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Psychological Resilience as a Catalyst for Effective Youth Leadership in Nigeria

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Abstract: The research focuses on the nature of psychological resilience as a factor that will leads to good youth leadership in Nigeria, with the help of Resilience Theory. Nigeria is home to over 60 percent individuals younger than 25 years of age and thus the potential for change by young people is huge. Nevertheless, challenges that emanate from leadership affect young leaders whereby they lack political stability and willingness to go through economic challenges, and society even complicates leadership. This research employs descriptive research design and has adopted the technique of convenience sampling to sample 100 youth leaders in educational institutions in Nigeria. The study data were gathered using standard questionnaires namely the Connor-Davidson Resilience Scale (CD-RISC) and the Youth Leadership Life Skills Development Scale both yielding high reliability (Cronbach's alpha = 0.78 and 0.744, respectively). The paper analyses personal competence, emotional regulation, and adaptability as factors influencing the status of leadership, as well identify the role of demographic factors as moderators, including age, gender, and educational level. All hypotheses were tested using Multiple regression at a 0.05 significance level. These findings portray a positive and significant association of individual subscales of psychological resilience with leadership effectiveness, especially personal competence ($\beta = 0.268$, $p < 0.05$), emotional regulation ($\beta = 0.423$, $p < 0.01$), and adaptability ($\beta = 0.297$, $p < 0.05$) that have significant potential to raise the young leaders' levels. On the other hand, demographic factors were found not to have played a role in this relationship which suggests that effectiveness of leadership is not influenced by psychological resilience regardless of demographic factors. It is suggested the area of resilience should be incorporated into youth leadership programmes centred on emotional regulation, personal competencies, flexibility. For example, through Education, Mentoring programmes and Peer support structures. Development of these skills will enable young Nigerian leaders to manage Socio-political issues within the society proactively to champion sustainable leadership.

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Introduction

Youth leadership in Nigeria has garnered significant attention in recent years as young people increasingly assert their voices and engage in political, social, and economic arenas. With a predominantly young population, Nigerian youth hold immense potential to drive and implement positive change, leveraging their growing involvement to shape the future of the nation (Aluko, et al., 2024). Nigeria's young persons have enormous potential to effect major change, since over 60% of the country's population is under 25 (National Bureau of Statistics, 2021). Nevertheless, a lot of young leaders encounter major obstacles that reduce their efficacy in spite of this promise. Young leaders may find it challenging to navigate environments that are characterised by problems like social unrest, economic hardship, and political instability. Political instability makes it difficult for young people to lead since it is marked by frequent shifts in power and in the institutions of government (Bolarinwa & Osuji, 2022). For obvious reasons, gerontocracy may also be a limiting factor for youths aspiring to leadership. The capacity to exhibit psychological resilience becomes essential in such a setting. In order to effectively survive and flourish in such a complex landscape, youth leaders must develop psychological resilience in response to these challenges.

Psychological resilience is the ability to preserve or restore psychological well-being despite being exposed to adversity (Masten, 2013). It involves cognitive, emotional, and behavioural aspects, allowing individuals to cope with stressors, setbacks, and demanding situations while preserving their mental equilibrium and performance (Fletcher & Sarkar, 2013). Psychological resilience equips them with the skills to cope effectively with these stressors, promoting not only their well-being but also their ability to successfully navigate the demanding activities of the day. Psychological resilience for young Nigerian leaders is the capacity to bounce back from failures, adjust to quickly changing conditions, and never give up on their objectives. When faced with major challenges, psychological resilient leaders are able to stay motivated and focused, which increases their effectiveness and influence (Southwick, et al., 2017). Given how unpredictable and difficult Nigeria's socio-political climate may be, young leaders require psychological resilience. It is therefore essential to evaluate how psychological resilience may be developed and maintained in young leaders to promote successful youth leadership in the country. Investigating methods for boosting psychological resilience in Nigerian youth leaders is essential, as psychological resilience plays a crucial part in effective

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leadership.

