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INVESTIGATING ROLES OF QUALITY EDUCATION IN MITIGATING ANTI-SOCIAL BEHAVIOR AMONG YOUTHS IN KWARA STATE

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Abstract

Immoralities are in commonplace in the world, and Nigeria is no exception and education is only an effective healing to them. This paper investigates the roles of quality education on reducing anti-social behaviors in Kwara State, Nigeria. The researchers purposively sampled 800 respondents who were selected among families residing in five towns of Agbede polygate, Akewushola, Boyi, Lajolo, and Malete in Moro Local Government Area of Kwara State. The study adopted survey research design. The research instrument used for the study was adapted and modified from prior study of Wall Myers, Sellbom and Goodwin (2013) measuring juveniles and college students' delinquencies and antisocial conducts respectively. The adapted and modified survey questionnaire named Educational Intervention to Antisocial Behaviors (EITAB) used for this study, contains 10-item self-report inventory to reliably assess educational interventions in combating antisocial behaviors among youths in the study areas. The analysis of this study was in two ways namely; the Descriptive and Inferential statistics of the Linear Regression Analysis run with the Statistical Package for Social Sciences (SPSS) software version 21 for windows by Newest. The psychometric property of the research instrument showed the Cronbach Alpha reliability of 0.76. One research question and one hypothesis were formulated for the study. The findings of the study revealed that, quality education is a lasting solution to curbing anti-social behavior according to the majority of the respondents. Additionally, the findings of the study showed that, quality education significantly reduces social vices 74% as revealed by the adjusted R Square in our environments (F=.652, p =.002). However, educational strategies such as the implementation of life-skills programmes, access to educational resources and provision of positive messages in the media could potentially reduce the prevalence of social vices in Nigeria. The paper concludes by considering the implications for further research and for practitioners working to alleviate anti-social behaviors in Nigeria. The study recommended among other things, excellent implementation of education policies that touch on societal development free of anti-social behaviors. In addition, there should be the provision of quality education to all Nigerians irrespective of religion, tribes, gender, region and languages, and particularly, youths' inclusion in education. Quality education is to be given priority by the state governments in Nigeria not only to Kwara State in order to avoid development of social vices at all levels and education systems are to be given good attention in upholding Universal Basic Education System funded by the Federal government of Nigeria.

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INTRODUCTION

Education plays a crucial role in preventing and mitigating antisocial behaviour by promoting positive values, critical thinking, and social skills. Anti-social behaviour is a complex and multifaceted challenge to Nigerian society. This kind of vice is a concept that has been extensively studied in psychology, sociology, and criminology. Antisocial behavior encompasses a range of

actions that are harmful to individuals and the community, including crime, violence, drug abuse, and various forms of delinquency.

According to Ellis, Farrington, and Hoskin (2019) anti-social behavior refers to a pattern of actions, attitudes, and behaviors that violate social norms and the rights of others. Antisocial behaviors are often characterized by a disregard for the well-being and rights of others, that can lead to harm or distress to individuals or society as a whole.

Antisocial behavior can be covert and overt. The covert antisocial behavior is visible display of intentional harm such as vandalism, fire-setting, drug substance abuse, breaking into buildings and theft. The overt antisocial behaviors are obvious aggressive behaviors such as verbal abuse, bullying, and fighting (Saxena &Abulhosn, 2023). Those committing antisocial behaviors lack consideration for others and their experiences. They often violate the rights of others and potentially put themselves and others at risk.

Ellis et al., (2019) assert that factors such as gender (sex), age, race, immigration status, and socioeconomic status are examined regarding their associations with antisocial behavior, and in all human societies, gender or sex appears to be the most widely documented characteristic associated with criminal and antisocial behavior. Also, cumulative scientific data had showed that the early onset of antisocial behaviors and a lack of prosocial emotion predict a poor prognosis (Acquaviva &Benarous, 2018).

