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ANTISOCIAL BEHAVIOUR IN STUDENTS: IT'S EFFECT ON THE FUTURE OF EDUCATION IN NIGERIA

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ABSTRACT

This study investigated the antisocial behaviours in students and its effect on the future of education in Nigeria. Antisocial behaviour were seen as actions, attitudes that violate societal norms, and the personal or property rights of others. Factors constituting these behaviours include context, location, community tolerance and quality of expectations. The target group are adolescents in secondary school because it a time of both intensive and extensive transition that affect individuals physically, psychologically and socially. Some of the causes of antisocial behaviour are negative influence of parents, peer group, injurious teachers, social media violence and the environment. The consequence of these behaviour leads to academic failure, truancy, juvenile delinquency, low commitment to schooling, exposure to violence, cultism and crime within the environment. The study concluded that antisocial behaviour is a major problem in Nigeria system of education which results in poor behavioural control, failure to accept own action academic failure, truancy cultism etc. It was therefore recommended that the government should provide social workers who will educate the youths on the implication of violence and destruction of life and property. Also the school administrators should map out policies and supervisors that will fight against examination malpractice, bullying, and truancy.

Keywords: Antisocial behaviour in Students, effects of antisocial behaviour, Future education in education.

Introduction

Student antisocial behaviour has been a big issue in Nigeria's educational system. The education environment in Nigeria has mostly been influenced by these antisocial behavior issues. Antisocial activities, according to Nau (2005), apply to a heterogeneous collection of acts outside the norms, rules, or laws of the social community in which the subject grows, such as physical violence, robbery, and infringement of the rules of society. Unless appropriate care is taken, these habits can have many medical and social effects. Similarly, Clark et al (2002) defined antisocial behaviour as an act that violates other people's social rules and fundamental rights. Antisocial behaviour described actions, attitudes that violate societal norms, and the personal or property rights of others (Lahey et al, 1998).

Types of antisocial behavior include: interpersonal or malicious antisocial behavior directed at individuals, groups, or organizations, such as neighborhood threats, hoax calls or vandalism directed at individuals or groups, antisocial environmental behavior, such as noise nuisance, abandoned vehicles, graffiti or fly-

tipping (Millie et al 2005b). Nevertheless, in another place, what may be considered antisocial behaviour in a particular place may be seen as normal. According to antisocial behaviour policy and procedure, these behaviours are considered to be antisocial: incidents of hate/crime, use or threatened use of violence, persistent misuse of language or actions, stalking, property harm, domestic abuse, etc.

Three fields need to be taken into consideration when understanding young people's anti-social behaviors: the recognition of problematic behaviors, the sources needed to deal effectively with anti-social behaviors, and the evaluation of the effectiveness of interventions to fix anti-social behaviors (Defining and Measuring Anti-Social Behaviour, 2004). They also emphasized that people who use drugs typically encounter difficulties with the creation of optimistic, reasonable, and critical thought. Such people who use drugs and excessive alcohol encounter problems in living an effective life and are unable to perform their duties and tasks in an appropriate manner.

Factors determining antisocial behaviour

Several factors, including context, location, community tolerance, and quality of life expectations, determine people's understanding of what constitutes anti-social behavior (ASB) (Nixon et al. 2003). The state of early adolescence, according to Sprinthall (1995), is a time of both intensive and extensive transitions that physically, psychologically, and socially affect individuals. Adolescents are more vulnerable to emotional difficulties during this period of transition. Adolescents seek comfort and emotional support from parents or peers at this time. Therefore, during childhood and adolescence, parental attachment and peer attachment play an important role, particularly during early adolescence, positive self-concept has been linked to good mental health, educational benefits.

Olweus (1977) identifies three particular variables that are conducive to an aggressive reaction pattern in child-raising styles. The first factor identified is the parents' negative fundamental attitude, particularly the mother, which is characterized by a lack of warmth and involvement. The second factor is the extent to which aggressive conduct is permissive to the parent. Third, parents who use power-assertive methods of raising children to increase their children's aggressive behavioral patterns. In their study, O'Mara et al (2006) found that positive growth in adolescence and many modified psychological and social outcomes protect against behavioral problems, whereas violence and delinquency are correlated with negative self-concept. Aggressive children tend to have polarized concepts of themselves, that is, they tend to retain either a generally positive or a generally negative concept of themselves.

Patterson (1992) concluded that the main causes of antisocial behavior are environmental factors. These factors include parents, peers, and schools that believed they were able to influence the child's healthy development, either in the physical, affective, social, and spiritual aspects.

Dimensions of antisocial behaviour

There are, however, two broad dimensions of behaviour disorders; behaviour

internalization and externalization. Internalizing behavior is directed towards the interior and includes behavioral deficits, such as isolation, withdrawal, and depression. On the other hand, behaviors that are externalized are in the form of disturbing others, verbal and physical violence, and acts of violence. In general, most anti-social behavior studies examine externalizing behaviors that include the breaking of rules, mild forms of violence, abuse of substances, vandalism, and verbal aggression.

