

**THE EFFECTS OF GHETTO ON YOUTHS'
EDUCATION**

**(A CASE STUDY OF OWORO COMMUNITY IN
BARIGA, LAGOS STATE.)**

**A PROJECT WORK SUBMITTED TO
DEPARTMENT OF SOCIOLOGY, FEDERAL
UNIVERSITY OYE EKITI, EKITI STATE.**

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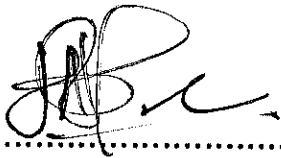
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SEPTEMBER, 2015

CERTIFICATION

This is to certify that the research work is carried out by **Oluwabukola Omowunmi Ayeni** with matriculate number **soc/11/0226**.

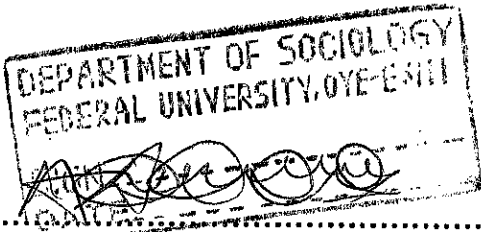
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DEDICATION

To God Almighty, my father Late Pastor Babatunde Ayeni, my mother, my siblings and the entire Ghetto communities in the World.

ACKNOWLEDGEMENT

My gratitude goes to God Almighty for giving me the grace and strength to withstand the pressure and hardwork associated with this project work and the entire programme.

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Special thanks goes to my mother Mrs. D.A Ayeni, my guidance Mrs. C.O Egbaiyelo, Mr. S.A Oloyede, my Siblings and my fiancée S.K Anifowose for the tremendous assistance made towards the success of this work, it is my wish to acknowledge the efforts of Dr. Kolawole Taiwo, who had painstakingly guided me.

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May the Lord God Almighty bless all those who wish me well in all my endeavours.

ABSTRACT

The high prevalence of negative behaviour toward acquisition of knowledge is a big problem that needs immediate attention from researchers and the government. Nevertheless, the efforts of many youths in ghetto community toward modern education is negative as there are no financial capacities to pursue education, and also the environment in which this people are living predisposed them to develop some disposition that may be violent related.

The concern of this work therefore, is an analysis of the disposition of ghetto youth toward formal education, examining the level of education of ghetto youths in Oworo Community Bariga Lagos and investigate the factors affecting the disposition of ghetto youths toward education.

In arriving at the desired goal, the researcher made use of descriptive survey research design. This descriptive survey included a questionnaire and an in-depth interview in collecting data from the participants on all the variables of interest using 160 copies of questionnaires and open-ended questions. At the end of the study a lot of findings were discovered which generally bordered on ghetto youth and their disposition toward education.

Based on the findings of this study, recommendations are suggested to improve disposition of ghetto youth toward education in Bariga, Lagos State: Government should provide more schools, give motivation like scholarships, free school bus, free lunch which can help boost disposition of youths towards education.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a weapon to fight poverty and secure a better standard of living. Through acquisition of knowledge and skills individuals are able to make better decision and solve various challenges that may constitute stressors in everyday life. In Nigeria today, the youth disposition toward learning is falling especially people living in low social class areas like Ghetto community (Egyeyu, 2012). Nigeria's population is estimated at over 150 million people which the youth constitute 80 percent of its population yet the government keep making empty political promises to the Nigeria growing youths without fulfilment (Odidi, 2014). Youth in Nigeria as in the case of Ghetto community are not really interested in learning anymore but looking for short way to get rich over-night. The high prevalence of negative behaviour toward acquisition of knowledge is a big problem that needs immediate attention from researchers and other government.

Ghetto begins during the Second World War under the Nazism regime in Germany. The Jews who are minority in Germany at that time were highly segregated to a small location where they are not allowed to go beyond such boundary. Meanwhile ghetto in American history occurs as a result of different forms of immigration from Ireland and Germany. The immigrants were the minority group who were segregated into ghetto areas. These areas are

characterised by extreme poverty and low standard of living. The prevalence of ghetto community in American declines when people in ghetto areas are getting more civilized and try to move to urban cities in a process called white flight (Sharon, 2002). This white flight is highly restricted by various forms of discriminations and prejudiced against the black people. Following this white flight, there was increases in the rate of crises, poor welfare services and poor housing facilities as a result of increase in population.

Ghetto community can be defined as a society that is predominant characterised by low social class people with high level of poverty and lack of basic infrastructural facilities. People in ghetto community are similar in terms of their social class, standard of living and they usually share similar ethnic group. One of the major characteristics of ghetto community is poverty. Pieterse (2001) view poverty as the individual inability to command sufficient resources to satisfy a socially acceptable minimum standard of living. The inability of individual to afford basic and physiological need such as food, shelter and housing constitute poverty.

Youth can be defined as a set of people with the age range of 18-35 years (Wright and Tropp, 2006). In typical African community the prevalence of youth poverty is very high and which affect their living; many youth have no employment opportunity which can serve as source of income to them (Wilson,2010). In typical urban ghetto, this area is characterised by large number of youth that have no specific source of income. Poverty creates a lot of

mental problem for the youth; for instance Copperland (1997) noted that poverty impaired youth mental competence and well-being. Lack of quality nutrition tends to weakened individual mental state and ability to solve various problems that require higher mental functioning.

The disposition of Nigerian youth toward learning and acquisition of skill and knowledge is falling every day. Youth are no longer showing interest in learning as they are looking for short way to get rich (Egyeyu, 2012). Education is very important to human life, through quality education, men are able to make better decisions and are able to cope with challenges of life. Without quality education as in case of low standard of education, individual youth may not be employable and they may face the problems of unemployment (Egyeyu, 2012). The problems of unemployment in turn may push such youth to engage in all forms of criminal related activities just to survive. While youth may be interested in acquire skills and knowledge, the standard of living of the youth's parent may put them in disadvantage position in pursuing their educational career. Many parents in the ghetto community live with extreme poverty and this make it very difficult for their sons or daughters to be able to attend schools especially at higher institutional level. In Nigeria today, education is getting more expensive every day to the extent that people with low socio-economic background cannot afford educational cost of sending their children to school. For instance, Parents in ghetto community may find it very difficult to send their children to schools and this in turn may predispose such

children to engage in all sorts of criminal related activities to survive. Youth education is very important in determining their level of success in life. Education is an important aspect of human life especially in this modern world where there is rapid improvement in technological development. For individual to survive in this computer age, knowledge and skills is very important.

1.2 Statement of Problem

Looking at the situation in typical urban ghetto, the effort of many youth in ghetto community toward modern education is negative as there are no financial capacities to pursue education, and also the environment in which this people are living predisposed them to develop some disposition that may be violent related (Egyeyu, 2012). Some Youth in ghetto community engage in violent related activities in which can be reversible through modern education. Education improves individual way of thinking and appropriate way of behaving in the society. Urban Ghetto youth are exposed to bad behaviour from the beginning of their life as a result of the environment they are reared, these environmental factors change their orientation about life and the way they are behaving in the society.

Quality education is very important for individual in this world of technological development. To secure better future education has been described as the best approach to fight poverty. Effort toward learning and formal education generally is very important as this go a long way in predicting

the level of youth success in future. Education is the best legacy, through education individual are able to acquire knowledge and skills and secure better job. However in Nigeria today, some youth are developing less interest in learning based on the fact that they belief people that have actively learned in the past are outside there jobless.

