

**Correctional Education and Re-entry Programmes as Predictors of Prisoners  
Desistance in South-South, Nigeria**

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**2022**

### Certification

This is to certify that **Adewole Olatunbosun OPATOLA** with matriculation number **LCU/PG/001268** carried out this research work titled **‘Correctional Education and Reentry Programmes as Predictors of Prisoners Desistance in South-South, Nigeria’** in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo state, Nigeria for the award of Doctor of Philosophy Degree (PhD) in Guidance and Counselling and that this has not been previously submitted.

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## **Dedication**

This research work is dedicated to the memory of my late parents, Adebayo Kolawole Opatola and Simisola Oluranti Opatola

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## Acknowledgement

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Even though the above-mentioned institutions and persons have assisted in the process of this research work, the researcher alone stands responsible for the errors, if any, found in the work.

**Abstract**

Issues of recidivism, and prisoners' reintegration into the society have become sources of concern to critical stakeholders in criminology, psychology, and reformatory counselling. Corrections administrators have long recognized the possibility of education and proper reentry programmes as a method of creating a favorable change in incarcerated individuals. This feeling however, has been more of an intuitive notion rather than being empirically proven, particularly in Nigeria. This study, therefore, investigated correctional education and reentry programmes as predictors of prisoners' desistance in the South-South, Nigeria. The study adopted the descriptive survey research design. Data collection was done using a questionnaire and key informant interview (KII). Data collected were analysed using the descriptive and inferential analyses at 0.05 level of significance. The results revealed that: there is a significant joint prediction of correctional education (literacy and vocational education) on prisoners' desistance in South-South, Nigeria ( $F_{2, 286} = 42.603$ ,  $Adj.R^2=.224$ ,  $p<0.05$ ); there was a significant relative prediction of literacy ( $\beta=0.301$ ,  $t=4.796$ ,  $p<0.05$ ) and vocational education ( $\beta=0.240$ ,  $t=3.822$ ,  $p<0.05$ ) on prisoners' desistance in South-South, Nigeria; there are practices of both formal and vocational correctional education as well as faith based and non-faith based reentry programmes in the Nigeria Corrections Service; there are evidences that correctional education and reentry programmes participation lower the likelihood of recidivism and increases the chances of cessation of crime amongst the ex-offenders. There should be establishment of responsive aftercare, rehabilitation and follow-up units for the ex-offenders, as these will go a long way towards solving the problem of recidivism, and increasing prisoners' desistance, among others.

**Keywords:** correctional education, re-entry programmes, desistance, prisoners, recidivism

**Word count:** 254

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## **Chapter One**

## Introduction

### 1.1 Background to the Study

The Nigerian correctional system is currently going through an upsurge in the number of people relapsing into criminality and crime. In the last decade, the incarceration rate in Nigeria has increased four times over<sup>1</sup>. Presently, there are over 70 thousand inmates in the Nigerian Correctional Service, arguably, by far one of the countries with the biggest numbers in terms of incarceration in Africa<sup>2</sup>. Every year, thousands of prisoners are released from the nation's corrections and are expected to return to their families and communities. Many succeed in reintegrating into their localities after reuniting with their families, get jobs and subsequently become productive members of the society but some others will go back to crimes and end up returning to the corrections. On March 13, 2021, Nigerians woke up to the news that a certain 23-year-old Taiwo Sunmonu, had been rearrested by operatives of the Lagos State Police Command as a robbery suspect, four months after he was released from Kirikiri Correctional Centre. The suspect, released in November 2020 after serving a five-year jail term, was rearrested while he and his gang members were allegedly robbing unsuspecting Lagosians in a neighbourhood in Ijanikin<sup>1</sup>. The suspect later confessed to the crime and other crimes he had participated in just as one locally-made pistol and live ammunitions were recovered from him. Sunmonu's story is not unique, although several factors account for why some ex-offenders succeed but others don't, stories such as Sunmonu's and others have made the study of desistance from crime achieve immense popularity over the past two decades as the need for an effective strategy in preventing formerly-incarcerated individuals from re-offending, have become even more pertinent due to the overcrowding and the high cost of running the correctional facilities.

Desistance, a term used within the field of criminology, is described as the process of keeping up with a crime-free lifestyle<sup>3</sup>. Desistance might more productively be defined as the long-term sobriety from involvement in crime by individuals who have engaged previously in a continuous pattern of criminal misbehaviour<sup>4</sup>. Overall, then, desistance occurs when people who were previously incarcerated (sometimes referred to as “ex-offenders”) come to abstain from crime and/or criminal activities.

Desistance, or desisting from crime, is a primary concept. The goal is intimately associated with recidivism, or the lack of it. The Bureau of Justice Statistics states, in their 2018 report, that desistance provides a deeper understanding of criminal behaviour and justice policies. Thus, desistance patterns are often included in re-entry programme evaluations mainly when measuring programme effectiveness associated with resources and provider services<sup>3</sup>.

Traditionally, Criminology has been focused on why some people are criminals while others are not, as studies were continuously centered on static differences between offenders and non-offenders while little or no attention was paid to what distinguishes between persistence and desistance amongst offenders<sup>2</sup>. Conversely, there is a vast attention been given to the issue of what makes criminals desist from crime as it has become clear by each passing day, that the significance of this area is hard to overestimate<sup>4</sup>. Research regarding desistance has become highly important not only from a crime preventive perspective, but also from a scientific perspective<sup>4</sup>. Desistance studies have found that rebuilding ties with family, friends and the wider society and developing new pro-social relationships through employment or marriage are the ideal outcomes of a successful reentry as offenders who successfully settles back into the community are less likely to reoffend. There is skepticism regarding desistance and whether individuals who have been involved in criminal activity over long periods of time actually can desist<sup>3</sup>. Some researchers have gone so far as arguing that there is a

subgroup of individuals who are incapable of desistance; even though they may be able to quit their criminal activity they will still show maladjustment or antisocial problems<sup>5</sup>. This idea seems rather similar to the concept of being a “sober alcoholic” which implies that once an alcoholic, always an alcoholic. Once a criminal always a criminal no matter if you commit crimes or not. Still, there are in fact individuals who have engaged in a vast amount of crimes, sometimes rather severe, that seems to have turned their lives around<sup>4</sup>. What makes these individuals, who some have doomed to deviance, against all odds succeed? Unfortunately, contemporary research has few answers to offer to this question. A greater understanding regarding the factors underlying the desistance process may also provide us with invaluable knowledge about what makes individuals who have experienced criminal careers desist from crime and turn their lives around, something that may prove useful in offender rehabilitation and in areas such as counselling, social work and policy measures<sup>5</sup>.

Desistance is not just the cessation of criminal activity itself, but also a process of acquiring roles, identities and virtues; of developing new social ties and of inhabiting new spaces. It is the process of learning to live a new life –not necessarily eradicating the old one, but reconciling the two within the singular personhood of a profoundly complex individual<sup>5</sup>. That is, when an individual abstains from criminality, he does so within a given society which has certain perspectives about crime and wrongdoers; certain rules and ways of justice; different cultural values, norms and routines; a certain cultural patrimony; displays a certain attitude in regards to families; and has distinct ways of interacting with friends and acquaintances<sup>6</sup>.

Correctional education being an independent variable in this study, has witnessed more than a renaissance in study interest of recent. Correctional education is expected to give inmates a sense of direction and build their capacity to acquire skills that will make them become productive members of the society while the correction system is also expected through a

well-tailored reentry programmes to inculcate basic moral values and attitudinal changes that will make offenders become law-abiding citizens on the outside world<sup>7</sup>.

Corrections as the name implies, are generally conceived as corrective institutions- this is the prime objective of establishing corrections all over the world. Corrections are usually structured to identify and address the peculiar problems of each inmate. Similarly, researchers noted that literacy and other vocational and moral programmes have been found to significantly reduce the rate of recidivism and as the name implies are generally conceived as corrective education – in countries worldwide<sup>7</sup>. Correctional education by every means is a term that signifies a wide range of educational functions performed inside the corrections. The biggest objective of correctional education is to decrease the rate of recidivism – to assist the offenders achieve self-sufficiency so as to be fully re-integrated into their communities and become functional, productive and vibrant members of the workforce of the same community while making their families proud of them again in the society. The educational programmes include academic, vocational and general knowledge. The idea behind such development is to prepare the inmates for successful life adjustment outside the corrections. Correctional education is a concept provided and completely managed by the correction authorities<sup>8</sup>. According to this study, correctional education is the kind of education fashioned for correction inmates to enable them depart the correction facility highly literate as well as acquire skills to be in a position of either creating employment or getting a decent but meaningful employment. In consonance with the definitions above, correctional education is the deliberate and well-designed training for offenders to make them literate and highly skilled and become appreciated members of the community through their productive contributions upon release.

There are several obstacles that correction inmates may face upon their release from corrections, including the prospect of unemployment. A lower level academic attainment and

a lack of vocational skills can hinder efforts to find a job and make a decent wage among the ex-offenders upon their release from prison<sup>8</sup>. According to this study, the major factors associated with offending and recidivism among ex-prisoners are poor employment prospects, weak skills, stigmatization and low education levels among others. Discharged prisoners often find themselves unemployed and sometimes stigmatized and treated as social pariahs. These social problems among ex-prisoners and rejection against them by the society, sometimes forces them back to crime and lead to their repeat incarceration.

Reentry is the final undeniable consequence of imprisonment<sup>9</sup>. Apart from those who have been condemned to a lifetime in jail, the ones on death row or those that will die of natural causes while serving their sentence, everyone placed in confinement will eventually regain their freedom. As large numbers of ex-offenders continue to make their way back into the community from correctional facilities, the biggest concern for criminologists has been how best to help reintegrate the ex-convicts into society and reduce the likelihood that they will return to illegal activities which leads to recidivism<sup>10</sup>.

Nigerian corrections hold over 65,000 individuals at any given time in its' 240 establishments across the country and almost every one of these individuals will return to their community once they have been found innocent or complete the sentence imposed for their unlawful conduct. For our justice system to succeed in achieving its goal of increased public safety, it must take steps to ensure that these individuals are able to become successful and contributing members of their community<sup>2</sup>.

Without a doubt, the pathway of reentry can be guided by factors such as the offender's participation in formal and vocational trainings, drug and alcohol treatments, religious interventions, moral classes and counselling sessions but reentry as a function, is not a consequence of any programme participation. Reentry naturally takes place when the period of incarceration by law has been served, meaning that for those who have done their time,

going home is not an option, naturally, it becomes a right. 'Reentry', is eventually experienced by every individual spending a specified time in the corrections, in any federal facility and either as adults or juveniles<sup>3</sup>.

The process of departing from crime, which is now known as transition from crime to conformity, the simplest explanation for the word "desistance" has become the most difficult task and issues which has culminated in a foundation of criminological theories with focus on what makes individuals become criminals rather than how they return from criminality<sup>4</sup>. However, because people often begin from the position of conformity, it has now been argued that the latter should be a more cogent concept to study<sup>11</sup>.

Correctional education and reentry programmes are crucial services rendered in corrections to reduce the possibility of recidivism and ensuring that ex-offenders leaving the Correctional Service custody are given the chance to work towards earning a living and becoming useful to the society. Although there may be steps taken to checkmate the barriers to reentry, the process of returning home after serving a sentence in jail can be an arduous task for any ex-offender, it must be admitted. That is why it has become a crusade for access to correctional education and reentry programming as a reintegration process to become a necessity for all offenders irrespective of age, sex and literacy level and must be introduced from the first day in the corrections till the confirmed day of release while transitional services should be provided once the ex-offenders are released into the community<sup>10</sup>. These more than obligatory steps are taken so as to prevent crisis situations resulting in poverty, homelessness, unemployment, substance abuse, inadequate medical and mental health and in far too many instances, a return to jail<sup>11</sup>.

Most reentry programmes begin with offenders during their imprisonment though they often differ in services and structure provided and inmates served<sup>12</sup>. While most programmes

concentrate on aiding participants with identified needs, particularly substance abuse and sexuality orientation, housing or employment, other programmes include multiple activities to respond to the pressing needs of participants. Those activities should include the development of an appropriate service plan for offenders identified as being at greater risk of recidivating; the availability of round the clock parole supervision, proper case management and after release monitoring, linking the freed offenders to treatment programmes outside of corrections and equally giving due attention to the prevention of substance abuse and proper mental health treatment<sup>13</sup>.

In spite of their differing variations bothering on dimensions by far too many to enumerate, offender reentry is always measured, as strategic for the criminal justice system. For example, investment in transitioning of offenders from corrections to the community is now considered as rational governance that can improve public safety and the lives of ex-prisoners<sup>14</sup>. Also, prisoner reentry programming can be a useful tool to curb drug use and other antisocial behaviours and thereby improve societal health and safety of the citizenry<sup>14</sup>.

## **1.2 Statement of the Problem**

Despite the fact that in criminological research, desistance studies have become more popular and its place as an area of study established under criminal careers as an umbrella, to the best of the researcher's knowledge, research works on Desistance outcomes in the Nigerian Corrections are scarce. There is dearth of empirical researches on how Correctional Education and Reentry Programmes lead to the achievement of Desistance amongst the previously incarcerated individuals in the Nigerian society, especially, in the South-South region of Nigeria (despite being established as a volatile region). The consequences of low desistance behaviour among ex-offenders are indeed dire and they are implicated on individuals, families, institutions and the society at large. This study therefore, investigated

correctional education and re-entry programmes as predictors of prisoners' desistance in South-South, Nigeria.

### **1.3 Aim and Objectives of the Study**

The aim of this study is to investigate Correctional Education and Reentry programmes as Predictors of Prisoners' Desistance in South-South, Nigeria.

Specifically, the objectives of this study are:

1. identify the various correctional education available to prisoners in the Nigerian Correctional Service.
2. ascertain the level of participation of prisoners in the correctional education being organized by the Nigerian Correctional Service.
3. identify the kinds of reentry programmes being carried out by the Nigerian Correctional Service.
4. examine the joint prediction of correctional education (literacy and vocational) on prisoners' desistance in South-South, Nigeria.
5. determine the relative prediction of literacy and vocational education on prisoners' desistance in South-South, Nigeria.
6. determine the joint prediction of reentry programmes (faith based and non-faith based) on prisoners' desistance in South-South, Nigeria.
7. examine the relative prediction of faith based and non-faith based programmes on prisoners' desistance in South-South, Nigeria.
8. examine the joint influence of correctional education and reentry programmes on prisoners' desistance in South-South, Nigeria.

9. determine the relative influence of correctional education and reentry programmes on prisoners' desistance in South-South, Nigeria.

#### **1.4 Research Questions**

In order to achieve the objectives of study, the following research questions were generated.

1. What are the correctional education programmes available in the Nigerian Correctional Service?
2. What is the level of participation of inmates in the correctional education programmes being carried out by the Nigeria Correctional Service?
3. What is the level of participation of inmates in reentry programmes being carried out in the Nigerian Correctional service?
4. What is the state of desistance among offenders in South-South, Nigeria?

#### **1.5 Hypotheses**

The following hypotheses were formulated to guide the study:

H<sub>0</sub>1: There will be no significant joint prediction of correctional education (literacy and vocational) on prisoners' desistance in South-South, Nigeria;

H<sub>0</sub>2: There will be no significant relative prediction of literacy and vocational education on prisoners' desistance in South-South, Nigeria.

H<sub>0</sub>3: There will be no significant joint prediction of reentry programmes (faith based and non-faith based) on prisoners' desistance in South-South, Nigeria.

H<sub>0</sub>4: There will be no significant relative prediction of faith based and non-faith based

programmes on prisoners' desistance in South-South, Nigeria.

H<sub>05</sub>: There will be no significant composite prediction of correctional education and reentry programmes on prisoners' desistance in South-South, Nigeria.

## **1.6 Significance of the Study**

The study is expected to present a new body of knowledge in the education sector, as the results will be of benefit to prisoners, ex-convicts, Correction officials, government and the society.

The overall problem of managing inmates' population has inherent importance, as it impacts the socio, the stability and the economic growth of any nation. The result of the study therefore will advance understanding in academia, not only by putting value to the Nigerian Correctional Service, it will, through the criminal justice system, assist the Nigerian Population Commission in the planned census programme and eventually reflect on the entire Nigerian society. As seen previously in Nigeria, all efforts at successfully reintegrating ex-offenders into the society after serving time in incarceration have not yielded the desired result. This has heightened the call for a holistic model of previous offender's reintegration programme across Nigeria. The study seeks to expedite the arrival of such holistic and eagerly anticipated model.

Lessons from the study may answer the fundamental questions with regards to the way in which skills acquisition programmes can contribute towards the rehabilitation of offenders in Nigerian Corrections and their subsequent re-integration into the society upon release. The offenders will benefit from the study because training in the vocations selected for them will be based on the recommended and identified criteria, while motivation to learn some functional skills useful upon discharge will be at its optimum. The inmates undergoing the

correctional education programmes will in another way benefit from the study because based on the outcomes; the Nigerian Correctional Service could make serious efforts to provide those tools, equipment and instructional materials identified by the study as not adequately available for the training programme. Making available these facilities tends to increase the desire of the correction inmates to acquire these skills. The outcome of the study tends to benefit the instructors of the correction vocational training programme as well because they could make do with the identified instructional methods, recommended techniques as well as models to effect instructions properly and purposefully. The approach will also be useful to the correction inmates as the new instructional methods, if put to proper use, should assist in the acquisition of skills with little or no difficulties.

This study will help the Correction authority to identify and utilize those favourable managerial and social factors that can enhance the operations of the vocational training programme in the Nigerian Corrections. The result of this study could also inspire the Correction authority into restructuring those needed facilities in the technical, agricultural and home-economic trades where inmates will desire to acquire functional skills that can help to rehabilitate them when discharged.

Information dissemination about career opportunities is another responsibility of the correction instructors. The significance of this is that the outcomes of the study and follow up recommendations could now become a source of occupational instruction information for the correction officials whose responsibility is to make available the vocations in demand in their immediate community available in the corrections. In the case of discharged offenders despite participating in the correction education programme not being able to go into self-employment or failure to secure work in the particular vocation of training, the outcome of the study will assist to identify the factors responsible for such shortcomings. Those

information can be the guide for the instructors from the Nigerian Correctional Service to readjust the content of the programme in a way that will be of benefit to the discharged offenders who ought to have been reformed by the acquired skills from the vocational training programme in those specific areas. This Study is also expected to become the springboard for future research in rehabilitation, reformation and reintegration of offenders in Nigeria, Africa and indeed the world in general.

### **1.7 Scope of the Study**

The study focused on the correctional education and reentry programmes of the corrections in South South, Nigeria. The study covered Akwa-Ibom, Bayelsa, Delta, Edo and Rivers States medium corrections in the South-South states of Nigeria. Participants in the study included male and female correction staff of the medium corrections in the South-South states of Nigeria as well as selected ex-offenders.

### **1.8 Limitation to the Study**

A major limitation was finance; there was no outside funding for this research. Another area of limitation is the bureaucratic bottlenecks encountered in getting approval from the Correctional authorities that delayed the research. Some restricted access to total and correct information on the subject areas could possibly have limited the accuracy or validity of the internal data used. Records from the corrections were kept largely manually on registers while some officials in the corrections were politely uncooperative. Also, the precision of information released on the ex-offenders is not totally guaranteed because of the absence of technologically proven records in the corrections to validate the ex-offenders' detailed data. In spite of these limitations, the findings of the study are adjudged to be valid.

## 1.9 Operational Definition of Terms

The following defines the operational terms that were used in the study

**Corrections:** an institution for the confinement of persons who have been remanded

in custody by a judicial authority or who have been deprived of their liberty following conviction for a crime.

**Correctional Education:** implies the rehabilitation and reformation programmes in institutions of corrections.

**Desistance:** The state of the ex-offender going through a long period of non- re-offending and becoming law abiding in society.

**Prisoner and Inmates:** Refer to anyone who has been deprived of his liberty or freedom against his wishes and is confined due to forcible restraints and captivity.

**Correction Officers:** officials who supervise inmates in Corrections, remand centers and young offenders' institutions.

**Reentry:** A wide-range of programmes and approaches that focus on offender behavioral modification through holistic treatment, which begins during incarceration and continues following release.

**Reformation:** This concept implies an attempt to change for the better the psyche and orientation of the criminal.

**Rehabilitation:** It is the action of restoring someone to health or normal life through training and therapy after imprisonment, addiction or illness.

**Reintegration:** to bring the prisoners back to society redefined and properly rehabilitated.

**Skills Acquisition:** This refers to the various skills that are taught in the rehabilitation programmes to enable the inmates to be able to read, write and learn skills that will be of ben

**Social Reintegration:** means reuniting ex-prisoners with family and community upon hand over by the correction authorities.

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## **Chapter two**

### **Literature Review**

This chapter discusses previous research works that is related to the present study. It is reviewed according to research variables, objectives, questions and hypotheses. The review is carried out under the following sub headings.

