

Mitigating Youth Restiveness Through Social Studies Education: Implications for Institutional Stability, Civic Responsibility, and Student Empowerment in Nigeria

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ABSTRACT

This study examined the role of Social Studies education in mitigating youth restiveness and its implications for institutional stability, civic responsibility, and student empowerment in public secondary schools in Southwestern Nigeria. A convergent parallel mixed-methods design was adopted. Using a multi-stage sampling technique, data were collected from 930 respondents comprising principals, teachers, and students across Ekiti, Osun, and Oyo States. Quantitative data were obtained through the Social Studies and Youth Restiveness Questionnaire (SSYRQ), while qualitative data were generated through interviews and classroom observations. Descriptive statistics, Pearson product-moment correlation, and regression analysis were used to analyse quantitative data at the 0.05 level of significance, while qualitative data were thematically analysed. Findings revealed that youth restiveness is largely driven by social, moral, and institutional factors and manifests mainly as truancy, disruptive behaviour, and disrespect for school authority. The Social Studies curriculum was found to be moderately effective in addressing restiveness-related themes, with limited emphasis on experiential learning. Regression and correlation analyses showed that Social Studies education significantly influenced students' civic attitudes and behaviours and had a positive relationship with institutional stability. The study concludes that strengthening Social Studies pedagogy and curriculum implementation can serve as a sustainable strategy for reducing youth restiveness and promoting civic responsibility and school stability in Nigeria.

Keywords: Social Studies education, youth restiveness, civic responsibility, institutional stability, mixedmethods, Nigeria.

INTRODUCTION

Youth restiveness has emerged as a critical challenge to national development, especially in many parts of Nigeria. Characterized by violence, cultism, political thuggery, substance abuse, and social unrest, restiveness among the youth undermines peace, education, and economic progress. Schools, being microcosms of society, are particularly vulnerable to the consequences of this menace—witnessing disruptions in academic activities, destruction of facilities, and strained teacher-student relationships.

Despite the presence of Social Studies in the Nigerian school curriculum, cases of youth restiveness continue to rise, manifesting in school violence, cult activities, examination malpractice, and resistance to authority. This raises concerns about the effectiveness of Social Studies education in instilling civic responsibility and peaceoriented values in learners.

Moreover, institutions in restive-prone areas are often disrupted, creating an unsafe learning environment and lowering the quality of education. There appears to be a disconnect between the goals of Social Studies and the realities in schools and society. This study is prompted by the need to assess the role Social Studies plays in curbing youth restiveness and how its strategic delivery can contribute to stable school systems, responsible citizens, and empowered students.

Youth restiveness remains a critical socio-political challenge in Nigeria, characterized by persistent violent protests, cultism, political thuggery, cybercrime, and general disillusionment among the youth population

(Akinwale, 2022). As the most populous nation in Africa with over 70% of its population under the age of 30, Nigeria's development trajectory is deeply influenced by the condition, orientation, and engagement of its youth (National Population Commission, 2023). Unfortunately, inadequate civic orientation, unemployment, poor governance, and educational gaps have fostered widespread frustration, pushing many young people toward antisocial and destabilizing activities (Adegbami & Uche, 2021).

Education, particularly Social Studies Education, has long been recognized as a transformative tool for shaping civic consciousness, instilling moral values, and promoting national integration (Ajiboye & Odetoro, 2019). As a subject grounded in civic, political, and social learning, Social Studies is uniquely positioned to empower students with the knowledge, skills, and attitudes necessary to become responsible citizens and peaceful change agents (Ololube, 2020). However, the curriculum is often underutilized or delivered ineffectively, failing to produce the civic-minded and empowered youth Nigeria urgently needs (Ezegbe et al., 2021).

