Remediating youth restiveness using social entrepreneurship education

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Abstract

Youth restiveness has been on the increase in almost every community in Nigeria. This has contributed to massive loss of lives and properties, which constitute a major threat to security of the state and its corporate existence. The aim of this research was to examine the relationship between Social Entrepreneurship (SE) andYouth Restiveness (YR). The study followed the pragmatic philosophical paradigm combining both the inductive and the deductive methods of scientific inquiry in a cross-sectional survey. A systematic random sampling was adopted to collect datafrom308 youths that werebetween 18 and 46 years old, using a self-structured questionnaire.Mentorship was used as a dimension of SE while dysfunctional protest was used to measure YR. The descriptive (mean, percentages and standard deviation) and inferential statistics were used to analyse the data. The findings showed that there were more males (82.8%) than females (17.2%). Half of the youth were graduates and only 28.1% were not. A mean score below 5 points was obtained,indicating that the youths admitted to having a good relationship with the experienced persons they worked with. It was also observed that an increase in dysfunctional protest was not as a result of the adoption of Mentorship ($r = 0.550$). In conclusion, mentorship inversely affects youth restiveness thus efforts to curb youth restiveness should adopt mentorship model.

Keywords:

Youth restiveness, mentorship, dysfunctional protest.

Introduction

There has been an upsurge in youth restivenessin almost every community in Nigeria. Since the end of military regime and the beginning of civilian regime, there has been a rise in cases of unravelled attack on public facilities, killing of innocent people, abduction, drug abuse, rape, armed robbery, hooliganism, burglary, political thuggery, dysfunctional protest, fraud, cybercrime among others. Youth restiveness in the South-South region, and Boko Haram and Fulani Herdsmen in Northern Nigeria have been a cause of serious national security problems for quite some time now and these vices have assumed international dimension in scope. The interest of governments and the world over youth restiveness stem from the fact that the youths are a bundle of potential energy waiting to be unleashed positively or negatively (Biereenu-Nnabugwu, Obiajulu, &Abah, 2015). This potential energy, if not checked, harnessed and put into good use, could spell doom for the society. As the saying goes 'an idle mind is the devil's workshop'.

Youths constitute about 70% of the more than 211 million people of Nigeria (Worldometer, 2021). The 2006 population census revealed that 45.4 million of Nigeria's populace are youths between the ages of 10–24 indicating 34% of the entire population (Omoju & Abraham, 2019). A well-known fact that the youthful population are the vital asset for innovation and creativity in the economy hence, if the peculiar stance of the youth is not harnessed, the opposite could be the case (Gilbert, 2012; Vremudia, 2012). The youth unemployment crisis is not novel, but the amazing proportional upsurge it has stretched in the recent time is what is novel (Egunjobi, 2007; International Labour Organisation, 2012).

Sadly, in Nigeria today, large numbers of very energetic youths who are prepared to work but are languishing in the streets begging for help where none exist. Compounding the problem of youth restiveness is unemployment which is a key factor in the high rate of youth restiveness and cause of insecurity in Niger Delta region. The Niger Delta Region is plagued by high rate of crime and attack on public facilities, including armed robbery, kidnapping and political attack on public facilities (Omokri, 2018).

Social Entrepreneurship education in Nigeria is still encumbered by the traditional system of education in the country, corruption and poor political environment and taking money from money lender. Social entrepreneurs are not necessarily working in a lucratic market. Small and Medium Enterprises (SMEs) are the backbone of the contemporary economic development due to the significant role they play in the sustainability of the world economic development (Carter and Tamayo, 2017). SMEs account for more than 90 percent of businesses, contribute to more than 50 percent of employment and over 50 percent of gross domestic products (GDP) in the world (Kessey, 2014). In Nigeria and Africa as a whole, the commonest business entities are SMEs. The enterprises contribute significantly to the provision of employment, the formation of capital, economic viability and poverty alleviation among others (Ganyaupfu, 2013).

Despite the effort and contribution of the Nigerian government to the development of SMEs, yet the input of the enterprises including micro businesses to the country's exportation is as

low as 7.27 percent (SMEDAN, 2013). The lack of entrepreneurial competencies has been identified as the leading cause of business failure in the country (Inyang &Enuoh, 2009). Therefore, the need for entrepreneurial competency become necessary as it provides practical solutions to the mystery of business downfall (Sánchez, 2013). Competency of the entrepreneurs is one of the significant determining factors for success, performance and growth or failure of business operation (Brinckmann, 2018; Mitchelmore & Rowley, 2013).

