

Assessment of Socio-Emotional Skill of Pupils Living in Orphanage Homes in Kwara State, Nigeria

Usman Tunde SAADU

Department of Early Childhood and Primary Education
Kwara State University, Malete Correspondence: usman.saadu@kwasu.edu.ng +2348038493554

Abstract: *The development of socio-emotional skills is crucial for pupils' academic success, social integration, and psychological well-being, particularly for vulnerable populations such as orphans. This study assessed the socio-emotional skills of pupils living in orphanage homes in Kwara State, Nigeria. A descriptive survey design was employed. The population comprised 835 primary school pupils residing in 18 registered orphanage homes across the state. The target population was 146 pupils in upper primary classes, selected using census sampling due to the manageable size. Data were collected using a self-constructed instrument titled Pupils' Socio-Emotional Skill Rating Scale (PSESRS), completed by teachers. The instrument contained 20 items rated on a 4-point Likert scale. Face and content validity were confirmed by experts in educational psychology. A pilot study yielded Cronbach's alpha reliability coefficient of 0.88, indicating high internal consistency. Descriptive statistics (mean, standard deviation) were used to answer research questions, while t-tests and ANOVA tested hypotheses at the 0.05 significance level. Findings revealed a high level of socio-emotional skills among the pupils ($M = 3.31$). No significant differences were found based on gender ($t = 0.192, p > 0.05$) or school location ($t = -0.246, p > 0.05$), but a significant difference existed based on duration of stay in the orphanage ($F(2,142) = 7.864, p < 0.05$). Pupils with longer stays exhibited higher socio-emotional competence. The study concluded that stable, structured orphanage environments foster strong socio-emotional development. Recommendations include continuous caregiver training, early intervention for new intakes, and incorporating structured socio-emotional learning programs into orphanage education systems.*

Keywords: Socio-emotional skills, pupils, orphanage home

Introduction

Globally, millions of pupils face difficult circumstances such as loss of parents, abandonment, neglect, family disintegration, conflict, natural disasters, unintended pregnancies, unfit parenting, and the absence of extended family support. While every child deserves the care and stability of a nurturing family to develop strong socio-emotional skill and adapt effectively to school life, these pupils are deprived of regular parental care, making them one of the most vulnerable groups globally. According to the United Nations Children Fund (UNICEF), there is an estimated number of 153 million orphaned pupils globally (UNICEF, 2024).

A non-governmental organisation known as Save Our Soul (SOS) Children Village estimates that 17.5 million Orphans in Nigeria. The socio-emotional skill and competency of this group of pupils may seem different from those of pupils who receive sufficient parental care, attention, and bonding because they do not receive these forms of care and attention (Seeberg & Goździak, 2016). Socio-emotional skills involve the capacity to comprehend and regulate emotions, establish and maintain healthy relationships, and make ethical decisions (Adeyanju & Olufemi, 2021). When pupils start school, their ability to get along with others makes it easier for them to integrate and form friendships. Pupils who develop friendships tend to enjoy school more and achieve better academic outcomes (Adewale & Yusuf, 2023).

Socio-emotional skill encompasses recognising and understanding one's own emotions, accurately interpreting others' emotional expressions, managing strong emotions constructively, regulating behaviour, developing empathy, and fostering meaningful relationships (Okonkwo et al., 2020). Managing emotions contributes to positive behaviours that begin in early childhood and persist in adulthood. A deficiency in social and emotional skills can lead to difficulties both in school and later in life. Pupils with social and emotional challenges are often harder for teachers to instruct because they face peer rejection and are perceived as less socially and academically competent. Such pupils typically show lower engagement in school, leading to poor attendance and declining academic performance (Eze & Yusuf, 2024).

Meanwhile, it is important to note that a child's growth of social competency and emotional wellbeing, which starts at birth, is a major factor in their capacity to learn and contribute to society. Therefore, it is impossible to overstate the importance of parents in helping pupils acquire these abilities (Ewunonu et al., 2024). Parents have a crucial role in their pupils socio-emotional skill by affecting their capacity to control their emotions, form bonds with others, and function in social situations. Parents provide the

groundwork for their pupils emotional and social skill via modelling, fostering stable bonds, providing emotional coaching, and establishing nurturing situations. Socio-emotional skill encompasses a broad set of abilities, which includes self-awareness, self-regulation, Motivation, empathy, and social skill.