Research Objective

The major aim of this study is to examine psychological resilience as a catalyst for effective youth leadership in Nigeria. Specifically, this study objectives are to:

1. assess the role of personal competence in enhancing the leadership effectiveness of Nigerian youth leaders.
2. investigate the effect of emotional regulation on leadership effectiveness among Nigerian youth.
3. analyse the effect of adaptability on leadership effectiveness among Nigerian youth.
4. examine moderating role of demographic factors (age, gender, educational background, and income) on the psychological resilience effect on leadership effectiveness among Nigerian youth.

Research Hypotheses

Four corresponding null hypotheses were tested in this study as follows:

H0₁: Personal competence does not have a significant effect on the leadership effectiveness of Nigerian youth leaders.

H0₂: Emotional regulation does not significantly influence leadership effectiveness among Nigerian youth.

H0₃: Adaptability does not significantly impact leadership effectiveness among Nigerian youth.

H0₄: Demographic factors (age, gender, educational background) do not significantly moderate the effect of psychological resilience on leadership effectiveness among Nigerian youth.

Youth Leadership

The rave of attention and importance given to leadership and leadership styles over the past few years are fuelled by the

fact that leaders are the key role players in establishing or damaging the fate of any nation or organization (Moss, 2019). The interplay of leadership, governance, and organizational development is intricate and inseparable. This is because the context of leadership, both theoretical and practical, impacts governance and ultimately reflects on organisation-building processes. The socio-economic and holistic development of any institution depends largely on the ability of its leadership to harness its resources and be able to facilitate, entrench, and sustain good governance (Mnyaka, 2019).

Leadership could be described as a demonstration of a disposition to solve or address a common problem. According to Omoyibo (2013), Leadership is the activity of influencing people to strive willingly for a group objective. Omoyibo (2013) further accentuates that leadership is “a process of influencing, directing and coordinating the activities of organized groups towards goal setting”. Youth leadership on the other hand is defined as the ability of young people to guide, influence, and motivate others toward a common goal while developing their skills, knowledge, and attitude (Dağyar, Kasalak & Özbek, 2022). It involves young people taking leadership roles, making decisions, and solving problems in their own lives and their communities (Zeldin, 2004).

Effective youth leadership is characterized by collaboration, inclusivity, and social responsibility and it is developed through experiential mentorship, and community engagement (Omoju, et al., 2023). It is a complex concept that includes the behavioural, emotional, and cognitive mechanisms that young individuals; develop a sense

of purpose and identity, build relationships and networks, navigate power dynamics and system oppression, cultivate critical thinking and problem-solving skills, engage in collective action and community organizing, foster inclusive and equitable environment (Zeldin, 2004). Through this process, young people become active agents of change, capable of transforming themselves, their communities, and society at large.

The State of Youth Leadership in Nigeria

Nigeria's youth leadership scene is now characterised by the dynamic and changing involvement of young people in a variety of areas. Young Nigerians are becoming more and more involved in politics, business, civil society, and the arts as leaders. The #EndSARs demonstrations in Nigeria were entirely organised and driven by young Nigerians, who had no official leadership structure or mentorship and relied heavily on social media (Ajisafe, et al. 2021). This campaign showed how social media and digital platforms can be used to mobilise large-scale involvement and elevate the voices of young people. Nigerian youths have shown they are capable of taking on leadership roles, and they are eager to do so, yet they are still under-represented in official political processes. According to Isaksson & Bigsten (2017), systemic obstacles prevent young people from entering politics, such as age and the high cost of the electioneering process. Although the "Not Too Young to Run" measure, which was approved in 2018, was a major step in the right direction towards reducing the age restriction for political offices, it is still a challenge getting young people

involved decision-making.

