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Stakeholders' Perception On Civic-Education Practices Of Upper Basic Students In Kwara, Nigeria

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Abstract. *The study investigated stakeholders' perception on civic-education practices of upper-basic students in Kwara, Nigeria. The design for the study was a descriptive survey, A total of 391 participants were selected using simple random sampling, comprising 107 teachers, 256 students, and 28 parents and community leaders, ensuring a representative sample across public and private schools and a diversity of educational qualifications and experiences. The study employed multistage sampling techniques. Data were collected using a researcher-designed questionnaire, Stakeholders' Perception of Civic Education Practices in Upper Basic Schools Questionnaire (SPCEPSQ), consisting of two sections: demographic information and 15 items assessing perceptions of civic education and its impact on student engagement. Findings of the study revealed among others that; majority of teachers in Kwara agree that Civic Education enhances student engagement, highlighting its perceived value in fostering civic responsibility and participation; parents believed that the subject promotes responsibility and active participation, administrators affirm that it fosters discipline and social awareness. The study concludes that, there is urgent need for multi-level reforms aimed at strengthening the implementation of Civic Education such as specialized teacher training, adoption of learner-centered pedagogies, curriculum modernization, and stronger policy frameworks backed by sufficient resources and political will.*

Keywords: *Civic-education practices; stakeholders; upper-basic students; perceptions.*

Abstrak. *Penelitian ini mengkaji persepsi para pemangku kepentingan terhadap praktik pendidikan kewarganegaraan pada siswa tingkat sekolah menengah pertama (upper basic) di Kwara, Nigeria. Desain penelitian yang digunakan adalah survei deskriptif. Sebanyak 391 partisipan dipilih menggunakan teknik simple random sampling, yang terdiri atas 107 guru, 256 siswa, serta 28 orang tua dan tokoh masyarakat, sehingga memastikan sampel yang representatif dari sekolah negeri dan swasta serta beragam latar belakang kualifikasi dan pengalaman pendidikan. Penelitian ini juga menerapkan teknik pengambilan sampel multistage (bertahap).*

Data dikumpulkan menggunakan kuesioner yang dirancang oleh peneliti, yaitu Stakeholders' Perception of Civic Education Practices in Upper Basic Schools Questionnaire (SPCEPSQ), yang terdiri atas dua bagian: informasi demografis dan 15 butir pertanyaan yang menilai persepsi terhadap pendidikan kewarganegaraan serta dampaknya terhadap keterlibatan siswa. Temuan penelitian menunjukkan, antara lain, bahwa sebagian besar guru di Kwara setuju bahwa Pendidikan Kewarganegaraan meningkatkan keterlibatan siswa, yang menegaskan nilai penting mata pelajaran ini dalam menumbuhkan tanggung jawab dan partisipasi kewargaan. Orang tua meyakini bahwa mata pelajaran ini mendorong tanggung jawab dan partisipasi aktif, sementara para administrator sekolah menegaskan bahwa Pendidikan Kewarganegaraan menumbuhkan disiplin dan kesadaran sosial. Penelitian ini menyimpulkan bahwa terdapat kebutuhan mendesak akan reformasi pada berbagai tingkatan untuk memperkuat implementasi Pendidikan Kewarganegaraan, seperti pelatihan khusus bagi guru, penerapan pedagogi yang berpusat pada peserta didik, modernisasi kurikulum, serta penguatan kerangka kebijakan yang didukung oleh sumber daya yang memadai dan kemauan politik yang kuat.

Kata kunci: *Praktik Pendidikan Kewarganegaraan; Pemangku Kepentingan; Siswa Sekolah Menengah Pertama; Persepsi.*

INTRODUCTION

Education is widely recognized as a cornerstone of societal development, providing the knowledge, skills, and moral values necessary for economic, social, and political advancement (Adebayo & Ifeanyi, 2020). In Nigeria, education serves as a critical tool for national development, fostering unity in a multi-ethnic society and equipping individuals to address societal challenges. Upper Basic Education, which covers grades 7 to 9 within the Universal Basic Education program, is particularly important as it consolidates foundational knowledge while equipping learners with cognitive and practical skills necessary for higher learning or vocational pathways (Ijaiya & Nwachukwu, 2018; Aina, et al. 2021). Civic Education, as a component of this level, aims to instill democratic values, social responsibility, and active citizenship, using teaching methods such as interactive classroom discussions, role-plays, service-learning projects, and technology-assisted learning to foster critical thinking and practical application of civic knowledge (Adeyemi & Usman, 2020; Akinyemi & Omotosho, 2023).

