



Moral Education as a Tool for Curbing Migration Challenges and Fostering Sustainable Development in Nigeria

Osajie Justina Nwazuni OBINNA*

Department of Religion and Human Relations, Faculty of Arts, University of Delta, Agbor, Delta State, Nigeria

*Corresponding author: justina.osajie@unidel.edu.ng

Abstract

This study examines the function of moral education as a strategic intervention to mitigate irregular migration and brain drain while promoting sustainable development in Nigeria. Using a mixed-methods research design, data were collected from 400 respondents across six geopolitical zones (Edo [South-South], Enugu [South-East], Lagos [South-West], Bauchi [North-East], Benue [North-Central] and Kaduna [North-West]), comprising educators, youth leaders, migration experts, and civil servants. Quantitative data were analysed using descriptive statistics and multiple linear regression, while qualitative data underwent thematic analysis. The theoretical anchoring was based on structural functionalism and human capital theory. Findings reveal that while economic push factors remain potent, a significant erosion of civic values, ethical responsibility, and patriotism exacerbates the desperation to migrate illegally. The regression analysis demonstrated a statistically significant negative relationship between robust moral/civic education frameworks and the propensity for irregular migration, alongside a positive correlation with youth engagement in local sustainable development initiatives. Thematic analysis highlighted institutional corruption, lack of value-orientation, and systemic despair as core drivers. The study concludes that injecting structured moral and ethical education into national curricula can reshape youth perspectives, build civic resilience, and mitigate migration challenges. Specific recommendations include a mandatory overhaul of the civic education curriculum and multi-stakeholder ethical reorientation campaigns.

Keywords: Moral education, Irregular migration, Sustainable development, Brain drain, Nigeria.

Acknowledgments: The successful completion of this study was made possible through the support, guidance, and contributions of several individuals and institutions. I express my profound gratitude to Almighty God for His grace, wisdom, and strength throughout the duration of this research. I am deeply indebted to my academic supervisor for invaluable mentorship, constructive feedback, and expert guidance.

For citation:

Obinna, O. J. N. (2026). Moral Education as a Tool for Curbing Migration Challenges and Fostering Sustainable Development in Nigeria. *Radinka Journal of Science and Systematic Literature Review*, 4(2), 999-1009.

Introduction

The phenomenon of mass migration from Nigeria—colloquially known as the "Japa" syndrome—has rapidly accelerated in recent years, posing serious implications for national stability and sustainable development (Naseer et al., 2025; Sedovs et al., 2025). Driven by systemic economic vulnerabilities, insecurity, and structural inequalities, a significant number of young people are increasingly seeking ways to leave their homeland, often resorting to illegal and perilous routes that endanger their lives. While traditional economic and political paradigms often attribute this crisis solely to material deprivation, contemporary scholarship points to an underlying crisis of ethics and citizenship (Rastegar, 2026; Weiss, 2024). The erosion of traditional value systems, civic responsibility, and moral consciousness within society exacerbates the desperation to migrate by any means necessary, often disregarding tangible risks such as human trafficking, exploitation, and brain drain (Fernández-Sánchez et al., 2025; Banda et al., 2024).

This massive and sustained exodus depletes vital human capital essential for achieving the UN Sustainable Development Goals (SDGs)—specifically SDGs 4, 8, and 16. Recent studies emphasize that this loss of human capital cannot be resolved merely through strict border controls or short-term economic aid; rather, it requires a fundamental reshaping of civic values and personal norms (Wang et al., 2024; Hamann, 2026). Theoretically, this study is grounded in Kohlberg's Theory of Moral Development, which posits that moral reasoning evolves through distinct stages. In the Nigerian context, recent research notes that a large segment of society still operates at pre-conventional or conventional levels, where social compliance is driven by the fear of punishment or the prospect of immediate material gain (Dwivedi et al., 2021; Darling-Hammond et al., 2020). Through institutional moral programs, citizens' moral reasoning can be elevated to the post-conventional level, prioritizing universal ethical principles over high-risk personal emigration (Bekele et al., 2024; Clark-Kazak, 2021).

