



The Challenges of Youth Restiveness and Educational Development in Rivers State

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Abstract

This academic work is an enquiry into youth restiveness, causes and implications on educational development in Rivers State. The aim of this study is to produce a systematic analysis and rich theoretical and empirical description of youth restiveness and its implications on educational development. The data for this study were collected through questionnaires, and were analyzed using quantitative methods to strengthen the validity of the findings. The sample size of this study comprised 700 respondents (124 Females and 576 males) who were randomly selected for the study from the Social Development Institute (SDI) Okehi in Rivers State of Nigeria. The sample consists of 652 Ex-militants out of the 1, 050 registered in the camp and 48 officials of the SDI camp. The data analysis involved the use of multiple statistical procedures, which includes Percentages, Mean Point Value, Cross Tabulation, and One-Way Analysis of Variance (ANOVA). The results obtained from the data analysis show that resource found in communities, peer group, mass media, unemployment, poverty, bad governance and corruption causes youth restiveness has implication on educational development, which tend to be similar across the world. Further analysis of both literature and empirical results showed significant relationship between natural resources, peer group, mass media, unemployment, poverty, bad governance, corruption and youth restiveness, which in turn affects educational development. It is hoped that this study may provide solution to the problem of youth restiveness and its impact on educational development in Rivers State in particular, the Niger Delta region and Nigeria in general.

Keywords: Natural resources, Peer group, Mass media, Unemployment, Poverty, Bad governance, Corruption, Youth restiveness, Education, Development, Rivers State, Nigeria.

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INTRODUCTION

Societies are usually faced with the challenges of bringing up their young ones. This task of bringing up the young, making them members of the society in terms of culture, and imbibing positive attitudes and behaviours normally begins at home and continues in the school. This situation is normally described as socialization.

When the process of socialization malfunctions, the result is not always favourable for the society. Many a times, the effort of the homes are thwarted by other factors that tend to inhibit internalization of cherished domestic values. Such factors like the peer and media tend to influence the youths to deviate from the acceptable norms and values.

The gap between societies in these modern times has been bridged by development in communication technologies (CT), and so traditional societies become impacted by values changes from more advanced countries. To that effect, various forms of social challenges plague most modern nations these days. Most of these challenges are as a result of economic depression which manifest as unemployment leading to deviant behaviours among the youths. These anti-social behaviours usually become what is termed youth restiveness.

Youth restiveness in Nigeria has been a prominent issue in recent times. There has been an increase in the occurrence of acts of violence and lawlessness, including things like hostage taking of prominent citizens and expatriate oil workers, as well as oil bunkering, arms insurgence, cultism, etc., especially in the Niger Delta region. Nevertheless, youth restiveness is not a recent phenomenon. Various forms of youth restiveness that are economically, politically, or religiously motivated have existed for a long time (Anasi, 2010).

Youth in this context can be seen as young men and women who are no longer children, but not yet adults. Others have gone ahead to give a definitive age bracket to youths as those within the age range of 15-30 years. In fact, in some cultures in Nigeria it may not be out of place to see people (especially men) of even 40-45 years of age claiming youth membership. Hence, the concept of youth is a relative one: a person is a youth if he or she believes so. On the other hand, youth restiveness refers to a plethora of activities expressed in the form of hostage taking of foreign nationals, local oil workers and citizens for ransom; oil pipe-line blow ups; illegal bunkering; peaceful or violent demonstration; bombing of public places, etc, in the Niger Delta of Nigeria (Epelle, 2010).

However, the term youth depicts a specific stage in the development of human beings. There are legal, physiological and chronological dimensions to the definition of the youth. Because of these dimensions, there is no standard definition for the term youth. Despite the lack of consensus among scholars, Nwanna-Nzewunwa, Girigiri and Okoh (2007) defined a youth as any person that is over twelve (12) years but not more than forty (40). Akinboye (1987) defined youth as any youngster between twenty and thirty years. Young (2001) explained that youth are boys and girls who fall between the age bracket of 15 and 27 years. The World Health Organization (WHO) viewed youth as any body between the ages of 15 and 24. The Federal Republic of Nigeria (FRN, 2004) officially placed the age bracket of youths between 16–30 years. What this means is that youth can be found in the primary and secondary schools as well as tertiary institutions. Yet there are others who are out of school with all its grave implications to the individual and the society (Okorosaye-Orubite, 2008).

What makes the youth so important is that they are described as a big reservoir of labour and the most vibrant age bracket in human population or the marrow of the human resource of any country (Girigiri, 2007). Whether as students or not, youths are always at the forefront in the struggle against injustice, oppression, and exploitation. When the expectations of the youths are thwarted, delayed or denied, they have the tendency to be restive. Restiveness could be seen in someone who have excess expendable energy, zeal and drive to forge ahead.

Youths by their nature are full of so much vitality, which make them restive. These energies when consciously and positively channeled received social acceptance in creative vendors like music and dancing, enrolment in the forces, gainful employment, engagement in economic activities, academic and community

development activities, participation in competitive sports among others. On the other hand, if these energies are not adequately and appropriately handled, the result is negative restiveness leading to anti-social activities such as hostage taking, kidnapping, cultism, rape, stealing, prostitution, demonstration, wanton destruction of lives and properties, rioting, etc. Negative restiveness is as a result of the prevailing conditions such as oppression, high handedness, unemployment, corruption, injustice, etc. Agina-Obu (2008) refers to restiveness' as a kind of human behaviour geared towards the realization of individuals or groups' needs. It emanates from individuals or group failures or inability to meet their needs through institutional provisions or arrangements that results in youth restiveness. Hence, the youths opt to take laws into their own hands.

Epelle (2010) unraveled the critical issues behind oil violence in the Niger Delta. Using the Lockean social contract theory as his framework for analysis, he posited that oil violence in the Delta region is largely a manifestation of the processes of state failure and collapse. It is indicative of the peoples' insurgency against the Nigerian state, which has not been able to faithfully deliver on its terms of the social contract to the delta people. Therefore according to him, for oil violence to be properly tackled, there must be a complete reorganization and refocusing of the Nigerian state. Furthermore, there must be justice, adequate funding of development projects, the political will to punish criminals accordingly, checking arms running in the region and creation of employment opportunities for the youths (Ojakorotu & Gilbert, 2010).

The importance of youths in the development of the Niger Delta region cannot be overemphasized. This is more so that their restive activities seem to be related to the nature of development accrued to the region. In essence, there seem to be a negative correlation between youth restiveness and development levels of the area. For instance, Adesope, Agumagu, & Chiefson (2000) observed that the spate of youth disturbances is particularly serious in the Niger Delta region. According to them the nature of exploitation of the region at the expense of the indigenes has been a major source of worry to the area and has resulted in restive activities. The youths have been at the forefront of agitation for compensation for the exploitation of the Niger Delta area. This is not very surprising given the fact that they form a great portion of the entire society. According to Okorosaye-Orubite (2008), persons between the ages of 6-30 years form about 59 percent of the population of Nigeria, while the productive active segment (15-30 years) constitute 47 percent of the productive population of the country. And they are the "brain and brown" of the societies to which they belong.

Corroborating Adesope et al. (2000), Seiders (1996) opined that rural youth make up a large segment of the total rural population; however, they are often neglected and overlooked by government policy makers and international agency development strategists. This can be attributed in large part to the overwhelming concern for immediate solutions to problems of national development with an accompanying inaccurate perception that youth are not yet productive and contributing members of society. Swanson and Claar (1984) explained that millions of young people living in rural areas are a significant and untapped resource available to assist in rural development process. Adesope (1999) reported that the youths because of their sizeable portion in the entire population are useful engines for development.

The need to harness and therefore tap their numerous physical and mental resources becomes necessary. However, Obuh (2005) gave reasons such as low level of exposure, poor leadership, and lack of cooperation among youths, lack of encouragement from elders, as problems affecting their involvement in community development. Despite this, the youths have been found to have moderately high participation levels in community development and also favourable attitude towards community development (Adesope, 1999). In addition, Adesope et al. (2003) observed that youths are involved in community development because they want to help their communities, to be recognized, to interact with peers, and to gain personal benefits. This is a manifestation of their meaningful contribution to the development process (Adesope et al., 2010).