Youth restiveness prevalence in Nigerian society is on the increase today. Some of the presumed vices include: corrupt leaders, unemployment, societal welfare, lack of information communication flow and sharing awareness, neglect and lack of vocational skills and education. Thus, youth restiveness, phenomenon in recent years in southern Nigeria has paralyzed the social economic and political activities, which if not addressed will result to decay in societal values in the country. This decay arose from the neglect of both federal government and multinational oil companies operating in the area and gross-under-development in the community, which affects every segment of the society and mostly - the educational sector.

Mentorship as a measure of social entrepreneurship education is a powerful instrument of social (sociological) progress without which enables individualsto attain development. It is in realization of the above and realizing same that many youths have left school due to restiveness, unrest or chaos that motivated this study. Thus, this study investigates the phenomenon of youth restiveness with a view to ascertaining its relationship with social entrepreneurship education (mentorship in particular) in South-South, Nigeria. This is in view of the fact that numerous studies on managing youth restiveness has been largely anchored on facilities' development in the region and other kinetic approaches which constitute knowledge gap in terms of mentorship influence. The aim of this study therefore was to examine the relationship between mentorship and dysfunctional protest
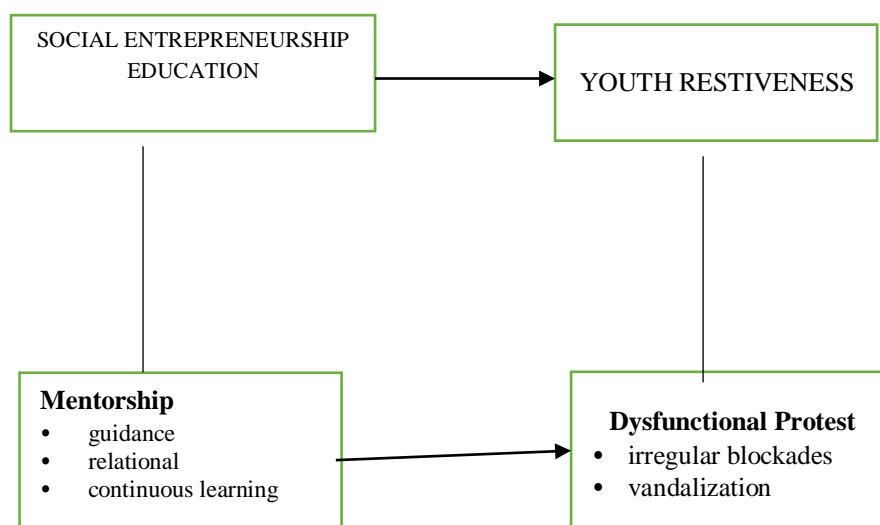
Researcher's Conceptual Model

Figure 1: Conceptual framework showing the relationship between social entrepreneurship education and youth restiveness.

Source: Adapted from Ojogba, et al. (2020); Igba, (2017); Akpokighe and Ejovi (2020).

Literature Review

Theoretical Foundations

Theory of Planned Behaviour: This study is underpinned on the theory of planned behaviour. Ajzens and Madden (1980) propounded the theory of planned behaviour which states that past behaviour displayed by a business owner can directly affect future behaviour. That is to say that the more often an employer has demonstrated certain behaviour in the past, the more likely such a business owner will display or exhibit same behaviour in the future. They opined that behaviour gives birth to character. The theory believes that perceived behavioural control has direct influence on behaviour and also an indirect influence through intention in tasks performance (Madden, Ellen&Ajzen, 1992).

Conceptual Review

Social Entrepreneurship

Social entrepreneurship is a business model used by organisations to help solve some of the world's greatest problems. Where the traditional model has largely focused on the generation of profit, social entrepreneurships focus on bringing about positive social and environmental change, while also generating a profit in some cases. It is really about developing business opportunities that have positive impact. It is using your business as an instrument for social causes, looking at the company's role in this world and the ways the business can influence positive change," says Michelle Reid, Advisor, Corporate Sustainability and B Corp, BDC.

It focuses on identifying social challenges and the embracing of innovative and entrepreneurial approaches targeted at proffering short- and long-term solutions. Social entrepreneurship connotes selfless entrepreneurial efforts, undertaking, and strategy geared towards production of social impact. It is also important to note that while social improvement to beneficiaries and communities is the main focus and drive of social entrepreneurship, investors are hugely rewarded financially or socially as well. This ensures continuous availability of adequate funding as well as sustainability of the creation of social value and development (OECD, 2011). Individuals, governments, Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs) and other interest groups have made several attempts in providing solutions to mankind/social challenges. However, despite these attempts by these organizations, problems persist in our communities, for example; youth restiveness, boko haram militancy, cattle rustling, kidnapping, political thuggery, youth unemployment, hunger, maternal mortality, broken homes, among other social vices.

