Analysis of Societal Expectations for Exceptional Academic Achievers

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Abstract

The study investigates the intricate web of societal expectations, values, and concerns prevalent in the discourse surrounding job offers and support for outstanding academic achievers, in Nigeria. Employing qualitative analysis through critical discourse analysis the study examined societal discourses on job offers and acknowledgment in a corpus of 30 reactions and comments from *Instagram* and *Opera News* social media platforms to comprehend societal expectations, beliefs, and concerns surrounding extraordinary academic achievers based on users from the western and southern Nigeria. This analysis provides a panoramic view of the ideologies and power dynamics that shape the recognition and opportunities for exceptional academic achievers. thus, shedding insights into the support and recognition that exceptional academic achievers can anticipate within the educational community. Also, this study underscores the transformative role of digital tools and social media platforms in shaping societal expectations and opportunities, equipping language practitioners with the knowledge of leveraging these platforms to craft engaging and meaningful language learning experiences.

Keywords: critical discourse analysis, exceptional academic achievers, job offers, societal expectations, social media platforms

Introduction

From the early times, societal expectations and opportunities for brilliant students have been an issue of debate. Academically successful high achievers are frequently turned into the centre of attention and social heroes. This has a two-sided effect in society as teachers and parents praise the gifted while their peers stigmatise them (Renat, et al., 2022). Society expects "the gifted" to contribute significantly to the areas of leadership, science, or intellect (Wai & Lovett, 2021; Sternberg, 2023). Scholars criticised prioritised competitive results, as the excruciating cost of achievement that they may cause the gifted to become overly focused on getting approval from others and less of a perfectionist (Tiokhin, et al, 2021; Cheli & Cavalletti, 2021 This has resulted

in those considered very brilliant at the earlier years at the primary, secondary, or higher education levels but are unsuccessful in life as adults (Zborovsky & Ambarova, 2020).

At the same time, scholars have tried to understand how individual merits are often conveyed through the honour and acceptance that are bestowed upon the gifted who excel in academics, which represents this society's values and hopes. Yet, the debate centred on good job offers and the acknowledgment for unparalleled academic achievements is complex, involving a number of social standards, values, demands etc.

High achievers of scholastic success often become the focus and idols in our society. The main incentive for them is the job offers, especially those from prestigious institutions and also famous companies which serve as a recognition for their incredible academic achievements. Such offers are usually treated as the end points of a job well done, resulting from a whole career being spent with hard work and dedication; such consequentiality again supports society's attitude to high academic performance. Therefore, investigating the language of job offers reveals that societal values elevate outstanding educational attainment as a principal indicator for success.

Nevertheless, it is very crucial to scrutinize the social priorities and anxieties inscribed within this rhetoric. The emphasis on stellar academic performances under employment offers may unintentionally put those who shine in a non-traditional or practical field at the periphery. Undoubtedly, such limited concepts of success contribute to a competitive environment in which the recognition primarily associates with academic performance rendering other qualities and skills that individuals possess as minor. As such, it is very essential to delve into the scope of societal pressures that may restrict the chances for those with extraordinary abilities outside academic circles.

By applying the critical discourse analysis, this study is aimed to analyse hidden power structures and ideologies as well as social norms that determine mainstream discourses about the offer acceptance or refusal role. This study focuses on analysing 30 comments to identify the societal expectations, values, and also concerns embedded in these discourses. These include the themes in the remarks. The result of this analysis gives a much better insight into the many nuances and opportunities for outstanding achievement in academic performance related to societal expectations.

The purpose of this study lies in defining a discourse surrounding job offers and recognition that could be linked to framing the nature of exceptional academic achievement to discuss its societal implications. By focusing on these expectations, values and concerns, we can start to consider how society might achieve a more inclusive and supportive environment for the exceptional reflecting wider talents than purely those demonstrated in academic attainment. Finally, this study is aimed at contributing to the initiatives that promote a more inclusive and multiracial society in appreciation of all forms of supernatural achievement.

Statement of the Research Problems

A lot is expected from students who are considered highfliers, from the primary to the tertiary and after school as they are viewed as role models in the society. The expectations on the students

could create both positive and negative impacts on them, at the same time. This study focuses on how comments on social media job offers for exceptional academic achievers in Nigeria reflect underlying societal expectations, values, and concerns with respect to recognition and opportunities for these students. By analysing comments from the western and southern Nigeria, the study identified criticisms, contradictions or power imbalances in online discourse regarding academic achievement and its rewards.