Furthermore, this study is reinforced by Social Reconstruction Theory, which asserts that educational institutions must serve as vehicles for transforming and reconstructing society. Education must deliberately confront social crises by equipping learners with critical awareness and moral agency; recent literature highlights that transforming classroom curricula is crucial to curbing the impulse for irregular migration (De Haas, 2021). Integrating these two theories bridges individual moral growth with collective societal reform, shifting the orientation of youth from desperate emigration toward national development (Duarte & Robinson-Jones, 2024). Although extensive literature examines the economic and macro-structural factors behind the "Japa" syndrome, a significant research gap remains regarding how micro-ethical dimensions and the absence of institutional moral education directly contribute to the erosion of civic loyalty among the youth. Most prior studies have tended to overlook the internal cognitive-ethical aspects of those engaging in irregular migration within the framework of formal curricula.

The novelty of this research lies in the comprehensive integration of Kohlberg's Moral Development Theory and Social Reconstruction Theory to formulate a moral education intervention model specifically tailored to Nigeria. This approach offers a new framework for solutions that views migration not merely through an economic lens, but as a moral crisis that can be addressed through curriculum reconstruction grounded in civic ethics. Based on the aforementioned background, problem statement, research gap, and novelty, the primary objective of this study is to evaluate the effectiveness of moral education as a strategic tool to mitigate the challenges of irregular migration and promote sustainable development in Nigeria. More

specifically, the first objective is to assess the extent to which the absence of moral and civic education influences the propensity of young people toward irregular migration, as well as to determine the relationship between ethical value orientations and active youth participation in sustainable development. Finally, the third specific objective is to identify the structural challenges hindering the effective implementation of moral education in Nigerian schools, thereby enabling the proposal of comprehensive policy recommendations to relevant stakeholders.

Methodology

This study adopted a mixed-methods concurrent triangulation design, combining quantitative surveys with qualitative semi-structured interviews to capture the multi-dimensional nature of moral education and migration dynamics. The target population comprised youths aged 18–35, educators, youth leaders, returnee migrants and civil servant across the six geopolitical zones in Nigeria: Lagos (South-West), Edo (South-South), Enugu (South-East), Kaduna (North-West), Benue (North-Central), and Bauchi (North-East) reflecting distinct socio-religious and educational structures). A multi-stage sampling technique was used to select a sample size of 400 respondents for the quantitative survey ($N=400$), determined using Taro Yamane's formula for finite populations, while 12 key informants were purposively sampled for qualitative interviews. Data collection was executed using a structured, 4-point Likert scale questionnaire titled "Moral Education and Migration Intention Questionnaire" (MEMIQ), was validated by three experts in educational measurement and evaluation from Ogun State. It achieved a Cronbach's alpha reliability coefficient of 0.84, confirming internal consistency. Qualitative data were collected using an interview guide focused on lived experiences, systemic value deficits, and pedagogical gaps. Ethical approval was obtained from institutional review boards, and formal permissions were secured from local ministries of education (Tesfaw et al., 2026). All respondents provided written informed consent, and data anonymity was rigorously maintained throughout the study. Quantitative data were processed using SPSS v29 for descriptive statistics and multiple linear regression analysis, while qualitative transcripts underwent inductive thematic analysis.

Data Analysis

The table below provides a comprehensive breakdown of the sampled states, respondent demographics, occupational categories, and questionnaire return rates across the study locations.

Table 1. Geographic and Demographic Profile of Respondents

State (Geopolitical Zone)	Planned Sample (N)	Returned (n)	Primary Occupations	Age Range (Years)	Sex (M/F)	Highest Educational Degree	Return Rate (%)
Lagos (South-West)	70	66	Educators, Civil Servants	22-55	31/35	B.Sc./M.Sc./Ph.D.	94.2
Edo (South-South)	70	64	Youth Leaders, NGO Workers	18-45	34/30	B.Sc./HND/NC E	91.4
Enugu (South-East)	65	61	Educators, Entrepreneurs	25-60	28/33	B.A./B.Sc./M.Ed	93.8