According to Jafta (2013), social entrepreneurship can help solve some developmental problems and address the lack of social cohesion in society. Community development

requires the involvement of social entrepreneurs who are able to mobilize community resources for the purpose of attaining their social mission (Dhesi, 2010).A social entrepreneur is an individual, group, network, organization or alliance of organizations that seek large scale change through pattern breaking ideas about how governments, non-profits and businesses can address significant social processes (Light, 2008). Thumbadoo and Wilson (2007:21) assert that social entrepreneurs "look at the world with new eyes"; where others see doom they see boom. That is to say social entrepreneurs act as architects of community development, by creating spectacular value where others might see a worthless endeavour. Furthermore, as social entrepreneurs take part in community development they tend to raise awareness of the problems faced by the community therefore creating networks for communities so that more people can participate in developing communities (Farmer & Kilpatrick, 2009). Di Domenico, Haugh and Tracey (2010) argues that as social entrepreneurs strive to meet the needs of the community, they utilise resources that are usually considered to be useless to achieve their objectives. Similarly, social entrepreneurs play a major role in dealing with social ills and have made significant contributions in community development. There is lack of understanding of the meaning and importance of social entrepreneurship, social enterprises and entrepreneurs in Nigeria. However, even with the unfavourable legal, economic and institutional framework, social entrepreneurship does exist in Nigeria. It currently appears in Nigeria in the form of individual initiatives or relatively organized sub-sectors (for example; Mallam Garba Foundation) which solve the problems such as; youth unemployment.

Education is the transmission of knowledge, skills, and character traits and comes in many forms. Formal education happens in a complex institutional framework, like public schools. Non-formal education is also structured but takes place outside the formal schooling system, while informal education is unstructured learning through daily experiences. Formal and non-formal education are divided into levels that include early childhood education, primary education, secondary education, and tertiary education. Other classifications focus on the teaching method, like teacher-centered and student-centered education, and on the subject, like science education, language education, and physical education. The term "education" can also refer to the mental states and qualities of educated people and the academic field studying educational phenomena.

Education also means helping people to learn how to do things and encouraging them to think about what they learn. It is also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation. In democracies, through education, children and adults are supposed to learn how to be active and effective citizens. More specific, education helps and guide individuals to transform from one class to another. Empowered individuals, societies, countries by education are taking an edge over individuals stand on the bottom pyramid of growth.

Mentorship

Mentorship is simply the word for a mentoring relationship (mentor + relationship = mentorship). It can be used to reference both the act of mentoring and the relationship you have with your mentor or mentee. The purpose of a mentor is to help you grow as a person and become the best version of yourself. This may involve helping you achieve your personal or career goals, introducing you to new ways of thinking, challenging your limiting assumptions, sharing valuable life lessons, and much more(Mullen, &Klimaitis, 2021).

Mentorship is concerned with studying how the environment, particularly the social environment, affects long-lasting changes in behaviour` (Skinner B. F.1904-1990). Behavioural learning theory is a branch of psychology that focuses on how people learn through their interactions with the environment. It is based on the idea that all behaviours are acquired through conditioning, which is a process of reinforcement and punishment (Skinner, 2012).

Behavioural learning theory emerged in the early 20th century as a reaction against introspective psychology which relied on subjective reports of mental states and processes. Behaviourist such as John B. Watson and B. F. Skinner argued that psychology should be a science of observable and measurable events and behaviours, and that mental states and cognitive processes were irrelevant or inaccessible.

Mentorship is a set of skills and behaviour needed to create, develop, manage, and grow a business venture through the influence of the environment. It also includes the ability to handle the risks that come with running a business. Without doubt, business owners and start-up founders must possess most of the entrepreneur competencies to succeed. An entrepreneurial mindset also means pushing themselves to be innovative and creative and holding on to even the tiniest opportunity to grow.

