



IMPACT OF PUBLIC SERVANT INVOLVEMENT ON THEIR CHILDREN'S ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS IN GWAGWALADA AREA COUNCIL, FCT-ABUJA, NIGERIA

Felicitas Onyemazuwa Iwuagwu, PhD

Department of Educational Foundations, University of Abuja, Nigeria.

Abstract

This study investigated the impact of public servant involvement on their children's academic performance in primary schools in Gwagwalada Area Council, FCT-Abuja, Nigeria. The primary objective was to determine whether public servant parents in this region possess adequate time to assist their young learners with after-school assignments. Four specific objectives and four research questions were raised to guide the study. A descriptive survey framework was utilized for this inquiry. The target demographic comprised 3,878 teachers working in primary education. From this group, a sample of 355 teachers from state-run primary schools was selected. Data gathering was executed via structured questionnaires. The resulting information underwent analysis utilizing mean scores and standard deviations. An inclusion criterion was established wherein a mean score of 2.50 or higher indicated agreement, whereas anything below 2.50 denoted disagreement. The findings of the study revealed that public servants' work schedules affect their involvement in children's academic activities in primary schools, the extent public servants support their children academically in primary schools in Gwagwalada Area Council is very high, participation in school activities by public servants influence their children's academic outcomes and educational background of public servant parents have impact on their children's academic performance in Gwagwalada Area Council. Based on the findings and implications of the study the following recommendations were made: public servant parents should create dedicated time for their children, government agencies should promote family-friendly policies for public servants, and educational authorities should organize parental education and awareness programme among other.

Keywords: Public servant, parent involvement, academic performance, primary schools

Introduction

The participation of public servant in the academic pursuits of primary school children refers to the degree to which these working parents involve themselves in their children's homework. The reality for many employed parents is a severe lack of availability to support their wards with after-school tasks, largely stemming from occupational fatigue. Consequently, these parents often delegate academic responsibilities to teachers, predominantly classroom teachers who are then tasked not



only with guiding the homework but also with supervising the learners until their parents finish work. As noted by Ryan (2018), proactive parents typically connect with instructors, facilitate home study, and strive to comprehend their child's intellectual proficiencies and vulnerabilities.

Academic performance is universally recognized as a primary benchmark for a learner's progression within the academic framework. At the conclusion of every academic term, parents universally obsess over their ward's class ranking or grade point average, often without reflecting on their personal contribution to that educational outcome. Academic have repeatedly highlighted that a children's academic triumphs are shaped not merely by institutional elements, but heavily by the depth of parental immersion in their schooling. This immersion spans multiple actions: transporting the children to campus, supervising assignments, aiding with study tasks, maintaining open dialogues with the child, showing up for institutional gatherings, corresponding with teachers, supplying learning tools, and curating an optimal domestic study atmosphere.

According to Jeynes (2018), parental involvement plays a significant role in enhancing pupils' academic achievement, motivation, and educational aspirations. Parents who energetically dive into their ward's learning journey yield beneficial impacts on their academic victories. Investigations reveal that children benefiting from attentive guardians are significantly more prone to secure superior grades and exam marks, register for advanced courses, maintain consistent attendance, cultivate refined interpersonal competencies, display better conduct, seamlessly integrate into the learning environment, and eventually transition into higher education, as observed by Mchia and Mwila (2024). Engaged guardians possess a deep awareness of the academic hurdles their wards face and their social dynamics within the educational sphere, a point reinforced by Krane and Klevan (2019). Furthermore, Fernandez-Alonso et al. (2017) demonstrated a clear, positive link connecting caregiver involvement directly to a children's academic strides. Children with deeply involved guardians consistently outperform those whose parents are detached. Various barriers obstruct this vital engagement, including severe time constraints linked to professional demands, economic anxieties, limited formal education of the parent, unawareness of involvement strategies, past negative personal schooling encounters, complex household dynamics, inadequate institutional communication, and specific traditional paradigms. Among these hurdles, professional time constraints emerge as the leading culprit, as the majority of parents are tethered to demanding livelihoods ranging from commerce and agriculture to civil service.