At this stage, one could ask, what is the purpose of education? In answering this question, one must critically evaluate the diverse functions of education with reference to recent changes in educational policies around the world. Principally, education functions as a means of socialisation and social control. It helps to encourage the young to develop into "good citizens" and prepares people for employment and for productive

contributions to society (Ololube, 2012). It can be a way of reducing social inequality or a way of reproducing social inequalities. When executed with excellence, it benefits the individual, society and the economy (Ololube, Agbor & Uriah, 2013).

Education, in its broadest sense, is any act or experience that has a formative effect on the mind, character, or physical ability of an individual (for example, an infant is educated by its environment through interaction with its environment) (Briggs et al., 2012). It is the entire range of experiences in life through which an individual learns something new. In a technical sense, education is the process by which society deliberately transmits its accumulated knowledge, values, and skills from one generation to the next through institutions and instruction (Ololube, 2011). Given the centrality of education across the globe, “education [has become] a powerful instrument of social progress without which no individual can attain professional development” (Lawal, 2003).

It is in realization of the above roles of education and realizing same that a lot of youths have left the school due to restiveness and militancy that the Rivers State government decided to establish the Social Development Institute (SDI) in Okehi, Etche Local Government Area of Rivers State with the aims of identifying the needs of the restive youths as to rehabilitate them.

Society functions effectively if there is order and consensus among the existing component parts. However, if there is no harmony among the segments of the society (youths, women, men, institutions, corporate organizations and government), the nation will be thrown into disequilibrium.

Nigeria is presently passing through agonizing times as a result of various anti-social activities threatening the corporate existence of the nation. Such include the militancy/youth restiveness in the Niger delta region, the Boko Haram in the North and other tribal youth groups agitating for one thing or the other. Reports indicate that most of these groups comprised of youths (ages 15-35 years), who are ordinarily supposed to be in schools, *ceteris paribus*, but unfortunately are out of schools.

Youth restiveness is a global phenomenon and a perennial issue in the Niger Delta area of Nigeria and Rivers State in particular. It affects education, social life, and economic development of the people (According to African Independent Television (AIT) “news bar” November 26, 2012, 3pm: Federal Government of Nigeria loses 105 Billion naira annually to pipe-line vandalism). Restiveness is as a result of grievances, which might be both legitimate and unfounded. Youth restiveness has become so rampant that there is need to determine or ascertain the causes and its implication on educational development in Rivers State.

Youth restiveness is manifested by group activities, although it may at times manifest through individuals actions. Nwanna-Nzewunwa et al. (2007) explained youth restiveness as an embodiment of all forms of youth activism that pose or have the potentials of posing threat to orderliness, life and property. They are united so that such activism may be organized or spontaneous, it may be violent or non-violent. Thus, youth restiveness is a manifestation of conflict. It is conflict of interest between the youth and other categories of persons in the society.

The researcher’s interaction with some repentant militant youths at the Rivers State Social Development Institute (SDI), Okehi-Etche Local Government Area, where he is a Resource Person discovered that most of the youths had finished their primary and secondary education, others are undergraduates of various institutions (polytechnic and universities) while few are graduates of various disciplines. Further investigation revealed that they joined militancy/became restive because of lack of job opportunities. Some claimed lack of money to go to school and fulfill their expectations as their parents are poor and, or dead. Others said they dropped out of school for lack of sponsor. Some maintained it was due to injustice that the federal government meted out on their people in the Niger Delta, hence no development but rather mass suffering resulting from pollution and environmental degradation associated with oil exploration and exploitation. By the year 2012, the Institute (SDI) had registered well over 11,420 restive youths/ ex-militants for rehabilitation, which this researcher feels depleted the school population in Rivers State. Thus, it was revealed that the lack of the opportunities to realize their basic needs is one of the causes of restiveness.

In traditional society, there was no unemployment; there was also little or no youth restiveness. Every youth was gainfully employed, however, in modern society; survival of the fittest is the order of the day. The effect is that many people who would have been meaningfully employed or engaged in gainful ventures discover that there is no ready job for them and that the future seems bleak. According to Okorosaye-Orubite (2008), many youths are not gainfully employed and the ones that drop out of school are even considered to be unfit to be employed.

Education is an indispensable agent of development, progress and prosperity. This is because it is used to tap and modify the cognitive, affective and psychomotor talents, potentials and possibilities possessed by man. Hence, an educated person should in addition to being able to perform well in his chosen area of specialization, be equally able to act responsibly by doing those things that are good and worthwhile in society. However, the education process or system may not be attaining the desired goals if operated in an environment devoid of cordiality, peace and order (Okujagu, 2007). Worst still, when the youths who are supposed to be in schools abandoned school and take to militancy/restiveness, the hope of the society becomes bleak.

The idea of instability, be it from the economic, social or political dimension is problematic to the entire structure of the society. Hence, scholars and indeed stakeholders in education have expressed considerable concern about the deteriorating quality of education and poor attendance at public secondary schools in Rivers State due to youth militancy/Restiveness in the region.

Following the above mentioned problems the researcher is interested in investigating whether youth restiveness as a phenomenon in Rivers state has implications on educational development of the people and society.

Purpose of the Study

The universe is a well-ordered totality, an intelligible order, an organic whole in which nothing is completely isolated. One thing is linked with another. Every action is the product of a force or of some forces utilized by some agents. There is no action without a cause, every event has a cause, and the cause is always an agent or some agents utilizing some forces. Youth restiveness has a cause or some causes, and it affects every segment of the society, including educational sector.

A stable and progressive educational system can only be realized in a stable and progressive society. If the society is crisis-ridden, violent packed and disorderly, then no meaningful education can take place in such environment. Worst still, if the youths who are supposed to be in schools or at the early stages of their career are out of schools due to restiveness, it becomes most worrisome and devastating to the people.

In view of the enormity of the challenges posed by youth restiveness and its grave implications to the corporate existence of this nation and the lives of the individuals, the purpose of the study is to make a theoretical and empirical investigation of the causes of youth restiveness and its implication on educational development in Rivers State. In specific terms, the study will ascertain the following:

- Determine whether the resources found in their areas influence their agitations.
- Determine whether peer group influences the agitations of the restive youths.
- Investigate whether mass media influence the agitations of restive youths.
- Investigate whether unemployment, poverty, bad governance and corruption influence agitation and restiveness.
- Determine whether youth restiveness has implication on educational development.

Research Questions

Based on the purposes of the study, the following research questions are formulated to guide the study:

- To what extent does resources found in their areas influence youths agitations?
- To what extent does peer group influences the agitations of restive youths?
- To what extent does mass media influence the agitations of restive youths?
- To what extent does unemployment, poverty, bad governance and corruption influence agitation and restiveness?
- To what extent does youth agitations influence educational development?

Research Hypotheses

Based on the research questions, the following null hypotheses testable at 0.05 level of significant are formulated to guide the study:

- There is no significant relationship between the resources found in their areas and the agitations of restive youths.
- There is no significant relationship between peer group influence and agitations of the restive youths.
- There is no significant relationship between mass media influence and agitations of restive youths.
- There is no significant relationship between unemployment, poverty, bad governance, corruption and youth restiveness.
- There is no significant relationship between youth restiveness and educational development.

LITERATURE REVIEW

Natural Resources and Youth Restiveness

Natural resources determine to a large extent the particular career the people of the area will engage in. Anele (2005) explained that areas where arable lands are available and fertile, it is common for the people in that area to be farmers. Different forms of farming will take place in such an area. In the same way, places where rivers, stream and ocean are found, the people of that area can easily take to fishing. Osuagwu (1992) opined that even the presence of particular type of crop in an area could determine the skills of the people of the area in farming. For instance, in the western part of the country, where cocoa is prevalent, most farmers can readily go into cocoa farming and also acquire the skills that go with such activities. On the other hand, the northern part of Nigeria is known for the groundnut pyramid, most of the people in the area were also groundnut farmers. The South-South geo-political zone of Nigeria was also known for rubber and oil palm production. Areas such as Sapele in the present Delta State was known for rubber production and the people of the area acquired the skills-many of the people of the area were rubber-tappers.