Mentoring: Mentoring is the act or process of helping and guiding another person to support their personal development. Note that we have said 'personal' development here rather than 'career' development – and that is because ultimately, mentoring is about people. If someone helps you improve your confidence or self-awareness that is going to translate beyond your day job. (Parsloe, 1992)

It is also the patronage, influence, guidance, or direction given by a mentor. A mentor is someone who teaches or give help and advice to a less experienced and often younger person. A mentor is a person who can support, advice and guide you. They typically take the time to get to know you and the challenges you are facing and then use their understanding and personal experience to help you improve.(Association of Talent Development ATD)www. Td. Org

This relationship is additional to a manager or boss and benefits from a more personal and confidential structure. Mentors have the potential to become lifelong friends, or the relationship might only last until you have achieved a goal, there's no one size fits all.

It is a fantastic way to foster your personal development and to maximize continuous learning. While a mentor can provide invaluable support and guidance across a range of topics including mental health, they are not a therapist. It is important to establish this to all parties participating in mentoring. A mentor is not the same as a coach. Coaches are paid for and provide time-bound teaching on specific topics. You can find out more about the difference between mentoring and coaching here. Mentoring is not a magic cure. While mentoring can support a range of development goals and has many benefits for both parties and organizations, it isn't going to fix everything. There are many complementary ways to develop your people alongside mentoring(Mullen, &Klimaitis, 2021). There are many benefits of mentoring for the mentor as well as the mentee, such as improving communication and developing leadership skills.People choose to mentor others because it's an incredibly valuable experience; seeing somebody grow and succeed as a result of your advice is highly rewarding.

Harvard Business Review conducted a study researching the positive effects of mentoring, and found that people who served as mentors also experienced lower levels of anxiety, and described their job as more meaningful, than those who did not mentor.

Youth Restiveness

Youth restiveness is a conglomeration of two different words- "youth", and "restiveness". The word "Youth" is considered in certain arguable quarters as fluid in terminology. Youth according to Uriah, Egbezor and Ololube (2014) can be seen as young men and women who are no longer children, but not yet adults. Similarly, but in a more elaborate manner, the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2017), defines youth as being best understood as a period of transition from the dependence of childhood to adulthood's independence, and awareness of our interdependence as members of a community.

To give these definitions more precision, some quarters have gone to ascribe definitive age classifications to the understanding of youth. However, it must be understood that the term youth is fluid, and as such it transcends any fixed age group. This nonetheless, we tend to agree with the UNESCO as it writes that age is still the easiest way to define youth, particularly vis-à-vis education and employment. To that extent, therefore, the UNESCO (2017) further defines youth as "… often indicated as a person between the age where he/she may leave compulsory education, and the age where he/she finds his/her first job." According to Nwanna-Nzewunwa, Girigiri and Okoh (in Uriah et al, 2014:106), a youth "is a person that is over twelve (12) years but no more than forty (40) years." The United Nations Secretary-General's Report to the Genral Assembly (A/36/215, 1981) (in UNESCO, 2017), for statistical purposes, defines those persons between the ages of 15 and 24 as youth without prejudice to other definitions by Member States. The definition of youth by the African Union Commission (2006:11) in the developed and adopted "African Youth Charter" describes "youth" or "young people" as "every person between the ages of 15 and 35 years." The Federal Republic of Nigeria (FRN) (2004) officially placed the age bracket of youths

between 16 and 30 years. For the National Bureau of Statistics (NBS) (2017) Nigeria's youth population comprise persons aged between 15 and 34.

From the foregoing, it is obvious that the term youth is not fixed to any particular age group chronologically, legally, psychologically, and physiologically because most people in their respective fields of human endeavors still view themselves in that pejorative term as belonging to the youthful age grade. In fact, as Uriah et al (2014) writes, and rightly too, in some cultures in Nigeria, it may not be out of place to see people (especially men) of even 40-45 years of age claiming youth membership. To corroborate this assertion, in 2012, one of Nigeria's biggest political parties, the Peoples Democratic Party (PDP) elected, as National Youth Leader, Malam Umar Garba Chiza who was 60 years old at that time (Saharareporters, 2012).

In vein of the above, youth is a fluid or relative category of human being as it can be found in all educational levels (primary, secondary and tertiary levels), and it can be attached to anyone who believes he or she is so. Little wonder, the saying „youth at heart" gained it currency. In this write up the definition of the youth given by National Bureau Statistics will serve as our guide.