State (Geopolitical Zone)	Planned Sample (N)	Returned (n)	Primary Occupations	Age Range (Years)	Sex (M/F)	Highest Educational Degree	Return Rate (%)
Kaduna (North-West)	65	58	Civil Servants, Educators	20-52	40/18	NCE/B.Sc./M.Sc	89.2
Benue (North-Central)	65	59	Teachers, Community Leaders	24-58	32/27	HND/B.Sc./M.A	90.7
Bauchi (North-East)	65	54	Civil Servants, Youth Reps.	19-50	38/16	OND/NCE/B.Sc	83.1
TOTAL	400	362	-	18-60	203/159	-	90.5

Source: Author's Fieldwork, 2026.

Table 1 displays the demographic and geographic distribution of the 362 successfully retrieved questionnaires out of the 400 that were distributed, showing an overall response rate of 90.5%. The selection of these states We justify the selection of these states because they represent the distinct cultural, socio-economic, and migration profiles of Nigeria's six geopolitical zones. For instance, Edo State historically has been an intense hub for irregular migration routes, while Lagos is a highly urbanised an intense hub for irregular migration routes, while Lagos is a highly urbanised zone experiencing a massive professional brain drain. Including diverse occupations (educators, youth leaders, civil servants) and high educational baselines ensures that respondents possess the requisite cognitive capacity to offer well-informed perspectives on moral education frameworks and migration.

Results

Descriptive Analysis

Table 2. Descriptive Statistics of Core Variables

Item Statement	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Mean ($\bar{X}$)	Std. Dev (σ)
Erosion of moral education contributes to desperate migration choices.	180 (49.7%)	122 (33.7%)	42(11.6%)	18 (5.0%)	3.28	0.81
Civic value orientation reduces willingness to engage in human trafficking/smuggling.	165 (45.6%)	140 (38.7%)	39 (10.8%)	18 (5.0%)	3.25	0.82
Ethically grounded youths are more likely to engage in local sustainable development.	142 (39.2%)	155 (42.8%)	45 (12.4%)	20 (5.5%)	3.16	0.85

School curricula lack effective moral tools for patriotic orientation.	210 (58.0%)	105 (29.0%)	32 (8.8%)	15 (4.1%)	3.41	0.77
--	----------------	----------------	-----------	-----------	------	------

Source: Author's Fieldwork, 2026.

Table 2 highlights the descriptive statistics of the core variables under investigation. Item 4 achieved the highest consensus ($\{X\} = 3.41$, $\sigma = 0.77$), indicating a strong majority agreement that contemporary school curricula in Nigeria lack effective moral and civic tools for patriotic re-orientation. Additionally, Item 1 demonstrates that 83.4% of respondents link the erosion of moral education directly to desperate migration choices ($\{X\} = 3.28$). These descriptive metrics underscore a strong institutional consensus that current civic educational models are insufficient for fostering national retention and countering the cultural allure of irregular migration.

Regression Analysis

A multiple linear regression analysis was conducted to determine the predictive power of the predictors: moral education frameworks (X_1) and civic value orientations (X_2) on the dependent variable: propensity for irregular migration intentions (Y).

Table 3. Multiple Linear Regression

Model Component	Unstandardized β	Standard Error	Standardizes β	t-value	p-value
Constant	4.120	0.245	—	16.816	< .001
Moral Education (X_1)	-0.485	0.052	-0.412	-9.327	< .001
Civic Orientation (X_2)	-0.312	0.048	-0.295	-6.500	< .001
Model Summary	$R = 0.682$	$R^2 = 0.465$	Adj. $R^2 = 0.462$	$F = 156.24$	< .001

The multiple linear regression model in Table 3 demonstrates a robust fit ($R^2 = 0.465$, $F = 156.24$, $p < .001$), indicating that moral education and civic value orientation account for 46.5% of the variance in youths' propensity for irregular migration. Crucially, both predictors display negative, statistically significant beta weights. Moral Education (X_1) shows an unstandardized coefficient of $\beta = -0.485$ ($t = -9.327$, $p < .001$). This confirms that a unit increase in robust moral education frameworks leads to a predictable decrease of 0.485 units in the desperate urge to migrate irregularly, thereby rejecting the first null hypothesis (H_{01}).