With the discovery and drilling of oil at Oloibiri in 1956 and Nigeria's first export of crude oil from Oloibiri in 1958, there began a new wave of economic ascendancy for the South-South geo-political zone. Within a decade of its arrival on the Nigeria economic landscape, oil had become as important as to be implicated in the secessionist bid of Biafara and the consequent 30-months civil war. The zone has since become the home of multi-national oil companies to include Chevron, Mobil, Agip etc. and a host of oil services companies (Ehwanieme, 2008). In addition, tank farms and oil export terminals are located in various towns in the area. Aside from these burgeoning economic activities associated with the oil industry, the real economic importance of the South-South geo-political zone is as a result of the advent of oil which lies in the importance of the product to the global economy and the revenue it yields to the Nigeria nation. This has placed Nigeria on the world economic stage and map of important countries in the world.

One of the reasons for youth's restiveness and militancy in the South-South geo-political zone is the chronic unemployment occasioned by the lack of will power among the major multinational companies to train youths of the area in oil related activities (Nafziger, 2008). Inability of the oil giants to cater for the career aspiration of the youths within the oil industry contributed to the indignation, social discontent and frustration as well as mobilization of deprivation into collective violence by militias.

The alienation of the youths from participating in the mining of resources found in their area was a major cause of militancy (Ibaba, 2008). In this scenario, while the youths from the area were suffering deprivation resulting from unemployment, youths from other parts of the country and beyond were brought in or employed by the multinationals. The youths from outside the area were parading their wealth and living in opulence to the envy of the youths from the area who felt neglected and marginalized.

Nafziger (2008) explained that to solve this nagging problem of unemployment, neglect and marginalization of the youths, the local content law of the oil industry was promulgated. However, the local content law which was aimed at employment and training the youths in the various oil production activities and related services have not met its target. Joab (2006) and Okowa (2008) enunciated that there is a growing number of youths who are unemployed in the South-South geo-political zone. They noted that the region has the highest number of unemployed and underemployed youths in the country. In this wise, the needed geologists, petroleum engineers, chemical engineers, physicists, Gas engineers and technicians required for the oil industry were not recruited from among the youths in the area. Obi (1999) exposed that the destruction of the eco-system of the south-south geo-political zone implied that fishing industry is destroyed and farming is uninteresting due to persistent oil spillage in the area. The driving force of career aspiration among youths in the area is therefore the oil industry and its allied services.

Ikelegbe (2005) observed that because of the huge oil industry in the south-south geo-political zone, youths are now interested in activities and services related to the oil industry. The proximity of the industry to them makes it very attractive. In addition, doing business in the oil industry is the short cut out of poverty, intimidation by fellow youths and economic emancipation.

Peer Group and Youths Restiveness

The importance of peer groups in youth's aspiration cannot be underestimated. Akinade (2008) defined peer group as close group of people who are like themselves and share among themselves trust, affection, interests, acceptance, attitude and have similar personality. This means that peer group consists of small number of cliques who share close relationship among themselves. In a related development, peer group refers to a collection of like-minded individuals who share several things in common, such as age, class, school and association. Members of peer groups give their peers moral and social supports and their influences are very strong during adolescence with regards to career aspiration or development.

Peer group members are of the same mean age, status and interest. In support of this, Berndt (1989) views peer group as consisting of small number of cliques who see themselves as equals and are typified by intimate properties of affiliations such as trust, commitment, shared interests, and reciprocal likening. From the foregoing, peer groups serve the following functions:

- Formation for the acquisition of social and emotional skills and competence for members.
- Provide supports for individuals and validation of self-worth of members.
- Promote the well-being of the members and facilitate their potentials.

In line with these, Berndt (1982) justified that belonging to resourceful peer group influences job aspirations or development of its members. This study therefore presupposes that peer group membership may influence its member's aspirations and depending on their characteristics such influence may be either positive or negative. It could be hypothesized that friendship between antisocial young people may provide deviancy training for delinquent behaviour.

Probably, the most controversial changes during adolescence are those linked to peer relationships. Onyejiaku (1991) views peers as a small group of individuals of almost the same age group, who come from roughly the same socio- economic background, attend the same school and share common ideas. The ideas embedded in this definition are that certain factors such as socio-economic status, age bracket and settings played significant roles in the formation of peer relations.

When children reach adolescence and start to become independent of parents, peer relations begin to play an increasingly important role in their lives. Maclver (1990) affirmed that during youthful stage, the time spent with peers increases and peer relations become not only more regular, intensive and supportive but also less supervised by adults. This means that during the youthful age, there is the general increase in peer focus and involvement in peer related social, career, sports and other extra-curricular activities. In fact, many youths attach great importance to the activities they engage in with their peers. Asher and Cole (1994) observed that peer relationship helps them to acquire a wide range of skills, attitudes and experiences. Uzoeshi (2004) explained that peer pressure can swing both the negative and the positive sides. It has a deep impact on one's decision making ability, especially when it comes to choosing a course or a career path.

Onyije (2000) noted that the friends or peers of restive youths play significant role in their career aspirations. In a study in Ekeremor in Bayelsa State, he observed that there was significant relationship between the career choice of peer groups or friends with those selected for the study. Akpegnor (2010) posited that peer groups usually have firm believe in themselves as a result of their closeness. Sometimes, they may decide to go into business together after settling down. They are likely to choose the same career if their plan is to work. Opigo (2008) explained that restive youths emulate themselves and operate on the band wagon effect. What they have seen one of them do that is succeeding will likely be copied by other youths. Berndt (2001) enunciated that restive youths operate a very efficient communication system. They easily get information on what their friends or other youths are doing and become interested in such career. In some cases they compare notes and decide to go together in what one of the youths is doing. On the other hand, Akinade (2008) explained that youths go in groups which see themselves as rivals. This means that one youth group will not want to do what their rival groups are doing even if it means choosing a career. This action often results to inter group clashes seen in our societies.

Mass Media and Youths Restiveness

Television, radio, Newspaper (or the print media generally), internet and other devices have significant influence on the attitude, behavior and decisions of youth either directly or indirectly. These means of communication have turned the world into a global village. Mass media exerts a lot of influence on the decision of youths. Newman (2006) explained that mass media is a social institution. He explained further that as societies become more complex, the dissemination of information requires a massive coordinated system. The modern mass-media: radio, newspapers, television and the internet, provide coverage of important societal events so individuals can make informed decisions about their own lives. Becker (2004) informed that the media do more than just reporting of events of local, national and international significance. They also actively mould public opinion and project and reinforce the society's value. Guild (2004) noted that television, films, books, magazines and the internet provide youths with important information about career and this could help in forming their decisions.

Electronics and telecommunications give people worldwide immediate access to other cultures, making it practically impossible for societies to exist in complete isolation. Certainly the internet has done more to bring people from diverse cultures together than any other communications device. No other medium can match television though for the size of its audiences and its access to people's homes. Between 1980 and 1997, the number of households with television sets worldwide increased by over 100 million, with the most dramatic growth occurring in Africa. Television is watched by over 3 billion people a day (Barker, 1997). Barker further remarked that television does not simply provide people around the world with useful, practical information, it provides information for the world stage.

Osuagwu (2000) opined that information are available in the internet. Since youths make use of internet services all the time, they easily get information about certain activities. Restive youth in the same vein do not live in isolation but are always getting information about restiveness in other parts of the world. Becker (2004) informed that modern businesses are transacted in the internet, which in most cases bring the manufacturers and consumers together. Ryan, Mathews and Banner (1993) acknowledged that the mass

media is a veritable means of education. Lectures or Lessons can be on the internet while information relating to activities may be down loaded by the youths for further consultation or usage. In the same vein, Cooke (2000) explained that television was a form of education and positive role models. Some television programmes discussed career opportunities and career education. Restive youths can take or utilize the opportunities provided by such television programmes to get acquainted with some educational programmes. Nwaugbo (2010) explained that some television houses or media houses invite professionals to give talks on different educational programmes. Such talks may be a very important avenues for information or education that can spur youths into restiveness.