Findings have demonstrated that the high level of youth unemployment is a big problem in Nigerian today, for instance the National Bureau of Statistics (NBS, 2012) estimates that Nigeria's population grew by 3.2 per cent in 2011 from 159.3 million people in 2010 to 164.4 million in 2011, reflecting rapid population growth. In 2011, Nigeria's unemployment rose to 23.9 per cent compared with 21.1 per cent in 2010; it is also reveals that 51.18 million Nigerians were employed in the economy in 2011 (NBS, 2012). lack of quality education have been reported to contribute to high level of unemployment in the economy as many graduates youth are not employable. This study will examine the orientation of ghetto youths toward education a case study of ghetto youth in Oworo Community Bariga Lagos.

1.3 Research Questions

This study will answered the following research Questions

- i- What is the disposition of ghetto youths toward formal education?
- ii- What is the educational level of ghetto youths in Oworo Community Bariga?

- iii- What are the factors affecting the disposition of ghetto youths toward education?
- iv- What is the role of community and other significant others toward formal education?

1.4 Objectives of the Study

The study examines the ghetto youths and their disposition toward formal education among ghetto in Oworo Community Bariga Lagos. The specific objectives are to;

1. Analyse the disposition of ghetto youth toward formal education.
2. Examine the level of education of ghetto youths in Oworo Community Bariga Lagos.
3. Investigate the factors affecting the disposition of ghetto youths toward education.
4. Examine the role of the community, and significant other toward education of ghetto youth.

1.5 Significance of the study

The findings of this study will have both theoretical and empirical benefit, in terms of empirical/practical application of the study, the findings will provide people, students, researchers and government with data on the pattern

and disposition of youth (especially ghetto youth) toward education; this data is expected to be used to establish better educational programmes that will improve the quality of education in Nigeria. The findings will provide individuals with knowledge about youth perception of education in Nigeria. In terms of theoretical application, the study is expected to add to existing literature on youth education in education. In other words, the study will improve the body of knowledge on youth disposition toward education in Nigeria.

1.6 Scope of the study

The study examines ghetto youth and their effort toward education among ghettos in Owo Community Bariga Lagos. Survey will be carried out to examine the disposition of the youth toward education and also the present level of their education. The study also aims at examining how male and female ghettos differ on their level of youth education. Questionnaire will be used in collecting data from respondents on all the variables under investigation.

1.7 Definition of terms

Ghetto Community: Ghetto community can be defined as a society that is predominantly characterised by low social class people with high level of poverty and lack of basic infrastructural facilities. People in ghettos

community are similar in terms of their social class, standard of living and usually share similar ethnic group.

Gender: Gender is the range of physical, biological, mental and behavioural characteristics pertaining to, and differentiating between, masculinity and femininity.

Economic growth: this can be described as the improvement in market value of goods and services produced by an economy over time. Economic growth increase gross domestic product. It is the process by which nation's wealth increases over time.

Economic development: this can be defined as general improvement in all sector of economy and general improvement in standard of living. It is characterised by low rate of unemployment, sustainable development, low cost of living and improvement in well-being and happiness.

Youth: Youth can be defined as the period in which individual is between childhood and adulthood.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Clarification

2.1.1 Ghetto environment

Environment can be defined as a complex of physical, biotype (living part of environment) and chemical factors which tends to act upon an organism and ecological community that automatically determines its form and survival. This definition identify the fact that environment embodied both living and non-living things, however, living things needs environment to survive but environment survival doesn't depends on livings. Ghetto can be fined as a part of community or town or city in which are inhabitant by people that are minority group in the society. One major character staves of a ghetto community is high prevalence of people with low-socio-economic background, majority of people living in ghetto community are poor with the little educational attainment. From united states of America perspective, a ghetto can be defined as a community distinguished by a homogeneous race or ethnicity. This definition emphasized on the fact that people in ghetto area are usually from one major ethnic group. They may be densely populated Yoruba people, Igbo tribe or Hausa tribe. In other words, there is always high prevalent of a particular ethnic group in ghetto environment.

Williams (2008) noted that poverty is one of the quality of ghetto

environment, he explained that poverty constitute the separation of ghetto from other neighbourhood. William (2008) further assure that high prevalence of poverty in ghetto environment is a big constants which in-town lead to inequality opportunities in the society.

Furthermore, as stipulated above, ghetto society are generally characterized by social isolation, poverty, segregation, discrimination, overcrowding, deviant related behaviour and political disempowerment. Meanwhile resident in ghetto community are more likely to live in substandard housing, poor hospital facilities (such as understaffed healthcare Centre) and have limited access to quality education which intern limit their employment opportunities. Ghetto residence lack access to commercial entities such as banking, grocery stores, banks, retailers and other institution needed to carried out modern trading activities. Looking at the children life in ghetto community, the ghetto children tends to attend ill-equipped school. The general standard of living of ghetto people is very low as the level of basic and infrastructural development is very low (barnes, 2008). People in ghetto community are usually disenfranchised just constitutional right. The people in ghetto community are minority group that are certain percentage of the population.

2.1.2 Brief history of ghetto community

Historically, the use of term ghetto are meant to described a set of community or group of people that are living in a legally sanctioned segregated

areas. The set of people are usually minority. The first case of ghetto occur when the people of jews tribe are segregated during the roman-empire between the first and fourth century. Specifically the term was originated from jews segregation, it is used to described jews segregation in Italy, Germany, and Portugal in 1200 meanwhile, the term translation is originally refers to Venice ghetto in 1300s, if is use to refers to isolated neighbourhood in Venice, Italy until 1600s.

The ghetto community is developed to physically isolate a group with clearly identifiable physical characteristics and cultural similarities even though Venice ghetto still consist of people with high social-economic status, however, over all condition in ghetto community were continued to be negative. Jews people centre to live in their misery live based on the fact that they do not have access to land outside their community, since people residing in ghetto are still given birth, then overcrowding occur which lead to fall in health quality of life. The fall in health related quality of live is an indication of fall in general standard of living. Finally, people of jews ghetto were allow to run their own independent political system to rule their community.

2.1.3 Ghetto violence and associated risk.

One of the predominant behaviour in ghetto community is violence people especially youth, adolescent tends to be vulnerable to violent related behaviour. However, the level at which youth in ghetto community are enclose to violence

related behaviour are different, ghetto resident generally expose to violence behaviour which in turn- have detrimental effect on their live. Richter's Martinez, (1993) noted that some children in ghetto community are protected from exposure and with using violent related behaviours in their community.

Empirical findings have demonstrated that certain demographics factors are related to violence exposure of children in ghetto society. The studies have focus on how some demography's factors are risk for violence related behaviours. Phyno Nader (1987) claims that parental educational qualification, income level, mental status and living arrangement are important factors that determines while their child may practice violence related behaviour or not. It is related that living arrangement significant predict exposure to ghetto violence.

2.2 Review of empirical studies

Poverty and ghetto community

Based on the united nation habitat report (1989), it was reported that people living in ghetto environment are extremely poor. They live and work in an environment that lack basic infrastructure that can improve general quality of life. For example, ghetto people in some part of Lagos metropolis are extremely people with financial difficulties. Meanwhile, poor environment is not the only characteristics of people in ghetto community, there are also two basics forms of environmental proscenium ghetto community. There is high prevalence of

pathogens in the ghetto environment which increase the risk of contact various health related problems, those high level of pathogen resulted from lack of basic infrastructural facilities such as good water supply, electricities and other forms of basic amenities. Poor or inadequate supply of this basic needs is a crucial factors that increase the durability of ghetto people to various health problems.

The second forms of problems in ghetto community is the fact that people residing in ghetto area are experiencing over-crowding. Over-crowding is also a great problem that increase the transmission of communicable disease such as tuberculosis. There will be spread of this disease if people are living densely populated environment like ghetto city. The united nation habitat report (1989) shows that their is lack of infrastructure, lack of hygienic water, sewage facility and lack of quality health care Centre. From onibukun and kumuyi (1996) perspective ghetto community are prevalently abodes by people that are poor, i.e they are set of people that belong to low – socio-economic background with low-quality housing facilities, poor occupation and low level of income. Olarewaju (2004) further claim that people in ghetto community have no access to information, in other word they have limited knowledge.

