mass media is not purely a form of entertainment that it upsets traditional societies by introducing individuals to new concepts and stimulating them to engage in social transformation. Schramm expanded this concept and perceived communication as a bridge that would reduce the knowledge gap between the developed and the developing countries. It disseminates knowledge that drives education, economic growth and civilities. Rogers has subsequently proposed Diffusion of Innovations, which identifies the way through which new ideas and technologies are adopted. He stressed how this whole process can be expedited by the manner in which we communicate.

The theory is applicable to the current research as it directly correlates digital transformation and media development with the social aspect of progress. In an age of digital transformation, particularly in terms of inclusivity, it is clear that once groups that are marginalized have access to technology and information, they do not simply become up to date they can be jumping further. They can get new skills such as when farmers learn new techniques or people owning small businesses learn online marketing and all through the virtual medium. Nevertheless, it has a significant exception. Subsequently, critics have remarked that the initial theory held the view that information flowed in one direction, the developed world towards others who tend to disregard the local knowledge and viewpoints. In spite of this weakness, Development Communication Theory can also present a worthwhile point of view. It throws light on the ways the media and communication technologies can spur inclusive development, the digital divide, and more sustainable media practices.

6. Research Methodology

This paper is qualitative in nature, as it is based on a broad spectrum of secondary sources. The research gathered the information in academic journals, institutional reports, policy papers, and global development publications addressing the topic of digital inclusivity and media sustainability in the marginalized communities. Key global perspectives are introduced by major reports of the World Bank (2020), UNESCO (2021), and the International Telecommunication Union (2023). Simultaneously, the regional studies by Africa and Asia provide the much-needed background regarding digital inequality and the problems of media. The research remains objective since it adheres to the credible secondary sources and it addresses a wide terrain.

7. Findings and Discussion

The analysis reveals that media sustainability is tightly connected with digital inclusivity in particular in societies with a low level of access to information and technology. The reviewed research notes that the lack of infrastructure, expensive internet access, and low levels of digital literacy increases the digital gap, particularly in rural and low-income populations. These issues prevent individuals to engage in online communication and restrict the possibility of local media to stay afloat. Both, the International Telecommunication Union (2023) and Jensen (2019) mention that millions of individuals remain offline, and it is a challenging task to provide media that benefits the community to flourish. Despite these issues, the research study identifies increasing opportunities of inclusive media in the face of cheaper mobile telephones, community-based projects and favorable government policies. Some examples of Kenya, Bangladesh and Indonesia indicate that these local digital literacy programs and grassroots connection project can make citizens have skills to participate in the digital economy. Digital access and sustainability can be enhanced by establishing a collaboration between governments, individual enterprises, and local media. In general, the results

indicate that reduced costs, increased infrastructure and enhanced digital capabilities are the components of equitable access and media sustainability in marginalized communities over the long term.

8. Conclusion

Digital inclusivity and media sustainability are closely related to each other particularly in societies that continue to experience very low levels of technology and information. In this discussion, it was apparent that the digital gap is still enlarging because of numerous issues, including ineffective infrastructure, high prices on internet services, low digital literacy, and ineffective policy support. These issues render the existence of local media difficult and full inclusion of the communities to the digital world. Meanwhile, there are improvement opportunities. Through participating in digital programs, communities can access education, business opportunities as well as information which can make their lives better. The media houses, which are trained, better technologized, and have equal chances in policies can also become stronger and more autonomous.

Inclusivity remains the greatest factor to the future media sustainability. All communities, however small and isolated, should have equal access to digital instruments that would allow them to be heard. Researchers and policymakers should continue seeking new methods of digital participation making it both easier and cheaper to all, in the future. This will not only empower the community media but will also aid development in becoming just, level and an inclusive activity that is real to all.

9. Recommendations

In order to create digital spaces that are more inclusive and sustainable to marginalized groups, it will not be sufficient to use chance alone. To achieve this target, specific policies must be in place, it must have consistent investment and leaders who must prioritize the needs of the people. Both UNESCO (2021) and World Bank (2020) mention that belonging to the digital world means being beyond merely having access to the internet. The underprivileged communities should have a policy that supports them and powerful systems of empowerment that are sustainable. It is here that the policy should intervene, provide equal opportunities to access the digital space, engage in it, and have a future in which digital tools are sustainable and accessible to everyone.

The basis is to fortify digital infrastructure and make it affordable. A lot of the marginalized communities, particularly in the rural or near-urban regions have no sure electricity, no internet or even mobile. According to UNDP (2020), the digital access is a priority to human development since it transforms education, health, and economic opportunities. The governments should cease to view connectivity as a second-tier concern. They ought to encourage growth by having both public and private partnerships, spend judiciously on universal service funds and encourage their projects that the communities assist in designing and operating.

Digital literacy should also be added to the community education. The digital skills are not only no longer optional but also as significant as reading, writing, and math. According to UNESCO (2021), education systems should evolve to impart digital skills to the people required nowadays. Online learning should be mandatory, not optional, to community programs, adult training and school courses. This will educate individuals to utilize technology in a prudent manner and devise resourceful solutions that meet their demands.

It is also important to establish conducive policies and friendly regulatory environment. Governments have to intervene with specific regulations that promote transparency, creativity and engagement in digital life. Lubis, Purnomo, Lado, and Hung (2024) mention that transparency, accountability, and involvement of citizens are the keys to true e-governance and digital inclusion. Good digital policies ensure expression freedom, equitable access to information, and growth in community media. In so doing, it creates a place where the voice of each one can count and by being considered.

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Service Charge Administration in Commercial Properties: Governance and Operational Perspectives from Banex Plaza, Abuja

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Abstract. Service charge administration in multi-tenanted commercial properties represents a critical yet understudied dimension of property management governance in emerging markets. This study examines service charge administration at Banex Plaza, a major commercial complex in Abuja, Nigeria, using a sequential mixed-methods approach. The quantitative phase surveyed 162 tenants at the facility through systematic sampling of occupants, while the qualitative phase involved total enumeration of all five property and facilities managers (ESV1–ESV5) directly responsible for service charge administration in the plaza. Quantitative findings reveal pronounced governance deficiencies: 79 percent of tenants are not aware of the service charge components, while 82 percent do not understand how charges are apportioned. Consequently, 56.5 percent perceive administration as non-transparent and 81.5 percent deem cost allocation unfair. Service delivery dissatisfaction reaches 61.7 percent. Statistical analysis establishes a strong causal pathway wherein low awareness reduces transparency perception ($r=0.58$, $p<0.001$), which substantially determines service satisfaction ($r=0.67$, $p<0.001$). Qualitative findings illuminate underlying mechanisms: managers rely on verbal communication without documented systems, allocate charges through uniform floor-area methods without consumption metering, lack formal reserve funds for planned maintenance, and operate within fragmented regulatory environments. These constraints produce reactive rather than preventive maintenance systems and persistent tenant-management mistrust. The study concludes that service charge governance failures stem from systemic rather than isolated deficiencies, encompassing weak information disclosure, inadequate administrative systems, operational limitations, and regulatory fragmentation. The strong transparency–satisfaction relationship suggests that improved disclosure and accountability mechanisms can substantially enhance tenant satisfaction and compliance even when services are not substantially enhanced. The study recommends structured governance reforms including digital accounting systems, utility metering, formal reserve funds, tenant engagement structures, and standardized regulatory frameworks to address interconnected governance deficiencies in commercial property management.

Keywords: Service Charge Administration, Transparency, Tenant Satisfaction, Cost Allocation, Commercial Real Estate, Nigeria.

1. Background to the Study

The expansion of multi-tenanted commercial real estate in metropolitan cities has created substantial operational and financial challenges for property management systems (Fayomi et al., 2025; Terwase et al., 2025). Shopping plazas, office complexes, and mixed-use developments depend fundamentally on coordinated maintenance of shared facilities and

services to remain competitive and investment-viable. Service charge administration, defined as the systematic collection and allocation of payments by tenants to cover repair, maintenance, insurance, management, and operation of shared property infrastructure, represents a critical governance mechanism within these environments (Terwase et al., 2025).

Contemporary property management practice emphasizes that service charges should be administered with transparency, clear cost apportionment methodologies, timely financial reporting, and meaningful stakeholder communication (Lee, 2025; Mahesh et al., 2026). This governance framework rests on the assumption that transparent information reduces information asymmetry between property managers and tenants, thereby building stakeholder confidence and enabling informed financial participation (Eboh et al., 2025). However, empirical evidence from multi-tenanted commercial properties reveals a persistent gap between these normative standards and operational reality (Terwase et al., 2025). Service charge administration remains a frequent source of dispute in property management, with governance failures including weak transparency in budgeting processes, unclear cost allocation methods, and inadequate financial reporting (Lee, 2025). These deficiencies are particularly pronounced in developing contexts where institutional oversight is limited and regulatory frameworks remain less formalized (Sukare & Usman, 2026a, 2026b).

The distinction between residential and commercial property contexts is materially important. Commercial tenants operate revenue-generating businesses and therefore require predictable operational costs and transparent cost allocation to sustain profitability. Unlike residential contexts, where regulatory frameworks and professional standards are comparatively mature, commercial property management in emerging markets operates within fragmented institutional environments (Milligan et al., 2017). In many emerging real estate markets, regulatory oversight of commercial property management is comparatively weak, and variations in documentation practices, limited stakeholder engagement, and inconsistent financial reporting persistently undermine trust in service charge administration processes (Nnajiofor & Udobi, 2025). Research from emerging African markets demonstrates that institutional capacity constraints, inadequate digitalization of financial management systems, and limited professional oversight contribute substantially to governance deficiencies in property management (Adeniran et al., 2021; Fayomi et al., 2025).

Economic volatility further compounds these governance challenges (Olayemi et al., 2025). Rising inflation, energy costs, and security expenditures increase operational expenses, which are typically passed to tenants through service charge adjustments. The impact of macroeconomic pressures on property operations is particularly acute in emerging markets, where sudden cost escalations create communication pressures that property management firms struggle to manage (Yulfajar et al., 2025). Where cost escalations occur without transparent justification or commensurate service improvements, tenant resistance increases substantially (Terwase et al., 2025). Thus, service charge administration intersects multiple dimensions: technical cost management, governance structures, operational efficiency, and stakeholder relationship management (Awoonor, 2025; Eboh et al., 2025).

Despite the critical importance of service charge administration to commercial real estate sustainability, empirical research examining service charge governance in commercial properties within Nigeria and Sub-Saharan Africa remains extremely limited. Previous research on Nigerian commercial real estate has identified macroeconomic volatility, legal and regulatory inefficiencies, and weak financial infrastructure as barriers to effective property management (Nnajiofor & Udobi, 2025), yet specific examination of service charge administration as a governance component remains sparse in published literature. Studies conducted in developed economies provide valuable theoretical insights (Lee, 2025) but concentrate primarily on residential properties operating within strong regulatory environments, limiting their applicability to commercial real estate in developing contexts. Research from emerging markets highlights broader property management challenges (Hamma-adama et al., 2025; Phala et al., 2026), but generally fails to examine service charge administration as a central component of property management performance.

The literature reveals several interconnected research gaps. First, a geographical gap exists, as empirical examination of service charge administration in commercial properties within Nigeria remains sparse (Tunde & Adefila, 2025). Second, a property-type gap persists, as most available studies concentrate on residential developments despite the distinct operational characteristics and stakeholder dynamics of commercial real estate (Omidire, 2023). Third, a methodological gap is evident, as few studies

empirically examine how service charge determination methods, administrative practices, and governance structures influence tenant satisfaction, payment compliance, and overall property performance (Amuna et al., 2026; Eboh et al., 2025). Fourth, an intervention gap exists because existing literature rarely investigates practical strategies through which property managers can improve transparency, strengthen accountability, and build institutional trust within service charge administration systems (Lawal et al., 2024).

This study adopts Banex Plaza, located in Wuse II, Abuja, as a case study to explore service charge administration issues within the Nigerian context. Banex Plaza is a prominent commercial hub accommodating a diverse mix of retail outlets, offices, and service businesses. Its high-density, multi-tenanted configuration makes it an appropriate microcosm for examining service charge governance challenges common to similar commercial properties in other metropolitan cities. Investigation of service charge administration in commercial plazas within Nigeria addresses a critical research need. By examining the structure, implementation, and stakeholder perception of service charge administration within a major commercial development, this study contributes context-specific evidence to ongoing debates on transparency, cost allocation fairness, and accountability in commercial property management. The findings will inform both academic understanding of governance challenges in emerging markets and practical property management strategies applicable to comparable commercial centres throughout Nigeria and Sub-Saharan Africa.

2. Research Methodology

This study adopted a descriptive case study design using a sequential mixed-methods approach to examine service charge administration within a commercial shopping complex. The approach was structured to capture both measurable tenant perspectives and in-depth managerial experiences. Quantitative data were first collected through structured questionnaires to assess tenant awareness, perceptions, and satisfaction, while qualitative data were subsequently obtained through semi-structured interviews with property managers to explore operational practices, decision-making processes, and administrative realities. This sequencing allowed initial quantitative patterns to inform, but not constrain, the qualitative inquiry, thereby supporting analytical triangulation and strengthening the overall validity of findings.

The study was conducted at Banex Plaza, a large multi-wing commercial complex in Wuse II comprising approximately 810 retail units occupied by a diverse mix of businesses. The entire operational framework of the plaza, including maintenance, security, utilities, and facility management, is financed through tenant-paid service charges, making it a suitable context for examining governance and administration practices. The study population consisted of 810 tenant businesses and five property or facilities managers responsible for service charge administration. A systematic random sampling technique was applied to the tenant population by selecting every fifth unit from the property register, resulting in 162 tenant respondents, representing about 20 percent of the population. In addition, all five managers were included through total enumeration to ensure full representation of the administrative perspective, producing a total sample size of 167 respondents.

Primary data were collected over an eight-week period from January to February 2026 using structured questionnaires for tenants and semi-structured interviews for managers. A 100 percent response rate was achieved through a rigorous multi-contact strategy that included repeated on-site visits, follow-ups with non-respondents, and the use of both physical and electronic questionnaire formats to accommodate respondent preferences. The contained nature of the study area, the accessibility of respondents, and the relevance of the research topic contributed to this high response rate. The questionnaire captured information on tenant characteristics, awareness of service charge components, perceptions of transparency and fairness, and levels of satisfaction, using Likert scales. The instrument was pre-tested with a pilot group of 20 tenants to ensure clarity and validity. The interviews, conducted face-to-face and lasting between 45 and 90 minutes, explored key themes such as budgeting procedures, cost allocation methods, communication practices, financial management, operational constraints, and regulatory compliance, while allowing flexibility for respondents to elaborate on emerging issues.

Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores, with analysis conducted using SPSS version 26 to establish patterns in tenant perceptions and satisfaction. Qualitative data from interviews were analyzed using thematic analysis, involving systematic coding and identification of recurring themes across five core domains, namely financial management, administrative systems, communication, operations, and regulatory environment. Analytical

integration was achieved through triangulation, where quantitative findings were compared with qualitative insights to identify convergence and explanation. For instance, observed gaps in tenant awareness and perceptions of low transparency were explained by managerial accounts of weak communication systems and informal allocation practices, while dissatisfaction with service delivery was linked to operational inefficiencies and coordination issues. This iterative integration ensured that findings were not treated in isolation but were interpreted as interconnected evidence reflecting underlying administrative realities.

Ethical standards were strictly maintained throughout the study. All participants provided informed consent, and confidentiality was ensured by anonymizing responses and assigning pseudonyms to interviewees. No identifying information was disclosed, and all data collection procedures received prior institutional approval.

3. Results and Discussions

3.1 The Plaza's Characteristics

This section presents the characteristics of Banex Plaza in terms of the distribution of tenants across the different wings, the types of business activities conducted, and the duration of tenancy. The results are presented in Table 1.

Table 1: Total Number of Shops, Business Activities and Duration of Occupancy

S/N	Variable	Parameter	Frequency	Percentage
1	Wings	Main Wing	54	33.3
		Upper Wing	41	25.3
		Old Block	38	23.5
		New Annex	29	17.9
		Total	162	100
2	Business Type	Tech/Gadget and Electronics Store	57	35.2
		Restaurant	24	14.8
		Accessories	15	09.3
		Estate Firm	15	09.3
		Beauty Salon	13	08.0
		Banking Activities	11	06.8
		Printing Shop	10	06.2
		Law Firm	9	05.6
		Clothing Stall	8	04.9
		Total	162	100
3	Duration of Occupancy	Less than 6 months	03	01.9
		6–12 months	19	11.7
		1–2 years	35	21.6
		Over 2 years	105	64.8
		Total	162	100

Source: *Field Survey (2026)*

The results show that Banex Plaza comprises 810 retail units distributed across four distinct operational wings. The sampled respondents (n=162) were distributed across the Main Wing (33.3%), Upper Wing (25.3%), Old Block (23.5%), and New Annex (17.9%), with the concentration in the Main Wing reflecting its role as the primary commercial hub within the complex. The business portfolio demonstrates commercial diversity, with technology and electronics retailers constituting the dominant tenant category at 35.2 percent, followed by restaurants (14.8%), and a range of smaller commercial operations including estate firms, beauty salons, banking services, and professional offices. This heterogeneous business composition mirrors broader patterns in metropolitan commercial plazas across West Africa, where mixed use configurations optimize tenant diversity and economic resilience (Adeyemo & Olaitan, 2024). The tenure profile reveals substantial tenant stability, with 64.8 percent of respondents occupying units for over two years, indicating that the plaza maintains a relatively established tenant base. This longitudinal presence suggests that respondents possess sufficient operational experience to assess service charge administration effectively, thereby enhancing the reliability of perception-based findings.

3.2 Awareness of Service Charge Component and Apportionment

This section presents the level of awareness among tenants regarding the components of service charge and the method used in apportioning service charges among occupiers in Banex Plaza. The results are presented in Tables 2 and 3.

Table 2: Tenants' Awareness of Service Charge Components

Level of Awareness	Frequency (n)	Percentage (%)
Aware of most service charge components	34	21
Limited awareness of service charge components	60	37
Not aware of service charge components	68	42
Total	162	100

Source: *Field Survey (2026)*

Table 3: Tenants' Awareness of Service Charge Apportionment

Awareness of Apportionment Method	Frequency (n)	Percentage (%)
Aware of how service charge is apportioned	29	18
Not aware of how service charge is apportioned	133	82
Total	162	100

Source: *Field Survey (2026)*

Tenant awareness of service charge composition and calculation methodology emerges as a critical governance deficiency. The quantitative findings reveal a stark pattern, only 21 percent of respondents reported awareness of most service charge components, while 37 percent possessed limited awareness and 42 percent indicated complete absence of knowledge regarding service charge contents (Table 2). This distribution indicates that approximately 79 percent of the tenant population operates without clear understanding of the services financed through their mandatory payments. The apportionment transparency dimension presents an even more severe governance challenges. Table 3 demonstrates that 82 percent of respondents could not articulate the basis upon which their individual service charge contributions were calculated, with only 18 percent claiming awareness of allocation methodologies.

This profound information asymmetry represents a fundamental breach of transparent property governance principles. Low tenant awareness of service charge components and apportionment methods directly undermines informed tenant participation in property management decisions, constituting what may be characterized as governance failure at the administrative level. Research on property management governance demonstrates that information asymmetries between stakeholders and management substantially impair stakeholder confidence and compliance (Kupusamy et al., 2025), with documentation weaknesses and inadequate system integration creating pathways for errors and delays in financial reconciliation (Zazili et al., 2024). The absence of documented, accessible cost allocation methodologies is particularly a challenge in commercial contexts, where tenants operate revenue generating businesses and require predictable operational cost structures (Terwase et al., 2025). Unlike residential tenancies where regulatory frameworks provide standardized guidance on service charge calculation, commercial property management in emerging markets operates within fragmented institutional environments where ad hoc allocation practices frequently substitute for systematic, transparent methodologies.

3.3 Tenants' Perception on Transparency, Fairness and Service Delivery

This section presents tenants' perceptions of transparency in service charge administration, fairness in the allocation of charges, and satisfaction with service delivery. The results are presented in Table 4.

Table 4: Tenants' Perception on Transparency, Fairness and Service Delivery

S/N	Category	Parameter	Frequency	Percentage
1	Transparency	Very Transparent	30	18.5
		Transparent	40	24.5
		Not Transparent	92	56.5
		Total	162	100
2	Fairness	Highly Fair	20	12.3
		Fair	10	06.2
		Not Fair	132	81.5

S/N	Category	Parameter	Frequency	Percentage
		Total	162	100
3	Service Delivery Satisfaction	Very Satisfied	32	19.8
		Satisfied	30	18.5
		Not Satisfied	100	61.7
		Total	162	100

Source: *Field Survey (2026)*

Tenant perceptions regarding transparency, fairness, and service delivery satisfaction reveal negative evaluations across all dimensions, with patterns suggesting interconnected rather than isolated governance failures. Regarding transparency, 56.5 percent of respondents perceive service charge administration as not transparent, while only 18.5 percent regard it as very transparent (Table 4).

Tables 5 to 8 present the extended analyses used to examine the relationships underlying tenant perceptions of service charge administration. While Tables 5 to 7 provide cross tabulations that explore how awareness of service charge components and apportionment methods influence perceptions of transparency, and how transparency perception relates to service delivery satisfaction, Table 8 complements this by presenting the correlation analysis that quantifies the strength and direction of these relationships. Together, these tables move beyond the descriptive results in Tables 2 to 4 by revealing the underlying interdependencies among awareness, governance perception, and service outcomes within Banex Plaza.

Table 5: Cross Tabulation of Awareness of Service Charge Components and Perception of Transparency

Awareness Level	Very Transparent	Transparent	Not Transparent	Total
Aware (34)	18 (52.9%)	10 (29.4%)	6 (17.6%)	34 (100%)
Limited Awareness (60)	10 (16.7%)	20 (33.3%)	30 (50.0%)	60 (100%)
Not Aware (68)	2 (2.9%)	10 (14.7%)	56 (82.4%)	68 (100%)
Total	30 (18.5%)	40 (24.7%)	92 (56.8%)	162 (100%)

Source: *Field Survey (2026)*

Table 6: Cross Tabulation of Awareness of Service Charge Apportionment and Perception of Transparency

Awareness of Apportionment	Very Transparent	Transparent	Not Transparent	Total
Aware (29)	16 (55.2%)	8 (27.6%)	5 (17.2%)	29 (100%)
Not Aware (133)	14 (10.5%)	32 (24.1%)	87 (65.4%)	133 (100%)
Total	30 (18.5%)	40 (24.7%)	92 (56.8%)	162 (100%)

Source: *Field Survey (2026)*

Table 7: Cross Tabulation of Transparency Perception and Service Delivery Satisfaction

Transparency Perception	Very Satisfied	Satisfied	Not Satisfied	Total
Very Transparent (30)	20 (66.7%)	8 (26.7%)	2 (6.7%)	30 (100%)
Transparent (40)	10 (25.0%)	20 (50.0%)	10 (25.0%)	40 (100%)
Not Transparent (92)	2 (2.2%)	2 (2.2%)	88 (95.7%)	92 (100%)
Total	32 (19.8%)	30 (18.5%)	100 (61.7%)	162 (100%)

Source: *Field Survey (2026)*

Table 8: Summary of Correlation Analysis

Variables	Correlation Coefficient (r)	Significance (p-value)	Interpretation
Transparency vs Service Delivery Satisfaction	0.67	< 0.001	Strong positive relationship
Awareness vs Transparency Perception	0.58	< 0.001	Moderate to strong positive relationship

Source: *Field Survey (2026)*

The cross-tabulations reveal critical patterns demonstrating that tenant awareness of service charge components directly influences transparency perception. Table 5 shows that among the 34 tenants aware of most service charge components, 52.9 percent (18/34) perceive administration as very transparent, compared to only 2.9 percent (2/68) of unaware tenants. Conversely, 82.4 percent (56/68) of tenants lacking awareness perceive the system as not transparent. Similarly, Table 6 demonstrates that awareness of apportionment methodology produces marked differences in transparency perception. Among the 29 tenants aware of apportionment methods, 55.2 percent (16/29) perceive very high transparency, whereas only 10.5 percent (14/133) of unaware tenants hold this perception. These patterns

establish a clear information-perception gradient: enhanced awareness correlates with improved transparency perception.

The relationship between transparency perception and service delivery satisfaction (Table 7) demonstrates even stronger interdependency. Among the 30 respondents perceiving very high transparency, 66.7 percent (20/30) express high satisfaction with service delivery. In contrast, among the 92 respondents perceiving low transparency, only 2.2 percent (2/92) report high satisfaction. This striking contrast underscores that transparency perception functions as a critical determinant of service satisfaction outcomes. The correlation analysis (Table 8) quantifies these patterns, showing that transparency perception and service delivery satisfaction exhibit a strong positive correlation ($r=0.67$, $p<0.001$), indicating that nearly 45 percent of variance in satisfaction can be explained by transparency perception alone. The moderate-to-strong correlation between awareness and transparency ($r=0.58$, $p<0.001$) establishes awareness as a significant antecedent to transparency perception, though other factors contribute substantially to transparency judgments.

These quantitative interdependencies illuminate why governance deficiencies at Banex Plaza generate compounding negative outcomes. The data demonstrate a sequential causal pathway: inadequate awareness of service charge components leads to diminished transparency perception, resulting into reduced service satisfaction. This cascade effect explains why 61.7 percent of tenants express dissatisfaction with service delivery despite variability in actual service quality. The profound communication and documentation gaps identified in tenant awareness (Tables 2-3) translate directly into compromised transparency perception (Table 4), which in turn drives overall service dissatisfaction. The strength of the transparency-satisfaction correlation ($r=0.67$) suggests that improving communication and documentation to enhance transparency perception could substantially improve service satisfaction outcomes, even without proportional improvements in actual service delivery.

3.4 Qualitative Findings: Challenges of Service Charge Administration (Interview Analysis)

Semi structured interviews with five property and facilities managers (ESV1 to ESV5) were systematically analyzed using rigorous thematic analysis methodology. The analytical process involved initial open coding of interview transcripts to identify distinct concepts and operational challenges, followed by axial coding to group related concepts into coherent thematic categories, and final selective coding to integrate themes around core organizational and governance dimensions. Inter coder reliability was established through independent coding of randomly selected 40 percent sample of transcript segments by a second analyst, yielding agreement rate of 87 percent (Cohen's kappa=0.84), thereby meeting established trustworthiness thresholds. The resulting thematic summary is presented in Table 9.

Table 9: Thematic Summary of Challenges Faced by Property Managers (Interview Findings)

Theme	Description	Supporting Evidence (Interview Quotes)				
		ESV1	ESV2	ESV3	ESV4	ESV5
Financial and Budgeting Challenges	Managers struggle with irregular tenant payments, inflation, and unplanned expenses that disrupt cash flow and budgeting.	"Many tenants expect all facilities to work perfectly, yet they delay their service charge payments for months."	"The delay in payments means we can't plan preventive maintenance; we are always reacting to emergencies because funds don't come in as expected"	"Sometimes tenants pay only part of their service charge and promise to complete later, but by then prices have already changed"	"Inflation affects everything: diesel, cleaning, even bulbs. Our budget projections don't survive more than two months"	"We try to keep service charges stable to avoid conflicts, but without regular payment reviews, we end up running at a loss"
Administrative and Accountability Issues	Manual accounting systems and weak documentation reduce financial transparency and delay reconciliations.	"We still use manual ledgers and sometimes make small errors that make tenants think we are hiding something."	"When tenants request account statements, we have to compile everything manually. It slows down transparency"	"An automated accounting system would solve a lot of the trust issues. Right now, our records depend too	"We don't have an internal audit process. Sometimes, simple reconciliations take weeks because of missing receipts."	"Even when we are transparent, tenants still doubt the figures because they are not seeing real-time reports or digital records."

				much on paper files"		
Communication and Tenant Relations	Poor communication and low tenant participation in decision-making foster mistrust and resistance to changes in service charges.	"We call meetings to explain budgets, but only a few tenants attend; later they complain they were not informed."	"Tenants often misunderstand what the service charge covers; they think it's just for security and cleaning"	"We circulate notices and emails, but many tenants don't read them until there's an issue like power failure"	"Some tenants expect immediate responses to maintenance issues, not realizing the process involves approvals and budgeting"	"We need a tenants' association to bridge communication gaps. It would help if tenants had representatives who understand our constraints"
Operational and Technical Challenges	Maintenance difficulties, unreliable contractors and lack of individual meters hinder efficient service delivery.	"We don't have a reserve fund for big repairs; when something breaks down, we ask tenants for extra money and they resist."	"Most contractors overpromise and underdeliver. After the first payment, their response time drops drastically."	"The plaza's layout makes maintenance complicated, each wing has different access points and electrical systems."	"Without separate meters, calculating fair utility costs is difficult; tenants believe some are subsidizing others."	"We have no dedicated maintenance team. We depend on external vendors who may not always be available on short notice."
Regulatory and Institutional Constraints	Multiple taxation, weak enforcement, and lack of standardized service charge frameworks create inconsistency and disputes.	"Sometimes local authorities come with new levies without notice; when we adjust charges, tenants accuse us of exploitation."	"We need clearer legal backing to enforce payments; court processes are too slow to deter defaulters."	"Different agencies come with overlapping levies:fire service, environment, signage; all at different times."	"If professional bodies had a standard service charge framework, it would reduce arguments and improve consistency."	"There's no regulatory guideline for dispute resolution. Every manager is left to negotiate individually with tenants."

Source: *Field Survey, 2026*

Theme 1: Communication and Documentation Deficiencies. Interview findings show that service charge administration at Banex Plaza is marked by limited documented communication on service charge components, allocation methods, and budgets. All five managers reported that tenants receive mainly verbal updates during annual tenancy meetings, with little formal written documentation. One manager noted, "We communicate charges verbally, but there's no detailed breakdown given to tenants regularly." This lack of accessible documentation creates information asymmetry, aligning with the 79 percent awareness deficit observed quantitatively. Managers also indicated that absence of standardized documentation systems constrains record keeping and limits the ability to provide historical data or cost comparisons. These gaps are consistent with governance literature linking weak information flow to stakeholder dissatisfaction and management inefficiencies (Kupusamy et al., 2025).

Theme 2: Absence of Metering and Transparent Allocation Mechanisms. Interview findings indicate that service charges are allocated without individual metering or tenant specific consumption data. Charges are determined on a pro rata basis using floor area, regardless of actual usage. As one manager explained, "All shops pay the same rate per square meter regardless of how much electricity or water they use." This approach limits transparency around cost drivers and fuels perceptions of unfairness, especially among tenants with lower consumption levels. The absence of metering prevents adoption of consumption-based billing, which could improve accountability. This directly explains the 81.5 percent fairness concern identified in the quantitative results, as tenants cannot verify whether charges reflect actual usage or benefits received.

Theme 3: Financial Management and Reserve Fund Administration. Findings show that the plaza lacks a formal reserve fund for planned maintenance or capital replacement. Managers rely on ad hoc financial requests when repairs arise. One manager stated, "When something breaks, we tell tenants we need additional funds. There's no planned maintenance budget." This reactive approach creates uncertainty and results in sudden charge adjustments that lack

prior justification. The absence of structured reserve fund management limits long term planning and reinforces perceptions of arbitrary cost imposition. Managers noted that tenants often resist such charges, even when necessary, because they appear unplanned rather than systematically derived.

Theme 4: Operational Constraints and Service Delivery Limitations. Interview evidence highlights significant operational limitations affecting service delivery. The plaza lacks in-house maintenance teams and depends on external contractors engaged on a case-by-case basis. Managers reported delays, incomplete work, and poor responsiveness, particularly during emergencies. One manager observed, "We struggle to get contractors to respond quickly. Sometimes repairs take weeks or months." Irregular payment of contractor invoices, due to delayed tenant payments, further weakens service capacity. This disrupts preventive maintenance and reinforces reactive repairs, contributing directly to the 61.7 percent dissatisfaction level reported quantitatively. These constraints explain persistent service quality gaps beyond communication issues.

Theme 5: Regulatory and Institutional Constraints. Interview findings show that service charge administration operates within a fragmented regulatory environment characterized by overlapping levies and absence of clear standards. Managers reported that regulatory unpredictability leads to sudden charge adjustments that cannot be explained through prior planning. The broader institutional context is marked by weak enforcement and policy inconsistency, reflecting challenges common in emerging property markets (Fayomi et al., 2025). These constraints are systemic rather than managerial, indicating broader institutional limitations within Nigeria's property management framework (Fayomi et al., 2025).

Synthesis of Qualitative and Quantitative Findings: The qualitative results provide explanatory depth for the quantitative patterns reported in Sections 3.2, 3.3, and 3.4. The low tenant awareness level is linked to communication gaps and weak documentation systems. Perceived unfairness is explained by lack of metering, opaque allocation practices, and absence of structured financial planning. Service delivery dissatisfaction reflects operational constraints, including reliance on contractors and irregular payment flows.

Summarily, the findings indicate that governance deficiencies at Banex Plaza arise from systemic institutional, infrastructural, and regulatory constraints rather than individual managerial shortcomings. The consistency of responses across all five managers suggests that these issues are embedded within the operational environment. This aligns with stakeholder engagement literature emphasizing the role of structural and institutional conditions in shaping management effectiveness (Ayeni-Agbaje & Akpore, 2026).

4. Implications of Findings

The combined quantitative and qualitative analyses reveal several structural and operational challenges affecting service charge administration in Banex Plaza. The survey results show low tenant awareness of service charge components and apportionment, as well as negative perceptions regarding transparency, fairness, and service delivery. Similarly, the interview findings highlight financial constraints, administrative limitations, communication gaps, operational difficulties, and regulatory pressures faced by property managers.

Table 10 summarizes the key observations derived from the analyses and outlines their implications for property management, tenant relations, and operational performance within the plaza.

Table 10: Specific Observations and the Implications of Challenges at Banex Plaza

Challenge Observed	Context at Banex Plaza	Area Affected	Key Impacts
Low awareness of service charge components	Majority of tenants lack clear knowledge of the services covered under the service charge budget.	Tenant Relations	Limited understanding increases suspicion and resistance to service charge payments.
Limited awareness of apportionment method	Most tenants do not understand how service charge costs are allocated among units.	Governance and Accountability	Perceived inequity in cost allocation leads to disputes between tenants and management.
Transparency concerns	More than half of tenants perceive service charge administration as not transparent. Manual accounting systems also slow reporting.	Property Management Credibility	Lack of transparency reduces trust in management and weakens cooperation among stakeholders.
Budget and financial constraints	Delayed payments by tenants and inflation increase operational costs and disrupt maintenance planning.	Operational Efficiency	Preventive maintenance is reduced, leading to reactive repairs and higher long-term costs.

Challenge Observed	Context at Banex Plaza	Area Affected	Key Impacts
Communication gaps	Tenant participation in meetings and information channels is low, resulting in misunderstandings about service charge coverage.	Tenant Satisfaction	Poor communication contributes to dissatisfaction and weak engagement with property management decisions.
Operational and maintenance limitations	Reliance on external contractors and absence of individual utility meters complicate service delivery and cost allocation.	Service Delivery	Inefficient maintenance coordination and perceived cost inequities among tenants.
Regulatory and institutional constraints	Multiple government levies and lack of standardized service charge frameworks create administrative pressure.	Financial Performance	Additional operational costs and disputes over service charge adjustments.
Weak dispute resolution mechanisms	Absence of structured internal mechanisms for resolving service charge disputes.	Governance Structure	Conflicts between tenants and management may escalate and delay financial recovery.

Source: *Field Survey (2026)*

The implications of the findings as presented in Table 6 reveal governance issues that extend beyond financial management to include persistent gaps in stakeholder communication and administrative systems. Empirical evidence shows that low tenant awareness directly shapes perceptions of fairness and satisfaction. The strong transparency–satisfaction correlation ($r=0.67$, $p<0.001$) is significant, aligning with evidence that accountability and transparency mechanisms fundamentally influence stakeholder trust and engagement (Lee, 2025). This relationship indicates that improving information disclosure could raise satisfaction even without changes in service quality.

The study also identifies a cascading effect in which low awareness reduces perceived transparency and ultimately lowers service satisfaction, indicating a core administrative weakness. The 79 percent awareness deficit on service charge components reflects systemic weakness in documentation and communication rather than tenant indifference. Prior studies confirm that transparent documentation and consistent record-keeping are essential for stakeholder confidence (Graham & Sasraku-Neequaye, 2026). Similarly, the 82 percent lack of awareness of apportionment methods suggests that allocation operates without visible logic, breaching accountability standards. Qualitative evidence reinforces this, as all managers rely mainly on verbal updates during annual meetings without routine written records. Evidence from urban governance shows that procedural transparency and accessible information drive stakeholder legitimacy and cooperation (Bradley & Mahmoud, 2024). The absence of metering systems further weakens accountability, preventing verification of consumption-based fairness.

Operationally, the findings indicate that the reactive maintenance pattern results from irregular tenant payments that disrupt planned budgets. This reflects structural limitations rather than managerial incompetence. Research shows that structured financial planning and preventive maintenance are central to efficiency and cost control (Lawoyin et al., 2023). The absence of formal financial frameworks forces reliance on ad hoc funding requests, which tenants resist due to perceived arbitrariness. Establishing reserve fund systems would convert reactive repairs into planned maintenance, reducing long-term deterioration and costs.

The regulatory constraints identified, including overlapping levies and lack of standard service charge frameworks, extend beyond individual management control. Interview data indicate that unexpected regulatory changes necessitate unplanned charge adjustments. This suggests that improved outcomes require sector-level regulatory standardization alongside internal improvements. The absence of formal dispute resolution mechanisms also allows tenant grievances to escalate without structured pathways. Comparative evidence shows that clear regulatory guidelines and dispute systems improve both efficiency and satisfaction (Lee, 2025).

On stakeholder engagement, the study finds limited tenant participation despite management efforts. The strong transparency–satisfaction relationship implies that greater involvement in decision-making would enhance legitimacy and acceptance. Research on co-governance shows that tailored communication strategies improve participation and trust (Minskere et al., 2026). However, the study does not identify which mechanisms are most effective, so interventions such as tenants' advisory committees should be empirically evaluated. Existing literature emphasizes that engagement must be iterative and continuously assessed (Bradley & Mahmoud, 2024).

Manual accounting systems present an additional operational constraint. Managers' report delays in financial reporting and limited real-time visibility. The finding that 56.5 percent of tenants perceive the system as non-transparent suggests that manual

processes undermine confidence. While digital systems can enhance monitoring, planning, and efficiency (Konovalov et al., 2025), the study does not confirm that computerization alone would resolve perception gaps, given the role of broader governance factors.

Generally, the combined evidence shows that service charge administration challenges at Banex Plaza stem from interconnected governance, communication, and operational deficiencies rather than isolated financial issues. Effective improvement requires integrated reforms in governance practices, technological systems, and stakeholder engagement, recognizing that meaningful progress depends on systemic change rather than incremental adjustments.

5. Conclusion and Recommendations

The study shows that service charge administration at Banex Plaza is constrained by systemic governance deficiencies rooted in weak information disclosure, inadequate administrative systems, and operational limitations. Empirical evidence shows that 79 percent of tenants lack adequate awareness of service charge components and 82 percent do not understand apportionment methods, confirming a pronounced information asymmetry. This gap is consequential. Statistical results establish a causal pathway in which low awareness reduces transparency perception ($r = 0.58$, $p < 0.001$), which strongly determines service delivery satisfaction ($r = 0.67$, $p < 0.001$). With 61.7 percent of tenants dissatisfied and 81.5 percent perceiving allocation as unfair, governance perception emerges as the dominant driver of outcomes rather than service quality alone. Qualitative findings reinforce this pattern, highlighting reliance on verbal communication, absence of metering, manual accounting, and lack of reserve funds, all of which sustain a reactive management system marked by weak planning and tenant mistrust.

The evidence further indicates that these challenges are structurally embedded rather than purely managerial. Regulatory fragmentation, multiple levies, and absence of standardized frameworks constrain effective administration. The convergence of findings shows that inefficiencies arise from interconnected governance, financial, and operational weaknesses. Importantly, the strong transparency–satisfaction relationship suggests that improving accountability and information disclosure can significantly enhance tenant satisfaction even without proportional service improvements.

Based on these findings, the study recommends a transition to a structured and transparent governance framework. Property management should institutionalize periodic written disclosure of service charge components, allocation methods, and budget performance, supported by digital accounting systems to improve accuracy and real time reporting. Utility sub metering and consumption-based billing should be introduced to address persistent fairness concerns linked to uniform cost allocation.

A formal reserve fund mechanism is also required to enable planned maintenance and reduce reliance on emergency levies, thereby stabilizing service charge expectations. In addition, tenant engagement should be strengthened through formal associations or advisory structures to improve participation, communication, and trust. Given the empirical link between transparency and satisfaction, such mechanisms are likely to improve compliance and cooperation.

Finally, professional and regulatory bodies should develop standardized guidelines for service charge administration, including frameworks for cost allocation, disclosure, and dispute resolution. Sustainable improvement depends on aligning property level reforms with broader institutional standards, ensuring that governance, financial management, and operational practices function within a coherent regulatory structure.

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Entrepreneurship Education and Career Choice of Secondary School Students in Lagos, Nigeria

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Abstract. This study examined the adequacy of entrepreneurship education and its influence on job perception and career choice among Senior Secondary School (SSS2) students in Mainland Local Government Area, Lagos State, Nigeria. Using a self-structured questionnaire, data was collected from 200 SSS2 students and analyzed with Pearson correlation and independent samples t-test at the 0.05 significance level. Findings revealed significant positive relationships between adequate entrepreneurship education and students' career choice, job interest, and entrepreneurial outcomes. A significant gender difference was also found in job perception, with male and female students differing in their views. The study concludes that adequate entrepreneurship education significantly shapes students' job perception and career choice. It recommends the inclusion of entrepreneurship education in the secondary school curriculum nationwide and urges guidance counselors to motivate and support students' participation in entrepreneurial activities.

Keywords: Entrepreneurship education, career choice, secondary students, job perception.

1. Introduction

Education in general has the mandate to equip students with functional knowledge and skills, to build up their character, attitude and vision. It is also important for providing the basis for innovation, creating a value system and developing entrepreneurial culture, which drives wealth creation and gives further push to innovations. In fact, to make a country's economy strong, the focus should be on the young generation (Hameed & Irfan, 2019), with education as the driving force. Entrepreneurship education is today a globally acknowledged programme of study which seeks to provide students with knowledge, skills and motivation with the focus to encourage entrepreneurial success at different levels of education. It will also foster innovation, creativity, adaptivity, leadership skills, collaboration, communication and critical thinking.

Thus, entrepreneurial education in the 21st Century can no longer be neglected because it plays a vital role in preparing youths to face the future with the ever dynamics of complex global economy (Mahmudin 2023, Barba-Sánchez, Mitre & Del Brío, 2022, Carmela, Sonia & Klaus, 2006). In this era of globalisation and rapid technological advancement, for the young generation to be more competitive, relevant and productive, they need to possess entrepreneurial skills in addition to the theoretical knowledge acquired in schools. This will enable them to understand the global business landscape with its rapidly significant transformations. The veritable transformations on a global scale can only be matched by individuals in acquiring innovative entrepreneurial skills such as creativity, innovativeness, quick decision-making and risk-taking for an economic survival (Azzaakiyyah, 2023).

Agbonlahor, (2016) reiterated entrepreneurship education as the engine of social, economic and transformational changes which cannot be overemphasized in any society. Uku and Marge (2017) on their part argued that society is improved not only by entrepreneurship but by entrepreneurial individuals with knowledge, attitudes and skills to identify and exploit opportunities, create value, and orient toward action. Ratten and Usmanij (2021 opined that entrepreneurship education plays a key role in cultivating students' intentions and should be experiential learning that needs to be embedded with key learning objectives in the curriculum for greater engagement. While Nwisagbo (2025) argued that the

inclusion of entrepreneurship education in Nigeria is a solution to joblessness. The modules should offer students the tools to think creatively and be an effective problem solver. Buttressing this point, Mahmudin, (2023); Azzaakiyyah, (2023) stated that the development of entrepreneurial mindset requires learning by doing and the conversion of knowledge into problem-solving methods. As a matter of fact, education for entrepreneurship in secondary schools is particularly more effective in vocational training, since the students are close to choosing their careers and entering work life. Becoming, self-employed in the long term may be a valuable option for them as they become useful not only to themselves but also to the society where they belong (Mahmudin, 2023; Azzaakiyyah, 2023; Del Brío, 2022).

For instance, the need for entrepreneurship education first emerged in Nigeria towards the close of 1980s, with the collapse of national economy, the youth and graduate unemployment hit the roof and with outcries from parents and other stakeholders. The period was noted for lay off workers and retirements because of the Structural Adjustment Programs (SAP) and failed economic policies in the country. At this point in time entrepreneurship education would have helped in salvaging the situation but it was far not seen as important or recognized as part of the school curriculum in the secondary schools (Ogunleye, 2019; Agbonlahor, 2016). Currently, vocational training in secondary schools operates under extra-curricular activities such as barbing, tie-dyeing, shoe making, tailoring and others. Moreover, entrepreneurial education is infused into school subjects such as fine art, crafts, home economics, business studies, basic technology, commerce and farming. Recognizing the role of vocational training in our educational institutions today seems to be having positive impact on graduates' unemployment.

The focus then was to establish an adequate and functional entrepreneurship education in secondary schools. This will promote its awareness through formalized teachings of the young ones for participation in the socio-economic development of the nation. The total aim is to see entrepreneurship education as the process of identifying an opportunity related to need-satisfaction that could be converted to product or service. While the objectives, include having a curriculum to offer functional education that would enable the youth to become self-employed and self-reliant (Obi, 2015). It will also enhance student's job perception, become creative and innovative in identifying novel business opportunities as well as help in their choice of career.

However, the high rate of graduates' unemployment that has generated concerns for government at all levels and among stakeholders can become a thing of the past with introduction of entrepreneurship education. More importantly, unemployment being a very serious problem facing the nation, it has also engendered other social problems: crimes, kidnapping, rape, robbery, killings, cyber-crimes, delinquencies and many other social vices which are now menace to the society (Longe, 2019). According to Longe, Manongi, Babatunde, (2026), even the knowledge of entrepreneurship education, many graduates still prefer employment over entrepreneurship due to gaps in learning outcomes and lack of practical engagement, self-actualization, and accountability. Stimulating an entrepreneurial spirit at the secondary school level goes beyond business and profit-making; it also connects to community well-being, poverty reduction, and sustainable development.

1.1 Statement of the Problem

Many secondary school students both at the basic and senior levels do not have idea about being an entrepreneur or how to acquire entrepreneurial skills. It is also appalling to see the lack of knowledge of young people about the details of work, in particular jobs, and about the kind of pay and lifestyle that different jobs offer (Mukuni, Libingi and Samanenga, 2025). Youth unemployment in Nigeria continues to rise, largely due to a lack of creativity and a functional education system. The current system has not adequately prepared graduates for self-employment or entrepreneurship, contributing to the high rate of youth unemployment in the country. Self-employment serves both as a survival strategy for generating subsistence income and as a pathway to owning a micro or small enterprise for young people with an entrepreneurial mindset. For this to be effective, the acquisition of generic skills and foundational knowledge should begin early, at the secondary school level. Although existing research in Nigeria has largely concentrated on undergraduates, this study fills that gap by investigating the relationship between entrepreneurship education and career choice among secondary school students in Lagos State.

1.2 Purpose of the Study

The purpose of this study was to examine the adequacy of entrepreneurship education on job perception and career choice among secondary school students. The study also attempted to:

- Identify the relationship between career choice and entrepreneurship education.

- Determine if relationship exists between students' job perception and entrepreneurship-focused education.
- Determine if relationship exists between availability of entrepreneurial programmes in secondary school and perceived entrepreneurial outcomes.
- Determine the relationship between gender differences in the job perception of secondary school students because of entrepreneurial education

1.3 Research Hypotheses

The following hypotheses were formulated to guide the study:

Ho1: There is no significant relationship between career choice and entrepreneurship education.
Ho2: There is no significant relationship between students' job perception and entrepreneurship-focused education.
Ho3: There is no significant relationship between availability of entrepreneurial programmes in secondary school and perceived entrepreneurial outcomes.
Ho4: There is no significant gender difference in the job perception of secondary school students as a result of entrepreneurial education.

2. Research Methodology

This study employed descriptive survey design, and the population comprised all secondary school students in Mainland Local Government Area of Lagos State with approximately sixteen thousand seven hundred and ninety-four (16,794) students. The sample was made up of two hundred senior secondary school students (SSS2) selected through simple random sampling from five public schools. The instrument employed for data collection was a self-structured questionnaire titled: Adequacy of Entrepreneurship Education on Job Perception and Career Choice of secondary school students scale (ADEEJCS). The questionnaire comprised of two sections (sections A and B). Section A consisted of items on respondent's personal bio-data such as age, gender and class while Section B consisted of 30 items that measured the study variables. The content validity of the questionnaire was verified and a pilot test with twenty respondents outside the study sample gave a Cronbach alpha score of 0.95, a very high and significant reliability. Data was collated and analyzed with Pearson correlation coefficient and simple t-test statistics at .05 level of significance.

3. Results and Discussion

3.1 Results

Hypothesis One: There is no significant relationship between career choice and entrepreneurial education.

Table 1: Relationship between career choice and entrepreneurship education

Variable	N	Mean	SD	df	r-cal	p-value	L-sig	Remark
Career choice		12.27	2.35					
Entrepreneurship Education	200	13.85	2.77	198	.315	.00	.01	Reject Ho

P< 0.05, df =198, r-crit =0.315

Table 1 shows that the relationship that exists between career choice and entrepreneurship education with p-value of 0.00 is less than 0.05 significant level. This indicates that hypothesis one is rejected with r = 0.315, which means that the relationship is positive and highly correlated. It shows a significant relationship between student's choice of career and entrepreneurship education.

Hypothesis Two: There is no significant relationship between student's job perception and entrepreneurship–focused education.

Table 2: Relationship between student's job perception and entrepreneurship-focused education

Variable	N	Mean	SD	df	r-cal	p value	L-sig	Remark
Job Perception		13.45	2.87					
	200			198	.448	.00	.01	Reject
Entrepreneurship Education		13.85	2.77					

P<0.05, df =198, r-crit =0.448

Table 2 reveals the relationship that exists between student's job perception and entrepreneurship-focused education with p-value of 0.00 which is less than 0.05 significant level. Thus, hypothesis two is rejected having a high and positive correlation of r = 0.448. This means there is a significant relationship between student's job perception and entrepreneurship-focused education.

Hypothesis Three: There is no significant relationship between availability of entrepreneurial programmes in secondary school and perceived entrepreneurial outcomes.

Table 3: Relationship between availability of entrepreneurial programmes and perceived entrepreneurial outcomes

Variable	N	Mean	SD	df	r-cal	p-value	L-sig	Remark
Entrepreneurial Programmes		13.56	2.93					
	200			198	.521	.00	.01	Reject Ho
Perceived Entrepreneurial Outcomes		13.85	2.77					

P< 0.05, df =198, r-crit =0.521

Table 3 shows that the relationship between student's entrepreneurial programmes and perceived entrepreneurial outcomes with p-value of 0.000 is less than 0.05 significant level and this indicates that the hypothesis that says that there is no significant relationship between student's entrepreneurial programmes and perceived entrepreneurial outcomes is rejected at r = 0.521. This means that there is a significant positive relationship between the two variables.

Hypothesis Four: There is no significant gender difference in job perception of secondary school students because of entrepreneurship education.

Table 4: Gender difference in job perception due to entrepreneurship education

	Gender	N	X	df	Sig	SD	t-cal	t-crit	Remark
	Male	100	14.070			2.865			
Job perception				198	.896		2.592	1.96	Reject Ho
	Female	100	13.020			2.864			

P< 0.05, d f=198, t-crit =1.96; t-cal = 2.592 >1.96

Table 4 shows a calculated t-value of 2.592 at p<0.05 level of significance and a df = 198 was found to be greater than the t-critical value of 1.96 (2.592>1.96). This indicates that there is a significant gender difference between the male and female on job perception. Thus, the null hypothesis was rejected.

4. Discussion

For hypothesis one, the findings show that there is a significant relationship between student's career choice and entrepreneurship education. This result supports the finding of Hameed & Irfan (2019); Obuah (2012), that there was an impact of entrepreneurship education on choice of career among higher education students which brought about improvement on their attitude, self-efficacy, risk taking and job intentions. The result also corroborates the findings of Kabongo & Okpara (2010) in their study of Asian and Latin American students' disposition to entrepreneurial education. Their findings revealed positive responses of students to the introduction of entrepreneurial scheme into their studies and also responded well to career choice geared towards becoming entrepreneurs. However, their study was in variance with that of Ratten & Usmanij (2021) who reiterated that, although the conditions for entrepreneurial training improved, the business start-up intention among the graduates was still relatively low. This observation can better be explained that at university level it is already too late for students to key into entrepreneurship education, hence, their low motivation. It is therefore being advocated that entrepreneurship education be introduced right from the formative stage even before students start attempting to choose career in secondary schools. Entrepreneurship education should be seen as an experiential learning that needs to be embedded with key learning objectives in the curriculum so as to increase students' engagement.

The second hypothesis shows there is no significant relationship between students' job perception and entrepreneurship-focused education. The findings of this study show that there is a significant relationship existing between students' job perception and entrepreneurship-focused education. For example, Benjamin (2006) posited that American students showed a better and positive perception towards their career choice when they were effectively indoctrinated in the entrepreneurial education more than their contemporary Egyptian students. Likewise, Efinanya (2015 observed a tremendous job perception among the middle and low socio-economic status students who showed a significant desire and perception

towards entrepreneurial ventures as a result of well-tailored entrepreneurship education, thus, in agreement with the findings of this present study. Also, this research findings agree with Hameed & Irfan (2019); Milward, Ellenbogen, Derevensky & Gupta (2015) who in their works discovered that younger students do not show a significant perception in entrepreneurial ventures while the older ones have a huge desire and perception towards establishing an entrepreneurial venture. This age difference discrepancy in job perception can be improved through steady, focused and progressive introduction of entrepreneurial skills. For example, an analysis of the performance objectives in subjects' curricula obtainable in Nigeria secondary schools, shows that well over 80% of the objectives relate to the lower order teaching skills of definition, stating, identifying, listing, mentioning and such likes (Ogunleye, 2019). Meanwhile schools mostly cover the theoretical aspects of the topics instead of embellishing practical and first-hand activities and probably sites visitation as the case may be so as to improve the students' job perception. However, to make a country's economy strong, the focus should be on the young generation. Otache (2019), however, observed that students who were encouraged early enough in life embrace entrepreneurial ventures showed a high response to the perception towards entrepreneurial ventures. Introduction of entrepreneurship education early in secondary schools will increase the number of entrepreneurs and thus help the country's economy by creating jobs and reducing unemployment (Nabi & Holden, 2013).

The third hypothesis stated that there is no significant relationship between availability of entrepreneurial programmes in secondary school and perceived entrepreneurial outcomes. In accordance with these research findings, a significant relationship exists between the two factors. Hansemark (1998), in his study, found that entrepreneurial education had an overall positive outcome on students' performances and responses. He researched on a group of Ghanaian students at the Certificate level to determine the extent at which entrepreneurial education could significantly predict the entrepreneurial outcome. His studies span through both those who were in college and engaged in entrepreneurial ventures and those that were out of college and still engaged in entrepreneurial ventures. He observed significant positive results among those who were on the job and were still in college. This observation is explained that those students might have had early career ambition and pioneering skills through entrepreneurial programmes embedded in their school curriculum and through social media. Entrepreneurship education can change an individual ability (including entrepreneurial knowledge, skills, and spirit) to the intentions related to entrepreneurial outcomes. Also, Obi (2015) opined that there was an increasing rise in the entrepreneurial outcome when the students were well motivated towards entrepreneurial ventures through well-tailored and strategic approach. His finding was on the Ekiti secondary school students at the senior level; he expressed a sad disposition when he saw that the Junior Secondary School Curriculum did not attain its vocational philosophy. He was, however, surprised to see the large number of students learning entrepreneurial education. Explicitly, the influence of entrepreneurial education on students' career perception and career choice could be seen in the way the American students readily embraced and engaged in educational entrepreneurial skill acquisition more than those of the Finnish and United Kingdom students who were not given the proper and adequate entrepreneurial education (Benjamin, 2006).

Looking at the fourth hypothesis, which is on the significance of gender difference in job perception of secondary school students, it is observed that there is a significant gender difference in students' view on job perception. Female students prefer jobs that will permit them time for home upkeep. The female students though educated, prefer to have small work force that would allow them have effective care on their families while the male students prefer to work hard in all fronts to ensure they cater for their families. Ediagbonya (2013) identified culture, family background, and previous work experience among others as the main causative for the female choice of preferring entrepreneurial ventures more than the male counterpart. Despite the stereotypic gender roles, students can take advantage of the benefits of entrepreneurship education even before they enter college. An entrepreneurship-focused education can help middle and high-school age girls develop crucial life skills that will serve them well beyond the classroom walls. Gender plays an important role in shaping individuals' perceptions of entrepreneurship (Shinnar, Giacomin, & Janssen, 2012). A broad array of measures for entrepreneurship education among female have been proposed, ranging from education, student awareness and interest to skills and knowledge, entrepreneurial intention, venture creation innovation, growth and development of enterprises, and community impact (United Nations Economic for Africa (ECA), 2021. When the factors listed above are well established, they will improve individual stereotypic value on job perception.

5. Conclusion

Entrepreneurship education should be a lifelong learning process, starting as early as elementary school and progressing through all levels of education, to broaden early job perception and guide in choice of career. Public policy planners and government agencies worldwide should put in place machinery recognizing entrepreneurship education to encourage social innovation for both genders. Explicitly for adequacy, entrepreneurship education does not just benefit those entering the fields of science, technology, and business. Students of art, music, and humanities can also develop their imagination and learn how to apply creative thinking skills to real-world problems.

In Nigeria, the infusion of creative and critical thinking, entrepreneurial skills and relevant elements of the National Economic Empowerment and Development Strategy (NEEDS) into the relevant contents of the 9-year Basic Education curriculum (NERDC, 2007) is a good strategy to be followed towards changing the education landscape to one that could engender entrepreneurial thinking, practices and turn the national industrial space around productively. Thus, entrepreneurship, as the capacity to not only start companies, but also to think creatively and ambitiously, is very important to be included in secondary school curriculum.

6. Counselling Implications

There is an urgent need in Nigeria for educating decision makers to consider renewing the learning content of secondary education so as to impact, in a holistic way, the relevant knowledge and life skills that will empower secondary students to engage in productive and self-fulfilling life and work, and also to develop positive attitudes and values in dealing with the paradox and conflict generated by changes as witnessed today. The role of school Guidance Counsellors is inevitable in achieving the most needed goals of entrepreneurship education in secondary schools in Nigeria: -

There is the apprehension that under representation of qualified women in leadership positions has created a gender gap that exists in almost every industry; this is a position that mental model re-orientation intervention can be galvanized into the entrepreneurial education for more success.

While every student can benefit from entrepreneurship-focused education, girls (especially middle-school and high-school-age girls) stand to gain the most from it, they are helped in developing their leadership skills, embrace their competitive side, and learn to take more risks despite gender stereotypes and social pressure with adequate personal-socio counselling procedures.

Also, introducing young kids to entrepreneurship develops their initiative and helps them to be more creative and self-confident in whatever they undertake and to act in a socially responsible way. Bearing this in mind, the expertise of guidance counsellors will be very helpful in attaining robust well-being among the adolescents through effective follow up and coaching services.

Guidance Counsellors can also collaborate in achieving entrepreneurship-focused programs tailored at teaching students' crucial life skills that will help them navigate the uncertain career future full of complex global, social, and environmental issues.

7. Recommendations

Based on the findings of the study, the following are recommended:

- Teachers are to put in their best in the teaching and learning process by adapting all the learning style within the sphere of entrepreneurial education to improve the students' entrepreneurial outcome.
- Curriculum developers should structure a better and enhanced method and approaches of pedagogy especially at the early stage so that any misconception of entrepreneurial intention will be corrected.
- It is also of the researchers' opinion that the school guidance counsellors assist in career guidance, by encouraging students to engage in entrepreneurial activities in school and also encourage teachers to put in all the necessary efforts to help students get a better understanding of the importance of entrepreneurial education at early stage.
- The students should cross gender barriers to improve on their general attitude towards entrepreneurial education.

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Part Two
Social Psychology

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A Study of Impact of Westernization on Annang Fattening Room Culture of Akwa Ibom State, Nigeria

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Abstract. Fattening room which means "*Mbobo*" in the Annang culture of Akwa Ibom State of Nigeria is a period of transition from adolescence to womanhood prior to marriage and childbirth. The process involves the seclusion of female adolescents for a period of three months. During this period of confinement, the female adolescent is taught how to be of good conduct and maintain good behavior with her husband and the in-law family. The fattening room was used as a beauty salon for young ladies to be educated on subjects that cover cosmetology, makeup, and fashion design. This important culture of the Annang people has been influence by westernization and has not been given adequate scholarly attention in Annang studies. This paper, therefore, is to fill these obvious gaps in Annang literature by using both primary and secondary data, such as IDI, as the source of data collection to examine the fattening room culture as an African beauty salon for the Annang girls. The study reveals that the Annang fattening room tradition is declining due to western influences like urbanization and globalization, causing youth to view it as outdated culture. The study recommends integrating the fattening room practice into western schools' system, engaging youth in cultural events, and organizing festivals that blend traditional culture and elements to enhance youth participation in fattening room.

Keywords: Annang, Culture, Fattening room, Westernization

1. Introduction

Fattening room *(mbobo*) in Annang is seen as an epitome of beauty that involves a process where fattened maidens are confined to a room, fed with traditional cuisines, and take care of their bodies. The idea behind it is to prepare the maiden and make her look as good, healthy, and beautiful as possible before her marriage ceremony. During this period of seclusion, the young women are taught how to improve their overall domestic and interpersonal skills, which include cloth weaving, dressing, and applying makeup to ensure their beauty and attractiveness. The fattening room is therefore a beauty salon of sorts where young women are educated on subjects that cover home management, cosmetology, fashion design, and make-up (Ekong, 2001; Effiong 2013; Akpan.2024). Prior to marriage, female adolescents that were enrolled in this salon were expected to be virgins.

The elderly women in the community who were the instructors tested them for their virginity once the suitor came and she was ready for the marriage. If the young woman failed the virginity test, she was subjected to public ridicule and became a disgrace to her family. On the other hand, if she passes the virginity test, she undergoes a fattening process by spending three to six months in a fattening room. During these periods, she was given special attention and special food to make her grow big and plump; a special cream was applied to her body, which was primarily made of palm oil, turmeric, and a few other regional herbs. The purpose of this lotion was to make her skin shiny, silky, and smooth. Her only responsibility was to eat, sleep, rest, and move around the enclosure until she appeared sufficiently chubby and healthy. Until she gains enough weight to be shown to the public, she remains in that fattening room. The last day of fattening room activities was a huge celebration of different cultural activities that bring people from far and wide to witness the celebration.

To demonstrate to the world how attractive and healthy they were after the fattening period, they

showcase their jewelry, beads, and clothing. Their hair was groomed in a unique way, which is the *mbobo* style, primarily with artwork that resembled long-standing caps. They parade themselves in exquisite traditional attire, while others follow, but only ladies who have proudly gone through the process line up to escort them around. Ekong (2001) asserts that *Mbobo* usually took place in the month of September and the ceremony was performed in the market square on Fiongaran day.

In the Annang society, fattening was so important that some parents named their daughters "*Mbobo*," which translates to "beauty." Regretfully, only the wealthy and the monarch could afford this costly practice. However, because it was a display of riches, power, and nobility, especially for the maiden's father, everyone could not afford it. Before you were respected in public, you had to have your first daughter, even if you could not do it for all of your female children. Presently, Annang elders still express their admiration for a healthy, attractive, and beautiful woman by calling her *Mbobo* (Akpan, 2024). While the young women have abandoned the cultural values, the fattening room.

The acceptance of foreign culture by Annang girls in the place of their cultural values has become worrisome and detrimental to their own traditional pattern of life. For example, fattening culture, where the female adolescent was taught the womanly arts of good conduct or how to maintain proper behavior with her husband and his family, is undermined by the people. The focus of this study is to explore and bring to clear understanding the importance of fattening culture in the life of Annang women and how Western culture and ways of life have gradually replaced the cultural values of the fattening room of the Annang people of Akwa-Ibom State. It represents a remarkable departure in the study of cultural values in Nigeria, as it focuses on the changes and adaptations by the people to the Western influence on their culture.

1.1 Research Questions

The following research question will guide the study:

What are the impacts of westernization on the Annang fattening-room practice?
What can the Annang people do to protect their fattening room culture in the face of modernization?

1.2 Objectives of the Study

The following are the specific objectives of the study:

determine the impact of modernization on Annang fattening room culture.
discuss how Annang people can protect their fattening room culture in the face of modernization.

2. Related literature

Fattening room culture, which is called *"Mbobo"* in the Annang language in Akwa Ibom State in Nigeria, is a period of transition from adolescence to womanhood prior to marriage and childbirth. The process involves the seclusion of female adolescents for a period of three months. During this period of confinement, she is taught the womanly arts of pleasing her husband and other feminine requirements, such as how to be of good conduct or to maintain proper behavior with her husband and, above all, how to prepare good meals.

The idea behind fattening culture in Annang is to prepare the maiden and make her look as good, healthy, and beautiful as possible for her husband, which is usually done before marriage and after childbirth (Idang, 2015). It is associated with beauty and fertility, and it continued after childbirth. During this period of seclusion, the young women are taught how to improve their overall domestic and interpersonal skills, which include trading, cooking, decorating the home, cloth weaving, dressing, and applying makeup to ensure their attractiveness and, above all, instructions on how to achieve sexual fulfillment. They also receive training on the moral values, customs, mores, and taboos of their community (Effiong, 2013). The fattening room is therefore a salon of sorts where young women are educated on subjects that cover biology, psychology, sociology, culture, home management, cosmetology, fashion design, and other skills enhancement (Effiong, 2013). Enang (2009) sees the fattening room as a rich cultural heritage, value, and custom, which is a rite of passage from adolescence to womanhood. This is a place where a young woman prior to marriage receives instruction on the traditional role of wife and mother. Adienbo, Hart, Oyeyemi (2012) describe the fattening room as a period of confinement for women during the postpartum period or a period of two to three months during which they are fed with high-caloric meals regularly in order to make them fat and are also restricted from domestic activities.

In addition, Idem (1979), describes the fattening room for the Efik from the old Calabar Province which Annang was a part of as being limited to the people wealthy enough to bear the expenses, as free born girls go twice and sometimes three times to the fattening room before the marriage ceremony is performed. The first time is called mbobo, the coming of the small

breast. Here the seclusion lasts for three months, during which time the girl undergoes circumcision. The second time varies according to the wealth of the family and can last anywhere from a few weeks to two years. In the period of seclusion, the girl is spoiled to the top with food, and the third time they are kept in one room where they do not work and are fed up. As the purpose of the fattening room was to gain weight and learn customs in a special room.