Public servant are personnel compensated by the government to cater to societal needs, with the state overseeing their welfare. This demographic includes teachers, healthcare professionals, law enforcement officers, and various other civil roles. They form a massive portion of the labor market and frequently hold roles demanding strict adherence to rigid timetables and heavy professional obligations. While securing a government position offers financial predictability and learning avenues for households, the sheer intensity of occupational demands in Nigeria often restricts a caregiver's bandwidth to engage in their ward's academic life. Genadek and Hill (2017) noted that the structural demands of a parent's occupation drastically shrink the window for familial bonding and academic mentoring, thereby potentially altering the child's academic trajectory.

Children represent the future cornerstone of any civilization. In this context, the focus is on youngsters ranging from 6 to over 11 years of age, typically enrolled in Nigerian primary institutions. These minors remain entirely dependent on their guardians for every fundamental necessity and directive. It falls squarely upon the shoulders of the parents to manage school



commutes and guarantee that all academic assignments are executed promptly, alongside various other caregiving duties. A guardian's failure to navigate these academic responsibilities is widely believed to inflict severe damage on the pupil's performance, underscoring the absolute necessity for active parental immersion in the educational journey.

Parents' engagement stands out as a paramount determinant of a child's educational success. Boonk, Gijsselaers, Ritzen, and Brand-Gruwel (2018) established that such engagement—spanning domestic academic backing and presence at institutional events correlates positively with academic success. These scholars contended that parents who immerse themselves in the learning continuum actively nurture the pupil's academic drive, personal restraint, and constructive study habits. Furthermore, the formal educational history of the guardians heavily sways the children's learning outcomes. Guardians boasting advanced academic credentials naturally tend to supply richer learning materials, harbor loftier academic expectations, and champion study habits that yield superior results.

Consequently, government workers possessing advanced degrees are theoretically better equipped to steer their children's intellectual growth. Moreover, physical parental attendance at school-centered functions has proven to elevate a pupil's academic yields. Castro et al. (2015) discovered that parents who frequent academic summits, maintain active lines of communication with teaching staff, and partake in educational policymaking inject immense value into their child's academic successes. This level of commitment cements the alliance between the household and the institution, thereby amplifying the learner's dedication to their studies.

Additionally, Tan, Lyu, and Peng (2020) concluded that active guardianship fuels academic success by amplifying the children's intrinsic motivation, self-reliance, and study ethics. These researchers highlighted that domestic academic backing acts as a foundational pillar for a child's intellectual expansion, completely independent of the family's financial standing.

Notwithstanding the well-documented value of guardian participation, a multitude of civil servant parents grapple with the harsh reality of juggling professional duties and domestic obligations. Extended office hours, bureaucratic burdens, mandatory field assignments, and sheer workplace exhaustion frequently strip away the chances for direct participation in a child's academic sphere. These constraints inevitably bleed into the pupil's learning outcomes, most notably in scenarios where oversight and mentorship are deficient.

Within the Nigerian landscape, where government workers are pivotal to the nation's advancement, grasping the ripple effects of their involvement on their offspring's academic triumphs is vital. Analyzing how these employed parents integrate into learning exercises, foster domestic study habits, and interface with educational facilities can yield critical data for elevating student success rates. Consequently, this inquiry endeavors to evaluate the influence of state employee engagement on the educational milestones of their wards within the primary institutions of Gwagwalada Area Council, FCT-Abuja.

Statement of the Problem

Academic achievement serves as a primary barometer for a children's progression within the learning ecosystem and is shaped by a multitude of variables. These variables span the child's inherent intellect, cognitive abilities, internal drive, revision routines, the family's financial standing, educator competence, peer dynamics, and guardian participation. Among this myriads of



influences, caregiver engagement often operates in the shadows; though it receives less vocal attention, it arguably bears more significance than the others. Given its current economic climate, Nigeria represents a landscape where dual incomes are practically mandatory. The survival of the household dictates that both partners must seek employment, as a single income rarely suffices. Government workers are indispensable to societal governance and progression, yet the rigors of their professions frequently mandate grueling hours, unyielding timetables, mandatory deployments, and auxiliary duties that severely truncate the hours available for hands-on educational involvement. Consequently, numerous public servant parents face immense hurdles in overseeing study periods, showing up for academic gatherings, and offering robust academic mentoring within the home. This predicament directly impacts their wards' learning trajectories, ultimately diminishing the quality time guardians invest in their child's intellectual growth.

