# Perception of Urban Slum in Lagos and Correlation Between Lack of Education and Causes of Violence and Crime: Open and Distance Learning (ODL) as Panacea

# Perception du bidonville urbain à Lagos et corrélation entre le manque d'éducation et les causes de la violence et de la criminalité : l'apprentissage ouvert et à distance (ODL) comme panacée

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## Abstract

*Globally, the improvement in the information and communication technology and the need to educate majority of population brought about a new mode of teaching and learning: Open and Distance Learning has been made to cover unreachable set of people by exposing and enlightening their mind and generally, contribution to all levels of development. The aim of this study is to examine the possible role of Open and Distance Learning (ODL) in curbing violence and crime in Urban Slum areas in Nigeria. The study adopted survey research method. The objectives of the study to examine urban slum people's perceptions of ODL, to ascertain perception of the causes of crime and violence in urban slum, to analysis the correlate between ODL and crime and violence. A sample size of 250 respondents was drawn. The finding revealed that people's perception of open and distance system condones laziness, it's for workers, adults and certificate is unemployable was wrong and not right. The study therefore recommends that the government should invest heavily on*

*ODL since it creates knowledge, enlightenment and power which turn reduces crime and violence.*

**Résumé**

*Au niveau mondial, l'amélioration des technologies de l'information et de la communication et la nécessité d'éduquer la majorité de la population ont créé un nouveau mode d'enseignement et d'apprentissage : l'apprentissage ouvert et à distance a été créé pour couvrir un ensemble inaccessible de personnes en exposant et en éclairant leur esprit, et en général, contribution à tous les niveaux de développement. Le but de cette étude est d'examiner le rôle possible de l'apprentissage ouvert et à distance dans la lutte contre la violence et la criminalité dans les bidonvilles urbains du Nigeria. L'étude a adopté une méthode de recherche par sondage. Les objectifs de l'étude étaient d'examiner les perceptions des personnes vivant dans des bidonvilles dans les bidonvilles urbains, de déterminer leur perception des causes de la criminalité et de la violence dans les bidonvilles urbains et d'analyser la corrélation entre ODL, crime et violence. Un échantillon de 250 répondants a été tiré. La découverte a révélé que la perception du système ouvert et éloigné par les gens tolère la paresse, c'est pour les travailleurs, les adultes et que le certificat est inemployable. L'étude recommande donc que le gouvernement investisse lourdement dans l'ODL, dans la mesure où il crée des connaissances, des connaissances et un pouvoir qui, à leur tour, réduisent la criminalité et la violence.*

**Keywords:** *Open and Distance Learning. Crime, Violence, Education, Unemployment*

**Mots-clés:** *Apprentissage ouvert et à distance. Criminalité, violence, éducation, chômage*

**Introduction**

Globally, education is recognized as the bed rock of individual and national development. It brings total transformation in an individual member of the society and invariably to the society at large at a given point in time. The purpose of education is to equip the beneficiaries with knowledge, skills, attitudes and value that will lead to a productive life. It is universally accepted that one of the benefits of a good education is that it enables individuals to contribute to development and improvement in the quality of life for themselves, their communities and the nation as a whole (Gbadamosi, 2016).

It is on account of the importance of education that the Nigeria government established Open and Distance learning education in order to meet educational developmental goal. It is now an accepted fact that the conventional education cannot meet the need of educating the Nigerian population of more than 198 million (National Population Commision, 2018). In the world today, Open and Distance learning education has become inconsequential a veritable tool for widening access to knowledge. It is the mode of learning that has the advantage of providing learning anywhere, anytime, and through technology-mediated approach (Olubiyi and Inegbedion, 2008). It has gain prominence and recognition in Nigeria because of its accessibility, flexibility and adaptability (Lucky, 2016)

Open and Distance learning system also provides education to those who cannot or do not want to take part in classroom teaching at a particular institution or a full- time basis. According to Fatimeyin (2013) it is breaking grounds by delivering education to peoplesø doorsteps. Hence, learners take responsibility of their own learning making use of their meta-cognitive skills. In its earliest form, ODL was meant to be studied by correspondence. As new technologies developed, its instruction was delivered such media as audiotape, videotape, radio and television broadcasting and satellite transmission. ODL today uses of print or electronic communication media to deliver instruction when teachers and learners are separated in place and/or time (Kerka, 1996).