Ghetto community and health

Ghetto community have been reported to experience low access to quality health care facilities. Base on the fact that people in ghetto community are living in poor environment, it has various negative effect on people's health and well-being. The presence of pathogen, poor house ventilation, over-crowding

are all factors that impaired the health of people in ghetto community. For instance ventilation is required for the supply of fresh air which can neutralized the effect of airborne diseases. A non –ventilated or stuffy room allow easy access for viruses and bacteria to have access to body system which in term impaired people over all health and well-being. Olarewaju & Akinbanjo (2002) claim that in ghetto community health are impaired base on the type of environment they are living. The condition of their environment predispose them to various health related diseases.

Ghetto and social disorganization

It is observed that one of the major characteristic of ghetto community is social disorganization. Ghetto community unlike other community experience higher level of social disorganization, theory explain that the environment in which an individual is raised go a long way in explaining whether such person may involve in criminal related behaviour. Social disorganization emphasis on the fact that exposure to various forms of behaviour are usually learned and practice by children. This behaviour they lean from others are internalized and become part of their behaviour.

2.2.1 The concept of youth education

Education is an important determinant of level of individual environment and success in life. Education has to described as the backbone of individual growth and development. Education provide individual with knowledge and

skills that are use to take decision in everyday life. Through adequate knowledge people are able to find their way out of poverty that may have been destroying their generations for years. Education is the best legacy which individual can pursue to make it in life. In its general sense, the concept of education can be defined as a form of learning in which the knowledge, skills, value, beliefs of group of people are transferred from one generation to another through learning, teaching, training and research. Meanwhile education may also include formal or informal transmission of relevant information from one particular person to another. For transfer of knowledge to occur, there must be a guardian, instructing the learners to do certain things or to follow certain procedure in other to achieve a lay down objectives.

UNESCO (2013) claim that education is an important factors in eradicating poverty, hunger, and promoting sustainable economic growth and development. They further claim that through quality education individual are able to carry out viable programme that can promote economic growth and development. Education at the level of childhood is very important as it prepares children to face the challenge of adult stages of human development. Education is usually perceived as an avenue where people can acquire knowledge, skills for their overall growth and development. Through education individual are able to acquire skill and knowledge to develop to their full potential, education give people possibility to grow naturally and achieve in life.

Statistics of youth education in the world

UNESCO (2013) regulated that about 10.6% of the youth in the world to say are illiterate. They posit that youth between the age range of 15-24yrs are unable to go to school. In other world they lack knowledge and skill to reach full potential. UNESCO (2011) further explained that majority of the youths in the world that are illiterate are from developing countries which constitute 12.1%, however 29.1% of these youths are from sub-sahara African, 18.5% from Africa, meanwhile as at 2013 base on UNESCO evidence, about 225million youths in developing countries are “idle”, by 2015, it is predicted by UNESCO that the level of illiteracy among world youth is graded to fall to 8%, In sub-Sahara Africa, youth level of illiteracy is expected to fall to 25%.

In 2010, UNESCO, clam that about 71million adolescent are not in school of any type. It is reported that about 3 in 4 of these adolescent are form south and west Asia countries. About 30million of these youth are from sub-sahara African. Education is important in peoples life. Through good and quality education individual are enlightened and acquire skills and knowledge that will enable them to make right decisions and also ability to cope with stress of life. It is important at this junction to suggest that youth especially those one in ghetto community should try and go to school in order to acquire cognitive skills, ability to become a successful person in life. Through learning and experience individual are able to develop coping skills to deal with challenges of life.

2.3 Theoretical Framework

2.3.1 Self-control theory of crime

The self-control theory of crime is general self-control theory that emphasized on the role of individual ability to control themselves as the main causes of criminal behaviour in everyday life. The theory lay emphasize on the role of parent in upbringing of children. Children that are effectively parenting experience a form of lack of self-control which increase their vulnerability to crime related behaviour. Deficiency in parenting style is a big factors that increase the vulnerability of people to criminal related behaviour such as violence among the community. This theory was developed by criminologist Travis Hirsch and Michael Gottfredson but has since been subjected to a highly critique from other expert in the field of criminology.

The theory of self control was developed base on the relationship between age criminal behaviour. They theorize that self – control is one of the most important determinant of control. They post relate that individual ability to control themselves tend to improve as their age increase, this is because age increase hormonal changes /development. The theory further explained that human being are more motivated to pursue their immediate needs and decree which they per current to be pleasurable and improved their well-being. This theory is in line with Sigmund Freud explanation of the concept of pleasure and reality principles. The pleasure principle according to Freud (1959) demands for instant gratitude more standard or not. However, the reality principle serves as

constraints which tends to evaluate whether such demand as realistic or not i.e if evaluate whether such behaviour conform with society standard.

The reality principle however, allow such gratification of such behaviour acceptable and delay gratification if it negates societal norms.

This theory has been highly criticized by others observe. Aker (1991) argued that the theory lack independent definition of self control and criminal related behaviour. He claim that for this theory to be acceptable, there must be clear separate definition of what self-control entails and what criminal behaviour entails. Failure to operationalize what self-control is all about and measurement procedure, and also operationalization of criminal behaviour separately suggest that the two concept as the same. Also for the theory to be accepted in scientific community, there must be empirical back-up of the claimed that age significantly predict self-control which in two influences the level of people engagement in criminal related behaviour. Through empirical justification of theoretical concept, new greeting erases which further improve body of knowledge on the concept under consideration.

2.3.2 Constructivism Theory

The theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals

assimilate, they incorporate the new experience into an already existing framework without changing that framework. This may occur when individuals' experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is a fluke and is therefore unimportant as information about the world. In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations.

According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences. Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure, or others' failure. It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model air plane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with pedagogic approaches that promote active learning, or

learning by doing. There are many critics of "learning by doing" (a.k.a. "discovery learning") as an instructional strategy (e.g. see the criticisms below). While there is much enthusiasm for constructivism as a design strategy, according to Tobias and Duffy "to us it would appear that constructivism remains more of a philosophical framework than a theory that either allows us to precisely describe instruction or prescribe design strategies.(p.4)". This is unfortunate because there is quite a bit of promise to the educational philosophy behind constructivism, but constructivists seem to be having difficulties defining testable learning theories.

Learning is an active, social process

Social constructivism, strongly influenced by Vygotsky's (1978) work, suggests that knowledge is first constructed in a social context and is then appropriated by individuals. According to social constructivists, the process of sharing individual perspectives-called *collaborative elaboration* -results in learners constructing understanding together that wouldn't be possible alone. Social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guesswork and intuitive thinking in learners. In fact, for the social constructivist, reality is not something that we can discover because it does not pre-exist prior to our social invention of it. Kukla (2000) argues that reality is constructed by our own activities and that people, together as members

learning by doing. There are many critics of "learning by doing" (a.k.a. "discovery learning") as an instructional strategy (e.g. see the criticisms below). While there is much enthusiasm for constructivism as a design strategy, according to Tobias and Duffy "to us it would appear that constructivism remains more of a philosophical framework than a theory that either allows us to precisely describe instruction or prescribe design strategies.(p.4)". This is unfortunate because there is quite a bit of promise to the educational philosophy behind constructivism, but constructivists seem to be having difficulties defining testable learning theories.

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of a society, invent the properties of the world.

