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## GENDER AND EDUCATIONAL EXPOSURE AS PREDISPOSING FACTORS OF YOUTH RESTIVENESS IN KWARA STATE, NIGERIA

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### ABSTRACT

**INTRODUCTION:** Reports of growing cases of cultism, ethnic militia, kidnapping, armed robbery, thuggery and agitations of Nigerian youths on alarming dimensions are seriously becoming a matter of grave concern to all and sundry. The rate at which youths take up arms is quite disturbing as many family become victims of this spate of violent upsurge.

**PURPOSE:** This study investigated the role of gender and educational exposure as predisposing factors of youth restiveness in Kwara State, Nigeria.

**METHODS:** The study presented a systematic analysis, rich theoretical and empirical description of the role of gender and educational exposure in youth restiveness in Kwara State, Nigeria. The sample of this study comprised 450 respondents (294 male and 156 female) from the population of 2,953 batch A National Youth Service Corp members posted to Kwara State in the month of May, 2015. The instrument used for data collection was an 18 item researchers' self-structured questionnaire titled "Gender and Educational Exposure Youth Restiveness Predisposing Scale (GEEYRPS). The reliability coefficient for the instrument using Cronbach coefficient alpha was 0.78.

**RESULTS:** Results revealed among others the increasing rate of female youth's involvement in restive acts and ineffective socialisation of today's Nigeria child towards meeting societal expectations for gender roles as predisposing factors of youth restiveness. Study equally reveal the quality of socialisation education acquired at home and school as a potential predisposing factor of youth restiveness. Significant relationship exists between gender and agitation of restive youths as well as between educational exposure of youths and their agitation.

**RECOMMENDATIONS:** Recommendations include the need for parents to be alive to their responsibilities of inculcating into their children moral values and character training to strengthen their self-control skills and stabilise them against participation in youth restiveness.

**Keywords:** Educational Exposure, Gender, Predisposing Factors. Youth restiveness



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## **PUBLIC INTEREST STATEMENT**

This study is important for extending the sphere of awareness to the public on expected roles of individuals towards ensuring that gender and educational exposure are protective rather than predisposing factors of youth restiveness. The findings will empower youths that are members of restive group to quit and cause potential members to refrain from joining a life threatening gang. This study will help to create awareness in parents of the need to conscientiously expose their children to societal values early in life to protect them from engaging in restiveness in their future lives. School teachers and administrators' efforts in exposing students to quality academic and moral values needed for accurate perception of role expectations and success in school will be ensured through this study. This study will significantly assist government officials to focus rightly on effective social responsibility support required for youth development and engagement in worthwhile life ventures as preventive factors of youth restiveness.

## **INTRODUCTION**

The spate of insecurity that currently pervades the globe is obviously taking its toll on Nigeria. Nigeria as a nation has in recent times witnessed a massive resurgence in youth violence and acts of lawlessness. There is steady increase in the rate at which Nigerian youths take up arms to perpetuate anti-social acts of cultism, killing of innocent citizens, wanton destruction of properties, robbery, arson, kidnapping, hostage-taking of eminent individuals, bombing of markets, banks, religious organizations and installations to mention a few. These antisocial behaviours usually become what is termed youth restiveness. The magnitude which discipline problems of youths have assumed is daily causing Nigerians to express their worries about security breaches and challenges resulting from youth restiveness which is cutting across virtually all Geo- Political zones in the country.

The term youth had been described in diverse dimensions. Youth is any person that is over 12 years but not more than 40 years (Nwanna-Nzewunwa, Girigiri and Okoh, 2007). Federal Ministry of Education (FME) (2004) officially placed the age bracket of youths between 16 to 30 years. In psychological concept, the term youth is synonymous with adolescence, the stage of human development during which a young person has enormous energy to enable him engage in physical activities like adults but lacks stability of emotion causing him or her to make wrong

decisions on a number of important issues and also direct their energy towards negative channels like restiveness.

