



Job Opportunities for Creative Arts Students in Nigeria

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ABSTRACT

Creative Arts Education is highly considered as the backbone of any meaningful educational and technological development in the world over. Creative Arts Education is a multifaceted programme that integrates courses like Creative Arts, Cultural Studies, Film, Dramatic Arts, Music, Performing Arts, Tourism, Theatre Arts etc. This programme is objectively designed to provide students multiple skills for survival in the society. Fostering creativity is fundamentally important because it brings with it the ability to question, make connections, innovate, solve problems, communicate, collaborate and to reflect critically roles of the young people in a rapidly changing world. Owing to the multifaceted nature of Creative Arts Education programme, this study investigates the job opportunities in the Film Production and Music course. It enlightens the learners of Film Production and music about the different types of job opportunities awaiting them after the completion of their courses. It attempts to educate the learners of Film Production and Music about the essence of their study, to help them survey their job opportunities and career prospects as Film Production and Music learners. The paper explains the roles of Film Production and Music educators in providing appropriate vocational and career guidance for the students so that they might enjoy job satisfaction at the end of their course as Filmmakers and Musicologists. It recommends among others that the government should create enabling environment for career opportunities for growth and development.

Key words: Creative Arts, Film, Music, Job Opportunities and Career, Film Production

I. INTRODUCTION

The Creative Arts sector has evolved as a significant global driver of economic growth, cultural diplomacy, innovation, and social transformation. In the twenty-first century, creative industries are no longer viewed primarily as means of aesthetic expression; instead, they are active sections of national economies. This trend is most evident in Nigeria, where the entertainment, media,

and cultural industries are expanding. The rise of Nollywood as one of the world's largest film-producing businesses, combined with international recognition for Nigerian music and digital content providers, indicates that the Creative Arts are becoming more economically and culturally relevant. These developments have heightened scholarly and policy interest in understanding the career opportunities available to graduates of Creative Arts degrees at Nigerian tertiary institutions. Music, theatre arts, fine and applied arts, film, creative writing, dance, and media studies are some of the subjects included in Nigerian creative arts education. These programmes aim to improve artistic talent, technical aptitude, cultural awareness, creative thinking, and professional adaptability. Universities, polytechnics, and colleges of education around the country provide structured courses that blend theoretical knowledge with practical experience. In principle, such training prepares graduates to engage meaningfully in both formal and informal sectors of the economy. But, despite the apparent liveliness of Nigeria's creative economy, issues remain about the availability, accessibility, and durability of work prospects for Creative Arts students. One of the persistent challenges for Creative Arts education in Nigeria is societal perception. When compared to traditionally prominent professions like medicine, law, and engineering, creative disciplines are frequently regarded as less financially stable. Parents and guardians commonly inquire about the employability prospects of students pursuing degrees in music, drama, or visual arts. This impression is supported by high youth unemployment rates and inadequate formal sector absorption capabilities. However, such assumptions may not accurately reflect the changing reality of the current creative economy, especially in a digitally mediated and internationally interconnected world. This study thus seeks to address this gap by critically assessing the variety of work opportunities available to Creative Arts students in Nigeria. It looks at existing professions like teaching, performance, broadcasting, and



studio practice, as well as emerging roles in digital media, cultural management, entrepreneurship, and collaborative creative production. Furthermore, it examines how educational preparation, industry expectations, and policy contexts influence employment outcomes.

Objective of Study

The objective of this paper is to:

- (i) inform present and prospective learners of film making about the career opportunities in Film Production
- (ii) highlights the career opportunities for the learners of music
- (iii) contributes to ongoing debates about graduate employability, curriculum reform, and creative economy development
- (iv) challenge reductive assumptions about the economic viability of Creative Arts education and
- (v) provide evidence-based insights that can inform institutional planning, policy formulation, and strategic investment in the arts sector

Definition of concepts

Concept of Creative Arts

Creative art is an expression of idea, emotion and experiences leading to production of novel ideas, performances, and products that lead to enjoyment of individuals. This is in tandem with the submission of Presmaltra (2025) that creative art is the art that expresses the imagination and deep messages of a person through paintings, drawing, sculpture, moulding, songs, drama, etc. (p.1). This opinion is in consonance with the submission of Bridges Charter School (2025) which opines that "Creative arts encompass various disciplines that allow individuals to express themselves through multiple mediums and forms. From painting and drawing to music composition and theatrical performance, creative arts provide a platform for individuals to tap into their imagination, communicate their ideas and emotions, and explore the world in new and meaningful ways" (p. 3). Creative Arts is a liberal arts that concerns itself with the expression of emotion, feelings and experiences through creative works and ideas. This expression evolves from creative artists who question, make connections, innovate, solve problems, communicate, and collaborate by employing their skills and technology to reflect their emotions, feelings, and experiences. Creative Arts also intersects with cultural institutions such as museums and galleries, which preserve, curate, and promote artistic expression (Austinand Oyom, 2024) p.120.