Nigerian young leaders face several obstacles that make it difficult for them to influence others and bring about significant change. It may not be so easy for young leaders to speak on issues that are peculiar to their generation as they are hardly represented when decisions are taking on youth-related matters. Another obstacle is corruption, from which the young leaders are also involved. It has been suggested that once the youth leaders are given their share of the national booty, they keep silence. Added to the obstacles young leaders face is insecurity, which also enflames political and economic difficulties. According to Onuoha (2014), the north-eastern area of Nigeria is experiencing severe instability as a result of the actions of extremists like Boko Haram, which has affected millions of people and damaged societal cohesion. These security issues affect young leaders' capacity to plan, promote, and carry out programmes in addition to posing physical hazards. Youth participation in leadership roles may be discouraged by the atmosphere of anxiety and dread, especially in places where violence is most prevalent. In order to foster an atmosphere where young leaders may securely and successfully contribute to society growth, it is imperative that security issues be addressed.

Psychological Resilience

According to Richardson (2002), psychological resilience is a process that entails disturbance and reconciliation and includes people using both internal and external resources to overcome stress and hardship. While this definition looks toward the ability to "bounce back" from difficult experiences, it is more than that

as it is growing or adapting as a result of those difficult experiences (Degbey & Einola, 2020). Psychological Resilience encompasses an individual's capacity to adjust to and recover from adversity, trauma, stress, or major life obstacles. It entails the ability to keep one's mental health intact, deal with stress, and carry on working efficiently in the face of challenges. It is about developing, learning, and being stronger continuously through our job experiences, not just recovering from difficult moments. Psychological resilience includes the capacity to bounce back from setbacks, trauma, or stress and to constructively adjust to difficult situations (Masten, 2013). According to Southwick et al., (2014), psychological resilience is an evolving procedure that may be enhanced and grown over time rather than an innate quality. Support from society and resources from the community are examples of external elements that impact psychological resilience, in addition to internal factors like individual opinions and coping mechanisms. For the purpose of creating interventions that support mental health and well-being, particularly in high-stress settings like those that Nigerian youth leaders encounter, it is imperative to comprehend the elements and mechanisms of psychological resilience.

Resilience Theory

Resilience Theory is a framework used to understand how individuals, particularly in the face of adversity, can adapt positively and thrive despite challenges. Rooted in psychology and social sciences, the theory emphasizes the ability of individuals to bounce back from setbacks, maintain functionality under stress, and even emerge stronger

from difficult experiences. Stoverink, et al., (2020) posit that Resilience Theory offers a valuable framework for understanding how individuals can bounce back from adversity by leveraging their strengths. Protective variables that lessen these risks and promote psychological resilience include robust social networks, high self-worth, and useful techniques for coping (Van der Hallen, Jongerling & Godor, 2020). This philosophical point of view highlights the significance of individual characteristics and circumstance in forming psychological resilience. For instance, cultural norms and beliefs may have an impact on how psychological resilience is interpreted and demonstrated in various countries (Ungar, 2011).

Resilience Theory is useful for this study as it offers comprehensive and structured ways that has enables the Nigeria youths leaders to overcome all the adversity ahead of them. Since the theory mobilises people's ability to recover and retain functional levels of operation despite adversity The theory is quite suitable for young leaders to contend with the issues in Nigeria's sociopolitical and economical terrains. It emphasises various factors that try to prevent this kind of development including social supports, personal self-esteem and coping mechanisms which are most important in building a powerful coping mechanism in the youth leaders. Also, the theory highlights the cultural aspects in promoting resilience, which, as a result offers culturally relevant perspective to understand the challenges faced by Nigerian youths. The study is structured within the framework of Resilience Theory to identify the specific resilience factors and their influence on

leadership effectiveness and provide guidance on building protective resources for effective youth leadership in Nigeria.