#### **2.1 Conceptual Review**

2.1.1. Corrections

2.1.2. Correctional Education

2.1.3. Reentry

2.1.4. Desistance

#### **2.2 . Theoretical Review and Framework**

2.2.1. Humanistic Theory

2.2.2. The Restorative Theory of Punishment

2.2.3. The Good Life Model

2.2.4. Risk Need Responsivity (RNR).

2.3. **Review of Empirical Studies**

2.4. **Conceptual Framework**

2.5. **Summary of the Reviewed Literature**

**2.1. Conceptual Review**

This paper seeks to appraise the various government programmes and apparatus instituted within the Nigerian Corrections to reform and rehabilitate law offenders with the intent of reintegrating them back into the society as law-abiding, self-sustaining and contributing members of the community.

**2.1.1 Corrections**

A new dawn was witnessed in the annals of the criminal justice system in Nigeria as recorded in the Daily Post of Tuesday, August 14 (2019) when the Nigerian Prisons Service (NPS) officially became the Nigerian Correctional Service (NCS) through a bill signed into law by the President of Nigeria, Muhammadu Buhari on August 13, 2019<sup>1</sup>.

A correction is a confinement meant for criminals or offenders awaiting trials or already convicted. All the land space, house and all other structures earmarked to serve the purpose of detention inside the institution, forms the corrections as an entity. Every society have their own correction justice system and corrections have been in existence under different civilizations since human existence<sup>2</sup>.

The prison system was a part of pre-colonial Nigerian communities and societies even before the start of British colonial rule<sup>2</sup>. Between the Nassarawa in North-Central Nigeria, as well as the Hausa in Northern Nigeria, the tradition, usually a way to expose a common thief, meant that individuals are kept inside stocks, by the compound belonging to the victim and left until he or she is redeemed by his family or released by the community head. In the case of the Igbo speaking people from the South-East, family members make use of chains to detain the individual who committed murder while a diviner is consulted to ascertain the reasons why such a crime, considered abominable in the society, had been committed. In the South West, the Yorubas held debtors in detention at a place referred to as tubu, a word which means corrections in the local dialect. It was such a widely accepted practice so much every chief regarded as head in the community, had his tubu for offenders. The offences, under different categories for which a criminal could be so detained, includes but not limited to drunkenness and disobedience. The “Ogboni Society”, a secret cult in Yoruba land, detained criminals in their tubu for offences ranging from ritual murder, burglary and witchcraft. The “Ewedo” was a recognized place amongst the tribe from Edo of the Mid-Western region for holding criminals until they were released into slavery or discharged to be claimed by relatives. In the Middle-Belt region, the Tiv’s deal with offenders by first making them agree to an imprisonment sentence following an admission of guilt. So for indigenous Nigerian societies, corrections were designated places for detaining offenders whilst undergoing trial and further investigation. They were not serving as punishment centres after sentencing like the new era corrections<sup>2</sup>. During the pre-colonial era, the Muslim emirates in northern Nigeria, saw incarceration as a discretionary punishment (ta’zir) going by the Islamic law. It was utilized for penal purposes and as a tool for political suppression after the Fulani invasion of the 19th century. In Sokoto, there existed an ancient prison where offenders were kept in a crowded building with other offenders. The most hardened criminals got kept at the middle of the

corrections dugged like a dungeon. On a whole, crime in pre-colonial Nigeria, was pegged at grave violations of standard practice, behaviours, traditions and customs in the different communal groups. What was locally regarded as an offence or crime, included abominable behaviours such as theft, murder, rape, adultery, incest and suicide. The meaning of abominations was different according to diverse Nigerian cultures. Those who commit any of these offences in any of the crime categories, got punished by the laws of the community. For instance, anybody who committed suicide was punished through the denial of a decent burial<sup>2</sup>. The organized correction system began in Nigeria from the colony of Lagos in 1861 and joined by the Northern Protectorate in 1900<sup>3</sup>. It was based directly on the existing penal practice of the English. Mainly, incarceration was initially custodial and not meant to be punitive. The prisoners were well fed, comparatively with the situation of prisoners today. They were treated humanely and thus attempts at jailbreaks were at an all time low<sup>4</sup>. As a prerequisite for the establishment of a correction, there must be a law court and a Judge to preside over such a court. As a consequence in 1861, Barch Freeman was given the responsibility of constituting and appointing judges and other important officers. In 1967 it was on records that the Broad Street correction, established in 1872 in Lagos central, accommodated only 300 prisoners; before the promulgation of the 1876 correction ordinance. Later in the century, the colony extended its sphere or influx to absorb neighbouring towns and villages and correction organisations became introduced to them. The correction system were all fashioned closed to the British system. Correspondingly, the period 1891-1901 saw corrections being established in Calabar, Asaba, Sapele, old Benin and Degema, all under the police department. The police were stopped from administering the corrections in 1920. In 1914, immediately after the amalgamation of the Northern and Southern Protectorate Nigeria by sir Lord Lugard, the merging of the corrections in the North and South was carried out. That was what led to the formation of the initial 5 Nigerian Correctional Service. That led to

the formation of the ordinance correction of 1916 and 1917 correction regulation which formed the uniform standard correction administration in use till this date. The ordinance appropriated to the governor, extensive enough powers for the establishment and running of corrections administration in Nigeria<sup>5</sup>. As an example, the governor became empowered to pronounce any building in any region or province a correction and as well make the regulations for administering the correction. He was sanctioned with enormous power to appoint the director of corrections and any other necessary official who were to be responsible for the day to day running of the corrections system. The Director of Corrections would, in turn, take charge of prisoners and staff clothing, discipline and oversee the general organisation. It was noted on record, the establishment of three categories of corrections in the South of Nigeria: a divisional correction for short term prisoners serving less than six months, a provincial correction for those serving less than two years imprisonment and a convict correction for offenders serving more than two years. For the Northern part of the country, different local authorities ran the corrections at the local level, normally under the supervision of a "Yari" (in Hausa) known as the chief warder who was working under the supervision of the Northern Inspector General of Police<sup>3</sup>. Conditions however became deplorable in most corrections, with high death rates recorded, bringing about the setting up of a commission of inquiry in 1920 to run an inquest into conditions in the corrections. The report of the commission, after thorough investigations, led to some far reaching decisions leading to further developments in correction administration in Nigeria. The report revealed that a lot of the correction administrators were ex-service men with no or little previous experience in the correction service; both young and adult offenders were lumped together and the effect on the former was neither in their best interest nor that of the society. As a consequence, a Borstal institution for boys less than sixteen, who had been convicted of offences punishable by imprisonment, was established at Enugu in 1921<sup>6</sup>. Many Britons

became the Director of Corrections from October 20, 1920 to October 1st 1961. Mr. C.W. Duncan became in charge of the Corrections from October 20, 1920 to November 1, 1921; Lt. Col G.L Salier from November 2, 1921 to March 30, 1925; F.W. Garvey from March 31, 1925 to May 18, 1932 and Col V.L Mabb, who was Director of Corrections from March 19, 1932 to July 3, 1946. From 1946 to 1954, Mr. R. H. Dolan assumed office as the Director of Corrections and his time was unique in different ways<sup>7</sup>. He was the first Director of Corrections with appreciable experience in correction administration. From correction lecture notes, Mr. Dolan established the philosophy of reformation and rehabilitation and created guidelines for its operations and how all can be realized. To ensure that staff followed the guidelines, he made sure to move the headquarters to Lagos, making it become the central and the focal point of the corrections service. It was during the Dolan Era that more educated staff were employed while through enhanced training, increased productivity was achieved. For the offenders, prisoners' classification was carried out while educational and vocational programmes were created. To achieve the rehabilitative idea of reformation and reconciliation, to attend to the spiritual and moral needs of the inmates, Dolan appointed Christian chaplains and Muslim scholars to preach to the inmates so as to complement the efforts of the correction service. Relatives of the prisoners' were also encouraged to pay family visits to the inmates to maintain family ties and relationship. In 1947, he introduced what was then known as earning scheme for first offenders serving long-terms but had completed two years out of their sentences. Half of such earnings were saved on their behalf while being allowed to spend the rest on a few items like soap, tobacco or kola nut for their personal enjoyment. Dolan's time as Director of Corrections witnessed great changes on correction system welfare. Correction warder's training school was opened in Enugu and providing barrack accommodation and introduction of special allowances for warders were some of the benefits from the Dolan era. Dolan retired in 1954, but he he had set the pattern

of reformation and rehabilitation before leaving but these could not be sustained as such projects were crippled by lack of onsite facilities and poorly trained personnel. His retirement signaled the end of the golden era of correction administration in Nigeria. Mr. C.M. Carew replaced Dolan in 1954, but his time was occupied with arrangements towards self-rule by which the smooth running of the correction system was not considered a major priority. However, Carew's tenure witnessed the recruitment of cadets into the service to be eventually absorbed into the system. In 1959, the Federal Correction Service was absorbed under the Ministry of Internal Affairs. C.M. Carew retired in 1961, a year after Nigeria's independence. Mr. W.G. Francis was acting Director of Corrections for a ten month period from January 10<sup>th</sup>, 1961 to October 1<sup>st</sup>, 1961 before he handed over to Chief F.S. Giwa Osagie, the first Nigerian to climb to such position (3rd October 1961 to 30 April 1972)<sup>7</sup>. In 1992, the Nigerian Correctional Service status was raised to that of a strategic and important security agency. There was thus a paradigm shift from the civil service to a paramilitary service under the Ministry of Internal Affairs under the direction of the Custom, Immigration and Correction Services Board. The institutionalization of incarceration, by centralizing the criminal justice in Nigeria, helped in shifting from safety of the community in pre-colonial times to security for the state in contemporary times<sup>8</sup>. Presently, the Nigeria Correctional Service has six directorates, created to enhance and facilitate specialization and institutionalization of the criminal justice system in Nigeria. The directorates comprise of:

1. Operations;
2. Administration, personnel management, and training;
3. Finance and supplies;
4. Inmate training and productivity;
5. Medical and welfare services; and
6. Works and logistics.

Each directorate is lead by a Deputy Controller General (DCG). At the top of the pyramid is the Controller General (CG) of corrections, the chief executive of the service saddled with the responsibility of formulating and implementing penal policies. He answers to the President of the Federal Republic of Nigeria, through the Minister of Internal Affairs. There are eight administrative zonal commands in Nigeria for proper supervision and coordination. Each zone is led by an Assistant Controller General (ACG) of corrections, just next to the Deputy Controller General of corrections, the head of the directorates at the headquarters. Following the Assistant Controller Generals, each state command is led by a Controller of Corrections, who determines all the activities of the various correction formations from the State level. Correction is regarded as a place where the inmates are rehabilitated, reformed and reintegrated back into their communities to live a life free of crimes. Correction is a place where criminals are incarcerated to be rehabilitated and reintegrated into the community<sup>9</sup>. During the colonial period, prisoners were used for activities like road repairs, reclamation of the lagoon land, conservancy etc. The conditions in the corrections were moderately normal as inmates slept on mats in wards. The working hours were from 6am to 4pm with a break of one-hour in between<sup>9</sup>. The system flourished without a formal legal instrument for the first fifteen years of the British prison administrative system. The institutionalization of Nigerian Corrections gave credence to the penal system which has given way to more problems than solutions because there are now more awaiting trial inmates than convicted offenders. This has also led to congestion in the corrections, inadequate correction workers, poor feeding and insufficient physical and health facilities for both the correction workers and the inmates. Correction coordination in the world over is guided by the benchmarks of United Nations (2011) standards and norms on correction reforms and it welcomes the removal of all forms of discrimination against women and children, safeguarding and guaranteeing protection of

the rights of those on death row and eradication of any inhumane form of treatment of prisoners round the globe<sup>10</sup>.

Corrections began all over the world not as ultimate institutions for punishment and correction but initially as institutions for the custody of persons caught up in the criminal justice systems awaiting trial or the execution of their punishment such as whipping, banishment and death. However, in the mid-nineteenth century, the function of the correction as short-term custodial facilities changed in Europe and North America to institutions for ensuring punishment, penitence and correction of the offender. By the time the first correction was built in Nigeria in 1872, the correction had assumed this new role<sup>5</sup>. The establishment and growth of the corrections in Nigeria is backed by various statutes from the colonial period to the present. Among these statutes are the Corrections Ordinance of 1916; Laws of Nigeria 1948 and 1958 and the Correction Act No. 9 of 1972<sup>12</sup>.

Corrections in colonial Nigeria was not originally designed for rehabilitation or reformation; rather, they were meant to be punitive, thus, prisoners were mainly used for public works and other menial jobs by the colonial administrators as a punitive measure<sup>9</sup>. The end of the Second World War (1939-1945), marked the beginning of a memorable shift in penal ideology, particularly in colonial territories. The emphasis shifted primarily from punishment of criminals to their rehabilitation and reintegration<sup>3</sup>. The struggle against inhuman treatments in the name of punishment in corrections is of historical significance and traceable to the early writers on the correction system such as Beccaria (1738-1794) and Bentham (1748-1832), among others<sup>13</sup>. For Beccaria, (1819:75) “the degree of punishment, and the consequences of crime, ought to be so framed in a way to have the highest possible effect on others but with the least likely pain on the offenders. With this, Beccaria set the background

for deterrent and rehabilitation rather than punishment as the essence of correction institution. The practical and intellectual strength of rehabilitation as the basis of imprisonment has ushered in an era in which corrections now implies “the organization and administration of correctional education as a form of social clinic in which psychologist, medical doctors, social workers, researchers, spiritual workers and others operate hand in hand with the correctional personnel to achieve the best results of transforming the inmates away from being deviants to being disciplined, productive, useful and patriotic citizens”<sup>13</sup>. This approach to imprisonment negates all forms of inhuman treatment in the name of punishment. Scholars in this area wrote that punishment and all forms of inhumane treatments can only bring about breeding and enhancing criminal behavior and recidivists than serving, deterrence, repentance, reformatory and reconciliatory attitudes between ex-convicts and people in a free society to boost confidence in physical and conceptual security<sup>11</sup>. Hence, the goal of punishment by imprisonment in many countries has become custodial rehabilitation.

Since Nigeria was a signatory to the UN Charter, the objectives of the Nigerian Correctional Service are not different from those adopted by the civilized world. Officially, it is claimed that the role of the Nigerian Correctional Service is tripartite in nature. Firstly, the service is responsible for the safe custody of persons legally interned. Secondly, it provides treatment to them, and thirdly, it seeks to rehabilitate them. The philosophy of the Nigerian Correctional Service is that treatment and rehabilitation of offenders can be achieved through carefully designed and well-articulated administrative, reformatory and rehabilitative programmes aimed at inculcating discipline, respect for the law and order and regard for the dignity of honest labour<sup>14</sup>.

All interventions, regardless of their methods, are best delivered as part of an integrated program designed to address an individual offender’s specific issues and challenges. Renewed attention has been given to “strength-based” approaches to make use of personal

and community assets in order to help released offenders face their challenges and successfully reintegrate into the community, including the workplace<sup>15</sup>.

Sequel to the above discussion, the history of correction management can be traced to the progressive evolution of the following approaches:

1. Retributive or Punishment approach
2. Deterrence approach
3. Reformation approach
4. Rehabilitation approach
5. Reintegration approach
6. Desistance approach

The retributive theorists maintain that corrections are places where offenders are punished for the offences perpetrated in society. This is why the adopters of this theory tend not to show mercy to the offenders in the corrections and even in the society in retaliation of the harm and pain inflicted on others. The old prisoners even receive the new offenders into the corrections with brutalization and other forms of punishments as initiation into the correction facility<sup>16</sup>.

The crime level in Nigeria exerted too much pressure on the criminal justice system, which has prompted the government into inflicting tougher measures in dealing with crime in the society<sup>17</sup>. This system of correction management has however backfired, leading to an increase in career criminals and a bloated rate of recidivism, hence the need to look for another approach<sup>17</sup>.

Deterrence is the action taken by countries, states or alliances against other powerful alliances to block hostile reactions. Offenders are referred to by deterrence theorists as individuals who are powerful, perpetuate risky and harmful behaviours or create hostile actions, that should be equally matched with exposure and dehumanizing hard and forced labour in corrections so as to dissuade them from committing crimes in society<sup>18</sup>. Results of findings have overtime

revealed that exposing offenders to all forms of dehumanizing conditions, be it hard or forced labour, even hardens them the more, leading to an increase in the rate of recidivism<sup>19</sup>. Recidivism, is a Latin word from “recidere”, meaning “fall back” literally a relapse into crime<sup>20</sup>. The bane of corrections in Africa is that of overcrowding; forcing correction authorities to keep criminals with totally different crime history in the same cell<sup>21</sup>. This practice, a panacea for correction contamination, has aided inmates in learning from themselves the ways to commit other forms of crimes and illegal practices upon discharge leading to an increase in the rate of reoffending and correction congestion. A life of crime continues inside the walls of the corrections while gangsterism becomes rife behind bars. The current data on reoffending is another indication that the prisoners that are released by the corrections were not adequately rehabilitated<sup>22</sup>. Most of the ex-prisoners return to the corrections within three years of their release, until they enter their mid-forties where the rate of re-arrest reduces considerably. Due to the high crime rate and imprisonment alongside the alarming data on reoffending; almost every programme that reduces reoffending would pass the social cost-benefit tests.

Rehabilitation of criminals is a seriously difficult phenomenon to define and conceptualized. Offenders are separated from the general public and compelled by law to segregate in a society with other individuals for whom it must be stressed, find crime to be a way of life. For most, years spent in confinement will propel them farther into a life of crime but for some, the hard life of corrections and the bitter life learnt, are more than enough deterrence from further committing crimes in the immediate future, if at all. Rehabilitation is a social intervention targeting a change in all aspect(s) of the life of an offender including but not limited to attitudinal change, personality traits, cognitive processes, social relationships, mental health, education and vocational skills and employment<sup>23</sup>. It also objectively aim at altering the offender’s recidivism rate post release from corrections. Rehabilitation in

corrections in Nigeria include educational, vocational and computing. In 2009, Mr. Olusola Adigun Ogundipe OFR, the then Controller General of Corrections, entered into agreement with the National University Commission (NUC) and a Special Study Centre of the National Open University (NOUN) was opened in the Nigeria Correctional Service. The first centre took off at the Maximum Security Correction in Kirikiri, Lagos and five other centres in Portharcourt, Awka, Enugu, Kaduna and Kuje followed suite. As at the time he was serving a life sentence, Tunwashe Kabiru, an inmate from Lagos Centre, earned a postgraduate Diploma in Human Resources Management on 18<sup>th</sup> January 2014, despite serving a life imprisonment without the hope of getting released or securing employment. Most of the inmates who started the programme failed to graduate because they were released from correction and there was no after correction follow up programmes for ex-offenders to further their studies<sup>25</sup>.

Reintegration is the deliberate and systemic programme which enables individuals to be reintroduced back into the society with the purpose of living a law abiding life. Reintegration also involves full and active community involvement of ex-inmates acceptance into the community. Reintegration commences from the correction and is initiated by the correction officials <sup>26</sup>. To reintegrate is to belong and form a part of an entity as a whole. It is important that the rest of the parts receives and accept the one previously missing. To achieve reintegration, every member of the party that belongs to the whole, must accept the one missing part into the gathering and incorporate the one incoming. No matter the effort at rehabilitating an offender, if there were no society acceptance, the chances of reintegration is virtually non-existence<sup>27</sup>. When an inmate, upon completion of time is released from corrections, the re-entry and acceptance back into the community serves as evidence of being reformed and properly rehabilitated in the corrections. Approach to reintegration ought to be holistic to include economic, social, psychological and reformation programmes involving

the government, non-governmental organizations, offenders and their relations, the correction staff, the police and the society as a whole<sup>27</sup>. Reintegration in the corrections can be divided into three phases; assessment, release preparation and post release monitoring for proper reintegration into society<sup>27</sup>. Reintegration of prisoners without achievement of desistance will not be complete. To be free from imprisonment, is to desist from crime. Desistance is a step by step process of transition from crime to no offending involving basic changes in individuals interaction with their social environment<sup>28</sup>. It is a process that leads to an individual resisting the urge to return to a life of crime and ends with complete cessation of such unwanted behaviour. The term prisoner reintegration is referred to as a process by which an offender is released into the community in which he/she belongs with the aim of living life all over again. This kind of offender reintegration programmes are known generally as reentry programmes<sup>29,30</sup>.

In the South African correction, rehabilitation is referred to as the Offender Rehabilitation Path (ORP)<sup>31</sup>. Offender Rehabilitation Path (ORP) is the pathway that an offender is to follow from admission into the correction to the release point. The Department of Correctional Services notes that offender reintegration begins from the point a crime is committed in the community and reported at the police station to be investigated. This is followed by the accused receiving a guilty verdict, imprisonment, rehabilitation and finally reintegration back into society. The objective of prisoner reintegration it should be stressed, is to reduce congestion in the corrections, rate of reoffending and increase desistance for offenders to finally live a crime free life. The manual on rehabilitation, reformation, and reintegration and community follow-up in prisoner desistance arrived from Europe to African countries, including Nigeria. It is a normal principle that the moment a law offender is imprisoned, the individual would be reformed to start behaving in a socially accepted manner

to be reintegrated back into the society. The expectation is that the correction system would assist in correcting the anti-social behaviours of such individuals before their eventual release. A study revealed that rehabilitation programmes in Nigerian corrections are not so effective because of paucity of funds, overcrowding, dilapidated physical infrastructures, lack of trained personnel, inadequate rehabilitation equipment and poor management of the rehabilitation programmes<sup>30</sup>. A different study suggested a wholesome renovation and turn around maintenance of the building structures of Nigerian corrections because the roofs were leaking, the walls falling and shortage of bedding materials for the offenders to sleep. It was noted that reformation programmes could not take place in an unfavourable and comfortable environment<sup>32</sup>. The increasing rate of reoffending and correction congestion are the reasons for this study.