One important feature of the militant groups in Niger Delta region is the establishment of network of communication which will not be possible without the mass media. Mass media is therefore very important for getting information to all participants and for recruiting and fund raising (Tarrow, 2000). The ability to quickly mobilize large numbers of people for, say, a match on the nation's capital depends on the ability to tell them what is going to happen and when and where it will happen. Web-sites, phone systems, direct mailing systems and networked computers are all used by restive youths. Such sophisticated systems are diverted or directed in the search for better condition of living for the members of such group.

Dialogue in most cases with the restive youths may not be on direct contact with them. Some of the media gadgets are used first to allay possible fear of a sale out. Even the dialogue requires the concession of certain opportunities for the members of the group. Ekiye (2011) explained that the mass media play significant role in determining the type of jobs to engage restive youths. He enunciated that television, newspapers, journals, magazines, are filled with daily suggestions of different professions, to settle the restive youths. With the take-off of the amnesty programmes, it was already a settled issue on what trades the restive youths will be engage in. It was not surprising to note that the various mass media outfits helped the restive youths in making decisions of the career they want the federal government to engage them in. Uriah (2011) and Nwiyi (2007) holds that media houses or their agents helped tremendously in educating the restive youths in the Niger Delta about existing activities or programmes.

The Concept of Education

What is the purpose of education? In answering this question, one must critically evaluate the diverse functions of education with reference to recent changes in educational policies around the world. Principally, education functions as a means of socialisation and social control. It helps to encourage the young to develop into "good citizens" and prepares people for employment and for productive contributions to society (Quartey, n.d). It can be a way of reducing social inequality or a way of reproducing social inequalities. When executed with excellence, it benefits the individual, society and the economy.

Education, in its broadest sense, is any act or experience that has a formative effect on the mind, character, or physical ability of an individual (for example, an infant is educated by its environment through interaction with its environment). It is the entire range of experiences in life through which an individual learns something new. In a technical sense, education is the process by which society deliberately transmits its accumulated knowledge, values, and skills from one generation to the next through institutions and instruction (Ololube, 2011). Instruction is the intentional facilitation of learning towards identified objectives, delivered by an instructor/teacher or similar form. Teachers in educational institutions direct the learning of students and draw on many subjects, including reading, writing, mathematics, science and history. While such teaching refers to the actions of an instructor positioned to impart knowledge to the student, learning refers to a process that equips students with definite knowledge, skills and abilities that can be made functional upon completion. In the context of the compulsory education of youth, this technical process is sometimes called schooling. Given the centrality of formal schooling across the globe, education [has become] a powerful instrument of social progress without which no individual can attain professional development (Lawal, 2003, Ololube, 2011).

The Concept of Development

Development is a complex concept. At its most basic level, development means reaching an acceptable standard of living for all people such that they have the basic things they need to live. National social and economic development is a cooperative effort of many. The governments of poor countries work to improve their standing, and, in most cases, to improve the lives of their people and the governments of rich countries try to help them to do so. Institutions like the World Bank and other charitable groups provide money and projects intended to improve the lives of poor people and the poor themselves struggle regularly to provide more for themselves and their families (United Nations, n.d). Different countries have different priorities in their development policies and as such different indicators exist to help measure the relative progress they make.

At the same time, development can also refer to the growth of humans throughout their lifespan, from conception to death. The scientific study of human development seeks to understand and explain how and why people change. This includes all aspects of human growth - the development of the physical, emotional, intellectual, social, perceptual, and personality. This scientific study of development is important not only to the field of psychology, but also to sociology, education, and health care as individual development involves the cognitive and the social as well as the biological and physical (Ololube, 2011).

METHODS

Research Design

This study is a descriptive survey. It employed a combination of qualitative and quantitative research methods, because much of what we know about people's knowledge and attitudes is based on responses to survey questions (Creswell, 2007; Creswell & Plano, 2007). Since we cannot directly observe people thinking, this is one way to begin to understand the process by which people acquire interpretations of survey items (or beliefs about a particular topic). Researchers may find that they gravitate towards qualitative research because such methods provide a descriptive glimpse into which issues are of importance and offer more solutions to pressing national concern.

However, survey research methodology is likely to remain valuable because it is an efficient way of collecting information (in cost and other respects) from representative samples, and these offer greater generalizability of the larger population than the non-representative sample, while maintaining the privacy of respondents (Richardson, 2006). Thus, simple random and purposive sampling procedures were employed in data gathering. This is a situation whereby every person living in the Social Development Institute (SDI) of Rivers State had a purposive opportunity to be selected. The qualitative section of this study, is in the form of interviews and pre-existing documents, to enrich the interpretations and descriptions of the quantitative results, because this method helps invoke revisions to the items used in this study. Thus, the research design of this study sets up the framework for—adequate tests of the relationships among variables. The design tells us, in a sense, what observations to make, how to make them, and how to analyze the quantitative representations of the data. The design further tells us what type of statistical analysis to use (Ololube, 2009, Ololube et al., 2012).

Area of Study

This investigation was carried out in the Social Development Institute (SDI) of Rivers state, Nigeria. The state is one of the 36 states of the federal Republic of Nigeria. Its capital is Port Harcourt. Rivers State was created on May 27, 1967 and constituted one of the earliest states, which came into being upon the dissolution of the old regional structure. It is bounded on the south by the Atlantic Ocean, to the North by

Anambra, Imo and Abia states, to the East by Akwa Ibom state and to the west by Bayelsa and Delta states. The population of the state is put at 5, 689, 087 people and occupies an area of 21,850 sq.Km.

The inland part of Rivers State consists of tropical rain forest, towards the coast the typical river delta environment features many mangrove swamps. The capital, Port-Harcourt, is the nerve centre of the famous oil industry and over ninety industrial concerns including the Shell Petroleum Development Company of Nigeria Limited, AGIP, Texaco, ELF, NPRC, West African Glass industry, Alcan ALUMINIUM, Metaloplastical, Rison-palm, NAFCON, Pabod Breweries etc (Rivers State Ministry of Information, 2010).

Agriculture is the main occupation of the people of Rivers state. However, it is the production of oil and gas that Rivers state is most famous. With enormous resources of crude oil and natural gas, Rivers state accounts for more than 40% of Nigeria crude oil production. Apart from this, there are many petrochemical related industries in the state, which also harbour the first Petroleum refinery in Nigeria. Nigeria's gigantic liquified natural gas project is located in Bonny in the state.

Rivers state is in the South-south geo-political zone of Nigeria, with two thirds of it in the Niger Delta geographic terrain. The dominant groups are Ijaw, Ikwerre, Etche, Ekpeye, Ogoni, Ogba and Egbema. Ijaw, Ikwerre and Ogoni are the most spoken languages although Pidgin English is widely used in radio and television broadcasts. Rivers state is currently made up of 23 local Government areas. These are Abua/Odual, Ahoada-East, Ahoada-West, Akuku-Toru, Asari-Toru, Andoni, Bonny, Degema, Eleme, Emohua, Etche, Gokana, Ikwere, Khana, Obio/Akpor, Ogba/Egbema/Ndoni, Ogu/Bolo, Okirika, Omuma, Opobo/Nkoro, Oyigbo, Port- Harcourt and Tai. It is politically divided into three (3) senatorial districts namely: Rivers East, Rivers West, and Rivers-South East senatorial districts. Each of the senatorial districts has (8) eight, (8) eight, and (7) seven Local Government Areas respectively.

Although the state was established 44years ago, social amenities are inadequate, while the educational sector seems distressed. Moreover, the state has one of the highest rates of unemployment among its youths, hence the incessant youth restiveness recorded so far.

Population of Study

The population for the study consists of 1,050 restive youths undergoing rehabilitation at the Social Development Institute (SDI), Okehi in Etche Local Government Area of Rivers State. Out of the 1,050 Restive youths, 900 are males while 150 of them are females from various Local Government Areas of the State. These Youths have demonstrated the likeness to take lives and destroy properties in other to protest the various forms of injustice manifesting in both private and public sector of the economy as well as the inadequacy of the social amenities and lack of employment opportunities in the state.

