

**ASSESSMENT OF THE EFFECTS OF YOUTH  
RESTIVENESS ON THE ACADEMIC ACHIEVEMENT  
OF YOUTHS IN THE NIGER DELTA**

***By***

**EDEKI, AKPOGBERO OBARO  
(FUT/ITE/PGD/2007/29)**

**THE DEPARTMENT OF INDUSTRIAL TECHNOLOGY  
EDUCATION, SCHOOL OF SCIENCE AND SCIENCE  
EDUCATION, FEDERAL UNIVERSITY OF  
TECHNOLOGY, MINNA.**

**MAY, 2011.**

**ASSESSMENT OF THE EFFECTS OF YOUTH  
RESTIVENESS ON THE ACADEMIC ACHIEVEMENT  
OF YOUTHS IN THE NIGER DELTA**

**By**

**EDEKI AKPOGBERO OBARO  
(FUT/ITE/PGD/2007/29)**

**A THESIS SUBMITTED TO:**

**THE DEPARTMENT OF INDUSTRIAL TECHNOLOGY  
EDUCATION, SCHOOL OF SCIENCE AND SCIENCE  
EDUCATION, FEDERAL UNIVERSITY OF  
TECHNOLOGY, MINNA.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE AWARD OF POST GRADUATE DIPLOMA IN  
INDUSTRIAL TECHNOLOGY EDUCATION**

## **DECLARATION**

**I EDEKI OBARO of Reg. No. PGD/ITE/029 declare that the work embodied in this thesis is original and has not been submitted in part or full for any other degree of any other university.**

.....

**EDEKI OBARO**

.....

**DATE**

## CERTIFICATION

This thesis: **Assessment of the Effects of Youth Restiveness on the Niger Delta** by **Edeki A. Obaro** meets the regulations governing the award of the degree of **Post Graduate Diploma** of the **Federal University of Technology, School of Science and Science Education, Minna.**

**J F MAIGIDA**  
(PROJECT SUPERVISOR)

.....  
SIGN/DATE

**K. A. SALAMI**  
(HEAD OF DEPARTMENT)

.....  
SIGN/DATE

**PROF. M. GALADIMA**  
(SSSE)

.....  
SIGN/DATE

**PROF. S. N, ZUBAIRU**  
(DEAN OF P. G SCHOOL)

.....  
SIGN/DATE



## **DEDICATION**

This project is dedicated to my family and to the entire youths of the Niger Delta

## **ACKNOWLEDGEMENT**

I am immensely indebted to our Lord Jesus Christ who made it possible for me to start and complete this work and to my project supervisor, J. F. Maigida, whose kind direction and guidance made this work possible and to the Head of Department, Prof. K. A Salami and the entire lecturers of the department for giving me great insight on the task before me.

I am equally grateful to Mr. Arobonlo Oladopo Tony for his financial support and encouragement in the course of my studies. Also, I equally appreciate and recognized the good role played by my dear friend, Mr. Bello Kuta and Mr. Goddey Oruma of the Delta state youth and Sport Ministry. Finally my profound gratitude goes to my wife and family for their thoughtful support and to all that rendered support to me directly or indirectly in the course of this work.

## TABLE OF CONTENT

Title page	i
Approval	ii
Declaration	iii
Certification	iv
Dedication	v
Acknowledgement	vi
Table of content	vii
List of tables	viii
Abstract	ix

### Chapter One

#### Introduction

1.1	Background of study	1
1.2	Statement of the problem	5
1.3	Purpose of the study	6
1.4	Significant of the study	7
1.5	Research questions	8
1.6	Hypotheses	9
1.7	Delimitation of the Study	9

### Chapter Two

#### Review of Literature

2.1	Theoretical frame work of youth restiveness	10
2.2	Youth Restiveness in the Niger Delta: An Introduction	14
2.3	The impact of youth Intervention Programmes on Youths Restiveness	17
2.4	Relevance of Academic Backgroung to youths in the Niger Delta	20
2.5	Factors affecting academic achievement	21
2.6	summary of literature Review	25

### Chapter Three

#### Methodology

3.1	Research design	27
3.2	Area of study	27
3.3	Population of study	28

3.4	Instrument for data Collection	28
3.5	Validation of the Instrument	28
3.6	Reliability of the Instrument	28
3.7	Method of data Collection	29
3.8	Methods of Data Analysis	29

## **Chapter Four**

### **Analysis and presentation of Data**

4.1	Are the objectives of Intervention Programmes for Youth Restiveness in the Niger Delta?	30
4.2	How Adequate are the Intervention Programmes for Youth Restiveness in the Niger Delta?	32
4.3	What are the Factors Affecting the Academic Background of the youths in the Niger Delta?	33
4.4	What methods can be adapted to eliminate youth restiveness in the Niger Delta?	34
4.5	Hypothesis 1	36
4.6	Hypothesis 2	37
4.7	Hypothesis 3	39
4.8	Hypothesis 4	41
4.9	Findings of the study	43

## **Chapter Five**

### **Discussion, Summary, Conclusion and Recommendation**

5.1	Discussion of findings	44
5.2	Summary of the study	48
5.3	Conclusion	49
5.4	Implication of the study	
5.5	Recommendation	49
	<b>References</b>	51
	<b>Appendices: 1</b>	54
	2	60

## LIST OF TABLES

### TABLES

4.1 Trainers and trainees mean and standard deviation on the functionality of youth intervention programmes.	30
4.2 Trainee and trainers mean and standard deviation on the adequacy of youth intervention programmes	31
4.3 Respondents mean and standard deviation on the background of youth in the Niger Delta	32
4.4 Respondents mean and standard deviation on the methods that can be adapted to reduce youth restiveness in the Niger Delta.	33
4.5 t – Test of Respondents mean and standard deviation on the functionality of youth intervention programmes.	34
4.6 Respondents mean and standard deviation how adequate of youth intervention programmes are in the Niger Delta.	35
4.7 Respondent's mean and standard deviation on the background of youth in the Niger Delta.	37
4.8 Respondent's mean and standard deviation on the methods that can be adapted to reduce youth restiveness in the Niger Delta.	39

### **Abstract**

Youth restiveness in the Niger Delta states of Nigeria has been a challenge to various governments since the 1980s with devastating effects such as oil pipe line vandalism, inter and intra ethnic conflicts, increase in crime rate and a host of other social vices (Onoge 2008). Another major challenge in the Niger Delta is the falling degree of academic achievement. Despite the effort of the Federal Government of Nigeria (FGN) via: Niger Delta Development Commission (NDDC) Youth Intervention Programmes, Amnesty Programme and Post Amnesty Programme; the problem of youth restiveness and low academic achievement still looks untouched (Ofem and Ajayi, 2008). This study was therefore carried out to assess the effectiveness and adequacy of youth intervention programmes and the academic background of youths in the Niger Delta with the View of suggesting methods that can be adapted to arrest youth restiveness in the south- south states of Nigeria. A survey design was adopted. A sample of 332 youths were selected through random selection and a researcher designed structured questionnaire on youth restiveness and academic achievement was used for the data collection. The reliability coefficient of the questionnaire was found to be 0.79 using correlational analysis. The study used mean and standard deviation to answer four (4) research questions and four hypotheses were tested. The findings revealed that the intervention programmes are making progress in achieving the goals, that is, curbing youth restiveness and reducing unemployment among the youths but the programmes are inadequate (mean 2.95). The result also showed that there exists a significant difference between restive youth and youths in regular secondary school. This means that educational background is a predictor of youth restiveness. Recommendations were made on the strategies of abating youth restiveness in the Niger Delta.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study**

A youth is a young person, an adolescent. According to the Nigerian constitution (1999), 'a youth is a person between the ages of 15 and 29.' Freud (1959) opines that youths are characterized by excessive energy and if this energy is not properly channeled, the youth can become restive. Restiveness is a state of being unrest, confused and being unable to stay still. Freud (1959) sees restiveness as a state of being confused and anxious as a result of a changing state of mind. Horn (2001) agreed that youth restiveness is a combination of any actions, conducts, or acts that constitute unwholesome, socially unacceptable and unworthy activities engaged in by youths in a community. Restiveness, therefore, is being unable to stay still or the unwillingness to be controlled by adults especially because one feels bored or unsatisfied. The phenomenon of youth restiveness is common in the Niger Delta states of Nigeria. Okecha (2003) opines that youth restiveness is synonymous to the Niger Delta and it has been on the increase since the late 1980s.

The phenomenon of youth restiveness in the Niger Delta according to Onoge (2004) can be attributed to a number of factors. Onoge attributed youth restiveness in the Niger Delta to the implementation of unpopular government policies. He opines that youth restiveness in the Niger Delta is rather apolitical than a political issue, although a few selfish politicians may want to take advantage of the situation. The Human Rights Watch (2005) attributes youth restiveness in the Niger Delta to: environmental degradation, poverty, unemployment,



inadequate social and infrastructural amenities, and inadequate youth development programmes that are all encompassing. Rahani Abdullah, Mohammed T and Gali Habib (2000); in their paper, "Youth Restiveness: A Matter of Genes" attributed youth restiveness to genetic factors. The consequences of youth restiveness can not be underscored.

The effects of youth restiveness in the Niger Delta are dramatic. It has lead to a near brake down of law and order in the region, which lead to the state of emergency in May, 1991. (Imoni, 1991) Another major consequence of youth restiveness in the Niger Delta is vandalism of oil pipe lines and this has been on the increase. Okecha (2003) reported that cases of pipe line vandalism increased from five hundred and seven (507) cases in 1999 to over six hundred (600) cases in the year 2000. Pipe line vandalism in the year 2000 alone led to the lost of oil worth 4.4 billion naira in 400 pipe line damages between January and August only (FGN, as cited in African Network for Environmental and Economic Justice journal (ANEEJ, 2002). This lost is usually accompanied with human lost and lost of vegetation, increase in production down time, increase in oil theft and fluctuations in oil prices which then make planning difficult for the government.

Kidnapping is another major consequence of youth restiveness. The Guardian (May, 1999) reported the kidnapping of four foreign workers and the killing of fourteen soldiers, including a lieutenant colonel of the joint task force. In Bayelsa, Rivers and Delta states, youth restiveness has also lead to inter and intra ethnic conflict in 2002. (Philip, 2002) This conflict has in turn decrease the production of oil by their constant attack on the oil companies and their properties. The 8<sup>th</sup> to 18<sup>th</sup> of July, 2002 saw a new dimension of this problem when Itsikiri women in Ogborodu went on protest.



Moreso, the phenomenon of youth restiveness could be responsible for the increase in crime rate, harassment of prospective developers, and other sundry crimes that have eating deep into the fabric of youth in the Niger Delta. Youth restiveness could be responsible for poor reading culture among youths, high rate of drop-out, high rate of examination malpractice, high rate of expulsion and suspension and poor performances in schools. Elegbeleye (2005) opines that youth restiveness may have a dysfunctional effect on academic activities and the mind. Elegbeleye stressed that the phenomenon may be responsible for low performance (academic achievement) of the students.