ODL holds the promise of ensuring that the majority of people in developing countries do get knowledge, competencies and life skills, and with the attitudes and values needed to face up to the challenges of sustainable development (Musonda and Shumba, 2013).

The huge increase in urban populations amounts to a crisis of unprecedented magnitude in urban shelter provision. The stretched capacity of most urban economies in developing countries is unable to meet more than a fraction of these needs, so that the informal sector is providing most of the new employment and housing in environments that have come to be known as informal settlements or slums, where more than half of the population in many cities and towns of developing countries are currently living and working (United Nation Human Settlement Programme, 2003). Slum dwellersø –life chancesø are low; they are rarely able to obtain formal-sector jobs because of their lack of social capital, including lack of education, lack of patronage and contacts, and a general exclusion from –regular societyø that is mediated by signifiers of social class and a lack of empowerment (UNH, 2003).

Crime and violence constitute serious challenges in urban slum. According to Wusu (2016) there is a significant positive association between urban slums and crime rate (Adepoju, Halilu, Mohammed, Ozigis, Idris, Blessing and Adeluyi, 2014). Monday, Ilesanmi and Ali (2013) observed in a study in Adamawa state that

> –the crime rate in the slum affected areas of Jimeta is four times the crime rate in non-slum affected areas of the capital city, but the police establishments were concentrated in Wards outside the slumsø

The cycle of poverty, ignorance and disease can only be broken through a relevant quality education that addresses the needs of the society (Dienye, 2011) The introduction of ODL in Nigerian educational system is welcome development because positive impact in improving the quality of life in the urban slum.

## Statement of the problem

Nigeria is currently experiencing an unprecedented increase in kidnaping, armed robbery, rape, cultism, burglary ,murder, car theft, fraud, bribery and corruption, food and drug adulteration, gambling, smuggling, terrorism, militancy, human trafficking, drug trafficking, money laundering, internet scam, Advanced fee fraud (419), cybercrime and other social vices.( Adegoke,2018) All these social vices are attractive options left to those who cannot legitimately make ends meet to sustain themselves in Nigeria's urban slum (Abass, 2008). Poverty, unemployment, low income is among the factors that encourage crime and violence among the youth in the urban slum areas of Nigeria. There is high rate of crime and violence which makes urban slums in the cities are the dens of thugs, area boys and rogues. They are associated with constant violence and unrest.

The effect of crimes and violence on the individual and the society at large cannot be quantified. Crime and violence involves loss of lives, loss of income, loss of properties, and increase in security budget and also perpetual insecurity in country. Crime is a threat to the economic, political and social security of a nation and a major factor associated with underdevelopment. According to Adegoke (2018) crime is a huge threat to public safety. It causes great personal suffering, loss of vast material and put great burden on the urban social network. Crime rate is high in some low-income and also in urban slum areas in Nigeria.

The freedom from danger, care intimidation, apprehension, the feeling or assurance of safety, peace of mind or absence of fear and the certainty or assurance of the good life or welfare constituted on the fundamental objectives and indeed the foremost responsibility of every government and the state (Robert -Okah, 2014).

For there to be security, peace and freedom from danger. There must be educational opportunities for majority of the people who live in slum in order to create opportunity for progress and achievement as an alternative to crime and violence. Jegede (2009), ODL provides education for all, promotes lifelong learning, and improves on the economies of scale in education management. Lucky (2016) also posits that ODL provides equal access to education regardless of their socio-

economic statuses or incomes, areas of residence, gender, race, age and variation of occupation.

Asiyai (2013) posits that õit is only quality education that can sharpen the minds of the individual and help transform the society economically, socially, and politicallyö.  For a country to attach or achieve a considerate level of sustainable development there is need for improved training of its people in higher level. Globally, higher level manpower training has been recognised as a primary tool for national development (Asiyai, 2013). Given educational opportunity to the youth in urban slum areas, it will enable them to acquire skills and techniques which are ploughed into human productivity, creativity, competence, initiative, innovation and inventiveness.

Peretomode and Chukwuma (2007) describe higher education as the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation. This is because as higher education institutions are key mechanisms increasingly recognised as wealth and human capital producing industries.