Presmaltra (2025) submits that Creative Art is divided into two forms. These are performing arts and the visual arts (p. 1). Performing arts is a form of art in which artists use their voices or bodies, often in relation to other objects, to convey artistic expression. It includes Theatre Arts and Music. Visual arts are forms of art which uses forms, texture, lines, and colour to create things which communicate ideas, give pleasure to the mind and satisfies our sense of beauty. It includes the drawing, painting, sculpture, architecture, etc (p.1). The artists who engage in creative works employs creativity in the course of the production of their works. Therefore, creativity is a significant instinct or endowment needed to train through creative works. According to Austinand Oyom (2024), creativity is often thought of as an individual mental process aimed at the production of something new (p. 120). The opinion of these scholars informs that creativity is vital instrument in the production of the creative works.

Concept of Film Production

Film is an act of telling stories through sound and moving pictures with filmic effects. These effects add aesthetic to what is viewed on the screen by the viewers. Corroborating the above concept of film, Fosudo in Ahmodu (2025) submits that "film is a story that is told using sound and moving pictures, shown at a cinema ..." (p. 1). In like manner, Nwadijwe quoted in Ahmodu(2025) opines that "film is a visual art which involves recording and the reproduction of images and sounds with semblance of reality" (p. 1). The above scholars emphasized that for a story to be called film, sound and pictures or images that moves must be experienced. Although, there was a film called "silent film", a film produced earlier before the emergent of sound. This film has neither sound effects nor dialogue. It was just only images or pictures that tell stories. Film Production is the art of combining the machines, actions and processes of film-making to produce and distribute films through human and technological efforts. It involves the collaboration of human resources and machines. The human resources involved in film production include the director, cinematographer, artistic director, actors, screenwriter, editor, producer, sound man, linesman, and so on. The basic machines that are put into the production of film include a camera, a microphone, a light, editing equipment, etc. Generally, film production is an art of turning out stories with motion pictures for viewers' enjoyment and intuition. This submission is in tandem with the opinion of



Anyanwu (2017) that Film Production is the act of making things come into existence from nothing which entails the undergoing through a process that is step by step or stage by stage to arrive at the goal of production (p.174). Film Production and Music within the concept of this study refer to the disciplines undergone by students within the stipulated period as spelt out in the National Universities Commission (NUC) curriculum. Their concepts also extend to mean the acquisition of required knowledge, skills and techniques of musicology and film production.

Concept of Music

Music, according to Olorunsogo in Ojo (2020), is the art of combining sounds and tones for reproduction by the voice or by various kinds of musical instruments in rhythmical, melodic and harmonic form to effect emotions (p. 200). Music is an expression and composition of ideas, feelings, emotions and experiences through sound that are melodious. In the word of Ogunrinade(2013) “music integrates mind, body, and spirit as well as provides opportunities for self- expression, bringing opportunities for self- expression, bringing the inner world into the outer world of concrete reality, which in turn offer the avenue to “flow state” and peak” (p. 266). The submission of Ogunrinade is corroborated by Suru quoted in Ikibe (2017) that “music is regarded as the art of making pleasing sounds” (p. 337).Ikibe(2017) adds that “music is the combination of various sounds made pleasant either melodically or harmonically to the ears which come from the human voice or musical instrument. From the foregoing, music is the composition and production of sound that is worth listening or dancing to.This shows that music has a lot of psychological roles to play in the life of human beings, and this implies that music cannot be thrown out of human satisfaction needed to obtain a wholesome personality.

Role of Music and Film in Human Personality Development

Human development is a chain of round improvement in all human endeavors. According to Rodrigues(2025), Personality development refers to the development process of a person’s characteristic thought and behavior pattern’s or a person’s personality traits. (p. 1). He further opines that “a person’s self-confidence, self-esteem, communication skill, and world perspective, among many other things are shaped by the development of their personality which is very important for building a person’s identity (p.1) Human

personality development within the concept of Film and Music formal training is the improvement that individual students or learners experience after they are exposed to music and film skills and techniques within the duration of the course studies.CitingLoko (2005), music plays both psychological and social roles in ensuring that human release tension. Music also serves as a means of entertainment, channel of communication, source of income and measure of standard to mention just a few (p.149). Music plays therapeutic role in the healing process. Thus, when King Saul in the Holy Bible was troubled with evil spirit, David played harp to relieve him of the evil spirit. Music can be a force for the change and evolution of a society. In this sphere we have satirical songs, didactic songs and even the political songs that are meant to change the mental orientation of an individual or society. Such music are often corrective in nature in order to heal the social ills in the community.