Research Questions

1. How do societal expectations, values, and concerns manifest in the discourse related to job offers and support for exceptional academic achievements?
2. What are the prevailing themes identified in the comments of respondents?

Literature Review

With the twenty-first century, technology has brought about many unexpected changes that have revolutionized many realms of our lives. This has enabled the free flow of information, capital and services across the world thus transforming our ways to trade, communication as well as how we interact in our interpersonal relationships. As affordable travel, the mobile communication devices, social media platforms and online connectivity gain popularity nowadays, among other factors; diverse forms of mobility patterns have arisen.

Digital connectivity has enabled the individuals to move seamlessly between the virtual and physical environments, eroding the classic demarcations of time and space as well as reinvigorating notions public-private domains (Biswas, 2023). This technological environment has also created many novel avenues for the generativity, a construct defined by Zittrain (2014) as the ability of technology to induce spontaneous change from varied and uncontrolled audiences creating synergies across different tasks (Thomas & Tee, 2022). Also, digital technologies have enabled the concepts of "datafication" and 'virtualization' (Azimovna, 2023) leading to a better understanding of their importance becoming particularly apparent during the global economic turmoil provoked by COVID-19 pandemic (De', et al., 2020).

The goal of the literature review is to examine works by other scholars and results for opportunities resulting from societal expectations, emphasising on job offers and recognition. This section considers the theoretical perspectives and also empirical studies that enhance our understanding of the topic.

Our social structure is strengthened by the development of relationships between users from different backgrounds that the social media ("Internet-based websites that facilitate the creation and exchange of consumer-generated content" (Kaplan & Haenlein, 2010, as cited in Qin & Men, 2019) – *Facebook*, *WhatsApp*, *Twitter*, *YouTube*, *LinkedIn*, *Pinterest*, *Instagram* and *Opera news* and many more – promotes (FasterCapital, 2024). Apart from the relationship cultivated on the social media, the way people access information and how they interact online has also been greatly influenced by the social media (Cinelli, et al., 2022). At the same time, the social media platforms have also become a mainstream source of news content for the citizenry and journalists (Kumari, 2019) as the platforms provide users with an amazing service value proposition. Social media

platforms are now more than just social networks; they are the primary sources for updates on various topics, from sports to politics (Cen, et al., 2024). Surprisingly, it is not individuals alone that use the social media, corporate entities, government and NGO, non-state actor, etc. also use the platforms (Qin, & Men, 2019). These transformations involve many facets including story-breaking through the reports from citizen journalists on social network sites like Twitter and also Instagram. At the same time, the contemporary journalists use local community networks in the social media to search for emerging phenomena that may turn into important news. This method has been very critical in attracting the audiences, especially at a time when interest in the mainstream news declined greatly (McGregor, 2019; Gulyas & Hess, 2024). This is happening in such a rapidly changing environment where *Instagram* as well as *Opera News* apps provide the platforms through which not only the ideas of elites are available, but also those that reflect local and non-elite voices. However, the platforms provide information overload because users are unable to locate reliable information that will be helpful to them in an emergency. Despite this drawback, the social media provides a great channel for various opinions, from the influential opinion makers to ordinary thoughts by average residents of the local communities as it has integrated into daily existence in contemporary society (Ausat1, 2023) as people rely on them for everything – including entertainment, connecting with loved ones, managing the workplace, meeting emotional needs, daily news and updates on important events, reviews and recommendations on goods and locations, and staying up to date on trends in fashion, to mention a few (Moughal, et al., 2023). The inclusiveness of social media also emphasises its great importance in the modern information gathering and dissemination practices.

The way in which information is delivered has undergone a profound transformation because of social media and the readers access news via these media while each outlet tailors the content based on user preferences (Alzubi, 2022). Such a shift has been precipitated by the developments from the 1990's when news delivery was striving to target niche market segments, primarily of the high-value targets (Dwivedi, 2021). In the current media environment, news organisations use a lot of data-driven approaches and web analytics to measure the incoming traffic. These patterns of readership behaviour are very minutely measured and then analysed and used to redistribute the resources towards areas that generate the highest output (Linford, 2015). By taking advantage of such data-driven insights, the complex information is processed to build consumer behaviour profiles that provide a plethora of details on the news consumption trends. Subrahmanyam & Michikyan (2022) point out the methodological problem of mapping how people, texts and ideas move in the digital spheres. They focus on the need to look at "resonances" or intertextual reverberations of thoughts across different locations, people and texts. This requires a better understanding of the process by which meanings are developed and shared in the cyberspace, where meaning can move beyond traditional boundaries to reflect back upon itself. Following these reverberations, the researchers have a chance to understand how interdependent and dynamic digital discourse is.