Other constructivist scholars agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed. McMahon (1997) agrees that learning is a social process. He further states that learning is not a process that only takes place inside our minds, nor is it a passive development of our behaviours that is shaped by external forces and that meaningful learning occurs when individuals are engaged in social activities. The theories explained that the ghetto youths ability to control themselves tend to improve as their age increase, this is because age increase hormonal changes /development and that through processes of accommodation and assimilation, the ghetto youths construct new knowledge from their experiences.

2.4 Statement of Research Hypotheses

- i- Study participant in Ghetto community will display higher level of Negative disposition to youth education than positive disposition.
- ii- Male Ghetto will display higher level of positive disposition toward youth education than their female counterparts.

CHAPTER THREE

METHODOLOGY

This section describes how the data was collected from the respondents. This phase deal with the whole methodology for this study, which focuses on research design, study population, research instrument, administration of the instrument and treatment of data. The design was also entail the use of structured questionnaires and in-depth interview to elicit information from the selected sample.

3.1 Research Design

This study makes use of descriptive survey research design. This design is descriptive because this study used a questionnaire and an in-depth interview in collecting data from the participants on all the variables of interest. Since the study design is descriptive, therefore, the study shows relationship between variables. Each person in the universe has an equal probability of being chosen for the sample. This descriptive research design was used to examine ghetto youth, their disposition toward education and answer relevant research questions and objectives. Osuala (2001) noted that research design is the blue print or techniques which determine the nature and scope of the research to be carried out. As stipulated, this research design used in this study is descriptive in nature which seeks to describe the existing status of variables under investigation to accelerate speedy achievement of the

objectives of the study.

3.2 Study population

The population of this study were youths in oworo Ghetto community in Bariga Lagos. The youth age range in this study were majorly young adult which their age may range from 18-35 years. The youth in this community has been purposively selected to represent ghetto youths population in Lagos-State. The total population of the youths (both male and female) in Bariga Local government as at 2015 is 600, 000. In term of the characteristics of the study population, majority of the youths in Bariga engage in all sorts of trading activities and only few of them attend schools. Furthermore, majority of the young girls in this community engage in all sort of risky activities such as sex work to make a living; They also engage in selling local herbs, hairdressing and prostitution. In addition male youths in this community engage in all sorts of activities such as black market fuel and oil, barbing salon, fishermen, Okada-rider, street boys (who issue tickets), some of their youths (male and female) also engage in selling sand, which they do the trading by canoe and tipper etc.

3.3 Sample and Sampling procedure

Based on this study the sample for the study consists of Bariga youths. In this study, stratified random sampling, was used which involve the separation of population elements into non-overlapping groups, called strata. From this strata, four (4) areas such as Ilaje, Ebute, Abule (market) and Lady-lack area, were purposively selected. Response from each 8 houses in 5 streets of the areas listed, in Bariga, using 160 copies of questionnaires and open-ended questions was used with 4 selected interviewees in the environment. There are 57 streets in Bariga as a whole, 12 streets in Ilaje, 8 streets in Ebute, 12 streets in Abule (market), and 13 streets in Lady-lack. From each stratum five (5) streets were selected using systematic random sampling. There are 24-28 houses in a street, the first element was selected at random, and every fourth (3rd) house on the proportion of the population being studied. The name of a particular area will be specify on each questionnaire. To gather my data, Purposive non-random sampling were used to select one youth in a household. These response includes male and female, Christians and Muslims, Yoruba, Igbo and Hausa etc.

3.4 Research Instruments

In this study purposefully designed questionnaire and in-depth interview was used. The questionnaire was divided into two sections. The first section consists items that seek information on subject's socio-demographic data such as sex, age, educational level, religion, ethnicity etc. In this section age was not categorize into different levels, respondents are expected to write their age and years of service in the space provided in these sections, Gender has two level: Male and Female; Marital status has two level: single, and married. Religion background of respondents has three level: Islam, Christianity and others, and Ethnicity has four level; Yoruba, Igbo, Hausa and Others, Educational qualification will have four level (SSCE, NCE/OND, HND/BSC, MSC/PHD). The second section presents items on the perception of education i.e their disposition toward youths formal education. The response was both close ended questionnaire with both liker and dichotomous response format (YES or NO). While the interviewee's question was an open-ended questions in order to desire more information.

3.5 Data Collection Procedure

The administration procedure will involve distribution of 160 copies of the instrument to all the respondents in their various houses in Bariga as explained earlier. The questionnaires were personally collected from the respondents after they have filled them. Assurances of anonymity were given by the researcher so as to encourage frank responses. Also, interviews occurred with the selection of 4 respondents in their various houses to ask questions on their opinions on youths' disposition toward formal education in their environment.

3.6 Method Of Data Analysis

The appropriate statistical package was used to analyse the data gathered from the respondents. First, the data was analysed in simple percentages to allow for direct comparison. Secondly, the research hypotheses were tested using SPSS.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

4.0. INTRODUCTION

This chapter focuses on the presentation and data analysis of research work on the effects of ghetto on youth education using people in ghetto area of Bariga, Lagos as the case study.

The analysis of the study was done in line with the research questions raised for this project work. The background characteristics of undergraduates as well as factors affecting the disposition of ghetto youth to education, role of community on their disposition to education and suggested solution to help ghetto youth disposition to education. The selected characteristics were presented in percentage while questions on their disposition toward education were validated with their socio-demographic characteristics using Pearson Chi-square statistical technique at 0.05 level of significance.

Table 1: Percentage Distribution of Study areas and Street of Sample Population

Area of Study		Frequency	Percent
	Lady-lack	36	23.2
	Ilaje	40	25.8
	Ebute	40	25.8
	Abule	39	25.2
	Total	155	100.0

The sampled population for this study covered four different ghetto areas in bariga, the percentage distribution of respondents in these areas disclosed that less an half were from Ilaje and Ebute having 25.8% of the total sampled population while 25.2% were from Abule and 23.2% were from Lady-Lack.

Table2: Percentage Distribution of respondents by their socio-demographic characteristics

Gender		Frequency	Percent
	Female	75	48.4
	Male	80	51.6
	Total	155	100
Age in group			
	15-19	30	19.4
	20-24	68	43.9
	25-29	47	30.3
	30-34	10	6.5
	Total	155	100.0

The percentage distribution of respondents by their socio-demographic characteristics revealed that a little above half of the sample gender were female (51.6%) and male were (48.4%). Also It was also disclosed that some of the sampled respondents were within ages 20-24 years (43.9%) followed by

ages 25-29years (30.3%), 15-19 years (19.4%) while ages 30-34 took just (6.5%).

Table3: Percentage Distribution of respondents marital status and religion affiliation

Marital status			
	Single	117	75.5
	Married	36	23.2
	Separated	2	1.3
	Total	155	100.0
Religion			
	Xtian	102	65.8
	Islam	46	29.7
	Others	7	4.5
	Total	155	100.0

The percentage distribution of respondents marital status disclosed that above half of the respondents were single(76.0%), followed by married (23.4%) and separated or divorced were just (0.6%). Also the percentage distribution by religion affiliation disclosed that more than half were Christians (65.8%), follow by Islamic (29.7%) and Traditional religion (1.4%).

Table4: Percentage Distribution of respondents by their level of education

Level of education		Frequency	Percent
	Primary	9	5.8
	Secondary	47	30.3
	Ond/nce	32	20.6
	Undergraduate	45	29.0
	Hnd/bsc	20	12.9
	Postgraduate	2	1.2
	Total	155	100.0

The percentage distribution of respondents by their level of highest education revealed that some of the ghetto youths had only secondary education (30.3%) followed by undergraduates (29.0%), OND/NCE (20.6%) while BSC/HND takes (12.9%) and (1.2%).