Nevertheless, the intensity of caregiver immersion fluctuates drastically across different households, driven by disparities in career paths, educational foundations, professional routines, and diverse socioeconomic elements.

Despite the universal consensus on the necessity of parental involvement in schooling, apprehensions persist regarding the actual degree to which state-employed guardians engage in their children's learning routines and how this interaction dictates academic success. Driven by these concerns, the investigator undertook this study to scrutinize the impact of public servant involvement in their children academic performance in primary schools in Gwagwalada Area Council, FCT-Abuja.

Purpose of the Study

The main purpose of this study was to examine the impact of public servant involvement on their children's academic performance in primary schools in Gwagwalada Area Council, FCT-Abuja, Nigeria. Specifically, the study seeks to:

- i. Examine how the work schedules of public servants influence their involvement in their children's academic activities in primary school in Gwagwalada Area Council FCT-Abuja Nigeria.
- ii. Assess the extent to which public servant parents provide academic support to their children academically in primary schools in Gwagwalada Area Council FCT-Abuja Nigeria
- iii. Find out how participation in school activities by public servants influences their children's academic outcomes in primary schools in Gwagwalada Area Council FCT-Abuja Nigeria.
- iv. Examine the influence of the educational background of public servant parents on their children's academic performance in primary schools in Gwagwalada Area Council FCT-Abuja Nigeria.

Research Questions

The following research questions will guide the study;

1. How do public servants' work schedules influence their involvement in their children's academic activities in primary schools in Gwagwalada Area Council, FCT-Abuja Nigeria?
2. To what extent do public servants support their children academically in primary schools in Gwagwalada Area Council, FCT-Abuja Nigeria?



3. How does participation in school activities by public servants influence their children's academic outcomes in primary schools in Gwagwalada Area Council, FCT-Abuja Nigeria?
4. How does the educational background of public servant parents influence their children's academic performance in primary schools in Gwagwalada Area Council FCT-Abuja Nigeria?

Methodology

The investigative framework utilized for this inquiry was the descriptive survey model, which, as defined by Creswell and Creswell (2018), is deployed to uncover, detail, and interpret phenomena within their authentic environments utilizing representative data. The survey utilized here was designed to amass samples from a broader demographic to evaluate the spread, whereby analyzing these subsets enables researchers to draw accurate conclusions regarding the entire populace. This specific design was selected due to its straightforwardness, cost-effectiveness, and optimal suitability for the subject matter, allowing for seamless data aggregation, evaluation, and eventual deduction.

The target demographic encompassed 3,878 teachers stationed across 98 distinct primary institutions within the Gwagwalada Area Council, as documented by the Local Education Authority in 2023.

Ten specific elementary institutions within this Federal Capital Territory district were isolated as the sample. These specific locations were chosen because the state employees associated with them accurately mirror the broader reality across Nigeria. A cumulative sample of 355 civil servant teachers was drawn, relying on the Krejcie and Morgan (1970) matrix to dictate the precise numerical requirement. This process involved calculating the ratio of public servant in every specific institution relative to the aggregate population. Each distinct ratio was subsequently multiplied by the total desired sample figure to pinpoint the exact participant count required per school. This mathematical approach guaranteed that the participant volume was dispersed accurately across each subgroup based on its authentic population weight. A hybrid of stratified and fundamental random sampling techniques was deployed to extract these participants.

The data-gathering tool was a customized questionnaire structured by the investigator. The inquiries targeting the first, third, and fourth research questions featured a four-tier scale comprising Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Conversely, the matrix for the second research question utilized an alternate four-tier format: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). A benchmark was established stating that any metric yielding a mean of 2.50 or higher constituted agreement, while anything falling beneath 2.50 signaled disagreement.