***Nigerian Corrections Population from 2000 to 2018***

<b><i>Year</i></b>	<b><i>Prison Population</i></b>	<b><i>% of Increase</i></b>	<b><i>% of Decrease</i></b>
<b>2000</b>	<b>44,450</b>		
<b>2002</b>	<b>40,048</b>		<b>4,402 (9.9%)</b>
<b>2004</b>	<b>38,999</b>		<b>1,049 (2.62%)</b>
<b>2006</b>	<b>40,953</b>	<b>1,954 (5.02%)</b>	
<b>2008</b>	<b>41,143</b>	<b>190, (0.46%)</b>	
<b>2010</b>	<b>46,586</b>	<b>5,443 (13.23%)</b>	
<b>2014</b>	<b>56,785</b>	<b>10,199 (21.9%)</b>	
<b>2016</b>	<b>63,142</b>	<b>6,357 (11.2%)</b>	
<b>2018</b>	<b>71,522</b>	<b>8,380 (13.27%)</b>	

**Table 2.1.1.1** Source: World Prison Brief (WPB, 2020). Nigerian Corrections Population Trend (2000 – 2018). Institute of Crime & Justice Policy Research (ICPR). London: United Kingdom. Retrieved 22/2/2021 from [prisonstudies.org/country/Nigeria](http://prisonstudies.org/country/Nigeria)

Table 2.1.1.1 showed that the Nigerian correction population was unstable between the year 2000 to 2004. The table also shows a consistent rise in the correction population from 2006 to 2018.

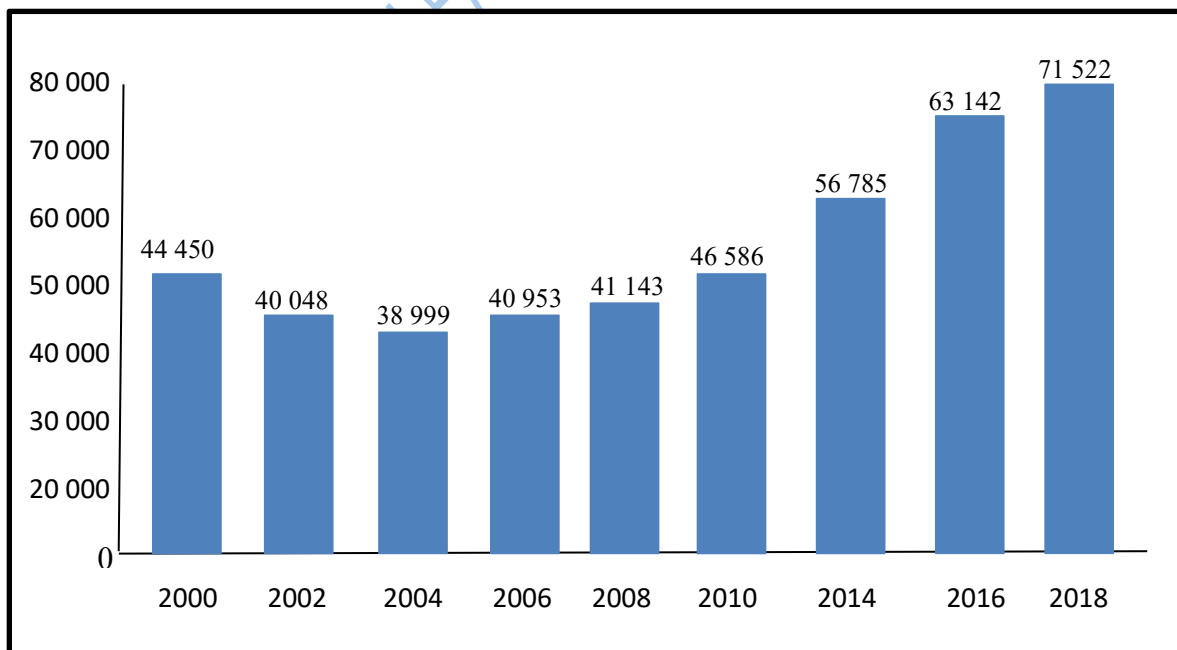


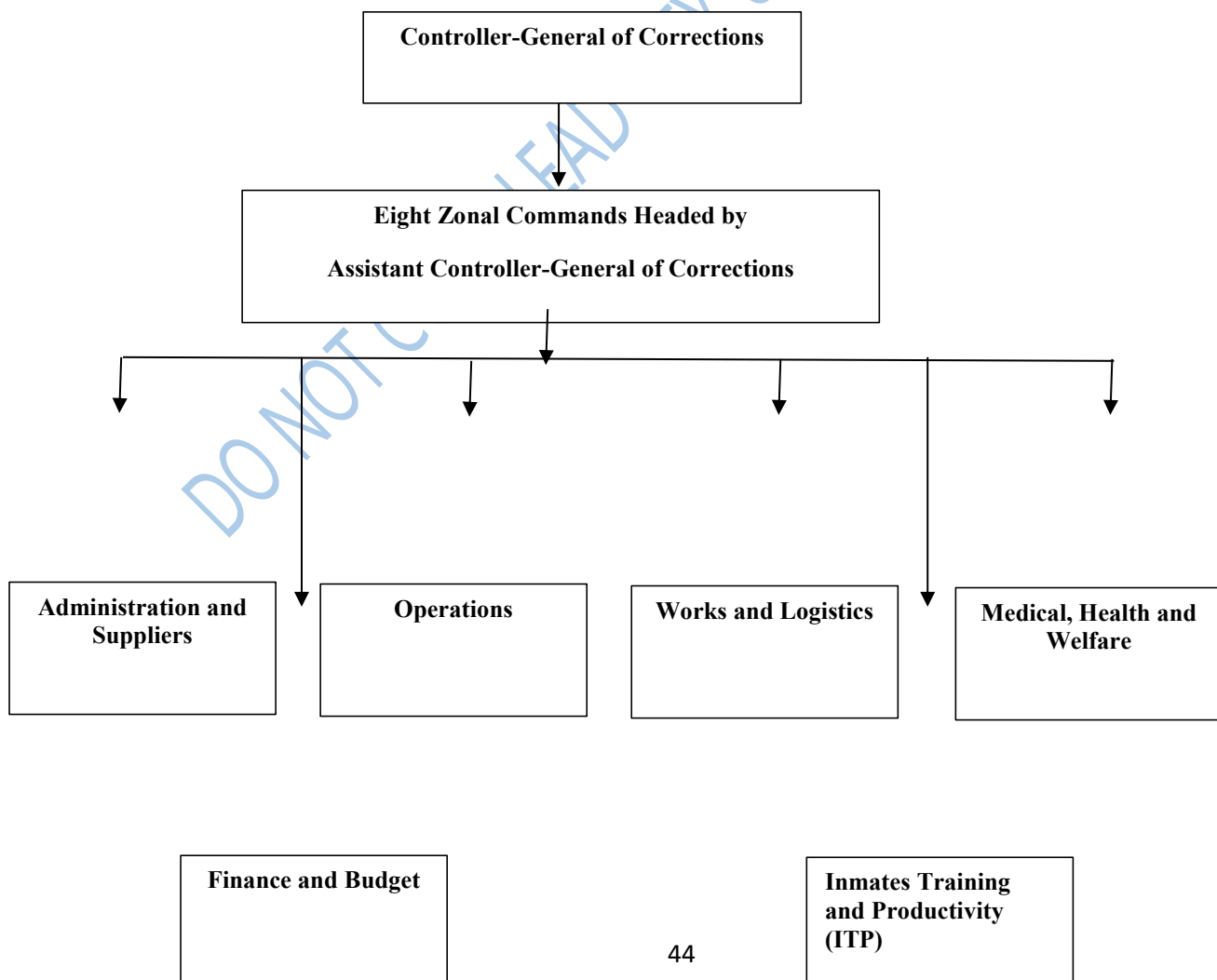
Figure 1.2 Illustration of Nigerian Corrections Population from 2000 – 2018 Source: Adewuyi, T.D.O. (2018)

### 2.1.1.1 Administrative Structure of the Nigerian Correctional Service

The Nigerian Correctional Service presently is made up of six directorates, each led by a Deputy Controller-General of corrections<sup>32</sup>. Eight zonal commands with each having an Assistant Controller-General of corrections as head. The six directorates were created so as to decentralize the roles of the corrections service with a view to ensuring capacity building, productivity, capacity, speed and efficiency. The six directorates are:

- i. Administration and Supplies
- ii. Operations
- iii. Works and Logistics
- iv. Medical, Health and Welfare
- v. Finance and Budget
- vi. Inmates Training and Productivity (ITP)

### 2.1.1.2 Organisational Chart of Nigeria Correction Service



### **2.1.2 Correctional Education**

Just as the laid down principles in UN declarations and other regional agreements translates into policies and practices in different ways and to different degrees, there are variations in definitions of education in corrections. In *Youth and Adult Education in Corrections: Experiences from Central Asia, South America, North Africa and Europe*, a researcher in her introduction, contends that ‘how we define correction education has a fundamental impact on how we develop and deliver correction education’<sup>34</sup>. Going by the fact that many offenders do not have most of the skills needed to join the workforce on release, makers of policies believe that education in corrections should primarily focus on preparing offenders for employment, with a major bias for vocational skills. Some others rejected this thinking, maintaining that corrections education should be approached solely on an adult education approach; as some equally believe that the education should mirror programmes same as offered to the larger community outside the corrections. There are those who are making the case that correction education should be viewed as part of a framework of social justice. Going by the unprecedented numbers of people in corrections who are from minority and largely marginalized communities, some scholars affirm that education in corrections should be part of a consciousness-raising process. This perspective dominant amongst penal and political administrators globally, is that education should be viewed as a tool for reformation<sup>34</sup>. This approach tends to present education in corrections as a means to an end, and not a right, with the end goal being rehabilitation. Featuring prominently in this understanding of education as a means of rehabilitation and reformation, is the elevation of

vocational and skills training as a design to prepare offenders for employment upon their release. Expectedly, penal policy-makers and the government are eager to support this approach to education, which can up skill offenders, make them ready for the labour market and hopefully, prime them for the workforce which will encourage them in moving away from crime. In a study of offenders participating in correctional education in Western Australia, it was discovered that the more classes the offenders attended, the lower the rate of re-incarceration<sup>35</sup>. A similar research in South Africa led to the conclusion that education in corrections, actually transforms prisoners' lives by increasing their self-esteem, self-worth and confidence. The researchers arrived at the conclusion that correctional education transforms offenders into law-abiding and productive citizens upon discharge<sup>35</sup>.

Out of a total of 57 research studies that examined cases of recidivism and 21 studies that assessed employment following participation in education programmes in corrections, 28 per cent was discovered less likely to re-offend compared with those who did not participate in the programmes. The downside to the discovery is that the reduction in the rate of reoffending did not always lead to gainful employment upon release. Individuals who voluntarily did not participate in corrections education were as likely to obtain post-release employment as those who actually did. The weight of a sentence far outweighs a prisoner's educational achievements while imprisoned<sup>36</sup>. In spite of this, it was still agreed that this demonstrated the value of providing prisoners 'with educational opportunities as they serve their time if the objective of the programme was to reduce recidivism'. Meanwhile, education in corrections have been met with strong criticisms in the outside world for tilting more towards employment training. Critics argued that the educational needs of offenders can become subsumed into the requirements of employers. It was contended, that 'much of the employment-focussed training provided in corrections in some countries does not involve education as it is seen generally in the field of adult education, or indeed "correction

education” as interpreted by the Council of Europe’. The arrived conclusion was that while the corrections in England had a ‘nationally agreed strategic approach to accessing lifelong learning, ‘there are concerns that employment goals overrides other legitimate goals of lifelong learning, such as personal fulfillment, active citizenship and social cohesion<sup>36</sup>.

Without a doubt, education and training in their own right are both important, several researchers are of the opinion that ‘education’ and ‘vocational training’ are often times used interchangeably in a penal context. They are adamant that there are significant differences that needs to be considered between the two terms<sup>37</sup>. They referred the term ‘education’ to mean all kinds of formal and informal education for individual development that may lead to vocational outcomes, but not specifically aimed at employment. ‘Vocational training’, on the other hand, also imbibes the culture of individual progression, aimed at learning a particular skill for specific types of employment. The researchers were able to identify benefits from all forms of education and training in correction contexts. In their dissection of theoretical models of education and training, they were able to put into consideration amongst others, ‘the best way to establish a learning environment in corrections with the capability of engaging offenders in education; so as not only to be employed, but with a positive pro-social identity, encouraging active participation<sup>37</sup>.

Just like all other forms of education, especially those grounded in community and adult contexts, pedagogy in corrections takes place in the arena where educators and learners meet. Whilst this may be located physically in a correction, an educational programme which follows a dialogical method, can also create a space where learners can be free to consider ideas in different contexts. The result may end up being more liberating than following a text, reading a play or considering a historical event. In this space, the learner becomes more than a student obtaining knowledge and accumulating skills, but instead develops the capacity to locate the acquisition of this knowledge in a wider context. This process can be

transformational, and has been observed in numerous spaces where learners become increasingly conscious of how they are treated by society, e.g. because of their race, class, gender, history and present circumstances. Such a process can transform an individual's worldview; in this context, education in correction becomes part of the process of consciousness-raising. 'In a situation where the systems don't encourage imprisoned male or female offenders to challenge the social order,' 'many college-in-correction programmes assists their students become facilitators of peace, justice, social engagement, taking action to challenge individual and institutional violence, becoming spokespersons for their communities, and succeeding where the system had told them they were failures'.

Families, communities and societies derive benefits from groups of individuals who participate in education, inside and outside of corrections. Incarceration is basically about exclusion – from family, friends and the community whereas Education, on its own, is about inclusion. Navigating the dichotomy and creating space for which prisoners can engage in education in place of coercion shows that the provision of education in corrections will always be challenging. Structural and institutional impediments to the creation of positive pedagogical spaces are inherent in a coercive environment. Nevertheless, inspite of the difficulties, students achieve success in education in penal institutions. Schools in corrections offer educators and learners the opportunity to participate in pedagogy together. The process can be challenging and as well be rewarding, but, essentially, it becomes potentially transformative <sup>38</sup>.

There are differences in education across jurisdictions and countries. There are well established differences in practices, philosophies and programmes across the range of jurisdictions, there are also common characteristics that link the practice of education in corrections worldwide. Despite differences at the geographical, cultural and policy levels, educators in penal institutions around the world face similar challenges as they adopt

innovative strategies and approaches and strive to overcome the complexities of teaching in coercive environments.

In Nigeria, one of the most evident and characteristic traits of inmates in the corrections has been their educational deficiency<sup>34</sup>. The greater number of inmates are from the lower socio-economic rungs but rather than getting improved, this lower class status remains the same from the lack of adequate educational services in corrections and communities and by the lack of programmatic alternatives to incarceration. As high as eighty percent of the inmates inside most of the Correction Service are illiterates, more than fifty percent of the incarcerated adults are drop outs<sup>35</sup>.

Using Malcolm X as a reference, most of the offenders only first became aware of the power of education while in corrections. Some discovered that they must be better educated so they became politicized, either by the self-learning process or by attending classes in the correction school and immediately evolved into community leaders, both from the inside or from outside the correction. Some even help out during their time in correction by further educating others inside and livening up political and social awareness among the wider correction population<sup>36</sup>. As can be deduced from the outlined debates above, education in corrections is not yet a settled concept. While there may be significant differences in how education is defined, the Mandela Rules maintain that corrections should provide those confined therein with a holistic suite of educational opportunities. Further, the concept of education used here is framed around the values and principles laid down in international declarations and treaties – in particular, UNESCO declarations on lifelong education – within an adult education approach and based on the right to education for all<sup>37</sup>.

### **2.1.2.1 History of Correctional Education**

Education in the corrections is as old as the institution itself. So much a debate has been raised over the arrival of the modern correction and its intention to punish, discipline and control<sup>37</sup>. Early discussions detected a degree of convergence between the objectives of the modern penal institutions and those of education in corrections: personal change and transformation of the individual, particularly in the form of what is today loosely termed 'rehabilitation'. The early penal innovators, promoting corrections as a humane form of punishment, wanted education to play a role in their institutions, although there was not always an agreement over the type or nature of tuition that should be made available. Some argued in favour of religious instructions, to support offenders to change their immoral ways, quit the life of sin (i.e. criminality) and transform into law-abiding citizens. Others stressed that offenders should be equipped to work hard, thereby allowing for personal transformation. Indeed, even as most believed that punishment is transformational in itself, with the experience of isolation through detention providing an instructive opportunity for reflection. That period between 1787 and 1875 was called the Sabbath school period and corrections were focused on the goal of reshaping the criminal through penitence. As initially intended, penitence was to consist of Bible study and reflection in solitude<sup>38</sup>. Equating education with religious and moral training was not a new concept in education; religion was a consistently dominant orientation in the first public schools. The three "R's" were taught in the new penal system: religion, reading, and "riting". These three educational fundamentals were not taught for their separate value, but as a means for learning discipline and reading religious writings<sup>38</sup>. In 1787, concerned citizens of the Pennsylvania Quakers founded the Pennsylvania Correction society and built the first correction in the United States<sup>38</sup>. The period 1876 to 1900, is marked by Zebulon Brockway's tenure at the Elmira Reformatory. In the last half of the 19th century an extensive reform movement occurred which began to question some of the basic tenets of contemporary penal philosophy. The conception of the criminal as

immoral shifted to a more complex view in which the criminal was not simply a sinner, but deficient in additional ways: intellectually, psychologically and vocationally. A more sophisticated penal routine was required for his/her reformation. Some of the changes implemented in penal systems of this period were separation of young and adult criminals, the establishment of juvenile courts and reformatory systems and the introduction of indeterminate sentences. It was at this period in time that educational and vocational training programmes became more available and formalized for a large number of offenders; as educational skills were now accepted as having some great values of their own<sup>38</sup>.

Although correctional education became popular in the twentieth century, its history predates the emergence of the modern correction in the early 1800s. A penal education historian, Thom Gehring, maintained that there is a 'hidden heritage', and that historical accounts did not put into cognizance, a number of highly progressive and radical practices that was available, long before the professionalization of pedagogy in corrections<sup>36</sup>. Notable innovators include Elizabeth Fry (1780–1845), a middle-class and well-connected English Quaker. She began organizing educational activities at London's Newgate Correction in 1817. In 1840, Alexander Maconochie (1787–1860) became the Governor of Norfolk Island, a prison island in Australia. He believed that cruelty debased both the prisoner and the society inflicting it. Punishment should not be vindictive, but a means of enabling a prisoner's social reformation. Maconochie instituted many progressive programmes, such as the 'mark' system: the more marks a prisoner earned, the shorter the sentence. In the twentieth century, countries across the world adopted his innovations as progressive penal policies. Janie Porter Barrett (1865–1948) opened the Virginia Industrial Home School for Colored Girls, with support from many black and white women. Its programme of self-reliance and self-discipline offered academic and vocational instruction, and focused on providing social support for women at risk<sup>36</sup>. By the early 21<sup>st</sup> century, almost every jurisdiction in the globe had introduced some

form of education into its corrections, with a lot of regions creating their own professional organizations. From the turn of the 20th century a new force emerged from the correction education world. As a result of the industrial revolution, cities were growing in sizes and numbers; the level of educational skills needed of the labour force was increasing. The period from 1901 to 1929 witnessed many major correction reforms, involving libraries, different reformatories for women and more democracy in correctional settings <sup>39</sup>.

Prisoner education was affected by changes taking place in the general society's educational system. However, it was the notion of a universal right to a high school education rather than a change in curriculum that had the most significant effect. Although the content of the education provided in corrections always had been viewed in essentially pragmatic terms rather than in the classical tradition, formal academic education had never been meant for all offenders. The right of correction inmates to anything has been a concept that correction officials and the larger society have not paid much attention to. Education was considered to be an amenity and, therefore, a privilege <sup>40</sup>. Even today, few corrections have structured their correction routines to allow and facilitate the completion of high school by all inmates. Often, the offenders' work responsibilities and the maintenance and operational needs of the institution preclude full participation in an education program by all offenders who needed it. The years 1930 to 1941, are often referred to as the "Golden Age" of corrections education. It was during this time period that the Correctional Education Association was founded in 1931. Austin MacCormick was one of the major reformers of this period and responsible for many innovative programmes within correction institutions, including special education for inmates<sup>40</sup>. In 1931 MacCormick made the following statement: "If we believe in the beneficial effect of education on man in general we must believe in it for this particular group [inmates], which differs less than the layman thinks from the ordinary run of humanity. If on no other grounds than a general resolve to offer educational opportunities to undereducated

persons wherever they may be identified, we know that our correctional population is made of a proper field for educational effort. In short, we are not ready to make its efficacy in turning men from crime the only criterion in measuring the value of education for prisoners”<sup>38</sup>.

From 1930 to the end of World War II, education in corrections developed and progressed rapidly. It was during this period that many correctional institutions developed complete high school programmes within their perimeters; and several corrections, such as San Quentin, began offering college courses by correspondence.