Despite its significance, the implementation of Civic Education in Nigerian Upper Basic schools, Civic Education practices among students still faces several challenges. Studies have identified inadequate teaching resources, insufficient teacher training, overcrowded classrooms, and inconsistent pedagogical approaches as major barriers to effective delivery (Eze & Bolaji, 2021; Yusuf & Adebisi, 2022). Moreover, the lack of standardized instructional methods and minimal policy support further limit the subject's effectiveness in shaping responsible and active citizens (Adebisi & Olorunfemi, 2020; Okoro & Nwafor, 2019). These challenges are particularly pronounced in rural and semi-urban areas, where schools often struggle with resource scarcity and limited access to professional development opportunities for educators, resulting in a gap between theoretical knowledge and practical application of Civic Education.

Recent empirical evidence in Nigeria reveals increasing concerns over civic disengagement, political apathy, corruption among youth, and educational inequality. Despite youths constituting a large proportion of Nigeria's population, participation in civic and political activities remains relatively low due to distrust in governance, unemployment, insecurity, and perceived marginalization. According to the African Youth Survey, about 94% of Nigerian youths believe the country is moving in the wrong direction, while 85% expressed dissatisfaction with government efforts toward tackling corruption (Ichikowitz Family Foundation, 2024). Similarly, reports have shown declining youth interest in electoral participation and civic engagement, with many young people demonstrating limited confidence in public institutions and democratic processes (National Democratic Institute [NDI], 2023). Corruption among youth has also become a growing concern, particularly with the rise in internet fraud, examination malpractice, cybercrime, and other unethical practices linked to economic hardship and weak moral

orientation (Transparency International, 2023). Furthermore, educational inequality remains a major challenge in Nigeria, especially between urban and rural communities. Reports by the [United Nations Children's Fund (UNICEF, 2024) revealed that over 18 million children are out of school in Nigeria, with rural areas experiencing severe shortages of qualified teachers, poor infrastructure, and limited access to digital learning opportunities (UNICEF, 2024). These challenges underscore the urgent need for effective Civic Education capable of promoting responsible citizenship, ethical values, democratic participation, and social inclusion among Nigerian youths.

The perceptions of key stakeholders like teachers, school administrators, and parents play a pivotal role in determining the effectiveness of Civic Education practices (Balogun, 2019). Teachers' views are often shaped by practical classroom challenges and the availability of teaching aids, administrators focus on policy frameworks and resource allocation, while parents assess the subject's impact on their children's moral and civic development. Demographic factors such as gender, educational background, and school type further influence stakeholders' perceptions, shaping the level of engagement, support, and critical evaluation applied to Civic Education practices (Kabir & Adekunle, 2020; Umeh, et al. 2022). Previous or existing research studies have often been limited to urban (town or city) schools, and single stakeholders' perspectives, or concentrated on student outcomes, leaving significant gaps in understanding how diverse viewpoints from several or different stakeholders and contextual factors can also affect the delivery and impact of Civic Education (Olumide & Okeke, 2019; Bala et al. 2020).

In view of these gaps, the present study seeks to examine stakeholders' perceptions of Civic Education practices in Upper Basic schools in Moro, Kwara State, particularly within rural settings (Adekunle et al.2023). The study is motivated by concerns over declining youth participation in civic activities, political apathy, and societal issues such as corruption and youth restiveness, highlighting the urgent need for effective Civic Education (Adebanjo et al. 2021; Bala & Omotayo, 2020). By integrating the views of teachers, school administrators, and parents, and considering demographic influences such as school type and educational qualifications, the study aims to provide a comprehensive understanding of the factors shaping stakeholder perceptions and offer insights for improving Civic Education practices. Ultimately, the research seeks to bridge existing gaps, inform policy, and enhance the delivery of Civic Education to prepare young Nigerians for meaningful civic engagement and responsible citizenship.