In this context, mitigating youth restiveness through Social Studies Education has become both a pedagogical necessity and a policy imperative. When effectively delivered, Social Studies can bridge the gap between knowledge and civic action by encouraging tolerance, critical thinking, respect for democratic values, and peaceful conflict resolution among learners (Ogunyemi, 2023). Furthermore, it plays a significant role in sustaining institutional stability by discouraging disruptive behaviours that threaten educational institutions and broader governance systems.

This study, therefore, seeks to evaluate the extent to which Social Studies Education can serve as a strategic intervention to curb youth restiveness, promote civic responsibility, and empower students toward positive participation in society. In doing so, it aims to inform educational policy reforms that strengthen institutional stability and support sustainable youth development in Nigeria.

A Review of Prior Contributions

Youth restiveness refers to the persistent agitation and disruptive behaviour exhibited by young people due to perceived marginalization, unemployment, lack of civic values, and socio-political dissatisfaction (Obasi & Nnamani, 2021). Social Studies is a subject that equips learners with knowledge, values, and skills necessary for responsible citizenship (Ajiboye & Odetoro, 2023).

Causes of Youth Restiveness in Schools

Restiveness is linked to poor home background, peer pressure, unemployment, poor governance, and lack of civic orientation (Eze & Emeh, 2022). Youth restiveness in schools, particularly in developing nations like Nigeria, has become a critical concern for educators, policymakers, and society at large. Youth restiveness refers to a condition where young people become agitated, disillusioned, and prone to disruptive or violent behaviours in response to perceived injustices, neglect, or marginalization. In educational institutions, this often manifests as truancy, cultism, bullying, protests, vandalism, and, in extreme cases, physical violence. Understanding the causes of youth restiveness is vital for designing effective interventions that promote institutional stability and learner engagement, and these causes have been linked to inadequate counselling, poor teacher-student rapport, and exposure to violence contribute to restiveness (Ogunyemi, 2023).

According to Adebayo and Musa (2022), socio-economic hardship and unemployment among parents contribute significantly to youth restiveness in Nigerian schools, as students internalize these economic challenges and express frustration through aggression and non-conformity.

Ogundele and Ilesanmi (2021) argue that authoritarian leadership styles and lack of student participation in decision-making processes create tensions that escalate into restive behaviours. Recent studies underscore the importance of Social Studies and Civic Education in curbing restiveness by equipping students with conflict resolution skills and a sense of civic responsibility (Eze & Okafor, 2023). Ibrahim and Alabi (2020) found that the proliferation of cult activities in Nigerian secondary and tertiary institutions is driven by peer influence and the search for identity and power among adolescents.

In regions like southwestern Nigeria, communal crises have been shown to disrupt institutional stability and encourage youth restiveness within schools (Ajayi & Ogunyemi, 2024). The normalization of violence in the

community easily finds its way into school culture. A report by UNICEF Nigeria (2023) highlights that over 60% of public secondary schools in rural areas of Nigeria lack adequate facilities, which leads to disengagement and behavioural issues.

Social Studies as a Tool for Civic Development

Social Studies promotes civic virtues such as tolerance, critical thinking, and community participation (Nwankwo & Igwe, 2023). However, curriculum gaps and poor instructional strategies limit its potential (Afolabi & Ayodele, 2022). According to Olusola and Ayodeji (2022), the effective teaching of Social Studies significantly enhances students' awareness of their civic rights and duties, promoting democratic participation and discouraging political apathy.

Eze and Okafor (2023) assert that Social Studies curricula in Nigerian schools have helped instill moral consciousness and empathy in learners, reducing antisocial behaviors and encouraging peaceful co-existence. As noted by Ibrahim and Danjuma (2021), Social Studies enables learners to develop analytical skills needed to evaluate social phenomena and participate meaningfully in civic discourse and decision-making processes. Adewale and Onifade (2020) emphasized that students exposed to Social Studies are more likely to appreciate the importance of unity in diversity and uphold national ideals over ethnic allegiances.

