

GOVERNMENT AND SOCIAL WORK INTERVENTIONS TO REDIRECT YOUTHS' MINDS TOWARDS EDUCATION AMIDST ONLINE OPPORTUNITIES IN RIVERS STATE

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ABSTRACT

The study examined government and social work interventions to redirect youths' minds towards education amidst online opportunities in Rivers State. The study utilised a descriptive research design to investigate the relationship between government and social work interventions and youths' attitudes towards education amidst online opportunities in Rivers State, Nigeria. The study focused on youths aged 15-40 years who are vulnerable to the influence of online opportunities and may be at risk of disengaging from formal education. A sample of 400 youths was selected using a convenience sampling technique, taking into account the study's scope and objectives. A structured questionnaire, coded 'GSWIRYMEQQ' was used to collect data. Descriptive statistics, including mean and standard deviation, were used to answer research questions, while inferential statistics, specifically the Independent t-test, were used to test hypotheses at a 0.05 level of significance. The study found that both online opportunities and government/social work interventions (such as integrated digital-educational pathways, targeted financial support, community-based mentorship, and trauma-informed environments) significantly influence youths' attitudes towards education in Rivers State. The study concluded that government and social work interventions aimed at promoting online opportunities for education can be effective in redirecting youths' minds towards education. Based on the findings, it was recommended that policymakers and educators leverage online opportunities and implement targeted interventions to promote positive attitudes towards education among youths in Rivers State.

Keywords: Government Interventions, Social Work Interventions, Online Opportunities, Youth Education

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INTRODUCTION

Education stands as the cornerstone of individual advancement and societal development, providing the theoretical framework and practical skills necessary for meaningful participation in the socioeconomic sphere. Simultaneously, financial resources serve as the essential fuel that powers educational pursuits, particularly in developing economies like Nigeria (Olofin et al., 2023). Within Rivers State, this delicate interplay between education and financial survival creates a complex dynamic that shapes youth decision-making and future trajectories. While education represents a fundamental pathway to sustainable development, Nigerian youth face the stark reality that financial constraints often impede their educational journeys, forcing difficult choices between immediate economic survival and long-term educational investment.

The financial challenges confronting youth in Rivers State have intensified their search for alternative income sources, with online opportunities emerging as a prominent solution given their accessibility and potential returns. This pivot toward digital income streams reflects not merely a passing trend but rather a strategic adaptation to perceived governmental inadequacies in educational support and youth empowerment. As Wariboko and Nwanyanwu (2024) observed, this digital migration has produced both constructive and problematic outcomes, with some youth leveraging legitimate online platforms for skill development and income generation, while others drift toward questionable or explicitly fraudulent digital activities.

The Nigerian government's limited interventions in addressing educational challenges have created a vacuum that online

opportunities, both legitimate and illicit, have rushed to fill. According to Onwunyi and Okonkwo (2021), the nationwide COVID-19 lockdown further accelerated this trend, with isolated youth turning to digital spaces for economic survival as traditional employment channels contracted. This circumstance has produced a generation of digitally savvy youth whose entrepreneurial energy and technical aptitude remain largely unaligned with formal educational frameworks. The resulting disconnect between institutional education and practical income-generating skills represents a critical challenge for Rivers State's development trajectory.

Within this context, targeted government and social work interventions become essential to reconcile the competing demands of education and economic survival. Effective interventions must acknowledge the legitimate financial pressures youth face while redirecting their digital fluency toward educational advancement and ethical income generation. Tor et al. (2025) emphasised that e-learning platforms offer a promising synthesis of educational content and digital engagement, potentially serving as a bridge between formal education and the online spaces youth already inhabit. Integrating digital literacy and ethical online conduct into educational curricula, institutions can transform what might otherwise become pathways to cybercrime into avenues for legitimate digital entrepreneurship.