2.1 Rite of passage

Socio-cultural and religious teachings, such as those pertaining to gender, relationships, and sexuality, are transmitted through rites of passage, which are highly valued by the societies that observe them (Mutale, 2017; Skinner et al., 2013; Kangwa, 2011). Almost every culture in Africa values and observes adolescent rites of passage (Pemba, 2011; Markstrom, 2011; Siweya, Sodi, & Douglas, 2018; Skinner et al., 2013; Kangwa, 2011). By providing a ceremony, ritual, or other experience meant to either prepare young people for the roles and responsibilities of adulthood or simply declare that the young person is now an adult, these rites, which again frequently vary from community to community or country to country, are meant to formally mark a transition from childhood to adulthood (Ekine, Samati, and Walker, 2013; van Rooyen & Hartell, 2010). The purpose of the rites in Annang is to formally introduce the girls to adult life and to teach them about reproduction. Lessons are given on how to behave well around parents, neighbors, and senior citizens as well as how to avoid copying bad role models. The teachings were presented through dance, songs, and marriage emphases. Kangwa (2011).

2.2 Benefits of Fattening Room

The fattening room served as a formal educational setting for young girls, providing instruction on topics such as sexual hygiene, marriage responsibilities, childbirth, child care, and cooking. This process aimed to ensure that after the fattening period, the girls would be plump, beautiful, and desirable. The mbobo was instrumental in shaping the lives of youths, particularly young girls of marriageable age, by promoting moral standards and good manners, thus enabling male suitors to marry well-cultured wives Akpan, (2016). Socially, mbobo ceremony used to be a unifying force that binds the Annang people together.

2.3 Impact of Modernization on Annang Fattening Room Culture

The family made sure that young men married very young and females prepared specifically for marriage when it was due in order to keep the younger generation chaste and moral. In Annang traditional society, the practice of fattening girls in preparation for marriage was highly significant. However, the fattening room is now optional and obsolete due to the attitudes brought about by modernity and Western education (Akpan, 2016). The fattening room is a traditional rite of passage for young maidens among the Annang people. Historically, young girls were confirmed and also secluded in a special room for periods between six months and years; the essence of the seclusion was to feed them to gain weight, teach them domestic skills, etiquette, sexuality, and cultural values, and prepare them for marriage and motherhood (Brink, 1989; Effiong, 2013; Etuk, 2024). Fattening room practice is significant as it represents prosperity, fertility, beauty, and family status, as plumpness was culturally associated with health, wealth, and attractiveness in pre-modern Annang society (Brink, 1995; Effiong, 2013; Obot, 2017). You know, Modernization has really changed the way people think about beauty. Western education and Christianity have made their way into urban areas like Annang, and that led to some major changes. folks are moving to the city more, and more people they see the more they realize being skinny all the rage. (Akpan, 2024).

2.4 Shifting Beauty Ideals and Body Image

Global media does not help, constantly showing us these supper thin models and celebrities. It's like, their idea of beauty now is the complete opposite of what the Annang people used to think was beautiful they used to love being curvy and full. Presently, young Annang maidens increasingly refuse seclusion, confinement, and forced weight gain, viewing it as incompatible with modern aspirations for fitness and good appearance (Etuk, 2024). This has led to the virtual abandonment of the practice among educated urban Annang women.

2.5 Education and Time Constraint

Education and career choice have rendered confinement and seclusion to the fattening room culture to be impossible. This is because the young Annang maiden preferred education over months in a fattening room that would interrupt their studies or delay their entry into the workforce (Effiong, 2013; Obot, 2017; Akpan, 2024).

2.6 Health and Human Rights Concerns

Presently, there is an awareness of obesity-related risks (e.g., diabetes) and practices associated with overfeeding or unhealthy practices like the fattening room culture, which is seen as unhealthy by younger generations in Annang (Enang, 2009).

2.7 Implications for the future

The fattening room culture is constantly under threat from Western influences and modernization. Indeed, the custom of fattening room culture in Annang is becoming less and less common as more and more urban dwellers choose not to participate in this practice. Ironically, though, a large number of urban women whose health might benefit from the elimination of fattening rooms are at higher risk for obesity-related illnesses as a result of their unhealthy "modern" lifestyle, which makes a sedentary life and a diet high in processed foods high in fat and salt the norm.

2.8 Protection Annang culture of fattening room in the face of modernization

Given modernity and civilization, many Annang cultural practices, like the Annang fattening room, run the risk of disappearing. As a result, we believe that it is everyone's societal duty to help the Annang retain their culture for future generations. It is impossible to overstate the beneficial outcomes. Protecting Annang fattening room cultural heritage is crucial for maintaining a sense of identity and belonging among Annang people. These, music, language, food, dress, art, festivals and morality which the heritage stands for not only make future generations relate to the heritage of their people but also bolster self-esteem and mental health. Preserving Annang fattening room heritage is an act of defining Annang identity and developing an Annang community. Just as Schein (1999) emphasize the importance of cultural resilience, arguing that communities can adapt to modern influences while maintaining their core values. This adaptability allows for the integration of beneficial modern practices without compromising cultural integrity. Furthermore, preserving the Annang fattening room culture helps to bring unity among the Annang people through the fattening room ceremony. This ceremony helps to build new friendship between villages adjacent to each other, unite different tribes/people and brings them closer to promote solidarity and togetherness. Preservation of Annang fattening room heritage is also paramount in relation to international world because the people would be able to learn from and improve themselves from different cultures. Any heritage that remains unpreserved will not only be a loss to Nigeria but the whole world at large because it is part of the world's heritage and it is an act of inclusion. Different culture is an aid to learning of people, bridging gaps and creating a world full of solidarity and love. Preserving the Annang fatening room practices cultural heritage would also assist the economy because it attracts people from various regions to come and visit and also create source of employment for them who are in the cultural industries. Cultural tourism is one of the major activities which promote traditional practices and artifacts thus generate revenue in local communities, hence there is a dire need to preserve Annang's culture and traditions. Indigenous knowledge which are passed down from generations must be protected in order to combat new challenges, it has knowledge that can provide solutions to today's issues, be it it in terms of living sustainably, biodiversity, ecosystem management, healing methods, medicinal values, and so on. This can improve our knowledge about the world and provide a platform for building a tolerant, connected and prosperous world and also enable future generations learn more about their way of life that sustain them for centuries.

2.8.1 Ways to Protect Annang Fattening Room Practice Culture

Maintaining and protecting the cultural values of the Annang fattening room practice involves educating the young on Annang culture, their indigenous language, history, tradition and practice in such a way that they would be able to relate to their past and engage critically in its reinterpretation, adaptation and revival. This is in line with Fischer, Newig, & Vogt, (2015) highlight the role of education in fostering awareness and appreciation of local cultures This requires the proper documentation of the cultural heritage associated with the Annang fattening room practice as it would not be able to keep up with the challenge posed by the contemporary society. Libraries and museums or cultural archives have the capacity of maintaining oral narratives, music and dance. Also, traditional Annang society possesses an important philosophic tradition the writings and sayings of the early philosophers that had contributed to knowledge. Through documentation and development of such source, proverbs, riddles, stories and names could lead to transformation of human society in positive direction. The Annang language represents a safeguard for the preservation of the Annang tradition and values. The indigenous language embodies all the aspects of Annang cultural traditions, worldviews and beliefs of Annang people. It forms a

part of their indigenous tradition which helps Annang children to acquire their cultural practices, develop the necessary values for the purpose of becoming fully functioning members of Annang society through a positive internalization and identification with their language and cultural heritage and how well or poorly these are passed down and internalized by the children as language should be encouraged in both public schools and as an instrument in local community efforts to promote cultural transmission.

The study uses modernization theory. The main proponent of modernization theory are Lerner (1958), Rostow (1960), Frank (1966) and Sen (1999). Modernization theory posits that, with proper investments in infrastructure, education, technology, countries can evolve from traditional economic systems to modern ones characterized by industrial production and consumption. The theory further proposes that, as societies develop economically and industrially, traditions centered on community living and dependence on the land are gradually replaced by the values that emphasis on individual achievements, enterprise and consumption (Inglehar, 1997; Kollmorgen, R. 2019). Modernization theory focuses on how traditional practices, especially fattening room practices are affected by changes brought by economic development, social transformations, political development and cultural transformation. Due to increased global interaction, migration, and trades, as well as diffusion from global media, there might be adaptation of new ideas among Annang people. Factors like economic advancement, female empowerment, religion, judicial reforms, political participation, etc could be able to affect fattening room practices, whereas awareness campaigns, public education, and international intervention are factors that can counteract such negative practice while the weakening impact of migration to urban areas and multicultural influences also plays a role in affecting these practices.

3. Methods and Materials

The study is an ethnographic study and adopted the qualitative method of data collection and data analysis on 30 participants that have experienced and had knowledge of the fattening room practices. The study made use of an in-depth interview guide in eliciting the desired responses from the participants, who were selected using purposive and simple random sampling techniques. Secondary data such as publications and other sources relevant for the study were utilized. Participants were selected based on availability and willingness to give audience to the research team as it adopted all the ethics in social science research.

4. Discussion of Findings

Objective One: Impact of modernization on Annang practices of fattening room

To determine the impact of modernization on Annang practices of fattening room, it shows that modernization has had a negative impact on the cultural practice of fattening room, as the participant summarized it thus:

Every young woman used to look forward to the fattening room since it was a sign of respect and maturity. However, things are now different. It is considered outdated by the younger generation. They now think that spending weeks in isolation is a waste of time due to exposure and education. Many people no longer realize that the fattening room served as a teaching tool for morality and marital preparation in addition to beauty. People seldom have time for these kinds of activities today because modern life moves so quickly (IDI, Elderly Woman).

It is believed that people are now more critical of traditional practices as a result of industrialization. Because of the focus on weight gain, some people view the fattening room as discriminatory or unhealthy. Many of us now believe that cultural customs should be modified to reflect contemporary reality due to education and internet availability. However, I also think that if the practice is updated, certain great parts, like understanding traditional values and practicing self-care, can still be maintained (IDI, Young Educated Woman).

The quantity of time and space available for the fattening room has decreased due to urbanization These days, most people live in cities, making it difficult to set up such isolation practices in rental flats. Families are also unable to afford to keep a woman away from work or school for weeks due to financial constraints. The fattening room is no longer as useful due to rising living expenses. However, technology could assist us in recording the procedure or imparting the ideals via workshops and media (IDI, Urban Dweller),

People are now ashamed of their cultural identity as a result of modernization. Some people believe that anything traditional is outdated. However, in my opinion, modernizing shouldn't entail giving up on our heritage. We may change the fattening room by reducing its duration, eliminating detrimental activities, and emphasizing cultural pride, empowerment, and health education. If we change it, modernization can really strengthen it rather than weaken it (IDI, Cultural Advocate)

Many of us young people only learn about the fattening room from our elders, to be honest. Because social media and technology have exposed us to a variety of lifestyles, we often compare our culture to Western norms. This has changed how we view these customs; some of us think they are unnecessary, while others are beginning to see them as a way to reconnect with our roots **(IDI, Young woman).**

These other participants have this to say on the attitudes toward the fattening room changed among younger generations. The participants added thus;
Today's youth don't appear to be as engaged as we were. They view it as out of date and sometimes even unnecessary. Instead of spending weeks in isolation, many of them would rather concentrate on their studies, careers, or travels **(IDI, Elderly Woman).**

To be honest, I think the fattening room is now more symbolic than useful. Although I accept it as a part of our culture, I don't see myself following the custom. It's not possible in modern life. Though not totally negatively, attitudes have altered. Many young people wish to preserve the tradition, but in a more modern manner that prioritizes wellness and empowerment over seclusion **(IDI, Young woman).**

"It's largely curiosity for me and my friends. Our elders have taught us about it, but we don't think it's necessary. These outdated customs seem less applicable as a result of social media and technology's increased global connectivity **(IDI, Young woman).**

Other participants spoke on the role of formal education and exposure to other cultures played in shaping people's opinions about the fattening room practice. they summarize it as thus:
Higher educated people frequently question certain components of the tradition. They often wonder why a young woman should spend weeks alone when there are other methods to prepare her for adulthood and m arriage **(IDI, Elderly woman).**

My schooling has made me pay more attention to the fattening room. I respect the cultural values, but I also compare them to what I see in other countries. Some things seem outdated, but I believe they could be updated for modern living. Also, my exposure to numerous cultures at school and online has taught me that traditions like the fattening room are unusual elsewhere. This makes me question whether it is truly necessary, even though I still like the lessons it teaches **(IDI, Young woman).**
Because of the education people receive and their awareness of lifestyles different from the tradition they receive all elements of it without question, and now consider ideals more important than ritual (which is positive) **(IDI, Young man).**

I can understand now how other cultures prepare their daughters to enter adulthood, through learning about other societies in school and on the Internet. The ideal of teaching discipline and respect is still a beautiful concept, though perhaps the fattening room would be shortened and improved **(IDI, Student).**

Some participants added elements of the traditional fattening room that are being adapted to fit modern lifestyles, the participants added thus:

In the past, the fattening room was very private. The young women learned about respect, womanhood, and household skills during their months-long stay. That type of time is no longer available to people. But I've noticed that some families still hold quick retreats, sometimes lasting a weekend, where older women teach the girls about marriage, hygiene, and etiquette. Therefore, the teachings are still relevant even if the surroundings have changed **(IDI, Woman, Leader**)

Yes, I think the ideas of self-care and being prepared for marriage are still relevant, but they are being updated. Instead of spending weeks indoors, people go to spas or wellness centers to relax and "prepare" themselves. Some of my friends even organize "fattening room" excursions that include a few days of delectable food, pampering, and advice from senior women **(IDI, Woman Advocate)**

Physical fattening is giving way to more comprehensive empowerment. The emphasis of contemporary adaptations is on financial, emotional, and mental preparedness. Workshops that teach women about self-assurance, business, or reproductive health are common; these topics are related to the initial goal of educating women for adulthood, but they are now presented in a modern manner **(IDI, Educationist**).

Certain symbolic elements, like body ornamentation and dancing, are still performed at festivals and weddings. They participate in the joy of being a lady. But since people are increasingly health-conscious, the focus is on maintaining a healthy body shape rather than promoting weight increase.
The idea of readiness and beauty is the same, but it h as been modified **(IDI, Community Leader).**

I believe that people now choose the aspects of culture they find appealing and ignore the rest." Social media influencers may use the wrappers, beads, and traditional décor of the fattening room as inspiration

for their photo sessions, although this is more of a cultural exhibition than the entire traditional procedure **(IDI, Man).**

Objective Two: How Annang people can protect their culture of fattening rooms in the face of modernization

In discussing how Annang people can protect the fattening room practices in the face of modernization the participants responded thus:

I think we should focus on teaching the principles and etiquette in shorter, safer programs. Young women will not engage in painful o r drawn-out
rituals. We may preserve the essence without followi ng every antiquated rule **(IDI, Elderly woman).**

Community leaders can organize community projects and workshops that combine traditional music, dances, attire, and moral lessons with modern health and nutrition education. In this way, the culture survives and women's health is preserved. Also, instead of spending a lot of time alone, symbolic ceremonies can be helpful. Families can incorporate dancing, music, and politeness into rituals while adjusting them to fit work or school schedules. The young ones can also learn about the culture in this way **(IDI, Young woman).**

Documentation is essential. Stories, dances, songs, and rituals should all be recorded. Include youth in the planning of events as well. Social media and other modern techniques can protect thetradition and increase awareness. In addition, cultural days could be hosted annually at community organizations or schools. Songs, dances, traditional attire, and manners lessons could all be included. It maintains the tradition even though the traditional cus toms are challenging to follow (**IDI, Community Le ader).**

Health and hygiene education may be included in the fattening room. For example, replacing dangerous herbal medicines with good nutrition programs. This ensures that young women respect traditions whi le remaining secure **(IDI, Health Worker).**

When asked what traditional leaders, families, or community groups can to promote the practice in ways that align with modern values. Some participants added thus:

Leaders should support shorter, symbolic ceremonies that focus on teaching ideas, manners, and respect. Families should encourage young women's education and
employment while also taking part in cultural events. This way tradition will not collide with and modern li ving collide. Also, families can participate by adapting traditions to suit modern schedules. For example, short symbolic rituals at home or community centers could teach cultural values without interfering with work or schooling, unlike long months of seclusion **(IDI, Young woman).**

The elders of the village should continue to play the role model to help children to respect traditional values as well as modern values like gender equality. And they should also help to conduct cultural competitions and activities to make culture and traditions become an interesting and educative learning tool for children (**IDI, Women Advocate).**

When they are asked if any components of the fattening room can be re-interpreted or modernized without destroying its cultural context, they replied in the following summary:

The fattening room taught young women to be a good wife, mother and member of society; and to achieve an increased size and weight. I believe it can be modernized by only keeping the lessons on respect, womanhood, and family relations while discontinuing practices that may be perceived as repugnant to modern women. The top two priorities are still education and change **(IDI, Woman Leader).**

I do not think the practice should be discarded entirely. Perhaps it can transform into some kind of cultural retreat or mentoring program where young women learn not only traditional knowledge, but also on self-esteem, womanhood, and identity along with the modern skills such as business management and health information. In that case, it suits our current way of life yet does not fail our ancestors **(IDI, Community Leader).**

In the past, the fattening room gave a woman pride and a sense of belonging, serving as a transition rite. What we can re-conceptualize is the element of "fattening" in the fattening room. Instead, we can focus on nurturing women mentally, emotionally, and with their diet. The basic idea of preparing a girl for maturity does not change, only the methodology does. Moreover, the fattening room was also the room where it was both aesthetically beautiful and intellectually challenging. To me, the stories, melodies and the gender and marital messages conveyed are relevant. But in place of isolation, workshop or cultural camp may be more suitable. The key to achieving the

balance is to preserve identity while making it relevant **(IDI, Traditional Rule).**

Culture's evolve and this is normal. I would say that the fattening room could be considered a metaphor of time, rest and preparation. And the same principle could be modernized by establishing spaces in which the young women can acquire knowledge of their culture and gain knowledge about themselves in a way that is respectful and optional. The trick lies in keeping the symbolic aspect in the tradition strong while removing any painful or outdated aspect. We could change "fattening" into something more related to health-based self-acceptance, body image and nutritional awareness. The goal may shift from physical development to self-worth development and a healthy lifestyle. If done properly, it might even act as a platform for public health awareness that is culturally appropriate **(IDI, Woman Leader).**

Role do education and cultural awareness programs play in sustaining this tradition

Education is the key to keeping our traditions alive. Today's youth spend most of their time in school, when in the past we learned everything by watching our elders. When schools include our ancient songs and stories in their curricula, children are reminded of their roots. They take great pride in it. Without it, our ways might eventually disa ppear **(IDI, Elderly Woman).**

Cultural knowledge promoting programs aid in bridging the age gap. We hold workshops where elders teach young people the meaning of our practices instead of just their actions. Once they understand why, young ones are more committed to safeguarding it. Tradition that seemed old can be something live and current through education **(IDI, Young Graduate)**

With awareness programs they help our community to show not only to other people but also to our own members that our culture is important when the community sees that the tradition is taught in school and promoted everywhere and not that it has to be brought outside. It is easier for us to get help from the government and cultural groups also **(IDI, Community Leader)**

What roles should government institutions, cultural organizations, and media perform to preserve and promote the Annang fattening room tradition in contemporary society?

The first role government should play is to accept the fattening room not as an outdated culture, but as an important cultural trait and give adequate space, resources to be documented appropriately. The cultural organizations should come out and work together with us (guardians) and spread the correct message of the tradition; it stands for womanhood, dignity and getting ready for maturity and not as an importance of beauty. The media should stop portraying our tradition in negative light. The community should understand the principles behind it **(IDI, Traditional Ruler)**

I think it would be possible for the government to support with a curriculum on cultural teachings, in schools and to incorporate aspects of the fattening room practice into school system. Teaching young people, the value of it will increase their appreciation of it. Cultural groups are able to produce modern versions that respect traditional values and take into account contemporary lifestyles. The media can produce movies, podcasts, or social media campaigns that highlight its advantages over its drawbacks **(IDI, Woman Leader).**

Cultural preservation should be a part of development policies. This means paying community custodians, training culture officers, and setting up historical institutions where traditions like the Annang fattening room are appropriately shown. We also need to work with the media to portr aythese traditions as national heritage rather than just ethnic practices **(IDI, Community Leader).**

I understand the significance of the fattening room since I have personally experienced it. It should be legally protected by the government as cultural heritage. The lessons we acquire there respect, patience, cleanliness, and motherhood should be taught to people by cultural institutions. These tales ought to be highlighted by the media in order to change people's perceptions of it from oppression to preparation for responsible living (**IDI, Middle Age Woman).**

How can policy or cultural festivals help in maintaining the visibility of the fattening room practice

Cultural events, in my opinion, make the tradition more visible and exciting. When it is presented with dances, music, and stories, young people like me have a different perspective on it. Policies that support communities that continue to use the fattening room or incorporate it into school cultural events can be helpful. In this way, it doesn't quietly vanish **(IDI, Young Woman).**

People can express themselves at cultural festivals. These presentations, performances and storytelling can clarify the purpose of the fattening room. The purpose is preparation of a lady for her womanhood, not seclusion or leisure as some would believe. Policies supporting the financial and logistical aspects of such displays would be key to the widespread recognition and continued sustenance of this tradition **(IDI, Woman Leader).**

Policies are needed that foster a creative interpretation of our traditions in addition to the simple documentation. Performances in festivals provide a unique 'live museum' in which audience members can observe, inquire and learn. These live performances, using traditional techniques like the fattening room practice (demonstrated through stories and re-enactments), can communicate the symbolic and didactic dimensions to the audience members regardless of their own cultural background **(IDI, Young man).**

We can integrate the fattening room concept within cultural tourism initiatives. If the state of Akwa Ibom held an annual festival in commemoration of Annang customs, there might be an exhibit, a fashion show, storytelling and the use of traditional learning methods for teaching about this aspect of our culture, which might draw in the tourists, create interest among the youth, and re-actualize popular culture in festival displays **(IDI, Community Leader).**

We have abundant material that can be broadcast and published during festivals, and it would make outsiders aware that the fattening room is nothing shameful, if these events are widely publicized and broadcast. The state policy should therefore support media coverage of our traditional events by providing producers who document our indigenous traditions with incentives to continue doing so **(IDI, Youth Leader).**

5. Conclusion and Recommendations

The study concludes that the Annang fattening room tradition is at risk of decline due to the negative impact of modernization. Modernization such as urbanization, Westernization through education and globalized cultures has also led Annang youth to see fattening room as old-fashioned and as an activity that isolates ladies in seclusion; an approach that clashes with contemporary focus on education and careers. Though modernization presents an array of threats that puts the practice at risk, it also offers an opportunity to educate Annang community about the importance of tradition and cultural preservation. Hence, the study recommends that fattening room practice be introduced into Annang schools, Annang leaders should involve youths in cultural events organized by them, and such festivals will be able to combine tradition with contemporary approach in attracting more youth participation.

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Recovery from Traumatic Experiences among Children in Conflict-Affected Communities: The Role of Child-Centred Play Therapy and Psychoeducation Interventions

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Abstract. Communities in North Central Nigeria has persistently experience one form of conflict or the other. Children exposed to conflicts are mostly neglected in terms of intervention. The mental health and psycho-social needs of these young survivors are critical, yet there is inadequate data on child-centred evidence-based psychological interventions. This study employed a between-group, pretest-post-test quasi-experimental design to evaluate the effectiveness of a combined Child-Centred Play Therapy and Psychoeducation interventions on trauma-related symptoms among children. The sample consisted of 64 children drawn from selected conflict-affected communities of Bassa and Bokkos local government areas of Plateau state, Nigeria. The participants were equally divided into an intervention group (n = 32) and a control group (n = 32). Baseline assessments indicated no statistically significant differences between groups for Post-Traumatic Stress Disorder (PTSD) and Disturbances in Self-Organization (DSO), establishing group comparability. Following the intervention, a Multivariate Analysis of Variance (MANOVA) was conducted at significance level of p = 0.05. The results demonstrated that the intervention had a significant effect on post-test PTSD symptoms, $F(1, 62) = 57.139$, $p < .001$, $\eta^2 = .480$, representing a large effect size and a substantial reduction in PTSD symptoms. Similarly, a significant effect was found for post-test DSO, $F(1, 62) = 47.481$, $p < .001$, $\eta^2 = .434$. This large effect size indicates that the intervention significantly decreased DSO symptoms among participants. The findings suggest that integrating child-centered play therapy with psycho-education is an effective strategy for reducing trauma-related symptoms in children exposed to conflict affected communities.

Keywords: Post-traumatic Stress Disorder, Disturbances in Self-Organization, Mental Health Intervention, Multivariate Analysis of Variance, Nigeria

1. Introduction

Communities in North Central Nigeria continues to experience the aftershocks of communal and extremist violence; children are often the silent victims of these traumatic events. The mental health and psycho-social needs of these young survivors are critical, yet under-addressed in recovery programs. Emerging findings indicate that conflict exposure during childhood significantly increases the likelihood of post-traumatic stress symptoms, aggression, withdrawal, and poor cognitive functioning if left untreated (ElBarazi, 2025; Alpugan, 2024; Huesmann et al., 2023).

Although interventions such as trauma-focused cognitive behavioural therapy have demonstrated effectiveness in western contexts, recent scholarship highlights the need for culturally grounded and developmentally appropriate methods in African settings (Thomas et al., 2022; Ennis et al., 2020). Child-centred play therapy and psycho-education have proven to be low-cost, scalable, and non-stigmatizing interventions that engage children in processing traumatic events, expressing emotions, and building coping mechanisms (Le Vay & Cuschieri, 2022). In the management of PTSD, play therapy provides a structured and safe environment which children can engage their traumatic experiences indirectly which reduce the risk of re-traumatization, symptoms of avoidance, hyperarousal and re-experience (Ziloudi, & Liagkos, 2026). Similarly, Aliannezhadi, (2026) reported that child-centred play therapy significantly demonstrates effectiveness in reducing trauma symptoms among children.

In response to these challenges, the literature has increasingly turned its focus towards non-pharmacological, developmentally appropriate, and culturally relevant psychosocial interventions. Among these, child-centred play-based therapy, expressive arts, and family psychoeducation have gained prominence for their accessibility, low cost, and adaptability in post-conflict settings (Barua et al., 2023; Laviero, 2023). These approaches depart from traditional adult-centric therapeutic models, recognizing that children often lack the cognitive and verbal sophistication required for conventional talk therapy. Instead, they emphasize experiential, symbolic, and narrative forms of expression that align with children's natural modes of communication and emotional processing (Bamberg & Reilly, 2014). Empirical studies have further demonstrated that play therapy can reduce trauma-related symptoms such as anxiety, aggression, and social withdrawal (Jafarzade et al., 2023; Humble et al., 2019). In conflict-affected contexts, the structured use of play also serves as a protective and normalizing routine, fostering psychological resilience and providing emotional relief (Argyriadi et al., 2025; Chatterjee, 2018). Outcome of a quasi-experimental study with a pretest-post-test design with a control group conducted among Afghan girls aged 8-12, showed that play therapy intervention combined with trauma-based cognitive behavioral therapy reduces trauma symptoms among the study participants (Jafarzade, et al., 2023).

According to Terradas, and Asselin, (2023) play therapy provides children that were exposed to trauma the opportunity to modify their past and work on their feelings and intrusive images associated to the traumatic event.

In parallel, psychoeducation has emerged as a critical intervention strategy that not only equips children with age-appropriate knowledge about trauma but also engages caregivers in supportive roles. Psychoeducation typically involves structured sessions designed to explain trauma responses, normalize emotional reactions, and teach adaptive coping strategies (Wood, 2024; Wilson, et al., 2022; Sarkadi, et al., 2018). The inclusion of caregivers in psychoeducation is particularly relevant in collectivist societies, where familial and communal bonds play an essential role in children's recovery processes. By demystifying trauma and providing clear frameworks for understanding and managing symptoms, psychoeducation reduces psychological distress and enhances the efficacy of other therapeutic components (Mirhosseini et al., 2024; Bhattacharjee et al., 2011). In a study aimed at determining the impact of psychoeducation intervention on PTSD among secondary school students exposed to conflict in Kano state, Nigeria. Utilizing a pretest and post-test control group design among 40 participants showed a significant difference in PTSD mean scores between students that were in the intervention group and those in the control group with students in the intervention group having lower PTSD mean scores (Mebu, 2019). Despite growing empirical support for both interventions, their implementation and evaluation remain underexplored in the Nigerian context, particularly in communities with prolonged exposure to communal and extremist violence. Much of the existing literature on trauma recovery in Nigeria has focused on adult populations, with relatively few studies dedicated to child-specific interventions in internally displaced or conflict-affected settings (Kadir et al., 2025).

1.1 Statement of the Problem

Children in conflict-affected communities are frequently exposed to traumatic events including loss of loved ones, displacement, and direct violence. Despite the known psychological consequences of such exposure, there is limited evidence in Nigeria regarding practical interventions that can reduce trauma symptoms among children in conflict-affected communities (Okoye et al., 2023; Tareke et al., 2023). The emotional toll of conflict is often compounded by inadequate mental health infrastructure, cultural stigma, and limited understanding of child-centred therapeutic approaches.

Existing studies in conflict-prone areas have identified an increase in symptoms of PTSD, nightmares, emotional numbing, and regressive behaviour among children (Biset et al., 2023; Dandaura-Samu, 2016; Kohli, 2013). Yet, response strategies remain adult-focused and reactive, rather than preventive and child-specific. Moreover, there is inadequate understanding of how culturally responsive therapeutic play and psycho-education can serve as tools for healing in communal African societies. This study is premised on the urgent need to address this gap by piloting interventions that recognize children's developmental stage, cultural identity, and the community's social fabric. It will help guide policy on mental health recovery, inform trauma-informed education models, and contribute to the development of contextually grounded, psycho-social support frameworks for vulnerable population. Therefore, this study is aimed assessing the impact of child-centred play and psycho-education interventions on psychological trauma symptoms among children aged 6–15 in conflict-affected communities of Bassa and Bokkos LGA's of Plateau State, Nigeria.

1.2 Hypotheses

- Child-centred play therapy and psychoeducation will have significant effect on post-traumatic stress disorder among children in conflict-affected communities.
- Child-centred play therapy and psychoeducation will have significant influence on disturbances in self-organization among children in conflict-affected communities.

2. Research Materials and Methods

2.1 Research Design

A between-group pretest-post-test quasi-experimental design was employed to rigorously evaluate the effectiveness of a combined child-centred play therapy and psychoeducation intervention on trauma-related symptoms among children in conflict-affected communities. This design involves the comparison of two distinct groups—an intervention group, which receive the therapeutic treatment, and a control group, which did not receive the intervention during the study period. Both groups were assessed at two time points: before the intervention (pretest) and after the completion of the intervention (post-test).

Although the study incorporates elements of randomization in the allocation of participants to groups, it is described as "quasi-experimental" because it is conducted in real-world settings where full experimental control (such as random sampling of the entire population or double-blind administration) may not be feasible due to ethical and contextual constraints (Shadish, et al., 2002). Nonetheless, the use of pre- and post-intervention measures, combined with between-group comparisons, enhances the internal validity of the research and allows for causal inferences regarding the intervention's impact.

2.2 Participants

The target population for this study comprises children aged 6 to 15 years who have experienced or been exposed to violent attacks within conflict-affected communities in Bokkos and Bassa LGAs of Plateau State. This age range was selected due to its developmental significance, as children within this bracket possess the cognitive capacity to engage meaningfully in both structured play and psychoeducational activities, while also being developmentally vulnerable to the effects of trauma. The total of 64 children (*n*- 32 in the intervention group and *n* - 32 in the control group) participated in this study with mean age of 10.66 and standard deviation of 2.52. The total of 32 children were selected from each local government area. In terms of gender distribution majority 36 (56.3%) were females compared to 28 (43.8%) that were males. Majority 42(65.6%) of the participants were in primary school compared to 22 (34.4%) that were in secondary school. A total of 31 (48.4%) of the children reported that they lost a love one (which include, parents, grandparents, friends, uncles and neighbours) during the attacks in their respective communities while the total of 33 (51.6%) did not lost any of their love ones.

2.3 Inclusion criteria

Selection/participation in the study consist of (a) confirmed exposure to one or more forms of violence (e.g., witnessing or experiencing attacks that happened within Bassa and or Bokkos LGA's, displacement, or loss of loved ones), and (b) residence in a community with a history of violence within the last 12 months.

2.4 Exclusion criteria

Children with severe cognitive impairments or chronic physical illnesses that may hinder consistent participation and those who did not witness any form of violence within the selected communities were excluded from the study.

2.5 Sample Size

The sample size was determined using G*Power version 3.1.9.7, which estimated the minimum number of participants required to detect a medium effect size ($f = 0.25$) with 80% power ($\beta = .80$) and an alpha level of .05 for a two-group MANOVA with repeated measures (pretest and post-test). Based on this calculation, a total of 64 participants were required, 32 in the intervention group and 32 in the control group.

2.6 Sampling Technique

To ensure representativeness and to control for potential confounding variables such as age and gender, a stratified random sampling technique was employed. Children were first stratified into subgroups based on age bands (6–10 years and 11–15 years) and gender. Within each stratum, participants were randomly selected using a computer-generated random number sequence. This approach ensures that both age-related developmental differences and gender-specific trauma experiences are adequately accounted for in the study's comparative analyses.

2.7 Instrument for Data Collection

International Trauma Questionnaire - Child and Adolescent Version (ITQ-CA) developed by Cloitre, et al., (2018) was used in data collection. The instrument is a 22-item self-report measure with two sub-scales designed to assess Post Traumatic Stress Disorder (PTSD) and Disturbances in Self Organization (DSO). The scale can be score using either the dichotomous scoring for diagnostic purposes or the dimensional scoring for symptom severity (Cloitre, et al., 2018). For the purpose of this study the dimensional scoring was utilized in determining symptom severity for PTSD and DSO. Kazlauskas et al., (2020) reported a Cronbach's alpha of .79 for PTSD sub-scale and .86 for DSO sub-scale. Also, Haselgruber et al., (2020) reported an excellent composite reliability of (CR = .85-.86) and (CR = .91-.95) for PTSD and DSO sub-scales respectively.

2.8 Ethical Statement

The study was conducted in strict accordance with standard best practices for human research in accordance with the Helsinki Declaration of 1975 as revised in 2000 and was approved by Plateau State University Research Ethics Committee, Directorate for Research and Development (R and D). The approval conveyed vide Ref: PLASU/R and D/AA/26/01. Prior to commencement, formal permission was obtained from the community heads of each study site. Written informed consent was obtained from the parents, caregivers, or legal guardians of each participating child, who provided authorization on behalf of their children. Additionally, each participating child provided their individual assent, ensuring full compliance with ethical guidelines governing research involving minors, the researchers ensured each participating child understood their right to withdraw at any time they want to without any form of penalty. Participation was entirely voluntary, and all participants were guaranteed strict confidentiality throughout the duration of the study. The right of each participating child was respected throughout the study period.

2.9 Procedure for Data Collection

Following participant selection (pretest), children were randomly assigned to either the intervention group or the control group. After randomly assigning participants into groups, the intervention group received a combined trauma-focused program consisting of; child-centred play therapy sessions and psychoeducation, conducted ones weekly for six (6) consecutive weeks, delivered in small groups of 16 children. The control group did not receive any therapeutic intervention within the six weeks of intervention but were offered psychoeducation upon completion of the study (post-test) for ethical reasons. Both groups were debriefed at the end of the study. The study lasted for a total period of 8 sessions/weeks (session 1 pretest, session 2 - 7 intervention and session 8 post-test) All sessions were conducted in secure, child-friendly community centres, participation was tracked through attendance records and session logs. During the session, especially play therapy the safety of each participating child was ensured through the support of research assistants. The researchers focused on identifying possible potential re-traumatization throughout the study period by utilizing a trauma informed approach that laid emphasis on each participating child's safety over the goals of data collection. Parents, caregivers and or legal guidance of each participating child accompanied their children only during pretest and post-test. However, during the intervention four research assistants (two in each of the LGA's) who were known to the participating children were present to give the children assurance of their safety throughout the study period.

2.10 Method of Data Analysis

Data was analysed using Multivariate Analysis of Variance (MANOVA) to assess between-group (intervention vs. control) pretest and post-test differences across the measured trauma symptom domains. MANOVA is selected due to its robustness in handling multiple dependent variables simultaneously, reducing the risk of Type I error. Preliminary analyses include checks for assumptions such as multivariate normality, homogeneity of variance-covariance matrices, and absence of multicollinearity. IBM Statistical Package for Social Sciences version 27 was used for all analyses. Descriptive statistics were presented using means and standard deviations, while inferential statistics report effect sizes (e.g., partial eta-squared) alongside p-values. The results were interpreted in relation to the research hypotheses, with a focus on the practical significance and clinical implications of the observed changes.

3. Results

Findings of the study, including both descriptive and inferential results on the effects of child-centred therapy and psychoeducation on posttraumatic stress disorder (PTSD) and disturbances in self-organization (DSO) among children in conflict-affected communities. The results are organized in line with the

study hypotheses and supported with appropriate statistical analyses

3.1 Descriptive Result

Table 1 presents the pre-test data analysis used to establish the baseline levels of PTSD and DSO symptoms among the participants prior to the implementation of the intervention. This provided a basis for assessing initial group equivalence and for comparing subsequent changes in trauma-related outcomes following the child-centred therapy and psychoeducation programme.

Table 1: Descriptive Statistics for Pretest PTSD and DSO Scores by Group

Study Group	Mean	Standard Deviation	F-test	*p*-value
PTSD				
Intervention	15.59	3.93	.005	.941
Control	15.66	2.70		
DSO				
Intervention	14.63	5.25	2.997	.088
Control	16.50	3.16		

Table 1 presents the baseline descriptive statistics and group comparisons for pretest PTSD and DSO scores. For PTSD, participants in the intervention group reported a mean score of 15.59 (SD = 3.93), while those in the control group had a mean score of 15.66 (*SD* = 2.70). The results of the analysis showed no significant difference between the groups ($p > .05$). This indicates that both groups had comparable levels of PTSD symptoms at baseline.

For DSO, the intervention group had a mean score of 14.63 (*SD* = 5.25), whereas the control group had a higher mean score of 16.50 (SD = 3.16). The difference between the groups was not statistically significant ($p > .05$), although it approached significance. This suggests that, while the control group showed slightly higher DSO symptoms at baseline, the difference was not strong enough to be considered statistically meaningful.

The overall results indicate that both groups were comparable at pretest for PTSD and reasonably similar for DSO, with no statistically significant differences observed. This supports the internal validity of the study, as any post-intervention differences can more confidently be attributed to the intervention rather than pre-existing group differences.

3.2 Inferential Result

Table 2: Box's M test of Equality of Covariance Metrices

Statistics	Value
Box's M	6.244
F	2.009
*df*1	3
*df*2	691920.000
P	.110

Table 2 presents Box's M Test of Equality of Covariance Matrices conducted to assess the assumption of homogeneity of covariance matrices across the groups prior to the MANOVA analysis. The result showed that the test was not statistically significant, Box's M = 6.244, F (3, 691920) = 2.009, $p = .110$. Since the significance value exceeded the recommended threshold of .001, the null hypothesis of equal covariance matrices was retained. This indicates that the assumption of homogeneity of covariance matrices was satisfied, thereby supporting the appropriateness of proceeding with the MANOVA analysis using the standard multivariate test statistics.

Table 3: Levene's Test of Equality of Error Variances

Dependent Variable	F	df1	df2	P
Post PTSD	0.777	1	62	.381
Post DSO	3.055	1	62	.085

Table 3 presents Levene's Test of Equality of Error Variances conducted to examine the assumption of homogeneity of variance for the dependent variables across the groups. The results indicated that the assumption was satisfied for both dependent variables. For Post PTSD, the test based on the mean was not statistically significant, $F(1, 62) = 0.777$, $p = .381$, indicating equal error variances across groups. Similarly, for Post DSO, the test was also not statistically significant, F(1, 62) = 3.055, $p = .085$. Since the significance values for both dependent variables were greater than

the conventional alpha level of .05, the null hypothesis of equal variances was retained. These findings suggest that the assumption of homogeneity of error variances was met, supporting the suitability of proceeding with the MANOVA analysis.

Post-test data were analysed following the implementation of the child-centred play therapy and psychoeducation intervention to assess changes in PTSD and disturbances in self-organization (DSO) symptoms among the participants. This facilitated the evaluation of the effectiveness of the intervention by comparing post-intervention outcomes with baseline measures using appropriate inferential statistical techniques.

Table 4: Multivariate Test for PTSD and DSO symptoms across levels of child-centred play and psychoeducation interventions among children in conflict-affected communities

Effect		Value	F	Hypothesis df	Error df	Sig.	η^2
Intercept	Pillai's Trace	.953	619.523	2	61.000	<.001	.953
	Wilks' Lambda	.047	619.523	2	61.000	<.001	.953
	Hotelling's Trace	20.312	619.523	2	61.000	<.001	.953
	Roy's Largest Root	20.312	619.523	2	61.000	<.001	.953
Child-centred Therapy and psychoeducation	Pillai's Trace	.533	34.832	2	61.000	<.001	.953
	Wilks' Lambda	.467	34.832	2	61.000	<.001	.953
	Hotelling's Trace	1.142	34.832	2	61.000	<.001	.953
	Roy's Larget Root	1.142	34.832	2	61.000	<.001	.953

Table 4 shows the multivariate test for PTSD and DSO symptoms across levels of child-centred play and psychoeducation interventions. The table reveals that there was a statistically significant multivariate effect of the intervention on the combined dependent variables, $F(2, 61) = 34.832$, $p < .001$; Wilks' $\Lambda = .467$, partial $\eta^2 = .533$. This result indicates that child-centred play and psychoeducation interventions significantly influenced the combined dimensions of trauma symptoms among children in conflict-affected communities. The effect size ($\eta^2 = .533$) suggests that the intervention accounted for approximately 53.3% of the variance in PTSD and DSO symptoms, representing a large effect. Overall, this finding demonstrates that exposure to the intervention was associated with substantial reductions in trauma-related outcomes when considered jointly across both PTSD and disturbances in self-organization.

Table 5: ANOVA Source Table for effect of child-centred therapy and psychoeducation interventions on PTSD and DSO among children in conflict-affected communities

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	η^2
Corrected Model	Post-test PTSD	33.063	1	33.063	57.139	<.001	.480
	Post-test DSO	47.266	1	47.266	47.481	<.001	.434
Intercept	Post-test PTSD	689.063	1	689.063	1190.854	<.001	.951
	Post-test DSO	570.016	1	570.016	572.613	<.001	.902
Child-centred therapy and psychoeducation	Post-test PTSD	33.063	1	33.063	57.139	<.001	.480
	Post-test DSO	47.266	1	47.266	47.481	<.001	.434
Error	Post-test PTSD	35.875	62	.579			
	Post-test DSO	61.719	62	.995			
Total	Post-test PTSD	758.000	64				
	Post-test DSO	679.000	64				
Corrected Total	Post-test PTSD	68.938	63				
	Post-test DSO	108.984	63				

Table 5 shows the ANOVA source table for effect of child-centred therapy and psychoeducation interventions on PTSD and DSO. Result of hypotheses tested revealed that child-centred therapy and psychoeducation have significant effect on post-test PTSD among children in conflict-affected communities, $F(1, 62) = 57.139$, $p < .001$, $\eta^2 = .480$, indicating a large effect size. This means that the intervention had a substantial impact on reducing PTSD symptoms among children in conflict-affected communities. Thus, hypothesis one is supported.

Similarly, there is a significant effect of child-centred therapy and psychoeducation on post-test DSO among children in conflict-affected communities, $F(1, 62) = 47.481$, $p < .001$, $\eta^2 = .434$, indicating a large effect size. This suggests that the intervention significantly

reduced disturbances in self-organization among the participants. Therefore, hypothesis two is supported.

4. Discussion

Outcome of this study aimed at assessing the impact of child-centred play and psycho-education interventions on psychological trauma symptoms among children revealed that the multivariate test for PTSD and DSO symptoms across levels of child-centred play and psychoeducation interventions were significant. This implies that child-centred play therapy and psychoeducation interventions significantly influenced the combined dimensions of trauma symptoms (PTSD and DSO) among children in conflict-affected communities. Overall, outcome of the study revealed that child-centred play and psychoeducation was associated with substantial reductions in trauma-related outcomes when considered jointly across both posttraumatic stress disorder and disturbances in self-organization. This implies that the intervention had significant impact on reducing PTSD symptoms among children in conflict-affected communities. The effectiveness of child-centred play therapy and psychoeducation observed in this study aligns with a wide body of literature such as Humble et al., (2019) and Jafarzade et al., (2023). Furthermore, researches like Mirhosseini et al., (2024); and Bhattacharjee et al., (2011) reported that psychoeducation reduces psychological distress and enhance the efficacy of other therapeutic components. Mebu (2019) found that among secondary school students in Kano state Nigeria, participants that were exposed to psychoeducation had lower PTSD mean scores compared to those that were not exposed to psychoeducation. Play therapy reduce the risk of re-traumatization, symptoms of avoidance, hyperarousal and re-experience (Ziloudi, & Liagkos, 2026).

Results of hypotheses tested reveal that that child-centred therapy and psychoeducation have significant effect on post-test PTSD among children in conflict-affected communities. This showed that the intervention had a substantial impact on reducing posttraumatic stress disorder symptoms among children in conflict-affected communities. Also, outcome of hypothesis two revealed a significant effect of child-centred play and psychoeducation on post-test DSO among children in conflict-affected communities. This suggests that the intervention significantly reduced disturbances in self-organization among the study participants. This finding is consistent with previous studies. Le Vay and Cuschieri, (2022) found that child-centred play therapy and psychoeducation help children in expressing emotions, processing traumatic events and building positive coping mechanisms. The play therapy offers an environment wherein children can gradually confront and process trauma which also enable them control of their traumatic experiences (Landreth, 2023). The use of play in conflict-affected contexts serves as a protective and normalizing routine for fostering resilience and providing emotional relief (Argyriadi et al., 2025; & Chatterjee, 2018). Among girls in Afghanistan, play therapy significantly reduces trauma symptoms among the study participants (Jafarzade, et al., 2023). Aliannezhadi, (2026) reported that child-centred play therapy significantly reduces trauma symptoms among children. Findings from outcome of this study and literature review indicate that child-centred focus play therapy and psychoeducation are effective psychological interventions for the management of trauma (PTSD and DSO) among children exposed to traumatic experiences in conflict affected communities of Plateau state Nigeria.

This study contributes to theoretical development in trauma psychology and child psychology. Outcome of the study provides evidence-based outcome on how child-centred play therapy and psychoeducation jointly influence trauma recovery among children in conflict-affected communities in Bassa and Bokkos local government areas of Plateau state Nigeria. The study revealed the impact of culturally adapted child focused interventions utilizing child-centred play therapy and psychoeducation in reducing trauma symptoms among children. Outcome of this study can influence future theoretical development and enhancing existing trauma related theories among children exposed to traumatic experiences in conflict-affected communities.

The study also contributes to professional practice of clinical psychology, child psychology, developmental psychology, counselling psychology, and mental health service providers in general by providing evidence-based strategies for supporting recovery, reduction of trauma symptoms and trauma healing among children in conflict-affected communities. Utilizing child-centred play therapy and psychoeducation indicate that age-appropriate, structured culturally adaptable psychological interventions can play a pivotal role in reducing trauma symptoms, enhance recovery and promote coping mechanism among children. For trauma healing among children, this model can be adopted in communities, internally displaced persons camps, schools and children related centres. Notably, outcome of this study bridges research gap between psychological theories and practice among psychologists because of its applicability and

suitability in conflict-affected communities in Nigeria which can also be translated to other conflict-affected communities globally.

Findings of this study further provides evidence-based insights relevant for policy development in mental health and child protection in conflict-affected communities. Based on outcome of this study it is necessary to integrate psychological services into community-based mental health policies that targets traumatized children and children generally affected by conflict. Policymakers in Nigeria can use outcome of this study as a reference document to advocate for the inclusion of child structured trauma focused psychological intervention in developing child welfare policies, humanitarian services and within school curriculum. This indicates the need for improved government policies and investment in training mental health practitioners, teachers and community health workers to offer trauma-informed psychological first aid to vulnerable children. For effective service delivery policies should encourage collaboration between government agencies and non-governmental organizations for sustainable child focused trauma informed psychological interventions.

5. Limitations of the study

The following limitations were noted in this study, inadequate sample size which may limit generalization of outcome of this study. Also, the study fails to compare the effectiveness of the therapeutic intervention (child-centred play therapy and psychoeducation) separately.

6. Recommendations

Future studies in this area should consider the use of larger sample size to enable generalization of findings. Also, the efficacy of the therapeutic interventions should be tested separately so as to determine if both interventions are effective in reducing trauma symptoms among children separately or jointly.

7. Conclusion

In conclusion, findings of this study align with the growing body of evidence that integrating child-centred play therapy with psychoeducation is an effective strategy for reducing trauma-related symptoms in children exposed to conflict. Outcome of this study addressed both theoretical and practical gap by offering localized insights into trauma recovery for children by generating evidence-based findings. Therefore, the authors recommend that clinical psychologists, other mental health practitioners and policy makers should consider utilizing child-centred play therapy and psychoeducation interventions in management of trauma especially among children. There is need for psycho-social programming and mental health policy in Nigeria especially among children.

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Exploring Psychological Well-being as Determinant of Savings and Investment Behaviour among Civil Servants in Plateau State, Nigeria

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Abstract. The study explored psychological well-being as determinant of savings and investment behaviour among civil servants in Plateau State, Nigeria utilizing 275 participants (138 males and 137 females) with ages from 19 to 59 years drawn from Ministries, Departments and Agencies. Purposive sampling and cross-sectional design were utilized, and hypotheses tested using multiple regression analyses at 0.05 level of significance. Findings revealed none of the psychological well-being dimensions significantly predicted savings behaviour among the participants. Specifically, autonomy (β = .002, t = .031, $p > .05$), environmental mastery (β = –.010, t = –.144, $p > .05$), personal growth (β = –.105, t = –1.393, $p > .05$), positive relations with others (β = –.087, t = –1.053, $p > .05$), purpose in life (β = .095, t = 1.316, $p > .05$), and self-acceptance (β = .052, t = .631, $p > .05$). Furthermore, only one dimension of psychological well-being (environmental mastery) significantly predicted investment behaviour among the participants. Specifically, autonomy (β = –.089, t = –1.218, $p > .05$), environmental mastery (β = –.201, t = –2.897, $p < .05$), personal growth (β = –.041, t = –.557, $p > .05$), positive relations with others (β = –.080, t = –.989, $p > .05$), purpose in life (β = .093, t = 1.313, $p > .05$), and self-acceptance (β = .114, t = 1.406, $p > .05$). This study concluded that none of psychological well-being dimension significantly predicted savings behaviour, but environmental mastery significantly predicted investment behaviour among participants.

Keywords: Psychological Well-being, Savings Behaviour, Investment Behaviour, Civil Servants, Plateau State.

1. Introduction

Psychological well-being, savings and investment behaviour are interconnected deeply by forming a relationship. Psychological traits impact financial decision like savings and investment, in which it can have influence on mental health and the overall well-being of individuals in general and civil servants in particular. The psychological state of health can significantly shape approach of people to savings and investment including civil servants. However, individuals with better psychological well-being tend to be more risk-averse thereby opting for safer investments possibly because they want to preserve their existing happiness and expect to live-longer. Proper savings and investment are synonymous with planning for the inevitable and needs concerted efforts to be made by an employee from the first day of employment.

In an increasingly dynamic economic landscape, the financial health of individuals, particularly those in stable employment sectors like the civil service, plays a crucial role in overall economic stability and psychological well-being. Personal savings and investment are fundamental pillars of financial security, providing buffers against unforeseen economic and psychological shocks, enabling future goal attainment. However, observed financial behaviours often deviate from the predictions of traditional economic view, which typically assumes rational decision-making aimed at maximizing utility. Behavioural economics emerged as a field that bridges the gap between economics and psychology, recognizing that human decisions are frequently influenced by psychological well-being, cognitive biases, emotions, and social contexts. These influences can lead to suboptimal financial choices, including

insufficient savings, inappropriate investment allocations, and impulsive spending. Positive psychological traits such as focus, optimism, self-control and life satisfaction generally promote savings and investments. On the other hand, lack of self-control, and depression can lead to less savings and investments and high spending and psychological burden of debt. No wonder, Borrescio-Higa, Droller and Valenzuela (2022) posits that improve financial education facilitates savings and investment resulting to decline in psychological burden of debt in the future.

Therefore, it should be well noted that psychological well-being is linked empirically to savings, and investment behaviour. First and foremost, studies revealed relationship between psychological well-being and savings behaviour. One such study is Omoregie's (2025), which used 117 respondents selected by multi-stage sampling to investigate psychological and demographic characteristics as drivers of saving behaviour among academic staff at a Nigerian institution. The study participants' saving behaviour was found to be highly influenced by sociodemographic and psychological characteristics. Purwanti, Huang, Hartono, Putritamara, Nugroho, Satria, and Putri (2025) measured self-reported happiness and life satisfaction in rural and urban communities in Indonesia to investigate the impact of savings on subjective well-being. They discovered that savings behaviour improves psychological well-being, especially for rural residents.

Secondly, empirical studies indicated association between psychological well-being and investment behaviour. Kushwah and Mathur's (2019) study, which investigated the impact of psychological well-being on investors' attitudes toward different investment options, is one of these studies. It assessed the influence of individual psychological well-being dimensions on investors' attitudes toward investments. The results demonstrated that investors' attitudes about investing were strongly influenced by their psychological health. They also discovered that investors' attitudes toward investing were influenced by aspects of psychological well-being. Additionally, Sikarwar, Mathur, Kaushal, and Tripathi (2023) examined the impact of psychological well-being and emotional stability on investing using investors during stock market swings and discovered that psychological well-being had an impact on investment behaviour. Similarly, Arora (2025) examined the impact of sustainable investing strategies on mental health and psychological well-being. The findings showed that sustainable investing offers a strategy to enhance psychological well-being and mental health. Suddala and Sharma (2025) investigated the relationship between investment decision-making and psychological well-being. According to the study, psychological well-being is a crucial component in determining investment behaviour.

Lastly, there are empirical studies showing relationship between psychological well-being, savings and investment behaviour. These empirical investigations include those conducted by Ekore and Omisore (2013), who established a link between investments, savings, and psychological well-being. They discovered this by using a sample of 230 participants (122 men and 108 women) to investigate attitudes toward investments and savings in predicting psychological well-being among university non-teaching personnel. Additionally, Owusu (2023) investigated the connection between people's psychological health and financial satisfaction. The results showed that a person's psychological well-being is significantly influenced by their level of financial satisfaction from investments and savings. Oladipo and Olujimi (2024) used a qualitative approach to study the saving practices of low-income Nigerians by gathering data through in-depth interviews with these individuals. The results of the study indicate that savings can increase the level of financial inclusion in impoverished areas, support productive assets, and absorb psychological and economic shocks. This indicates that putting integrated sociocultural, psychological, and economic initiatives into reality enhances Nigeria's low-income earners' investment, savings, and psychological well-being. Egbu (2024) investigated the relationship between financial literacy and the savings and investment behaviour of Nigerian public sector workers. The study looks at whether knowledge of personal finance affects how these workers save and where they choose to invest. It also seeks to ascertain whether higher financial literacy leads to better saving practices and more informed investment decisions among this group. The results showed that there is no significant correlation between the savings and investment behaviours of Nigerian public sector workers and financial literacy or educational attainment. Kaczmarek (2025) investigated participants' financial well-being and the relationship between financial and psychological well-being in Poland. The results showed that, for the majority of participants, savings and investments had the strongest correlation between each aspect of psychological well-being and financial well-being. Using 107 individuals in Nepal, Chaudhary, Adhikari, and Oli (2026) examined the influence of future orientation as a psychological mechanism to study psychological well-being and financial independence. The findings

showed that wealth accumulation, savings and investing practices, and financial readiness all significantly affect psychological well-being.

This study focuses on civil servants in Jos, Plateau State, Nigeria. The demography is chosen due to their relatively stable income streams, which theoretically should allow for greater financial planning, savings, investment and psychological well-being. However, anecdotal evidence and broader Nigerian economic realities suggest that many civil servants may still struggle with effective savings and investment due to poor psychological well-being. Understanding the psychological dimensions of their savings and investment behaviour is paramount for developing effective and context-specific strategies to enhance financial and psychological well-being.

1.1 Statement of the Problem

With increase in population and employment rate in the world, there is need for increase in savings and investment. It has been observed that circumstances like low rate of income, high number of dependents, low financial risks, high rate of inflation, inconsistent payment of workers' salaries, low commitment to joining cooperative societies, and psychological shocks lead to decline in savings and investment. A decreased rate in savings and investment by any civil servant in any Ministry, Department, and Agency means a significant decrease in savings and investment behaviour. Despite the overwhelming records and practical evidences revealing decline in psychological well-being, and corresponding decrease in savings and investment behaviour, there seems to be dearth of empirical studies in Nigeria on psychological well-being as determinant of savings and investment behaviour. This study therefore seeks to address this gap by exploring psychological well-being as determinant of savings and investment behaviour among civil servants in Plateau State, Nigeria.

1.2 Theoretical Review

This study integrates insights from psychology to explain observed deviations from rational economic behaviour. The study makes use of two (2) key theories: Social Learning Theory (Bandura, 1977) and Economic Theory of Self-Control (Thaler & Shefrin, 1981). Social Learning Theory highlights the importance of experimental learning and societal effect. It suggests that individuals learn by imitations, and therefore civil servants can learn savings and investment behaviour by observing others (mentors, peers, colleagues, and family) and through social reinforcement, influencing savings norms and attitudes towards debt. Economic Theory of Self-Control connect an individual's knowledge of self-control over spending and savings impulses. The model suggests that individual's savings and investment are due to financial self-control, and civil servants can save and invest through financial discipline. Despite intentions to save and invest, studies from a variety of developing countries commonly indicate low rates of savings and investment; this is often attributed to limited imitations and financial self-control. For example, studies conducted in sub-Saharan Africa show that immediate consumption needs and perceived economic insecurity make it difficult to save for future objectives (Dupas & Robinson, 2013).

Individual savings and investment can be greatly impacted by social expectations and communal responsibilities in many African countries. The historic communal saving and borrowing mechanism known as Ajo/Esusu, which has been successful in providing a sense of community and financial access to individuals excluded from the official banking system, has a strong foundation in many African communities. For instance, it shows how financial self-control can be used to leverage social pressure for group investments and savings (Phil-Ugochukwu, 2024). Financial literacy and responsible financial practices are positively correlated, according to empirical research (Lusardi & Mitchell, 2011). Financial control varies greatly, though, particularly in areas where formal financial education is scarce.

1.3 Aims and Objectives

The study aimed at exploring psychological well-being as determinant of savings and investment behaviour among civil servants in Plateau State, Nigeria. The study's specific objectives are:

- To investigate whether psychological well-being dimensions (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance) will significantly determine savings behaviour among Plateau State civil servants.
- To examine whether dimensions of psychological well-being (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance) will significantly influence investment behaviour among civil servants in Plateau State.

1.4 Hypotheses

- Psychological well-being dimensions will significantly determine savings behaviour among civil servants in Plateau State.
- Investment behaviour among Plateau State civil servants will significantly be influenced by dimensions of psychological well-being.

2. Research Methodology

2.1 Design

The design employed for this study is a cross-sectional design. Cross-sectional design was appropriate for the study as the data was collected within the same period of time.

2.2 Participants

The participants utilized for the study were 275 civil servants in Plateau State, Nigeria cutting across some State Ministries, Departments and Agencies (MDAs) namely Civil Service Commission, Ministry of Education, Ministry of Finance, Ministry of Budget and Economic Planning, Plateau State Board of Internal Revenue Service, and Plateau State Microfinance Development Agency (PLASMIDA). Among them, 138 (50.2%) were males while 137 (49.8%) were females. Based on marital status, majority 179 (65.1%) were married, 76 (27.6%) were singles, while 14 (5.1%) and 6 (2.2%) were divorced/separated and widowed respectively. Among the study participants, 148 (53.8%) were registered members with cooperative society whereas 127(46.2%) were not registered members with cooperative society. In terms of years in service, 206 (74.9%) had spent 10 years and below in service, 35 (12.7%) had spent 11-20 years in service, and 34 (12.4%) had spent 21 years and above in service. Based on number of dependents, 121 (44.0%) had 3-5 dependents, 108 (39.3%) had 2 dependents and below, while only 46 (16.7%) had 6 dependents and above.

2.3 Sampling Technique

The sampling technique used for the study was a purposive sampling to select participants of interest.

2.4 Measures

2.4.1 Ryff's Psychological Well-being Scale Short Version (PWBSs)

The Ryff's Psychological Well-being Scale Short Version (PWBSs) developed by Ryff and Keyes (1995) was employed to assess psychological well-being based on six (6) dimensions namely Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-acceptance. It consists of 18 items with 7 options responses ranging from "Strongly Agree" to "Strongly Disagree ". Utilizing a cross-sectional methodology and randomized cluster sampling, the psychometric validity of PWBSs was evaluated in 2015 by recruiting nurses who had worked for more than three months in a Taiwanese medical center (Lee, Sun & Chiang, 2019). The 84-item Psychological Well-being Scale (PWBS) was first used to measure psychological well-being. However, an 18-item version of Ryff's Psychological Well-being Scale was created using 484 people based on explanatory and confirmatory component analysis. Construct validity, criterion-related validity, and internal consistency were analyzed for PWBSs. With the exception of the autonomy subscale, which had a Cronbach's alpha coefficient of 0.57, the six subscales of the 18-item PWBSs showed a range of 0.72 to 0.81. Additionally, the overall alpha coefficient for the 18-item PWBSs was 0.88. Again, a positive correlation ($r = 0.20 < 0.001$) was found between the PWBSs and felt health, indicating the acceptability of criterion validity.

2.4.2 Savings Behaviour Scale (SBS)

The Savings Behaviour Scale (SBS), a tool developed by Dew and Xiao (2011) was also used. This scale was designed to evaluate the degree to which people regularly plan savings, exhibit financial self-control, and engage in saving behaviours. Both goal-directed and habitual savings are captured by the measure. SBS consists of 8 items with 5 options, ranging from "Strongly Disagree" to "Strongly Agree,". It evaluates concepts including regular saving habits, long-term saving objectives, emergency savings, and financial self-control. SBS is utilized in research on household saving patterns, young financial habits, behavioural economics, and personal finance. Higher scores indicate stronger saving behaviour. The measure is scored by adding up all of the items. SBS has shown strong construct validity in research on financial behaviour and has a favorable correlation with both financial self-efficacy and financial literacy. Additionally, its reliability coefficient was good, with Cronbach's alpha ranging from 0.78 to 0.86 for various sample populations.

2.4.3 Financial Investment Literacy and Behaviour Scale (FILBS)

The Financial Investment Literacy and Behaviour Scale (FILBS) designed by Potrich, Vieira, and Kirch

(2015) was utilized. Both investment behaviour (activities) and investment literacy (knowledge) are measured using FILBS. It is a method for evaluating behavioural finance research, financial education initiatives, young investment behaviour, and financial decision-making. It was also designed for research that evaluates the ability to make well-informed investing decisions. Investment Knowledge, Risk Tolerance, and Portfolio Diversification Behaviour are the three (3) subscales of the FILBS, which consists of 12 items with 5 response alternatives ranging from "Very Low/Strongly Disagree" to "Very High/Strongly Agree." Higher scores indicate greater investment literacy and more sophisticated investment behaviour. Each subscale can be assessed independently or in combination. Factor analysis and correlations with financial literacy exams were used to determine the instrument's validity. The tool's reliability was demonstrated by a Cronbach's alpha of 0.82 for the entire instrument and a range of 0.74 to 0.85 for the subscales.

2.5 Procedure

The researchers sought for permission from the Office of the Plateau State Head of Civil Service. They also sought for the consent of all study participants, and were instructed that participation is completely voluntary. In addition, the confidentiality of the participants was assured, by informing them that all information provided will be treated confidential and strictly for the purpose of this study.

3. Results

3.1 Descriptive Results

This section presents the socio-demographic characteristics of the participants as well as the mean and standard deviation of the study variables, providing an overview of their distribution, central tendencies, and variability (Tables 1 and 2).

Table 1: Socio-demographic characteristics of the study participants

	Frequency	Percentage %
Age (Mean±SD) years	38.7±8.1	
Gender		
Male	138	50.2
Female	137	49.8
Marital Status		
Single	76	27.6
Married	179	65.1
Divorced/Separated	14	5.1
Widowed	6	2.2
Number of Dependents		
0-2	108	39.3
3-5	121	44.0
6 & above	46	16.7
Registered member with a cooperative society		
Yes	148	53.8
No	127	46.2
Years in Service		
0-10 years	206	74.9
11-20 years	35	12.7
21 years & above	34	12.4

Table 1 presents the socio-demographic characteristics of the study participants. The mean age of the participants was 38.7 (SD = 8.1) years, indicating that the sample comprised predominantly middle-aged civil servants. In terms of gender distribution, males constituted 138 (50.2%) while females were 137 (49.8%), showing a nearly equal representation of both sexes. Regarding marital status, the majority of participants were married 179 (65.1%), followed by single individuals 76 (27.6%). A smaller proportion were divorced/separated 14 (5.1%) and widowed 6 (2.2%).

For number of dependents, most participants had between 3–5 dependents 121 (44.0%), followed by those with 0–2 dependents 108 (39.3%), while 46 (16.7%) had 6 or more dependents. More than half of the participants 148 (53.8%) were registered members of a cooperative society, whereas 127 (46.2%) were not. In terms of years in service, most participants had 0–10 years of service (206; 74.9%), while 35 (12.7%) had 11–20 years, and 34 (12.4%) had 21 years and above.

Table 2: Mean and standard deviation scores of the study variables

	Mean	Standard Deviation
Autonomy	8.34	4.030
Environmental Mastery	8.61	3.801
Personal Growth	8.11	3.382
Positive Relations with Others	10.56	4.218
Purpose in Life	10.84	3.693
Self-Acceptance	7.84	3.007
Savings behaviour	27.75	7.784

Table 2 presents the mean and standard deviation scores of the study variables, providing insight into the average levels and variability of psychological wellbeing dimensions and savings behaviour among the participants. Autonomy 8.34 (SD = 4.03) indicates a moderate level with relatively high variability in responses, while environmental mastery 8.61 (SD = 3.80) reflects a similar moderate level with slightly lower variability. Personal growth 8.11 (SD = 3.38) suggests moderate levels with comparatively lower dispersion. Positive relations with others 10.56 (SD = 4.22) shows a higher mean, indicating stronger interpersonal relationships, although with notable variability. Purpose in life 10.84 (SD = 3.69) recorded the highest mean, suggesting a strong sense of purpose among participants with moderate variability. Self-acceptance 7.84 (SD = 3.01) reflects comparatively lower levels with the least variability among the psychological wellbeing dimensions. Savings behaviour 27.75 (SD = 7.78) indicates a moderate level of savings behaviour with substantial variability, suggesting differences in saving practices across participants.