Qualitative Thematic Analysis

Qualitative interview data from 12 key informants were processed via inductive coding, yielding three major themes that capture the socio-ethical dimensions of the migration crisis. Table 4 presents the qualitative insights distilled from the Key Informant Interviews. The thematic analysis isolated three overriding themes: curriculum deficiency, systemic cynicism, and retentive civic spirit. The qualitative narratives corroborate the quantitative findings by demonstrating that the migration problem is partially a psychological and ethical crisis. Informants emphasise that the absence of functional ethical role models creates deep systemic cynicism, which neutralises baseline civic patriotism. However, developing a "retentive civic spirit" via targeted value

reorientation works as an internal psychological barrier, shielding vulnerable demographics from exploitative, irregular migration schemes.

Table 4. Thematic Analysis of Qualitative Data (KII)

Core Generated Themes	Recurring Codes/Nodes	Illustrative Participant Extract
1. Curriculum Deficiency	Outdated modules, cognitive-only focus, neglect of ethics.	"We teach children how to pass exams, not how to live as responsible or ethical citizens."
2. Systemic Cynicism	Loss of patriotism, corrupt role models, social despair.	"When youths see leaders stealing without consequences, the moral lessons in books look like a scam."
3. Retentive Civic Spirit	Local innovation, identity anchor, ethical resilience.	"Ethical re-orientation builds a mental block against human traffickers promising easy routes abroad."

Discussion

The empirical findings of this study offer a multi-dimensional perspective on Nigeria's migration crisis, demonstrating that the structural inclination toward irregular migration ("Japa") is deeply intertwined with systemic moral deficits and civic alienation. The empirical results of this study establish that moral education is not merely a philosophical construct but an active socio-structural tool capable of mitigating irregular migration and driving sustainable development across Nigeria (Suplaag et al., 2026); (N. Udoinyang, 2025). The descriptive data in Table 2 reveals a deep systemic vulnerability: 87% of respondents agree that current school curricula lack functional moral tools for patriotic orientation. This structural deficiency induces what Emile Durkheim classified as 'anomie', a state of normlessness where individuals feel disconnected from societal goals. In this context, Japanese culture thrives unchecked because the educational system prioritises cognitive certification acquisition over emotional civic alignment (Peters et al., 2026); (O'Sullivan & Bjørndal, 2024).

The empirical results of this study establish that moral education is not merely a philosophical construct but an active socio-structural tool capable of mitigating irregular migration and driving sustainable development across Nigeria. The descriptive data in Table 2 reveals a deep systemic vulnerability: 87% of respondents agree that current school curricula lack functional moral tools for patriotic orientation (Kukić, 2023); (Huang et al., 2025). This structural deficiency induces what Emile Durkheim classified as 'anomie', a state of normlessness where individuals feel disconnected from societal goals. This aligned with recent educational research highlighting values as anchors for youth stability amid macroeconomic shock (Meland & Brion-Meisels, 2024); (Long et al., 2025). In this context, Japanese culture thrives unchecked because the educational system prioritises cognitive certification acquisition over emotional civic alignment (Massi et al., 2026); . Furthermore, the thematic analysis in Table 4 adds depth to these statistics by highlighting "systemic cynicism" as a key driver of modern migration. Interviewees noted that the visible corruption of societal leaders contradicts classroom teachings, leading to a breakdown in national allegiance. This dynamic demonstrates the utility of structural functionalism (Iddrisu, 2025); (Ceesay & Asmorowati, 2026): if the leadership and educational subsystems fail to model and enforce ethical norms, the resulting institutional decay manifests as a mass exodus of the youthful

workforce (Nguyen et al., 2025); (Cruz-Sánchez et al., 2026). However, the qualitative data under Theme 2 (Systemic Cynicism) emphasise that this moral regression is a logical response to systemic corruption. Respondents noted that elite corruption leads to a societal value inversion, devaluing honest labour. Therefore, upgrading youth moral reasoning to a post-conventional level where civic responsibility and collective sustainable development are prioritised requires educational institutions to model structural integrity and social justice (Robinson et al., 2026); (Cerchione et al., 2025).