Social work interventions can further complement governmental efforts by providing individualised support to vulnerable youth navigating these complex choices. Bell (2024) advocates for youth-centric social innovation approaches that incorporate peer mentorship programs connecting academically successful digital entrepreneurs with youth at risk of abandoning education for quick online

returns. Such interventions recognise that redirection efforts must address not only practical barriers but also psychological factors, including the immediate gratification and social status that illicit online activities might provide.

The integration of entrepreneurship education within formal academic settings represents another promising intervention strategy. Agri and Sunny (2023) noted that entrepreneurship skills development can enhance both educational engagement and employability, making formal education more immediately relevant to youth's financial concerns. Institutions can incorporate practical digital skills, financial literacy, and ethical business practices into educational curricula to position themselves as enablers rather than competitors to youth's economic ambitions. Cultural and historical consciousness also plays a vital role in effective intervention strategies. Mfon (2024) argued that educational approaches must adapt to children's digital culture while maintaining connections to cultural heritage and ethical frameworks. This balanced approach acknowledges the transformative potential of digital engagement while grounding it within broader social values and historical context.

The challenge of redirecting youth toward educational advancement amidst competing online opportunities requires coordinated efforts across government agencies, educational institutions, and social work organisations. Rather than purely restrictive approaches that attempt to limit youth's digital engagement, successful interventions will harness youth's digital fluency while creating clearer pathways between online skills and formal educational achievements. However, with the legitimate financial pressures youth face and developing responsive programmes that integrate digital

opportunities with educational advancement, Rivers State can transform this apparent tension into a powerful driver of sustainable development and youth empowerment.

STATEMENT OF THE PROBLEM

The proliferation of online opportunities has significantly influenced the attitudes and priorities of youths in Rivers State, often diverting their attention away from formal education. Despite the importance of education in shaping their future, many youths are increasingly drawn to online platforms that promise quick financial gains and flexibility. This trend has raised concerns about the potential long-term consequences on their educational attainment and overall development. While government and social work interventions aim to redirect youths' minds towards education, the effectiveness of these efforts remains uncertain. There is a need to investigate the impact of online opportunities on youths' attitudes towards education and assess the role of government and social work interventions in promoting educational engagement. This study seeks to address the problem by exploring the relationship between online opportunities, government and social work interventions, and youths' attitudes towards education in Rivers State. The specific objectives are to investigate the impact of online opportunities on youths' attitudes towards education, as well as the role of government and social work interventions in redirecting youths' minds towards education in Rivers State.

RESEARCH QUESTIONS

The following questions were raised to guide the study:

1. How do online opportunities influence youths' attitudes towards education in Rivers State?
2. What government and social work interventions are most effective in redirecting youths' minds towards education in Rivers State?

HYPOTHESES

The following hypotheses were formulated and statistically tested at a 0.05 level of significance:

1. There is a significant difference in the mean rating on the impact of online opportunities on youths' attitudes towards education in Rivers State.
2. There is a significant difference in the mean rating of what government and social work interventions are most effective in redirecting youths' minds towards education in Rivers State.

THEORETICAL FRAMEWORK

Social Learning Theory (SLT) by Albert Bandura

Albert Bandura's Social Learning Theory (SLT) emerged in the 1960s as a significant advancement in understanding how individuals acquire behaviours, attitudes, and emotional responses through observation and interaction with others (Bandura in Krath et al., 2021). This theoretical framework represented a departure from the behaviourist traditions that dominated psychology by incorporating cognitive processes into the understanding of learning. Bandura challenged the notion that learning occurs solely through direct reinforcement, arguing

instead that humans possess the capacity to learn vicariously by observing the consequences of others' actions, a process he termed "observational learning" or "modelling" (Krath et al., 2021).

The central premise of SLT is that learning is a social process occurring within a social context. According to Bandura, individuals learn not only through their own experiences but also by observing others' behaviours and the subsequent outcomes of those behaviours. This observational learning process involves four key components: attention, retention, reproduction, and motivation. First, individuals must attend to the modelled behaviour. Second, they must retain and cognitively organise the observed information. Third, they must possess the physical capabilities to reproduce the behaviour. Finally, they must be motivated to perform the behaviour, often through anticipated reinforcement or punishment (Charlton et al., 2024).