On the other hand, „restiveness" lacks a universally accepted definition since different scholars define it differently. For instance, restiveness, according to the Soannes and Steveson (2010), is an inability to stay still, or a desire not to be controlled, especially because you feel bored or not satisfied. It can also mean situation of stubborn resistance to control, or being marked by impatience or uneasiness (Restive, n. D.) Unlike the prior definitions which did not focus on any being (man nor animals), Agina-Obu (2008) defined restiveness within the purview of human action (or inaction). For Agina-Obu (2008) restiveness can be defined as a kind of human behavior geared towards the realization of individuals or groups needs. It emanates from individuals or group failures or inability to meet their needs through institutional provisions or arrangements that results in youth restiveness.

When we move from restiveness to youth restiveness, we find a more vexed definitional disparity amongst scholars. The definitional divergences, nevertheless, the definitions all have some crosscutting elements which aid us in grasping the meaning of the concept.

For instance, according to Elegbeleye (2005) restiveness can be defined as a sustained protest embarked upon to enforce desired outcome from a constituted authority by an organized body of youth. It is marked by violence and disruption of lawful activities anywhere it occurs. In the view of Igho and Ikpa (2013:131), youth restiveness involves the combination of actions, conducts and behavior which constitutes unwholesome, socially unacceptable behavior exhibited by youths in the society."

Nigeria has witness Dysfunctional protest many times and this happens mostly because of the attitude of the government towards the youth. One of them is the recent #EndSARS violent protest that happened in 2020. 2020 #EndSARS Violent Protest was a mass action calling for a complete ban of the Special Anti-Robbery Squad (SARS) of the Nigerian police force. The

bottled anger of many of the country 's youths over unfair profiling and harassment by SARS in particular has found an outlet in protests across the country especially in the South and FCT. It started with no defined or any central leadership (Ojewole, 2020). Hitherto, the citizens have regularly accused the special police squad of harassment, intimidation and extortion of innocent youths. They have also been accused of extra-judicial killings, maiming and illegal incarceration of accused persons without authorization by a court of law. The squad has become a law to itself.The #EndSARS protests represented a symbol for broader resentment and opened the path for marginalized Nigerian youths to vent bottled-up grievances against the government, though starting with the excesses of SARS other inadequacies in governance were added along the line.

Relationship between Mentorship and YouthRestiveness

Behaviour is defined as the way one acts or conducts oneself, especially towards others. It is often a response to a particular situation or stimulus. Behaviour cannot be managed separately from learning and wellbeing. Behaviour is a form of communication and it serves a purpose. Behaviour is also a way of getting needs met (Utuama, 2010).

The two most common needs are: to obtain – more time, understanding, order, calm, peer or adult attention, a desired object or activity, or sensory stimulation; to avoid – a stressor, a frustration, a difficult, boring or easy task, a physical demand, an activity the student doesn't like, or a peer.

Cladinin (2013) observed that the way a teacher responds can impact on the occurrence of the behaviour. If we focus on the function (the why) of the behaviour and meet the child's need, the unwanted behaviour used to communicate that need will usually disappear. If we focus only on the behaviour and try to minimize it, the behaviour will recur because the need the behaviour communicates will still not be met. It is acknowledged that mentorship is found to be most efficacious in reducing attraction of the youth to attack on public facilities (Utuama, 2010).

It is also important that teachers increase their awareness of the issues facing children and families from culturally and linguistically diverse backgrounds by developing cultural awareness, knowledge, and skills. The nature and quality of the school environment play an important role in shaping children's behaviour. Schools that offer consistent, non-punitive and supportive environments reduce risks of conduct problems (Fernando & Jackson, 2006).

Important things to note when planning school wide approach to behavior: The importance of early intervention to address behaviour patterns before they become consolidated and resistant to change; the need to provide age appropriate management and follow-through.

Methodology

Research design serves as a plan, guide or blue print that enable the researcher to collect, analyze and interpret data with a view to finding solution to identified problems.In this study, the researcher was able to collect data at a certain moment in time using a questionnaire

instrument, which is why a cross-sectional survey design was used. The population consisted of all youths that are within the age range of 18 – 46 years. Further, the study had considered youths that are listed in the Presidential Amnesty Programmes, Social Development Institute of Rivers State, Delta State Youth Development Programme and Bayelsa State Youth Empowerment Initiative. These official platforms provided a listed population of 3,512 youth which serves as the study population drawn from the South-South, Nigerian states. A systematic random sampling exercise was used to obtain the sample subject having listed all the youths in alphabetical order.

