

**THE ADULT EDUCATION PROGRAMME FOR REFORMATION  
OF INMATES IN OKO CORRECTIONAL INSTITUTION IN  
BENIN CITY; IMPLICATION FOR SOCIAL WORK PRACTICE**

**BY**

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**DEPARTMENT OF SOCIAL WORK  
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UNIVERSITY OF BENIN  
BENIN CITY.**

**JULY, 2021**

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF  
SOCIAL WORK, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF  
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BENIN CITY.**

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## CERTIFICATION

We the undersigned certify that this work was carried out by OGIE MERCY and we approved of it as adequate both in scope and quality for partial fulfillment of the requirement for the award of Bachelor of social science (B.sc) degree in social work, university of Benin, Benin City, Nigeria.

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Date

## **DEDICATION**

This project is dedicated to GOD ALMIGHTY, who has been my ABBA, especially when I needed Him most, THE FOUNTAIN OF PEACE, COMFORT, LOVE, JOY, in whom my family is hidden and he is the EVER-SUFFICIENT FATHER.

I also dedicate this work to my mother, MRS PATIENCE ORIAZELE.

## ACKNOWLEDGEMENT

I wish to use this medium to express my profound gratitude to number of people who assisted me in various ways during the course of my studies. I am grateful to GOD ALMIGHTY for His guidance, mercies, protection and ever abiding presence, which made me to cope with the programme.

I am indebted to my humble supervisor Mr Eugene Ijieber for the indispensable role he played in my project work; for his time, advice, corrections and his unparalleled patience from the start through to the end of this project work, May Almighty God richly bless and reward you beyond measure.

I want to also appreciate my Mum MRS PATIENCE her unfailing support she rendered and my siblings, Ofure Oriazele, Obehi Oriazele, Love Oriazele ad Kelvin Ogie for all their encouragement and love. They are the best.

I want to appreciate my friends, Victoria (my book inspiration), Glory, Omogold, Blessing, Nora, Frances for their support and love. May God bless you all, Amen

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## ABSTRACT

*The main objective of this study was on adult education programs for reformation of prison inmates in Oko prison Benin city Edo state: Challenges and Strategies for improvement. To guide this study, four research questions were formulated. The study adopted a descriptive survey design. The population of the study comprised all the prison staff and inmates in Edo State. The sample consisted of 200 persons i.e. 100 inmates and 100 prison staff selected through simple random sampling. Questionnaire was the instrument for data collection which was dully validated by experts in Adult Education and Measurement and Evaluation. Among the major findings of the study were that overcrowding, poor funding, poor sanitation, poor facilities militate against reformation of prison inmates while provision of adequate facilities, recruitment of professional educators and administrators, adequate counseling services, adequate funding of prisons among others were the strategies for improvement in reformation of prison inmates in Edo State.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND OF THE STUDY**

Correctional institutions are designed to securely house people who have been convicted of crimes or are on awaiting trial. These individuals known as inmates are kept in continuous custody on a short or long-term basis. Usually, the more serious the offence, the longer the correction term imposed. Corrections is defined as a total institution or a place of residence and work, where a large number of like situated individuals are cut off from the wider society for an appreciable period of time together, lead and enforce formally administered round of life. This new environment is expected to provide the inmates with particular opportunities of rethinking, stock taking and repentance from old ways (Omorogiuwa, 2014). Incarceration entails confinement as a deterrent without associating any privileges to it while rehabilitation of offenders may imply a more cooperative and remedial approach (Singh, 2008). Hence, the significant need for rehabilitation programmes in the transformation and restoration of correction inmates is recognized (Tanimu, 2010).

Rehabilitation services are notable for their pivotal correction role in changing lives of the inmates; unfortunately these are either not there or grossly inadequate. Change is possible for everyone. Even correction inmates can change for the better and become productive citizens. However, changing for the better and becoming productive

citizens need a little sacrifice from the correction inmates and a great help from government and concerned agencies. Correction rehabilitation services were established in Nigerian corrections for the purpose of reforming the inmates. For any meaningful rehabilitation to take place in corrections, rehabilitation services must first be improved upon; adequate provisions made and these should be accessible to the inmates (Asokhia & Agbonluae, 2013)

Reformation of Corrections inmates is one of the most important functions of the Nigerian Corrections service. Reformation of Correction inmate means correcting, educating, re-orientating and rehabilitating the inmates so that they could become better citizens when released from the corrections facilities. The Nigerian corrections service, just like other agencies inherited from the British colonial government has been viewed as an agent created by the government and its policies.

Correction service of Nigeria derives its powers from Cap. 366 Laws of the Federation of Nigeria (1990) to perform the following functions amongst which include: Take into custody all those legally intended and set in motion mechanisms for their training and reformation, preparatory to returning them back to the society as normal law abiding citizens. The implication is that reformed correction inmates do no longer be security threats to national peace which is so vital for socioeconomic and political development. In other words, the purpose of reform is to train through appropriate conditions convicted inmates to be better citizens on discharge. There is no better way

to help correction inmates avoid breaking in and out of jail cycle and functioning suitably in the society on release, than assisting them acquire the skills needed to succeed in later life through rehabilitation (Uche, Uche, Ezumah, Ebue, Okafor & Ezegbe, 2015).

Effective rehabilitation programmes in corrections could assist inmates acquire suitable skills, promote prospect development as well as attitudinal and behavioural changes. Hence, correction rehabilitation programmes are considered helpful provisions offered to inmates to ensure and promote their physical, mental-health, psychological, social, vocational and economic potentials (Federal Government of Nigeria, 1989; Nigeria Correction Services, 2009; Asokhia & Agbonluae, 2013). For any meaningful rehabilitation to take place in a correction, the rehabilitation services must first be based upon adequate provisions, which should be accessible to the inmates (Igbinovia, 2003; Igbo, 2007).