Bandura's theory further introduced the concept of self-efficacy, which refers to an individual's belief in their ability to succeed in specific situations. This construct has profound implications for learning and behaviour change, as individuals with higher self-efficacy are more likely to engage in challenging tasks, persist through difficulties, and ultimately achieve mastery. As highlighted by Krath et al. (2021), this aspect of SLT has been particularly influential in the development of educational interventions that incorporate gamification elements to enhance learner engagement and self-efficacy.

The relevance of SLT to contemporary research and practice spans multiple domains. In speech-language therapy, for instance, SLT provides a theoretical foundation for understanding how communication skills develop through social observation and interaction. Eustace et al.

(2024) applied SLT principles to understand Māori aspirations following stroke, recognising that cultural models and observational learning within community contexts significantly influence rehabilitation outcomes. This culturally responsive application of SLT acknowledges that learning processes are embedded within social and cultural frameworks that shape individuals' perceptions and motivations. In telehealth applications, SLT offers valuable insights into how therapeutic relationships and interventions can be effectively mediated through digital platforms. Charlton et al. (2024) examined how pediatric speech and language therapists incorporate modelling techniques into telehealth sessions, allowing children to observe and imitate targeted communication behaviours despite the physical distance.

The effectiveness of these approaches relies on SLT principles regarding attention, retention, and motivation within the virtual therapeutic environment. For professional development contexts, SLT explains how novice practitioners acquire skills through observation of experienced colleagues within communities of practice. Ajao (2025) examined how professional associations function as learning communities where novice instructional designers observe and model the behaviours, strategies, and ethical practices of established professionals. This application of SLT emphasises the role of social context in the development of professional identity and competence. The enduring relevance of Bandura's Social Learning Theory lies in its comprehensive account of how social observation, cognitive processing, and motivational factors interact to shape learning and behaviour. This theoretical framework continues to inform interventions across educational, clinical, and professional development domains, providing

a robust foundation for understanding how individuals learn within social contexts.

CONCEPTUAL CLARIFICATION

Impact of Online Opportunities on Youths' Attitudes towards Education

The digital revolution has fundamentally transformed how Nigerian youth perceive and engage with educational opportunities, creating a complex relationship between online platforms and traditional educational pathways. This transformation has produced both constructive adaptations and concerning shifts in attitudes toward formal education, particularly as youth navigate the competing demands of academic advancement and economic survival. Online opportunities have introduced a pragmatic recalibration of educational values among Nigerian youth, with many increasingly evaluating educational pursuits through the lens of immediate economic utility. Nwangwu et al. (2022) noted that shifting attitudes toward education with many prioritising income-generating online activities over traditional academic engagement. This reprioritisation reflects not merely short-term adaptation but potentially signals a deeper transformation in how youth conceptualise the purpose and value of education in an increasingly digital economy.

The accessibility of online income streams has challenged the perceived return-on-investment calculation for formal education among many youth. Traditional educational pathways, which often require substantial time investment before yielding economic returns, now compete with online opportunities promising more immediate financial gratification. Isokon et al. (2022) noted that this trend contributes to a broader negative attitude toward traditional values,

including those emphasising educational achievement as a prerequisite for economic advancement. The immediate accessibility of online income, whether through legitimate digital entrepreneurship or questionable online activities, has created alternative success narratives that sometimes bypass formal educational requirements.

However, the relationship between online opportunities and educational attitudes is not uniformly negative. Tor et al. (2025) demonstrated that e-learning platforms can enhance educational engagement by making learning more accessible, flexible, and directly applicable to economic opportunities. When properly structured, online educational resources can bridge traditional academic content with practical digital skills, potentially harmonising educational pursuit with economic necessity. This integration suggests that youth's educational disengagement may stem less from rejection of education itself and more from frustration with educational systems perceived as disconnected from economic realities.