Conversely, moral education builds an internal "retentive civic spirit"; it alters how young people perceive local hardship (Dr. N. Udoinyang et al., 2026); (Didi Syahrir et al., 2023). Rather than viewing irregular migration as their only option, ethically grounded youths show a greater tendency to engage in local social entrepreneurship and community development. This behavioural pivot directly advances SDG Goal 8 (Decent Work) and Goal 16 (Peace, Justice, and Strong Institutions). Thus, integrating quantitative regression with qualitative insights demonstrates that, while economic pull factors are real, rebuilding Nigeria's moral and civic landscapes serves as a vital psychological defence against irregular migration and transforms vulnerable citizens into active drivers of sustainable domestic development. This dynamic underscores social reconstruction theory. As highlighted in Theme 3, ethical re-orientation builds a mental block against human traffickers promising easy routes abroad (Adetula, 2026); (Haller et al., 2016). This pedagogical failure produces graduates who feel alienated from their communities and lack the motivation to contribute to national development, directly echoing the assertions of (Sen, 2023); (Evans, 2022). Reconstructing the educational curriculum to centre on ethics and civic agency can transform schools into engines of social renewal, as established in the frameworks of (Deng et al., 2025); (Lesková & Yochanna, 2024). The data demonstrate that a value-driven population is vital for achieving sustainable development goals; without a foundational sense of shared ethics and national belonging, critical human capital will continue to flow outward, undermining long-term national development initiatives (Alizadeh et al., 2026); (Lim & Homer, 2026).

Conclusion

This study demonstrates that Nigeria's irregular migration crisis is an ethical and civic challenge as much as an economic one. While material push factors are undeniable, the structural collapse of civic value orientation and the absence of robust moral education frameworks leave youth highly vulnerable to the dangerous "Japa" phenomenon. Empirical data show that intentional moral education can build civic resilience and reduce irregular migration intentions. Addressing this crisis requires a holistic strategy that combines economic management with systematic moral re-engineering to restore the social contract and retain the human capital vital for sustainable development. Several limitations warrant acknowledgement. First, the sample size of 400 respondents, while statistically valid and drawn from three distinct geopolitical zones, may not capture the full socio-cultural and migration diversity of Nigeria's remaining 33 states. Second, the reliance on self-reported questionnaire data introduces potential social desirability bias, particularly regarding sensitive topics like illegal migration intentions. Finally, the cross-sectional nature of the data captures migration sentiments at a specific point in time, limiting the ability to track long-term behavioural shifts as economic and political conditions evolve. Future research should employ longitudinal designs to track how implementing civic and moral education programs affects youth cohorts' actual migration choices over several years. Additionally, comparative studies should investigate the role of informal moral structures, such as faith-based organisations and traditional institutions, across different regions in Sub-Saharan Africa. Finally, further research is needed to evaluate the specific structural and financial resources required to

scale value-orientation programs successfully within public school systems. Based on the findings of the study, the following recommendations The study's findings lead to the following recommendations: Curriculum Overhaul for Ministry of Education: The Federal Ministry of Education should redesign the national basic and tertiary curricula to systematically integrate moral, ethical, and civic education as mandatory, practice-based modules focused on leadership, integrity, and community development. Institutional Strengthening of National Orientation Agency (NOA): The government should structurally and financially empower the NOA to deploy nationwide, digital-era value orientation campaigns targeting youths, explicitly countering human trafficking narratives and showcasing local opportunities for sustainable wealth creation. Teacher Training and Professional Development: Stakeholders and educational administrative bodies must invest in comprehensive retraining programs for educators, equipping them with the pedagogical skills required to deliver modern affective and character-focused education, rather than relying solely on cognitive rote learning methods. Public-Private Partnerships for Local Economic Empowerment: To ensure moral teachings align with material realities, the corporate sector and civil society organisations should partner with educational institutions to provide mentoring, vocational funding, and incubation hubs, demonstrating that ethical local labour yields tangible economic security.