Quality education has been found to be effective intervention to antisocial behaviors. Quality education reduces the risk of individuals engaging in criminal activities (Osayimwen, 2018; United Nations Development Programme, 2019) and high quality early childhood education programs are found to provide a strong foundation for children, emphasizing social and emotional development, conflict resolution skills, and prosocial behaviors (Barnett, 2011). According to Lickona (1991), incorporating character education into the curriculum can help students develop values such as respect, empathy, and responsibility for countering antisocial tendencies. As well, school counseling services provide students with the tools they need to manage their emotions and make positive choices (Gullotta, Adams, & Markstrom-Adams, 2015).

Existing literature highlight some of effective interventions for individuals displaying antisocial behaviors which include assisting with cognitive behavioral therapy, programs aimed at developing social and emotional skills, social support, and medication (Kazdin, 2010; Farrington & Welsh, 2007) and punishment is among approaches employed by the criminal justice system to address antisocial behavior (Sherman, Farrington, Welsh, & MacKenzie, 2002).

Interestingly, educational programs are the most effective interventions in curbing the wounds of antisocial behaviors. UNESCO's report (2009) has asserted that, the promotion of inclusive education can reduce feelings of exclusion, sense of belonging among all students and alienation that may contribute to antisocial behavior. Additionally, community-based programs and partnerships can reinforce positive behaviors (Epstein, 2001), teaching conflict resolution skills, teacher training, continual research, evaluation of educational programs can help students resolve conflicts peacefully and reduce the likelihood of antisocial behavior (Johnson & Johnson, 2008; Marzano, Marzano, & Pickering, 2003; Sugai & Horner, 2009; Cook, Fiat, Larson, Daikos, Slemrod, Holland & Renshaw, 2019; World Bank, 2018).

In the same vein, various studies assert that moral education reduces anti-social behavior among students (Duru, 2019), life skills education mitigates anti-social behavior (Edegoh and Nweze, 2018), parental involvement in education and community programs promote positive behaviors (Ikponmwen, 2019), mental health and counseling services mitigate antisocial behaviors (Atilola et al., 2017), lack of education about the risks associated with drug use can contribute to substance abuse (Oshodi et al., 2019; Obadeji et al., 2018; Oladeji et al., 2017; Alemika, 2017), lack of education awareness links to substance abuse among youths in Nigeria (Ogunlesi, 2018; United Nations Office on Drugs and Crime, 2015), educational attainment reduces illicit drug among Nigerian youths (Ezeala-Harrison et al., 2019), educational programs that promote critical thinking, tolerance, and resilience to extremist narratives can help prevent radicalization (Horgan and Braddock, 2010), empowering young people through education and vocational training can offer alternative paths to extremism (World Bank, 2016), community-based education programs promote interfaith understanding and social cohesion are crucial to contribute to reducing the social acceptance of criminal activities like kidnapping (Prager and Sulimani, 2016; UNESCO, 2015), continual Teachers' professional training guarantees critical thinking, and conflict resolution skills (UNESCO, 2016; UNICEF, 2013), provision of vocational and skills training programs (ILO, 2021), and quality education manages social vices and youth restiveness (Apase and Yawe, 2019). Based on the aforementioned studies, this study is an attempt to investigate the roles of quality education in mitigating anti-social behavior among youths in Kwara State, Nigeria.

Statement of Problem

Antisocial behaviors can manifest in various forms and degrees of severity, ranging from minor rule-breaking to serious criminal acts. The review of extant literature, shows that antisocial behavior often begins in childhood or adolescence and can be diagnosed as Conduct Disorder (CD) in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). This is a behavior characterized by a persistent violation of the rights of others and societal norms. For example, in adulthood, individuals who continue to exhibit persistent antisocial behaviors. Antisocial behavior can be learned through observation, reinforcement caused by strain or stress as a coping mechanism and be influenced by a combination of genetic, environmental, and psychological factors. In Nigeria, the high rate of antisocial behaviors is alarming which all hinge on lack of education. Studies are scanty on investigating how education can be an instrumental in reducing antisocial behaviors among youths and adults in Nigeria. This study is an attempt to investigate roles of quality education as a tool to curbing social vices in Kwara State.