Academic achievement is the degree of success of a student or a trainee. It is how well a student or trainee performed at the end of an academic activity. According to Stumberger (1999) academic achievement is the quantity and quality of measured student's performance in an assessment. Academic achievement can be measured using various assessment tools such as psychological test, attitude test, aptitude test, external examinations such as: the National Examination Council (NECO), National Business and Technical Examination Board (NABTEB) Examinations; West Africa Examination council (WAEC) and General Certificate Examination (GCE). It can also be measured using internal examination such as the teachers made test. Low academic achievement and youth restiveness has been a thing of concern in the Niger Delta states of Nigeria for the past decade. The WAEC analysis for the 2009 result shows that less than 30% of the students that sat for the examination in the Niger Delta scored less than five credits, including mathematics and English. (See appendix II.) WAEC attributed these low performances to poor teacher remuneration, non professional teachers and poor school conditions. These scores of challenges, youth restiveness and poor academic achievement, lead to the establishment of

youth development programmes and ultimately the Oil Mineral Production Area Development Commission (OMPADEC)

OMPADEC was established in 1992 under decree No 23 of 1992 to operate under the mandate of improving social and environmental conditions in the South-South region, which it acknowledges as horrific in its own reports and to conceive, plan and implement with accordance to set rules and regulations, projects and programmes for sustainable development of the Niger Delta. OMPADEC later was replaced by Niger Delta Development Commission, (NDDC) in 2000 with a similar mandate. In 2008 NDDC was then brought under the Niger Delta Ministry. Muhammed 2010 reported that OMPADEC and NDDC concentrated in capital project with many of them left uncompleted. This led to the introduction of the Niger Delta Ministry in 2009. The federal and state governments therefore at various intervals have brought forth skirmishes of different youth development programmes such as the National Directorate of Employment (NDC), the Amnesty Programme, youth intervention programme and the Youth Rehabilitation Programmes (Ofem & Ajayi, 2002 and Louis 2007). However they further lamented the inadequacy of these programmes. Louis (2007) also opines that these programmes may not be functional. Therefore it becomes imperative to assess youth Intervention Programmes and the Amnesty Programme, so as to determine the degree of their sources. Carter (2007) opines that programme success is remaining open to continuing feedback and adjusting the programme accordingly.

Programme assessment gives you this continuing feedback for proper decision making. Programme assessment is the process of gathering information and discussing information from multiple sources in order to develop a deep understanding of the extent to which a programme has perform its functions and or meets its goals. Anikweze (2005) and

Obioma (1988) concord that (programme) assessment is using the result obtain from different sources to take relevant decision about programme been evaluated. Therefore Programme assessment is carefully collecting information about a programme or some aspect of a programme in order to make necessary decisions about the programme. Hence assessing Youths Development Programmes will help improve their delivery mechanisms to be more efficient and cost effective, and to understand, verify and/or increase the impact of these programmes on youth restiveness and academic achievement. It is against this background that the study sought to assess the effect of youth restiveness on academic achievement.

### **Statement of the Problem**

The Niger Delta region has been ridden by youth restiveness despite several intervention programmes. However Ofem and Ajayi (2003) lamented that they may not have yielded any positive results. This has lead to the prolong suffering, extreme poverty, frustration, low self esteem among the youths and lost of human resources of Niger Delta youths who are the main victims of youth restiveness. These youths kill themselves for the benefit of political office holders and elites in the society. Other consequences of youth restiveness include: shortage in about 800,000 barrels per day of oil, blowing up of pipe line, spillages, increase in unemployment, increase in operational cost of oil production, rendering refineries redundant and stalling developmental process (Onoge 1985; Alkali, 2007; Folarin, 2007; Ofem and Ajayi, 2008 and Onoge, 2004). This phenomenon could mar the good ethics of dignity of labour and the youth academics through the urge for making quick riches if not given urgent attention.

Youth restiveness could be responsible for poor reading culture among youths, high rate of drop-out, high rate of examination malpractice, high rate of expulsion and suspension, poor performances in schools and in work places, mass unemployment, and high degree of 'unemployable persons'. These effects of youth restiveness could in turn have devastating effects on academic achievement. Hence there exist multiplicities of youths that are willing to school but cannot be admitted into higher institutions because of poor results. (WAEC, 2009)

If academic achievement is seen as what students can do after the schooling period, then having high achievers will help reduce unemployment; because they do not need to look for white collar jobs after graduation but rather look for those to employ. The absence of youth restiveness in the Niger Delta will lead to a peaceful and egalitarian society with productive youth which make good host to foreigners, a place in tune with nature, with well developed social and infrastructural amenities (Sunny, 2007). It is because of the abyss that exists between what is expected in the oil rich Niger Delta and what is obtainable that arose the need for the assessment of the effect of youth restiveness on academic achievement in the Niger Delta by specifically assessing the: academic background of youths in the Niger Delta; attainment of the objectives of youth intervention programs in the Niger Delta, adequacy of intervention programs for youth restiveness and to determine various methods that can be adapted to arrest youth restiveness in the Niger Delta.

### **Purpose of the Study**

The purpose of this is to assess the effect of youth restiveness on academic achievement in the Niger Delta. Specifically the study sought to assess the:



Attainment of the objectives of youth intervention programmes in the Niger Delta,

Adequacy of intervention programmes for youth restiveness in the Niger Delta,

- 3) Factors affecting the academic achievement of youths in the Niger Delta and
- 4) Various methods that can be adapted to arrest youth restiveness in the Niger Delta.

#### **Significance of the Study**

The result of this research will be of tremendous importance to Nigeria as a nation, the oil companies, the Niger Delta as a people and individuals especially the youths in the Niger Delta. Nigerian youths will no longer be seen as restive and violent persons when they travel out of Nigeria but will be accorded their respect as a Nigerian if youth restiveness is eradicated from the Niger Delta. The country will save money from reduce or eliminated effects of militant actions and there will be increase in revenue generation for the country from oil companies. There will be increased number of foreign investment due to relative peace that will be attained and hence helped create more job. Also, the Gross Domestic Product (GDP) will increase since most of the youths will become productive and governable instead of being restive. These benefits will also be achieved at state and local government levels.

The oil companies in the region will be more secure in doing their business if youth restiveness is abated. This will in turn attract both foreign and local investors to the area and more and more youth in the area will be gainfully employed which will further increase the

seizure of oil pipeline by the militants, there will be increase in their income by losing production downtime, that is the time production was interrupted and machines shut down.

Those mostly affected by youth restiveness are the youths themselves. The elimination of youth restiveness in the Niger Delta will save the lives of the youths that could have been lost in conflicts. Youth can then be free from confusion, frustration and anxiety. The youth can then be developed to their fullest capacities and live more stable lives free from anxiety. The attainment of high academic achievement in the Niger Delta and indeed anywhere in the world will help reduce unemployment rate, such as the cases in Japan and China where graduates are able to convert what they learn at school to products and services. If this be the case it will result to more independent persons who do not need to look for a white collar job but rather have a job to offer.

### **Research Questions**

The following research questions were developed to guide the study:

- 1) Are the objectives of youth intervention programmes in the Niger Delta been attained?
- 2) How adequate are the intervention programmes for youth restiveness in the Niger Delta?
- 3) What are the factors affecting the academic achievement of youths in the Niger Delta?
- 4) What are the strategies that can be adapted to arrest youth restiveness in the Niger Delta?

## **Hypotheses**

The following hypotheses relative to the study were tested at 0.05 levels of significance:

- 1) There is no significant difference between the mean response of the trainees and the trainers on the attainment of the objectives of youth intervention programme in the Niger Delta.
- 2) There is no significant difference between the mean response of the trainees and the trainers on the adequacy of youth intervention programme in the Niger Delta.
- 3) There is no significant difference between the response of trainees and students on the factors affecting academic achievement of youth in the Niger Delta
- 4) There is no significant difference between the mean response of the trainees and the trainers on the strategies that should be adapted to arrest youth restiveness in the Niger Delta

## **Delimitation of the study**

The study is delimited to the effects of youth restiveness and how it affects the quality of youth academic achievement in the Niger Delta. The study will be limited to assessing the effectiveness and adequacy of intervention programs for youth restiveness in the Niger Delta; the factors affecting the academic achievement of youths in the Niger Delta and the modalities for abating youth restiveness in the Niger Delta. The study will not be able to carry out assessment on administrative and financial effectiveness. This is because the researcher is of the opinion that will not be given adequate information concerning these aspects.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Review of related literature to this study was carried out under the following headings:

- 1) Theoretical frame work of Youth Restiveness
- 2) Youth Restiveness in the Niger Delta: An Introduction
- 3) The Impact of Youth Development Programmes on youth restiveness
- 4) Relevance of academic background to youths in the Niger Delta
- 5) Summary of reviewed literature

#### **Theoretical Frame Work of Youth Restiveness**

The term youth is used to describe a young person. It is synonymous to words such as adolescent, teenagers and young persons. Youth therefore referred to a time of life that is neither childhood nor adulthood, which is described as a period of physical and psychological development (Wikipedia, 2008). It starts from the onset of puberty to maturation and early adulthood. Because individual's actual time of maturity may not correspond to his chronological age, the definition of who is a youth is relatively flexible (Allen, 1968). Hence the age at which a person is regarded as a youth and therefore entitle to special treatment under the law and though out the world varies from one society to another. In this vein Liubau and Chistoln cited in Allen (2009) argued that the term youth does not exist because of the differences in definition.

According to the United Nations, ((UN), 1999) "youths are those persons between the ages of 15 and 24 years of age" The world Bank (2005) regards youths as a "time in a persons life between childhood and adulthood" The term youth refers to persons between the ages of



15 and 29 years of age” in Nigeria, a youth is someone between the ages of 15 and 30 (Federal Government of Nigeria ((FGN), 2003). The definition of who is a youth is affected by different culture. For instance, in the Niger Delta, because of the large number of persons without job, the youth organizations see a youth as some one between the age of 19 and 50 years of age without a job (Onoge, 2004). He explained that, this is because the yardstick for measurement of youth in these organizations is employment. Hence, a person under 50 years of age and above 19 that is without a career, unemployed, and unmarried and without a home is consider as a youth. According to Allen (2004) anyone who is not a child and is yet to be initiated into the adult group in some African and Asian culture is a youth.

Youth in general is characterized by a state of mind which exhibit common features such as: the tendency for group conformity, idealism, mechanical adaptive behaviours, a tempered will, vivid imagination, courage and a strong appetite for adventure rather than a life of ease (Freud, 1959). This means that youth are prone to been restive and will rather be active than dormant. This makes the transition from youth to adulthood problematic. The transition involves many dimensions but most importantly it involves, changes in hierarchy of command, social order and power exchange. Other dimension of this transition include changes from student to graduates, unemployed to employed, unmarried to married, those under control to those that control themselves and others.

Finance and power gradually change hands from the older to the younger. The acquisition of finance, authority and power makes adulthood and the transition from youth to adulthood problematic. Hence the period of youth is problematic because adult status itself is problematic. The case of youths in the Niger Delta Youths is not isolation but it is more so

because of the numerous challenges faced by the region since the pre-colonial era till date (Allen, 2009). Hence, sometimes youths are not satisfied by what adults do.

When youth take to the street because they are not satisfied of the state of things, or refuse instruction or disrupt normal activities then such youths are said to be restive, that is when they cannot be stilled because of their temper which has been raised. Horn (2001) explained youth restiveness as been unable to stall still or the unwillingness to be controlled especially because one feels bored or unsatisfied with an issue(s). It is a sustained protestation embarked upon to enforce a desired outcome from a constituted authority by an organized body of youths (Elegbeleye, 2005). She added that this mechanical adaptive behavior which tends to occur among adolescents is always marked by violence and disruption of lawful activities.