There are a number of correction rehabilitation programmes for inmates which provide specific skills crucial for preparing inmates for better living on release from the correction; while the main objectives of the corrections service, which is the reformation and rehabilitation of inmates can be actualized through programmes such as: social case and group work/intervention, recreational activities, educational programmes and skills acquisition programmes (Nigeria Correction Service, 1989). As a consequence, correction inmates that incorporate rehabilitation services during

confinement are likely to gain skills that could provide employment and entrepreneurial opportunities upon their release. The corrections services providers do not only identify the causes of the inmates' anti-social behaviours, but ensures the path to reformation by impacting on their potentials and subsequent change unto social functioning (Omorogiuwa, 2014). Some of the specific objectives of rehabilitation services in Nigerian corrections include: to promote the provision of adequate and accessible recreational facilities and services for the correction inmates, provision of social welfare services for the correction inmates, development of skill acquisition programs and educational services.

The philosophy of the Nigerian correction service is that treatment and rehabilitation of offenders can be achieved through carefully designed and well-articulated reformative and rehabilitative programmes aimed at inculcating discipline, respect for the law and order and regard for the dignity of honest labour ((Igbinovia, 2003; Nigeria Correction Services, 2009). Research Igbo (2007) indicates that the rehabilitation of correction inmates ought to begin from the first day of admission into the correction till the day of discharge.

According to Ogundipe (2008), the Nigerian Correction Service has developed pragmatic educational programmes for reforming the correction inmates. These programmes according to him include: Vocational skills development Programme (VSDP) which aims at empowering the inmates with the needed skills for self-

sustenance and actualization, Adult Remedial Education Programme (AREP) designed to help inmates who before they came to the correction, were pursuing one academic programme or the other. The programmes enable correction inmates to learn skills in such vocation as tailoring, plumbing, carpentry, woodwork, barbing, shoe making, and a host of others. The author went further to state that through remedial programmes in the Nigeria corrections, 1,306 candidates sat for the WAEC and GCE examinations as well as NECO in 2006 while in 2007, 1,198 candidates took the same examinations.

Reformation of Correction Inmates can be achieved through education and training. Adult education through its programmes becomes a panacea for effecting positive changes in the correction inmates before they are released. Adult education programmes are programmes aims at providing education that will enable young as well as mature adults to improve or supplement their knowledge and skills within general subject. The programmes enhance adults' ability to improve their future job and educational possibilities.

## **1.2 STATEMENT OF THE PROBLEM**

Reformation of corrections and inmates in Nigeria still conjures punishment (Kalu, 2002). Kalu went further to say that the new ideology behind our penal practice in Nigeria was further predicted upon the belief that imprisonment and subsequent loss of freedom was punishment enough, punitive imprisonment had reformatory effect on

the minds and outlook of the inmates. An inmate is a person who is deprived of liberty against his or her will. This can be by confinement, captivity, or forcible restraint. According to the Nigerian Correction Service Manual (2011), the realization of one of the major objectives of the corrections service - the reform and rehabilitation of convicts are to be done through a complicated set of mechanisms consisting among others: conscientization, group work, case work session, recreational activities, religious services and adult and remedial education programs, educational development project, skills acquisition program, mid-range industrial production, agricultural service and after-care service program. The correction's services providers should not only identify the causes of the corrections' inmates anti-social behavior but also endeavors to set them on the road to reform through induced self-rediscovery and eventual change for the better. It is in view of the above that necessitate the researcher to embark on the study;

### **1.3 RESEARCH QUESTIONS**

The following research questions were formulated by the researcher to aid the completion of the study;

- i) Does adult education programs have any impact on inmate's reformation in Benin City Edo state?

- ii) Is there any significant relationship between adult education program and inmate's reform and rehabilitation upon discharge?
- iii) Does adult education programs have any effect on the reformation of inmates when discharge?
- iv) Are there constrain to adult education programs for reformation in Oko correction?

#### **1.4 OBJECTIVE OF THE STUDY**

The main objective of this study is to examine adult education programs for reformation of correction in Oko Benin city, but to aid the completion of the study, the researcher intend to achieve the following specific objectives;

- i) To ascertain the impact adult education programs on inmates reformation in Benin City Edo state
- ii) To ascertain if there is any significant relationship between adult education program and inmate's reform and rehabilitation upon discharge
- iii) To evaluate the effect of adult education programs on the reformation of inmates when discharge
- iv) To ascertain the constrain to adult education programs for reformation in Oko correction.

## **1.5 SIGNIFICANCE OF THE STUDY**

This research work will provide policies makers with relevant information and suggestions require to transform, re-orientate and rehabilitate inmates to be persons in the society. This study is expected to produce useful insight to policies makers on how adult education can be deploy to reform inmates.

## **1.6 DEFINITION OF TERMS/CONCEPTS**

**Corrections:** This is an institution where those who have committed one crime or the other are kept and which act as a reformation centres to the criminal.

**Inmates/inmates:** These who are living in a correction confinement.

**Crime:** Offence for which there is severs punishment by law.

**Education:** This is an act of training a person intellectually morally and physically, the word education has more than one meaning, it means learning training and bringing up.

**Adult education:** this is a kind of education, which involved the acquisition of skills and attitudes directed at helping man to develop himself.

**Correction education:** This refers to the development of knowledge by the inmates to facilitate the amelioration of his general self as an inmates.

**Correction reform**

Correction reform is necessary to ensure that this principle is respected, the human rights of inmates protected and their prospects for social reintegration increased, in compliance with relevant international standards and norms.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

People perish for lack of knowledge and information. In a country like Nigeria, many of her citizenry are illiterates and those who manage to have the basic normal education do not have access to information regarding their day to day activities. The media's provisions are not the best for the neo-literates. Hence, criminal behaviours and delinquency are common occurrences in Nigeria. In recent time, armed robbery, kidnapping, drug trafficking, fraud, traffic offence, rape, murder and theft have become more serious to tackle as they have manifested with new methods and techniques (Omisakin, 1998).

Today, the nefarious activities of the Boko Haram in term of bombing, hijacking and life threatening incidences are worrisome. These high rates of criminal behaviours and manifestation with new methods and techniques are of great concern to the society, rehabilitation social workers and other behaviour modifiers.

Many rehabilitation services for correction inmates are widely available around the world. Each of these rehabilitation services targets specific groups of people with specific needs for reform. A rehabilitation service provides education in correction about various aspects of life. These are useful for getting inmates prepared for life outside the correction system. The place of rehabilitation services in the reformation

and transformation of correction inmates have continued to be on the front burner of public discourse in recent time (Tanimu, 2010).

