

**PARENTAL INFLUENCE ON THE ENGAGEMENT OF YOUTH IN COMMUNITY
DEVELOPMENT IN ESAN CENTRAL LGA, EDO STATE**

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CERTIFICATION

We certify that this project was carried out by **Ajayi Favour Mercy** with Matriculation Number: **SSC2106002** of the Department of Social Work, Faculty of Social Sciences, University, Benin City, Edo State, Nigeria and has not been presented in part or full in any Diploma or Degree Awarding Institution.

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DEDICATION

This work is dedicated to the almighty God, who has been my source of strength all through this research work, and also to my parent Mr. Ajayi Pendo and Mrs. Fumilayo Ajayi for their immense support so far.

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ABSTRACT

This study examines the impact of parental influence on the engagement of youth in community development in Esan Central LGA, Edo State. Using a survey research method, this study employed a purposive sampling technique to select participants. The findings reveal the significant role of parental influence in shaping youth attitudes and behaviors towards community development. The study highlights the importance of parental values, beliefs, and practices in fostering a sense of social responsibility and civic engagement among young people. The implications of the findings are discussed, with recommendations for policymakers, practitioners, and community leaders seeking to promote youth engagement and community development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Youth engagement in community development is widely recognized as a cornerstone for social change and national development. Globally, young people are contemporality as active contributors to their communities, particularly in addressing societal issues such as poverty, inequality, and environmental sustainability (UNDP, 2021). In Nigeria, the importance of youth involvement in community development is also acknowledged, as youth represent a significant portion of the population and have the potential to drive local and national progress (Olorunsola & Oladipo, 2020). However, despite the acknowledged potential of youth to play a central role in community development, their actual level of engagement often falls short of expectations. One critical yet underexplored factor contributing to this gap is the role of parental influence.

Parents, as the primary socializing agents for young people, shape their children's values, attitudes, and behaviors, including their participation in civic and community activities (McNeely et al., 2017). Parental influence can be both direct and indirect, affecting the ways in which young people view community development and their role in it. Parents may either encourage or discourage their children's involvement in community activities based on their own values, experiences, education, and socio-economic circumstances

(Sánchez et al., 2020). For instance, parents who are involved in community development may instill a sense of responsibility and civic duty in their children, thereby encouraging them to participate in similar initiatives. On the other hand, parents who prioritize economic survival or formal education over community involvement may inadvertently reduce their children's interest in community activities (Friedman & Weinberger, 2018).

In Esan Central Local Government Area of Edo State, the dynamics of parental influence on youth participation in community development are especially significant. The region, like many parts of Nigeria, faces challenges such as limited access to quality education, unemployment, and socio-economic inequalities. These factors may shape both parental attitudes and youth participation in community-based activities (Ogunyemi et al., 2020). In rural and semi-urban communities such as those found in Esan Central LGA, traditional values and cultural expectations may also play a significant role in shaping parental influence, with some parents viewing community participation as secondary to academic and economic success (Adedokun et al., 2020).

Despite these insights into the broader role of parental influence, there is a lack of targeted research on how parental attitudes specifically impact youth engagement in community development within the context of Esan Central LGA. Most existing studies have focused either on the general factors influencing youth involvement in Nigeria or on parental influence in other areas of youth development, such as education and career choices (Omotayo, 2021). This gap in knowledge presents a challenge to effectively

understanding the specific barriers and opportunities that influence youth involvement in community development in Esan Central. Moreover, while studies in other parts of Nigeria have explored youth participation in community development, they often overlook the critical role of family dynamics in shaping these decisions. Recent literature suggests that addressing the issue of parental influence is crucial for fostering greater youth involvement in community development (Sánchez et al., 2020). Therefore, a focused study on parental influence in Esan Central LGA will contribute to a deeper understanding of how parental roles and expectations can either facilitate or hinder youth participation in local development initiatives.

This study aims to fill this gap by exploring the impact of parental influence on youth engagement in community development in Esan Central LGA, Edo State. It will examine the ways in which parental socio-economic status, educational background, and cultural norms influence youth attitudes toward community involvement, and how these factors contribute to or limit their active participation in community development initiatives

1.2 Statement of the Research Problem

Youth engagement in community development is a crucial factor for the social, economic, and cultural growth of any society. In our villages today, the role of youth in driving positive change through active participation in local development initiatives cannot be overstated. However, despite the growing need for youth involvement in community development, there appears to be a noticeable gap in the level of engagement among

young people in the region. This low level of participation is a matter of concern for local leaders, policymakers, and development practitioners, as it hampers the potential for holistic community growth.

One critical factor that may influence the extent of youth involvement in community development is parental influence. While the family plays a foundational role in shaping the values, behaviors, and aspirations of young people, there is limited empirical research on how parental attitudes, behaviors, and expectations specifically impact youth engagement in community development activities within the villages. Parents may either actively encourage or inadvertently discourage their children from participating in such activities, depending on their own values, socio-economic background, education, and understanding of community development.

In Esan Central LGA, the socio-cultural and economic environment poses unique challenges that may further influence parental attitudes toward youth participation. Factors such as traditional beliefs, economic constraints, lack of awareness about the importance of community development, and the demand for youth to prioritize formal education or economic survival over social activism may contribute to reduced parental support for community involvement. Conversely, supportive parents who value civic engagement may help foster a culture of active participation in their children, thus enhancing the likelihood of their involvement in community development. Despite the evident importance of parental influence, little is known about how this factor

specifically affects the level of youth engagement in community development in the region. This knowledge gap presents a challenge for creating targeted interventions that could encourage more effective collaboration between parents, youth, and local community organizations. Understanding the nature and extent of parental influence on youth engagement in community development in Esan Central LGA is crucial for addressing this issue and promoting greater youth involvement in local development processes.

1.3 Objectives of the study

The main objective of this study is to evaluate parental influence on the engagement of youth in community development in Esan central.

The specific objectives are to;

- i. examine the extent to which educational background affects the level of youth engagement in community development activities in Esan central.
- ii. examine the cultural factors that affects the level of youth engagement in community development activities in Esan central.
- iii. evaluate the perceptions of parents in Esan central about the importance of youth engagement in community development.
- iv. assess the challenges faced by both youth and parents in fostering greater youth participation in community development in Esan central.

- v. Examine the roles of social workers in addressing the challenges of youth engagement in community development in Esan Central.

1.4 Research Questions

The following research questions were formulated to guide the study.

- i. What is the extent to which educational background affects the level of youth engagement in community development activities in Esan central?
- ii. What are the cultural factors that affects the level of youth engagement in community development activities in Esan central?
- iii. What are the perceptions of parents in Esan central about the importance of youth engagement in community development?
- iv. What are the challenges faced by both youth and parents in fostering greater youth participation in community development in Esan central?
- v. What are the roles of social workers in addressing the challenges of youth engagement in community development in Esan Central?

1.5 Scope of the Study

This study focuses on parental influence on youth engagement in Community development within the Esan Central LGA in Edo State, Nigeria. The study is geographically limited to this specific area, this will enable the researcher have a focused exploration of the dynamics between parental influence and youth participation in community activities in a particular cultural and socio-economic context.

The study examines youth between the ages of 15 and 30, as they are generally in the transition phase from adolescence to adulthood, where decisions regarding career choices, civic responsibilities, and social involvement are often influenced by family dynamics. The scope of the study also extends to parents within the same local government area, as their perceptions and actions toward community engagement are central to understanding the dynamics of parental influence.

Furthermore, the study will explore various aspects of parental influence, including the socio-economic status of parents, educational background, cultural norms, and the level of support for their children's involvement in community projects. This will provide a broad understanding of how different parental factors contribute to or hinder youth participation in community development activities.

1.6 Significance of the Study

This study is significant in several ways as it provides valuable insights into how parental influence affects youth participation in community development activities within Esan Central Local Government Area.

The study adds to existing literature on family and community development by highlighting the extent to which parental guidance, support, and socio-economic status influence youth engagement in community service.

Findings from this research will provide useful information for policymakers and local government authorities in formulating youth development programs that consider the role of family influence in promoting community participation.

The study will help parents understand their crucial role in shaping their children's sense of responsibility and participation in community development projects.

By identifying the factors that encourage or hinder youth engagement, the study will help community leaders and NGOs design targeted interventions to motivate youths toward active involvement in community-building efforts.

Schools and educational institutions can use the findings to integrate community service and parental engagement programs into their curricula, promoting civic responsibility among students.