The main purpose of this study is to investigate Stakeholders' Perception on Civic Education Practices on Upper Basic school students' Engagement in Moro, Kwara state. Specifically, this study seeks to:

1. examine Stakeholders' perception on Civic Education Practices effectiveness on Upper Basic School Students' Engagement in Kwara Nigeria.
2. determine the difference in Stakeholders' perception on Civic Education Practices as it influence Upper Basic School Students' Engagement in Kwara, Nigeria based on gender
3. investigate the difference in Stakeholders' perception on Civic Education Practices as it influences Upper Basic School Students' Engagement in Kwara, Nigeria based on school type
4. explore the difference in Stakeholders' perception on Civic Education Practices as it influences Upper Basic School Students' Engagement in Kwara, Nigeria based on educational qualification

The following research questions would be answered in this study:

1. What are the perceptions of stakeholders regarding the effectiveness of Civic Education practices on Upper Basic School students' engagement in Kwara, Nigeria?
2. Is there any significant difference in stakeholders' perception of Civic Education practices as they influence Upper Basic School students' engagement in Kwara, Nigeria based on gender?
3. Is there any significant difference in stakeholders' perception of Civic Education practices as they influence Upper Basic School students' engagement in Kwara, Nigeria based on school type?

4. Is there any significant difference in stakeholders' perception of Civic Education practices as they influence Upper Basic School students' engagement in Kwara, Nigeria based on educational qualification

METHODS

This study adopted a descriptive survey research design, which, according to Creswell (2022), is appropriate for gathering information on perceptions, attitudes, or behaviors regarding a phenomenon. The study focused on stakeholders' perceptions of civic education practices and their influence on upper basic students' engagement in Moro, Kwara State. The population consisted of 31,089 teachers and 77,678 students from 831 Upper Basic schools (Kwara State Ministry of Education, 2024), as well as parents and community leaders, all of whom are directly involved in civic education. A total of 391 participants were selected using simple random sampling, comprising 107 teachers, 256 students, and 28 parents and community leaders, ensuring a representative sample across public and private schools and a diversity of educational qualifications and experiences. The sample was selected using multistage sampling techniques of purposive, stratified and simple random to gather students, teachers, parents and community leaders alike. Data were collected using a researcher-designed questionnaire, *Stakeholders' Perception of Civic Education Practices in Upper Basic Schools Questionnaire (SPCEPSQ)*, consisting of two sections: demographic information and 15 items assessing perceptions of civic education stakeholders and its impact on students' engagement. Responses were measured on a 4-point Likert scale (Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1). face, construct and content validity were ensured through expert review, and reliability was confirmed via a pilot study, yielding a Cronbach's alpha of 0.87 (Sekaran & Bougie, 2016). Ethical approval, permission from school authorities, and informed consent from parents were obtained before administering the questionnaires. Respondents were assured of confidentiality and voluntary participation throughout the process.

RESULTS

Table 1: Descriptive Analysis of the Respondents' Demographic Characteristics

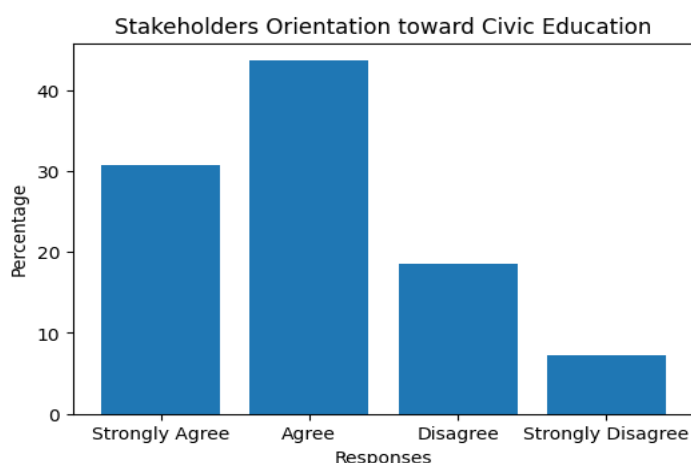
Variable	Level	Frequency	Percentage (%)
Gender	Male	243	62.1%
	Female	148	37.9%
	Total	391	100.0%
School Type	Private Schools	153	39.1%
	Public Schools	210	53.7%
	Other Stakeholders	28	07.2%
	Total	391	100.0%
Level of Education	Students	256	65.5%
	NCE	62	15.9%
	B.A/B.Sc(Ed)	31	07.9%
	HND/others	14	03.5%
	Other Stakeholders	28	07.2%
	Total	391	100.0%