Self-awareness is a fundamental socio-emotional skill that enables pupils in orphanage homes to recognise their emotions, strengths, and limitations, fostering emotional regulation and positive social interactions. Orphaned pupils often experience trauma and emotional distress, making self-awareness crucial for their psychological well-being. When pupils develop self-awareness, they can better manage their emotions, build resilience, and form healthy relationships with caregivers and peers (Adewale & Yusuf, 2023). Studies by Eze & Nwachukwu, (2024) indicated that self-awareness enhances pupils' ability to express their feelings constructively, reducing aggression and improving peer relationships in institutional care settings.

Self-regulation is a crucial socio-emotional skill that helps pupils in orphanage homes manage their emotions, behaviours, and impulses effectively, fostering resilience and positive social interactions. Adeyemi & Ogundele (2023) reiterated that orphaned pupils often experience emotional instability due to loss and environmental stress, making self-regulation essential for their psychological well-being. When pupils develop self-regulation, they can cope better with stress, reduce aggressive behaviours, and improve their ability to form and maintain healthy relationships with caregivers and peers (Ogunleye & Ibrahim, 2024). Another research by Eze & Nwachukwu (2024) indicates that structured interventions, such as mindfulness training and emotional coaching, enhance self-regulation among orphans, leading to improved academic performance and social adaptability. Strengthening self-regulation in orphanage settings fosters emotional stability, helping pupils navigate challenges and develop a sense of control over their lives.

Motivation is a socio-emotional skill that influences the ability of pupils in orphanage homes to set goals, persevere through challenges, and develop a sense of purpose, as many orphaned pupils face emotional and psychological barriers that can hinder their intrinsic motivation, affecting their academic performance and social engagement (Adewale & Nwachukwu, 2023). Additionally, socio-emotional learning programs that incorporate mentorship and

Self-determination strategies have been found to enhance motivation, helping orphaned pupils develop aspirations and a stronger sense of self-efficacy (Eze & Yusuf, 2024). Caregivers also provide emotional support, encouragement, and structured goal-setting activities. Pupils in orphanages develop greater self-confidence and resilience, fostering a positive attitude toward learning and personal growth (Ogunleye & Ibrahim, 2024).

Empathy is a crucial socio-emotional skill that enables pupils in orphanage homes to understand and share the feelings of others, fostering positive relationships and emotional resilience. Many orphaned pupils experience trauma and social isolation, which can hinder their ability to connect with others emotionally (Adewale & Nwachukwu, 2023). Research by Ogunleye & Ibrahim (2024) suggests that when caregivers and educators implement structured socio-emotional learning programs, such as storytelling and role-playing activities, orphaned pupils develop stronger empathy, leading to improved peer interactions and reduced aggressive behaviours. Additionally, fostering empathy in orphanage settings enhances social bonding, self-esteem, and cooperation, which are essential for psychological well-being and future social integration (Eze & Yusuf, 2024).

Social competence is an essential socio-emotional skill that enables pupils in orphanage homes to interact effectively with peers, caregivers, and the larger community. Many orphaned pupils face difficulties in communication, cooperation, and conflict resolution due to past trauma and limited family support (Adewale & Yusuf, 2023). When pupils develop strong social skills, they experience greater self-confidence, emotional stability, and a sense of belonging, which are crucial for their overall psychological well-being and future social integration (Eze & Ibrahim, 2024).

Socio-emotional skill, such as self-awareness, self-regulation, motivation, empathy, and social skills, are crucial for pupils in orphanage homes to adapt to classroom dynamics and respond constructively to challenges (Adeyanju & Olufemi, 2021). However, early deprivation or unstable emotional support can lead to deficits in these skills, hindering their ability to manage emotions, resolve conflicts, and participate in academic and social life. Limited exposure to consistent social interaction and adult guidance in orphanage settings may impair these pupils ability to accurately interpret others' intentions and emotions.