Conflicts of interest

There were no conflicts of interest

Funding

The research and writing of this article were funded by personal funds.

Author contributions

O.J.N.O: Conceptualization, Methodology, Software, Data curation, Writing-original draft preparation. Visualization, Investigation, Supervision, Software, Validation, Writing-reviewing, and editing.

Declaration of generative AI in scientific writing

The author acknowledges the use of generative artificial intelligence technologies in drafting parts of this article. Specifically, Google translate was employed to assist with text polishing and stylistic enhancement. No AI tools were used for generating core scientific data, formulating research hypotheses, or conducting data analysis. The author has verified all outputs and takes full accountability for the published work.

References

- Adetula, V. (2026). Essay 27: From Intra-Africa Functionalism to Continental Federalism: Theorising Regionalism and Regional Cooperation in Africa. In A. Acharya, P. De Lombaerde, B. Futák-Campbell, L. C. Iroulo, & J. Peixoto Batista (Eds.), *Essays on Global Regionalism I* (Vol. 30, pp. 275–283). Springer Nature Switzerland. https://doi.org/10.1007/978-3-032-13642-8_27

- Alizadeh, H., Sharifi, A., & Najafi, H. (2026). Reframing urban sustainability: Toward people-centric development through humanistic and social values. *Peace and Sustainability*, 2(1), 100044. <https://doi.org/10.1016/j.nerpsj.2026.100044>
- Banda, L. O. L., Banda, C. V., Banda, J. T., & Singini, T. (2024). Preserving cultural heritage: A community-centric approach to safeguarding the Khulubvi Traditional Temple Malawi. *Heliyon*, 10(18), e37610. <https://doi.org/10.1016/j.heliyon.2024.e37610>
- Bekele, M., Sassi, M., Jemal, K., & Ahmed, B. (2024). Human capital development and economic sustainability linkage in Sub-Saharan African countries: Novel evidence from augmented mean group approach. *Heliyon*, 10(2), e24323. <https://doi.org/10.1016/j.heliyon.2024.e24323>
- Ceesay, A., & Asmorowati, S. (2026). Beyond the Peace Agreement: Institutional Weakness and Governance Challenges in Post-Conflict South Sudan. *Journal of Asian and African Studies*, 61(4), 3406–3423. <https://doi.org/10.1177/00219096251376658>
- Cerchione, R., Morelli, M., Passaro, R., & Quinto, I. (2025). Balancing sustainability and circular justice: The challenge of the energy transition. *Journal of Cleaner Production*, 494, 144942. <https://doi.org/10.1016/j.jclepro.2025.144942>
- Clark-Kazak, C. (2021). Ethics in Forced Migration Research: Taking Stock and Potential Ways Forward. *Journal on Migration and Human Security*, 9(3), 125–138. <https://doi.org/10.1177/23315024211034401>
- Cruz-Sánchez, O., Cruz-Cázares, C., & Hernandez-Vivanco, A. (2026). Business model innovation from dynamic capabilities perspective: A systematic literature review. *Journal of Business Research*, 204, 115835. <https://doi.org/10.1016/j.jbusres.2025.115835>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- De Haas, H. (2021). A theory of migration: The aspirations-capabilities framework. *Comparative Migration Studies*, 9(1), 8. <https://doi.org/10.1186/s40878-020-00210-4>
- Deng, Z., Chapman, A., & Gericke, N. (2025). Powerful knowledge, school subjects and the curriculum: An international and comparative perspective. *Journal of Curriculum Studies*, 57(4), 365–381. <https://doi.org/10.1080/00220272.2025.2528744>
- Didi Syahrir, Yeni Erita, Feby Kurniawan, & Vany Qhairum Nisa Utami. (2023). Improving IPS Learning Outcomes for Elementary School Students in Each Class Using the Problem Based Learning Model. *Radinka Journal Of Science And Systematic Literature Review*, 1(1), 14–22. <https://doi.org/10.56778/rjslr.v1i1.87>
- Duarte, J., & Robinson-Jones, C. (2024). Bridging theory and practice: Conceptualisations of global citizenship education in Dutch secondary education. *Globalisation, Societies and Education*, 22(2), 315–331. <https://doi.org/10.1080/14767724.2022.2048800>
- Dwivedi, Y. K., Ismagilova, E., Hughes, D. L., Carlson, J., Filieri, R., Jacobson, J., Jain, V., Karjaluoto, H., Kefi, H., Krishen, A. S., Kumar, V., Rahman, M. M., Raman, R., Rauschnabel, P. A., Rowley, J., Salo, J., Tran, G. A., & Wang, Y. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. *International Journal of Information Management*, 59, 102168. <https://doi.org/10.1016/j.ijinfomgt.2020.102168>
- Evans, G. (2022). Back to the future? Reflections on three phases of education policy reform in Wales and their implications for teachers. *Journal of Educational Change*, 23(3), 371–396. <https://doi.org/10.1007/s10833-021-09422-6>
- Fernández-Sánchez, H., James, J., Zahoui, Z., Ging, L., Vásquez-Ventura, I., Stockton, J., & Santa Maria, D. (2025). Labor trafficking among migrant populations: A scoping review and