Leading this discourse are professionals like adult educators, counsellors, social workers, psychologists and medical doctors. These professionals seem to be at a consensus that rehabilitation programmes or services in corrections will help correction inmates acquire the much needed social skills, vocational training, attitudinal and behavioural changes, and education to be more useful to themselves and the society upon release. To achieve the above, rehabilitation services in Nigerian corrections have been defined as services provided for correction inmates in order to restore them to fullest physical, mental, psychological, social, vocational and economic usefulness which they are capable (Federal Government of Nigeria, 1989).

According to the Nigerian Correction Service Manual (2011), the realization of one of the major objectives of the corrections service - the reform and rehabilitation of convicts are to be done through a complicated set of mechanisms consisting among others: conscientization, group work, case work session, recreational activities, religious services and adult and remedial education programmes, educational development project, skills acquisition programme, mid-range industrial production, agricultural service and after-care service programme. The correction's services providers should not only identify the causes of the corrections' inmates anti-social behavior but also endeavours to set them on the road to reform through induced self-rediscovery and

eventual change for the better. According to Federal Government of Nigeria (1989), some of the specific objectives of rehabilitation services in Nigerian corrections are to:

- i. Ensure effective management of crisis situation of the correction inmates;
- ii. Ensure an appropriate training for the correction inmates in order to reduce dependency;
- iii. Promote the provision of adequate and accessible recreational and sporting facilities for the correction inmates.

Rehabilitation services in Nigerian corrections therefore, should be aimed at increasing the educational and vocational skills of inmates, and their chances of success upon release. In order to accomplish these goals, correction inmates are encouraged to participate in rehabilitation programmes made available to them while in correction. This is crucial for correction inmates especially because many of them entered the corrections more socially, economically and educationally disadvantaged. The key to success in a free society for many of these socially, economically and educationally disadvantaged correction inmates is rehabilitation. There is no better way to help correction inmates re-enter the larger society successfully and break the in-and-out of jail cycle than provide them with skills that they need to succeed in the outside world. It is disheartening to see that a crucial aspect of identifying inmates' needs is grossly neglected in Nigeria. This is the crux of the matter. For rehabilitation services to help corrections' inmates to develop social and vocational skills, keep them meaningfully

busy, change their attitudes and behaviour so that they will have better understanding of themselves and the society, their felt needs must be addressed so as to enable them get employment and advance more educationally after serving their terms.

## **2.2 REVIEW THEORETICAL LITERATURE**

The rehabilitation theory was adopted as the basis for the theoretical framework of this study. According to Packer as cited in Dambazau (2007), rehabilitation theory posits that offender should be treated as an individual whose special needs and problems must be known in order to enable correction officials deal effectively with him. They also argued that one cannot inflict a severe punishment or inhuman treatment to inmates in the correction and expect them to be reformed and reintegrate themselves into the society upon release. Although it is important to inflict punishment on those persons who breach the law, so as to maintain social order, the importance of rehabilitation is also given priority as it is the only assured way of ensuring that offenders do not return to crime particularly since they have acquired skills that will help them engage in productive activities upon release. The theory of rehabilitation therefore, seeks to reduce recidivism because it believes that through retraining programmes for offenders, a more purposeful life would be guaranteed to ex-convicts.

### **2.2.1 REHABILITATION THEORY**

Rehabilitation theory is the most valuable ideological justification for punishment. It promotes the humanizing belief in the notion that offenders can be saved and not simply punished. It recognizes the reality of social inequity. To say that some offenders need help to be rehabilitated is to accept the idea that circumstances can constrain, if not compel and lead to criminality; it admits that we can help persons who have been overcome by their circumstances. It rejects the idea that individuals, regardless of their position in the social order, exercise equal freedom in deciding whether to commit crime, and should be punished equally according to their offence irrespective of their social background (Tan, 2008). This theory emphasizes the need to retrain the convict so that he can live a lawful and independent life which upon release. It advocates that vocational training be designed to transform convicts' life styles through the vigorous application of discipline, education, work and other relevant programmes.

### **2.3 REVIEW OF EMPIRICAL LITERATURE**

There, relevant literatures that are related to the study will be considered.

#### **2.3.1 IMPACT OF ADULT EDUCATION PROGRAMME ON THE INMATE**

One of the goals of education for all (EFA) is centrally concerned with equal educational opportunities for all, with correction inmates inclusive. Education has been recognized as the key to sustainable development and the enhancement of human

welfare. It is also considered as the bedrock of all national development. The World Bank (2003) observes: education is development; it creates choices and opportunities for people, reduces the twin burden of poverty and disease and gives a stronger voice to society. For nations, it creates a dynamic work force and well informed citizens able to compete and cooperate globally, opening doors to economic and social prosperity. This goal is far from realization because presently education has not taken its rightful positions in Nigeria correction system. The major limiting factors to achieve the learning goals include lack of specially trained instructors as well as the nature of correction establishment which hinders the effective delivery of educational programme to the correction inmates.

Furthermore, the contemporary criminal justice system in Nigeria is insensitive to recent inhumane treatment of the correction inmates and absence of properly funded educational activities in the correction which makes the offenders to relapse into more crimes after being released. Meanwhile, Omolewa (2001), and Mango (2006), identify some factors generally militating against the implementation of adult educational programme on the inmates: lack of special trained personnel or resource persons; inadequate of funds; inadequate of learning materials; lack of conducive environment for learning; non- functioning of educational unit in the correction; lack of inmate's interest; lack of inmate's motivation; poor methods of teaching; programme

inconsistency and lack of collaboration between the correction authority , higher institutions and educational agencies.

### **2.3.2 CORRECTION OFFICERS' ATTITUDES TO EDUCATION**

The fact that some correction officers have reservations about education, for whatever reason, is serious and widespread enough to require careful consideration. They may find it difficult to accept that education should have equal standing with work; they may not realise that the beneficial side-effects of education on security and safety can outweigh the flexibility in procedures that education requires. Even where their own experience of, or perspective on, education is positive, they may find it difficult to relate to the different style and content of education that are appropriate to adults. And, apart from all these considerations, the introduction of new educational activity into corrections may be difficult for correction officers to accept, simply because it is novel and they need time to adjust to change. It is suggested that the tension between the provision of activities and the maintenance of control is based on a misunderstanding.