Sample and Sampling Techniques

The purposive sampling method was employed in selecting the female and male restive youths for the study. 124 Female were used in the study. On the other hands, 576 male were randomly selected for the study from the Social Development Institute (SDI) Okehi. Thus, the sample consists of 652 Ex-militants out of the 1, 050 registered in the camp and 48 officials of the SDI camp. On the whole, 700 respondents' were used for the study.

Instrument for Data Collection

The instrument for data collection for this study was questionnaire designed by the researcher titled "Youth Restiveness and Educational Development Questionnaire (YREDQ)". This questionnaire consists of two sections "A" and "B". Section "A" contains information on the bio-data of the restive youths, while section "B" of the instrument contains substantive issues of the subject matter. The instrument was designed along the Likert format of strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The

responses were scored as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly disagree (SD) = 1 respectively.

Validation of the Instrument

The quality of research is related to the possession of the quality of strength, worth, or value (Keeves, 1997). A valid research finding is one in which there is similarity between the reality that exists in the world and the description of that reality (Ololube, 2006).

In this research endeavor, the researcher used the term validity in a fairly straightforward, commonsense way to refer to the correctness or credibility of the description, explanation, interpretation, conclusion, or other sort of account that is presented in the instrument. The instruments used in this research were valid because the researcher has taken time to comply with the formalities and procedures adopted in framing a research questionnaire (Nworgu, 1991). To validate the instrument the questionnaire was given to the researcher's supervisors who read through and made necessary corrections. The second process that was used to validate the research instrument was that the questionnaire was pre-tested and the responses from the respondents were used to improve on the items. In summary, the validity of the instruments used in this study rests on an overall evaluative judgment founded on empirical evidence and theoretical rationales of the adequacy, appropriateness of inferences and action based on the test scores. It is an inductive summary of both the adequacy of existing evidence for and appropriateness of potential consequences of test interpretation and use (Xiaorong, 2001; Ololube, 2006).

Reliability of the Instrument

The quality of the research instrument in this study is reliable when viewed with words that are synonyms with dependability, stability, consistency, predictability and accuracy. The strength of the instrument used in this study was reliable because it was able to elicit the required information concerning youth restiveness and its implication on educational development. However, the true measure of the reliability of the instrument is based on statistical data. To make the research instrument in this study worth relying on, it was pre-tested by administering the questionnaire to a group outside the sample. This was done by means of the pre-test design. From their responses, some changes were made to the structure and some of the questions. Statistically testing the reliability of the measurement instrument is to provide non-random results. A measurement to assess reliability was seen as suitable in this investigation since the respondents, especially restive youths, answered the questions because they were directly affected in that the study focused on them as regarding their implication to educational development in Rivers State. Thus, a quantitative analysis of the inquiry was performed using the SPSS 21 computer program to statistically test the reliability of the research instrument because in research statistics when a research instrument's reliability has been assured it gives the bases for continuity (Ololube, 2006). In the analysis, the sum variables were used, because the reliability is very high compared to a single variable.

The reliability of the variables in this study might be termed to be reliable judging by the fact that it varies between 0 and 1 and the nearer the result is to 1-, and preferably at or over 0.8- the more internally reliable is the scale (Bryman & Cramer, 2011). The cumulative reliability of .819 shows a strong reliability of the research instrument. See the table below for detail.

Reliability Statistics	
Cronbach's Alpha	N of Items
.819	34

Administration of the Instrument

The questionnaire was administered simultaneously one after another to the restive youths at the SDI camp through the instructors and resource persons in the camp. Before the administration of the instrument, the instructors were briefed on the objectives of the study. The filled instruments were retrieved immediately and prepared for scoring and analysis.

Method of Data Analysis

The questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS) Version 21: Mean, Cross tabulation, ANOVA was the means of analysis. Mean was used to determine the strength of some variables to the weakness of others. Cross tabulation was used because it is one of the simplest and most common ways of demonstrating the presence or absence of a relationship (Bryman & Cramer, 2011). ANOVA analysis, set at $p. < 0.05$ significance level, was used to determine the relationship between variables and the respondents' bio data on the impact of youth restiveness and its implication on the educational development in Rivers State of Nigeria.

The mean scores determine the acceptance or rejection of the rating items in the section. In order to make decisions from results obtained, the mean responses were computed thus: $4+3+2+1= 10/4 = 2.5$. In the light of the above computation, any mean score more than 2.5 was accepted, while the mean score of 2.5 and below was taken as rejected.

RESULTS AND DISCUSSION

Descriptive Analyses of Respondents Personal Data

In this study (see table 1), the first set of data analyses that was conducted was a descriptive statistics (frequency [N], percentage, mean and standard deviation). Data from section 'A' of the questionnaire yielded information about respondents' personal data.

The data analysis for respondents personal information showed that 576(82.3%) were male, while 124(17.7%) were female.

Based on the age of the respondents, the majority of them 369(52.7%) were between 26-35 years, while 233(33.3%) were aged 15-25 years and 87(12.4%) were 36-45 years, whereas 11(1.6%) were above 45 years.

With regards to respondents marital status, 612(87.4%) were single, while 88(12.6%) were married.

Data on respondents' level of education revealed that 37(5.3%) hold First School Leaving Certificate, while 62(8.9%) hold Senior Secondary School Certificate, and 160(22.9%) hold Diploma Certificate and some of them are undergraduates, whereas, 134(19.1%) are degree holders and the majority of the respondents 307(43.9%) are dropouts from various institutions in the state.

The data further revealed that 652(93.1%) were ex-militants, while 48(6.9%) were staff of Social Development Institute (SDI).

The data for respondents' senatorial district revealed that the majority of the respondents 275(39.3%) were from Rivers East Senatorial District, while 214(30.6%) were from Rivers South-east Senatorial District, whereas 211(30.1%) were from Rivers West Senatorial District. See table1 for detail.

Table 1: Frequency and Percent Distribution of Respondents' Personal Data

	Variables	Frequency (N)	Percentages %
Gender	Male	576	82.3
	Female	124	17.7
Age	15-25 years	233	33.3
	26-35 years	369	52.7
	36-45 years	87	12.4
	Above 45 years	11	1.6
Marital Status	Single	612	87.4
	Married	88	12.6
Level of Education	FSLC	37	5.3
	SSC/WAEC	62	8.9
	diploma/undergraduate	160	22.9
	Degree holders	134	19.1
	Dropouts	307	43.9
	Status	Ex-militant	652
Senatorial District	Staff of SDI	48	6.9
	Rivers south-east senatorial district	214	30.6
	Rivers east senatorial district	275	39.3
	Rivers west senatorial district	211	30.1

Research Question One: To what extent do resources found in their areas influence youths agitations?

The forth research question is “To what extent does resources found in their areas influence youths agitations?” The purpose of this research question is to assess the respondents’ perception to the extent to which resources found in their areas influence youths agitations. To answer this question, the responses on items 1-10 of section “B” of the questionnaire were tallied and analyzed along agree and disagree, and the result (see table 2) revealed that research question 4 was accepted. Since the scores were above 2.50. Thus, the grand mean of 3.01662 was accepted, which shows that youth restiveness is influenced by the resources found in the region. The result from the interviews (97%) illustrates that youth restiveness is greatly influenced by the deposit of natural resources in the region.