In addition to recognizing low intelligence and poor school performance as some of the factors involved in the development of delinquency, the Cambridge Delinquent Development Study has also found that these dimensions can help predict crime in adulthood (Farrington, 2007). It has not only been shown that intelligence is both a risk and a protective factor for antisocial behaviour (Ayduk et al., 2007), but it has also been shown that low IQ offenders appear to commit a higher level of crimes and more severe types of delinquency than higher IQ offenders (Koolhof et al., 2007).

Causes of antisocial behaviour

Jevic (2011) argued that when parents actively reject children, antisocial behaviours occur, creating harmful and aggressive people prone to fighting and even brutal crackdowns. Apart from that, when parents are uninterested, not involved, most often become guests at home, they try to make up for emotional investment shortfalls with cash, valuable, and even unnecessary gifts. Jevic (2011) also stated that ASB is caused by an injurious teacher who does not respect students and, besides, does not promote collaboration between students, but competition.

Also, Akubue (1991) identified that the attitude demonstrated by some teachers can make an atmosphere that encourages and produces problematic behaviour in students. Aside from that, Meyer (1995) reported that the involvement of the child with deviant peers appears to accelerate the growth of antisocial behaviours. Furthermore, antisocial children tend to choose similar children as playmates. This association pattern usually develops during the primary school years, when peer group acceptance and the need to belong first become important. Accordingly, their peers are the most likely to reject aggressive children, and this rejection drives social outcasts to form bonds with each other. Such relationships may promote and reward violence and other antisocial behaviour. Such organizations may eventually lead to gang membership (Black, 2006).

Agreeably, as private predictors of antisocial behaviours, South Holland District Council (2013) listed alienated and lack of social commitment and early involvement in problem behaviour.

Some other family causes include the parental history of anti-social behaviours, abuse of parental alcohol and drugs, unstable home life, lack of good parenting, physical abuse, parental instability (PTSD), and economic distress within the family (Encyclopedia 2018).

Single parenthood, divorce, and restored families, poverty, maternal depression, alcohol, and substance abuse have all been positively related to the antisocial behaviours of children (Brennan 2009).

According to Clare(2006), other factors that trigger antisocial behaviour include:- parental history of antisocial behaviours, abuse of parental alcohol and drugs, chaotic and unstable home life, lack of good parenting skills, use of coercive and corporal punishment, parental disruption due to divorce, death or other separation, parental psychiatric disorders, particularly maternal depression and economic disorder He further stressed that heavy exposure to media violence contributes to antisocial behaviour through television, movies, the internet, video games, and cartoons.

Instances of antisocial behaviour

The British newspaper Mail on Sunday published in 1988 the findings of a study of a quota sample of over 1,000 adults who were asked what they considered to be the major causes of crime. Lack of parental control was the most common trigger (nominated by 53 percent), followed by poverty (20 percent), television abuse (19 percent), lack of school discipline (15 percent), broken homes (13 percent), and alcohol or drugs (13 percent). It was discovered that boys who witnessed divorce or breakup in their first five years of life had a double chance of conviction up to the age of 32 years, according to (Henrey, 2006).

The children of boys from single-parent families were particularly likely to be convicted. For boys from fractured homes without affectionate mothers and for those from unbroken households marked by parental dispute, the incidence of offending is strong, regardless of whether or not they have affectionate mothers. Nigeria is one of the countries where crime seems to pay off. It is worth noting that after an amnesty has been granted to them, Niger Delta militants who once terrorized people in the region, kidnapped, maimed, and killed people, exploded oil wells, and vandalized pipelines carrying oil around 2007-2011 are given cash rewards. Some of these ex-militants are paying politicians for their dirty jobs, while some are getting lucrative contracts to provide oil companies operating in the region with security services. One wonders if this is not a motivating factor that gave rise to the Boko Haram sect and terrorism in the Northern part of Nigeria. Some Nigerians are accused of on All Qaeda membership and are facing trials in various courts around the world. In recent times in Nigeria, the business of kidnapping has assumed a disturbing proportion; it has permeated every nook and cranny of our society. Even people in Nigeria's southeast have not been spared the kidnappers' activities. Notable Igbo Sons and daughters (from whom they extorted appreciable sum of money as ransom) have fallen victims to them (Ikediashi & Akande 2015).

Problems of antisocial behaviour

Consequently, Hare (2003) stated that juvenile delinquency, poor behavioural controls, early behavioural problems, criminal versatility, etc. are associated with ASB which results into lack of remorse/ guilt, callous/lack of empathy, and failure to accept responsibility for own actions. Many different aspects of child development have been studied by psychologists and how they relate to the formation of issues of externalizing behaviour. Also, academic failure, truancy and low commitment to education, mixing with delinquent siblings and peers, exposure to violence and crime

within the community are other antisocial behaviour issues. Despite parental prohibitions, these anti-socials frequently stay out at night, starting before age 13 years, run away from home at least twice overnight while living in a parental or parental surrogate home (or once without returning for a long period), often truant from school, starting before age 13 years (Wallinius,2012).