Apart from being a productive industry in itself, music constitutes one of the nerve-centre of a modern society. In this wise, music is educative. It moves people from unknown to known. Music stimulates and guide productive activities by creating demand through advertisement; thus, by this it has a direct impact on production and consumption. As earlier stated, it is also a powerful force in the political life of a nation and also provides necessary civic education which is vital in the process of forming national unity and in enabling the people to participate actively and in an orderly manner in public affairs.

The use of film in the development of individual cannot be over-emphasized. Film creates an avenue for the students to be aware of themselves and their immediate environment. Chuchai, Nathawat, &Chatwiboonquotted Champoux (2015) that “film offer both cognitive and affective experiences (p. 212). Students develop the skill of understanding human behavior, thinking and attitudes through the study of film. The students’ engagement in film training increases their perception, attention and intelligence in processing information and solving problem. The reflection of students’ filmic experiences and training also help them in problem solving and decision making. In film, the students are exposed to collaborative works that involve them to attempt solving problems and making decisions for personal development. The study of film also develops students understanding of language. Students learn language that develops their syntax, semantic and pragmatic styles of language.



The affective experience of film in the students' personality development informs the exploring of feelings, emotions and moods enacted in the film during the study of film to acquire skill like acting, directing and script writing. Through students' involvement in acting for screen, they will be able to place themselves in the character they are imitated. Thereby, students of film develop feelings, emotions and moods through the experience of the character that they imitate. This contributes to the personal social interaction of the students. Additionally, Niemiec and Wedding (2008) suggested that "the medium of film, more than any other art form, is able to portray the subtleties of the human mind, thoughts, emotions, instincts, and motives — and their impact on behavior (p. 5)."

Film provides employment for the teaming youths in Nigeria. Film is an entrepreneur programme that empowers the Nigerian youths. Apart from students going for formal training to acquire knowledge in film production, some who make film did not acquire the formal skills but they produce film and earn living through film-making. However, acquisition of formal training in film making gives opportunities of learning the skills and techniques that makes the film produce, a global and universal film. This is because such film will meet global standard. However, it is imperative to admit that film empowers students and creates employment. Students of film production could produce film with the devices such as their mobile phone. The emergence of technology makes it easier and less expensive to produce film. During the analogue era, the filmmakers find it more cumbersome to produce film because of the process involved and the financial implication of the production. Today, film production becomes easy and less expensive because of the technological invention. The emergence of artificial intelligence gives opportunities to filmmaker to write script, shoot, edit and distribute film with their cell phone.

However, as useful as music and film-making is in the life of an average Nigerian, people still look down on musicians and filmmakers. In particular, Nigerian parents look down on their children or wards studying music and film-making as a life career. They often tag such children as lazy, unintelligent and prostitutes or gold-diggers because they have refused to take sciences; social sciences or even pure arts or commercial subjects, which to them look, more academically challenging and prestigious than music and film study. Thus they look at people offering music and film as a group of academic dropouts. The reason for this is

not far-fetched, some have no knowledge of what is involved to study music as well as film: what career opportunities await such students apart from teaching, performing as orchestra in various functions or ceremonies and acting on screen. They are not even aware particularly that area of specialization in film is enormous. This is also same for music. For instance students could be a script writer, a continuity man, a linesman, a producer etc. Apart from these, the student can choose to work behind the camera as a crew and enjoy financial dividend.

Parents often transfer their ignorance to their children or wards that have interest in music or film as their professional career. The result is that they develop cold feet to provide the financial assistance for the education of these students if music of film-making is going to be their future discipline. This might be because they lack the necessary occupational information in respect of music and film as an academic discipline. Invariably, they have nothing to pass to their wards than creating in them poor self-efficacy and negative self-concept. In order to allay the fear of the students studying music or film with respect to their future career, the next section of this write up deals with the job opportunities and career opportunities for music and film students in Nigeria setting.