Table 2: Mean Rating and Standard Deviation Distribution of Respondents' View on Resources Found in their Area and Youths Agitations

Item/Variables	Mean	Std. Dev.	N	Remark
1. Natural resources found in the Niger Delta are determinants of youth restiveness.	2.5488	.80525	700	Accepted
2. Natural resources found in the Niger Delta region began a new wave of economic ascendancy for the South-South geo-political zone.	2.7925	.63832	700	Accepted
3. One of the reasons for youth’s restiveness and militancy in River State is the unemployment occasioned by the lack of will power among the major multinational companies exploring the natural resources to train youths in related areas	2.5900	.73148	700	Accepted
4. The alienation of the youths from participating in the mining of resources found in their area was a major cause of militancy	3.1459	.58717	700	Accepted

5. While the youths from the area are suffering deprivation resulting from unemployment, youths from other parts of the country and beyond are brought in or employed by the multinationals	3.8887	.50776	700	Accepted
6. The Niger Delta zone has since become the home of multi-national oil companies such as Chevron, Mobil, Agip etc. and a host of oil services companies, yet youths in the area are still suffering from acute deprivation	2.8488	.82555	700	Accepted
7. Because of the huge oil industry in Rivers State, youths are now interested in activities and services related to oil industries	2.8944	.69832	700	Accepted
8. The proximity of the industry to the youths make it very attractive to them.	2.7999	.73046	700	Accepted
9. Doing business in the oil industry is the short cut out of poverty, intimidation by fellow youths and economic emancipation	2.8438	.56667	700	Accepted
10. The oil industry and its allied services are driving forces of aspiration among youths in Rivers State.	3.8234	.54986	700	Accepted
Grand total	3.01662			Accepted

Research Question Two: To what extent does peer group influences the agitations of restive youths?

Research question five states “To what extent does peer group influences the agitations of restive youths”? This research question is aimed at assessing the influence of peer group on the agitations of restive youths. Thus, responses were evaluated on statement items 11-17 of the research instrument (questionnaire) which were tallied along “agree and disagree” to answer this question using mean and standard deviation (see table 3). The result from the study revealed significant outcome with the grand mean score of 3.24572, which shows that peer groups have a great deal of influence on restive youths, because peer groups serve the formation for the acquisition of social and emotional skills, as well as provide supports for individuals and validation of self-worth of its members. Friendship between antisocial young people may provide deviancy training for delinquent behaviour, in addition restive youths emulate themselves and operate on the band wagon effect. 95% of the respondents interviewed revealed that peer group has a huge influence on youth restiveness. They are of the opinion that friends who have antisocial behaviours tend to have a great influence on their peers who do not have such traces.

Table 3: Mean Rating and Standard Deviation Distribution of Peer Group Influence and Agitations of Restive Youths

Item/Variables	Mean	Std. Dev.	N	Remark
11. Peer groups serve the formation for the acquisition of social and emotional skills and competence for members.	2.8513	.47371	700	Accepted
12. Peer group serves to provide supports for individuals and validation of self-worth of its members.	2.9513	.66478	700	Accepted
13. Peer group serves to promote the well-being of the members and facilitate their potentials.	3.4075	.49168	700	Accepted
14. Friendship between antisocial young people may provide deviancy training for delinquent behaviour	3.6513	.47687	700	Accepted

15. The most controversial changes during adolescence are those linked to peer relationships.	3.2950	.55755	700	Accepted
16. When children reach adolescence and start to become independent of parents, peer relations begin to play an increasingly important role in their lives.	3.4292	.62142	700	Accepted
17. Restive youths emulate themselves and operate on the band wagon effect.	3.1345	.62756	700	Accepted
Grand total	3.24572			Accepted

Research Question Three: To what extent does mass media influence the agitations of restive youths?

Research question six states “To what extent does mass media influence the agitations of restive youths”? This research question is aimed at assessing the influence of mass media on the agitations of restive youths. Thus, responses were evaluated on statement items 18-23 of the research instrument (questionnaire) which were tallied along “agree and disagree” to answer this question using mean and standard deviation (see tables 4). The result from the study revealed significant conclusion with the grand mean score of 3.18315, which shows that mass media have obvious influence on youth restiveness, because television, radio, newspaper, internet and other devices have significant influence on the attitude, behaviour and decisions of youth either directly or indirectly; it is presumed that mass media do more than just reporting of events of local, national and international significance. Thus, television, films, books, magazines and the internet provide youths with important information about conflicts and restiveness and this could help in forming their decisions. They also actively mould public opinion, project and reinforce the values in youths. In addition, mass media has turned the world into a global village, where youths can learn from what obtains in other parts of the world. Finally, the result from questionnaire revealed that a feature of the militant groups in Niger Delta region is as a result of the establishment of network of communication which will not be possible without the mass media. Same is true based on the revelations from the interview. Respondents (88%) were of the view that mass media influences the agitations of restive youths.

Table 4: Mean Rating and Standard Deviation Distribution of the Influence of Mass Media on the Agitations of Restive Youths

Item/Variables	Mean	Std. Dev.	N	Remark
18. Television, radio, Newspaper (or the print media generally), internet and other devices have significant influence on the attitude, behaviour and decisions of youth either directly or indirectly.	2.7565	.56641	700	Accepted
19. Mass media exerts a lot of influence on the decision of youths	3.1533	.56455	700	Accepted
20. Mass media do more than just reporting of events of local, national and international significance. They also actively mould public opinion and project and reinforce the values in youths	3.43151	.59122	700	Accepted
21. Television, films, books, magazines and the internet provide youths with important information about conflicts and restiveness and this could help in forming their decisions.	3.4524	.57677	700	Accepted
22. These means of communication have turned the world into a global village, where youths can learn from what	3.3700	.56459	700	Accepted

obtains in other parts of the world.				
23. One important feature of the militant groups in Niger Delta region is the establishment of network of communication which will not be possible without the mass media	2.9362	.76423	700	Accepted
Grand total	3.18315			Accepted

Research Question Four: To what extent does unemployment, poverty, bad governance and corruption influence agitation and restiveness?

The seventh research question is “To what extent does unemployment, poverty, bad governance and corruption influence agitation and restiveness?” The essence of this research question is to find out the extent to which unemployment, poverty, bad governance and corruption influence agitation and restiveness. This question was answered using mean and standard deviation (see tables 5). Responses on the statement items 24-33 of the research instrument (questionnaire) were tallied along “agree and disagree.” The table shows that items 24-33 were accepted because their mean scores were above 2.50. Thus, the grand mean of 2.77458 illustrates that as a result of unemployment, poverty, bad governance and corruption youths are always restiveness in the region. Hence it was accepted. The respondents agree that the people of the Niger delta are greatly underemployed in the Niger Delta region is as a result of bad governance and corruption. Respondents are of the opinion that the lack of response from government officials and oil companies have and continues to be a compounding source of tension, in addition, poverty and hunger stand as a major challenge to the development of the Niger Deltans and the country at large, and the respondents agree that the Niger Delta region has been plagued with widespread corruption closely associated with petro dollar industry, etc. The interview data (98%) also showed strong support for this argument. Respondents are of the view that unemployment, poverty, bad governance and corruption influence agitation and restiveness amongst the youths. Their view is that unemployment result to poverty, bad governance is a product of corruption, which they say influences agitation and restiveness.

Table 5: Mean Rating and Standard Deviation Distribution of Unemployment, Poverty, Bad Governance and Corruption and Agitation of Restive Youths.

Item/Variables	Mean	Std. Dev.	N	Remark
24. Unemployment in the Niger Delta region is as a result of bad governance and corruption	2.9486	.70742	700	Accepted
25. The lack of response from government officials and oil companies has and continues to be a compounding source of tension.	2.8975	.64368	700	Accepted
26. In reaction to government inaction and use of military force and the insensitivity of the oil industry, groups of young people have begun to plan and execute their own protection and reclamation measures	2.6986	.73789	700	Accepted
27. Poverty and hunger stand as a major challenge to the development of the Niger Deltans and the country at large	3.0450	.59657	700	Accepted
28. A major cause of poverty is the inability of the individual to achieve his/her set goals and targets in the region	3.8443	.54676	700	Accepted
29. The poverty incidence, lack of educational development and unemployment have been on a	2.9489	.82439	700	Accepted

visible increase in the region				
30. Diseases that results from poverty pose a significant challenge to Human Security in Niger Delta, and their impacts are immediate on the development of the region	2.9987	.68912	700	Accepted
31. Illnesses of different kinds (self, relatives, or friends), poor sources of drinking water combined with pollution accounted for deaths, underdevelopment of the state and national economy	2.7549	.73326	700	Accepted
32. The elimination of poverty completely and developing all aspects of the individual is to start a process of commitment to social aspirations and attainment of regional and national goals.	2.8432	.76229	700	Accepted
33. Nigeria has been plagued with widespread corruption closely associated with petro dollar industry	3.8111	.64922	700	Accepted
Grand total	2.77458			Accepted

Research Question Five: To what extent does youth agitation influence educational development in Rivers State?