The study emphasizes the interrelationship between family upbringing and collective community growth, encouraging a more holistic approach to rural and urban development initiatives.

Social workers, youth organizations, and religious institutions can use the results to strengthen family community partnerships that support youth-driven development.

The findings will serve as a reference for future studies on parental influence, youth development, and civic participation in other regions of Nigeria. By understanding the role of parental influence, strategies can be developed to reduce youth disengagement,

idleness, and negative behaviors within communities. The study will demonstrate that effective parental involvement not only promotes youth participation but also contributes to the overall socio-economic progress of Esan Central LGA.

1.7 Definition of Terms

Parental Influence: This refers to the impact or effect that parents have on the attitudes, behaviors, and decisions of their children through guidance, upbringing, support, and role modeling. It includes factors such as parental involvement, discipline, communication, and moral values.

Youth: Youth refers to young individuals typically between the ages of 15 and 35, characterized by energy, creativity, and the potential to contribute meaningfully to community and national development.

Engagement: Engagement means the active participation or involvement of individuals in activities or programs that promote the growth and well-being of their community. In this context, it involves youth taking part in initiatives that enhance community development.

Community Development: Community development is a process whereby members of a community come together to take collective action and generate solutions to common

problems. It involves improving the social, economic, and environmental conditions of the community through active participation and collaboration.

Parental Support: This refers to the assistance, encouragement, and resources provided by parents to their children, which can motivate and enable them to participate in community-based activities and development projects.

Parental Socio-Economic Status: This denotes the social and economic standing of parents based on factors such as education, occupation, and income, which may influence the extent to which they can support their children's involvement in community activities.

Parenting Style: Parenting style refers to the consistent pattern of behavior that parents use in raising their children, which can include authoritative, authoritarian, permissive, or neglectful approaches. These styles affect children's social behavior and motivation toward community involvement.

Socialization: The process through which individuals, especially children and youth, learn values, norms, and behaviors that enable them to function effectively within their society. Parents play a central role in this process.

Motivation: The internal drive or external encouragement that influences a person's willingness to participate in activities such as community development initiatives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Review of Parent

Community development is a participatory process where members of a society collectively identify, plan, and implement initiatives aimed at improving their socio-economic and cultural well-being (Ife, 2024). Youth play a vital role in this process, as they represent a dynamic population capable of driving innovation, social cohesion, and sustainable progress (United Nations, 2018). However, the extent to which youth actively engage in community development activities is influenced by several factors, one of the most significant being parental influence.

Parental influence encompasses the ways in which parents' attitudes, behaviors, resources, and support systems shape their children's values, decisions, and involvement in social

activities (Steinberg, 2023). From socialization theories, parents act as primary agents who instill norms, values, and expectations, which in turn affect youths' civic engagement and sense of community responsibility (Bandura, 2024). Therefore, parental roles can be conceptualized across three main dimensions: parental modeling, parental support, and parental expectations.

Parents serve as role models through their own level of participation in community initiatives. Social learning theory posits that children learn behaviors by observing and imitating significant adults (Bandura, 2024). Thus, when parents demonstrate active involvement in communal activities such as volunteering, leadership, or collective decision-making youth are more likely to internalize these behaviors and develop a strong sense of civic responsibility (Okafor & Anuforo, 2020). This modeling effect helps foster pro-social values and enhances youths' willingness to contribute to community development projects.

Supportive parenting, including emotional encouragement, provision of resources, and facilitating opportunities, plays a central role in motivating youth to participate in development initiatives. Studies show that parental involvement whether through guidance, financial assistance, or approval significantly predicts youths' participation in community service and civic organizations (Zaff et al., 2021). In contexts where resources are limited, such support becomes crucial in reducing barriers to participation and enabling sustained engagement.

Parents' expressed expectations also shape the attitudes of youth towards civic responsibility and community service. According to expectancy-value theory, individuals are more likely to engage in behaviors they perceive as valued by significant others and achievable with their abilities (Eccles & Wigfield, 2022). When parents emphasize the importance of giving back to the community and highlight its long-term benefits, youth are more inclined to prioritize and pursue such activities. Conversely, neglect or indifference from parents may result in low motivation to engage in communal efforts.

The framework conceptualizes parental influence as a determinant of youth engagement in community development through the interrelated mechanisms of modeling, support, and expectations. Parental modeling instills values and sets behavioral precedents, parental support provides the necessary resources and encouragement, while parental expectations create motivational pathways that guide youth choices. These factors interact within a broader socio-cultural and economic context that either enhances or limits youths' capacity for participation (Bronfenbrenner, 2019).

Modern Definition of Parent

In contemporary society, the definition of "parent" has expanded to encompass a variety of family configurations. Today, parenthood is recognized as extending beyond biological connections; it includes adoptive parents, stepparents, and guardians who play pivotal roles in a child's upbringing (Olorunsola et al., 2020). The recognition of same-

sex couples as parents has also gained legal and social acceptance, further diversifying the landscape of modern parenting.

The modern interpretation of parenthood is more fluid and inclusive. It acknowledges that parenting is not solely defined by genetic relationships but by the emotional and caregiving roles individuals fulfill. This shift reflects broader societal changes that value love, commitment, and responsibility over traditional notions of family hierarchy.

Furthermore, the rise of co-parenting arrangements—where individuals who may not be in a romantic relationship share parenting responsibilities—illustrates the evolving nature of parenthood. This evolution emphasizes collaboration and shared commitment to a child's upbringing, regardless of the parents' personal relationship.

2.1.2 Parental Influence

Parental influence refers to the significant role that parents play in shaping their children's motivational orientations and behaviors in the context of sport and physical activity. This influence is exerted through various mechanisms such as providing experiences, interpreting experiences, and acting as role models. Parents influence their children's participation motivation by expressing beliefs and expectations, modeling attitudes and behaviors, and providing support and encouragement (Sánchez et al, 2020). The nature of parental influence may change as children transition from childhood to adolescence, but parents remain important sources of motivation throughout their children's development.

Forms of Parental Influence

Direct Parental Influence

Direct parental influence occurs when parents take concrete actions that directly shape or guide their child's behavior, values, and attitudes. This form of influence is explicit and involves active participation, guidance, and the setting of clear expectations. Various forms of direct influence include:

a) Parental Involvement in Activities

One of the most direct forms of parental influence is through active involvement in community activities, volunteer work, or social causes. Parents who engage in community service or volunteerism often model these behaviors for their children, who are more likely to participate in similar activities. Research shows that children whose parents are involved in community service are more likely to see it as a normative and valuable activity, and they are more likely to become engaged themselves (Steinberg, 2017).

For instance, parents who volunteer at local charities, environmental clean-up events, or youth organizations directly engage with their children in these activities, either by encouraging them to volunteer or by taking them along to these events. This direct exposure fosters a sense of civic duty in children and offers them tangible experiences of social responsibility (Eccles & Barber, 2019).

b) Setting Expectation

Another form of direct parental influence is through the setting of expectations. Parents who express clear expectations about their children's participation in educational and social activities, including community service, can shape their attitudes and actions toward these activities. When parents expect their children to engage in community development, they provide both a framework and motivation for participation.

Studies have shown that parental expectations significantly affect adolescents' participation in extracurricular activities, which can include volunteering or working on community improvement projects (Jeynes, 2020). If parents place value on community involvement and make it a part of their child's upbringing, the child is more likely to internalize these values and become active in their community.

c) Providing Resource and Opportunities

Parents also influence their children's engagement in community activities by providing access to resources, such as time, money, and social connections. Families with more resources can afford to give their children opportunities to volunteer, travel to community events, or attend leadership camps and development programs. These resources not only facilitate participation but also provide children with the skills and experiences necessary to become leaders in their communities (Coleman, 2018).

For example, parents who provide financial support for children to join youth organizations, local volunteer programs, or environmental projects enable them to

participate in activities they might not otherwise have access to. This support can be crucial for children from lower-income backgrounds who might otherwise lack the means to engage in community development activities.

d) Role modeling

Parents serve as the first and most significant role models for their children. Their behaviors, attitudes, and responses to social issues shape the way children understand their own roles in society. Parental modeling of behaviors related to civic engagement can deeply impact children's values and actions.

Research by Youniss and Yates (2017) demonstrated that adolescents whose parents were actively engaged in volunteering and social causes were more likely to adopt similar behaviors themselves. Children often look to their parents for guidance on how to behave in social and civic contexts, and if parents demonstrate behaviors like helping others, working for change, or advocating for social justice, children are more likely to emulate these behaviors.