3.2 Inferential Results

Inferential statistical analyses were conducted to examine the predictive relationships between psychological well-being and the outcome variables (savings behaviour and investment literacy behaviour) among civil servants in Plateau State. Multiple regression analyses were employed to determine the extent to which the dimensions of psychological well-being significantly predict variations in the dependent variables.

3.2.1 Psychological well-being and Savings Behaviour

The relationship between psychological well-being and savings behaviour among civil servants in Plateau State were examined, focusing on how dimensions such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance predict variations in savings behaviour (Tables 3 – 4).

Table 3: Regression model summary for savings behaviour: psychological well-being

R^2	Adjusted R^2	Std. Error of the Estimates	R Square change	F-change	df1	df2	p-value
.021	-.001	7.786	.021	.972	6	268	.444

Table 3 presents the regression model summary examining psychological well-being as a predictor of savings behaviour. The results indicated that $R^2 = .021$, $F(6, 268) = 0.972$, $p > .05$, showing that the model is not statistically significant. The R-squared value implies that only 2.1% of the variance in saving behaviour is explained by psychological well-being, indicating very weak explanatory power. The standard error of the estimate (7.786) suggests a considerable level of unexplained variability in saving behaviour. Additionally, the adjusted R^2 (–.001) indicates that the model performs poorly when adjusted for the number of predictors included. The R-square change (.021) further confirms that the contribution of psychological wellbeing to the prediction of saving behaviour is minimal and not meaningful. Overall, the model does not significantly predict saving behaviour among the participants.

Table 4: Regression coefficients for saving behaviour: psychological well-being (Autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance)

	Unstandardised Coefficients		Standardised Coefficients	t	p-value
	Beta	Std. Error	B		
(Constant)	28.314	1.735		16.322	<.001
Autonomy	.004	.144	.002	.031	.975
Environmental Mastery	-.021	.146	-.010	-.144	.886

Personal Growth	-.241	.173	-.105	-1.393	.165
Positive Relations with Others	-.161	.153	-.087	-1.053	.293
Purpose in Life	.201	.152	.095	1.316	.189
Self-Acceptance	.135	.214	.052	.631	.528

DV – Savings behaviour

The findings indicate that none of the dimensions of psychological well-being significantly predicted savings behaviour among civil servants in Plateau State (Table 4). Specifically, autonomy was not a significant predictor (β = .002, t = .031, $p > .05$), nor was environmental mastery (β = –.010, t = –.144, $p > .05$). Similarly, personal growth did not significantly predict savings behaviour (β = –.105, t = –1.393, $p > .05$), and positive relations with others also showed no significant predictive effect (β = –.087, t = –1.053, $p > .05$). In the same vein, purpose in life was not a significant predictor (β = .095, t = 1.316, $p > .05$), and self-acceptance did not significantly predict savings behaviour (β = .052, t = .631, $p > .05$). These results demonstrate that psychological wellbeing, both at the dimensional and aggregate levels, does not significantly predict savings behaviour among civil servants in Plateau State. This suggests that the combined influence of psychological wellbeing components does not meaningfully account for variations in savings behaviour within the study population.

3.2.2 Psychological Well-being and Investment Literacy Behaviour

The relationship between psychological well-being and investment literacy behaviour among civil servants in Plateau State was examined, focusing on how dimensions such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance predict variations in investment literacy behaviour (Tables 5 – 6).

Table 5: Regression model summary for investment literacy behaviour: psychological well-being

R^2	Adjusted R^2	Std. Error of the Estimates	R Square change	F-change	df1	df2	p-value
.066	.046	9.288	.066	3.180	6	268	.005

Table 5 presents the regression model summary examining psychological well-being as a predictor of investment behaviour. The results indicated that R^2 = .066, F(6, 268) = 3.180, p < .05, showing that the model is statistically significant. The R-squared value implies that 6.6% of the variance in investment literacy behaviour is explained by psychological wellbeing, indicating modest explanatory power. The standard error of the estimate (9.288) suggests a moderate level of unexplained variability in investment literacy behaviour. Additionally, the adjusted R^2 (.046) indicates a slight reduction in explanatory power after adjusting for the number of predictors, but the model still retains some predictive relevance. The R-square change (.066) further confirms that psychological well-being contributes meaningfully, though modestly, to the prediction of investment behaviour. Overall, the model significantly predicts investment literacy behaviour among the participants.

Table 6: Regression coefficients for investment literacy behaviour: psychological well-being (Autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance)

	Unstandardised Coefficients		Standardised Coefficients	t	p-value
	Beta	Std. Error	B		
(Constant)	45.353	2.069		21.918	<.001
Autonomy	-.209	.171	-.089	-1.218	.224
Environmental Mastery	-.503	.174	-.201	-2.897	.004
Personal Growth	-.115	.206	-.041	-.557	.578
Positive Relations with Others	-.181	.183	-.080	-.989	.324
Purpose in Life	.239	.182	.093	1.313	.190
Self-Acceptance	.359	.255	.114	1.406	.161

DV – Investment behaviour

The findings indicate that only one dimension of psychological wellbeing significantly predicted investment literacy behaviour among civil servants in Plateau State (Table 6). Specifically, autonomy was not a significant predictor (β = –.089, t = –1.218, $p > .05$), while environmental mastery significantly negatively predicted investment literacy behaviour (β = –.201, t = –2.897, $p < .05$). Personal growth did not significantly predict investment literacy behaviour (β = –.041, t = –.557, $p > .05$), and positive relations with

others also showed no significant predictive effect (β = –.080, t = –.989, $p > .05$). In the same vein, purpose in life was not a significant predictor (β = .093, t = 1.313, $p > .05$), and self-acceptance did not significantly predict investment literacy behaviour (β = .114, t = 1.406, $p > .05$). These results demonstrate that psychological well-being has limited predictive influence on investment literacy behaviour, with only environmental mastery emerging as a significant (negative) predictor, suggesting that, at the aggregate level, psychological well-being components have minimal explanatory power in accounting for variations in investment literacy behaviour within the study population.

4. Discussion of the Findings

This study aimed at exploring psychological well-being as determinant of savings and investment behaviour among civil servants in Plateau State, Nigeria. Findings of hypothesis one indicated that none of the psychological well-being dimension significantly determine savings behaviour among civil servants in Plateau State. Meaning that all dimensions of psychological well-being (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance) cannot determine savings and investment behaviour among participants. Despite empirical studies on psychological well-being and saving behaviour, there seem to be dearth of empirical evidence in line with this result. But Ekore and Omisore (2013) posited that savings significantly influence psychological well-being. Omoriege (2025) confirmed that psychological well-being is a significant determinant of saving behaviour among academic staff of a university in Nigeria. Purwanti, et al (2025) reported that psychological well-being is enhanced by savings behaviour. Also, Basabreen (2025) confirmed that dimensions of psychological well-being are beneficial to savings behaviour. Omoregie and Otoba (2025) posited that psychological factors are determinants of saving behaviour among academic staff of a Nigerian university.

Results of hypothesis two indicated that investment behaviour among Plateau State civil servants was significantly influenced by only one dimension of psychological well-being (environmental mastery). This means that environment determined investment behaviour of civil servants in Plateau State, Nigeria, they imitate investment from their colleagues and mentors. However, there seem to be dearth of empirical studies conducted that are in line with this finding. But study by Ekore and Omisore (2013) opined that investment behaviour significantly predicted psychological well-being. Kushwah and Mathur (2019) demonstrated that psychological well-being significantly had influence on attitude of investors towards investment. This study signifies that psychological well-being is a determinant of investment behaviour among investors. Singh, Sharma and Ahmed (2024) study indicated significant relationship between psychological factors and investment decision, meaning that significant relationship exist between psychological well-being and savings behaviour. Suddala and Sharma (2025) suggested that behaviour of investors are shaped by psychological factors, and found association between psychological well-being and investment behaviour. Kumari and Singh (2026) identified association between psychological satisfaction and positive investment behaviour, meaning that relationship between psychological well-being and investment behaviour exist. Therefore, financial stability and investment practices are due to improve psychological well-being.

5. Conclusion

The study explored psychological well-being as determinant of savings and investment behaviour among civil servants in Plateau State of Nigeria. It has been discovered that no single domain of psychological well-being predicted savings behaviour among study participants. Meaning that savings behaviour by civil servants in Plateau State is not determined by their psychological well-being. Also, it was observed that only environment mastery among all domains of psychology well-being is a predictor of investment behaviour among Plateau State civil servants. This means that autonomy, personal growth, purpose in life, personal relations with others, and self-acceptance cannot influence investment behaviour of study participants. It implies that civil servants in Plateau State mastered their environment well for investment.

6. Recommendations

Civil servants in Plateau State of Nigeria, employees from private sector, and the general public should key into savings and investment in order to experience financial stability, reduce financial stress, avoid debt burden, improve mental health and enhance psychological well-being. Plateau State civil servants in particular should be more risk-averse by opting for long-term savings and safer investments in order to prevent economic and psychological shocks, and preserve their existing happiness and expect to live-longer after retirement from service.

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A Qualitative Approach to the Impact of Familial Discord and Social Environment on the Psychological Well-Being of Young Adults

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Abstract. The purpose of this study is to examine at the impact of familial discord and social environment on young people' psychological well-being. A qualitative research design was used, with data obtained via interviews with fifteen (15) respondents. Thematic analysis was used to analyze the data. Findings indicated that familial discord leads to negative psychological states, with sibling rivalry being the most prominent aspect. Unbridled criticism and blame were found to reduce self-esteem and a sense of security. Experiences of familial discord strain interpersonal relationships but also help individuals handle conflicts better. Familial discord significantly affects academic performance, and those affected often rely on religion and spiritual beliefs for coping. The study concludes that familial discord is associated with emotional distress, decreased self-esteem, strained relationships, and impaired academic performance. Effective coping strategies, such as seeking social support and engaging in problem-focused, emotion-focused, avoidance, cognitive, and religious or spiritual coping mechanisms, are crucial for mitigating these negative effects.

Keywords: Familial discord; psychological well-being; young adults; qualitative research

1. Introduction

The formative years of adulthood are crucial for identity development and emotional stability, and disruptions within the family sphere can have lasting effects. Constant exposure to familial discord can contribute to heightened stress levels, anxiety, and even depression among young adults. The uncertainty and emotional turmoil within the family environment may interfere with their ability to establish healthy relationships outside the family unit. Moreover, young adults experiencing familial discord might grapple with feelings of isolation, diminished sense of security and a depleted self-esteem. The psychological impact can extend to various facets of their lives, including academic and professional performance.

Family as a social unit experiences its fair share of instabilities, these instabilities when not properly addressed end up affecting every member of the family and even more so the children, increasing the risk of psychopathology as they grow older. Not all families provide an environment that allows for healthy discovery, development and growth, as many families experience family conflict. A dysfunctional family environment, including dysfunctional patterns of interaction and problem solving, has been viewed as one of the most notable risk factors for the development of psychological and mental health problems (Whisman, 2013). Distractions arising from family conflicts may hinder concentration and hinder goal attainment. The emotional toll can also influence decision-making, potentially leading to impulsive choices or avoidance behaviors. O'Hara, Sandler, Wolchik, and Tein, (2019) notes that children's perception of the frequency of inter-parental conflict greatly contributes in predicting both cognitive function and conduct problems.

Smith and Davies, (2016) found that parental marital conditions, family functioning, relationships between children and parents, and communication patterns affect the level of psychological well-being of

adolescents. The role of the family becomes very important in the context of adolescent development, especially for emotional and psychological well-being. The study by Agboola, and Oluwatosin (2018), found that some factors of the family that play a role are attachment, harmony, and family functioning. Conversely, family factors that also have the potential to reduce the quality of adolescent welfare include parent's marital problems, conflict, and divorce. Thus, the quality of parental marriage may also affect the quality of adolescent mental health. If parents are able to establish an adequate marital relationship, this will affect the attachment developed by adolescents, and this attachment to parents supports the formation of psychological well-being in adolescents (Zaki, Abed, Wahab, & Shattla, (2022). On the other hand, a negative quality marriage also has an impact on adolescent psychological well-being.

Various studies showed that when the quality of the relationship between parents is low or with high conflict, this tends to lead to psychological problems in young adults, such as internalizing and externalizing disorders (Fuller-Iglesias, Webster, & Antonucci, (2015). This may be related to the level of support provided between partners and to their children. The negative effect is stronger if the low-quality of marriage is accompanied by aggression between the partners, leading to psychological problems in young adults such as depression and anxiety as well as emotional insecurity (Bodenmann, Meuwly, Bradbury, Gmelch, & Ledermann, (2012). Numerous studies have examined the implications of parental divorce for children's scholastic achievement, conduct, psychological adjustment, self-esteem, social competence, and relationships with parents. Many studies have found that children from divorced families experience lower levels of well-being across these domains than children from intact families.

Parents play the most important role in determining whether parent-child conflict occurs because they have superiority before their children become adults at which point they have developed deviant and antisocial behaviors. Mental health problems in young people presents a significant societal and economic challenge, in that those with poor mental health are less likely to achieve academically or gain employment, have poorer physical health and are more likely to engage in substance misuse or anti-social behaviour (Branje, 2018). The presence of family discord was associated with higher rates of Major Depressive Disorder (MDD), Conduct Disorder, and any diagnosis in offspring. A considerable body of research has shown that children from conflictual families present higher rates of behavioral problems when compared to children from non-conflictual families (McDaniel, & Coyne, 2016).

Therefore, it is suggested that a child's parents' relationship can be influential, and can impact child well-being in a number of ways. Children often model the behaviors and interactions of their caregivers, which can at times result in problematic child outcomes depending upon the amount of inter-parental relationship conflict that the child is observing. If a child is raised in a high-stress, high-conflict environment, they may be more likely to demonstrate similar behavioral styles in their own future relationships. For example, if a child observes poor parental communication skills and frequent conflict between parents, they may introduce similar tendencies into their own future relationships (Tahmasebi, & Ahmadi, (2015). Inter-parental conflict, including the level of conflictual interactions, also serves as a model for understanding a child's future development into adulthood. Children often learn patterns of behaviors, interpersonal skills, and family processes via exposure to their parents' relationship (Xia, Fosco, Lippold, 2018; Shulman & Connolly, 2013).

According to this perspective, children of divorce exhibit problems, not because of the change in family structure, but because of the accompanying conflict. Overall, it has been observed that children from parents, who are in conflictual relationships, show a higher number of mental health problems compared to children of happily married families. Conflictual parental relationships have been proven to lead to a higher likelihood of externalizing problems in children (Harindranath, & Nickels, 2017). These externalizing behaviors often include things like physical aggression, disobedience, cheating, stealing, and may even develop into crime-related problems if not resolved before adulthood. Other harmful outcomes related to inter-parental conflict include anger, fear, anxiety, sadness, insomnia, and lack of academic success (Markham, & Greenberg, (2018). In addition to the overwhelming amount of potential risk factors, which accompany high-conflict home environments, children are also more likely to view the world more negatively. They often struggle in romantic relationships, perceive friendships in a negative light, and have negative internal representations of family (Sutherland, 2014; Mell, 2021), which demonstrates how this conflict can even trickle down and impact future generations within a family. Therefore, families who are unable to maintain stability within their system due to marital conflict are more likely to experience family discord.

1.1 Statement of Problem

The psychological wellbeing of young adults faces various challenges hence the significance of accentuating the intricate impact of familial discord across various dimensions. In recent years, there has been a growing recognition of the profound impact that familial environments have on psychological well-being of individuals, particularly during the critical developmental phase of young adulthood. Young adults, typically navigating the transition between adolescence and full independence, are highly susceptible to the influences of their immediate social environments. Familial discord, characterized by ongoing conflict, communication breakdowns, and emotional distress within the family unit, presents a significant risk factor for the mental health of young adults. The emotional toll can also influence decision-making, potentially leading to impulsive choices or avoidance behaviors. A considerable body of research such as by Kwong, Bartholomew, Henderson, & Trinke, (2020) and Israel, (2021) has shown that children from conflictual families present higher rates of behavioral problems when compared to children from non-conflictual families. Despite its importance, there remains a lack of comprehensive understanding about the specific ways in which familial discord affects the psychological well-being of young adults. This research aims to fill this gap by systematically investigating the correlation between familial discord and various aspects of psychological health in young adults, including stress levels, anxiety, depression, self-esteem, and interpersonal relationships. Understanding these dynamics is crucial for developing effective interventions and support systems to mitigate the adverse effects of familial discord on this vulnerable age group. It is based on the premise that the researcher seeks to investigate the Impact of Familial discord on the psychological well-being of young adults.

1.2 Research Questions

To achieve the research objectives, the following research questions will guide this study:

- What is the impact of familial discord on the psychological wellbeing of young adults?
- What specific aspects of familial discord have a more pronounced impact on the psychological well-being of young adults?
- Is there a relationship between gender and the impact of familial discord in interpersonal relationships of young adults?
- Is there a relationship between familial discord and academic performance of young adults?
- What coping mechanisms do young adults employ in response to familial discord, and how do these strategies influence their psychological well-being?

2. Research Methodology

The qualitative research design was adopted for this study. The population of this study consisted of all Students in the University. The population consisted of university students across multiple faculties A sample size of fifteen (15) respondents was used for this study. A simple random sampling technique was used to select one student from each faculty in the university. The Instruments used for this study was an interview protocol of fifteen items used to elicit information from respondents. The interview protocol was divided into two sections. With a single item inclusion to ascertain the reliability of each respondent to the issue. The instrument was validated by three experts. The researchers administered the instrument. A brief explanation of the concept of the interview was given to each respondent after which the interview session began. The interview session lasted for ten (10) to thirty-three (33) minutes for each respondent.

Nineteen (19) persons were interviewed however, four (4) persons did not meet up to the inclusion criteria, as they could not relate with familial discord, only fifteen (15) valid interviews were ultimately obtained. The method employed in the analysis of the data collected for the study was the thematic analysis.

Thematic Analysis

From the data transcribed the following themes were observed based on the questions asked.

Research Question 1: What is the impact of familial discord on the psychological wellbeing of young adults?
Question 1: Have you experienced any form of familial discord such as marital conflict, parent-child conflict or sibling rivalry?

Marital Conflict: From the interview transcribed, it can be deduced that four (4) out of fifteen (15) stated that they have experienced marital conflict, this is evident in the submission of interviewee 4, 5,11, 15.
“I think everyone has experienced the three, but parent-child conflict is more prominent to me.” (Interviewee 5, Female)

"I have experienced the marital conflict." (Interviewee 11, Female)

Parent-Child Conflict: It was observed that eight (8) out of fifteen (15) respondents agreed that they have experienced parent-child conflict which is evident in the statement of interviewee 2, 3, 4, 5, 6, 8, 13 and 14. These can be seen in their discussion below:

"I have experienced parent-child conflict." (Interviewee 2, Male) "I've experienced parent-child conflict." (Interviewee 6, Male)

Sibling Rivalry: From the transcript, it can be seen that eight (8) out of fifteen (15) disclose that they have experienced sibling rivalry. This can be seen in the submission below:
"I am most familiar with the aspect of sibling rivalry." (Interviewee 1, Male)
"The ones I've actually experienced is sibling rivalry and parent child conflict." (Interviewee 8, Female)

Based on the following themes discussed above, it can be deduced that majority of the respondents have experienced more of parent-child conflict and sibling rivalry.

Question 2: Could you please share your experience with me?

Child Preference: From the responses during the interview, it was observed that five (5) out of fifteen (15) interviewees indicated that they had experienced their parents playing preferring their sibling over them and them over their siblings. This can be deduced from the following interviews:
"I can relate more with the sibling rivalry in terms of favoritism in my family I'm the only son with two sisters so most of the times they get more benefits than me cause they're more two and just me most times for the distribution of stuffs there are mostly girl things then boys" (Interviewee 7, Male).

Parents Intent for the Child: It was observed that interviewees 2, 6, and 14 stated that their opinions opposed their parents' intentions for them. This shows that three (3) out of fifteen (15) have the same view. This is observable in the following statements:
"As a child, my parents specifically my father wanted me to be a priest but then it wasn't actually my dream I wanted to be a doctor it actually brought a lot of conflict at home they wanted me to study in line of becoming a catholic priest while I wanted to be a doctor" (Interviewee 2, Male).
Perceived Lack of Support from Parents: It was observed that three (3) out of fifteen (15) interviewees stated that they felt they were not receiving adequate support from their parents. This is evident in the statements of interviewees 3, 5 and 13
"My dad is not someone who is very expressive, he is expressive with action so most of the time instead of correcting with words he's always very violent but then yes, he is sometimes to me" (Interviewee 5, Female).
Perceived Superiority among Siblings: Interviewees 4 and 12 indicated that they experienced constant show of dominance from their siblings towards them. This indicates that two (2) out of fifteen (15) had the same view. This standpoint is evident in these responses:
"I feel most sibling rivalry is just a show of dominance or say seniority age wise and all. There was a time frame my elder brother's phone got spoilt so we were sharing mine and there are periods where I would want like use my own stuff but he would be busy with it so how to get it from him it's an issue. Because there's no way to go upright and ask him so that I'll be able to make use of it when he's busy using it. So me walking up to him and asking him for it there might be little hiccups along the way you might misuse some words which he will misinterpret and take it as an abusive word or a frame for argument" (Interview 4, Male).

Marital Conflict: It was observed that two (2) out of fifteen (15) interviewees stated that they had experienced marital conflict and described the experience as traumatizing when both mother and father quarrel. This is evident in these statements:
"My mom and my dad quarreled and it led to this separation, until now, they are no longer together. The issue was then that I came to realize that my mom was just staying with my dad all the while; he had not paid her dowry. So it got to a stage in one of the years, my mom was insisting that he must do the needful and my dad saw it as a form of disturbance. Like my mom is just pestering him and was not happy about it and they started quarreling to the extent that he asked her to leave and it got to the extent that they even went to the village council and all. For most people could not believe that at that stage, the bride price hadn't been paid but that led to the both of them quarreling to the extent that they were separated and they did not come back. I, with the siblings, suffered a lot because you talk to our dad about something he will say, go and talk to your mom, tell your mom this. Therefore, we were standing at the edge. We were the ones suffering for what they did. Even in my academics, it affected my academics; it affected me psychologically because I was emotionally down at those times. There are some exams that I wanted to register for, but because of the fight between the both parties, I could not do it. Because my mom said, I will bear my father's name. And my dad said, at the end of the day, it's my mom

that I'm going to take care of, so at that point, like two of my exams, I could not write it, I could not register for it because of the conflict between the two of them. Thank you. Okay" (Interview 11, Female).

The in-depth interviews revealed concerns that parents playing favorites among siblings is prevalent in most households. It can be observed that five (5) out of fifteen (15) interviewees share the same view that child preference in the family has posed a problem in their families. Six (6) persons from two categories with three (3) persons each of the opinion that their parents' intent for them brings about familial discord and perceived lack of support from their parents brings about problems in the home. Two (2) persons believed that the perceived superiority among their siblings constitutes the rivalry among them. While two (2) persons had experienced their own parents at loggerheads and believed it as the cause of the problems at home. Hence it can be inferred that majority of the interviewees had a problem with child preference in their homes.

Question 3: How did you feel after the experience?

Negative Psychological Experience: It was observed that ten (10) out of fifteen (15) interviewees stated that they felt bad after the experience of familial discord. This can be deduced from the statements of the following interviewees:

"It wasn't okay. Like, it was not okay. It wasn't okay at all because there was a time we actually had actual fights and it didn't end well at all, so it wasn't okay at all". (Interviewee 10, Male).

"I didn't feel good. Just as I said, her opinion prevailed over mine at that time but now, I think I understand her better but that is just it. I was not feeling happy about it" (Interviewee 14, Female).

Perceived Disregard from Parents: From the interview transcription it can be deduced that three (3) out of fifteen (15) stated that they perceived that their parents had disregard for them. This is evident in the submission of interviewee 1, 3 and 6.

"I felt neglected, I was having questions like "am I actually the child of these two persons?"(Interviewee 1, Male).

"I felt my mom loved her friends more than she loved us. That is not true because I felt she was going to support us. Nevertheless, I just felt like she has more experience to handle things more than the way we handle things so her reacting that way does not mean she doesn't love us she was just trying to protect us from the outsider world from people not saying her children are irresponsible or bad children". (Interviewee 3, Female).

Sense of Relief: From the transcription, it can be seen that two (2) out of fifteen (15) disclosed that they felt a sense of relief after the experience. This can be seen in the statements of interviewees 2 and 13.

"After the experience, I can say that I felt fine because it opened my eyes to seeing what I could become and not just following the footsteps of my parents but examining all my available options." (Interviewee 2, Male).

"After dropping from the vehicle, I felt like a freedom for him because he didn't bother to check on me or he just kept driving because the area wasn't far from home, so, immediately, I felt good, like not being in his presence to keep experiencing the verbal abuse. So, I felt a little bit of freedom." (Interviewee 13, Male).

Based on the themes discussed in question 3 above, it can be observed that ten (10) out of fifteen (15) interviewees shared the same bad feelings after they experienced familial discord. Three (3) out of fifteen (15) felt neglected by their family members. Two (2) out of fifteen (15) felt a sense of relief after the experience. Hence, it can be inferred that the majority of interviewees gave a negative response to this item.

Question 4: Do you feel safe and secure at home?

Perceived Security At Home: It was observed that twelve (12) out of fifteen (15) respondents agreed that they had safety and security in their homes. This is evident in the statements of these interviewees:

"Sure, extremely safe and secure". (Interviewee 4, Male).

"Yes, I feel safe and secure at home". (Interviewee 6, Male).

Lack of Security At Home: The researcher also noted another theme from the interviewees, as three (3) out of fifteen (15) said that they did not feel safe and secure at home. It can be deduced from the statements of interviewees 2, 11 and 15.

"No, I don't feel safe and secure at home, I barely go home", (Interviewee 2, Male).

"Apart from the issue of no peace. If you have to take that issue away, I will be okay at home because personally, I don't like a toxic environment, I don't like an environment that is rowdy, violent, I don't like that. I might end up reacting in a way that I should not. Therefore, going home, that peace and security is not there. However, like I said, if we are to take those factors, like the factors of the way we are being treated and all that. If we are to handle it effectively, then the home will be a better place". (Interviewee 15, Male)

The majority of interviewees (12 out of 15) had a strong sense of safety and security in their homes to which they admitted from their statements. While a minority, (3 out of 15) held negative opinions on their safety and security at home. The conclusion being that more persons felt safer and more secure at home, than others did. Overall, it was discovered that majority of the respondents felt safe and secure in their homes.

Question 5: Can you openly discuss your problems with your family members?

Inability to Divulge Problems to Family Members: It was observed that seven (7) out of fifteen (15) interviewees stated that they had difficulty discussing their problems with family members most especially problems they find to be personal. The statements of interviewees 1, 2, 4, 12, 13, 14 and 15 has led to this surmise. Such statements are as follows:
"No, I can't". (Interviewee 2, Male).
"It depends on the type of problem, but I don't freely share my personal problems with my family members, just open surface problems, things I can easily sort out or I need a second opinion on". (Interviewee 4, Male).

Ability to Confide in Family Members: it was observed that eight (8) out of fifteen (15) respondents admitted to being comfortable discussing their problems with family members. This can be inferred from the statements of the following respondents:
"I can only discuss with someone I feel that understands me in the family. For example, if my brother understands me more than my dad, mom and my sister. So, I will actually feel more secure to open up to him because I will know that he will not judge me that he'll be able to offer me easy solution and console me. More than actually opening up myself to somebody that will actually judge me and lay blame on me so I think I'll do that with somebody I feel closer to somebody that understands me in the family". (Interviewee 8, Female).
"Yes, especially my mum". (Interviewee 10, Male).

During the in-depth interview conducted for question 5, seven (7) out of fifteen (15) respondents expressed their inability to divulge their problems to their family members. While eight (8) out of fifteen (15) asserted that they could confide in their family members with some respondents having particular members of their families to whom they could confide in. Hence, it can be inferred that the majority of the interviewees gave positive responses to this item.
Based on the items raised for research question 1, the researcher generated 15 themes. The most prominent of all the themes was *perceived security at home* with twelve (12) interviewees revealed that they had safety and security in their homes. *Negative psychological experience* where ten (10) interviewees disclosed that they felt bad after the experience of familial discord. *Ability to confide in family members* with eight (8) interviewees admitting to being comfortable discussing their problems with their family members. The conclusion from these prominent themes is that although the interviewees were safe in their homes, the negative feelings attributed to familial discord was undeniable; these feelings are comfortably shared with family members who likely have similar experiences.

Research Question 4: What specific aspects of familial discord have a more pronounced impact on the psychological wellbeing of young adults?

Question 6: How does ongoing tension or unresolved arguments within your family affect your emotional state?

Negative Effects of Sibling Rivalry: From the responses during the interview, it was observed that seven (7) out of fifteen (15) interviewees experienced negative emotional states during tension or unresolved arguments relating to sibling rivalry. This statement can be inferred from interviewees 1, 4, 7, 8, 9, 10 and 12.
"It affects it negatively, there was a time there was conflict between my two siblings it affected me negatively psychologically and emotionally and when I got to school in those days I was feeling down and couldn't concentrate." (Interviewee 1, Male).

Negative Effects of Parent-Child Conflict: It was observed that six (6) out of fifteen (15) respondents agreed that they experienced negative emotions because of parent-child conflict. Which is evident in the statements of interviewees 3, 4, 5, 8, 13 and 14. This can be seen in their discussion below:
"I won't say it doesn't affect my emotional state. It does, but you know, one of the characteristics of human beings is the ability to adapt. Adaptation. Therefore, I think I have gotten used to it and I have adapted. So, I'm not really concerned but there's always a problem, there's always a tension but I've adapted to it." (Interviewee 13, Male).
Negative Effects of Marital Conflict: From the interview transcribed, it can be deduced that Four (4) out of fifteen (15) stated that they had experienced negative emotions in relation to marital conflict. This is evident in the submission of interviewees 4, 5, 11, and 15.
"For me, I would say I cannot think straight, like where some persons who will be talking. I always feel this loneliness, like, I feel this being left out in most areas because the motherly care, I did not get it because of

the conflict between my both parents, I had to start staying with my aunt, which I passed through a lot, I suffered a lot there. Even in my schooling, when I'm learning, I don't concentrate most of the time, when I see some parents with their children; I'll start feeling down casted somehow." (Interviewee 11, Female).

Emotional Stability: From the transcript, it can be seen that two (2) out of fifteen (15) disclosed that their experience of familial discord particularly parent-child conflict had no effect on their emotional state. This can be seen in the submission below:
"For me it really doesn't affect my emotional state, it doesn't." (Interviewee 2, Male).
"For me as a person, it doesn't affect me so much because I come from a family where we don't actually bear grudges. We may have our differences but due to the underlying fact that we actually look out for each other, it does not have much influence on me. I can still share my problems. what I'm trying to say is our differences, we don't take it to heart, it's not a bitter conflict just that sometimes you may not agree with someone's opinions on matters." (Interviewee 6, Male).

Based on the themes discussed in question 6 above, it can be inferred that a majority of thirteen (13) out of fifteen (15) interviewees experienced negative emotions in relation to familial discord, although they all experienced different aspects of familial discord. While two (2) interviewees were of the opinion, that familial discord did not affect them emotionally whatsoever. Overall, the prevailing sentiment among the interviewees is that familial discord has a negative impact on emotional state.

Question 7: When family disagreements involve you directly (e.g., criticism, blame), how does it impact your self-esteem and sense of security within the family?

Detrimental Impact on Self Esteem: From the interview transcript, it was observed that interviewees 2, 4, 6, 8, 9, 11, 13 and 15 admitted to having reduced self-esteem when faced with criticism or blame. This is evident in the submission below:
"It lowers my sense of security within the family and in aspect of self-esteem, I feel each time I am blamed for something within my family, I really feel as if I'm inadequate as if I don't have what it takes." (Interviewee 2, Male).
Resilient Self Esteem: From the interview transcript, seven (7) out of fifteen (15) interviewees stated that either criticism from family members improved their self-esteem (Interviewee 5) or their self-esteem was unaffected in the face of criticism or blame in their homes when faced with criticism or blame. This can be deduced from the following statements:
"The thing is that with the type of person I am, criticisms make me strive to be a better person. It makes me strive to be a better person so if I am being criticized by my family members, I feel that is the people that are supposed to tell you the truth without looking at your emotions. So when I receive criticism like that it does not necessarily reduce my self-esteem in fact it even doubles it because I now know my faults so I work on it I know that I am going to make deliberate actions to work on it so when I'm interacting with people my self-esteem does not falter." (Interviewee 5, Female).
From the themes discussed above, it can be deduced that the majority of the respondents (8 out of 15) have experienced reduced their self-esteem from criticism or blame from family members during arguments. While the minority were either unaffected (6 out of 15) or felt their self-esteem increase (1 out of 15) when they experienced criticism or blame from their family members.

Based on the items raised for research question 2, the researcher generated six (6) themes, the most prominent of all themes was Detrimental impact on self-esteem with eight (8) interviewees admitting to having reduced self-esteem during family disagreements (criticism or blame), and Negative effects of sibling rivalry. However, these prominent themes present Sibling Rivalry as the aspect of familial discord with the most pronounced impact on the psychological wellbeing of young adults.

Research Question 3: Is there a relationship between gender and the impact of familial discord in interpersonal relationships of young adults?

Question 8: How has your experience with familial discord influenced your approach to forming close relationships with others, be it with friends or romantic partners?

Distant Relationship with Others: It was observed that nine (9) out of fifteen (15) interviewees stated that they find it difficult to form close relationships with others due to their experiences with familial discord. This can be surmised from the following statements:

"I can say it actually affects because the same way you're being treated at home it actually kind of works on your mindset or psychology in the sense that if you have a relationship with somebody be it a friend or partner or you're dating somebody. All those things will still play out and you will start to think if that person you are dating is going to still display those

attitudes that your siblings and parents actually displayed towards you and your reaction towards the person will change kind of. For example, if you are in a kind of family, that they throw blames or they judge you. If you're in a relationship with somebody, you'll be quick to react because you don't want the person to judge you or to see you as a failure or to treat you anyhow so you'll be quick to react in order to defend yourself, it can actually play out." (Interviewee 8, Female).

Empathic Interpersonal Relationships: From the interview transcription, it can be deduced that six (6) out of fifteen (15) stated that they were friendly and tried to consider other people's feelings. This is evident in the submission of interviewees 3, 4, 6, 9, 14, 15.

"I feel that this has impacted my close-up relationship with people because I'm not a very open person so I don't talk a lot and observe more so I say as little as I can so as not to spike emotions and I think that my personality is as a result of familial discord." (Interviewee 4, Male).

Based on the themes discussed in question 8 above, it can be observed that a majority (9 out of 15) had difficulty forming close relationships with others because of familial discord. While the minority (6 out of 15) found themselves to be friendly and considerate of other persons despite their experience with familial discord. Hence, it can be inferred that the majority of the respondents gave a negative response to this item.

Question 9: Do you find you disclose more or less about your personal life and relationships with friends or partners depending on your gender?

Impact of Gender on Interpersonal Relationships: All fifteen respondents provided responses on how their gender had an impact on their interpersonal relationships. Ten (10) out of fifteen (15) respondents (Interviewees 2, 3, 4, 5, 6, 7, 8, 11, 12 and 15 believed that gender had nothing to do with how much they told their friends and partners about themselves. With some believing that, experience (Interviewees 3, 4 and 15) or personality (Interviewees 8 and 12) played major roles in how much they were willing to talk about themselves. This is evident in the submissions below:

"I don't think gender has anything to do with it, I feel it depends on the person close up, there are more masculine men that don't need to share certain things with their partners or family members; I feel it has to do with a person's experiences." (Interviewee 4, Male).

The majority of interviewees (10 out of 15) stated that their gender had nothing to do with how much they disclose of their personal life and relationships with friends or partners. While a minority, (5 out of 15) expressed a more positive opinion. The consensus among the interviewees was that gender had no impact on communication in interpersonal relationships.

Question 10: Can you think of any situations where your experience with familial discord influenced how you handled conflict within your friendships or romantic relationships?

Adverse Effects of Previous Experience with Familial Discord: It was observed that five (5) out of fifteen (15) interviewees 1, 2, 5, 11 and 15 stated that their experiences with familial discord had adverse consequences on how they handled conflict with friends and romantic partners. This is evident in the following statements:

"Yes, as at the time I had sibling rivalry with my brother, that experience has molded me. In a way that I see the conflict I have with friends and others in a different light cause now I don't expect too much from outsiders as I've gone through ups and downs with my family so what is from them, I just take it that way." (Interviewee 1, Male).

Adopting Positive Methods after Experience with Familial Discord: From the transcript, it can be seen that eight (8) out of fifteen (15) respondents agreed that they adopted positive methods as a result of their previous experience with familial discord when they handled conflict with other persons. This is evident in the following statements:

"Well, I think our family discord has helped me in relationship outside families in terms of patience because dealing with my family, I've seen patience as a really great virtue. Therefore, it has really helped me in dealing with other people, when you are patient with people, when you try to understand them more; there is less conflicts out there with them. So, patience is something that I learnt with my experience with family discord." (Interviewee 13, Male).

Inability to Relate Previous Experiences with Familial Discord to Conflicts: Interviewees 7 and 10 expressed that they could not relate their experiences with familial discord to conflict with their friends and romantic partners. This is evident in the submission below:

"Not really, friendships and family are two different aspects so they're handled differently." (Interviewee 7, Male).

"There's none that I remember actually. There's none." (Interviewee 10, Male).

Based on the themes discussed above it can be deduced that a majority of the interviewees (8 out of 15) expressed that they adopted positive methods

during conflict after their experiences with familial discord.

Based on the items raised for research question 3, the researcher generated six (6) themes. The most prominent of all themes was impact of gender on interpersonal relationships where ten (10) interviewees stated that gender had nothing to do with how much they disclose about their personal life and relationships with friends or partners. Distant relationship with others with nine (9) interviewees finding it difficult to form close relationships with others because of familial discord. In addition, adopting positive methods after experience with familial discord where eight (8) interviewees expressed that they adopted positive methods during conflicts after their experiences with familial discord. The conclusion drawn from these themes is that gender has no relationship with the impact of familial discord in interpersonal relationships.

Research Question 4: Is there a relationship between familial discord and academic performance of young adults?

Question 11: Do you think your family environment during arguments or tension affects your ability to focus on schoolwork?

Adverse Impact of Familial Discord on Academic Performance: From the interview transcription, it was observed that eight (8) out of fifteen (15) interviewees had negative countenance towards their academics because of familial discord. This is evident in the submission of interviewees 1, 3, 6, 8, 9, 11, 14 and 15.

"Yes, as at the time I had sibling rivalry with my brother. That experience has molded me in a way that I see the conflict I have with friends and others in a different light cause now I don't expect too much from outsiders as I've gone through ups and downs with my family so what I see from them I just take it that way." (Interviewee 1, Male).

Positive Impact of Familial Discord on Academic Performance: It can be observed that seven (7) out of fifteen (15) had the belief that their family environment had no effect on their ability to focus on schoolwork. This is evident in the discussion below:

"No, it doesn't." (Interviewee 4, Male).

"No, not at all." (Interviewee 5, Female).

Based on the themes discussed in question 11 above, it can be deduced that a majority of the interviewees (8 out of 15) expressed that they had a difficult time focusing on their studies. While the minority of seven (7) out of fifteen (15) think that their family environment cannot affect their ability to focus on their schoolwork.

Question 12: Can you describe any changes you noticed in your study habits or motivation for school that coincided with periods of increased discord at home?

Inability To Identify Changes in Study Habits: It was observed that ten (10) out of fifteen (15) interviewees were unable to identify any changes they noticed that coincided with periods of increased discord at home. This can be seen in their discussion below:

"No, because when those things happened, I was much younger then and it doesn't affect me anymore." ((Interviewee 1, Male).

"No." (Interviewee 10, Male).

Lack of Concentration: The researcher observed that five (5) out of fifteen (15) interviewees indicated that they were unable to focus properly on their academics during periods of increased discord at home. This is evident in the statement of interviewees 6, 8, 11, 14 and 15.

"Yes, I think if you have an important exam or test you have to write and in the middle of reading, you just receive a call and then you're being scolded or lashed out on, or some blame or allegation is being placed on you it will actually work on your psychology. You'll not be able to focus even if you want to read all those things will still be playing out and you'll not be able to focus and grasp as much as you can so it can actually impact negatively on your studies." (Interviewee 8, Female).

Based on the themes discussed above, it can be deduced that majority of the respondents were unable to think of any changes they noticed in their study habits that coincided with increased discord at their homes.

Based on the items raised for research question 4, the researcher generated four (4) themes, the most prominent of all themes was, adverse impact of familial discord on academic performance where eight (8) interviewees admitted to having a difficult time focusing on their studies during familial discord. Inability to identify changes in study habits where ten (10) interviewees were unable to identify changes they noticed in their study habits that coincided with periods of increased discord at home. From the prominence of these themes, it can be concluded that there is a negatively significant relationship between familial discord and academic performance of young

adults, this relationship was not accompanied by changes in study habits.

Research Question 5: What coping mechanisms do young adults employ in response to familial discord and how do these coping strategies influence their psychological wellbeing?

Question 13: Are you familiar with any of these coping strategies? - Problem focused in which you make plans and take steps to solve the problem. Avoidance coping whereby you practice denial, suppression and engage in distracting activities. Emotion focused where you seek emotional support and engage in relaxing activities, seeking social support where you try reaching out for assistance or companionship, Cognitive coping strategies where you try to reframe negative thoughts and challenge irrational beliefs, and finally Religious or spiritual coping whereby you draw from your beliefs, faith and spiritual practices.

Problem Focused Coping: It was observed that six (6) out of fifteen (15) interviewees, interviewees 1,3, 7, 9, 12 and 14 identified with the problem focused coping strategy as the coping strategy they employed to alleviate the effects of familial discord. This is evident in the following statement:
"I'm more familiar with problem focused coping strategies which lays emphasis on making plans and taking steps to solve the problem because if you experience familial discord, it's advisable to make plans and take steps in order to solve the problem." (Interviewee 1, Male).

Avoidance Coping: It was observed that seven (7) out of fifteen (15) interviewees, interviewees 2, 4, 6, 7, 12, 13 and 14 identified with the avoidance coping strategy as the coping strategy they employed to alleviate the effects of familial discord. This is evident in the following statement:
"I'm familiar with the first one which is avoidance and then the second one which is trying to distract yourself with some activities, and then the last one religious, getting involved in religious activities." (Interviewee 13, Male).

Emotion Focused: It was observed that seven (7) out of fifteen (15) interviewees, interviewees 2, 4, 7, 8, 10, 12 and 14 identified with the emotion focused coping strategy as the coping strategy they employed to alleviate the effects of familial discord. This is evident in the following statement:
"I do it more emotionally. I try to seek emotional support and engage in relaxing activities." (Interviewee 10, Male).

Seeking Social Support: It was observed that four (4) out of fifteen (15) interviewees, interviewees 7, 8, 12 and 14 identified with the seeking social support coping strategy as the coping strategy they employed to alleviate the effects of familial discord. This is evident in the following statement:
"Emotional and religious and sometimes seeking social support." (Interviewee 8, Female).

Cognitive Coping: It was observed that four (4) out of fifteen (15) interviewees, interviewees 4, 7, 12 and 14 identified with the cognitive coping strategy as the coping strategy they employed to alleviate the effects of familial discord. This is evident in the following statement:
"I am more familiar with Avoidance and Cognitive coping strategies, sometimes it's denial and other times I reframe my negative thoughts." (Interviewee 4, Male).

Religious Or Spiritual Coping: It was observed that eight (8) out of fifteen (15) interviewees, interviewees 5, 6, 7, 8, 11, 12, 14 and 15 identified with the religious or spiritual coping strategy as the coping strategy they employed to alleviate the effects of familial discord. This is evident in the following statement:
"I think it's both spiritual and emotional so I pray basically to draw strength and I try to engage in relaxing activities." (Interviewee 5, Female).

Based on the themes presented in question 13 above, Majority of the interviewees (8 out of 10) admitted to the consistent use of the religious or spiritual coping strategy to overcome the pressures of familial discord in their families.

Question 14: How do these coping mechanisms affect your mood and overall wellbeing?

Uplifted By Coping Strategies: From the transcript, it can be seen that twelve (12) out of fifteen (15) interviews admitted to feeling like their conflicts were gone, having improved moods, feeling relieved and encouraged after applying the coping strategies which is evident in the statements of interviewees 1, 2, 5, 7, and 8 through to 15. This can be seen in their discussion below:
"I always feel good because the problems are always behind me." (Interviewee 1, Male).
"It elevates my mood." (Interviewee 10, Male).

Feeling Resentful After Using the Coping Strategies: It was observed that two (2) out of fifteen (15) respondents agreed that they were affected negatively after they made use of the coping strategies

which is evident in the statements of interviewees 4 and 13. These can be seen in their submission below:
"Sometimes negatively but after a while you get past the emotions because they're just emotions, when I say negatively, I mean that most times I plan my revenge." (Interviewee 4, Male).

Undecided Responses to Coping Strategies: It was observed that interviewees 3 and 6 were undecided in their responses to the coping strategies. This is evident in the statement below:
"I can't say." (Interviewee 3, Female).

Based on the themes discussed in question 14 above, the prevailing sentiment among a majority (12 out of 15) of the interviewees was that they felt uplifted after they applied coping strategies.

Question 15: Have you found certain coping mechanisms to be more effective than others in managing the negative effects of familial discord?

Problem Focused Coping Strategy: From the interview transcription, interviewees 1, 2, 9 and 14 admitted that problem focused coping strategy proved more effective than others in managing the negative effects of familial discord, although they found it difficult to make use of at times. This is evident in the submission below:
"Yes, I have. I think problem focused strategies is actually the best although I'm most times not capable of attacking the problem head on so I just avoid them." (Interviewee 2, Male).

Emotion Focused Coping Strategy: From the interview transcription, interviewees 3 and 15 admitted that emotion focused coping strategy proved more effective than others in managing the negative effects of familial discord. This is evident in the submission below:

"Like listening to cool good music, has a way of calming me down, making me relax and unwind from the stress and making me just feel happy." (Interviewee 15, Male).

Seeking Social Support Coping Strategy: From the interview transcription, interviewee 13 admitted that seeking social support coping strategy proved to be more effective than others in managing the negative effects of familial discord. This is evident in the submission below:
"Yes, yes, I have. I am kind of majoring in one of them now and that is reaching out to others for help. Being social is one coping mechanism I'm working on." (Interviewee 13, Male).

Cognitive Coping Strategy: From the interview transcription, interviewee 7 admitted that cognitive coping strategy proved to be more effective than others in managing the negative effects of familial discord. This is evident in the submission below:
"Yes, I think changing of negative thoughts into positive is the most effective." (Interviewee 7, Male).

Maintaining The Initial Coping Approach: From the interview transcription, seven (7) out of fifteen (15) interviewees agreed that they would maintain their initial choice of coping strategy as it proved to be more effective than others in managing the negative effects of familial discord. This is evident in the submission below:

"I thought it depends on who you are, doesn't it? But I have not found anyone better than emotional and spiritual coping strategies." (Interviewee 5, Female).

Based on the themes discussed in question 15 above, the prevailing sentiment of the interviewees (7 out of 15) was that they maintained the coping strategies they selected based on item 13 as more effective than others in managing the negative effects of familial discord they had experienced.

Based on the items raised for research question 5, the researcher generated seventeen (17) themes, the most prominent of all themes was Religious or spiritual coping strategy where a majority of eight (8) out of fifteen interviewees admitted to the consistent us of the religious or spiritual coping strategy to overcome the pressures of familial discord. The prominence of this theme presents the answer to this research question, this strategy is accompanied by feelings of relief and encouragement.

The impact of familial discord on psychological wellbeing of young adults is an intricate issue. In this discussion, the researchers examined several themes relating to familial discord. Including: marital conflict, parent-child conflict, sibling rivalry, child preference, perceived lack of support from parents, negative psychological experience, lack of security at home, negative effects of familial discord, impact on self-esteem, effect of familial discord on interpersonal relationships, adverse impact of familial discord on academic performance, impact of gender in interpersonal relations and coping strategies employed against the negative effects of familial discord. By understanding these different aspects of the issue, we can gain more insight to understanding the complex and widespread impact of familial discord on psychological wellbeing of young adults.

3. Discussion of Findings

The research questions serve as the basis for the discussion to proceed. It was discovered that familial discord significantly impacts the psychological well-being of young adults, often leading to increased levels of anxiety, depression, and stress. Young adults exposed to family conflicts may experience lower self-esteem and difficulties in maintaining social relationships. This finding is in consonance with Branje, (2018) who stated that family conflicts could lead to a range of mental issues including depression, anxiety and low self-esteem.

The thematic results gave the researcher better insight on the specific aspects of familial discord that have a more pronounced impact on the psychological wellbeing of young adults. This study revealed that sibling rivalry affect young adults more compared to parent-child conflict and marital conflict according to their experiences and apparent infrequency of marital conflict in their homes. Criticism and blame during disagreements within the family sphere revealed to be very common in households, which led to a significant reduction in self-esteem and sense of security within the home. This is affirming the study by Whisman, (2013) that negative sibling relationships marked by rivalry, hostility and aggression are linked to higher levels of psychological distress, lower self-esteem and maladaptive coping strategies and unresolved sibling conflicts may perpetuate familial discord and strain intergenerational relationships. This finding further confirmed the findings of Markman, Stanley and Blumberg (2010) who revealed that ineffective communication behaviors such as criticism, defensiveness and stalling, lead to reduced relationship contentment and increased conflicts among family members.

Furthermore, based on the thematic analysis the researcher discovered that there was no relationship between gender and the impact of familial discord in the interpersonal relationships of young adults. Gender has nothing to do with interpersonal relations but rather experiences or personality, which is contrary to popular speculation this completely, opposes the study by Grych and Fincham (2010) that emphasized that boys and girls may respond differently to marital conflict, which can influence their adjustment and psychological health as they transition into adulthood. Nevertheless, is in concurrence with the study of Stone, Otten, Engels, Vermulst and Janssens (2010) that did not explicitly focus on gender but underscores how familial discord during adolescence can affect psychological wellbeing, with implications for young adulthood.

In addition, the thematic analysis proved that there was a significant relationship between familial discord and academic performance of young adults. The findings from this study agrees with the study of Harold et al. (2018) whose study found that children from families with high levels of conflict are more likely to exhibit behavioral problems and have low academic achievement.

Lastly, the thematic analysis brought to light that the religious coping strategy was the most employed coping strategy by young adults as well as the problem focused coping strategy as feelings of relief, courage, improved mood and a feeling that the conflict was gone accompanied them. According to the ideals of Crnic, and Ross, (2018) that problem, focused coping is associated with better psychological outcomes and greater perceived control over stressful situations. As well as those of Krause, Ellison and Wulff (2012) who stated that religious or spiritual coping can promote resilience and psychological wellbeing providing a sense of meaning, purpose, and connection to something greater than oneself, this research is seen to be in complete alignment.

4. Summary of the study

The study examines the impact of familial discord on psychological wellbeing of young adults. Five research questions were raised to guide the study. The descriptive survey research design was adopted for the study. The population of the study was 44,140 (21,881 females and 22,259 males) of the University of Benin. The population comprises full time Undergraduate students of the various faculties during 2022/2023 academic session. A sample size of 15 students was used and this was obtained with the random sampling technique. The research instrument used for this study was an in-depth interview, which was used to collect data from the sample population based on the attribute of interest. The content validity method was used to establish the validity of the instrument. Data collected was transcribed and analyzed using thematic analysis. Based on the analysis of the data the following were the findings.

5. Findings

The following are the findings of the study:

- Experiencing familial discord leads to negative psychological states.
- Sibling rivalry is the most prominent aspect of familial discord.

- Unbridled criticism and blame bring about reduced self-esteem and sense of security in one's home.
- Experiencing familial discord results in strained relationship with others.
- Previous experience of familial discord helps to handle interpersonal conflicts better.
- Familial discord has a significant impact on the academic performance of individuals who have experienced it.
- People who experience familial discord constantly depend on their religion and spiritual beliefs.

6. Conclusion

This research work assessed the impact of familial discord on psychological wellbeing of young adults. Based on the findings highlighted above, the study concluded that exposure to family conflict is associated with elevated levels of emotional distress, including anxiety and depression, as well as significant impairments in self-esteem and interpersonal relationships. Sibling rivalry, identified as the most prominent aspect of familial discord, exacerbates these issues, leading to competitive stress and further emotional turmoil. The negative effects extend to academic performance, with affected individuals often displaying behavioral issues and a higher propensity for mental health disorders. Furthermore, the study highlights the complex interplay between familial dynamics and young adults' development, emphasizing the importance of effective coping strategies. While negative effects are prevalent, adaptive coping strategies can mitigate these outcomes. These strategies include seeking social support, problem focused, emotion focused, avoidance, cognitive and religious or spiritual coping strategies.

7. Recommendations

In light of the findings of this study, the following recommendations are hereby made:

Implement government-funded counseling services with partnership with health educators and support groups specifically tailored for young adults affected by familial discord in schools and communities.

Launch public awareness campaigns through health education program to educate families about the psychological impact of discord on young adults and promote healthy communication and conflict resolution skills.

Promote public health initiatives that provide affordable and accessible mental health services, including therapy and counseling, for young adults.

Develop health education programs that include subsidized family counseling and mediation services to help families resolve conflicts and improve relationships constructively.

Implement parenting education programs within health education initiatives to equip parents with effective communication strategies and conflict resolution skills, reducing the negative impact of discord on young adults.
Create health education programs that establish community support networks and peer mentoring programs, offering young adults social support and resources to cope with familial discord.

Advocate for health education policies that include legal protections for young adults in dysfunctional family environments, ensuring access to legal aid and protection from abuse or neglect.

Fund research through health education programs to understand the long-term effects of familial discord on young adults' psychological well-being and to evaluate the effectiveness of interventions, guiding future policies and programs.

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Readiness For Community Re-Integration Among Victims of Community Violence: Prognostic Functions of Post-Traumatic Stress Disorder and Depression

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Abstract. Community violence remains a significant public health concern with profound psychological and social consequences for affected individuals. This study examined the prognostic functions of posttraumatic stress disorder (PTSD) and depression on readiness for community reintegration among victims of community violence. The study adopted a cross-sectional survey design and was anchored on the Conservation of Resources Theory. A total of 368 participants were selected through a multistage sampling technique. Data were collected using standardized measures of PTSD, depression, and readiness for community reintegration. Descriptive statistics, multiple linear regression, and moderation analyses were employed for data analysis. The findings revealed that PTSD significantly and positively predicted readiness for community reintegration ($\beta = .227$, $t = 4.296$, $p < .001$), whereas depression did not significantly predict readiness for community reintegration ($\beta = .079$, $t = 1.491$, $p = .137$). Furthermore, depression did not significantly moderate the relationship between PTSD and readiness for community reintegration ($\beta = -.002$, $t = -0.148$, $p = .882$). These findings suggest that PTSD may be associated with increased motivation to reconnect with community resources and social support systems following traumatic experiences, while depression appears to have limited influence on reintegration readiness. The study concludes that trauma-related experiences play a significant role in shaping readiness for community reintegration among victims of community violence. It is recommended that trauma-informed interventions be integrated into community reintegration programmes to facilitate psychosocial recovery and sustainable reintegration outcomes.

Keywords: Posttraumatic stress disorder, depression, community violence, readiness for community reintegration, psychosocial recovery, trauma survivors.

1. Introduction

Violent communal conflicts remain a major humanitarian and public health concern in Nigeria, particularly within the North-Central region where recurring violence has resulted in widespread displacement, trauma, and social instability. In parts of Plateau State, recurrent clashes between pastoralist and agrarian communities have led to substantial loss of lives, destruction of property, disruption of livelihoods, and forced displacement of residents. Recent studies indicate that these conflicts are associated with resource competition, insecurity, environmental pressures, and ethno-religious tensions, thereby contributing to persistent cycles of violence and psychosocial distress (Sihombing et al., 2026; Okoroafor, 2025). Globally, forced displacement has continued to increase significantly, with over 122 million people forcibly displaced worldwide and internally displaced persons (IDPs) accounting for a substantial proportion of the affected population (Citaristi, 2022). Internally displaced populations remain highly vulnerable to adverse mental health outcomes due to exposure to insecurity, poverty, prolonged uncertainty, and inadequate healthcare services (Mbatta, 2024).

In Nigeria, displaced populations frequently experience traumatic events such as killings, destruction of homes, sexual violence, and loss of loved ones, which significantly increase vulnerability to psychological disorders (Musa et al., 2026; David et al., 2023). Recent empirical evidence highlights high levels of post-traumatic stress disorder (PTSD) and depression among displaced and trauma-exposed populations. Studies have shown that cumulative trauma exposure significantly predicts PTSD,

depression, anxiety, and impaired psychosocial functioning (Zughbur et al., 2025; Bany-Mohammed et al., 2025; Turgoose et al., 2024). Posttraumatic stress disorder and depression have also been associated with impaired emotional regulation, cognitive dysfunction, social withdrawal, and reduced occupational functioning (Gautam & Moradikor, 2025; Jellestad et al., 2021).

Community reintegration is a critical component of post-conflict recovery and involves the restoration of social functioning, occupational stability, interpersonal relationships, and psychological well-being (Fayyaz & Chitrali, 2025; Akimova et al., 2025). However, unresolved trauma-related conditions may hinder victims' readiness to reintegrate into their communities. Individuals experiencing PTSD may exhibit intrusive memories, hypervigilance, avoidance behaviours, and emotional dysregulation, while depression may contribute to hopelessness, low motivation, and social withdrawal (Omopo, 2024). These psychological difficulties may reduce victims' capacity to rebuild trust, reconnect socially, and regain productive functioning within their communities (Burback et al., 2024).

Despite increasing humanitarian interventions targeting displaced populations in Nigeria, limited empirical attention has been given to the prognostic roles of PTSD and depression in determining readiness for community reintegration among victims of community violence. Existing studies have focused largely on prevalence rates and general psychosocial outcomes, with insufficient attention to how trauma-related psychological conditions influence reintegration readiness (Ihnatovych, 2025; Killian et al., 2018). The present study therefore examined the prognostic functions of PTSD and depression on readiness for community reintegration among victims of community violence in Plateau State. The findings are expected to contribute to the growing literature on trauma, displacement, and psychosocial recovery while providing evidence to guide trauma-informed reintegration policies and mental health interventions for conflict-affected populations in Nigeria.

1.1 Problem Statement

Persistent attacks associated with the farmer-herder conflict in Nigeria's North-Central region have resulted in widespread loss of lives, destruction of property, and large-scale displacement of affected populations (Akanwa et al., 2023; Okpeh et al., 2021). In Plateau State, particularly in Bokkos and Mangu LGAs, many displaced persons continue to face significant socio-economic and psychological challenges, including loss of livelihoods, disrupted social networks, and dependence on humanitarian assistance (Danladi et al., 2025; Dalyop et al., 2024).

Despite ongoing relief and recovery efforts, sustainable community reintegration remains a major challenge. Many victims remain reluctant to return to their communities due to fears of renewed violence, inadequate infrastructure, and unresolved psychological trauma. Although studies have documented high levels of post-traumatic stress disorder (PTSD) and depression among displaced populations (Tesfaye et al., 2024; Koshe et al., 2023), little attention has been given to how these psychological factors influence readiness for community reintegration. Existing research has largely focused on displacement, humanitarian assistance, and living conditions in camps, with limited emphasis on mental health and reintegration preparedness (Nte, 2025). Against this backdrop, the present study examined the prognostic roles of PTSD and depression in predicting readiness for community reintegration among victims of community violence in Bokkos and Mangu Local Government Areas of Plateau State.

1.2 Aim and Objectives of the Study

This study aims to examine whether PTSD and depression are significant predictors of readiness for community re-integration among victims of community violence. The study addressed the following specific objectives:

- To examine whether higher levels of post-traumatic stress disorder (PTSD) predict lower readiness for community re-integration among victims of community violence.
- To determine whether higher levels of depression predict lower readiness for community re-integration among victims of community violence.
- To examine whether depression moderates the predictive relationship between PTSD and cognitive, occupational, social, and overall readiness for community re-integration among victims of community violence, such that higher levels of depression strengthen the negative predictive effect of PTSD on readiness for community re-integration.

1.3 Research Hypotheses

The following hypotheses were tested:

- Higher levels of post-traumatic stress disorder (PTSD) will significantly predict lower readiness for community re-integration among victims of community violence.
- Higher levels of depression will significantly predict lower readiness for community re-integration among victims of community violence.
- Depression will significantly moderate the relationship between PTSD and cognitive, occupational, social, and overall readiness for community re-integration among victims of community violence, such that higher levels of depression will strengthen the negative effect of PTSD on readiness for community re-integration.

1.4 Theoretical Framework

This study is anchored on the Conservation of Resources (COR) Theory (Hobfoll, 1989), which posits that individuals strive to acquire, maintain, and protect valued resources such as social support, emotional well-being, and occupational functioning. Psychological distress occurs when these resources are threatened or lost. Victims of community violence often experience displacement, insecurity, and disrupted social relationships, increasing their vulnerability to PTSD and depression (Wang et al., 2023). Symptoms of PTSD and depressive experiences may undermine the cognitive, social, and occupational capacities required for successful community reintegration (Okech et al., 2018). The theory also suggests that co-occurring PTSD and depression may intensify psychological vulnerability and reduce readiness for reintegration. Therefore, the COR theory provides a useful framework for understanding the influence of PTSD and depression on readiness for community reintegration among victims of community violence.

2. Methodology

2.1 Study Area

The study was conducted in Bokkos and Mangu Local Government Areas of Plateau State, Nigeria. These areas have experienced recurrent community violence, resulting in loss of lives, destruction of property, displacement, and psychological distress among affected populations. Four conflict-affected communities, two from each Local Government Area, were selected for the study. The areas were considered suitable due to the high concentration of victims of violence and displacement, providing an appropriate context for examining PTSD, depression, and readiness for community reintegration.

2.2 Design

This study adopted a descriptive cross-sectional survey design, in which data were collected at a single point in time to examine whether Post-Traumatic Stress Disorder (PTSD) and depression significantly predict cognitive, occupational, social, and overall readiness for community reintegration. A quantitative research approach was employed to enable precise measurement and statistical analysis of the variables under investigation (Duckett, 2021). The decision to adopt a quantitative method was based not only on the need to collect data from a large, randomly selected sample, which enhances the generalizability of findings to the broader population, but also on the necessity to use standardized psychological assessment tools capable of objectively measuring PTSD and depression.

2.3 Population

The study population comprised adults aged 18 years and above who were direct victims of community violence in four conflict-affected communities in Bokkos and Mangu Local Government Areas of Plateau State, Nigeria. Participants included individuals who had experienced, witnessed, or were otherwise directly affected by violent attacks. They were considered suitable for the study because they had firsthand experience of the psychological and social consequences of community violence and could provide relevant information on PTSD, depression, and readiness for community reintegration.

2.4 Sample Size

The sample size for the study was determined using G*Power version 3.1.9.7 (Faul et al., 2009). A linear multiple regression analysis with two predictors (PTSD and depression) was specified using the F-test family and the "fixed model, R^2 deviation from zero" option. Assuming a small effect size ($f^2 = 0.04$), an alpha level of 0.05, and a statistical power of 0.80, the analysis yielded a minimum required sample size of 244 participants. However, to improve statistical power and the representativeness of the findings, a total of 368 participants were recruited and included in the study. This sample size exceeded the minimum requirement and was considered adequate for the analyses conducted.

2.5 Sampling Technique

A multistage sampling technique was employed to select participants for the study. In the first stage, purposive sampling was used to select conflict-affected communities in Bokkos and Mangu Local Government Areas based on their experiences of recent violence and displacement. In the second stage, lists of affected individuals and households were obtained from community leaders, camp coordinators, and relief officials. Thereafter, simple random sampling was used to select eligible adult victims (18 years and above) from the identified populations. Where official lists were unavailable, households were identified with the assistance of community leaders, and eligible participants were randomly selected. This approach ensured the inclusion of participants relevant to the study objectives while enhancing the representativeness of the sample.

2.6 Instrument for Data Collection

Three instruments were used for data collection in this study: the PTSD-8 Inventory scale, Beck Depression Inventory-II (BDI-II), and The Readiness for Community Reintegration scale.

PTSD-8 Inventory Scale: Posttraumatic stress disorder (PTSD) symptoms were assessed using the PTSD-8 Inventory developed by Hansen et al. (2010). The scale comprises 8 items measuring intrusion, avoidance, and hypervigilance symptoms, rated on a 4-point Likert scale ranging from 0 (Not at all) to 3 (Most of the time). The PTSD-8 has demonstrated satisfactory reliability and validity across trauma-exposed populations. In the present study, the scale demonstrated good internal consistency (Cronbach's $\alpha = .794$). The scale measures the severity of cognitive, affective, behavioural, and somatic symptoms of depression on a 4-point scale ranging from 0 to 3, with higher scores indicating greater depressive symptom severity. The BDI-II has demonstrated strong psychometric properties across diverse populations, including Nigerian samples (Taru et al., 2018). In the present study, the scale demonstrated excellent internal consistency (Cronbach's $\alpha = .912$).

Readiness for Community Reintegration Scale: Readiness for community reintegration was assessed using the 14-item Readiness for Community Reintegration Scale developed by Gyang (2022). The scale measures cognitive (9 items), occupational (3 items), and social readiness (2 items) for reintegration following community violence and displacement. Responses are rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), with higher scores indicating greater readiness for community reintegration. The scale demonstrated satisfactory reliability, with an overall Cronbach's alpha coefficient of .850 and subscale reliabilities of .837, .610, and .602 for cognitive, occupational, and social readiness, respectively.

2.7 Procedure for Data Collection

Ethical approval was obtained from the Institutional Review Board of Plateau State University, Bokkos, while permission to conduct the study was secured from relevant community leaders and local authorities. Participants were informed about the purpose of the study, and informed consent was obtained prior to data collection. For participants with limited literacy, study information was explained in Hausa and other local languages, and thumbprints were accepted in place of signatures where necessary.