Open and distance learning is characterized by the following societal expectations, among others are 1. Making education less expensive 2. Enabling more people take part in cultural life 3. Relieving the overcrowded traditional universities 4. Enabling more people to study while working 5. Encouraging lifelong learning 6. Making people gain more qualifications to enable them survive in todayøs employment world 7. Opening up access to university for students without formal entrance qualifications (Van den and Schlusmans, 1989).

In an effort to meet the new and challenging demands for education and training, open and distance learning may be seen as an approach that is at least complementary and under certain circumstances an appropriate substitute for the face-to-face methods that still dominate most educational systems.

This paper therefore examines perception of Urban Slum Area in Lagos on correction between lac of education and causes of violence crime: Open and Distance Learning (ODL) as a panacea.

It is guided by the following specific Objectives:
É    To examine Urban slum peopleøs perceptions of ODL.
É    To examine peopleøs perception of causes of crime and violence in urban slum.
É    To correlate ODL with crime and violent and as panacea for the reduction of Crime and violence.

**Research Questions**
É    What are the urban slum perceptions of ODL?
É    What are peopleøs perception of causes of crime and violence in urban slum?
É    What are correlates between ODL and crime and violence?

**Hypothesis**
1.    There is no differences in peopleøs perception of ODL.
2.    There is no difference in peopleøs perception of causes of crime and violence
3.    There is no correlation between ODL as panacea and crime and violence

**Conceptual Clarification**
÷Slumø, in its simplest form, is ÷a heavily populated urban area characterized by substandard housing and squalor (UN Habitat, 2010). Urban Slums are defined as ÷densely populated urban areas characterized by poor-quality housing, a lack of adequate living space and public service and accommodating a large number of informal residents with a generally insecure tenureø (Marx, Stoker, & Suri, 2013) Slums have, however, also come to include the vast informal settlements that are quickly becoming the most visible expression of urban poverty in developing world cities, including squatter settlements and illegal subdivisions. The quality of dwellings in such settlements varies from the simplest shack to permanent structures, while access to water, electricity, sanitation and other basic services

and infrastructure is usually limited. Such settlements are referred to by a wide range of names and include a variety of tenure arrangements. UN Habitat defines a slum as: as a group of individuals living under the same roof that lack one or more (in some cities, two or more) of the following conditions: (i) security of tenure, (ii) structural quality and, (iii) durability of dwellings, (iv) access to safe water, (v) access to sanitation facilities and (vi) sufficient living area.

The word õCrimeö was originally taken from a Latin term õCrimenö which means õto chargeö. The Greek expression õKrimosö is synonymous to a Sanskrit word =Kramaø which means õSocial orderö. Therefore, in common parlance the word crime is applied to those acts that go against social order and are worthy of serious condemnation. Nirmala. G. K. and Zegeye. S (2011)   Crime, in the sense of a breach of a legal probation, is a universal concept, but what actually constitutes a crime and how seriously it should be regarded, various enormously from one society to another (Adegoke, 2017). According to Oxford Dictionary of Sociology (2009), =a crime is held to be an offence, which goes beyond the personal and into the public sphere, breaking prohibitory rules or laws, to which legitimate punishments or sanctions are attached and which requires the intervention of a public authority. Crime is also seen as a violation of the rules agreed to be respected by all members of the society and upon which the other members of society mete sanction on those guilty of the violation (Adegoke, 2017).

Dambazau, (2011) defines crime as an act or omission against public interest and which is prescribed by law enacted by the legislature in the overall interests of the society, and to which prescribed punishment is attached in the event of violation. It involves four major principles, which are public wrong, moral wrong, law and punishment for the criminal.

Urban violence is a part of social problem of urbanisation**.** Violence carries overtones of õviolatingö and we often use violence to refer to illegitimate force. Violence is the exercise of physical force so as to inflict injury on or cause damage to persons or property, action or conduct characterised this. Thus, treatment or usage tending to cause

bodily injury or forcibly interfering with personal freedom, this depicts that violence involves the use of force and abuse of another person's fundamental rights. Dokun (2005: 59) is of the view that violence could be exertion of physical force, so as to injure or abuse other people's rights. It is also described as a universal phenomenon sometimes employed by people to express their grievances as result of deprivation and frustration.