Indirect Parental Influence

Indirect parental influence refers to the more subtle, background forms of influence that parents exert through their values, communication, and broader life circumstances. Though not always as immediately visible as direct actions, these indirect forms of

influence are crucial in shaping the broader framework within which children learn about their responsibilities to their communities and society.

Family Value & Belief

Parents are the first to communicate core values and beliefs that shape their children's worldview. The values a parent holds whether they prioritize social justice, environmental sustainability, or individual success are transmitted to children and guide their attitudes toward community engagement. For instance, parents who emphasize values such as social justice, equality, and collective responsibility often foster an early sense of civic duty in their children. These values create a foundation upon which children later build their engagement in community development activities. Conversely, if parents emphasize individual achievement over collective well-being, children may not prioritize communal or social causes. Sociological studies have shown that children raised in environments where parents place a high value on community engagement and altruism are more likely to develop similar attitudes (Davis-Kean, 2020).

Parent-child communication

The way parents communicate with their children about issues of importance such as social responsibility, current events, and the need for community involvement also plays a key role in shaping children's community engagement. Parental conversations about social issues and the role of individuals in society create an environment where children are more likely to become aware of social injustices and take action (Steinberg, 2017).

For example, when parents discuss the importance of voting, charity, environmental protection, or social causes, they foster an awareness in their children about their role in society. Studies indicate that children who engage in discussions about political or social issues with their parents are more likely to be involved in social or civic activities as they grow older (Youniss & Yates, 2017).

Social Network & Social Capital

Parents' social networks and connections also indirectly influence their children's community engagement. Parents who are active in their community or who have strong social ties to local organizations can open doors for their children to access these networks. These connections might include involvement in local religious institutions, neighborhood associations, or advocacy groups, all of which provide youth with opportunities to participate in community development activities.

Coleman (2018) described this as the concept of social capital, where social networks serve as resources that can benefit individuals by providing access to new opportunities, information, and support. Children whose parents have strong ties to local organizations often benefit from this social capital, gaining entry into a broader range of community development projects and leadership roles.

Socio-Economic Status (SES)

A parent's socio-economic status has a significant impact on the resources available for their children's involvement in community development activities. Families with higher socio-economic status typically have more financial resources to support their children's extracurricular involvement, which often includes community service programs, internships, or leadership training in social causes.

SES also influences the cultural capital available to children—namely, the skills, knowledge, and behaviors that are valued by society. Children from higher SES backgrounds tend to have access to more opportunities for education, skill-building, and social networking, which can enhance their ability to participate in community development activities (Lareau, 2023).

Emotional and Psychological Influence

Parents also shape their children's emotional and psychological development, which in turn affects their willingness to engage in community activities. Parental support in the form of emotional encouragement, instilling self-worth, and fostering a sense of responsibility plays a crucial role in the child's ability to engage in social causes.

Instilling a Sense of Responsibility

Parents have a direct role in instilling a sense of social responsibility in their children. Children raised in environments where helping others is emphasized tend to internalize the value of altruism and social contribution. For example, when parents model and

encourage empathy, kindness, and concern for others, children are more likely to take on these traits and seek ways to contribute to their communities. Research has shown that children who develop empathy and a sense of responsibility toward others are more likely to volunteer or take part in civic actions that benefit the community (Eisenberg & Lennon, 2023). Parents who actively encourage these values create children who view social responsibility as an essential part of their identity.

Building Self-Esteem and Confidence

A parent's support in helping their child build self-esteem and confidence is another critical factor in their ability to engage in community development. Children who feel good about themselves are more likely to take on leadership roles and feel empowered to contribute to social causes. This confidence can stem from parental encouragement, involvement, and belief in their child's abilities. Parents who praise their children's efforts, encourage them to take initiative, and support them through challenges help to foster resilience and self-efficacy, which are critical traits for community engagement (Bandura, 2017). Confidence in one's abilities is often a precursor to seeking out and participating in leadership roles within community development initiatives.

Cultural Influence and Societal Norms

Parental influence is also shaped by broader cultural and societal norms, which vary across regions and communities. The cultural context in which a family is situated can influence the way parents raise their children and the values they instill.

Cultural Emphasis on Collectivism or Individualism

In collectivist cultures, parents tend to emphasize communal values such as family unity, social responsibility, and collective well-being. In these cultures, children are often taught the importance of contributing to the community and working toward shared goals. This cultural emphasis on collective responsibility fosters a natural inclination toward community development. In contrast, more individualistic cultures may focus on personal achievement, success, and autonomy, which can shape children's attitudes toward community engagement. Children raised in such cultures may be less inclined to view community development as a primary focus, as the emphasis is more on individual pursuits (Triandis, 2020).

2.2 Community Development

Community development refers to the process through which communities improve their social, economic, and environmental well-being. It is a broad and inclusive process that empowers individuals and groups within a community to take collective action in addressing challenges, solving problems, and enhancing the quality of life for all members. The goal of community development is to foster self-sufficiency, inclusivity, and a strong sense of shared responsibility, ensuring that communities are resilient and capable of making decisions that benefit everyone.

Types of Community Development

1. Economic Community Development

Economic community development focuses on improving the financial well-being of communities by creating economic opportunities, reducing poverty, and fostering long-term economic growth. The goal is to build local economies that can provide sustainable livelihoods, alleviate inequalities, and empower individuals to achieve financial independence. By focusing on improving the economic status of individuals and families, economic development can have a ripple effect on other aspects of life, such as health, education, and social integration.

Job Creation and Employment Opportunities: One of the core objectives of economic community development is the creation of job opportunities that enable individuals to earn a stable income. Job creation can be achieved through various strategies such as supporting local businesses, fostering entrepreneurship, and attracting outside investments. Local economies can be further boosted by offering skills development programs, apprenticeships, and training to ensure that community members are prepared for the job market.

Support for Small and Medium-Sized Enterprises (SMEs): Small businesses are the backbone of many local economies, and their success can drive job creation, innovation, and economic stability. Community development efforts often involve offering financial resources such as microloans, grants, or subsidies to local entrepreneurs. Additionally, providing business development services such as mentorship, access to markets, and marketing support can help small businesses thrive and grow.

Financial Literacy and Access to Credit: One of the challenges faced by individuals in economically disadvantaged communities is limited access to financial services. Economic development programs often include initiatives to improve financial literacy, teaching individuals how to manage money, budget, save, invest, and access credit (Olorunsola et al., 2020). Additionally, financial institutions, such as community banks and microfinance institutions, are crucial in providing loans to businesses and families who otherwise may not have access to traditional banking services.

Infrastructure Development: Economic growth is closely tied to the availability and quality of infrastructure. Well-developed infrastructure, including roads, utilities, telecommunications, and transportation networks, enhances the attractiveness of a community for businesses and investors. Furthermore, providing access to reliable water supply, sanitation, and electricity is essential for improving both the quality of life and economic opportunities for residents.

Inclusive Economic Growth: Economic development should aim to reduce disparities within a community. It is important to address the needs of marginalized groups, including women, youth, people with disabilities, and ethnic minorities. Creating programs that focus on their inclusion in economic activities—such as entrepreneurship, education, and employment can empower these groups to contribute to and benefit from economic growth.

2. Social Community Development

Social community development focuses on improving the social fabric of a community by enhancing the overall quality of life and ensuring equitable access to essential services. It aims to create strong social structures that support the health, education, and welfare of community members, particularly the vulnerable and marginalized groups. Social development is concerned with providing individuals and families with the resources and opportunities they need to thrive (McNeely et al., 2017). Education and Lifelong Learning: Education is a critical component of social development. Community development initiatives often include efforts to improve access to quality education at all levels, from early childhood education to adult learning programs. Education empowers individuals, promotes social mobility, and equips people with the skills needed to participate fully in society and the economy. In many communities, programs that address literacy, vocational training, and skills development are crucial to closing educational gaps.

Access to Healthcare and Public Health Services: Health is a fundamental determinant of well-being, and ensuring that all community members have access to quality healthcare services is a central aim of social development. This includes both physical and mental health services, as well as disease prevention programs and access to clean water and sanitation (Adedokun, 2020). Programs that improve maternal and child health, prevent communicable diseases, and provide treatment for non-communicable diseases are essential to improving community health.

Affordable Housing and Shelter: Access to safe, affordable, and adequate housing is a key aspect of social development. Housing initiatives can include providing low-income housing, improving living conditions in informal settlements, and ensuring that the homeless have access to shelter and support services. Addressing housing inequality helps prevent overcrowding and ensures that families have a stable environment in which to thrive.