Data were collected from internally displaced persons and residents of conflict-affected communities using structured questionnaires measuring PTSD, depression, and readiness for community reintegration. Trained research assistants and clinical psychologists assisted with questionnaire administration and participant support. The instruments were administered in English or Hausa based on participants' preferences. Data collection lasted approximately six weeks, after which completed questionnaires were screened, coded, and entered into a secure database for analysis.

2.8 Method of Data Analysis

Quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS) version 27. Completed questionnaires were screened for completeness, coded, and cleaned prior to analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarise participants' demographic characteristics and study variables. Multiple regression analysis was conducted to examine the predictive influence of PTSD and depression on readiness for community reintegration. Hayes' PROCESS Macro for SPSS was used to test the moderating role of depression in the relationship between PTSD and readiness for community reintegration. All hypotheses were tested at the .05 level of significance.

3. Results

3.1 Descriptive Results

Descriptive statistics were used to summarise the demographic characteristics of the participants and the study variables. Table 1 presents participants' demographic information, while Table 2 shows the mean and standard deviation scores for PTSD, depression, and readiness for community reintegration. These statistics provide an overview of the sample and the distribution of the key variables examined in the study.

Table 1: Demographic Characteristics of the Study Participants

	Frequency	Percentage %
Age (Mean±SD) years	37.1±14.1	
Gender		
Male	118	32.1
Female	250	67.9
Marital Status		
Single	87	23.6
Married	233	63.4
Widowed	48	13.0
Level of Education		
Non-formal	14	3.8
Secondary	236	64.1
Tertiary	118	32.1

Table 1 presents the demographic characteristics of the study participants. The results show that the participants had a mean age of 37.1 years (*SD* = 14.1), indicating a relatively diverse age distribution among the respondents. In terms of gender, the majority of the participants were female (67.9%), while 32.1% were male. Regarding marital status, most participants were married (63.4%), followed by single participants (23.6%), while 13% were widowed. Concerning educational attainment, the majority of the participants had secondary education (64.1%, followed by those with tertiary education (32.1%), while only a small proportion had non-formal education (3.8%). Overall, the sample was predominantly female, married, and had attained at least a secondary level of education.

Table 2: Mean and standard deviation scores of the study variables

	Mean	Standard Deviation
Posttraumatic stress disorder (PTSD)	10.94	3.48
Depression	30.07	5.68
Readiness for Community Reintegration	40.07	4.15

Table 2 presents the mean and standard deviation scores of the study variables. The results show that participants recorded a mean score of 10.94 (*SD* = 3.48) on posttraumatic stress disorder (PTSD), indicating some variability in PTSD symptoms among the participants. For depression, the participants obtained a mean score of 30.07 (SD = 5.68), suggesting a moderate level of depressive symptoms with relatively greater variability compared to PTSD. The mean score for readiness for community reintegration was 40.07 (*SD* = 4.15), indicating that, on average, participants reported a relatively high level of readiness for community reintegration. Overall, the standard deviations suggest that while participants differed in their levels of PTSD, depression, and readiness for community reintegration, the variability in scores was moderate across the study variables.

3.2 Inferential Results

Inferential statistical analyses were conducted to examine the study hypotheses regarding the predictive power of posttraumatic stress disorder (PTSD) and depression on readiness for community reintegration, as well as the moderating role of depression in the relationship between PTSD and readiness for community reintegration. Multiple linear regression and moderation analyses were employed to determine the significance, direction, and strength of the relationships among the study variables. The results of these analyses are presented in Tables 3 to 6.

3.3 Predictive Power of Posttraumatic Stress Disorder (PTSD) and Depression on Readiness for Community Reintegration

The results of the predictive power of PTSD and depression on readiness for community reintegration, using multiple linear regression (MLR), revealed the extent to which these psychological factors significantly contributed to variations in readiness for community reintegration among participants (Tables 3 and 4). The analysis indicates the relative strength and direction of these predictors, providing insight into how PTSD and depression influence individuals' preparedness and capacity to successfully reintegrate into their communities following traumatic experiences.

Table 3: Regression model summary for predictive power of PTSD and depression on readiness for community reintegration

R^2	Adjusted R^2	Std. Error of the Estimates	R Square change	F-change	df1	df2	p-value
.069	.064	4.013	.069	13.456	2	365	<.001

Table 3 presents the regression model summary examining the predictive power of PTSD and depression on readiness for community reintegration. The results showed that R^2 = .069, F(2, 365) = 13.456, p < .001, demonstrating that PTSD and depression jointly and significantly predict readiness for community reintegration, and jointly accounted for 6.9% of the variance in readiness for community reintegration, suggesting that the model explains a modest proportion of the variation in readiness for community reintegration among the participants. The findings suggest that these psychological factors contribute significantly to the prediction of readiness for community reintegration, although a substantial proportion of the variance remains explained by other factors not included in the model.

Table 4: Regression coefficients for predictive power of PTSD and depression on readiness for community reintegration

	Unstandardised Coefficients		Standardised Coefficients	t	p-value
	Beta	Std. Error	β		
(Constant)	35.370	1.179		29.991	<.001
PTSD	.271	.063	.227	4.296	<.001
Depression	.058	.039	.079	1.491	.137

Dependent Variable: Readiness for Community Reintegration

Table 4 presents the regression coefficients for the predictive power of PTSD and depression on readiness for community reintegration. The results indicate that PTSD significantly predicted readiness for community reintegration (β = .227, t = 4.296, p < .001), suggesting that PTSD made a significant contribution to the prediction of readiness for community reintegration among the participants. This finding implies that variations in PTSD levels were associated with variations in participants' readiness for community reintegration. In contrast, depression was not a significant predictor of readiness for community reintegration (β = .079, t = 1.491, p = .137), indicating that depression did not make a statistically significant independent contribution to the prediction of readiness for community reintegration. The findings demonstrate that while PTSD significantly contributes to the prediction of readiness for community reintegration, depression does not independently predict readiness for community reintegration in the present study. Furthermore, PTSD exhibited a stronger predictive influence on readiness for community reintegration than depression.

3.4 Moderation Analysis for the Role of Depression on the Relationship Between PTSD and Readiness for Community Reintegration

Moderation analysis was used to determine whether depression significantly moderate the existent relationship between PTSD and readiness for community reintegration. The summary, and coefficients of the regression moderation analysis are indicated in Tables 5 – 6.

Table 5: Summary of the moderation analysis for readiness for community reintegration: PTSD X Depression

R	R-sq	MSE	F	df1	df2	p
.262	.069	16.147	8.954	3	364	<.001

The result of Table 5 shows the summary of the moderation analysis for readiness for community reintegration with PTSD, depression, and their interaction (PTSD × Depression) as predictors. The result showed that the coefficient of determination (R^2 = .069), F(3, 364) = 8.954, p < .001, indicating that the model significantly predicted readiness for community reintegration. The model accounted for 6.9% of the variance in readiness for community reintegration among the participants. This implies that PTSD, depression, and their interaction jointly contributed significantly to explaining variations in participants' readiness for community reintegration. The significant F-ratio further suggests that the overall moderation model provided a better prediction of readiness for community reintegration than would be expected by chance.

Table 6: Coefficients of the moderation analysis for readiness for community reintegration: PTSD X Depression

	Coefficient (β)	*SE*	*t*	*p*	*LLCI*	*ULCI*
Constant	40.082	0.230	174.310	<.001	39.63	40.53
PTSD	0.268	0.067	4.001	<.001	0.14	0.40
Depression	0.059	0.040	1.467	.143	-0.02	0.14
PTSD X Depression	-0.002	0.016	-0.148	.882	-0.03	0.03

DV = Readiness for community reintegration

The result of Table 6 shows the coefficients of the moderation analysis for readiness for community reintegration. The result revealed that PTSD had a significant positive relationship with readiness for community reintegration (β = 0.268, t = 4.001, p < .001). This indicates that PTSD significantly predicted readiness for community reintegration among the participants. Depression did not produce a significant relationship with readiness for community reintegration (β = 0.059, t = 1.467, p = .143). Furthermore, the interaction term (PTSD × Depression) did not significantly moderate the relationship between PTSD and readiness for community reintegration (β = -0.002, t = -0.148, p = .882). This suggests that the effect of PTSD on readiness for community reintegration did not vary as a function of participants' levels of depression. Therefore, depression was not a significant moderator of the relationship between PTSD and readiness for community reintegration.

4. Discussion of Findings

The study found that PTSD significantly and positively predicted readiness for community reintegration, indicating that victims of community violence with higher PTSD symptoms reported greater readiness to reintegrate into their communities. This finding is consistent with studies showing that trauma survivors often seek social support, community engagement, and recovery opportunities following traumatic experiences (Sippel et al., 2024; Stinner et al., 2022). Consistent with the Conservation of Resources (COR) Theory (Hobfoll, 1989), heightened PTSD symptoms may increase survivors' motivation to restore resources lost through violence, including social relationships, security, and community belonging. However, this finding differs from studies linking PTSD to poorer reintegration outcomes (Purnell et al., 2021; Piper & Berle, 2019; Okech et al., 2018). This discrepancy may stem from the fact that the present study assessed readiness for reintegration rather than actual reintegration outcomes.

The study also revealed that depression did not significantly predict readiness for community reintegration. This finding aligns with evidence suggesting that depressive symptoms do not necessarily reduce reintegration intentions when broader social and contextual factors are considered (Jackl,2025; Bunn et al., 2024). A possible explanation is that survivors' readiness for reintegration may be driven more by the need to rebuild livelihoods, reconnect with family members, and restore normal life functioning than by depressive symptoms alone. Furthermore, social support, family cohesion, and community acceptance may help sustain readiness despite emotional distress (Gao et al., 2024).

Finally, depression did not significantly moderate the relationship between PTSD and readiness for community reintegration, indicating that the influence of PTSD on reintegration readiness remained stable across varying levels of depressive symptoms. This finding is consistent with studies showing that co-occurring depression does not always alter the relationship between trauma-related symptoms and recovery outcomes (Witcraft et al., 2026; Liebman et al., 2025). PTSD may exert a direct influence on reintegration readiness through trauma-related experiences such as hypervigilance and intrusive memories, while supportive social and community resources may reduce the impact of depression on this relationship. Overall, the findings suggest that PTSD and depression operate as related but distinct psychological processes in shaping readiness for community reintegration.

5. Implications of the Study

The findings suggest that trauma-related symptoms do not necessarily impede readiness for community reintegration and may reflect survivors' efforts to restore social connectedness, security, and stability following violence. Practically, the results highlight the need for trauma-informed interventions that address PTSD while promoting social participation, community engagement, and livelihood restoration. The non-significant role of depression suggests that readiness for reintegration may be influenced more by social and contextual factors, such as family support, community acceptance, and economic opportunities, than by depressive symptoms alone. Overall, the findings underscore the importance of integrating mental health services with community-based support systems to facilitate sustainable recovery and reintegration among victims of community violence.

6. Limitations of the Study

Several limitations should be acknowledged. The cross-sectional design limits causal interpretations of the relationships among PTSD, depression, and readiness for community reintegration. The use of self-report measures may also have introduced response biases, including social desirability and recall bias. The assessment of readiness for community reintegration reflects perceived preparedness rather than actual reintegration outcomes. Future studies should employ longitudinal designs and incorporate broader psychosocial variables to provide a more comprehensive understanding of community reintegration following violence exposure.

7. Conclusion

This study examined the prognostic roles of PTSD and depression in readiness for community reintegration among victims of community violence. The findings showed that PTSD significantly predicted readiness for community reintegration, whereas depression was neither a significant predictor nor a significant moderator of the relationship between PTSD and readiness for community reintegration. The results highlight the importance of trauma-related experiences in shaping reintegration readiness and underscore the need for integrated psychosocial and community-based interventions to support the recovery and reintegration of victims of community violence.

8. Recommendations

Trauma-informed reintegration programmes should prioritize the early identification and management of PTSD symptoms while promoting social support, community participation, and livelihood restoration. Reintegration interventions should adopt a broader psychosocial approach that emphasizes family support, community acceptance, social connectedness, and economic opportunities.

Policymakers and community stakeholders should strengthen support systems that facilitate sustainable reintegration among victims of community violence. Future research should employ longitudinal designs and examine additional factors such as resilience, perceived social support, community cohesion, and economic stability to enhance understanding of community reintegration processes.

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Learning and Development (L&D) and Organisational Change in Nigeria National Petroleum Corporation Exploitation and Production Limited

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Abstract. This study examined the relationship between learning and development and organisational change in NNPC Exploration & Production Limited, Benin City, Edo State. The study was motivated by the increasing need for organisations to adapt to technological advancement, competitive pressures, and changing operational demands through effective employee development initiatives. Specifically, the study sought to determine whether learning and development significantly relates with organisational change within the organisation. A survey research design was adopted for the study. The population comprised 1,116 staff members of NNPC Exploration & Production Limited, consisting of management, senior, and junior staff. Using the Taro Yamane formula, a sample size of 325 respondents was determined and questionnaires were administered across different departments and units of the organisation. Out of the questionnaires distributed, 292 valid copies were retrieved and used for analysis, representing an 89.8% response rate. Data collected were analysed using descriptive statistics such as frequency distribution, percentages, mean, and standard deviation, while regression analysis was employed to test the hypothesis with the aid of Statistical Package for Social Sciences (SPSS) version 24. The findings revealed that learning and development had a positive but statistically insignificant relationship with organisational change at the 5% level of significance [$\beta = 0.105$; $t = 1.919$; $p > 0.05$]. The study concluded that although learning and development contributes positively to organisational change, the existing programmes within the organisation may not be adequately aligned with organisational transformation objectives. The study therefore recommended that the organisation should redesign its learning and development programmes to focus more on change-oriented competencies, continuous employee development, technological adaptability, and regular evaluation of training effectiveness in order to enhance organisational change outcomes.

Keywords: Learning and Development, Organisational Change, Human Resource Management, Employee Development, Oil and Gas Industry, NNPC Exploration and Production Limited.

1. Introduction

Organisations across the world operate in highly dynamic and competitive environments that require continuous adjustment to changing technologies, market conditions, and operational processes. These changes have increased the need for organisations to remain flexible, innovative, and capable of adapting to new realities in order to sustain performance and competitiveness (Burnes, 2019). Organisational change therefore refers to the process through which organisations modify their structures, strategies, technologies, operations, or work practices to improve effectiveness and respond to environmental pressures. In many organisations, successful implementation of change initiatives depends largely on the ability of employees to understand, accept, and adapt to new ways of working.

Learning and development (L&D) has become an important mechanism through which organisations prepare employees for organisational change. Through training, skill acquisition, knowledge development, and continuous learning opportunities, employees are better equipped to cope with technological innovations, restructuring, digital transformation, and evolving job demands. According to Huselid, Becker, and Beatty (2020), organisations that invest in

employee development are more likely to improve workforce adaptability, competence, and readiness for change. Similarly, Harrison (2020) observed that organisational change often creates skill gaps that require continuous learning and upskilling in order to ensure smooth transition and effective performance.

In contemporary organisations, the increasing adoption of new technologies and digital systems has made learning and development more essential than ever before. Employees are frequently required to acquire new competencies, adapt to revised operational procedures, and perform unfamiliar responsibilities. Where organisations fail to provide adequate learning and development opportunities, employees may experience uncertainty, resistance to change, poor performance, and low morale (Adeyemo & Arogun, 2017). Conversely, effective L&D programmes can improve employee confidence, increase adaptability, and facilitate successful organisational transformation.

The oil and gas industry, particularly in Nigeria, has experienced significant organisational changes arising from technological advancement, global competition, policy reforms, digitalisation, and restructuring of operations. These developments have compelled organisations within the sector to continuously upgrade employee skills and competencies in order to remain efficient and competitive. NNPC Exploration & Production Limited operates in an industry characterised by constant operational and technological changes, making employee learning and development an important organisational concern.

Previous studies have shown that ineffective employee development programmes contribute to skill deficiencies and reduce employees' ability to adapt to workplace changes (Akpan & Etim, 2016). Adeyemo et al. (2017) further noted that inadequate training and development opportunities hinder employees from adjusting to new technologies and emerging work patterns within Nigerian organisations. Although several studies have examined human resource management practices and organisational change generally, limited attention has been given specifically to the relationship between learning and development and organisational change within the Nigerian oil and gas sector.

It is against this background that this study seeks to examine the relationship between learning and development and organisational change in NNPC Exploration & Production Limited. The study aims to determine whether learning and development significantly influences organisational change within the organisation.

2. Literature Review

2.1 Learning and Development

Learning is a lifelong process that is being carried out throughout the lives of the individuals. It is through this process that individuals learn and increase their knowledge base regarding numerous aspects leading to development. Additionally, through this process one is able to obtain an understanding of the ideas, attitudes, skills and knowledge that enables him/ her to perform as well as implement the task in a suitable manner which in the long run leads to effective growth and development of individuals. However, learning and development (L&D) are essential aspects of human resource management practices that leads to the well-being and growth of employees and the organisation in general, L& D allows organisations and individuals as well to be able to achieve their organisational and personal goals. These processes contribute significantly to the individual's transformation (Kapur, 2020).

Damnjanovic, jovanovic, Dimitrijevic (2016) assert that Organisations are in search of individuals who are highly knowledgably, have skills and potentials due to fact that organisations employ for growth and advancement and with the aid of learning and development organisations are being ensured that they have an engaged workforce that is skillful and professional through the means of know-how, creating programs and finding out interest, guidance and coaching with the support of line managers and others and self-directed learning pastimes by members. Thus, the main purpose of learning and development in an organisation is to assist collective advancement through collaboration, skilful and moral inspiration that facilitates knowledge which supports personal awareness, trade goals as well as recognising and creating room for diversity.

2.2 Organisational Change

Change can be defined as the process of modifying the present state of things into an improved one and can be examined from different angles such the individual aspect of change as well as the organisational aspect (Baesu & Bejinaru, 2014). Moreira et al, (2016) also defines change as an alteration, adjustment, shifts or transitions that exist from one orgnaisation to another. However, from an extensive viewpoint, change is a system of uninterrupted adjustments which takes place in one or more aspect of an organisation such as organisational structure, human resources, technology and a lot more (Sofat, Kiran, & Kaushik, 2015). On the other hand, organisational change examines the

method by which an organisation transforms its operative processes, organisational structure, strategies, know-how as well as the significances of these alterations and as such, organisational change is as a result of both internal and external influences (Kumarasinghe & Dilan,2022). Organisational change can also be regarded as the actions in which an organisation uses in altering key element of its processes such as its essential technologies or infrastructures, internal processes as well as culture that it operates with (Stobierski, 2020).

Organisational Change observes the procedures by which an organisation transforms its processes of operation, organisational structure, know-how, policies, alongside the implications of changes made. Moreover, both internal and external effects often lead to organisational change. Small businesses must change in order to compete with larger businesses (Stouten et al, 2018). They must also learn to thrive in such setting. When a smaller, more innovative competitor enters the market, large competitors must adjust quickly. A company must look for ways to improve its efficiency in order to avoid falling behind or to stay ahead of its competitors. It must also aim to be more cost-effective in its operations (Revenio & Jalagat, 2016). Several organisations experience different kinds of alterations within the environments of their structure and mission. (Tahir Naveed et al, 2017). Nonetheless, Change Management is seen as an established process that is used in ensuring that strategic significant organisational transformation is planned and controlled in an efficient manner in order to overcome resistance to change so as to be able to achieve organisational goals as well as increasing employees' commitment. (Handriyono, 2018). Nonetheless, Tresnajaya (2016) assert that accomplishing sustainable change starts with having a clear understanding of what the recent state of the organisation which is then followed by the execution of strategies that are suitable and targeted. And as such, the development of an appropriate communication process is very important for carrying out an effective change in an organisation (Christensen & Raynor, 2016). According to Robbins and Judge (2015) there are six main elements that inspire change and these are; (i) the type of job (ii) Technology, (iii) social trends, (iv) Competition, (v) Economic shock, (vi) the transformation of organisational activities through the advancement of latest technology, the changing of production techniques, economic change and the transformation of the attitude of customers.
Based on foregoing review of extant literature, the study hypothesizes that:
H_{01}: *There is no significant relationship between learning and development and organizational change in NNPC Exploration & Production Limited, Benin City, Edo State.*

3. Theoretical Framework

This study is based on four theoretical foundations: ADKAR Change Model, Contingency Theory, Inter-organisational Relations Theory, and Resource Dependence Theory (RDT).

3.1 ADKAR Model of Change

ADKAR according to Angtya (2019) stands for (Awareness, Desire and wiliness to change, Knowledge of how to change, Ability to implement change and Reinforcement). However, this model is effective for addressing resistance to change, recognisng gaps, taking into consideration corrective feedbacks as well as guaranteeing a smooth transformation process Htiatt (2016). Prosci (2014) assert that organisations that use the ADKAR Model tend to experience greater successful transformation management and employee's satisfaction. Linking the ADKAR model to human resource management practice, organisations tend to have a smoother alteration through various stages of change and also improving their employees' commitment, retention, and efficiency.

3.2 Contingency Theory

Zhang et al. (2020) indicates that the environmental instability has an impact on the effectiveness of diverse organisational structure and as such it is essential for organistions to adjust its structures to be able to deal with uncertainties that occurs in its environment. The HRM practices of the organisation ought to align with its strategies or environmental condition (Harney, 2016). The uncertainties that occur in the external of environmental of an organisation help to improve its HRM practices and their effectiveness (Chen & Dai, 2020).

3.3 Inter-organisational Relations Theory

In the process of organisations collaborating, competing, or coexisting with one another, they ought to approve their policies for the purpose of adapting environment that is constantly changing. For example, after the Covid-19 pandemic, organisations had to adjust to remote work practices and this has affected the external environment and the desire to perverse the continuity of business (Batt, 2021). Sparrow and Birley (2016) are of the view that the relationships that exist between organisations have positive effects on the commitment of employees in the framework of its

alliances that are planned. With this, the Resource dependency theory is be examined due to the fact that it has substantial effects on human resources practices,

3.4 Resource Dependence Theory (RDT)

Miller (2016) is of the view that of resource dependence theory helps HR practitioners to understand as well as to effectively manage the relationship of an organisation with its external environment which also encourages fairer and equitable work environments, contributing to a more justifiable global economy. Beckman et al. (2018) denotes that the achievement of organisational objectives as a result of its dependence on external resources which leads to alliances that are strategic creates room for effective HRM practices. For example, organisations might cooperate on sharing skills and knowledge, giving room for a more adaptive and flexible personnel.

4. Research Methodology

This study adopted a survey research design to examine the relationship between learning and development and organisational change in NNPC Exploration & Production Limited, Benin City, Edo State. The survey design was considered appropriate because it enables the collection of quantitative data relating to respondents' opinions, attitudes, and experiences, thereby allowing findings from the sample to be generalised to the wider population (Creswell, 2014). The population of the study comprised 1,116 employees of NNPC E&P, consisting of 118 management staff, 983 senior staff, and 15 junior staff. Using the Taro Yamane formula at a 5% level of significance, a sample size of 295 respondents was obtained. However, the sample size was increased by 10% to 325 in order to account for possible invalid or unreturned questionnaires. Simple random and stratified random sampling techniques were adopted to ensure that all categories of employees had equal representation and opportunity of selection.

Primary data for the study were collected through the administration of a structured questionnaire to employees of NNPC Exploration & Production Limited on a face-to-face basis. The questionnaire consisted of two sections: Section A focused on respondents' demographic characteristics such as age, gender, educational qualification, and work experience, while Section B contained items relating to learning and development and organisational change. A five-point Likert scale ranging from Strongly Agree to Strongly Disagree was used to measure responses. The instrument was subjected to content validity through expert review and corrections from the research supervisor to ensure that the items adequately measured the variables of the study. Reliability of the instrument was established using Cronbach's Alpha technique, and the learning and development scale recorded an alpha coefficient above the acceptable threshold of 0.70, indicating that the instrument was reliable for the study.

Data collected were analysed using both descriptive and inferential statistical techniques with the aid of the Statistical Package for Social Sciences (SPSS) version 24. Descriptive statistics such as percentages, mean, and standard deviation were used to analyse respondents' demographic information and questionnaire responses. Inferential statistics, particularly regression analysis, were employed to test the relationship between learning and development and organisational change. This method was adopted because it enabled the researcher to determine the extent to which learning and development significantly relates with organisational change within the organisation. The results are presented in the next section.

5. Results

5.1 Analysis of Respondents' Demographic Profile

Three hundred and twenty-five (325) copies of the questionnaire were administered. However, three hundred and ten (310) were retrieved while two hundred and ninety-two (292) were found usable for analyses which represents 89.8% response rate. This section contains the analysis of the demographic profile respondents which include gender, age, marital status, staff level, educational status, work experience, department/units in the organisation and religion. The results are presented in Table 1:

Table 1: Demographic Profile of Respondents

Demographics	Categories	Frequency	Percent	Cumulative Percent
Gender	Male	125	42.8	42.8
	Female	167	57.2	100.0
	Total	292	100.0	
Age Range	22 – 30	39	13.4	13.4
	31 – 35	48	16.4	29.8
	36 – 40	42	14.4	44.2
	41 – 45	49	16.8	61.0
	46 – 50	40	13.7	74.7
	51 – 60	41	14.0	88.7
	61 – 65	33	11.3	100.0
	Total	292	100.0	
Marital Status	Single	123	42.1	42.1
	Married	169	57.9	100.0
	Total	292	100.0	
Staff Level	SS4 - SS7	60	20.5	20.5
	SS1 -SS3	118	40.4	61.0
	M4 - M6	114	39.0	100.0
	Total	292	100.0	
Educational Status	Diploma	-	-	-
	First Degree	71	24.3	24.3
	Masters	189	64.7	89.0
	PhD	32	11.0	100.0
	Total	292	100.0	
Work Experience	0 - 5years	67	22.9	22.9
	6 - 10years	71	24.3	47.3
	11 - 15years	86	29.5	76.7
	Above 15years	68	23.3	100.0
	Total	292	100.0	
Employment Status	Full-time	204	69.9	69.9
	Part-time	88	30.1	100.0
	Total	292	100.0	
Department/Unit	Accounts	20	6.8	6.8
	Administrative	42	14.4	21.2
	Audits	25	8.6	29.8
	Engineering	32	11.0	40.8
	Fire And Safety	36	12.3	53.1
	HR	42	14.4	67.5
	Plant Manager	41	14.0	81.5
	Procurement	41	14.0	95.5
	Production	13	4.5	100.0
	Total	292	100.0	
Religion	Christian	155	53.1	53.1
	Muslim	103	35.3	88.4
	African Traditional Religion	34	11.6	100.0
	Total	292	100.0	

Source: *Researchers' Fieldwork (2025)*

5.2 Descriptive Statistics of Variables

Table 2: Descriptive Statistics of Learning & Development

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
10	The L&D programmes I have participated in have helped me improve my job skills.	83 (28.4%)	110 (37.7%)	81 (27.7%)	9 (3.1%)	9 (3.1%)	3.85
11	The content of the L&D programmes is clear, concise, and easy to understand.	74 (25.3%)	113 (38.7%)	78 (26.7%)	16 (5.5%)	11 (3.8%)	3.76
12	The delivery methods used in the L&D programs (e.g., workshops, online courses) are engaging and effective.	74 (25.3%)	125 (42.8%)	69 (23.6%)	15 (5.1%)	9 (3.1%)	3.82
13	The L&D programmes provide sufficient opportunities for practical application of new knowledge and skills.	63 (21.6%)	119 (40.8%)	82 (28.1%)	25 (8.6%)	3 (1%)	3.73

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
14	I am able to readily apply the knowledge and skills learned from L&D programmes to my everyday work.	77 (26.4%)	114 (39%)	73 (25%)	20 (6.8%)	8 (2.7%)	3.79
Overall mean							3.79

Source: *Researchers' Fieldwork (2025)*

Table 2 shows the descriptive statistics of the items used in measuring learning and development (L&D). The results show that the L&D programmes employees have participated in have helped to improve their job skills ($\overline{X} = 3.85$), the content of the L&D programmes is clear, concise, and easy to understand ($\overline{X} = 3.76$), the delivery methods used in the L&D programmes (e.g., workshops, online courses) are engaging and effective ($\overline{X} = 3.82$), the L&D programmes provide sufficient opportunities for practical application of new knowledge and skills ($\overline{X} = 3.73$), and employees are able to readily apply the knowledge and skills learned from L&D programmes to their everyday work ($\overline{X} = 3.79$). The overall mean score of 3.79 for learning and development at NNPC E&P Limited suggests a generally positive perception among employees regarding these programmes. However, there may still be room for improvement to reach higher levels of satisfaction and effectiveness.

The items used in measuring organisational change were analysed using frequency count, percentages, and mean. The results are presented in Table 3:

Table 3: Descriptive Statistics of Organisational Change

S/N	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Mean
15	I feel my concerns about the change have been heard and addressed.	72 (24.7%)	128 (43.8%)	77 (26.4%)	9 (3.1%)	6 (2.1%)	3.86
16	I feel confident in my ability to adapt to the new way of working.	62 (21.2%)	127 (43.5%)	82 (28.1%)	16 (5.5%)	5 (1.7%)	3.77
17	I am confident that my skills and knowledge will be valued in the new structure.	70 (24%)	110 (37.7%)	85 (29.1%)	20 (6.8%)	7 (2.4%)	3.74
18	I feel comfortable asking questions and raising concerns about the change.	60 (20.5%)	110 (37.7%)	85 (29.1%)	31 (10.6%)	6 (2.1%)	3.64
19	I am confident that I can overcome any challenges associated with the change.	79 (27.1%)	120 (41.1%)	53 (18.2%)	27 (9.2%)	13 (4.5%)	3.77
Overall mean							3.76

Source: *Researchers' Fieldwork (2025)*

Table 3 shows the descriptive statistics of the items used in measuring organisational change. The results show that employees feel concerns about the change have been heard and addressed ($\overline{X} = 3.86$), employees of NNPC E&P Limited feel confident in their ability to adapt to the new way of working ($\overline{X} = 3.77$), NNPC E&P Limited employees are confident that their skills and knowledge will be valued in the new structure ($\overline{X} = 3.74$), employee feel comfortable asking questions and raising concerns about the change ($\overline{X} = 3.64$), and employees are confident that they can overcome any challenges associated with the change ($\overline{X} = 3.77$). The overall mean score of 3.76 for organisational change at NNPC E&P Limited indicates a generally positive perception among employees regarding the effectiveness of recent changes in the organisation. This suggests that the organisation's efforts in implementing change are relatively well-received, though there may still be areas for improvement.

5.3 Correlation Analyses

Bivariate Pearson correlation coefficients were conducted on the data for all the variables in the study. The results are presented in Table 4.

Table 4: Pearson Correlation Coefficients among Research Variables

Variables	ORCH	LDEV
Organisational Change (ORCH)	1	
Learning & Development (LDEV)	0.352**	1

**. Correlation is significant at the $p < 0.05$ level (2-tailed).

For the correlation analysis, the Pearson's correlation coefficients were conducted between the variables as shown in Table 4. According to Bryman and Cramer (1997), correlation coefficient (r) should not exceed 0.80; otherwise, the independent variables that show a relationship in excess of 0.80 may be suspected of having multi-collinearity. The results in Table 4 shows that the correlation coefficients is not up to 0.80. The results help to rule out the presence of serial correlation in the dataset. The results showed that organisational change is positively related to Learning & Development (LDEV) [$r = 0.352$, $p < 0.05$].

5.4 Estimation of the Relationship between Learning and Development and Organisational Change

Multiple regression analysis model was estimated to establish the relationship between learning and development and organisational change. The results are shown in Table 5.

Table 5: Estimated Model on Learning And Development And Organisational Change

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.390	0.264	-	1.480	0.140	-	-
LDEV	0.105	0.055	0.104	1.919	0.056	0.736	1.358
$R = 0.616$; $R^2 = 0.380$; Adj $R^2 = 0.367$; F-Statistic = 29.061; F-Statistic (Prob) = 0.000; Durbin-Watson = 1.846; Number of Observation = 292 Dependent Variable: Organisational Change (ORCH)							
Note: Learning & Development (LDEV)							

Source: *Researchers' Fieldwork (2025)*

Table 5 revealed that the relationship between organizational change and learning and development (LDEV) is not statistically significant at 5% level of significance [$\beta = 0.105$; $t = 1.919$; $p > 0.05$]. The researchers therefore accept the null hypothesis that there is no significant relationship between learning and development and organizational change in NNPC Exploration and Production Limited (NNPC E&P).

6. Discussion of Findings

The study found that there is no significant relationship between learning and development (L&D) programmes and organisational change in NNPC Exploration and Production Limited (NNPC E&P). This finding challenges the conventional understanding of L&D as a catalyst for change. One potential reason for the observed disconnect could be the misalignment between L&D programmes and the strategic goals of organisational change. In Nigeria, many organisations, including NNPC E&P, often implement L&D initiatives without a thorough needs assessment, leading to generic programmes that do not address specific organisational challenges (Garavan et al., 2020). When L&D programmes are not tailored to the unique needs of the organisation or its employees, their impact on fostering change is likely diminished. Additionally, the transfer of learning to the workplace is crucial for the success of L&D initiatives. Research in the Nigerian context suggests that the application of learned skills and knowledge is often hindered by inadequate support systems and a lack of reinforcement mechanisms (Bubou & Job, 2021). If employees are unable to apply new competencies effectively due to structural or cultural barriers, the potential of L&D programmes to drive organisational change would be significantly reduced. The organisational culture in NNPC E&P may play a critical role. A culture that does not value continuous learning or that resists change can negate the benefits of the well-designed L&D programmes.

7. Conclusion and Recommendations

Organisations operating in dynamic and competitive environments must continuously adapt to changes in technology, operational processes, and market demands in order to remain effective and sustainable. In this process, learning and development plays an important role in equipping employees with the knowledge, skills, and competencies required to cope with organisational changes. This study examined the relationship between learning and development and organisational change in NNPC Exploration & Production Limited, Benin City. Findings from the study revealed that learning and development had a positive but statistically insignificant relationship with organisational change at the 5% level of significance [$\beta = 0.105$; $t = 1.919$; $p > 0.05$]. This implies that although learning and development contributes positively towards organisational change, its contribution was not strong enough to significantly influence organisational change within the organisation during the period of the study. The finding suggests that the existing learning and development programmes within the organisation may not be adequately aligned with the company's change objectives and transformation needs.

The study therefore concludes that learning and development remains an important component of organisational effectiveness and adaptability; however, its impact on organisational change in NNPC Exploration & Production Limited has not been sufficiently significant. This indicates the need for more strategic, relevant, and change-oriented learning and development initiatives capable of improving employees' readiness, adaptability, and capacity to support organisational transformation.

Based on the findings of the study, the following recommendations are made:

- NNPC Exploration & Production Limited should conduct a comprehensive review of its existing learning and development programmes to identify gaps and areas where the programmes are not adequately aligned with organisational change objectives.
- The organisation should design and implement more strategic and change-oriented training programmes that focus on developing employees' adaptability, technological competence, problem-solving abilities, and readiness for organisational transformation.
- Management should encourage continuous learning by creating regular opportunities for workshops, seminars, professional development programmes, and on-the-job training that are directly related to emerging organisational changes and industry trends.
- The company should periodically evaluate the effectiveness of its learning and development programmes through feedback mechanisms and performance assessments to ensure that training outcomes contribute meaningfully to organisational change initiatives.
- Management should provide adequate support and resources for employee development, including access to modern learning tools and digital training platforms, in order to enhance employees' ability to adjust to new technologies and evolving work practices.

8. Suggestions for Further Studies

Future studies should expand the scope of investigation by including employees from other branches and operational regions of NNPC Exploration & Production Limited to improve the generalisability of findings. Further research may also adopt a mixed-methods approach by combining quantitative and qualitative techniques to provide deeper insights into how learning and development influences organisational change within the Nigerian oil and gas sector.

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Sociological Factors and Intergenerational Interactions in Academic Workplaces: Evidence from the University of Benin

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Abstract. This study explored how power dynamics and social capital shape intergenerational interactions among academic staff at the University of Benin. It addressed a clear gap in the literature, given the limited research on intergenerational relations in Nigerian universities, even as academic workplaces continue to bring together staff from multiple generations. The study adopted a mixed-methods sequential explanatory design, combining quantitative data from 500 full-time academic staff, gathered through structured questionnaires, with qualitative data from 20 purposively selected participants through in-depth interviews. It analysed the quantitative data using descriptive statistics and examined the qualitative data through thematic analysis. The findings revealed that seniority plays a major role in workplace interactions, with 59% of respondents stating that it significantly shapes how colleagues from different generations relate to one another. The study also found that more than 73% of respondents relied, at least sometimes, on colleagues from their own generation to manage workplace challenges. At the same time, 79.2% identified trust and interpersonal relationships as important for effective collaboration across generations. Overall, the study showed that while hierarchy influences authority in the academic workplace, social capital creates the conditions for cooperation. Thus, it recommended structured mentoring, more inclusive committee systems, and deliberate trust-building efforts to strengthen collaboration across generations.

Keywords: Intergenerational, academic work place, interactions, University of Benin

1. Introduction

Contemporary workplaces frequently consist of personnel from many generations, including Baby Boomers, Generation X, Millennials, and Generation Z. Universities are distinctive environments where academic personnel from diverse generations participate in teaching, research, and administration. Research demonstrates that disparities in communication methods, technological utilisation, and conceptions of authority between generations may result in tensions, shown as confrontations between Generation X academics and Generation Y students (Beytekin & Dogan, 2019). These dynamics presumably influence staff relationships, impacting mentorship and institutional transformation. The University of Benin, established in 1970, is a prominent federal institution in Nigeria, featuring a diversified academic community across its two campuses and fifteen faculties. The institution's extensive history and substantial faculty render it an appropriate environment to investigate the impact of age disparities on workplace dynamics and collaboration among academic personnel.

The presence of diverse generations, ranging from Baby Boomers to Generation Z, in modern workplaces fosters a climate that is both collaborative and conflict-prone. Every generation is influenced by distinct socio-historical circumstances, leading to varied values, work ethics, and communication preferences (Sudborough & Herberholz, 2025; Knowledge City, 2023). This diversity can stimulate creativity and innovation, and sometimes intergenerational conflicts if not managed well. Research indicates that such disagreements frequently stem from disparities in perspectives, communication styles, and expectations, which may result in diminished performance and

efficiency (Urick et al., 2016). Nevertheless, when addressed through tactics such as collaboration and mentorship, these disparities can provide favourable results, including increased innovation and workplace efficiency.

Urick et al. (2016) classify intergenerational tensions into three categories: values-based, behavior-based, and identity-based. Values-based tensions arise from conflicting priorities, such as the focus on work-life balance vs organisational allegiance. Behavioural tensions arise from differing work methodologies, encompassing preferences for technology and communication styles. Identity-based tensions pertain to individuals' self-perception and their perception of others within generational contexts. These tensions may show as trivial disputes or substantial confrontations, affecting workplace peace and productivity. Efficient management of these conflicts is essential for cultivating a unified work atmosphere.

Academic institutions, as reflections of wider societal trends, are especially vulnerable to intergenerational dynamics because of their varied workforce. Universities engage academic personnel from several generations, each offering distinct viewpoints in teaching, research, and administration. A study conducted by Beytekin and Dogan (2019) examined intergenerational conflicts in higher education, revealing that disparities in communication styles, technological proficiency, and attitudes towards authority between Generation X academicians and Generation Y postgraduate students resulted in tensions that influenced motivation and academic performance (Beytekin & Dogan, 2019). These findings indicate that analogous tensions may arise among academic personnel, impacting collaboration, mentorship, and institutional efficacy.

This study examined the academic personnel at the University of Benin, and investigated the characteristics of intergenerational interactions. The research employs a sociological viewpoint to analyse subjects including value systems, societal transformation, and power dynamics. The results are anticipated to improve comprehension of how to cultivate a cohesive and efficient academic atmosphere that utilises the strengths of all generations. Furthermore, findings from this study may guide initiatives to enhance communication, fortify mentorship programs, and formulate inclusive institutional policies, ultimately benefiting both staff and students.

1.1 Statement of the Problem

Workplaces comprising multiple generations frequently encounter difficulties and chances for collaboration stemming from differing values and communication styles. In universities, where faculty participate in teaching, research, and administration, these dynamics can profoundly influence workplace harmony and productivity. Research indicates that generational disparities may stimulate innovation when well managed (Urick et al., 2016). The University of Benin presumably utilises academic personnel from many generations. Nonetheless, there is a paucity of study regarding the impact of these generational differences on employees' interactions, mentorship, or institutional transformations. Research on Nigerian universities frequently emphasises overarching tensions, such as leadership challenges, although seldom examines intergenerational dimensions (Igbinoba, Salau, Atolagbe & Joel, 2022).

Investigating intergenerational relations is essential for improving communication, fortifying mentorship, and formulating inclusive policy. Cultural elements, such as the veneration of elders in Nigeria, may affect intergenerational interactions, necessitating context-specific studies. This research seeks to address this deficiency by analysing these dynamics at the University of Benin. In modern organisations, the coexistence of many generations, each possessing unique beliefs, work methodologies, and communication styles, presents potential for both collaboration and discord (Urick et al., 2016). These dynamics are especially pertinent in academic environments, where teachers from many generations engage in teaching, research, and administration functions. Such interactions can affect workplace relationships, mentorship initiatives, and institutional policies; nevertheless, research on intergenerational interactions and collaboration within academic settings, particularly in Nigerian universities, is still scarce. Due to its extensive history and varied professors, the University of Benin offered an optimal environment to examine how intergenerational interactions influence workplace relations. The precise nature and effects of intergenerational interactions among academic personnel remain largely unexamined, indicating a significant gap in the knowledge.

Cultural values in Nigeria, such as reverence for authority and elders, may distinctly influence intergenerational interactions, thereby affecting the expression and resolution of conflicts (Igbinoba et al., 2022). Younger professors may yield to senior colleagues due to cultural conventions, potentially

stifling open conflict while fostering underlying tensions that impede collaboration. Conversely, these standards could cultivate mentorship possibilities if utilised appropriately. In the absence of specific research, these dynamics remain conjectural, highlighting the necessity for a study concentrated on the University of Benin.

The absence of research on intergenerational dynamics in Nigerian academic settings is a critical gap with practical ramifications. Comprehending these relationships can guide initiatives to improve communication and collaboration among teachers, fortify mentorship programs for knowledge transfer, and formulate inclusive institutional policies that capitalise on generational diversity. These enhancements could promote workplace cohesion, increase academic output, and elevate the university's standing as a premier institution.

1.2 Research Questions

Which sociological elements, including power dynamics and social capital, influence intergenerational exchanges among academic personnel?

1.3 Objectives of the Study

The main objective of this study is to investigate the nature of the linkage between generational differential and collaboration in academic workplaces involving the University of Benin academic staff. However, the specific objective is to:

- To examine the sociological aspects, including power dynamics and social capital, that influence intergenerational exchanges among academic personnel.

2. Literature Review

2.1 An Overview of Intergenerational Interactions

Contemporary workplaces now bring together employees from several generational cohorts, most commonly identified as Baby Boomers, Generation X, Millennials, and Generation Z. This demographic mix has made intergenerational interaction a significant concern in organizational research. Scholars generally use the term intergenerational interactions to describe the patterns of communication, cooperation, conflict, mentoring, and relationship-building that develop among workers from different age groups. Early studies often assumed that these cohorts differed in meaningful and consistent ways, particularly in their work values, communication styles, attitudes toward authority, and use of technology. Costanza et al. (2012), for example, found some generational variation in work-related attitudes, although the differences they reported remained relatively modest. More recent scholarship has taken a more critical position. Rudolph et al. (2021) and Costanza et al. (2023) argued that many claims about generations rest on weak conceptual foundations and often blur the distinction between generational effects, age effects, career-stage differences, and broader historical influences. Taken together, these studies show that intergenerational interaction matters in the workplace, but fixed generational stereotypes do not adequately explain it.

The literature further shows that even when measurable generational differences appear limited, workers' perceptions of those differences still shape workplace relationships in important ways. Urick et al. (2017) found that intergenerational tensions often arise around values, behaviour, and identity, especially when employees interpret differences in communication style, work pace, or expectations through a generational lens. At the same time, their study also showed that organizations can manage such tensions through clearer communication, mutual adjustment, and deliberate cooperation. Other studies point in the same direction by showing the value of positive cross-age relationships. Fasbender and Drury (2022), for instance, demonstrated that age-diverse workplace friendships can strengthen job satisfaction and reduce turnover intentions by creating a stronger sense of connection across age groups. Overall, the literature presents intergenerational interactions as a dynamic social process shaped less by rigid cohort characteristics and more by organizational context, social identity, trust, and the quality of relationships that develop across age groups.

2.2 The Social Factors Affect Intergenerational Exchanges among Academic Personnel

Intergenerational relationships among academic staff encompass exchanges between academics from varying generational cohorts, influenced by sociological elements such as power dynamics and social capital. Power dynamics, based on seniority and institutional responsibilities, affect decision-making and collaboration, whereas social capital, which includes trust and networks, promotes mentorship and knowledge transfer (Urick et al., 2017). These elements are essential in academic environments, where varied academics engage in teaching, research, and administration. This study consolidates current empirical studies to analyse the influence of power dynamics and social capital on

intergenerational exchanges among academic professionals, emphasising their effects and cultural subtleties.

2.3 Power Dynamics in Intergenerational Interactions

Power dynamics in academia frequently correlate with seniority and academic rank, as older faculty has greater authority over curriculum, tenure, and resource distribution. Urick et al. (2017) performed qualitative interviews with 56 professionals (28 younger, mean age 29; 28 older, mean age 71), revealing that older workers, similar to senior faculty, possess greater authority due to their hierarchical roles, with 60% of younger participants indicating restricted decision-making power (Urick et al., 2017). In academia, this may result in senior professors monopolising departmental decisions, hence potentially marginalising junior colleagues. Dere and Başıbüyük (2024) conducted focus groups (N=19) to investigate intergenerational conflicts, highlighting that Generation Y's inclination towards participatory decision-making conflicts with the Baby Boomers' hierarchical approach, resulting in tensions in 55% of contacts (Dere & Başıbüyük, 2024).

Technological expertise can alter these dynamics. Culp-Roche et al. (2020) conducted a study of 1,200 academic personnel, revealing that Millennials and Generation Z exhibit a greater proficiency with digital tools (78% adoption rate compared to 42% for Baby Boomers), hence enhancing their role in curriculum development and contesting established hierarchies (Culp-Roche et al., 2020). This indicates that although seniority bestows authority, the competencies of younger academics can shift dynamics, promoting collaboration while also inciting disputes when values diverge.

2.4 Social Capital in Intergenerational Transactions

Social capital, characterised by networks, norms, and trust that promote collaboration, is essential for permitting intergenerational exchanges. A study conducted by Niehaus and O'Meara (2015) surveyed 300 faculty members at U.S. universities, revealing that robust departmental networks enhance knowledge sharing by 40%, especially when intergenerational trust is elevated (Niehaus & O'Meara, 2015). Junior faculty frequently utilise digital networks, whereas senior faculty favour in-person connections; nonetheless, both enhance social capital when effectively integrated.

Mentorship is a crucial conduit for the transfer of social capital. Robison (2023) examined mentoring programs, indicating that 70% of junior faculty with robust mentorship connections experienced increased job satisfaction and research productivity, facilitated by access to senior faculty networks (Robison, 2023). Academic Leader (2021) emphasised that intergenerational mentorship programs cultivate trust, hence diminishing conflicts by 50% in pilot initiatives (Academic Leader, 2021). Nonetheless, disparate access to networks may impede junior academics, with 45% indicating exclusion from pivotal circles (Urick et al., 2017).

2.5 Cultural Influences and Contextual Factors

Cultural norms profoundly influence intergenerational interactions, especially in non-Western settings. In societies like Nigeria, reverence for elders may cause younger professors to defer to seniors, perhaps limiting creativity but encouraging unity. Dere and Başıbüyük (2024) observed that cultural values of respect mitigated disputes in 30% of the situations examined. Nevertheless, targeted study on Nigerian universities, particularly the University of Benin, is limited, revealing a deficiency. Organisational culture is significant; collaborative institutions enhance social capital, whereas hierarchical ones perpetuate power disparities (Niehaus & O'Meara, 2015).

Challenges encompass power disparities that inhibit the contributions of junior professors and unequal access to social capital, potentially intensifying tensions. Some contend that generational differences are exaggerated, with individual characteristics such as personality having a more significant impact (Costanza et al., 2020). The scarcity of research in non-Western academic settings constrains generalisability, requiring additional investigation.

Power dynamics and social capital significantly affect intergenerational interactions among academic staff. Seniority frequently determines authority, although the technological proficiency of younger professors can alter dynamics, resulting in both opportunities and difficulties. Social capital, via trust and mentorship, enhances collaboration and knowledge transfer; yet, discrepancies in access provide problems. Cultural norms, such as reverence for elders, significantly influence these processes, especially in heterogeneous environments. Comprehending these social dimensions is essential for cultivating effective academic settings; nevertheless, further investigation is required in non-Western contexts to bridge current disparities.

2.6 Theoretical Framework

This study investigates the relationship between intergenerational disputes and collaboration among academic staff. The theoretical framework is based on Social Exchange Theory, offering a thorough perspective for examining how reciprocal contacts influence generational differences, conflicts, collaboration, institutional change, sociological dynamics, and conflict resolution methods. This singular theory corresponds with the study's overarching aim of investigating intergenerational connections and its six specific objectives, providing a unified framework to comprehend the dynamics among academic personnel at the University of Benin.

Social Exchange Theory, formulated by Homans (1958) and Blau (1964), asserts that social interactions are motivated by a cost-benefit analysis, wherein individuals pursue relationships to optimise rewards (e.g., support, knowledge, recognition) and minimise costs (e.g., conflict, effort) (Homans, 1958; Blau, 1964). In the academic environment, teacher relationships among generational cohorts, Baby Boomers (1946–1964), Generation X (1965–1980), Millennials (1981–1996), and Generation Z (1997–2012), are regarded as exchanges shaped by perceived advantages and disadvantages. This theory offers a comprehensive framework to fulfil the specific aim of the study by conceptualising intergenerational dynamics as reciprocal interactions influenced by mutual benefits, power dynamics, and social capital.

Social Exchange Theory elucidates generational differences in beliefs, work attitudes, and professional expectations by emphasising faculty perceptions of incentives and costs associated with their roles. For example, Baby Boomers may prioritise job security and hierarchical acknowledgement, viewing these as rewards, whereas Millennials emphasise work-life balance and purpose, seeking flexibility as an advantage. Generation Z, being digital natives, may anticipate prompt response and technological integration, perceiving delays as liabilities. Divergent expectations influence interactions, as professors participate in exchanges that correspond with their values. The theory positions these differences as the foundation for possible disputes or collaborative prospects, contingent upon the negotiation of rewards.

Social Exchange Theory examines sociological factors, such as power dynamics and social capital, that affect intergenerational exchanges. Power dynamics emerge when senior faculty, with elevated ranks, govern resources such as funds or promotions, resulting in an imbalance in interactions where junior faculty sense increased costs (e.g., less influence). Social capital, established via trust and networks, enhances exchanges by augmenting benefits such as collaborative opportunities. Robust departmental networks facilitate mentorship, enabling teachers to exchange expertise for mutual advantage. The theory posits that fair exchanges, bolstered by social capital, alleviate power disparities and promote constructive interactions.

3. Research Methods

The study employed a mixed-methods design, integrating qualitative and quantitative methodologies to offer a thorough knowledge of intergenerational disputes and collaboration. A sequential explanatory approach is employed, wherein quantitative data from surveys are initially collected and analysed, subsequently followed by qualitative data from in-depth interviews to elucidate and enhance the findings. The population of this study consisted of all full-time academic personnel at the University of Benin, Nigeria, across its two campuses and fifteen faculties/schools/colleges/institutes. This encompasses lecturers, senior lecturers, associate professors, and professors involved in teaching, research, and administrative responsibilities.

The sample comprises 500 academic workers for the quantitative phase (questionnaire) and 20 academic staff for the qualitative phase (in-depth interviews). The research utilises a stratified purposive sampling method. The population was categorised by faculty (e.g., Arts, Engineering, Social Sciences) to guarantee representation across fields. Purposive sampling within each stratum picks individuals according to generational cohorts (Baby Boomers, Generation X, Millennials, Generation Z) to obtain varied opinions. In the qualitative phase, 20 participants were intentionally chosen among questionnaire responders who expressed a willingness to engage, guaranteeing a diverse representation of generations and ranks.

Two instruments were employed: a structured questionnaire and a comprehensive interview guide. The questionnaire enables quantitative assessment of generational dynamics within a broader sample, hence facilitating statistical analysis (Babbie, 2020). The interview guide offered comprehensive qualitative data to elucidate quantitative results, encapsulating intricate experiences (Kvale, 2007). Quantitative data obtained from questionnaires was examined utilising descriptive statistics. Qualitative data obtained from interviews underwent thematic analysis, which included coding, categorisation, and the identification of themes consistent with research objective.

4. Results

The quantitative and qualitative data collected for this study are presented here, analysed and discussed.

Table 1: Socio-demographic characteristics of respondents

Source: *Researcher Fieldwork, 2025*.

Variable	Category	Frequency (n = 500)	Percentage (100%)
Gender	Male	280	56.0%
	Female	220	44.0%
Age Group	18–28 years (Gen Z)	80	16.0%
	29–44 years (Millennials)	200	40.0%
	45–60 years (Gen X)	170	34.0%
	61 years and above (Baby Boomers)	50	10.0%
Academic Rank	Lecturer II	110	22.0%
	Lecturer I	120	24.0%
	Senior Lecturer	140	28.0%
	Associate Professor	80	16.0%
	Professor	50	10.0%
Years of Service	Less than 5 years	130	26.0%
	5–10 years	150	30.0%
	11–20 years	130	26.0%
	More than 20 years	90	18.0%
Faculty/Department	Arts	40	8.0%
	Education	60	12.0%
	Engineering	50	10.0%
	Law	30	6.0%
	Life Sciences	60	12.0%
	Management Sciences	70	14.0%
	Physical Sciences	50	10.0%
	Social Sciences	90	18.0%
	Other	50	10.0%

The gender distribution of responders indicates that 56% were male and 44% were female. This suggests a little male predominance among the academic personnel at the University of Benin, maybe mirroring wider trends in gender representation within academia. Most respondents (40%) were from the Millennial group (ages 29–44), while Generation X (ages 45–60) comprised 34%. Generation Z (ages 18–28) constituted 16%, and Baby Boomers (ages 61 and older) comprised under 10%. This distribution indicates a predominantly youthful to mid-career workforce, with Millennials and Generation X constituting the primary demographic of academic personnel. The existence of all generational cohorts underscores the importance of examining intergenerational relations. Senior Lecturers constituted the highest percentage of responses at 28%, followed by Lecturer I at 24% and Lecturer II at 22%. Associate Professors constituted 16% and Professors 10%, indicating a hierarchical pyramid structure within academia. This distribution may affect views of authority, mentorship, and conflict or collaboration among different ranks. The largest group of respondents consisted of individuals with 5–10 years of service, accounting for 30%, while those with fewer than 5 years and those with 11–20 years were evenly divided at 26% apiece. Merely 18% possessed over 20 years of service. This trend indicates a predominantly youthful to mid-career service staff, potentially impacting institutional memory, mentoring capabilities, and willingness to collaborate. The largest proportion of responses originated from Social Sciences (18%), succeeded by Management Sciences (14%) and Life Sciences (12%). Disciplines such as Law (6%) and Arts (8%) were under-represented. This distribution suggests a varied disciplinary sample and demonstrates that intergenerational challenges may be perceived differently among faculties based on departmental culture, workload, and collaboration standards.

Table 2: Agreement on the role of power dynamics (e.g., seniority) in intergenerational interactions

Variable	*Frequency*	*Percentage*
To what extent do you agree that power dynamics (e.g., seniority) between generations affect your interactions with colleagues?		
Strongly Agree	126	25.2
Agree	169	33.8
Neutral	95	19.0
Disagree	65	13.0
Strongly Disagree	45	9.0
Total	***500***	***100***

Source: *Researcher's Fieldwork, 2025.*

A total of 59% of respondents (Strongly agree and Agree) recognise that generational power dynamics, especially seniority, substantially affect their professional relationships. Only 22% (Disagree and Strongly Disagree) refuted this view, while 19% maintained a neutral stance. The findings indicate that age and tenure-based hierarchical power structures persist in influencing intergenerational staff interactions. This has ramifications for communication dynamics, mentorship connections, and participation in decision-making processes. Power imbalances can result in dominance, marginalisation, or diminished collaboration among junior personnel.

Table 3: Frequency of reliance on generational versus cross-generational social networks

Variable	*Frequency*	*Percentage*
How often do you rely on social networks within your generation to navigate workplace challenges compared to cross-generational networks?		
Always	82	16.4
Often	138	27.6
Sometimes	145	29.0
Rarely	83	16.6
Never	52	10.4
Total	***500***	***100***

Source: *Researcher's fieldwork, 2025.*

Over 73% of respondents (Always – Sometimes) indicated that they predominantly depend on colleagues from their own generation when confronting job issues. The largest percentage (29.0%) indicated Sometimes, implying a moderate yet significant generational alignment in social support networks. Only 10.4% said that they never engage in such behaviour. This pattern emphasises a preference for intra-generational support systems in addressing work-related challenges. Such tendencies can foster connection and solidarity, yet may also perpetuate social silos, obstructing intergenerational integration and collaborative problem-solving.

Table 4: Perceived significance of social capital in cross-generational collaboration

Variable	*Frequency*	*Percentage*
How significant is social capital (e.g., trust and relationships) in facilitating collaboration across different generations in your department?		
Very Significant	113	22.6
Significant	159	31.8
Moderately Significant	124	24.8
Slightly Significant	66	13.2
Not Significant	38	7.6
Total	***500***	***100***

Source: *Researcher's fieldwork, 2025.*

Seventy-nine-point two percent of respondents consider social capital to be at least fairly important for facilitating cross-generational collaboration, with 22.6% indicating it is very significant and 31.8% deeming it substantial. Merely 7.6% underestimated its significance. This significant acknowledgement of social capital underscores the essential significance of trust, mutual respect, and interpersonal ties in facilitating joint efforts across generations. Consequently, academic organisations cannot depend exclusively on formal structures; they must also cultivate relational cohesion.

To complete the quantitative in this section, a set of qualitative data was collected based on the question: Can you describe how sociological factors, such as power dynamics (e.g., seniority) or social capital (e.g., trust, relationships), influence your interactions with colleagues from different generations, and provide a specific example? The following are the responses from the in-depth interviewees.

In the Faculty of Arts, power dynamics profoundly influence intergenerational exchanges. As a junior lecturer, I frequently experience the pressure of seniority while engaging with professors, who have considerable authority over departmental choices. During a curriculum review meeting, a top professor rejected my proposal to integrate digital humanities, emphasising the significance of traditional methodologies. Nonetheless, social capital, especially trust established via informal encounters such as departmental seminars, facilitated the bridging of this divide. Gradually, I cultivated a rapport with the professor through informal discussions about literature, resulting in his endorsement of my plan in a later encounter. This trust alleviated the initial power disparity. Power dynamics may obstruct collaboration when senior colleagues monopolise talks; nevertheless, social capital, such as mutual regard, enhances collaboration by fostering an environment conducive to open dialogue. Indeed, the cultural imperative of honoring elders is pronounced in our culture. It occasionally inhibits junior workers from contesting senior colleagues, however it also promotes mentorship when seniors are accessible (Interviewee 1/ Female / 38 / Lecturer I / Arts / June 20, 2025).

In my faculty, power dynamics frequently affect interactions, as senior professors govern critical choices such as resource allocation. I suggested the integration of e-learning platforms; however, a senior colleague initially opposed this, invoking his authority as the department head. Establishing social capital through consistent engagement at faculty gatherings proved beneficial. I invited him to co-present a session on e-learning, fostering trust and resulting in his subsequent endorsement of the effort. This relationship mitigated the power disparity and promoted collaboration. Seniority may impede collaboration by suppressing junior perspectives, but social capital derived from shared activities promotes mutual comprehension and cooperation. Respect for elders is a cultural norm that occasionally restricts open discourse but simultaneously motivates junior personnel to pursue mentorship from senior colleagues, which can be beneficial (Interviewee 2/ Male / 35 / Lecturer II / Education / June 21, 2025).

In engineering, seniority frequently determines project leadership, resulting in power disparities. For example, in a renewable energy project, a senior professor initially disregarded my contributions about simulation software because of my junior position. Nonetheless, the social capital created through joint laboratory efforts enabled me to showcase the software's worth, resulting in its adoption. Trust established through common objectives was essential in surmounting the initial hierarchy. Power dynamics obstruct collaboration when junior members feel marginalised; however, social capital derived from collaborative projects cultivates mutual respect and enhances teamwork. The cultural reverence for the elderly may deter juniors from contesting seniors, yet it simultaneously encourages mentorship when seniors are receptive to collaboration (Interviewee 3/ Male / 40 / Senior Lecturer / Engineering / June 22, 2025).

The power dynamics within the department and faculty are apparent in decision-making, since senior lecturers frequently dominate faculty meetings. I proposed a new course on international human rights law, but a senior colleague rejected it, citing tradition. Collaborating with her on a paper facilitated the development of social capital. Our collaboration fostered trust, and she subsequently endorsed my plan, demonstrating how relationships can alleviate power disparities. Seniority may hinder innovation, whereas robust ties created via teamwork enhance idea exchange and support. Respect for seniors is a cultural norm that restricts direct confrontation while promoting junior personnel to pursue senior mentorship, which can be beneficial (Interviewee 4/ Female / 42 / Senior Lecturer / Law / June 23, 2025).

In the Life Sciences faculty, power dynamics affect resource distribution, as senior lecturers frequently prioritise their own research. I encountered difficulties obtaining lab access for a research topic until I established a rapport with a professor through collaborative fieldwork. This social capital facilitated her advocacy for my initiative, guaranteeing access. Trust was essential in addressing the power disparity.

Seniority may restrict junior access to resources; yet, social capital derived from collaborative efforts promotes cooperation and resource-sharing. Giving respect to seniors may prevent juniors from expressing their requirements; yet, it also fosters mentorship, thereby cultivating trust (Interviewee 5/ Male / 37 / Lecturer I / Life Sciences / June 24, 2025).

In Management Sciences, seniority frequently influences committee assignments, with senior lecturers assuming leadership positions. I was initially excluded from a committee until I established trust with a senior colleague by co-organizing a workshop. This bond resulted in my inclusion, demonstrating how social capital can mitigate power dynamics. Power dynamics impede junior involvement in decision-making, whereas social capital derived from collaborative projects promotes inclusion and cooperation. Cultural behavioral expectations for seniors constrains junior assertiveness while fostering mentorship, hence cultivating constructive interactions (Interviewee 6/ Female / 39 / Lecturer I / Management Sciences / June 25, 2025).

In my department, power dynamics affect research funding allocations, frequently favouring older teachers. My concept for a quantum computing research was first disregarded until I partnered with a professor on a pilot study. This established trust, resulting in her endorsement of my grant proposal. Social capital was essential in addressing the power disparity. Seniority may restrict chances for juniors; yet, social capital derived from collaboration encourages mutual support and access to resources. Regards for elders inhibits direct confrontation but facilitates mentorship, thereby cultivating constructive connections. (Interviewee 7/ Male / 60 / Professor / Physical Sciences / June 22, 2025).

In the Faculty of Social Sciences, power dynamics strongly shape committee appointments, with senior lecturers often occupying the key positions. I was initially left out of a policy brief project, but that changed after I built trust with a senior colleague through co-teaching. That relationship eventually opened the door for me to join the research team, showing how social capital can soften power imbalances in the academic workplace. While seniority can keep junior staff away from important roles, collaboration and shared professional engagement can create pathways for inclusion and cooperation. In this context, cultural respect for elders tends to limit the assertiveness of junior academics, yet it also creates space for mentorship and, over time, strengthens trust. (Interviewee 8/ Female / 41 / Senior Lecturer / Social Sciences / June 27, 2025).

In agriculture, power dynamics affect project leadership, frequently resulting in senior academics assuming control. I was first excluded from a crop research study until I established a rapport with a professor through fieldwork. This trust facilitated my inclusion, demonstrating how social capital mitigates seniority. Power dynamics may restrict the participation of juniors; nevertheless, social capital derived from common objectives encourages collaboration. Respect for elders inhibits conflict yet facilitates mentorship, thereby cultivating productive connections (Interviewee 9/ Male / 38 / Lecturer I / Agriculture / June 28, 2025).

Seniority shapes how resources are distributed, in Medical Sciences, with senior academics often giving priority to their own initiatives. I found it difficult to gain access to clinical data until I built trust with a professor through a collaborative study. That relationship changed the situation. Once trust was established, she shared the resources I needed, showing clearly how social capital can soften the effects of workplace hierarchy. While seniority can limit junior staff's access to important resources, teamwork and professional trust can encourage reciprocal support and make collaboration more possible. In the same way, respect for elders may discourage direct confrontation, but it also creates space for mentorship and, in doing so, strengthens trust across academic ranks (Interviewee 10/ Female / 43 / Senior Lecturer / Medical Sciences / June 29, 2025).

This content analysis scrutinises qualitative data derived from comprehensive interviews with twenty academic personnel across diverse faculties/schools/colleges/instates at the University of Benin, concentrating on exploring the sociological determinants, including power dynamics and social capital, that influence intergenerational interactions among academic staff. The analysis entailed coding responses for themes pertaining to power dynamics (e.g., seniority), social capital (e.g., trust, relationships), and cultural factors (e.g., respect for elders), subsequently categorising and comparing across faculties and generational cohorts (Generation X, Millennials, implied Baby Boomers), and interpreting through an industrial sociology perspective. The results indicate that power dynamics impede collaboration, whereas social capital and cultural norms promote effective interactions, influencing intergenerational dynamics in academic environments.

Power dynamics, dictated by seniority, profoundly affect intergenerational interactions, frequently sidelining junior personnel in decision-making and resource distribution. Interviewees consistently indicated that senior faculty, frequently characterised as Baby Boomers, exert control over departmental decisions, including curriculum evaluations (Interviewee 1, Arts), resource distribution (Interviewee 2, Education; Interviewee 5, Life Sciences; Interviewee 10, Medical Sciences), project leadership (Interviewee 3, Engineering; Interviewee 9, Agriculture), committee appointments (Interviewee 6, Management Sciences; Interviewee 8, Social Sciences), and funding determinations (Interviewee 7, Physical Sciences). Interviewee 1 recounted a senior professor rejecting a digital humanities proposal because of her junior status, whereas Interviewee 5 encountered difficulties obtaining lab access until establishing rapport with a professor. These dynamics impede collaboration by stifling junior voices, as stated by Interviewees 1, 3, and 6, so generating friction in faculty meetings or project planning. From a Weberian viewpoint, this illustrates how authority structures based on seniority constrain creativity, along with industrial sociology's emphasis on power stratification inside organisations.