Some reasons are advanced for disapproval of deviant and anti-social behaviour among youths of any given setting and particularly in Nigeria. First, deviant behaviour among youths negates healthy community development, state viability and quest for stability. Second, Nigeria looks up to youths as tomorrow leaders hence the high expectation that youths acquire appropriate behaviour patterns in relation to community approved norms and values (Slavin, 2000). Third, some behaviours and actions engaged by youths tend to have long term negative consequences. In the light of that, Girigiri (2007) gave warning on the grave implications of engaging children of school age or those that are out of school in restiveness.

The marked deviant behaviour among Nigerian youths had been attributed to breakdown in the process of socialization (Uriah, Egbezor & Olube, 2014). Nigerian youths have for some years developed into what could be regarded as social loafing, non-conformity behaviour, illusion of self and group vulnerability because the family has failed to live up to its responsibilities as custodian of societal norms and values (Uriah et al 2014). The school too, has not provided the needed accurate perception of role expectations to direct activities of youths while the Nigerian leadership has also failed to display social responsibilities of showing the followership the right direction to follow

(Eneme & Onyene, 2010; Idzua, 2012). According to Eneme and Onyene (2010), the use of youths by political heavy weights to carry out crimes of hate and violence for example, demonstrated the failure of leadership to provide appropriate direction for youths hence youth restiveness has become one of many security challenges facing man in the contemporary society.

The term restive is described by the Thesaurus Dictionary as unwillingness to be guided or controlled. Youth restiveness is a prostration embarked upon to enforce a desired outcome from a constituted authority, attributed to perceived victimization arising from economic exploitation, bad governance, unemployment, poverty, inadequate educational opportunities, lack of basic infrastructure and inadequate communication and information (Elegbeye, 2005). Although government on its part is perceived as not proactive enough in promptness and use of relevant strategies to address societal challenges (Eneme & Onyene, 2010), considering the colossal loss of lives and properties involved in youth restiveness, Idzua (2010) condemned the use of restiveness as a means of getting what youths want from government or from any corporate bodies and urged youths to direct their energies towards positive channels like academic programmes, sports, commercial activities and community development.

Providing psychological theory framework for analysis of grievance responses to frustrating circumstances, Sischka, Melzer, Schmidt and Steffgen (2021) observed that psychological variable of deprivation is the basic product of conflict and restiveness of any kind. According to him, the more widespread and intense deprivation is among members of a population, the greater is the magnitude of violence in one form or the other. The dissatisfaction of the people of South-South Nigeria, especially the youths on the level of attention given to development of their region and the damages to the ecology by oil spillage, are major causes of alarming rate of youth restiveness (Chika & Onyene, 2010).

With regards to gender and youth restiveness, literature is replete concerning division of labour between male and female role differentiation and role types. Nigerian society, like any other society worldwide is stratified along gender classification and consequently, role differentiation system translates into specification of roles along gender lines (Omodjohwoefo, 2011). Gender refers to socially or culturally constructed differences between males and females found in meanings, beliefs and practices associated with masculinity (Lober, 2004). As is the practice of African people, Omodjohwoefo (2011) reported that gender role socialization is a central core of Nigeria society's expectations and cultural values. In most part of the country, the cultural expectation of men and women are well known and clearly defined. Gender role socialisation also results in stereotyping as it involves personal traits and attributes presented by a society or culture which requires that men think and behave like men (masculine) and also expects women to think and behave like women (feminine). Gender role socialisation plays significant roles in orienting children as they grow up in terms of culture and imbibing positive behaviour into appropriate gender roles in relation to community expectations. It is a truism however that gender role expectation in Nigeria of today is more defined in theoretical terms than practical terms as it appears obvious that attention is shifted from inculcating in the young values of gender role socialisation by many Nigerian families.

In line with the philosophy of cultural research which indicates that gender role behaviour is learned behaviour, gender has been found to be a dominant factor of vocational preferences among Nigerian secondary school students (Tenuche, 2009). Male and females who undergo different socialising experiences tend to learn different gender roles and behaviour patterns and therefore develop different interests (Slavin, 2000). In line with this observation is the finding of Tenuche (2009) that male adolescents were more interested in outdoor mechanical and

persuasive occupations than female adolescents who were more interested in computational, artistic, literary and clerical activities.