Social Protection and Welfare Programs: Social safety nets, such as unemployment benefits, food assistance, and child protection services, are essential for supporting vulnerable individuals and families. These programs help people weather periods of hardship and provide a foundation for individuals to recover from difficult circumstances, whether caused by illness, job loss, or other challenges.

Social Integration and Community Cohesion: Social development also focuses on strengthening social ties and promoting inclusivity. Programs that encourage social cohesion can reduce divisions within communities and promote mutual respect among diverse groups. Initiatives focused on community-building, conflict resolution, and collaborative decision-making contribute to stronger, more harmonious communities.

3. Cultural Community Development

Cultural community development seeks to preserve and promote the cultural identity of communities while fostering inclusivity and respect for diversity. It encourages the expression of local traditions, languages, arts, and values, ensuring that cultural heritage

is celebrated and passed down through generations (Bronfenbrenner, 2019). Cultural development helps individuals and communities connect with their past, define their present, and shape their future.

Cultural Preservation and Heritage: Cultural heritage is an essential part of community development. Efforts to preserve local traditions, languages, art forms, and historical landmarks help maintain a sense of identity and pride (Okafor et al., 2020). Cultural programs may include the documentation of oral histories, the establishment of heritage sites, and the protection of cultural practices from erosion due to globalization.

Arts and Creative Expression: Supporting the arts and creative expression fosters an environment where individuals can explore and celebrate their identities. Community art initiatives, public murals, theater performances, and music festivals bring people together and allow them to communicate and express shared values and concerns (Steinberg, 2023). These cultural activities also provide a platform for young artists to showcase their talents and gain recognition.

Cultural Education and Awareness: Promoting cultural awareness and understanding within a community fosters mutual respect among people from different cultural backgrounds. Cultural development programs often involve educational initiatives aimed at teaching community members about the value of diversity, the history of local cultures, and the significance of cultural exchange.

Cultural Festivals and Celebrations: Festivals and events that celebrate the community's traditions and customs create a sense of belonging and pride. These events can also serve as economic opportunities by attracting tourists and generating local business activity. They provide an avenue for the community to display its unique cultural assets and create shared experiences.

Promoting Inclusivity and Diversity: Cultural development emphasizes the inclusion of diverse groups within a community, whether based on ethnicity, religion, language, or other characteristics. By embracing diversity and fostering an inclusive environment, cultural development helps create a more cohesive and harmonious society (Ife, 2024).

4. Environmental Community Development

Environmental Community Development focuses on creating sustainable communities by addressing environmental issues such as pollution, climate change, deforestation, and resource depletion. It aims to protect and conserve the natural environment while promoting sustainable practices that meet the needs of current and future generations.

Sustainable Resource Management: Ensuring the responsible use of natural resources is critical for long-term community sustainability (Bronfenbrenner, 2019). Programs that promote sustainable agriculture, responsible water use, forest conservation, and energy efficiency help safeguard the environment while meeting the needs of the community.

Climate Change Mitigation and Adaptation: Communities are increasingly facing the challenges posed by climate change, including rising sea levels, extreme weather events, and changing agricultural patterns. Environmental development initiatives focus on adapting to these changes through measures such as building resilient infrastructure, improving water management, and promoting the use of renewable energy sources.

Waste Management and Recycling: Effective waste management systems are vital for maintaining a clean and healthy environment. Community development programs may focus on reducing waste generation, promoting recycling, and ensuring the safe disposal of hazardous materials (Bandura, 2024). By implementing waste reduction strategies, communities can reduce their environmental footprint and improve public health.

Biodiversity Conservation: Protecting the natural biodiversity of an area is essential for maintaining ecological balance and ensuring the long-term health of ecosystems. Community development efforts might include the creation of protected areas, wildlife corridors, and sustainable land management practices to conserve wildlife and plant species.

Green Infrastructure and Urban Greening: Environmental development often includes the incorporation of green spaces into urban planning, such as parks, community gardens, and green roofs. These areas provide environmental, social, and health benefits, including the reduction of urban heat islands, increased biodiversity, and improved quality of life.

5. Political Community Development

Political community development aims to strengthen local governance, enhance civic engagement, and ensure democratic participation in decision-making processes. It encourages citizens to actively participate in shaping the policies and practices that affect their lives, while promoting transparency, accountability, and the rule of law.

Good Governance and Accountability: Effective governance is essential for the success of community development. By promoting transparency, accountability, and the responsible use of public resources, political development helps ensure that the needs and concerns of the community are addressed.

Civic Engagement and Political Participation: Political development emphasizes the importance of citizen participation in political processes, such as voting, public consultations, and community meetings (Bandura, 2024).

Approach's for Community Development

Community development is a dynamic and participatory process aimed at enhancing the well-being of communities by empowering local residents and fostering sustainable change. The approaches to community development vary widely, reflecting different philosophies, methodologies, and goals.

Bottom-Up Approach: The bottom-up approach emphasizes grassroots participation, where community members are actively involved in identifying their needs and making decisions about their development. This approach contrasts with top-down models, where decisions are made by external authorities without local input (Bandura, 2024).

Local Empowerment: Community members are encouraged to take charge of their development, fostering a sense of ownership and responsibility (Ife, 2024). This empowerment is crucial for sustainable development as it ensures that projects reflect the true needs and aspirations of the community.

Participatory Planning: In this approach, planning processes engage residents through workshops, focus groups, and surveys, allowing them to voice their concerns and prioritize actions. The planning stages are marked by transparency and inclusivity (Ife, 2024).

Sustainability: By involving local people in decision-making, the bottom-up approach aims to create solutions that are culturally relevant and economically viable, increasing the likelihood of ongoing community support and project sustainability (Bandura, 2024).

Capacity Building: This approach often includes training programs that enhance the skills and knowledge of community members, enabling them to manage and sustain development initiatives independently.

2.3 Empirical studies

Anne, Helen & Debra (2020) who looked at parental influence on adolescent involvement in community activities, it was discovered that Youth participation in extracurricular activities is a reflection of civic development as well as parental socialization impacts. By supporting their children's interests and setting an example of their own community involvement, parents may encourage this kind of activity. Using data (N = 362) from the Iowa Youth and Families Project's 9th and 10th grade waves (Ife, 2024), we discover that parents' personal reinforcement of their children's behavior and the behavioral model they set for their children both significantly affect how involved boys and girls are in extracurricular activities. However, when parents are not involved in community activities, parental reinforcement has the greatest impact. Warm parents in this circumstance are inclined to encourage their kids, and this encourages kids to participate in community activities. The processes of civic socialization within families deserve greater attention than they've gotten so far.

Mat, Peter & Christopher (2023) looked at the impact of parental involvement on a structured youth program experience: A qualitative Inquiry, One important component of youth programming that is frequently suggested but rarely studied is parental participation. There are still unanswered questions about how parental participation affects program procedures and results. Over the course of a year, qualitative data was gathered from 46 young participants, 26 parents, and 5 teachers who were involved in an international immersion/service learning program for teenagers. The data analysis was directed by three primary research questions: (1) How does parental engagement affect

the program's long-term effects on the youth participants? (2) How does parental involvement in the program affect the parent-child relationship? (3) How does parental involvement affect the youths' experience in the program? Results point to a connection between enhanced parent-child interaction, communication, and views of one another and parental participation in youth programs One more. The results also indicate that the favorable post-participation impacts of the experience were prolonged when there was a common ground experience.

Cahit & Metinka (2020) looked at A meta-Analysis of the effect of parental involvement on students academic achievement, With regard to home-based and school-based parental participation strategies, this study uses the meta-analysis method to investigate the impact of parental involvement on students' academic attainment at the pre-school, elementary, and secondary levels. 55 separate English-language research studies published between 2010 and 2019 made up the data, which could be obtained via the databases PsycNet, Academic Search Complete, Science Direct, Wiley Online Library, and ERIC.

The results showed that parental participation had a slight but beneficial impact on academic attainment. Academic attainment was mostly impacted by parental expectations, while parental control had a minor and adverse effect. The moderator variables of education level, measuring type, and measurement area do not significantly alter the mean effect of parental participation on adolescents' academic attainment; however, they do differ by degree of the nation's development.

The available relevant meta-analysis papers from the literature are used to discuss the findings.

