

## DYNAMICS OF CONFLICT AND PEACE BUILDING USING INNOVATION SKILL ACQUISITION AMONG YOUTH IN COMMUNITIES

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### ABSTRACT

This research work shows the relationship between dynamics of conflict and peace building using innovation skill acquisition among youth. It serves to enhance the youth entrepreneurship in communities' ability to achieve its goals and corporate objective. However, from the study certain dimensions where determine on the relationship between dynamics of conflict and peace building via communal mayhew, violence, arms conflict and managing youth restiveness in relationship with youth violence and youth exuberance. Thus, with the aid of the necessary information collected from the study communities through the cross-sectional survey, oral interview, questionnaire and personal observation, a total of population size of 200 and sample size of 133 was determine using Tayo Yemen's formula at 0.05 level of significant. Also, 133 questionnaires were distributed to the case study while 80 questionnaires were completed and returned, tabulations, percentage via testing of hypothesis with the spearman's rank order correlation of co-efficient and the Kendell's coefficient of concordance significant test. From the findings, the concept of youth affects restiveness and youth exuberance on. Moreover, in conclusion communities that adhere to the concept of youth experience significant increase in performance efficiency. Furthermore, it could be recommended that the communities must involve the use of youth skills, youth talent and youth entrepreneurship in managing youth restiveness, as techniques discourage in the community's restiveness and youth exuberance. With these techniques, management will ascertain rapid growth in all ramifications, which would improve performance efficiency of the communities.

**Keywords:** *Innovation, Skill, Peace Building, Youth Entrepreneurship, Conflict Management, Youth Skills, Youth Talent*

### Introduction

Peace building in the Aftermath of Conflict, that a successful peace building process must be transformative and create space for a wider set of actors including, but not limited to,

representatives of women, young people, victims and marginalized communities; community and religious leaders; civil society actors; and refugees and internally displaced persons to participate in public decision-making on all aspects of post-conflict governance and recovery.” Fostering social cohesion and trust through an inclusive and participatory peace building process during and after a transition or conflict is a challenging but necessary task. Many key stakeholders remain on the margins or excluded from the process.

Ovharhe (2025b) strongly believe that equipping youth in communities with knowledge, skills and attitude is a vibrant means of managing peace building. Ovharhe (2025c) pointed out that application of technology on youth entrepreneurs is a credible pattern of managing conflict and peace building in the community. Delving into technology innovation by youth and children on AI, ML, IoT and big data analytics gives a new drive of research focus (Ovharhe, 2024). The consciousness and mindfulness with be focus on productivity, profitability and talent management (Ovharhe, 2025d)

Scholars believe that it promotes sustainable, long-term and collaborative initiatives for and with young people, including joint initiatives that build on existing efforts and interventions at scale. Avoid short-term projects that will only benefit a few.

Definitions of ‘young people’ vary depending on social, cultural and political contexts, and strive to understand the national and local contexts that young people have grown up in. Value diversity among young people and develop targeted strategies to involve and include young people from different backgrounds, taking into account differences in age, gender, ethnicity, culture, religion, class, caste, education, social status, place of residence (rural/urban), sexual orientation, physical and intellectual abilities, interests, etc. (Ovharhe, 2022a; Ovharhe, 2022b)

Proper youth succession program involves hard-to-reach young people and those who belong to groups often disproportionately affected by conflict, such as disabled young people and young people from minority and indigenous groups. Thus, it makes specific efforts to reach out to marginalized young people within all of these groups; do not assume that elite youth leaders from civil society represent them.

Supporting young people and youth-led communities reflect on patterns of inclusion and exclusion and to work proactively to address discrimination, which is often one of the root causes of conflict. Respect the experiences of all, including those of young people associated with conflict, and make special efforts to facilitate the active participation of young people who are more vulnerable to recruitment by armed groups and/or otherwise involved in violence.

Ovharhe (2025a) said innovation is a vital skill, such a frugal innovation that focuses on environment munificence will create concentration of peace building.