In spite of the profound influences the social media platforms have brought to users, they have also brought with them some negative trends as majority of adolescents and even adults rely on the platforms for acceptance which has resulted in modern day "identity crisis" (Escutia, 2024; McNulty, C. & Parsons III, 2023). At the same time, the issue of negative exchanges online that

impact the social media users' psychological health in various types of communication in the social networking sites is another drawback (Tsai, 2019). Studies show that even though online networks create many opportunities for high social interaction, they also allow room for violence and hostility (Rasmussen, 2023), which border on criminality that provides "criminological risks" to users (Рахманова, 2023) as well as been sites for "46 harmful effects, ranging from physical and mental health problems to negative impacts on job and academic performance, as well as security and privacy issues" (UTS-CRICOS, 2021). With the help of pseudonyms and the anonymous nature of online interactions, dissociative anonymity, invisibility, a synchronicity, solipsistic introjection, dissociative imagination, and minimization of authority which have led to the creation of the term, "the online disinhibition effect" (Suler, 2004), users feel more confident to use harsh language that they would avoid in a real-life situation due to its nonverbal components, courtesy of emoticons, paralanguage, GIFs, etc. (Calin, 2019). This give room for critics of social networking as they argue that human interaction is tailored for face-face interaction as there are negative shifts in faceless online conversations (Bor & Petersen, 2022). Furthermore, researchers have also highlighted the concept of the "contagious contamination phenomenon", wherein aggressive and hostile behaviour is transmitted to other users inside online space (Umar, et al., (2022).

In many cases, performance in the academic sphere is viewed as an important indicator of intellectual abilities, talents and also possible success (Lihus, 2023). One of the main theories guiding the analysis of societal expectations is cultural capital (Handley, 2023). Scholars argue that people who have a cultural capital, which includes educational certification and achievements, enjoy a clear advantage in the social economic and occupational fields. This framework clarifies the importance of outstanding academic achievements in the job offers and accolades, because these accomplishments increase an individual's cultural capital and put them into society. Research also investigated the effects of societal pressure for the superior academic performance. If job offers are often seen as triumphs that reinforce the success, then there is apprehension with regards to the possibility of isolating people who do not fit into what can be considered a thin definition of an outstanding scholarly accomplishment (Murtagh, 2023). In addition, social norms and values are reflected in the discussion of job offers and also approbation. Some studies have examined the implications that gender has on the societal expectations and opportunities for outstanding academic performers (Khan, 2020). Gender prejudices and stereotyping can affect the type of acknowledgements, rewards, recognition offered with women having more hurdles to information. Additionally, society's expectations of the and opportunities for the finest students differ in regional and cultural contexts. It is known from the studies of this field that geographical factors and regional affiliations may contribute to how much recognition, support or career opportunities are available for a certain person (Weßling & Bechler, 2019; Dion, & Sitz, 2020). This interplay is evidenced in the tension between regional recognition and broader opportunities, thus demonstrating how the local beliefs clash with international ambitions.

To overcome these obstacles and foster a setting that is more diverse and equal, the scholars highlight the importance of comprehensive support programs that extend beyond job offers (Cutillas, et al., 2023). It brings out that mentoring facilitates well the developed information seeking ability, better sharing of information as well as good competency development in the

students which lead to improvement on research skills; with both behavioural and developing dimensions act as essential mediators for this relationship. Culture should be able to value the exceptional achievements under diverse talents and abilities in order create a society where the extraordinary performances are appreciated from different perspectives.

This study applies insights from the literature to provide a major contribution on the complexity and dynamics of societal expectations as well as exceptional academic achievers opportunities through critical discourse analysis.

As no academic writing gets recognised if it does not incorporate and express ideas, concepts, facts, and hypotheses from other sources (Ewata, 2024, forthcoming), this study too shall follow that route by discussing some previous studies on societal expectations and academic highfliers:

In a study of 18 public university lecturers in Ghana using Interpretative Phenomenology Approach that focuses on how societal expectations of academic achievement impact university lecturers' work-related well-being in Ghana, Ofori & Bell (2020), submit that there is pressure (core university functions and other cultural and economic issues) on the academics who are known to have attained higher educational accomplishments.