After World War II, 1946-1964, a new concept of offender rehabilitation gained acceptance in the correctional philosophy. In essence, the remodeling of the criminal was still uppermost; but in this new penological era the concept of criminality had changed. This is a period marked by a proliferation of social programmes. The social sciences, especially psychology and sociology, had a profound impact on correctional ideology. The new criminal was no longer a free-willed (although deficient) being, but a determined one, propelled by psychopathologies and other personal problems rooted in early childhood or teenage experiences. Two aspects of the new rehabilitation period are important in understanding the nature of correction education<sup>39</sup>.

First, the criminal was viewed as a person who had psychological problems that needed a solution. Second, not one pathology was seen as causing all crime. Therefore, each offender, needed a specialized rehabilitative routine. In those correction systems that implemented the new rehabilitative ideology, this philosophy resulted in considerable experimentation with different programmes.

The period from 1965 to 1980 was a period of expansion as well as a period of paramount uncertainties. From 1965 to the mid 1970s there was a period of massive federal influence which signified a landmark period for post-secondary education in corrections, the

establishment of correctional school districts and correctional education teacher preparation programmes<sup>38</sup>.

In 2014, October the 13th was officially declared International Day of Education in Corrections<sup>39</sup>.

### **2.1.2.2 International declarations, conventions and standards**

There are various international declarations, covenants and regional agreements that apply to the provision of education in Corrections. Some of these particularly express that education of offenders in the context of lifelong learning for all; others make reference to it as a human right; some are in support of the notion that education in penal institutions should be embedded within a social justice framework. Although not all of these international and transnational declarations explicitly mention the education of offenders, the aspiration to provide education for all did not exclude them. This section will analyze the range of international agreements that deal specifically with education in corrections, in order to sketch out the principles that underpin it. While accepting that such agreements hardly translate into domestic policies, they nonetheless set standards and provide benchmarks by which to judge the framework, approach and provision of education in corrections. Most of the declarations cited here situate the right to education in corrections within an adult education framework. The starting point is what has become the landmark document for assessing human rights internationally: the United Nations Declaration of Human Rights (1948). Clearly, and without caveats, Article 26 states that: that '[e]veryone has the right to education', which 'shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms'. Meanwhile, the first post-World War II document to deal specifically with the rights of prisoners was the United Nations Standard Minimum Rules for the Treatment of Prisoners (UNSMR). It was adopted by the first United Nations Congress on the Prevention of Crime and the Treatment

of Offenders in 1955. One of its 'Guiding principles', elaborated upon in Rule 59, decreed that penal institutions 'should utilize all the remedial, educational, moral, spiritual and other forces and forms of assistance which are appropriate and available, and should seek to apply them according to the individual treatment needs of the prisoners'. In a specific reference to education in corrections, Rule 77 offered a wide definition of education, to include recreational and cultural activities. It also emphasized that particular attention should be paid to young people in detention, most importantly, those with literacy difficulties<sup>42</sup>.

### **2.1.2.3 Rehabilitation and Education**

Rehabilitation has evolved through several manifestations over the centuries, including penitentiary, therapeutic, social learning and rights orientated models<sup>38</sup>. Since the fallout from the publication "What Works" (1974), rehabilitation took a back seat and was no longer the overarching objective of the prison system<sup>38</sup>. However rehabilitation has evolved and survived, and to gain acceptance in the late-modern era, there has been a blurring of punitive and rehabilitative discourses, with its reinvention "as punishment"<sup>39</sup>. Contemporary rehabilitation practice has moved from viewing the objective as successful reintegration after incarceration to managing risk and social control in the interests of the general public. Political parties that pride themselves on strong law and order policies have proudly embraced a "rehabilitation revolution," not with the avowed objective of reintegration, but based on ideas around reducing cost, lowering crime and increasing public confidence in the penal system<sup>40</sup>. On the ascendancy in the 21st century is a form of "authoritarian" rehabilitation that seeks to develop the prisoner into a pre-determined pattern of thought to ensure conformity.

Latest approaches to rehabilitation include the Good Lives model, Enhanced Thinking Skills and Reasoning and Rehabilitation (R&R) <sup>41</sup>. In spite of the numerous criticisms of the Offender Behaviour Programmes (OBP), seen as seeking to revive the treatment model of rehabilitation, researchers still manage to distinguish between “anthropocentric” and “authoritarian” models of rehabilitation. The latter is “a subtle version of the outdated model of corrections.” This form of rehabilitation has been “downgraded to a mere instrument of institutional discipline and tends to resort to brainwashing methods”. However, the former paradigm which is a liberty-centred notion of rehabilitation that is clearly detached from the disciplinary goals of the institution, has so much in comparison with an adult education approach, so much canvassed by the Irish prison education<sup>41</sup>. Both seek to respect the independence of the individual, recognize them as agents in the change process, understand the social and cultural factors of deviance, are cognizant of the impact of incarceration, and do not seek conformity to a prescribed pattern of thought or behaviour<sup>41</sup>. They do not over criticize or emphasize the individual activity but seek to understand actions in wider social, political and economic contexts. An adult education framework promotes, among other elements, transformative learning. It begins with critical thinking, which is not an abstract, rarefied academic process but an activity embedded in the contexts of adults’ everyday lives just as it was suggested that critical reflection is essential for transformative learning<sup>40</sup>. It may be achieved by (a) extending or refining our terms of reference on issues in society; (b) learning new ones; or (c) transforming our existing frames of reference. It entails changing the context of a problem, or the way we analyze an issue, event or text. This would seem to concur with the anthropocentric model of rehabilitation, which assumes that “significant change can only result from the individual’s own insight and uses dialogue to encourage the process of self-discovery.” This approach does not “rely on idealistic preaching” but “seeks to reignite in offenders a deep awareness of their relationships with the rest of the community,

leading back to an original sense of social responsibility”<sup>41</sup>. Inside many correction systems, education is portrayed as one of the key elements in the process of change and transformation<sup>36</sup>. Education in corrections is significantly bigger than the orthodox classroom activities and while a lecture room may provide the space where formal learning takes place, as in all educational processes, the importance of the activity may be achieved at different situations and distant periods.

#### **2.1.2.4 Correctional Education Today**

A review of the literature on correctional education for adult inmates shows a large number of studies that have attempted to document the usefulness of specific programmes, either within a single institution or in several institutions within a state. These studies often times than not makes an attempt to compare and contrast with a relationship between educational programmes and recidivism. Several studies that have focused on identification of problems or barriers to education have been recorded over the years. While most of the studies report state programme participation, a few others have also been conducted nationally<sup>41</sup>. The literature is replete with reports of studies designed to prove the effectiveness of educational programmes for adult offenders. Some of these studies link education with achievements but others focus on the impact of education on recidivism<sup>41</sup>. The continuing debate over the years about the effects of education on recidivism and desistance, successful post-release adjustment and employment and the interweaving relationship of education, income, and recidivism, have never failed to take centre stage<sup>42</sup>.

It is generally accepted that the evidence linking participation in education programmes with reduced recidivism or post-release adjustment and employment is not conclusive, and, at best, only inferential relationships can be hypothesized. A researcher noted that the impact of correctional education on post-release behavior is yet to be determined and that quality education coupled with work experience and gradual release has not been tested<sup>43</sup>.

In a review of the research on effectiveness of correction education programmes, a study arrived at the conclusion that although education programmes seems to be relatively present in corrections, the outcome that has been reported is inconclusive<sup>44</sup>. Findings from the research had it that most of the studies have shown that inmates participating in educational programmes make significant improvements in learning but the impact on post-release employment and recidivism has not been conclusively established<sup>44</sup>.

Without refusing the findings that the evidence is not conclusive to show a direct causal relationship between reduced recidivism and participation in correctional and re-entry programmes, other researchers observed that many correctional educators make arbitrary and unnatural distinctions between academic and vocational education, operating under the false belief that academic education is not job training<sup>45</sup>. This is done despite the impressive research data which affirms that a high school diploma or a college degree significantly enhances lifetime occupational earning power even when controlling for gender, race and past criminal activities.

#### **2.1.2.5 Education Programmes and Characteristics**

Early forms of education in corrections focused on adult basic education and vocational skills. Higher education tended not to be a priority. This was due in part to the inmates' educational backgrounds and low levels of traditional educational attainment. However, this lack of focus on provision of higher education in corrections, can also be from an outcome of decisions on

the allocation of limited resources and the penal priorities of policy-makers and administrators. Political decisions, some of them designed to underscore a more punitive penal policy, have eliminated resources earmarked for the provision of third-level education in corrections. In 1994, the United States Congress under the presidency of Bill Clinton passed the Violent Crime and Law Enforcement Act. This made offenders not to be eligible for Pell grants, which made financial aid available to students who did not have the resources to make college or university. The argument at the time was that it was not right for offenders to receive money from the country's already limited financial aid packages. In 2015, President Barack Obama announced a pilot initiative called Second Chance Pell to bring back a reduced number of grants for offenders. In 2020, the Trump administration announced that it would extend the pilot to allow more universities and colleges to participate in the Pell grants scheme <sup>41</sup>.

In the UK, the Open University has been providing offenders with access to tertiary education since the late 1960s<sup>42</sup>. In Poland, correction/university partnerships enable inmates to study for a degree while doing the time. Working at the same pace as university students, these students study social work, specializing in 'streetworking', which focuses on using outreach techniques to work with marginalized groups such as sex workers, drug addicts and homeless people <sup>41</sup>. Some corrections use distance learning to overcome structural barriers to education. In Russia, the Modern Humanitarian Academy (MHA) provides distance education at all levels from primary through secondary education to higher education (BA, MA and specialist and postgraduate programmes. Inmates pay a reduced fee to participate in these programmes <sup>41</sup>. In recent times, the provision of education in corrections has expanded with the burgeoning of university-corrections partnerships. Despite a lack of public funds for third-level education, many universities have begun to provide education in corrections as part of their community outreach programmes. In 1997, the Inside-Out Prison Exchange

Programme was established in the USA to bring college students and incarcerated learners together for semester-long modules. It now has more than 1,100 trained instructors in the USA and worldwide. Penal Institutions and higher education institutions have collaborated to create opportunities for more than 40,000 ‘inside’ and ‘outside’ learners (The Inside-Out Center, 2020). The University of Cambridge, UK, in 2015, launched an almost the same initiative. “The Learning Together” programme connects learners in corrections and probation settings alongside students in higher education institutions. The objective of studying together is to learn with and from each other through dialogue and the sharing of experience<sup>42</sup>. These collaborative programmes share a central aim: to challenge perceptions among different categories of students, and increase collaborative dialogue and engagement. The Walls to Bridges (W2B) programme in Canadian Corrections is based on the Inside-Out Prison Exchange Programme. Pollock’s study on student experiences of Walls to Bridges classes noted ‘how the program pedagogy of experiential learning and Talking Circle processes impacted student’s awareness of privilege, marginalization and stereotypes, commitment to social change and action’<sup>41</sup>.

By 2019, 3,000 prisoners studying both undergraduate and postgraduate degrees, had secured funding from the National Open University of Nigeria (NOUN)<sup>43</sup>. In 2018, NOUN was one of the winners of the UNESCO Confucius Prize for literacy for its provision of educational programmes to prisoners. UNESCO instituted the prize with the support of the People’s Republic of China in 2005 in order to reward outstanding individuals, governments and NGOs working to promote literacy for rural adults and out-of-school young people, particularly women and girls while highlighting the significance of higher education for students, corrections, universities and wider society. However, they have also identified many difficulties with regard to access and support for all forms of higher education in the correction environment, particularly in the case of postgraduate students undertaking research

and their supervisors. These are not the only challenges facing prisoners in higher education. While it is understandable that they can get motivated to achieve an academic qualification by the prospect of a more attractive future, the qualification alone does not guarantee success after incarceration. Researchers noted that, despite the availability of higher education opportunities, students' expectations remained at an all time low. The possibility of securing a higher degree did little to allay the fears that the stigma of being labelled an ex-inmate would negatively affect their ability to be accepted in society. Today, correctional education is seen as that part of the total correctional process of changing behaviours of offenders through purposefully contrived learning experiences and learning environments<sup>46</sup>. Correctional education seeks to develop or enhance knowledge, skills, attitudes and values of offenders. A researcher saw correctional education as a "comprehensive and intensive approach to education"<sup>47</sup>. He saw a system where not only basic education skills were provided but equal emphasis was placed on creating a more positive self-image; thus entailing a unified treatment effort, much to the agreement of another researcher who stated:

"Correctional education should provide a balanced approach that emphasizes equally the need for personal growth and adequate preparation for life at home, market place and in contributing to the betterment of community life"<sup>48</sup>.

Along with renewed academic interest in education behind bars, there has been an increase in the number of programmes run by non-governmental organizations (NGOs), voluntary organizations and educational institutions to provide a range of pedagogical activities in penal institutions. These range from the Stepping Stones college preparatory programmes in the United States of America to library-led initiatives to allow incarcerated parents to record bedtime stories for their children<sup>49</sup>. Sometimes, organizations provide correction programmes to make up for a lack of services provided by national or local penal and/or educational administrations. There has been an upsurge in the number of tertiary institutions providing

educational courses in the corrections. As this review will demonstrate, the expansion of third-level education usually involves university students participating collaboratively with learners in corrections. One such programme, Inside-Out, endeavours to promote ‘social change through transformative education’ as university students pay visits to correctional institutions to study alongside students on the inside. Equally similar programmes, such as Learning Together in the United Kingdom of Great Britain and Northern Ireland and comparable initiatives in Denmark and Belgium, provide third-level learning opportunities for students inside and outside the penal correctional context<sup>53</sup>.

### **2.1.3 Literacy Education**

Basic literacy has to do with empowering an individual to read, without difficulty; read to understand a non-fiction book or speak a standard form of the native language whenever need be and write a simple coherent letter or note that portrays the person's thoughts<sup>49</sup>. It establishes teaching of reading, writing and computations. The philosophy behind the adoption of this type of literacy approach is to assist recipients obtain the necessary skills and knowledge that can be introduced immediately for solving socio-economic problems <sup>49</sup>.

According to UNESCO, the very process of learning to read and write should be made an opportunity for receiving information that can immediately be used for improving standards<sup>42</sup>.

Basic literacy is rampant among correction education practitioners. This is because of the belief that correction inmates should be helped to acquire reading, writing and computational skills and knowledge that will help them to be productive if released back into the society<sup>48</sup>.

Offenders generally are people with poor reading, writing and computational skills and are basically school drop-outs<sup>49</sup>. Basic literacy programme can be employed to help these

offenders acquire skills (reading, writing and computational skills) and competencies that will make them to become better on their release. According to the British House of Commons, half of all the offenders in the UK were at or below the level expected of an 11years old in reading, two-third in numeracy and fourth-fifth in writing <sup>51</sup>. Basic literacy makes it possible for the recipients to apply what they have learnt in literacy classes to their everyday activities.

**2.1.3.1 Adult Basic Education:** Adult basic education involves passing information meant to improve literacy, linguistics and numerical skillset of those offenders who are functionally illiterate and lacks the preparation for implementing the responsibilities of adults in a free environment<sup>52</sup>.

#### **2.1.3.2 Secondary/ General Education (GED):**

Secondary education is for those who are functioning at the secondary level of achievement. These programmes may be provided through regular high school classes but more commonly they are provided in correctional institutions through GED preparatory programmes designed to prepare individuals for taking and successfully passing the General Certificate of Education (G.C.E.) and the Joint Admission and Matriculation Board (J.A.M.B.) Examination<sup>52</sup>.

#### **2.1.3.3. Digital Literacy**

Digital literacy is perhaps the biggest educational challenge facing policy-makers today. It is also one of the most underrated aspects of education in corrections in terms of both policy and practice, with many correction directors and policy-makers not bowing to calls to allow offenders get access to the internet<sup>52</sup>. Though a human right, education and digital literacy is key to accessing information in the modern world, restricted internet access continues to be the norm in risk-adverse societies where trust is virtually low and exclusionary penal policies

predominate. As revealed earlier, most of the offenders who landed in the criminal justice system have had negative experiences of education first time around, and thus have low levels of traditional educational attainment. Digital literacy is required if they are to communicate and operate through a variety of media in the modern world. Digital skills are not only important in the place of work; they are vital for almost every level of social engagement, from using a smartphone to keeping in touch with family and friends, booking a vacation, shopping online and booking a take away<sup>52</sup>.

#### **2.1.4 Vocational Education**

Vocational education is programmed to make available learning situations to develop occupational awareness, give exploratory job experiences and develop job skills and work habits in preparation for meaningful employment. Vocational training is provided through on-the-job-training and related classroom lectures<sup>53</sup>.

Vocational education was introduced in the Nigerian corrections service in 1946<sup>53</sup>. This was as a consequence of the rehabilitation initiative of the then colonial government in Nigerian corrections. It is evident in the literature that most offenders commit crimes due to the absence of a legitimate means of livelihood. Reformation programmes of the then colonial government were developed to present correction inmates with the vocational knowledge and skills that will assist them to settle into some vocations upon their release back to the society. Vocational education programmes in correction involve instruction for a specific trade, occupation or vocations such as auto repair, welding, graphic arts and building maintenance. The primary aim of vocational education is to assist offenders develop marketable job skills upon release to the community<sup>53</sup>.

Vocational training programmes in corrections are developed to train inmates about employment skills or skills needed for specific occupations and industries. The overriding

aim of vocational education is to reduce prisoners risk of going back to life of crime by impacting in them marketable skills to find and maintain employment upon release from correction. Vocational and technical training programmes in handicraft and other trades such as barbing and electrical works can minimize anti-social behaviours by substituting inmates' idle time with constructive work<sup>54</sup>. In addition, some vocational training programmes can enhance the operations of corrections by having inmates assist in institutional maintenance tasks.

There are a lot of inhibitions that imprisoned adults must go through upon their release from corrections, particularly the prospect of unemployment. A lower level of academic attainment, unavailability of a steady history of employment and absence of vocational skills can defeat efforts at employment and earn a normal wage and make a decent living. The provision of academic, education and vocational training to adults while they are in corrections can help them overcome these challenges by fostering the skills needed to find employment<sup>54</sup>. Majority of educated youths lack competences in vocational trades needed in securing employment. Around 64 million youths in Nigeria are jobless. The implication of this is a frustrated youth population with the tendency towards vices such as prostitution, cultism, armed robbery, drug and child trafficking, kidnapping and hostage taking<sup>54</sup>.

Education without competences in certain vocational trades is likely to delay recipients from securing employment on time. Non- formal education system is the most effective way to pass on quality education to most correction inmates<sup>55</sup>. According to a study, beneficiaries of non-formal education performed better in business transactions through effective communication, better bargaining and self-employment<sup>55</sup>. Vocational training equips the recipients with the necessary skills needed for proficiency in their chosen vocation.

### **2.1.5 Reentry**

Reentry defined at its simplest term is any action taken to help prepare inmates that are returning home with the necessary tools to become productive members of society<sup>57</sup>. For the purpose of this thesis, reentry will be defined as the process in which ex-inmates are released from institutionalization and thus attempt to rejoin and reintegrate back into society following a punishment<sup>57</sup>. This involves “the post-release experience of any inmate who completed any sentence in the correctional system and is transitioning back into the society. For all, except those who die or those serving life imprisonment, or are executed during incarceration, reentry is the inescapable outcome. Reentry ultimately means that the freed ex-inmate finally rejoins the society hopeful of a new and legitimate life<sup>58</sup>.

#### **2.1.5.1 Reentry Programmes for Desistance**

Reentry programmes aims to enable those who are released from correction to live as lawful citizens and return safely to the society by providing supportive services and life and vocation skills that mitigate future negative encounters with the criminal justice system<sup>59</sup>. While the current trend is moving towards reformation, the effect of sentencing practices and budget cuts for reformation services in previous years have had a negative effect on successful reentry<sup>59</sup>. Reentry programmes are expected to focus on recidivism, rape, alcohol and substance abuse relapse just as activities carried out within the correction confinement should be such that address the criminogenic needs of the offenders, including attitudes supportive of a socially decorum lifestyle, abstinence from criminal elements, emotional and mental healing (from anxiety, depression, and schizophrenia) and empowerment to be economically relevant. The failure to embrace, pursue and achieve these objectives with desired effectiveness exposes offenders to reoffending after release from correction terms<sup>60</sup>. Prisoner reentry has been defined as interventions that support the corrective objectives of the corrections meaning that we are not looking simply at prisoner release but also a social change driver in need of attention. In spite of the different views, prisoner reentry is a

component of a correctional landscape, along with the whole gamut of criminal justice issues, the court as well as correction matters. The overriding aim is to prepare offenders mentally and emotionally for life outside the walls of the corrections and assist in ensuring that they behave in a socially responsible manner the moment they are back in the community<sup>61</sup>. In a nutshell, reentry programmes are programmed to ensure continuity of care and relapse prevention for released offenders. A group of researchers maintained that the term offender reentry is not of itself transformative. A defective prisoner reentry intervention can reduce public confidence, push prisoners into more grievous criminal behaviors and put a threat to public safety<sup>62</sup>. They noted that a defective programme constitutes a risk as it exposes released offenders to societal pressures that influence recidivism but a well-developed and executed offender reentry programme can mitigate or eliminate the risk of reoffending and repeat incarcerations. The researchers observed that prisoner reentry efforts are currently faced with a challenge of creating programmes that work and positively impact the lives of participants. Hence, prisoners released into the community face the risk of going back to crimes. Other scholars have expressed concerns over the ineffectiveness of correctional and reentry programmes in helping prisoner reintegrate into communities and avoid reoffending<sup>63</sup>. The studies carried out at different places and times have shown that a dysfunctional correctional agenda and defective prisoner reentry contributes to the issues faced by ex-offenders on reentering the society. They identified the issues to include low self-esteem, unemployment, housing, drug treatment and lack of access to medical care, among others. The unresolved question, therefore, remains: What works to ensure effective reformation of offenders released into the community?