Post peace conflict management recognizes the specific grievances or vulnerabilities that young people may have as a result of conflict and violence, and that these experiences are often gendered.

It identifies strategies to reach out to young women, seek their engagement, and create a safe space to raise their specific issues and concerns and support their initiatives. Also, it identifies young people and youth led-communities involved in peace building initiatives: find them, learn from them and support them. This creates opportunities for young people's sustained participation, ownership and leadership in local, national, regional and international mechanisms to prevent, manage and resolve conflict and maintain peace.

There is a believe that these phenomenon foster trust and support power-sharing between decision makers and young people, especially through intergenerational dialogue and youth-adult trust-building activities and trainings.

This enables young people who are influential among their peers and foster their leadership skills, while simultaneously ensuring the participation of marginalized young people. Whereby facilitating mechanisms, both physical and virtual, for feedback and communication to enable young leaders to be accountable to their peers, communities and partners.

In the light of these, this study will bridge the knowledge gap that exist among communal mayhew, programmes, strategies, policies and budget of government and clans towards influencing peace building in the communities.

## **2.1. Theoretical Framework**

The theoretical framework for this study is drawn from the Stakeholder Theory. The basic promise is that business communities have responsibility to various groups in society - the internal and external stakeholders- and not just the owners i.e. shareholders. The responsibility includes a responsibility for the natural environment; decisions should be taken in the wider interest and not just the narrow shareholder interest.

According to Crowther and Aras (2008), the argument for stakeholder theory is based upon the assertion that maximizing wealth for shareholders fails to maximize wealth for society and all its members and that only a concern with managing all stakeholder interests achieves this. Stakeholder theory states that all Stakeholders must be considered in the decision making process of the organization. The theory states that there are three reasons why this should happen:

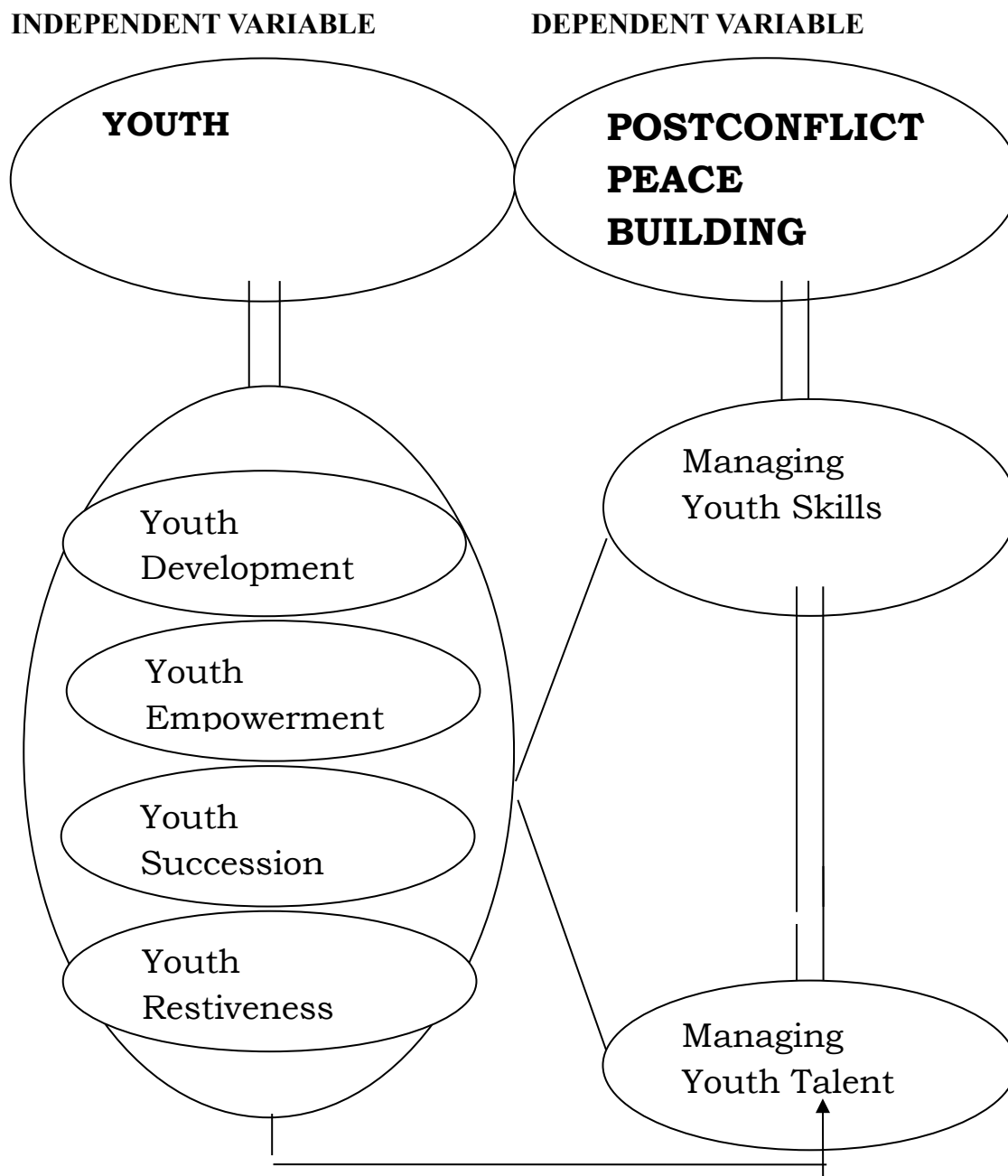
- It is the morally and ethnically correct way to behave.
- Doing so actually also benefits the shareholder's
- It reflects what actually happens in an organization.