Commenting on the breakdown in the process of gender role socialization of the present day Nigeria, Uriah, Egbezor and Olube (2014) and Tenuche (2009) stressed the impact of various forms of challenges of the modern day events and developments which tend to hold back internalization of treasured family values. In a similar vein, Uriah et al.(2014) remarked the high wall of gender stereotyping which came tumbling down in the 1990's , the period he referred to as watershed in occupational disintegration as indicated by significant declines in measures of occupational difference. In addition, advances of women's movements, the enactment of laws prohibiting gender discrimination, increase in female enrolment in higher education and professional schools, the steady increase in women's labour force participation and reduction in gender stereotyping in both education and employment, all contributed to the new trend in adolescent career aspirations (Uriah et al., 2014). Increased involvement of women in political participation involving voting at election, contesting for political and party offices, attending political rallies and joining political parties is witnessed.

Occupations that were considered as exclusive preserves for men have witnessed significant number of female folks (Uriah et al. 2014). This deviation from the indigenous gender role pattern may play significant role in the degree of agitation of female youths in restive acts of protest, cultism, bombing, robbery, kidnapping and illegal bunkering alongside their male counterparts (Uriah et al.2014).Women are becoming more actively involved in the operations of Boko Haram in Nigeria as carriers and detonators of improvised bombs. Affirming this view, Zenn and Pearson (2014) stressed the significant increase of gender component of Boko Haram's tactics, messaging and violence. Increased female involvement as connivance and collaborators of bandits in Nigeria was also reported by Osuji,

Sylvester Ekhamheye, and Tony-Okolo, (2021).

With respect to educational exposure and youth restiveness, educationists are quick to stress the relevance of home and schools' modelling roles towards child's acquisition of truthful disposition like respect, honesty, responsibility, hardwork, empathy and determination (Slavin, 2000). Such values typically learned by what a child experiences sets the expectation for how to act in everyday life (Slavin, 2000). The values paves way for self-control, resilience, direction to choice of profession and meaningful living (Bracken, 2020). The usefulness of education to individual and the nation had been severally identified. Education in its broad sense is any act of experience that has formative effect on the mind, character or physical ability of an individual. Education is the process of acculturation through which the individual is helped to attain the development of his potential hence his perfect self-fulfilment (Achuonye & Ajoku, 2003).

The usefulness of education as stated above points to the importance of worthwhile education acquisition that provides knowledge, awareness and focus as it exposes learners to what they need to know about themselves and the nation towards development of resilience and ability for coping with daily life challenges. The question is how well exposed are Nigerian youths to worthwhile education considering various discipline problems of rule violation, disruptiveness ,bullying, sexual harassment, examination malpractice, school refusal, vandalism, fighting and teenage pregnancy perpetuated at schools which are signs of adjustment problems to school and classroom instructions that positive educational exposure is meant to curb (Ajayi, 2015). In addition is students' outright demonstration of poor commitment to effective learning and teachers' lack of passion to support students' knowledge acquisition which rightly explain the adage of students passing through school without school passing through them.

Knowledge is gained through exposure of learners to ideas, values, information and practical activities. School teacher's effective teaching for instance helps to bring learners to direct contact with subject matter in order to enhance academic mastery, understanding and school engagement.(Slavin,2000). While effective modeling of students' learning is a product of teacher's proactive actions towards effective exposure of students to learning situations and contents, without learner's attention and practice that enable appropriate processing and coding of information, no permanent change in behaviour (learning) will take place (Bracken,2020). Bandura (1977) modelling theory explains that most human behaviour is learned observationally through modeling and from observing others, one forms an idea of how new behaviours are performed at later occasions.

Bandura's (1977) experiment investigated the influence of observational learning on children modeling of aggression behaviour and found that children learned aggression by exposure to aggressive situations. This experiment relates to classroom effective teaching- learning situations that successfully expose students or bring them into contact with the content of subject matter to enable information processing. This of course requires firstly the attention phase, students paying attention to teacher who is the model and attractive in terms of subject matter, teaching style, and who is successful , interesting and popular presenting clear and interesting cues by using novelty or surprise thereby motivating students for high grades (Slavin, 2000). Teaching being a process of knowledge dissemination from teachers to students, requires quality teaching to stimulate students' effective study and performance as expected (Slaving, 2000., Egodi, Jamabo, 2015).