Results

Research Question One: How do public servants' work schedules affect their involvement in their children's academic activities in Gwagwalada Area Council?

Table 1: Participant perspectives on the influence of work schedules on academic involvement

S/N	Statement	Mean	Std. Dev.	Decision
1	My work schedule limits the time I can spend helping my child with homework and school work	3.26	1.82	Agreed
2	Due to my work schedule, I am unable to	2.96	0.65	Agreed



	consistently monitor my child academic progress			
3	My work schedule prevents me from attending parent-teacher meetings and school academic event	3.02	0.61	Agreed
4	Irregular work hours make it difficult to establish consistent study routines for my child	3.42	0.55	Agreed
5	Because of my work schedule, I rely on other people to support my child's learning	3.08	0.71	Agreed
	Sectional Mean	3.15	0.64	Agreed

As detailed in Table 1, the data mapping the perspectives on how public servant ' professional hours disrupt their participation in their children's schooling within the Gwagwalada Area Council was outlined. The aggregate mean metric for this section rested at 3.15, confirming that professional timetables negatively impact educational engagement. Specifically, participants concurred that their jobs restrict the hours available for homework assistance and hinder their ability to maintain steady oversight of their ward's academic advancement.

Research Question Two: To what extent do public servants support their children academically in Gwagwalada Area Council?

Table 2: Participant perspectives on the extent public servants support their children academically influence academic performance

S/N	Statement	Mean	Std. Dev.	Decision
6	I regularly assist my child with homework and school assignment	3.35	0.57	Agreed
7	I provide my child with adequate textbooks and learning materials	3.26	0.62	Agreed
8	I ensure that my child follows a consistent study schedule at home	3.43	1.72	Agreed
9	My involvement improves my child's understanding of school subjects	3.32	0.52	Agreed
10	My involvement helps identify and address my child's academic difficulties early	3.08	0.72	Agreed
	Sectional Mean	3.29	0.61	Agreed

Table 2 illustrates the tabulated responses measuring the intensity of educational support provided by government workers in the target region. The combined average score reached 3.29, illustrating that the volume of academic reinforcement provided by these parents and its subsequent positive sway on learning outcomes is exceptionally robust.

Research Question 3: How does participation in school activities by public servants influence their children's academic outcomes in Gwagwalada Area Council?

Table 3: Participant feedback regarding the influence of their participation in school activities on their children's academic outcomes

S/N	Statement	Mean	Std. Dev.	Decision
11	My participation in school activities motivates my child to perform better academically	3.43	1.72	Agreed
12	My involvement enables me to better monitor my child's academic progress	3.26	0.62	Agreed
13	My participation in school activities contributes	3.28	0.72	Agreed



14	to improved academic performance of my child Better communication with teachers	3.25	0.5	Agreed
15	Participation in school activities allow public servant to better understand their children academic need that enhances academic outcome	3.32	0.57	Agreed
Sectional Mean		3.31	0.58	Agreed

Table 3 displays the metrics concerning how a parent's physical presence at academic functions dictates pupil performance. The overarching mean for this parameter was 3.31, proving that attending school-related events acts as a catalyst, inspiring the children to strive for higher grades while simultaneously granting the guardian a clearer vantage point to track educational milestones.

Research Question Four: How does the educational background of public servant parents impact their children's academic performance in Gwagwalada Area Council?