There are different views about what works in the correctional and prisoner reentry efforts. Revelations from studies in the field of corrections research by some scholars made several to doubt and become apprehensive about the workability and sustainability of offender reentry

programmes<sup>64</sup>. In contrast, several other researchers identified programmes that can largely reduce repeat imprisonment of ex-offenders<sup>65</sup>. In spite of these contrary opinions, the key submission is that absence of functional and effective correctional and prisoner reentry programmes is a risk factor for reoffending. Such defective programmes cannot prepare offenders from returning to the society for life after incarceration and will bring them to face environmental issues that may push them into recidivism<sup>66</sup>. It was presented that a reentry programme without effective treatment services will only turn out offenders unprepared for reentry, the largest percentage may return to corrections within 3 years of release. Such consequence from their findings, have far-reaching negative impacts on the offenders, their families, and society<sup>66</sup>.

#### **2.1.5.2 Faith-based Reentry Programmes**

Discussions of faith-based initiatives often assume that there is a commonly accepted definition of a “faith based” programme. This is however far from the truth. For a start, researchers and policymakers are of different views on how to characterize faith-based programmes or simply, they use the terminology without providing any definition. As an example, the White House Office of Faith Based and Community Initiatives cites examples of efforts deemed to be faith-based, it provides no concrete definition of a faith-based programme or what measures have to be met to be viewed as one<sup>67</sup>. This situation brings about no clarity as to what exactly faith-based programmes are, and as well, how most appropriately to generalize the results of studies of specific faith-based initiatives. From some accounts, faith-based programmes are administered and funded by a particular religion, focus on the faith and religiosity of clients and “fully express faith in the way they deliver services”<sup>68</sup>. Others bring a broader view, instead focussing on “faith-related” agencies, defined as social service organizations having the following characteristics: a formal funding or administrative arrangement with a religious authority or authorities; a historical tie of this

kind; a specific commitment to act within the dictates of a particular established faith; or a commitment to work together that stems from a common religion<sup>69</sup>. Following the lead of researchers who employed the terms “religious-based” and “faith-based service agencies” using “faith-related” terminology was encouraged because it is more encompassing, including “large traditional providers, mission shelters that do not have formal ties to a denomination, interfaith organizations and many others”<sup>69</sup>. In contrast, the incorrect use of the terminology “faith-based” in some researchers view, “assumes that faith can be represented by an easily identifiable set of practices,” and, “when taken literally,” the term faith-based organizations “excludes all but the few agencies that act on faith”<sup>70</sup>.

Just as well as there are definitional ambiguities around efforts to define faith-based social service programmes, so, also, is the situation with faith-based criminal justice programmes. Most have been defined as faith-based because they are managed by faith-related agencies<sup>71</sup>. Others have been so defined because of their attention on promoting a particular faith among participants or the enlargement of individuals' personal faith<sup>71</sup>. Most of the programmes are focused on prevention or quickest intervention, but even more focus on assisting offenders before and post release through the assistance of faith volunteers and communities. It must be stressed, though, that faith-based programmes in the criminal justice system may or may not be faith focused. As an example, some programmes become faith-based because they are operated by churches or particular denominations, but faith is not particularly a component of the programming<sup>72</sup>. Instead, the programmes simply refer or provide offenders with a range of services, including shelter, job training, drug treatment and mentoring<sup>72</sup>. This point was illustrated in their study of correction on chaplains, which found that 40 percent “did not select religion as the best method of treatment” and instead “feel that secular methods are better suited to bringing about inmate change.” Of course, faith may be interwoven with or constitute a focus of these programmes. In the course of assisting with, say, family

reunification or linkages to aftercare services, released offenders might be exposed to “faith” through the attitudes or behaviors of volunteers.

An accepted conclusion from previous research have it that there is not a definitive conclusion on the effectiveness of reentry programmes as they relate to desistance; however, most findings have it that there are factors that reduce recidivism such as the availability of support and resources to meet the needs of ex-inmates, the length of time of the programme and the commitment level of the ex-inmate. We believe that more research should be carried out of faith-based reentry programmes just as some researchers suggested, systematic research and assessment are important to commence building a body of research that articulates and operationalizes the different elements of faith-based programmes, service domain notwithstanding and how such diverse elements make a difference in comparison to other programmes <sup>73</sup>.

### **2.1.5.3 Non-Faith Based Reentry Programmes**

The trend of inconclusive observations is not different for non-faith-based offender reentry programmes. In reentry programmes for offenders, there is no single formula fits all. Traditional methods notwithstanding, different types of treatments offer more personalized treatment to individuals with different cases and needs. In the long list of treatment options is the non-faith based approach. This technique is primed on bringing comfort to the individual rather than relying on religion, faith, fasting and prayers or spirituality<sup>74</sup>.

While it is crucial for the programmes to be scientifically approved, they should also be comforting and efficient. It is only when individuals feel comfortable and safe that they will cooperate during treatment. Even when the doctors, psychologists, counselors, and staff are

up to the task, once recovery environments are unfriendly or hostile, offenders may be reluctant to participate fully. As opposed to faith-based reentry programmes, the treatment does not include religion or faith as part of the procedures. It is normal for people using drugs or alcohol to lose faith in their religion because they feel helpless. Some individuals do not affiliate with any religion or are put off at the mention of one. It is for these reasons that non religious treatment programmes may be good treatment substitutes.

A study examined possible effects of correctional programmes on reincarceration with a sample of 1,234 volunteered incarcerated inmates, representing 11% of prisoners in the United States Mid-Southern state. The programme was created to curb recidivism among ex-offenders as well as to control behaviour, boost morale and eliminate idleness. The researchers observed that about half of released offenders make their way back to corrections within 3 years of their release regardless of the measure of recidivism used. They arrived at the conclusion that correctional programmes which applies to offenders while in corrections had an insignificant effect on the inmates' perception to recidivate upon release. They gave the suggestion that future research should include comparisons for actual recidivism between those who participated in the correctional programmes and those who did not. An evaluation of another prisoner reentry programme, called project re-connect (PRC) was carried out by a different set of scholars. The scholars observed a reduced rate of recidivism among the participants when compared with other ex-offender support programmes such as Living Insurance for Ex-Offenders (LIFE) and the Transitional Aid Research Project (TARP)<sup>75</sup>. It was indicated that the PRC process of combining personalized case management and financial assistance proved more promising to reintegrate ex-offenders into communities and prevent their returning to crime. Commenting on their observations, the scholars cautioned on generalizing this findings because of restrictions that surrounded the study. These are PRC eligibility, lack of ethnic diversity in samples used, limited access to data for non-

participating ex-offenders and the six months' duration of the procedure. To address the insufficient evidences of what works in reentry, three approaches were suggested. These are

- (a) A website dedicated to house the various reentry programmes
- (b) Stock taking of the effectiveness of these programmes and
- (c) undertaking of more research reviews of reentry programmes.

The scholars observed that majority of reentry initiatives have never been evaluated as those assessed produced inconsistent outcomes while some carefully designed ones produced disappointing results. The inconclusive evidence has necessitated the quest to do more evaluative studies to determine the effectiveness of reentry programmes for prisoners coming into the community. In line with this, various researchers advised more studies to evaluate the effectiveness of reentry programmes for reduction of repeat incarcerations<sup>76</sup>. One of the purposes of this study is to address this gap in literature. It is premised upon these calls for more research to determine the effectiveness of reentry programmes in former offender's reentry.

#### **2.1.5.4 Challenges of Reentry**

People returning home from corrections undergo formidable and simultaneous challenges, including getting a job and a place to stay, receiving health services and substance abuse consultation, transportation and developing pro-social relationships<sup>79</sup>. Aside from individual characteristics, other factors that affect the process of reintegration include people's family context, the society to which he or she is returning, and the larger socio-legal environment governed by existing policies and regulations<sup>79</sup>. If not till recently, describing the

characteristics of individuals who are leaving corrections and the challenges they face was very difficult. Before year 2000, only a handful of small, qualitative studies had examined the lives of individuals released from corrections. Besides, these reentry experiences were usually told through the eyes of parole officers or service providers. Our understanding of the reentry process and the challenges faced by released offenders has increased significantly through new data sources that depend on reentering people's reports of their experiences<sup>80</sup>. Utilizing these self-report data reveals that offenders' perspectives of the reentry experience differ in important respects from the assumptions shared by many practitioners, policymakers, and scholars. It is also a possibility that some commonly held opinions of offenders are led by the experience of working with particular groups rather than with all those who return to society. For example, former offenders who appear at shelters, soup kitchens or community mental health clinics are likely to have different needs and characteristics than ex-offenders who do not need shelters, donated food or mental health treatment <sup>80</sup>. Additionally, former inmates are not a homogeneous group and they do not have identical experiences in their transition from correction to the society. Length of sentencing, experiences in corrections, age and family relationships all affect the reformation process. Despite this heterogeneity, several social and economic disadvantages characterize the vast majority of individuals who are released from correction, including poor academic attainment and work histories, poor physical and mental health and substance misuse <sup>81</sup>. A small group of offenders are able to improve their education while in incarceration but such situations depend on the available education programmes and offenders eligibility for those programmes. Although offenders sometimes report working before their incarceration, most have held only temporary vocation jobs within a short period of time. It is well documented that a vast majority of offenders have extensive substance abuse histories but just a fraction of those eventually receive it during their imprisonment<sup>82</sup>. Going by the high rate of substance abuse, it is unsurprising that

those outgoing offenders are also likely to suffer from health issues and mental problems<sup>82</sup>. Most of the men leaving corrections have a chronic physical or mental health issues, with the most common having to do with depression, hepatitis, asthma and high blood pressure<sup>83</sup>. Offenders with health conditions may have a more difficult transition than others. This portrait of former offenders reveals the tough challenges in their lives as they leave corrections and return to the society. Not surprisingly, the self-reported needs of exiting offenders mirror these issues. The needs of former inmates range from specific needs such as photo identification or a driver's license to general needs such as more education<sup>84</sup>. Among men, the levels of expressed needs are highest for education, work training and employment, followed by the need for various transitional and health-related services. Almost all soon-to-be-released offenders report needing more education, employment training and a job. Substantial proportions of exiting offenders need basic transitional services such as a place of abode, food, clothing and transportation. A large number of offenders need medical access while others recognize their need for treatment of substance abuse and mental health challenges. Discharged offenders also recognize a need for services that will assist them change their past behaviour patterns as they return to the society, such as mentoring, services to help change criminal behaviours and anger related management classes<sup>85</sup>. Female offenders show greater needs for services than men, especially needs for education, work and access to food and clothing. As a fact, women needs more health services than men, including mental health treatment and substance abuse treatment. About one-third requested access to support groups for abuse victims. Not surprisingly, need for child-related services among discharged female offenders is high with the majority of women with children needing some type of child-related services <sup>85</sup>. In the months after the discharge from corrections, men and women continue to report needs for a variety of services. Indeed, the highest risk of recidivism is in the 6 months after release <sup>85</sup>. The biggest continued needs for both men and

women are more education, financial aid and health care insurance. However, access to services in the community is tough as a result of lack of information on programmes or treatment availability and eligibility, lack of transportation and poor coordination among service providers <sup>86</sup>. Frustrated and overwhelmed, people returning to their communities often do not obtain the services and treatment that they need. Relapse and recidivism is a common result <sup>87</sup>.

#### **2.1.5.5 Family**

The role family plays is important in understanding the reintegration of former offenders, but we know next to nothing about it's exact impacts<sup>88</sup>. In criminology, criminal behavior has long been tied to family attributes. Many studies have examined the impact of an individual's early family structure and experiences on criminal activity. However, the topic has been virtually ignored in studies of recidivism, although desistance research indicates that the family may be critical to explaining individual pathways after release from correction. Among the family influences that may be important are nature of family contact (e.g., frequency, anti-social, pro-social) and type of support offered, if any (i.e., emotional, financial, housing) <sup>88</sup>. In response to the renewed focus on reentry and reintegration, scholars attention is being focused on the family factors that lead to the success or failure of former offenders. Strong ties between inmates and their families or close friends during imprisonment appears to have a positive impact on after release success. The earliest efforts to understand the relationship between family ties and post-correction success came from Lloyd Ohlin's efforts to develop a parole success prediction scale for the State of Illinois in the 1950s. Ohlin constructed an 'index of family interest' and compared the number of visits and number of visitors for a sample of releases from Illinois State Corrections drawn from

1925 to 1935. Inmates who were classified as maintaining active family interest were more likely to be successful on parole, while those who were classified as loners experienced significantly lower rates of parole success<sup>89</sup>. These findings were replicated in the 1970s and 1980s during a period of renewed attention to the study of family impact on post-correction outcomes. Stronger ties between offenders and families and close friends during incarceration lead to better post-release outcomes. Offenders who experience more family rapport – whether through visits or mail or via participation in programmes intended to facilitate family contact – experience lower recidivism rates and bigger success after release<sup>89</sup>. More recently, scholars have discovered the kinds of help that discharged offenders receive from supportive families that appear to affect post release outcomes. In 1999, scholars with the Vera Institute of Justice tracked and interviewed 49 people who were released from New York State corrections or New York City jails during the initial 30 days immediately following release. It was found that for these former inmates, support from family played a critical role during that first 30 days<sup>90</sup>. Specifically, the interviews revealed two important areas of family support: emotional support and housing assistance. Scholars found family acceptance and encouragement as well as perceived emotional support from family were both related to post release success. The recently discharged offenders who exhibited the greatest success in work and abstinence from drugs, and generally exhibited optimistic attitudes were “the ones that talked most about their family’s acceptance of them”<sup>90</sup>. Additionally, those who returned to live with family were less likely to abscond from parole. In one large longitudinal study of released offenders followed for up to one year, most of them reported that they had at least one close family member and almost half had four or more family members<sup>91</sup>. Moreover, the majority of returning offenders live with family members and/or intimate partners upon release. As a response to the consistent findings about the importance of family support, some jurisdictions have begun to develop programmes for the family members of offenders while

in incarceration. These programmes include components such as marital workshops, family education and parenting skills; these programmes have been shown to improve family relationships and ties as a means of preparing the offender for release and reintegration into both the family and the society<sup>91</sup>. Given the consistent empirical evidence that maintaining and strengthening family ties positively affects post-prison outcomes, a logical next-step was for practitioners to bring up programmes and services for families of offenders, through which healthy ties can be fostered. Several studies, primarily programme evaluations, report that providing certain social services to families of recently discharged prisoners leads to several positive outcomes, including reduced drug abuse, lesser physical, mental, and emotional issues and reduced recidivism <sup>92</sup>. Thus, strengthening the family network and maintaining supportive family contact can improve outcomes after offenders are released. All in all, family ties are important for successful reintegration. Returning offenders who assume conventional roles within their families have greater success in their transition from corrections: married men have more successful transitions than single men; men who live with their spouses and children upon release have more successful transitions than those who live alone or with their parents; and recently released offenders who describe their marriage as harmonious do better than those who describe their marriage as one of conflict <sup>92</sup>.

#### **2.1.5.6 Community**

A third set of factors that influence individual transitions from correction to community are the characteristics of the environment to which the ex-offender returns. Overall, research estimating the impact of neighborhood factors such as socioeconomic status, racial diversity, and residential stability on individual outcomes shows that these effects are moderate and depend on individual characteristics<sup>93</sup>. The study of crime and delinquency has a rich history

of ecological research that has focused on the ways in which characteristics of communities may influence rates of crime and violence. Studies of neighborhood-level influences on individual criminal activity and recidivism show that structural features of neighborhoods such as residential stability, rates of organizational participation and measures of informal and formal social control have either direct or mediated effects on individual criminal activity<sup>93</sup>. Returning offenders are also increasingly concentrated in central cities and within them, in a relatively small number of neighborhoods that often are characterized by severe poverty, social disorganization and high crime rates<sup>94</sup>. It makes sense that a place of residence may affect individual behaviour, especially for persons returning to a community after a period of absence. In the case of returning prisoners, a variety of neighborhood indicators and resources may affect post release outcomes, including housing values and availability, job availability or proximity to jobs, health care services and substance abuse treatment. Moreover, the availability of social services facilitates a smoother reentry and diminishes repeat criminal activity <sup>94</sup>. In addition to the structural features of an area, the social organization of a neighborhood, including the density of networks among residents, satisfaction with one's community and the capacity of the community to join together around common goals, is also theoretically linked to rates of crime and disorder <sup>95</sup>. They created a new measure of these elements, calling their concept neighborhood 'collective efficacy' – a sense of mutual trust and shared willingness to intervene for the common good. They showed that collective efficacy affected local crime rates independent of neighborhood characteristics such as poverty, residential stability and immigrant concentration. Conceivably, neighborhood social processes may affect individual transitions from correction to community. Formal and informal social controls involving local social networks are likely to vary across neighborhoods and these processes may deter or exacerbate individual propensities to commit crime. Because of the geographical concentration of crime in urban

areas, some neighborhoods have been affected in recent years by two types of population change: first, large numbers of men have been removed from these neighborhoods due to incarceration and second, the return of these men as they are released from correction. The high rates of incarceration concentrated in these neighborhoods may actually increase crime because the removal of men from these areas destabilizes social Re-entry and Reintegration After Incarceration<sup>96</sup>. The magnitude of the prisoner reentry phenomenon also profoundly affects other aspects of communities, including public health, homelessness, declines in civic participation and lost connections among families and within communities. Other criminals may move in to replace the incarcerated residents. Residents in these areas may also go through financial hardship, weakening further the vitality of the neighborhood. One time inmates returning to these neighborhoods may also increase neighborhood crime because the social network of the community and its ability to maintain law and order is already weakened. One time offenders may have weak ties to residents, be excluded from neighborhood life, and experience some level of discrimination or stigma because of their ex-convict status <sup>96</sup>. Social and structural features of neighborhoods also affect a variety of individual post release outcomes (other than criminal activity) that are crucial to a successful transition from corrections, including finding and holding on to employment, avoiding the use of illegal drugs, reducing or doing away with alcohol and getting affordable housing and receiving physical and mental health care in the community. Scholars therefore found that reentry courts, modeled after drug courts, could positively influence the process of reentry for the ex-inmate and the society<sup>97</sup>. At the end, all parties involved could benefit. Ex-inmates will be recognized for their contributions and accomplishments, which empowers them further. The reentry court may recognize for example their volunteer work, community service, mentoring or parenting. Moral inclusion must occur here for ex-offenders to be completely successful upon reentry. This must include notions of “atonement, forgiveness and

redemption” on part of their community <sup>97</sup>. The process of reentry can be de-stigmatized by reentry courts: holding ex-offenders responsible and accountable for their actions, while giving them the pat on the back that they most likely need and are longing for while trying to stay on the straight path <sup>98</sup>.

#### **2.1.5.7 Socio legal Environment**

Government policy represents a fourth dimension influencing individual transitions from correction to community. The three dimensions discussed above – individual, family, and community contexts – all operate within an environment that is defined to a large extent by a network of interrelated socio legal policies. Although it might be reasonable to assume that individuals who have completed their time are free from conviction related constraints, former offenders likely experience collateral effects of both the correction experience and a criminal record that creates additional obstacles to a successful transition from correction back to the community. Collateral consequences are the additional penalties tied to a conviction that greatly impact an individual’s capacity to engage politically, economically and socially upon their reentry to community<sup>99</sup>. These consequences include barriers to housing, education and employment, felony disenfranchisement and ineligibility for public benefits. Collateral consequences are distinct from direct consequences of convictions in that they are not factored into the calculation of punishment or sentencing and are triggered outside the jurisdiction of the courts. These collateral effects (sometimes called ‘invisible punishments’) may include exclusions from certain professions (e.g., realtor or health care), access to public benefits (e.g., student loans, public housing, or food stamps), as well as loss of parental rights<sup>99</sup>. In the United States, the federal welfare law imposes a lifetime ban on anyone convicted of a drug-related felony from receiving federally funded food assistance and cash assistance. Unless a state passes legislation opting out of the federal law, individuals with these convictions are permanently barred from receiving benefits even if they have

completed their sentence, get over an addiction, been gainfully employed and subsequently laid off, or earned a certificate of reformation or other form of clemency. Denying persons with felony drug conviction food, shelter and clothing makes it more difficult for them to support themselves as they leave the criminal justice system and reenter the community. These realities in conjunction with conditions imposed upon their release (e.g., employment, in-person reporting, payment of restitution, fees and fines) and the need for state-approved identification and transportation, makes the first few weeks and months after release especially difficult. The collateral consequence of a correction sentence on an individual's employment prospects after release can be especially harsh. Conventional wisdom states that finding employment is one of the most crucial elements for a person to successfully transit from incarceration back into society. In fact, individuals returning home from corrections often identify employment as the most important factor that helped them stay crime free. Yet, most former inmates face formidable barriers to getting employed. With the rapidly expanding use of background checks, employers are routinely, and increasingly illegally, excluding all job applicants who have criminal records from consideration, no matter how minor or dated their offenses<sup>100</sup>. Thus ensuring a vicious cycle: people with criminal records find it difficult to get employed but not having employment makes it more likely they will recidivate. Overcoming the socio legal barriers that former inmates face in returning to the society – whether it is finding employment, locating a house or receiving public assistance – is critical to successful reintegration.

