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**EDUCATION AND SOCIAL WELLBEING: IMPLICATIONS  
AND PROSPECTS IN IGNATIUS AJURU UNIVERSITY OF  
EDUCATION, RIVERS STATE, NIGERIA**

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**Abstract**

*This study investigated the relationship between education/learning and social wellbeing among the final year students of Ignatius Ajuru University of Education, Port Harcourt, Rivers State. A case study design was adopted. Sample size of 192 final year students were drawn for the study. The respondents were selected across the departments using proportional stratified random sampling technique. The instruments for data collection were structured questionnaire tagged "Education Accessibility Questionnaire (EAQ)" and "Social wellbeing Questionnaire (SWQ)". EAQ had 12 items and it was used to measure the student perception of their participation in learning. While, SWQ was a 16-item questionnaire used to measure health service and crime-reduction with 8 items each. The reliability of the instruments was determined using the Cronbach Alpha method and a coefficient of 0.85 and 0.72 obtained respectively. Mean, standard deviation and Spearman*

*Rho were used for data analysis. The findings revealed that education/learning had positive and significant relationships with crime-reduction, and healthcare services. Based on the findings, it was recommended among others that the youth should be given opportunity to learn so as to avoid being entangled with criminality.*

**Keywords:** Education, learning, wellbeing, healthcare service, crime reduction.

## **Introduction**

The concern for the social wellbeing of a nation's citizens is one of the top policy priority areas for any responsible government across the globe. This pathetic situation had placed a heavy burden not only on the national government but also attracts international interest and intervention. Given the fact that social wellbeing remains people-oriented, the paper, therefore, explores the two separate but interrelated concepts of education and social status to establish the link and/or extent to which education enhances qualitative social wellbeing and improved living standards with regards to crime reduction, and improved healthcare as education is a worthy investment for citizens of a nation with immense social and economic benefits. To get knowledge or information about any kind of person, place, things, etc, society has decided some places as the home of education like the Schools or Colleges. Here, from the age of two years till the end of life people can take valuable knowledge in terms of education which is a procedural way of getting information level by level.

Education is the socially organized and regulated process of continuous transference of socially significant experience from previous to following generations. The main way to receive an education is to take a course of training in the system of educational institutions (Naziev, 2017). On a broader note, education can be defined as the systematic way of learning information or getting knowledge about any kind of existing living or nonliving things in this world. It is the biggest initiative undertaken by many

governments around the world. If spending is a measure of social and economic value, no other governmental program, including national defense in many cases is considered more valuable than exposing youths to a systematic education for at least minimal period which broadly impact social and economic benefits on the individuals, families and the society at large (Akaraka, 2015).

The national importance of education is based on the significant positive influence it has on individual lives and on the welfare of communities. Social wellbeing could be seen as SPE group of assistance programs designed to ensure the wellbeing of a nation's citizens; it aims to provide quality care to society participants (Kajuru, 2016). This means that it can be designed as a systematic set of programs that assist the population in different stages of their lives but that system comes from an effort and intention to provide. Overall, Social wellbeing means an ongoing attempt to take care of particular needs identified in society. The public bears a huge financial burden from healthcare services, crime, and its related costs to society. The indirect economic costs associated with productivity and wages lost to both victims and offenders, and the decreased opportunities available to those with a prison record. Education provides one of the best opportunities to reduce crime and its cost to society by helping children to gain knowledge, skills, and character that help them avoid criminal activity (Adekola & Kumbe, 2016; Adelore & Olomukoro, 2015).

The main reasons that well-educated people are less likely to engage in criminal activity are related to the training “ they have acquired and their perception of the kind of training given. Crime is more attractive to individuals who are uneducated (Kazeem & Omiunu, 2013; Lochner & Moretti, 2004). Generally, studies show that the more formal education a person receives, the less likely they are to engage in crime, especially violent crime. Levels of criminal activity within a community are generally lower when the average level of education is higher (Wolfe & Haveman, 2002).