Table5: Percentage Distribution of occupational status and ethnicity of ghetto youths

Occupation		Frequency	Percent
	Not working	65	41.9
	Fashion designer	14	9.0
	Trading	18	11.6
	Civil servant	17	11.0
	Self employed	9	5.8
	Student	25	16.1
	Others	7	4.5
	Total	155	100.0
Ethnicity		Frequency	Valid Percent
	Yoruba	97	62.6
	Igbo	22	14.2
	Hausa	8	5.2
	Others	28	18.1
	Total	155	100.0

The occupational status of ghetto youths shows that almost half of the youths are not working (41.9%), while (16.1% were students, followed by those into trading (11.6%), civil servants were (11.0%), 5.8% were self-employed, fashioned designer (9.0%), others (4.5%). Also The ethnicity of the respondents disclosed that more than half were Yoruba (62.6%), Igbo (18.1%), Hausa (5.2%) and others (14.2%).

Table6: Percentage of Respondents disposition to education

Does Your Environment Encourage Youths To Go To School	Frequency	Percentage
No	90	58.1
Yes	65	41.9
Total	155	100

In the opinion of the respondents, it was discovered that the environment do not encourage youth to go to school as some of the respondents said “No” (58.1%), while (41.9%) said “YES”.

Further more, the in-depth interview support this findings as some response confirmed it.

"this environment plays a major role on the life of youths, during youth exorbitant youths tends to influence by their environment, when most of them are suppose to be in school they are outside there playing ball with friends, hawking around, and being abuse by adult people, so environment discourage the youth to learn".-male IDI, Bariga Lagos 2015.

Another response has something to say

"The surroundings youths find themselves is discouraging due to abject poverty which affect the majority".-female IDI, Bariga Lagos 2015.

Table7: Percentage of Respondents disposition to education

I Would Have Love To Go To School	Frequency	Percent
Strongly Disagree	15	9.7
Disagree	21	13.5
Undecided	42	27.1
Agree	45	29.0
Strongly Agree	32	20.6
Total	155	100.0

There Is Much Fun Outside School	Frequency	Valid Percent
Strongly Disagree	12	7.7
Disagree	29	18.7
Undecided	28	18.1
Agree	54	34.8
Strongly Agree	32	20.6
Total	155	100.0

Some of the youths agreed that they would have love to go to school but the community does not encourage them since 18.7% of them agreed, 20.6% strongly agree while 13.5% disagree, 9.7% strongly disagree and 27.1% were undecided. Although, the respondents agree that there is much fun outside school in Bariga neighbourhood that could discourage schooling since 34.8% of them agreed, 20.6% strongly agree while 18.7% disagree,7.7% strongly disagree and 18.1% were undecided.

Table8: Percentage Distribution of Factors Affecting Disposition of Ghetto Youth

place i live is the major causes of poor edu	Frequency	Percent
Strongly Disagree	5	3.2
Disagree	25	16.1
Undecided	39	25.2
Agree	63	40.6
Strongly Agree	23	14.8
Total	155	100.0
lack of good school in the enviro makes edu illusion	Frequency	Percent
Strongly Disagree	4	2.6
Disagree	23	14.8
Undecided	23	14.8
Agree	65	41.9
Strongly Agree	40	25.8
Total	155	100.0

The percentage distribution of factors affecting the disposition of Ghetto Youth toward education revealed that some of the youths posited that where they live is the major cause of their poor level of education as less an half of them agree (40.6%), 14.8% of them strongly agreed, while 16.1% disagree, 3.2% strongly disagree and 25.20% were undecided.

Further more, an in-depth interview support this findings as one of the interviewees confirmed it

"Poverty can make youth not to go to school, and parental status don't make youths go to school, government also constitute to the appetite and which discourage youth to go to school".-male IDI, Bariga Lagos 2015.

Also the percentage distribution of the youth posited that lack of good school in the environment makes education an illusion as some of them agree (41.9%), 25.8% of them strongly agreed, while 14.8% disagree, 2.6% strongly disagree and 14.8% were undecided.

Table9: Percentage Distribution of Factors Affecting Disposition of Ghetto Youth

lack of social facilities in school makes schooling uninterested	Frequency	Valid Percent
Strongly Disagree	11	7.1
Disagree	24	15.6
Undecided	20	12.9
Agree	71	45.8
Strongly Agree	29	18.7
Total	155	100.0

Some of the youths disclosed that lack of social facilities in school makes school uninteresting to children in our community as less than half of them agreed (45.8%), 18.8% of them strongly agreed, while 15.6% disagree, 7.1% strongly disagree and 12.3% were undecided.

To support this, an in-depth interviewee confirms that;

"Poverty may not make youth go to school in ghetto environment, some of these youths have interest in learning but due to money they could not go to school, they lose their interest".-female IDI, Bariga Lagos 2015.

Table 10: Percentage Distribution of Role of Community on Disposition of Ghetto Youths toward Education

many friends /family do not go school	Frequency	Valid Percent
Strongly Disagree	22	14.2
Disagree	24	15.5
Undecided	19	12.3
Agree	42	27.1
Strongly Agree	48	31.0
Total	155	100.0
prostitution, robbery and kidnapping is common	Frequency	Valid Percent
Strongly Disagree	3	1.9
Disagree	16	10.3
Undecided	44	28.3
Agree	49	31.6
Strongly Agree	43	27.7
Total	155	100.0

The percentage distribution of community role on disposition of ghetto youth toward education revealed that most of friends/family they have do not go to

school as less an half of them agree (27.1%), 31.0% of them strongly agreed, while 15.5% disagree, 14.2% strongly disagree and 12.3% were undecided.

Also, the ghetto youths established that prostitution, robbery and kidnaping is common in this community as some of them agree (31.6%), 27.7% of them strongly agreed, while 10.3% disagree, 1.9% strongly disagree and 31.6% were undecided.

Table11: Percentage Distribution of Role of Community on Disposition of Ghetto Youths toward Education

my parents are not ready to train me	Frequency	Percent
Strongly Disagree	15	9.7
Disagree	45	29.0
Undecided	16	10.3
Agree	47	30.3
Strongly Agree	32	20.6
Total	155	100.0

people don't care whether you go to school or not	Frequency	Valid Percent
Strongly Disagree	5	3.3
Disagree	31	20.0
Undecided	39	22.7
Agree	47	30.3
Strongly Agree	33	21.3
Total	155	100.0

The percentage distribution of the ghetto youths established that their parent are not ready to train them in school as less of the respondents agree (30.3%), 20.6% of them strongly agreed, while 29.0% disagree, 9.7% strongly disagree and 10.3% were undecided. Finally, some of the youths submitted that people

don't care whether you go to school or not in this neighbourhood as some of them agreed (30.3%), 21.3% of them strongly agreed, while 20.0% disagree, 3.3% strongly disagree and 22.7% were undecided.

Further more, some of the interviewees revealed that;

"government did nothing to help the youth in the environment, despite the fact that some of the parents struggle for the youth through secondary school yet government fail to intervene which mean they don't care".-female IDI, Bariga Lagos 2015.

To add to this another response has something to say;

"looking at the number of the students who go to school in this environment and to look at the number of youths that are outside school community have not help, if community have done something it would have increase the rate of the disposition of youth toward learning".-female IDI, Bariga Lagos 2015.

Table 12: Percentage Distribution of Suggestions to help Disposition of Ghetto Youths toward Education.