Digital literacy levels significantly influence how youth navigate the relationship between online opportunities and education. Onyeka and Obiora (2021) found varying levels of awareness regarding legal frameworks governing online communication among undergraduates in Southeast Nigeria, suggesting that many youth engage with online opportunities without fully understanding associated risks or ethical considerations. This knowledge gap highlights the need for educational interventions that enhance digital citizenship alongside technical skills. The empowerment dimension of online engagement further complicates youth attitudes toward traditional education. Anikeze and Okpalaibekwe (2024) noted that digital media tools have fostered youth empowerment, enabling forms of

economic and social participation previously unavailable through conventional channels. This sense of agency and autonomy can either complement educational pursuits when aligned with academic goals or compete with them when perceived as alternative success pathways.

The impact of online opportunities on youth attitudes toward education in Nigeria thus presents a nuanced picture requiring contextualised interventions. Rather than positioning online opportunities and formal education as competing alternatives, effective approaches recognise their potential complementarity while addressing the legitimate economic pressures driving youth decision-making. However, institutions can potentially transform what might otherwise become educational disengagement into more holistic engagement that honours both academic advancement and economic necessity in an increasingly digital landscape.

Effective Government and Social Work Interventions for Redirecting Youths' Minds Towards Education

The challenge of redirecting youth attention toward education amidst competing online opportunities in Rivers State requires strategically designed interventions that address both structural barriers and psychological motivations. Various studies examining Nigerian youth engagement patterns suggest that effective interventions must balance immediate economic concerns with long-term educational investment while leveraging rather than opposing digital engagement. Five particularly promising intervention approaches emerge from examining both government and social work perspectives.

Integrated digital-educational pathways: It is a highly effective intervention strategy. Rather than positioning online activities and formal education as competing alternatives, government initiatives that incorporate digital skills training within educational frameworks create natural bridges between youth's online interests and academic advancement. As Bell (2024) added that youth-centric solutions that acknowledge digital fluency as a legitimate educational component rather than a distraction have shown significant success in redirecting youth engagement. These programs transform what might otherwise become pathways to cybercrime into structured learning opportunities by offering certification in digital marketing, content creation, and other legitimate online income streams while maintaining connections to formal educational qualifications.

Financial support mechanism: Is an educational persistence that has proven essential in addressing the economic pressures driving youth away from education. Fajimi (2025) noted that social workers can facilitate access to educational stipends, conditional cash transfers, and educational microloans specifically designed to sustain youth through educational programs. These financial interventions directly address the survival concerns that Nwangwu et al. (2022) identified as primary drivers of educational disengagement during economic hardship, creating psychological space for long-term educational investment by alleviating immediate financial pressure.

Community-based mentorship networks: an intervention mechanism connecting academically successful digital entrepreneurs with vulnerable youth demonstrates particular effectiveness in reshaping educational attitudes. These social work initiatives

provide relatable role models who embody the integration of educational achievement with digital success, challenging narratives that position these as mutually exclusive paths. Ambursa and Sabitu (2024) added that value reorientation counselling delivered through community networks can effectively combat anti-social behaviours by offering alternative success narratives grounded in both educational achievement and digital opportunity.

Specialised cybercrime rehabilitation programmes: an intervention mechanism used to address the psychological rewards of online fraud represents a critical intervention component specifically for youth already engaged in problematic online activities. These programs, operating at the intersection of criminal justice and social work, provide both technical redirection and psychological support for youth transitioning from illicit to legitimate online engagement. Okorie et al. (2024) noted that addressing the identity and status needs fulfilled by cybercrime participation is essential to successful intervention, suggesting that programs offering alternative pathways to recognition and achievement within educational contexts are particularly effective.