The systematic increase of individuals who are incarcerated has thus resulted in a substantial amount being released back into the community<sup>101</sup>. Nonetheless, this means that “state officials, government agencies, community-based programmes and neighborhood residents all face a new set of challenges in maximizing these offenders’ successful reentry into the free world” <sup>101</sup>. Reentry is important to discuss since a staggering “93 to 95 percent of all

correction inmates are eventually released”<sup>102</sup>. Unfortunately, within the first six months of release, one in three ex-offenders are rearrested <sup>102</sup>. This proves that the first six months outside of correction walls are critical for the individuals to renew their life, relationships and nevertheless their well-being. Within the first year 44 percent are rearrested and within three years 67.5 percent are rearrested <sup>103</sup>. It is then clear that the system returns these individuals to society ill-equipped and ill-prepared.

Successful reentry is tough, difficult and elusive for most <sup>103</sup>. This is clear from the fact that many of the women who are released from corrections are ineffective in establishing a non-criminal life in the free world<sup>104</sup>. As a result of the large number of restrictions that prove counterproductive during reentry, it is possible to ask whether it has been made too challenging for ex-inmates to undergo successful reentry. It has been proposed that policy surrounding reentry should not only be on recidivism but on also assisting ex-inmates upon release to shape them into productive and responsible citizens of the community<sup>104</sup>. Future crime can be reduced and in fact eliminated if ex-inmates are able to successfully reintegrate by living a meaningful and thus productive life<sup>105</sup>.

It is evidently clear all through criminological research that failure tends to be the hottest topic when discussing reentry and reintegration of ex-inmates into the society.

Unluckily, this seems to overshadow success stories. This has made it tough for scholars to pinpoint which factors promote successful reentry and thus what a well reintegrated ex-inmate may look like <sup>105</sup>. Redemption may be impossible for all released ex-inmates, but it seems unethical to presume this fate for all. This then means a society that does not believe in genuine change produces ex-inmates that do not believe in change for themselves <sup>106</sup>. Luckily, there are ex-inmates who battle through the obstacles to renew their lives in a socially

acceptable manner<sup>106</sup>. This emphasis on success, rather than failure should be highlighted more often in literature, and will therefore be highlighted throughout this thesis.

#### **2.1.5.8. Emerging Policy Lessons**

The successful reintegration of former offenders into society is arguably one of the most important aspects of an effective criminal justice system. However, it seems very clear from the available data and discourse that local, state, and federal policymakers are not happy with the existing approach that relies so much on the overburdened correctional system and are looking for strategies that will be more successful than those presently in place. Many researchers insist that the last decade has been a revival of the rehabilitative ideal. The essence of the rehabilitationist ideal, during its heyday a half century ago as well as today, is that it is both desirable and possible to achieve positive behavioral change in individual criminal offenders. So, the new version of this correctional principle looks less on the corrections themselves than on the process of offender reintegration into the community. It also is a harder edged, 'evidence-based' rehabilitationism, characterized by cost benefit assessment, meta-analyses, offender 'accountability,' risk assessment, graduated sanctions, coerced treatment, and an overriding emphasis on public safety. Indeed, today's rehabilitationism is battle hardened from the 'nothing works' attitude of the 1980s and 1990s. Scholars have developed an impressive body of studies that underscore the modest effectiveness of a variety of interventions. The overriding view is that reoffending can be reduced by 10–20%, depending on programme design and implementation plan. The more successful programmes include in-prison and jail drug treatment, especially with a society component; cognitive behavioral therapy; vocational education and training programmes; employment training and job assistance and adult basic education<sup>107</sup>. In particular, there is growing consensus that practices focusing on individual-level change, including cognitive

change, education and drug treatment, are likely to be more successful than other strategies, such as programmes that increase opportunities for employment, reunite families and provide shelter<sup>107</sup>. The design of these reentry programmes is of critical importance. Experts recommend that programmes: (1) focus on behavioral outcomes, targeting criminogenic factors and using positive reinforcements; (2) target high risk offenders; (3) use risk assessment instruments; (4) begin treatment in correction and provide continuity in the society and (5) provide intensive interventions for at least 6 months<sup>108</sup>. Thus, the most effective strategies focus on dynamic criminogenic factors, are skill oriented, are based on cognitive/behavioral models, and treat multiple offender deficits simultaneously. Approaches with the largest impact on recidivism, possibly 20% or greater, are likely to require intensive supervision in the community with mandatory treatment programmes tailored to individual needs. Further, exiting prisoners are at the highest risk for recidivism immediately after release and could benefit from intensive services during that period<sup>109</sup>. Yet, service receipt is typically highest during incarceration and the services available in the community are rarely adequate to meet the needs of these individuals in the high risk period after release. Evaluations also point that interventions do not work. The evidence has been very consistent in maintaining that contact-driven supervision, surveillance and enforcement of supervision conditions have a limited ability to turn around offender behaviour or to curb the likelihood of reoffending<sup>110</sup>. Individuals placed on parole supervision upon correction are just as likely as getting rearrested as individuals released with no supervision<sup>110</sup>. Other programmes that have no real effect on reoffending include boot camps, some types of sex offender treatment, electronic monitoring and life skills education<sup>111</sup>. A properly coordinated and well implemented reentry programme may bring about improvements in intermediate outcomes, but the impacts on reoffending may be minimal. Other reentry scholars have given similar opinions that poor execution may explain the reason criminal justice interventions often fail

to produce positive impacts on reoffending<sup>112</sup>. Some of the most noticeable execution issues include ineffective delivery of services, poor matching of individual needs to programme content and failure to incorporate established principles for effective rehabilitative programming. The dosage and timing of service delivery may also be essential<sup>112</sup>. Hence, greater reductions in reoffending from inmates reentry programmes may only be realized through attention to implementation issues. State responses to prisoner reentry have expanded dramatically in the last decade and are embracing promising strategies that create coalitions of community organizations to support returning prisoners<sup>113</sup>. The emergence of new models of community based reentry interventions that mobilize the resources of family, community and positive networks of one time incarcerated individuals in addition to traditional service delivery systems and criminal justice agencies, maintains the best alternative for even bigger reductions in new offences. The complexity of the disadvantages and the depths of the needs confronting men and women being discharged from corrections means that the reentry 'issue' cannot be solved with a single generic programme or intervention. Reentry experts are encouraging a bolder attention on comprehensive reentry strategies, not programmes<sup>114</sup>. Such strategies often include various levels of government, organization of efforts across agencies and inclusion of organizations that are traditionally not part of the reentry discussion<sup>114</sup>. According to the biggest estimates of the scholarly community, the implementation of effective programmes for all returning offenders with all the resources needed, recidivism reductions could manifest on the order of 15–20%; targeted, community-based strategies could also lead to greater results. Above all, our idea about what works for effective reintegration has increased dramatically in the last decade. Refocusing the justice system around a reentry perspective represents a fundamental paradigm shift. In the next decade, improvements in strategies to ensure high rates of successful reintegration require rigorous

evaluations of promising interventions that combine individual-based and community-based approaches.

#### **2.1.5.9. Recidivism**

The etymology of recidivism comes from the Latin word *recidere*, meaning to 'fall back'. Within the context of sociology of punishment and corrections (penology) and criminal justice system (police, court, prisons, etc) all over the world, the concept of recidivism has, over time, been known by different terminologies. Recidivism encompasses re-arrest, resistance to rehabilitation, repeat offending, re-conviction, re-offending, re-admission, reincarceration, repetitious criminal tendency, among others. In broad terms, recidivism means a relapse into crime and criminal lifestyle or activities by an offender who had on one occasion or more been processed through the penal system. Also regarded as repeaters, incorrigible offenders and offenders beyond rehabilitation, recidivists are persons who repeatedly violate the law, get arrested and processed by the criminal justice administrators.

Although a worldwide phenomenon, recidivism is one of the toughest challenges facing not only the Nigerian correction system but also the globe at large. Scholars agree that the rate at which discharged offenders return to the correction few months after release has attracted the attention and interest of criminologists, sociologists and researchers from other disciplines who now doubt the major function of the correction institutions the world over<sup>114</sup>.

Over crowding is the bane of corrections in Africa; compelling correction authorities to intermingle offenders with different crime history in the same cell <sup>114</sup>. This practice could lead to correction contamination, where offenders would learn from each other the tricks in committing other crimes and practice upon release hence increasing the rate of recidivism and correction congestion. From results of studies available, crime continues inside the correction walls and gangs are prominent behind bars<sup>115</sup>. The available data on recidivism is a

proof that the ex-inmates that are released by the Correction Service are not rehabilitated. Most of these ex-offenders reoffend within a period of three years after they had been released up until they are in mid-forties where the rate of re-arrest falls noticeably <sup>115</sup>.

For instance, statistics from Nigerian corrections shows that over 60% of offenders are recidivists and this is an indication that the correction as a reformatory or rehabilitation home<sup>6</sup> has failed in correcting antisocial behaviour of inmates <sup>115</sup>.

*Inmate Population and Rate of Recidivism from 2011 – 2015*

Status	2011		2012		2013		2014		2015	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
First Offender	78,427	4,749	45,114	2,583	54,453	2,528	73,535	3,178	74,233	4,347
Convicted Once	27,145	746	24,210	1,170	29,240	1,146	42,068	1,287	13,428	591
Convicted Twice	21,942	250	19,807	1,750	23,870	1,712	19,150	9,250	9,250	870
Convicted Thrice	19,489	176	15,646	1,250	18,797	1,255	17,000	541	6,448	752
Convicted Four times	2,358	113	12,724	407	15,366	398	8,780	340	12,772	331

Convicted Five times	2,986	78	5,248	120	6,340	117	4,220	160	7,552	120
Convicted Six times	908	51	715	40	1,121	38	850	51	780	58
<b>Total</b>	<b>153,255</b>	<b>6163</b>	<b>123,464</b>	<b>7,320</b>	<b>149,187</b>	<b>7,164</b>	<b>165,603</b>	<b>6,765</b>	<b>124,463</b>	<b>7,069</b>

**Table 2.1.5.9.1. Source: Nigerian Corrections Service, Abuja (2016)**

Table 2.1.5.9.1 above shows that both male and female first offenders had the highest increased recidivism in 2011. In 2012, there was reduction of both male and female first offenders by 33,313 (42.5%) and 2166 (45.6%) respectively. By 2013, the male first offender inmate population increased to 9339 (20.7%) while that of the female counterpart was reduced by 55 (2.1%). In 2014, both the male and female first offender population increased by 14,923 (54.9%) and 650 (25.7%) respectively. In 2015, the male first offender was increased by 698 (95%) and that of the female counterpart was 1169 (37.7%). As regards the convicted once offenders, the table show that 2014 had the highest convicted male and female inmate population. The rate of male convicted once decreased in 2012 by 2935 (10.8%) while that of the female counterpart increased by 424 (56.8%). In 2013, that of the male increased by 5030 (20.8%) while that of the female 14 decreased by 24 (2.1%). The male convicted once increased in 2014 to 12,828 (43.9%) and the female counterparts by 141 (12.3%). In 2015, both the male and the female convicted once got reduced to 28,640 (68%) and 696 (54.1%) respectively. Table 1.2 above also shows that 2013 had the highest recidivism of male convicted twice, with an inmate population of 23,870, while the highest female convicted twice was recorded in 2012. 2011 had the highest population of male convicted thrice with the inmate population at 19,489, while the highest female convicted thrice was 1,250 in 2012. 2013 had the highest population of male convicted four times of

15,366 and the female counterparts were recorded in 2012 with a population of 407. 2015 had the highest population of the male convicted five times of 7,552 and 160 highest female convicted five times in 2014. 2013 recorded the highest population of male convicted six times of 1121 while that of the female was in 2015 with a population of 58. Finally, the table shows that there was increased recidivism of male convicted six times from 2012 to 2013 and that of the female was from 2014 to 2015.

***Inmate Population and Rate of Recidivism from 2016 – 2019***

Status						
First Offender	105284	6203	91832	5466	31853	2009
Convicted Once	18000	1061	9145	430	6271	176
<b>Total</b>	<b>123284</b>	<b>7264</b>	<b>100977</b>	<b>5896</b>	<b>38124</b>	<b>2185</b>
	Male	Female	Male	Female	Male	Female
Convicted Twice	11653	250	14510	551	2879	72
Convicted Thrice	7168	123	7907	209	1438	31
Convicted Four times	4476	79	4476	92	527	9
Convicted Five times	3011	52	2330	56	290	5
Convicted Six times or more	825	24	1009	21	229	3
Convicted Seven Time or More	635	27	799	9		
<b>Total</b>	<b>27768</b>	<b>555</b>	<b>31031</b>	<b>938</b>	<b>5363</b>	<b>120</b>

**Table 2.1.5.9.2 . Source: Crime Statistics: Nigerian Correctional Service (April 2019)**

Table 2.1.5.9.2 showed that, the rate of prison population and of recidivism of the first offender male and female increased geometrically in 2016 to 2018 to the tune of 41.8% (31,051). The female in 2016 has 6203 inmates with an increase of 1856 which is 42.7% compared to that of 2014. The possible explanation for this high increase in recidivism could be ineffective prisoner

rehabilitation and reintegration programmes at that time. The table also revealed that the number of the first offender male and female inmates decreased from 2016 to 2017. There was an increase in the rate of convicted twice inmates who are male from 2015 (9,250) to 11,653 in 2016. The same table showed a decrease in the female convicted thrice in 2015. The table also showed a decrease in the male and female convicted four times to seven from 2016 to 2018.

### **2.1.6 Desistance**

Spontaneous remission, maturation, delinquency devolution and the converse of persistence are just a few of the terms that have been used throughout early research to describe what has now been termed as desistance<sup>115</sup>. Desistance as a concept is deeply complicated, involving elements that are psychological, developmental and sociological. However, despite the recent emergence of research on desistance, there is not a singular agreed upon definition<sup>115</sup>. In fact, the definitions used throughout different studies are sometimes vague, arbitrary and idiosyncratic. Scholars have noted that this is a significant problem and in a narrative review of desistance studies, scholars found that desistance definitions differed “substantially” across the studies examined<sup>116</sup>. Specifically, studies have described desistance as anything from the “voluntary termination of serious criminal participation” which indicates an onus on the decision to end offending, to the exact moment the criminal career ends which indicates a tangible time point<sup>116</sup>.

Studies of desistance focus on individuals “who reach some reasonable threshold of frequent and serious offending”, rather than on people who have committed a single or a couple of non serious crimes only<sup>117</sup>. The term originally implied spontaneity, that is referring to offenders who had reformed without punishment or rehabilitation. It was later used to mean ‘termination’ of (or refraining from) persistent criminal offending. Current consensus is that desistance is a process rather than an event and that there is merit in including significant

crime-free gaps<sup>118</sup>. For researchers trying to measure desistance using offence or incarceration statistics, the question of how long a person should be crime-free or incarceration free before they can be considered as desisters is very important.

The term 'persistent' or 'serial' offender will also require definition. Statistically, it is not possible to detect the difference between failure to commit a crime and failure to be caught. Some people may appear to be desisters who are not and some people may be (or appear to be) still offending when they are actively desisting<sup>119</sup>. Desistance grew out of a 'criminal career' perspective which focuses on persistence. A criminal career is the longitudinal sequence of crimes committed by an individual through their lifespan. The approach distinguishes between participation/prevalence, frequency/incidence, seriousness and career length, that is, between who commits crime and who does not, the frequency of crime, the length or duration of involvement in crime and seriousness of offence<sup>119</sup>. For instance, people may be sentenced for crimes committed before deciding to desist. Having taken the decision to desist, they may drastically alter the nature and frequency of their offences. Some serial offenders may not have been incarcerated; some may never have been arrested before deciding to desist. The desistance process involves two parts, 'initiation' and 'maintenance'<sup>120</sup>. 'Initiation' is the stage of change in behaviour, frequency or severity of offences while 'maintenance' is a stage of permanence. In the initiation stage offences may be committed intermittently or their seriousness may change until they cease totally. Some researchers call these stages 'cause' (including turning points) and 'outcome', while some others use 'primary desistance' (a stage of non offending which may be a "lull" or a gap) and 'secondary desistance', characterised by the emergence of a changed identity<sup>120</sup>. Secondary desistance is said not to occur until there has been a change in identity. Desistance from crime is a common occurrence and is associated with a change of some kind in the offender and/or the offenders' lifestyle. Because desistance is individual-specific, it may occur all at once or it

occurs as a result of a slow transition from offending to non-offending. This transition may occur early, in the middle or even late in the criminal career. Overall, the study of desistance examines why the behavior of offenders changes from active involvement in criminal activity to no involvement in some cases and reductions in criminal involvement<sup>117</sup>. This has been described as “behavioral desistance” implying that desistance has separate components: a behavioral change from offending to non-offending and the arrival at a permanent state of non-offending which is detected through official data <sup>118</sup>. Regardless, most researchers however agree that desistance is in fact, a process, which ends in termination. It is important to note that this process may have periods of relapse into criminal activity and desistance intermittently.

#### **2.1.6.1. The Value of Understanding Desistance**

Given that one of the purposes of criminal justice is to mitigate crime, and going by the fact that the majority of those individuals who start to offend eventually cease, understanding how and why individuals desist (and why it takes some longer than others), is of obvious importance. Understanding desistance fills a gap in our knowledge about criminal careers, aids our understanding of the whole criminal career and provides useful insights for criminal justice agencies and policy makers.

One of the few near certainties in criminal justice is that for most people, offending behaviour peaks in their teenage years, and then starts to decline. This is the pattern depicted in what is known as the 'age crime curve'. Studies of desistance illuminate the processes of change associated with the age-crime curve<sup>118</sup>. If we are to understand desistance from crime, particularly how and why crime tails off over time, we need both testable theories of this process and empirical evidence. There is a significant evidence base on the causes of crime but desistance research suggests that the factors

behind the onset of offending are often different than the factors behind its abandonment. Understanding desistance also has more subtle impacts on criminal justice debates: Studying desistance forces us away from static models of people as 'offenders', 'criminals' or 'prisoners' and encourages an understanding of change(s) in personal identities. It also brings to our attention the fact that today's 'young offender' is more likely to become tomorrow's 'new father' than tomorrow's 'habitual criminal' As such, it implies valuing people for who they are and for what they could become, rather than judging, rejecting or containing them for what they have done<sup>119</sup>.

Finally, understanding desistance assist us to comprehend the processes by which people cease offending and holds out the possibility that criminal justice policies can be organised along lines which will aid desistance (or at least, not hinder it unnecessarily). As such, insights from the experiences of desisting individuals can help to refine criminal justice efforts to help people stop offending<sup>119</sup>.

#### **2.1.6.2 Importance of Desistance Research**

While being a core tenet of the criminal career, desistance is the least studied dimension<sup>120</sup>. This gap in research is of concern because not only is it theoretical, policy implications can also be gained from this work in this area. As offenders continue to be discharged from corrections, many of them struggle with substance abuse, thus one of the best ways to deal with this is by understanding successful desistance trajectories of these offenders. Finding out more about desistance can assist with post-onset interventions that will help scholars better estimate the crime risk faced by individuals which can help with policy on prevention, detection, and treatment<sup>121</sup>. Once the intention of criminal justice is to find ways to mitigate crime, a look at successful moves away from crime can be the way to do just that.

#### **2.1.6.3. Rehabilitation and desistance**

Since around the 1970s–80s, psychological approaches have been dominant in correctional programming, specifically cognition and attitudes. Focusing on “fixing” offenders assumes an individual pathology without respect for the social, contextual, and structural barriers that exist upon release (and in pathways to correction) and exist outside of psychology, personality, or cognition<sup>121</sup>. Since the 2000s, research and intervention have begun to incorporate more sociological logics, including attention to removing barriers and supporting those released from corrections<sup>122</sup>. For example, systemic or structural barriers, such as access to decent, legal employment, would be pursued for change at the systems level. An example might be a government subsidy to employers willing to hire those released from corrections. A staff could be dedicated to assisting with resume-writing, how to reveal criminal histories to employers, interview skills, etc. Vocation training could also assist the individual with skill-building and employability. All of these types of practice-based interventions would address low employment, if framed as a systems-based barrier to desistance. In other words, desistance is a social process rather than a strictly individual one; the models that describe desistance as emanating from a cognitive or narrative change view the change happening in a social context. External factors prompt social-psychological processes in conjunction with others as well. There are barriers to change, or facts that make change harder or easier, but justice-involved individuals can and do change<sup>122</sup>. This notion is the essence of any rehabilitation framework.

Desistance, as a theoretical frame, assumes there are certain barriers to change, even if they are unalterable aspects like youthful status. Constructing a practice framework may benefit from having:

- a) the means for desistance be specified;
- b) the mechanism be targeted for intervention.