The eight research question is “To what extent does youth agitations influence educational development?” The essence of this research question is to assess the overall perception of respondents on the extent to which youth restiveness has influenced educational development in Rivers State. This question was answered using mean and standard deviation (see tables 6). Responses on the statement item 34 of the research instrument (questionnaire) were tallied along “agree and disagree.” The table shows that item 34 was accepted because the mean score is above 2.50. Thus, the mean of 3.4423 shows that respondents’ were of the opinion that youth restiveness has impacted negatively on the educational development of the region. The result from the interview conducted revealed strong relationship between youth restiveness and educational development in Rivers State. Respondents (92%) admitted that the activities of the restive youths have huge influence on educational development. When this threatening and painful situation arises, there is always the danger of losing control of the educational system, which is counter productive for national development.

Table 6: Mean Rating and Standard Deviation Distribution of youth restiveness and educational development in Rivers State.

Item/Variable	Mean	Std. Dev.	N	Remark
34. In your opinion, does youth restiveness influence educational development in Rivers State?	3.4423	.61285	700	Accepted

Hypothesis 1: There is no significant relationship between the resources found in their areas and the agitations of restive youths.

The result from the ANOVA analysis (table 7) conducted revealed that there is significant relationship between resources found in the areas and the agitations of restive youths. Respondents’ were of the opinion that the natural resources found in the Niger Delta are determinants of youth restiveness, just as natural resources found in the Niger Delta region began a new wave of economic ascendancy for the South-South geo-political zone. They also hold that one of the reasons for youth’s restiveness and militancy in River State is the unemployment occasioned by the lack of will power among the major multinational companies exploring the natural resources to train youths in related areas. The Niger Delta zone has since become the

home of multi-national oil companies such as Chevron, Mobil, Agip etc. and a host of oil services companies, yet youths in the area are still suffering from acute deprivation and unemployment. This is as shown in the *F-ratio 19.179; p. < .000, tested at .05 level of significance*. Consequently, hypothesis four was rejected.

Table 7: ANOVA Analysis of Resources Found in the Area and the Agitations of Restive Youths

		Sum of Squares	df	Mean Square	F	Sig.
Resources found in their areas and the agitations of restive youths	Between Groups	41.662	3	13.887	19.179	.000
	Within Groups	503.965	696	.724		
	Total	545.627	699			

Hypothesis 2: There is no significant relationship between peer group influence and agitations of the restive youths.

The result from the ANOVA analysis (table 8) conducted revealed that there is a significant relationship between Peer group influence and agitations of the restive youths. Respondents are of the view that peer groups serve the formation for the acquisition of social and emotional skills and competence for members, provide supports for individuals and validation of self-worth of its members and promote the well-being of the members and facilitate their potentials. Friendship between antisocial young people may provide deviancy training for delinquent behaviour, as much as controversial changes during adolescence are those linked to peer relationships. This is depicted in the *F-ratio =2.687; p. < .046, tested at .05 level of significance*. Therefore, hypothesis five was rejected.

Table 8: ANOVA Analysis of Peer Group Influence and Agitations of the Restive Youths

		Sum of Squares	df	Mean Square	F	Sig.
Peer group influence and agitations of the restive youths	Between Groups	8.124	3	2.708	2.687	.046
	Within Groups	701.510	696	1.008		
	Total	709.634	699			

Hypothesis 3: There is no significant relationship between mass media influence and agitations of restive youths

Table 10 revealed significant relationships between mass media influence and agitations of restive youths (*F-ratio = 9.566; p. < .000, tested at .05 level of significance*). The respondents were of the view that television, radio, newspaper and (the print media generally), internet and other devices have significant influence on the attitude, behaviour and decisions of youth either directly or indirectly. They hold that mass media exerts a lot of influence on the decision of youths, as much as they believe that mass media equally do more than just reporting of events of local, national and international significance. They also actively mould public opinion, project and reinforce the values in youths. Television, films, books, magazines and the internet provide youths with important information about conflicts and restiveness and this could help in forming their decisions. Thus, hypothesis six was rejected.

Table 10: ANOVA Analysis of Mass Media Influence and Agitations of Restive Youths

		Sum of Squares	df	Mean Square	F	Sig.
Mass media influence and agitations of restive youths	Between Groups	33.361	3	11.120	9.566	.000
	Within Groups	809.067	696	1.162		
	Total	842.429	699			

Hypothesis 4: There is no significant relationship between unemployment, poverty, bad governance, corruption and youth restiveness

Data in table 11 revealed that there is significant relationship between Unemployment, poverty, bad governance, corruption and youth restiveness. Respondents believe that unemployment in the Niger Delta region is as a result of bad governance and corruption. The lack of response from government officials and oil companies has and continues to be a compounding source of tension. In addition, they are of the opinion that government inaction and use of military force and the insensitivity of the oil industries makes youths tend to plan and execute their own protection and reclamation measures. The argument stands that the poverty incidence, unemployment, corruption, bad governance and youth restiveness have been on a visible increase in the region, as much as diseases which results from poverty pose a significant challenge to human security in Niger Delta, and their impacts are immediate on the development of the region with particular focus on education. This is depicted in the *F-ratio of 2.195; p. < .015, tested at .05 level of significance*. As a result, hypothesis seven was rejected.

Table 11: ANOVA Analysis of Unemployment, Poverty, Bad Governance, Corruption and Youth Restiveness

		Sum of Squares	df	Mean Square	F	Sig.
Unemployment, poverty, bad governance, corruption and youth restiveness	Between Groups	22.579	3	2.860	2.195	.015
	Within Groups	628.969	696	1.904		
	Total	631.549	699			

Hypothesis 8: There is no significant relationship between youth restiveness and educational development. The result from the ANOVA analysis (table 12) conducted revealed that there is significant relationship between youth restiveness and educational development in the Niger Delta region. Thus, suggesting that the activities of the restive youths have negative implications on educational development. This is as shown in the *F-ratio 8.153; p. < .000, tested at .05 level of significance*. Consequently, hypothesis eight was rejected.

Table 12: ANOVA Analysis of Youth Restiveness and Educational Development

		Sum of Squares	df	Mean Square	F	Sig.
Youth restiveness and educational development	Between Groups	9.856	3	3.285	8.153	.000
	Within Groups	280.453	696	.403		
	Total	290.309	699			

CONCLUSIONS

This study explores whether the resources found in the Niger Delta region influence youths agitation. The study additionally determines whether peer group influences the agitations of the restive youths as much as it investigates whether mass media influence the agitations of restive youths. It finally determines whether youth restiveness has implications on educational development. In all, this study specifically, sought

tentative answers to the research objectives in relation to the research questions and hypotheses put forward in this study. This study used quality creative writings especially from a developing economy framework to bring together many approaches to achieving sustainable excellent and lasting peace in the Niger Delta. The study covered a lot of ground from both theoretical and empirical data.

The most immediate purpose of this research is to contribute to the knowledge base of education and the society. This research provides insight, for example, into how people think and perceive agenda into their everyday and long term concerns, and into the contexts in which their ideas and attitudes have developed over a period of time (Barton, 2006; Ololube et al., 2013). Consequently, this study has shown us that education and development in the Niger Delta region is largely affected by youth restiveness. It was learned through this study that there is a significant relationship between academic background of the restive youths and their agitations (UNDP, 2006). This study has proven that the researched hypotheses were rejected as the evidence from this study shows that there is a significant relationship between the socio-economic background of parents of the restive youths and their agitations in the Niger Delta region.

The question remains, why do the causes of youth restiveness have such a strong hold on educational development in the Niger Delta? As the literature reviewed in this study suggests, all of the component parts of youth restiveness—poverty, hunger, disease, insecurity, and political inequalities feed into the desire and ability of a people to pursue both basic and more advanced education (Ololube, 2012; Ololube et al., 2013).