Stakeholder theory suggests that idea that investing time and other resources in addressing stakeholders' interest is a justifiable managerial activity (Freeman, 1984 in O' Riordan & Fairbrass, 2006). In this way stakeholder dialog stand in contrast with the past explicit profit-oriented focus held by business, which was the focus of previous strategic, planning approaches (Crane & Matten, 2004 in O' Riordan & Fairbrass, 2006:5).

## 2.2. CONCEPTUAL FRAMEWORK

The conceptual framework of this study is focus on the following diagram illustrated below.

### CONCEPTUALIZED FRAMEWORK ON DYNAMICS OF CONFLICT AND PEACE BUILDING



SOURCE: *Conceptualized by the Researcher.*

Although much has been written about cases of children as soldiers and slaves in recent conflicts, these cases are but one example of the impact of conflict on a subset of the youth population. In *Dynamics of conflict-Conflict Reconstruction: Agents of Change*, Stephanie Schwartz goes beyond these highly publicized cases and examines the roles of the broader youth population in post-conflict scenarios, taking on the complex task of distinguishing between the legal and societal labels of “child,” “youth,” and “adult.”

In the post-conflict population, youth constitute a reservoir brimming with potential energy, ready to be channeled for good or ill. What causes some young people to return to the life of a fighter while others choose to work for a better future? And what can domestic and international actors do to help youth move toward an education, work to support their families, and become active contributors to building peace and reconstructing their countries?

*Dynamics of conflict-Conflict Reconstruction: Agents of Change* uses three cases of post-conflict reconstruction—Mozambique, the Democratic Republic of the Congo, and Kosovo—to explore how youth affect the post-conflict reconstruction process, and how domestic policy, NGO programming, international interventions, and cultural contexts may change that role. The hypotheses drawn from these comparisons will be useful both in guiding future research on youth's role in post-conflict reconstruction and in helping reconstruction actors facilitate the youth population's transition from war to peace.

In the aftermath of violent conflict, no society can afford to rebuild its future without the participation of its young generation and consideration for their interests and needs. Yet, trapped in a state of protracted victimhood, children and youth – and their needs and potential – risk being overlooked in the planning and implementation of post-conflict peacebuilding.

