



## **Effect of Enlightenment on the Attitude and Participation of Adolescents to National Matters in Nigeria**

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### **ABSTRACT**

The aim of this study was to see how intervention of enlightenment about personal and national health plus wellbeing could impart the young ones concerning their attitude and participation in national matters. This study included college students from randomly selected urban and rural communities in Cross River, Edo, and Kaduna states. The current study enlisted a total of 140 participants. Structured pretested questionnaires were used to collect data. The majority of the respondents in the current study attributed health to wealth (35.4%), others defined health as total wellbeing (32.3%), clean and sanitary environment (6.3%), the fitness of mind and body (4.7%), state of wellness of mind, body, and financial ability (2.4%). 42.6% of the respondents in the current study indicated that they will improve on citizen responsibility; 19.7% said they will provide a sanitary environment whereas 12.6% indicated that good governance is necessary for the improved health of Nigeria;

**5.5% noted that they staying healthy to improve the health of Nigeria; 11.8% stated that education is necessary for the nation's improved health' 7.9% indicated that they will improve basic amenities. The findings of this study point to an acceptance of increased citizen responsibility; the realization that the maintenance of basic amenities and the environment was critical for respondents to become aware of the growing role of the ordinary citizen in the provision and maintenance of good governance. Increased calls for Nigerians to register to vote have frequently failed to produce the desired results. According to the findings of the current study, the majority of respondents are eager to vote in the upcoming election.**

## INTRODUCTION

The concepts of health and well-being are central to the SDG 3 goal of the United Nations. This is at least as true for adolescents as it is for any other age group; thus, the United Nations Secretary General's Global Strategy for Women's, Children's, and Adolescents' Health (2016–2030), which aims to "ensure health and well-being for every woman, child, and adolescent" within the context of the SDGs, recognizes adolescents as critical to the strategy's overall success. Adolescent well-being is a personal and societal good in and of itself, but it is also a key period of life when many of the qualities that contribute to lifetime well-being are gained or solidified [I].

There are an estimated 1.2 billion young people aged 15 to 24, accounting for 16% of the global population. The number of youths is expected to increase by 7% by 2030, to over 1.3 billion [II]. Young people are also a distinct demographic in terms of traits and needs, and they face distinct obstacles as a result of their stage of development and societal circumstances. Addressing the health and development needs of its young people is one of the most essential commitments a country can make for future economic, social, and political advancement and stability. In Nigeria, there is a rising acknowledgment of the problem of young people's health and the need to address it.

When given the necessary knowledge and opportunities, youth can be a beneficial force for growth. However, when these possibilities are limited, they are easily side-tracked; this diversion may drive them to accept and live a life of increased vices, similar to what is reported in the media today. One of these vices is drug usage. According to reports, approximately 20.9 percent of youths in communities utilise drugs, the majority of which is cannabis. According to studies, the prevalence of cannabis abuse among the general public was 10.8 percent [III], and 22.7 percent among youths aged 25 [IV]. The prevalence of abuse among secondary school pupils ranged between 0.6 and 34 [V][VI].

Teenagers and youths must have the right types and amounts of nutrition and education to be healthy. The significance of which cannot be overstated, and thus the inspiration for this intervention study. This study was conducted to educate youth about their own and the nation's health, as well as the role they play in the process. The current study was an intervention study inspired from the previous study of Obafemi *et al.* [VII]. The study surveyed the meaning of National Health to Nigeria's College Students.

## MATERIALS AND METHODS

### Study Area

The study area included selected urban and rural communities in the states of Cross River, Edo, and Kaduna. The states were chosen with care because Edo and Cross River represented Nigeria's South-South region, while Kaduna represented Nigeria's North-western region.

### Sampling

The current study is cross-sectional in nature. Simple random sampling was used for sampling; while the states were chosen on purpose, the communities within the states were chosen using simple random sampling.

### Data collection

A pre-tested, structured, interviewer-administered questionnaire was used to collect data. The questionnaire was divided into sections, with each section eliciting information on the participants' understanding of health, what it means to have a healthy Nigeria and their role in making a healthy Nigeria. The information was gathered in the fall of 2021 and analysed in January of 2022.