Hakkim & Konantambigi (2023) study centres on examining childhood experiences in the light of society's rising demands for academic achievement, with a focus on the Kerala District in India. Using a mixed research design, the study was with a view to recognising how children spend their everyday activities and time to understand how their childhoods are shaped by the academic expectations placed on them. The finding showed that 35% of the 24 hours, including time spent in school, were spent on academic pursuits, while just 5.67% of the time of the studied children's routine was spent on physical recreation.

In their study examines the widespread practice of ability grouping in educational systems across different countries on the social and philosophical ideas of ability groups in mathematics instruction, Alam & Mohanty (2023), highlight how urgently educational ecosystems must abandon ability grouping in favour of alternative pedagogical strategies that support inclusive education for all students, growth mindsets, and fair opportunities.

In the study on rearing children with extraordinary social-emotional needs, Papadopoulos (2021), concludes that there are two sides to the issue: authoritative parenting and parents' actions and views regarding the special requirements of gifted and talented children are important factors in determining the personal development of these children and that on the other hand, a child's positive development of potential abilities is hindered by authoritarian parenting, which has a detrimental effect on the child's mental and physical health.

Methodology

For this study, a qualitative research design was used to investigate the societal beliefs and norms associated with receiving job offers with data from *Instagram* accounts or Opera News platforms as well as being recognised for outstanding academic performance. A Critical Discourse Analysis (CDA) method was used to reveal hidden power structures, ideologies and social norms amongst the gathered data. Social media users who discussed their opinions and thoughts on *Instagram* and *Opera News* about job opportunities for good academic performers. The study built a corpus of 30 reactions or comments from two social media platforms, *Instagram* and *Opera News* users as the

data for the analysis. The demographic profiles of the participants were not recorded or analysed as there are no clear-cut identification markers on participants - social media users, on social media platforms. Thus, we could not provide commentators' information on the respondents used as subjects of analysis. This is responsible for why there are no demographic factors such as gender, location, demography, religion, educational qualifications and others which may have influenced people's comments. The reactions/comments were purposively selected/chosen based on their effectiveness in expressing a student's readiness to work, as well as recognising academic accomplishments of a high standard. Observation method was used to analyse the different themes in the comments. A systematic searching and selection of data (comments) on *Instagram* and *Opera News* was conducted based on job offers, as well as news about extraordinary academic performance. Comments that reflected societal values, expectations and concerns served as a focus. In the course of the research process, attention was paid to social and cultural contexts wherein comments were made in order to expand and reflect observations of diverse patterns, biases, and power relationships in discourse. Nevertheless, the study offers some important perspectives towards the overall discourse and to identify trends associated with such attainments marked by employment opportunities and academic excellence.

Conceptual framework

Discourse analysis refers to an approach that deals with the process of analysing language texts, whereby emphasis is placed on descriptions related on linguistics concerning a text and interpretation between discursive processes as well as social interaction (Guihua & Mi, 2023). It seeks to describe the relationship between language and its contexts not just patterns of use but also socio-cultural environment. Critical Discourse Analysis is a distinct type of discourse analysis developed in the 1980s which combines linguistic studies and social theory. The study of CDA focuses on the interaction between language and society, investigating how discourse is used to create, contest, and uphold dominance, inequality, and power (Dunmire, 2023). CDA considers language as social practice and explores the way in which people use words according to power, society, and culture. The CDA seeks to detect the motivation behind individuals' utterances, looking at how discourse manifests social forces that are political and cultural. It looks into the linguistic features of social ties, organisations and distribution of power. Through the practice of discourse analysis, CDA offers interpretative and explanatory insights into language, society and ideology. This method is especially helpful for comprehending how language is used to uphold injustice and inequality as well as how it may be utilised to question and oppose these hierarchies of power. (Guiyu Dai, 2020).