They are frequently mere bystanders to peacebuilding efforts, disempowered to change their fortunes in the midst of societies scarred by death, poverty and destruction. Their voices will not be heard unless they can escape the chains of victimhood and their active agency in post-war recovery effort is recognized.

The contributors to this volume explore the lack of child- and youth- specific peacebuilding practices by local, national and international players; and young peoples' struggle to escape the continuing victimhood or the pathways of survival criminality and instead secure more opportunities to be agents of sustainable peace.

By drawing on experiences from post-conflict environments in different parts of the world, a diverse group of researchers and scholar-practitioners working in academia, non-governmental and international clans examine the proactive roles of girls and boys in promoting security for themselves and their families ; their disproportionate suffering and their specific vulnerabilities during and after the war; international legal frameworks created to protect and empower children and youth in post-conflict environments; examples of initiatives to help young people escape the

traps of victimhood and voicelessness and actively engage in rebuilding their communities and nations; and international and national efforts to provide for the security of children and young people in post-conflict environments.

Children and youth are essential catalysts for the successful rebuilding of war-torn societies. Many will reach adulthood as new social, economic and political orders are being consolidated, as first elections are held and as international assistance and early rebuilding efforts are handed over into local hands. As the young post-war generation will become the next leaders, parents and teachers, ensuring children and youth's active role in post-conflict peacebuilding today could be among the most effective means of building a sustainable peace tomorrow.

### **Youth Voice**

Youth voice refers to the distinct ideas, opinions, attitudes, knowledge, and actions of young people as a collective body (Kirshner, O'Donoghue and McLaughlin, 2005). The term youth voice often groups together a diversity of perspectives and experiences, regardless of backgrounds, identities, and cultural differences. It is frequently associated with the successful application of a variety of communal mayhew activities, including service learning, youth research, and leadership training (Garvey, McIntyre-Craig, and Myers, 2000). Additional research has shown that engaging youth voice is an essential element of effective organizational development among community and youth-serving communities.

### **Youth Movement**

A broad international movement exists to promote youth voice, born from earlier youth service and youth rights movements (Kirshner, O'Donoghue and McLaughlin, 2005). The United Nations Convention on the Rights of the Child was the first international mechanism to stipulate the systemic engagement of youth voice. Specific aims are stated in Articles 5 and 12 that clearly acknowledge the youth have a voice, that youth voice is constantly changing, and that all areas of our society are morally responsible for engaging youth voice. Annual events which center on youth voice include Global Youth Service Day and the National Service Learning Conference.

### **Criticism of Youth Voice**

According to Bruce, Nicola and Menke (2006) ephebiphobia and adultism have been identified as the factors preventing widespread recognition of youth voice throughout communities. Additionally, it is commonly acknowledged that "little quantitative research has been conducted regarding the issue of youth voice", while the qualitative research on youth voice is often seen as minimally effective, as well, due to a limited scope focused on youth participation in decision-making and opinion-sharing.

Youth voice also faces criticism from the youth rights movement that it does not go far enough, or that it is using youth. Critics claim that youth voice advocates only advance a shallow analysis of

ageism and propose solutions that do not go far enough to give youth any substantive power in society. Coupled with youth service this can lead to young people being pressured to help fix adult problems without ever addressing the problems youth face (Kirshner, O'Donoghue and McLaughlin, 2005).