In a United Kingdom publication, the author (who is himself an experienced Governor and is currently a Regional Director) argues that "care" enhances "control". He defines "dynamic security" whereby all the efforts of all who work in corrections are focused on three principles - "individualism", "relationships" and "activities". If the purposes and processes of all who work in corrections could be focused in this way, the provision of education in corrections would be seen as congruent with the wider ethos

of the correction. Furthermore, such an approach to "dynamic security" would enlarge the role of all staff. The restricted role of correction officers, combined with the limited opportunities they may have for continuing education themselves, often gives them a negative view of education sectors. Many inmates and correction officers need access to "second chance" opportunities, but resentment is bound to occur if the officers see these being made available only to inmates. A wider role for correction officers, combined with increased opportunities for training, would enhance their self-image and reduce their resentment. The scope for development in this area can be seen along a continuum. At one end there is an informal and unofficial arrangement whereby correction education staff, through their contact with educational provision in the community, advise discipline staff on educational opportunities for themselves or their families. At the other end would be a formal position whereby education sectors had an acknowledged brief to be the educational and training resource for the entire correction. To effectively discharge this function, the sector would need strong links with providers and validators of education and training in the community, to ensure that the training and qualifications achieved had national currency. Other areas of work that fall within the continuum include assisting

### **2.3.3 STUDENTS IN CORRECTION**

It is essential that all people engaged in providing education in corrections should be encouraged to see those in their classes as adults involved in normal adult education activities. The students should be approached as responsible people who have choices available to them. In other words, the correction context should be minimised and the past criminal behaviour of the students should be kept in the background, so that the normal atmosphere, interactions and processes of adult education can flourish as they would in the outside community. What is fundamental to such an approach is that the educational programme should be based on the individual needs of those taking part. In exploring the educational needs of those who are in correction, some generalisations are possible. A high percentage of inmates are severely disadvantaged people, with multiple experience of failure. These inmates have had little or no work or vocational training in their lives. They have low self-images and they lack participatory skills. They see themselves as having failed at school. Initially, they will be convinced that education has nothing to offer them. Many will have severe literacy problems and an associated sense of stigma. Such people offer a considerable challenge to educators, not least in persuading them to participate at all in the first instance.

Motivating such men and women to take part and then to develop in education requires a great deal of resourcefulness and encouragement from teachers. The key issue is to rebuild the student's confidence in his or her potential. This requires

educators to move even further away from traditional correction approaches and attitudes - and, indeed, away from many of the traditional aspects of schools.

#### **2.3.4 EDUCATIONAL PROGRAMS FOR INMATES**

The General Secretariat for Lifelong Learning has implemented since 1984 educational and vocational programs for inmates, as well as counseling programs, while in the last decade has included programs of psychosocial support for inmates (Rigoutsou, 2005). In cooperation with the Youth and Lifelong Learning Foundation, there has been an effort to organize a network of activities of formal and non-formal education in this field. In addition, different NGOs, in cooperation with Vocational Training Centers, organize programs in different corrections of the country. Nevertheless, according to Koulouris (2002), all initiatives, whether they come from official welfare institutions or from private sectors, are sometimes partial, selective and lacking in coordination, programming and cooperation with correctional services, sometimes are consistent but without continuity and vice versa, and all in all with dubious results. In 2004, the innovative institution of SCS was introduced in Greek corrections. SCS are attended by adults who have graduated from primary school and have not completed lower secondary education. In 2004, the first SCS starts operating in the Judiciary Corrections in Larisa. Since then SCS have been set up in several corrections of the country, i.e. in Korydallos (Ahtens), in Grevena (region of Southern

Macedonia), in Larisa and in Trikala (region of Thessalia), in Diavata Salonica (region of Central Macedonia), in Eleonas Thives (region of Continental Greece) and in the end of 2014 in Domokos, which has now suspended its operation. The choice of Greek State to set up SCS in corrections, according to the equivalent European plan of action, clearly shows the need for holistic education for inmates, aiming at the trainees' general development and participation in the financial, social and cultural life, as well as at their more effective participation in the world of work. The SCS constitute an institution of social justice and offer inmates a second chance for a fresh start in life, with changing their way of thinking and adopting the right choices. The education provided by SCS is systematic and continual and leads to the acquisition of a certificate equivalent to the one of Junior High School. The duration of the school curriculum is 18 months, divided in two study circles, each of them lasting one year.

### **2.3.5 CONTEXT OF CORRECTION LITERACY**

Literacy skills are important in corrections in several ways: inmates often must fill out forms to make requests, letters are a vital link with the outside world, some correction jobs require literacy skills, and reading is one way to pass time behind bars (Paul 1991). The way literacy is defined is critical to achieving an accurate picture of inmates' skills. The National Adult Literacy Survey (NALS) defines literacy as a broad range of skills; it is not a simple condition one either has or does not have, but a continuum on which individuals have varying degrees of skill in interpreting prose,

documents, and numbers. The NALS (Haigler et al. 1994) included interviews with some 1,100 inmates from federal and state corrections in order to depict the state of the correction population and compare it to the general population. Of the 5 levels measured, 7 in 10 inmates performed on the lowest 2 levels, on the average substantially lower than the general population. Only 51% of inmates completed high school compared to 76% of the general population. Differences in literacy proficiencies were related to racial/ethnic status, educational attainment, and disability. Similarly, Newman et al. (1993) suggest that, by a 12th-grade standard, 75% of inmates are illiterate and that inmates have a higher proportion of learning disabilities than the general population (including 75-90% of juvenile offenders). Other studies found that 65-70% of inmates (Sperazi 1990) and over 70% of inmates (Sacramento County 1994) did not complete high school. Even those with a high school diploma have lower proficiencies (Haigler et al. 1994). However, some evidence exists to mitigate this bleak picture. In some areas, Haigler et al. found that inmates with less than a high school education were more proficient than their out-of-correction counterparts. In Australia, Black et al. (1990) interviewed 200 inmates, finding they generally did less well on the prose, document, and quantitative scales, but on some literacy items did as well or better than the non-correction population. They concluded that it is difficult to make comparisons with the general population because inmates are on average younger and disproportionately represent certain groups. They suggest that, because low-literate

inmates often must seek help with literacy tasks from authorities and are subject to various assessments, their literacy problems are more visible than those of the general population. Acknowledging that low literacy in corrections is a serious problem, Black et al. advocate looking at literacy as a range or continuum and in context