Complicating the extant literature is the fact that there are data to support a life course explanation, a labeling explanation, a cognitive transformation explanation and more. Many (even most?) youthful offenders just need to mature. Those whose criminal persistence is an outgrowth of a formal labeling process may need a de-labeling event to the particular dynamic risk factor. This framework also embraces the idea that people can change, with proper risk assessment and appropriate risk-need-targeted interventions. Aside from these premises, there is the assertion in the model that interventions should be chosen according to risk levels and intensity of need and matched to the subject's learning style or needs. The supposition of the RNR may be that people can change, but the theory behind the change is a general personality/ cognitive theory that crime is more likely predictable with certain antisocial traits, and pro-criminal modeling and support. Dynamic risk factors can be changed, for example, education, or employment. Static risk factors are statistically predictive, but cannot be changed, such as the age at which someone started committing criminal acts. Intervention, therefore, is based on treating these deficits, such as using cognitive approaches to understand how to be less impulsive, for example. Or if an issue is poor employment history, perhaps working on work relationships and commitments to mitigate this particular risk factor.

This discussion of RNR is meant to demonstrate that there are many theories that assume change is possible. As such, then, desistance must have more at its core than this assertion. Whereas rehabilitation efforts or models tend to focus on the acquisition of particular (lacking) skills, whether cognitive or other, desistance models attend to promoting social integration upon reentry, by enhancing factors known to correlate with success. Desistance is not a rehabilitation framework, although they share some core principle<sup>123</sup>. If we are to draw a line from the explanatory theory or assumptions to the resultant interventions that flow from the theory, we must first assess the fundamental values inherent in a theory. Within the UK's

official treatise on effective probation, it lists “assisted desistance” as fundamental to the process <sup>123</sup>. Included in its list of principles is: “respect individuality”, “build positive relationships”, “recognize the significance of social context” and “recognize and develop people's strengths”. There is an understanding embedded within the principles that social context might include employment needs or some other risk marker. But the over-whelming focus is on the individual within social circumstances and the role of social relationships in addressing their needs.

Another subtext of the core principles is that being involved in crime is an undesirable outcome and state of being, one that has social causes. In addition, helping people achieve a better status is important, but in particular ways, as the UK probation service endorses: working “with” people rather than “on” them. Such a framing implies that justice involved people are deserving of and capable of sharing the same moral space as law-abiders and that societal change and engineering would change the conditions to enable sharing moral space, thereby promoting desistance <sup>124</sup>. In fact, as the researchers discovered, those in the desistance process share many of the same values and morals as conformists do. As such, the barriers to a law-abiding life are the target of intervention in theorizing desistance.

As opposed to other models presented in this issue, such as the Good Lives Model (GLM), desistance as a theory (or theories) is not a treatment modality, nor was it conceived as a better way to do intervention into problematic behaviour. Good Lives Model was created in situations within the context of treatment for sexual offending <sup>125</sup>.

Therefore, creating a bridge between its theoretical premises and the mechanics of treatment supports its reason for being. As long as Good Lives Model precepts are incorporated into an assisted desistance process, then some of the practice guidance from its treatment modality can be entertained. Nonetheless, desistance is a process observed empirically, explained

theoretically, and tested analytically to answer a set of research questions (e.g., “what factors promote or enable cessation from crime?”)<sup>125</sup>.

#### **2.1.6.4. Issues Measuring Desistance**

Desistance is not an event that happens, but rather the absence of an event. This distinction inherently makes the examination of desistance difficult <sup>119</sup>.

Further adding to the complications of study is that scholars have not agreed upon how long the period of sustained criminal non-involvement needs to be before one officially reaches the point of desistance. Prior studies have employed anywhere from a conservative period of 1 year to 11-18 years <sup>118</sup>.

In support of shorter follow-up periods, researchers states that twelve months of crime-free behavior while not indicative of a permanent change, is still a “significant life change worthy of examination” <sup>121</sup>. This is supported by research that suggests hazard rates for official recidivism are highest during the first two years following release from corrections <sup>115</sup>.

However, it is important to keep in mind that any amount of time allotted as a follow-up period can still prove to be problematic because no amount of time can assess a permanent change. This is because the data do not allow researchers to be certain that offenders do not reoffend after the cutoff time periods they employed. Similarly, researchers argue that because termination requires a permanent change, it can only be assessed retrospectively. This would mean researchers could only truly study desistance after the offenders are deceased <sup>122</sup>. However, even if researchers did use after-death as a time period of study, how would they pinpoint the exact moment desistance occurred? Additionally, researchers run the risk of reporting false desistance. This means a researcher’s cutoff point does not show any

crimes committed for an individual, but that individual normally goes that long in between crimes any way. This risk is especially present when cutoff time periods are short.

Further, would the researchers look at the moment the offender decided to desist or the moment he tangibly desisted? These two are drastically different because one is a why question and the other is a how question. Researchers explain that the focus should be on the maintenance of a crime-free lifestyle to avoid this conceptual dichotomy. This puts the onus on the continuity of non-criminal behavior. Lastly, research on desistance remains unstandardized because findings vary based on type of data used specifically as regards to self-report vs official record use <sup>122</sup>. Specifically, studies found that when using self-reports desistance appears at an earlier age but when using official data, desistance appears later. In a particular study, official desistance (arrest records) showed that 85% desisted, whereas behavioral desistance (self-report) only showed 65% desisted. They posit that this stems from crimes going unnoticed and official biases <sup>123</sup>.

#### **2.1.6.5. Timing of Desistance Studies**

It is of equal importance to consider when a study of desistance should take place. Although experiencing incarceration has been linked to an increased risk of Recidivism, the literature remains relatively mixed concerning whether or not mechanisms that may promote desistance appear as soon as an inmate leaves a correctional institution<sup>116</sup>. Meaning, there may exist, some marked differences when comparing the importance of internal and external correlates of desistance in correction and the significant amount of time spent in the community. Release from correction signifies one of the greatest events someone may experience and comes replete with many lifestyle changes<sup>124</sup>. Inmates must not only deal with these changes when discharged from correction, but these changes are imbued with the material constraints of reentry and barriers to external turning points. When leaving corrections initially,

offenders' lifestyles may not be palatable with getting employment and before being discharged from corrections, peer criminality may be established. Individuals may be on the way to desistance even before they are discharged from corrections. Studies found that cognitive shifts within individuals occur prior to their release from corrections<sup>124</sup>. Other internal shifts may occur right after release. Further research showed that the desistance factors that are most commonly discussed just before the discharge are those relating to identity. However, some scholars agree that in order for identity to promote desistance, an offender must have first spent some time in the society<sup>125</sup>.

Despite the mixed findings, other scholars assert that the period of reentry serves as a good time to explore how theoretically-relevant variables are associated with both substance use and desistance patterns <sup>126</sup>. Most findings however noted that salient differences in variables between those who do and do not desist are more likely to be seen six to ten months after release from correction. This may be because recently released individuals may be upbeat about their ability to desist but are then unable to follow through on those intentions once in the community <sup>126</sup>.

Further, on the external side of desistance are social bonds which may have differential impacts outside correction compared to inside of correction. For example, fatherhood in correction is viewed separately compared to fatherhood in the free world because of the importance of institutional context . This may impact specific dimensions of parenthood such as separation and attachment. This then converges into the internal side of desistance with parents in correction not subscribing to a parent identity as much as those on the outside world<sup>127</sup>.

## **2.2 Theoretical Framework**

A theoretical framework comprises concepts, definitions and existing theories used in a particular study. Theories are formulated to understand, predict and explain phenomena and in most situations, challenge and extend existing knowledge, within the limits of the critical bounding assumptions. The theoretical framework introduces and describes the theory which explains reasons the research problem being studied exists. Theoretical framework is important to a study as it strengthens the study by providing an explicit statement of theoretical assumptions, permitting a critical evaluation by the reader.

### **2.2.1 Humanism Theory**

The Humanism theory forms the basis for the theoretical framework of this study. Humanism as a theory was developed by thinkers who stressed the overriding importance of ‘the self as the integrative, consolidating tendency in development that is a source and growth of the individual’<sup>127</sup>. According to the theory, the aims of punishment should be to reform the offender, through individualization method. Cesare Bonesana-Beccaria was an Italian criminologist, jurist, philosopher and politician, who was widely and highly regarded as the first to have propounded the humanism theory in 1764. Humanism views human needs, interests and dignity with integral importance and concern<sup>128</sup>. It is a pervasive and fundamental concept in African socio-ethical thoughts<sup>43</sup>. Exploring education from the normative point of view, it has been confirmed that it is a moral concept<sup>40</sup>. From the point of African humanism, correction education is all about promoting humanness in line with the true African values and virtues of Ubuntu -love, compassion, kindness, care, forgiveness and benevolence. The imputation is that from a proper education, individuals who profess a lack of knowledge and skills and therefore find themselves on the wrong side of the law could be forgiven and taught applicable socio-economic skills, knowledge, virtues of courtesy, moral norms, compassion, respect for life and the property of fellow humans. From the humanistic

view, education should inculcate in correction inmates not only vocational skills for employment but also the true African values of Ubuntu, Botho or Tema ('humanness' in Zulu, Sotho and Akan languages respectively). This debate can also be projected in terms of the concepts of retributive versus restorative justice. It has been advanced that restorative justice gives a clearer lens by which one can view the global problem of recidivism<sup>83</sup>. It has been explained that the principles, ideals and themes of living are valued with personal and cultural meanings; they include the individual's standards and images of self that provide direction and purpose for living<sup>84</sup>. They mould the 'ought's', 'should' and obligations of interpersonal relationship; express what is essentially 'good' and 'right' and in countless other ways add to the value and spirit of living. Thus, despite their offences against humanity, society grants correction inmates pardon and teaches them basic knowledge and skills, they might reciprocate by being kind, law abiding, generous, courteous and show compassion to their fellow humans in the same way as they have been treated. Correction education therefore attempts to redirect and rehabilitate inmates to become better individuals and to embolden them to live better with fellow humans in society. The education transaction should develop in offenders co-operative skills, sustain communal interdependence and concern for the welfare of others. Correction education programmes should have a strong foundation of moral reasoning and ethical philosophy to enable students to grapple with social and personal ethical dilemmas<sup>45</sup>. The humanism theory focuses on two targets: the offenders' rehabilitation and his re-integration into society. The first target is to rehabilitate the offender through various means such as behavioural modification, education and reshaping the thought-process. The education rendered to offenders includes making it compulsory for them to learn under a general school system or remedial education (basic reading & writing) or vocational training. These are all crucial to the successful rehabilitation of the offenders so that they have the opportunity to overcome their future troubles when they return to the society.

There are a number of targets for integrating offenders to the society as an element of rehabilitation. Some of these are to reduce the rate of reoffending; offer them a second chance in life, have them return to society and become normal and productive individuals; strengthen family ties and to provide them a place in society as functional members. The integration of offenders also involves the family component since families are part of society.

The humanism theory therefore, seeks to reduce recidivism because it is understood that through retraining programmes for offenders, a more purposeful life would be guaranteed for ex-convicts. Humanism theory is the most valuable ideological justification for punishment. It propagates the humanizing belief in the notion that offenders can be saved and not simply punished. It recognizes the reality of social inequality. To say that some offenders need help to be rehabilitated is to accept the idea that circumstances can constrain, if not compelling and lead to criminality; it admits that we can help persons who have been overwhelmed by their circumstances.

It rejects the idea that individuals, irrespective of their position in the social order, exercise equal freedom in deciding whether to commit crime and should be punished equally according to their offences in spite of their social background <sup>127</sup>. It has even been argued that the rejection of the humanism theory based on wanting a more “deserving” sentence is in fact a denial of the offender’s opportunity to have a better life <sup>128</sup>. Issuing a lighter sentence based on the humanism theory, is not in contravention of attaining justice and it does not also mean that the rights of the victim have been ignored or that the society’s best interest has been set aside, a fair system is just simply being arranged into place.

The humanism theory is pertinent to the study as it tries to justify the rationale behind the treatment of the offenders by altering their attitude and behaviour so that they will be able to choose legal means in satisfying their needs <sup>47</sup>. This theory accentuates the need to re-train

the offenders so that they can live a lawful and happy life upon release. It preaches that vocational training be designed to transform offenders' life styles through the rigorous application of education, discipline, work and other relevant programmes.

The humanism theory is also applicable to this study because of its focus on empowering the offender to take more control of their lives and to make more rational choices by helping them to learn necessary skills such as listening and communication, problem solving, critical and creative thinking, self-management and self-control. Such approaches recognize issues in relation to resources and opportunities but see little point in improving access to these without also ensuring that individuals have or develop the necessary skills to gain from them.

A cordial relationship between the humanism theory and this study is cemented through the sharing of a common approach to justifying reintegration which, instead of excluding the offender, includes him or her as part of the community of interests to be addressed on the grounds that it is better for both offenders and society because it can reduce further offending and victimizations <sup>128</sup>. Similar arguments are also found in "strengths-based" approaches, which justify rehabilitation on the basis of the contribution the rehabilitated offender can make to the community and the community's need for this contribution.

### **2.2.2. The Reformatory Theory of Punishment**

"An eye for an eye will turn the whole world blind". This line by Mahatma Gandhi (1914) is the thrust of the Reformatory Theory of Punishment. This is the most recent and the most humane of all theories and going by this theory, the aim of punishment should be to rehabilitate the offender, using the individualization method. Cesare Bonesana-Beccaria was an Italian criminologist, jurist, philosopher and politician, who is widely considered to have first propounded the reformatory theory in 1764 <sup>129</sup>. Beccaria in his brief but justly celebrated

treatise 'On Crimes and Punishments', put forth some of the first modern arguments against the death penalty. The treatise was also the first full work of penology, advocating reform of the criminal law system. This Reformatory theory was therefore chosen as the theoretical framework of this study. This theory assumes that the hardened and habitual criminal can also be changed into a law-abiding citizen by reformation. It is based on the humanistic principle that even if an inmate commits a crime, he does not cease to be a human being. He may have committed a crime under circumstances which might never occur again. Therefore an effort should be made to reform the individual during the period of incarceration. The purpose of punishment should be to bring about the moral reform of the criminal. The offender must be educated and taught some art, skill or industry during the period of incarceration so as to begin a new life upon release from corrections<sup>88</sup>. It was contended that by a sympathetic, tactful and loving treatment of the offenders, a revolutionary change may appear from their new characters. The reformatory theory is also known as rehabilitative sentencing and the first known effort was established in 1956 with the filing of the abolition of the death penalty bill in Lok Sabha, India <sup>130</sup>.

The Reformatory theory is supported by criminology. Criminology regards every crime as a pathological phenomenon, a mild form of insanity, an innate or acquired physiological defect. Therefore, the criminals ought to be cured, rather than punished. It must be stressed that the reformatory theory shows a radical departure from the earlier theories like the deterrence or retributive theory and seeks to bring a positive change in the attitude of the offender so as to rehabilitate the individual as a law-abiding member of the society. Thus punishment is employed as a measure to reclaim the offender, not to torture. This theory denounces all kinds of corporal punishments. The major thrust of the reformist theory is rehabilitation of offenders in correctional institutions so that they are transformed into law-conforming citizens<sup>128</sup>. It focuses greater attention on humanly treatment of offenders inside the

corrections. It recommends that rather than offenders being idle in jail, they should be well taught, educated and trained so as to adjust themselves to normal life in the society upon their discharge from correctional institution.

The reformatory theory, therefore, aims to reduce reoffending as it is believed that through retraining programmes for offenders, a better life would be guaranteed for ex-convicts. Reformatory theory is the most valuable ideological justification for punishment. It lends support to the humanizing belief in the notion that offenders can be saved and not simply punished. It supports the reality of social inequality. To say that some offenders need help to be rehabilitated is to accept the idea that circumstances can constrain, if not compelling and lead to criminality; it is adamant that we can assist individuals who have been overcome by their circumstances.

It rejects the idea that people, irrespective of their position in the social order, reserves the right in deciding whether to commit crime and should be punished equally according to their offences their social background irrespective<sup>89</sup>. It was argued that the rejection of the reformatory theory based on wanting a more “deserving” sentence is in fact a denial of the offender’s right to have a better life.

The reformatory theory is relevant to the study as it tries to establish the justification or rationale behind the treatment of the convicts by changing their attitude and behaviour so that they will be able to choose legitimate means in satisfying their needs. This theory restates the importance of retraining the offenders so that they can live a lawful and satisfactory life upon release. The reformatory theory is also germane to this study because of its focus on empowering the offender to take more control of their lives and to make more pro-social choices by assisting them to learn important skills such as listening and communication, creative and critical thinking, solving problems, self control and self-management. Such

insights acknowledge problems vis-à-vis resources and opportunities but sees no point in improving openings to these without also ensuring that individuals have or develop the necessary skills to benefit from them.

### **2.2.3. Good Lives Model (GLM)**

Developed in 2004 by Ward and Brown as a non-treatment model, the Good Lives Model is an alternative to Risks Needs Rehabilitation model of Devon Poloschek<sup>131</sup>. This encompasses an empathic social support from the offenders' friends, social desistance group, family members and the community. The Good Lives Model (GLM) as a theoretical application can be employed to reform high-risk violent criminals back into society. This is an important communal responsibility to help the reformed offenders turn their backs to crime<sup>132</sup>. This gives the reformed offenders the intrinsic motivation for the new social identity of desistance while settling into society after imprisonment. This model was first put into use in New Zealand by Ward and Brown (2004), in Canada by Taylor (2008), recently in Togo, Ghana and Liberia by Bervan (2014) and in Glasgow by McNeill, Farrell, Lightlower and Maruna (2015). The studies reviewed on GLM are an indication that the theoretical proposition will be useful and helpful in offender reintegration in Nigeria.

### **2.2.4. Risk-Need-Responsivity (RNR)**

The RNR model stands for the Risk-Need Responsivity principles of effective correctional programme within which a variety of therapeutic intervention can be used. The RNR model is one of the most popular offender change model used in correctional institutions for assessing, reformation and rehabilitation of offenders. According to the Risk Need Responsivity model correctional agencies should assess an offender's likelihood to reoffend,

determine what are the likely risk factors that contribute to an individual trying to reoffend and provide services and treatment appropriate to those risk factors and risk level.

It is responsive to offender's particular interest, abilities and aspirations. It assumes that all offenders have similar aspirations and needs and that one of the primary responsibilities of parents, teachers and the larger community is to help each of us to acquire the tools required to make our own way in the world. Criminal behaviours happen when offenders lack the internal resources necessary to satisfy their values using pro-social means. Simply put, criminal behaviours represents maladaptive actions to meet life values<sup>133</sup>. One of the strengths of Risk Need Responsivity model is that treatment service designed in accordance with these principles are more potent than those that are not and that the treatment effect is linearly related to the number of principles to which the treatment model adheres.

### **2.2.5 The Risk principle**

The risk approach states that the level of service provided to an offender should match their risk of reconviction. Consequently, supervision and intervention should be reserved for higher risk offenders, whereas low risk offenders require no little attention<sup>134</sup>. In fact, research has it that too much treatment or the wrong type of treatment may be harmful to a low risk offender<sup>134</sup>. The risk factors can be static factors that cannot be changed (including age, gender, criminal history and age of first arrest) and dynamic factors that can be changed through successful treatment (including substance abuse, education deficiencies, antisocial personality patterns and pro-criminal attitudes). Despite that judges and criminal justice professionals administer treatment services on low risk offenders to prevent future occurrence, this game plan has not been effective in terms of reducing reoffending or system costs. The researchers identified various meta-analysis and review research supporting the risk principle that tracked over 13,000 offenders in 53 community –based correctional treatment facilities.

It was reported that the majority of the programmes were related to reoffending for high risk offenders. One programme, in particular, is most illustrative of the risk principle. It shows a decrease in reoffending of 32% for high risk offenders and an increase in recidivism of 29% for low risk offenders.

#### **2.2.6. The Need principle**

The need approach states that the treatment must be on an offenders dynamic criminogenic needs (the factors that may likely lead to crime) and draw up treatment accordingly<sup>135</sup>. Criminogenic risk factors are recognized as the main causes of criminal actions such as anti – social personality pattern, seeking and restless aggression and irritability, supporting criminal attitudes, social supports for crime, substance abuse, family relationship, school work, pro-social recreational activities, age of first offence and history of criminal offence related to reoffending but cannot be adjusted through the delivery of services. The focus on criminogenic risk factors admits that while people have a variety of needs, only some are related to the risk to reoffend and can be altered over time. These factors are related more with reoffending and some factors such as self-esteem, personal / emotional stress, major mental disorders and physical health issues that might seem to be related with reoffending have a very limited or no relationship to reoffending <sup>135</sup>.