The relative effect of thorough observation, attention and practice as prerequisites to knowledge acquisition of students for eventual information retrieval at test and examination periods as emphasised in Bandura experiment

but which are not commonplace among many students of Kwara State of the present time is an unfortunate issue. With the combination of poor quality teaching and students' lack of commitment to school activities, tendency is high for distraction of students from academic activities and increased dropout rate resulting from poor academic achievement and deviant behaviour. Poor quality teaching demotivates students and catalyse the process of diminishing interest in the subject and commitment to school activities (Bracken, 2020, Egodi & Jambo, 2015). Most of the restive youths were school drop outs who were sent from school for poor academic performance (Uriah et al. 2014). Out of school cases are responsible for insurgency of Boko Haram (Jeremiah (2015). Few others had certificates that can readily qualify them for employment in competitive environment (Uriah et al. 2014). Education was a good machinery in curbing youth restiveness (Zakariah, 2006). This study investigated gender and educational exposure as predisposing factors of youth restiveness in Kwara State, Nigeria.

### **STATEMENT OF THE PROBLEM**

The menace of youth restiveness in Nigeria has assumed an alarming and dangerous proportions. It has not only become a threat to the security of the country but to the collapse of educational advancement from the primary to the tertiary level. Fear and apprehension of probable abduction for ritual killing and hostage- taking presently grip the heart of every road user. Life is not safe on the road, rail and air, in churches, mosques, market places, and even homes. Security of schools is at stake as schools are also target of Boko Haram insurgents and kidnappers hence several schools deserted and students relocated in diverse camps in Borno, Yobe and Adamawa States. The 276 female students kidnapped on the night of 14-15 April 2014 from the Government Secondary School in the town of Chibox in Borno State, Nigeria by Boko Haram, an Islamic Jihadist and terrorist organization based in northeast Nigeria

remains a bitter experience to educationists and parents (Jeremiah, 2015).

In Kwara State, frequent bloody clashes of hoodlums and criminal elements are on increase. Reports of armed bandits' striking on some communities in Asa, Ifelodun, Edu and Ekiti Local Government Areas destroying lives and properties is extremely disturbing. Also of concern are rampant cases of kidnapping, political violence, bank robbery in alarming proportion by criminal elements mainly youths causing mayhem and attacks on residents. The April 5, 2018 Offa Bank robbery during which more than thirty (30) people including policemen were shot dead by daredevil armed robbers who invaded Offa banks causing panic and chaos among residents were killed is still fresh in the memory. Prominent among ranging opinions of well-meaning people of Kwara State on probable causal factors for rising youth criminality and banditry is the apparent decline in quality home and school education for male and female youth with cited examples of regular disengagement of undergraduate students from school occasioned by incessant industrial disputes.

Previous research on youth restiveness has focused on the causes, consequences and challenges of youth restiveness. Studies in the literature on gender and educational exposure as predisposing factors of youth restiveness is rare. This study is to fill the gap in view of the enormity of the challenges posed by youth restiveness and its grave implications for the corporate existence of Nigeria, Kwara State precisely. This study therefore investigates the possible predisposition of gender and educational exposure factors in youth restiveness. In specific terms, the study ascertained whether gender and educational exposure play any roles in the agitations of restive youths of Kwara State, Nigeria.

#### **PURPOSE OF THE STUDY**

This study seeks to find out whether:

1. Gender factor predisposes restive agitations of Kwara State youths.

2. Educational exposure factor predisposes restive agitations of Kwara State youths.

#### **RESEARCH QUESTIONS**

1. To what extent is gender a predisposing factor of youth's restive agitations?
2. To what extent is educational exposure a predisposing factor of youth's restive agitations?