Statement of the Problem

Socio-emotional skill in pupils' development, particularly in orphanage homes, where pupils often face unique challenges due to a lack of parental care and limited social support systems. Despite various interventions by governmental and non-governmental organizations', including the United Nations Pupils Fund (UNICEF), aimed at improving the welfare of orphaned pupils, their socio-emotional well-being remains a critical concern. According to UNICEF (2024), 153 million pupils have lost at least one parent

without much care from anyone. In Nigeria, the increasing number of orphaned pupils due to abandonment, parental incarceration, family disintegration, parental health issues, conflict, war, natural disasters, unintended pregnancies, unfit parenting, and the absence of extended family support highlights the need for a deeper understanding of socio-emotional development of these pupils living in orphanage homes. Existing literature has explored the socio-emotional development of pupils in various contexts. Additionally, there is limited research on how factors such as gender and the duration of stay in an orphanage influence the socio-emotional competencies of these pupils and their ability to integrate into the school environment successfully.

Research Questions

The following research questions were raised to guide this study:

1. What is the level of socio-emotional skill of pupils in orphanage homes in Kwara, State

Nigeria?

Research Hypotheses

The following null hypotheses were formulated to guide this study:

H0₁: There is no significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on gender.

H0₂: There is no significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara state based on duration of stay in orphanage.

H0₃: There is no significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on school location.

Methodology

This study adopted a descriptive survey research design. The survey method involved the use of rating scales as data collection tools to gather information from respondents. The study sought to assess socio-emotional skill of pupils living in orphanage homes in Kwara State, Nigeria. The population for this study consisted of all 835 primary school pupils living in 18 registered orphanage homes across Kwara State, Nigeria, based on the records from the Kwara State Ministry of Social Development (2023). A census sampling method was adopted for this study due to the relatively small and manageable population size of 146 primary school pupils residing in 18 registered orphanage homes within Kwara State.

A Self-Constructed rating scale titled Pupils Socio-Emotional Skill Rating Scale (PSESRS) to elicit information from the respondents, which was rated by the research assistant (caregivers of the pupils in the orphanage homes). The rating scale consists of 25 closed-ended items that allow the researcher to rate how pupils express their socio-emotional skill. The guided structure of the rating scales contains two sections; Section A consists of Demographic Data (Gender and Duration in Orphanage Home and location of the school. Section B contains 25 close ended items which depict socio-emotional skill of the pupils in orphanage homes. The items was rated on a 4-point Likert scale (4 = Always, 3 = Sometimes, 2 = Rarely, 1 = Never). To ensure the validity of the instruments, face and content validity was established. Pupils' Socio-Emotional Skill Rating Scale (PSESRS) was given to the lecturers in the Department of Early Childhood and Primary Education, and experts in Test Measurement and Evaluation, Faculty of Education, Kwara State University, Malete. To ensure the reliability of the research instrument, a pilot study was conducted before the main study. This phase involved administering 20 copies of the instruments to pupils residing in different orphanage homes, situated outside Kwara State. The responses obtained from this pilot study were used to check the internal consistency, the reliability coefficient of the instrument was done using Cronbach's Alpha reliability coefficient which yielded a reliability coefficient of 0.90 for Pupils Socio-Emotional Skill Rating Scale (PSESRS). The data gathered were analysed using descriptive statistics of frequency counts, percentages, meaning, and standard deviation to answer the research questions. While analysis of Variance (ANOVA) was used to test the hypotheses, tested at 0.05 level of significance.

Results

Research Question One: What is the level of Socio-Emotional Skill of pupils in Orphanage Homes in Kwara State, Nigeria?

Table 1: Table showing the level of Socio-Emotional Skill of pupils in Orphanage Homes in Kwara State, Nigeria