Poor level of education can reduce if govt provide more schools	Frequency	Percent
Strongly Disagree	8	5.2
Disagree	11	7.1
Undecided	39	25.2
Agree	65	41.9
Strongly Agree	32	20.6
Total	155	100.0
Motivation can help boost youths towards edu	Frequency	Percent
Strongly Disagree	1	0.6
Disagree	12	7.7
Undecided	32	20.6
Agree	68	43.9
Strongly Agree	42	27.1
Total	155	100.0

The percentage distribution of suggested remedy to help disposition of ghetto youth toward education revealed that poor level of education in this community can be reduced if government provide more schools as some of them agree (41.9%), 20.6% of them strongly agreed, while 7.1% disagree, 5.2% strongly disagree and 25.2% were undecided. More so, motivation like scholarships, free school bus, free lunch can help boost disposition of youths toward education, as less of the respondents agree (43.9%), 27.1% of them strongly agreed, while 7.7% disagree, 0.6% strongly disagree and 20.6% were undecided.

Some of the respondents among the interviewees suggested;

"Government should help by providing scholarship scheme and free educational programme to help to close disparity between the rich and the poor. He went further, saying government should improve youths education in Nigeria and worldwide".-male IDI, Bariga Lagos 2015.

In addition, another response suggested that;

"if government can reduce school fees and give free education, with this youths will be pushed to go to school".-male IDI, Bariga Lagos 2015.

Another respondents went further suggesting that;

"if government should organize programme for the youths in order to educate or orientate them, it will make youth perceive learning as something important".-female IDI, Bariga Lagos 2015.

Table13: Percentage Distribution of Suggestions to help Disposition of Ghetto Youths toward Education.

Engaging all idle hands and mind would better the life of youths	Frequency	Percent
Strongly Disagree	7	4.5
Disagree	11	7.1
Undecided	36	23.2
Agree	61	39.4
Strongly Agree	40	25.8
Total	155	100.0
Govt at all level should join to boost youth education	Frequency	Valid Percent
Strongly Disagree	17	11.0
Disagree	12	7.7
Undecided	28	18.1
Agree	78	50.3
Strongly Agree	20	12.9
Total	155	100.0
Teachers In The Community Need Motivation	Frequency	Percent
Strongly Disagree	8	5.2
Disagree	32	20.6
Undecided	20	12.9
Agree	68	43.9
Strongly Agree	27	17.4
Total	155	100.0

The ghetto youths suggested that engaging all idle hands and minds would better life of youth and boost the disposition of youths towards education, as less an half of them agree (39.4.9%), 25.8% of them strongly agreed, while 4.5% disagree, 7.1% strongly disagree and 23.2% were undecided.

Some of the ghetto youths suggested that government at all level should collaborate to boost educational level of youth in this community, as half of

them agree (50.6%), 13% of them strongly agreed, while 7.8% disagree, 11.0% strongly disagree and 17.6% were undecided.

Some of the respondents buttress that;

"In western societies government provide uniform for the students and some other necessary things, in ghetto where i find myself it will really help to create a major role for the children, government need to create the appetite of our youths to go to school. Also, conducive environment plays a vital role, it gives room for children to assimilate giving free launch, make public library available, and provide books etc. With all this youth will be encourage to go to school".-male IDI, Bariga Lagos 2015.

Also the percentage distribution of suggested remedy was that teachers in this community need motivation to help youth interest in education as some of the youths agree (43.9%), 17.4% of them strongly agreed, while 20.6% disagree, 5.2% strongly disagree and 12.9% were undecided.

4.1 Test Association

Table for cross-tabulation for hypothesis

Area of the research * i would have love to go to school Cross-tabulation								
		i would have love to go to school					Total	
		SD	D	UN	A	SA		
area	lady-lack		1	2	13	13	7	36
			2.8%	5.6%	36.1%	36.1%	19.4%	100.0%
	ilaje		3	7	5	13	12	40
			7.5%	17.5%	12.5%	32.5%	30.0%	100.0%
	ebute		6	7	16	8	3	40
			15.0%	17.5%	40.0%	20.0%	7.5%	100.0%
	abule		5	5	8	11	10	39
			12.8%	12.8%	20.5%	28.2%	25.6%	100.0%
Total			15	21	42	45	32	155
			9.7%	13.5%	27.1%	29.0%	20.6%	100.0%

Chi-square X2= 20.93 p=0.023

Hypothesis II

sex of respondent * i would have love to go to school Cross-tabulation								
		i would have love to go to school					Total	
		SD	D	UN	A	SA		
sex	Female		6	15	21	19	14	75
			8.0%	20.0%	28.0%	25.3%	18.7%	100.0%
	male		9	6	21	26	18	80
			11.2%	7.5%	26.2%	32.5%	22.5%	100.0%
Total			15	21	42	45	32	155
			9.7%	13.5%	27.1%	29.0%	20.6%	100.0%

Chi-Square X2= 5.89 p=0.207

4.2 Statement of Research Hypotheses

v- H_{01} : Study participant in Ghetto community will not display higher level of Negative disposition to youth education than positive disposition.

H_{11} : Study participant in Ghetto community will display higher level of Negative disposition to youth education than positive disposition.

Since the chi-square statistic ($X^2=20.870$, $p=0.025$) which is greater than 0.05, we reject the null hypothesis and therefore conclude that the test of relationship between Ghetto community and disposition to youth education displayed a significant relationship as more respondents in the community displayed a strong agreement that they would have go to school but community do not encourage them. This implies that the community displayed higher level of negative disposition to youth education than positive disposition.

vi- H_{02} : Male Ghetto will not display higher level of positive disposition toward youth education than their female counterparts.

H_{i2} : Male Ghetto will display higher level of positive disposition toward youth education than their female counterparts.

Since the chi-square ($X^2=6.304$, $p=0.17$) which is less than 0.05, we do not reject the null hypothesis and therefore conclude that the test of relationship between Ghetto male and female youth and their disposition to youth education displayed no significant relationship as both sex displayed a strong agreement that they would have go to school but community do not encourage them. This implies that Male Ghetto do not displayed higher level of positive disposition toward youth education than their female counterpart.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATIONS

5.0 INTRODUCTION

This chapter is devoted to the presentation of the summary of the entire work, conclusion and recommendations drawn from the analysis of the research work on effects of ghetto on youth education.

5.1 SUMMARY

This section runs from chapter one to chapter four. In chapter one, issues such as background to the study, statement of the problem, research questions and objectives of the study significance of the study, scope of the study and definition of terms.

Theoretically, two main theories were explored in this study. That is, the self-control theory with criminologist Travis Hirsch and Michael Gottfredson as the chief contributors, They theorize that self – control is one of the most important determinant of control. Also, The theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners.

The major findings from the study disclosed that the percentage distribution of respondents background characteristics revealed that more than half of the sample gender were female (51.6%) and male were (48.4%). It was

also disclosed that almost half of the sampled respondents were within ages 20-24 years (42.8%) followed by ages 25-29 years (30.9%), 15-19 years (19.7%) while ages 30-34 took just (6.6%). The percentage distribution of respondents marital status disclosed that above half of the respondents were single (76.0%), followed by married (23.4%) and separated or divorced were just (0.6%). More so, the percentage distribution by religion affiliation disclosed that a little above half were Christians (65.8%), follow by Islamic (29.7%) and Traditional religion (1.4%). The percentage distribution of respondents by their level of highest education revealed that some of the ghetto youths had only secondary education (30.3%) followed by undergraduates (29.0%), OND/NCE (20.6%) while BSC/HND takes (12.9%) and (1.2%), also the occupational status of ghetto youths shows that almost half of them are not working (41.9%), while (16.1% were students, followed by those into trading (11.6%), civil servants, 5.8% were self-employed, fashioned designer (9.0%), others (4.5%). The ethnicity of respondents disclosed that some of the respondents were Yoruba (65.1%), Igbo (14.8%), Hausa (5.4%) and others (14.8%).