#### **RESEARCH HYPOTHESES**

1. There is no significant relationship between gender factor and agitations of Kwara State restive youths.
2. There is no significant relationship between educational exposure factor and agitation of the restive youths of Kwara State.

#### **METHODOLOGY**

##### **Research Design**

The descriptive survey design adopted for this study employed quantitative research methods because much of data what is known about people's knowledge and attitudes is based on responses to survey questions (Greswell, 2007).

##### **Population and Sample**

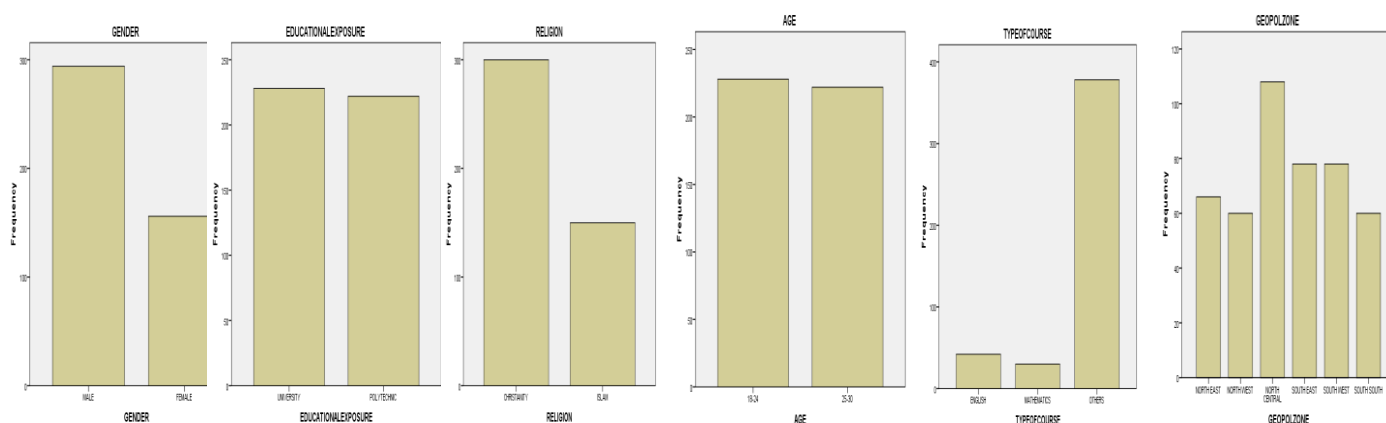
Purposive random sampling technique was used for selection of Yipata camp orientation centre in Edu Local government Area of Kwara State, Nigeria as venue for data gathering. It is a venue where all youth corpsers must gather for their orientation exercises in Kwara State. The target population for the study comprised all youths Corpsers (male and female) resident in Kwara State, Nigeria in the 2015 service year. The choice of Youth Corp members as sample is based on its fair representation of Nigerian youths from the thirty-six states and Federal Capital Territory, Abuja. Youth Corpsers were stratified according to their geo-political zones and this was followed by simple random sampling technique for selection of 450 sample (294 male and 156 female) from the population of 2,953 National Youth Service Corp Batch A members posted to Kwara State having their orientation at

Yipata, Edu Local Government Area of the state in the month of May, 2015 that participated in the study.

Respondents' personal information reveal that 294 (65.3%) were male while 156 (34.7%) were female. Based on institutional types of respondents, and age, 228 (50.7%) were products of University while 222 (49.3%) were products of Polytechnics. Data on the age of respondents reveal 228 (50.7%) were of the age range of 18-24 years and 50.7 (49.3%) of 25-30 age range. Data further revealed that 800 (66.7%) respondents were Christians while 150 (33.3%) were Muslims. With regards to type of course 42 (9.3%) respondents were graduates of English 30 (6.7%) of Mathematics and 378 (84.0%) of others (Geography, Business Education, Religious Studies, Biology Education, Chemistry, Statistics, Computer Science, Accounting, Elect/Elect Engineering, Mass Communication, Economics, Counsellor Education, Educational Management, Electrical Engineering, Yoruba Education, Mechanical Engineering, Lab Scientist, Linguistics, Physiology, Anatomy, Medicine, Library and Information Science, Social Studies, Physical and Health Education, Guidance and Counselling, Sociology, Human Kinetic and many others.