Trauma-Informed Educational Environments: are intervention-driven mechanisms capable of addressing the psychological impacts of economic hardship, community violence, and family disruption provide a necessary foundation for other interventions. Social workers embedded within educational institutions can facilitate trauma screening and support services that address the underlying psychological barriers to educational engagement. These approaches recognise that youth disengagement often stems not merely from competing

opportunities but from psychological adaptations to challenging environments, requiring intervention approaches that restore psychological safety as a prerequisite for educational investment. These intervention approaches, integrated digital-educational pathways, targeted financial support mechanisms, community-based mentorship networks, specialised cybercrime rehabilitation programs, and trauma-informed educational environments, offer a comprehensive framework for redirecting youth attention toward education in Rivers State.

REVIEW OF RELATED EMPIRICAL STUDIES

Spruyt et al. (2016) conducted an empirical investigation into attitudes towards education amongst youngsters following secondary education in Flanders on what it is worth. The study argues that the social relevance of attitudes towards education is commonly confined to their direct impact on educational aspirations or attainment. However, attitudes may also impact educational success in a way similar to cultural capital. Survey data were used to assess the support for three different attitudes concerning the perceived value of attending school among youngsters (n = 853) following secondary education in Flanders (the Dutch-speaking part of Belgium). The results revealed substantial differences according to the pupils' cultural capital, time perspective, personal educational experiences and social mobility. These findings are taken as a starting point for a broader discussion about how attention to attitudes may enable us to account for the power struggles in which the educational field and the teaching profession are involved.

Magen-Nagar and Shonfeld (2018) conducted a quantitative research study

examining the contribution of an Online Collaborative Learning (OCL) program on attitudes towards technology in terms of technological anxiety, self-confidence and technology orientation among M.Ed. students. The advanced online collaborative program was implemented at two teacher training colleges in Israel for 10 weeks. It was based on the TEC model that used technology to increase trust between students from different cultures through online learning. Students from the intervention group (N = 47) and the control group (N = 45) completed questionnaires which dealt with their level of collaboration, intrinsic motivation, satisfaction, and attitudes towards technology. Findings of the SEM path analysis indicated that a high level of OCL promoted positive attitudes to technology. Thus, involving students in OCL programs could reduce technological anxiety and increase technological self-confidence and technological liking. However, students' motivation and satisfaction were found to have a strong effect on the change of attitudes towards technology in OCL environments.

METHODOLOGY

This study utilised a descriptive research design to investigate the relationship between government and social work interventions and youths' attitudes towards education amidst online opportunities in Rivers State, Nigeria. The study focused on youths aged 15-40 years who are vulnerable to the influence of online opportunities and may be at risk of disengaging from formal education. A sample of 400 youths was selected using a convenience sampling technique, taking into account the study's scope and objectives. A structured questionnaire, titled "Government and Social Work Interventions to Redirect

Youths' Minds towards Education amidst Online Opportunities Questionnaire (GSWIRYMEQQ)," was used to collect data. The questionnaire employed a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree," to measure respondents' attitudes and perceptions. The questionnaire's validity and reliability were ensured through validation and Cronbach's Alpha analysis, which yielded a reliability coefficient of 0.81, indicating high internal consistency. Descriptive statistics, including mean and standard deviation, were used to answer research questions, while inferential statistics, specifically the Independent t-test, were used to test hypotheses at a 0.05 level of significance. The Statistical Package for Social Sciences (SPSS) Version 26.0 was used to analyse the data, with results having a p-value less than 0.05 considered statistically significant. A total of 400 copies of questionnaires were distributed among the youths aged 15-40 years who are vulnerable to the influence of online opportunities and may be at risk of disengaging from formal education and after weeks, upon retrieval, 364 were valid representing 91% of the total population and were coded into the SPSS for the analysis.

RESULTS

Answers to Research Questions

Research Question 1: How do online opportunities influence youths' attitudes towards education in Rivers State?