Methodology

This research study utilised descriptive research design. The study targeted youth leaders from educational institutions (student union leaders). Convenience sampling was employed to select 100 participants. Participants were selected based on accessibility and willingness to participate, ensuring a diverse representation of youth leaders across Nigeria. Data collection was conducted online using Qualtrics, a free and user-friendly platform that enabled participants to complete the survey conveniently. The study adopted two validated instruments the Connor-Davidson Resilience Scale (Connor & Davidson, 2003) and the Youth Leadership Life Skills Development Scale (Dormody, SeEVERS & Clason, 1993). The CD-RISC consists of 15 items measuring dimensions of psychological resilience such as personal competence, emotional regulation, and adaptability. While, the Youth Leadership Life Skills Development Scale has 15 items also which assessed leadership effectiveness through metrics such as decision-making, communication, and social responsibility. All items were rated on four-point Likert scale starting from 1 representing Strongly Disagree and 4 representing Strongly Agree. Moderating variables included age, gender and educational background. A preliminary reliability test of the instruments, conducted with 20 non-sample participants, yielded a Cronbach's alpha of 0.78 and 0.744 for CD-RISC and

YLLSDS respectively confirming the instruments' reliability. Descriptive statistics (frequency counts and percentages) were used to analyze the demographic data. Hypotheses were tested using multiple regression analysis at a significance level of 0.05.

Results

Presentation of Demographic

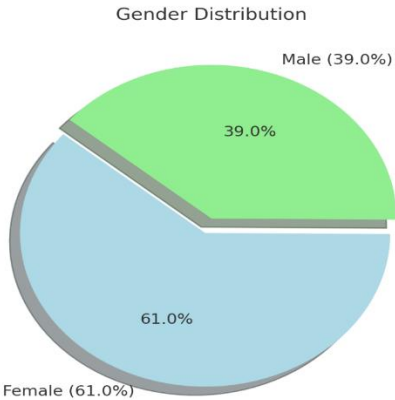


Figure 1: Pie Chart Showing Gender of Participants

Figure 1 present the gender distribution of participants which shows that 61% of the respondents are female, while 39% are male.

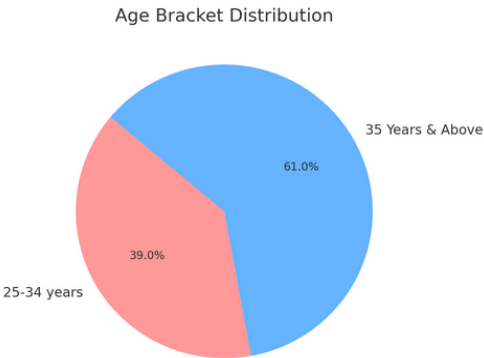


Figure 2: Pie Chart Showing Age Bracket of Participants

Figure 2 presents pie chart showing the distribution of participants by age group. The majority, 61%, are aged 35 years and

above, while 39% are within the 25-34 years age bracket. This indicates a higher proportion of older respondents in the dataset.

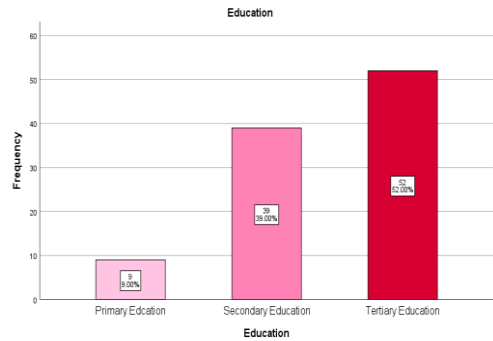


Figure 3: Bar Chart Showing Participants Education

Figure 3 present the bar chart showing education levels among participants. Tertiary education is the most common, accounting for 52% of respondents, followed by secondary education at 39%, and primary education at 9%. This indicates a highly educated sample, with the majority having completed higher education

Hypothesis Testing

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.332 ^a	.110	.082	.43101

- a. Predictors: (Constant), Adaptability, Personal Competence, Emotional Regulation
- b. Dependent Variable: Leadership Effectiveness

Table presents the model summary which indicates an R value of 0.332, showing a weak positive correlation between predictors (Adaptability, Personal Competence, Emotional Regulation) and the dependent variable (Leadership Effectiveness). The R Square value of 0.110 suggests that these predictors explain 11% of the variance in

Leadership Effectiveness. The adjusted R Square (0.082) accounts for the number of predictors, showing a slight drop. The standard error of 0.43101 indicates the average distance between observed and predicted values. The Durbin-Watson value of 2.565 suggests no significant autocorrelation.