The demographic distribution of the respondents is categorized by gender, school type, and education. Based on the data collected, out of the total 391 respondents, 258 were male, representing 66.0% of the sample, while 133 were female, accounting for 34.0%. This indicates a higher participation rate among male respondents in the study. In terms of school involved, 153 respondents (39.1%) were from private schools, while the majority, 210 respondents (53.7%), were from public schools.

Additionally, 28 respondents, making up 7.2%, were identified as other stakeholders in the educational sector. Education: Majority of the respondents, 256 (65.5%), were students. Those with an NCE (National Certificate in Education) qualification comprised 62 respondents (15.9%), while 31 respondents (7.9%) held a B.A/B.Sc (Ed) degree. Another 14 respondents (3.5%) had an HND or other forms of qualifications. The remaining 28 respondents (7.2%) were other stakeholders, who are neither teachers nor students but form and are seen as integral part of the study. Consequently, the demographic data suggests a predominance of students and public-school participants, with a slightly greater male representation.

Table 2: Research Question One

Orientation toward the Teaching of Civic Education	SA(%)	A(%)	D(%)	SD(%)
We, teachers in Moro, see Civic Education as key to boosting student engagement.	122(31.2)	179(45.8)	69(17.6)	21(5.4)
As parents, we believe Civic Education builds responsibility and participation in our children.	117(29.9)	183(46.8)	69(17.6)	22(5.6)
School administrators view Civic Education as a tool for discipline and social awareness.	120(30.7)	180(46)	70(17.9)	21(5.4)
Community leaders argue Civic Education is poorly implemented, causing low engagement.	121(30.9)	177(45.3)	70(17.9)	23(5.9)
Students say good Civic Education lessons make them more active in class and activities.	119(30.4)	122(31.2)	82(21)	68(17.4)
Government officials stress the need for stronger Civic Education policies to improve outcomes.	119(30.4)	180(46)	70(17.9)	22(5.6)
Stakeholders suggest practical teaching in Civic Education raises students' interest and participation.	120(30.7)	180(46)	70(17.9)	21(5.4)
Teachers report that interactive Civic Education lessons sharpen students' critical thinking.	121(30.9)	177(45.3)	70(17.9)	23(5.9)
Administrators believe Civic Education encourages good citizenship and community involvement.	119(30.4)	122(31.2)	82(21)	68(17.4)
Parents worry that poor Civic Education leads to low engagement and moral decline.	120(30.7)	181(46.3)	69(17.6)	21(5.4)

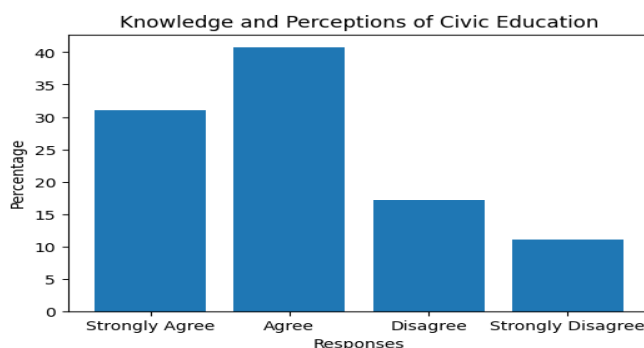


The data collected from various stakeholders, including teachers, parents, school administrators, community leaders, students, and government officials, highlight both support for and concerns about Civic Education in Kwara schools. A majority of teachers (77%) and parents (77% and 77% concerned about poor delivery) agree that Civic Education enhances student engagement, responsibility, and moral