In CDA, power and ideology are core concepts that drive the analysis of language within a discourse. Ideology is a system of ideas or ideals associated with economic and political theories that legitimise power relationships, division as well as inequalities (Nga, 2019). It is broadly a social and national structure which goes beyond individual habitus, affecting struggles for power in the society. In CDA, power and ideology are not linked to particular groups of people or linguistics forms but is closely connected with discourse and other social practices. As Li, & Guan (2020) note, there are different ideologies that compete for the control of political stage and language in both spoken and written forms can circumscribe power by showing underlying

ideologies in them. It also operates power through the control of social and political events using particular modes. Fairclough states that the orders of discourse, or the ways in which language and communication are organised within particular social cultures. Language acts as a tool for putting into practice and consolidating power disparities in hierarchical social organisms. The power is not only displayed through structures in texts but by controlling the social events or politics using message types.

On the application of power, Sánchez-Hernández, et al. (2024) point out that power can be manifested in several forms such as physically through violence and manufacture of consent. Those in elite strata can use coercion to enforce adherence and stay on top. The real power of language lies in its ability to generate, sustain and change unequal relations. From a position of language and power, Sánchez-Hernández, et al. emphasise that it is necessary to analyse how the use or misuse of languages either supports or threatens inequality.

In conclusion, power and ideology is linked in critical discourse analysis with ideologies serving as sources of powers while language and positive reinforce the relationships between them. CDA, on the other hand, takes an effort to find and analyse such power relations in texts as well as social practices. In light of the approach undertaken by Fairclough, this research will examine societal expectations, values and concerns realised in job offer discourse and support for outstanding academic achievements.

Data

The Edo State Governor, Mr. Godwin Obaseki, has offered recording-setting First Class Law graduate, at the Lagos State University (LASU), Miss. Yusuf Aminat, who hails from Edo State, automatic employment into the State's public service.

The governor's offer was conveyed by the Head of Service, Anthony Okungbowa Esq. where he said "Beyond merely congratulating her, we have offered automatic employment to her. Indeed, we have reached out to her parents and spoken with them. They have accepted our offer of employment.

Shaibu said, "You have given hope to that child that thinks all is lost. Nigeria is in dire need of role models, which are lacking in our system. The last elections showed that the young people are ready to take their destiny into their hands, people like you will have to play a role to motivate them" (2023).

The reactions of people over Governor Obaseki's goodwill on job offer in sequential order are shown below.

1.	She is not looking for Job. She wants to do her master's degree.
2.	What's bad in job offering? You mean one can't pursue his/her PGD while working?
3.	With first degree, haba Obaseki: why not give scholarship to do her masters in abroad. If she's your daughter, will you have allowed her to start working with the first degree?
4.	God bless you. They want to bring her home to kill her.
5.	With that kind of feat? She will just waste away in the Civil Service. Edo State should at least sponsor her Post Graduate Degree Abroad.

6.	l just laughs here and can't stop laughing. After Lagos don help the girl reach her height, na now Edo know say she b indigene. Pls apology to all my friends, Lagos na pacesetter and center of excellence TRUELY. Like Olamide, talk if you never come Lagos, you never go to Nigeria.
7.	Mumu what's wrong in that?
8.	Ewu ...does Lagos offered her scholarship? Lagos owns her a great deal for studying there and making history.
9.	Lagos is the center of excellen.......no pollution let's clap for her.
10.	Ayo Dauda, a University of Lagos First Class graduate, who scored the maximum 5.0 CGPA was honoured by House of Representatives. Then Majority Leader, Hon Femi Gbajabiamila, moved the motion. This was in 2016. Ayo Dauda received a standing ovation from Honourable Members. The feat has been repeated by a female, Miss Yusuf Aminat. Somebody just said what is good for the goose is equally good for the gander. We expect action from Hon Gbajabiamila and House of Reps members. Fortunately, Hon Gbajabiamila is now in government. Miss Yusuf Aminat does not need connection to be recognised. She should not be discriminated against because she is female gender.
11.	First Lady and Women organisations should beat the drums for one of their own. No need for jealousy and envy! This is no mean feat. Congratulations to this lady once more!
12.	The best bet for this lady is scholarship please, help her abroad to complete her studies with benefits, when she's done, then, we can talk about job or better, appointment.
13.	Where is Dangote and other oil companies? They should give her scholarship to Harvard University for PhD. go for your PhD Law home girl.
14.	Don't accept this man offer ooooo .it will end up a paper offer without an office.
15.	The lady in question must be exceptionally brilliant, to achieve these feet isn't easy at all, congratulations to her.
16.	I hope u have employed all the best graduates in Edo State.
17.	They are not first-class graduates. And besides, the girl is also from Edo state.
18.	Man, she needs more than a job she needs a house, car and scholarship for master's and doctorate after you can then talk about a job.
19.	Oga with your master's certificate tell me the work u are doing.
20.	That girl won't take that offer...because a lot of other offers will come her way.
21.	This is good. Well done our governor, Sir.
22.	This is commendable. We love you, Governor!
23.	That's kind of you Sir! She deserves it, and that's also an encouragement to other students of Edo origin to study hard.
24.	Thank you, Sir. Let's keep building a society that is celebrating the right things.
25.	This is good.
26.	When you have a government with wisdom, what else do you expect…? Kudos Sir for rewarding academic excellence.
27.	To join Civil Service? Thank you, Sir, for the offer! But it will be more preferable if the state government can sponsor her abroad for master's program. Joining Civil Service at this age and with such academic excellence! Hmmmmm.
28.	Good, more Sir…
29.	She will receive different job offers normally.
30.	When my son needed money for heart surgery and I wrote a letter to him, he didn't respond to a dying child's call…Mtchewwww