At about the age of 12 years and above, adolescents begin develop the schemes necessary for formal operational thinking (Piaget 1976). They now understand the abstract without concrete objects. At this stage they are inquisitive, full of imaginations and building in their minds perfect situations which does not exist. (Kohlberg, 1969) As a result of discrepancy between the imagined perfect situation and the reality, their brain experiences a high blood pressure and to reduces the pumping of blood which the individual has put in their brain as a result of unpleasant experiences, an outlet (such as restiveness) is used to despite the pressure (Elegbeleye, 2005). The choices, according to Freud (1959) are to flee or to fight. He said antisocial behavior emanates from human sub consciousness which is controlled by the id. The human system is built in such a way that it maintains its own equilibrium between the driven conflict and reality. Youths usually repressed anger or drive conflict due to oppression as a result of verbalized, moral instructions. However, conflicts repressed are

retained in the subconscious mind and when it is time they bust out as anxiety or panic or youth restiveness, (Freud, 1959). This leads individual to mechanical adaptive behavior such as retaliation, violence, aggression etc. which forms part of their character after a period of practice.

Moreso, youth have a tendency for group conformity (Kohlberg, 1983). He further explains that, an individual describe his/her own unconscious desires to another person and he/she picks it up as his/hers. They are governed by group dynamism and are prone to picking new habits that are in consonant with existing fads within their society and conform to what they consider as group collective position. They give issues ideal positions that are not real and see authority as been less patriotic selfish and domineering. In other to prove their point and make a change of what they perceive as wrong they become restive. They put feelings into their actions and through the use of force attain a fatal outcome. According to Sunday (2007) youths are attention seekers; they bridge social orders hoping to be noticed by so doing. They do so being full of egotism and reactivity; to make sure they are part of what is happening, because youths do not want to be left out in the decision making process, actions or reactions to current issues. Hence they try to maintain their equilibrium by becoming restive so as to 'cult' attention and be included in the day to day decision making process; though they might make minimum influence in the day's governance.

The human body have a way of maintaining its equilibrium whenever it is unbalanced physical, emotional or psychologically. It is a self sustaining mechanism that depends on itself to restore order when disharmony occurs between social expectations and reality (Goleman, 2007). He added that when the innate and experienced potentials can not solve the imaginative desires of the young person, the dissonance that is produce will automatically

pave way for the onset of anxiety or youth restiveness. He further emphasized that, at this state the students no longer sees his/her ambitions in life as important; rather they tend to focus only on the present and on pursuing simple task of registering their displeasure. Hence their performance in school may drop and may tend to quit school. At it's climax a person may even destroy himself or his properties and may do all sort of socially unacceptable acts as a result of anxiety. Anxiety is the fearful anticipation that one will not be able to master the future, the fear of an impending danger that might never occur, (Greene, Miller, Crowson, Duke, & Akey, 1989) cited in Goleman (1995). They added that this can cause an intense mental discomfort that does not permit the student to concentrate even when in school. And when they cannot cope with their failure, they tend to leave school to face the source of the anxiety which they may never be mastered. Physical symptoms of anxiety include muscle tension, sweaty palms, stomach upset, short breath, faint feelings and pounding heart. Students who have learn to master their feeling however may stay unperturbed yet restive inside, however they may be characterized with low academic achievements or other devastating effects (Piaget 1976). Youth restiveness has lead to the death of many anxious Nigerians, who for the sake of what they belief to be molestation or deprivation have put their lives on the line for others as seen in the history of Nigeria's independence.

### **Youth Restiveness in the Niger Delta: An Introduction**

Youth restiveness dates to pre-colonial era during the struggle for independence when youths were perceived as national heroes. (Onoge, 1995) They were the precursor of right awareness in Nigeria. This is because the general labour union strike of 1945 can be attributed to the undying effort borne out of political sensitization carried out by the National Youth Movement (NYM) in 1934. As students and as nascent proletariat they were the militant wing



of the anti-colonial struggles. Hence youth restiveness should not always been seen as a disparaging social problem though it can be when not proper harnessed (collier & Hoeffler, 2002).

It was a youth, Anthony Enahoro who first moved the motion for self-government in 1949 (Kola, 1985). He reported that youths were also founding members of bodies such as the Zikist movement and West Africa student's Union (WASU). They fought even the slightest manifestation of imperialism. Such was the case in the coalmine of Iva valley where some Nigerian youths were murdered by colonial police. Yet they persisted on the day of independent, 1<sup>st</sup> October, 1960, students and youths demonstrated fidelity to the legacy of militant anti-colonialism by disruption parliamentary session in Lagos and block ratification of an Anglo-Nigerian Defense pact which was been secretly imposed by the British government as a condition for independence. The manifestation of anxiety by students and youths when confused or unsatisfied have also lead to death and destruction of properties in Nigerian Universities and Colleges. The Adepuju Saga of 1970 in which 12 students lost their lives in student – police clashes is an example (Kola 1985). Others include: the Ali must go episode of 1978, which claimed the lives of so many secondary school and University students. In 1981 twelve students were killed as a result of the Arogundade ritual murder in Obafemi Awolowo University, Ile Ife. Similar occurrence took place in the University of Lagos massacre in which six students lost their lives. Moreso, in 1988 when students protested against the unlawful termination of the appointment of some lecturers including the president of the Academic Union of Universities (ASSU) from four Universities and the expulsion of some university of Benin Students under the Vice Chancellorship of professor

Alele Williams many lives were lost to police brutality as youths and students registered unwillingness to accept dictation from the elder statement.

History repeated itself in the Niger Delta in 1988 when the youth of the Ogoni and Ijaw were not satisfied with the policy of government and operations of oil companies in the region. The anxious nature of youths took the better part of them as a result of conflict between the ethnic groups and the oil cooperation's within. The youth attested that during this time, government began to force them to abandon their lands to oil companies without due consultation and offering negligible compensation which is supported by the 1979 constitution which afforded the federal government full ownership and rights to all Nigerian territory and also decided that all compensation for land would be based on the value of the crops on the land at the time of its acquisition, not on the value of the land itself (FGN, 1979). The activities of these Ogoni youths herald the on set of cases of youth restiveness in the Niger Delta areas of Nigeria which can be traced to land dispute and sharing of allocations of oil revenue.

The causes of youth restiveness are a legion ranging from individual to societal factors. However, there appears to be a general consensus that youths tend to resort to restiveness due to a number of reasons. Ofem and Ajayi (2000) and Onoge (2004) identified the various causes of youth restiveness and showed that basic issues like lack of humanitarian and social welfare, problems of good governance in the Niger-Delta, corrupt practices of government officials, inadequate training programmes for youth, and the urge to satisfy basic needs are reasons for the incessant youth restiveness in the Niger Delta. These findings are also inline with the report of Briegar, Albert, Achike & Schwen (2007). Other issues also identified by their study are: the high cost of living, lack of self-esteem among the youths,

lack of participation in community services and decision making. Furthermore, unemployment, inadequate recreational facilities, lack of quality education among the youth and lack of economic support systems are all predisposing factors for youth restiveness which have lead to distasteful consequences both to the individuals and to the society.

Today the consequences of youth restiveness stare us in the face in short and long term. Whichever way, the truth is that youth restiveness and social vices are devastating both to the individual and the society. No doubt, youth restiveness makes the youth to be disabled for their expected role as leaders of tomorrow. They destroy productive lives and potentials. The risks involved are too numerous to be taken for granted. So, it remains a condemnable and unacceptable phenomenon. One of the major consequences of this unacceptable phenomenon is pipeline vandalisation. Okecha (2003) reported that pipe line vandalization increased from 7 in 1993 to 33 cases in 1996 and 57 cases in 1998. He stressed the dramatic increase from 497 in 1999 to 6000 reported cases in the year 2000. Major consequences of pipeline vandalisation include deforestation, destruction of vegetation, pollution, intra and inter ethnic crisis and loss of revenue. According to ANEEJ (2004) Report; Nigeria lost over 4.4 billion naira between January and August 2000. It was in this regard that the federal and state governments have come up with different youth programmes in an attempt to resolve the problem Niger Delta.

### **The Impact of Youth Development Programmes on Youth Restiveness**

Youth development or adolescent development is the process through which adolescent (also called youth or young adults) acquire the cognitive social and emotional skills and abilities required to navigate life. Folarin, (2007) assets that youth development is the on going growth process in which all youth are engaged in attempting to meet their basic

personal and social need to be safe, feel cared for, be valued, be useful and be spiritually grounded and to build skills and competencies that allow them to function and contribute in their daily lives. He added that, it is not a highly sophisticated and complicated prescription to fix trouble youths. Youth development is about people, programs, institutions and systems that provide youths both troubled or not-with the support and opportunities they need in all shapes and sizes to attain the fullest social and academic achievement.

Youth development can be seen as a process through which all young people go through in life through the way to adulthood. Donard, Sonia and Estes (2008) see the process as one that involves all the people around the youth-the family and the community. For a young person to be able to perform well in life and attain essential skills and competencies and be safe, care for, valued, useful, and spiritually grounded, the family and society must provide him/her with the support and opportunities he/she needs in life. Although many youth development programme will not stress academic achievement and competency; arrival at their goals will further burst academic competency. Some of the stress goals of youth development programmes such as the national youth service, Boys or Girls brigades and youths intervention programmes includes: a sense of safety and structure, high self-worth and self esteem feeling of mastery of the future etc these positive attributes is what a potential future academic achiever requires and hence should be encourage in schools.

The Human Right Watch (HRW, 2005) identified five objectives of youth intervention programmes as follows; to: encourage partnerships with relevant stakeholders in the delivery of youth development; increase knowledge, skills and attitude change of young people; respond to educational, socio-economic, recreational, emotional and psychological needs of young people in an integrated way; encourage youth to have greater ownership of



development and offer leadership and mentorship to young people. However Ofem and Ajayi (2008) regretted that this is not the case in Agric Extension Programmes for Youth Empowerment. They attributed this to negative attitude of youths towards agriculture and stressed that there is need for intervention in the following areas:

- 1 Employment and Entrepreneurship: To build capacity of youth to participate effectively in urban poverty reduction through training and by offering employment opportunities in self-employment, formal and informal sectors.
2. Governance and Advocacy: To enhance youth contribution towards better governance by promoting increased youth participation in local government matters, particularly those concerning youth development.
3. Health: To provide services aimed at preventing and solving reproductive health problems amongst the youth by provision of information, skills training, education on reproductive health, counseling and referral services.
4. Communication and Information: To establish mechanisms to effectively communicate and disseminate information to youth, youth organizations and other partners involved in youth work.
5. Environment and Resource Management: To strengthen youth engagement in the protection and improvement of the environment by promoting their participation in environmental justice and governance initiatives.

In the same vain Louis (2007) identify the needs for financial support that is, to establish satellite resource centres in informal settlements, define and initiate employment creation programmes, micro-credit programmes, enable more health services to be offered free, build more networks and partnerships both locally and internationally, provide the

library with books and information, provide computers for office work and internet access, build employment training programmes including global mentoring and monitoring and establish a youth trust/small grants programme for entrepreneurship as areas of intervention. He added that though intervention programmes have made some impact there still remain a need to improve upon their services. However, despite that it appears that the secondary school students' academic performance in the Niger Delta is poor for the past decade none of the reviewed literature saw academic as an area of intervention. Barnett et al (2003), Carter S. (2000), Ajayi (1999) and Akubuiro and Joshua (2004) reported that there was persistent mass failure of students in the Senior School Certificate Examination (SSCE) conducted by the West African Examination Council (WAEC). The observed poor academic performance of the secondary school students in Nigeria may not be unconnected with seemingly poor academic background in schools.