Job Opportunities for Students of Music and Film Production in Nigeria Setting

The focus of this section is to examine job opportunities for music and film students in Nigeria setting. According to Olaniyan (2002), job opportunities are the jobs available to individuals as a result of specialized training(s) which one can take up permanently as a life calling." It also means the opportunities available to individuals to take up various jobs after the completion of a designed programme of training (p. 166). There are many career opportunities that are awaiting the students of music and film after they might have successfully completed their course of studying. Few of such careers and job locations are presented as follows:

- (a) **Working in the media house :** Musicologists can work as announcer, broadcaster or as personnel in the commercial department of the media house. As a broadcaster, he or she can work in the programme service, which deals with the production of programme materials that are to be rendered in music(s). Also in the commercial department, he or she procures and



processes advertisements, conducts audience research and client services. ‘

- (b) **Interpreter:** As an interpreter, musicologists interprets songs rendered in one language to another language without the loss of the rhythms and meaning as it was rendered in the first language before interpreting such songs to the present language.
- (c) **Translator:** A translator deals with the written songs. He translates the tone and the rhythms to another language. To be a translator or interpreter is a highly specialized type of job that requires rigorous training. Thus, these groups of specialists can work as free-lance i.e. nobody's employment in particular or they can be regularly employed by governments, international bodies or big companies. However, a music interpreter needs to be familiar with a lot of things from different disciplines because of many technicalities he has to obey while interpreting the music of one language to another language. Also as a musicologist one can decide to translate only commercial advertisements into songs. Translators who have good training both in their subject areas and in translation are much better translators than the more generally educated translators are. Many business enterprises or international bodies employ the services of these specialized music translators for specific purposes.
- (d) **Music composer:** As a graduate of music one can take up a career as a music composer. His main jobs are to do the wording or/and find good tone(s) for the rendering and performance of the music as well as finding the appropriate musical instruments that are usually engaged in music houses for the production of music albums that are sold to the masses as the music director, producer or music editor.
- (e) **Military or force Service:** A music graduate can be commissioned into the military band, police force or other para-military services. They are usually recruited for the formation of military bands or police band. They are treated just as the graduates of other subject disciplines. They can equally rise to the top most post in any of the force where they are recruited. Their main job is to play music for parades, entertainment at the force mess or for any other ceremonies within the force where they are invited to perform.
- (f) **Religious organization:** Music graduates can also be employed by the religious organization

as choirmaster or organist. They are to direct the affairs of the choir when it involves rendering songs in the Church. If employed as the church organist, he or she is to supply and render the right tune(s) for the congregational songs. Recently, the Muslim communities have the singing groups or what can be called the choirs that rendered Muslim songs and this is where the services of Muslim musicologists are equally needed.

- (g) **Forming bands and orchestra:** Apart from going into anybody's employments, music students that are graduates of allied minds end up forming their own bands or orchestra. They usually perform in popular hotels, and pop houses for economic reasons. Some people even invites bands or orchestra to perform for them whenever they have any function or ceremony that requires the audience music entertainment. Such bands or orchestras often charge for their performance with other conditions attached.
- (h) **Teaching:** Teaching is another career that the music students can take to after they might have graduated. In recent past in Nigeria setting, most students regards teaching as a temporary job after leaving the school. When asked whether they have secured a job, they will simply reply that they have not got a job but that they are just managing teaching. The main reason being that some Nigerians look at teaching profession as the job meant for the dropout. But today, teaching profession at all level of education is lucrative. The music students can now easily take to teaching and rise to the top with joy, just like their counterparts in other disciplines.

Career Opportunities for Students of Film Production

The career opportunities awaiting the students of Film Production are enormous. Career opportunities in film could be divided into two. This include: the cast and the crew. The cast includes:

Screen Actor or Actress: Students who study film can settle for screen acting career using the training and techniques acquire in screen acting to earn a living. Several veterans actors and actresses who received formal training at the university are performing very well in the film industry. Examples are AfeezOyetoro, Sola Fosudo etc.



The Crew are those behind the camera. They includes:

Executive Producer: A graduate of Film Production could work as an independent individual who provide finance for the production of a film. Executive producer hires a producer and director that will oversee the administrative and artistic aspect of the film production.

Producer: A graduate of Film Production could be employed by an executive producer to coordinate the administrative aspect of film production. They are to prepare budget for a film project, document the spending for the project, facilitate the payment of the hired film production staff, work with marketer to hunt for film project, work with marketer to stage publicity for a film project.

Script Writer/ Screen Writer: A Film Production graduate can work independently as a script writer for film production. A script writer is an individual who writes a story that turns to screen story that will be shot as film. A Film Production graduate can also be hired by a film producer to screen play a story that will be shot as a film.