### Instrument for Data Collection

An instrument tagged "Gender and Educational Exposure's Influence on Youth Restiveness Scale" (GEYERS) constructed by the researchers was used to elicit information from respondents. The instrument had two sections: A and B. Section A sought for the demographic information of gender, institution type, age, religion, type of course and geo-political zone. Section B consists of 18 statements. The first set of nine items addressed gender factor and the other 10-18 addressed educational exposure items as predisposing factors of youth restiveness respectively using the modified Likert Scale Four Points Format type scoring format of :Strongly Agree =4, Agree =3, Disagree=2 and Strongly Disagree=1respectively. The instrument was content validated by a group of three assessment experts who indicated the appropriateness of the items in terms of ease of understanding and relevance. The instrument was pre-tested on thirty Youth Coppers serving in Ilorin Kwara State capital at the NYSC Headquarter office that were not part of the final study. Analysis of responses using Cronbach Alpha yielded an interval consistency coefficient value of 0.78, a satisfactory measure of the instrument's reliability.



**Figure 1: Bar Chart representing respondents' demographic information**

Figure 1 above presents bar chart distribution of respondents; according to gender, educational exposure, age, religion, type of course and geo-political zones.

### Procedure for Data Collection

Data collection using GEYERS was conducted by the present researchers and four other research assistants who had been intimated on method of

administration on selected sample of Corp members of batch A May, 2015 at the ten (10) platoons in Yipata camp after seeking the approval of the camp authorities and the Youth Corp members themselves. Completed copies of administered questionnaire were retrieved immediately.

**Methods of Data Analysis**

**Table 1: Mean rating and standard deviation of responses on gender and its influence youth restiveness.**

Results obtained from answered research questions and tested null hypotheses were analysed using inferential statistics of simple percentage, mean scores, graph, and Pearson Product Moment Correlation Statistic respectively.

**RESULTS**

**Research question 1:** To what extent is gender a predisposing factor of youth restive agitations?

S/ N	Items / Variables	$\bar{x}$	SD	N	Remarks
1	The Nigeria child of today is effectively socialised to meet societal expectations for his or particular gender role	1.96	.757	450	Rejected
2	In most parts of Nigeria, cultural role expectations of man and woman are well clearly defined	2.95	.799	450	Accepted
3	Gender factor is a prominent determinant of occupational aspirations, preferences and choices	3.05	.672	450	Accepted
4	Males (boys) and Females (girls) undergo different socialising experiences that teach them different gender roles and behaviour patterns thus developing different interests	2.84	.995	450	Rejected
5	The gender roles, behaviour patterns and interests of males and females later become dominant factors in their aspirations and choice of restiveness	2.99	.775	450	Accepted
6	Gender stereotyping and aspiration among adolescents are highly related to the bias view that we live in a world dominated by man which is now highly contradicted by the current call for equal participation of women in political, economic and social spheres of Nigeria at national and international levels.	3.28	.723	450	Accepted
7	Female youths are increasingly involved in restiveness like their male counterparts.	3.13	.526	450	Accepted
8	Male youths are increasingly involved in restiveness like their female counterparts.	3.00	.849	450	Accepted
9	Gender stereotyping of roles by political, historical, religious and legal norms consistently produce inequalities in woman's economics potentials and control of resources.	2.52	.944	450	Rejected
<b>Grand total</b>		<b>2.86</b>			



Results on tables 1 above reveal mean value responses to items on the role of gender factor in restiveness. Results reveal that mean values for any item(s) on the extent to which gender factor influence the agitations of restive youths Results reveal that mean values for any item(s) that is lower than 2.86

was rejected by respondents as predisposing factors while those from 2.86 and above were accepted as predisposing factors of youth restiveness