Table 4: Participant perspectives on how a parents' educational background impacts their children's academic performance

S/N	Statement	Mean	Std. Dev.	Decision
16	My educational background influences my ability to provide learning materials that support my child's academic performance	2.99	0.67	Agreed
17	My level of education helps me to support my child academic learning effectively	2.95	0.63	Agreed
18	My educational background enables me to assist my child with homework and school assignment	3.06	0.71	Agreed
19	My educational background influence how much I value my child's education	3.47	1.74	Agreed
20	My level of education makes it easier for me to communicate with my child's teachers about academic progress	3.01	0.61	Agreed
Sectional Mean		3.1	0.7	Agreed

As shown in table 4 above, the mean score of respondents on how does the educational background of public servant parents impact their children's academic performance in Gwagwalada Area Council of Federal Capital Territory Abuja, Nigeria was presented. The sectional mean score of respondents was 3.10, which showed that educational background of public servant parents have impact on their children's academic performance in Gwagwalada Area Council. Specifically, this background empowers parents to expertly guide homework sessions and facilitates smoother dialogues with educational staff regarding the child's developmental milestones.

Discussion of Findings

The empirical evidence drawn from this investigation confirmed that the stringent professional timetables of public servant definitively hinder their immersion in their children's elementary schooling. This conclusion aligns seamlessly with the research conducted by Asfaw (2026), which determined that unpredictable or non-traditional working hours severely curtail a parent's window to champion their ward's intellectual growth. That study highlighted how erratic shifts degrade pupil outcomes by stripping away essential domestic oversight and active study participation.



Additionally, the data illuminated that the volume of academic scaffolding provided by government workers in this specific district remains remarkably high. This realization mirrors the conclusions drawn by Boonk et al. (2018), who noted that robust domestic support—encompassing homework supervision, academic discourse, and the provision of study aids acts as a massive catalyst for pupil success. Their research underlined that dynamic parental integration is the bedrock of elevated comprehension and overall academic victory.

The analysis also verified that parental presence at institutional events heavily steers a child's academic fate within the Gwagwalada area, primarily because such attendance acts as a powerful motivational tool for the child and a monitoring mechanism for the parent. This aligns perfectly with the observations of Hakizimana and Sikubwabo (2024), who documented that physical caregiver participation in secondary school affairs triggered a notable upward shift in pupil achievements. Their data showed that guardians who made it a point to attend summits, scrutinize curricula, and engage in campus activities catalyzed superior academic yields from their wards.

Ultimately, the results solidified that the academic lineage of public servant parents casts a long shadow over their children's educational triumphs in the region. This outcome corroborates the assertions of Pinquart (2021), who documented that higher levels of parental education directly elevate pupil achievement. According to that study, educated guardians instinctively set steeper academic benchmarks, supply superior learning tools, and cultivate a highly conducive atmosphere for intellectual curiosity, proving that a parent's academic history is an immovable pillar in a child's educational foundation.

Conclusion

Relying on the gathered data, this investigation determines that the active integration of government-employed parents into their wards' academic lives is an indispensable catalyst for educational triumph. Heightened caregiver participation, rigorous domestic study support, and a unified front between the household and the institution possess the power to exponentially elevate a learner's outcomes. Therefore, concentrated initiatives must be launched by parents, educational bodies, and lawmakers to inspire and streamline the deep involvement of state workers in their children's intellectual journeys.

Recommendations

1. Public servant must deliberately carve out uninterrupted time dedicated exclusively to their children's learning, regardless of their grueling professional demands. Guardians need to cultivate robust time-management protocols to reliably oversee assignments, review academic milestones, and engage consistently in learning exercises.
2. Government institutions ought to champion family-oriented operational frameworks for their staff. Adaptable shift structures, comprehensive family leave options, and wellness-focused professional initiatives must be prioritized to empower parents to actively steer their children's academic lives.
3. Educational governing bodies are urged to launch parental enlightenment and awareness campaigns. Interactive seminars and instructional summits should be deployed to instruct guardians on the absolute necessity of educational immersion, irrespective of the parent's own academic history.



4. Parents possessing limited formal schooling must be actively prompted to pursue mentorship on how to best champion their child's intellectual growth. Educational facilities and local outreach groups must step in to supply the necessary coaching and tools required to help these parents become effective academic pillars at home.

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Authors' contributions

All authors read and approved the final manuscript.

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No datasets were generated or analyzed during the current study.

Declarations

Ethics approval and consent to participate

Not applicable. This study did not involve human or animal subjects.

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The authors declare that they have no competing interests.

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