Table 1: Showing respondent rate on descriptive statistics on how online opportunities influence youths' attitudes towards education

Research question one analysed how online opportunities influence youths' attitudes towards education in Rivers State, and the results show a grand mean of 4.29. The result indicates that online opportunities significantly influence youths' attitudes towards education in Rivers State, with a positive grand mean score of 4.29, suggesting that respondents generally agree that online opportunities have an impact on youths' attitudes towards education. This implies that online opportunities may be shifting priorities, providing alternative success narratives, or creating new challenges and opportunities for youths in the state.

Research Question 2: What government and social work interventions are most effective in redirecting youths' minds towards education in Rivers State?

Table 2: Showing the response rate on descriptive statistics of government and social work interventions are most effective in redirecting youths' minds towards education

Research question two analysed what government and social work interventions are most effective in redirecting youths' minds towards education in Rivers State, and the results show a grand mean of 4.38. The result revealed a strong agreement among respondents that interventions, such as integrated digital-educational pathways, targeted financial support mechanisms, community-based mentorship networks, specialised cybercrime rehabilitation

programs, and trauma-informed educational environments, are effective in redirecting youths' minds towards education in Rivers State.

Test of Hypotheses

Hypothesis 1: There is a significant difference in the mean rating on the impact of online opportunities on youths' attitudes towards education in Rivers State.

Table 3: Summary of independent t-test analysis on the difference between the mean rate of male and female youths on the impact of online opportunities on youths' attitudes towards education in Rivers State.

The first hypothesis posited that there is a significant difference in the mean rating of male and female youths regarding the impact of online opportunities on their attitudes towards education in Rivers State. However, the independent t-test analysis revealed that the difference between the mean ratings of male (mean = 4.25) and female (mean = 4.32) youths was not statistically significant ($t = 1.42$, $df = 362$, $p = 0.157$). As a result, the null hypothesis failed to be rejected, indicating that male and female youths in Rivers State do not differ significantly in their perceptions of how online opportunities influence their attitudes towards education. This implies that both male and female youths in Rivers State share similar views and perceptions regarding the impact of online opportunities on their attitudes towards education in Rivers State.

Hypothesis 2: There is a significant difference in the mean rating of what government and social work interventions are

most effective in redirecting youths' minds towards education in Rivers State.

Table 4: Summary of independent t-test analysis on the difference between the mean rate of male and female youths on what government and social work interventions are most effective in redirecting youths' minds towards education in Rivers State.

The second hypothesis tested whether there is a significant difference in the mean ratings of male and female youths regarding the effectiveness of government and social work interventions in redirecting youths' minds towards education in Rivers State. The results revealed that male youths had a mean score of 4.29, while female youths had a mean score of 4.35. However, the difference between these mean scores was not statistically significant, as indicated by the p-value of 0.329. This suggests that both male and female youths share similar perceptions about the effectiveness of government and social work interventions in promoting education, and that gender does not play a significant role in shaping their opinions on this matter. This implies that male and female youths in Rivers State have similar views and perceptions regarding the effectiveness of government and social work interventions in redirecting youths' minds towards education in Rivers State.

DISCUSSION OF FINDINGS

The impact of online opportunities on youths' attitudes towards education in Rivers State.

The study's first hypothesis posited that there is a significant difference in the mean ratings of male and female youths regarding the impact of online opportunities on their

attitudes towards education in Rivers State. However, the independent t-test analysis revealed that the difference between the mean ratings of male and female youths was not statistically significant. This finding suggests that both male and female youths in Rivers State share similar views and perceptions regarding the impact of online opportunities on their attitudes towards education. The finding of this study contrasts with some existing literature that suggests differences in attitudes towards education and technology among different groups. For instance, Spruyt et al. (2016) found substantial differences in attitudes towards education among youngsters in Flanders based on cultural capital, time perspective, personal educational experiences, and social mobility. However, their study focused on attitudes towards education in general and did not specifically examine online opportunities. On the other hand, Magen-Nagar and Shonfeld's (2018) study on Online Collaborative Learning (OCL) programs found that high levels of OCL promoted positive attitudes towards technology. Although their study did not examine gender differences in attitudes towards online opportunities, it highlights the potential benefits of online learning environments in shaping positive attitudes towards technology and education. The current study's finding suggests that both male and female youths in Rivers State may benefit equally from online opportunities in terms of their attitudes towards education. The finding of this study has implications for policymakers and educators seeking to promote positive attitudes towards education among youths in Rivers State. Since both male and female youths share similar views and perceptions regarding the impact of online opportunities on their attitudes towards education, interventions aimed at promoting online learning and opportunities may be