The features and attributes of urban violence include overpopulation, scarcity of urban infrastructures, unemployment, corruption and political injustice. Others are military or civilian coups, bloody ethic militias, religious fundamentalism and conflicts, terrorism, armed robbery, suicide, riots, demonstrations, rape, hooliganism, child battering, police brutality, partisan counter violence and civil wars (Adedayo, 2011).

Education has been said to be the most important instrument of change in any society. Education is the process of teaching and learning between the teacher and the learner with a view to effecting a change in the behaviour of the latter. In the contemporary times, conventional approach of imparting knowledge is being complemented by ODL as a result of inherent limitations of the former. Such limitations include insufficient space, time, geographical hazards etc.

Open and Distance Learning (ODL) provides greater flexibility to individual learning, where learning occurs at the time, location and pace of the learner. In ODL, the learners' concern is to acquire skills from the studies, which they can subsequently apply in their work place and businesses. According to Holmberg (2001), Open and distance learning could be regarded as a special kind of adult education which includes all those teaching methods, the interactive as well as the print-based self - instructional material.

**Methodology**
A survey research design was used to examine the perception of urban slum in Lagos on correlation between lack of education and causes of violent crime ways in which ODL could act a panacea.

The population of the study comprised of residents of urban slums in Lagos state. The following are the areas identified as urban slum in Lagos State: Ajegunle, Amukoko, Orile-igamu, Mushin etc.

The researcher employed a multi-stage sampling procedure. Ajegunle was purposive selected among the slum areas in Lagos state. It is characterized with high rate of crime and violence. Purposive sampling method was adopted in the selection of the Ajegunle Urban slum area because it has the largest population and high level of crime. The selection of purposive sampling was also based on the fact Ajegunle slums residentsø one of the biggest in Lagos. A sample size of 250 respondents was drawn which comprise of youth and middle age people.

The instruments of the study that were used to gather data from the respondents were self óstructured questionnaire. The questionnaire had two main sections. Section A sought for demographic information of the respondents. Section B sought for information on the perceptions of urban slum on correlation between ODL and crime and violence. It was structured into 4 sections using five (5) likert scale measurement was used ranging from 5 (strongly Agree) to 1 (Strongly Disagree).

Validity of the questionnaire was measured, in order to ascertain whether the instrument measured what it supposed to measure. The instrument was face and content screened and thoroughly vetted by Professors in Education and Social Sciences. Reliability of work is based on evidential outcome of the preliminary investigation or pilot study validated by result of data collection, that inform my inference that this work outcome is consistent. The internal consistency of the instrument was 0.75 using Cronbach Alpha formula.

Data collected were collated, coded and subjected to descriptive and inferential statistics using chi-square. Chi-square was employed to examine the relationship between the two variables.

Hypothesis 1: **There is no Difference in People's Perception of ODL**
**Table 1: People's Perceptions of ODL**

| S/N | Item | SA | A | U | D | SD | Total |
|-----|------|-----|-----|-----|-----|-----|-------|
| 1 | It encourages laziness | **34** | **10** | **5** | **15** | **12** | **76** |
| 2 | It is only for workers and adults | 40 | 10 | 5 | 10 | 11 | 76 |
| 3 | It does not have employable certificate | 42 | 23 | 2 | 6 | 5 | 78 |
| | Total | 116 | 43 | 12 | 31 | 28 | 230 |

From the table above, 44 respondents perceived that ODL encourages laziness while 5 were undecided and 27 disagreed. 50 respondents agreed that ODL is only for workers and adults while 5 were undecided and 21 disagreed. 65 respondents agreed that ODL does not have employable certificate, 2 were undecided and 11 disagreed.

**Table 2: There is no Difference in People's Perception of ODLE**

| O | E | O-E | (O-E0 |
|-----|-----|-----|-------|
| 116 | 46 | 70 | 4900 |
| 43 | 46 | -3 | 9 |
| 12 | 46 | -34 | 1156 |
| 31 | 46 | -15 | 225 |
| 28 | 46 | -18 | 324 |
| Total | | | 6614 |