Research Question

To what extent does education reduce antisocial behaviors among youths in Moro local government of Kwara state?

Hypothesis

There is no significant role, education plays in mitigating antisocial behaviors among youths in Moro local government of Kwara State.

Method

The survey quantitative questionnaire used for the study was adapted and modified from prior study of Wall Myers, Sellbom and Goodwin (2013) measuring juveniles and college students' delinquencies and antisocial conducts respectively. The adapted and modified survey questionnaire named Educational Intervention to Antisocial Behaviors (EITAB**)** used for this study, contains 10-item self-report inventory to reliably assess educational interventions in combating antisocial behaviors among youths in the study areas namely Agbede polygate, Akewushola, Boyi, Lajolo, and Malete. The study was survey research design. The population of the study included all youths and adults residing in the research sites. Of all 1151 the targeted population, only 800 were purposively sampled and their responses rates were 65%. The research instrument used was EITAB validated by one expert from the Department of Early Childhood Education and two experts from the Department of Arts and Science Education, Faculty of Education, Kwara State University, Malete. The Cronbach alpha reliability of the research instrument was 0.76. After seeking the consent of the respondents to participate in the study which they had agreed to, the questionnaires were administered to them. The gathered questionnaires were entered into SPSS version 21 for windows by Newest to analyse the data collected. Following this, is the method for data analysis. The collected data were analysed using Descriptive and Inferential statistics of the Linear Regression Analysis. Table 1.2 shows the number of population and the sample as well as the percentages of their responses rates.

Table 1.1 Sample selection procedure

Respondents	Population	No of Sample's Responses	Age	Percentage %
Youths	1,056	738	18-25	92.25
Adults	95	62	Above 25	7.75
Total	1151	800		100

Based on the computation of Table 1.1, the sample size of the youths who participated in the study was 738 (69%) with age bracket of 18-25, while the sample size of the adults was 62 (65%) of age bracket of 25 and above. All the sample size has the aggregate responses rates of 800 (70%) averagely close to the population from which the samples were drawn (Sekaran, 2003; Field, 2006). The instrument used for this study named and coined **EITAB** by the researchers has three

sections. The first section of it, contains the age as the demographic data of the respondents. The section two contains the rating scale, and the third section of the questionnaire instrument contains the items of **EITAB**.

Moreover, data test of normality was carried out with skewness and kurtosis. Skewness and Kurtosis are one of the two ways for measuring data test of normality. This measure tells the data shape as in Bell Curve (Coakes & Steed, 2004). A standard threshold of ± 2.58 for both skewness and kurtosis points to the rejection of the data at the 0.01 probability level while ± 1.96 points to the acceptance of data at 0.05 (Hair, Black, Babin, Anderson &Tatham, 2006). The below Figure 1.1 shows the normality of the data used for the study and next to it is Table 1.3 below.