#### **2.4 CONSTRAINTS ON CORRECTIONAL EDUCATION**

Between 1980 and 1992, the correction population increased 160% (Jenkins 1994). Besides the problems caused by overcrowding, correctional educators must contend with inadequate funding, equipment, and materials (Paul 1991). Many inmates are likely to have had negative early schooling experiences and may lack self-confidence or have poor attitudes about education (ibid.). The correction educator's challenge is compounded by the uniqueness of correction culture: routines such as lock-downs and head counts, inmates' hearings or meetings with lawyers, all disrupt regular classes (Shethar 1993). Tutors and students are sometimes locked in a room and monitored by guards. Peer pressure may discourage attendance or achievement (Haigler et al. 1994). In addition, the correction environment is not likely to be rich in verbal and sensory stimuli (Paul 1991). A more serious constraint is conflicting beliefs about the goals and purposes of corrections: security, control, punishment, or rehabilitation? Even in institutions where the philosophy is more rehabilitative than punitive, education is secondary to security (Shethar 1993).

Part of this debate is the issue of whether correction literacy should be mandatory or voluntary. The federal correction system began mandatory literacy in 1982, and in 1991 raised the achievement standard from 8th to 12th grade (Jenkins 1994). The program has had some success in terms of adult education (AdultEd) completion, but only a small part of the correction population is in federal institutions (5%); 65% are in state and 25% in county/local jails (Laubach Literacy Action 1994). Mandatory education is resented by some (Thomas 1992) and it sits uneasily with the largely voluntary nature of adult education (Jenkins 1994). However, Thomas found that the least educated inmates favored mandatory programs, and Ryan and McCabe (1993) conclude that there is little significant difference in achievement between mandatory and voluntary instruction. Another problem faced by correction educators is the use of recidivism as an outcome measure.

## **2.5 FINANCING OF ADULT EDUCATION PROGRAMME IN CORRECTION**

All relevant data, at present, about Nigerian correction as related to education is suspicious. This is because from all available information, there is neither any official provision for organized educational activities nor is there a categorical organized financial allocation for correction education in the country, except for correction welfare services in which education seems to fall (Evawoma-Enuku, 2006). In support of this contention, rule 79 of United Nation's standard minimum rules (Rule 79 of SMR)

for the treatment of offenders states that, “provision shall be made for further education of all inmates”; while rule 40 provides that “every institution shall have a library for the use of all categories of corrections, adequately stocked with recreational books and inmates shall be encouraged to make full use of it”. Unfortunately, policy framework of government, according to Wasagu (2004) is not always supported with adequate budgetary allocation. This manner significantly affects the financing of correction education in Nigeria. Furthermore, Wasagu (2004) opines that no government has been able to meet the internationally recommended minimum of 26% budgetary allocation on education. This seriously reflects on the poor financing of correction education, despite the constitutional provision Accordingly, government is expected to bear all the costs of education. This burden follows the statutory obligation of government to finance public educational institutions. Studies have shown that there is under funding of education (For example, Hassan, 2009) which leads to deteriorating physical facilities, high ratios of students to teachers, neglect of non salary expenditure, such as textbooks, educational materials and laboratories, among others. It also leads to the total neglect of some public educational institutions like correction. For now, there is no real practical organized educational structure and budgetary allocation specifically for correction education (Evawoma-Enuku: 2006). In support of this contention, Igbuzor (2006) states that the budgetary allocations to education have been less than 10 per cent of the total Federal budget from 1995 to 2006. This is against the 26% internationally

recommended budgetary allocation to education (Wasagu, 2004). As a bail out, the World Bank (1994) suggests diversifying the funding of public institutions. It submits that if public institutions, including corrections are to achieve high quality and greater efficiency there is need to implement sweeping reforms in financing, by mobilizing greater private financing for public education. Therefore, Wasagu (2004) submits that government cannot bear the burden on the cost of education alone and there is need to source for fund among other agencies such as: nongovernmental organization (NGOs); social cooperate bodies e.g. companies or factories; religious bodies; community development council (CDC); launching of endowment fund and sales of farm products, handcrafts and so on.

## **2.6 THE IMPACT OF CORRECTION EDUCATION PROGRAMS ON POST-RELEASE OUTCOMES**

Such reviews have been a popular enterprise in this research domain. There have been four meta-analyses, several “vote counting” reviews where analysts list studies that support or disconfirm the benefits of correctional education and then draw conclusions about the overall impact, and many other summaries of the research literature where the researchers select a few studies, cite their results, and draw inferences. The critical analysts, those that closely evaluate and assess the study methodology are much less sanguine about the relationship between correctional

education and successful reentry than the more forgiving analysts who treat all of the research results in this literature on an equal footing. I believe the takeaway message is that correctional education does promote successful correctioner reentry. However, we only have an approximation of the true impact – the actual effect size. Even small effect sizes can produce substantial net cost-benefits especially for criminal justice costs that include adult corrections. When economists theorize about the effects of education they note the difference between gains in human capital and signaling effects. Human capital gains are what educators call achievement gains and these are presumed to give the student a skills advantage. Some of these advantages are generic, such as the ability to understand and execute printed and written instructions -- skills educators often refer to as literacy. The second advantage is skill specific, such as learning welding or computer skills. By gaining some kind of certification such as a GED, this signals to potential employers that the offender is capable of completed work. This advantage may help to combat the signaling “penalty” accompanying inmates into the labor market resulting from a spell of incarceration (Western, 2007).