Ejuchegahi,A (2023) looked at the impact of parental involvement on students academic achievement in Nigeria: A case study of parents in Asaba delta state. Parental involvement is a significant factor that plays a crucial role in shaping a child's academic achievement because researchers have found that when parents actively participate in their child's education, it tends to lead to better academic performance and a greater likelihood of stimulating and sustaining students' interests in school and are more likely to achieve academic success. This study is intended to examine the impact of parental involvement on the academic achievement of students in Delta State, Nigeria. A research questionnaire was developed for the study, and 152 parents participated. Descriptive statistics were used to analyze the survey results, and the survey's findings showed that parental involvement has an effect on pupils' academic performance. Additionally, the study found that parental involvement—including behavioral, cognitive, and affective involvement—plays a positive influence in the academic success of their children. According to the study's findings, schools can promote parental involvement by, among other things, providing parents with opportunity to interact with instructors, attend parent-teacher conferences, and take part in school activities.

Ramesh, S (2024) examined the effects of parental involvement on student academic success, This article explores the impact of parental participation on student outcomes,

including academic achievement, attitudes towards learning, and socioemotional development. It studies several forms of parental involvement, such as communication with teachers, participation in school events, and support with homework, and analyzes their effects on student achievement. Based on theoretical frameworks and actual data, the study emphasizes the advantages of parental involvement for adolescents from a range of socioeconomic backgrounds and grade levels. It talks about how parental involvement improves students' motivation, sense of self-worth, and sense of community in addition to its function in promoting harmonious families and healthy parent-child interactions. tactics for encouraging parental participation in education, such as outreach campaigns, parent education programs, and cooperative school-family alliances. It highlights the significance of establishing a welcoming, inclusive school climate that appreciates and promotes parental involvement.

Matthew, George, Frank (2024) effect of parental involvement in education on the academic achievement of students in Ghana, 363 parents were sampled for the study using the purposive sampling technique. To gather primary data from the parents, the study employed a questionnaire. The Academic Units of the chosen schools provided secondary data on the academic performance of the students throughout a two-year period (2020–2021, 2021–2022). The findings indicate that most parents did not support their children's ICT learning in the classroom, did not assist their children with their homework, did not discuss their academic performance with teachers, and did not occasionally communicate important information to teachers or school officials. The

majority of parents, however, participated in school events, gave their children educational resources, asked for extra classes, and helped choose their children's textbooks According to this study, pupils' academic success and parental involvement in their education are strongly positively correlated. Every element of parental involvement in education had an effect on pupils' academic performance.

2.4 Theoretical Framework

The theories that will guide this study are: the Social Learning Theory (SLT) and Ecological System Theory.

2.4.1 Social Learning Theory (SLT)

The Social Learning Theory (SLT) was propounded by Albert Bandura, a renowned Canadian-American psychologist, in 1977. Bandura's work built upon the foundational theories of learning and behavior, particularly the work of John B. Watson and B.F. Skinner. However, Bandura's SLT deviated from the traditional behaviorist perspectives by emphasizing the role of observation, imitation, and cognitive processes in learning. Bandura's work was instigated by his observations of the limitations of traditional behaviorist theories in explaining complex human behavior. He noted that people often learn new behaviors, attitudes, and knowledge by observing others, rather than through direct reinforcement or punishment. This observation led Bandura to develop the SLT,

which posits that learning is a cognitive process that involves observation, imitation, and modeling.

According to Bandura, people learn through observing others, whom he called "models." These models can be parents, peers, teachers, or even media figures. When individuals observe a model performing a behavior, they may choose to imitate that behavior. However, the likelihood of imitation depends on several factors, including:

1. Attention: The individual must pay attention to the model's behavior.
2. Retention: The individual must be able to remember the behavior.
3. Reproduction: The individual must be able to reproduce the behavior.
4. Motivation: The individual must be motivated to perform the behavior.

Bandura's SLT also emphasizes the role of reinforcement, punishment, and observational learning in shaping behavior. He noted that people are more likely to imitate behaviors that are reinforced or rewarded, and less likely to imitate behaviors that are punished. The SLT has far-reaching implications for understanding human behavior, particularly in the context of parental influence on youth engagement in community development. By recognizing the role of observation, imitation, and modeling in learning, parents and caregivers can intentionally model positive behaviors and attitudes, thereby shaping the values and actions of young people. By applying the principles of SLT, parents can model positive behaviors, such as volunteering, community service, and civic engagement, which can inspire young people to follow suit. Furthermore, SLT highlights

the importance of reinforcement, punishment, and observational learning in shaping behavior, which has implications for how parents and caregivers encourage or discourage youth engagement in community development.

The Social Learning Theory (SLT) has been widely applied in various fields, including education, psychology, sociology, and public health. In the context of youth engagement in community development, SLT suggests that young people learn about community involvement and social responsibility by observing their parents, caregivers, and other influential adults. Bandura's SLT also highlights the importance of self-efficacy in learning and behavior. Self-efficacy refers to an individual's confidence in their ability to perform a specific behavior or task. When young people observe their parents or caregivers engaging in community development activities, they may develop a sense of self-efficacy, believing that they too can make a positive impact in their community.

Moreover, SLT emphasizes the role of reciprocal determinism in shaping behavior. Reciprocal determinism suggests that behavior is influenced by the interaction between personal factors (e.g., cognitive, emotional, and biological factors), environmental factors (e.g., social, cultural, and physical factors), and behavioral factors (e.g., past experiences and learned behaviors).

In the context of youth engagement in community development, reciprocal determinism suggests that young people's behavior is influenced by their personal characteristics (e.g., personality, skills, and interests), environmental factors (e.g., family, school, and

community), and past experiences (e.g., volunteering, community service, or leadership roles). The implications of SLT for youth engagement in community development are significant. By recognizing the role of observation, imitation, and modeling in learning, parents, caregivers, and community leaders can intentionally model positive behaviors and attitudes, thereby shaping the values and actions of young people. Furthermore, SLT highlights the importance of providing opportunities for young people to develop their self-efficacy and engage in community development activities. This can be achieved through mentorship programs, community service projects, and leadership development initiatives.

In addition, SLT suggests that community development programs should take into account the reciprocal determinism of behavior, acknowledging the complex interplay between personal, environmental, and behavioral factors that influence young people's engagement in community development. By applying the principles of SLT, community development programs can be designed to promote positive youth development, social responsibility, and community engagement.

2.4.2 Ecological Systems Theory (EST)

The Ecological Systems Theory (EST) was propounded by Urie Bronfenbrenner, a Russian-American psychologist, in 1979. Bronfenbrenner's work built upon the foundational theories of human development, particularly the work of Lev Vygotsky and

Erik Erikson. However, Bronfenbrenner's EST deviated from the traditional perspectives by emphasizing the role of the environment in shaping human development.

Bronfenbrenner's work was instigated by his observations of the limitations of traditional theories in explaining the complex interactions between individuals and their environments. He noted that human development is influenced by multiple levels of the environment, including the family, community, society, and culture. This observation led Bronfenbrenner to develop the EST, which posits that human development is shaped by the interactions between individuals and their environments.

According to Bronfenbrenner, the environment is composed of five systems:

1. Microsystem: The immediate environment, including family, school, and peers.
2. Mesosystem: The interactions between microsystems, such as between family and school.
3. Exosystem: The external environment, including societal institutions and policies.
4. Macrosystem: The cultural and societal context, including values, norms, and beliefs.
5. Chronosystem: The temporal dimension, including the timing and duration of events.

Bronfenbrenner's EST emphasizes the importance of understanding the interactions between individuals and their environments. He noted that human development is shaped

by the reciprocal interactions between individuals and their environments, and that these interactions can have a profound impact on development.

The EST has far-reaching implications for understanding human development, particularly in the context of youth engagement in community development. By recognizing the role of the environment in shaping human development, parents, caregivers, and community leaders can intentionally create environments that promote positive youth development, social responsibility, and community engagement.

In the context of youth engagement in community development, the EST suggests that young people's involvement in community activities is influenced by their microsystem (e.g., family, school, and peers), mesosystem (e.g., interactions between family and school), exosystem (e.g., societal institutions and policies), macrosystem (e.g., cultural and societal context), and chronosystem (e.g., timing and duration of events). The relevance of EST to the project topic is evident. Parental influence plays a significant role in shaping youth's engagement in community development. By applying the principles of EST, parents and caregivers can create environments that promote positive youth development, social responsibility, and community engagement.