Social capital, established via trust and relationships, alleviates power disparities and promotes intergenerational collaboration. Interviewees articulated the establishment of trust via informal engagements (e.g., departmental seminars, Interviewee 1), collaborative endeavours (e.g., fieldwork, Interviewees 5, 9; co-teaching, Interviewee 8; pilot studies, Interviewee 7), or mutual activities (e.g., co-presenting workshops, Interviewee 2; co-organizing events, Interviewee 6). For example, Interviewee 3's participation in laboratory work prompted a senior professor to implement simulation software, while Interviewee 4's co-authored article fostered trust, culminating in endorsement for a new course. Social capital fosters collaboration by establishing mutual respect and common objectives, as highlighted by Interviewees 1, 4, and 8, thereby allowing subordinate personnel to access resources or decision-making positions. This corresponds with social capital theory, which asserts that relationship networks augment cooperation and productivity in hierarchical environments such as academia.

Cultural components, especially the norm of reverence for elders, serve a dual function in influencing interactions. This convention, embedded in the Nigerian cultural environment, frequently restrains junior staff from contesting elders, as observed by Interviewees 1, 3, 4, 5, 6, 8, 9, and 10, so constraining open dialogue and creativity. Interviewee 1 remarked that reverence for elders inhibited junior staff from challenging senior colleagues, whereas Interviewee 6 indicated it limited assertiveness. This norm promotes mentorship, motivating junior staff to seek help from accessible elders, as seen by the productive mentorship experiences of Interviewees 2, 4, and 5. This paradox illustrates relational sociology's focus on cultural norms influencing workplace relations, balancing respect with collaborative opportunities when superiors are receptive to involvement.

The interaction of these sociocultural elements has considerable ramifications for collaboration. Power dynamics obstruct collaboration by sidelining junior personnel, as evidenced by the early exclusion of Interviewees 3, 5, and 7 from projects or financing. In contrast, social capital fosters inclusion and collaboration, as evidenced by the successful integration of Interviewees 2, 6, and 8 into decision-making through the establishment of trust. The cultural practice of venerating elders both restricts direct conflict, maintaining harmony, and promotes mentorship, facilitating information transfer. From an industrial relations standpoint, our findings underscore the necessity for conflict-sensitive frameworks that honour seniority while elevating junior perspectives, so assuring fair involvement in academic environments.

The University of Benin must establish organised systems to equilibrate power relations and utilise social capital effectively. Cross-generational committees, as suggested by Interviewee 1's curriculum review, can facilitate inclusive decision-making. Mentorship programs, such as those nurturing connections in Interviewees 2 and 5, can cultivate trust and promote knowledge transfer. Workshops or informal activities, exemplified by Interviewee 6's co-organized event, can augment social capital and bridge generational divides. Furthermore, training in cultural sensitivity and conflict resolution helps reconcile the dual imperative of respecting elders, fostering open discourse while preserving mentorship possibilities. These measures can foster a collaborative academic climate that leverages generational diversity for institutional advancement.

5. Discussion of Findings

Findings validate sociological views that power is ingrained in professional relationships and frequently shaped by age-based seniority structures, particularly in conventional and hierarchical institutions such as universities. Weberian theory posits that power is exerted via authority structures, exemplified by senior

academic personnel, which affect resource allocation, policy execution, and representation in administrative contexts. The perception of power dynamics highlights that junior academics may feel constrained in voicing disagreement or proposing innovations in the presence of established authority leaders. In contrast, senior employees may expect respect or oppose changes advocated by younger coworkers. This tension is essential from an industrial relations standpoint, as it can either promote stability through respect for experience or incite latent conflict if power is not wielded inclusively. Consequently, universities must establish conflict-sensitive frameworks that honour seniority while not suppressing the expression and innovation of junior scholars.

The results correspond with social identity theory, which posits that individuals are drawn to in-groups, typically characterised by a shared generational identity, for emotional security, validation, and a unified perspective. In the academic environment, these collectives can serve as informal support networks for managing bureaucratic stress, power dynamics, and administrative obstacles. Nevertheless, such dependence may unintentionally weaken intergenerational cooperation, disrupt institutional culture, and cultivate echo chambers. From a sociological standpoint, this indicates the existence of generational enclaves that both empower and constrain. Although these networks can foster social cohesion and resilience, they may also hinder intergenerational communication or sustain misconceptions. Institutions pursuing long-term transformation must establish inclusive community-building methods, mentorship programs, and collaborative projects that intentionally integrate diverse generations to eliminate age-based network silos.

This discovery underscores that relational sociology, which concentrates on the network of social connections, is essential for comprehending workplace dynamics. Social capital promotes reciprocity, collaboration, and mutual comprehension, particularly within institutions marked by hierarchical structures and generational variety. In academia, where collaboration is vital for teaching, research, and administration, trust and personal rapport are crucial facilitators of productivity. The significant emphasis on social capital indicates that successful intergenerational collaboration relies more on fostering a culture of interpersonal goodwill than on structural policies. Social capital alleviates distrust, connects generational perspectives, and facilitates the informal exchange of institutional knowledge. In the context of industrial sociology and labour relations, social capital improves collective bargaining, team productivity, and workplace cohesion. Consequently, colleges must formalise mentorship and collaboration while simultaneously investing in relationship-building initiatives—such as intergenerational workshops, retreats, and informal peer networks—to maintain an inclusive academic atmosphere.

The findings about power dynamics and social capital influencing intergenerational interactions are corroborated by a study conducted by Lyons and Kuron (2014). This research utilises social capital theory to investigate how trust and relationships alleviate power disparities in intergenerational settings, especially within academia. It underscores how the authority of senior academics can suppress junior views, while social capital promotes collaboration, consistent with the dissertation's focus on the necessity of relationship-building to improve intergenerational exchanges.

6. Conclusion

This study examined how sociological factors, especially power dynamics and social capital, shape intergenerational exchanges among academic staff at the University of Benin. The findings make one point very clear: academic interaction does not take place on a level playing field. Seniority still shapes communication, participation, and access to influence, and many respondents acknowledged that hierarchy affects how they relate with colleagues across generations. Even so, hierarchy does not tell the whole story. The study also found that trust, collegial relationships, and informal networks play a central role in making collaboration possible across age groups and academic ranks. Respondents repeatedly described cases where resistance linked to seniority eased once people-built trust through shared responsibilities, informal conversations, or joint academic work. Taken together, the findings show that the academic workplace runs on two forces at once: hierarchy structures authority and access, while social capital creates room for cooperation and openness.

The study therefore concludes that intergenerational tensions in the university do not arise simply because people belong to different age groups. They grow out of the interaction between institutional hierarchy, cultural expectations of deference, and unequal access to supportive networks. At the same time, the same environment can support meaningful collaboration when departments intentionally build trust and mutual respect across generations. On that basis, the study recommends that the University of Benin strengthen structured cross-generational mentoring, encourage

more collaborative committee practices, and create informal academic networking spaces that reduce unnecessary status barriers without dismissing the value of experience. These steps would improve communication, expand junior staff participation, and turn generational diversity from a quiet source of tension into a real institutional asset.

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Influence of Emotional Intelligence on the Military Training Performance among Military Trainees in Nigeria

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Abstract. The purpose of this study was to examine the influence of emotional intelligence on the military training performance of Nigerian military trainees. Using a cross-sectional survey design, a total of 142 participants were selected by convenience sampling technique from two military training institutions. Participants consisting of 134 males (94.4%) and 8 females (5.6 %) within an age range of 18-25 years across training years, arm of service and battalions made up the sample population. The Brief Emotional Intelligence Scale (BEIS-10) and the Self-rated Training performance Scale were used for data collection. The result of hypothesis one showed an insignificant relationship between all emotional intelligence dimensions and military training performance among military trainees while the second hypothesis was confirmed as it showed that demographic variables jointly predicted military training performance of trainees (R= .259; F= 1.953, P< .05) but only gender independently predicted military training performance of trainees at a significant level (β= .241; t= 2.791, P < .05). The findings were discussed and recommendations were made.

Keywords: Emotional intelligence, Military Performance, Military Trainees, Military Training Performance, Nigeria

1. Introduction

Military institutions around the world have maintained their reputation for discipline, efficiency and strict work ethics throughout the years. In Nigeria, the military is known to uphold pillars of integrity, discipline, courage, values, effectiveness, professionalism and solution orientation (Isa & Sabo, 2022). These character traits are indoctrinated into its personnel during training, especially in the training of future military commanders; trainees.

Globally, military academies are educational institutions which prepare candidates for service in the officer corps. It normally provides a combination of education and rigorous military training within a military environment, the exact definition depending on the country concerned. These military training institutions provide specialised services for officers at the operational, tactical and strategic level of the Armed Forces.

In Nigeria, military trainees are groomed in Military, Academic and Character development to instil discipline, physical and psychological readiness and leadership skills according to global best practices, culminating in the award of a bachelor's degree and presidential commissioning.

During this broad-based training, trainees are imbued with core military values including that of discipline and efficiency in the performance of military duties which in the case of officers is the administration of men and materiel. In general, military performance refers to the measure of success or failure demonstrated by an armed force in executing assigned missions and achieving strategic objectives (Mohammad, 2025). This is dependent on several interrelated variables including personnel, logistics, leadership quality, morale among others. Military performance can be described as any activity or collection of responses that leads to a result on, an accomplishment of, or has an effect on an assigned military task. It can also be described as the behavior of a person (the performer) when faced with a specific military task (APA Dictionary of Psychology, 2020).

Trainees' military performance in this context therefore refers to their ability to excel at a specialised, curated combination of activities such as military subjects and exercises, physical training exercises,

strength and endurance training, sports and club activities, team cohesion, administration of junior trainees, personal turnout, puttee parades, while taking orders and maintaining the military values and personality. Fulfilling his or her academic and military responsibilities under limited time can stretch a trainee physically, mentally and emotionally. This physical, mental and emotional stress, if not dealt with using appropriate coping mechanisms, can lead to poor academic and military performance and even ill health (Moore, et.al., 2023).

Some effective methods of coping with the stress of trainees' performance include self-motivation, performance satisfaction, goal clarity, conducive environment, application of constructive feedback and constant application of sound emotional intelligence (Wong & Law, 2002).

Emotional intelligence is a type of intelligence that involves the ability to process emotional information and use it in reasoning and other cognitive activities or tasks (APA Dictionary of Psychology, 2020). The term was first proposed by U.S. psychologists Peter Salovey and John D. Mayer which they described as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey & Mayer 1990). According to Mayer and Salovey's 1997 model, it comprises four abilities: to perceive and appraise emotions accurately; to access and evoke emotions when they facilitate cognition; to comprehend emotional language and make use of emotional information; and to regulate one's own and others' emotions to promote growth and well-being (Salovey & Mayer 1997). Emotional intelligence quotient (EQ) is an index of emotional intelligence.

Several demographic factors have been found to influence emotional intelligence including gender. Though several studied have been conducted on the relationships between gender and emotional intelligence, findings are largely inconclusive. For instance, while Ahmad, Bangash & Khan (2009) found a male dominance in emotional intelligence as compared to their female counterparts, Anteneh &Tsefaye (2023) discovered a female dominance in their research sample. In general, literature holds that while general EQ is often similar for both genders (Oriaku et. al, 2020), males and females tend to possess specific strengths and weaknesses. For instance, women often perform better in areas of empathy, emotional expression, interpersonal relationship and regulation of others emotions (Urbon, Salavera & Usan, 2025) while males may score higher on self-regard, assertiveness and stress tolerance (Kaneez, 2006). Other factors including personality, age, experience, training and education also influence emotional intelligence (Shukla & Srivastava, 2016; Stami et. al, 2018 and Samuel & Osman, 2022).

This research therefore seeks to study the possible influence of emotional intelligence on military training performance military trainees in Nigeria.

1.1 Statement of Problem

Emotional intelligence has been established recurrently in literature as a key driver of performance, leadership, positive work place attitudes and outcomes in both military and civilian populations. Despite this fact, military populations appear to be averse to anything concerning emotions at a basic level. This could be for fear of misinterpretation or due to concerns of the primary weakening in the necessary task orientation that this mindset could cause (Aguilar & George, 2019).

Emotional intelligence simply entails understanding and managing one's emotions and positively influencing that of others. It is an invaluable quality for any person to have especially for people whose personal and/or professional lives are demanding and puts them under a lot of pressure such as trainees. Preliminary investigations from younger trainees reveals that they are generally unaware of the effect of their emotions on the behaviour, attitude and overall outcomes. Therefore, sound emotional intelligence could be a necessary advantage to help trainees to successfully cope with their rigorous training and improve their performance and avoid negative easily avoided outcomes related to emotional mismanagement.

Despite these, little to no literature exists regarding the study of emotional intelligence and training performance especially among young trainees. This study therefore aims to add the body of knowledge in research about the variables discussed in this research as it concerns trainees in particular and military personnel in training in general.

1.2 Research Objectives

- Examine the relationship between emotional intelligence on the level of military performance among military trainees.
- Investigate the influence of demographic variable on military training performance possessed by military trainees

1.3 Hypothesis

The emotional intelligence of Nigerian military trainees will have a significant relationship with military training performance.
Demographic variables will have significant joint and independent influence on military training performance of Nigerian military trainees.

1.4 Research Questions

- What is the relationship between emotional intelligence and the level of military performance among Nigerian military?
- How do selected demographic variables influence military training performance possessed by Nigerian military trainees?

2. Literature Review

The military, as an institution, is best known for its efficiency in performing stipulated tasks. This involves conducting successful operations at the least cost, with the least effort in the prescribed order (Obi-Nwosu & Chinenye,2018). Achieving this is dependent on several factors including institutional, process and human factors (Dyrstad, et.al., 2010; Obi-Nwosu, 2012).

Emotional Intelligence is increasingly being recognised as a pivotal skill which enhances both individual and organisational performance, (Geetha, et.al, 2025) such as the military. Despite this fact, it is an important but underexplored concept within the military context (Aguilar & George, 2019). This may be because traditional military leadership focuses more on task achievement and operational efficiency and less on the emotional wellbeing of its members. Other possible challenges/ ideological conflicts that could be experienced while applying emotional intelligence in a military setting include issues related to: flexibility and creativity vs conformity, discipline and following orders; task-oriented work behaviours vs relationship-oriented work behaviours; appropriate conflict management styles; problem solving assessment styles among others (Singh, 2014; Livingstone et al., 2002; Baker, 2012; Kark, Karazi-Presler& Tubi, 2016).

Military leaders and personnel today have to deal with new dimensions of intellectual, cultural, practical and often hybrid challenges which were never encountered in the recent past, requiring new approached to problem solving. In light of the changing face of work and the world, traditional measures of success (task completion & technical success) are no longer enough to measure long term effectiveness (Uwa, 2021). In essence, it is no longer only about what you do, but about how you do it, the strength and persistence of your impact and essentially its efficiency. Extant research provides emotional intelligence as an important tool for modern day leadership success and places it as a key driver of work performance and in turn, organisational efficiency (Afolabi, Awosola & Omole, 2010; Boyatzis & Soler, 2012; Golman & Boyatzis, 2017; Uwa, 2021).

Emotional Intelligence consists of four fundamental capabilities: self-awareness, self-management, social awareness and social skills (Goleman, 1998) which have been consistently associated with positive work and life outcomes. While these capabilities are usually considered in relation to individuals, Goleman et al. (2002) believes that these competencies can apply to teams and have the potential to optimize individual and team effectiveness and performance. This is important because military training heavily relies on and encourages team-based systems for exercises, training and real time performance of duties, thus team cohesion, which is greatly influenced by emotional intelligence, is also a key driver of performance and efficiency (Orme &Kehoe, 2020). Emotional intelligence impacts on individuals managing interdisciplinary, diverse and complex working relationships, performance, staff retention and job satisfaction (Goleman 1998). Hence, while, intellect and expertise matter, it is emotional competence that sets star teams and individuals apart from those that are less successful. However, Coetzer (2016) reported that both emotional and cognitive intelligence are both important because they provide complimentary and different functions. Specifically, cognitive intelligence supports strategic planning, technical proficiency and problem solving while emotional intelligence facilitates team work, resilience, empathy, leadership in complex and evolving environments.
Emotional intelligence is a construct that can be developed and is linked to the development and maintenance of several positive performance qualities such as improved decision-making, risk-taking, interpersonal relationships, commitment, prioritising, problem solving and many other behaviours associated with effective performance (Felice & Weese, 2024). Sound emotional intelligence can help drive trainees' behaviour positively. Learning how to manage their emotions and that of others especially when they are under pressure will greatly improve their leadership and interpersonal skills as well as their mental stamina during military training. It is also likely that a high EQ could help trainees to communicate better, reduce their anxiety and stress, defuse conflicts, improve relationships, empathize

with others, and effectively overcome challenges during their training (Aguilar & George, 2019).

3. Research Method

3.1 Research Design

the cross-sectional survey design was employed. This includes the use of questionnaire responses to determine the level of emotional intelligence (Independent Variable) among Nigerian military trainees and its influence on trainee's military training performance (Dependent Variable). This design is apt fort this study because it allows the researcher to collect quantitative data from a large representative number of participants over a short period of time (Glasgow, 2005).

3.2 Participants

A total of 142 participants, drawn from two military training institutions, took part in this study with 134 males (94.4%) and 8 females (5.6 %) participants possessed an age range of 18-25 years with a mean and standard deviation of 20.72 ±1.50. Trainees were randomly selected from all departments, arms of service and battalions (see Appendix 1 for details).

Table 1: Frequency and Percentages of the Characteristics of Trainees

VARIABLES		FREQUENCY	PERCENTAGES
Gender	Male	138	94.4
	Female	8	5.6
	Total	142	100%
Training Rank	1	42	29.6
	2	44	31.0
	3	37	26.1
	4	19	13.4
	Total	142	100%
Arm of Service	Air Force	38	26.8
	Army	66	46.5
	Navy	38	26.8
	Total	142	100%
Battalion	A	41	28.9
	B	18	12.0
	C	78	54.9
	D	5	3.5
	Total	142	100%

Table 1 shows the frequency and percentages of the characteristics of 142 trainees of 138 (94.4%) were male trainees and 8(5.6%) were female trainees. Their age ranged from 17-25 years with a mean age of 20.72 and standard deviation of 1.504. In terms of training group 42 (29.6%) were in rank 1, 44(31%) in rank 2, 37(26.1%) in rank 3 and 19(13.4%) were in rank 4. The table also shows that 38(26.8%) were in the Air force as well as 38(26.8%) in the Navy and 66(46.5%) in the Army. In terms of battalion 41 (28.9%) were in A, 18(12%) in B, 78(54.4%) were in C and 5(3.5%) were in D.

3.3 Sampling technique

Based on ethical restrictions, the total population size was not revealed in this study, however, participants were selected using convenience sampling method which is dependent on availability and accessibility of participants. This ensured that trainee training schedules were not affected by this study and only those available and willing to participate took park in this research.

3.4 Instruments

A questionnaire consisting of three sections was used for data collection. Section A measured socio-demographic variables of participants while. Section B and C consisted of scales measuring emotional intelligence and Military Training Performance respectively.

3.5 The Brief Emotional Intelligence Scale (BEIS-10)

The Brief Emotional Intelligence Scale (BEIS-10) is a brief version of the Emotional Intelligence Scale (EIS) developed by Schutte et al. (1998) containing 10 items of the 33-item EIS. The BEIS-10, developed by Davies et. al, (2010) was proposed to be particularly useful in situations where brevity is important (such as a busy military training context) and may help to maintain ecological validity with the central benefit of offering a way to capture EI quickly while maintaining acceptable psychometric properties. The scale is structured around 5 key EI dimensions namely: appraisal of own emotions, appraisal of others' emotions, regulation of own emotions, regulation of others' emotions and utilization of emotions, with 2 items per factor. The BEIS-10 is a self-report scale with a 5-point Likert style response scale ranging from 1 strongly disagree to 5 strongly agree. It possesses a good internal consistency, with Cronbach's alpha coefficients commonly falling between .74 and .84 per dimension with Davies et. al reporting an overall Cronbach alpha of 0.84.

3.6 The Self-Rated Military Training Performance Scale

The Self-rated performance scale or questionnaire was adapted from the performance traits subscale of the US Navy Evaluation Report and Counselling Record, E1-E6 (2002). The questionnaire is a seven-item inventory designed to provide a formal and quantitative assessment of personnel job performance, professional character and leadership skills. It has been useful for documenting specific strengths and weaknesses, guiding career development and providing evidence for retention or promotion decisions. All items are answered on a 3-point Likert scale ranging from (3) Better than the average recruit, (2) Same as the average recruit, and (1) Worse than the average recruit. The measure is considered to have a good construct and predictive validity while being reliable (Helzer & Bacolod, 2022). It this study, it possessed a Cronbach Alpha of 0.75.

3.7 Procedure

The researchers were formally introduced at selected institutions where permission was sought from relevant authorities and granted. Battalion Adjutants and Regimental Sergeant Majors were (RSMs) assisted in the conduct of the data collection phase. The researcher was granted permission to conduct the data collection during trainee "prep" period, when they are gathered in classrooms for study and revision. In each class, the researcher explained the purpose of the study to prospective participants and sought their consent to participate. After this was granted, the researcher approached participants and administered the questionnaires to them. Filled questionnaires were immediately retrieved and respondent confidentiality/anonymity was maintained. Prospective participants who did not feel comfortable with participating in the study were excused. The data collection phase took two days to complete. Out of 160 questionnaires administered and retrieved, a total of 142 questionnaires were properly filled and used for data analysis in this study.

4. Results

Hypothesis 1: Hypothesis one stated that, emotional intelligence of Nigerian military trainees will have a significant relationship with trainee's Military Training Performance. This hypothesis was tested using Pearson Product-Moment Correlation as shown in Table 2.

Table 2: Relationship between Emotional Intelligence and Military Training Performance

	MTP	AOE	AOOE	ROE	ROOE	UOE
Military training Performance	1	-.108	-.036	.019	.045	-.008
Appraisal of own emotion		1	.504*	.448*	-.358*	.354*
Appraisal of others emotion			1	.507*	.491	.555*
Regulation of own emotion				1	.427*	.467*
Regulation of others emotion					1	.576*
Utilization of emotion						1

Table 2 revealed no statistically significant relationship between any of the five emotional intelligence dimensions and military training performance. The results are as follows: appraisal of own emotion (r= -.108, P > 0.05), appraisal of others emotion (r= -.036, P > 0.05); regulation of own emotion (r= .019, P > 0.05), regulation of others emotion (r= .045, P > 0.05) and utilization of emotion (r= -.008, P >0.05). In other words, the hypothesis was not confirmed in this study. This implies that emotional intelligence does not influence military training performance trainees.

Hypothesis 2: Hypothesis two stated that, demographic variables will have significant joint and independent influence on military training performance of trainees. This hypothesis was tested with Multiple Regression Analysis in Table 3

Table 3: Summary of Regression Analysis on Military Training Performance of Trainees

VARIABLES	β	T	R	R^2	F
Years Training	.080	.836			
Gender	.241	2.791*			
Age	-.010	-.099	.259	.067	1.953*
Battalion	.029	.345			
Arm of Service	.003	.040			

Sig. Level: *P < .05, (df=5, 136)

Table 3 shows the summary of the regression analysis where it revealed that, training year, gender, age, battalion and arm of service jointly and significantly predict military training performance of trainees (R= .259; F= 1.953, P< .05) and indicated about 25.9% variance for trainee's military training performance. In addition, the result shows a statistically significant independent influence of gender (β= .241; t= 2.791, P < .05) in training performance but insignificant independent influence of year of training (β= .080; t= .836, P > .05NS); age (β= -.010; t= -.099, P > .05NS); battalion (β= .029; t= 345, P > .05NS) and arm of service (β= .003; t= .040, P > .05NS) in training performance of Nigerian trainees. This implies that, gender is the major significantly predictor of trainees training performance in this population.

5. Discussion

The first hypothesis which stated that the emotional intelligence of Nigerian military trainees will have a significant relationship with trainee military training performance was not confirmed in this study. This implies that emotional intelligence does not influence military training performance of trainees. This finding is inconsistent with general literature which shows that emotional intelligence correlates highly with other positive military performance outcomes such as resilience, stress regulation, adaptability, leadership effectiveness (Trabun, 2002; Odin et.al., 2015; King, et. al., 2024; Lokyan, et. al., 2025). However, the study findings may be due to contextual peculiarities. Military trainees undergo highly engaging and physically impactful training aimed at honing them physically and psychologically for operational effectiveness. Data was collected around the period in the training cycle in which trainees are involved in intense physical training and endurance exercises; these may have had some effect on the results. Also, young trainees function at the operational level with their job basically constituted of receiving training and taking instructions, emotional intelligence, from their inexperienced perspective, may therefore not be perceived as being high enough on the training scale, among other more pressing factors, to affect their training performance.

The study confirmed the second hypothesis which stated that demographic variables will have significant joint and independent influence on military training performance of trainees as significant. The results revealed that training year, gender, age, battalion and

arm of service jointly and significantly predict military training performance of trainees and indicated about 25.9% variance for trainee's military training performance. In addition, the result shows a statistically significant independent influence of gender in training performance but insignificant independent influence of year of training, age, battalion and arm of service in training performance of trainees. This implies that, gender is a major significant predictor of trainees training performance. This finding is consistent which literature which records an inconclusive but significantly present gender difference in emotional intelligence. For instance, Ahmad, Bangash & Khan (2009) found a male dominance in emotional intelligence as compared to their female counterparts while Anteneh &Tsefaye (2023) discovered a female dominance in their research sample.

6. Recommendations and Conclusion

This study sought to determine the relationship between emotional intelligence and military training performance of military trainees. The findings of this study have revealed that emotional intelligence had no significant relationship with military training performance and demographic variables, specifically gender, significantly predicts military training performance of military trainees. It is therefore recommended that trainees be exposed to seminars, workshops, and field training that will reinforce the importance of emotional intelligence at all levels of performance and how best to apply its principle for optimal results and improved self and general leadership. Additionally, non-stigmatizing counselling sessions should be organised for trainees frequently to ensure that they meet the stress and rigours of military training with a resilient, emotionally intelligent mind and to encourage them to practice emotional intelligence skills along- side their rigorous and beneficial training. Lastly, further research should be conducted on more contextually specific factors that can drive performance and military efficiency.

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The Efficacy of Psychoeducation on Psychological Trauma Victims of Violent Communal Attack and Internally Displaced Persons (IDP) in Bassa Local Government Area of Plateau State, Nigeria

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Abstract. Nigerian communities have experienced a succession of relentless and unending invasions stemming from banditry, communal violence, abduction and other types of insurgencies, leaving citizens in pain, devastation and despair. Undoubtedly, the readily accessible interventions mostly consisted of material support, which does not seem to focus on the mental and emotional aspects of the trauma. It is on this premise that this study investigated the interplay of community trauma incidents, psychoeducation and coping resources, together with the variability in the severity of traumatic experiences during the period of residence in internally displaced persons camps. An experimentation-based strategy was employed, with a total of $N = 120$ internally displaced individuals between the ages of 18 and 70 (mean age ≈ 44.00, SD = 15.01). A baseline test was administered to measure the severity of trauma among the participants; those with high scores were then randomly assigned to the control or intervention group. The result of an independent t-test for the difference in psychological trauma between the control and experimental groups at post-test showed a significant difference in mean scores of psychological trauma between the treatment and control groups: $t(88) = 4.70$, $p < .001$ ($p < .05$), with mean scores of 66.80 (control) and 60.71 (intervention). This implies that psychoeducation reduced psychological trauma for the victims of violent communal attacks. Also, a mediation analysis using Hayes' PROCESS indicated lower levels of psychological trauma, suggesting that psychoeducation independently predicts reductions in psychological trauma, regardless of participants' ages. In sum, psychoeducation intervention is a coping skill for managing psychological distress in a crisis-based situation. Therefore, employing a holistic approach that includes psychoeducation to manage traumatic conditions in Nigeria will help victims heal and recover from traumatic experiences.

1. Introduction

Psychoeducation is a strategy to navigate everyday challenges and build coping mechanisms for a balanced life. It is understood as systematic, structured and didactic information about an illness and its treatment options to enable patients and family members to cope with it (Bauml, 2006). This strategy entails boosting knowledge and awareness among individuals and their families through guidance, resources and skills that foster understanding and the development of coping strategies that promote self-management and ameliorate mental health issues and life challenges (Gang, 2024). It is typically provided in a variety of contexts, such as healthcare settings, community outreach programmes, educational institutions and virtual platforms. It incorporates all-inclusive treatment programmes for a range of social, physical and mental health challenges (Gang, 2024).

Plateau State has experienced a series of relentless assaults that have caused suffering and distress among its populace. For years, human lives and property have been lost. Communities have been terribly ravaged, resulting in people experiencing anxiety, trauma and profound fear of potential future occurrences. The Plateau State Peace Building Agency (2025) revealed that over 31,000 households have been displaced in Barkin Ladi, Bassa, Bokkos, Mangu and Riyom Local Government Areas (LGAs) of Plateau State, while armed groups continue to occupy several ancestral areas, and the inhabitants remain in displaced camps. Also, in 2025, the International Organisation for Migration (IOM) reported that a series of attacks by armed bandits in Bassa and Riyom LGAs affected

1,203 individuals from 373 households, with 672 children and 345 women living in different displacement camps

As reported by the Plateau Peace Building Agency in 2025, violent attacks have become increasingly pervasive and lethal, affecting local administrations, notably Bassa, in cycles of reprisal, communal disaster and targeted killings. Despite security measures, unrest grew worse between 2020 and 2025, culminating in attacks in Zikke, Kimakpa, Maiyanga, Kishsha, Kpachudu, Nche-tahu, Zarama, Ancha, etc., which resulted in the killing of many people, destruction of homes and property, and burning of agricultural products. This has resulted in internally displaced persons (IDPs) in various camps as a result of loss of homes, leading to pain and other traumatic experiences. With these IDPs having disjointed and unpleasant experiences in multiple camps, it is critical to support them in building resilience and developing psychological interventions for adjustment and coping mechanisms. Trauma is an experience that shocks all systems of wellness (emotional, cognitive, physical, spiritual and social) and fragments a survivor's self-regulation and internal narrative of the past, present and future (Phipps et al., 2007).

The United Nations Secretary General defined IDPs as "persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or to avoid the effects of armed conflict, situations of generalized violence, violations of human rights, or natural or human-made disasters, and who have not crossed an internationally recognized state border" (United Nations UN, 1998, p. 1). In Nigeria, fleeing conflict and ethnic/religious crises is the most frequent cause of internal displacement. Over a million Nigerians have fled their homes due to Boko Haram's ongoing insurgent activities and the ongoing attacks by herdsmen, creating a massive humanitarian crisis, particularly in the country's northeast (Internally Displaced by Conflict and Violence, 2015). People are typically exposed to a wide range of horrifying experiences during forced displacement, including the destruction of individual belongings, shortage of food, separation from family members, disappearance of loved ones and death of close family members. These traumatic occurrences can be life-threatening, particularly when they overwhelm an individual's stress response system (Brewin & Holmes, 2003).

Owoaje et al. (2017) identify various risk factors, including large population movement and resettlement in temporary sites, overcrowding, poor economic and environmental hygiene, poverty and a lack of safe drinking water, all of which contribute to disease spread. Specifically, in Bassa's IDP camps, victims of communal violence are supported through medical care, limited psychosocial intervention and material relief. However, there is a significant gap in the availability of psychological interventions due to severe shortage of mental health resources (Stopping Nigeria's Spiralling Farmer-Herder Violence, 2018; Volatile Plateau State in Nigeria's Middle Belt, 2023).

Incidences of Violent Communal Attacks in Nigeria

Over 1.25 million IDPs were identified in Nigeria in the assessed displacement sites covering 216,288 households as of March 2025, according to the IOM Displacement Tracking Matrix. In this report, there were about 65,000 IDPs in Plateau State in the middle of 2025 as a result of continuous conflict and violence; many of them lived in IDP camps or concentrated settlements in Bokkos, Barkin Ladi, Mangu LGAs and other areas. The Plateau State Emergency Management Agency reported that a total of 38,051 IDPs are taking refuge in 31 camps in the state owing to violence. Armed banditry and kidnapping accounted for 45 per cent of the displacements, while communal clashes were the main reason for displacement in 27 per cent of the IDP locations. Increasing tensions between nomadic herders and sedentary farmers accounted for 19 per cent of the displacement in the region. Six per cent of displacements resulted from natural disasters, while 4 per cent were generated by the spillover of the insurgency in northeast Nigeria (IDP Atlas, 2024).

Nextier, a non-governmental organisation, in its 2025 annual report, claimed that the Violent Conflicts Database indicated that Nigeria experienced 43 incidents of terrorism and 1,306 bandit attacks in 2024. The North Central region led the statistics with 416 casualties, or 89.1 per cent of the total, and 42 violent occurrences, representing 68.9 per cent of those involving farmers and herders. The harm was mostly caused by insurgency, kidnapping, rural banditry, land conflict, and counter-operations of government security forces. In 2023, Borno State ranked as the most dangerous state in Nigeria, registering 29.03 fatalities per 100,000 inhabitants, primarily due to the Boko Haram conflict. Following closely were Plateau (14.29) and Benue (12.68) States (*Thirteenth Report on Violence in Nigeria,* 2023).

Self-efficacy Model in Psychoeducation

Self-efficacy is a conviction-based construct that argues that an individual can effectively perform the actions required to achieve the intended results

(Bandura, 1977). Within the realm of health, self-efficacy pertains to an individual's level of assurance in their capacity to engage in behaviours that promote well-being, such as sticking to implementing essential lifestyle adjustments. The concept of self-efficacy is a crucial factor in comprehending and promoting adjustment among the target population.

The level of self-efficacy is believed to substantially impact the degree to which employees with health challenges adhere to treatment recommendations. In the view of Lorig et al. (2021), individuals with greater self-efficacy are more inclined to owning to their confidence in their abilities to manage their health issues effectively. This implies that psychoeducation is aimed at enhancing self-efficacy. Intervention solutions grounded in the self-efficacy paradigm frequently include several behaviour-change techniques, particularly goal formulation, problem-solving and mastery of experiences.

1.1 Study's Aim

Given all of the aforementioned outcomes, psychoeducation becomes important in identifying traumatic experiences and coping resources, as well as developing a framework to support those who are or will be in such situations. Therefore, the purpose of this study is to investigate the relationship between community trauma attacks, psychoeducation and coping resources, as well as the variations in the intensity of traumatic events over the course of time spent in IDP camps.

1.2 Hypotheses

H1: Internally displaced adults residing in camps who receive psychoeducation would show enhanced life coping skills compared to those who do not receive the intervention.
H2: Participants exposed to psychoeducation will report lower levels of psychological trauma, and this relationship will be direct, with no mediation effect of age.

2. Research Methodology

2.1 Participants and Setting

The experimental design was employed, involving a total of $N = 120$ internally displaced persons selected from Bassa Local Government. All the participants were between the ages of 18 and 70 ($M\ age \approx 44.00$ and $SD \approx 15.01$). The few camps visited were created in an ad hoc way and remain informal (WHO, 2024). However, 98% of the IDPs live in host communities (IOM, 2023).

Table 1: Distribution of the Participants across Displacement Locations in Bassa Local Government Area

Location / Displacement Site	n
Government Primary School, Zikke	60
Makeshift Church Sites, Miango	35
Kwall Community Centres	25
Total	120

The participants were selected from government primary school facilities, temporary church locations and community centres for internally displaced persons in the Bassa Local Government Area of Plateau State using the multistage cluster sampling method. It is a practical and robust strategy for increasing representativeness and feasibility while studying difficult-to-reach populations, such as IDPs (Cochran, 1977). In order to assign the participants to intervention and control groups, they were allocated unique identification numbers drawn from random number tables. This technique enhanced, validated and represented numerous camps inside the local government area.

2.2 Measures

Impact of Event Scale–Revised (IES–R)

Weiss and Marmar (1997) designed the Impact of Event Scale-Revised (IES–R). It is a concise, specific and individualised assessment of current distress, especially that which is associated with a recognised traumatic experience (violent attack, death, sexual abuse, property loss, etc.). The response is given on a 5-point Likert scale:
0 = Not at all
1 = A little bit
2 = Moderately
3 = Quite a bit
4 = Extremely

The IES–R is scored by summing responses (0-4) across its 22 items, with a total score of 33 or higher indicating a clinically significant level of post-traumatic distress. It has an excellent internal consistency, meaning the Cronbach's alpha coefficients are consistently high ($\alpha > .90$ (often .94-.96)). Consequently, the test-retest reliability over the short periods (one to two weeks) yielded correlations (r) ranging from .89 to .94 for the total score.

Attitudes Toward Seeking Professional Psychological Help Scale – Short Form (ATSPPH-SF)

The Attitudes Toward Seeking Professional Psychological Help Scale–Short Form was modified and shortened based on the previously established self-report measure on attitudes toward seeking professional psychological help by Fischer and Farina (1995). This scale evaluates attitudes toward the pursuit of professional psychological assistance. The value of this tool lies in its robust psychometric foundation and its applicability in both research and practical contexts to pinpoint persons who may possess negative or stigmatised beliefs that might impede access to mental health services.
The items are statements answered on a 4-point Likert scale from 0 to 3:
0 = Disagree
1 = Partly Disagree
2 = Partly Agree
3 = Agree
Scoring: Items 2, 4, 8, 9, and 10 are reverse-scored. After reverse scoring, all scores are summed.
The ATSPPH-SF is generally considered reliable for research purposes, revealing a good internal consistency (Cronbach's alpha .84).

2.3 Study Procedure

This study was approved by the respective chairpersons of the Bassa IDP camps, with verbal authorisation from the respective community leaders at Kimapa, Zikke, and makeshift camps in Miango. Written permission was also obtained from the university ethics board (Ref. PSY-PLASU: IDPs-2025). The selection of potential participants conformed to the study's eligibility criteria, specifically adults aged 18 to 70 years, as stipulated by the World Health Organisation (1989), and those with higher baseline scores on the Impact of Event Scale-Revised (IES-R), indicating the experience of traumatic stress following violent communal attacks and residing in the aforementioned IDP camps. All individuals residing outside the camps and minors within these camps were excluded from the research.

The mentioned scales and psychoeducation instruction were administered and returned immediately. All individuals with difficulties in understanding the questionnaire text and the instructions were supported by members of the research team by reading and explaining the questions and scenarios.

2.4 Psychoeducation Intervention

The psychoeducational facilitator led teaching in the IDP camps in Miango and Kwall, adopting a structured approach that provided practical coping strategies through instructional worksheets and simulated situations for skill development (Barrett et al., 2006; Uysal et al., 2024). During the session, the participants were asked to talk about experiences. This was followed by development of practical skills and application of the evidence-based knowledge acquired to actual-world trauma coping scenarios. Focus was then placed on skills-based support (breathing, problem-solving and MHGAP first-line psychosocial interventions, 2016). This toolkit is designed for trained facilitators, teachers and community workers, consistent with mhGAP task-shifting principles (mhGAP stepped-care models, 2016). The framework mapping—WHO mhGAP Toolkit (2016)—was employed to identify prevalent responses to violence and displacement, recover psychological stability, and enhance coping mechanisms and trust.

In the psychoeducation sessions, the facilitator employed language that was easily understood to better understand and express emotions such as anger, sadness, regret, fear, traumatic experiences, exhaustion, headaches, physical discomfort, withdrawal, agitation and concentration difficulties within the fundamental psychoeducational content. The objective of the session was to lower the fear and disorientation associated with trauma reactions, enhance emotional regulation and coping strategies, and restore a sense of security, resilience and community support.

Each segment of the psychoeducation session, lasting between 20 and 40 minutes, started with a 5-minute introduction aimed at establishing ground rules for secrecy, privacy, respect and voluntary withdrawal when they feel uncomfortable. Subsequently, the participants engaged in a 10-minute discussion on "What Changed after the Attack", describing changes in their physical experiences, mental and physical processes, or moods, while the facilitator recorded prevalent themes, such as fear, trouble sleeping and anxiousness. The session ended with a 20-minute educational component that communicated a message of hope, reminding the participants of the possibility of recovery and presenting coping strategies to control their reactions, thoughts and emotions. During the activity, strict precautions were adhered to: the participants were not required to disclose specifics of the traumatic incident; the facilitator carefully observed for evidence of distress and provided support; and severe cases were transmitted in accordance with the existing mhGAP protocols.

2.5 Ethical Concerns

The internally displaced adults who were 18 years and above who indicated their interest were given the information sheet about the research or had it read out

to them, and subsequently filled out and signed the consent forms before the administration of the intervention. All participants were duly informed about their freedom to withdraw from participation at any time they felt uncomfortable.

2.6 Data Analysis

Independent Variable: Psychoeducation programme (before vs. after and intervention vs. control).
Dependent Variables (Outcomes): traumatic experience scores (fear, sleeplessness, and depression), knowledge or awareness scores, coping self-efficacy and well-being.

Based on the description above, bootstrapped mediation analysis using the PROCESS model was employed to examine psychoeducation and violent trauma attacks. Subsequently, since it was health and psychoeducation research, a regression-based moderation analysis using an interaction term (i.e. Hayes' PROCESS Model 1) was conducted, as the predictor was categorical (i.e. intervention vs. control), the moderator was continuous (i.e. trauma exposure/severity, age and resilience), and the outcome was continuous, focusing on trauma symptoms and knowledge score.

Finally, the baseline and post-test scores were compared using a Paired t-test to compare the mean scores before vs. after for the same group, i.e. trauma experience scores pre- vs. post-psychoeducation.

3. Results

The results are organised in line with the study hypotheses and supported with statistical procedures. The descriptive results begin with the baseline analysis to establish the study groups (pre-test and post-test) among the participants prior to the implementation of the intervention. This provided a basis for assessing initial group equivalence and comparing subsequent changes in trauma-related outcomes following the psychoeducation programme.

Table 1: Socio-demographic characteristics at baseline (N= 120)

	Frequency	Percentage %
Age (Mean±SD)	52.7±15.4	
Gender		
Female	82	68.3
Male	38	31.7
Marital Status		
Married	85	70.8
Single	20	16.7
Widowed	15	12.5
Occupation		
Farmer	58	48.3
Trader	62	51.7
Educational Level		
Degree	5	4.2
Diploma	5	4.2
No education	80	66.7
Primary	15	12.5
Secondary	15	12.5

Table 1 presents the baseline sociodemographic characteristics of the participants (N = 120). The mean age of the respondents was 52.7 years (SD = 15.4), indicating a predominantly middle-aged to older adult population. In terms of gender distribution, females constituted the majority (68.3%), while males accounted for 31.7%. Most of the participants were married (70.8%), with smaller proportions being single (16.7%) or widowed (12.5%). Regarding occupation, the sample was fairly balanced between traders (51.7%) and farmers (48.3%). Educational attainment was generally low, with a substantial majority of the participants (66.7%) having no formal education, while only a small fraction had attained primary (12.5%), secondary (12.5%), diploma (4.2%), or degree-level education (4.2%). Overall, the findings suggest that the study population was largely composed of older, married females engaged in informal occupations, with limited educational background.

Pretest

The pre-test assessment of psychological trauma among the randomised participants was conducted to determine baseline equivalence between the control and intervention groups prior to the intervention (Table 2).

Table 2: Mean scores of psychological trauma across study groups at pre-test

Group	N	Mean Psy. Trauma	SD	t	df	*P*
Control	45	66.47	6.11	-.086	88	.932
Intervention	45	66.58	6.14			

Table 2 captures the pre-test mean scores of psychological trauma for the control and intervention groups. The results indicated that the control group (M = 66.47, SD = 6.11) and the intervention group (M = 66.58, SD = 6.14) had very similar levels of psychological trauma at baseline. An independent samples t-test showed no statistically significant difference between the two groups, t(88) = -0.086, p = .932 (p > .05). This suggests that both groups were equivalent in terms of psychological trauma symptoms prior to the intervention, thereby establishing baseline comparability and supporting the internal validity of subsequent outcome comparisons.

Posttest

The post-test data were analysed following the implementation of the psychoeducation intervention to assess changes in psychological trauma among the participants. This facilitated the evaluation of the effectiveness of the intervention by comparing post-intervention outcomes.

Table 3: Independent t-test mean difference in psychological trauma between the control and experimental groups at post-test

Study Group	N	Mean scores	Standard deviation	t	df	p-value	Cohen's d
Control	45	66.80	6.13	4.696	88	<.001	0.99
Experimental	45	60.71	6.17				

Table 3 shows the independent t-test for the difference in psychological trauma between the control and experimental groups at post-test. The result indicated that there was a significant difference in mean scores of psychological trauma between the treatment and control groups, t(88) = 4.70, p < .001 (p < .05), with mean scores of 66.80 (Control) and 60.71 (Intervention). The experimental group had a significantly lower mean score on psychological trauma than the control group. The hypothesis was supported. This implies that psychoeducation significantly reduced the psychological trauma of victims of violent communal attack. The effect size was large, Cohen's d = 0.99 (≈ 33%), indicating a substantial practical effect.

Table 4: Direct, indirect and total effects of psychoeducation on psychological trauma

Effect Type	β	SE	t	*p*	95% CI Lower	
					Lower	Upper
Total Effect	-6.09	1.30	-4.70	< .001	-8.67	-3.51
Direct Effect	-6.13	1.29	-4.76	< .001	-8.69	-3.57
Indirect Effect	0.04	0.21			-0.39	0.55

A mediation analysis using Hayes PROCESS Model 4 was conducted to examine the direct, indirect and total effects of psychoeducation on psychological trauma, with age as a potential mediator (Table 4). The total effect of psychoeducation on psychological trauma was statistically significant, β = -6.09, SE = 1.30, t = -4.70, $p < .001$, indicating that the participants exposed to psychoeducation reported significantly lower levels of psychological trauma than those in the control group. When age was included in the model, the direct effect of psychoeducation on psychological trauma remained statistically significant, β = -6.13, SE = 1.29, t = -4.76, $p < .001$. This suggests that psychoeducation independently predicts reductions in psychological trauma, regardless of participant's age.

The indirect effect of psychoeducation on psychological trauma through age was not statistically significant, β = 0.04, BootSE = 0.21, 95% CI [-0.39, 0.55], as the confidence interval included zero. Additionally, psychoeducation did not significantly predict age, β = -1.82, SE = 3.16, t = -0.58, $p > .05$, nor did age significantly predict psychological trauma, β = -0.23, SE = 0.14, t = -1.61, $p > .05$. Furthermore, the interaction between age and psychoeducation was not significant, β = 0.10, SE = 0.09, t = 1.18, $p > .05$, indicating that the effect of psychoeducation on psychological trauma does not vary across different age levels. The findings indicate that age does not mediate the relationship between psychoeducation and psychological trauma. The effect of psychoeducation on reducing psychological trauma among victims of violent communal attacks is primarily direct.

4. Discussion

In this study, the pre-test scores of psychological trauma for both the control and intervention groups showed comparable levels at baseline, indicating that

both groups were equivalent in terms of psychological trauma symptoms before the intervention. This establishes baseline comparability and reinforces the internal validity of subsequent outcome comparisons. Subsequently, the post-test data were collected to evaluate changes in psychological trauma following the implementation of the psychoeducational intervention.

The intervention proved effective when comparing outcomes. Above all, the psychoeducation protocol resulted in significantly lower levels of psychological trauma in the intervention group than the control group. When age was included in the model, psychoeducation's direct effect on psychological trauma remained statistically significant. This shows that psychoeducation predicts decreases in psychological trauma independent of participant age.

Importantly, the outcome of this study revealed that exposure to psychoeducation is essential for identifying coping strategies and formulating an action plan that will benefit those presently or possibly facing traumatic situations. This study examined the interplay of community trauma incidents, psychoeducation and coping strategies, along with the variability in the severity of traumatic events during a period of living IDP camps.
In this study, the victims of violent communal attacks who received psychoeducation at the intervention stage reported significantly lower levels of psychological trauma symptoms compared to those who did not receive psychoeducation. Consequently, it may be deduced that offering help to persons affected by communal violence should include psychoeducation to provide coping skills in IDP camps. Interventions in IDP camps have mostly consisted of palliative, pastoral and medical care, relegating trauma coping to a secondary mode of intervention, which would further complicate the coping processes.

Long-term displacement is noted to have negative consequences, such as higher rates of illness, food insecurity and mental health problems (De Bruijn, 2009; Siriwardhana et al., 2015; Mubarak et al., 2016; Food & Agriculture Organisation of the United Nations (FAO), 2022). According to Salama et al. (2001) and Roberts et al. (2009), all IDPs are susceptible to long-term challenges that may persist for many years after the crisis.

The various aspects of traumatic events encountered by individuals in IDP camps will inevitably influence their physical and psychological health, necessitating the use of psychoeducation to build resilience. This therapeutic approach integrates educational and therapeutic components to empower individuals and their families, reduce unpleasant experiences (trauma), improve insight into illness, and reduce relapse through knowledge and skill development (Colom et al., 2006). It has been argued that psychoeducation could instead focus on cognitive and behavioural approaches, such as motivating discourses and coping strategies for managing general life stressors, to encourage behavioural change to enhance overall individual well-being.

The study also analysed the direct, indirect and overall impacts of psychoeducation on psychological trauma, taking into account age as a possible mediator among victims of the communal attack. The research suggests that psychoeducation independently predicts reductions in psychological trauma, irrespective of the participant's age. Better mental health treatment increases life expectancy, resulting in a growing elderly population. As noted by World Health Organisation (2021), psychoeducation promotes healthy ageing and lowers the prevalence of mental disorders in older persons. Psychoeducation programmes increase knowledge and encourage behavioural adjustments related to decreased cognitive decline (Livingston et al., 2020).

5. Limitation of the Study

The study is limited in several ways. First of all, the sample size was clearly limited, which might affect how broadly this result can be generalised. Secondly, the fact that the intervention only used a limited sample size over a short period of time raises serious concerns about methodological limitations. The study's reliability would have been further reinforced if all the population, that is adults and adolescents of all ages affected by this recurrent communal attack, had participated. Lastly, the research was restricted to Bassa Local Government Area and did not cover the entire of Plateau State and areas in Nigeria impacted by communal attack. However, the findings sufficiently capture the usefulness of psychoeducation to the well-being of IDPs.

6. Implication of the Study

Frequent communal assaults, including banditry, kidnapping and other insurgencies, have devastated numerous Nigerian communities, subjecting individuals and families to distressing experiences that adversely affect their physical and psychological well-being, resulting in their relocation to various internally displaced persons (IDP) camps. Various interventions have been implemented in this region as humanitarian

gestures, like donations of food items, financial assistance, provision of building materials, and physical or medical support. To be able to treat the emotional component of trauma among the affected individuals in Plateau communities, psychological interventions such as psychoeducation ought to be given top priority since it is believed to empower people with life coping capacity.

Based on the findings of the study, employing a holistic approach that incorporates psychoeducation to manage trauma in individuals exposed to unpleasant life conditions in this region of the country will help the victims heal and recover without experiencing a substantial relapse of their traumatic conditions. Additionally, the study recommends that policymakers, the government, religious institutions, enthusiastic individuals and international organisations need to put into effect comprehensive measures that will involve employing highly qualified psychologists to support individuals whose traumatic experiences have caused them greater distress.
Lastly, funding for the establishment of specialised psychological facilities with qualified experts at crisis flashpoints is essential. This is good for empowering and training victims of communal attacks to develop life coping skills.

7. Conclusion of the Study

Psychoeducation, which is a systematic, organised and didactic transfer of knowledge about a specific mental health condition, treatment and coping strategies, has progressed from a peripheral adjunct to a key component of evidence-based mental healthcare (Lukens & McFarlane, 2004). This study revealed that psychological services have not been investigated as an option in mediating traumatic experiences and the coping resources of victims of communal violence in Nigeria. Finally, the study showed that individuals who have experienced a number of communal attacks and currently reside in various IDP camps are more likely to develop coping skills that are essential to managing psychological distress when psychoeducation intervention is employed.

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Growing Pains: Socioeconomic Constraints and Students Coping Strategies in Nigerian Universities

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Abstract. The Nigerian universities is fast becoming boiling pots for students rather than a melting pots of decent academic enterprise and intellectualism where the human mind can be forged into dexterously skilful individuals. The likelihood that students will experience this reality is however froth with threats. This paper develops a prototypical conclusive causality in the Nigerian universities and highlights the issues of socio-economic constraints; the challenges it poses for students and the various coping strategies they deployed to survive. The study uses a mix method with a survey of 368 students. Inadvertently, results show that student experience constraints most of which bothers on economic matters and inabilities. To contest their estate, student often employ social support systems and work part job where opportunity avails in-order to cope. The study reveal that constraints induce anxiety that affects student overall welfare and suggest a student' centred government interventions support programme, a vibrant university scholarship and a wider university economic reform programmes.

Keywords: Constraint, University, Socioeconomic, Student, Survival/Coping strategy.

1. Introduction

The university is regarded as the ivory tower, a learning environment where the gown dictates the pace for the town. It is the empirical and theoretical center of knowledge and a *social-laboratory* where humans are forged into dexterously skilled individuals. In the university, human minds are trained and equipped with requisite skills necessary to drive development and pioneer change (Longe, 2025). Universities are either government owned or privately established. The case of Nigeria is the same where universities are established to offer post-secondary educational training and services to qualified entrants. Life and learning within Nigerian university is designed to converts biological entities to socially engineered being. Nigerian universities tailor education towards contributing to manpower development, inculcation of veracious values crucial for the survival of both individual and society (Longe, 2025). However, the pursuit of these lofty academic objectives among eligible Nigerian university students is a complex endeavour shaped by array of constraints and unanticipated challenges that tend to inhibit students' ability to realize these goals.

Constraints, it would seem are part of human social-exchange in everyday life stemming from rules, regulations and contingencies occasioned by circumstances. Constraints is operational and could be effective. Albeit, in a controlled environment like the university, it could become inimical, extreme and in given instance perilous. It can limit an individual from attaining excellence and living to full potential when it functions in direct opposite of its original intentionality (Daily Trust, 2024). It can be a challenge that prevents a person from operating at maximum capacity (Van Hoeve & Katriel, 2006). Thus, the presence of constraints spawns factors that causes difficulty and create discomfort for students in the university. Students view constraints from difference perspective ranging from financial, relational, and psychological stock-piles triggered by university policies, institutional arrangements, lecture hours, healthcare regulations, social-relationships and peer-interaction to economic wellbeing, religious ideologies, group/class values and the loftier social trend of the day among others (Omo-okperaboh, 2025). These constraints trigger anxiety and emotional instability among students that impacts on their mental capacity and self-esteem (Longe, 2025; Okioga, 2013). A student's overall satisfaction and

dissatisfaction is usually tied to these factors. It influences their overall situation, mental state and social wellbeing which include their ability to excel academically, meet up with financial obligations, manage time effectively, and feel secure about the future. It can also ease or create tension for learning and relationships.

Socioeconomic constraints appear to affect students' ability to perform well in the university (Reynolds & Cruise, 2020; Okioga, 2013). This situation among university students in Nigeria has been associated with inability to maintain decent social attitude and relationship, healthy, civil and productive behaviour (Shazia, 2023). This existential risk spawns incapacity to meet essential needs like good accommodation and feeding, decent dressing and the procurement of study materials. Invariably, this instigates feelings of hopelessness and worthlessness among university students. It upshots heightened level of insecurity, anxiety, stress and insomnia which are common symptoms of depression (Longe & Omigie, 2024).

Constraint contributes to discomfort that impacts negatively on student's state of mind and ability to thrive in relevant form of social engagements (Longe & Omigie, 2024). Shraddhesh and Puja (2025) argued that students with high levels of constraint are more prone to anxiety issues and depression, due to the persistent apprehension over material and financial matters. In the same light, Sajeela, Fayyaz and Muhammad (2024) asserted that university students are especially vulnerable to material and financial pressures. The university settings, tuition-fees, rent-bills, peers competition and everyday expenditures weigh heavily on students who are often subject to increased levels of systemic and socioeconomic challenges. This experience, Moore, Nguyen, Rivas, Bany-Mohammed, Majeika, and Martinez (2021) portend could spur violent tendencies and behaviour among students.

1.1 Objectives of the Study

- To identify the constraints encountered by students in Nigerian universities.
- To examine the strategies students employ to survive constraints in Nigerian universities.

1.2 Hypothesis

There is no significant relationship between anxiety experienced by student in Nigerian universities and socio-economic constraints.

2. Review of Relevant Literature / Theoretical Underpinning

Socioeconomic viability is essential to students' sustainability in tertiary institutions. It is paramount to their overall wellbeing as students learning within the university environment. For most students in Nigerian tertiary institutions, the lack of access to good socioeconomic resources and support system encumbers the process of living a decent student life on campus (Usaman & Banu, 2019). Though, some university administration operates a work-study system that allows student earn stipends. Students who subscribe to such programs often contest between school and work-program; and usually lag behind in their primary pursuit due to conflicting gap between time management and book work.

A major obstacle to most students' academic success in Nigerian universities is the cost of education, combined with limited social support that intensifies unbearable burden for most students. The increasing cost of living on campuses has become for most students a complex shift of instability and unprecedented burden. An example is the constant change in tuition fees and charges, commodity price, and incessant strike action that checker academic calendar (Okolocha, 2023). This challenges significantly affected students' ability to pursue quality academic qualifications beyond a Bachelor's degree (Suade, Hartono, Erwin, Monalisa, Sharon, 2024; Okolocha, 2023). To this end, most students seek alternatives and coping strategies to navigate perceived socioeconomic challenges. This coping mechanism is a range of assortment from working part-time jobs, hawking materials, to committing fraudulent acts, prostitution/hook ups, shoplifting, and cultism among others to achieve set objectives.

2.1 Student's Challenges and Social Disposition

Students in tertiary institutions are supposed to be comfortable and accorded a high-level social support by the government especially as it pertains to welfare. However, this is not often the case. Most students go through torturous campaign of untold socioeconomic hardship that not only affect their ability to learn and performance well academically, but also their overall-wellbeing and survival (Omo-okperaboh, 2025; Van Ewijk & Sleegers, 2010). Given that Nigeria is among the world poorest countries where most families live below three dollars a day (World Bank, 2025); several Nigerian students from less privileged and socioeconomically disadvantaged homes are faced with the daunting challenge between going on and giving up. Most students are caught in the web of

economic hardship due to the epileptic state of the nation's economy. Although, certain interventions like student loans, bursary programme and student work scheme are put in place by government and management of some tertiary institutions to mitigate constraints faced by students, these measures only appear to lubricate the situation rather than alleviating it. The economic situation of the country and the galloping rate of tuition charges and fees make these efforts of no-effect to the Nigerian student. Most students continue to face challenges that hinder their academic success and overall experience in the universities. With restriction in access to essential resources and support the struggle seems continuous for the students. This situation appears to be further exacerbated by widespread corruption, poor student-lecturer interaction and lack of situational awareness among students (Abalogu, & Azor, 2024).

Nigerian students suffer constraints that lead to unprecedented increase in dropout rate, crime rate, heightened psychological and emotional distress, and deviant behaviour. Owoseni, Ibem, & Opoko (2020) argue that this has subjected most students to precarious survival strategies, poor, deplorable living conditions, limited participation due to lack of opportunities in academic and social activities as well as broken their self-worth and esteem among peers. The concern is not only on student's academic performance and ability to complete their education but to healthily survive the socioeconomic challenge that confronts them.

2.2 Students and Coping Strategy

The socioeconomic status of a person in the society centers on referrals like income, education, type of job, access to basic needs such as good-food, decent housing system, and healthcare. They are important factors that predict how well a student is likely to perform in school (UNICEF, 2005). Student's background in Nigeria plays a huge role in deciding what kind of education they get, the kind of home they live in, how they deal with challenges in real time and their overall welfare, chances of survival and social reckoning (Abalogu, & Azor, 2024). Students from rich families usually have better chance at success while students from poor homes tend to swim against the tide. They may have to share books, live in crowded rooms and skip meals to save money in order to get by. Glewwe (2010) contends that a family's socio-economic situation strongly affects how a student learns and performs. This is because when parents struggle to make ends meet, their children usually feel the pressure also. Many students in this situation in Nigeria may take part-time jobs or borrow money to cover their expenses. While this, in some ways helps them survive, it also impacts on time and energy that could have been spent studying. For example, a student who works at night may feel too tired to pay attention during lectures the next day, also a student who borrows money to cover expenses might feel uncomfortable when the creditor is around. Over time, these challenges reduce concentration and motivation, making it harder to keep up with learning and schoolwork. This creates differences among students and shapes not only their education but also confidence level, social experience and learning outcomes (Barrera-Osorio et al., 2008).

How well a student survives depends on their resilience, emotional strength, level of intelligence, and the help they get from others. For many Nigerian students, survival is more than getting good grades; it is about finding food, paying rent, staying healthy, and managing stress (Omo-okperaboh, 2025). Ability to cope is key to students' survival in an economically hostile environment. This suggest being able to stay in school and complete one's studies despite obvious difficulties. It involves how students adjust to university life and deploy coping technique to improve their chances. When supports are unavailable, students usually deploy ingenious coping strategy such as taking menial/small jobs, trade merchandise, rely on friends, setup personal enterprise, go for weekend gigs to scavenge resources and sometime reach for extended family members for assistance (Omo-okperaboh, 2025). Some students adopt avoidance technique towards friends, classmates, or lecturers because of fear or a deep sense of shame, while others employ isolation technique to seek serenity and mental stability.

Many Nigerian students see welfare not just as a service but as an important part of education. Many students who suffer lack in Nigerian universities adopt methods that are either in consonant with the rules or deviate from the norms. Such methods often used by students who face lack include but no limited to:

Harnessing Social Capital: Students often depend on friends, family members, religious association or groups and community organizations for support and assistance. These social capitals provide sustenance, especially when school authorities or government aid come short.

Sharing and living together: Some students choose to live together and share personal effects in order to cut down expenses. This helps to reduce costs and builds friendship, though it breeds overcrowding, lack of privacy and unhealthy living conditions.

Getting help from institutions and NGOs: Many students apply for scholarships, bursaries and other form of aid programme from the school, government and non-governmental organizations.

Faith and perseverance: Religion plays an important role for many Nigerian students. Some recourse to prayer and expression of faith, or turn to religious communities to find motivation, solace and hope.

Risky survival choices: Sadly, some students take unsafe route to survive. These may include internet fraud, prostitution, joining cult group or armed robbery gang etcetera. These behaviours reveal how far students can go when in lack and how desperate they can act to achieve set objective.

2.3 Theoretical Framework

The conflict and rational choice theory create ideal analytic framework that explains social conflict as a result of rational actors contending for limited resources. It focuses on critical disparity and competition that are confined within structural inequality, and provides the micro-foundations of cost-benefit-analysis of why individuals unavoidably participate in certain social exchanges. This perspective suggest that social institutions make rules (constraints) that incentivize or dis-incentivize individual's disposition to conflict and forces individuals to act strategically (choices) so as to favour themselves within that social structure. Dumbili (2014) suggests that the technicalities that surrounds the establishment, operation and functionality of the Nigerian universities as precepts upon good organization, predictability and control have since transmogrified into personalization, commercialization, and mystification of higher education and learning in Nigeria since 1980s. Regrettably, rules and regulations in Nigerian universities are insensitive and tend to have incompatible effects and outcomes. This dysfunctionality in Nigerian universities is ascribed to power and controls of resources that students depend on for their wellbeing. While certain service subsists in Nigerian universities, they are unfortunately established on unequal terms and principle that generate tension, competition and struggle among students. Students who find themselves caught in the maze of this contradiction and attempt to improve their prospect suffer setback since the system is besieged with various bottleneck of unbridled constraint which unsettles student in the Nigerian university.

Accordingly, Ibrahim and Sanni (2022) have observed that there is no perfect correlation between education/training and productivity because numerous social factors such as professional control, economic hardship, commercialisation, insecurity, gender, religion, culture, ideology and political-affiliation influence them. In Nigerian universities, extension of economic disadvantage narrows a student's chances and benefits. To achieve anything meaningful, students often compromise their position and differences as well as their unique identity. Such negates the objective of social development and encourages parochial patronage rather than systematic development of the human mind, thus making students in Nigerian universities purveyors of elite parochialism. This tacitly promotes not just oppression but a strategic economic exchange where individual student has to rationalize within certain social parameters the best way to maximize their position and get rewards.

In a constraint condition, students who are most times confronted with limited means, pursue personal interest, modifies operational rules and actions in order to gratify objective. This explains why student join demonstrations and protest-groups, take up menial or part time jobs, and worse yet; recourse to crime and clandestine means as a way to survive. For many Nigerian students this experiential exchange of an unequal social relationship in the learning environment is a continuous economic-conflict situation of cost-benefit-analysis. Based on this, students often treat institutional regulations as expectation laced with social norms that connects solidarity survival strategies. To ignore this for student will connote ignoring psychological welfare, emotions, rational impulse and the struggles that explain altruistic behaviour that provides means of survival.

3. Methodology and Materials

The study adopts a multi-stage sampling technique. It is a one-time mix method research that leans towards the conclusive design. It triangulates quantitative and qualitative approach to collect data because it was primarily conducted to investigate a research problem. The study area is Benin City which has a population size of 1.9 million people (Nigeria Population Commission, 2023). The study was conducted in two academic institutions within Benin City namely: The University of Benin (a public university) and the Benson Idahosa University (private university).

The combine population of students in both university is 64,999. A sample of 368 students was derived as

respondent using the Krejcie and Morgan (1970) formula. This sample was drawn from the sampling frame that presupposes a 95% confidence level and a 5% margin of error. Though, this indicate that results could vary by marginal difference from the true population value, the technique is considered suitable for research in humanities because it balances precision with practical sample size constraints, and ensures reliable and generalizable findings without requiring an excessively large sample. Statistical Package for Social Sciences (SPSS ver.29) was used to analyze the quantitative data, Taguette was used to process qualitative data and Chi-square was adopted to test the study hypothesis.

4. Findings

The socio-demographics of the study indicate that male students who participated in the research form 61.1% while females are 39.9% and that they were drawn from across all levels and departments within the faculties in the university. The religious leaning of the respondents shows that 97.8% are of the Christian faith and the mean age is 21. This might be as a result of the rate of urbanization and social transformation sweeping through the socio-political and cultural landscape of the society which has find its way into the academic environment therefore informing the variation in the respondent's entry age, religion and gender. Also, this could be because the rate of development and technology is shifting from the known to unknown, individuals and parents now embrace Western education and ideology that was hitherto not part of the cultural disposition of most persons.