The connections between youth restiveness and educational development inform us that it is not simply enough to offer amnesty to ex-militants. In order to ensure that the youths have the opportunity to succeed, live in a secure society, participate in governance, Nigeria must first remove the obstacles that prevent them from experiencing decent and dignified standard of living. Obstacles like pollution, poverty, hunger, disease, insecurity, and socio-economic and political inequalities have to be addressed. The importance of removing these obstacles is heightened when we realize that the youths are key to national development, therefore, should not be marginalized and oppressed (Okaba, 2005; Aghalino, 2012).

Fostering educational development (and eliminating educational underdevelopment) in Rivers State is not an easy task, particularly, considering the continuous increase in youth restiveness, which is as a result of their withdrawal from school systems, and their absence from any form of formal education. Nonetheless, there are a number of steps that can be taken in the direction of fostering educational development. Nigerians must work with their government to instill both a sense and system of accountability for state and corporate bodies to ensure that those companies presently in the region, as well as those likely to enter the region in the future, can be held accountable for their actions, including the effects of oil exploration and drilling on the physical environment of the region (Aigbokhan, 2000). Systems of accountability will also help to ensure that subsequent governments are attuned to the needs of the people and not just the needs of foreign multinationals. When the state and oil industry are held to account for their actions it becomes possible to start building a more secure future for citizens of the Niger Delta (Okaba, 2005).

It is also important that Nigerians adopt and advance the language of peace, mutual respect and development, which is a universal remedy for educational advancement of the state and the nation at large. The more the language and terminology of youth restiveness becomes an accepted norm the less likely it is that states and federal government in Nigeria will be able to get away with violations of cultural values.

Finally, it is imperative to continue to stress to all levels of government, the connections between youth restiveness and education and the connections between education and national development. If governments can come to appreciate that the underdevelopment of Rivers State leads to the underdevelopment of the nation and that the underdevelopment of the nation cannot be remedied in an insecure environment. Thus, government should begin to work towards the eradication of the component parts of the youth restiveness *vis-à-vis* insecurity, poverty, hunger, disease, food insecurity, and socio-economic and political inequalities (Annan, 2000a,b; Ololube et al., 2012).

In realization of the findings of this study, it is obvious that for Rivers State to flourish and grow educationally, and for our democracy to sustain liberty and justice, the next generation of Nigerian citizens must acquire the knowledge, skills, abilities and commitments needed to grow the economy of the state. In

this paradigm, knowledge is regarded as the key to the sustainable development of economies as well as the individuals who live in the nation. Consequently, knowledge should be closely held and enthusiastically guarded in all national activities.

Implication of this Study to Research and Practice

This research contributes to academic knowledge just as any other research does. It adds to our understanding of the phenomenon of youth restiveness and their actions. By knowing how this research is structured, we can make better efforts in our future research actions and experiences. And by knowing how this study's interpretations are made we can build better understandings of the concepts youth restiveness and its implication to educational development of Rivers State. With this better understanding we can begin to develop more meaningful assessments, design more effective forms of actions, and be more thoughtful about our efforts to deal with the issues encountered in the study of youth restiveness and educational development of Rivers State and the Niger Delta region where these activities have shown to be prevalent.

This research produces a growing body of empirical evidence that can be used for decision making about the region. This is not to suggest that this research is an end in itself. It can, however, be applied in a purely technical manner to help solve part of the underdevelopment in the region. This research becomes most meaningful with the realization that research findings must always be filtered through the practical reality of its contexts. Moreover, in light of the conflicting ideas about the purpose of this research, the implication depends largely on our own values and assumptions.

This research has another major implication, not only did it provide a new knowledge base for our educational endeavours, but it also as a means by which we can come to understand such attempts. That is, we can use the process of this research effort and not just its intellectual contents to improve the Rivers State experiences and of those discussed within the academic world.

Furthermore, according to Idumange (2008), available statistics in the educational development of the Niger Delta Region (NDR) show that the region is educationally disadvantaged. The adult literacy status of the Niger Delta States is around 78%, which is significantly higher than the national average of 54%, although marked differences exist among the states. The education sector in the region is burdened with serious structural problems and these have accelerated the proliferation of private schools and withdrawal of children from public schools. The quality of education which has been declining for years has also compounded youth unemployment, conflicts and the socio-economic challenges.

In the urban areas, most parents have withdrawn their children or wards from public schools to private schools, which are presumed to be better secured and equipped. Other parents who are working in the state have out rightly relocated with their children to other states like Abuja and Lagos especially oil workers due to kidnapping and insecurity. According to Idumange (2008), although scholars have not turned attention to evaluate the holistic effect of militancy and youth restiveness on education, there are very strong indications that the fortunes of education have suffered considerably since the insurgency reached its crescendo.

Since the Niger Delta insurgency took an alarming turn after the Kaiama declaration of Dec. 11, 1998, the movement has graduated from vandalization of oil facilities, kidnapping of expatriates to the kidnapping of school children, women and relatives of influential politicians and the wealthy.

The aura of strife, unrest and barbarism associated with the Niger Delta region and its accompanying media reports have discouraged scholars from other lands from collaborating with their counterparts in the region. Thus the insurgency vitiates scholarship and development of knowledge networks in the Niger Delta region. Most expatriates collaborating with Nigerian in the area of field studies have all withdrawn for fear of been kidnapped. Similarly, Nigerian scholars engaged in field work are also threatened by the heavy military presence in the area. The climate of fear and insecurity cannot encourage any meaningful study or research (Idumange, 2008).

Niger Delta youths who are exposed to hostage taking and kidnapping are daily getting attracted to insurgency and its accompaniments such as ransom taking, illegal oil bunkering, harassment of traders in the creeks and extortion of monies from them. With the prevailing mass unemployment, youths are deluded to believing that kidnapping is an easy way of guaranteeing quick money, including school children. This attitude has negatively affected student's enrolment in schools.

If we painstakingly examine the causality of the educationally disadvantaged status of the NDR, it will be obvious that, intrinsically, the character of youth militancy will dislocate the educational system and this is capable of impeding efforts at human resources development in the Region. Certainly, education as an enterprise cannot thrive in an atmosphere of chaos and instability.

Finally, if 30, 000 youths of Niger Delta origins according to Amnesty office have registered for the Amnesty programme from June 2009 – June 2013, and well over 11,420 youths of Rivers origins have registered for rehabilitation at the Rivers State Social Development Institute Okehi as at August 2012, then it goes to support the claims by UNESCO's reports that 10.5 million Nigerian children are out of school and justifies this research that youth restiveness has implications on educational development of Rivers State.

Recommendations

This study recommends that:

1. Government should be strict on the implementation of the free education programme and policy at all levels in Rivers State.
2. The environmental problems of the Niger Delta region and Rivers State in particular should be addressed without wasting time in order to significantly reduce the crisis and underdevelopment in the region, which will go a long way to reducing youth restiveness.
3. The underdevelopment, poverty, bad governance and corruption in the region should be reduced to the minimum so that the development and the reduction in youth restiveness will be strengthened.
4. The illegal oil bunkering, which is significantly related to the crisis and underdevelopment of the Niger Delta region should be addressed through ensuring that the petro dollar money laundering will be reduced to the minimum.
5. The gap in the socio-economic and political inequity in the region should in fact be reduced so that the crisis of youth restiveness and development of the Niger Delta region, especially Rivers State will be fostered.
6. The interventionist strategies by various commissions and committees must be strengthened to significantly impact on the development of the Niger Delta region and Rivers State in particular.
7. The establishment of skill acquisition centers across the Niger Delta and indeed the entire country by all levels of government and multinational companies would empower the unemployed youths and thus, increase job creation potentials.
8. All the Niger Delta states should emulate Rivers State government by establishing Social Development Institutes to rehabilitate restive/ex-militant youths in their various states in tandem with the federal government amnesty programme.
9. There must be justice in Nigeria, adequate funding of development projects in the Niger Delta region, the political will to punish criminals accordingly, check arms running in the region and creation of employment opportunities for the youths are all means to reduce youth restiveness.

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