By studying these responses, one can define societal attitudes toward recognising and rewarding academic excellence. It is possible to see personal wishes concerning the recognition and support of academic excellence within discourse, along with hope for great achievement that can be expanded by opportunities. While the data also demonstrates that individual experiences and concerns can influence discursive practice, resulting in varying responses.

Analysis

From the above comments, it is observed that divided ideologies span through the remarks of the social media users. In response to research question one, some users disparaged the offer given to the candidate, while some were full of appreciation because it would change the economic and social status of the candidate. The following were seen displayed in the responses: dominant ideology and power dynamics, discourse frames and representation, and power of emotions and language. However, the ideologies are embedded in the following societal expectations, values, and concerns as reflected in the discourse on job offers and support for exceptional students.

i. **Societal Expectations (Discourse Frames and Representations)**
- Civil Service vs. Further Education: Several comments, such as 3, 5, 12, and 13 point to the fact that hopes for further education especially for a master's degree is a major consideration. This speaks of social compliance with performance by giving extra credits to students deemed worthy of more education. The opinions do not agree with immediate employment but rather favour scholarships or higher education, which is a more obvious career path, or desire for education, in many respects.
- Government Support: Comments (3,5,11,12,13, 26 and 27) also cherish the support from the government in encouraging hard working students, especially offering scholarship to enable them to proceed to the next level or further education as noted in the comments.

ii. **Values (Dominant Ideology and Power Dynamics)**
- Meritocracy vs Patronage
  - Meritocracy: comments (15, 21, 22, 23, 24) concentrated on the result that was achieved and the need to embrace and celebrate on that achievement. The presented suggestions indicate one common idea that includes the idea of not giving everybody a prize but only offering the merits deserved by individuals.
  - Patronage: comments (6, 7, 8, 14, 16, 17, 18) are likely to draw public suspicion of partiality, regionalism or any other non-merit factors that the governor may consider getting to his decision. This they hint could be because the offer is not entirely fundamentally based on the students' performance but possibly could have stemmed from patronage.
- Regional Pride vs. Opportunity
  This range explains comments including regional pride (6) and concerns over lack of job openings in the student's home state (8). These comments show a lot of identity with the region of Lagos and imply that the success of the student can be attributed to the availability of resources in the region. They imply that Edo State only recognizes her now because of her achievements gained elsewhere, potentially diminishing the role of individual merit and emphasizing the perceived dominance of Lagos in terms of educational opportunities

and recognition. In addition, comments 16 and 17 also touch on the regional aspect. These comments create doubts as to whether the offer is made based on the region of origin or meritocracy, which may imply that the government is favoring individuals from the same state as the government.

- Government Authority vs. Individual Choice. The governor's idea emanated with a patriarchal perspective of favours were granted from above while for instance, '*She is not looking for a job*' emphasises individual effort and ambition, as seen in comment 1. Also, the discussion about the offered job creates doubts about the current system provided by government for graduates and the future of the job market. The on-going discourse outlines a lack of targeted approaches and measures that could help resolve such problems and guarantee the possibility for every new graduate to find a job that is associated with their degree.