Figure 1: Level of the Respondents

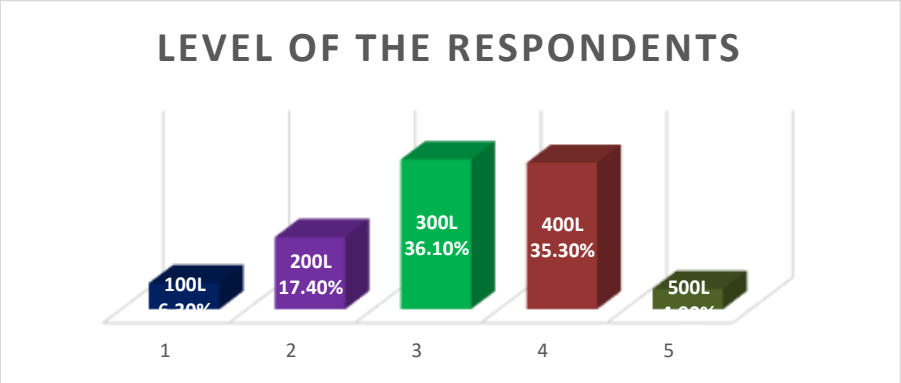

Table 1: Socio-economic constraints encountered by students (N=368)

Have you ever encountered constraints as a student?	Response	Frequency	Percentage (%)
	Yes	315	85.6
	No	53	14.4
	Total	368	100
What kind of constraints have you experienced as a university student?	Inability to pay tuition fees	105	31.3
	Inability to maintain consistent financial flow	188	51.1
	Inability to purchase course materials	12	03.3
	Inability to manage time effectively	25	6.6
	Social exclusion	28	7.8
	Total	368	100
How often do you experience constraints in meeting your socio-economic obligations as a student?	Very Often	120	32.6
	Often	110	29.6
	Sometimes	60	16.6
	Rarely	50	13.6
	Never	28	07.6
	Total	368	100

Source of Data: Field Survey by Longe & Igbinomwanhia, 2025.

The data suggest that most students are conversant with constraints. This finding agrees with Longe and Omigie (2024) that constraints exist and contributes to student's overall welfare in a negative way. What this means is that the socioeconomic hardship among many students in Nigerian universities is pervasive and that many of them are not insulated from it. The constraint faced by many university students in Nigeria is primarily financial in nature and it is

deeply widespread with far reaching social consequences. A majority of respondents (85.6%) reported experiencing financial difficulties at some point in their academic journey, while only 14.4% indicated encountering other form of constraints besides finance. Again, this finding corroborates Omo-okperaboh (2025) and Van Ewijk and Sleegers (2010) that for most students, their experience usually is a challenge that bothers on socioeconomic difficulty. This might substantially be a result of differences in parental background of students. This overwhelming disparity underscores the prevalence of financial instability as a major concern within the student population. Of the challenges faced by students, financial inconsistency 51.1% and inability to pay tuition fees 31.1% appear most serious. Other social constraints also existed but are of lower concern; however not void of impact on student overall welfare.
In examining how often students face constraints in meeting their obligations, 78.8% responded that quite often, there is some kind of challenge encountered in the process of meeting social and academic obligations.

To complement the quantitative data, the in-depth interview conducted revealed that respondents view constraints differently. Whereas some perceive it as a challenge with inherent limiting factors, some believe it is usually everyday-life experience. A respondent argued that:
…every one grow up with a form of constraint or the other in their homes or family. So why do you think that just because you are a student in the university constraint will suddenly seize to be. It is unreasonable to think that way. Just get use to it. it is part of life…and I devise a means to survive it (IDI: Male, 24 years, 400 level Student, Faculty of Social Sciences, University of Benin, 2025).

Simply, put it feels like hell to be unable to get things done when you wanted it the most. It is both demoralizing and discouraging. It is best experienced than told, when you feel trapped in "wants and lacks" … it makes you as a student to do what you do not want or intend to do and usually takes your attention off your studies… you hardly will be able to concentrate when you have needs calling in (Male, 21, 200 level, Faculty of Basic Medical Sciences, University of Benin, 2025)

Table 2: Survival and coping mechanism deployed by students (N=368)

	Response	Frequency	Percentage (%)
Are these among the survival strategy deployed by student to mitigate against constraint?	Apply for student loan and bursary scheme	151	41.0
	Pick up a part-time work	189	51.4
	Depend on extended family support system	19	05.2
	Drop out of school	9	2.4
	Total	368	100
Do you have any personal coping technique such as any of these?	Personal determination	162	44.0
	Sheer career prospect	58	15.8
	Desire for a better life	46	12.5
	Parental/Family encouragement	50	13.6
	Peer influence/societal perception	52	14.1
	Total	368	100

Source of data: Field Survey by Longe & Igbinomwanhia, 2025.

The data presented above offer critical insights into the extent to which social and material constraints influence students' well-being and forces survival and coping technique to be deployed. With regard to survival strategy, the results show that most students learn the act of survival in school by adopting different approaches. To survive social constraints, most students take the option of working a part-time job. 51.4% of the respondents are captured in this category. 41.0% of the students believe applying for student's loan and bursary will help cushion with the constraint. Others lean towards extended family support system while those who could not devise a means to survive chose to drop out. This attests to Glewwe (2010) submission that taking a par-time work is a major coping strategy for students' survival. The social reckoning and texture within the university environment indicate that students' social experiences vary and so is their survival intervention options (Abalogu, & Azor, 2024). The coping tendencies among students differ owing perhaps to their social affiliation, gender and or socioeconomic background. For instance, findings revealed that some proportion of students have developed coping mechanism such as personal determination to succeed as represented by 44.0%, peer influence 14.1%, career prospect 15.8%. Some draw strength from family and friends 13.6% and a desire for a better life 13.6%. Exploring the basis of these social adaptive mechanisms reveals a deeper and complex dynamics. Some students persevere the social and material conditions they find themselves in the light of the consciousness of societal perception. This also could be the reason 12.5% of the respondents alluded that the need for a better life spurs them on because the society often times attributes success not to what one goes through but what one is able to achieve.

Hypothesis test showing constraint induced anxiety among student

Do you experience anxiety as a result of socio-economic constraints?

	Observed O	Expected E	O-E	$(O-E)^2$	$(O-E)^2/E$
Very often	129	73.6	55.4	3069.16	41.87
Often	144	73.6	70.4	4956.16	67.61
Sometimes	55	73.6	-18.6	345.96	4.72
Rarely	12	73.6	-61.6	3784.56	51.63
Never	28	73.6	-45.6	2079.36	28.36
Total	368				193.54

$\sum(O-E)^2 / E = 193.54$

Chi-square table

There is no significant relationship between anxiety and socio-economic constraints among students in Nigerian universities	
Chi square	193.54[a]
Degree of freedom	9.48
Level of significance	0.001

0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 368.0

From the chi-square table, the calculated value of 193.54 and a degree of freedom which translate to a critical value of 9.48 as well as a significance level of 0.001 depict a result, and the result calculated value is higher than the critical value, hence the study reject the null hypothesis which state that there is no significant relationship between anxiety experienced by student and socio-economic constraints and accept the alternative hypothesis that state that there is a significant relationship between anxiety experienced by student in Nigerian universities and socio-economic constraints. This suggests that student experiences socio-economically induced anxiety. This result further underscores the view of Okioga (2013) that constraints experiences for students provokes psychological challenges which could cause poor academic performance, inability to focus, creates social isolation, stress and often result to low or damage self-esteem.

5. Conclusion

The study concludes that socioeconomic constraints are a major barrier to students' academic performance, personal development and overall wellbeing in Nigerian universities. Socio-economic factors (financial hardship) limit access to essential learning materials, healthy living, and emotional stability. It influences social relationships, leading to isolation and reduced participation in academic and extracurricular activities. While many students display resilience through coping strategies and optimism, their efforts are often insufficient to overcome systemic barriers. The strong reliance on informal support and risky work further reflects the inadequacy of institutional provisions. Though, most Nigerian students continue to display remarkable pliability and adaptability, on the overall, without concerted financial support, improved welfare services, and inclusive social structures, many students will continue to experience diminished academic outcomes and limited life chances. The study concludes that unless urgent steps are taken by government, university management, and other stakeholders to reduce the socio-economic (financial) pressure on students, the quality of higher education and the psychological wellbeing of future graduates will remain at risk. Addressing this social inequality is therefore not only an educational necessity but also a key social responsibility needing immediate effective response in the area of policy and practice.

6. Key Recommendations

In view of the findings from this study, the following recommendations have been proposed:

Government Social Intervention: The government at the federal, state and local level should strengthen student welfare scheme by making loan and bursary programmes flexible and accessibility to students. This intervention funds will serve as a means of sustenance that will enable student to effectively cope with socio-economic challenges consistent with learning at the tertiary level in Nigeria.

University Support Services: Nigerian universities should endeavour to establish and expand student welfare departments that will provide social support system such as financial-counseling, emergency funds, relief packages and food support programmes for indigent students as it was indicated in the findings that this was largely absent in many schools.

Scholarship, Exchange and Partnership Programs: Nigerian Universities should collaborate with

professional, non-governmental organization and alumni associations to sponsor prospective student by offering scholarships and grants to economically indigent/disadvantaged students. This may help reduce some of the challenges relating to funding issues found from the research.

Skill Acquisition and Work-study Opportunities: Universities should have working skill acquisition platform for students to learn practical skills and work part-time on campus so as to earn a decent living that does not interfere with their academic work.

Economic Reforms: Broader national economic policies should focus on reducing programme and social inventions that directly affect students' families and their ability to sponsor education. Future social structure and intervention programmes should explore a long-term investment agenda that will possibly ameliorate constraints on students' education outcomes and their transition into the workforce.

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Private Cost of Journey to Work Place among Secondary School Teachers in Edo State, Nigeria

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Abstract. The study investigated the private cost of journey to work place among secondary school teachers in Edo State, Nigeria. Four research questions were raised and one hypothesis formulated that guided this study. The research questions were answered and the hypothesis tested at 0.05 level of significance. The study was a descriptive study that employed the ex-post-facto research design. The population of the study comprised all teachers in the one hundred and twenty-nine (129) public senior secondary schools in the seven (7) Local Government Areas of Edo South Senatorial District and three Local Government Areas representing 43% of the seven Local Government areas in the Senatorial District were randomly selected. Six schools were equally randomly selected representing 10% of the 60 schools in the Local Governments and all the 120 teachers comprised the sample for the study. A questionnaire titled Distance and cost of transportation of a teacher from home to workplace (DCTTHW) was validated and used to elicit data for the study. Percentage and ANOVA were used to analyze the data. The findings of the study revealed that teachers in the senatorial district commute less than 5Km to their workplace using car/bus/taxis as mode of transportation. They spend relatively less amount on transportation. There was a significant difference in their transportation cost along the variables of distance, location and gender. The study therefore recommends that the Ministry of Education should keep appointing/posting teachers within a short distance of their residence or schools close to their homes to reduce private cost.

Keywords: Private Cost, Journey to work place, Transportation Cost.

1. Introduction

Secondary education in Nigeria, is the education children acquire formally after primary education and before tertiary education. Education in Nigeria, is the responsibility of both the Federal, State, Local Governments and private individuals (FRN, 2014). In Nigeria, public secondary schools are the sole responsibility of the federal and state government as fees are not paid due to the introduction of the UBE programme. Though some secondary schools are owned and managed by private individuals. Secondary education is a transition between primary and tertiary institution. It requires a lot of inputs such as fiscal, materials and personnel resources. Fiscal resources deal with both cost of production and household cost which is also referred to as private cost.

Cost is a serious issue that cannot be undermined in education business for the system to be effective and efficient, else there will be serious consequences. Cost in education comprise social and private cost. Basically, private costs (direct and indirect costs) are a burden to the households as they are being funded continuously as long as the students remain in school, college or university (Ismail, Awang and Noor, 2016). Private costs according to Ajadi (2017) are household costs that are paid for by the students and or their parents to have access to quality education which include costs of books, transportation, feeding, clothing, photocopying etc. This was equally supported by the views of Igbineweka and Onukwu (2019) who saw private cost as cost that has to do with school fees, cost of books, medicare, accommodation, transportation and sundry social activities.

Studies in time past have shown that among components of private costs, transportation has the highest cost (Ozoemena, 2016 and Ismail et al., 2016). Teacher factor is very crucial in the delivery of functional secondary education particularly their regular attendance at school. Teachers often live far from their workplace, particularly in urban centers like Lagos, Abuja, Ibadan, Kano, Aba, Benin etc. where

housing near schools is expensive or unavailable. This situation may increase transport costs, a significant private financial burden. Many teachers rely on public transportation, which may fluctuate in cost due to inflation and infrastructural deficit. There is increasing commuting distance in Germany (Federal Statistical Office of Germany, 2013). The Department of transport (2013) in UK, stated that the average commuting distance increased to 14.5Km, while in Turkey, teachers commute up to 240 km (Önen & Doganer, 2021). Emre & Elci (2015) asserted that in developing countries, commuting distances to work is seemingly increasing as cities and towns are becoming more congested. Commuting distance by teachers in Tanzania ranges between 3Km to 13Km across regions (Shonje, 2016 & URT, 2019). Daily commuting, across long distances and congested traffic situations may increase fuel or fare expenses. Nwakanma (2023) posited that institutions should include transport allowances or housing schemes as part of compensation packages to alleviate the private costs borne by teachers and other workers.

Omotayo, Ojo and Aliyu (2024) in their study on Salaries and Teachers Mobility among Private Schools in Nigeria emphasize that many secondary teachers bear substantial personal expenses which include transportation cost which is tied to their employment. Olujuwon et al. (2021) and Gbarage (2022) asserted that transportation cost is a component of the overall job cost. High private commuting costs reduce disposable income, affect punctuality, increase fatigue, and sometimes lead to possible absenteeism.

Studies on private cost borne in education have been carried out by different people amongst which are the works of Ajadi (2017) in his study on private cost of university education and academic performance of undergraduates in selected universities in South-western Nigeria discovered among others that transportation cost has a negative influence on their performance. Mrope (2023) carried out a study on Commuting Distance and Job Satisfaction among Teachers in Tanzania and found that teachers who commute short distance from home to workplaces are more satisfied with their jobs than those who commute long distance from home to workplaces. Ozoemena (2016) in her findings on the study on determinants of private costs of non-formal vocational training programmes of National Directorate of Employment in South-East Geo-political zone of Nigeria affirmed that transportation consumed the greatest amount of the financial resources of the trainees followed by the cost of midday meals etc.

Distance is a factor that can influence transportation which is one of the components of occupational private costs. Distance and mode of transportation in most cases determines the cost of transportation (Morpe, 2023; Mutegi, 2017). This has made many countries and states to establish schools not too far from students and also employ teachers considering proximity to their work place. The guideline on the acceptable distance a teacher must commute from home to school varies among regions, countries and states. Some recommended distance for teachers is 5-10 kilometers/3-6 miles (World Bank, 2012); 1-2 hours per day, which translates to a distance of around 3-5km (Smith, 2020). These guidelines may equally vary in terms of availability of public transportation, roads, and other infrastructure; proximity to residential areas, town centers, or other amenities and individual teachers' preferences and circumstances, such as family obligations or mobility issues

In Nigeria, the acceptable distance for a teacher's journey from home to school is based on the location, transportation, and other factors. However, the Federal Ministry of Education (2019) recommends that teachers' commuting distance should not exceed 5-10 kilometers/3-6 miles in urban areas and 10-20 kilometers/6-12 miles in rural areas depending on the availability of transportation. Nevertheless, Adeyemi (2011) suggested a reasonable commuting distance for teachers to be around 5-10 kilometers (3-6 miles) in urban areas and 10-15 kilometers (6-9 miles) in rural areas which may vary due to some factors such as transportation, road conditions, and personal circumstances. Edo State though has no approved acceptable distance for a teacher's journey from home to school as the specific distances may differ, but it's essential to consider the general guidelines and local factors to determine a reasonable commuting distance for teachers. The acceptable distance for a teacher's journey from home to school in Edo State isn't explicitly stated in the available information. However, we can consider general guidelines for teacher commuting distances.

In spite of the numerous studies on the influence of private cost in secondary education, no work has been done on private cost of the journey to work place among secondary school teachers. Where teachers' stay far away from their workplaces and use greater part of their income on transportation to school, they may not be motivated in carrying out their duties. This may in turn affect students' performances. Also, female teachers that stay far away from school may have tendencies of spending more money on transportation or be absent from school as they are

more likely to spent time on household chores before leaving for work.

1.1 Statement of Problem

Inadequate transport facilities have remained a persistent problem in most part of Nigeria. In Edo State of Nigeria, relatively poor and expensive transportation facilities continue to adversely affect the flow of human activities and workplace journeys. In most rural areas, a large segment of teachers and students trek long distances to school which are far apart. Since the turn of the 21st century, the tempo that politically motivated secondary school expansion had become like the morning cloud amidst both rural and urban areas' expansion.

Fuel subsidy was said to have been removed by the present government in Nigeria at inception. This has accounted for the rise in cost of virtually everything including transportation cost. In response to the situation, workers have to resort to "alternate work days" attendance except teachers who daily go to work. What is however not known, is the private cost of journey to workplace among secondary school teachers in Edo State, Nigeria.

This study will be significant in revealing empirically at least information on the distance secondary school teachers daily travel from home to school and the cost of such journeys. This will guide transportation subsidy initiatives for teachers to enhance workplace attendance and productivity.

1.2 Research Questions

Four research questions raised, three answered with question four hypothesized, guided the study.

- What distance do secondary school teachers' cover daily in Edo State from home to their workplaces?
- What mode of transport do secondary school teachers patronize in their daily journey to and from their workplaces?
- What is the daily expenditure by secondary school teachers in Edo State on transportation from their homes to their workplaces?
- Does transportation cost of secondary school teachers from their homes to their work places differ according to distance, location and gender?

1.3 Hypothesis

There will be no significant difference in the transportation cost of secondary school teachers to work along the variables of gender, distance and location.

2. Research Methodology

The study was a descriptive survey employed the *ex-post-facto* research design. The population of the study comprised all teachers in the one hundred and twenty-nine (129) public senior secondary schools in the seven (7) Local Government Areas of Edo South Senatorial District. It is one of the three and the largest Senatorial Districts in the state due. Three Local Government Areas representing 43% of the seven Local Government areas in the Senatorial District were randomly selected. Six schools were equally randomly selected representing 10% of the 60 schools in the Local Governments and all the 120 teachers comprised the sample for the study.

A questionnaire titled Distance and cost of transportation of a teacher from home to workplace (DCTTHW) was used to elicit data for the study. The instrument was divided into two sections- section A elicited biographical information on gender and location while section B addressed issues on distance and cost. The instrument was validated by experts in the Department of Educational Management, University of Benin, Nigeria. The reliability of the instrument was not done because of its proforma nature. Percentage and ANOVA statistics was used to analyze the data.

3. Results

Research Question One: What distance do secondary school teachers' cover daily in Edo State from home to their work places?

Table 1: Secondary School Teachers' Distance from Home to School in Edo South Senatorial District

Distance	Frequency	Percentage	Valid Percentage
Less than 5km	70	76.1	76.1
6 – 10km	22	23.9	23.9
Total	92	100.0	100.0

Table 1 is a display of the distance teachers commute from home to school. Seventy (70) representing 76.1% out of the ninety-two teachers studied in the senatorial district journey less than 5km from their homes to (workplace) school. Twenty-two (22) representing 23.9% use between 6 – 10km. That is to say a large proportion of teachers in Edo South Senatorial District journey less than 5km from their homes to their workplaces.

Research Question Two: What mode of transport do secondary school teachers patronize in their daily journey to and from their work places?

Table 2: Secondary School Teachers' Mode of Transportation from Home to School in Edo South Senatorial District

Mode of Transportation	Frequency	Percentage	Valid Percentage
On foot	9	9.8	9.8
Private car	21	22.8	22.8
Public car/bus/taxi	61	66.3	66.3
Commercial bike/tricycle	1	1.1	1.1
Total	92	100.0	100.0

On mode of transportation, the data on Table 2 showed that nine (9) teachers representing 9.8% journey to school on foot, twenty-one (21) representing 22.8% use private cars, sixty-one (61) representing 66.3% by public car/bus/taxi and one (1) representing 1.1% by commercial bike/tricycle. This meant that most secondary school teachers in Edo South Senatorial District make use of public car/bus/taxi as the dominant mode of transportation to their workplaces.

Research Question Three: What is the daily expenditure secondary school teachers in Edo State spend on transportation from their homes to their work places?

Table 3: Daily Expenditure Spent on Transportation by Secondary School Teachers' from Home to School in Edo South Senatorial District.

Cost of Transportation (₦)	Frequency	Percentage	Valid Percentage
0	9	9.8	9.8
Less than 1500	42	45.7	45.7
1800 – 3000	27	29.3	29.3
3300 – 4500	4	4.3	4.3
4650 – 6000	10	10.9	10.9
Total	92	100.0	100.0

The information on Table 3 revealed the daily money expended (cost) on transportation by secondary school teachers from their homes to their workplaces in Edo South Senatorial District. While nine teachers (9.8%) spent zero naira (₦0), fifty-one teachers (45.7%) spend less than one thousand, five hundred naira (₦1500) daily, twenty-seven teachers (29.3%) spend between one thousand, eight hundred to three thousand naira (₦1800 - 3000) daily, four teachers (4.3%) spent between three thousand, three hundred to four thousand, five hundred naira (₦3300 - ₦4500) daily and 10 teachers (10.9%) spend between four thousand, six hundred to six thousand naira (₦4600 - ₦6000) daily on transportation. Empirically, 90.2% of the secondary school teachers in Edo South Senatorial District spend nothing less than one thousand, five hundred naira (₦1500) on transportation daily to their workplaces.

Testing of Hypothesis

Hypothesis One: There will be no significant difference in the transportation cost of secondary school teachers from their homes to their work places along the variables of distance, location and gender

Table 4: ANOVA of Transportation Cost by Secondary School Teachers' from Home to School along the Variables of Distance, Location and Gender in Edo South Senatorial District

		Sum of Squares	Df	Mean Square	F	Sig	Decision
Distance from home to work	Between Groups	.1508	3	.502	1.383	.045	Significant
	Within Groups	15.986	89	.364			
	Total	16.739	92				
Location	Between Groups	.1280	3	.426	1.419	.049	Significant
	Within Groups	13.219	89	.300			
	Total	13.859	92				
Gender	Between Groups	2.016	3	.672	1.768	.040	Significant
	Within Groups	16.731	89	.380			
	Total	17.739	92				

Data in Table 5 showed the difference in the transportation cost of teachers from their homes to their work places along the variables of distance, location and gender in Edo South Senatorial District. The one-way ANOVA for difference in distance showed F- value of 1.383 and P-value of .045; that of location showed F-value of 1.419 and a P-value of .040 and that of gender showed F-value of 1.768 and a P-value of .040 which are less than 0.05, hence Ho is not retained. Therefore, there is a significant difference in the transportation cost of secondary school teachers from their homes to their work places along the variables of distance, location and gender in that order.

4. Discussion of Findings

Findings from research question one showed that a large proportion of teachers in Edo State, Nigeria commute less than 5Km from their home to their work place. This suggests that teachers in the study area are largely posted to schools within or close to their residential locations which is likely to minimize commuting cost and associated stress. This is in line with the recommendations of the Federal Ministry of Education (2019) that teachers in urban areas should not commute more than 5–10km, and those in rural areas 10–15km, depending on the available modes of transport. Mutegi (2017) in Kenya, also found that proximity to schools significantly reduced transportation costs and improved teachers' school attendance. The short commuting distance by the teachers studied also reflects best practices observed in other countries as supported by Morpe (2023) in Tanzania. He found out that teachers who commute short distances (3–10 km) reported higher job satisfaction and less fatigue compared to those with longer commuting distances. Same with Adeyemi (2011) in Ondo State, Nigeria, who discovered that teachers' satisfaction decreases when the distance to work is long, buttressing that nearness is crucial to teacher effectiveness. The cost of journey to workplace by teachers if not friendly and affordable could trigger unpleasant and unprofitable issues like absenteeism, poor job commitment and productivity.

The second findings on the mode of transportation revealed that a sizeable percentage of teachers commute to school via car/bus/taxi, which meant that public transportation remains the dominant, most accessible and relatively affordable mode of commuting. The finding corroborates that of Emre & Elci (2015) who claimed that in developing countries, rapid urbanization and congestion have made public transportation the most common commuting method, though often unreliable. It is also consistent with Ozoemena (2016) who found that transportation costs constitute the largest component of private education expenses, particularly for households and trainee's dependent on public transport. Shonje (2016) also reported that Tanzanian teachers largely depend on buses and minibuses due to affordability, even though these modes expose them to delays and long commuting times. Due to the poor altitude in Nigeria toward public facilities such as transportation, the use of public buses tends to be ineffective. Consequently, delays, breakdowns and outright disappointments do occur. Most of the public transport facilities are very old and poorly maintained.

It was showed that 55.4% of secondary school teachers in the region spend less than one thousand, five hundred naira daily on transportation. This could be because the teachers commute relatively short distance from their homes to workplaces. The deliberate posting policies to ensure and encourage teachers to reside close to their schools, a short journey distances from home to workplace keeps transport costs

relatively low. This is supported by Ismail, Awang & Noor (2016), who noted that transportation is often one of the highest private costs in education. Proximity to the workplace reduces cost burden significantly. While ₦1500 may seem small, it can cumulatively represent a significant proportion of teachers' monthly income, given the low salary structure in Nigeria with ₦70,000 as minimum wage. Nwakanma (2023) asserted that the absence of transport allowances or housing support further deepens this burden, reducing teachers' disposable income. The fuel prices rise as a result of subsidy removal and corresponding public transport fares increase accounted for teachers' journey costs to their workplaces.

The fourth findings revealed a significant difference in transportation cost of teachers from their homes to workplace along the variables of distance, location and gender in that order. This implies that, within the study area, teachers' transport costs differ according to these variables. This may be attributed to the varying distances most teachers travel and the widespread reliance on public transportation. The findings align with Ajadi (2017) who noted that household costs such as transportation often exert different financial pressures across demographic groups, especially where schools are not evenly distributed within communities. However, the slight gender differences contrasts with studies of Önen & Doganer (2021) who found that female teachers in Turkey were more adversely affected by long commuting distances due to household responsibilities. Likewise, Knight & Sabot (1990) argued that women in poor households may face greater access barriers when schools are located far away. However, in Edo South, the preferential posting of female teachers close to their residences may have mitigated such gender disparities as married female teachers need not to commute longer distance to school on a daily basis.

5. Conclusion and Policy Options

Transportation cost is a vital aspect of private cost borne by workers generally. It is mostly influenced by distance to and location of workplaces. This study investigated the cost of journey to work place among secondary school teachers in Edo South Senatorial District. The conclusion is that secondary school teachers in the Senatorial District commute not too long distances, spend relatively varying and friendly cost on transportation, and experience significant cost differences with respect to distance, location and gender.

The findings have several implications for school locational planning and teacher welfare policies for the Edo State Ministry of Education.

Policy alignment with global best practices of posting teachers with fairness within a short distance from their residence will reduce private costs, improve punctuality, and minimize fatigue.

While teachers should be encouraged to seek for accommodations close to their workplaces, every teacher should experience both rural and urban posting for equity's sake.

There is need to support teachers to reduce transportation cost as inflationary pressures and poor transport infrastructure could increase their financial burden by providing transport allowances or housing schemes to strengthen teachers' welfare.

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The Art of Resilience: Post-Traumatic Growth in Selected Poems by Maya Angelou

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Abstract. In this study, the two most famous poems of Maya Angelou, “Caged Bird” and “Still I Rise” are analysed using Post-Traumatic Growth (PTG) as developed by Tedeschi and Calhoun. The poem is usually interpreted in terms of resilience, but this present study posits that resilience is not the only aspect of Angelou's poem. Using the five domains of PTG (relating to others, new possibilities, personal strength, appreciation of life, and spiritual/Existential change), a close-reading methodology, the analysis illuminates the way Angelou's formal features (meter, stanzaic transformation, diction, and rhetorical address) reflect the shift from trauma to growth, rather than simply narrating it. In “Caged Bird” and the cumulative refrain in “Still I Rise,” the transformation from septet to quatrain, and the repetition of the refrain, respectively, provide literary correlates for PTG, placing Angelou's work in a literary genre that embodies growth. The study's implications are for trauma studies, cognitive literary studies and African American criticism, and provide a model which could be replicated in the reading of poetry using the PTG framework.

1. Introduction

Suffering and creativity go hand in hand in African American literature. Poet, memoirist, performer and civil rights activist Maya Angelou (1928-2014) made her career with her startlingly dignified and defiant writing from a life scarred by racial violence and personal tragedy. Her poetry has been often praised by critics as "resilience" and "survival. Resilience, however, as a psychological phenomenon is a recovery to former functioning following adversity, but Angelou's poetry constantly suggests something more radical: a transformation that makes the speaker more, rather than just bigger.

This is the motivation of the present study. This paper makes the case for viewing Angelou's chosen poems as instances of growth, or positive psychological change that emerges from the experience of suffering trauma, on the basis of the psychological model of Post-Traumatic Growth (PTG) created by Richard Tedeschi and Lawrence Calhoun.

1.1 Research Problem

Resilience is a theme that is present in Angelou's poetry but existing criticism does not differentiate resilience from growth, and rarely examines a systematic psychological approach to show how poetry itself works at the form and language level to transform the reader.

1.2 Aim and Objective of the Study

The purpose of this study is to examine the five domains of PTG in the texts of “Caged Bird” and “Still I Rise” to demonstrate that Angelou's formal and rhetorical strategies textually enact PTG.

1.3 Research Questions

- How does Angelou's poetry highlight the difference between growth and survival?
- How does the growth of perspective change over the course of the book?
- How is the theme of growth further explored in the book?
- What are the formal features that are associated with the specific PTG domains—in meter, stanzas, diction, and address?
- What does reading Angelou through PTG contribute to the criticism of her work?

2. Theoretical Framework and Methodology

This research uses a qualitative close text analysis with explicit psychological approach. Two poems are chosen as the corpus: “Caged Bird” and “Still I Rise.

The selection is purposive and it is justified on three grounds. First, both poems are representative test cases, both of them being canonical and most anthologized and discussed in Angelou's work. Both poems are also representative test cases in that they are canonical and frequently anthologized and discussed in Angelou's work. Second, both make a point of oppression and its overcoming, making them eminently fitting for a framework of overcoming through struggle. Third, and most importantly, the two poems represent two rhetorical modes: the symbolic-allegorical ("Caged Bird") and the direct-confrontational ("Still I Rise") that can be compared and contrasted with the PTG framework. The goal of the study is not to offer a statistical generalisation of the entire corpus of Angelou's work, but to build up a model of interpretation that can be transferred to other works.The limits and scope of this design are discussed explicitly in Section 9, and in the discussion of the aim of the study is the construction of a transferable interpretive model, rather than a statistical generalisation of Angelou's entire corpus.
Analytical framework is Post-Traumatic Growth. Tedeschi and Calhoun describe PTG as positive psychological change that occurs as a result of the struggle with extremely stressful life circumstances, and growth is not a direct result of the traumatic event itself, but rather of the cognitive and emotional processing after the event (Tedeschi and Blevins 324–33). In this study, PTG is typically broken down into five domains, the results of which are used as an analytical framework for each poem:
(1) In relation to others — enriched/transformed interpersonal relationships.
(2) New possibilities – being recognized in new ways or along a different path.
(3) Personal strength — a greater feeling of personal strength in order to withstand and overcome.
(4) Appreciation of life — an increased valuing of life and freedom.
(5) Spiritual/existential change — change in meaning, or a reordering of meaning.

These five domains are mapped onto textual evidence for each poem (formal, prosodic and lexical features). This is summarized in Table 1 and then elaborated via close reading. It is an interpretive, not an empirical approach: The approach of PTG is not a clinical diagnosis of the poet, but is employed as a heuristic tool in literary analysis.

3. Conceptualizing Post-Traumatic Growth

For a large part of its existence, the psychology of trauma has focused on pathologies, the negative effects experienced after exposure to a dramatic and overwhelming event. In recent years, however, the focus of attention has been on the concepts of resilience and then growth (Windle 152; Stratta et al. 1604). Established in the mid1990s, the PTG framework is a revolutionary paradigm that suggests that the nature of adversity is not just to cause debilitating effects, but also to trigger positive transformation as well (Tedeschi and Calhoun 1).

An important conceptual difference is the fundamental of this study. Resilient people cope well and resume their previous functioning, while those who have PTG are changed by facing adversity (Tedeschi and Shakespeare-Finch 6). In this account, growth is a process and a product; cognitive and emotional reworking which can lead to behavioural change and to a new identity. Importantly, normative maturation is not a part of PTG, but rather what sets growth apart is its source in the process of understanding and coping with a crisis (Tedeschi and Blevins 324).

Theoretically, this difference is significant in literary criticism. When reading Angelou's poetry as resilient, one is able to focus on how she survived; when reading her poetry through PTG, one is able to focus on the aspect of the poem that registers a qualitative transformation of the self, which is exactly what this study aims to focus upon.

4. Literature Review

Angelou's poetry has been subject to a huge amount of criticism. The caged-bird motif from Paul Laurence Dunbar became a symbol of collective and personal aspirations for freedom, and was the focus of early biographical and critical studies (Kallen 19; King 22). Later prosodic readings highlighted the musicality of Angelou's verse and the interaction of her metrical forms and the tradition of ballad (Pettit 14; Shapiro 31).

A second line of scholarship centers on Angelou's presentation of her work as the politics of African American women's self-assertion and sees 'Still I Rise' as a counter-discourse to racist and misogynist structures (Coulthard 3; Witalec). The autobiographical continuity between her memoirs and her poetry has been considered in a more recent critique, especially in regard to how she develops a voice after experiencing childhood trauma.

Recent scholarship has started to view Angelou from more inter-disciplinary perspectives. Following Caruth's pioneering work on trauma as an unassimilated experience which returns late in language (Caruth 4-7), trauma-theoretical criticism

has been used to account for the presence of literary form in African American writing, which marks the return of the unassimilated and belatedly present experience. In the framework of this research, scholars like Vickroy have investigated the role of narrative and poetic form in itself as a kind of testimony and recovery (Vickroy 28). In parallel cognitive literary studies, formal features such as meter, repetition, syntactic patterning have been argued as not mere decoration but cognitively and emotionally meaningful and useful in their shaping of the experience and processing of the represented experience (Zunshine 11).

The shift in paradigm to Post-Traumatic Growth as an interpretive tool is relatively new. Drawing on Tedeschi and Shakespeare-Finch's synthesis of PTG theory, literary scholars have begun to recognize the difference between the PTG and resilience in the context of trauma (Balaev 1–3; Henke xv). In the field of African American women's writing, there has been a focus on the potential for collectively experienced trauma to be transformed into an individual and collective empowering tool (Davis 47).

But what is not developed is the coming together of these strands. Previous Angelou criticism offers an evocative use of the term resilience, but tends to focus on rupture and testimony rather than growth; trauma-theoretical studies focus on rupture and testimony; and cognitive studies rarely have specific focus on Angelou. While recent scholarship has started to fill in aspects of this gap—Angelou's prosody and performance (Gillespie 212), her autobiographical project in the context of contemporary trauma and resilience theory (Mohammed and Hassan 45), and the politics of voice in her verse (Lupton 88) – none has been applied to the formal texture of the poems in light of the five-domain model of PTG. This study fills that void, while simultaneously tackling issues of trauma study, cognitive literary study, and African American literary criticism, in the sense that the very form of the poetry itself offers a model for post-traumatic growth.

5. Analysing the PTG Framework with reference to the Poems

To ease students into the process of analyzing the poems through close reading, Table 1 below shows the mapping of the five PTG domains to the specific textual features in each of the poems. The sections that follow elaborate on each of the correspondences and the table serves as the analytical backbone of the study.

Table 1. Connecting the five PTG domains to the elements of text in "Caged Bird" and "Still I Rise."

PTG Domain	"Caged Bird"	"Still I Rise"
Relating to others	The caged bird sings "of things unknown / but longed for still," addressing a "distant hill"—song as outreach beyond confinement.	The speaker invokes a collective ancestry ("I am the dream and the hope of the slave"), binding individual rising to communal solidarity.
New possibilities	The free bird "names the sky his own"; the open-ended fourth stanza (no terminal period) figures unbounded possibility.	Anaphoric "I rise" projects a future not determined by the oppressive past; rising names a new horizon of selfhood.
Personal strength	Despite confinement, the bird "opens his throat to sing"—voice asserted as agency under constraint.	Defiant rhetorical questions ("Does my sassiness upset you?") and similes of dust and air dramatize indestructible strength.
Appreciation of life	The free bird "dares to claim the sky," dipping in "orange sun rays"—sensory celebration of freedom's value.	Imagery of wealth ("gold mines," "oil wells," "diamonds") revalues the self as precious and abundant.
Spiritual / existential change	The septet-to-quatrain transformation releases the "caged" form into the ballad's open music—form enacting transcendence.	The closing crescendo ("I rise, I rise, I rise") elevates personal triumph into a quasi-liturgical affirmation.

6. "Caged Bird": Form as Enactment of Growth

The energy and strength of "Caged Bird" comes from the continuous juxtaposition of the two birds, free and caged, and from Angelou's use of prosody to create a structural contrast. The imagery is the most connotative and arresting aspect of the poem, but it is the way its form moves that most closely reflects the movement from restraint to development that the PTG model outlines.

The Grammar of constraint and Diction (6.1)

The grammatical differences between freedom and confinement can be noted in the lexicon that Angelou uses. The syntax of the actions of the free bird is additive and open-ended, as many coordinating conjunctions as are repeated, “and”, are used to connect the repeated actions, “leaps”, “floats”, “dips”, “dares”, which suggest limitless possibility. In contrast to this, the stanzas of bird in prison start with the adversative “But” and the conditional “so” – the bird “opens his throat to sing” not because he is free, but because he must be (Pettit 14). This opposition is, like the PTG domain of new possibilities, directly related to the syntax of an unbounded future – in this case, the additive “and.”

6.2 The Septet-to-Quatrain Transformation

The main formal event in the poem is metrical. The repeated stanza containing the image of the caged bird is a septet of mostly dimeter lines, short, vertical and tight, the compression of which imitates entrapment. In the stanzas of movement, however, this form grows: the paired dimeters broaden out into wider tetrameter lines, and the septet is refashioned into the song and ballad's quatrain (Shapiro 31). This reading is in line with the known prosodic literature on the ballad measure, where the quatrain of tetrameter alternating with a quatrain of trimeter is the standard vehicle of song and communal song, the latter being the common mode of the community song (Attridge 76). In other words the “caged” form has in itself the potential of musicality of the open ballad.

The contrast turns into real if the lines are scanned. The caged-bird stanza is in clipped two beat units (stressed syllables are represented by / and unstressed syllables by ˘):

˘ / ˘ /

a CAGED bird STANDS (dimeter, 2 stresses)

˘ / ˘ /

composed of two stresses (dimeter) on the GRAVE of DREAMS

In contrast, the free-bird stanza expands out into a more expansive 4-beat phase:

˘ / ˘ / ˘ / ˘ /

and DIPS his WING in the ORange SUN rays (4 stresses, 4 beats)

The doubling of stresses per line (from two to four) is the metrical substance of the transformation: the same base rhythm is permitted to expand, and constriction can be heard opening up to the spaciousness of the ballad line. The prosody is not just an accompaniment to the theme of release, it is the performing of the theme of release.

This is the poem's literary correlate of post traumatic growth. Whereas PTG finds growth in the experience and engagement of suffering, Angelou will not leave the narrow shape behind but will change it from within. The cage isn't broken open, it's broken through, its structure begets song. This formal transcendence is related to the realm of spiritual / existential transformation where suffering is reworked into a more meaningful form. Cognitive-poetic accounts of meter that more strongly associate prosodic changes with changes in a reader's physiological and emotional response to text lend support to this claim that, in some sense, prosodic transformation represents existential change (Zunshine 14). The ballad's sense of release from the claustrophobic, dimeter (4 lines) of the septet to the expansive, tetrameter (8 lines) of the ballad might be considered an existential reorientation, performed by the reader in his or her own experience of the line.

It is also the domain of appreciation of life that is easily readable. The free bird is not just walking, but enjoying – “he dips his wing in the orange sun's rays,” and “dares to claim the sky.” The specificity of colour and light is a freedom that is not an abstraction, but a greater appreciation of lived embodied life. This sensory abundance is a dramatization of just the heightened appreciation of life that PTG theory finds to be a domain of growth (Tedeschi and Blevins 328).

6.3 Voice, Outreach, Tradition

The caged bird sings of things unknown, but longed for still, and its song is heard on a distant hill. Song here is not a lament but an act of relating to others across the barrier of the cage: this is an act of outreach. Bird-poems (Keats, Shelley) are part of a Romantic tradition of which Angelou is part, but whose sorrow is not her own; instead, she focuses upon fear, rage, and the desire for freedom (Kallen 41). The song is therefore a declaration of personal agency: agency that takes place in the face of constraints.

7. “The Rhetoric of Growth”: Rhetoric as the Enactment of 7. “Still I Rise”.

“Caged Bird” is about growth in a formal change, while “Still I Rise” is about growth in rhetoric. An African American woman with a deep self-awareness speaks this poem, addressing racism and misogyny and asserting her identity in a world that would like to erode her identity (King 27).

7.1 The Anaphora of Rising is a remembrance of the risen Lord.

The structure of the poem is the use of the refrain "I rise." The refrain is repeated and then followed by a crescendo, but this is not a single event, it is a cumulative ability, a signature of the process of growth and development, not of its culmination. As each "I rise" returns, it brings with it a new future, separate from the oppressive past, and implements the PTG domain of new possibilities. The force of all the anaphoras turns the personal assertion into a quasi-liturgical affirmation, and marks the space of existential change.

Failing to comply with the school's rules or policies. Not adhering to school rules and/or policies.

Addressing the oppressors directly, she asks them, rhetorically—"Does my sassiness upset you?"—with the answers she expects. She doesn't let go of the "haughtiness" and "sexiness" that others may find threatening, instead she does not bow down her confidence to fit into the insecurities of others (Witalec). This defiant self-possession is the rhetoric that embodies the PTG domain of personal strength: that it's not about not being harmed but it's about being sure you'll be able to overcome it.

As a group, answer the following questions: As a class, respond to the questions below:

The speaker's diminutive self is abundantly valued by Angelou's imagery: the speaker walks like he has oil wells, laughs like he has gold mines, and claims he's filled with "diamonds" (lines 19–20). This figural overabundance is a kind of radical celebration of the fullness of life and value, recording a body that had been historically undervalued by the economics of slavery as a place of unlimited value. The revaluation is not just a rhetorical posture; it rather makes the point of the PTG domain of appreciation of life, which is that life itself is precious, despite efforts to devalue it (Tedeschi and Blevins 328). In an important way, the poem expands from the personal to the collective: the speaker identifies herself as "the dream and the hope of the slave" (line 40), making her own rise up to the dreams and hopes of her enslaved ancestors (Pettit 22). The transformation is, therefore, not individual but relational, because growth is related to a community, fulfilling the other domain of relating to others.

Lastly, the last movement of the poem marks the field of spiritual/existential transformation. "Personal assertion takes a liturgical turn in the build-up to the final "I rise" (Davis 51), which make the cadence sound more like a call and response or a spiritual, a mode of expression found in African American religious expressions. The self that 'rises' is reorganized at the level of meaning: the self is no longer subject to inherited subjugation, but a subject of transcendent dignity. In this way, "Still I Rise" fully accomplishes what "Caged Bird" does in terms of reorienting the reader's (or listener's) sense of the self in this existential way, through the power of rhetoric.

8. Discussion

The two poems, read together within the framework of the PTG, develop a general literary logic. In both, hardship is not acknowledged as reality or simply put up with, but dealt with and changed. In "Caged Bird," this transformation is formal, freeing a compacted metrical form from its cage, in "Still I Rise" this transformation is rhetorical, transforming the language of oppression into an accumulation of ascent. The five PTG domains are not forced upon the poems from the outside, but rather they are apparent in the diction, meter, structure and address of the poems.

This reading will help provide clarity to the beginning of the study. "Resilient" is an accurate, but incomplete description of Angelou's poetry: resilient implies a return to previous functioning. The poems examined here stage something more: a qualitative expansion of the self that is set up in the face of trauma, and not despite it. This is what PTG theory outlines and what a reading that is focused on resilience can easily forget.

The analysis also shows the methodological merits of the mapping of psychological constructs onto formal features. In place of poetry-as-contents the study has illustrated the ways in which growth is written into the materials of poetry—providing a model that is replicable and could be extended to other poets who work in the wake of trauma.

Theoretical contribution. The three neighboring fields are all advanced in the study. Yet it provides an alternative vocabulary for the trauma, which has been more concerned with rupture, belatedness and failure of representation, because it highlights the possibility of growth, and demonstrates that literary form can capture not just the wound, but its metamorphosis. It provides a tangible proof for cognitive literary studies, that prosodic and syntactic items have affective and existential values which are read directly by readers. With regard to African American literary criticism, it pushes back the dominant discourse of "resilience" to make a space for "qualitative self-enlargement," a self-enlargement that is enacted in Angelou's poems, and for the collective and spiritual aspects that are unique to the tradition. This is not a clinical label

imported into the PTG framework, but rather a bridge concept which makes the three conversations mutually legible.

9. Limitations and Directions for future research

The results are subject to a number of restrictions. First, the corpus is purposefully small (a mere two poems) so that the conclusions are not generalizations about Angelou's entire creative work but rather an extrapolation about how PTG is enacted in these representative poems; a hypothesis on what might happen in other poems should be viewed as a proposition that needs to be tested in more texts. Second, the analysis is interpretive and as such, is not meant to be a clinical evaluation of the poet, but rather a heuristic for literary reading; the mapping between psychological domains and formal features, although evidence-based, is a critical construction that is subject to alternative readings. Third, there is a translation inherent in using a system created in the context of empirical psychology and transferring it to literature: the poems are not data about a person's recovery but are aesthetic artifacts and the PTG domains illuminate the poems by analogy, not by measurement.

The restrictions noted above suggest research avenues for the future. To see if formal signatures found here occur again in a larger corpus; the model could be applied to Angelou's longer autobiographical prose to find out. It might also be used as an analytical method in other genres of African American poetry, or it might be used to analyze the reader's reception of the prosodic changes described, making empirical reception study a part of the analysis.

10. Conclusion

In this study, the concept of post-traumatic growth has been suggested as a more appropriate interpretation of Maya Angelou's "Caged Bird" and "Still I Rise" than the interpretation of "survival." The formal transformations and rhetorical strategies of Angelou's work have been examined through a close reading and analysis, with the five PTG domains as a lens with which to analyze, and have demonstrated that these are not simply representations of resilience, but rather enactments of a movement from trauma to a transformed and enlarged selfhood. Formal evidences of growth in this narrative are the septet that evolves into a ballad and the refrain that blooms into affirmation.

This study makes a contribution to both the psychological and the rhetorical approaches to prosodic and rhetorical analysis, by introducing a framework that is interpretatively fruitful and methodologically transferable. The analysis suggests a model for reading poetry precisely, since it distinguishes growth from survival and finds that growth in the materials of poetry itself—the question of transformation of suffering into voice, a central and constant preoccupation of African American poetry.

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Role of Information Sources for Community Development among Poultry Farmers in Ikpoba-Okha Local Government Area of Edo State, Nigeria

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Abstract. This study assessed the role of information sources utilization for community development among poultry farmers in Ikpoba-Okha Local Government Area of Edo State. The specific objectives were to determine the socio-economic characteristics of the farmers in the study area, examine the level of availability of proven poultry technologies to the farmers, identify information sources through which farmers receive technologies. A multi-stage sampling techniques was used to solicit respondents from 120 poultry farmers with questionnaire. Data were analysed using frequency counts, percentages and means while hypothesis were test using PPMC and Chi-Square. Result showed that majority (57.5%) were males, most (81.7%) were married and a higher proportion (45.0%) stocked broilers. The most available technology to respondents was breed of a day-old chicks ($\bar{X}$=3.82). The highest perceived role of information sources was ($\bar{X}$=3.55). The most serious constraint faced by respondents was that the extension agent do not teach them at their levels. Household size (r=0.351) had significant association with their roles. It was thus recommended that farmers should be encouraged to form cooperative societies for easy access to credit facility and inputs so as to enhance their productivity level.

Keywords: Information Source, Community Development, Poultry Farmers, Ikpoba-Okha

1. Introduction

Information has been identified as an important and crucial variable in the development process. This makes it imperative to provide adequate, relevant and up to date information in order to transform agricultural production in many developing countries. Adebayo (2008) stated that agricultural information is no doubt central in enhancing agricultural productivity and facilitating poverty alleviation among farmers.

Nigeria's poultry sub-sector is emerging to become the fastest and most commercialized aspect of the livestock industry in the country (Adene and Ogundade, 2006. According to Kughur, Ortinidi and Katikpo (2015) revealed lack of education on the part of the farmers hinders his or her ability to access information. This is because the more a farmer is educated, the more likely he is to read and consult print media and the internet to get the latest and adequate agricultural information. According to Morek and Keaikitse (2013), across most developing nations, the coverage of agricultural extension institutions has been grossly inadequate, thereby affecting farmers' ability to access agricultural innovations. Considering the prominence of the poultry sector, there is the need to ensure that information reaching farmers from the limited outlets available to them is in consonance with the needs of the farmers and can substantially contribute to enhancing their performance. This will promote the effective management of the enterprise.

The importance of the poultry industry cannot be over emphasized, because of the vital roles it plays in human nutrition and creation of employment opportunity it provides for the teeming population. The industry if desired attention is paid by government at all levels, poultry industry can successfully absorb a large number of unemployment youth across the country currently searching for unavailable jobs. Through its chain of agro-allied activities; commercial feed aim toll milling, poultry productions processing, poultry marketing, veterinary, pharmaceuticals, hatchery operation and breeder farming. In addition,

the industry if properly harnessed, can also serve as source of foreign earning, complementing the crude oil (our present main source of foreign earning) responsible for over 90% of our exports e.g. a product of the industry gives about 3.5g of the total 7.2g animals protein required for individual dietary need per day. Again, (broiler table meat chicken) is the toast of every fast food outlets across the country. This is because chicken meat is cholesterol free; compare to red meat beef, mutton, pork, veal, venison and others, which contains cholesterol [a chemical substance], responsible for the increasing rate of heart diseases amongst, Nigerians in recent times. Among which to be mentioned poultry contribute to GDP and GNP of the country.

Furthermore, poultry industry at the moment is bedeviled by enormous problems. Among which are lack of government funding, lack of credit facility, high cost of feeding ingredients, diseases, increasing cost of medications, marketing and lacks of storage facility. Diseases are one of the major challenges to the industry, because of the economic importance of disease-causing organisms like bacteria, virus, fungal and protozoan, which poultry birds are susceptible to, bringing about devastating effects to both the flocks and the farmer. For instance, the outbreak of avian influenza otherwise known as bird flu, more than 50,000 wild birds died since October, 2021 mainly in Europe and America.

In Nigeria, the importance of poultry industry cannot be over emphasized based on the vital role it plays in human nutrition, source of employment, and income generation. Yet the poultry sub-sector of the economy in Nigeria remains chiefly primitive and responsible for less than 10% of employment, low contribution to GDP and GNP (Morris *et al,*2003). The Nigeria government in recognition of these facets i.e., problems in the industry and other sectors of agriculture comes up with the 7-point agenda for which food security was of paramount concern. It has been asserted that agricultural growth should occur through technology dissemination and adoption. It should be noted that information and communication are essential ingredients needed for effective transfer of technologies that are designed to boost agriculture (Baron 2008). This is the only avenue through which the poultry industry can be elevated from its present primitive stage. However, poultry farmers have been trying on their own to adopt proven agricultural technologies to improve their production.

Ajayi and Gunn (2009), observed that knowledge and information are essential for people to respond successfully to the opportunities and challenges of social, economic and technological changes including those that help to improve agricultural productivity. These makes the basic role of Information sources on poultry production a matter of concern.

The general objective of the study was to assess perceived role of information sources among poultry farmers in Ikpoba Okha Local Government Area of Edo State. The specific objectives were to: examine the socio-economic characteristics of the farmers in the study area; examine the level of availability of proven poultry technologies to the respondents; identify information sources through which farmers receive technologies; ascertain respondents perceived role of different information sources; ascertain respondents perceived role of extension agents as information channel; and ascertain the farmers' perception of factors that constrain extension agents in communicating technologies to them. Null hypothesis formulated for the study is that, there is no significant relationship between poultry farmers' socioeconomic characteristics and their perceived roles of information sources.

2. Research Methodology

The study was carried out in Edo State. Edo state is one of the thirty-six states of Nigeria and it is located in the rain forest zone of south west region of the country. The state has a population of 3,21,8,322 people (N.P.C, 2006). The state is generally a low land which is a part of the coaster low lands of Nigeria with an annual precipitation of between 1500 mm - 3000 mm, and with about 200 rainfall day (Olari 1998).

A multi stage sampling techniques was used in this study. The first stage was the purposive selection of Ikpoba Okha LGA because of the concentrate of poultry farms in these LGA. The second stage was the selection of 5 communities from each LGA. This gave a total of 10 communities farm. The third stage was the random selection of 12 poultry farmers from each community. This gave a total of 120 respondents for the study. Poultry technology available to them. Poultry technologies include feeds, vaccine, drugs, advice, management processing, storage and marketing availability was measured in a 4-point rating scale of readily available. (can get it anytime) coded 4. Available (can get it between I week and 2 months) coded 3. Little available (can get it between 2 to 6 months) coded 2 and not available coded I. A mean score of *2.5* and above was taken to mean that a particular technology was available**.**

Respondents were asked to indicate their sources of information on improved poultry technology from the following:

- Agricultural development programmes, extension agents, researchers,
- Ministry of agriculture, fellow farmers,
- Agric. Companies/representatives
- Cooperative Societies, friends and neighbours,

Respondents were asked to indicate yes or no to any information source that applies to them.

Eight roles of information source were identified, namely; raising awareness, sustaining consciousness in existing issue, help define problems, encourage me to ask questions, help identify, impact knowledge, impact skill, and ability etc. Respondent will be asked to indicate the level of each of the information sources as regards to the eight roles indicated. This was measured in a 4 point rating scale of very active role coded 4, active role coded 3, less active role coded 2 and no role code I, A mean score of 2.5 and above will be taken to mean that a particular information source was active in the role indicated.

Respondents' perception of extension agents Constraints in communicating technologies to them such as inadequate transport, insufficient media of communication, etc and factors that constraint respondents from adopting proven poultry technologies disseminated to them e.g inadequate fund, poor exposure of farmers to appropriate agricultural information etc. was measured in a 5 point rating scale as follows: very serious coded 5, serous coded 4, undecided coded 3, little serious coded 2, and not serious coded 1. A mean score of 3.0 and above was taken to mean that the particular constraint was serious.

Frequency count, mean, standard deviation were used for analysis while Pearson correlation was used for test of hypothesis. Pearson product moment correlation. This correlation is between quantitative variables-correlation is defined as the degree of relationship existing between two or more variables, it could be linear or non-linear. The purpose for correlation analysis is to know the influence of one variable on the other also it is to know how well two variables move together whether weak or strong (Nzelibe, 1995). A correlation is a number between - 1 and + 1 that measures the degree of association between 2 variables (x and y).
Pearson correlation (r)

$$\frac{\sum Xi - Yi - nXY}{\sqrt{\sum Xi - nX^2}\sqrt{\sum Yi^2 - nY^2}}$$

Where:
Xi = i^{th} value of X variable
X = mean of X
Yi = i^{th} value of Y variable.
A null hypothesis formulated for the study was, there is no significant relationship between poultry farmers' socioeconomic characteristics and perceived role of information sources.

3. Results and Discussion

3.1 Socio-economic characteristics

Results in Table 1 show that 57.5% of the respondents were male while about 52.5% were female. The findings show that male constitute the majority of people who rear birds either broilers or layers or any of the combination in the study area. The reasons for the male dominance may be attributed to the tedious nature of any agricultural enterprise, which normally requires enormous energy, which males are known capable of doing conveniently.

Analysis of the respondents' age shows that a higher proportion (37.5%) were found between 21 and 30 years. However, none of the respondents were found at 50 years and above. This means that most of the poultry farmers in the study area were still very active, thus, they would have the required energy to perform all the operations associated with poultry production and it is translation to community development as according to the World Band of Group African Region, as cited by Directorate of Food, Road, and Rural Infrastructure (1991), involvement is agriculture positively support existing institutions for community development. It also implies that the domain of youth and adult development will be attainable as understanding and applying knowledge of growth and development over the life-span in the creation of environment which ultimises human capital (NOUN, 2008).

On the marital status, results show that only 8.3% of the respondents were single while the majority (81.7%) were in the married category. This could mean that most of the respondents were married. This may come with some benefits of being married as commitment and desires to carry out poultry operations with the aim of making profit may likely be higher based on the fact that the operators would have got some family responsibilities to meet with their poultry production operations, as community

development always achieve in group and not solely as a basic assumption.

Majority (63.3%) had secondary education and 4.2% had tertiary education. This reveals that most of the respondents were educated. The fact that they were mostly educated could be advantageous in the sense that administration of drugs and vaccines may be easier as instructions and procedures would be easily followed with this high level of education and consequently, productivity may be high. This would also have positive impact of the rate of mortality, which is a major problem with poultry production. The implication here as observed by IFAD (2016) that agricultural development often fills institutional voids in remote areas, that village-level committees and farmers' associations formed for agricultural training often evolve to manage other committees needs such as local security, conflict resolution between farmers and herders, and basic education.

Also, majority (66.7%) had between 5 and 7 persons as members of their households. This means that most of the respondents have moderately sized household size. This may be disadvantage of this is usually shortage of farm labour as family labour would be scarce, thereby making hired labour very important in carrying out farm operations.

Results further show that 43.3% had between 6 and 10 years of experience in poultry farming. The findings reveal that poultry farmers in the study area had reasonable number of experiences. The implication of this finding is that they would be technically competence to carry out poultry production activities conveniently with minimal technical supports from agricultural extension workers or animal scientists as their number of years of experience would have be a serious advantage to the farmers.

The farm size was measured and proxy by the number of birds reared. Results show that a higher proportion (41.7%) reared between 501 and 1000 birds while 24.2% reared 1000 birds and more. This shows that most of the poultry farmers in the study area reared above 500 birds. This is a huge number of birds and such farmers would have acquired the necessary experience in order to manage this large number of birds. IFAD (2016) noted that farming productively, rural economies become empowered, this creates local jobs, generate wealth, and improves food security, hence translation into community development as communities thrive through reduced poverty. Evidence from the results in Table 1 shows that (45.0%) reared broiler. Results of the combination of birds reared show that for the pullets and layers, 15.8% of the farmers were in this category, 7.5% reared pullets and broiler together, 10.0% reared pullets, layers and broiler at the same time while 5.0% reared layer and broilers together. This shows that many of the farmers reared more than one type of birds. This could be a coping strategy against some unpredicted occurrence as poultry production involves many unforeseen risks which may be averted when farmers engage in the production of more than one type of birds.

Results also show that income categorization of respondents and it was observed about 45.8% earned NGN500,000 and above annually. The findings reveal that many of the farmers earn amount that be maybe adequate to continue in business based on the prevailing economic situation in Nigeria. IFAD (2016) had observed that when local agriculture system shifts from subsistence to commercial scale, they anchor the regional economy as farmers' increased incomes translate directly to local spending. This assumes a positive effect on community development.

Table 1: Socio-economic characteristics

Sex Respondents	**Freq., n = 120**	**%**
Male	69	57.5
Female	51	42.5
Age		
Below 20	19	15.8
21-30	45	37.5
31-40	32	26.7
41-50	24	20.0
Above 50		
Marital Status		
Single	10	8.3

Married	98	81.7
Divorced		
Separate		
Widow	2	1.7
Level of education		
Non-formal Education	9	7.5
Primary School	30	25.0
Secondary School	76	63.3
Tertiary Institution	5	4.2
Household size		
Less than 4	9	7.5
5-7	80	66.7
8-10	31	25.8
Above 10		
Farming Experience in year		
Less than 5	30	25.0
6-10	52	43.3
11-15	24	20.0
16-20	14	11.7
Above 20		
Farm size (Number of birds)		
1-200	12	10.0
201-500	29	24.2
501-1000	50	41.7
1000 above	29	24.2
Type of poultry birds		
Pullet	8	6.7
Layer	12	10.0
Broiler	54	45.0
Pullets and layers	19	15.8
Pullet and broiler	9	7.5
Layer and broiler	6	5.0
Pullet, layers & broilers	12	10.0
Estimate annual income		
1000,000 less than	25	20.8
100,001-200,000	11	9.2
200,001.00-300,000.00	2	1.7
300,001.00-400,000.00	24	20.0
400,001.00-500,000.00	3	2.5
Above 500,000.00	55	45.8

Source: *Field Survey, 2025.*

3.2 Level of Availability of Proven Poultry Technologies

In Table 2, it was observed that day old chicks are readily available (Mean = 3.82), feeds was indicated to be readily available, which can be got any time (Mean = 3.64), vaccines (Mean = 2.15) was available and can be got between 1 week to 2 months while drugs (Mean = 2.55) was equally available and can be got along side with vaccines at the same duration and advice (Mean 1.35) was indicated to be little available gotten between 2 to 6 months while management practices (Mean = 2.06), and marketing (Mean = 2.53) were also available as they could be accessed between 1 week and 2 months. However, equipment (Mean = 0.99) and storage facilities (Mean = 0.86) were not available. This means that large scale production of poultry that involves equipment and storage may be practically difficult except there is a high level of investment on such enterprise by cooperate bodies and multinationals industries. The unavailability of equipment and storage may make the poultry enterprise not attractive to small scale farmers who will be interested in raising birds for commercial basis, this could be a negative effect in promoting community development.

Table 2: Availability of Proven Technologies

	Mean	Std. Dev
Day old chicks	3.82	0.36
Feeds	3.64	0.17
Vaccine	2.15	0.25
Drugs	2.55	0.44
Advice	1.35	0.42
Management practices	2.06	0.68
Control of diseases	1.97	0.13
Processing	1.63	0.27
Storage	0.86	0.46
Marketing	2.53	0.05
Equipment	0.99	0.12

Source: *Field Survey, 2025*

3.3 Information Sources on Improved Technologies

Results in Table 3 show that the major information sources to improved poultry technologies were identified as fellow farmers (100.0%), cooperative societies (59.2%) and friends and neigbours (100.0%). This means that the major sources of information available to poultry farmers on the improved poultry technologies in the study area were fellow farmers, cooperative societies and friends and neighbors. This means that sources where technical information could be assessed such as ADP extension agents, research institutes that houses the researchers, ministry of agriculture that should normally be at the front-liner in the information dissemination were rated very low. This is an indication that technical advice and proven technologies from research institutes would not be diffused easily to the society for the poultry farmers to utilize.

Table 3: Information Sources to Poultry Farmers

Information sources	Freq., n= 120	%
ADP extension agents	17	14.2
Researchers	9	7.5
Ministry of Agric.	7	5.8
Fellow farmers	120	100.0
Agric companies	23	19.2
Cooperative societies	71	59.2
Friends and Neighbours	120	100.0

Source: *Field Survey, 2025*

3.4 Perceived Roles of Information Sources

Analyzing the roles of information sources to poultry farmers (Table 4) shows that farmers positively perceived roles such as raising awareness (fellow farmers = 3.25; Mean = 2.74, and 3.14) among cooperative and friends and neighbours. This means that on the awareness raising, fellow farmers, cooperative and friends and neigbnours were the information sources which the farmers perceived favourably. Furthermore, in terms of sustaining the consciousness in existing issues, results also indicated that fellow farmers (Mean = 3.08), companies (Mean =3.59) and friends and neigbours (Mean = 3.77) perceived roles were favourable. This means that information on poultry farming practices was properly disseminated by these information sources were regular and farmers benefited from the roles they played.

Hence, the high-level annual income (Table 1). Similarly, companies (Mean = 3.04), and friends and neighbours (Mean = 3.25) performed the roles of helping to define problems while fellow farmers (Mean = 3.15), companies (Mean = 3.15), companies (Mean = 3.11) and friends and neighbours performed the role encouraging farmers to ask questions. In the same vein, only the companies (Mean = 3.24) and friends and neighbours (Mean = 3.25) assisted in the performance of roles of helping to identified relevant issues while fellow farmers (Mean = 3.62), companies (Mean = 3.21), cooperative (Mean = 3.33) and friends and neighbours (Mean = 3.81) were the information sources where role of information provision was highly performed. Moreover, fellow farmers (Mean = 3.24), and companies (Mean = 3.01) were the information sources where impact knowledge was highly performed. Furthermore, companies (Mean = 3.31) was identified as the only information source that highly performed the role of impact skill and ability to perform well in the poultry farming practices in the study area.

Table 4: Perceived Roles of Information Sources

	ADP	Researchers	Ministry	Fellow farmers	Companies	Cooperative	Friends and Neighbours
Roles	**Mean**	**Mean**	**Mean**	**Mean**	**Mean**	**Mean**	**Mean**
Raising awareness	1.63	1.53	1.36	3.25	1.38	2.74	3.14
Sustaining consciousness in existing issues	1.42	1.64	1.33	3.08	3.59	1.02	3.77
Help define problem	1.77	1.17	1.27	2.17	3.04	2.59	3.25
Encourage me ask question	1.53	1.53	1.42	3.29	3.15	3.11	3.19
Help identify relevant issues	1.63	1.22	1.22	1.64	3.24	1.54	3.25
Information provision	2.43	1.64	1.09	3.62	3.21	3.33	3.81
Impact knowledge	1.82	1.19	1.16	3.24	3.01	1.26	3.37
Impact skill & ability	1.07	1.24	1.33	2.55	3.31	1.72	2.18

Source: *Field Survey, 2025.*

3.5 Constraints to Poultry Farming

Results show (Table 5) that insufficient fund (Mean = 3.55), poor exposure to appropriate poultry technologies (Mean = 2.91), training programme are not conducted (Mean = 3.38), the extension agents do not teach us at all (Mean = 3.76), insufficient motivation from government (Mean = 3.49) and inadequate infrastructural facilities (Mean = 3.51). This means that all the identified constraints to poultry farming and information sourcing in poultry production were all significantly very serious. The implication of this finding is that poultry production information may be very scarce in the study area as technical information that require the deliberate government effort may not be available as the resources to produce them are serious constraints in the present study.

Table 5: Constraints to Poultry Farming

Constraints	Mean	Std. Dev
Insufficient fund	3.55	0.03
Poor exposure to appropriate poultry technologies	2.91	0.11
Training programmes are not conducted	3.38	0.30
The extension does not teach us at our level	3.76	0.08
Insufficient motivation from government	3.49	0.12
Inadequate infrastructural facilities	3.51	0.26

Source: *Field Survey, 2025*
Mean > 2.55 = Serious constraints

Hypothesis Testing

Relationship between socio-economic characteristics and perceived roles of information sources

Results (Table 6) show that household size (r = 0.351), farming experience (r = 0.539), farm size (r = 0.299) and estimated annual income (r = 0.372) were the identified correlates of perceived information sources roles among the poultry farmers in the study area. This means that household size, farming experience, farm size and annual income were positive but significant imply that as the household size of the respondent increase, the perceived roles also increase. Also, farmers with a high estimated annual income may likely perceived roles of the information sources than those with low estimated annual income.