A self-structured instrument was used for data collection. The instrument is made of two parts, A and B. Part A is concerned with information on demographic variables, such as name of state of origin, gender, level of education and marital status, while Section B contained 35 items which were used to generate responses on mentorship and dysfunctional protest in the South-South Region. Items on the instrument were presented as statement to which respondents were requested to indicate their level of agreement or disagreement on a 5-point modified Likert scale of Strongly Agree (SA) = 5, Agree (A) = 4, Moderately Agree (MA) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

In order to ensure the face and content validity of the instrument, the instruments were subjected to vetting and scrutiny by a professor in the Department of Entrepreneurial Studies, Faculty of Management Sciences, Ignatius Ajuru University of Education, Port-Harcourt. The reliability coefficients of the instruments were determined using test-retest methodcorrelated and the reliability indices stood at r=0.81 for mentorship. The descriptive analysis was used for the demographic and univariate analysis which comprises; mean scores, frequencies, percentages and standard deviation. For inferential, the Spearman Rank Order Correlation Co-efficient statistic was used. This is owed to its ability to show association between two different variables. All of these was done using the Statistical Package for Social Sciences (SPSS V.23.0)

Results

Table 1: Response Rate of Questionnaire Distributed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Number of Questionnaires Returned	308	90.65	90.65	90.65
	Number of Questionnaires not Return	32	5.66	5.67	96.32
	Number of Questionnaires not properly filed	16	3.68	3.68	100.0
	Total	356	100.0	100.0	

Table 1 above showed that, the researcher distributed a total of 356 questionnaires to the six (6) South-South Zone states, Nigeria, out of these, 308 respondents representing 90.65% filled the questionnaires correctly and returned the questionnaires, whereas 32 respondents representing 5.67% did not returned the questionnaires while 16 respondents representing 3.68% filled the questionnaires wrongly and returned the questionnaires. Due to time constraints the researcher could not continue waiting for the respondents who were not

available to return their questionnaire at the appointed date. Therefore, three-hundred and eight (308) representing a response rate of 66.5%. Was used as new respondents sample size for the study.

Table 2 Descriptive Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	MALE	261	82.81	82.81	82.81
	FEMALE	47	17.18	17.19	100.0
	Total	308	99.9	100.0	
Valid	SSC	90	28.1	28.1	28.1
	First Degree	148	50.0	50.0	78.1
	Masters/PhD	70	21.8	21.9	100.0
	Total	308	99.9	100.0	

The gender distribution presented above in Table 2 had shown that two-hundred and sixty-one (261) respondents represented 82.81% of the total respondents were male, while the total number of female respondents was forty-seven (47) represented by 17.19% of the entire respondents. The margin in the ratio between the male and female showed that amnesty programme provided by Federal Government of Nigeria in the South-South Zone states were gender-selective when it comes to offering amnesty empowerment.

Table 3: Descriptive results on Mentorship

	N	Min	Max	Mean	Std. Deviation
I am working with someone with more experience than me.	308	1	5	3.60	1.35
I am properly guided by my mentor.	308	1	5	3.29	1.53
I have a good relationship with the experienced person I work with.	308	1	5	3.68	1.21
I am always properly guided by my mentor.	308	1	5	3.52	1.37
I like my mentor because I am always learning.	308	1	5	3.12	1.17
Valid N (listwise)	308				

Table 3 represents the mean table for the scores obtained on mentorship. The table reveals that the mean score for mentorship is below 5 points; indicating that youths in South-South, Nigeria admitted the fact that they have a good relationship with the experienced persons they work with. The results in Table 3 depicted the descriptive statistics of the mean and standard deviation responses on mentorship variable using five questionnaire items that was designed on a five point Likert scale. Thus, the questionnaire items labelled above and the mean and standard deviation of the five items were calculated to determine the overall mean and standard deviation responses on mentorship. Notwithstanding, all the items mean are above the cut-off point of 2.5. However, the grand mean and standard deviation responses on the questionnaire items disclosed (mean scores, **3.44**; standard deviation, **1.33**) respectively.

Table 4: Descriptive results on Dysfunctional protest

	N	Min	Max	Mean	Std. Deviation
I don't vandalize government facilities as a way of protest.	308	1	5	3.72	1.564
I don't block main roads as a way of protest.	308	1	5	3.62	1.766
My protest is also aimed at getting attention.	308	1	5	3.77	1.438
My protests have often affected others negatively.	308	1	5	3.87	1.618
My protest has come with gains.	308	1	5	3.74	1.734
Valid N (listwise)	308				

Table 4 represents the mean table for the scores obtained on dysfunctional protest. The table reveals that the mean score for dysfunctional protest is below 5 points; indicating that youths in South-South, Nigeria admitted the fact that their protest is aimed at getting attention. The results in Table 4 depicted the descriptive statistics of the mean and standard deviation responses on dysfunctional protest variable using five questionnaire items that was designed on a five-point Likert scale. Thus, the questionnaire items labelled above and the mean and standard deviation of the five items were calculated to determine the overall mean and standard deviation responses on dysfunctional protest. Notwithstanding, all the items mean are above the cut-off point of 2.5. However, the grand mean and standard deviation responses on the questionnaire items disclosed (mean scores, **3.74**; standard deviation, **1.65**) respectively.