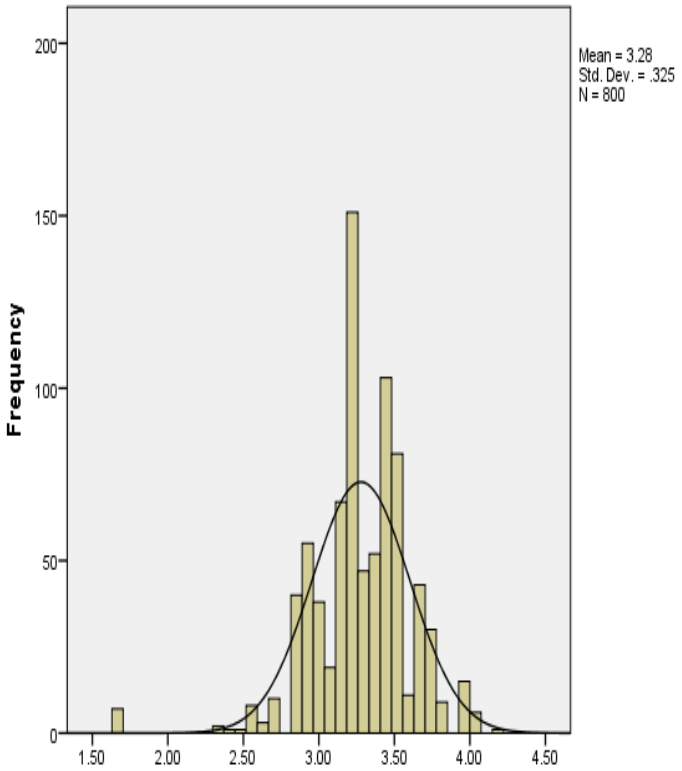


Figure 1.1: The Histogram showing data distribution normality.

Table 1.2: Skewness and Kurtosis Depicting Data Normality

Items	Mean	Std. Deviation	Skewness	Kurtosis
Moral education helps reduces anti-social behavior in our society	1.92	.233	-.201	-1.087
Life skills education mitigate vices in our society	1.71	.481	-.009	-1.435
Quality education reduces the risk of individuals engagement in criminal activities in our society	1.23	.411	-.157	-1.327
Parental involvement promotes positive behaviors in our society	1.33	.415	-.014	-1.683
Community service promotes positive behaviors in our society	1.45	.344	-.441	-.923

Educational trainings diminish risk to negative behaviors in our society	1.78	.471	-.020	-1.683
Educational outreach programs contribute to positive behavior in our society	1.44	.375	-.174	-1.323
Continuing counseling education removes social vices in our society	1.65	.476	-.017	-1.488
Community based-educational programs mitigate criminality in our society	1.21	.471	-.016	-1.380
Youth Educational empowerment brings forth positive behaviors to our society	1.61	.461	-.089	-1,2364

Table 1.2 shows that, the **EITAB** variables were normally distributed as the values of skewness and kurtosis were within the recommended standard range of -1 and + 1 and none of them is more than 3.00. The negative sign of skewness and kurtosis is an indication the data set used are widely spread and the values of Mean (M) and Standard Deviation (SD) closely signify that the respondents agreed to them (Menon, 2023; Price, 2000; Tabachnick & Fidell, 2001; Brown, 1997). Table 1.4 describes the participants' level of agreement to the research instrument with analysis after the data administration.

Table 1.3: Respondents' Agreement to the Research Instrument

Items	Never	Not Sure	Sometimes	Frequently	Very frequently	Mean
Moral education helps reduces anti-social behavior in our society	4(0.5%)	16(2%)	50(6.25%)	300(37.5%)	430(53.75%)	1.92
Life skills education mitigate vices in our society	2(0.25%)	20(2.5%)	70(8.75%)	250(31.25%)	458(57.25%)	1.71
Quality education reduces the risk of individuals engagement in criminal activities in our society	5(0.625%)	3(0.375%)	73(9.125%)	87(10.875%)	632(79%)	1.23
Parental involvement promotes positive behaviors in our society	7 (0.875%)	22 (2.75%)	69 (8.625%)	101(12.625%)	601 (75.125%)	1.33
Community service promotes positive behaviors in our society	10 (1.25%)	32 (4%)	120 (15%)	98 (12.25%)	540 (67.5%)	1.45
Educational trainings diminish risk to negative behaviors in our society	6 (0.75%)	28 (3.5%)	139(17.375%)	112 (14%)	515 (64.375%)	1.78
Educational outreach programs contribute to positive behavior in our society	8 (1%)	12 (1.5%)	75 (9.375%)	200 (25%)	505 (63.125%)	1.44
Continuing counseling education removes social vices in our society	11(1.375%)	17(2.125%)	93 (11.625%)	210 (26.25%)	469 (58.625%)	1.65

Community based-educational programs mitigate criminality in our society	20 (2.5%)	19(2.375%)	81(10.125%)	201(25.125%)	479(59.875%)	1.21
Youth Educational empowerment brings forth positive behaviors to our society	8(1%)	7(0.875%)	199(24.875%)	112(14%)	474(59.25%)	1.61
Overall Mean						**3.066** (High)