## **YOUTH EMPOWERMENT**

In Nigeria, democracy has been restored for over decades ago, with so much hopes and expectations by the people. For instance, it is assumed that with democracy, people would be free to choose their leaders and representatives and hold them accountable for the overall objective of fast-tracking development and improving the general living condition of the masses. This expectation is not misplaced considering that Nigeria has abundant human and natural resources in different parts of the large land mass of Nigeria that ranks as the largest black nation in the World with estimated population running to 150 million. However, the reality on ground has shown that this expectation is yet to be realized and just as the globally respected writer and novelist Professor Chinua Achebe wrote in his scholarly booklet titled "The Trouble with Nigeria", Nigeria's fundamental crisis of development lies squarely with non-visionary political leadership because there is absolutely nothing wrong with our geography or climate as a country created by God. Hence, the growing sense of despondency among the masses and especially the younger population who ought to be groomed, economically empowered to become very productive and contribute significantly to Nigeria's economic advancement. In other countries in North Africa like Tunisia, Egypt and Libya where dictators have held sway for over three decades, people made up largely of restive youths have revolted against the system and in some cases have successfully removed such dictatorship to make way for the new found democracy even though in places like Tunisia and Egypt, the expectations of the revolutionary youthful populations have not been sufficiently met because some forces are attempting to hijack the outcome of the popular revolutions to install their reactionary elements to control the political process. In Egypt for instance, the pro-Islamic brotherhood candidate Mohammed Mursi who emerged as the elected and inaugurated President of post Arab-spring Egypt has started imposition anti-media laws against perceived opponents.

Though these countries can be rightly said to be less democratic than Nigeria, yet the living condition of the people in real economic terms is better (Abati 2011, a; Abati; 2011b; Adejumbi, 2011).

### **Numeracy issues.**

Crisis engagement has been identified as a key measure in promoting adolescent health programs. Increasing the likelihood of young people voting has also been an outcome of said programs.

It is also seen as central to developing "inclusive participation" in civil society. Numerous national initiatives have utilized that belief to rationalize a variety of programs, including efforts focused

on civic engagement, social justice and education reform. In the latter field, student engagement is used to specifically address these issues within school environments. Several researchers, such as Barry Checkoway, Peter Levine and Shawn Ginwright, as well as advocates including Karen Pittman and Adam Fletcher have been acknowledged for their efforts to promote crisis engagement.

### **Innovations**

Crisis engagement has taken a huge growth over the past six years with the advent of social networks which is dare to innovation (Ovharhe & Chibuike, 2024a). The activities that promote communal mayhew and social change movements are now shifting to the World Wide Web, fostering online communities based on interests, causes, and purpose (Ovharhe & Akandu, 2024). Young people are promoting ideas, vocalizing their goals, organizing community groups, engaging in political discussions, reclaiming identities, creating identities, connecting with others, and taking over these networks full force as their own personal environments (Ovharhe & Chibuike, 2024b). The engagement over social networks “forms and maintains social capital, a dimension that assesses one’s ability to stay connected with members of a community (Ovharhe & Woko, 2024a). This connection is stimulated by the activity characteristic of the particular virtual community. Social network sites engage activity such as individual presentation of oneself, articulating and building outside networks, creating work-related collaboration, building romantic relationships, provoking political debates, connecting college student populations and opportunities, sharing hobbies and interests, and essentially forming anything that meets the imagination, made possible through the innovative capacities of current technology (Ovharhe, 2025c; Ovharhe & Woko, 2024b). Today’s youth are able to “tie offline networks to online memberships” through current social network sites like Facebook, Twitter, LinkedIn, MySpace, Friendster, and Blogger. They support the “maintenance of existing social ties and the formation of new connections, connecting with others outside their pre-existing social group or location, liberating them to form communities around shared interests.” This increased social capital enhances crisis engagement and manages interactions regarding current events around the world, major life changes, and relations as they move from one offline community to another such as changing schools or joining different civic and community groups. The intensity and usage over online communities are reliable indicators of current trends among youth and psychological well-being. The robust growth of this current technology is steadily growing and becoming a greater percentage of daily youth interactions.

### **METHODOLOGY**

The researcher adopted the quasi-experimental design because the study elements are not under his/her control. Another justification for the use of quasi-experiment research design is that the study is descriptive. Cross sectional survey type of the quasi-experiment research design was adopted.

However, the entire communities in Egbema Community, Rivers State was targeted, but five clusters were accessible. It was from the accessible cluster that that sample size was drawn. Thus, five communities were selected by simple judgmental sampling technique from their branches in the metropolis. For the purpose of this study, five randomly selected communities in Egbema Community, Rivers State.