The EST emphasizes the importance of understanding the interactions between individuals and their environments. In the context of youth engagement in community development, this means recognizing how young people's involvement in community activities is influenced by their environment. For instance, a young person's microsystem

(e.g., family, school, and peers) can play a significant role in shaping their engagement in community development. If a young person's family values community service and volunteerism, they are more likely to be encouraged to participate in community activities. Similarly, the mesosystem (e.g., interactions between family and school) can also influence a young person's engagement in community development. If a young person's school provides opportunities for community service and volunteerism, they are more likely to be exposed to these experiences and develop a sense of social responsibility.

The exosystem (e.g., societal institutions and policies) can also impact a young person's engagement in community development. For instance, government policies and programs that support youth development and community engagement can provide opportunities and resources for young people to get involved in community activities. Furthermore, the macrosystem (e.g., cultural and societal context) can shape a young person's values, attitudes, and behaviors related to community engagement. For example, if a young person grows up in a culture that values community service and volunteerism, they are more likely to adopt these values and engage in community activities. Finally, the chronosystem (e.g., timing and duration of events) can also influence a young person's engagement in community development. For instance, if a young person has a positive experience volunteering at a community organization during their teenage years, they are more likely to continue engaging in community activities throughout their lives.

By recognizing the complex interplay between these different systems, parents, caregivers, and community leaders can work together to create environments that promote positive youth development, social responsibility, and community engagement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section provides a detailed description of the research design and methodology used in the study. It provides an overview of the population and sample of participants and outlines the data collection and analysis procedures as well as the measures employed to ensure the validity and reliability of the study.

3.1. Research Design

This study adopted a survey research design. This will provide opportunity for the researcher to elicit responses by the administration of questionnaires to respondents on the subject matter. This research design is convenient because the respondents will provide the needed information in their respective home as the case may be. It makes gathering of information recorded possible directly from the source and help to solve geographical distance factor.

3.2 Population of the Study

The population of this study is all residents of Ogwa community in Esan West Local government area of Edo State, Nigeria. Ogwa is an agrarian community. The projected population of Ogwa in 2018, according to the National Population Census of Nigeria is roughly 100,000. The Ogwa town is made up of the following six villages; Eguare, Eha-Iyekeki, Ikekogbe, lower Izogen, Ukpogo and Upper Izogen. Therefore, the population of the study is 100,000.

3.3 Sample Size and Sampling Technique

The sample size for the study is 400. The sample will arrived at, using Taro Yamene formula for sample size determination. The formula is shown below:

$$n = \frac{N}{1 + [N(e)^2]}$$

3.1

Where: n = the sample size

N = the study population

e = error margin assumed to be 0.05

Given the population to be 100000 the sample size (n) will then be

$$n = \frac{100000}{1 + [100000 (0.05)^2]}$$

$$n = \frac{100000}{1 + [100000(0.05)^2]}$$

$$n = 400$$

3.5 Instrumentation

This study will use questionnaire as the primary data collection instrument. The questionnaire will be designed to elicit information on the demographic characteristics, and other vital aspect of most individuals. The questionnaire consist series of statements,

and respondents will be asked to indicate their level of agreement using a 4-point Likert scale, such as SA (Strongly Agree), A (Agree), SD (Strongly Disagree), D (Disagree).

3.6 Method of Data Collection

The researcher administered the structured questionnaire to the selected respondents. The questionnaire will be distributed to the respondents in person, and the researcher ensured that the respondents understand the questions before answering them. The respondents were given the option to ask for clarification on any question they do not understand. The completed questionnaires were collected immediately after administration to ensure that the respondents do not alter their responses.

3.7 Validity and Reliability of Instruments

The validity of the questionnaire was ensured through a thorough review of existing literature and expert opinions. The questionnaire was pre-tested among 20 respondents to ensure its reliability. The Cronbach's alpha coefficient will be used to measure the internal consistency of the questionnaire. A Cronbach's alpha coefficient of 0.7 and above was considered acceptable.

3.8 Method of Data Analysis

The data collected was analyzed using descriptive and inferential statistics. The researcher will use the Statistical Package for Social Sciences (SPSS) software to analyze the data. Frequency distributions, percentages, and means will be used to summarize the

demographic characteristics of the respondents and their responses to the questionnaire. Chi-square tests and logistic regression analysis will be used to identify the relationships between the variables.

3.9 Ethical Considerations

The researcher ensured that the study was conducted in accordance with ethical standards. Informed consent will be obtained from all participants before administering the questionnaire. The participants were assured of confidentiality and anonymity, and their rights to withdraw from the study at any time will be respected. The researcher also obtain approval from the relevant institutional review board before commencing the study.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter deals with analysis of data obtained in the course of the study. The results that emanated from the analysis are interpreted and discussed. Four research questions were raised in the study. This enables the researcher to offer valuable conclusions on unions-management engagement and industrial conflicts resolution in the University of Benin.

4.1 Data Presentation, Analysis and Interpretation

A total of 400 copies of the questionnaire were taken to the field and administered to the respondents. 297 which represent 67.8% were returned while 129 (32.25%) of the questionnaires' were either not returned, filled incorrectly, lost or damaged. Presentation and analysis and interpretation were organized around the four research questions. The data obtained from the questionnaire were presented, analysed and interpreted. Mean score and standard deviation were used to answer the research questions.

Socio-Demographic Analysis

Table 4.1 presents the socio-demographic details of the respondents, showing the distribution of the respondents across several socio-demographic variables. The distribution of the respondents according to their Gender, Age, Marital Status, Religion, Educational Qualification, Employment Status and Years of Service are presented.

TABLE 4.1: Distribution of Respondents

S/N	Variable	Category	Frequency (F)	Percentage (%)
i	Gender			
		Male	142	47.8
		Female	155	52.2
ii	Age (years)			
		13–17 years	45	15.2
		18–22 years	128	43.1
		23–27 years	89	30.0
		28–32 years	35	11.8
iii	Education Level			
		No formal education	12	4.0
		Primary education	58	19.5
		Secondary education	149	50.2
		Tertiary education	78	26.3
iv	Occupation			
		Student	161	54.2
		Employed	85	28.6
		Unemployed	32	10.8
		Apprentice/Intern	19	6.4
v	Religious Affiliation			
		Christianity	187	63.0
		Islam	105	35.4
		Traditional Religion	5	1.7
vi	Marital Status			
		Single	223	75.1
		Married	65	21.9
		Divorced	6	2.0
		Widowed	3	1.0

Source: Fieldwork, 2025.

The demographic profile of the respondents provides valuable insight into the characteristics of the study participants. A total of 297 respondents participated in the survey. The distribution by gender shows a fairly balanced representation, with 142 males

(47.8%) and a slightly higher proportion of 155 females (52.2%), indicating that female participants were more represented in the study.

In terms of age distribution, the majority of respondents were young adults. The largest age group was 18–22 years (43.1%), followed by 23–27 years (30.0%). Adolescents aged 13–17 years accounted for 15.2%, while only 11.8% were in the 28–32 years age bracket. This suggests that most of the participants were in their late teens and early twenties, an age range typically associated with students and early career development.

Regarding educational attainment, more than half of the respondents had completed secondary education (50.2%), while 26.3% had attained tertiary education. A smaller proportion had only primary education (19.5%), and very few reported having no formal education (4.0%). This pattern highlights a relatively educated sample population.

For occupational status, the data shows that the majority were students (54.2%), reflecting the youthful age distribution. Employed individuals constituted 28.6%, while 10.8% were unemployed, and 6.4% were apprentices or interns, suggesting that most respondents were still engaged in learning or early stages of their careers.

Concerning religious affiliation, the majority of respondents identified as Christians (63.0%), followed by Muslims (35.4%), while a small minority adhered to traditional religion (1.7%). This reflects the dominant religious demographics in the study area.

Finally, in terms of marital status, the majority of participants were single (75.1%), while 21.9% were married, and a small proportion were divorced (2.0%) or widowed (1.0%). This further aligns with the youthful nature of the sample.