Table 2: ANOVA Showing Hypothesis One-Three Model Fits

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2.205	3	.735	3.956	.010 ^b
Residual	17.834	96	.186		
Total	20.039	99			

- a. Dependent Variable: Leadership Effectiveness
- b. Predictors: (Constant), Adaptability, Personal Competence, Emotional Regulation

Table 2 presents the ANOVA table which shows a significant model fit ($F(3, 96) = 3.956, p = .010$), indicating that the predictors (Adaptability, Personal Competence, Emotional Regulation) have a statistically significant impact on Leadership Effectiveness. The regression sum of squares (2.205) reflects the explained variance, while the residual sum of squares (17.834) indicates unexplained variance. The significance level ($p = .010$) suggests that the model's predictors significantly contribute to explaining variability in the dependent variable, confirming the importance of these factors in predicting leadership effectiveness.

Table 3. Regression coefficient for hypotheses one to three

Model	b	SE	B	T
1(Constant)	2.3	.29		7.861***
	38	7		
Personal	.05	.08	.26	
Competence	9	9	8	2.661*
Emotional	.34	.10	.42	3.395**
Regulation	6	2	3	
Adaptability	.22	.09	.29	2.397*
	4	3	7	

- a. **Dependent Variable:** Leadership Effectiveness
- b. $N = 100$; * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

Hypothesis One: Personal competence does not have a significant effect on the leadership effectiveness of Nigerian youth leaders.

The regression analysis shows that Personal Competence has a coefficient (b) of 0.059 with a standard error (SE) of 0.089 and a standardized beta (β) of 0.268. The t-value of 2.661 is statistically significant at $p < 0.05$. This result indicates that Personal Competence has a positive and significant effect on Leadership Effectiveness among Nigerian youth leaders. Therefore, we reject the null hypothesis, concluding that Personal Competence significantly contributes to enhancing leadership effectiveness in this context.

Hypothesis Two: Emotional regulation does not significantly influence leadership effectiveness among Nigerian youth.

For Emotional Regulation, the regression coefficient (b) is 0.346 with an SE of 0.102 and a beta (β) of 0.423. The t-value is 3.395, significant at $p < 0.01$. This indicates a strong positive relationship between Emotional Regulation and Leadership Effectiveness, suggesting that better emotional control significantly enhances the leadership

abilities of Nigerian youth. Given this result, we reject the null hypothesis, affirming that Emotional Regulation has a significant influence on leadership effectiveness in the studied sample.

Hypothesis Three: Adaptability does not significantly impact leadership effectiveness among Nigerian youth. The analysis reveals that Adaptability has a coefficient (b) of 0.224, with an SE of 0.093 and a standardized beta (β) of 0.297. The t-value is 2.397, which is significant at $p < 0.05$. This suggests a positive and significant effect of Adaptability on Leadership Effectiveness among Nigerian youth leaders. Given this significance, we reject the null hypothesis, confirming that the ability to adapt plays an important role in enhancing leadership effectiveness within this group.

Table 4 presents the model summary which shows an R value of 0.188, indicating a weak positive correlation between the predictors (Psychological Resilience Education, Gender, Age) and Leadership Effectiveness. The R Square value of 0.035 suggests that these factors explain only 3.5% of the variance in Leadership Effectiveness. The adjusted R Square (0.005) is close to zero, implying minimal explanatory power after adjusting for the number of predictors. The standard error (0.44873) reflects prediction accuracy, while the

Table 4: Model Summary^b

			Std. Error	Durbin
Model	R	Adjusted R Square	of the Estimate	-Watson
1	.188 ^a	.035	.005	.44873

- a. Predictors: (Constant), Psychological Resilience Education, Psychological Resilience Gender, Psychological Resilience Age
- b. **Dependent Variable:** Leadership Effectiveness

Durbin-Watson value of 2.304 indicates no significant autocorrelation issues.