designed to target both genders equally. Additionally, the study highlights the need for further research on the specific factors that influence youths' attitudes towards education in Rivers State, beyond gender differences.

The role of government and social work interventions in redirecting youths' minds towards education in Rivers State.

The study on the role of government and social work interventions in redirecting youths' minds towards education in Rivers State found that male and female youths share similar views on the impact of online opportunities on their attitudes towards education. The independent t-test analysis showed no significant difference between the mean ratings of male and female youths. This finding aligns with Magen-Nagar and Shonfeld's (2018) study, which found that online collaborative learning programs promoted positive attitudes towards technology. However, Spruyt et al.'s (2016) study found differences in attitudes towards education based on cultural capital and other factors. The study suggests that government and social work interventions promoting online opportunities for education can be effective in redirecting youths' minds towards education in Rivers State. Interventions can target both genders equally, and further research is needed to identify other factors influencing youths' attitudes towards education. Policymakers and practitioners can use these findings to inform intervention design and implementation.

Conclusion

The study concluded that government and social work interventions aimed at promoting online opportunities for education can be effective in redirecting youths' minds towards

education in Rivers State. Both male and female youths share similar views and perceptions regarding the impact of online opportunities on their attitudes towards education, suggesting that interventions can target both genders equally. The findings revealed the potential benefits of online opportunities for education and the importance of targeted interventions to promote positive attitudes towards education among youths in Rivers State.

RECOMMENDATIONS

Based on the findings, it was recommended that:

1. Policymakers and educators should prioritise initiatives that leverage online opportunities to enhance youths' attitudes towards education in Rivers State.
2. Government and social work interventions, such as integrated digital-educational pathways, targeted financial support, and community-based mentorship, should be implemented and scaled up to redirect youths' minds towards education in Rivers State.

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	N	Mean	Std. D.	Remark
1. Online opportunities shift youth priorities from traditional education to income-generating activities.	364	4.21	.83	Agreed
2. Alternative success narratives bypass formal education requirements.	364	4.02	.91	Agreed
3. E-learning platforms can enhance education, but structure matters.	364	4.51	.60	Agreed
4. Digital literacy gaps pose risks for youths engaging online.	364	4.32	.71	Agreed
5. Contextualised interventions can harmonise online opportunities with formal education.	364	4.41	.62	Agreed
Grand Mean	364	4.29	.73	Agreed

Table 1.

	N	Mean	Std. D.	Remark
1. Integrated digital-educational pathways	364	4.42	.68	Agreed
2. Targeted financial support mechanisms	364	4.45	.72	Agreed
3. Community-based mentorship networks	364	4.38	.65	Agreed
4. Specialised cybercrime rehabilitation programs	364	4.29	.75	Agreed
5. Trauma-informed educational environments		4.45	.62	Agreed
Grand Mean	364	4.38		Agreed

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Table 2.

.Respondents	N	$\bar{x}$	SD	df	t	Sig.	Decision
Male Youth	248	4.25	.75	362	1.42	0.157	Not Significant
Female Youth	116	4.32	.68				

Table 3.

Respondents	N	$\bar{x}$	SD	Df	t	Sig.	Decision
Male Youths	248	4.29	.71	362	.98	0.33	Not Significant
Female Youths	116	4.35	.65				

Table 4.