### **The Relevance of Academic Background to Youths in the Niger Delta**

Academic achievement encompasses student's ability and performance. It is multidimensional. It is intricately related to human growth and cognition, emotional and physical development. It reflect the whole child, it is not related to a single instant, but occur across time and levels, through a student's life in public school and on into post secondary years and working life (Steinberger, 1999). Steinberger explains that "Academic achievement is the quality and quantity of measure student's performance in an assessment." Such assessment includes those conducted by WAEC, NECO or NABTEB grade points in University and Polytechnics. She explains that academic achievement is a measure of how

successful an academic programme has been. It is the measure of what the student can do as a result of their participation in an academic programme at the end of the program. It is not an end itself, but it is a means to an end. That is, it serves a useful purpose to the student, the curriculum developers and to the employer. Hence academic achievement can also be seen as the degree of competency of a student on graduation. What the person is able to do as a result of the program attended how well the person can do and the level of success that can be attained.

The common way of measuring academic achievement is through assessment and evaluation (Achievement test). Assessment is a means of obtaining information on which educational decision is based. It is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of educational experience, (National Assessment of Educational progress, 1995) when assessment is done, it forces us to answer the questions, "What have our students learned and how well have they learned it. The process of assessment begins with the setting of learning goals and ends with making a judgment concerning how well those goals have been learned; which is affected by a number of factors, including the following: Intelligence, the teacher, the school, environment, gender, recreational facilities, poverty, youth development and social group.

**Intelligence:** Intelligence is an inherited factor that determine how much a person will understand when expose to a number of facts. Mayer et al (1995) opines that intelligence refers to the capacity to reasons validly about information. While intelligent quotient or IQ is a score derive from one of several difference standardized tests designed to assess

intelligence; such as the one designed by Alfred Binet and Theodore Simeon, simply called the Binet Test.

It has been shown that IQ scores are associated with such factors such as morbidity and mortality, parental social status and to a great degree, parental degree, parental IQ (Rivkin, Erik and John 2005). Various studies have been able to show that less than half to substantially more than half of the variation in IQ among children studies was estimated to be due to genetic variation (Foleman, 1995; Mayes and Salovey, 1990 and Gardner, 1983). It further explains that this variation is not to the extent to which genes contribute to intelligence but the proportions off variation that can be attributed to genes within the defined population.

These studies have also shown that general cognitive abilities continue to add to the prediction of academic achievement as against specific cognitive ability such as working memory, processing speed and spatial ability which conclude that intelligence is a single factor that over rides other factor and it is a predictor of academic achievement.

The child is the centre of modern day education. Learning and not teaching is the subject matter. Children are educated with only one objective in mind: their success. The measure of success is not only their scientific mind or reasoning capacities but also their multiple intelligence (Gardner 1983) and emotional intelligence (Rahani et al (2008) Goleman, 1995). Hence success (Academic achievement) depends on several intelligences and the control of emotion. IQ alone is not the measure of success; emotional intelligence, social intelligence and gender may play a huge role in a person's academic achievement.

**Gender:** One could argue whether one will do well in a field has nothing to do with genders or otherwise. In some societies roles that are exclusively men's role have been taken over by female. Female role in Africa and Asia is on the increase (HRW, 2002). Gardner (1983)



thinks that gender and intelligence in different fields of life are reciprocal construct. He suggested that areas involving the use of vocal chords and humanitarian abilities women tend to succeed more than fields that are technically inclined and vice versa.

However, in other fields such as teaching, accounting gender has little or no effect on the level of success or academic achievement (Rahani, 2008).

**Schools and Teachers:** In the placement of students in schools one paramount question in both student and parents mind is whether the school and teachers will be able to raise the academics achievement of their wards. But a simple question to ask is that “is there any significant and systematic difference between schools and teachers” Rivkin et al (2007) says “There has been no consensus on the importance of specific teacher factors, leading to common conclusion that existing empirical evidence does not find a strong role for teacher in the determination of academic achievement and futures academic and labour market successes”. They also assert that there seems to be no correlation between measurable teacher’s qualities like secondary degree, teacher’s assessment scores and years of experience, with success in raising pupil’s academic achievement.

However when factor such as class size and good quality education in the first and seconds years of school wear compared it was discovered that these seem to raise the possibility of future academic achievement with a significant difference. Hence teacher’s effectiveness will be better measure disregarding teachers and school’s qualities but rely on student out come to assess the magnitude of efficiency and effectiveness (Hanushek, 2003).

**Environment and Poverty:** Proper childhood nutrition appears to be crucial for cognitive development. Malnutrition can lower the IQ of the child and anything that affects the intelligences will affect the academic success as seen in previous session. For example iodine

deficiency causes a fall in average of 12 points in the IQ scale. Also vitamin a help improve the seeing and intelligence in children and breastfeeding along with FADS2 gene adds about seven (7) points to those with the 'c' version of the gene. It is expected that IQ in third world countries will increase dramatically with the eradication of iodine and micronutrient deficiency. (Rahani et al 2008)

In poor families studies have shown that 60% of variance in IQ is accounted for by the shared family environment and the contribution of the gene is close to zero. In rich families the opposite is the case. This shows that environmental factors play a role in determining IQ. The shared material environment accounts for 20% of covariance between identical twines and 5% between other siblings (Chipuer et al 1950).

The environment in which one lives reflects what resources are available and the quality of education one can afford. Therefore poor people are consistent with certain type of environment with public schools or low grade private schools. The standard of living of the neighboring kids is also similar, imparting on the achievement and expectation of the child. Trewout (1956) agrees that family choice of neighborhood and schools is based on preferences and resource among schools. Within the available students school also use student's characteristics including assessment of ability and achievement to place students into specific programmes and classes. These random selections can undo school and teachers effects with the influence of unmeasured individual family, school and neighborhood factors. The variation of academic performance between student from the suburb and minority groups cannot be driven by changing students attributes or motivation or by unchanging school characteristics and policies that are either common across all school within a state.

**Recreational Facilities:** Children from rich homes tend to have a higher expectation from those of poor home. One way of bridging these gaps is by creating similar environment between the rich and the poor that is by building a homogenous society. Provision of recreational facilities in schools and low estate can help create a homogenous society. (Elegbeleye, 2005) she added that recreation can be seen as the refreshment of the mind and body after work, especially by engaging in enjoyable activities or as the activity a person takes part in for pleasure or relaxation rather than work. Creating similar environmental condition especially in all public school help reduce the difference in expectation in life between children bred in poor estates and their rich counterpart; hence, raising their academic achievement.

However it will be wrong to all depend on only government for this change and creation of homogenous society. All hands must be on deck to make the difference. Relaxation enables the brain to relax while relaxing other organs of the body are also relaxed making learning easier when work resume and consequently increasing academic achievement. More so, because of its ability to calm one and decrease adrenaline level in the individual it dispels anxiety and increases the ability of the student to focus in the class.

### **Summary of Reviewed Literature**

A number of literatures were reviewed including ANEEJ (2007) report, Folarin (2003), Onoge (2004), Elegbeleyo (2007) and Ajayi & Ofem (2004). The different works reviewed are of the opinion that youth restiveness can be arrested by their different areas of interest. Those in the leisure industry saw recreation as a panacea to youth restiveness, those in the agricultural industry opine that youth empowerment through agric extension programmes is the solution while those in finance assert that provision of employment is the

magic bullet that can do away with youth restiveness. None however saw the need for the intervention of the academic background of youth in the Niger Delta with regard to youth restiveness. It therefore becomes imperative to investigate the effects of youth restiveness on academic background in the Niger Delta.



## **CHAPTER THREE**

### **METHODOLOGY**

The methodology of this work was organized under the following headings: research design, area of study, population of the study, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### **Research Design**

The survey research design was employed. Survey research is one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered as a good representative of the entire group under study. (Nwagu, 2008) This is because the study determined the opinion and attitude of people in the Niger Delta, especially those that are undergoing or have undergone government intervention programmes for youth restiveness and those in charge of the programmes.

#### **Area of the study**

The study covers the entire area of the Niger Delta region. The Niger Delta is on the Atlantic coast of Nigeria where the river Niger divides into many tributaries. It can be said to be the riverine areas immediately after the West of Benue River and East of the Imo River. The region includes nine Nigerian states, namely: Abia, Akwa Ibom, Bayelsa, Cross River, Rivers, Delta, Edo, Imo and Ondo. The region consists of five linguistic and cultural groups: the Ijaws, Edos, Deltas, Cross Rivers, Yorubas and Igbos; with a total population of 26.75 million persons and 57% representing 15.25 million of them are youths (FGN, 2006)

## **Population of the study**

The population of the study involved all the youths in the Niger Delta. A sample of 332 persons, made up of 106 former militias and 39 officials out of 411 and 59 ex-militias and officials respectively from 2 out of 6 post amnesty groups in the Niger Delta; and 187 students, drawn from 519 students in Notre Dame College, Ozoro, Delta State, by stratified random sampling technique. This is to enable the study with a good representation of all the groups involved

## **Instrument for Data Collection**

A researcher structured questionnaire on youth restiveness and academic achievement was used as instrument for data collection with 64 items divided into sections A – D.

Section A: Has 18 items, 10 for both trainees and trainers while 8 is for the trainers only.

This section attempts to answer the research question what is the effectiveness of the intervention programs for youth restiveness in the Niger delta?

Section B with 11 items for both trainees and trainers addresses the research question: what is the adequacy of intervention programs for youth restiveness in the Niger Delta?

Section C with 18 items for both trainees and secondary school students of the questionnaire addresses the research question: what is the academic background of youths in the Niger Delta?

Section D attempted to determine methods that could be adapted to arrest youth restiveness in the Niger Delta? It consists of 16 items for both trainees and trainers.

## **Validation of the instrument**

The instrument was subjected to face and content validation by three experts in the Department of Industrial Technology Education, Federal University of Technology, Minna. Suggestion and criticisms from the experts form the basis for the final draft of the instrument.

## **Reliability of the Instrument**

A pilot study involving 200 persons, who represent 60% of the total population, was conducted outside the area of study to determine the clarity of the questions and how respondents will respond to the questions. The data obtain after the pilot study was use to carry out reliability test of the instrument. The Poisson Product Coefficient of Correlation formula was used to calculate the reliability coefficient to be 0.79.

## **Method of Data Collection**

The researcher personally visited the area and with the help of two assistants, the questionnaires where distributed and returned. A total of 332 questionnaires were returned, presenting a return rate of 83.00%. (332 of 400)

## **Method of Data Analysis**

Mean and standard deviations were used to analyze research questions 1 – 4. Any item of mean value above 2.50 was accepted and those below 2.50 were rejected. Hypotheses 1 – 4 were analyzed using t – test at 0.5 significant levels. The t calculation was computed and compare with the t table as compile by Thompson (2005). Items whose value were lower than the table values were regarded to have no significant difference and those whose value are greater were regarded to have significant difference.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

This chapter present the data collected. The data collected were analyzed and organized according to research questions and hypotheses formulated for the study.

**Research Question 1:** What is the effectiveness of youth intervention programmes in the Niger Delta?

**Table 4.1:** Trainers and trainees mean ( $\bar{X}$ ) and standard deviation (SD) on the objectives of youth intervention programmes in the Niger Delta.