development, while administrators largely support its role in promoting discipline and social awareness (76.7%). Community leaders, however, express concerns about poor implementation, with 76.2% indicating that the subject currently leads to low student engagement. Student responses are more mixed, with only 61.6% agreeing that Civic Education increases classroom and extracurricular participation, reflecting variability in how the subject is delivered. Government officials also acknowledge gaps in policy, with 76.4% advocating for stronger measures to improve Civic Education outcomes. Across stakeholders, practical and interactive teaching methods are widely recognized as important, with 76.7% agreeing that experiential approaches enhance student interest and participation, and 76.2% of teachers noting their potential to develop critical thinking skills. Accordingly, stakeholder perceptions indicate broad recognition of Civic Education's positive potential, with agreement levels ranging from approximately 61% to 77% for its impact on engagement, discipline, responsibility, and critical thinking. Nonetheless, concerns persist regarding inconsistent implementation, inadequate policy support, and mixed student experiences, highlighting the need for improved instructional quality, better policy frameworks, and interactive, practical teaching methods to maximize the subject's effectiveness. The findings underscore both the value of Civic Education and the necessity of addressing structural and pedagogical challenges to achieve meaningful outcomes in student learning and civic development.

Table 3: Research Question 2:

Knowledge and Perceptions of CEC	SA(%)	A(%)	D(%)	SD(%)
As teachers, we feel that Civic Education improves our students' involvement in school activities.	99(25.3)	145(37.1)	58(14.8)	89(22.8)
As parents, we believe Civic Education helps our children become more responsible and active.	122(31.2)	179(45.8)	69(17.6)	21(5.4)
As school administrators, we see Civic Education as key to promoting discipline and social awareness among our students.	117(29.9)	183(46.8)	69(17.6)	22(5.6)
As community leaders, we think poor Civic Education practices are causing low student engagement.	117(29.9)	183(46.8)	70(17.9)	21(5.4)
As students, we find that engaging Civic Education lessons make us participate more in school.	119(30.4)	181(46.3)	70(17.9)	21(5.4)
As government officials, we highlight the need for stronger Civic Education policies to boost student learning.	122(31.3)	184(47.1)	64(16.5)	21(5.4)
As stakeholders, we suggest that practical Civic Education methods raise students' interest and efforts in school.	126(32.2)	139(35.5)	79(20.2)	46(11.8)
As teachers, we report that interactive Civic Education lessons help our students think more critically.	124(31.7)	138(35.3)	80(20.5)	48(12.3)
As school administrators, we believe Civic Education builds leadership skills and a sense of citizenship in our students.	124(31.7)	182(46.5)	64(16.4)	21(5.4)
Parents are concerned that poor Civic Education leads to low student involvement and moral decline.	138(35.3)	79(20.2)	47(12.0)	126(32.2)



Stakeholder responses reveal varying perceptions of Civic Education’s impact and effectiveness in secondary schools. About 62.4% of teachers agree that Civic Education enhances student involvement, though 37.6% disagree, reflecting mixed confidence in its implementation. Parents show strong support, with 77% affirming that Civic Education promotes responsibility and participation, while 23% disagree. Similarly, 76.7% of school administrators believe the subject fosters discipline and social awareness, and 78.2% agree it builds leadership and citizenship skills. Students’ views indicate that 76.7% find engaging Civic Education classes motivating, highlighting the importance of interactive teaching. Community leaders, however, are critical, with 76.7% noting poor practice contributes to low engagement, and 78.4% of government officials emphasize the need for stronger policy support. Practical teaching methods are endorsed by 67.7% of stakeholders, while 32% express disagreement, and only 67% of teachers believe interactive lessons foster critical thinking. Parental opinions on the consequences of poor Civic Education are divided, with 55.5% concerned about low student involvement and moral decline.

Generally, there is broad support (61–78%) for Civic Education’s role in enhancing engagement, responsibility, discipline, leadership, and critical thinking. However, concerns persist about inconsistent implementation, insufficient policy backing, and mixed student experiences. The findings underscore the need for improved teacher training, stronger policy frameworks, and practical, interactive teaching approaches to maximize the subject’s effectiveness and ensure that its potential benefits are fully realized across schools.