A few studies have measured legitimate labor market participation and wages, and recent studies have used earnings prior to, during, and after a spell of incarceration in well-designed panel studies (Cho and Tyler, 2008; Tyler and Kling, 2007; Sabol, 2007). In only a few cases, researchers examined institutional misconduct and one study even looked at parole adjustment (Knepper, 1990). One question that has not been

addressed in any depth is whether correction education spawns a greater interest in pursuing continuing education once the inmate is released. There were no studies in this literature that measured whether participation or completion of education programs increased commitment to prosocial institutions, promoted prosocial attitudes, or enhanced moral reasoning. If these processes are an important dimension of reentry success, and they are an important side effect of education training, then we ought to innovate ways to measure and evaluate these dispositions. Many of the studies have been plagued by potential selection artifacts. These have been noted by analysts, reviewers, and meta-analysis of this literature. The best studies in this literature have tried different approaches to handle selection artifacts including studies that directly measure intermediate levels of motivation to assess the selection process, models that simultaneously quantify the selection process and the treatment process, propensity score models that try to match treatment and comparison subjects to minimize selection artifacts, and fixed effects panel models that control for time invariant characteristics that may be associated with selection processes. These strong quasi-experimental studies have still demonstrated reductions in recidivism and effects on labor market outcomes; however, the effect sizes have been smaller than those that do not introduce selection artifact controls. In the following sections of this paper, I review the evidence on the level of educational need for inmates, the conclusions and reasoning of analysts who have conducted meta-analyses of correctional education, and the conclusions of

scholars who have conducted “vote counting” or other kinds of literature reviews. In subsequent sections, I single out what I consider to be the best studies that have been conducted in this research domain; I discuss the limitations of the majority of studies in this area, and I review the results and implications of the Washington State Institute for Public Policy cost-benefit analysis of vocational training and basic education. In the last section, I summarize all of the findings and suggest improvements for future research.

## **2.7 THE LEVEL OF NEED FOR EDUCATION PROGRAMS – CORRECTIONER LITERACY**

One of the predicates of correctional education is the level of unmet need. There have been different attempts to gauge the education and literacy levels of inmates compared to community populations. Harlow’s Special Report for the Bureau of Justice Statistics (2003) tracked trends in the correctional populations from 1991 to 1997 based primarily on the inmate survey conducted by BJS. There have been two studies published by the National Center for Education Statistics, (NCES, 2004; Greenberg, Dunleavy, and Kutner, 2007) that measure the literacy levels of inmates as part of a national assessment of literacy throughout the United States. Literacy was defined for both of these surveys as “Using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential (Greenberg, Dunleavy, and Kutner, 2007, p. iii, Executive Summary).” Literacy was measured along

three dimensions. Prose literacy is the ability to “search, comprehend, and use information from continuous texts.” Examples of prose are editorials, brochures, instruction materials. Document literacy is the same set of skills applied to non-continuous texts. Examples of documents are job applications, transportation schedules, maps, tables, and food or drug labels. Quantitative literacy is the “...knowledge and skills needed to identify and perform computations using numbers that are embedded in printed materials.” Balancing a checkbook and computing a tip are two examples of these tasks. These literacy dimensions are highly correlated (.78 to .87 for inmates; Greenberg, Dunleavy, and Kutner, 2007).

## **2.8 THE ROLE OF SOCIAL WORK PRACTITIONERS IN THE REFORMATION OF INMATES**

Social work as a humanitarian profession plays a very important role in the rehabilitation of inmates. Principles of social justice, human rights, collective responsibility and respect for diversity are central to social work practice. These are underpinned by the programmes of rehabilitation offered to offenders, which include life skills, spiritual, psychosocial, therapeutic programmes, and agricultural, educational, recreational and vocational skills. (Kusada, 2014).

Consequently, there is a gap in the reformation of inmates in Nigeria because most the programmes have not yet been implemented to empower and change the behaviour of the inmates (International Federation of Social Workers, 2014).

Studies have further postulated that social workers greatest assert in the integration of inmates was access to the outside world, where the community plays an important role in the process of building networks and partnerships to promote and improve community safety and participation before and after incarceration, to address recidivism in a holistic manner. However it has been noted that there is a gap in the provision of social work roles within and outside the correction set up. This is evident by the high number of cases of recidivism among inmates.

This in itself reveals the inadequacy of social work intervention programs in this field and the need to reconsider social work approaches when dealing with offenders. Scholars like Sishuba, (2000) further note that this is exacerbated by the fact that in most third world countries there is no clear policy guideline on rehabilitation services worse more a model for social work intervention. Hence for most social workers it is not clear if the approaches they taking are addressing the problem at hand.

Roberts, (1997) also brings out a social dilemma in coming out of social work roles, where social workers are regarded as agents of social control, implying that they function in authoritative and arguably coercive roles in corrections services rather than rehabilitative roles. This notion in itself moves away from social work, as well as its

rehabilitative objectives. The Canadian Association of social Workers, (2015) posits that Social work positions within corrections and rehabilitation institutions encompass a wide range of skills and specialized services that require training.

Individuals learn values, attitudes, techniques for criminal behaviour which are the principles of social learning and operant conditioning. It can thus be concluded that under such lines of thinking criminal behaviour is learned in both social and non-social situations through direct reinforcement, vicarious reinforcement, explicit instruction and observation in both the developed and the developing countries (Bandura, 2014).

## **2.8 HYPOTHESES**

The following research hypotheses were formulated by the researcher to aid the completion of the study;

**H<sub>0</sub>:** adult education programs do not have any impact on inmate's reformation in Benin City Edo state

**H<sub>1</sub>:** adult education programs do have an impact on inmate's reformation in Benin City Edo state

**H<sub>0</sub>:** there is no significant relationship between adult education program and inmate's reform and rehabilitation upon discharge

**H<sub>2</sub>:** there is a significant relationship between adult education program and inmate's reform and rehabilitation upon discharge.

## **CHAPTER THREE`**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

Research methodology refers to the processes and procedures used in obtaining and utilizing data or information. In this chapter, the methods and techniques used in collecting and analyzing information or data by the researcher are identified. Also the various techniques, methods and process used by the researcher in the collection and documentation of both the primary and secondary data are analyzed.

#### **3.1 RESEARCH DESIGN**

The research design adopted for this study is the survey method, which has to do with the formal way of obtaining the same information from various respondents through the use of questionnaire.

#### **3.2 POPULATION OF STUDY**

The population of this research consists of inmates in Oko correction centre in Oredo Local Governments of Benin City, Edo State.