Furthermore, Imagine going to the doctor and being told about a medication that would add years to your life and add quality to those years. If everyone takes the full course of this medication, it could even reduce the public tax burden and improve community

well-being. There is such medicine, but it is not the solution – education leads to these beneficial results. People with higher levels of education tend to live longer, healthier lives and depend less on government-funded health programs than people with less education (Mirowsky & Ross, 2003). A study found the following positive benefits of education for personal healthcare services, (Rudolph & Horibe, 2015). People with more education are more likely to have healthy diets and exercise frequently and are less likely to smoke, be obese, or engage in binge drinking. Furthermore, adults who dropped out of senior secondary school are more likely than graduates to die prematurely from cardiovascular disease, cancer, infection, injury, lung disease, and diabetes. People with less education are more likely to enroll in public health assistance programs.

### **Purpose of the Study**

The study aimed at investigating the relationship between education and social wellbeing with related implications and prospects. Specifically, the study sought to:

- i. determine the final year students' perception about learning at Ignatius Ajuru University of Education;
- ii. find out final year student opinion about their social status (healthcare, and crime-reduction/avoidance tendencies);
- iii. examine the relationship between learning and healthcare services among final year students of Ignatius Ajuru University of Education;
- iv. determine the relationship between learning and crime-reduction among final year students of Ignatius Ajuru University of Education.

### **Research Questions**

The following research questions guided this study:

- i. What are the perceptions and opinions final year students hold about learning at the Ignatius Ajuru University of Education?

- ii. What is the relationship between learning and healthcare services among final year students of Ignatius Ajuru University of Education?
- iii. What is the relationship between learning and crime-reduction among final year students of Ignatius Ajuru University of Education?

### **Hypotheses**

Ho1: There is no significant relationship between learning and healthcare services among final year students of Ignatius Ajuru University of Education?

Ho2: There is no significant relationship between learning and crime-reduction among final year students of Ignatius Ajuru University of Education?

### **Methods**

The study adopted the case study design. The population for the study was 958 final year students all duly registered student for 2020/2021 academic session A sample size of 200 students was selected using proportional stratified random sampling technique. Two instruments were used for data collection. Education Accessibility Questionnaire (EAQ), had 12 items and it was used to measure the student perception of their participation in learning. The Social status Questionnaire (SSQ) was a 24-item questionnaire used to measure health services, crime- reduction and with 8 items each. The face and content validity of the instruments for this study was determined by the researcher and three other experts. The Instruments had response pattern of 4-point, modified Likert scale. The reliability of the instrument was determined using the Cronbach alpha method to establish a reliability index 0.85 and 0.72 respectively. A total of two hundred (200) copies of the questionnaire were administered to the respondents at their study departments. This was done through the help of six trained research assistants, whereas only 192 copies retrieved were used for data analysis. Mean, standard deviation and Spearman Rho were used for data analysis.

## Results

**Table 1: Summary of mean rating on final year student perception about learning in Ignatius Ajuru University of Education, Port Harcourt**

	<b>Learning</b>	<b>Mean</b>	<b>SD</b>	<b>95% CI</b>	<b>LB</b>
1	Classroom participation contribute to improved learning	3.76	0.43	3.69	3.82
2	Discussion of ideas from readings /classes with others outside of class is beneficial	3.72	0.46	3.65	3.78
3	Worked harder than you thought to mm an in instructor's standard or expectation.	3.65	0.49	3.58	3.72
4	Talked about career plans with a faculty member or advisor	3.72	0.45	3.65	3.78
5	Learning and using of information technology.	3.60	0.49	3.53	3.67
6	Developing a personal code of value and ethics	3.64	0.48	3.57	3.70
7	Acquiring job related skills and knowledge	3.65	0.51	3.58	3.72
8	Individualized learning is effective way of education	3.68	0.47	3.62	3.75
9	Working effectively with peers can increase learning	3.54	0.53	3.47	3.62
10	Thinking critically and analytically is key to problem solving	3.44	0.54	3.37	3.52
11	Collaborating with other learners is an effect way of learning	3.53	0.55	3.45	3.61
12	Brainstorming during problem solving episode improved learning	3.52	0.60	3.43	3.60
	<b>Grand mean</b>	<b>3.62</b>	<b>0.29</b>	<b>3.58</b>	<b>3.66</b>