Hypotheses Testing

t-test based on gender					
Gender	N	Mean	Std. Deviation	Std. Error Mean	Decision
F	243	65.3868	12.90807	.82805	Reject
M	148	68.8699	14.77849	1.22308	

This table compares Civic Education Practices responses between male and female participants using an independent samples t-test. It presents group statistics comparing the Civic Education practices response of male and female respondents. Gender: the table compares two groups: Female (F) and Male (M). N (Sample Size): there are 243 female respondents and 146 male respondents. Mean: The average for females is 65.39, while for males it is higher at 68.87. Standard Deviation: This measures the amount of variation or dispersion in the scores. Female respondents have a standard deviation of 12.91, while male respondents show a slightly higher variability at 14.78. Standard Error Mean: This indicates the accuracy with which the sample mean represents the population mean. It is 0.83 for females and 1.22 for males, suggesting that the estimate of the mean Civic Practices score is more precise for the female group. In summary, male respondents in this sample tend to have slightly higher average Civic

Practices scores compared to female respondents, with a slightly greater variability in their responses. Decision is to reject the hypothesis

ANOVA Table Description

Source of Variation	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Between Groups	2801.517	3	933.839	5.115	.002
Within Groups	70295.079	385	182.585		
Total	73096.596	388			

Between Groups df = 3: This means you compared four different groups (e.g., gender, education levels, school types, or similar). F-value = 5.115: This is the test statistic calculated by comparing between-group variance to within-group variance. p-value (Sig.) = 0.002: This is the probability of observing such a result if the null hypothesis (no difference between groups) were true.

DISCUSSION

A significant majority of teachers in Kwara, Nigeria (77%) agree that Civic Education enhances student engagement, highlighting its perceived value in fostering civic responsibility and participation (Adebanjo et al., 2021). However, about 37.6% of teachers remain skeptical about its effectiveness, reflecting concerns over practical delivery. Research in Kaduna State also indicates that many Civic Education teachers lack specialized training, leading to ineffective teaching and skipped curriculum content (Garba & Adisa, 2020; Obiagu, 2019; Ezenwa, 2018). Parents and school administrators largely recognize the importance of Civic Education. Around 77% of parents believe the subject promotes responsibility and active participation, while 76.7% of administrators affirm that it fosters discipline and social awareness (Adebanjo et al., 2021). These findings underscore stakeholder confidence in the subject's role in character and behavioral development. Community leaders, while supportive of Civic Education, express concerns about poor implementation, with 76.7% noting that ineffective delivery reduces student engagement (Ezenwa, 2018). Students themselves report mixed experiences: 76.7% find engaging Civic Education classes motivating, yet only 61.6% feel the subject increases their participation. This highlights the need for interactive and activity-based teaching methods to enhance student interest and critical thinking (Adebisi, 2022).

Approximately 78.4% of government officials emphasize the need for stronger Civic Education policies to improve outcomes, reflecting systemic challenges such as inadequate funding, insufficient teacher training, and lack of standardized curricula (Olumide & Okeke, 2019; Akinyemi & Omotosho, 2023). To address these issues, recommendations include specialized teacher training, adoption of learner-centered teaching methods, policy strengthening, and the development of a relevant, practical, and adaptable curriculum that facilitates real-life application of civic knowledge.

CONCLUSION

The study of stakeholder perceptions and implementation challenges of Civic Education in secondary schools within the Kwara, Nigeria reveals both encouraging support and significant systemic barriers. Across stakeholder groups; teachers, parents, school administrators, students, community leaders, and government officials, there is a clear and consistent recognition of the *value* of Civic Education in promoting civic responsibility, discipline, leadership, and active student engagement. This reflects national patterns, affirming Civic Education as a vital component of character and citizenship development in Nigerian schools. However, the study also exposes critical *implementation gaps* that hinder the achievement of these educational goals. These include inadequate teacher training, lack of continuous professional development, outdated and inconsistent curricula, insufficient funding, and a

widespread reliance on traditional, non-interactive teaching methods. These factors collectively contribute to low student engagement and ineffective curriculum delivery.

The findings underscore the urgent need for *multi-level reforms* aimed at strengthening the implementation of Civic Education. This includes specialized teacher training, adoption of learner-centered pedagogies, curriculum modernization, and stronger policy frameworks backed by sufficient resources and political will. Without such reforms, the full potential of Civic Education to nurture informed, responsible, and active citizens will remain unrealized. Accordingly, while stakeholder support for Civic Education in Kwara, Nigeria is strong, its impact will only be fully realized when persistent structural challenges are systematically addressed through coordinated policy, pedagogical, and institutional improvements.

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