Table 6: Relationship between socio-economic and roles of information sources

	Correlations Coeff. (r)	Sign.
Age	-0.109	0.712
Household size	0.351*	0.052
Farming Experience in year	0.539*	0.021
Farm size (Number of birds)	0.299*	0.045
Estimate annual income	0.372*	0.054

Source: *Field Survey, 2023.*
*Sign. at 0.05 level of significance and **Sign. at 0.01 significant level.

4. Conclusion and Recommendations

It was concluded that based on the findings of the study that almost equal proportion of male and female involved in poultry farming in the study area with many of them still in their prime age. Majority of them were married and educated. Most of them had adequate experience in poultry farming and they reared both broilers and layers, but mostly broilers. They earned at equivalent of the civil servant in Nigeria with the current national minimum wage. Day old chicks, feeds, vaccines were readily available while drugs and advice were a little available. The major information sources were through intrapersonal sources such as fellow farmers, neighbours, and sometimes companies that use the information sources to creating awareness, encouraging farmers, helping farmers, impacting skills, and sustaining the consciousness of existing issues among others to the farmers. It was found that household size, farming experience, farm size and estimated annual income were the identified correlates of perceived information sources roles among the poultry farmers in the study area.

Based on the findings of the study, it was recommended that:

- Government must invest in agriculture with the aim of increasing poultry farmers' productivity through information dissemination that are compatible with the farmers' socio-economic situation and have the ability to disseminate proven technologies to the target audience;
- Agricultural extension workers must ensure that they take advantage of the intrapersonal means of information dissemination in order to reach the farmers with proven technologies;

- Farmers must be empowered to make use of the other information sources such as the research institutes thought the researchers, universities, ministries of agriculture through effective and practically feasible linkage system.
- Farmers should be encouraged to form cooperatives for easy access to credit facility and inputs so as to enhance their productivity level.

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Attitudes of Couples towards Family Planning Methods in Orhionmwon Local Government Area of Edo State, Nigeria

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Abstract. Family planning plays a vital role in promoting maternal and child health, regulating population growth and enhancing the socio-economic stability of families. Despite the availability of various contraceptive methods, the attitudes of couples towards family planning remain influenced by multiple socio-cultural, religious and educational factors. The Objective of this study was to determine the attitudes of couples towards the use of family planning methods. A descriptive survey design was adopted, and data were collected using the structured questionnaire administered to a sample of married men and women. The findings suggest that efforts to improve family planning uptake must be context-sensitive, addressing not only individual knowledge gaps but also cultural norms, religious beliefs and socio-economic barriers that shape reproductive decisions. This study recommends that the Federal and State government should build reproductive health centers where family planning education would be given to couples on the choice of family planning for both educated and non-educated couples.

Keywords: Family planning, Couple's attitudes, Contraceptive methods, Reproductive health, Population control.

1. Introduction

According to Adinma (2021). Family planning implies the ability of individuals and couples to anticipate and attain their desired number of children by spacing and timing their births. It is achieved through the use of contraceptive methods and the treatment of involuntary infertility. The availability of family planning does more than enable women and men to limit family size (Filstie, 2019). It safeguards individual health and rights, and improves the quality of life of couples and their children. The most important proximate determinant of fertility is the use of family planning (Rajaretnam, 2009). Where contraceptive use is widespread, fertility is low. Many potential informational barriers exist to contraceptive use.

Population growth has been a problematic issue all over the world. Family planning is a crucial component of public health and population control, enabling individuals and couples to anticipate and attain their desired number of children and the spacing and timing of their births (Kleinman, 2021). (Omorogiuwa, 2020), explained that a family's environment has a major influence on its members' behavior, well-being, and social, emotional, cognitive, and psychological development. The health condition of a family affects not only its personal life alone but also its general state and wellness.

Globally, family planning is recognized as a fundamental human right and a key strategy for reducing maternal and infant mortality, promoting gender equality, and improving the overall well-being of families. According to the United Nations Population Fund (UNFPA, 2022), approximately 1.1 billion women of reproductive age (15–49 years) worldwide have a need for family planning. Consequently, many developed countries have approved and resorted to birth control or family planning. Family planning according to United Nations Population Funds Activities (UNPFA, 2013) is a recognized basic human right and enables individuals and couples to determine the number and spacing of their children. The World Health Organization (WHO, 2013) stated that family planning allows individuals and couples to anticipate and attain their desired number of children and the spacing and timing of their births. This is achieved through the use of contraceptive methods. The availability of family

planning does more than enable women and men to limit family size (Omorogiuwa, 2017; Herdiana, 2018). It safeguards individual health and rights, and improves the quality of life of couples and their children.

A woman's ability to space and limit her pregnancies has a direct impact on her health and well-being as well as on the outcome of each pregnancy (Onwuzurike, 2021). In effect, family planning is the regulation and control of the rate of child birth by individuals, both married and unmarried.

In African contexts, the attitudes of couples toward family planning methods are shaped by a complex interplay of cultural, religious, educational, economic, and gender-related factors (Suleiman¸ 2020). While awareness of family planning has increased significantly across the continent, attitudes towards its use often remain negative or ambivalent, particularly in rural and conservative communities. Many couples still associate contraception with moral decline, infertility, or cultural taboos (Kleinman, 2021). Misconceptions, fear of side effects, lack of male involvement, and opposition from religious or traditional leaders further discourage the use of modern contraceptive methods. In Nigeria, family planning is recognized as a strategy to reduce maternal and infant mortality, improve economic stability, and empower women. Despite national efforts to promote the use of modern contraceptives, uptake remains relatively low in many rural and semi-urban areas, including parts of Edo State (Golden, 2019).

1.1 Statement of the Research Problem

Despite of efforts to curb population growth through family planning, attitude of couples towards family planning still poses a problem in Orhionmwon LGA, Edo State. Inspite of all the efforts at birth control in Nigeria, there still exist a gap between desire for fertility regulation and practice. Studies have shown that birth rate and population growth in Orhionmwon Local Government area is still high (Federal Republic of Nigeria Official Gazette, 2009). Records from public health centres established across Edo State shows a poor turnout of women or couples in the patronage of family planning services provided by the government through these health centres (Area Council Health Centre, Family Planning Record, 2009-2011). Furthermore, most maternal deaths have been associated with unwanted pregnancies resulting from unsafe abortions, high rate of infant and childhood mortality, miscarriages or fetal wastages are problems associated with short birth interval (Suleiman, 2020).

The researcher believes that low level awareness leading to poor attitude towards family planning might have contributed to low patronage of family planning services. More so, the focus of most discussion on family planning appears to mainly be on how family planning affects the women with little or no reference to their male partners. This may have underestimated the role of men as the custodian, family heads and major decision makers in the family and society in general. In many cases, men are either poorly informed or excluded from family planning programs, despite their influential role in household decisions (Omorogiuwa, 2017; Herdiana, 2018). This often leads to women bearing the sole burden of contraception and sometimes secretly using family planning, which may cause tension or violence in relationships.

Men decide when, where and how family planning programmes should be conducted, so it becomes important to focus on couples in such researches rather than women for an effective awareness and change in attitude of couples towards the practice of family planning. These are the challenges that have motivated the researcher to go into this study, to find out the attitude of couples towards family planning in Orhionmwon Local Government Area, Edo State.

1.2 Research Questions

This paper seeks to investigate the attitudes of couples towards family planning methods. The study was guided by the following research questions:

- What are the attitudes of couples towards different family planning methods in Orhionmwon Local Government Area, Edo State?
- What factors influence couples' attitudes toward family planning methods?
- What are the major barriers couples face in adopting family planning methods?

2. Review of Literature

Family planning is the voluntary planning and action taken by individuals to prevent, delay or achieve a pregnancy (Adiele, 2020). Previous studies (Hall, Fares, Luinstra & Adiele, 2020; Omorogiuwa,2020) reveals that family planning is the voluntary planning and action taken by individuals to prevent, delay or achieve a pregnancy. Family planning services include counseling and education, preconception care, screening and laboratory tests, and family planning methods. Family planning methods include abstinence,

natural family planning and all approved methods of contraception including hormonal contraception and contraceptive supplies such as condoms, diaphragms and intrauterine devices. Family planning is the decision-making process by couples, together or individually, on the number of children that they would like to have in their lifetime, and the age interval between children (Ajuzie, 2020).

People have consciously or unconsciously engaged in family planning throughout history. Abstinence, either lifelong or temporary, and prohibitions, forbidden, intercourse during certain times of the year or during certain festivals effectively curtail the fertility rate (the number of life births for each woman during her life time) (Barns, 2020). Separation of husbands and wives for long period of time by war or business trips also curtails the fertility rate.

In the modern era, the perception of religious people Christians, Muslims, Hindus, Buddhist, etc has changed with time (Herland, 2021). According to (Herland 2021) religious faithful of one religion or the other sees family planning and the in-take of birth contraceptives as crime against God who desired that humans should increase the world through birth. For example, the Catholic Church frowns at family planning in whatever method. The Catholic doctrine preaches against it, enjoin members to desist from it and sees it as an act perpetrated against the creation of human beings (Amos, 2015). But this researcher wants to add that not all Catholics imbibe the culture of non-contraceptive as measure to stop child birth as preached by the Catholic Church. Due to education and sophistication, couples see the use of contraceptive as a means of curtailing the rate of births in the family despite their religiosity.

2.1 Attitude of Couples towards different family planning

In Nigeria, men are recognized as the head of the family and they take most of the family decisions, As a result, attitudes regarding contraception, the desired number of children and the actual use of contraceptives are influenced greatly by the husbands (Adamson, 2019). This suggests that, the decision whether to use a method either by the wife or by the husband himself is often taken by the male partner. The overall involvement and responsibility by men is poor, as indicated by contraceptive use statistics (Alani, 2022). On the whole, studies have shown that men's negative attitudes are often major reasons why their wives fail to practice family planning, even when the latter are motivated to do so. Fertility particularly in developing countries would have been lower if women were in a position to decide when to become pregnant and how many children they want to have because it is them that undergo all the sicknesses associated with pregnancy and delivery and may lose their lives as a result of pregnancy and childbirth. Though male fertility regulating methods are available, female methods, both spacing as well as sterilization are more widely accepted and practiced. (Chinomso, 2019).

2.2 Factors Influencing Couples Attitude toward Family Planning Method

2.2.1 Socioeconomic factors

Gender indicates the characteristics, positions and roles of man and woman in all social relationships. But in most studies on family planning, women are usually on the front line of factors that affect socioeconomic outcomes (Parvin, 2020). For ages, a commitment to supporting gender equality in economic outcomes has underlined women's empowerment. However, despite important advances toward equality, differences in the socioeconomic outcomes of men and women still persist. If the population is increasing by forcing natural resources and economic opportunity, the necessity of implementing effective and adequate family planning in the society is emerging (Onyeanwu, 2021). With industrialization, families have better economic opportunities and social security. Thus, aggravating living conditions and taking more roles in women's work life reduces the desire to have many children.

2.2.2 Cultural norms and attitude of couples toward family planning

This is the most important factor influencing the choice of family planning among couples. This includes: community norms, religious belief and gender role. Community norms also prescribe how much autonomy an individual has in making family planning decisions. The larger the differences in reproductive intentions within a community, the more likely the community norms support individual choices. Household and community influence can be so powerful that they can obscure the line between individual desires and community norms (Hoque, 2015). For instance, in some culture, many women reject contraception because bearing and raising children is the path to respect and dignity in the society. People are often unaware that such community norms influence their choices. In other cases, they are particularly aware. For example, young people often decide not to seek for family planning because they do not want their parents or other adults to know that they are sexually active. Some couples in the community

feel that bearing children is the major aim of their marriage, as tradition, customs and beliefs. In some northern part of Nigeria, especially the Islamic religion, they believe that bearing more children will indicate how wealthy they are, in which they tend to withdraw themselves from the use of family planning.

2.3 Major barriers couples face in adopting family planning methods

Religious beliefs and practices have been found to be important in shaping the attitudes of Nigerian couples towards contraception as couples are often under an obligation to act under the belief systems of the religion they are affiliated to. A 2005 study on the influence of religion on adolescent sexual attitude and behaviour among 1,870 Nigerian university students revealed a strong influence of religion on attitudes towards reproductive health issues.

Couples who were committed to their religion tended to have more negative attitudes towards issues of reproductive health such as contraception than those who were only affiliated to the faith (Barns, 2020) Reports also indicated a lower usage of contraception among Muslims compared to Christians, because of the practice of early marriage and the belief that it is beyond the capacity of humans to decide on the number of children one should have (Brindis & Katsuranis, 2018). A Muslim cleric, stated in an interview with Vanguard (a Nigerian newspaper) in July 2012 that religiously, the practice of contraception among both married and unmarried couples is at variance with God's injunction which teaches that all sexual relations should be open to procreation and there should be no limit to or restrictions on childbearing (Vanguard, 2012).

2.4 Theoretical Framework

This study adopted the Family Systems Theory as the theoretical framework.

Family Systems Theory, developed by Murray Bowen in 1950 views the family as an emotional unit and a complex social system in which members interact and influence one another's behaviors, decisions, and well-being. In the context of family planning, this theory provides a valuable framework for understanding how reproductive decisions are shaped not just by individual choices, but by the dynamic interactions within the family system. According to Family Systems Theory, the beliefs, roles, communication patterns, and emotional ties within a family all play critical roles in shaping such choices. For instance, cultural expectations, intergenerational values, and the level of cohesion or conflict among family members can significantly influence how couples or individuals approach family planning.
Murray Bowen (1988), a pioneer in family therapy, formulated Family Systems Theory, which emphasizes the interconnectedness of family members and the patterns that develop within family units. He proposed eight interlocking concepts (also called tenets or principles) to explain how families function and influence individual behavior.

3. Research Methodology

This study will adopt a descriptive survey research design to investigate the attitudes of couples towards family planning methods in Orhionmwon Local Government Area, Edo State. The descriptive survey method is appropriate for this research because it enables the collection of data from a sample population in order to describe and interpret existing conditions, beliefs, and behaviors related to family planning without manipulating the study environment.

The sample size for the study will be made up of 400 participants across different occupational groups in the local government area. Using the simple random sampling technique, 120 farmers will be selected, 100 traders will be selected, 80 business men & women, 60 teachers and 40 civil servant/artisans. This is shown below:

Occupation	Number of Participants	Percentage (%)
Farmers	120	30%
Traders	100	25%
Business Men & Women	80	20%
Teachers	60	15%
Others (e.g., civil servants, artisans)	40	10%
Total	400	100%

The sample size will be obtained using the simplified formula for proportions or sample size by Taro Yamane (1973). The questionnaire has two parts, with a total of thirty-five (35) questions. The first part is for the student respondent which contains two Sections A and B, Section A contains the student Bio-data; such as the Age, Sex, Class etc while section B contains the research questions. The second Part of the research questionnaire is the teacher respondents which is also further divided into Two Sections A and B, Section "A" contain the teachers Bio-data; such as the Age, Qualification, Sex etc. which Section "B" contain the research questions items that investigated The Attitudes of

Couples towards Family Planning Methods in Orhionmwon Local Government Area, Edo State. The researcher will make use of four liker's scale: Agree (A), Strongly Agree (SA), Disagreed (D) and Strongly Disagreed (SD).

4. Results

Research Question 1: What are the attitudes of couples towards different family planning methods in Orhionmwon Local Government Area, Edo State

S/N	Statement	Mean	SD	Remark
1	Family planning is beneficial for spacing children.	3.24	0.84	Agreed
2	I believe family planning helps improve family welfare	3.30	0.71	Agreed
3	Using contraceptives is against my cultural/religious beliefs.	2.95	0.92	Agreed
4	Societal expectations and norms surrounding family size, gender roles, and reproductive behaviors can shape attitudes towards family planning.	2.80	1.05	Agreed
5	Family planning is the responsibility of both partners.	3.55	0.70	Agreed
	Cluster	3.19	1.24	

Mean value of 2.5

Research Question Two: What factors influence couples' attitudes toward family planning methods

Item No.	Statement	Mean	Std. Dev.	Remark
6	My cultural beliefs influence my decision about using family planning	3.42	0.88	Agreed
7	My religion supports the use of contraceptives	3.55	0.79	Agreed
8	The cost of raising children and the financial implications of family planning decisions can influence a couple's choices.	3.38	0.91	Agreed
9	Socioeconomic status can be a factor in family size preferences and access to family planning services.	3.61	0.74	Agreed
10	Family planning services are easily accessible in my area	3.47	0.86	Agreed
	Cluster	3.71	1.13	

Mean value of 2.5

Research Question Three: How do cultural, religious, and socio-economic factors impact couples' decisions on family planning.

Item	Statement	Mean (M)	Std. Dev (SD)	Remark
11	Cultural traditions in my community support the use of family planning	3.42	0.65	Agreed
12	My religious beliefs play a major role in family planning choices	2.88	0.82	Agreed
13	Our religious values align with our current family planning methods	3.25	0.71	Agreed
14	Our income level influences how many children we plan to have	3.57	0.60	Agreed
15	The cost of raising children is a key factor in our family planning decisions	3.63	0.58	Agreed
	Cluster	3.68	1.14	

Mean value of 2.5

Research Question Four: What are the major barriers couples face in adopting family planning methods

Item No.	Statement	Mean	Std. Dev.	Interpretation
16	I am concerned about the side effects of contraceptive methods.	3.82	0.94	Agreed
17	My partner is worried about the health impacts of family planning.	3.91	0.88	Agreed
18	Fear of infertility makes us hesitant to use contraceptives.	3.95	0.90	Agreed
19	I have heard false information about family planning that affects my decision.	4.02	0.85	Agreed
20	I believe that contraceptives can cause long-term health problems.	3.87	0.92	Agreed
	Cluster	3.61	1.21	

Mean value of 2.5

Research Question Five: How can social workers improve couples' knowledge and attitudes towards family planning

Item No.	Statement	Mean	Std. Dev.	Interpretation
21	Social workers have helped me understand the different types of family planning methods	3.79	0.92	Agreed
22	Social workers provided information that clarified misconceptions I had about family planning.	3.80	0.82	Agreed
23	Social workers helped me feel supported and respected in my family planning choices.	3.91	0.89	Agreed
24	I am more likely to discuss family planning with my partner after meeting with a social worker.	4.03	0.81	Agreed
25	The social worker created a comfortable space for discussing sensitive family planning topics.	3.81	0.87	Agreed
	Cluster	3.49	1.20	

Mean value of 2.5

5. Discussion of Findings

Findings from the study revealed that Family planning remains one of the most crucial components of reproductive health, offering couples the opportunity to make informed decisions about the number and spacing of their children. The present study sought to investigate couples' attitudes towards different family planning methods, with a particular focus on how knowledge, cultural norms, accessibility, and socio-demographic factors influence their perceptions and choices (Wave, 2020). The findings revealed that while a significant proportion of couples expressed generally positive attitudes towards family planning, variations emerged across the types of methods considered namely, modern methods (such as hormonal contraceptives, intrauterine devices, and implants) and traditional or natural methods (such as withdrawal and calendar-based approaches).

In this study, many couples acknowledged the benefits of family planning in preventing unintended pregnancies, improving maternal and child health, and enhancing household economic stability. These findings are consistent with earlier research by Cleland et al. (2019), who found that improved awareness of reproductive health services is often associated with greater acceptance of family planning methods.

One of the notable findings was that couples tended to demonstrate higher levels of acceptance for short-term modern contraceptive methods such as oral pills and injectables compared to long-term methods like implants, intrauterine devices (IUDs), and sterilization. This preference could be attributed to the perception that short-term methods offer greater flexibility and control, with fewer fears of long-lasting side effects.

6. Conclusion and Recommendations

The study on the Attitudes of Couples towards Family Planning Methods reveals that the perception and acceptance of family planning among couples are shaped by a combination of socio-cultural, educational, and economic factors. The findings indicate that while there is a general awareness of the importance of family planning in promoting maternal and child health, reducing population growth, and improving family welfare, misconceptions and cultural beliefs still pose significant barriers to its full adoption. Couples who possess adequate knowledge and receive guidance from health and social workers tend to exhibit more positive attitudes toward modern family planning methods compared to those influenced by myths, religious restrictions, or misinformation.

The research highlights that family planning is not merely a health intervention but a crucial component of sustainable development. Positive attitudes toward its use often stem from an understanding of its benefits, such as spacing births for better maternal recovery, improving household economic stability, and enhancing the quality of life for children.
Having studied the factors regarding the knowledge, attitude and practice of family planning among couples in Orhionmwon Local Government Areas of Edo State, the following recommendations were made:

Community-based family planning services need to be expanded and strengthened in the rural areas so as to disseminate information, education, and counseling on family planning and provide services to the needy, especially to the unreached and underserved populations. Service providers have to be encouraged and provided with the necessary training and motivation to effectively promote family planning services in health facilities on a regular basis.

In a traditional society like Nigeria where men are dominant in decision making, encouraging spousal and involving men in family planning decision-making is important in bridging the gap between met and unmet need.

While factual information about contraceptive use should be reinforced and sustained in campaigns about the benefits of family planning, myths and misinformation should be clarified and countered by appropriate factual information. Every couple should be discouraged about the thought of health risk of family planning choice through relevant awareness sessions.

Federal and State Government should build Reproductive Health Centres, where family planning education would be given to couples on the choice of family planning for both educated and non-educated couples. Federal and State Government should also make funds available for the tension of the programme.

Religious leaders should encourage their followers on the needs for family planning choice as related to their holy book while community leaders should discourage the habit of not having family planning choice in their cultural norms.

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Administrative Organization and Its Role in Developing Professional Awareness among English Language Teachers

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Abstract. This study aimed to identify the impact of administrative organization on developing professional awareness among English language teachers by examining the levels of both administrative organization and professional awareness, and analyzing the nature of the relationship between them. The study employed a descriptive correlational approach and included a sample of 200 male and female teachers from schools in Dhi Qar Governorate. Two questionnaires were used to measure both administrative organization and professional awareness, and their validity and reliability were verified using appropriate scientific methods. The results showed that the level of administrative organization was high, with a mean score of 174, which is higher than the hypothetical mean of 120, indicating a clear and organized organizational environment. The results also showed that the level of professional awareness among teachers was high as well, with a mean score of 164, reflecting a high level of understanding and commitment to the requirements of the profession. Furthermore, the results revealed a statistically significant positive correlation between administrative organization and professional awareness, indicating that improved administrative organization directly contributes to enhancing professional awareness among English language teachers. This finding underscores the importance of the organizational environment in shaping teachers' professional behavior and performance. The study recommends developing administrative systems within schools, strengthening professional development programs, and improving communication channels to raise professional awareness and enhance the quality of the educational process.

Keywords: Administrative Organization, Professional Awareness, English Teachers.

1. Introduction

Administrative organization is a cornerstone of the success of educational institutions, as it forms the framework through which human and material resources are managed to ensure the efficient and effective achievement of educational goals. In the context of educational institutions, the role of administrative organization is not limited to procedural aspects alone, but extends to influencing teachers' professional performance and guiding their professional conduct towards greater commitment and development. The clearer, more flexible, and more scientifically based the administrative organization, the more positively it reflects on the school environment and the overall quality of the educational process (Robbins & Coulter, 2018; Mintzberg, 1979).

From a modern educational perspective, school administration is viewed as a dynamic system that affects all elements of the educational process, most importantly the teacher, who is the central figure. Educational literature indicates that effective administration contributes to creating a supportive environment for professional learning and enhances opportunities for teachers' self-development, which is reflected in their professional awareness and classroom practices. Studies by Hoy and Miskel also confirm that leadership and organization within educational institutions play a crucial role in improving the quality of education by enhancing teacher competence and motivation (Hoy & Miskel, 2013).

In the context of English language teaching in particular, administrative organization acquires added importance due to the nature of the subject, which requires an interactive learning environment, the provision of modern teaching tools, and continuous support for teachers. English language teachers need ongoing training and professional development programs, in addition to school administrations that encourage innovation in teaching methods and support the use of modern strategies. Educational studies have shown that effective administrative support contributes to raising the competence of language teachers and enhancing their professional practices (Day & Sachs, 2004).

Furthermore, professional awareness among teachers is a relatively new concept in the field of education. It refers to a teacher's understanding of their educational and ethical roles and responsibilities, and their ability to develop themselves and adapt to educational changes. This awareness is closely linked to the organizational environment in which teachers work, as school administration plays a pivotal role in shaping teachers' attitudes toward their profession through leadership styles, communication systems, and decision-making mechanisms. Fullan's research indicates that teachers' professional development does not occur in isolation from their organizational context, but is directly influenced by it (Fullan, 2007).

Furthermore, an administrative organization based on participation and empowerment contributes to strengthening teachers' professional identity and increases their sense of belonging to the educational institution. The more open the administration is to teachers' opinions and the more supportive it is of their initiatives, the higher their professional awareness becomes, and the more effectively they develop their ability to make educational decisions in the classroom. This is confirmed by Sachs' studies, which link organizational culture in schools to the development of teachers' professional identity (Sachs, 2001). Based on the above, it can be said that the relationship between administrative organization and professional awareness among English language teachers is complementary, with each influencing the other both directly and indirectly. Effective school management is not limited to controlling and organizing work, but extends to building a stimulating professional environment that supports teacher growth and continuous development. Hence the importance of studying this topic to understand how to improve educational performance through developing administrative systems within educational institutions (Mintzberg, 1979; Hoy & Miskel, 2013).

1.1 Research Problem

The research problem lies in determining the extent to which administrative organization impacts the development of professional awareness among English language teachers. Administrative organization is considered one of the fundamental factors that can contribute to improving educational performance and raising the level of professional competence within educational institutions. From this perspective, the research seeks to answer the following question:
Is there a relationship between administrative organization and professional awareness among English language teachers?

The importance of this question stems from the fact that administrative organization represents a fundamental pillar in developing the school environment. It provides an organized administrative framework that helps clarify roles and distribute tasks fairly, thus giving teachers a greater opportunity to focus on developing their professional skills and improving their teaching performance. Effective administrative organization also contributes to creating a stable and motivating work environment that supports creativity and innovation in teaching methods and enhances the level of professional awareness among teachers, which positively impacts the quality of the educational process.

1.2 Research Questions

In light of the research topic concerning the impact of administrative organization on the development of professional awareness among English language teachers, the research questions can be formulated as follows:

- What is the impact of administrative organization on the development of professional awareness among English language teachers?
- What is the prevailing level of administrative organization in schools from the perspective of English language teachers?
- What is the level of professional awareness among English language teachers?
- What is the nature of the relationship between administrative organization and professional awareness among English language teachers?
- Are there statistically significant differences in the level of professional awareness attributable to administrative organization?

1.3 Research Objectives

The research objectives can be formulated as follows:

- To develop a scale for administrative organization and a scale for professional awareness among English language teachers.
- To identify the level of administrative organization among English language teachers in the schools under study.
- To identify the nature of the relationship between administrative organization and professional awareness among English language teachers.

1.4 Research Significance

Theoretical Significance: To add to the knowledge about the relationship between school administration and professional awareness.

Practical Significance: To help school administrations improve their administrative organization methods to raise teacher efficiency.

1.5 Study Scope

• Human Scope: English language teachers in middle schools in Dhi Qar Governorate, Iraq.
• Spatial Scope: Middle schools.
• Temporal Scope: 2026/2027 academic year.

1.6 Definition of Terms

• **Administrative organization:** The set of procedures and regulations that govern work within the school.

• **Professional awareness:** The teacher's understanding of their educational responsibilities and their pursuit of professional development.

2. Theoretical Framework

First: The Concept of Administrative Organization in Educational Institutions

Administrative organization is defined as the process by which activities and human and material resources within an institution are arranged in a way that ensures the efficient and effective achievement of objectives. This includes defining roles, distributing responsibilities, establishing communication channels, and coordinating efforts among employees. In the educational context, administrative organization is a fundamental part of school management, which aims to improve the quality of education through the management of human resources, primarily teachers (Robbins & Coulter, 2018)

Henry Mintzberg argues that administrative organization in institutions is based on a set of roles and structures that determine how work is carried out and decisions are made within the organization, directly impacting the overall performance of its employees (Mintzberg, 1979). In schools, administrative organization is reflected in the nature of educational work through clear policies, equitable distribution of tasks, and effective school leadership.
Professional Awareness Among Teachers

Professional awareness refers to a teacher's understanding of their educational and ethical role, their deep comprehension of the requirements of their profession, and their ability to continuously develop themselves. This concept also includes a commitment to professional values, the ability to make informed educational decisions, and keeping abreast of developments in the field of education. Professional awareness is considered a key indicator of teacher performance quality and the effectiveness of the educational process (Sachs, 2001).

Educational studies confirm that professional awareness does not develop spontaneously but is influenced by multiple factors, including the organizational environment in which the teacher works. School administration plays a pivotal role in supporting or weakening this awareness through leadership styles, communication mechanisms, and professional development opportunities (Day & Sachs, 2004).

2.1 The Relationship Between Administrative Organization and Professional Awareness

Educational literature indicates a close relationship between administrative organization and teachers' professional awareness. Effective school administration contributes to creating a supportive and stimulating work environment for professional learning. The more organized and transparent the administration's policies, the greater the teacher's sense of job security and professional belonging, which positively impacts their awareness of their educational responsibilities (Hoy & Miskel, 2013). Furthermore, participatory and empowering educational leadership contributes to enhancing teacher autonomy and encourages them to take educational initiatives, thereby raising their professional awareness. Fullan noted that teachers' professional development is closely linked to the school's organizational context, and that effective

educational change cannot be achieved without a supportive organizational environment (Fullan, 2007).

2.2 Administrative Organization and the Development of English Language Teachers

Administrative organization is of particular importance in English language teaching, given the nature of the subject, which requires modern teaching strategies, an interactive classroom environment, and continuous support for professional development. English language teachers need school administrations that provide training opportunities, support the use of educational technology, and encourage the application of innovative teaching methods.

Studies indicate that schools with effective administrative organization contribute to improving the performance of English language teachers by providing ongoing professional development programs, fostering collaboration among teachers, and offering constructive feedback (Day & Sachs, 2004). This, in turn, leads to raising their professional awareness and increasing their ability to deal with classroom challenges.

2.3 The Role of School Administration in Developing Professional Awareness

School administration plays a pivotal role in building professional awareness among teachers through several mechanisms, including leadership style, internal communication systems, providing professional development opportunities, and involving teachers in decision-making. A democratic approach to administration enhances teachers' self-confidence and increases their sense of professional responsibility.

Furthermore, providing a positive organizational environment contributes to fostering a culture of lifelong learning within the school, making teachers more prepared to develop their skills and keep up with educational advancements. Sachs emphasized that the organizational culture in the school plays a crucial role in shaping the teacher's professional identity and enhancing their awareness of their educational role (Sachs, 2001).

2.4 Summary of the Theoretical Framework

It is clear from the above that administrative organization is a fundamental factor in developing professional awareness among English language teachers, as it directly impacts the school work environment and the professional development opportunities available to teachers. The relationship between them is complementary; effective administrative organization contributes to raising the level of professional awareness, which in turn leads to improved quality of education and more effective achievement of educational goals.

2.5 Previous Studies:

• This section presents a selection of previous studies relevant to the research topic, providing a brief summary of each study outlining its objectives, methodology, and key findings. This helps to develop a comprehensive understanding of the relationship between administrative organization and teachers' professional awareness.

Mintzberg (1979) Study: This study aimed to analyze the administrative organizational structures in institutions and identify their different patterns. The researcher relied on a structural theoretical approach in studying administrative organizations. The results showed that organizational structure directly affects decision-making processes and workflow within an institution, and that flexible organization contributes to improved professional performance for employees, including in educational institutions.

• Sachs (2001) Study: This study aimed to analyze teachers' professional identity and the factors influencing its formation. The researcher used a qualitative approach by analyzing educational discourses related to the teaching profession.

The study concluded that organizational culture within the school plays a pivotal role in building the teacher's professional identity, and that participatory and empowering management styles contribute to enhancing teachers' professional awareness and increasing their sense of belonging to the profession.

Day & Sachs (2004) Study: This study addressed the topic of continuous professional development for teachers and its relationship to the school environment. The study employed a comparative analytical approach to several international models of teacher development.

The results indicated that professional development programs are more effective when supported by school administration, and that good administrative organization contributes to providing continuous training and learning opportunities for teachers, leading to increased professional competence and awareness.

• Fullan's Study (2007): This study aimed to analyze the relationship between educational change and

teachers' professional development, focusing on the role of the organizational environment in supporting this change. The researcher adopted a theoretical analytical approach by reviewing educational literature related to educational reform.

The study's findings showed that the success of any teacher professional development depends heavily on the existence of a supportive school organizational environment, and that effective school leadership is a crucial factor in promoting teachers' professional growth and raising their awareness of their educational role. The study also emphasized that change cannot succeed without teachers' participation in the decision-making process.

• Hoy & Miskel's Study (2013): This study aimed to clarify the impact of school administration on teachers' behavior and performance within educational institutions. The researchers used a descriptive-analytical approach by analyzing educational administration theories. The study concluded that effective administrative organization contributes to improving the school work climate and positively impacts teacher motivation and professional performance. The results also showed that good organizational leadership enhances teachers' professional commitment and raises their awareness of their educational responsibilities.

• Robbins & Coulter (2018) Study: This study focused on the fundamental concepts of management and organization in various institutions, including educational institutions. The study adopted a theoretical and analytical approach to explain management functions.

The results showed that effective administrative organization depends on a clear organizational structure and defined roles, which leads to improved overall employee performance. It also demonstrated that organizational clarity contributes to reducing administrative chaos and enhances professional efficiency within the institution.

2.6 Analysis of Previous Studies: Similarities and Differences

Previous studies shared a common focus on the importance of administrative organization and its impact on teachers' professional development and performance. Most studies agreed that effective school administration contributes to creating a supportive educational environment that enhances teachers' professional awareness and improves the quality of teaching. For example, the studies of Michael Fullan, Wayne Hoy and Cecil Miskel, and Christopher Day & Judyth Sachs emphasized the role of leadership, organizational climate, and professional development in strengthening teachers' professional competence and awareness

In terms of methodology, most previous studies adopted descriptive, analytical, or theoretical approaches, relying mainly on literature reviews and conceptual analysis. Some studies, such as Sachs (2001), used qualitative methods to examine teachers' professional identity, while others, such as Hoy & Miskel (2013), focused on administrative theories and organizational behavior in schools

Despite these similarities, the studies differed in their specific objectives and areas of focus. Fullan (2007) concentrated on educational change and teacher participation in decision-making, whereas Mintzberg (1979) focused on organizational structures and their impact on institutional performance. Robbins & Coulter (2018) examined administrative organization from a general management perspective, while Day & Sachs (2004) emphasized continuous professional development and training opportunities for teachers
Another important difference lies in the educational context. Most previous studies were conducted in international or general educational settings and did not specifically address English language teachers in Iraqi schools. In addition, previous studies often focused on either administrative organization or professional development separately, whereas the current study investigates the direct relationship between administrative organization and professional awareness simultaneously

2.7 What Distinguishes the Current Study?

The current study is distinguished by its focus on the relationship between administrative organization and professional awareness among English language teachers specifically within the Iraqi educational context, particularly in schools of Thi Qar Governorate. It also combines two important variables in one empirical study and uses a descriptive correlational approach to identify the nature and strength of the relationship between them.

Unlike many previous theoretical studies, the current study relies on field data collected directly from English language teachers through validated questionnaires, which provides more realistic and practical findings related to the school environment.

3. Research Methodology

The study adopted a descriptive correlational approach as it was suitable for the nature of the research.

3.1 Research Population

The study population consisted of all English language teachers in intermediate and secondary schools in Thi Qar Governorate, Iraq.

3.2 Research Sample

A stratified random sample of (200) male and female English language teachers was selected.

3.3 Research Instruments

First: Administrative Organization Questionnaire

This questionnaire consisted of (40) items distributed across four domains:
1-Leadership and Administrative Supervision
2-Administrative Communication
3- Decision-Making
4- School Organization and Environment

Second: Professional Awareness Questionnaire

This questionnaire consisted of (40) items distributed across four domains:
1-Self-Development Professionalism
2- Teaching Competence
3- Professional Commitment
4-Educational and Technical Awareness

The researcher used a five-point scale of alternatives: strongly agree, agree, neutral, disagree, and strongly disagree.

3.4 Instrument Validity

The questionnaires were reviewed by a panel of experts to ensure their face validity.

3.5 Instrument Reliability

Reliability was calculated using Cronbach's alpha coefficient and the result was (0.889).
Reliability was calculated using Cronbach's alpha coefficient.

3.6 Statistical Methods

The following were used:

- Arithmetic mean and standard deviation
- Pearson correlation coefficient
- Simple linear regression analysis
- t-test or ANOVA when needed

Table (1) shows the arithmetic mean, standard deviation, and hypothetical mean of the administrative organization scale.

Variable	Sample	Arithmetic Mean	Standard Deviation	Hypothetical Mean
Administrative Organization	200	174	5,660	120

The results in Table (1) indicate that the arithmetic mean for the administrative organization variable was (174), significantly higher than the hypothetical mean of (120), reflecting a high level of administrative organization among the sample. This substantial difference between the two means cannot be considered merely numerical; rather, it represents a significant indication that the respondents deeply understand the importance of organization within the work environment, whether in terms of clear roles, defined responsibilities, or adherence to established procedures and regulations.

It is also noteworthy that the standard deviation value (5.660) was relatively low, indicating a high degree of homogeneity in the responses of the sample. This means that the majority of individuals share a positive assessment of the level of administrative organization, which enhances the reliability of the results and reduces the likelihood of sharp differences in opinions. This homogeneity may be attributed to the similarity of the organizational conditions in which the individuals work, or to the presence of clear and consistently applied administrative policies within the organization.

This high level of administrative organization can be understood in light of several interrelated factors. Modern management relies heavily on planning and organizing as two essential functions to ensure the efficient and effective achievement of objectives. When these functions are properly implemented, they directly impact employees' understanding of the nature of their work, contributing to reduced job ambiguity and enhanced organizational discipline. A clear organizational structure, effective communication channels, and a well-organized control system all

contribute to instilling a sense of organizational responsibility in employees.

These findings align with Henri Fayol's theory of management, which emphasizes that organization is a fundamental function of management, alongside planning, directing, and controlling, and that the success of any organization depends largely on the efficiency of its internal organization. They also resonate with Max Weber's theory of bureaucracy, where he demonstrated that clear rules, procedures, and hierarchical structures contribute to stability and efficiency within organizations.

Furthermore, modern literature confirms that effective organizational structure leads to improved organizational performance, increased productivity, and enhanced employee satisfaction, thanks to the well-defined work environment it provides, minimizing duplication and overlap in tasks. Good organization also facilitates decision-making and strengthens an organization's ability to adapt to environmental changes. These results can be considered a positive indicator of the maturity of the administrative system in the study environment. A high level of administrative organization is often associated with effective leadership, well-considered administrative policies, and training programs aimed at developing human resources. This high level may also reflect the commitment of individuals to rules and regulations, indicating an organizational culture that supports discipline and institutional work.
However, it should be noted that these results, while positive, may be influenced by subjective factors such as individuals' perceptions or their tendency to respond, as well as reflecting a specific point in time. Therefore, generalizing these results requires further studies that consider other variables, such as administrative leadership, job satisfaction, and the organizational environment.

Table (2) shows the arithmetic mean, standard deviation, and hypothetical mean for the occupational awareness scale

Variable	Sample	Arithmetic Mean	Standard Deviation	Hypothetical Mean
Professional Awareness	200	164	6,732	120

The results for the professional awareness variable reveal a high level among the sample, with a mean score of 164, significantly higher than the hypothetical mean of 120. This indicates that the individuals possess a high degree of professional awareness related to the nature of their work and responsibilities. This high score is not merely a numerical difference, but reflects an important cognitive and behavioral dimension: the individuals' understanding of the requirements of the profession and their commitment to its values and ethical standards.

Notably, the standard deviation (6.732) was relatively low, indicating a convergence in the responses of the sample members. This reflects a homogeneity in their level of professional awareness. This homogeneity can be explained by shared factors among the sample members, such as similar educational backgrounds or exposure to similar training experiences, as well as their likely affiliation with an organizational environment that adopts clear standards of professional conduct. In interpreting these results, it can be said that professional awareness is not formed randomly, but rather is influenced by several interconnected factors, most notably the level of academic qualification. Formal education contributes to solidifying professional concepts and enhancing the ability to make responsible decisions in the workplace. Practical experience also plays a pivotal role in refining this awareness, as individuals gain a deeper understanding of professional challenges and how to deal with them effectively through direct experience. Furthermore, the role of organizational culture cannot be overlooked, as it serves as a governing framework that guides individual behavior and reinforces their commitment to professional values.

These findings align with Donald Super's theory of professional development, which emphasizes that professional awareness develops gradually throughout the stages of a career, influenced by the interaction between the individual and their environment. They also conform to John Holland's model, which highlights the importance of matching individual characteristics with the requirements of the professional environment, as this alignment leads to enhanced job satisfaction and professional awareness. Similarly, organizational psychology literature indicates that individuals with a high level of professional awareness are more committed to organizational goals and more adaptable to workplace changes. From a deeper analytical perspective, these results can be viewed as a positive indicator of the effectiveness of training programs or adopted institutional policies (if any), which may have contributed to enhancing this level of awareness. They may also reflect the nature of the work itself, especially if it requires a high degree of responsibility or adherence to rigorous professional standards, thus motivating individuals to continuously develop their awareness.

However, despite these positive results, they should be treated with scientific caution, as relying on a single measurement tool may not reflect all dimensions of professional awareness, and contextual factors (such as the social environment or work-related pressures) may influence individuals' responses. Therefore, future studies should expand the scope of the analysis to include other relevant variables, such as job satisfaction or organizational commitment, to build a more comprehensive picture.

Based on the above, it can be said that the high level of professional awareness among the sample group represents a fundamental pillar upon which to build in order to enhance institutional performance and achieve work objectives, especially if supported by ongoing training policies and a motivating work environment.

Table (3): Correlation ship values between administrative organization and professional awareness of English language teachers

Variable	Arithmetic Mean	Standard Deviation	Correlation coefficient	Value of (t)		Sig
Administrative Organization	174	5,660	9,533	Tabular value	Calculated	0.000
Professional Awareness	164	6,732		11.899	1,899	

The table results show a correlation between the variables of administrative organization and professional awareness. The calculated t-value (11.899) is significantly higher than the critical value (1.987) at a significance level of 0.05. Furthermore, the significance level (Sig = 0.000) indicates that this relationship is highly statistically significant.

These results mean that the relationship between the two variables is not random, but rather a real relationship that can be generalized to the original population. Since the correlation is described as "simple," this indicates a direct relationship between the two variables without the intervention of mediating variables in this analysis.

Comparing the calculated t-value with the critical value reveals a significant difference in favor of the calculated value. This strengthens the statistical inference and confirms the rejection of the null hypothesis, which assumes no relationship, and the acceptance of the alternative hypothesis, which indicates a significant correlation between administrative organization and professional awareness.

This significant relationship suggests that the higher the level of administrative organization within the institution, the higher the level of professional awareness among employees. This can be explained by the fact that effective administrative organization provides a well-defined work environment where roles and responsibilities are precisely defined. This helps individuals better understand the nature of their work and enhances their awareness of the required professional standards.

Good organization also contributes to improved communication channels, clarified procedures, and reduced job ambiguity—all factors that lead to increased professional awareness. Individuals working within a well-organized administrative system are better able to grasp and adhere to the demands of their profession.

The positive and significant relationship between administrative organization and professional awareness can be explained in light of several classical and modern frameworks and theories in the fields of management and organizational psychology. These frameworks emphasize that the organizational environment is a crucial factor in shaping individuals' behavior and professional attitudes.

In this context, Henri Fayol's theory is a significant theoretical foundation. He asserted that organization is a fundamental function of management, aiming to arrange resources and clearly define responsibilities and relationships within the organization. According to this theory, a clear organizational structure and defined roles contribute to reducing job ambiguity, which positively impacts individuals' understanding of their professional roles and, consequently, enhances their professional awareness. Max Weber's bureaucratic theory also offers an important explanation for this relationship. It posits that an organization based on clear formal rules, a defined hierarchy, and standardized procedures leads to stability and efficiency within institutions. This type of organization helps individuals understand precisely what is expected of them and reinforces their commitment to professional standards, thereby raising their professional awareness.

From a modern perspective, the literature on organizational behavior confirms that effective administrative organization contributes to creating a clear and coordinated work environment. This reduces

stress and confusion among employees and increases their ability to focus on their tasks and understand their professional dimensions. Researchers Robbins and Judge argue that clear organizational structures and coordinated work systems enhance individuals' awareness of the importance of their roles within the organization and increase their commitment to sound professional conduct.

Furthermore, this relationship can be explained in light of role theory, which suggests that clear roles and their associated expectations contribute to improved individual performance and increased awareness of job requirements. The clearer and more defined the administrative structure, the better equipped individuals are to understand their professional roles, resulting in more conscious and disciplined behavior.

Furthermore, administrative structure enhances communication channels within the organization, enabling effective information exchange between different management levels. This, in turn, helps individuals understand professional policies, procedures, and standards, raising their awareness and strengthening their ability to make sound professional decisions.

Therefore, the relationship between administrative structure and professional awareness is a logical and explanatory one, supported by management and organizational theories. The structure acts as a framework guiding behavior, while professional awareness reflects this framework in individuals' perceptions and actions at work.

4. Conclusions

- The results showed that the level of administrative organization among the sample members was clearly high, as the arithmetic mean exceeded the hypothetical mean by a significant margin, indicating a clear and disciplined organizational environment.
- The low standard deviation for administrative organization indicates a homogeneity in the opinions of the sample members, reflecting a general agreement on the effectiveness of the organization within the institution.
- The level of professional awareness among the sample members was also found to be high, indicating their advanced understanding of the nature of their work and their professional responsibilities.
- The convergence in the individuals' responses regarding professional awareness suggests the influence of common factors such as training, experience, and organizational culture in shaping this awareness.
- A statistically significant positive correlation exists between administrative organization and professional awareness, meaning that improving the level of administrative organization leads to enhanced professional awareness among English language teachers.
- The results confirm that a clear organizational environment, characterized by defined roles and procedures, contributes to reducing job ambiguity and increasing individuals' understanding of their job requirements. 7. The results support theoretical arguments in management and organizational psychology that view administrative organization as a fundamental factor in guiding teachers' behavior and enhancing their professional awareness.

5. Recommendations:

- The need to strengthen and develop administrative organization systems within institutions by continuously updating organizational structures and clarifying authorities and responsibilities.
- Attention should be given to preparing and implementing training programs aimed at developing employees' professional awareness and linking them to actual work needs.
- Work should be done to improve organizational communication channels to ensure the smooth flow of information and the clarity of instructions and procedures.
- The organizational culture should be strengthened to encourage commitment and professional discipline and support ethical values in the workplace.
- Future studies should be conducted that link administrative organization with other variables such as job satisfaction, institutional performance, and organizational commitment.
- Methods of continuous monitoring and evaluation should be adopted to measure the level of administrative organization and professional awareness, and work to address weaknesses.
- Administrative leaders should be encouraged to adopt modern management methods based on effective planning and organization, given their direct impact on raising employee

efficiency. 8. Providing a stimulating work environment that supports creativity and initiative, which contributes to enhancing professional awareness and improving the overall performance of the organization.

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Health and Safety Trepidations of the Emerging Culture of Transactional Hookup in Nigeria

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Abstract. Transactional hookups are among the emerging public health threats worldwide. Its prevalence, particularly in developing nations such as Nigeria, has become a source of concern due to its attendant health and safety implications for the nation's population, predominantly among the young generation. However, the quest for material and non-material rewards linked with the hookup culture fuelled by risk factors such as poverty, peer influence and social media, including personal factors, often reinforces and beclouds participants' judgment of the significant long-term health and safety risks. The aftermath of such behaviour culminates in STIs, emotional and social risk, psychological regrets, and femicide linked with transactional hookup relationships. While it may be entirely impossible to eliminate transactional hookup culture, this paper stressed the need for interventional strategies focused on all-inclusive sexuality education, peer-led enlightenment campaigns, economic empowerment of youths through soft loans and entrepreneurial training, particularly for young women, including leveraging legal and institutional frameworks geared towards taming sexual exploitation and ritual femicide.

Keywords: Health and Safety Trepidations, Emerging Culture, Hookups, Transactional hookups.

1. Introduction

Sexual behaviour typically emerges and becomes more prominent as humans reach puberty and attain sexual maturity. Meston and Buss (2007) noted that humans primarily engage in sexual intimacy for four main reasons: “physical (such as stress reduction, pleasure, physical desirability and attention seeking), goal attainment (such as reproduction, resources, social status,), emotional (such as for love and compassion) and insecurity such as self-esteem boost, duty/pressure” (p.499). The goal attainment rationale entails the use of sex for resources and social status, among others. This social exchange behaviour has a long-standing history; however, the modus operandi has advanced dramatically in recent decades, with a rapid shift from social contact previously confined to physical contact and negotiation of transactional sex in brothels, lodges/hotels, and nightlife venues to virtual platforms where casual sexual intimacy is solicited and negotiated through keystrokes of smartphones.

Hookup culture is a social atmosphere which supports the propagation of casual sex and uncommitted relationships. Although it is a major social phenomenon, studies have documented regional and national differences in its prevalence. This variation is largely contingent on the countries' economic development. For instance, Krisch et al. (2019) affirmed a higher prevalence of exchanging sex for resources or benefits in less economically advanced countries compared to economically developed nations, where such activities are at their lowest ebb. Moreover, disparity in this exchange has been documented concerning gender; as females demonstrated more inclination to sell sex in poor nations, whereas males were prone to selling sex in economically advanced nations. This observed difference in the pattern of sexual exchanges suggests that young women in developing nations may be tempted by high rates of poverty arising from gender inequalities and limited economic prospects for women and girls (Alliance Reproductive Health Right [ARHR], 2024). This assertion was evident in a survey, which indicated a prevalence of nearly 52% of transactional sex among female adolescents and young women (UNAIDS, 2018). Startlingly, even some married women have been linked to participating in the hookup business, including the sales of nudity for money (Ayodele et al., 2025).

Over the years, intellectuals have elucidated the differences between prostitution and transactional hookups. While both forms of sexual behaviours fall within the purview of commercialised sex, the latter is considered a subtle commercialised sex

characterised by anonymity and attenuated stigma (Ayodele et al., 2025). Since hookups may be indirectly or socially negotiated rather than openly priced. In Nigeria, a lot of transactional hookups usually operate in furtive manners from homes, campuses, through virtual platforms and messaging apps, hence giving room for anonymity and reduced stigma.

The preponderance of transactional hookup culture in modern times has attracted considerable attention from the public, including widely held media outlets, which lament the increasing spate of indulgence of younger generations in casual sex, particularly among tertiary institution students. For instance, a survey highlighted a diminution in the age of first sexual experience, and an increase in the number of sexual partners, including a rise in the frequency of young people participating in premarital sex (Techasrivichien, 2016). This emerging sexual behaviour has been linked to the self-autonomy and negation of social control from families and other social institutions (Caltabiano et al, 2020). Thus, unlike in the past, where young people were prohibited from openly expressing their sexual behaviour due to religious and cultural restrictions, modern-day adolescents and young adults express their sexual behaviours in different ways with minimal consideration of any societal or family perception or consequences.

Historically, hookup dates back to the 1920s, particularly during the era of the automobile and cinema boom, which created opportunities for young adults to experience life outside the home for social activities without parental supervision. It, however, came to the fore during the women's emancipation and birth-control revolutions of the 1960s (Garcia, 2012). Women now develop self-awareness and freedom to explore and assert themselves.

Various scholars have defined hookup from different dimensions; for instance, Garcia (2012) described hookup as short-term sexual activities between two persons who are neither courting nor in an intimate relationship. However, Lewis et al. (2012) view it as sexual activities ranging from kissing to coitus with a partner who is neither committed nor showing any sign of future commitment. In Nigeria, transactional hookups are also known as "runs girls ", which connotes individuals who are involved in casual sexual exchanges for material or non-material resources such as money, gifts, favours, among others. These hookups often engage in casual sex with men (married or unmarried), who are known as Aristos for financial or non-material benefit. A survey reported that 20% of female students participated in no less than one hooking-up experience associated with acceptance of oral-genital contact. At the same time, one-fourth indulged in not less than a single hookup where oral-genital contact and vaginal sex took place (Fielder et al., 2013).

2. Social Exchange Theory and Transactional Hookup Culture

Homans propounded the Social Exchange Theory in the middle of the 20th century. It was, however, improved through the efforts of other scholars such as Blau, Emerson, Thibaut, and Kelley. The theory posits that social interactions between two or more individuals are based on subjective estimates of anticipated benefits, perceived costs and the availability of other alternatives. Rather than assuming perfect economic rationality, the theory assumes that humans make decisions based on personal appraisals influenced by social norms, expectations, and structural constraints.

The theory was rooted in the core principles of reciprocity, cost-benefit analysis, comparison level, comparison level for alternatives (CL_{alt}), equity, dependence, and rational decision-making in social relationships. From the viewpoint of social exchange theory, transactional hookup practices can be understood as exchanges in which sexual intimacy is provided with the expectancy of some kinds of reward, which can be either material or symbolic. In contrast, the recipient expects sexual satisfaction in return (Ukaegbu et al., 2017). Material rewards in this context consist of tangible resources presented as compensation for sexual intimacy, such as gifts, money, footing bills for meals, house rent, among others. Similarly, symbolic rewards represent intangible benefits associated with emotional, social or psychological satisfaction, such as pleasure derived from sex, feeling loved, companionship, among others. This practice of providing sexual access in exchange for other commodities or benefits reflects reciprocity.

From a cost–benefit perspective, some young women report engaging in transactional hookup relationships, particularly on weekends, to meet financial needs or satisfy material aspirations. This behaviour is centred on the perceived benefits associated with transactional hookups, such as money and the acquisition of luxury items, among other benefits, outweighing the expected costs of the exchanges, such as reputational risk, exposure to sexually transmitted infections, emotional consequences, and physical risks. Emerging evidence has demonstrated that the behaviour is not limited to females, as some young men have been found to participate in similar exchanges of receiving or providing monetary or non-monetary rewards in exchange for sexual intimacy.

The principle of comparison level suggests that individuals tend to evaluate relationship satisfaction against what they believe they merit. However, displeasure may occur when anticipated benefits are withheld or when outcomes of the relationship fall short of expectations. A closely related component is the comparison level for alternatives (CLalt), which holds that social relationships will only thrive if there are no substitutes. In the context of transactional hookups among adolescents or young people, exchange may continue in the absence of feasible economic or relational alternatives. When alternative sources of income or support are scarce, continued participation in such exchanges may appear comparatively advantageous.

Social exchange theory also emphasises equity and dependence. Equity assumes that, in any relationship, fairness is paramount, to the extent that each party perceives a balance between their contributions and outcomes; however, any perceived imbalance can create distress or dissatisfaction. Nevertheless, in contexts characterised by economic inequality and power disparity, exchanges may be fundamentally unequal. Furthermore, the rational decision-making component of Social Exchange Theory suggests that several young women may deliberately participate in transactional hookups despite the awareness of the associated health and safety risks. The perpetuation of such behaviour may be based on the notion that the social relationship requires limited commitment and time investment while offering immediate economic returns (Hunter, 2002; Ayodele et al., 2025). Within broader socio-economic contexts marked by high levels of unemployment, financial hardship, and peer influence witnessed in Nigeria, transactional hookup culture may be interpreted as adaptive strategies within constrained structural environments rather than purely impulsive behaviours.

3. Factors Influencing Transactional Hookup in Nigeria

The prevalence of transactional hookups among young people in Nigeria, particularly students, has been linked to the interplay of multifaceted factors such as economic, social, and personal factors.

3.1 Economic factor

The prevailing economic hardship in Nigeria has been adduced as a risk factor for transactional hookup behaviour among young people, particularly students. Women who engage in transactional hookups do so as a means of coping with the economic realities of the nation. A study among undergraduate students in South Western Nigeria noted that economic challenges strongly predicted transactional sex involvement (Michael et al., 2025). A similar experience was evident in Ayodele et al. (2025), who assert that some young women in the federal capital territory and environs facing economic difficulties regularly resort to sex as an adaptive measure. Thus, suggesting the influence of class differences in the motivation for transactional hookup behaviour. For instance, while transactional hookups among young people from affluent homes are associated with the expectation of meeting a partner and the re-enactment of individuality and women's liberation, those from economically disadvantaged backgrounds are attracted to the behaviour as a result of poverty, friends and the stereotyped gender expectation (Mensa, 2020). According to Ige and Solanke (2021), undergraduates from wealthy, nuclear families had lower odds of engaging in hookups. Conversely, females from low-income families are more inclined to transactional hookups as a means of surviving the challenges of city life. Consequently, confirming poverty as a major push for transactional hookups (Ishaya & Ogunode, 2021). In addition, poverty attenuates the capacity of some parents to control their young ones because they lack the wherewithal to cater for their family's needs.

3.2 Social Factors

Social factors such as pressure from friends, social media influence, and cultural expectations have been acknowledged as key factors enabling transactional hookup behaviour among young people. Peer pressure, for instance, remains one of the major predictors of risky sexual behaviour among youth, as well as the propensity to take part in hookup activities. In contrast to older generations, some adolescents and young adults of this generation now see transactional hookups as social norms within their cohort. As a result, participate in such behaviour as a means of conforming and gaining social validation within the circle of peers (Zhao et al., 2023). A survey among students in tertiary institutions revealed that some students are enlisted into transactional hookups through friends who connect them with hookup agencies through social media apps (Ayodele et al., 2025).

Correspondingly, research has indicated that the use of social media among young people has transformed the perception of relationships and sexuality. Hence, Azzaakiyyah (2023) noted that social media is a veritable instrument which drives social relationships in contemporary societies. While the use of digital platforms has enhanced positive connections among humans globally, surpassing geographical borders, it has also been known to facilitate hookup culture through social/matchmaking applications such as Tinder, Hinge, and Bumble (Ament, 2021). These platforms

often promote and reinforce transactional hookup behaviours among young people. Disturbingly, this has supported the propagation of sham relationships and sexual victimisation (Hobbs, 2017). Thus, dating apps have been found to facilitate the propensity to have three or more sexual partners, including non-protective sex (Dai, 2023). As a result, Young et al. (2013) concluded in a study that social media facilitates the chances of exchanging sex for money, food and accommodation.

Furthermore, societal pressure from family and attempts to keep up with friends, such as buying the latest iPhones and fashion items, among other things, often push adolescents and young adults to lead a false lifestyle. Consequently, many young women, in a bid to navigate this social pressure and feelings of inadequacy, take part in transactional hookups.

3.3 Individual Factor

Individual factors such as previous sexual experience, attitudes and motivation, and self-esteem have been found to facilitate hookup behaviour. According to Fielder and Carey (2010), students who had previously engaged in hookups before entering college had a higher propensity to participate in oral and penetrative hookup behaviour in college. Such pleasure-seeking behaviour and individual disposition towards sex may attract adolescents and young adults into hookups. For males, hooking up is perceived as a stress buster and a way to enhance self-esteem, while for both genders, it may be a channel for finding a future partner (Zhao et al., 2023). Furthermore, alcohol use and other psychoactive substances such as marijuana have been strongly linked to selling sex for survival and the greater chances of engaging in unsafe sexual behaviour, such as not using a condom during coitus, thus increasing the likelihood of sexually transmitted infections (Oppong, 2014).

4. Health and Safety Risks of Transactional Hookups

Sexual activity is an important human function with temporary and lasting socio-emotional and physical benefits (Gianotten, 2021). Sexual health involves developing a positive and friendly attitude towards sexuality and sexual relationships where both parties enjoy pleasant and harmless sexual experiences devoid of any form of extortion, discrimination, and violence (World Health Organisation, 2026). While engaging in Hookup activities may produce feelings of elation associated with novel experiences of emotional and sexual satisfaction, including monetary return or social validation (Lewis et al., 2012), a growing body of studies has stressed that participating in transactional hookups is laden with numerous health and safety risks. These risks include physical, emotional, psychological, and social stigma.

4.1 Physical Health Risks

Transactional hookups have been associated with high chances of unwanted pregnancy and susceptibility to sexually transmitted infections (STIs). The predisposition to STIs has been linked with inconsistent condom use and lack of concern for exposure, particularly sexual intimacy involving oral sex (Napper et al., 2016; Downing,-Matibag, & Geisinger, 2009). For instance, the prevalence of HIV was more than twice as high for men having sex with men who regularly sold sex compared to those who neither sold nor bought sex (Berg et al., 2019). At the same time, about half of the females participating in exchanging sex for resources or other benefits have more chances of having HIV as a result of risky behaviours with numerous partners, violence, alcohol consumption, and unreliable condom use (UNAIDS, 2018). Similarly, sexually transmitted infections such as syphilis, gonorrhoea, and Chlamydia have been found to individually correlate with selling sex. Although some women who engage in transactional hookups may have a positive disposition towards condom use, the desire to charge a higher fee, win the client's confidence or use the act to trap the clientele may hinder its use (Mwapu et al., 2016). This behaviour may consequently increase the chances of contracting STIs.

4.2 Physical Harm and Personal Safety

In contemporary times, there has been a widespread increase in the reported cases of ritual-related killings in some parts of Nigeria. Largely, most victims of this heinous crime are young women. Estimates revealed that about 10 girls aged 18–32 are victims of ritual killings due to clandestine hook-up networks (Oduntola, 2024). Similarly, a recent survey in Nigeria noted that some men in connivance with traditional doctors usually target women for money-making ritual activities while the victims are in search of love, work, money, among others (Ogbo, 2024). These men often exploit this secret affair as a means of obtaining the vital parts of their victim's body, such as the vulva, breast, eye, head, palms, among others, in isolated spots. Most times, these ritualists usually accomplish their mission upon the invitation of hookup girls using social media platforms and making juicy promises which serve as bait, making it difficult for the hookup girls to decline. At the same time, the awareness of the physical harm associated with hooking up has led to some clients fortifying themselves with various charms, such as waist bracelets, incisions, among others. The efficacy of

such charms is questionable, as many young female hookups have fallen prey to ritual activities in the line of their hookup duty.

4.3 Emotional and Psychological Risks

Engaging in transactional hookups can generate emotional and psychological risks, especially when either party in the hookup senses an emotional or power imbalance. Emotional risks include reduced self-worth and low self-esteem, emotional attachment and disappointment, guilt, shame, and regret, among others. Psychological risks include anxiety, identity conflicts and depression. Although both men and women experience emotional and psychological risks associated with transactional hookups, studies indicate that women generally experience more emotional and psychological risks compared to men. For instance, women have been found to experience regrets arising from partner pressure, particularly when it culminates in sexual intercourse, coupled with the societal prejudice towards women's casual sex, which can result in feelings of shame and loss of self-respect (Oswalt et al., 2005; Uecker, 2017).

4.4 Social Stigma

Transactional hookups often face societal rebuff and are viewed as lazy. This societal perception of sexual behaviour is based on cultural expectations rooted in morality. Consequently, hookups may experience loss of reputation, reduced employment prospects, and future relationship problems (Purity & Katukah, 2025).

5. Conclusion

Transactional hookup culture is a growing public health concern worldwide. The conceptualisation of hookup culture through social exchange theoretical perspectives demonstrated that the prevalence of transactional hookups is fuelled by the interplay of multi-layered factors, including economic hardships, peer pressure, individual factors, and the increased use of social media platforms. Therefore, individuals' decision to engage in transactional hookup relationships is based on subjective evaluations of the rewards, perceived costs, satisfaction benchmarks, perceived alternatives, and equity. However, the obsession with maximising rewards often blurs perceptions of the lasting risks, including health risks, physical harm, emotional pain, and social risks.

It is acknowledged that eliminating hookup culture in Nigeria may not be practically possible; however, there is an urgent need for intervention measures to mitigate the core risk factors. Therefore, a concerted approach towards designing educational programmes, facilitating a peer-centred educational approach, promoting the economic empowerment of young people, particularly women, and strengthening policies and the institutional framework will assist in mitigating this public health challenge.

6. Recommendations

The federal government, in collaboration with states and local governments, should introduce empowerment programs for Nigerian youth, particularly young adolescents and young adults, through soft loans and skill training.

The National Orientation Agency and the Ministry of Women's Affairs should design a public awareness campaign, specifically targeted at enlightening adolescents and young adults, especially women, about the dangers of transactional hookup culture.

Females should desist from clandestine hookups with strangers, particularly those met online without their friends' or relatives' knowledge of the destination.

The government should ensure adequate implementation of comprehensive sexuality and digital safety education in the curricula of secondary and tertiary institutions.

The government should ensure the speedy dispensation of justice on cases linked to ritual killings, kidnappings, and organ harvesting.

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Intuitive Thinking and its Relationship to Mathematical Proficiency among Female Students in the Second Intermediate Grade

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Abstract. This study's overarching goal is to shed light on the association between second-intermediate-grade female students' levels of intuitive thinking and mathematical aptitude. Stratified random sampling was used to select 150 female students in the second intermediate grade from two schools affiliated with the Baghdad Directorate of Education, Al-Rusafa II: Itr Al-Ward and Al-Kawakib. Fifty students from each school made up the research sample. The research methodology followed a descriptive correlational approach. After ensuring their validity and reliability, the researcher administered a math competency exam and an intuitive thinking measure to the sample. The findings demonstrated that second-grade intermediate pupils outperform the theoretical mean for both intuitive thinking (mean of 72.84) and mathematical competency (mean of 30.38). Intuitive thinking and mathematical proficiency were found to be positively and statistically significantly correlated with one another (Pearson correlation coefficient = 0.64), although there were no discernible differences in either variable between the two schools' students. Based on these findings, the researcher emphasized the need of exposing middle school children to a variety of mathematical settings in order to foster intuitive thinking rather than restricting mathematics instruction to rote memory and rule application.

Keywords: intuitive thinking, mathematical proficiency, second-year intermediate stage, descriptive correlational approach.

1. Introduction

The capacity to swiftly arrive at plausible answers or estimations without going thru complex analytical methods is an integral part of mathematics, making it one of the topics most closely associated with distinct thinking styles. This skill goes beyond algorithms and mathematical techniques alone. This way of thinking is characterized by a lack of reliance on established forms of logical reasoning like induction, deduction, or step-by-step analysis in favor of a more intuitive and personal approach that draws on the individual's past experiences to generate findings or ideas (Asha, 2007, p. 15).

One distinguishing feature of intuitive thinking is that it is based on inferential concepts rather than hard evidence. Because it encourages students to make educated guesses about the outcomes of situations, its development among students is an important educational issue that needs careful handling. This is because punishing students for giving incorrect intuitive answers could make them afraid to express themselves in the future (Al-Safi, 2022, pp. 29-30).