Table 1 shows the summary of mean rating on final year student perception about learning at Ignatius Ajuru University of Education. The grand mean rating of 3.62, SD = 0.29 shows that the students had positive view of their learning in the University. The respondents strongly opined that classroom participation contribute to improved learning (M=3.76, SD=0.43). The 95% Confidence Interval (CI) moved from 3.69 to 3.82. This was followed by the fact that discussion of ideas from readings/classes with others outside of class is beneficial which had a mean rating of 3.72, SD=0.46 and the 95% CI moved from 3.65 to 3.78. The least among others as rated by the respondents was that brainstorming during problem-

solving episode improved learning ( $M=3.52$ ,  $SD=0.60$ ) and the 95% CI moved from 3.43 to 3.60.

**Table 2: Summary of mean rating of final year student opinions about their social wellbeing (health, and crime-reduction/avoidance tendencies)**

SN		Mean	SD	95% CI	
				Lower	Upper
<b>Crime-reduction</b>					
1	Reduced sexual harassment	3.53	0.55	3.45	3.60
2	Minimal cases of rape	3.61	0.54	3.53	3.69
3	Reduced stealing on campus	3.69	0.48	3.62	3.76
4	Minimal cases of bullying	3.59	0.49	3.52	3.66
5	Intangible cult cases	3.61	0.50	3.54	3.69
6	Insignificant occurrence weapon carrying	3.63	0.53	3.55	3.70
7	Minor verbal abuse cases	3.66	0.47	3.59	3.73
8	No armed cases	3.54	0.51	3.46	3.61
	<b>Grand mean</b>	<b>3.61</b>	<b>0.32</b>	<b>3.56</b>	<b>3.65</b>
<b>Healthcare services</b>					
		<b>Mean</b>	<b>SD</b>	<b>Lower</b>	<b>Upper</b>
9	Good education could improve access to healthcare services	3.67	0.52	3.60	3.75
10	Lack of gainful jobs could hinder access to healthcare services	3.64	0.50	3.57	3.71
11	Awareness of healthcare campaign improves engagement in healthcare services	3.70	0.46	3.63	3.77
12	Sensitization on the importance of health education improves healthcare services patronage	3.61	0.49	3.55	3.68
13	Healthcare services is vital for our wellbeing	3.64	0.48	3.57	3.70
14	Good healthcare policy increases access to healthcare services	3.67	0.47	3.61	3.74
15	Gainful jobs and education enhances healthcare services	3.69	0.46	3.63	3.76
16	Awareness on the danger of consuming substances such as cocaine increases access to healthcare services etc.	3.56	0.52	3.49	3.64
	<b>Grand mean</b>	<b>3.65</b>	<b>0.30</b>	<b>3.61</b>	<b>3.69</b>

The result on Table 2 demonstrated the mean rating of final year student opinions about their social wellbeing (health, and crime-reduction/avoidance tendencies). The grand mean rating of 3.61,  $SD=0.32$  shows that the respondents indicated that crime could be reduced when people get good education. Specifically, the

respondents strongly agreed that there was reduced cases of stealing on campus with a mean rating of 3.69, SD=0.48. The 95% CI moved from 3.62 to 3.76. This was followed by Minor cases of verbal abuse with mean rating of 3.66, SD=0.47 with the 95% CI moving from 3.59 to 3.73.

The result also shows the mean rating of the respondents over healthcare services with a grand mean rating of 3.65, SD=0.30 with the 95% CI moving from 3.61 to 3.69. The respondents strongly opined that awareness of healthcare campaign improves engagement in healthcare services with mean rating of 3.70, SD=0.46 with the 95% CI moving from 3.63 to 3.77. This was followed by the fact that good healthcare policy increases access to healthcare services (M=3.67, SD=0.47) with the 95% CI moving from 3.49 to 3.64. The least among others was that awareness on the danger of consuming substances such as cocaine increases access to healthcare services etc. (M=3.56, SEML52) and the 95% CI moved from 3.61 to 3.69. The Spearman's rho was used to test the interrelationship between learning and the crime reduction, and health. This statistics was adopted because the instrument measured data using interval scale (Likert Scale). The two research questions and hypotheses were answered and tested respectively using the Spearman's rho statistics.