In the opinion of the respondents, it was discovered that the environment do not encourage youth to go to school as some of the respondents said "No" (83.9%), while (16.1%) said "YES"

The percentage distribution of Ghetto Youth disposition to education revealed that some of the youth had positive disposition, as almost half of them agree that they would have love to go to school but the community does not

encourage them since 29.0% of them agreed, 20.6% strongly agree while 13.5% disagree, 9.7% strongly disagree and 27.1% were undecided. Less an half of the respondents agree that being educated does not have influence on way of life since 29.7% of them agreed, 20.0% strongly agree while 20.6% disagree, 6.5% strongly disagree and 23.2% were undecided. Although, some of the response agree that there is much fun outside school in Bariga neighbourhood that could discourage schooling since 34.8% of them agreed, 20.6% strongly agree while 18.7% disagree, 7.7% strongly disagree and 18.1% were undecided.

The percentage distribution of factors affecting the disposition of Ghetto Youth toward education revealed that almost half of the youths posited that where they live is the major cause of their poor level of education as some of them agree (40.6%), 14.8% of them strongly agreed, while 16.1% disagree, 3.2% strongly disagree and 25.2% were undecided. Also, the ghetto youth posited that lack of good school in the environment makes education an illusion as above half of them agree (41.9%), 25.8% of them strongly agreed, while 14.8% disagree, 2.6% strongly disagree and 14.8% were undecided. More so, some youth submitted that poor parental standard of living led many youths to drop out of school, as almost half of them agree (46.1%), 18.8% of them strongly agreed, while 15.6% disagree, 7.1% strongly disagree and 12.3% were undecided. Also, the youth disclosed that lack of social facilities in school makes school uninterested to children in our community as less of the respondents agree

(45.8%), 18.7% of them strongly agreed, while 15.5% disagree, 7.1% strongly disagree and 12.9% were undecided.

The percentage distribution of community role on disposition of ghetto youth toward education revealed that most of friends/family they have do not go to school as less of the respondents agree (27.1%), 31.0% of them strongly agreed, while 14.2% disagree, 15.5% strongly disagree and 12.3% were undecided. Some of the ghetto youths established that prostitution, robbery and kidnapping is common in this community as below half of the youths agree (31.6%), 27.7% of them strongly agreed, while 10.3% disagree, 1.9% strongly disagree and 27.9% were undecided. Also the ghetto youths established that their parent are not ready to train them in school as less an half of them agree (30.3%), 20.6% of them strongly agreed. while 29.0% disagree, 9.7% strongly disagree and 10.3% were undecided. Finally, some of the youths submitted that people don't care whether you go to school or not in this neighbourhood as some of them agreed (31.3%), 22.0% of them strongly agreed, while 20.0% disagree, 3.2% strongly disagree and 22.7% were undecided.

The percentage distribution of suggested remedy to help disposition of ghetto youths toward education revealed that poor level of education in this community can reduced if government provide more schools as almost half of them agree (41.9%), 20.6% of them strongly agreed, while 7.1% disagree, 5.2% strongly disagree and 25.2% were undecided. More so, motivation like scholarships, free school bus, free lunch can help boost disposition of youths

toward education, as less of the respondents agree (43.9%), 27.1% of them strongly agreed, while 7.7% disagree, 0.6% strongly disagree and 20.6% were undecided. Also, engaging all idle hands and minds would better life of youth and boost disposition of youths towards education, as less an half of them agree (39.4%), 25.8% of them strongly agreed, while 4.5% disagree, 7.1% strongly disagree and 23.2% were undecided.

Although, government at all level should collaborate to boost educational level of youth in this community, as half of them agree (50.3%), 12.9% of them strongly agreed, while 7.7% disagree, 11.0% strongly disagree and 18.1% were undecided. Another important remedy suggested was that teachers in this community need motivation to help youth interest in education as some of the youths agree (43.9%), 17.4% of them strongly agreed, while 20.6% disagree, 5.2% strongly disagree and 12.9% were undecided.

We reject the null hypothesis and therefore conclude that the test of relationship between Ghetto community and disposition to youth education displayed a significant relationship as more respondents in the community displayed a strong agreement that they would have go to school but community do not encourage them. This implies that the community displayed higher level of negative disposition to youth education than positive disposition.

5.2 CONCLUSION

The disposition of Ghetto youth toward learning and acquisition of skill and knowledge is falling every day. Youth are no longer showing interest in learning as they are looking for short way to get rich (Egyeyu, 2012). This study was able to identify what the disposition of ghetto youths toward formal education is. What is the educational level of ghetto youths in Oworo Community Bariga. Parental incapacitation, environmental influence and poor interest of youth in education are not left out in the factors affecting the disposition of youths toward education.

5.3 RECOMMENDATION

Based on the findings of this study, the following recommendations are suggested to improve disposition of ghetto youth toward education in Bariga, Lagos State: Government should provide more schools, give motivation like scholarships, free school bus, free lunch which can help boost disposition of youths towards education. More so engaging all idle hands and minds would better life of youth and boost disposition of youths towards education. Also, government at all level should collaborate to boost educational level of youth in this community. Another important remedy suggested here was that teachers in this community need motivation to help youth interest in education.

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THE EFFECTS OF GHETTO ON YOUTH EDUCATION

RESEARCH QUESTIONNAIRE

INTRODUCTION

My name is Ayeni Oluwabukola Omowunmi and I am a final year student in the Department of Sociology in the *Faculty of Humanities and Social Sciences, Federal University Oye-Ekiti*. I am conducting a survey on "*The Effects of Ghetto on Youth Education*". The questionnaire will only take you few minutes to complete. Whatever information you provide will be kept strictly confidential and will not be shown to other persons.

Thank you.

Name of area.....

Name of Street.....

SECTION A: Background characteristics: Please Tick (✓)			
1	Age at last birthday?	
2	Sex	Female ()	1
		Male ()	2
3	Marital Status	Single ()	1
		Married ()	2
		Separated ()	3
		Widow ()	4
		Divorced ()	5

4	Religion	Christianity ()	1
		Islam ()	2
		Others ()	3
5	Level of Education	Primary ()	1
		Secondary ()	2
		OND/NCE ()	3
		Undergraduate ()	4
		HND/BSC ()	5
		Postgraduate ()	6
6	Occupation	Not working ()	1
		Fashion designer ()	2
		Trading ()	3
		Civil Servant ()	4
		Self-employed ()	5
		Student ()	6
		Others..... ()	7
7	Ethnicity	Yoruba ()	1
		Igbo ()	2
		Hausa ()	3
		Others ()	4

SECTION B: Please Tick (✓)

1. Does your environment encourage youths to go to school (1) Yes (2) No

SN	Disposition to Education	A (1)	SA (2)	UN (3)	D (4)	SD (5)
2	Education is the best legacy for any one					
3	Lack of formal education is inevitable in our society					
4	Being educated does not have any influence on way of life					
5	I would have loved to go to school but the community does not encourage me to do so					
6	One easily gets discouraged from going to school because of the distractions around my area					
7	There is much fun outside of school in Bariga neighborhood that could discourage schooling					

Section C: Please Tick (✓)

SN	Factors affecting the disposition of ghetto youths	A (1)	SA (2)	UN (3)	D (4)	SD (5)
1	Where I live is the major cause of my poor level of education					

2	Lack of good school in the environment makes education an illusion.					
3	Poor parental standard of living led many youths to drop out of school.					
4	Lack of social facilities in school makes school uninterested to children in our community.					
5	Government neglect is major cause of poor educational standard in this society					

Section D: please tick (✓)

SN	Role of community on disposition of ghetto youths toward education?	A (1)	SA (2)	UN (3)	D (4)	SD (5)
1	Many of friends/family I have do not go to school					
2	I have more interesting things to do home than wasting time in school					
3	I have friends in this community that are graduates already					
4	Prostitution, robbery and kidnapping is common in this community					
5	My parents are not ready to train me in school					