Mentorship and Dysfunctional Protest
Table 5 shows a Spearman Rank Order Correlation Coefficient rho) of -0.550 on the relationship between Mentorship and Dysfunctional protest. This value implies that a strong relationship exists between the variables. The direction of the relationship indicates that the correlation is negative; implying that an increase in Dysfunctional protest was not as a result of the adoption of Mentorship. Therefore, there is a strong negative correlation between Mentorship and Dysfunctional protest in South-South, Nigeria.

Table 5 Correlations Matrix for Mentorship and Youth Dysfunctional Protest

			Mentorship	Dysfunctional protest
Spearman's rho	Mentorship	Correlation Coefficient	1.000	-.550**
		Sig. 2-tailed)	.	.000
		N	308	308
	Dysfunctional protest	Correlation Coefficient	-.550**	1.000
		Sig. 2-tailed)	.000	.
		N	308	308

Relationship between Mentorship and Dysfunctional Protest

Table 5 disclosed the coefficient and t-statistics of mentorship on dysfunctional protest was 0.452 and 4.134, indicating that mentorship positively affects dysfunctional protestin the South-South, Nigeria. This positive effect is significant since the absolute value of P-value (0.000) was less than 0.05. This simply indicated that the null hypothesis (H$_{03}$) is rejected. Therefore, it was concluded that there is a significant effect of mentorship on dysfunctional protest in the South-South, Nigeria.

Discussion of findings

The results corroborate with the findings of Nwosu (2023) who examined entrepreneurship education and youth restiveness in the 21st century education in Nigeria. The findings of the study revealed that entrepreneurship education is highly relevant in secondary schools but the problem of restiveness should not be left in the hands of the government alone rather we should employ the public private partnership approach so as to allow the involvement of private individuals in helping to establish entrepreneurial development centres as well. However, entrepreneurship education no doubt encapsulates education which of course is globally considered as veritable machinery for achieving development which by extension consolidates the value and worth of any individual, community or nation in the 21st century. Uzoagu (2022) in a study on Socio-Economic Marginalization and Youth Restiveness, Impact on Community Development in Nigeria, investigated socio-economic marginalization and youths' restiveness impact on community development. The study concludes that, involvement of youth in social and economic activities of the community, opening opportunities for them will curb restiveness and crop up sustainable community development. Therefore, the study recommends that, there should be youth involvement in terms of participation and benefits association with the socio-economic activities of the community. This will systematically eliminate restiveness and drive community development.

The finding was also in-line with the entrepreneurial intentionality/Theory of planned behaviour. The theory believes that perceived behavioural control has direct influence on behaviour and also an indirect influence through intention in tasks performance.

Government Policy on the Relationship between Social Entrepreneurship Education and Youth Restiveness

Another inferential statistical result provides information on the un-moderated and moderated results obtained from youth restiveness (YR) model. Based on the results of the F change statistic value 509.816with Prob. ** value of 0.000< 5% chosen decision criterion for value added tax model. The study to rejected the null hypothesis (H$_{010}$) and concluded that government policy has influence on the effect of social entrepreneurship education on youth restiveness in the South-South, Nigeria. Kelechi (2021) investigated entrepreneurship education as predictor of youth restiveness in Imo State and how this has affected her peaceful co-existence and development. It was discovered that the government via the ministry of education should emphasize on the practical aspect of entrepreneurship education in the curriculum, support schools in the provision of more manpower, facilities and

instructional materials needed to ensure that entrepreneurship education will equip and empower students for self-reliance and employment. Suobai and Ebimunu(2022) carried out a study on the impact of social Entrepreneurship on sustainability of business development among youths in Ekowe in Bayelsa State of Nigeria. The study explained that youths should be engaged vocational through social entrepreneurship program to end poverty and criminal activities in Southern Ijaw Local Government Area.