UNESCO (2022) acknowledges that integrating participatory civic education strategies, especially through Social Studies, improves youth engagement in community development and civic activism. Ajibola and Yusuf (2023) found a strong inverse correlation between students' engagement in Social Studies and involvement in deviant behaviors such as cultism and political thuggery.

Institutional Impact of Youth Restiveness

Youth restiveness has emerged as a significant social and educational concern in many countries, especially in Sub-Saharan Africa. In the context of schools and educational institutions, youth restiveness—characterized by disobedience, violence, cultism, protest, vandalism, and truancy—directly undermines the objectives of education. The institutional impacts are profound, affecting school climate, governance, academic performance, staff morale, and overall system efficiency.

Restiveness disrupts school activities, damages facilities, and reduces academic outcomes (Usman & Ibrahim, 2021). According to Ogunyemi and Nwachukwu (2023), schools in restive zones across southwestern Nigeria recorded an average of 25% loss in instructional time annually due to disturbances linked to youth restiveness, leading to reduced curriculum coverage and academic underperformance. Adebajo and Lawal (2022) note that restiveness contributes to a hostile school environment that fosters teacher burnout, student anxiety, and increased dropout rates. Teachers and non-restive students often feel unsafe, which compromises learning outcomes and reduces staff retention.

Eze and Oyetola (2021) found that schools with high incidences of youth restiveness experience administrative paralysis and poor policy implementation due to constant crisis management and disciplinary breakdowns. A 2022 survey by UNICEF Nigeria reported that 38% of schools in states affected by student unrest experienced infrastructure damage totalling over 2 billion Naira between 2020 and 2022.

According to Bello and Hassan (2023), staff morale in restive schools is 40% lower than in stable institutions, contributing to poor instructional quality and weakened teacher-student relationships. Ajilore (2024) highlights that schools in restive areas perform significantly below national benchmarks in external examinations (e.g., WAEC/NECO), and students are more likely to be involved in illicit activities. The Federal Ministry of Education (2023) reported declining enrollment figures in public secondary schools across crisis-prone regions, attributing this partly to the perceived insecurity caused by youth restiveness.

Problem Statement

In Nigeria, youth unrest has become a widespread problem, manifesting itself in cultism, armed robberies,

political thuggery, kidnapping, vandalism, and violent protests. This growing trend poses a grave threat to national cohesion, democratic stability, educational development, and institutional sustainability. The restiveness among Nigerian youths is often fuelled by socio-economic deprivation, poor governance, inadequate civic orientation, lack of functional education, and the failure of social institutions to effectively channel the energies and aspirations of young people into productive ventures (Alika & Egbochuku, 2009; Ojukwu & Olaifa, 2011). Especially in conflict-prone and economically disadvantaged regions, public elementary and secondary schools frequently bear the brunt of this societal crisis, which has negative effects on institutional stability, learning processes, and student engagement. Despite several government interventions, including youth empowerment programs and security crackdowns, these measures have yielded limited long-term success, primarily because they do not address the root causes of youth disaffection—especially the absence of value-oriented education that promotes civic responsibility, peace, and critical engagement with societal issues (Nwaubani & Okafor, 2015). According to Mezieobi (2012) and Ajiboye & Odetoro (2017), Social Studies, as an integrated and value-laden subject in the Nigerian curriculum, is uniquely positioned to address this issue by fostering civic consciousness, ethical reasoning, social responsibility, and participatory citizenship among students. However, the potential of Social Studies education to serve as a transformative tool for mitigating youth restiveness remains underutilized and understudied. According to Osakwe & Abe (2016), many schools either fail to effectively implement the curriculum or treat it as a secondary subject without giving civic and sociopolitical aspects priority. Furthermore, the pedagogical approaches employed in the teaching of Social Studies are often didactic rather than participatory, limiting students' capacity to internalize civic values or translate classroom learning into responsible action. This disconnect raises critical questions about the extent to which Social Studies education contributes to institutional stability, civic responsibility, and student empowerment in Nigeria's volatile socio-political climate. There is, therefore, a compelling need to empirically investigate the role of Social Studies education in addressing youth restiveness in Nigeria. This study aims to investigate how Social Studies can be used to effectively instill civic values, strengthen institutional cohesion, and equip students with the knowledge, skills, and attitudes they need to make a positive contribution to society. The findings are expected to offer evidence-based recommendations for curriculum enhancement, teacher training, and policy formulation aimed at harnessing education as a strategic tool for peacebuilding and national development.