**Table 3: Summary of the correlation matrix (multiple correlation) between the covariates**

Variable	1	2	3	4
Spearman's rho	(1) Learning	Correlation Coefficient Sig. (2-tailed) N	1 192	
	(2) Crime reduction	Correlation Coefficient Sig. (2-tailed) N	.852** .000 192	1
	(3) Health care	Correlation Coefficient Sig. (2-tailed) N	.819** .000 192	.888** .000 192
			.192** .000 192	1 192

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result from Table 3 shows that there was a positive and significant relationship between learning and healthcare services among final year students of Ignatius Ajuru University of Education ( $p=0.819$ ,  $p<.05$ ). This shows that more education of the students could lead to more awareness of health related help and engagements.

The result in Table 3 also shows that there is a positive and significant relationship between learning and crime reduction among final year students of Ignatius Ajuru University of Education ( $p=0.852$ ,  $p<.05$ ). The implication of this positive relationship between education and crime-reduction is that more education will lead to more reduction in crimes.

### **Discussions**

The result indicated that the final year student's perception about learning at Ignatius Ajuru University of Education was very good. This assertion was substantiated with the grand mean rating of 3.62,  $SD=0.29$ . The students had positive view of their learning in the University. They strongly opined that classroom participation contributes to improved learning and that discussion of ideas from readings /classes with others outside of class is beneficial, among others. The opinion of the students might be linked with the administration, management and facilities in the campuses of the university. This studies (Rudolph & Horibe, 2015; Lochner & Moretti, 2004) established that students gain skills in school for gathering and evaluating new information. Educational centers have played an important part in closing the gap between wealthy and poor students on measures of intelligence. These beneficial results occur because education has several basic cognitive benefits. Schooling increases the facts known and understood by students in various academic subjects. More importantly, education improves decision-making ability and reasoning skills. The ability to gather information, identify choices, and consider the consequences of actions all improve the longer students spend in school.

The result shows that the final year student opinions about crime-reduction were positive. This was shown with grand mean

rating of 3.61, SD=0.32. Specifically, the respondents strongly agreed that there were reduced cases of stealing on campus and minor cases of verbal abuse among others. The respondents strongly opined that awareness of healthcare campaign improves engagement in healthcare services and good healthcare policy increases access to healthcare services among others. Governments in America and in other countries have adopted this approach and invested heavily in education as an institution with significant responsibility both for individual child development and broader social and economic welfare (Lochner & Moretti 2004). Despite the many challenges that education faces, it is an effective way to prepare large numbers of youth for their own future and for the overall wellbeing of society.

The result showed that learning/education contributed about 67.08% to changes in health services as perceived by the respondents. This implies that more education of the students could lead to more awareness of health related help and engagements. This finding is consistent with earlier findings which established that people with higher levels of education tend to live longer, healthier lives and depend less on government-funded health programs than people with less education (Mirowsky & Ross 2003).

The result shows that there is a positive and significant relationship between learning and crime reduction among final year students of Ignatius Ajuru University of Education ( $p=0.852$ ,  $p<.05$ ). The implication of this positive relationship between education and crime-reduction is that more education will lead to more reduction in crimes. This finding is consistent with earlier findings which established that the more formal education a person receives, the less likely they are to engage in crime, especially violent crime. Levels of criminal activity within a community are generally lower when the average level of education is higher (Lochner & Morretti, 2004).

### **Recommendations**

Based on the findings of the study, it was recommended that students should be given proper education for improved healthcare

services. This is because an educated person knows the dangers associated with drug abuse and the need to do the right thing by consulting a qualified medical doctor when sick. Education is also associated with crime-reduction. Therefore, the youth should be given opportunity to learn so as to avoid being entangled with criminality.

### **Conclusion**

Based on the findings of the present study, it can be concluded that education/learning is positively associated with reduction in crime, and healthcare services of final year students in the Ignatius Ajuru University of Education. The implication of the present findings is that education could be used as a weapon to combat crime, and diseases in Nigeria. This is also evident in a literature source which suggested decreasing the number of secondary school dropouts by half would produce immensely an economic benefit to society' over time in the form of tax revenue from the enhanced wages veterans earned with their degrees.

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