Dupper (2010) maintained that students misbehave because there are mismatches between their needs and the socio-environmental factors that are within their immediate environment.
However, Kimberly and Arriola (2006) believed that anti-socials are at risk of substance abuse and substance use poses serious health hazards through the direct bodily harm that these substance cause, as well as the indirect effects that result from impaired judgment (for instance, automobile accidents and high-risk of sexual behaviour).They also emphasized that, because of the association with high-risk sexual behaviour and depression, antisocial behaviour has additional health implications. These antisocial activities have been a big concern in Nigeria's education system.

Education in Nigeria

Education is a major instrument that makes learners worthwhile citizens by instilling in them the acceptable standards and values that society upholds. In a broad sense, education is a process by which an individual acquires the many physical and social capabilities required by the society in which he/she is born to operate, the action or process of educating or of being educated. Olalaye (2015) noted that education is the bedrock of societal development, hence every society strives to invest huge resources in education to enhance socio-political, economical, and technological advancement to enable her to compete favourably in the global community. Saga (2018) argues that education helps to improve an individual's personality as well as to encourage people's ethical behaviour.

Nigeria's experience of secondary education reveals that missionaries, colonial and post-independent states, private individuals, and associations have actively sought education for several reasons (Fafunwa, 1974). Secondary education was organized into grammar (conventional), vocational, technical, and commercial schools before the implementation of the National Policy on Education in 1977.The National Policy on Education was launched in 1976, revised in 1981 and 2004, leading to the replacement of the old system, which was 6-5-2-3 of 6 years of Primary education, 5 years of Secondary education, 2 years of Higher School Certificate, and 3 years of University education, with the 6-3-3-4 system which is 6 years of primary education, 3 years of Junior Secondary School, 3 years of Senior Secondary School and 4 years of University education (Federal Republic of Nigeria 2004).

Education is important to every nation, it plays a vital role in the development and growth of the nation. Romer (2011) noted that investment in human capital would significantly contribute to economic growth, and indeed promote development. Again, investment in education leads to the expansion of human capacities, which is an aspect of development. This concept is articulated by Sen who asserts that a person

benefits from education in reading, talking, arguing, being able to choose in a more informed way, in being more serious by others (Sen 2011).In a lecture given at a graduation ceremony, Obasanjo (2012) noted that education must promote those values that establish good citizenship in the individual, such as honesty, selflessness, tolerance, commitment, hard work, and personal integrity, all of which provide the rich soil from which good leadership is born.

Implications of antisocial behaviour on the future Education of Nigeria

Antisocial behaviour has in many ways affected the Nigerian education system in secondary schools. Kimberly and Arriola (2006) opted those antisocial behaviours are often exhibited by secondary school students with hearing impairment because the majority of them are adolescents who want to risk behaviours like sexual activities, smoking, stealing, bullying, examination malpractice, abortion, rape, cultism, loitering, lateness, and rudeness. These behaviours according to them are inimical to the students and those in their environment.

Depression is characterized by negative mental, cognitive and motivational symptoms, poor self-esteem, and a generally decreased quality of life, although it does not endanger life itself. This may also be influenced by the cognitive capacity of the infant, his/her disposition and irritability, the degree of attachment to deviant peers, lack of cooperative problem-solving abilities, and exposure to abuse (Murray & Farrington, 2005).Antisocial behaviours have great potential and influence regarding school failures, peer rejection, disruptiveness, delinquency, impairments in socio-emotional development, and adult crimes (Moffitt, 1993). The implications of ASB, unemployment, insecurity of life and property, infrastructural decline, poverty, and hunger, etc., were outlined by Ikediashi and Akande (2015).

Conclusion

From the foregoing, it has been found out that antisocial behaviour is a major problem that affects Nigeria's system of education. These antisocial behaviours which are caused by uninterested parents, injurious teachers, deviant peers, substance abuse, alcohol, exposure to media violence etc. results in poor behavioural control, failure to accept responsibility for own action, academic failure, truancy, low commitment to schooling, cultism and crime versatility.

Recommendations

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

1. Government should provide social workers who will feature in the media more often on television and radio to enlighten the adolescents in secondary schools on the menace of violence, cultism, and rape.
2. School administrators should map out policies and supervisors that will fight against examination malpractice, bullying, and truancy.
3. Parents should be warm and be involved in the emotional support of their children and stop being guests in their homes.
4. Guidance and counselling should be provided in schools to help the students make a good selection of peer groups.
5. Government should employ the masses so that the parents of these children will be gainfully employed to avoid depression and poverty.

6. Government should also enact policies that will prohibit the use of harmful substances and alcoholism in secondary schools.

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