Table 1.3 shows that, the majority of the respondents strongly agreed that, quality education is a lasting solution to curbing anti-social behavior in the state. Majority of them believed that, provision of quality education proves to diminish the risks of individuals' engagement in social vices in our society at the highest rate (79%) when coupled with the parents or good care givers' engagement (75%) with the overall mean of (Mean = 3.066). This indicates that, positive engagement in quality education will help reduce antisocial behaviors that are rampant among the youths. This has answered the first research question which inquires the extent to which education reduces antisocial behaviors among youths in Moro local government of Kwara state. On this, the findings of the study show that, education plays a crucial role in mitigating antisocial behaviors among people, especially the youths, if, our higher learning institutions seriously consider offering qualitative education to the societies. Table 1.5 below shows the inferential statistics.

Table 1.5: Summary of Regression Analysis according to Respondents' Agreement

Model		Sum of Squares	df	Mean Square	Adjusted R. Square	F	Sig.
1	Regression	.153	1	.153	,745	.652	.002[b]
	Residual	187.347	798	.235			
	Total	187.500	799				

a. Dependent Variable: Antisocial Behavior

b. Predictors: (Constant), Education

According to table 1.5, a linear regression was run to determine whether education surely reduces social vices in our communities in a sample of 800 indigenous people of Moro Local government area of Kwara State. The results of the analysis show certainly that, education reduces social vices significantly 74% as revealed by the adjusted R Square in our environments (F=.652, p =.002). This indicates that, the type of education received and given to youths in Moro Local government of Kwara State plays a practically significant role in mitigating antisocial behaviors among those youths. Therefore, the null hypothesis which states that, there is no significant role, education plays in mitigating antisocial behaviors among youths in Moro local government of Kwara state was rejected.

Findings and Discussions

In accordance with analyses run for both descriptive and inferential statistics, the study revealed that, designing quality education for Nigeria as done by the Kwara State government will help reduce many social vices in the nation. This may be due to the existence of **KWASU** a premier ever-green University for Community Development in the Area. Descriptively, the respondents agreed majorly that, quality education came in the first place in curbing and managing anti-social behavior, if, that type of education is be morally loaded. Inferentially, the results of the study show that, quality moral education takes the leading position with support of professionally qualified educators (parents. teachers and peers)

in place in taking the full control of education to shape the behaviors of youths positively. The results of this study align with the study of Apase and Yawe (2019) that found that education has played a significant role in managing social vices such as examination malpractices, indecent dressing, cultism, drug addiction and youth restiveness such as kidnapping and bombing in a globally depressed economy. Also, the findings of the study were in tandem with the study of Ezeala-Harrison et al. (2019) and that of United Nations that, education is a panacea to all social vices found among Nigerian youths,

Conclusions

A total of 800 questionnaires were administered and returned. The summary of the returned instruments indicate that the respondents highly agreed to the formulated questions. The study also conducted a meta-analysis study as in table 1.1 to show studies on the effect of education on combating social vices locally and internationally. The study concludes that education can statistically, practically and significantly reduce social vices in any nation and Nigeria inclusive as established in other studies according to the review of extant literature. Based on this, the following recommendations were given.

Recommendations

1. In order to address anti-social behaviors in Nigeria, education should be focused holistically.
2. Quality education delivery should be given priority by the State governments in Nigeria not only Kwara State in order to avoid development of social vices.
3. Federal government of Nigeria, non-governmental organizations and other relevant stakeholders should make education accessible to all Nigerians irrespective of religion, region, language, race or gender.
4. There should be excellent implementation of education policies.
5. Special budgeting is needed by the Nigeria government to fund education.
6. Collaboration between schools, parents, communities and educational stakeholder is crucial.
7. There is need for industrial technical education.
8. Youths should be engaged positively so as to make them feel they are parts of the society.

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