$X^2 \, Cal = \dfrac{(O\text{-}E)^2}{E}$

$= 6614/46$

$= 143.8$

Degree of freedom (df) = r ó 1, c ó 1

Where r = 5, c = 2

5-1, 2 ó 1 = 4

$X^2 \, Tab$ = at 5% significance level = 9.49

If $X^2 \, Cal \quad X^2 \, Tab$ then reject the Hypothesis

**Table 3: perception of causes of Crime and Violence**

| S/N | Item | SA | A | U | D | SD | Total |
|---|---|---|---|---|---|---|---|
| 1 | Lack of Resources and Limited Social Facilities | 38 | 10 | 3 | 10 | 14 | 75 |
| 2 | Unemployment | 42 | 10 | 2 | 8 | 12 | 74 |
| 3 | Urban Poverty | 39 | 15 | 4 | 10 | 13 | 81 |
| | Total | 119 | 35 | 9 | 28 | 39 | 230 |

From Table 3, 52 respondents perceived the causes of crime and violence as lack of resources and social facilities while 3 were undecided and 24 respondents disagreed. 42 respondents also perceived unemployment as one of the causes of crime and violence in urban slum, while 2 were undecided and 20 disagreed. 54 respondents agreed that urban poverty is one of the causes of crime and violence, 4 were undecided and 23 disagreed.

**Table 4: There is no Difference in People's Perception of Causes of Crime and Violence**

| O | E | O-E | (O-E0 |
|---|---|---|---|
| 119 | 46 | 73 | 5329 |
| 35 | 46 | -11 | 121 |
| 9 | 46 | -37 | 1369 |
| 28 | 46 | -18 | 324 |
| 39 | 46 | -7 | 49 |
| Total | | | 7192 |

$X^2$ Cal = $\dfrac{(O-E)^2}{E}$

= 7192/46

= 156.3

Degree of freedom (df) = r ó 1, c ó 1

Where r = 5, c = 2

5-1, 2 ó 1 = 4

$X^2$ Tab = at 5% significance level = 9.49

If $X^2$ Cal $X^2$ Tab then reject the Hypothesis

**Table 5: Relationship between ODL, Crime and Violence**

| S/N | Item | SA | A | U | D | SD | Total |
|-----|------|-----|----|----|----|----|-------|
| 1 | Employability | 35 | 9 | 5 | 10 | 17 | 76 |
| 2 | Exposure and Enlightenment of the mind | 41 | 15 | 5 | 5 | 10 | 76 |
| 3 | Violence and crime reduction through skill empowerment | 43 | 22 | 2 | 6 | 5 | 78 |
| | Total | 119 | 46 | 12 | 21 | 32 | 230 |

Table 5 above shows that the 44 respondents agreed that employment is a factor in the relationship between ODL, Crime and Violence, while 5 were undecided and 27 disagreed. 56 respondents agreed that exposure and enlightenment is a factor in the relationship between ODL, crime and violence while 5 were undecided and 15 respondents disagreed. 65 respondents agreed that skill empowerment is a factor in the reduction of crime and violence which is enhanced through ODL

**Table 6: ODL Has Nothing to with Violence and Crime**

| O | E | O-E | (O-E0 |
|-----|-----|-----|-------|
| 119 | 46 | 73 | 5329 |
| 40 | 46 | -6 | 36 |
| 12 | 46 | -34 | 1156 |
| 21 | 46 | -15 | 225 |
| 23 | 46 | -13 | 169 |
| Total | | | 6915 |

$X^2$ Cal = $\dfrac{(O-E)^2}{E}$

= 6915/46

= 150.3

Degree of freedom (df) = r ó 1, c ó 1

Where r = 5, c = 2

5-1, 2 ó 1 = 4

$X^2$ Tab = at 5% significance level = 9.49

If $X^2$ Cal  $X^2$ Tab then reject the Hypothesis

**Discussion of the findings**

The findings of this study indicate that people's perception of ODL is negative but studies have shown that ODL is not meant for lazy students because of its characteristics such as independent learning, etc. Adewale and Inegbedion (2008) observed that the rate of attrition is high in open and distance learning institutions because of the inability of the students to discipline themselves as it concerns their learning. It takes people who are self-disciplined to study successfully in an open and distance learning institution. Dabbagh (2007) asserts that õgiven a physical access of instruction in an online, the ability of learners to monitor their learning is criticalö.