**Research Question 2:** To what extent is educational exposure a predisposing factor of restive youth agitations?

**Table 2: Mean rating and standard deviation of responses on educational exposure and youth responsiveness.**

S/N	Items / Variables	$\bar{x}$	SD	N	Remarks
1	The quality of education acquired either at home or school is a significant agent of socialisation which eventually influence youths restiveness	3.29	.670	450	Accepted
2	The quality of schools attended by youths is a determinant of their restiveness	2.61	.879	450	Rejected
3	Youths that drop out from school as a result of poor academic performance are likely to join restive groups	2.48	.958	450	Rejected
4	The level at which youths drop out of school is a major determinant of restiveness among youths.	3.00	.880	450	Rejected
5	Majority of youths which drop out from school exhibit antisocial behaviours that may never help them fulfil their potentials in life	3.37	.708	450	Accepted
6	Nigeria needs the best and brightest students in education to contribute to national development but depriving educated youths of their rights lead to restiveness	3.08	.861	450	Accepted
7	Teachers' poor handing of subject matter, hence their inability to model students' learning and mastery behaviour provides link to students' distraction from school work and restiveness.	3.23	.532	450	Accepted
8	Students' involvement in behaviour problems like absenteeism, lateness, cultism at the expense of academic work paves way for school failure and youth restiveness.	3.27	.597	450	Accepted
9	Use of ineffective disciplinary measures by school to curb behaviour problems of students provides link to agitation for restive acts of youth after leaving school.	3.24	.608	450	Accepted
<b>Grand total</b>		<b>3.06</b>			

Results on tables 2 above reveal mean value responses to items on the

extent to which educational exposure factor is a predisposing factor of youth

restiveness. Results reveal that mean value(s) to any item on the role of educational exposure in youth restiveness presented in table 3 that is lower than 3.06 was rejected while those

from 3.06 and above were accepted as predisposing factors of youth restiveness.

**HYPOTHESES**

**Hypothesis 1:** There is no significant relationship between gender factor and the agitation of restive youths.

**Table 3: Correlation between gender and youth restiveness**

Variables	N	Mean	SD	Df	Cal. r-val	Crit. r-val.	Decision
Gender	450	1.35	.476	.448	.447	.195	H <sub>01</sub> rejected
Youth restiveness	450	2.84	.995				

Note:  $p < .05$  H<sub>01</sub> rejected

Results on table 3 reveal that the calculated value of .447 is greater than the critical r-value of .195 at .05 level of significance for .448 degree of freedom. Thus, the null hypothesis which states that there is no significant relationship between gender factor and the agitation of restive youths was rejected. The

implication is that a significant positive relationship existed between gender and the agitation of restive youths.

**Hypothesis 2:** There is no significant relationship between educational exposure of restive youths and their agitation.

**Table 4: Correlation between educational exposure and youth restiveness**

Variables	N	Mean	SD	Df	Cal. r-val.	Critical r-val.	Decision
Gender	450	1.49	.501	.448	.447	0.01	H <sub>02</sub> rejected
Youth restiveness	450	2.84	.995				

Note:  $p < .05$  H<sub>02</sub> rejected

Results on table 4 show that the r-value (0.01) was less than the significant level at (0.05). Therefore, the null hypothesis which states that there is no significant relationship between educational exposure and the agitation of restive youths was rejected. This implies that there was significant relationship between educational exposure and agitation of restive youths of Kwara State.

**DISCUSSION**

This study surveyed the role of gender and educational exposure in youth restiveness in Kwara State. The results of the study indicated that:

1. gender was a significant factor in youth restiveness as significant relationship was found between gender and youth restiveness.
2. significant relationship was found between educational exposure and youth restiveness.

Responses to items on gender factor revealed gender's significant role

in youth restiveness. Respondents rated high the fact that cultural role expectations of man and woman are well clearly defined in most parts of Nigeria. They also rated high the item that female youths are increasingly involved in restiveness like their male counterparts. However, respondents rated low the item stating that gender factor is a prominent determinant of occupational aspirations, preferences and choices. They also rated low the item stating that Nigeria child of today is effectively socialised to meet societal expectations on his or her particular gender role. The results corroborate the findings of Uriah et al. 2014 that breakdown in the process of gender role socialization has negatively affected the inculcation of societal expected values and norms on Nigerian youths. It also supports the assertion by Alade, Nwakwo, Kanu, Marire, Balogun and Uhiarara, (2012) and Uriah, Olube, and Egbezor (2015) that the family, schools and leadership shy away from their responsibilities in inculcating in their children norms and values that are required of them as they grow and therefore, these agents have created conditions for restiveness.