In determining the sample size, it can be calculated mathematically with the below formula: Tayo-Yamane

$$n = \frac{N}{1 + N(e)^2}$$

Using the proportional sampling, the sample size was divided as follows:

Where n = Desired sample size  
 N = Population of the researcher  
 e = Proportion of sample error  
 Therefore: N = 200  
 e = 5%  
 Thus: n = ?

$$n = \frac{200}{1 + 200(0.05)^2} = \frac{200}{1 + 0.5} = \frac{200}{1.5}$$

$$n = 133$$

**Table 3: Optimum Size**

| Communities Clusters | Stakeholders |
|----------------------|--------------|
| Cluster A            | 20           |
| Cluster B            | 33           |
| Cluster C            | 23           |
| Cluster D            | 27           |
| Cluster E            | 30           |
| <b>TOTAL</b>         | <b>133</b>   |

This comprised of 200 representatives. This comprised of top, middle and lower level managers of the selected communities. However, in the tail of this, the assumed sample size is 133

$$\begin{aligned}
 \text{Percentage of Sample} &= \left( \frac{\text{Sample Size}}{\text{Population Size}} \right) \% \\
 &= \left( \frac{n}{N} \times \frac{100}{1} \right) \% \\
 &= \left( \frac{n}{N} \times \frac{100}{1} \right) \% \\
 &= 133/200 \times 100 \\
 &= 66.50\%
 \end{aligned}$$

From the data above, it indicates that 66.50% which is 133 of the population size (200) was taken as the sample size, because the study involves only management of all levels, accessing through their efficiency and effectiveness which will result to an improved the dynamics of conflict and peace building in the communities industries.

The method read observation in the dependent and independent variable, determines whether there is association or relationship the formula for Spearman Rank Correlation is:

$$P = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

Where P; spearman rank value;

n = number of respondents

d = differences between ranks; d<sup>2</sup> = squares of differences.

## STATISTICAL TESTING OF HYPOTHESES

The statistical tools used to test the hypotheses are spearman's rank co-efficient of correlation and Kendell's correlation of concordance.

## TESTING OF HYPOTHESIS ONE

**H<sub>01</sub>:** There is no significant relationship between communal mayhew and peace building

| <b>Correlations</b> |                   |                            |                   |
|---------------------|-------------------|----------------------------|-------------------|
|                     |                   | developme<br>nt            | Peace<br>conflict |
| Kendall's tau_b     | developme<br>nt   | Correlation<br>Coefficient | 1.000             |
|                     |                   | Sig. (2-tailed)            | .316              |
|                     |                   | N                          | 5                 |
|                     | Peace<br>conflict | Correlation<br>Coefficient | .316              |
|                     |                   | Sig. (2-tailed)            | .448              |
|                     |                   | N                          | 5                 |
| Spearman's rho      | developme<br>nt   | Correlation<br>Coefficient | 1.000             |
|                     |                   | Sig. (2-tailed)            | .564              |
|                     |                   | N                          | 5                 |
|                     | Peace<br>conflict | Correlation<br>Coefficient | .564              |
|                     |                   | Sig. (2-tailed)            | .322              |
|                     |                   | N                          | 5                 |

Since the p-value is 0.564 and Kendell's value is 0.316 its means it is positively correlated, but average relationship. Thus, the null hypothesis is rejected and alternate hypothesis accepted which states; there is significant relationship between and communal mayhew and peace building.