### Data analysis

Statistical Package for Social Sciences was used to analyse the data (version 23). The frequency distribution of variables was recorded, as well as cross-tabulation of variables. The Chi-square test was used to see if there was any correlation between the variables, and the level of significance was set at 5% with a 95% confidence interval.

## RESULT AND DISCUSSION

The definitions of health put together by respondents in the current study were grouped according to the messages derived. The majority of the respondents in the current study attributed health to wealth (35.4%). This attribution points to the state of well-being, free from disease or diseases, both physical and mental is indeed wealth.

The 'health is wealth' definition was followed by those who defined health on the basis of total wellbeing (32.3%). This definition is similar to the definition put forth by Dunlop *et al.* [VIII]. The author opined that health is a state of being that is highly valued and prioritized within society.

The result of the current study showed that 15.7% defined health as being free from diseases. This definition varies from the definition enshrined in the constitution of the World Health Organisation [IX]. It defined health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity [IX].

Scott-Samuel's [X] definition of health corroborates the definitions that attributed health to a clean and sanitary environment (6.3%), the fitness of mind and body (4.7%), state of wellness of mind, body, and financial ability (2.4%). Scott-Samuel [X] defined health as a condition in which people achieve control over their lives because of the equitable distribution of power and resources. Health is thus a collective value; my health cannot be at the expense of others nor through the excessive use of natural resources.

Majority of respondents in the current study indicating that health is wealth (35.4%) and health as the total wellbeing (32.3%) is an indication of the effect of this intervention study. This result is a major shift from the previous study where Obafemi *et al.* [VII] reported that 50% of respondents defined health as “The state of being mentally and physically balanced. A period of balance where there is no displacement in any functioning of the body”.

**Table 1: What does health mean to you today?**

| Question                                   | Response [n (%)]   | Pearson's value (Sig.) |
|--------------------------------------------|--------------------|------------------------|
| <b>What does health mean to you today?</b> |                    |                        |
| Basic amenities                            | 1 (0.8)            | 6.275 (0.995)          |
| For self and nation                        | 1 (0.8)            |                        |
| Good life                                  | 1 (0.8)            |                        |
| State of balance, peace and happiness      | 1 (0.8)            |                        |
| Fitness of mind and body                   | 6 (4.7)            |                        |
| Mind, body and financial wellness          | 3 (2.4)            |                        |
| Sanitary environment                       | 8 (6.3)            |                        |
| Free from sickness                         | 20 (15.7)          |                        |
| Health is wealth                           | 45 (35.4)          |                        |
| State of total wellbeing                   | 41 (32.3)          |                        |
| <b>TOTAL</b>                               | <b>127 (100.0)</b> |                        |

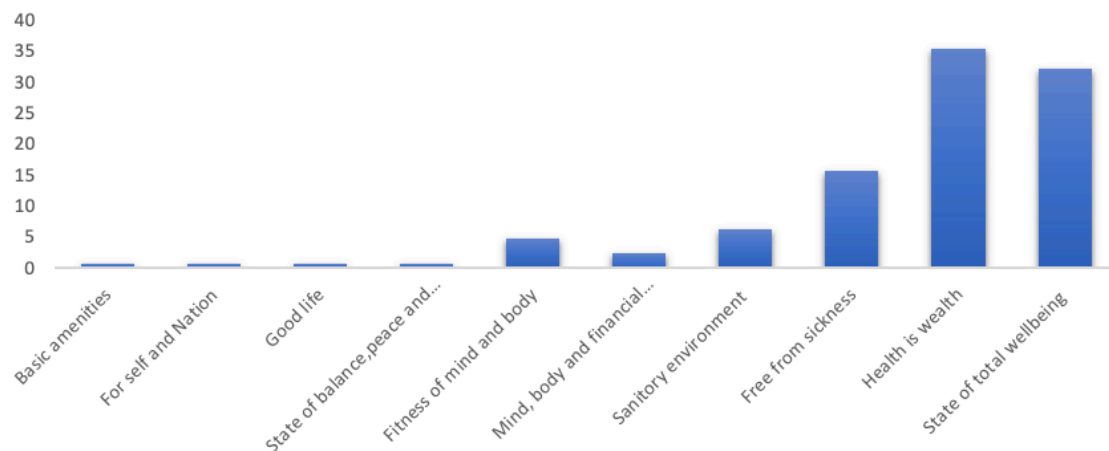


**Figure 1: What does health mean to you today?**

The study showed that 87.4% of the respondents were part of the program while 12.6% were not. The training (75.6%) session was the most attended, other sessions were the video watch and welfare share session (10.2% each) and the least attended was the talent/skill show (4.7%).