4.1.1 Analysis of Research Questions

Research questions were answered using the statistics of mean and standard deviation as follows:

Research question 1:

What is the extent to which educational background affects the level of youth engagement in community development activities in Esan central

Table 4.2: response to question one

S/N	Statement	Mean	SD	Remark
1	Youths with higher education are more likely to participate in community development activities.	3.23	0.91	Agreed
2	Lack of formal education discourages youth from engaging in community development.	3.41	0.71	Agreed
3	Educational background equips youth with skills needed for effective community participation.	2.39	0.87	Agreed
4	Education has little or no influence on youth involvement in community development.	2.87	1.23	Agreed
	Cluster	3.13	1.29	

Mean Value of 2.5

The results presented in Table 2 reveal respondents' perceptions of the influence of education on youth participation in community development activities. The cluster mean

score of 3.13 (SD = 1.29) indicates that, on average, the respondents agreed that education plays a considerable role in shaping youth involvement in community development. Specifically, the statement that “Youths with higher education are more likely to participate in community development activities” recorded a mean of 3.23 (SD = 0.91), reflecting a general agreement that educational attainment encourages active participation in communal initiatives. Similarly, the view that “Lack of formal education discourages youth from engaging in community development” had a slightly higher mean of 3.41 (SD = 0.71), further underscoring the perceived importance of education in motivating youth engagement.

Moreover, respondents agreed that “Educational background equips youth with skills needed for effective community participation” (M = 2.39; SD = 0.87), suggesting that education is seen as a source of relevant knowledge and competencies for community work. However, the statement that “Education has little or no influence on youth involvement in community development” had a mean of 2.87 (SD = 1.23), reflecting a relatively moderate agreement, which may indicate that while education is important, other factors might also contribute to youth participation.

Research Question 2:

What are the cultural factors that affects the level of youth engagement in community development activities in Esan central?

Table 4.3: response to question two

S/N	Statement	Mean	SD	Remark
5	Traditional beliefs in Esan Central encourage youth participation in community activities.	3.29	0.87	Agreed
6	Some cultural practices discourage youth involvement in development projects.	3.32	0.77	Agreed
7	Respect for elders influences the extent of youth engagement in community development.	2.38	0.86	Agreed
8	Cultural festivals and values enhance collective youth involvement in community work.	2.86	1.25	Agreed
	Cluster	3.17	1.24	

Mean Value of 2.5

The data presented examines the influence of traditional and cultural factors on youth participation in community development in Esan Central. The analysis is based on the mean (M) and standard deviation (SD) scores for each statement, with a cluster mean of 3.17 (SD = 1.24), which indicates a general agreement among respondents that cultural elements shape youth involvement in communal activities.

Specifically, respondents agreed that traditional beliefs in Esan Central encourage youth participation in community activities (M = 3.29, SD = 0.87) and that certain cultural practices sometimes discourage youth involvement in development projects (M = 3.32,

SD = 0.77). Furthermore, respect for elders was also acknowledged as a factor influencing youth engagement (M = 2.38, SD = 0.86), while cultural festivals and values were considered as enhancing collective youth participation in community work (M = 2.86, SD = 1.25).

Overall, the findings suggest that cultural norms, respect for traditional authority, and community values play a significant role in shaping youth participation in development activities. This underscores the need to integrate cultural factors into strategies aimed at mobilizing youths for sustainable community development in Esan Central.

Research Question 3:

What are the perceptions of parents in Esan central about the importance of youth engagement in community development?

Table 4.4: response to question three

S/N	Statement	Mean	SD	Remark
9	Parents believe youth involvement in community development is essential for growth.	3.41	0.61	Agreed
10	Parents encourage their children to actively engage in community development activities.	3.01	0.79	Agreed
11	Some parents view youth engagement in community development as a waste of time.	2.21	0.73	Agreed
12	Parents see community engagement as a way of preparing youth for future leadership.	2.89	1.24	Agreed
	Cluster	3.27	1.25	

Mean Value of 2.5

The data presented above highlights parents' perceptions of youth involvement in community development. The overall cluster mean of 3.27 (SD = 1.25) indicates that, on

average, respondents agreed that parents play an important role in shaping youths' participation in community-based initiatives.

Specifically, parents strongly believe that youth participation is essential for community growth ($M = 3.41$, $SD = 0.61$), reflecting widespread recognition of the developmental benefits of youth engagement. Similarly, parents were found to encourage their children to participate in community activities ($M = 3.01$, $SD = 0.79$), which suggests active parental support for such involvement.

However, a lower mean score was recorded for the perception that youth engagement is a waste of time ($M = 2.21$, $SD = 0.73$). While still within the "agreed" category, this finding points to the presence of some lingering skepticism among a portion of parents, possibly due to cultural beliefs or misconceptions about the tangible benefits of community work.

Furthermore, parents also acknowledged that community engagement prepares youth for future leadership roles ($M = 2.89$, $SD = 1.24$), underlining the developmental significance attached to such participation. Overall, these findings suggest that parents generally hold positive attitudes toward youth involvement in community development, seeing it as valuable for both communal progress and youth leadership development, despite some residual negative perceptions among a few parents.

Research Question 4:

What are the challenges faced by both youth and parents in fostering greater youth participation in community development in Esan central

Table 4.5: response to question four

S/N	Statement	Mean	SD	Remark
13	Lack of resources limits youth participation in community development.	3.49	0.83	Agreed
14	Conflicts between youth and parents hinder active youth engagement.	3.48	0.76	Agreed
15	Unemployment discourages youth from participating in development projects.	3.42	0.92	Agreed
16	Poor cooperation between community leaders and youth reduces engagement.	3.59	0.66	Agreed
	Cluster	3.76	1.11	

Mean Value of 2.5

The data presented in Table 5 (S/N 13–16) highlights key socio-economic and relational factors influencing youth participation in community development activities. All the items recorded mean scores above the decision benchmark of 2.50, indicating general agreement among respondents. Specifically, lack of resources ($M = 3.49$, $SD = 0.83$), conflicts between youth and parents ($M = 3.48$, $SD = 0.76$), unemployment ($M = 3.42$, $SD = 0.92$), and poor cooperation between community leaders and youth ($M = 3.59$, $SD = 0.66$) were identified as significant barriers to active youth engagement. The cluster mean of 3.76 with a standard deviation of 1.11 further suggests that, overall, respondents

strongly agreed that these challenges collectively hinder the effective participation of youths in community development initiatives. This implies that socio-economic constraints, intergenerational conflicts, and weak collaboration between leadership structures and youth are critical issues that need to be addressed to enhance youth involvement in local development efforts.

Research Question 5:

What are the roles of social workers in addressing the challenges of youth engagement in community development in Esan Central

Table 4.6: response to question four

S/N	Statement	Mean	SD	Remark
17	Social workers play a key role in motivating youth to engage in community activities.	3.45	0.81	Agreed
18	Social workers help in resolving conflicts between parents and youth over community issues.	3.47	0.77	Agreed
19	Social workers provide training and awareness programs to encourage youth involvement.	3.41	0.93	Agreed
20	Without social workers, youth engagement in community development would remain low.	3.54	0.67	Agreed
	Cluster	3.71	1.09	

Mean Value of 2.5

The data presented in Table 6 highlights respondents’ perceptions of the role of social workers in promoting youth participation in community development. The results reveal that all the statements recorded mean scores above the benchmark of 2.50, indicating

general agreement among respondents. Specifically, respondents agreed that social workers play a key role in motivating youth to engage in community activities ($M = 3.45$, $SD = 0.81$) and help in resolving conflicts between parents and youth over community issues ($M = 3.47$, $SD = 0.77$). Additionally, respondents acknowledged the contribution of social workers in providing training and awareness programs to encourage youth involvement ($M = 3.41$, $SD = 0.93$). The highest mean score was recorded for the statement that youth engagement in community development would remain low without the involvement of social workers ($M = 3.54$, $SD = 0.67$), emphasizing the perceived indispensable role of social workers. The cluster mean of 3.71 ($SD = 1.09$) further affirms that respondents strongly believe that social workers significantly influence youth participation in community development initiatives. These findings suggest that social workers serve as vital facilitators, bridging gaps between youths and the wider community, enhancing awareness, and fostering cooperative relationships necessary for sustainable community development.

Discussion of the Findings

The study examined how educational background, cultural context, parental attitudes, practical constraints, and the interventions of social workers shape youth engagement in community development in Esan Central. The results indicate a pattern similar to findings from other parts of Nigeria and sub-Saharan Africa: education strengthens the capacity and willingness of young people to participate in development activities, but cultural norms, household expectations and structural barriers (unemployment, poor

infrastructure, weak youth-organizations) all mediate that relationship. Social workers when present and active help bridge gaps by facilitating training, mobilization and conflict resolution, but their reach is often limited by funding and institutional constraints.

Extent to which educational background affects youth engagement. The findings reveals that higher levels of education are associated with greater participation mirror broader evidence showing education raises civic knowledge, organizational skills and self-efficacy all of which increase the likelihood that youth will initiate or sustain community projects. Educated youth are more likely to understand project planning, access information, and mobilize resources; they also tend to join formal youth groups or parliaments that link to local government. However, education is not a sufficient condition: where jobs and financing are scarce, even educated youth may opt out or emigrate, reducing local engagement.