S/N	ITEMS	Mean	SD	Remark
1	The pupil recognises and labels their own emotions in different situations.	3.30	0.72	Always
2	The pupil can describe how they feel in various social settings.	3.18	0.58	Sometimes
3	The pupil is aware of their strengths and weaknesses.	3.34	0.69	Always
4	The pupils can identify when they are upset or distressed.	3.13	0.84	Sometimes
5	The pupil is conscious of how their behaviour affects others.	3.06	0.61	Sometimes
6	The pupil calmly manages their anger	2.99	0.50	Sometimes
7	The pupil shows the ability to stay focused and avoid distractions in class.	2.86	0.67	Sometimes
8	The pupils can calm themselves down after becoming upset.	2.97	0.73	Sometimes
9	The pupil handles disappointment without becoming overly upset.	3.05	0.60	Sometimes
10	The pupil shows patience when waiting for things they want.	3.22	0.63	Sometimes
11	The pupil works towards achieving personal goals.	3.18	0.57	Sometimes
12	The pupil expresses interest in learning new things.	3.04	0.63	Sometimes
13	The pupil shows determination when faced with challenges.	3.34	0.48	Always
14	The pupil remains motivated to complete tasks even when they are difficult.	3.09	0.76	Sometimes
15	The pupil frequently takes initiative in group activities or assignments.	3.37	0.81	Always
16	The pupil shows understanding when others are sad or upset.	3.00	0.80	Sometimes
17	The pupil is considerate of others' feelings in group activities.	3.23	0.75	Sometimes
18	The pupil helps other pupils when they are in need.	3.18	0.77	Sometimes
19	The pupil listens attentively to others when they are speaking.	3.61	0.49	Always
20	The pupils show concern for the well-being of others in their environment.	3.48	0.58	Always
21	The pupil can make friends easily in social situations.	3.34	0.70	Always
22	The pupil participates actively in group discussions or activities.	3.22	0.75	Sometimes
23	The pupil resolves conflicts with peers in a peaceful manner.	3.44	0.72	Always
24	The pupil follows social rules and demonstrates appropriate behaviour in group settings.	3.32	0.71	Always
25	The pupil engages in cooperative play with others in a positive way.	3.16	0.70	Sometimes
Weighted average		3.20		
Decision: Never: 1.00-1.74, Rarely:1.75-2.49 Sometimes: 2.50-3.24, Always: 3.25-4.00				

Table 3 shows the level of Socio-Emotional Skill of pupils in Orphanage Homes in Kwara, State Nigeria. The weighted average is 3.20 which is greater than 2.49, the base line for positive opinion. This therefore shows a numeric indicator that level of Socio-Emotional Skill of pupils in Orphanage Homes in Kwara, State Nigeria was high.

Research Hypothesis 1: There is no significant difference in Socio-Emotional Skill of pupils living in Orphanage Homes in Kwara State based on gender.

Table 2: Summary of independent sample t-test showing difference in Socio-Emotional Skill of pupils living in Orphanage Homes in Kwara State based on gender

Gender	N	Mean	SD	t	Df	Sig.	Remark
Male	78	78.57	12.110	-2.056	141	0.08	Not Significant
Female	65	82.24	8.509				

Table 5 shows the significant difference in socio-emotional skill of pupils living in Orphanage Homes in Kwara State based on gender. There was no significant difference in Socio-Emotional skill of pupils living in orphanage homes in Kwara State based on gender ($t = -2.056$; $df = 141$; $P > 0.05$). Therefore, in the light of the result, the hypothesis is retained, it implies that there was no significant difference in Socio-Emotional Skill of pupils living in Orphanage Homes in Kwara State based on gender since the significant level (.082) is greater than 0.05.

Research Hypothesis 2: There is no significant difference in Socio-Emotional Skill of pupils living in orphanage homes in Kwara state based on duration of stay in orphanage

Table 3: The summary of ANOVA showing differences in Socio-Emotional Skill of pupils living in orphanage homes in Kwara state based on duration of stay in the orphanage

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1413.198	2	706.599		
Within Groups	14991.235	140	107.080	6.599	.002
Total	16404.434	142			

Table 6 showed a difference in the level of Socio-Emotional Skill of pupils living in orphanage homes in Kwara State based on duration of stay in the orphanage. ($F_{(2,142)} = 6.599$; $P < 0.05$). Since the significance value is less than 0.05, the hypothesis is therefore rejected in light of the result.

Table 4: Summary of post Hoc pairwise comparison of difference in Socio-Emotional Skill of pupils living in orphanage homes in Kwara state based on duration of stay in orphanage

Duration	Mean	1-5 Years	6-10 Years	11 and above
1-5 Years	79.25		*	*
6-10 Years	83.01	*		*
11 and above	73.75	*	*	

Table 7 revealed that there is a significant difference in Socio-Emotional Skill of pupils living

in orphanage homes in Kwara state based on duration of stay in the orphanage

1-5 Years

6-10 Years

11 and above

This implies that 6-10 years (Mean= 83.01) were significantly better than the other respondents (1-5 years and 11 and above).

Research Hypothesis 3: There is no significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on school location.