S/No	Question Items	$\bar{X}$	SD	RMKS
1	The programme use strong financial management practices.	1.76	1.06	Rejected
2	The programmes have achieved its annual performance goals	1.82	1.40	Rejected
4	The programme have demonstrated improved efficiencies and cost effectiveness in achieving programme goals each year	1.91	1.09	Rejected
5	The programme has a limited number of specific long-term performance measures that focus on rehabilitation of restive youths	2.51	0.79	Accepted
6	The resource needs is presented in a complete and transparent manner in the program's budget	2.59	1.29	Accepted
7	The attitude of trainers in the programmes can be said to be largely positive and functional towards the programme	2.65	1.20	Accepted
8	There is relative peace in the Niger Delta now compare to when the amnesty and intervention programs were not held	2.69	1.06	Accepted

**Continuation of table 4.1**

<i>S/No</i>	<i>Question Items</i>	$\bar{X}$	<i>SD</i>	<i>RMKS</i>
9	Some of the youths just collect their stipends and return to the creek	2.71	1.82	Accepted
10	The programmes have unrealistic targets and time frames for its long-term measures.	2.81	1.29	Accepted
11	The budget requests are explicitly tied to accomplishment of the annual and long-term performance goals.	2.90	0.99	Accepted
12	The intervention programmes have been able to help youth acquire sufficient skills to sustain themselves after the programme.	3.07	0.60	Accepted
13	The attitude of youth attending the programs can be said to be largely positive and functional towards the programme	3.07	0.83	Accepted
14	The intervention programmes have addressed youth restiveness specifically as an existing problem and need	3.22	0.89	Accepted
15	The programme has provided your needs after the you decamped from your group	3.24	0.97	Accepted
16	The programme is designed so that it is not redundant or duplicative of any other federal, state, local or private effort?	3.37	0.77	Accepted
17	These programmes have been able to addressed the issues that lead to your joining your group	3.51	0.65	Accepted
18	The programme has demonstrated adequate progress in achieving its long-term performance goals (curbing youth restiveness and rehabilitating restive youths).	3.52	0.89	Accepted

The results presented in table 1 show that most of the mean responses ranked above the cut off mark of 2.50. The respondents mostly agreed that the programmes has demonstrated



effectiveness in achieving its long-term performance goals (curbing youth restiveness and rehabilitating restive youths)

**Research Question 2** How adequate are the intervention programmes for youth restiveness in the Niger Delta?

**Table 4.2:** Trainee and trainers mean ( $\bar{X}$ ) and standard deviation (SD) on the adequacy of youth intervention programmes

<i>S/No</i>	<i>Items</i>	$\bar{X}$	SD	Rmks
19	The meeting points can be said to be largely over crowded	3.20	0.89	Accepted
20	The trainees in my development camp far out number the facilitators in the camp.	3.11	1.02	Accepted
21	Youth under going skill acquisition programmes are provided with sufficient training equipment.	1.51	0.84	Rejected
22	I have been taught/have taught sufficient skills to do as well as others in my area of specialization	3.6	0.89	Accepted
23	Youth have not been able make maximum used of skills obtained from the programmes due to lack of fund	3.09	2.10	Accepted
24	The intervention programmes are treating the symptoms rather than causes of youth restiveness in the Niger Delta.	2.49	0.92	Rejected
25	I/my trainee am/are as competent as my colleague who acquire similar skills ease where	2.97	0.88	Accepted

**Continuation of table 4.2**

<i>S/No</i>	<i>ITEMS</i>	$\bar{X}$	<i>SD</i>	<i>RMKS</i>
26	Youth have been provided with adequate capital or means of starting of after the programme	1.23	1.99	Rejected
27	The intervention programmes are marred by corruption and corrupt officials siphoning the welfare packages for the youths.	2.52	1.32	Accepted
28	Youth under going skill acquisition programmes are provided with enough resource persons.	2.71	1.24	Accepted

The results presented in table 4.2 shows that responses agreed with most of the items with mean responses ranking above the cut off mark of 2.50. The respondents mostly agreed that intervention programmes have not adequately addressed their long term objectives.

**Research Question 3:**

What are the factors affecting the academic achievement of youths in the Niger Delta?

**Table 4.3:** Respondents mean and standard deviation on the factors affecting academic achievement of youths in the Niger Delta

<i>S/No</i>	<i>Items</i>	$\bar{X}$	<i>SD</i>	<i>Remark</i>
29	My average grade in my last exams is approximately above 65%	2.39	1.17	Rejected
30	There exist individual efforts of wealthy persons towards improving the quality of education in the area where I school.	1.28	0.92	Rejected

Continuation of table 4.3

S/No	Items	$\bar{X}$	SD	Remark
31	There is communal effort towards improving the quality of education in the area where I school.	1.49	1.09	Rejected
32	There is reduced student to teacher ratio in the schools I attended/teach	1.89	1.12	Rejected
33	Compared to my friends, I am performing better than them academically.	1.98	0.49	Rejected
35	I usually follow a weekly study schedule.	2.63	1.92	Accepted
36	While studying alone or in class, I am able to focus my attention fully on the work at hand.	1.99	1.50	Rejected
38	I frequently worry about my grades and or passing my exams.	2.10	0.92	Accepted
39	I am an intelligent person.	3.11	0.75	Accepted
40	I have the intention to continue my education upon graduating from Secondary school in a higher institution.	3.42	0.79	Accepted
41	I often miss classes due to reasons other than illness in the last academic session	2.01	1.19	Accepted
42	I usually have sufficient time to participate in the activities I am involved with and when I study, I usually accomplish most of what I set out to accomplish.	2.91	1.15	Accepted

**Continuation of Table 3**

<i>S/No</i>	<i>Items</i>	<i><math>\bar{X}</math></i>	<i>SD</i>	<i>Remark</i>
43	Children in my school have an early start in education	1.62	0.82	Rejected
44	Parents in the school I attend/teach are very interested and well involved in their wards education	2.81	1.55	Accepted
45	Teachers have always been punctual to school and effective in their teachings	1.33	1.04	Rejected
46	There were laboratories and adequate equipment for study in school I attend/ teach.	1.79	1.72	Rejected
47	I regularly participate in exam mal practices during exams	2.94	1.05	Accepted
48	The studying attitude of students in the school I attend/teach is largely affected youth restiveness in the area	3.37	0.91	Accepted

The mean rating of table 3 above shows that mean of items 29 – 33, 36, 41, 43, & 45 which fell below the marks of 2.5 were rejected while the rest items above the mark of 2.5 were accepted meaning that all the items suggested have affected the academic achievement of youths in the Niger Delta.

#### **Research Question 4**

What are the various strategies that can be adapted to arrest youth restiveness in the Niger Delta?

**Table 4.4:** Respondent's mean and standard deviation on the methods that can be adapted to reduce youth restiveness in the Niger Delta.

S/No	Items	$\bar{X}$	SD	RMKS
49	The militants should be disarmed through dialogue and trade by barter with assurance of freedom and a veritable source of income	3.12	0.75	Accepted
50	All stake holders should create avenue for adequate communication and understanding with the youth	3.41	0.69	Accepted
51	There should be improvement on youth empowerment and youth empowerment strategy	2.99	0.92	Accepted
52	There should be capacity building through the provision of education, small and medium scale enterprises to combat unemployment	3.07	0.70	Accepted
53	Improved security and emergency services along pipe lines	3.49	0.82	Accepted
54	Mass enlightenment campaign to bring aware of the dangers of youth restiveness	3.81	0.21	Accepted
55	Introduction of unemployment scheme to provide livelihood for the youth of the region	2.57	0.83	Accepted
56	Job creation and employment generation	3.61	0.05	Accepted
57	Provision of recreational facilities, welfare facilities and health care facilities in the region	3.37	0.87	Accepted



**Continuation of Table 4.4**

S/No	Items	$\bar{X}$	SD	RMKS
58	Protection and development of the environment where oil exploration is taking place in the Niger Delta.	3.18	0.35	Accepted
59	Adequate funding and monitoring of NDC to ensure good performance	3.20	1.16	Accepted
60	Ensuring good governance and eradicating corruption from the system.	2.95	0.91	Accepted
61	Youth empowerment in the form of financial assistance for the youth in the whole country or unemployment fees will further consolidate the peace in the Niger Delta	3.56	0.88	Accepted
62	There is further need for rehabilitation of youth that has been involved in arms after the amnesty programme	2.32	0.79	Accepted
63	Government should create more employment and unemployment programs and fortify existing ones such as National Directorate of Employment (NDC)	3.03	0.98	Accepted
64	The intervention programme adequately solve the problem of youth restiveness in the Niger Delta	3.41	0.83	Accepted

**Table 4.4** above shows that all the methods suggested have been accepted by the respondents as effective methods of abating youth restiveness in the Niger Delta.

## Hypotheses 1

**H<sub>01</sub>:** There is no significant difference between the mean response of the trainees and the trainers on the functionality of intervention programmes.

**Table 4.5:** t – test of the differences between the means and standard deviation of scores of trainees and trainers on the effectiveness of youth intervention programmes.

S/No	Items	$\bar{X}_1$	$\bar{X}_2$	SD <sub>1</sub>	SD <sub>2</sub>	T-C	RMK
1	The intervention programmes have addressed youth restiveness specifically as an existing problem and need3.5	3.27	3.02	0.58	0.59	0.085038	NS
2	These programmes have been able to address the issues that lead to your joining your group	3.56	3.59	0.64	0.59	-1.522	NS
3	The intervention programmes have been able to help youth acquire sufficient skills to sustain themselves after the programme.	3.02	3.55	0.66	0.65	-0.24957	NS
4	The programme is designed so that it is not redundant or duplicative of any other federal, state, local or private effort?	3.35	3.33	0.57	0.63	-0.21718	NS

Continuation of Table 4.5

S/No	Items	$\bar{X}_1$	$\bar{X}_2$	SD <sub>1</sub>	SD <sub>2</sub>	T-CA	RMK
5	The programme has provided your needs after the you decamped from your group	3.30	3.38	0.84	0.82	0.08128	NS
6	The attitude of youth attending the programs can be said to be largely positive and functional towards the programme	3.51	3.33	0.67	0.65	3.60181	S
7	The programme has demonstrated adequate progress in achieving its long-term performance goals (curbing youth restiveness and rehabilitating restive youths).	3.44	3.50	1.03	0.92	1.829088	NS
8	Some of the youths just collect their stipends and return to the creek	2.88	2.91	0.77	0.81	-1.40191	NS
9	There is relative peace in the Niger Delta now compare to when the amnesty and intervention programs were not held	2.66	2.63	0.80	0.99	1.370093	NS

Continuation of Table 4.5

S/No	Items	$\bar{X}_1$	$\bar{X}_2$	SD <sub>1</sub>	SD <sub>2</sub>	t-cal	Rmk
10	The attitude of trainers in the programmes can be said to be largely positive and functional towards the programme	2.77	2.87	0.98	0.91	-0.05984	NS
11	The programme has a limited number of specific long-term performance measures that focus on rehabilitation of restive youths	2.56	2.72	1.23	0.98	0.427789	NS

$N_1 = 106, N_2 = 39, df = N_1 + N_2 - 2 = 106 + 39 - 2 = 143, t_{143} (0.05) = \pm 1.96$

Table 4.5 above shows that both the trainers and the trainees agreed that the objectives of the programmes are been achieved. That is there is no significant difference between their responses.

**Note:**  $X_1$  is trainees mean,  $X_2$  is trainers' mean, SD<sub>1</sub> trainees' standard deviation, SD<sub>2</sub> is trainer's standard deviation, NS means No Significant Difference, S means Significant Difference

## Hypotheses 2

**H<sub>02</sub>:** There is no significant difference between the mean response of the trainees and the trainers on the adequacy of the programme.

**Table: 4.6:** t – test of the differences between the mean scores and standard deviations of trainees and trainers on how adequate youth intervention programmes are in the Niger Delta.