The majority of respondents that attended the video watch session indicated that the session was poor (62.5%). However, 16.7% indicated that the session was excellent. This was a similar occurrence in the Training session; the majority of the respondents that attended the session rated the session as poor (19.0%) while the majority of those from the welfare share indicated

that the session was excellent (7.9%). This was a similar occurrence in the Talent/Skill show session.

When asked what they don't like about the program, 72.4% indicated that they enjoyed every part of the program; hence liked every part of the program; while 24.4% were undecided, 0.8% felt women were being ridiculed and another 0.8% were of the opinion that there were traces of favouritism while 1.6% indicated that the program took too long.

**Table 2: Program Satisfaction**

| Question                                                                                                                     | Response [n (%)] | Pearson's value (Sig.) |
|------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------|
| <b>Have you been a part of this program?</b>                                                                                 |                  |                        |
| Yes                                                                                                                          | 111 (87.4)       |                        |
| No                                                                                                                           | 16 (12.6)        |                        |
| <b>Which session did you attend?</b>                                                                                         |                  |                        |
| Video watch                                                                                                                  | 13 (10.2)        |                        |
| Training                                                                                                                     | 96 (75.6)        |                        |
| Welfare share                                                                                                                | 13 (10.2)        |                        |
| Talent/Skill show                                                                                                            | 6 (4.7)          |                        |
| <b>On a scale of zero (0, very poor) to ten (10, excellent), please grade the sessions you attended: [Video watch]</b>       |                  |                        |
| 0                                                                                                                            | 2 (8.3)          | 7.904 (0.544)          |
| 1                                                                                                                            | 1 (4.2)          |                        |
| 2                                                                                                                            | 15 (62.5)        |                        |
| 8                                                                                                                            | 2 (8.3)          |                        |
| 10                                                                                                                           | 4 (16.7)         |                        |
| <b>On a scale of zero (0, very poor) to ten (10, excellent), please grade the sessions you attended: [Training]</b>          |                  |                        |
| 0                                                                                                                            | 1 (1.2)          | 14.916 (0.093)         |
| 2                                                                                                                            | 16 (19.0)        |                        |
| 8                                                                                                                            | 1 (1.2)          |                        |
| 9                                                                                                                            | 1 (1.2)          |                        |
| 10                                                                                                                           | 65 (77.4)        |                        |
| <b>On a scale of zero (0, very poor) to ten (10, excellent), please grade the sessions you attended: [Welfare share]</b>     |                  |                        |
| 2                                                                                                                            | 3 (18.8)         | 23.189 (0.006)         |
| 6                                                                                                                            | 1 (6.3)          |                        |
| 7                                                                                                                            | 1 (6.3)          |                        |
| 9                                                                                                                            | 1 (6.3)          |                        |
| 10                                                                                                                           | 10 (7.9)         |                        |
| <b>On a scale of zero (0, very poor) to ten (10, excellent), please grade the sessions you attended: [Talent/Skill show]</b> |                  |                        |
| 3                                                                                                                            | 1 (10.0)         | 29.935 (0.001)         |
| 4                                                                                                                            | 1 (10.0)         |                        |
| 9                                                                                                                            | 2 (20.0)         |                        |
| 10                                                                                                                           | 6 (60.0)         |                        |
| <b>What did you not like about the program?</b>                                                                              |                  |                        |
| Some aspects of favouritism                                                                                                  | 1(0.8)           | 37.195 (0.996)         |
| Took too much time                                                                                                           | 2 (1.6)          |                        |
| Nothing                                                                                                                      | 92(72.4)         |                        |
| Women were being ridiculed                                                                                                   | 1 (0.8)          |                        |
| <i>Undecided</i>                                                                                                             | 31 (24.4)        |                        |



**Figure 2: Have you been a part of this program?**

### **Your role in Nigeria's Health**

Youth are becoming increasingly interested in determining their contributions to national development as well as fully understanding their responsibilities. According to the study by Obafemi *et al* [VII], there is a growing demand among young people for more inclusive systems, driven by their desire to ensure that the country is healthy.