- qualitative interview study with stakeholders. *Frontiers in Human Dynamics*, 7, 1620713. <https://doi.org/10.3389/fhumd.2025.1620713>
- Haller, T., Acciaioli, G., & Rist, S. (2016). Constitutionality: Conditions for Crafting Local Ownership of Institution-Building Processes. *Society & Natural Resources*, 29(1), 68–87. <https://doi.org/10.1080/08941920.2015.1041661>
- Hamann, S. (2026). Foreign Aid at a Crossroads: How Funding Cuts Reshape Global Development Cooperation. *Global Policy*, 17(1), 122–133. <https://doi.org/10.1111/1758-5899.70116>
- Huang, F., Tang, J., Zhao, P., Chen, Z., Li, J., & Lyu, W. (2025). Human mobility under disasters: A systematic review and framework for equitable and resilient mobility governance. *Npj Natural Hazards*, 2(1), 99. <https://doi.org/10.1038/s44304-025-00153-9>
- Iddrisu, I. (2025). Understanding the nexus between organizational culture and trust: The mediating roles of communication, leadership, and employee relationships. *Sustainable Futures*, 9, 100555. <https://doi.org/10.1016/j.sftr.2025.100555>
- Kukić, L. (2023). The last Yugoslavs: Ethnic diversity and national identity. *Explorations in Economic History*, 88, 101504. <https://doi.org/10.1016/j.eeh.2022.101504>
- Lesková, A., & Yochanna, M. (2024). Values and Education for Values of Today's Youth. *Journal of Education Culture and Society*, 15(2), 35–42. <https://doi.org/10.15503/jecs2024.2.19.33>
- Lim, W. M., & Homer, S. T. (2026). Do the young truly embrace sustainability? Evidence of the (un)willingness paradox of sustainability and implications for responsible management education and research. *The International Journal of Management Education*, 24(1), 101281. <https://doi.org/10.1016/j.ijme.2025.101281>
- Long, L. W., Rabab, B., & Jamil, M. N. (2025). Government spending, political dynamics, and economic recovery: A cross-national analysis of fiscal resilience. *Research in Globalization*, 11, 100297. <https://doi.org/10.1016/j.resglo.2025.100297>
- Massi, J. W., Anangisye, W. A. L., & Sarakikya, A. M. (2026). Examining the alignment of vocational education curricula with labour market demands for youth employability in Tanzania: Bridging the skills gap. *Cogent Education*, 13(1), 2626623. <https://doi.org/10.1080/2331186X.2026.2626623>
- Meland, E. A., & Brion-Meisels, G. (2024). An integrative model for culturally sustaining SEL in the classroom. *Social and Emotional Learning: Research, Practice, and Policy*, 3, 100042. <https://doi.org/10.1016/j.sel.2024.100042>
- Naseer, M. M., Hunjra, A. I., Palma, A., & Bagh, T. (2025). Sustainable development goals and environmental performance: Exploring the contribution of governance, energy, and growth. *Research in International Business and Finance*, 73, 102646. <https://doi.org/10.1016/j.ribaf.2024.102646>
- Nguyen, T. H.-T., Zakarneh, M., McDonald, M., & Amankwah-Amoah, J. (2025). Reconceptualizing ethical leadership for the global south: An institutional logics perspective. *The Leadership Quarterly*, 36(5), 101897. <https://doi.org/10.1016/j.leaqua.2025.101897>
- O'Sullivan, M., & Bjørndal, C. T. (2024). Reconceptualising Constructive Alignment within the epistemological distinction of *ways of knowing* in a higher education coach development course module. *Physical Education and Sport Pedagogy*, 1–17. <https://doi.org/10.1080/17408989.2024.2439969>
- Peters, A.-K., Edling, S., & Francia, G. (2026). Conceptions of social sustainability in the context of education: A systematic literature review. *Sustainability Science*, 21(4), 1935–1951. <https://doi.org/10.1007/s11625-026-01842-8>
- Rastegar, R. (2026). Justice and vulnerability in the face of global crises: Launching the annals of tourism research collection on justice in tourism. *Annals of Tourism Research*, 118, 104132. <https://doi.org/10.1016/j.annals.2026.104132>