6	In this neighbourhood, people hardly go to school					
7	Youths would have loved to go to school, but the environment we find ourself is not encouraging					
8	People don't care whether you go to school or not in this neighbourhood					

Section E: please tick (✓)

SN	Suggestion to help disposition of Ghetto Youths towards education	A (1)	SA (2)	UN (3)	D (4)	SD (5)
1	Poor level of education can reduce if government provide more schools in my area					
2	Motivation like scholarships, free school bus, free lunch can help boost disposition of youths toward education					
3	Engaging all idle hands and minds would better the life of youth					
4	Governments at all levels should collaborate to boost educational level of youths in this community					

5	Teachers in the community need motivation to help youth interest in education.					
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THE EFFECTS OF GHETTO ON YOUTH EDUCATION

INTERVIEW GUIDE AND RESPONSE

1. Can I know you?

2. Do you think this environment discourage youths to go to school?

Response

1st person said yes, and I ask why do you think this environment discourage them, he said this environment plays a major role on the life of youths, that during youth exorbitant youths tends to influence by environment when most of them are suppose to be in school they are outside there playing ball with friends, hauling, and being abuse by adult people.

2nd person said it is money that discourage youth in this environment, he said that is because there is know money, that is why youths are discourage in their environment. He said money is their problem.

3rd person said she don't think so because she personally, she is a student and she live in this environment and she is not discourage to go to school.

4th person said Yes, and I asked her why? She said she think so because the surroundings youths find themselves is discouraging.

3. Do you believe that going to school can change your situation?

Response

1st person said yes, I asked him how? He said him personally is a reciprocal

of education, that his parent deliberately sent him to school and which make him a product and said by God's grace he is an undergraduate and soon will become a BSC holder. He believe it can change one situation.

2nd person said yes, I think so, I asked how? He said like his brothers around him who are educated usually say something about it to his ears and which he also have confirm it because it work for the people that are educated around him but saying that money is his own problem.

3rd person said yes, and I asked how? she said it can change one situation, that presently she is in school and which she believe that going to school will make her have a lifestyle.

4th person said yes. And I asked how? She said if she have the opportunity to go to school that she believe it will change her situation.

4. What are the things that make youths not to go to school?

Responce

1st person said Poverty can make youth not to go to school, and he said parental status don't make youths go to school, and he said that government also constitute to the appetite and which discourage youth to go to school.

2nd person said it is money that stop youths from schooling in this environment, and I asked why? And he said the majority of their parent don't have money to send them to school.

3rd person said Poverty may not make youth go to school in this

environment, and I asked why? she said that some of this youths have interest in learning but due to money they are not able to go to school.

4th person said she think poverty may not allow youth go to school and I asked her reason for that and she said lack of money may be what affect some youth toward learning.

5. Do you think many youths drop out of school because their parent cannot train them to school?

Respondence

1st person said Some parents are not encouraging the youths, that some of them are not accepting education in good faith. and some are encouraging them but because they don't have money to send their children they do not have any other choice than to withdraw.

2nd person said that Some youth drop out of school because of money and some drop out because they are not encourage.

3rd person said she think so, she said that Some youth drop out of school because they can not afford school fees, or may be because they are not encourage by the environment. She said she remember one of her friends who gain admission the same time with her but she could not go because she was able to pay for her acceptance fee but could not pay for school fee so have to drop.

4th person said yes and which I asked her reasons for her yes, she said that

the majority of the youths drop out of school because they don't have money to continue their education.

6. Do you think many youths don't go to school because their parent did not cherish education?

Response

1st person said No, that he disbelieve it, and I asked why? He said in this contemporary society, with this globalise society, that even uneducated parents and unsociable parent have seen the power of education. He said that even uncivilised parent will want to send their children to school because they know that through education people can become Doctor, lawyer etc.

2nd person said money did not allow them to go to school in this environment, that if not for money his parent want him to go to school, that poverty made him leave school for trade.

3rd person said that she does not think so because she personally, her parent are teachers and which they encourage her to go to school and learn. She said she does not about others but she is encouraged by her parent.

4th person said that many parent want their children to be in school but because of money they couldn't send them to school.

7. Do you think your friends can encourage you to go to school?

Response

1st person said yes, and I asked how? He said friends can encourage him and can serve as disturbance also. He said the friends that have interest in leaning will encourage him, that some of his friends advised him to go for tutorials and lessons during vacations and which has improve his English and also improve his mathematical violence.

2nd person said that his friends cannot encourage him but only if they can pay for his school fees then they can encourage him to go school by their support.

3rd person said It depends on those friends, that if the friends are educated one's like her they can encourage her and said but if they not educated she does not think they can encourage her.

4th person said No, that it depend on choice. She said her friends can not encourage her that it depend on what she want.

8. Has government been able to do anything about education in this community?

Response

1st person said that Government have tried to do something but their intervention is not too effective and have stop parent to integrate the children to school. He said so far in this ghetto he is living, that government have tried but when they provide needs principals and headteachers lobby all this things and which parents are discouraged.

2nd person said that Government are trying their best, they try to provide necessary needs in school environment, he when he was in secondary school that they give them lunch and which i asked if the lunch they give to them is free or not, so he said they pay little token.

3rd person said not really, and I asked her why? she said government have not done anything except for the payment of bursary and which is not regular.

4th person said No, that she does not think government have done anything and I asked her why? She said even her parent struggle to pay her school fees when she was in secondary school and she couldn't continue because her parent can not afford school fees.

9. Has community too been able to do something about education in this environment?

Response

1st person said Yes, that the community tried. He said that we have people who grew up in this community who are coming back to provide funds for the primary and secondary schools. He said but they cannot do it alone, that it will desire a change of desire.

2nd person said that the community too have been trying and I asked how? He said support in the proving chalk.

3rd person said not really, that looking at the number of the students in school in this environment and to look at the number of youths that are

outside school that community have not help , I asked her why? and she said that if community have done something that it would have increase the rate of youth effort toward learning.

4th person said Yes, and I asked her how? she said for now that community have provide chalk, Biro and pencils for the students that attend schools, that she think the community help.

10. What do you think government can do to improve the education of youths in this environment?

Response

1st person said that Government can help by providing scholarship scheme and free educational programmes to help to close disparity between the rich and the poor. He went further and he said government should improve youth education in Nigeria and worldwide.

2nd person said that there can be improvement in the level of the education of youth in this community if government can reduce school fees and give free education. He said with this youths will be push to go to school.

3rd person said that she think if government can organise programmes for the youth in order to educate or orientate them, she said that it can make youth perceive learning as something important.

4th person said that she believe that if government should provide free education, free transport, and other necessary things that youth will be force to

go to school.

11. Could good learning environment encourage youths to go to school, such as free education, giving out textbooks to student and provision of public library?

Response

1st person said Yes, and I asked him why will the youth be encourage? He said in western societies government provide uniform for the student and in ghetto where he find himself that it will really help to create a major role for the children. Said that we need to create the appetite of our youth to go to school. He said conducive environment plays a vital role that it gives room for children to assimilate, giving free lunch, make public library available, provide books etc. youth will be encourage.

2nd person said Yes, and I asked him how? He said that youths will be encourage if government provide those necessary things. He said that the youths will want to go to school if government give their support.

3rd person said that it will help a lot and do a lot, and I asked how it will help? She said that since what the majority of them are complaining is money, and if government can help our youth out by providing all the necessary needs that youths in this environment will give responds to education.

4th person said Yes, and I asked reasons. She said if government can provide free education, give free textbooks to students and also make public library available, that the youths in this community will be encouraged to go to school.