The majority (42.6%) of the respondents in the current study indicated that they would improve on citizen responsibility; this result agrees with the previous findings of Obafemi *et al* [VII]. The result of the current study shows that 19.7% indicated they will provide a sanitary environment whereas 12.6% indicated that good governance is necessary for the improved health of Nigeria; 5.5% noted that they are staying healthy to improve the health of Nigeria; 11.8% stated that education is necessary for the nation's improved health' 7.9% indicated that they will improve basic amenities.

A critical survey by Obafemi *et al*. [VII] identified the role of citizens in the improvement of national health; in that study, 21.1% of respondents said that citizens are responsible for the health of the country. The participants' propensity to identify with civic responsibility as playing a key role in determining the health of the country increased significantly (42.6%) as a result of the current intervention study.

The majority of respondents (83.5%) said that their vote will count in the upcoming election. This is greater than what Obafemi *et al*. [VII] reported. 52.8% of respondents said they would vote in the upcoming election; 42.5% said they wouldn't; and 4.7% said they weren't sure. The

present survey's findings show that while the majority of respondents (79.5%) at the time of this study did not have a voter card, 16.5% of them have.

The significant number of respondents (29.9%) who responded that voting is a citizen's means of affecting the health of the nation demonstrated the readiness of participants in the current intervention research to vote. This is greater than the 1.6% found by Obafemi *et al.* [VII] in their prior research.

**Table 3: Your role in improving Nigeria's health**

| Questions                                                                               | Response [n (%)] | Pearson's value (Sig.) |
|-----------------------------------------------------------------------------------------|------------------|------------------------|
| <b>What are the things you can do to improve the health of our dear nation Nigeria?</b> |                  |                        |
| Basic amenities                                                                         | 10 (7.9)         | 266.479<br>(0.0000)    |
| Citizenship responsibility:                                                             | 54 (42.6)        |                        |
| <i>Do the right thing</i>                                                               | 1 (0.8)          |                        |
| <i>Obedience to rule of law</i>                                                         | 1 (0.8)          |                        |
| <i>Promote peace</i>                                                                    | 1 (0.8)          |                        |
| <i>Shun crimes</i>                                                                      | 13 (10.3)        |                        |
| <i>Vote</i>                                                                             | 38 (29.9)        |                        |
| Eat healthy                                                                             | 2 (1.6)          |                        |
| Education                                                                               | 15 (11.8)        |                        |
| Free Education                                                                          | 2 (1.6)          |                        |
| Good governance                                                                         | 1 (0.8)          |                        |
| Good governance: corruption                                                             | 3 (2.4)          |                        |
| Good governance: provide good hospitals                                                 | 1 (0.8)          |                        |
| Good governance: provide good teachers                                                  | 7 (5.5)          |                        |
| Good governance: security                                                               | 1 (0.8)          |                        |
| Health education                                                                        | 4 (3.1)          |                        |
| Pray                                                                                    | 1 (0.8)          |                        |
| Sanitary environment                                                                    | 25 (19.7)        |                        |
| Staying healthy                                                                         | 7 (5.5)          |                        |
| <i>Undecided</i>                                                                        | 4 (3.1)          |                        |
| <b>Do you think your vote in the next election matters?</b>                             |                  |                        |
| Yes                                                                                     | 106 (83.5)       | 10.851 (0.901)         |
| No                                                                                      | 15 (11.8)        |                        |
| <i>Undecided</i>                                                                        | 6 (4.7)          |                        |
| <b>Will you be voting in the next election?</b>                                         |                  |                        |
| Yes                                                                                     | 67 (52.8)        | 35.651 (0.008)         |
| No                                                                                      | 54 (42.5)        |                        |
| <i>Undecided</i>                                                                        | 6 (4.7)          |                        |
| <b>Do you have a voters card?</b>                                                       |                  |                        |
| Yes                                                                                     | 21 (16.5)        | 14.355 (0.706)         |
| No                                                                                      | 101 (79.5)       |                        |
| <i>Undecided</i>                                                                        | 5 (3.9)          |                        |