Film Director: Film Production graduate can be hired to work as a director of a film project. The director will also perform administrative and artistic function in the film production project. They hire the cast and crew for carrying out responsibilities assigned to them in the course of film project.

Artistic Director: A graduate of Film Production can be employed as an artistic director who sees to the directing only the film project on set.

Director of Photography: Film Production graduate can be hired to work as one who directs other cameramen in the course of film production project. A film production may have many cameramen working on a film production set. The director of photography coordinates and directs the cameramen to produce a worthy shot and pictures for the film.

Cameraman: Film Production graduate can be hired to work as cameraman who takes instruction from the artistic director and director of photography on the image to be framed and produced.

Editor: Film Production graduate can be hired to work to take responsibility as an editor in a film production company. They can also work independently to edit all rushes shot on set and place effects on them. An editor is an individual in a film production company that cut and pastes the images that has been taken or shot by the cameramen.

Continuity Man: A graduate of Film Production can be employed as a continuity man who will be recording the shots taken by the cameraman.

Technical Staff: Technical staffs are those behind the camera. They provide technical assistance for film production. The technical staff include; costumier, makeup artist, light man, set man, props man, sound man, still photographer and so on. Graduates of Film Production can be employed to work in any of these section of a film production company or project.

Working in the media house

A graduate of Film Production can work as announcer, broadcaster or as personnel in the commercial department of the media house. As a broadcaster, he or she can work in the programme service. He or she can work as a script writer for programmes production. He could also work as a media public relation officer, Also in the commercial department, he or she procures and processes advertisements, conducts audience research and client services.

- (i) **Teaching:** Teaching is another career that the Film Production students can settle for after they might have graduated. A graduate of Film Production can teach English Language, Literature in English, Cultural and Creative Arts subjects in schools. He or she can also teach film study in higher institution or institution that offer a film education programme. He can become a lecturer in those institution and rise to the highest rank as the case may be.

Implications of Film Production and Music Students' Ignorance of Jobs Opportunities

The Music and Film Production educators should make their students aware of what operates in the world of work that they are going to face after graduation. This is to be done by providing the students the appropriate vocational information so that their fear with respect to job opportunities after graduation might be allayed. Apart from providing the students vocational information, fresh students should be exposed to departmental orientation programmes / initiation ceremony. Here, the students will be made familiar with the different components of music and film production, the academic demands of the departments and the various activities of the departments. All these are necessary to arouse the interest of the students and to familiarize them with the academic programmes



of the department, thereby prepare them for necessary adjustments.

Career-Day could also be organized in the Department of Music/ Film Production where experts will be invited to talk to students on job opportunities, career prospect, qualifications, training required and the institutions where they can go for further training in order to achieve their aspired careers. If possible, parents could be invited to such career-day so that they can be educated on what music/ film as an academic discipline entails and also be made aware of the future prospects of the course for their wards.

Music/ Film Production educators should also incorporate guidance and counseling services into their programme. In this respect, they are to invite guidance counselors who will provide information services to the students. The types of information needed here are occupational and career information, educational information and personal social information. These are necessary to equip the students and intimate them with the world of work; make students aware of job opportunities awaiting them, provide them information about themselves in relation to different types of jobs educate them about necessary courses to be offered and give them information about the academic requirements for jobs. These services will provide the students information about educational institutions for further study and their future career aspirations which will make them eventually enjoy the needed job satisfaction if they eventually take to music / film as their life career.

II. CONCLUSION

Creative Arts programme provides opportunities for discovery, development, empowerment, problem solving and creativity skill acquisition to her students. Music and Film Production as aspects of Creative Arts create opportunities to students and help the society reduce unemployment through the practical knowledge which they will experience during the course of their study. The students in pre-university programmes should open their minds to the carrier opportunities in Creative Arts courses especially Music and Film Production. Creative Arts, being an entrepreneurship course that could empower citizens and contribute to the buoyancy of national economy, the government and education stakeholders should beavailed with the responsibilities of projecting and redesigning Creative Arts courses programmes to ameliorate the problem of unemployment in Nigeria.

III. RECOMMENDATIONS

For job opportunities to produce the desire results, the following recommendations are made:

1. Students should be motivated to start and manage up capital available and accessible to them.
2. There should be easy access to micro- credit for young graduates who are interested in starting a creative business for their career development.
3. Government should ensure that education programmers at all levels of education are made relevant to provide the students with needed skills and career development.
4. More skill training and vocational schools be established and adequately funded by the government to train graduates on how to become small creative business owners and employers of labour.
5. Government should equally create enabling environment for career opportunities for growth and development.

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