Table 5: ANOVA Showing Hypothesis Four Model Fits

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	.708	3	.236	1.172	.324 ^b
	Residual	19.331	96	.201		
	Total	20.039	99			

a. Dependent Variable: Leadership Effectiveness

b. Predictors: (Constant), Psychological Resilience Education, Psychological Resilience Gender, Psychological Resilience Age

Table 5 presents the ANOVA which shows that the model is not statistically significant ($F(3, 96) = 1.172, p = .324$), indicating that the predictors (Psychological Resilience Education, Gender, Age) do not have a significant combined effect on Leadership Effectiveness. The regression sum of squares (0.708) reflects the explained variance, while the residual sum of squares (19.331) indicates most variance remains unexplained. The p-value of 0.324 suggests the predictors do not significantly contribute to explaining variations in Leadership Effectiveness, and thus, the model's overall fit is weak.

Table 6. Regression coefficient for hypotheses four

- a. **Dependent Variable:** Leadership Effectiveness
- b. $N = 100$; $*p < 0.05$; $**p < 0.01$; $***p < 0.001$

Model	b	SE	B	T
1 (Constant)	2.955	.208		14.177***
Psychological Resilience	.001	.031	.003	0.026
Gender				
Psychological Resilience * Age	.039	.034	.139	1.132
Psychological Resilience	.018	.029	.072	.551
Educational				

Hypothesis Four: Demographic factors (age, gender, educational background) do not significantly moderate the effect of psychological resilience on leadership effectiveness among Nigerian youth.

Table 6 presents the regression coefficients which provide insight into this potential moderating effect. For gender, the coefficient is 0.001 with a standard error of 0.031 and a standardized beta of 0.003. The t-value is 0.026, which is not statistically significant. This result suggests that gender does not play a significant role in influencing the effect of psychological resilience on leadership effectiveness. For age, the coefficient is 0.039 with a standard error of 0.034 and a standardized beta of 0.139. The t-value of 1.132 is also not statistically significant. This indicates that age does not significantly moderate the relationship between psychological resilience and leadership effectiveness. Similarly, the educational background has a coefficient of 0.018 with a standard error of 0.029 and a standardized beta of 0.072. The t-value is 0.551, showing no significant impact. This suggests that educational attainment does not significantly alter the effect of psychological resilience on leadership effectiveness. Hence, the findings reveal

that demographic factors such as age, gender, and educational background do not significantly moderate the influence of psychological resilience on leadership effectiveness among Nigerian youth leaders. Regarding the demographic variables, no significant results were obtained since all the derived p values were greater than 0.05, thus accepting the null hypothesis. This suggests that psychological resilience by itself and irrespective of demographic variation is a significant factor in determining the leadership outcomes of Nigerian Youth.

Discussion of Results

In confirming hypothesis one, the findings showed that there was a strong positive correlation between personal competence and leadership effectiveness ($b = 0.059$, $t = 2.661$, $p < 0.05$). This finding accords with the literature which regards self-efficacy as personal competence crucial to effective leadership particularly in the Nigerian context (Moss, 2019; Aluko et al., 2024). Thus, personal competence comprising self-awareness, self-control and the capacity to regulate own behaviours successfully is inherent in managing multifaceted socio-political contexts (Masten, 2013). Recalcitrant challenges like political volatilities and economic recessions are some of the things that young Nigerian leader experience, and thus, the importance of developing adequate personal competencies as a way of enhancing leadership efficiency (Bolarinwa & Osuji, 2022). This finding supports the contention that personal competence prepared the youth leaders with required skills and character to persevere and stay the course in spite of tremendous adversity.

The research results also confirmed that

there is a positive significant relationship between emotional regulation and leadership effectiveness, ($b = 0.346$; $t = 3.395$; $p < 0.01$.) This is in accordance with the theories of psychological resilience when stress focus on emotional regulation as an important factor in achieving psychological and performance stability (Fletcher & Sarkar, 2013; Southwick, et al., 2017). Nigerian youth leaders are always faced with high stressed episodes in the volatile socio-political context of Nigeria that requires emotional regulation. Emotional regulation is the process through which the emotional state of the leader, the team, or the entire organisation can be controlled such that they can deal with the stress that comes with decision making, managing of employees, and crises. This finding supports the role of emotional regulation as the psychological resource that, together with psychological resilience, improves leadership skills (Degbey & Einola, 2020).