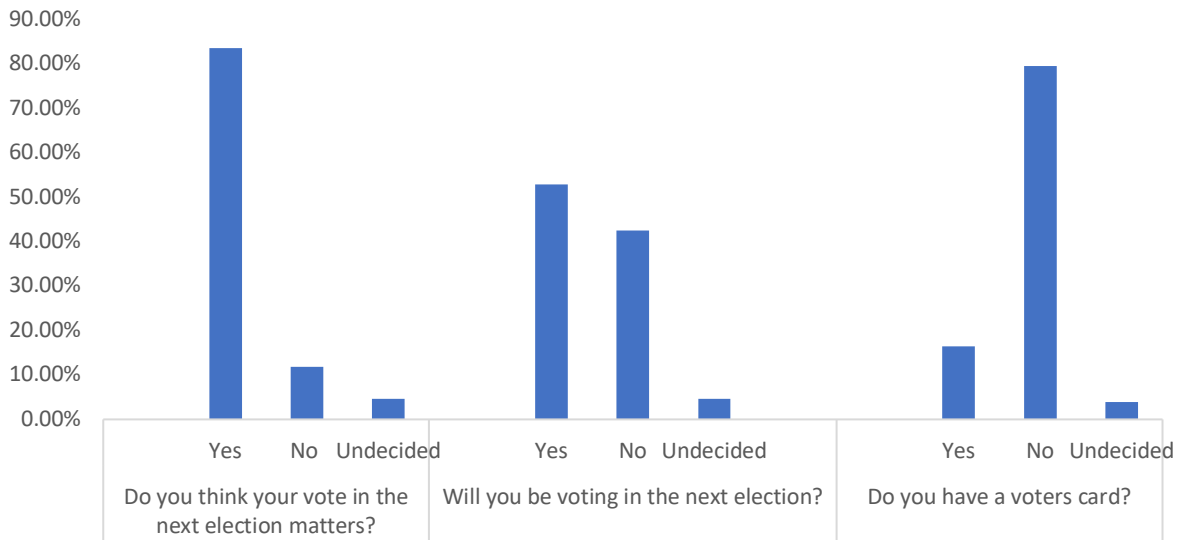


**Figure 3: Voting perception**

The majority of respondents in the current study learnt that health is wealth (36.2%), this was followed by those who learnt that citizens have a role to play in nation-building (19.7%), others learned how to be a good leader (14.2%), environmental and personal hygiene (8.7%), female hygiene (7.1%), good governance (5.5%), be the change you want to see (3.9%), how to maintain health (2.4%), health and voters education (2.4%), voters education (1.6%), and policy and nation-building (0.8%).

The endearment to the intervention study is clear as 27.6% of respondents listed all aspects of the programme as beneficial, 40.9% learned the importance of health to individuals; other things that endeared respondents to this interventions study included voting for the right person (2.4%), how to be a good leader (9.4%), the importance of good leadership and the provision of basic amenities (0.8%), we all have a role to play in the development of the nation (3.9%), personal hygiene of respondents (3.9%), personal hygiene of respondents (3.9%), personal hygiene of respondents (3.9%).