Cultural factors that affect youth engagement in Esan Central Qualitative and comparative studies show that cultural norms including gender roles, respect for elders, ritual calendars (festivals/rites), and local conceptions of authority strongly shape which activities youth may undertake and how they are received. In Esan communities, traditional leadership structures and communal expectations can both mobilize young people (through festivals, communal labor) and constrain them (through age-graded authority and gendered expectations). Where cultural norms privilege deference to elders, youth initiatives succeed more when elders are involved as sponsors or gatekeepers.

Perceptions of parents about the importance of youth engagement. The findings reveals that Parents in Nigerian contexts commonly view education and economic security as top priorities; many therefore support youth participation when it leads to employable skills or income generation, but are wary of voluntary civic activities that compete for time and resources. Studies of parental involvement in Nigeria show parents can be strong enablers (through moral support, resources, networks), but their support depends on perceived returns and safety.

Challenges faced by youth and parents in fostering greater participation. The findings reveals that Common barriers include limited funding, lack of formal platforms for youth voice, unemployment (which redirects youth time to survival), weak institutional support, and intergenerational mistrust. Parents may also face pressures (economic constraints, fear of political co-optation of youth groups, or concerns about safety) that reduce their willingness to encourage civic engagement. In Esan Central these structural constraints are compounded when local government and NGOs do not consistently invest in youth programs.

Roles of social workers in addressing the challenges. The literature and program reports indicate several practical roles social workers can and do play: community mobilization and awareness-raising; skills training and capacity building for youth groups; mediation between youths and elders/parents; linking youth to resources (microcredit, training, government programs); and advocacy for youth-friendly policies. Where social workers

adopt culturally sensitive approaches (working through traditional leaders and local NGOs) their interventions have higher acceptance and sustainability. However, effectiveness depends on institutional support, adequate funding, and collaboration with local organizations (including Esan youth networks).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study examined parental influence on the engagement of youth in community development in Esan Central Local Government Area of Edo State. The primary objective was to determine how various parental factors such as parental education, occupation, socio-economic status, and parental support affect the willingness and level of participation of youths in community development initiatives. A descriptive survey research design was employed, and a structured questionnaire was used to collect data from the selected sample of youths in the study area. Data were analyzed using descriptive statistics such as frequency, percentages, means, and standard deviations, as well as inferential statistics where applicable. The findings revealed that parents significantly shape the engagement of youths in community development through their attitudes, level of encouragement, socio-economic background, and provision of moral and financial support. It was also found that youths whose parents were actively involved in community projects tended to demonstrate higher levels of participation compared to those whose parents were indifferent.

Furthermore, the study showed that parental education and occupation influence youth participation, as parents with higher educational attainment and stable economic conditions were more likely to encourage and support their children's involvement in community-based activities. Conversely, lack of parental support, poor communication

between parents and youths, and low socio-economic status were identified as barriers to youth engagement.

In conclusion, the study established that parental influence remains a critical determinant of youth participation in community development efforts in Esan Central LGA. Strengthening the role of parents, alongside youth-targeted sensitization and empowerment programs, can significantly enhance youth involvement in sustainable community development initiatives.

5.2 Conclusion

This study examined the influence of parental factors on the engagement of youth in community development activities in Esan Central Local Government Area of Edo State. The research was motivated by the recognition that parents, as primary socializing agents, play a critical role in shaping the attitudes, motivations, and participation of young people in activities that enhance the development of their communities. Findings from the study revealed that parental encouragement, socio-economic background, level of education, and patterns of communication significantly influence the extent to which youths participate in community development initiatives. Youth whose parents showed active interest in community matters and provided guidance and moral support were more likely to engage in projects such as environmental sanitation, skill acquisition programs, and local development campaigns. Conversely, lack of parental involvement, low educational exposure, and economic hardship were found to hinder youths' active participation.

The study further established that parental attitudes toward civic responsibility set the tone for the willingness of young people to contribute to collective community efforts. Where parents modeled commitment to volunteerism and social development, youths were more inspired to join community-oriented activities.

Based on these findings, it can be concluded that parents remain indispensable stakeholders in fostering youth engagement in community development. Strengthening parental awareness and involvement, improving parent-child communication, and addressing socio-economic barriers can substantially enhance youth participation in community initiatives. In essence, the success of community development programs in Esan Central LGA depends not only on government policies and youth organizations but also on the collaborative influence of parents in guiding and motivating their children toward active civic participation. This underscores the need for deliberate strategies that integrate parental roles into community development planning to build sustainable and youth-driven development efforts.

5.3 Recommendations

Based on the findings of this study on parental influence on the engagement of youth in community development in Esan Central Local Government Area of Edo State, the following recommendations are proposed:

1. Parents should actively encourage their children to participate in community development activities by providing moral, emotional, and financial support. Parents can also serve as role models by engaging in such initiatives themselves.
2. Local authorities, community leaders, and non-governmental organizations should organize regular sensitization programs to enlighten parents on the importance of supporting youth engagement in community development.
3. Training programs should be introduced to help parents develop positive parenting skills, such as effective communication, encouragement, and constructive supervision, which can foster youth participation in community-based projects.
4. Educational institutions should partner with parents to promote youth involvement in community projects through clubs, workshops, and volunteer initiatives. Such partnerships can nurture civic responsibility among young people.
5. The Edo State Government and local authorities should implement policies and provide incentives that encourage parental involvement in youth development programs. This could include community recognition awards or subsidies for families who actively support youth initiatives.
6. Community development committees and local councils should create accessible platforms and opportunities (e.g., community forums, skill-building workshops) where parents and youth can collaborate in planning and executing development projects.

7. Religious and cultural leaders should advocate for parental guidance and youth participation in community development. They can use their platforms to emphasize the shared responsibility of parents in nurturing socially responsible youths.

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I am a final year (400 level) student of the above named institution. I am conducting a research on **PARENTAL INFLUENCE ON THE ENGAGEMENT OF YOUTH IN COMMUNITY DEVELOPMENT IN ESAN CENTRAL LGA, EDO STATE**. In fulfillment of the requirements for the award of a Bachelor of Social Work Degree (BSW). Please be free to respond as your anonymity will be ensured and your response will be strictly confidential. I wish to indicate that the purpose of this study is purely academic and your response to the questions will contribute greatly to the success of the study.

Instruction: Please tick (✓) in the appropriate box applicable to your responses.

SECTION A: Demographic Data

- i. Gender : Male () Female ()
- ii. Age: 13-17 years () 18-22 years () 23-27 years () 28-32 years ()
- iii. Education Level: No formal education (), Primary education (), Secondary education (), Tertiary education ()
- iv. Occupation: Student (), Employed (), Unemployed (), Apprentice/ intern ()
- v. Religious Affiliation: Christianity (), Islam (), Traditional Religion ()
- vi. Marital Status: Single (), Married (), Divorced (), Widowed ()

Section B:

Key: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)

S/N	Questionnaire Items	SA	A	D	SD
	Educational Background				
1	Youths with higher education are more likely to participate in community development activities.				
2	Lack of formal education discourages youth from engaging in community development.				
3	Educational background equips youth with skills needed for effective community participation.				
4	Education has little or no influence on youth involvement in community development.				
	Cultural Factors				
5	Traditional beliefs in Esan Central encourage youth participation in community activities.				
6	Some cultural practices discourage youth involvement in development projects.				
7	Respect for elders influences the extent of youth engagement in community development.				
8	Cultural festivals and values enhance collective youth involvement in community work.				
	Parents' Perceptions				
9	Parents believe youth involvement in community development is essential for growth.				
10	Parents encourage their children to actively engage in community development activities.				
11	Some parents view youth engagement in community development as a waste of time.				
12	Parents see community engagement as a way of preparing youth				

	for future leadership.				
	Challenges				
13	Lack of resources limits youth participation in community development.				
14	Conflicts between youth and parents hinder active youth engagement.				
15	Unemployment discourages youth from participating in development projects.				
16	Poor cooperation between community leaders and youth reduces engagement.				
	Role of Social Workers				
17	Social workers play a key role in motivating youth to engage in community activities.				
18	Social workers help in resolving conflicts between parents and youth over community issues.				
19	Social workers provide training and awareness programs to encourage youth involvement.				
20	Without social workers, youth engagement in community development would remain low.				