#### **3.3 SAMPLE SIZE AND SAMPLING TECHNIQUE**

The random sampling technique is adopted in this study. The sample size of this study consists of 100 inmates randomly selected from Oko correction centre

respectively (males and females) to make up for (50 x 2) 100 inmates who will serve as the respondents. For the effectiveness of the sampling technique, the basic criterion usually employed is to ensure that a sample provide faithful representation of the totality from which it was selected.

### **3.4 INSTRUMENT OF DATA COLLECTION**

A structured or fixed response questionnaire is the instrument that is adopted in this study which was distributed to 100 respondents. The questionnaire used for this study were administered personally by the researcher using the face to face method of administration as it was shared among inmates residing in Oko correction centre, in Oredo local government of Benin City, Edo State as respondents to get their own perception or view about the subject matter. The distribution and collection of the questionnaire is made easier for the researcher because of the assistance from her friends in the department and also with the assistance of correction centre warders.

### **3.5 VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENT**

The validity of the research instrument refers to the ability of an instrument to measure what it was designed to measure. There exist different types of validity. However, in a bid to ascertain the content validity of the instrument of research, it was

presented to my supervisor and his comments and suggestion were taken into consideration for the validity of the research instrument.

### **3.6 DATA ANALYSIS TECHNIQUES**

The data collected were analyzed with the aid of descriptive statistics which involves the use of frequency, percentage.

## CHAPTER FOUR

### PRESENTATION ANALYSIS INTERPRETATION OF DATA

#### 4.1 INTRODUCTION

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study. The researcher employed simple percentage in the analysis.

#### 4.2 Socio-demographic Characteristics of Respondents

TABLE 1: Gender distribution of respondents

<b>GENDER</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE</b>
Male	77	57.9
Female	100	42
Total	240	100

From the above table it shows that 57.9% of the respondents were male while 42.1% of the respondents were female.

TABLE 2: The positions held by respondents

<b>Response</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE</b>
Warder 1	37	27.8
Warder II	50	37.6
Senior officers	23	17.3
Junior officers	23	17.3
Total	133	100

The above tables shown that 37 respondents which represents 27.8% of the respondents are warder 1 50 respondents which represents 37.6 % are warder11 23 respondents which represents 17.3% of the respondents are senior officers, while 23 respondents which represent 17.3% of the respondents are junior officers

## **SECTION B**

### **RESEARCH QUESTION AND ANALYSIS**

**Research Question 1:** Is there any significant relationship between adult education program and correctional inmate's reform and rehabilitation upon discharge?

Table 3

<b>Response</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE</b>
Agreed	51	38.3
Strongly agreed	31	23.3

Disagreed	23	17.3
Strongly disagreed	28	21.1
Total	133	100

In the table above, the researcher asked the respondent is there any significant relationship between adult education program and correctional inmate's reform and rehabilitation upon discharge, it can be seen that 51 respondents which represents 38.3% of the respondents agreed that adult education program in correctional center contribute significantly to the reformation of inmate when discharge, 31 respondents which represents 23.3% of the respondents strongly agreed that adult education program helps in the development and skill acquisition of inmate which makes them useful to the society after completion of their terms, 23 respondents which represents 17.3% of the respondents disagreed to this fact, while 28 respondents which represents 21.1% strongly disagreed.

The researcher therefore concludes that there is a significant relationship between adult education program and correctional inmate's reform and rehabilitation upon discharge.

**Research Question 2:** Are they constraint to the development of adult education programs in Oko correctional center?

Table 4

<b>Response</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE</b>
Agreed	55	41.4
Strongly agreed	34	25.6
Disagreed	21	15.8
Strongly disagreed	23	17.3
Total	133	100.0

In the table above the researcher asked the respondents, are they constrain to the development of adult education programs in Oko correctional center, it can be observed that 55 respondents which represents 41.4% of the respondents agreed that there are a lot of challenges to the development of adult education programs in the correctional center, 34 respondents which represents 25.6% of the respondents strongly agreed to this fact, 21 respondents which represents 15.8% of the respondents disagreed to this fact, while 23 respondents which represents 17.3% of the respondents strongly disagreed.

The researcher therefore concludes that there are constraint to the development of adult education programs in Oko correctional center.

### **4.3 TEST OF HYPOTHESES**

#### **HYPOTHESES ONE**

Adult education programs do not have any impact on correctional inmate's reformation in Benin City Edo state

**Table 5:** Adult education programs do not have any impact on correctional inmate's reformation in Benin City Edo State

<b>Response</b>	<b>Observed N</b>	Expected N	Residual
Agreed	40	33.3	6.8
Strongly agreed	50	33.3	16.8
Disagreed	26	33.3	-7.3
Strongly disagreed	17	33.3	-16.3
Total	133		

### Test Statistics

	adult education programs do not have any impact on correctional inmate's reformation in Benin City Edo state
--	--

Chi-Square	19.331 <sup>a</sup>
Df	3
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.

Decision rule:

There researcher therefore reject the null hypothesis that state that adult education programs do not have any impact on correctional inmate's reformation in Benin City Edo state as the calculated value of 19.331 is greater than the critical value of 7.82

Therefore, the alternate hypothesis is accepted that state that adult education programs do have an impact on correctional inmate's reformation in Benin City Edo state.

## **HYPOTHESIS TWO**

There is no significant relationship between adult education program and correctional inmate's reform and rehabilitation upon discharge

Table 6

Response	Observed N	Expected N	Residual
Yes	73	44.3	28.7
No	33	44.3	-11.3
Undecided	27	44.3	-17.3
Total	133		

**Test Statistics**

	there is no significant relationship between adult education program and correctional inmate's reform and rehabilitation upon discharge
Chi-Square	28.211 <sup>a</sup>
Df	2
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3.