In addition, studies and empirical evidences have shown that ODL is not only meant for workers and adults as there is increasing percentage of teenagers/youths enrolling for the ODL programme especially in the National Open University of Nigeria. According to Adewale (2014), 5% of students of National Open University are within the age range of 16 ó 20, 40% are between 20-30, and 25.2% are within the age range 31-40. Going by the United Nations standard, since adulthood will begin after forty years, it then means that 70.2% of the students are youths.

Table 1 shows that people perceived ODL certificates as unemployable but evidences have shown that many of the security agents who graduated from the National Open University of Nigeria have used their certificates to enhance promotion and upliftment in their different organizations. Okopi (2010) cited in Chukwunka and Onwuchekwa (2013) also posits that some of the challenges militating against an effective distance are ignorance on the part of students and public to the proper nature and formation of the distance education.

Table 2 shows the perception of people about the causes of crime and violence. High percentage of the respondents agreed that lack of resources and limited facilities, unemployment and indeed urban poverty are the causes of crime and violence. Adegoke (2017) posits that poverty, unemployment, peer group influence, drug abuse, lack of proper child upbringing, are the major causes of youth criminality in Nigeria. From Table 3, we observed that since urban centres are always

over populated, the limited facilities that are available will not be enough to cater for the people; its end result will be anger and aggression that usually lead to violence.

Rural migrants to urban centres generally assume that white collar jobs can easily be secured there. Many of these migrants come from different geographical areas, with different backgrounds and levels of exposure. But once their goal cannot be realised, they will become frustrated and the end result of frustration could lead to crime and violence (Adedayo, 2011).

According to Mbeki (2010), poverty is not only expressed in shortage of food, shelter and clothing, it is also expressed in high levels of crime, including violence among the poor. This accounts for the bulk of urban violence, due to the increase in unemployment, inadequate housing and inadequate physical and social infrastructures.

Table 3 above showed the relationship between ODL as panacea and crime and violence. Higher percentage of respondents agreed that employability, exposure and enlightenment of mind and skill empowerment are strong factors responsible for relationship between ODL, crime and violence. Giving education to people who are prone to violence and crime gives them the opportunity to be employable and this in turn reduces the rate of criminal activities. Robert Martin developed anomie theory in1938 which focused on the interplay between the following two concepts: (a) societal expectation of money and success, (b) education and hard work as ways to achieve money and success. But people in the urban slum lack the real opportunities for making money and being successful through education and hard work hence the only alternative open to them is to commit crime. Giving opportunities of learning through ODL to urban slums, whose social mobility is constrained, can improve their educational advancement and reinforce their skill acquisition thereby moving them from crime and violence. (Briggs, 2009).

## Conclusion

ODL as a method of teaching and learning has come to stay in the Nigerian educational system. It is highly recommended for a country like Nigeria with a very large population, which has a large rural population and many urban slum areas. The conventional university in Nigeria has not been able to provide the Nigeria populace with adequate and sufficient educational facilities hence ODL is expected to bridge the gap inherent in the educational system. Majority of the people in rural areas and the urban slum do not have the means to enroll in the conventional university therefore ODL provides opportunity for this set of people. According to Ipaye (2007) open and distance learning is considered to be one of the best option providing mass access, reduced cost of university education, meeting the yearning s of the individual for university admission and rebuilding confidence in those who struggled for places in conventional universities that all is not lost.

There is a positive correlation between ODL as a mode of imparting knowledge and skill to the population and as a means of reducing crime and violence in the society. ODL provides certificates which are used for employment and self enhancement which in turn reduces crime and violence. ODL as a means of learning engages not only adults but makes the youth to be engaged. Therefore, it occupies their time, which would have been otherwise used for committing crime. ODL as a means of education also encourages the learner to engage in other productive activities in other sphere of their life. An adage says that the idle mind is the devil's workshop, this ones being fully engaged in productive activities makes them free form such negative consequences of idleness.

## Recommendations

The following are the recommendations of this study:

- É The government should educate the society about the wrong perception held concerning the ODL system of education
- É The government should provide more facilities that will enhance the ODL system of education in order to reach the rural areas and urban slum areas.
- É The government should create more social facilities including creation of employment facilities for the teeming population
- É Government should create facilities for alleviation of poverty most especially urban slum areas in Nigeria.
- É The government should invest in heavily on ODL since its creates knowledge, enlightenment and power which reduces crime and violence.

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