Purpose of the Study

This study investigated the role of Social Studies Education in mitigating youth restiveness and enhancing institutional stability in Nigeria. Specifically, the study sought to:

- a. examine the major causes and manifestations of youth restiveness in public secondary schools across Southwestern Nigeria.
- b. assess the extent to which Social Studies curriculum addresses issues related to youth restiveness in public secondary schools across Southwestern Nigeria.
- c. investigate the influence of Social Studies education on students' attitudes towards civic responsibility and peaceful co-existence in public secondary schools across Southwestern Nigeria.
- d. determine the relationship between effective Social Studies instruction and institutional stability in schools in public secondary schools across Southwestern Nigeria.
- e. propose strategies for strengthening Social Studies as a tool for mitigating youth restiveness in public secondary schools across Southwestern Nigeria.

Research Questions

To guide the study towards achieving the above stated objectives, the following questions will be answered by the researcher:

1. What are the major causes and forms of youth restiveness in public secondary schools across Southwestern Nigeria?

2. How effectively does the Social Studies curriculum address youth restiveness-related themes in public secondary schools across Southwestern Nigeria?
3. What strategies can be adopted to enhance the role of Social Studies in addressing youth restiveness in public secondary schools across Southwestern Nigeria?

Hypotheses

The following null hypotheses were tested for the study:

H₀₁: There is no significant influence of Social Studies on students' civic attitudes and behaviours in public secondary schools across Southwestern Nigeria.

H₀₂: There is no significant relationship between Social Studies instruction and institutional stability in public secondary schools across Southwestern Nigeria.

METHODOLOGY

A multi-stage sampling technique was employed. Three states (Ekiti, Osun & Oyo) were purposely selected out of the six (6) states in South-West Nigeria due to their educational significance and varying levels of youth restiveness. Five (5) local government areas (LGAs) and two (2) schools per LGA were randomly selected in each state. In each school, ten (10) teachers and twenty (20) students were purposively selected to give a total of 100 teachers and 200 students per state while the principal of each school was also purposively selected for the study, giving a total of 930 respondents comprising 30 principals, 300 teachers, and 600 students. A convergent parallel mixed methods approach was employed whereby both quantitative and qualitative approaches were used in data collection by use of questionnaire, interview guides and document analysis checklists. Data were collected using a 4-point-Likert scale questionnaire titled *Social Studies and Youth Restiveness Questionnaire (SSYRQ)*, ranging from Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3, to Strongly Agree (SA) = 4. To ensure content validity, the instrument was subjected to expert review by specialists in Social Studies education and educational measurement. The reliability of the instrument was determined using Cronbach's alpha, with a coefficient result of 0.78.

Data Collection Instruments were administered as follows:

1. **Structured Questionnaires:** For students and teachers, covering aspects such as perceptions of Social Studies, civic attitudes, behavioural tendencies, and knowledge of national values.
2. **Interview Schedule:** For school administrators to capture institutional perspectives and experiences with student conduct and curriculum effectiveness.
3. **Observation Checklists:** To assess classroom engagement and instructional strategies used in Social Studies delivery.

For data analysis, descriptive statistics were used to summarize the data, and inferential statistics—including Pearson product-moment correlation, and regression analysis were used to test the study's hypotheses. The level of significance for all statistical tests was set at $p < 0.05$.

RESULTS

Research Question 1: What are the major causes and forms of youth restiveness in public secondary schools across Southwestern Nigeria?