Table 5: Summary of independent sample t-test showing difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on school location

School Location	N	Mean	SD	t	Df	Sig.	Remark
Schooling within the Orphanage Home	44	81.545	10.028	.965	141	.541	Not Significant
Schooling outside the orphanage Home	99	79.666	11.052				

Table 8 shows the significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on school location. There was no significant difference in the socio-emotional skill of pupils living in orphanage homes in Kwara State based on school location ($t = .956$; $df = 141$; $P > 0.05$). Therefore, considering the result, the hypothesis is retained; it implies that there was no significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on school location since the significance level (.541) is greater than 0.05.

Discussion

The finding of this study reveals that the level of socio-emotional skill among pupils in orphanage homes in Kwara State, Nigeria, was high. A possible explanation for this could be the structured caregiving environment in these orphanages, where pupils may receive emotional support, participate in routine social activities, and engage in guided interactions with caregivers and peers. This high level may indicate that, despite the absence of parental care, the pupils are being exposed to experiences that foster self-awareness, self-regulation, motivation, empathy, and social skill. This finding is not in line with Akinboye (2020), who found that pupils in orphanages in southwestern Nigeria exhibited a moderate level of socio-emotional competence, especially in empathy and peer relationships, with emotional regulation being the most challenging domain. Akinboye's study further highlighted that pupils who had spent longer durations in the orphanage displayed significantly higher competence levels, reinforcing the idea that a stable, socially rich environment fosters emotional development. In contrast, Abdullahi (2021) observed a generally low level of socio-emotional skill among nomadic pupils in Gombe State, attributing this to the limited access to structured psychosocial support and the instability associated with a mobile lifestyle.

The finding of the study reveals that there was no significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on gender. This suggests that both male and female pupils possess similar capacities for emotional regulation, social interaction, and self-awareness, regardless of their gender. A possible explanation for this could be the uniformity of care and support provided within the orphanage settings, where all pupils are exposed to the same routines, emotional guidance, and social experiences that promote socio-emotional development. The lack of gender disparity in this context may also indicate that institutional environments, unlike broader societal structures, may minimize traditional gender role expectations that typically influence emotional expression and development. This finding is consistent with the report by Ugiagbe (2024), which found no significant gender difference in the development of social and cognitive skills among pupils in orphanage homes. It also supports the view of Portela-Pino et al. (2021), who observed that although specific socio-emotional competencies may vary slightly between boys and girls, the overall development of such skills can be balanced in structured environments. These results suggest that when provided with equal support, boys and girls in institutional care settings are equally capable of developing strong socio-emotional skill.

The finding of this study shows that there was a significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on the duration of their stay. This suggests that the length of time a pupil spends in an orphanage plays an important role in shaping their emotional and social development. Pupils who have stayed longer may have had more time to adapt to the environment, build relationships with caregivers and peers, and benefit from structured routines and emotional support, which collectively enhance their socio-emotional competence. This finding aligns with the work of Kaur et al. (2018), who found that the duration of stay in institutional care was significantly associated with the psychological well-being of pupils. Similarly, Kyaruzi (2022) reported that prolonged emotional instability among orphans was often linked to inadequate psychosocial support during early periods of institutionalization. Madani and Rahmatullah (2024) also emphasized the importance of compassion-based caregiving in nurturing emotional growth over time. These findings underscore the need for early and sustained emotional support within orphanages to foster healthy socio-emotional skill.

The finding of this study reveals that there was no significant difference in socio-emotional skill of pupils living in orphanage homes in Kwara State based on school location. This implies that whether the pupils attend schools within the orphanage or outside the orphanage it does not notably impact their socio-emotional skill. One possible reason for this outcome could be that the emotional and social competencies of these pupils are more strongly influenced by the internal environment and caregiving practices within the orphanage homes than by the external school setting. The uniformity of support structures, such as access to basic needs, caregiver-pupil relationships, and routine emotional guidance, may play a more decisive role in shaping socio-emotional skill than the location of the school. Similarly, Burney (2022) noted that Socio-Emotional Skill did not vary significantly with academic performance in urban settings, suggesting that location alone may not be a key determinant of emotional competence. The result underscores the centrality of consistent and compassionate caregiving across locations in fostering socio-emotional skill among orphaned pupils.