S/No	Items	$\bar{X}_1$	$\bar{X}_2$	$SD_1$	$SD_2$	t-cal	RMK
19	The meeting points can be said to be largely over crowded	3.50	2.96	0.78	0.91	3.75	S
20	The trainees in my development camp far out number the facilitators and facilities in the camp.	3.39	2.81	1.33	1.00	3.73	S
21	Youth under going skill acquisition programmes are provided with sufficient training equipment.	1.32	1.68	0.96	0.85	-2.54	S
22	I have been taught/have taught sufficient skills to do as well in my area of specialization	2.50	1.23	1.15	1.01	8.22	S
23	Youth have not been able make maximum used of skills obtained from the programmes due to lack of fund	3.09	2.10	1.99	2.23	7.03	S
24	The intervention programmes are treating the symptoms rather than causes of youth restiveness in the Niger Delta.	1.90	0.92	1.02	0.83	7.50	S
25	I am as competent as my colleague who acquire similar skills ease where	2.97	0.88	1.07	0.69	15.99	S



Continuation of Table 4.6

S/N	ITEMS	$\bar{X}_1$	$\bar{X}_2$	$SD_1$	$SD_2$	$t\text{-cal}$	RMK
26	Youth have been provided with adequate capital or means of starting of after the programme	1.23	1.99	1.98	1.27	-4.28	S
27	The intervention programmes are marred by corruption and corrupt officials siphoning the welfare packages for the youths.	1.23	1.99	1.29	1.89	-3.70	S
28	Youth under going skill acquisition programmes are provided with enough resource persons.	3.07	2.35	1.07	1.43	4.01	S

$N_1 = 106, N_2 = 39, df = N_1 + N_2 - 2 = 106 + 39 - 2 = 143, t_{143} (0.05) = \pm 1.96$

Note: The null hypothesis 2 is rejected because table 6 shows that there is significant difference between the responses of the trainers and trainees in all the items presented. The trainers agreed more that the programmes are adequate than the trainee agreed.

### Hypotheses 3

**H<sub>03</sub>:** There is no significant difference between the response of trainees and students on their academic background

**Table: 4.7:** t – test of the differences between the mean scores and standard deviation of trainees and students on the factors affecting the academic background of youth in the Niger Delta.

S/No	ITEMS	$\bar{X}_1$	$\bar{X}_2$	$SD_1$	$SD_2$	T-CA	RMKS
29	My average grade in my last exams is approximately above 65%	2.10	2.68	1.19	0.56	-8.85	S
30	There exist individual efforts of wealthy persons towards improving the quality of education in the area where I school.	1.28	0.92	0.75	0.85	6.02	S
31	There is communal effort towards improving the quality of education in the area where I school.	1.57	1.41	0.91	0.89	2.499438	S
32	There is reduced student to teacher ratio in the schools I attended/teach	1.89	1.98	1.09	1.02	-1.29	NS
33	Compared to my friends, I am performing better than them academically.	1.93	2.03	0.27	0.52	-2.45	S
35	I usually follow a weekly study schedule.	2.9	1.92	0.34	1.85	15.15	S
36	While studying alone or in class, I am able to focus my attention fully on the work at hand.	2.26	1.72	0.82	0.83	8.83	S
38	I frequently worry about my grades and or passing my exams.	2.00	2.20	0.95	0.89	-3.08	S
39	I am an intelligent person.	3.55	2.67	0.37	1.04	16.47	S
40	I have the intention to continue my education upon graduating from Secondary school.	3.42	3.56	0.78	0.79	-2.34	S

Continuation of Table 4.7

S/No	ITEMS	$\bar{X}_1$	$\bar{X}_2$	$SD_1$	$SD_2$	t-ca	RMKS
41	I often miss classes due to reasons other than illness in the last academic session	2.01	2.00	1.08	0.94	0.15	NS
42	I usually have sufficient time to participate in the activities I am involved with and when I study, I usually accomplish most of what I set out to accomplish.	2.99	2.83	0.58	0.58	3.12	S
43	Children in my school have an early start in education	1.62	0.82	0.82	0.83	15.47	S
44	Parents in the school I attend/teach are very interested and well involved in their wards education	2.81	1.55	1.34	1.65	4.92	S
45	Teachers have always been punctual to school and effective in their teachings	1.33	1.04	0.58	1.06	1.25	NS
46	There were laboratories and adequate equipment for study in school I attend/ teach.	1.79	1.72	0.69	0.69	10.71	S
47	I regularly participate in exam mal practices during exams	2.66	3.21	0.58	0.58	2.49	S
48	The studying attitude of students in the school I attend/teach is largely affected youth restiveness in the area	3.45	3.29	0.89	0.93	-8.84	S

$$N_1 = 106, N_2 = 187, d f = N_1 + N_2 - 2 = 106 + 187 - 2 = 291 \quad t_{291} (0.05) = \pm 1.96$$

Note: Table 7 below shows that there is a significant difference between the factors affecting the academic background of secondary school students and that of the trainees in youth intervention programmes.

**Hypotheses 4:** There is no significant difference between the mean response of the trainees and the trainers on the methods that can be adapted to arrest youth restiveness in the Niger Delta

**Table: 4. 8:** t – test of the differences between the mean scores and standard deviation of trainees and trainers on the methods that can be adapted to reduce youth restiveness in the Niger Delta.

<i>S/No</i>	<i>ITEMS</i>	$\bar{X}_1$	$\bar{X}_2$	$SD_1$	$SD_2$	<i>t-cal</i>	<i>RMK</i>
49	The militants should be disarmed through dialogue and trade by barter with assurance of freedom and a veritable source of income	3.09	3.15	0.75	0.76	0.132684	NS
50	All stake holders should create avenue for adequate communication and understanding with the youth	3.41	3.37	0.69	0.66	0.124084	NS
51	There should be improvement on youth empowerment and youth empowerment strategy	2.99	3.00	0.92	0.88	0.14328	NS
52	There should be capacity building through the provision of education, small and medium scale enterprises to combat unemployment	3.02	3.04	0.70	0.84	0.138196	NS

Continuation of Table 4.8

S/No	Items	$\bar{X}_1$	$\bar{X}_2$	SD <sub>1</sub>	SD <sub>2</sub>	t-ca	Rmks
53	Improved security and emergency services along pipe lines	3.34	3.51	0.82	0.88	0.142301	NS
54	Mass enlightenment campaign to bring aware of the dangers of youth restiveness	3.88	3.74	0.21	0.70	0.121952	NS
55	Introduction of unemployment scheme to provide livelihood for the youth of the region	2.50	2.57	0.83	0.86	0.140959	NS
56	Job creation and employment generation	3.11	3.01	0.05	0.93	0.138272	NS
57	Provision of recreational facilities, welfare facilities and health care facilities in the region	3.25	3.37	0.87	0.80	0.136955	NS
58	Protection and development of the environment where oil exploration is taking place in the Niger Delta.	3.30	3.06	0.35	0.46	0.101811	NS
59	Adequate funding and monitoring of NDC to ensure good performance	3.15	3.25	1.16	0.38	0.104859	NS
60	Ensuring good governance and eradicating corruption from the system.	3.40	2.50	0.87	0.96	0.148398	NS
61	Youth empowerment in the form of financial assistance for the youth in the whole country or unemployment fees will further consolidate the peace in the Niger Delta	3.61	3.51	0.47	0.92	0.141733	NS



Continuation of Table 4.8

S/No	Items	$\bar{X}_1$	$\bar{X}_2$	$SD_1$	$SD_2$	t-cal	Rmk
62	There is further need for rehabilitation of youth that has been involved in arms after the amnesty programme	2.3	2.34	0.79	0.79	0.135385	NS
63	Government should create more employment and unemployment programs and fortify existing ones such as National Directorate of Employment (NDC)	3.01	3.05	0.91	0.99	0.150818	NS
64	The intervention programme adequately solve the problem of youth restiveness in the Niger Delta	3.29	3.53	0.86	0.83	0.139072	NS

$N_1 = 106, N_2 = 39, df = N_1 + N_2 - 2 = 106 + 39 - 2 = 143, t_{143} (0.05) = \pm 1.96$

$X_1$  is trainees mean,  $X_2$  is trainers' mean,  $SD_1$  trainees' standard deviation

$SD_2$  is trainer's standard deviation and NS means No Significant Difference

**Note:** Table 8 below shows that there is no significant difference between the respondent of the trainers and the trainees. Hence the null hypothesis 4 which states that there is no significant difference between the mean response of the trainees and the trainers on the methods that can be adapted to arrest youth restiveness in the Niger Delta is accepted.

### Findings of the Study

The following findings were made from the study:

- 1) Youth Intervention programmes in the Niger Delta is achieving their performance goals. That is curbing youth restiveness.
- 2) The programmes have been largely inadequate on the areas of training equipment, availability of facilitators, favorable training venue and the degree of mastery of skills acquired during training and number of training centres.
- 3) There exist a significant difference between the academic background of trainees and secondary school students; which shows that youth restiveness is a predictor of academic achievement.
- 4) Youth empowerment in the form of financial assistance for the youth in the whole country or unemployment fees will further consolidate the peace in the Niger Delta
- 5) The militants should be disarmed continuously through dialogue and trade by barter with assurance of freedom and a veritable source of income
- 6) Free and compulsory education for all persons below the ages of 20 years will eventually eradicate the issue of youth restive in Nigeria.

## **CHAPTER V**

### **DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATION**

In this chapter, the discussion, summary of the study, conclusion and recommendation are presented.

#### **Discussion of Result**

Youth are the bed rock of the nation, the people that will take over the job that seems most crucial to us today; therefore building a strong formidable youth with a strong academic background should be the interest of every nation. The purpose of this study is to enlighten the youths on the short comings of youth restiveness on their academic achievement and the way out of youth restiveness by finding adequacy of intervention programmes and whether the programme goals are been achieved in the Niger Delta, the academic background of youths in the Niger Delta and methods of abating youth restiveness in the Niger Delta. The first question of this study sought to determine the whether the goals of intervention programmes in the Niger Delta are been achieved or not.

The findings of the first research question presented in table 1 revealed that youth intervention programme have achieved their goals. This is in agreement with Hope for the Niger Delta Commission (HNDC) report on intervention programmes in the Niger delta. HNDC (2007) reported that Intervention programme in the Niger Delta have reduce the incidence of youth restiveness but needs to demonstrated improved efficiency and effectiveness in achieving programme goals. Ofem and Ajayi also that concord that there is relative peace in the Niger Delta now compare to when the amnesty and intervention programs were not held; the programme has demonstrated adequate progress in achieving its long-term performance goals, that is curbing youth restiveness and rehabilitating restive

youths and that the attitude of youth and trainers attending the programmes can be said to be largely positive and functional towards the programme. This result is also in conformity with the separate studies of Onoge (1985) and that of Taiga (2004). However, a few of the youths collect their stipends and return to the creek. This trend indicates the extent to which the programmes are inadequate.

The second research question of the study sought to establish how adequate the intervention programmes in the Niger Delta has been. The findings of this research question is presented in Table 2. The table reveals that intervention programmes for youth restiveness in the Niger Delta are mostly inadequate. The respondents most agreed that (mean = 3.6 & SD = 0.89) intervention programmes has not taught sufficient skills to do as well as others who acquire their skills ease where in their areas of specialization and most disagreed that (mean = 1.2 & SD = 1.99) youth have been provided with adequate capital or means of starting off after the programme. Similar results were obtained by Taiga (2004), Louis (2007) and Ofem and Ajayi (2008). They however did not state the specific areas where these programmes could have been effective. Taiga linked the problem to that of corrupt officials while Ofem and Ajayi suggested that the programs should be evaluated. At the end of this assessment, it can be said that there were inadequate facilities and facilitators; and some of the clients were left stranded after the rehabilitation because they do not have what to fall back on as a source of livelihood therefore they are tempted to return to their formal groups. Moreover, rehabilitating a few (32%) troublesome youths of the Niger Delta is equivalent to treating the symptoms of youth restiveness. This could be because the majority of the Niger Delta youths are not restive. The vast majority of the youths that are able to hold their peace are also affected by the situations that lead to the restiveness. Louis (2007) spotted three categories of



restive youths: youths engage in genuine agitation for their rights, those seek for retribution and those involved in self seeking and criminal activities. All these categories have similar academic background.