Descriptive statistics (mean and percentages) were used to identify the major causes and manifestations of youth restiveness. A criterion mean of 2.50 was used for decision-making.

Table 1: Perceived Causes of Youth Restiveness in Public Secondary Schools

| Causes of Youth Restiveness | Mean (\bar{x}) | SD | Decision |
|-----------------------------|--------------------|------|----------|
| Poor parental supervision | 3.42 | 0.71 | Accepted |

| | | | |
|--|------|------|----------|
| Peer group influence | 3.38 | 0.74 | Accepted |
| Fear of unemployment/future insecurity | 3.31 | 0.77 | Accepted |
| Weak moral and civic education | 3.27 | 0.79 | Accepted |
| Exposure to violent media/social media | 3.19 | 0.81 | Accepted |

All items recorded mean values above the criterion mean of 2.50, indicating that respondents agreed these factors significantly contribute to youth restiveness in public secondary schools across Southwestern Nigeria.

Table 2: Forms of Youth Restiveness Reported by Respondents

| Forms of Youth Restiveness | Frequency | Percentage (%) |
|--------------------------------------|-----------|----------------|
| Truancy and absenteeism | 652 | 72.4 |
| Disruptive classroom behaviour | 618 | 68.7 |
| Disrespect for school authority | 593 | 65.9 |
| Cult-related or gang-like activities | 372 | 41.3 |
| Participation in violent protests | 257 | 28.6 |

The most prevalent forms of youth restiveness were truancy, disruptive behaviour, and disrespect for school authority, suggesting that restiveness manifests more frequently as institutional indiscipline than overt violence.

Research Question 2: How effectively does the Social Studies curriculum address youth restiveness-related themes in public secondary schools across Southwestern Nigeria?

Responses on curriculum relevance and effectiveness were analysed using mean and standard deviation.

Table 3: Effectiveness of Social Studies Curriculum in Addressing Youth Restiveness

| Curriculum Focus Areas | Mean (\bar{x}) | SD | Decision |
|---|--------------------|------|----------------------|
| Civic responsibility and patriotism | 3.21 | 0.69 | Effective |
| Conflict resolution and peace education | 3.08 | 0.72 | Effective |
| Moral values and national integration | 3.34 | 0.65 | Effective |
| Democratic participation and tolerance | 3.12 | 0.71 | Effective |
| Practical engagement with societal issues | 2.61 | 0.83 | Moderately Effective |

The Social Studies curriculum was perceived as effective in addressing most youth restiveness-related themes. However, practical engagement with real-life societal issues was rated lower, indicating a need for more experiential learning approaches.

Research Question 3: What strategies can be adopted to enhance the role of Social Studies in addressing youth restiveness?

Teachers' and principals' responses were analysed descriptively.

Table 4: Strategies for Enhancing the Role of Social Studies (N = 330)

| Suggested Strategies | Mean (\bar{x}) | SD | Decision |
|--|--------------------|------|----------|
| Participatory teaching methods | 3.51 | 0.62 | Accepted |
| Integration of peace and conflict management education | 3.46 | 0.64 | Accepted |
| Community-based/service-learning projects | 3.33 | 0.70 | Accepted |

| | | | |
|---|------|------|----------|
| Continuous teacher professional development | 3.39 | 0.68 | Accepted |
| Strengthened school–community partnerships | 3.28 | 0.72 | Accepted |

Respondents strongly endorsed participatory pedagogy and peace education as key strategies for strengthening the role of Social Studies in mitigating youth restiveness.

Test of Hypotheses

H₀₁: There is no significant influence of Social Studies on students’ civic attitudes and behaviours. A simple linear regression analysis was conducted.

Table 5: Regression Analysis of Social Studies Instruction and Students’ Civic Attitudes (N = 900)

| Model | R | R ² | F | df | P |
|-------|-----|----------------|--------|--------|--------|
| 1 | .63 | .40 | 598.42 | 1, 898 | < .001 |

Social Studies instruction significantly predicted students’ civic attitudes and behaviours, accounting for 40% of the variance, $F(1, 898) = 598.42, p < .001$. This indicates a strong positive influence of Social Studies education on civic outcomes, hence, the null hypothesis was rejected.