Result of this study also revealed significant relationship between educational exposure and youth restiveness. Responses to items on educational exposure factor revealed its significant role in youth restiveness. Respondents rated high the item stating that the quality of education acquired either at home or school eventually influences youth restiveness. The item stating that teachers' poor handling of subject matter, hence their inability to motivate and model students' learning and mastery behaviour provides link to students' distraction from school work and restiveness was rated high. Respondents also rated high the item stating that use of ineffective disciplinary measures by school to curb behaviour problems of students provide link to agitation for restive acts after leaving school. The results of this study is supported by the finding of Wingwood and DiClemente, (2000)., Obuh (2005)., Nwakwo., (2012) and Uriah et al. (2015 ) that schools have failed to expose

students to the needed accurate perception of the role expectations to direct activities of youths.

Teachers' inability to model students' mastery of subject matter motivate appropriate mode of behaviour has been linked to increased deviant behaviour of students and agitation for restive activities. Besides, lack of conscientious effort on the part of Nigerian government to make education qualitative and functional by ensuring that schools are equipped with relevant teaching aids and other instructional materials that make learning pleasurable and didactic is a major challenge to successful exposure of learners to qualitative education (Uriah et al. 2015). Naturally, the quality of teachers corresponds with the quality of graduates they produce. This was Nigeria experience in times past when quality teachers in Nigerian schools was very high as only the best applied for teaching job but sadly today, what obtains is the exact the opposite (Obuh, 2005). This study emphasizes the complementary roles of both societal set norms and values education and western education on successful youths' attainment of resilience, self-control, and self-discipline in the face of ranging divers anti-social behaviours in the world today. To achieve the purpose of education as an instrument for social progress without which an individual can attain development, stakeholders in education must all be alive to their responsibilities.

## **CONCLUSION**

This study investigated gender and educational exposure as predisposing factors in youth restiveness in Nigeria. This study has proven that the research hypotheses were rejected as the evidence from the study shows that significant relationship existed between gender and youth restiveness. Significant relationship was found between educational exposure and youth restiveness in Nigeria. The result of the breakdown in gender role socialization had actively catalysed internalization of wrong values and deviant behaviour of youths which provided fertile grounds for restiveness among female youths like

their male counterparts. Teachers' poor handling of subject matter was responsible for their inability to model students learning and mastery behaviour, hence the distraction of youths from school work and attraction towards agitation for restiveness.

### **RECOMMENDATIONS**

The following recommendations are provided for this study:

1. Parents, should appropriately socialise male and female children to enable them meet their societal expectations accordingly. Parents should inculcate into their children societal moral values and character training to fortify the strength of their skills for self-control, self-discipline and resilience hence ability to resist agitation for restive activities in the future.
2. Schools and homes should expose students to the needed accurate perception of roles expected to direct activities of youths.
3. Teachers' should strive to model students' mastery of subject matter and motivate appropriate mode of behaviour in order to reduce deviant behaviour of students and agitation for restive activities.
4. Students should be attentive to home and school education and shun deviant behaviour so as not to fall prey of youth restive activities.
5. Kwara State Ministry of Education should make education qualitative and functional by ensuring that schools are equipped with relevant teaching aids and other instructional materials that make learning pleasurable and didactic in order to successfully facilitates exposure of learners to qualitative education.
6. Naturally, the quality of teachers corresponds with the quality of graduates they produce. Teaching employment should be granted competent teachers that can effectively handle of subject matter and model students

learning and mastery behaviour only in order to limit distraction of youths from school work and attraction towards agitation for restiveness.

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This paper is coauthored by Beatrice Tayo Ajayi (corresponding author) and Oyenike A Oyinloye. The corresponding author in person of

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