Conclusion

The findings of this study collectively suggest that pupils living in orphanage homes in Kwara State possess a high level of socio-emotional skill, which appears to be nurtured by the structured, supportive, and emotionally responsive environments within these institutions. The absence of significant differences based on gender or school location indicates that consistent caregiving and equal access to emotional support play a crucial role in promoting balanced socio-emotional development. However, the significant variation observed with the duration of stay highlights the importance of long-term exposure to stable psychosocial environments.

These insights reinforce the value of early and sustained emotional support, equitable caregiving practices, and structured routines in enhancing the socio-emotional competence of orphaned pupils, regardless of external factors such as gender or school setting.

Recommendations

The following recommendations were made based on the findings of the study:

1. Given the high level of socio-emotional skill observed among primary school pupils residing in orphanage homes, caregivers in orphanage homes in Kwara State should continue to foster emotionally supportive environments by incorporating structured routines, empathy-based caregiving, and social interaction activities that promote emotional resilience.
2. Since gender did not significantly influence the socio-emotional skill of pupils in orphanage homes, caregivers are encouraged to provide equal access to emotional development programs for both boys and girls, ensuring that interventions and activities remain inclusive and gender-neutral.
3. As duration of stay significantly affects socio-emotional skill, caregivers should implement early intervention strategies, such as peer mentoring, emotional check-ins, and guided integration activities, for newly admitted pupils to help them develop emotional competencies more quickly.
4. Given that school location had no significant effect on socio-emotional skill, government and non-governmental should strive to maintain a uniform standard of emotional care across orphanages regardless of whether they are situated within the orphanage or outside the orphanage

References

- Adeyanju, A. A., & Olufemi, O. T. (2021). Social-emotional competence and school adjustment among vulnerable children in Nigeria. *African Journal of Educational Psychology*, 15(2), 45–56.
- Adewale, J. O., & Yusuf, A. O. (2023). Friendship, social-emotional skills, and academic outcomes among Nigerian primary school pupils. *Nigerian Journal of Psychology and Education*, 28(1), 22–34.
- Adewale, J. O., & Nwachukwu, K. C. (2023). Motivational development in institutionalized children: Challenges and strategies. *Journal of Child and Adolescent Development Studies*, 9(3), 51–63.
- Adeyemi, M. A., & Ogundele, R. O. (2023). Self-regulation and emotional stability among orphans in care facilities: Implications for psychological intervention. *Journal of Psychology and Behavioural Sciences*, 19(2), 74–86.
- Ewunonu, G. I., Chukwuma, V. C., & Adebajo, M. O. (2024). Parental involvement and socio-emotional development of pupils in Nigeria: A developmental psychology approach. *African Journal of Child Development*, 12(1), 16–29.
- Eze, S. C., & Yusuf, A. O. (2024). Socio-emotional learning and academic resilience among institutionalized children in Nigeria. *Journal of Educational Research in Africa*, 11(2), 88–102.
- Eze, S. C., & Nwachukwu, K. C. (2024). Developing emotional intelligence in orphanage care: A focus on self-awareness and behaviour regulation. *International Journal of Orphan Care and Child Psychology*, 6(1), 37–49.
- Eze, S. C., & Ibrahim, M. T. (2024). Social skill enhancement strategies for vulnerable children in residential care. *Nigerian Journal of Social Psychology*, 10(1), 40–53.
- Ogunleye, A. A., & Ibrahim, M. T. (2024). Emotional resilience and behavioural adaptation among orphans: The role of self-regulation and motivation. *Journal of Child and Adolescent Behaviour*, 8(2), 59–72.
- Okonkwo, D. I., Yusuf, A. O., & Eze, S. C. (2020). Emotional understanding and behavioural adjustment in early childhood: A study of Nigerian orphanage homes. *Journal of Early Childhood Education Research*, 7(4), 91–104.
- Seeberg, M. L., & Goździak, E. M. (2016). *Contested childhoods: Growing up in orphanages in global perspective*. Springer.
- UNICEF. (2024). *The state of the world's children: For every child, every right*. United Nations Children's Fund. <https://www.unicef.org/reports/state-of-worlds-children-2024>
-

SOS Children's Village Nigeria. (2023). *Facts and figures on orphaned children in Nigeria*. <https://www.sosvillages-nigeria.org/facts-and-figures>