On the other hand, the US National Research Council (NRC) used the phrase "mathematical proficiency" to describe when someone has mastered mathematics. They broke it down into five interdependent parts: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and a productive disposition toward mathematics (Rayan-Shteiwi, 2019, p. 16). Source: Kilpatrick et al., 2001.

An important component of mathematical proficiency, adaptive reasoning, occurs in the learner when they provide informal justifications based on intuition and inductive logic to understand the relationships between mathematical concepts and procedures. This highlights the direct link between intuitive thinking and mathematical proficiency (Rayan-Shteiwi, 2019, p. 21).

Therefore, it is crucial to shed light on the five-factor relationship between intuitive thinking and

mathematical competence, particularly among female students in second intermediate grade, who are at a pivotal juncture in developing abstract mathematical ideas.

1.1 Research Problem

To navigate the intricacies of change in the context of the cognitive and technological revolution we are experiencing, today's learners must possess exceptional problem-solving abilities, the capacity to foresee and prepare for the unexpected, and the capacity to act swiftly and decisively. Unfortunately, teaching students to rely on their intuition and make daring mental leaps when faced with a problem is something that many of our schools fail to do (Ali and Hussein, 2022, p. 251).

To excel in mathematics, one must possess more than just memorization skills and the ability to follow procedures. The US National Research Council (NRC) identified five overlapping components that make up what is referred to as "mathematical proficiency" (Rayan-Shteiwi, 2019, p. 16). Researchers have found that many middle school students learn mathematics thru rote memorization rather than by using their intuition to make educated guesses and evaluate the reasonableness of those estimates. This might have an impact on how well they integrate the various components of mathematical proficiency.

There is a noticeable lack of research that directly connects intuitive thinking with mathematical proficiency, even tho both topics are becoming increasingly popular in educational literature. In fact, researchers in this area have stated that they have not found a study that aligns with their findings regarding the relationship between intuitive thinking and other cognitive variables (Ali and Hussein, 2022, p. 289), which supports the idea that there is a gap in the literature that needs to be filled, particularly for female students in the second intermediate grade who are going thru a developmental stage. Important for building complex mathematical ideas.

Given the foregoing, the following primary question serves to identify the issue with the present study:
How does the ability to think intuitively relate to how well female students in the second intermediate grade do in mathematics?

1.2 Research Questions

Considering the above, the primary objective of this study is to determine, for female students in the second intermediate grade, what the correlation is between intuitive thinking and mathematical competence. This primary inquiry gives rise to the following related inquiries:

- What percentage of female pupils in the second intermediate grade use intuition in their thinking?
- Female students in the second intermediate grade: how well do they do in mathematics? Mathematical competency has five parts: conceptual comprehension, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.
- In the second intermediate grade, are female pupils more likely to demonstrate mathematical competency if they also demonstrate intuitive thinking?
- When the study is applied to several schools, does the amount of intuitive thinking and mathematical competency vary based on the school variable?

1.3 Research Hypotheses

To test for statistical significance at the 0.05 level, we develop the following null hypotheses in relation to the study questions:

- Among girls in the second intermediate grade, there is no link between logical reasoning and mathematical competence.
- When comparing the average scores of female students at Itr Al-Ward Intermediate School for Girls and Al-Kawakib Intermediate School for Girls, there are no discernible variations in terms of the level of intuitive thinking.
- On average, the math competency levels of female students at the two schools are not significantly different.

1.4 Objectives of the Study

The present study seeks to achieve the following objectives:

- Determining the extent to which female pupils in the second intermediate grade engage in intuitive thinking.
- Determining the target population's mathematical competency by evaluating their results across five domains: conceptual comprehension, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.
- Analyzing the second intermediate grade female students' intuitive thinking and mathematical competency to determine the source and direction of the association.

- Whether your study involves more than one school, you need to figure out whether the school variable causes any changes in the levels of the two variables.
- Offering a methodical idea that might help math educators include exercises that foster intuitive thinking into their lessons to improve students' mathematical competence.

1.5 Significance of the Study

The importance of the current research stems from several considerations, which can be addressed at two levels:
First: The theoretical importance:

- An important contribution to the educational library in the field of mathematics teaching methods, this study addresses a direct relationship between intuitive thinking and mathematical proficiency—two variables that have not been adequately studied in Arabic literature.
- The research offers a well-coordinated theoretical framework that merges two under-explored areas of cognitive science: mathematics education and cognitive psychology. This intersection has hitherto received little attention, but this study aims to change that.
- Other researchers may be able to use the study's findings to test the hypothesis that intuitive thinking influences educational achievements at levels of education other than mathematical competency.

1.6 Second: Practical Importance:

- As a result of this study, math educators and administrators now have a method to gage their students' intuitive thinking abilities in a mathematical setting.
- Those in charge of mathematics education and curriculum development may use the study findings to their advantage by recognizing the need to foster students' intuitive reasoning skills in tandem with their mastery of more conventional procedural knowledge.
- The findings provide educators with a useful indicator of which of the five aspects of mathematical competence is more linked to intuitive thinking, enabling them to concentrate their teaching efforts more effectively on those areas.
- Given the dearth of literature on the topic in Iraq, this study is an effort to fill a gap in the country's library with studies that establish a connection between thot patterns and mathematical proficiency.

1.7 Research limitations

The current research adheres to the following limits:

- Mathematics instructors and supervisors may use the research-based assessment instrument for mathematical context intuition to gage their students' proficiency in this area at an early stage.
- The study findings aid those in charge of mathematics curriculum and pedagogy in understanding the significance of including activities that foster intuitive learning with more conventional procedural learning, rather than limiting themselves to enhancing just one element of learning.
- Thirdly, the findings show that intuitive thinking is most closely connected to one of the five aspects of mathematical competence, so instructors may focus their lessons on those areas.
- The study aims to fill a gap in the Iraqi library by investigating the relationship between thinking style and mathematics performance. This is important since there is a shortage of therapy in the local area.

1.8 Search terms

First: Intuitive Thinking

According to Asha (2007), "it is a quick and subjective method of knowledge, linked to the individual's previous experiences, that allows him to reach results, ideas, or solutions without relying on known logical thinking methods such as induction, deduction, or careful, step-by-step analysis" (Asha, 2007, p. 15).

"It is a style of thinking that encourages the learner to make intelligent guesses about the outcomes of the situations he faces, and it is inferred thru its tangible results rather than as a behavior that can be directly observed while it is occurring" (Al-Safi, 2022, pp. 29-30)

The overall score that a second-year intermediate student achieves when she answers the questions of the intuitive thinking scale that was established for this study is known as the procedural definition.

Secondly, being proficient in mathematics

"A term adopted by the US National Research Council (NRC) to express successful learning of mathematics, and it consists of five intertwined and overlapping components that depend on each other,

namely: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition" (Rayan-Shteiwi, 2019, p. 16)

The author provided the following definition: "It is the learner's possession of an integrated understanding of mathematical ideas that enables him to learn new ideas by linking previous concepts with new ones, in addition to accuracy and speed in using mathematical symbols, which gives him flexibility and fluency in solving problems" (Brook, 2021).

Operational definition: It is the two-year intermediate student's overall score on the five-part mathematical proficiency exam developed for this study.

Chapter Two: The theoretical Framework and Previous Studies

First: Intuitive Thinking

The Concept of Intuitive Thinking

Asha (2007) notes that analytical thinking types rely on well-known logical reasoning steps like induction and deduction, as well as careful, step-by-step analysis, while intuitive thinking relies on an individual's accumulated prior experiences to reach results, ideas, or solutions quickly and subjectively.

A hypothetical concept in nature, this kind of thinking is inferred from its tangible results and outcomes rather than being directly observed in action. For example, one might swiftly arrive at an answer or a reasonable estimate for a situation without providing a clear explanation of the steps that led to it (Al-Safi, 2022, pp. 29-30).

How analytical thinking differs from intuitive thinking and what makes the former different

An influential theory that attempts to explain this connection is the experimental cognitive self-theory. This theory postulates that people have two distinct ways of processing information: one is the analytical, rational system, which is slow, deliberate, and logical; and the other is the experimental intuitive system, which is fast, automatic, and emotionally driven. According to Ali and Hussein (2022, p. 259), these systems do not function alone but rather in a continuous and interacting fashion to produce behavior and conscious thot in the person.

With its minimal cognitive demands and guidance from emotion and experience, the intuitive system is able to process most everyday information outside of direct awareness, freeing up the limited rational system to concentrate on what truly demands conscious attention (Ali and Hussein, 2022, p. 259). In this approach, analytical thinking is seen as the polar opposite of intuitive thinking, which is why the two are seen as complimentary cognitive styles. You may get a head start on a solution using your intuition, but you need to use your analytical thinking skills to back it up..

The importance of developing intuitive thinking educationally
The significance of considering students' intuitive thinking in the classroom arises from the realization that it is counterproductive for teachers to relentlessly punish students for giving incorrect answers. This practice instills a fear of criticism and ridicule in the learner, making them reluctant to share their ideas or guesses in the future. This way of thinking may be fostered or stifled by the educator, the dominant social culture, and the family (Al-Safi, 2022, pp. 29-30).

In math, which demands both procedural accuracy and mental flexibility, the ability to think intuitively is crucial for middle school students because it encourages them to actively engage in problem-solving rather than passively waiting for answers to be handed to them (Al-Safi, 2022, pp. 29-30). There is a need in the Arab educational literature for additional research in this field, as noted by researchers who have examined intuitive thinking and its relationship to other cognitive variables. This highlights the significance of the field as a whole (Ali and Hussein, 2022, p. 289).

Second: Mathematical Proficiency

The Origins of the Concept and its Definition

The term mathematical proficiency appeared at the beginning of the twenty-first century, when it was adopted by a specialized committee of the US National Research Council (NRC) to express successful learning of mathematics, after an extensive review of the literature on cognitive psychology and mathematics education. This concept consists of five intertwined and overlapping components that depend on each other: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition (Rayyan-Shteiwi, 2019, p. 16). (Kilpatrick et al., 2001)

Components of Mathematical Proficiency

Having a good grasp of concepts: This involves being aware of the connections between different ideas, facts, and mathematical procedures. It helps the learner avoid making the same mistakes over and

over again by relating new concepts to what they already know (Rayan-Shteiwi, 2019, p. 17).

Procedural fluency: This is the capacity to apply mathematical methods with ease, precision, and creativity; rather than blindly applying steps from memory, the learner is able to assess the context and pick the most suitable approach. As Rayan-Shteiwi (2019, pp. 18-19) points out, there should be no competition between conceptual comprehension and procedural fluency in mathematics instruction.

Competence in strategy: This is the capacity to create mathematical problems, express them in various ways (verbally, visually, and symbolically), extract the data needed to solve the problem from any excess data that may be present, and finally, choose the best strategy for solving the problem (Rayan-Shteiwi, 2019, p. 20).
Among the five components, adaptive reasoning is the one most closely tied to intuitive thinking because it manifests itself in the learner's capacity to think logically, reflect, and justify; this includes offering informal justifications that depend on intuition and inductive reasoning to explain the relationships between concepts and procedures (Rayan-Shteiwi, 2019, pp. 20-21).

A productive disposition: This is the end result of the learner's achievement in the first four components; it includes a positive attitude toward mathematics as a reasonable, practical, and useful subject; self-confidence; and persistence when confronted with challenges (Rayan-Shteiwi, 2019, pp. 21-22).

The Nature of the Relationship between the Components of Mathematical Proficiency

Conceptual understanding and procedural fluency are no longer viewed as competing for mathematics teacher attention as they were in the older literature, but rather as complementary, mutually reinforcing components; A deep understanding of concepts facilitates meaningful acquisition of procedural fluency rather than mechanical memorization, while procedural fluency allows the learner more mental space to focus on understanding and reasoning rather than consuming it in performing basic computational steps (Rayan-Shteiwi, 2019, pp. 18-19).

Previous Studies

This part reviews a number of studies related to the two research variables, arranged from oldest to most recent within two axes:

The first axis: Studies dealing with intuitive thinking 1- Research conducted by Nour Al-Obaidi in 2019
Its stated goal was to shed light on the mathematical competence of mathematics majors in Iraqi universities. The research used a descriptive methodology and surveyed students from the University of Baghdad's Mathematics Department at the College of Education for Pure Sciences. Published master's thesis from the University of Baghdad in Iraq.

The Work of Amna Mansour Hussein on the Al-Safi Code (2022)

Finding out how college students think intuitively and cognitively sparsely, as well as how these traits vary by gender and area of study, was the primary goal of the study. A descriptive correlational method was used in the investigation. Using two measures developed by the same academics, the sample included four hundred male and female students from the University of Babylon. There was a statistically significant negative correlation between intuitive thinking and cognitive miserliness, and the results demonstrated that the students exhibited a high level of intuitive thinking. There were significant differences according to specialization (scientific/humanitarian), but no differences according to gender. (Ph.D. dissertation, Iraq's University of Baghdad).

Study by Kreitler and Benbenisty (Kreitler and Benbenisty 2020)

Its stated goal was to investigate college students' intuitive thot patterns in relation to their cognitive orientations. This study's sample included ninety undergraduates from the Behavioral Sciences major. A statistically significant correlation was found between decision-making and intuitive thinking and its components, demonstrating that intuitive thinking is a motivating network of beliefs and meanings that is intrinsic to one's cognitive tendency.
The second axis: Studies dealing with mathematical proficiency

Study by Al-Asmari, Noura Awadah (2022)

The purpose of this study was to provide a plan for the improvement of mathematical competence among female primary school pupils and to uncover the current state of several mathematical competency components. A descriptive survey design was used for the research, which included two instruments (a test and a self-report tool) administered to 298 female students at random from the fourth grade in Bisha Governorate (Saudi Arabia). Overall and across all subtests, female

students performed poorly on the mathematics proficiency exam, but their scores were about average on the productive disposition subtest. (No. 30, 2022, as published in the Journal of Educational Sciences, Imam Muhammad bin Saud University).

Saeed and Abdel-Ghani Hamid Yahya's (2024) research (number nine)

Its stated goal was to shed light on how well math instructors really use their mathematical knowledge in the classroom. Using a note card with 35 items divided into 5 categories, the descriptive research sampled 30 male and female educators. There were no significant variations according to grade or years of experience, and the findings revealed that generally, the level of practice was average (M=2.68) with evident diversity across areas. Conceptual comprehension was high, but procedural fluency and adaptive reasoning were inadequate. (The Journal of Human Sciences at Saeed University, Volume 7, Issue 1, 2024).

Research conducted by Kamila Abdullah Al-Omari in 2017

The study's overarching goal was to provide light on the mathematical competence of secondary school mathematics instructors. Imam Muhammad bin Saud Islamic University, Riyadh, Saudi Arabia (Master's thesis, unpublished).
Benefit from previous studies

Previous studies have benefited the current research in several aspects: 1-In developing the theoretical framework: Research, notably that of Al-Safi (2022), contributed to a more thorough theoretical grasp of intuitive thinking and the related mental processing systems. Reports from Al-Asmari (2022) and Saeed (2024) further clarified the five aspects of mathematical competence and provided procedural methods for measuring them.

In deciding on the right approach: Most prior research has highlighted how well the descriptive technique (whether survey or correlational) works for these two variables, thus the researcher has stuck with it for this study.

Thirdly, in terms of research instrument development, the researcher drew on the methods used in Al-Safi's (2022) study to construct and validate an intuitive thinking scale, as well as those used in Al-Asmari (2022) and Saeed (2024) to design a mathematical proficiency test for the present study.

When considering the anticipated outcomes, it is worth noting that recent research has raised concerns about the potential emergence of a comparable pattern of disparity between the components of mathematical proficiency in the sample studied here. This is in light of Saeed's (2024) study, which found a discernible decline in procedural fluency and adaptive reasoning when compared to conceptual understanding.

Reviewing prior research revealed a dearth of studies that establish a direct connection between intuitive thinking and mathematical proficiency with all five components. All of the studies that did exist either focused on one variable or attempted to establish a connection between intuitive thinking and other cognitive traits like cognitive miserliness. This highlights the uniqueness of the present study and the necessity for it in the field of education.

Chapter Three: Research Methodology and Procedures

First: Research Methodology

Among the many descriptive methods used in this study, the descriptive correlational method stands out for its ability to measure the strength of a relationship between multiple variables and to draw conclusions about the nature of that relationship in the absence of experimental manipulation of any of the variables. This methodology is well-suited to the present study since it will first characterize the target population's level of intuitive thinking and mathematical skill, and then use statistical analysis to show the nature of the association between these two variables.

Second: The Research Community

The research community consists of all second-grade female students in middle day schools affiliated with the General Directorate of Education in Baghdad/Rusafa II, for the academic year 2025/2026.

Third: The Research Sample

The research sample was (150) students, who were selected by a stratified random method from two different schools, where the sample was divided equally into (75) students from Attar Al-Ward Intermediate School for Girls, and (75) students from Al-Kawakib Intermediate School for Girls, affiliated with the (Baghdad / Al-Rusafa Second) Directorate 2025/2026.

Fourth: Research Tools

To achieve the objectives of the current research, the researcher prepared two tools:

- Intuitive thinking scale.

- Mathematical proficiency test.

Below is a description of each tool and the procedures for preparing it and verifying its characteristics:

First: Intuitive thinking scale

The objective of the evaluation

The purpose of this scale is to assess the degree to which female students in the second intermediate grade can use their intuition when solving mathematical problems. This includes their speed in making predictions or initial guesses, as well as their capacity to draw on prior knowledge and mathematical patterns and relationships to inform their subsequent judgments and solutions. (The work of Fischbein, 1987)

The research that informed the development of the scale characterized intuitive thinking as a subjective and fast way of knowing that is based on one's past experiences; this way of thinking allows one to get to answers, ideas, or solutions without having to rely on meticulous, methodical analysis. (The work of Fischbein, 1987)

Establishing the foundation

The researcher developed a twenty-item scale that is compatible with the characteristics of intuitive thinking in mathematics and tailored to the needs of female students in the second intermediate grade. Since the possible answers vary from "always" to "never," the researcher chose for the five-point Likert scale.

Directions for the scale

The researcher instructed the students to read each paragraph thoroughly and select the option that best reflects their behavior or mindset. They were reminded that there is no correct response and that the scale is meant to gage mindset rather than academic performance.

Answer alternatives

The researcher adopted the following alternatives:

Negative paragraphs	Positive paragraphs	Alternatives
1	5	Always
2	4	Often
3	3	Sometimes
4	2	Rarely
5	1	Never

Correcting the scale

The number of items on the scale was (20), and thus the total score ranged between (20-100) degrees. The higher the score that the student obtained, the higher her level of intuitive thinking, while the lower score indicated a lower level of intuitive thinking. The theoretical mean of the scale reached (60) degrees, and was calculated according to the equation:
Hypothetic mean = number of items x average weights of alternatives
theoretical mean = 20 x 3 = 60 degrees.

Second: Test of mathematical proficiency

Aim for the test

The purpose of this test is to assess the mathematical competence of second-intermediate-grade female students in relation to the five domains that make up mathematical proficiency: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. According to the research's theoretical framework, these five components have been included into the present study. Source: Kilpatrick et al., 2001.

Creating the examination

There are a total of twenty items on the exam, with four items assigned to each of the five categories.

Study guidelines

For this assignment, the researcher had the students read all of the paragraphs, answer each one, and then document the processes they used to solve each problem, along with an explanation of why they needed to do so. The purpose of the exam, she told the children, is to determine pupils' mathematical competence, not their academic performance in the classroom.

Making the exam right

In order to fix performance paragraphs, the researcher used the following system:
- Two marks: for a fully accurate response that includes a suitable solution or explanation.
- One point: for a response that incorporates an accurate component of the answer or concept.

If the response is wrong or left unfinished, the value is zero.

In order to measure productive disposition, the researcher used a five-point scale. After collecting answer scores, they were compared to the item's corrective key score.

Fifth: The validity of the two tools

Validity means the extent to which the tool is able to measure the trait or variable it was designed to measure. To verify the validity of the intuitive thinking scale and the mathematical proficiency test, the researcher presented the two tools in their initial form to a group of arbitrators specialized in mathematics teaching methods, measurement, evaluation, and educational and psychological sciences. The researcher asked the arbitrators to express their opinions on:

- Whether the paragraphs are appropriate for their intended purpose.
- Paragraph phrasing that is clear.
- Language formulation that is sound.
- Paragraphs that are appropriate for female students in the second intermediate grade, taking into account their age and level of study.
- The paragraph is a part of the field that it measures.
- The appropriateness of the possible solutions.

In light of the arbitrators' opinions and suggestions, appropriate amendments were made to a number of paragraphs, and the two tools became valid for exploratory application.

Sixth: Exploratory application of the two tools

The researcher surveyed a subset of female students in the second intermediate grade to check if the instructions and paragraphs of the two tools were clear and to find out how long each tool took to complete. By default, thirty students from Al-Sadaf Intermediate School for Girls, which is associated with the Second Rusafa Education Directorate, were included in the survey sample. Results generally indicated that students had no major problems comprehending the directions or the questions on the exam, and that the scale was easy to grasp.

Seventh: Response time for the two tools

The answer time was calculated by recording the answer time of the first student and the answer time of the last student, then extracting the average between the two times. Typical data showed that the average appropriate time to answer the intuitive thinking scale was about (15) minutes, while the appropriate time to answer the mathematical proficiency test was about (45) minutes. Thus, the total time proposed for applying the two tools became about (60) minutes.

Eighth: Statistical analysis of the items of the intuitive thinking scale

After the exploratory application, the scale items were analyzed statistically with the aim of verifying their ability to distinguish between female students with different levels of intuitive thinking. The researcher used the item correlation coefficient with the total score of the scale, as the results showed that the correlation coefficients for the items with the total score ranged between (0.31 - 0.68), which are statistically acceptable coefficients, which indicates the consistency of the items with the total score of the scale.

Ninth: Analysis of the mathematical proficiency test items

The items of the mathematical proficiency test were analyzed to reveal the level of difficulty of the items and their discriminatory ability. The researcher used the difficulty coefficient and the discrimination coefficient for the substantive and performance paragraphs according to the nature of the paragraph. The results showed that the difficulty coefficients of the paragraphs ranged between (0.35-0.75), which is within the appropriate limits, and the discrimination coefficients ranged between (0.30-0.62).

Tenth: The stability of the intuitive thinking scale

To verify the stability of the intuitive thinking scale, the researcher used the Cronbach's alpha coefficient, due to its suitability to the nature of the scale's items with multiple alternatives. The Cronbach's alpha coefficient for the scale reached (0.87), which is a coefficient that indicates a good level of internal consistency between the scale's items. (Cronbach, 1951)

Eleventh: The stability of the mathematical proficiency test

To verify the reliability of the mathematical proficiency test, the researcher used Cronbach's alpha coefficient after applying the test to the exploratory sample, where the reliability coefficient reached (0.84), which is a good reliability coefficient that indicates the consistency of the test items in measuring mathematical proficiency. (Cronbach, 1951)

Twelfth: Final application procedures

After completing the procedures for preparing the two tools and verifying their psychometric properties, the researcher prepared the final version of the two tools and applied them to the research sample of (150) female students. The two tools were applied in similar conditions in terms of time and instructions, with emphasis on the students on the necessity of answering all the items and not leaving any paragraph unanswered. After completing the application, the answers were corrected according to the previously prepared correction keys, and then the data was entered into the computer for the purpose of performing the appropriate statistical treatments.

Thirteenth: Statistical methods

The researcher used a number of statistical methods appropriate to the research objectives, which are:

Mean: to determine the typical results of the mathematical competency exam and the intuitive thinking scale among the sample.

Standard deviation: to find out how far the scores of the sample members are from the total.

Thirdly, **the theoretical mean:** this will allow you to compare the tool's estimated mean with its theoretical mean.

The purpose of the Pearson correlation coefficient is to show how well people with higher levels of mathematical competence and intuitive thinking are related.

T-test with two independent samples: to find out whether the two schools' female students' average results on tests of mathematical ability and intuitive thinking are different.

The reliability of the two instruments is checked using Cronbach's alpha.

Identify the degree of difficulty of the mathematical competency test items (item difficulty factor, 7). A study conducted by Ebel and Frisbie in 1991

Item Discrimination Coefficient: For the purpose of revealing which mathematical competency test questions may differentiate between female students with high and poor scores. A study conducted by Ebel and Frisbie in 1991
9–Percentage: To provide an overview of some representative statistics and to evaluate the judges' views.

Chapter Four: Presentation and interpretation of the results

First: Presenting the results of the first question

What is the level of intuitive thinking among female students in the second intermediate grade?

To answer this question, the researcher extracted the mean and standard deviation of the scores of the sample members, which numbered (150) female students, on the intuitive thinking scale, and then compared it to the theoretical mean of the scale. Since the intuitive thinking scale consists of (20) items, and each item has five alternatives, the theoretical mean of the scale reached: 20 x 3 = 60 degrees.

Table (1)
The mean, standard deviation, and theoretical mean of students' scores on the intuitive thinking scale

Hypothetical mean	Standard deviation	Arithmetic average	Number	variable
60	8,91	72,84	150	Intuitive thinking

It is clear from Table (1) that the mean of the scores of the students in the research sample on the intuitive thinking scale reached (72.84) degrees, with a standard deviation of (8.91), while the theoretical mean of the scale reached (60) degrees. To determine the significance of the difference between the mean and the theoretical mean, the researcher used the t-test for one sample.

Table (2)
Results of a one-sample t-test for intuitive thinking scores

Connotation	Degree of freedom	Tabular value	Calculated T value	Hypothetical mean	Arithmetic average	variable
Function	149	1,976	17,64	60	72,84	Intuitive thinking

Table (2) shows that at a significance level of 0.05 and 149 degrees of freedom, the computed T-value was 17.64, which is higher than the tabular T-value of 1.976. As a result, there is a statistically significant difference between the two means, suggesting that second-intermediate-grade female students exhibited a greater level of intuitive thinking than the theoretical mean.

The outcome's interpretation: One possible explanation for this finding is that second-intermediate-grade female students have more mathematical background, which helps them to anticipate outcomes, find patterns and links

more rapidly, and develop early expectations for answers. A strong degree of intuitive thinking may develop in students who take mathematics classes since the topic presents many opportunities for students to depend on their prior knowledge, educated guesses, and rapid evaluations of the validity of their findings. (The work of Fischbein, 1987)

Second: Presenting the results of the second question

What is the level of mathematical proficiency with its five components among female students in the second intermediate grade?

To answer this question, the researcher extracted the means and standard deviations of the students' scores on the mathematical proficiency test, as well as the arithmetic average for each of its five components.

Table (3)
means and standard deviations for the components of mathematical proficiency

Standard deviation	Arithmetic average	Number of paragraphs	Components of mathematical proficiency
1,31	**6,52**	**4**	**Conceptual understanding**
1,47	**6,08**	**4**	**Procedural fluency**
1,58	**5,74**	**4**	**Strategic efficiency**
1,62	**5,31**	**4**	**Adaptive inference**
1,19	**6,73**	**4**	**Product tilt**
4,72	**30,38**	**20**	**Mathematical proficiency as a whole**

The results are in, and Table (3) shows that the students' average math proficiency exam scores were 30.38 degrees with a standard deviation of 4.72. In terms of individual components, the productive disposition component ranked highest with a mean score of 6.73, followed by conceptual understanding at 6.52, procedural fluency at 6.08, strategic competence at 5.74, and adaptive reasoning at 5.31. We compared the actual mean to the theoretical mean of the exam to show how proficient students were in mathematics generally. Given that the exam has twenty items and that forty points is the projected overall score, the theoretical mean is twenty points (40 ÷ 2 = 20)..

Table (4)
Results of a one-sample t-test for mathematical proficiency scores

Connotation	Degree of freedom	Tabular value	Calculated T value	Hypothetical mean	Arithmetic average	variable
Function	149	1,976	26,96	20	30,38	Mathematical proficiency

It is clear from Table (4) that the calculated T-value was (26.96), which is greater than the tabulated T-value of (1.976) at a significance level of (0.05) and a degree of freedom (149). Therefore, the difference between the mean and the theoretical mean is statistically significant, which indicates that the level of mathematical proficiency among female students in the second intermediate grade was higher than the theoretical level.

Interpretation of the result: This result can be interpreted by saying that female students possess an appropriate amount of mathematical knowledge, concepts, and procedures that enable them to deal with different mathematical situations. Also, a higher level of conceptual understanding and procedural fluency can contribute to enhancing the student's ability to choose the appropriate solution strategy, justify the results, and deal with mathematical problems more flexibly. (Kilpatrick et al., 2001)

Third: Testing the first hypothesis

"There is no statistically significant correlation between intuitive thinking and mathematical proficiency among female students in the second intermediate grade."

To verify this hypothesis, the researcher used the Pearson correlation coefficient between the students' scores on the intuitive thinking scale and their scores on the mathematical proficiency test.

Table (5)
Pearson correlation coefficient between intuitive thinking and mathematical proficiency

Significance level	Pearson correlation coefficient	Number	The two variables
0,05	0,64	150	Intuitive thinking Mathematical proficiency

It is clear from Table (5) that the two factors of mathematical skill and intuitive thinking were positively correlated with each other (Pearson correlation coefficient = 0.64), suggesting a clear link between them. The finding suggests that female students who score high on measures of intuitive thinking also tend to score high on measures of mathematical skill, as the correlation coefficient is statistically significant at the 0.05 level.

Conclusion about the first hypothesis: Following from the previous result, we can reject the first null hypothesis, which states that intuitive thinking and mathematical proficiency are not statistically correlated, and accept the alternative hypothesis, which states that the two variables are positively correlated and statistically significant.

The outcome's interpretation: Since intuitive thinking aids the learner in developing preliminary assumptions about the answer, finding mathematical patterns and correlations, and estimating the validity of the outcomes, it explains why there is a positive correlation. The capacity to generate, evaluate, and refine first assumptions is a precursor to conceptual comprehension, procedural fluency, strategic competence, adaptive reasoning, and creative flair—all of which are necessary for mathematical mastery. Adaptive reasoning incorporates logical argumentation and the use of intuition to arrive at mathematical interpretations or conclusions; thus, the present study's theoretical framework demonstrated the connection between intuitive thinking and adaptive reasoning.

Fourth: Testing the second hypothesis

"There are no statistically significant differences between the average scores of female students in the two schools on the level of intuitive thinking."

To verify this hypothesis, the researcher used the t-test for two independent samples to reveal the significance of the differences between the average scores of students from the Itr Al-Ward and Al-Kawakib Intermediate Schools for Girls on the intuitive thinking scale.

Table (6)
T-test results for two independent samples in intuitive thinking by school

Connotation	Tabular value	Calculated T value	Standard deviation	Arithmetic average	Number	School
Non-functional	1,976	1,72	8,42	74,01	75	Medium rose fragrance
			9,31	71,67	75	Intermediate planets

The average grade point average for the girls attending Itr Al-Ward Intermediate School was 74.01, as shown in Table (6), while the average grade point average for the girls attending Al-Kawakib Intermediate School was 71.67. The reported T-value was 1.976, whereas the computed T-value was 1.72 at a significance level of 0.05 and 148 degrees of freedom.

Evaluation of Second Hypothesis: Difference between the two means is not statistically significant since the computed T-value is smaller than the tabulated T-value. Consequently, we accept the second null hypothesis, which states that the average levels of intuitive thinking among female students at the two institutions are not significantly different.

The outcome's interpretation: Since the pupils at both institutions are in the same academic year and have had equal exposure to mathematical material so far, it stands to reason that there would be little to no difference between the two in terms of the mathematical courses they take. Female students' levels of intuitive thinking may have converged at the two institutions because of the similarities in their educational experiences and study environments.

Fifth: Testing the third hypothesis

"There are no statistically significant differences between the average scores of female students in the two schools in the level of mathematical proficiency."

To verify this hypothesis, the researcher used the t-test for two independent samples to detect differences between the average scores of female students in the two schools on the mathematical proficiency test.

Table (7)

Connotation	Tabular value	Calculated T value	Standard deviation	Arithmetic average	Number	School
Non-functional	1,976	1,3	4,51	30,91	75	Medium rose fragrance
			4,89	29,85	75	Intermediate planets

T-test results for two independent samples on mathematical proficiency by school

The average grade for girls attending Itr Al-Ward Intermediate School was 30.91, as shown in Table 7, while the average grade for girls attending Al-Kawakib Intermediate School was 29.85. A tabulated T-value of 1.976 at a significance level of 0.05 and 148 degrees of freedom is more than the computed T-value of 1.39.

Conclusion Regarding Third Hypothesis: There is no statistically significant difference between the two means since the computed T-value is less than the tabulated T-value. So, we accept the third null hypothesis, which states that the average mathematical skill of female students at the two institutions is not significantly different.

The outcome's interpretation: Female students' exposure to similar educational environments, curriculum, and mathematical learning experiences at both institutions likely explains why there are no statistically significant disparities in their mathematical aptitude. Girls' performance in arithmetic may converge in a few key areas if their ages and academic backgrounds are comparable.

Sixth: Discussing the results in general

Based on the findings of this study, female students in the second intermediate grade demonstrate a respectable degree of mathematical competency and intuitive thinking. This is because mathematics education encompasses more than just teaching students how to add and subtract numbers; it also involves teaching them to recognize and make sense of a variety of patterns, relationships, concepts, and strategies. These experiences are more prevalent among female students. There was a positive association between intuitive thinking and mathematical competence in the findings as well, suggesting that the student's capacity to identify mathematical links and establish initial expectations is related to her efficiency in handling mathematical circumstances. Intuitive thinking is a way of thinking that may help create mathematical knowledge, expectancies, and reasoning in mathematical circumstances. This conclusion is in line with the current research's theoretical notion of this style of thinking. Convergence in academic stage, curriculum, and educational experiences, as well as convergence in general learning circumstances, explains why there are no significant differences between the two schools in the two variables. (Kilpatrick et al., 2001; Fischbein, 1987)

Seventh: Conclusions

In light of the results of the current research, the following can be concluded:

- Female students in the second intermediate year have a level of intuitive thinking higher than the theoretical mean of the intuitive thinking scale.
- The students in the second intermediate grade have a level of mathematical proficiency higher than the theoretical mean of the test.
- There is a positive correlation between intuitive thinking and mathematical proficiency.
- There are no statistically significant differences between female students in the two schools in the level of intuitive thinking.
- There are no statistically significant differences between female students in the two schools in the level of mathematical proficiency.
- Productive tendency ranked first among the components of mathematical proficiency, while adaptive reasoning came last according to the reported data.

Eighth: Recommendations

In light of the previous results, the researcher recommends the following:

- Paying attention to developing intuitive thinking among middle school students through various mathematical situations.
- Encouraging students to make guesses and mathematical predictions before starting the detailed solution.
- Training female students to discover mathematical patterns and relationships.
- Paying attention to developing the components of mathematical proficiency in an integrated manner.

- Focus on adaptive reasoning and strategic competence, because of their importance in interpreting solutions and choosing appropriate strategies.
- Teaching mathematics should not be limited to memorization and direct application of the rules.
- Encouraging students to explain their answers and justify the steps for the solution.
- Providing classroom situations that allow students to discuss mathematics and present more than one solution method.

Ninth: Suggestions for Further Research

To complement the current research, the researcher proposes to conduct the following studies:

- An experimental study to reveal the effect of an educational program based on intuitive thinking on developing mathematical proficiency.
- Studying the relationship between intuitive thinking and creative thinking among middle school students.
- Study the relationship between intuitive thinking and solving mathematical problems.
- Conduct a similar study on other educational levels.
- Conduct a comparative study between males and females regarding intuitive thinking and mathematical proficiency.
- Studying the impact of modern teaching strategies on developing the components of mathematical proficiency.
- Preparing training programs for mathematics teachers to employ intuitive thinking in teaching mathematics.

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Relationship between Communication Skills and Patient's Aggressive Behavior among Nursing at Diwaniyah Teaching Hospital

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Abstract
Communication skills are essential for building effective relationships, whether in professional They enable individuals to exchange ideas, feelings, and information in a clear and respectful manner that leads to understanding and cooperation its human interaction so this study started with objectives: To determine the level of communication skills among nurses at AL Diwaniyah Teaching Hospital, to determine the association between nurses 'demographic data and nurses' communication skill and to explore the relationship between nurses' communication abilities and patient aggressive behavior and determination of the level of the patient aggressive behavior according to the nursing staff work place
Methodology: A quantitative descriptive approach was used. Random sample of 291 nurses were chosen from those working morning and evening shifts at Al-Diwaniyah Teaching Hospital. A data was collected using questionnaire. An exploratory study was conducted among 30 nurses outside the sample between December 9 to December 10, 2025. The Cronbach's alpha coefficient was 0.72, and the questionnaire was subjected to validity confirmation by experts within a period of two weeks.
Results: The study, conduct at Al-Diwaniyah Teaching Hospital from September 1st, 2025, to April 1st 2026, revealed that the level of communication skills was moderate. The results indicated evidence of a relationship between demographic variables and communication skills. The results indicated that 69.1% of participants had been exposed to aggressive behavior. The Person correlation coefficient between communication skills and exposure to aggressive behavior was (), indicating a very weak relationship between the two variables.
Conclusion: The study results indicate a moderate relationship between communication skills and aggressive patient behavior ($r = -.481^{**}$, p-value ≤ 0.01). It is recommended to enhance specialized training, create a favorable work environment, and study job stability indicators to ensure employee safety and improve service quality.

Keywords: Communication skills, aggressive behavior, nursing staff, workplace safety.

1. Introduction

Nurse-patient relationship is considered to be the cornerstone of quality healthcare. The focal point of this relationship is the power of effective communication, which serves as the key to establishing trust, understanding, and mutual respect between patients and nurses. Effective communication, which is so titled from the Latin word communicare for "to share or impart knowledge" (Webster's New Collegiate Dictionary), is a key element in facilitating the transmission of information in an effective, respectful, and comprehensible manner. Nurses, as being the most effective communicators within the health care system, apply verbal and non-verbal forms of communication—such as speaking, listening, writing, and body language—to deliver complete, empathetic, and effective care (Huamán et al., 2022).

Communication skill is an aspect of promoting treatment compliance, patient satisfaction, and overall health outcomes. Communication transcends the transmission of information to become a tool of diagnostic character that provides guidance on identifying problems and crafting appropriate interventions (Kleinman, 2004; McCabe & Priebe, 2004; McGuire et al., 2001). With the urgency of the healthcare environment, nurses must improve their communicative skills in responding to complex and variable interactions. Good communication results in better relationships between patients and nurses, and has a direct impact on patient satisfaction and health outcomes (Papagiannis, 2010).

But with the need for communication comes a big challenge: workplace violence. Health workers, particularly nurses, are among the most exposed people to be assaulted by visitors or patients (Jackson et al., 2002; Winstanley & Whittington, 2004). Aggressive behavior can cause physical and emotional harm, such as stress and burnout, damaging the nurse-patient relationship. Research like Inoue et al. (2006) and Richter & Berger (2006) observe the profound impact of violence on health professionals, strongly advocating for empowering nurses with skills to manage such behavior effectively.

The prevalence of aggression in the health care setting is on the rise, and nurses are often at the center of aggressions. A study carried out by Budd (2001) and McKenna & Upson (2004) indicates that nurses are most likely to be victims of aggression in the workplace. The effect of aggression reaches far beyond the individual to healthcare organizations as a whole. According to an analysis provided by Papadopoulos et al. (2012), nurse-patient communication is vital in evoking aggressive behavior and highlights the necessity of improving communication and de-escalation techniques.

1.1 Research Problem

The healthcare setting, interactions between patients and healthcare professionals are critical to achieving desired health outcomes. However, aggressive behavior from some patients can negatively impact the quality of healthcare provided. Aggressive behavior can manifest itself in various forms, such as verbal threats, physical assault, or other abusive behavior toward healthcare professionals. WHO (2019) indicated that attacks on health workers in Iraq increased after 2014, reaching a 40% increase until 2019. According to Auda (2023) study reported that 48% of Iraqi physicians and health workers experienced aggression behavior from patients or their companions. These attacks have a direct impact on the decision of these employees to migrate for job or take extended leaves of absence. training in communication skills boosts staff members' self-assurance in handling hostility. Nevertheless, the limited quantity of research concentrating on reducing aggression, the low design quality of the studies, and the absence of actively controlled trials limit the applicability of the findings. These results highlight the need for more study with an emphasis on carefully planned trials in the future (Baby et al., 2018).

1.2 Study Objectives

- To determine the level of communication skills among nurses at Al- Diwaniyah Teaching Hospital.
- To determine the association between nurses ' demographic data and their communication skill at AL- Diwaniyah Teaching Hospital.
- To explore the relationship between nurses' communication skills and patient aggressive behavior at Al- Diwaniyah Teaching Hospital.
- To determine the level of the patient aggressive behavior according to the nursing staff work place.

1.3 Research questions

- What is the level of the level of communication skills among nurses at Diwaniyah Teaching Hospital?
- Is there the association between nurses ‘demographic data and nurses' communication abilities at Diwaniyah Teaching Hospital?
- Is there the relationship between nurses' communication skill and patient aggressive behavior at Diwaniyah Teaching Hospital?
- What is the level of patients' aggressive behavior according to the nursing staff's workplace?

2. Literature Review

2.1 Communication skills

The noun communication was first introduced in the Middle English period (1150–1500). The word communication derived from Latin. The word comes from the Latin commūnicātiō, but is broadly understood as “the transmission or exchange of information, knowledge, or ideas, by speech, writing, or mechanical or electronic media” (Oxford English Dictionary, n.d.).

Since ancient times, communication has played a cornerstone in facilitating human interaction in social, scientific, and political spheres. In the medical realm, its importance has become increasingly evident as an essential element of healthcare delivery (McGowan & O'Dea, 2022).

Mastery expressing oneself verbally and nonverbally, and nurturing a deep sense of empathy with patients through active listening. the vital role these skills enhances effective interaction between nurses and patients, contributing to heightened patient satisfaction and improved treatment outcomes. (Lindig et all., 2024).

Communication skills among nurses Demonstrate a set of abilities that allow nurses to interact effectively with patients, and are Demonstrated in Delivering Information Distinctly and Precisely to

ensure that the information is comprehended, using clear body language to leave a more comfortable and confident impression, Engaged Listening, Demonstrate Compassion to enhance and support emotionally, and adapting the communication style based on the patient's condition (Mehralian et al., 2023).

The spotlight has always been on Interpersonal Skills and their measures for their Crucial Role, as these skills can be Evaluated through a questionnaire containing a series of questions, or evaluated through standardized assessments through observation and monitoring, or through case studies and role-playing scenarios (O'Hagan et al., 2014).

2.2 Aggressive Patient

An aggressive patient in Iraq is an individual who exhibits verbal or physical behavior that is intended to harm or intimidate others. This behavior can range from verbal threats and insults to physical attacks. Aggressive behavior can be caused by a variety of factors) Al-Saffar & Al-Dabagh., 2019) (Ali & Al-Dabagh, 2020(. Patient aggression toward nurses is a serious problem that can have negative consequences for both nurses and patients. It is defined as any intentional act or threat of physical or verbal harm directed toward a nurse by a patient. Aggression can range from verbal abuse and threats to physical assault. (National Nurses United, 2023)

Verbal Aggression:
• Shouting, swearing, or using abusive language
• Making threats or insult
• Accusing or blaming team members
• Demanding unreasonable or inappropriate care

Physical Aggression:
• Hitting, kicking, or grabbing
• Throwing objects
• Spitting or biting
* Attempting to damage property or equipment
(American Psychological Association, WHO, National Nurses United, 2023

3. Study Methodology

3.1 Study Design

This study uses a quantitative descriptive design to explore the relationship between communication skills and aggressive behavior in patients. This design relies on quantitative research methods that collect and analyze digital or statistical data to describe, interpret, predict, or control the phenomena under study.

3.2 Study Population

The study population consists of nurses who directly encounter problems in their workplace. This study targets all nurses working at Al-Diwaniyah Teaching Hospital in Iraq. Total number of nurses in the study population is 1,056, distributed over the 16 departments in the hospital, including a variety of medical and surgical units (Mohammad Ghalib, 2024). AL Diwaniyah Teaching Hospital was selected since it is a significant health provider in the region and has a diverse population, which offers wide-ranging opportunities for data collection.

3.3 Study Sample

The study sample is random simple sample, since it provides researchers with the option of choosing study participants for their Time، Statistical error ease of calculation، without bias study randomly ، and effort saving, Increased reliability, Statistical analysis ease and good representation of the population (Bhardwaj, 2019).

The sample was 282 male and female nurses in Al-Diwaniyah Teaching Hospital, out of the total population of 1054 nurses who are spread all over various departments of the hospital. The sample size was determined using Stephen Thompson's method, which happens to be one of the most eminent techniques that trade-off simplicity with accuracy in sample size estimation

$$n = \frac{N \times P(1-P)}{|(N-1)(d^2/z^2)| + p(1-P)}$$

$$n = \frac{1053 \times 0.5(1-0.5)}{(1053-1)(0.05^2/1.96^2) + 0.5(1-0.5)}$$

$$n = 282$$

The inclusion criteria were that the participants must be 18 to 60 years old, have an educational qualification ranging from diploma to doctorate, and must have at least one year of service. Priority was given to the sampling Selection at random to minimize bias.

3.4 Study Instrument

The study instrument is questionnaire according to global scale was developed (Marhamati, et al,2016) and it contains three contracts. The study instrument consists of three sections، distributed as follows:

3.5 Face Validity

The validity of the study questionnaire was evaluated by seven experts specializing in field that related with topics. The experts thoroughly reviewed the questionnaire items to assess their clarity and

relevance in addressing the research objectives. The evaluation process extended over two weeks from 11November 2024 to 24 November2024, during which the experts provided detailed feedback. Based on the experts' suggestions, specific items were revised to enhance their accuracy and alignment with the study's objectives.

3.6 Pilot study Results (Internal Consistency)

The questionnaire was analyzed using SPSS version 21 to evaluate internal consistency through a pilot study conducted on a sample of 30 nurses outside the study sample. After reviewing the results, item (Ag6) of aggressive behavior was removed as it was found to negatively affect the overall reliability of the tool. Following the removal of this item, Cronbach's Alpha increased to 0.72, which falls within the acceptable for internal consistency (Sekaran & Bougie, 2016).

4. Research Findings

4.1 Sample Demographics Characteristics

Table (1) Sample demographics characteristics

Variables	Type	Frequency	Percent
Gender	Male	165	56.7
	Female	126	43.3
Age Group	21-30	224	77.0
	31-40	36	12.4
	41-50	27	9.3
	51-60	4	1.4
Educational Level	Diploma	187	64.3
	Bachelor's	97	33.3
	Master's	7	2.4
Years of Service	1-5	209	71.8
	6-11	38	13.1
	12-17	22	7.6
	18-23	13	4.5
	24 And more	9	3.1
Training	No	127	43.6
	Yes	164	56.4
Workplace	Emergency	87	29.9
	Psychiatric	7	2.4
	Neurologic	21	7.2
	Gastroenterology Unit	24	8.2
	Dialysis	9	3.1
	Diabetes Center	2	.70
	Intensive Care Unit	50	17.2
	Other	91	31.3
Exposure to Aggressive Behavior	No	90	30.9
	Yes	201	69.1

The study sample comprises 291 individuals, demonstrating notable diversity in demographic and professional characteristics. Males dominate the sample at 56.7%, compared to 43.3% females, which may reflect a male-dominated work environment, particularly in practical fields such as healthcare. Regarding educational qualifications, individuals holding diplomas represent the highest proportion (64.3%), while those with master's degrees' account for only 2.4%. This indicates the institution's reliance on technical staff, with limited inclusion of highly qualified personnel, potentially impacting the execution of complex tasks or the development of institutional policies. In terms of professional experience, employees with short-term service (1–5 years) constitute the majority (71.8%), whereas those with extensive experience (24 years or more) represent a minimal 3.1%. This disparity suggests potential high employee turnover rates or the institution's recent establishment. Despite 56.4% of the sample having received specialized training, exposure to aggressive behavior remains prevalent (69.1%). This contradiction underscores the need to enhance training quality, particularly in conflict management skills, especially in high pressure departments such as emergency (29.9%), which report significantly higher rates compared to others like the diabetes center (0.7%). Exposure to aggressive behavior emerges as the most prominent feature of the sample (69.1%), linked to interconnected factors such as employment in high stress departments and limited advanced academic qualifications, which may hinder the development of preventive mechanisms. These findings emphasize the necessity of strengthening specialized training programs, fostering supportive work environments, and investigating factors influencing job stability to ensure worker safety and improve service quality.

4.2 Descriptive Analysis

Table (2) Descriptive Analysis Mean, stander deviation, level of measurement for participants agreement of Communication skills and Aggressive behaviors

ITEMS	strongly disagree		disagree		not sure		agree		strongly agree		M	S. D	Eva.
	F	%	F	%	F	%	F	%	F	%			
Communication skills													
Greeting patients plays a crucial role in establishing a positive relationship.	1	0.3	1	0.3	4	1.4	134	46	151	51.9	4.48	.58341	H
It is not necessary for nurses to introduce themselves to patients personally.	13	4.5	53	18.2	38	13.1	150	51.5	37	12.7	3.49	1.06795	M
It is appropriate for nurses to ask for the patient's name and address them by it to build rapport.	3	1	39	13.4	39	13.4	142	48.8	68	23.4	3.80	.97987	H
Explaining the nurse's role to the patient is not always necessary.	15	5.2	61	21	51	17.5	130	44.7	34	11.7	2.63	1.09490	M
Nurses can use verbal techniques to mitigate patients' reactions.	1	0.3	9	3.1	21	7.2	170	58.4	90	30.9	4.16	.71458	H
Non-verbal techniques (e.g., eye contact, facial expressions, posture) are not necessarily effective in calming patients.	20	6.9	91	31.3	71	24.4	83	28.5	26	8.9	2.98	1.11099	M
Nurses visiting patients without being asked to do so is unnecessary.	38	13.1	114	39.2	54	18.6	60	20.6	25	8.6	3.27	1.18031	M
It is important for nurses to answer patients' questions and reassure them about their condition.	3	1	15	5.2	15	5.2	149	51.2	1-9	37.5	4.18	.83171	H
Nurses do not always need to ask patients for their opinion about their illness or problem.	19	6.5	96	33	65	22.3	91	31.3	20	6.9	3.01	1.08750	M
Nurses should encourage patients to explain their issues in their own words.	3	1	17	5.8	32	11	183	47.4	101	34.7	4.08	.88215	H
Understanding and accepting patients' feelings is important, even if their behavior seems unjustified.	5	1.7	13	4.5	25	8.6	153	52.6	95	32.6	4.09	.85925	H
It is not always necessary for nurses to inquire about the patient's medical history in every case.	38	13.1	123	42.3	43	14.8	67	23	20	6.9	3.31	1.16399	M
The nurse examines the patient's medication and health status.	3	1	13	4.5	26	8.9	122	41.9	127	43.6	4.22	.86509	H
It is essential for nurses to document the onset and severity of the patient's symptoms.	8	2.7	25	8.6	40	13.7	192	44.3	89	30.6	3.91	1.01515	H
Providing guidance is not always the nurse's necessary medical responsibility.	19	6.5	83	28.5	55	18.9	101	34.7	33	11.3	2.84	1.15180	M
Summarizing the interaction and asking follow-up questions is important for nurses.	4	1.4	29	10	61	21	142	48.8	55	18.9	3.73	.92504	H
Showing respect and attention from the nurse is effective in building a good relationship with the patient.	7	2.4	10	3.4	9	3.1	113	38.8	152	52.2	4.35	.88716	H
Maintaining patient confidentiality at all times is not always necessary.	92	31.6	110	37.8	29	10	42	14.4	18	6.2	3.74	1.22005	H
Nurses must obtain the patient's consent before any treatment and ensure gender segregation.	9	3.1	38	13.1	31	10.7	111	38.1	102	35.1	3.89	1.11800	H
Nurses being honest in every step enhances the patient's trust.	1	0.3	10	3.4	13	4.5	132	45.4	135	46.4	4.34	.75045	H
Providing spiritual care is not among the nurse's responsibilities.	34	11.7	84	28.9	77	26.5	65	22.3	31	10.7	2.91	1.18446	M
Trust between nurses and patients significantly strengthens their relationship.	4	1.4	10	3.4	15	5.2	134	46	128	44	4.27	.82306	H

Discrimination among patients by nursing staff harms the relationship and reduces trust.	11	3.8	15	5.2	32	11	123	42.3	110	37.8	4.05	1.01748	H
Preemptive calming of patients by nurses is critically important.	2	7	12	4.1	14	4.8	145	49.8	110	37.8	4.25	.78605	H
											Over all mean: 3.57		M
													Aggressive behaviors
I frequently encounter patients who exhibit aggressive behavior.	2	7	36	12.4	42	14.4	138	47.4	73	25.1	3.83	.96384	H
Verbal aggression from patients is common in my daily work.	1	0.3	60	20.6	42	14.4	128	44	60	20.6	3.63	1.03909	H
I have experienced or witnessed physical assault by patients during my shifts.	31	10.7	92	31.6	46	15.8	77	26.5	45	15.5	3.04	1.27634	M
Patients' aggressive behavior negatively impacts my job satisfaction.	4	1.4	47	16.2	33	11.3	125	43	82	28.2	3.80	1.06323	H
The communication techniques I use are effective in dealing with aggressive patients or their companions.	4	1.4	23	7.9	79	27.1	142	48.8	43	14.8	3.67	.87027	H
I receive adequate support from management when handling aggressive patients.	32	11	47	16.2	60	20.6	93	32	59	20.4	3.34	1.27257	M
I feel concerned about my safety when dealing with aggressive patients or their companions.	10	3.4	34	11.7	42	14.4	143	49.1	62	21.3	3.73	1.03239	H
Patients' aggressive behavior adversely affects the quality of care I can provide.	9	3.1	35	12	34	11.7	123	42.3	90	30.9	3.85	1.08154	H
Additional resources (e.g., staff, training) are needed to better manage aggressive behavior from patients or their companions.	7	2.4	12	4.1	51	17.5	132	45.4	89	30.6	3.97	.93002	H
											Over all mean: 3.65		M

The overall mean score for communication skills (3.57) demonstrated a moderate level of agreement among nurses on the importance of communication skills. Key elements, such as greeting patients, answering questions, and showing respect, achieved high scores. However, other aspects, such as self-presentation and symptom documentation, showed an average level, suggesting the importance of increased training on standard practices.

In contrast, the overall mean score for aggressive behavior (3.65) indicated that nursing staff frequently experience aggressive behavior, impacting their job satisfaction and service delivery. Assessments showed a lack of institutional support and resources, suggesting a need for improved training and institutional support for dealing with aggressive behavior.

Table (3) T-Test for sex and Communication Skill

Variable	Group	Mean	St. Dev.	T-Test value	df	Sig.
Sex	Male	3.02	.255	2.810	289	.005
	Female	3.89	.211			

* Statistically significant @ p-value ≤ 0.05

P. value = 0.05, T-test value= 2.810 degree of freedom = 289) statistically significant difference between males and females in communication skills. The difference between males and females indicating that gender is a significant factor in communication skills. The results show that the differences favor females, as they enjoy higher levels of emotional support than males.

Table (4) ANOVA for Age Groups and Communication Skills (n= 291)

Variable	Group	Mean	St. Dev.	F	df	Sig.
Age	21-30	3.29	.189	3.451	287	0.017
	31-40	3.39	.310			
	41-50	3.75	.195			
	51-60	3.83	.160			

* Statistically significant @ p-value ≤ 0.05

The result indicated statistically significant (P. value 0.017, F 3.451 df 287) difference between age groups in communication skills.

Table (5) ANOVA Test for the Impact of Years of Experience on Communication Skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.842	4	0.961	3.451	0.009
Within Groups	79.650	286	0.279		
Total	83.492	290			

* Statistically significant @ p-value ≤ 0.05

The ANOVA test results indicated that there is statistically significant difference in communication skills among participants with different years of professional experience (P. value = 0.009, F = 3.541). This suggests that an increase in years of experience necessarily correlate with improved communication skills.

Table (6) T-Test for Training and Communication Skills (n=291)

	F	Sig.	t	df	Sig(2-tailed)
Equal variances assumed	.092	.762	-1.515	288	.131
Equal variances not assumed			-1.511	266.158	.132

* Statistically significant @ p-value ≤ 0.05

Results from the T-Test indicated that training did not have a significant impact on communication skills (P. value = 0.762). This raised questions about the effectiveness of current training programs, as they did not align with the actual needs of participants or did not utilize modern, interactive, and practical teaching methods. It was also possible that the training received by participants had been more theoretical than practical, which limited its real-world impact on communication skills.

Table (7) ANOVA for Workplace and Communication Skills (n=291)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.415	7	.202	1.998	.055
Within Groups	28.635	283	.101		

* Statistically significant @ p-value ≤ 0.05

Regarding the effect of workplace environment on communication skills, results from the ANOVA test showed no significant differences between different work environments (P. value = 0.05). However, this value is close to the accepted threshold (0.05), suggesting a weak potential influence of the work environment on communication. This could indicate that certain work environments provide more opportunities for effective communication than others, but the effect is not strong enough to be statistically significant. One possible explanation is the presence of a unified communication culture across all departments or standardized communication systems that apply to all employees regardless of their workplace

Although it is expected that exposure to aggressive behavior could affect communication skills, the study results showed no significant differences between those who experienced aggressive behavior and those who did not (P. value = 0.192). This might have suggested that participants had been able to adapt to such conditions without their communication skills being affected. Another possibility was that the level of aggressive behavior in the workplace had not been high enough to have a noticeable impact. Additionally, individuals might have developed personal strategies to handle such situations without compromising their ability to communicate effectively.

Chart (1) Frequencies variables for Exposure Aggressive Behavior

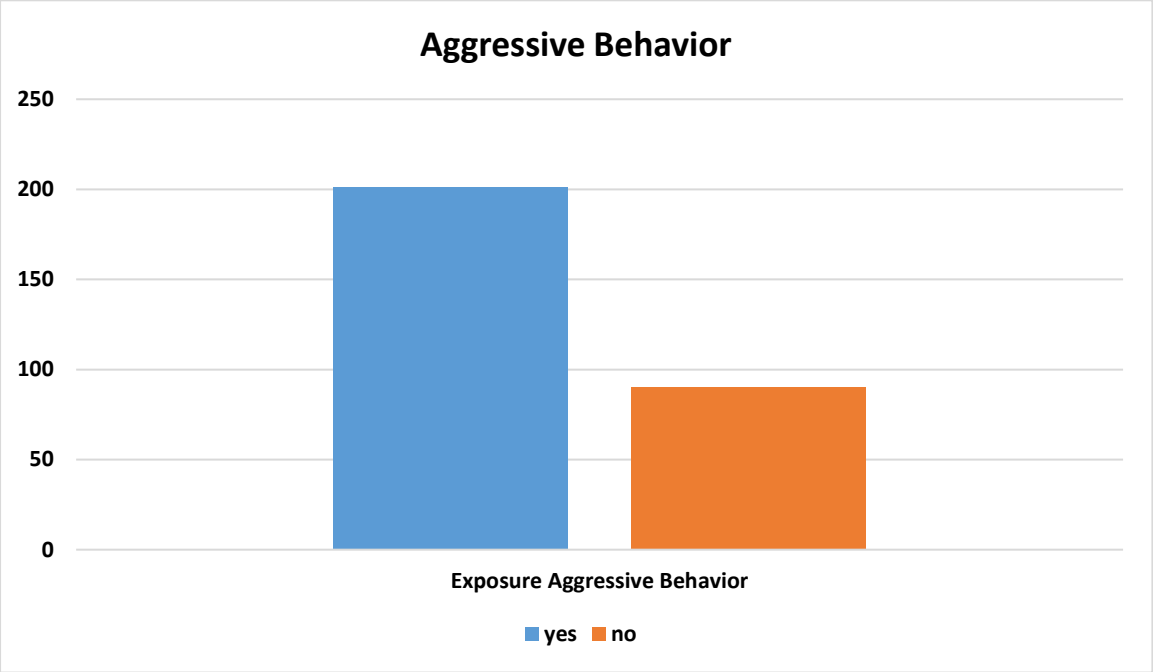

Table (8) Frequencies variables for Exposure Aggressive Behavior

Aggressive Behavior Exposure	Frequency	Percent
No	90	30.9%
Yes	201	69.1%

The results indicated that 69.1% of participants were exposed to aggressive behavior, while 30.9% were not.
• This high percentage suggested that aggression was a prevalent issue within the studied population, potentially influenced by environmental, familial, or social factors.

These findings highlighted the need to investigate the underlying causes of aggression and explore possible interventions to reduce exposure.

Chart (2) Frequencies variables for type of exposure

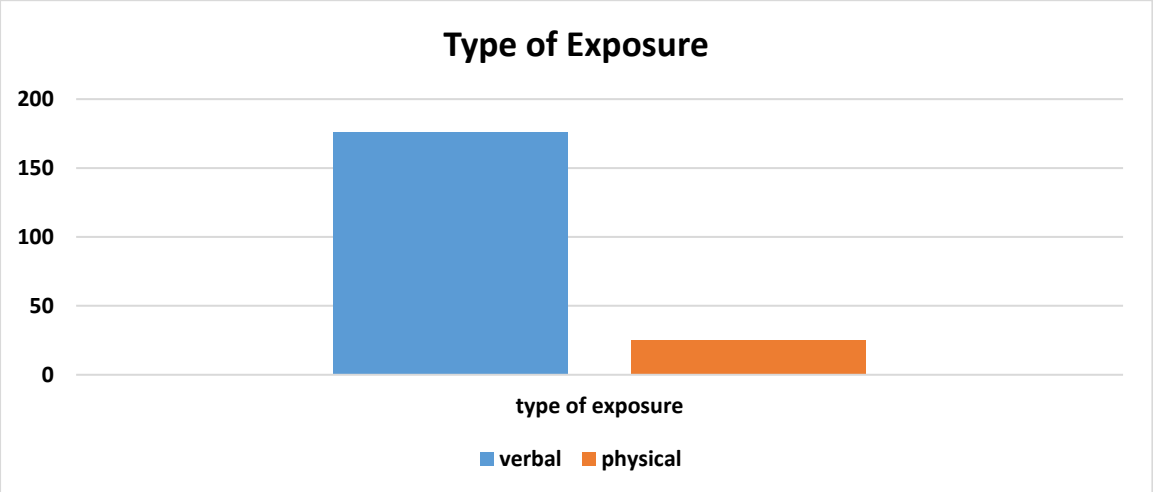

Table (9) Frequencies variables for type of exposure

	Frequency	**Percent**
verbal	176	53.8
physical	25	7.6
Total	201	61.5

• Verbal exposure was significantly higher (53.8%) than physical exposure (7.6%).

Table (10) The Pearson correlation coefficient between Communication Skills and Aggressive Behavior

		MEAN Aggressive Behavior	MEAN COMMUNICATION SKILL
MEAN Aggressive Behavior	Pearson Correlation	1	-.481**
	Sig. (2-tailed)		.000
	N	291	290
MEAN COMMUNICATION SKILLs	Pearson Correlation	-.481**	1
	Sig. (2-tailed)	.000	
	N	290	290

** Statistically significant @ p-value ≤ 0.01

The table of the Pearson correlation coefficient between the variables: The Pearson correlation coefficient between communication Skills and Aggressive Behavior is (r = -.481**, p-value ≤ 0.01) this result, conclude that there is a moderate strong negative relationship between communication skills and exposure to aggressive behavior.

5. Discussion

that there was statistical relationship between communication skills and exposure to aggressive behavior moderate strong negative relationship These results contradicted the study by Laschinger et al. (2019), which found that skilled communication reduced aggression by 30%. One possible explanation was that communication alone may not have been sufficient to reduce exposure to aggressive behavior, or that aggression had become normalized. In other words, nurses' habit of receiving aggressive behavior may have been considered a routine part of their day while communicating with patients. It was possible that the training provided to nurses was not sufficient or may not have been appropriate to effectively confront aggressive behavior. Training alone was not considered sufficient to significantly change aggressive behavior if it did not include integrated strategies that addressed how to deal with aggressive situations while balancing the development of communication skills and coping strategies for stress and pressure in the work environment

6. Conclusion

Study sought to evaluate the level of communication skills among nurses in Al-Diwaniyah Teaching Hospital and how these are associated with exposure to aggressive patient behavior. The results showed that communication skills were average and that there was a moderate strong negative relationship association between skills and exposure to aggressive behavior.

The study also revealed that the training given to the nurses did not lead to increased communication skills, which supports the need to develop training courses for practical application. The study also found that nurses in emergency and intensive care units are most prone to offensive behavior, which requires improvement in occupational protection measures and psychological support in these units alone.

Based on these results, improving communication skills sufficient to reduce violence against nurses. Systematic measures, and developing viable training programs, which ensure a safer and more efficient working environment for nurses, are required.

7. Recommendations

The Ministry of Health Offer mandatory specialized training programs for nurses on effective communication skills, such as managing aggressive patients, understanding behaviors, and choosing appropriate methods to deal with them

Ministries of Higher Education and Nursing Colleges and Institutes Introduce efficient communication skills in the curriculum of health institutes and colleges, using simulation techniques to train the students to handle real situations that they are going to encounter

To Nurses Management at Al Diwaniyah Teaching Hospital, Create and implement a definitive protocol of how to deal with aggressive patient behaviors that will be included in hospital policy and updated regularly based on research outcomes.

To Al Diwaniyah Teaching Hospital Include effective communication skills as part of

performance appraisal criteria so that nursing staff are evaluated and encouraged to develop these skills as part of their annual assessment and instituting a system of regular assessment of communication skills as part of quality and institutional accreditation criteria.

Al Diwaniyah Teaching Hospital has to contemplate using security personnel at risk areas, installing CCTV cameras, and adopting emergency response measures so that protection for nursing personnel can be allowed. Intervention earlier in violent conditions can prevent worsening and protect Nursing care providers.

To Al Diwaniyah Teaching Hospital Enhancing Mechanisms for Reporting aggressive, it is possible to create simple and quick mechanisms for reporting incidents of violence in hospitals, and to take decisive steps to safeguard the rights of nurses.

Raising Awareness among Patients and Their Relatives, there is a need to initiate awareness campaigns at healthcare facilities to sensitize families and patients about the importance of positive and respectful communication with nurses, in favor of a positive and teamwork-promoting healthcare atmosphere.

8. Limitations

Study was limited to studying the communication skills of nurses and their relationship with the aggressive behavior of patients in Al Diwaniyah Teaching Hospital And it focused on the measurable aspect of communication skills ,However, it did not address other potential influencing factors, such as cultural, psychological and environmental factors ,future studies could explore these additional variables and expand their scope to include a sample of different healthcare facilities, enhancing the generalizability of the results.

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