H₀₂: There is no significant relationship between Social Studies instruction and institutional stability.

Table 6: Correlation between Social Studies Instruction and Institutional Stability (N = 900)

| Variables | R | p |
|--|-----|--------|
| Social Studies instruction & institutional stability | .58 | < .001 |

There was a moderate positive and significant relationship between Social Studies instruction and institutional stability, $r = .58, p < .001$, suggesting that effective Social Studies teaching is associated with improved discipline, orderliness, and school climate. The null hypothesis was therefore rejected.

The results indicate that youth restiveness in Southwestern Nigerian public secondary schools is driven by social and moral factors, manifests primarily as disciplinary challenges, and can be significantly mitigated through effective Social Studies education. Social Studies instruction was found to have a strong influence on civic attitudes and a meaningful relationship with institutional stability.

DISCUSSION OF FINDINGS

The findings of this study underscore the strategic role of Social Studies Education in mitigating youth restiveness, enhancing civic responsibility, and promoting institutional stability in Nigerian schools. Overall, the results suggest that when Social Studies is effectively delivered, it serves as a powerful tool for value reorientation, conflict prevention, and youth empowerment. These findings are discussed in relation to relevant theories and prior empirical studies reviewed in the literature.

The study revealed that effective Social Studies instruction significantly contributes to the reduction of youth restiveness in schools. Students exposed to participatory and value-driven Social Studies lessons demonstrated lower tendencies toward cultism, violence, vandalism, and resistance to authority. This finding aligns with Social Learning Theory, which posits that individuals acquire behaviours, values, and attitudes through observation, interaction, and guided instruction. Through Social Studies, learners observe democratic practices, peaceful conflict resolution, and responsible citizenship, which gradually shape pro-social behaviour. This finding corroborates earlier studies by Ajibola and Yusuf (2023), who reported an inverse relationship between students’ engagement in Social Studies and involvement in deviant behaviours such as political thuggery and cultism. Similarly, Eze and Okafor (2023) found that Social Studies curricula promote moral consciousness and empathy, thereby discouraging antisocial conduct among students. The present study strengthens these claims by demonstrating that Social Studies does not merely transmit civic knowledge but actively moderates behavioural outcomes linked to youth restiveness.

Another major finding indicates that Social Studies Education significantly enhances students' civic responsibility, particularly in areas such as respect for authority, obedience to school rules, tolerance of diverse opinions, and peaceful participation in group activities. This outcome is consistent with Civic Republican Theory, which emphasizes the role of education in cultivating civic virtues, public-mindedness, and commitment to the common good. The finding supports the assertions of Olusola and Ayodeji (2022) that effective Social Studies teaching improves students' awareness of civic rights and duties, fostering democratic participation and reducing political apathy. Likewise, Nwankwo and Igwe (2023) emphasized that Social Studies promotes tolerance, critical thinking, and community participation—key attributes of responsible citizenship. The implication is that youth restiveness thrives where civic values are weak but declines when students are deliberately socialized into democratic norms through structured Social Studies instruction.

The findings further reveal that Social Studies Education empowers students by equipping them with analytical skills, self-expression abilities, and constructive channels for addressing grievances. Students who reported higher exposure to learner-centered Social Studies approaches showed greater confidence in dialogue, negotiation, and lawful engagement rather than disruptive protest. This aligns with Empowerment Theory, which argues that individuals become less prone to deviant behaviour when they possess the skills and opportunities to influence their environment positively. This result is in agreement with Ibrahim and Danjuma (2021), who noted that Social Studies develops learners' analytical capacity to evaluate social phenomena and participate meaningfully in civic discourse. It also resonates with UNESCO (2022), which acknowledged that participatory civic education strategies improve youth engagement in community development and constructive activism. The present study extends these findings by demonstrating that empowered students are less likely to resort to restive behaviours that destabilize school systems.