**Table 4: Endearment to the program**

| Question                                                | Response [n (%)] | Pearson's value (Sig.) |
|---------------------------------------------------------|------------------|------------------------|
| <b>What things did you learn?</b>                       |                  |                        |
| Health is wealth                                        | 46 (36.2)        | 1133.651 (0.222)       |
| Citizens have a role to play                            | 25 (19.7)        |                        |
| Be the change you want to see                           | 5 (3.9)          |                        |
| How to maintain health                                  | 3 (2.4)          |                        |
| Environmental and personal hygiene                      | 11 (8.7)         |                        |
| Good governance                                         | 7 (5.5)          |                        |
| How to be a leader                                      | 18 (14.2)        |                        |
| Health and voter education                              | 3 (2.4)          |                        |
| Female hygiene                                          | 9 (7.1)          |                        |
| Policy and nation-building                              | 1 (0.8)          |                        |
| Voter education                                         | 2 (1.6)          |                        |
| <b>What exactly did you like about the program?</b>     |                  |                        |
| All aspects of the program                              | 35 (27.6)        | 1065.643 (0.753)       |
| The encouragement for education                         | 4 (3.1)          |                        |
| The importance of the health of individual and a nation | 52 (40.9)        |                        |
| Voting for the right person counts                      | 3 (2.4)          |                        |
| How to be a good leader                                 | 12 (9.4)         |                        |
| The importance of good leadership and basic amenities   | 1 (0.8)          |                        |
| That we all have a role to play in Nigeria              | 5 (3.9)          |                        |
| Personal hygiene of the girl child                      | 3 (2.4)          |                        |
| Cleanliness and good hygiene                            | 2 (1.6)          |                        |
| How to be a good citizen                                | 2 (1.6)          |                        |

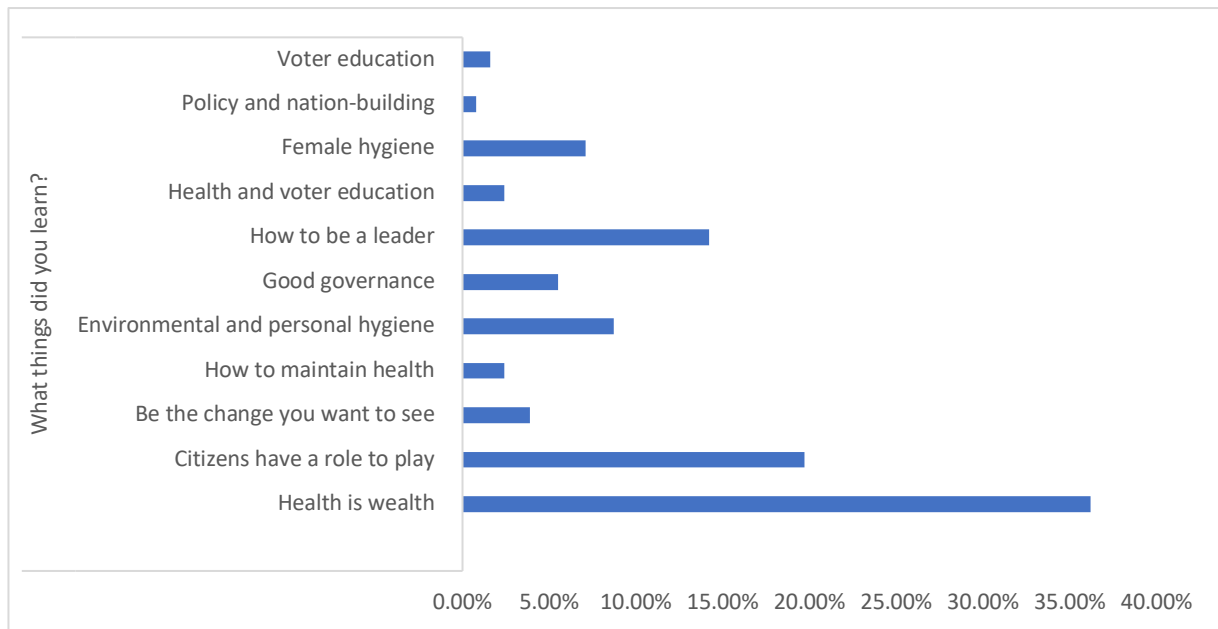


**Figure 4: What things did you learn?**

## CONCLUSION

The findings of this study point to an acceptance of increased citizen responsibility; the realization that the maintenance of basic amenities and the environment was critical for respondents to become aware of the growing role of the ordinary citizen in the provision and maintenance of good governance. Increased calls for Nigerians to register to vote have frequently failed to produce the desired results. According to the findings of the current study, the majority of respondents are eager to vote in the upcoming election.

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