- Gender Equality: Comments 10 and 11 emphasise celebrating the achievements of the female gender and raise a concern at non-discriminatory treatment of women. This emphasis is representative of the larger societal goal at establishing gender equality and valorising the contributions of women across several fields after all, they gave birth to this group known as Generation X.

iii. Additional Points (Power of Language and Emotion)

- Emotional Appeals: Comments such as 4, 11 and 24 employ appeal to emotion with sentiments such as 'God bless you' (4) and 'beat the drums' (11), to call for support and recognition. Also, comment 27, ("Thank you Sir for the offer! But it will be more preferable if the state government can sponsor her abroad...") displays disappointment and recommends a better option, possibly appealing to a desire for further development.

- Sarcasm and Humor: Comment 6 is sarcastic as civilly indicated by 'Lagos don help the girl reach her height' which is basically a rival comment of another region. It is used to mock the government of Edo State. Also comment 14: "Don't accept this man offer ooooo. it will end up a paper offer without an office" is simply expressing distrust in the government offer.

- Personal Attacks: Assertions like 7 and 8 rely on profanity to refute competing arguments and shoots down everyone with words like "Mumu" and "Ewu."

Altogether, these comments suggest multifaceted spherule of social prescriptiveness, beliefs and concerns as to how outstanding students should be acknowledged and encouraged.

iv. Concerns

Comments such as 2, 5, 9, 14, 18 19, 20, 25, 28, 29 and 30 display varied concerns. Consider the following:

- Job Offer Authenticity: Comments such as 14 surround the legitimacy of the job offers, dismissing it as a 'paper offer' with no real incentives.

- Underutilization in Civil Service: Comments such as 5 and 27 indicate concerns about the student losing her potential in a government job.

- Limited Career Options: Comment 18 suggests that this compensation can be an issue as a mere job offer may not be sufficient for future needs and further goals.

Using the CDA approach, this analysis extends the understanding of the multiple layers of meaning and the perspectives of the audience engaged in the online discussion. In this case, it was able to explain how language is used to shape public discourse and influence perceptions of the governor's action.

Categorization of the Themes

In response to research question two, the comments are sorted depending on the ~~main~~ themes ~~to which~~ they represent. This analysis reveals the recurring themes that reveal societal expectations, values, and concerns. These themes could be related to:

a) Theme 1: Importance of Further Education

Comments: 2, 3, 5, 12, 13 and 18

These comments promote the need, or encourage Miss Yusuf Aminat to go for further academic studies such as a master's degree or Ph.D.

b) Theme 2: Job Offer Concerns

Comments: 1, 14, 16, and 27

These comments are in doubt of the legal ramifications of the job offer she has been given or doubt the appropriateness of the proposed job offer to her qualifications or even recommend her to look for a job within the state.

c) Theme 3: Regional Dynamics

Comments: 6,7, 8 and 9

These comments bring out the competition between Edo State (the home state of Miss Yusuf) and Lagos (the state where she schooled). It also has an element of possessor and rivalry regarding her achievement.

d) Theme 4: Gender Equality

Comment: 11

This comment stressed that there should not be any gender sentiments in compensating Miss Yusuf's brilliant performance

e) Theme 5: Societal Expectations

Comments:15, 17, 21, 22, 23, 24, 26 and 28

These comments encompass a spectrum from acknowledging academic achievements as part of the community expectations (21, 22, 23, 24, 26) to raising concerns and probes regarding the governor's record on rewarding other people (17) and empowering future generations (23).

f) Theme 6: Other

Comments:10, 19, 20, 25, 29 and 30

These remarks can be viewed beyond the previously explained specific themes of furthering education, job offer concerns, regional dynamics, gender equality and societal expectation.

The above analysis, however, reveals the recurring themes present in the comments. It gives the understanding of the public expectations of how an academic achiever should be rewarded, displaying societal values at play.

Discussion

The Critical Discourse Analysis (CDA) of the presented data has revealed a variety of societal expectations, values and concerns that are intertwined with what is said about job offers and support for outstanding academic achievers. This analysis has demonstrated the rich variety of views offered in this discourse. As has been elaborated above, the discourse explicitly draws on how complicated such as shaping recognition and opportunity for high-achieving students.

Among the prominent expectations portrayed in the analysis is emphasising further study especially the postgraduate. There are several points that call attention to the worth of a post-graduate degree meaning that inspiring students should pursue increasing their level of education before moving into labour force or business. The fact that people can expect higher qualifications when they get a degree is also the basis of this expectation because having an advanced educational degree will enhance one's credentials and ultimately increase his or her chances to triumph.