The study primarily focused on social entrepreneurship education and youth restiveness in South-South, Nigeria. It has been examined using the operationalized dimensions and measures of the constructs along with government policies as moderating factor. Data generated and analyzed are indicative of a negative and significant relationship between social entrepreneurship and youth restiveness and the relationship is moderated by government targeted policies. The study therefore concludes aptly that social entrepreneurship education negatively correlate strongly with youth restiveness. In other words, increase in social entrepreneurship education will result to decrease in youth restiveness in South-South, Nigeria.

Recommendations

Based on the study findings, the following recommendations are made;

1. It is also recommended that mentorship be studied to enable shared experience that will channel their commitment to function in activities that rather than dysfunctional protest.

2. It was recommended that for your youth to be disengaged from getting involved in dysfunctional protest; they should be trained into acquiring promising skills and competencies that will sustainability get them engaged.

Implications/Contribution to Scholarship

This work has contributed to knowledge by closing the knowledge gap surrounding the effect of mentorship on dysfunctional protests in the South-South, Nigeria. Prior to this study, there was a depth of empirical studies on how social entrepreneurial education interacts with youth restiveness in Nigeria but was no studies that focused in the South-South, Nigeria. The only study carried by Ojobah et al. (2020) was based on Ogba/Egbema/Ndoni Local Government Area of Rivers not amongst the six states of South-South zone. However, below is the symbolic representation of contribution to scholarship;

Heuristic Model

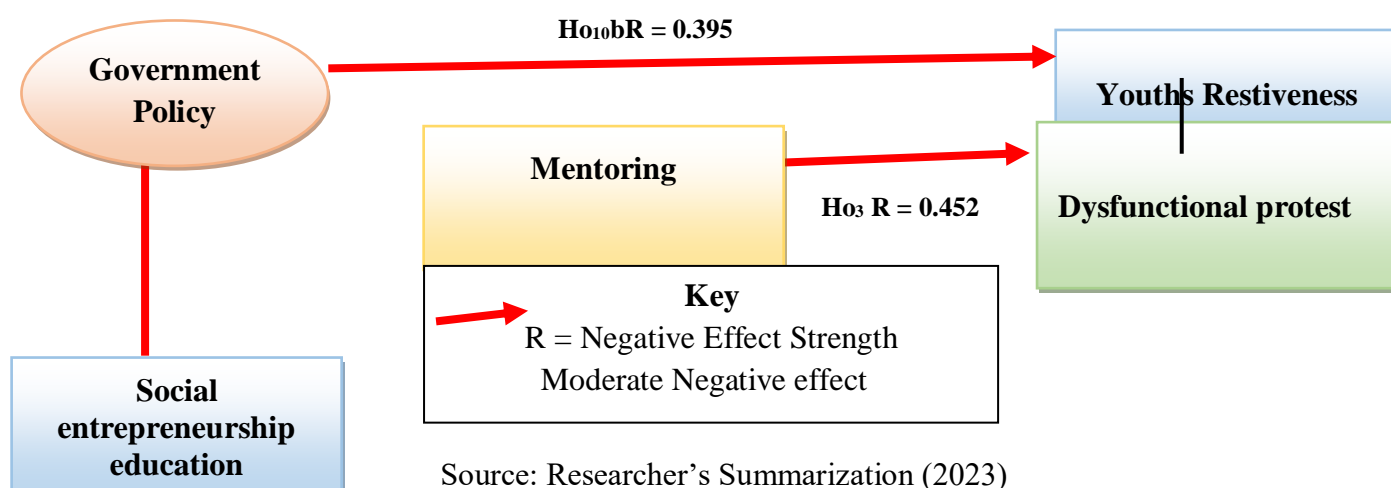Source: Researcher's Summarization (2023)

Figure 2 above summarizes the results of the test of hypotheses. The blue arrow as presented in the key represent where there is strong significant negative effect, the red arrow line depicts where there is a moderate negative effect while the green arrow line depicts there is a weak negative effect.

Limitations and Future Research Suggestions

The study was limited by certain factors such as

1. The respondents were initially reluctant to fill the instruments as they thought it was probing into their private lives. However, the researcher assured them of confidentiality and the importance of their honest responses.
2. The study only focused on youths within the South-South region; therefore, the findings may not be generalizable to other populations or settings. Including adults would have allowed for a more comprehensive understanding of the variables studied.

Suggestions for future research are as follows:

1. Examining the role of social entrepreneurship in the development of skills acquisition and national security.
2. Examining the role of social entrepreneurship on Youth restiveness using vocational training.
3. Investigating the influence of cultural norms and values on the perception and engagement in social entrepreneurship in the South-South region.

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