Third research question seeks to find what constitute the academic background of youths in the Niger Delta. The data presented in table 3 provided answer to this research question.

Although 77.77% (mean = 3.11) are intelligent only 59.7% (mean = 2.39) will be satisfied with an average of 65%. This reveals that there is a gap in the academic background of youths in the Niger Delta. In explaining the poor academic background of youths in the Niger Delta; Akiri and Nkechi (2003) reported that WAEC result has been lower than 30% in the last ten years. The study also indicate that most of the youths have experienced high student to teacher ratio in the schools they have attended, lack of laboratories and adequate equipment for study, have a late start in education, unable to focus their attention fully on the work at hand while studying in class and the environment did not support education. James et al (2002). Other studies in consonant with this study include those of Barnett et al. (2003); Imhanlahini and Aguele (2006); Pozo-Munoz et al. (2000), Nuhfer (2004) and Pozo-munoz et al. (2000) in Akiri and Nkechi (2003). The study also find out that youth restiveness is a predictor of youth academic achievement since item 18 with a mean of 3.37 and SD 0.91 shows that the studying attitude of youths in the Niger Delta is largely affected by youth restiveness in the area. This is in agreement with the study of Elegbeleyo (2003) who opines that youth restiveness have dysfunctional effect on activities.



The data presented in table 4 provide answer to research question 4 as regard the method that can be adapted to abate youth restiveness in the Niger Delta. Opinion of the respondent reveal that they are in agreement with items contain in the table.

Note that items 2, 3 and 4 have means above 3.50 showing that the respondent strongly agreed that: 1 the militants should be disarmed through dialogue and trade by barter with assurance of freedom and veritable source of income;

2 all stake holders should create avenue for adequate communication and understanding;

3 there should be capacity building through the provision of education, small and medium scale enterprises to combat unemployment and create enlightenment and

4 there should be improvement on youth empowerment and empowerment strategy. Separate studies of Onoge (2003), Louis (2007) and Ofem & Ajayi all agreed with these items. Louis (2007) identified that all stake holders should create avenue for adequate communication and understanding with the youth; there should be improvement on youth empowerment and youth empowerment strategy; there should be capacity building through the provision of education, small and medium scale enterprises to combat unemployment, improved security and emergency services along pipe lines and Government should create more employment and unemployment programs and fortify existing ones such as NDC.

The analysis of hypothesis 1 which sought to find out if there is any significant difference between the mean response of the trainees and the trainers on the functionality of intervention programmes is presented in table 5. The finding shows that there is a significant difference between all the responses of the trainee and trainers. This is based on the result of the calculated t of the items which is greater than the critical valve of 1.96. Therefore the

alternative hypothesis hold; that is, there is a significant difference between the mean response of the trainees and the trainers on the functionality of intervention programmes.

The analysis of hypothesis 2 is shown on table 6 indicate that the comparison in mean rating of responses of trainee and trainers on the adequacy of intervention programmes in the Niger Delta tested at 0.05 significant level were accepted by the respondents but differ significantly. This is based on the result of the calculated  $t$  of the items which is greater than the critical value of 1.96. Therefore the respondents differ significantly on the adequacy of the intervention programmes in the Niger Delta.

The analysis of hypothesis 3 is shown on table 7 indicate that the comparison in mean rating of responses of students and restive youths on the academic background of youths in the Niger Delta tested at 0.05 significant level were accepted by the respondents but differ significantly. This is based on the result of the calculated  $t$  of the items which is greater than the critical value of 1.96. Therefore the respondents differ significantly on the academic background of restive youths and non restive youth in the Niger Delta.

The analysis of hypothesis 4 is shown on table 8 indicate that the comparison in mean rating of responses of trainee and trainers on the methods that can be adapted to arrest youth restiveness in the Niger Delta tested at 0.05 significant level were accepted by the respondents. This is based on the result of the calculated  $t$  of the items which is lower than the critical value of 1.96. Therefore the respondents did not differ significantly on the methods that can be adapted to arrest youth restiveness in the Niger Delta.

### **Summary**

The purpose of this study is to enlighten the youths on the short comings of youth restiveness on their academic achievement and the way out of youth restiveness by exposing the areas

that need improvement in the intervention programmes in the Niger Delta and the academic background of youths in the Niger Delta with the view of suggesting possible methods of abating youth restiveness in the Niger Delta. To achieve these four research questions were formulated in line with specific purpose of study. The total population of the study was 979. The study population was made up of 358 formal militias and 49 officials from 2 out of 6 two post amnesty groups, 286 males and 286 females, drawn from 9 out of the total of 361 public secondary schools in Delta State by stratified random sampling technique.

A structured questionnaire with a total of 64 items was use to gather the information. The questionnaire has four sections (A – D) was validated by two experts from the department of Industrial Technology Education, Federal University of Technology, Minna. Suggestions from these experts form the basis for the final draft of the questionnaire. The data collected were analyzed using mean, standard deviation and t-test at 0.05 level of significant.

#### Findings:

- 1) The intervention programmes have tried to address the problem of youth restiveness but the attitude of the trainers and trainee does not give room for effectiveness of the programmes.
- 2) There is no significant difference between the response of trainers and trainees on the effectiveness of the programmes.
- 3) The programmes were agreed to be largely inadequate on the areas of training equipment, availability of facilitators, favorable training venue and the degree of mastery of skills acquired during training

- 4) The trainers term to agree that the programmes are adequate than the trainee agreed that they are. However both trainers and training agreed that the programmes are inadequate to some extent.
- 5) There exist a significant difference between the academic background of trainees and secondary school students; which shows that youth restiveness is a predictor of academic achievement.
- 6) Youth empowerment in the form of financial assistance for the youth in the whole country or unemployment fees will further consolidate the peace in the Niger Delta
- 7) The militants should be disarmed continuously through dialogue and trade by barter with assurance of freedom and a veritable source of income
- 8) Free and compulsory education for all persons below the ages of 20 years will eventually eradicate the issue of youth restive in Nigeria.

## **Conclusion**

Youth restiveness in the Niger Delta has reduced compare to the mid 90s as a result of the intervention programmes however they are not adequate. Government needs to make adequate provision for youths not just in the Niger Delta but through out the country. With adequate provision, good administration and educational background for youths, youth restiveness will soon be a thing of the past in the Niger Delta.

## **Implication of the Study**

Youth restiveness has a dysfunctional effect on academic activities; hence it is able to retard academic achievement. So, no matter how complex the issue of youth restiveness in the



Niger Delta is; the over riding question is that, how can the academic achievement of youths in the Niger Delta be raised? What effect will this raise, have on the baroque youth restiveness in the Niger Delta? The study shows that raising the academic achievement of youth in the Niger Delta can bridge the economic gap between the restive youths and normal youths in the society, increase their power economically; hence reduce, if not eliminate, the number of youth that drop out of school and choose the creek and militants as a viable option.

#### Recommendation

1. The militants should be disarmed continuously through dialogue and trade by barter with assurance of freedom and veritable source of income.
2. All stake holders should create avenue for adequate communication and understanding.
3. There should be capacity building through the provision of education, small and medium scale enterprises to combat unemployment and create enlightenment.
4. There should be improvement on youth empowerment and empowerment strategy.
5. Improved security and emergency services along pipe lines
6. Mass enlightenment campaign to bring aware of the dangers of youth restiveness
7. Introduction of unemployment scheme to provide livelihood for the youth of the region
8. Job creation and employment generation Provision of recreational facilities, welfare facilities and health care facilities in the region
9. Protection and development of the environment where oil exploration is taking place and adequate funding and monitoring of NDDC to ensure that good performance



10. Improve educational program quality for primary and secondary schools. The quality of implementation, leadership and accountability are three essential components that should not be compromised

11. Provision of academic demanding curriculum with challenging educational activities that are also developmentally appropriate.

12. Reduced student to teacher ratio through the use of smaller classes, small learning communities, teacher aids, team teaching and tutoring, mentoring and other ancillary support.

13. The used of several programs such as longer school hours, extra school days, Saturdays and summer courses to provide students with extended learn time  
Scholarship and other financial support

## REFERENCES

- ams P. O (1991) *Debts: loose lending, corruption and the third world environmental legacy*. Toronto: Earthscan (179 – 184) retrieved from [www.odiousdepts.prg](http://www.odiousdepts.prg)
- igwe O. F. (1998). *Essential of Government for West Africans*. Ibadam Nigeria: Ibadan Oxford University Press.
- ica Network for Environmental and economic Journal (2003) *Oil of Poverty* Report on Stake Holders Workshop on Oil Producing Communities. Yenagoa, Bayelsa State, on 13<sup>th</sup> November, 2003.
- yi A. R. ( 2006).A Guide for Young Farmer Clubs Programme”. Akure. SAC Impressions,
- ri A. A. and Nkechi M. U( 2009) Teachers Effectiveness and Students Performance in Public Secondary Schools in Delta states, Nigeria. Retrieved on the 17 July, 2009 from [www.krepublishers.com](http://www.krepublishers.com)
- en S. (2009) the conceptualizing youth retrieved on the 07/09/2010 at [www.edu/youth@info.gov](http://www.edu/youth@info.gov)
- ikweze A. M. (2005) *Measurement and Evaluation for Teachers' Education* pp( 5& 6) Enugu Nigeria SNAAP Press
- arnett C W, Matthews H W, and Jackson RA (2003) Comparison Between Student Rating and Faculty Self-Rating of Instructional Effectiveness. *American Journal of Pharmaceutical Education*, 67(4): 1-6
- iegar W. R., Albert I. Achike A. and Schwenthe S (2007). Strategic Analysis of Development Constrains and Priority for action in Southern Nigeria: updates on environmental crisis in the Niger Delta.
- arter S. (2000) Casey. *No Excuses: Lessons from 21 High Performing, High Poverty Schools*. Washington, D.C.: Heritage Foundation
- arter S. (2007) *Closing the Educational Gap for Foster Youth* Los Angeles, Educational Information Sharing Challenges and Legal Provision, Children Law Centre, Pennsylvania University

- Chauhan S. S (1979). *Innovation in Teaching and Learning Process*. New Delhi Vikas Publishing House PVT Ltd.
- Collier P and Hoeffler A., (2002) *On the Incidents of Civil Wars in Africa*, Journal of Conflict Resolution, vol 46 No. 2
- Donard W. J; Sonia J and Estes P (2008) *Raising Minority Academic Achievement*” Washington D.C American Youth Policy Forum. (AYPF) retrieved on 13/09/2010 from [www.aypf.org](http://www.aypf.org).
- Elegbeleye O. S. (2008) *Recreational facilities: A Panacea for Youth Restiveness*, [www.krepublishers.com/edu](http://www.krepublishers.com/edu)
- Federal Republic Nigeria (1979) Nigeria Constitution Sec 7(1) 62 – 75
- Federal Republic of Nigeria (2007) The Nigeria Constitution sec 7(1) 23 – 36
- Folarin S. (2007) *Niger Delta Environment: Ogoni Crisis and the state*. Journal of Constitutional Development, Vol 2 No 5; Lagos Covenant University.
- Freud S. (1959) *Introduction to Psychology* New York Guilford press.
- Gary I and T Karl (2007) *'Bottom of the Barrel: Africa Oil Boom and the Poor.'* New York. Catholic Relief Service
- Gardner H. (1989) *Emotional Intelligence go to School*, Educational Researcher, vol 18, 8.
- Greene B. A., Miller, R. B., Crowson H. M., Duke, B. L., & Akey, K. L. (2004). Predicting High School Students' Cognitive Engagement and Achievement: contributions of classroom perceptions and motivation. *Contemporary Educational Psychology*, 29(4), 462-482. [18]
- Goleman, D. (1995) *Emotional intelligence: why it can matter more than IQ*. New York: Bantam Books.
- Horn (2001) Youth Restiveness in the Niger Delta, a paper presented at the PTDF Warri, Nigeria. On 23<sup>rd</sup> May
- Human Right Watch. (2005) *"Nigeria: the Niger Delta – No Democratic Dividend"*

## News

Imhanlahimi E O and Aguele LI 2006 Comparing Three Instruments for Assessing Biology Teachers' Effectiveness in the Instructional Process in Edo State Nigeria. *Journal of Social Sciences*, 13(1):

Imoni k (2003, 28 September) The Ogoni Crisis. Vanguard Newspaper

James S. and Lynn W. (1999) "Chicago Arts Partnership: Summary Evaluation." In *Champions of Change: The Impact of the Arts on Learning*. Edward B. Fiske. Washington, D.C.: Arts Education Partnership and President's Committee on the Arts and Humanities, 67-70.