Decision rule:

There researcher therefore reject the null hypothesis that state that there is no significant relationship between adult education program and correctional inmate's reform and rehabilitation upon discharge as the calculated value of 28.211 is greater than the critical value of 5.99

Therefore, the alternate hypothesis is accepted that state that there is a significant relationship between adult education program and correctional inmate's reform and rehabilitation upon discharge.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

Given that the rehabilitation of offenders can be achieved through carefully designed and well-articulated reformative and rehabilitative programmes (Igbinovia, 2010), this current research attempts to offer an understanding of the rehabilitation programmes available in the Correctional centers in Benin City as experienced by the inmates, as well as their effectiveness. Given the findings of the study, it is ascertained that the effectiveness of the rehabilitation programmes is not limited to any particular programme; rather it is prevailing in all services, social intervention, skills acquisition, educational, recreational, although with variance. Moreover, majority of the inmates acknowledged that the rehabilitation services they received influenced them positively, given their changed attitudes and the skills learned for personal and social development. It may possibly be established that inmates are likely to function positively on release in the society as a result of the effectiveness of the rehabilitation services received in the correctional center, which enhances their well-being. Therefore, the results of this study provide momentous evidence in support of the need to improve correctional center rehabilitation programmes in order to enhance their successful restoration and reintegration into the society.

## 5.2 Conclusion

Studies have shown that rehabilitation is a social science area and a field of social work that requires trained professionals. Rehabilitation of offenders in and outside correctional centers is given in the form of restorative measures that includes diversion programmes that are put in place to restore the offender to good or better behaviour and prevent re-offending in future. Miceli, (2012) defines rehabilitation as a lifelong process in which correctional inmates acknowledge their antisocial behaviour and display a considerable level of commitment to reconstructing, asserting and redeveloping themselves to becoming reintegrated into the society after undergoing a psycho-educational programme.

From the foregoing, it is evident that the correctional center is a component of the criminal justice system charged with the responsibility of confirming, reforming and rehabilitating correctional center inmates so that they would become better citizens when released from the correctional center. Regrettably, the inmates in Oko correctional centers of Nigerian become more hardened when they are released from correctional centers instead of being reformed and rehabilitated to the detriment of the society. This syndrome explains why the rate of recidivism in Nigeria is at increase. Besides, poor funding, overcrowding, poor sanitation, lack of political will, among others are some of the challenges confronting correctional center services in Nigeria. For this reason,

prospective strategies were preferred which will go a long way in engendering positive correctional centers systems development in the country.

### **5.3 Implication of the Findings for Social Work Practice in Nigeria**

It can thus be concluded that the main reasons behind the high rate of recidivism in Nigeria, can be attributed to the implementation strategies that are being employed in correctional centers as the reformation model is good on paper but has flaws when being implemented. This has resulted in the problem at hand and has negative implications to the field of social work. The social work practitioner will not be in position to render the client the best social work service which more rehabilitative and to adhere to the principles of social work. On the other hand this also worsens the exposure of the field of social work which is a relatively young profession in Africa as their clientele will not be able to differentiate them from their fellow social scientist thereby not making it clear when and the type of issues that they may discuss with the social workers. Hence, there is need for government to involve social work practitioners in the design and implementation of adult education programmes and other programmes aim at the reformation of correctional inmates.

### **5.4 Recommendations**

Based on the findings, the following recommendations were proffered:

1. The Federal government should be encouraged through advocacy to fund the entire correctional center services, especially in the areas of vocational training to enable the correctional inmates be equipped with employable skills when they are released.
2. Professional administrators and educators should be recruited in the Nigeria correctional centers. This is to give the correctional centers services professional touch that will beget desired development among the correctional centers staff and the inmates.
3. Adequate and functional medical facilities should be provided by the government to stop the spread of diseases and death among the inmates.
4. Qualified counselors should be employed to counsel the inmates on the dangers of engaging in societal vices.
5. There is need for training and re-training of correctional center administrators and educators through seminars, workshop[s] and in-service training. This will equip them with the managerial skills and innovative methods and practices in correctional center management and administration.
6. Men of God, families and well-wishers should be allowed to visit the correctional inmates as their words of advice can effect positive changes in their mode of rethinking

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## QUESTIONNAIRE

### INSTRUCTION

Please tick or fill in where necessary as the case may be.

#### Section A

(1) Gender of respondent

A male { }

B female { }

(2) Age distribution of respondents

a) 15-20 { }

b) 21-30 { }

c) 31-40 { }

d) 41-50 { }

e) 51 and above { }

(3) Marital status of respondents?

(a) married [ ]

(b) single [ ]

(c) divorce [ ]

(4) Educational qualification off respondents

(a) SSCE/OND { }

(b) HND/BSC { }

(c) PGD/MSC { }

(d) PHD { }

Others.....

(5) How long have you been in Oko Prison Benin City

(a) 0-2 years { }

(b) 3-5 years { }

(c) 6-11 years { }

(d) 11 years and above.....

(6) Position held by the respondent in Oko Prison Benin City

(a) Warder1 { }

(b) Warden11 { }

(c) Senior officer { }

(d) Junior officer { }

(7) How long have you been working in Oko Prison Benin City

(a) 0-2 years { }

(b) 3-5 years { }

(c) 6-11 years { }

(d) 11 years and above.....

#### SECTION B

(8) There is a significant relationship between adult education program and prisoner's reform and rehabilitation upon discharge?

(a) Agrees { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

(9) Adult education programs do have an impact on prisoner's reformation in Benin City Edo state?

- (a) Agrees { }
- (b) Strongly agreed { }
- (c) Disagreed { }
- (d) Strongly disagreed { }

(10) Adult education programs do not have any impact on prisoner's reformation in Benin City Edo state?

- (a) Agreed { }
- (b) Strongly agreed { }
- (c) Disagreed { }
- (d) Strongly disagreed { }

(11) There is no significant relationship between adult education program and prisoner's reform and rehabilitation upon discharge?

- (a) Agreed { }
- (b) Strongly agreed { }
- (c) Disagreed { }
- (d) Strongly disagreed { }

(12) Does adult education programs have any effect on the reformation of prisoners when discharge?

(a) Agreed { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

(13) Does adult education programs have any impact on prisoner's reformation in Benin City Edo state?

(a) Agreed { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

(14) Are they constrain to adult education programs for reformation in Oko prison?

(a) Agreed { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

(15) Is there any significant relationship between adult education program and prisoner's reform and rehabilitation upon discharge?

(a) Agreed { }

(b) Strongly agreed { }

(c) Disagreed { }

**(d)** Strongly disagreed { }