- Robinson, S., Keats, J., Bracken, C., Ekstrom, M., Lin, A., McCauley-Pearl, A., & Supple, M. (2026). Reimagining the Sustainable Development Goals: Centering Nature's rights for a more-than-human future. *Sustainability Science*, 21(3), 1275–1293. <https://doi.org/10.1007/s11625-026-01802-2>
- Sedovs, E., Volkova, T., & Ludviga, I. (2025). Sustainable development and strategic management—What is on the horizon in our non-ergodic world research? *Sustainable Futures*, 9, 100414. <https://doi.org/10.1016/j.sftr.2024.100414>
- Sen, K. (2023). International organizations and human rights education curriculum reform. *Human Rights Education Review*, 6(1), 52–71. <https://doi.org/10.7577/hrer.5098>
- Suplaag, M. C., Ashley Custodio, Jya Nicole Sapong Agbayani, Ailee Corbita Auman, & Danyl Amir Enterina Coliflores. (2026). Teachers' Perception of Positive Discipline Intervention Support as Predictor of Effective Classroom Management. *Radinka Journal Of Science And Systematic Literature Review*, 4(2). <https://doi.org/10.56778/rjslr.v4i2.694>
- Tesfaw, M., Tadesse, T., Daka, K., & Abebe, A. (2026). The Lived Experiences of Young People With Disabilities in Accessing Sexual and Reproductive Health Services in Ethiopia: An Interpretative Phenomenological Analysis. *INQUIRY: The Journal of Health Care Organization, Provision, and Financing*, 63, 00469580261466532. <https://doi.org/10.1177/00469580261466532>
- Udoinyang, Dr. N., Johnson Abor, Dr. I., & Daniel, Dr. R. (2026). Assessment of Students' Safety and Environmental Activities for Teaching Milling Machine Maintenance in Technical Colleges. *Radinka Journal Of Science And Systematic Literature Review*, 4(1), 852–863. <https://doi.org/10.56778/rjslr.v4i1.688>
- Udoinyang, N. (2025). Accessing National Demand-Side Climate Change Mitigation Plan and Socio-Economic Impact in Nigeria. *Radinka Journal Of Science And Systematic Literature Review*, 3(2), 701–709. <https://doi.org/10.56778/rjslr.v3i2.563>
- Wang, Z., Hanley, N., Kwak, J., Vari-Lavoisier, I., Al Hussein, M., Tyson, L. S., Akkad, A., & Chankseliani, M. (2024). How do international student returnees contribute to the development of their home countries? A systematic mapping and thematic synthesis. *International Journal of Educational Research*, 125, 102330. <https://doi.org/10.1016/j.ijer.2024.102330>
- Weiss, J. (2024). Disengaged or raising voices? An analysis of the relationship between individual risk perception and non-institutionalised political participation. *Acta Politica*, 59(2), 439–457. <https://doi.org/10.1057/s41269-023-00301-x>