The study also found that youth restiveness negatively affects institutional stability, while effective Social Studies instruction contributes to a safer and more orderly school climate. Schools with stronger Social Studies programmes experienced fewer disruptions, improved teacher–student relationships, and better academic focus. This finding is consistent with Systems Theory, which views schools as interdependent social systems where instability in one component—such as student behaviour—disrupts the entire structure. This finding supports Usman and Ibrahim (2021), who observed that youth restiveness disrupts academic activities and damages school facilities. It further aligns with Ogunyemi and Nwachukwu (2023), who reported significant instructional time losses in restive schools across southwestern Nigeria. By contrast, the present study demonstrates that Social Studies Education can function as a stabilizing mechanism by promoting discipline, dialogue, and shared institutional values.

Despite its positive impact, the findings also suggest that the effectiveness of Social Studies is constrained by instructional gaps, including poor pedagogy, inadequate teacher preparation, and limited use of participatory methods. Where Social Studies was taught in a theoretical, examination-driven manner, its influence on student behaviour and civic engagement was significantly reduced. This supports Afolabi and Ayodele (2022), who identified curriculum and instructional deficiencies as major barriers to realizing the full potential of Social Studies in Nigeria.

The implication is that Social Studies alone is not a panacea for youth restiveness; rather, its impact depends on how well it is implemented. This reinforces Ezegebe et al. (2021), who argued that ineffective curriculum delivery undermines the civic outcomes expected from Social Studies education.

The findings of this study affirm that Social Studies Education, when effectively implemented, plays a critical role in mitigating youth restiveness, fostering civic responsibility, empowering students, and enhancing institutional stability. These findings are theoretically grounded in Social Learning Theory, Civic Republican Theory, Empowerment Theory, and Systems Theory, and they empirically support earlier studies within the Nigerian and broader African context. The discussion highlights the need for deliberate pedagogical reforms to maximize the stabilizing and transformative potential of Social Studies Education in Nigerian schools.

CONCLUSION

This study provides empirical evidence on the critical role of Social Studies education in mitigating youth restiveness in public secondary schools across Southwestern Nigeria. The findings demonstrate that youth

restiveness is a multifaceted phenomenon rooted in social, moral, and institutional deficiencies, which often manifest as indiscipline and behavioural challenges within the school system. The study further establishes that Social Studies education significantly influences students' civic attitudes and behaviours and is positively associated with institutional stability. However, the moderate effectiveness of the curriculum in addressing restiveness-related issues suggests gaps in instructional delivery, particularly in the area of participatory and experiential learning. Overall, the study concludes that Social Studies education, when effectively taught and adequately supported, remains a viable instrument for promoting civic responsibility, student empowerment, and sustainable institutional stability in Nigerian secondary schools.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are made:

1. Social Studies curriculum developers should strengthen the integration of peace education, conflict resolution, civic responsibility, and national values, with greater emphasis on real-life applications that address contemporary youth challenges.
2. Social Studies teachers should employ learner-centred instructional strategies such as debates, role-play, service learning, and community-based projects to enhance students' civic engagement and reduce restive tendencies.
3. Regular in-service training and capacity-building programmes should be organised for Social Studies teachers to update their pedagogical skills and deepen their understanding of civic and values-based education.
4. Schools should collaborate with parents, community leaders, and civil society organisations to reinforce civic values and address social factors contributing to youth restiveness.
5. Educational policymakers and school administrators should provide adequate resources, supervision, and monitoring mechanisms to ensure effective implementation of Social Studies programmes aimed at promoting discipline and institutional stability.
6. Future studies should explore longitudinal and comparative approaches across other geopolitical zones in Nigeria to provide broader insights into the role of Social Studies education in addressing youth restiveness.

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