Joshua MT, Joshua AM, Kritsonis AW (2006). Use of Students' Achievement Scores as Basis for Assessing Teachers' Instructional Effectiveness: Issues and Research Results. *National Forum of Teacher Education Journal*, 17(3): 1-13

Kola O. (1985) *West Africa History* Ibadan Nigeria: Ibadan University Press.

Lawrence K (1983), *Approach to Moral Education* John C New York Gibbs

Louis B. O. (2007) *Youth Restiveness in the Niger Delta: issues and imperatives*.

Mayer, J, & Salovey, P.(1995) *Emotional Intelligence and the Construction and Regulation of Feelings*. *Applied & Preventive Psychology*, 4(3), 197-208.

Nwangu, (1995) *Educational Research: Basic Issues and Methodolgy* Ibadan Wisdom Publisher Limited

Nwanna O. C (1979) *Education measurement for Teachers*. Lagos Thomas Nelson, Nigeria Ltd

Nuhfer EB (2004). *Fractals and the Value of Student Evaluators*. Centre for Teaching and Learning, Idaho State University. Retrieved October 3 2005 from [www.isu.edu/ct/facultydev/extras/meaningevalsfract\\_files/MeaningEvalsfract.htm](http://www.isu.edu/ct/facultydev/extras/meaningevalsfract_files/MeaningEvalsfract.htm)

Obioma G. O. (1988) *Statistics for Educational measurement*. Oweri, Nigeia Wisdom Publishers

Ofem M I and Ajayi R A(2008) *Effect of Youth Empowerment in Conflict Resolutions in*



*the Niger Delta: Evidence from Cross River State.* Calaba Nigeria: University of Calaba

Okecha S (2003) "Flames of Sabotage: the Tragedy of Youth Restiveness in the Niger Delta A paper presented in the Institute of Governance and Development. Ekpomao

Okojie F.I and Ailemen M.I (2003) *Youth Restiveness and Environmental Degradation a Case of the Niger Delta* A paper presented in the Institute of Governance and Development. Ekpomao

Onoge O F (1980) *Rural Poverty in Nigeria Bourgeois Sociology: A Materialistic Critique* Benin: Hernman Educational books (Nigeria) Ltd,

Onoge O. F (2004). The Phenomena of Youth Restiveness. A paper presented at the Petroleum Training Institute, Warri.

Onoge F O."(1985) *Towards a Marxist Society of African Literature*", in M Gugel Bergered.; Marxist and Africa Literature, James Currey Ltd London,

Onuche R. O and Akeju S (1977) Testing and Education Resources Lagos Retrieved on 13<sup>th</sup> June, 2010. [www.pdf/edu/ajag](http://www.pdf/edu/ajag)

Philip O. T (2003, 22<sup>nd</sup> September) Four Killed in an Inferno: The Guidance vol 296 No 23

Piaget J (1976) The origin of intelligence in children, international university press New York.

Piaget J. (1976) *The Origin of Intelligence in Children*, New York: International University Press.

Rahani Abdullah, Mohammed T and Gali Habib (2000) "*intelligence and Gender as Predator of academic achievement among under graduate students*" European Journal of Social Science vol 7 No2

Rivkin S. G., Erik A H., and John F. K "Teachers, Schools and Academic achievement" *Econometria* vol 73, No. 2 2005 pp417 – 458

Steinberger, E. D. (1993). *Improving Student Achievement*. Virginia: American Association of School Administrators.



Sunday O. (2007) *Oil and Youth Restiveness in the Niger Delta*, Hope for the Niger Delta campaign, retrieved from [www.hndc.com](http://www.hndc.com)

United Nations (1999) United Nations Charter of 28 September, 1999. Retrieved from [www.un.org/news](http://www.un.org/news)

United State Agricultural Industrial Development (2002) Agriculture and Conflict Management System, A Report presented in Abuja, Nigeria. 12<sup>th</sup> - 14<sup>th</sup> August, 2002.

Wikipedia (2008) *conflict in the Niger Delta* retrieved on 3/07/ 2009 from [www.wikipedia.com](http://www.wikipedia.com)

World Bank (2005) "*A Better Investment for Everybody*" from [www. Web.worldbank](http://www.worldbank.org) on the 23<sup>rd</sup> March 2010.

## APPENDIX I

### RESEARCH QUESTIONNAIRE ON YOUTH RESTIVENESS AND ACADEMIC ACHIEVEMENT

This is a research questionnaire distributed by a student of the Department of Industrial Technology Education, Federal University of Technology, Minna, Niger State; in an attempt to assess the effects of youth restiveness on the academic achievement of youths in the Niger Delta.

Please be as sincere as possible and do not put your name on the questionnaire since all responses are confidential. Thank you for your anticipated cooperation.

*Kindly indicate by ticking  $\surd$ , the extent to which you agree or disagree with the following statements/questions.*

KEY: Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD

#### SECTION A

What is the functionality of Intervention programmes for youth restiveness in the Niger Delta?

#### INSTRUCTION: for trainees and trainers

S/No	Question items	SA	A	D	SD
1	The intervention programmes have addressed youth restiveness				

	specifically as an existing problem and need				
2	These programmes have been able to address the issues that lead to your joining your group				
3	The intervention programmes have been able to help youth acquire sufficient skills to sustain themselves after the programme.				
4	The programme is designed so that it is not redundant or duplicative of any other federal, state, local or private effort?				
5	The programme has provided your needs after you departed from your group				
6	The attitude of youth attending the programs can be said to be largely positive and functional towards the programme				
7	The youth just collect 'settlement' and return back to their restive activities				
8	The programme has demonstrated adequate progress in achieving its long-term performance goals (curbing youth restiveness and rehabilitating restive youths).				
9	Some of the youths just collect their stipends and return to the creek				
10	There is relative peace in the Niger Delta now compare to when the amnesty and intervention programs were not held				
11	The attitude of trainers in the programmes can be said to be largely positive and functional towards the programme				

**For trainers only**

S/No	Question items	SA	A	D	SD
12	The programme has a limited number of specific long-term performance measures that focus on rehabilitation of restive youths				
13	The programme have demonstrated improved efficiencies and cost effectiveness in achieving programme goals each year				
14	The programmes have achieved its annual performance goals				
15	The programmes have unrealistic targets and time frames for its long-term measures.				
16	The budget requests are explicitly tied to accomplishment of the annual and long-term performance goals.				
17	The resource needs is presented in a complete and transparent manner in the program's budget				
18	The program use strong financial management practices.				



**SECTION B:** What is the adequacy of intervention programmes for youth restiveness?

**INSTRUCTION: For trainers and trainees**

S/No	ITEMS	SA	A	D	SA
19	The meeting points can be said to be largely over crowded				
20	The trainees in my development camp far out number the facilitators and facilities in the camp.				
21	Youth under going skill acquisition programmes are provided with sufficient training equipment.				
22	I have been taught/have taught sufficient skills to do as well in my area of specialization				
23	Youth have not been able make maximum used of skills obtained from the programmes due to lack of fund				
24	The intervention programmes are treating the symptoms rather than causes of youth restiveness in the Niger Delta.				
25	I am as competent as my colleague who acquire similar skills ease where				
26	Youth have been provided with adequate capital or means of starting of after the programme				
27	The intervention programmes are marred by corruption and corrupt officials siphoning the welfare packages for the youths.				
28	Youth should be supported after school to establish small scale				



	business rather waiting to rehabilitate restive youths				
29	Youth under going skill acquisition programmes are provided with enough resource persons.				

### SECTION C: trainees and secondary school students

What is the academic background of youths in the Niger Delta?

S/No	ITEMS	SA	A	D	AD
31	My average grade in my last exams is approximately above 65%				
32	There exist individual efforts of wealthy persons towards improving the quality of education in the area where I school.				
33	There is communal effort towards improving the quality of education in the area where I school.				
34	There is reduced student to teacher ratio in the schools I attended/teach				
35	Compared to my friends, I am performing better than them academically.				
36	I usually follow a weekly study schedule.				
37	While studying alone or in class, I am able to focus my attention				

	fully on the work at hand.				
38	I frequently worry about my grades and or passing my exams.				
39	I am an intelligent person.				
40	I have the intention to continue my education upon graduating from Secondary school in a higher institution.				
41	I often miss classes due to reasons other than illness in the last academic session				
42	I usually have sufficient time to participate in the activities I am involved with and when I study, I usually accomplish most of what I set out to accomplish.				
43	Children in my school have an early start in education				
44	Parents in the school I attend/teach are very interested and well involved in their wards education				
45	Teachers have always been punctual to school and effective in their teachings				
46	There were laboratories and adequate equipment for study in school I attend/ teach.				
47	I regularly participate in exam mal practices during exams				

48	The studying attitude of students in the school I attend/teach is largely affected youth restiveness in the area				
----	--	--	--	--	--

**SECTION D:** What are the methods that can be adapted to arrest youth restiveness in the Niger Delta?

S/No	ITEMS	SA	A	D	AD
49	The militants should be disarmed through dialogue and trade by barter with assurance of freedom and a veritable source of income				
50	All stake holders should create avenue for adequate communication and understanding with the youth				
51	There should be improvement on youth empowerment and youth empowerment strategy				
52	There should be capacity building through the provision of education, small and medium scale enterprises to combat unemployment				
53	Improved security and emergency services along pipe lines				
54	Mass enlightenment campaign to bring aware of the dangers of youth restiveness				
55	Introduction of unemployment scheme to provide livelihood for the youth of the region				
56	Job creation and employment generation				

57	Provision of recreational facilities, welfare facilities and health care facilities in the region				
58	Protection and development of the environment where oil exploration is taking place in the Niger Delta.				
59	Adequate funding and monitoring of NDC to ensure good performance				
60	Ensuring good governance and eradicating corruption from the system.				
61	Youth empowerment in the form of financial assistance for the youth in the whole country or unemployment fees will further consolidate the peace in the Niger Delta				
62	There is further need for rehabilitation of youth that has been involved in arms after the amnesty programme				
63	Government should create more employment and unemployment programs and fortify existing ones such as National Directorate of Employment (NDC)				
64	The intervention programme adequately solve the problem of youth restiveness in the Niger Delta				

## APPENDIX II

Table 1.1: Unemployment Rates by State in the Niger Delta

STATE	COMPOSITE	URBAN	RURAL
Abia	10.6	8.7	10.8