In addition, the narrative around job offers and assisting gifted academic performers reveal how the mood of society – equally echoes in digital environments. Capitalizing on this synergy, language specialists can integrate social media purposefully to enable learners gain avenues for opinion, advance meaningful discussions and sometimes experiences second languages. Several research initiatives shed light on the deep influence of geographical factors and regional identities on paths for recognition, support, and career advancement opportunities offered to individuals (Weßling & Bechler, 2019; Dion, & Sitz, 2020).

However, emotions were trending high, as some statements like "hope" or "motivation" even up to "jealousy" were used as tags in order to win over opinions. For all the viewers and enthusiasts of the offer, emotional ties were one of the devices that led to good engagement but at the same time they could have led people to the inability to analyse things and have a nuanced perspective.

The results emphasise the importance of embracing a broader lens and promoting inclusivity in identifying academic high achievers. Six themes were identified recurring in the comment engagements; these further highlight the diverse views trailing societal expectations, concerns and values surrounding an academic achiever. By recognising the intricate interplay of forces and responding to the challenges that have been raised within it, society can seek a cultural platform which embraces outstanding academic performance as well, despite gender affiliation or region.

Conclusion

The discourse analysis of job offers and support for exceptional academic achievers has provided valuable insights into societal expectations, values, and concerns. By examining the societal discourse surrounding job offers and recognition through platforms like *Instagram* and *Opera News*, this study has shed light on the ideological content and power dynamics.

The findings highlight the significance of considering diverse perspectives and fostering inclusivity in recognising and supporting exceptional academic achievers. By acknowledging the complex dynamics at play and addressing the concerns raised within the discourse, society can work towards creating an environment that values and supports exceptional academic achievements while ensuring equal opportunities for all, regardless of gender or regional affiliation.

Based on the survey of discourse of job offers and special support for the best students, it is possible to say that a specific balance between different socio-cultural traits could be observed in such cases as exceptional achievements by individual pupils or teens claims for better treatment. The results stressed the importance given to higher education, in which one undergoes postgraduate studies rather than strive for undergraduate qualification improvements and promotion of further career success. Local biases and considerations shape societal expectations having questions responses, local honour vs. wider opportunity broadens the issue of balance between recognition and opportunities in society.

It comes with questions about the restrictions of job offers which, more doubts, are authentic future implementation. The scholarship discourse points out that additional support, such as scholarships, housing and other aid must be given to empower extremely ambitious academic successes. The issues of gender equality and respecting achievements by women are other topics touched upon in the conversation, which demonstrates that it is intended not only to pursue personal but also societal goals aiming at inclusivity and praising female success.

In this respect to make society more equal and caring, the expectations of societies should be widened and special achievements in any other places rather than traditional as a form of academia should not go unacknowledged. The provision of holistic support mechanisms such as access to quality higher education, opportunities and transparent resource for tremendous academic achievers jeopardize their future only by opening the doors of opportunity.

This analysis showed that the findings put emphasis on all perspectives considering any exceptional achievements being made in academics and such should be supported even more when students represent different gender or race as well. Recognizing the intersectionality, and remarkably recognizing what is at stake in this discourse, society can work towards fostering a socio-economic setting where excellence receives its due recognition, and compensations are equal among genders without dependent on region.

The outcomes of the analysis remind us how meaningful it is to pay attention to diverse opinions and promote inclusivity in identification and support of extraordinary academic achievers. Through recognizing the plurality of the factors involved and addressing the issues raised through

dialogue, society can strive in favour of creating a setting in which excellent academic accomplishments are valued and all are offered equal opportunities, regardless of the gender or regional alignment.

Recommendation

i.   Reward hard work in academic tasks and achievements other than focusing only on scores and results.

ii.   It will be highly helpful for resource centres, schools, colleges, universities and others to offer clear scholarship and fund finding details for further education.

iii.   Provide advice to students of the available careers other than the regular government-related jobs.

iv.   iv. Global academic engagement and collaboration should no longer be defined by an emphasis on postgraduate qualifications.

Thus, all, the stakeholders can develop a system sensitive towards understanding and supporting learners exhibiting splendid achievements in their academic endeavours in Nigeria.

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Appendix

Social Media Platforms

Opera News: http://opr.news/2583e054230626en_ng?link=1&client=news

Instagram: *https://www.instagram.com/p/Ct9M4EQt-Qe/?igshid=MmU2YjMzNjRlOQ==*