Similarly, adaptability too has proved to have a significant positive effect on leadership effectiveness ($b = 0.224$, $t = 2.397$, $p < 0.05$); a factor crucial in some volatile environments (Stoverink et al., 2020). Knowledge of change is particularly crucial for youth leaders in Nigeria because socio-political changes occur rather quickly (Ajisafe et al., 2021). According to literature, effective youth leadership entails having to focus on direction of a group, as well as having to change this direction while at the same time, having to manage a changing context (Zeldin, 2004). The feature of flexibility allows youth leaders to realise new statuses as fast as possible, thus strengthening the prospects of the proper leadership. This result is in line with the

assertion that flexibility constitutes the fourth domain of psychological resilience since it enables leaders to stay functional in an environment of uncertainty.

Surprisingly, demographic variables, including age, gender, and level of education, did not mediate the correlation between psychological resilience and leadership performance ($p > 05$). This implies that the direct effect of psychological resilience on leadership is also invariant of the demographic characteristics of the Nigerian youth leaders. Recent publications with regards to psychological resilience suggest that although one may be inclined to think that individual differences influence experience of such phenomena, specific aspects of psychological resilience proven to enhance leadership effectiveness in any setting include, for example, self-regulation (Southwick et al., 2014).

Lack of demographic factors as moderators could be due to similarities in the problems of leaders working with youths in Nigeria. In the long run, systematically entwined factors, such as political unrest and corruption, set the general environment and require resilience in leadership (Onuoha 2014; Isaksson & Bigsten, 2017). This finding is in support of Resilience Theory that states that resilience involves positive adaptation though recovery from adversity (Ungar, 2011). It also reveals that the interventions to improve psychological strengths could be applicable for any given population in order to foster a quality youth leadership (Van der Hallen Jongerling & Godor, 2020).

Conclusion

Therefore, in view of the study results, the fact that psychological resilience provides powerful assembly of personal competence, emotional regulation, adaptability, contributes to effectiveness of Nigerian youth leaders. It allows the leaders to be successful in dealing with socio political issues within and between organisations. The demographic variables (age, gender, education) did not interact with resilience, meaning that resilience is beneficial to all people. The outcomes are expected to support the integration of resilience enhancement within youth leadership frameworks to enable leaders to understand and manage challenging situations effectively and enabling them to have a positive impact within the community consistent with the postulates of Resilience Theory.

Implication for Educational Guidance & Counselling

The results have significant implications for the guidance and counselling profession and youth education in general with an emphasis on building psychological capital among youth. Personal competence, emotional regulation, and adaptability these factors are likely to be powerful forces behind effective leadership, and these aspects should be fostered and developed by counsellors and educators. Counsellors are therefore in a position to include resilience training in their educational programmes to enable them to equip the learners with skills of handling stress and other issues and changing environments that is important not only in academia, but also in leadership positions in future. Also, these competencies can be developed though parent involvement and with the help of faculty, staff, school

psychologists and counsellors, the following feasible activities can be implemented in the guidance programmes: Self-awareness training, the use of emotional intelligence, and adaptive problems solving. However, the lack of impact of students' demographic characteristics also indicate that such intervention is beneficial for any type of student population, thus underlining the importance of including these techniques in guidance course curriculum.

Lastly, Counselors can also provide personalized support, helping students set goals, build self-efficacy, and enhance their leadership potential. They can do so in ways that pre-prepare youth leadership skills in the community and other areas through training that produces individuals that can manage complicated socio-political systems. Therefore, the strategies of filling educational guidance, and counselling with psychological resilience approaches can increase the importance of psychological resilience amongst students and enhance the quality of their leadership and personal development.

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