## TESTING OF HYPOTHESIS TWO

**H<sub>02</sub>:** There is no significant relationship between violence and peace building.

### Correlations

|                 |                |                         | Polices | Peace conflict |
|-----------------|----------------|-------------------------|---------|----------------|
| Kendall's tau_b | Polices        | Correlation Coefficient | 1.000   | .889*          |
|                 |                | Sig. (2-tailed)         | .       | .037           |
|                 |                | N                       | 5       | 5              |
|                 | Peace conflict | Correlation Coefficient | .889*   | 1.000          |
|                 |                | Sig. (2-tailed)         | .037    | .              |
|                 |                | N                       | 5       | 5              |
| Spearman's rho  | policies       | Correlation Coefficient | 1.000   | .947*          |
|                 |                | Sig. (2-tailed)         | .       | .014           |
|                 |                | N                       | 5       | 5              |
|                 | Peace conflict | Correlation Coefficient | .947*   | 1.000          |
|                 |                | Sig. (2-tailed)         | .014    | .              |
|                 |                | N                       | 5       | 5              |

\*. Correlation is significant at the 0.05 level (2-tailed).

Since the p-value is 0.947 and Kendell's value is 0.889, its means it is positively correlated and also very strong relationship does exist among the variables. Thus, the null hypothesis is rejected and alternate hypothesis accepted which states; there is significant relationship between violence and peace building.

### TESTING OF HYPOTHESIS THREE

**H<sub>03</sub>:** There is no significant relationship between managing youth restiveness and peace building.

## Correlations

|                 |                | Restiveness             | Peace conflict |
|-----------------|----------------|-------------------------|----------------|
| Kendall's tau_b | Restiveness    | Correlation Coefficient | 1.000          |
|                 |                | Sig. (2-tailed)         | .738           |
|                 |                | N                       | 5              |
|                 | Peace conflict | Correlation Coefficient | .738           |
|                 |                | Sig. (2-tailed)         | .077           |
|                 |                | N                       | 5              |
| Spearman's rho  | Restiveness    | Correlation Coefficient | 1.000          |
|                 |                | Sig. (2-tailed)         | .821           |
|                 |                | N                       | 5              |
|                 | Peace conflict | Correlation Coefficient | .821           |
|                 |                | Sig. (2-tailed)         | .089           |
|                 |                | N                       | 5              |

Since the p-value is 0.821 and Kendell's value is 0.77; its means it is positively correlated and very strong relationship exist among the variables. Thus, the null hypothesis is rejected and alternate hypothesis accepted which states; there is significant relationship between managing youth restiveness and peace building.

## CONCLUSION AND RECOMMENDATIONS

### CONCLUSIONS

The purpose of this research is to gain a better understanding of how the implementation of youth actions affects peace building. The researcher therefore concludes that involvement in youth

actions actually affects the performance of Nigerian . The implementation of Conflict strategies has provided Nigerian . with the opportunity to show its human face. Not all youth actions will be appreciated, so managers should understand the expectations of stakeholders in order to achieve high peace building.

Conflict strategy is implemented across functional areas in order to ensure that it is incorporated in all parts of the organization's operations.

Over all, Youth is not considered as an isolated entity but rather as a concept that includes many different activities and actions which communities have to involve themselves in for the purpose of sustainability, stability and improved performance in the business environment. Organization growths, visibility sustainability and survival on the long run depends on how socially responsible the company is to the stakeholders. This view is supported by Sanusi (2008) Youth generally refers to: "a collection of policies and practices linked to relationship with key stakeholders, values, compliance with legal requirements, and respect for people, communities and the environment; and the commitment of business to contribute to sustainable development".

## Recommendations

In line with the conclusion, the following should be recommended

- i. The community leadership should endeavour to tutor trainee on the long-term policies impact on the community activities.
- ii. Multinationals should introduce the parity of coaching and mentoring techniques.
- iii. Youth should be rewarded for peaceful co-existence with internal and external stakeholders.
- iv. The government should performance appraisal and evaluation on post-peace conflict building analysis among internal stakeholders and external stakeholders' so as to stimulate societal growth.
- v. All stakeholders in communities should embrace youth skills, youth talent and youth entrepreneurship as techniques in managing conflict and building peace in communities

## Contribution to Scholarship

The marginal contribution are embedded in

-youth skills, youth talent and youth entrepreneurship as techniques in managing conflict and building peace in communities.

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