#### **2.2.7. The Responsivity principle**

The responsivity approach should use treatment intervention known to be successful with offenders (cognitive behavioural programming). Individual/specific responsivity suggests staff should channel interventions to the individual strengths, style, culture and personality of the offender. Both general and individual responsivity should be put into consideration when

working with individual offenders. There are responsivity approach to general and individual responsivity. General responsivity involves the use of cognitive social learning methods to influence behaviour. It considers, the strengths, learning style, personality, motivation and biosocial (e.g gender, race) characteristics of the individual. A study of 374 statistical tests on the effects of judicial and correctional treatment on reoffending which indicates almost a six-fold reduction on reoffending when behavioural approaches (including social learning and cognitive behavioural types of programmes) were used. Behavioural approaches needs offenders to practice the skills they learnt in treatment interventions and rely on modelling/ demonstrating a skill and doing away with inappropriate behaviours. Meta-analysis on the effectiveness of sanctions such as intensive supervision, electronic monitoring, boot camps and incarceration that do not include behavioural intervention components show little or no reduction in reoffending and in some cases, the sanctions led to actual increase in recidivism<sup>136</sup>. For years, correctional institutions have been incorporating RNR approach into their treatment interventions. Although, their effective use of these approaches is limited, in part, by the terms of the sentencing decisions and conditions of probation specified by the judge. If the judge's sentence is not consistent with RNR principles approach (e.g the judge sentence a low risk offender to boot camp or requires participation in a non-skilled based education programme), the correctional institutions required to implement the sentence even though it is not effective use of resources and may even increase the offender's likelihood of recidivating.

#### **2.2.8. Risk assessment**

Assessment of violence risk is discussed in the literature because it plays an essential role in making a decision, case management relating to sentencing, release and the selection of rehabilitation programmes to achieve risk reduction<sup>136</sup>. The assessment of risk is facilitated

by the use of structured, empirically derived and theoretically driven instruments. The tools for assessing risk includes first generation (professional judgement), second generation (evidence— based tools) and third generation (evidence based and dynamic).

### **2.2.9. First Generation: professional judgment**

Professional judgment has to do with the assessment of offender risk by correctional officials (correction staff and judicial officers) and clinical professionals (psychiatrist, psychologists and social workers) guided by their own professional training and experience, they make judgements on those who need enhanced security and supervision. The assessment of risk is an issue of professional judgement.

### **Second generation: Evidence –based**

Evidence –based tools refers to the assessment of criminal risk to depend more upon actuarial evidence-based science and less on professional judgement. Actuarial risk assessment instruments consider individual items (history of substance abuse,) that have been proven to increase the risk of recidivism and assign these items quantitative scores. For instance, the presence of risk factor may receive a zero score. The scores on the items can then be summed-the higher the score, the higher the risk that the offender will reoffend. Going by research, second generation, actuarial risk assessment instrument tests indicates acceptable results, they can reliably differentiate lower risk offenders from higher risk offenders. However, second generation actuarial instruments have two characteristics that present major setbacks, first the second generation risk assessment instruments are theoretical. The items

that create these instruments are chosen simply because they are easy to find and show an association with recidivism. The items are not chosen because they are theatrically relevant. Thus, the majority of the items are offender's history items-the type of information that correctional education systems are quite efficient at collecting and distributing. The second characteristic of second generation instruments is that the non-criminal history items that sample behaviours also tend to be of a historical nature (history of drug abuse), offender's history and other factors that sample past behaviours are treated as static immutable risk factors. This shows a major set back for second generation risk assessment because the scales do not account for offenders changing for the better. Rather, the possibilities are; a) people risk level does not change (if one scored positive for a history of drug abuse that risk factor will always remain no matter if he /she has learned to abstain from drugs, or b) an individual's risk increases ( new offences are committed and criminal history scores increase)

### **2.3 Empirical Review**

This will be done under global and Nigeria review of rehabilitation and reintegration programmes.

#### **2.3.1 Global Empirical Studies on Prisoner Rehabilitation and Reintegration Programmes.**

Csaba's study was conducted among selected offenders in a minimum security correction in Western Australia<sup>140</sup>. The study concentrated on rehabilitation and community partnerships in reintegration of offenders back to the community upon release. The offenders were made to participate in community projects and thus related with the general community on a daily basis. This was tagged offender's continuum care. It was offered as a transition option after

offenders had finished any treatment programmes. The study was meant to reduce reoffending and expand the vocational and personal skills of the offenders in readiness for reintegration to the community upon release. The study therefore recommended pre-release and parole supervision before community reintegration of offenders back into society.

A national data and survey study carried out in eight States in Canada examined the current state of offender re-entry there<sup>141</sup>. The study uncovered that most state prisons in Canada were not equipped to facilitate reintegration of offenders from correction to the community. The study suggested not more than six month's parole supervision before reintegration of offenders back into the community. Another study by Borzycki and Baldry looked at prison support systems for prisoner reintegration in Australian communities so as to avoid reoffending and encourage ex-offenders to be law-abiding<sup>142</sup>. The study revealed that the discharged offenders are confronted by a range of social, economic and personal challenges that can prevent a crime-free life.

A study performed in five municipal prisons in North East England, including Holme House, Deerbolt Young Offenders Institution, Kirklevington Grange Resettlement Centre and Middlesbrough Council, uncovered the success of local government involvement in offender reintegration back to the community<sup>143</sup>. This was carried out by involving them in refurbishing metal railings for the park, as well as making of furniture for the visitor centre and roller-hockey rink. The research explored how the local authorities contributed to the effective resettlement of ex-offenders and thus reduced crime and disorder in their communities. As good as this parole supervision was, it failed to involve the community stakeholders in the prisoner reintegration programme. This is the problem identified by the current study and the need to propose prisoner reintegration programme to fill the gap created in this study.

A study on rehabilitation programmes on adult inmates in Australia, highlighted both the strengths and the weaknesses in areas of little effectiveness in reducing rates of re-offending<sup>144</sup>. One of the strengths was that the high risk offenders benefited more from the rehabilitation programmes than the low risk offenders. One of the weaknesses of the programme was that the individual offender needs were not focused on and this can increase re-offending. The study advocated individual criminogenic needs of the offenders in solving some of the challenges or impediments facing rehabilitation programmes in Australia.

The utilization of Howells et al. (2016) suggestion of focused and targeted individual criminogenic needs of the inmates is a catalyst for this present study to offer solutions to some of the challenges militating against the effectiveness of prisoner rehabilitation and reintegration programmes in Nigeria.

A study used life-course theory, Primary and Secondary Lement's theory to explain the null, or crime-free gap, in the course of a criminal career and movement from the behaviour of non-offending to the assumption of the role or identity of a changed person<sup>145</sup>. The authors concluded by saying that the released prisoners can make the decision to put into practice what they have learnt in prison under the rehabilitation/reintegration programmes after leaving the prison in order to avoid recidivism. Another study on the other hand, used interactions theory to examine stigma, role transition and the civic reintegration of convicted felons in Canada<sup>146</sup>. The study discovered that stigmatization of convicted felons was a great barrier to prisoner reintegration back into the society. The study concluded that communities are ill-prepared to accept ex-felons back as crime free citizens. This study is in line with Austin's study in Canada.

Some scholars of the European Union's research studies, consisting of 185 projects and 1,600 research teams from 38 European countries, investigated the problem of female prisoners'

social reintegration into the society <sup>147</sup>. Countries involved include France, Germany, Hungary, Italy, Spain and the United Kingdom. The studies discovered that the factors responsible for the exclusion of female prisoners from reintegration programmes include little education, no secured accommodation, no job security and the fact that some of the female prisoners had suffered either physical and/or sexual abuse. The studies then suggested a pre-release scheme of parole supervision in preparation for release and resettlement related needs for the female ex-prisoners.

A Workman study advocated for community involvement in prisoner reintegration in New Zealand in areas such as job placement, accommodation and support systems <sup>148</sup>.

Aside from employment and job opportunities for ex-offenders, various studies suggested that, in the United States of America, good quality social ties with the family would reduce the rate of reoffending among ex-offenders to the tiniest minimum and promote positive and effective offender reintegration into the society<sup>149</sup>. A study in California, revealed that parole supervision through community-based reintegration prevents reoffending, increases parole population and increases community acceptance of ex-offenders<sup>150</sup>.

A study in Canada recommended social reintegration of ex-offenders into the society and the development of interventions meant to reduce the level of reoffending<sup>151</sup>. Some of the programmes suggested by the study include:

1. Correction-based programmes
2. Surveillance-based transition programmes
3. Assistance-based transition programmes and
4. Integrated through care programmes.

All over Canada, the John Howard Society (JHS), a Non-Governmental Organization (NGO) that came into being in 1867, has assisted ex-offenders with reformation and reintegration following their release by providing shelter, employment and clothing.

A study on correction, religion and its' influence on rehabilitation in a large medium/maximum security correction in South Carolina, produced positive effects on spirituality, leading to a reduction of recidivism after release from correction<sup>152</sup>.

Another recent study critically examined some challenges to community re-entry and reintegration faced by Ohio and Texas prison inmates with grave mental illnesses and suggested options to imprisonment of offenders with mental illnesses<sup>153</sup>. The study made a discovery that returning offenders with mental and psychological illnesses experienced poorer re-entry outcomes across a greater number of distinct domains than other returning offenders, including those with either physical health conditions or substance abuse problems. The study continued by revealing that offenders with mental illnesses are more predisposed to homelessness than other inmates during re-entry. The study highlighted some of the likely challenges such as stigmatization, homelessness, health challenges and community rejection amongst others. The research studies conducted by the Quaker Council for European Affairs (QCEA) in Geneva, on social reintegration of ex-offenders in the Council of European States, showed that some alternatives to reintegration programmes were more effective than others in reintegrating ex-offenders back into the society<sup>154</sup>. Part of the alternative programmes include the option of offenders partaking in formal correction education, family and friends' participation in offenders' reintegration and provision of continued education and employment to the discharged offenders. In Spain, a study among some Spanish prisoners, emphasized ex-offenders' employment and vocation opportunities as the major focus of offenders' reintegration back into the society<sup>155</sup>.

The conceptual link between family ties, after-release employment and reoffending among offenders in the United States was examined in another relatively new study. The outcomes suggested that family ties had consequences for both reoffending and employment attainment<sup>156</sup>. The findings also preached that good quality social ties may be particularly beneficial for men with histories of being unemployed. A study among discharged prisoners in Toronto discovered that the ex-convicts were stigmatized by others in the community and this situation had a negative consequence on their ability to reintegrate back into the community<sup>157</sup>.

In a longitudinal study of five years among 6,561 offenders in Indian prisons, it was discovered that recidivist offenders were likely to be unemployed or under-educated<sup>158</sup>. In addition, the results from the study further revealed that the employment status, age of the offender, and the offender's level of formal education were the most important predictors of recidivism among discharged offenders, irrespective of the type of offence committed. The study recommended intensive educational programmes in corrections as preparation for offender reintegration into the community.

The study of inmates' reintegration in Canada opined that the community model of reintegration should include the family, spouse, neighbour, spiritual or religious groups as well as employers. This model was found to be more effective in reintegrating offenders back into the community<sup>159</sup>. ICPS reported that correction congestion is a worldwide phenomenon, with issues being experienced in Australia, Colombia, Italy, United States of America, Latin America, Israel, Norway and Canada<sup>160</sup>.

The introduction of probation and parole supervision has reduced overcrowding in Croatian and the Federation of St. Kitts and Nevis prisons<sup>161</sup>. The same ICPS also reported that there is overcrowding in Ghana prisons with 28 out of the 43 by between 8 and 167%, resulting in

the spread of communicable diseases among prisoners. The overcrowding has resulted into a lack of sleeping space, poor ventilation, poor sanitary health conditions and food shortage. Apart from correction congestion, the report also revealed that more than 22,000 offenders at Pollsmoor prison in Cape Town, South Africa have gone in for tuberculosis screening. At an average of 500,000 infections a year, South Africa has the third highest Tuberculosis infection rate all over the world. The report insinuated that there was offender brutality plus inhumane treatment of offenders in the United Arab Emirates, Egypt and Iraq, which has resulted to the death of many offenders. In Nigeria, overcrowding, offender brutality and neglect has resulted in the death of hundreds of correction inmates. The report also recorded that the 2013 Presidential Transformation agenda was starved of funds as out of the nearly \$290 million allocated for the corrections in the 2014 budget, only five percent went to new programmes and improvements, with the rest being spent on salaries and maintenance. Health facilities in Ugandan prisons, especially at Luzira Women's prison, have been improved with the help and efforts of NGO's <sup>162</sup>. The consequence of this report is that the present study will make use of some of the data gathered to develop the prisoner reintegration programme in Nigeria.

For inmates to surmount challenges of discrimination upon release, two scholars used Literacy and Numeracy Adult Assessment Tool (LNAAT) to educate the offenders while in corrections<sup>163</sup>. This was to allow them to secure stable shelter, sustained employment and re-connection to their partners, family and friends while re-establishing themselves in the society. The study recorded a 20% success rate for ex-offenders' employment in New Zealand. The study therefore suggested correction education initiative programmes, training and employment opportunities in corrections. These initiatives include literacy and numeracy up-skilling, as well as industry training such as farming, forestry, horticulture, engineering, welding, construction, catering, plumbing, painting, machine operation, and traffic control.

The study stated that this could be achieved in correction management partnerships with the community, which is to be embedded in the development and stakeholders' validation of the proposed offender rehabilitation and reintegration programme in Nigeria.

Another study opined that women offenders should be managed differently from the men because the percentage of women inmates is negligible compared with that of the men. The study suggested that women's needs should be assessed and corrections centred around ensuring that women have equitable access to services and interventions to meet their needs<sup>164</sup>. The study also suggested trauma intervention treatment for women offenders, particularly those with mental health issues and substance abuse history. A study suggested innovations of creative nature for correction management in reducing recidivism through well-designed reformation programmes that could sustain ex-offender employment and stigma reduction<sup>165</sup>. Examples of such creative innovations include provision of offender needs through proper and effective 'Assessment Needs', motivating the offenders to complete rehabilitation activities and an improved correction aftercare for offender reintegration support. The study is in line with the present theoretical Needs Theory of Abraham Maslow's hierarchical needs.

In continuation and confirmation of the study on evaluation of correctional rehabilitation programmes, scholars are adamant that correction education as a catalyst for reducing recidivism and providing employment for ex-convicts, was responsible for offender reintegration effectiveness in New Zealand<sup>166</sup>. The study again highlighted correction management with strategic safety initiatives, proper staff training and support services as the major issues and operational challenges facing most correctional centres globally. Staff training and Correctional Education Initiatives will become a part of the personnel training implementation of the correction rehabilitation and reintegration programme.

The collaborative study carried out with educational providers and other governmental agencies to provide correction education and vocational training for women prisoners in New Zealand, stressed increased focus on developing education programmes and a vocational learning plan that is in line with individual needs and aspirations, while recognizing the important role of language, identity and culture in women's education<sup>167</sup>. The study concluded that educating women would increase their self-esteem and reduce recidivism since most of the women's offences are based on family violence, rape and/or sexual assault.

### **2.3.2. Empirical Studies on Prisoner Rehabilitation and Reintegration Programmes in Nigeria.**

The first to be reviewed is a study titled "Rehabilitation of Convicts in Nigerian Prisons: A study of Federal Prisons in Kogi State"<sup>88</sup>. This study was done in the six federal prisons in Kogi state: Ankpa, Dekina, Idah, Kabba, Koton Karfi and Okene prison. The study used proportionate simple random sampling technique, which meant that all the six federal prisons in the state were proportionately represented in the sampled population. Meaning that, the study relied fully on the data gathered from respondents in these corrections via administered questionnaires. The study used a sample of five hundred and thirty four (534) respondents. These represented sixty one percent (61%) of the study population and is made up of four hundred and ten (410) convicted offenders which represented ninety percent (90%) of the convicts population and one hundred and twenty four (124) correction staff which represented thirty percent (30%) of the staff population. In essence, each correction is represented by ninety (90%) of its convicts population and thirty (30%) percent of its staff population. Data collected were analyzed using simple percentages and chi square ( $X^2$ ). The outcome revealed that reformative and rehabilitative function of correction is necessary for the survival of offenders and society at large. Since the correction is a smaller society within

the larger society, what transpires in the correction affects the larger community. Negligence in the provision and maintenance of rehabilitation facilities affected the correction as an institution in carrying out its statutory functions. This was clear in the findings where respondents indicated that corrections properly interpreted the penal policy but the quality of facilities on ground cannot assure one of effective rehabilitation of offenders. More pressing is the evident lack of after care services. It was regarded as one of the factors militating against successful rehabilitation and that recidivism will continue to exist if not already on the increase except correctional measures are taken to address the issue of misinterpretation of penal policy, quality of vocational training programmes, unemployment, poverty, public stigmatization, after care services among others.

A similar study carried out was on “Effectiveness of Rehabilitation Programmes in the Nigeria Prisons: A Study of Perception of Inmates in Enugu Prison”<sup>31</sup>. The study researched the inmates’ perception of the effectiveness of rehabilitation programmes in the Nigeria prisons with reference to Enugu prisons. 145 respondents were used, 129 males and 16 females and they were all purposively sampled for the study. Data was collected from the respondents using questionnaire with the aid of two trained research assistants. The questionnaires were administered during the inmates “open out” recreation exercise. Results from the study showed that all the respondents agreed that rehabilitation programmes exist in the prison (100%), that rehabilitation programmes cover adult literacy (26.0%), carpentry (26.0%) tailoring (18.0%), arts/crafts (15.0%), welding (15.0%) and that the programmes last as long as one is in prison (93.1%). Majority of the respondents (62.8%) and (31.0%) perceived the programmes as fairly successful and not successful respectively. Moreover, the major hindrance to the rehabilitation programmes was paucity of funds (35.2%). However, majority of the respondents (85.5%) were of the view that rehabilitation programmes have made positive impact in their lives. The findings agreed with the observation that prison

programmes include a variety of activities, all of which can have an impact either directly or indirectly on the rehabilitation of inmates and their successful reintegration into the society upon release <sup>51</sup>. This is additionally supported by the acceptance by more than half of the respondents that the rehabilitation programmes have impacted positively in their lives by teaching them skills, which they will make use of upon release. Unfortunately, the major obstacle to rehabilitation was identified as paucity of funds, which is also in agreement with the Nigerian Correctional Service which indicate that lack of funding was a major restraint which hampered both reformation and post release care of offenders<sup>52</sup>. Assessment of offenders' rehabilitation in Nigerian Prisons by Uguoke, Otodo and Wura (2015), believed that rehabilitation services in Nigerian corrections should focus on increasing the educational and vocational skills of inmates instead of focusing on security of the correction yards, offender's feeding and personal gains. The study identified three paradigm shifts of correctional and rehabilitation services in Nigerian corrections. The first is the retribution stage of the mid 1970's which made the offenders 'get tougher and hardened' and increased the rate of recidivism; the second is the intervention stage from 1990's. The third paradigm shift is not too distant, starting from the beginning of the 21st century. This includes the use of probation and parole officers to reintegrate offenders back into society.

This study is related to the present study because the study examined the effectiveness of rehabilitation programmes in the prisons. It was observed that the rehabilitation programmes were not very successful due to finance, inadequacy of rehabilitation equipment, lack of trained personnel, lack of manpower and poor management of rehabilitation programmes among others. The findings showed that prisons have not successfully achieved their objectives which is to reform and rehabilitate offenders to be good and useful citizens <sup>53</sup>. The present study being conducted in a different geo political zone attempts to find out if the situation is the same or different for the attention of relevant stakeholders.

Another study was conducted on “Information Needs and the Enhancement of the Psychological Wellbeing of Nigerian Prison Inmates”<sup>24</sup>. The study was carried out in two different corrections in South Eastern Nigeria. These were, Harbour Road Prison, Port Harcourt, Rivers State and Aba Prison, Abia State. The study adopted the descriptive research design. It used the survey method in gathering data from respondents in the two (2) selected corrections where functional libraries are in Nigeria. A sample of 600 inmates across sexes was purposively selected. The research instruments were structured questionnaire and guided Focus Group Discussion (FGD). Due permission was requested and approved by the Nigerian Prison Head of Service Headquarters, Abuja, having outlined the objectives for conducting the study. The researchers were advised by the Nigerian Prison Command Headquarters to comply with all ethical issues and they complied fully. The data was analysed using both descriptive and inferential statistics of Pearson correlation.

A structured questionnaire on prison inmates tagged “Information Needs as a Reformatory Tool for Prison Inmates” was used for data collection. This was designed, validated and used to gather data on respondents’ demographic characteristics and information needs from the respondents. The internal consistency measure of the instrument was determined by the split-half method which yielded a coefficient of 0.69 and significant at  $p < 0.05$ . The outcome showed that all the listed areas of information such as recreation, study and life-long learning, education support, skills acquisition, legal aid and health are highly needed with mean scores above 3.08% weighted average. Even other areas such as vocational training, self-actualization, current awareness, survival and coping, psychological needs, cultural information and economic information with lower mean scores compared to the weighted average are also highly needed with high mean scores. This result emphasises the importance of the listed information needs in the lives of inmates even while in incarceration. The study revealed the need for inmates to empower themselves through the avenue of the prison

education programme to achieve their education ambitions. The study further revealed that majority of the respondents possess SSCE (30%) and 25% of these are very active youths who are still in their prime and need to be informed and reintegrated into society. The outcome revealed that several Nigerian youths are incarcerated for one crime or the other. This demonstrates that if properly empowered while in the corrections, they can usefully make significant contributions to human capital development after their release from the corrections. The study is related to the present study in that it revealed the extent at which ICT facilities are available and made use of in the skills acquisition programmes for offenders in Nigeria.

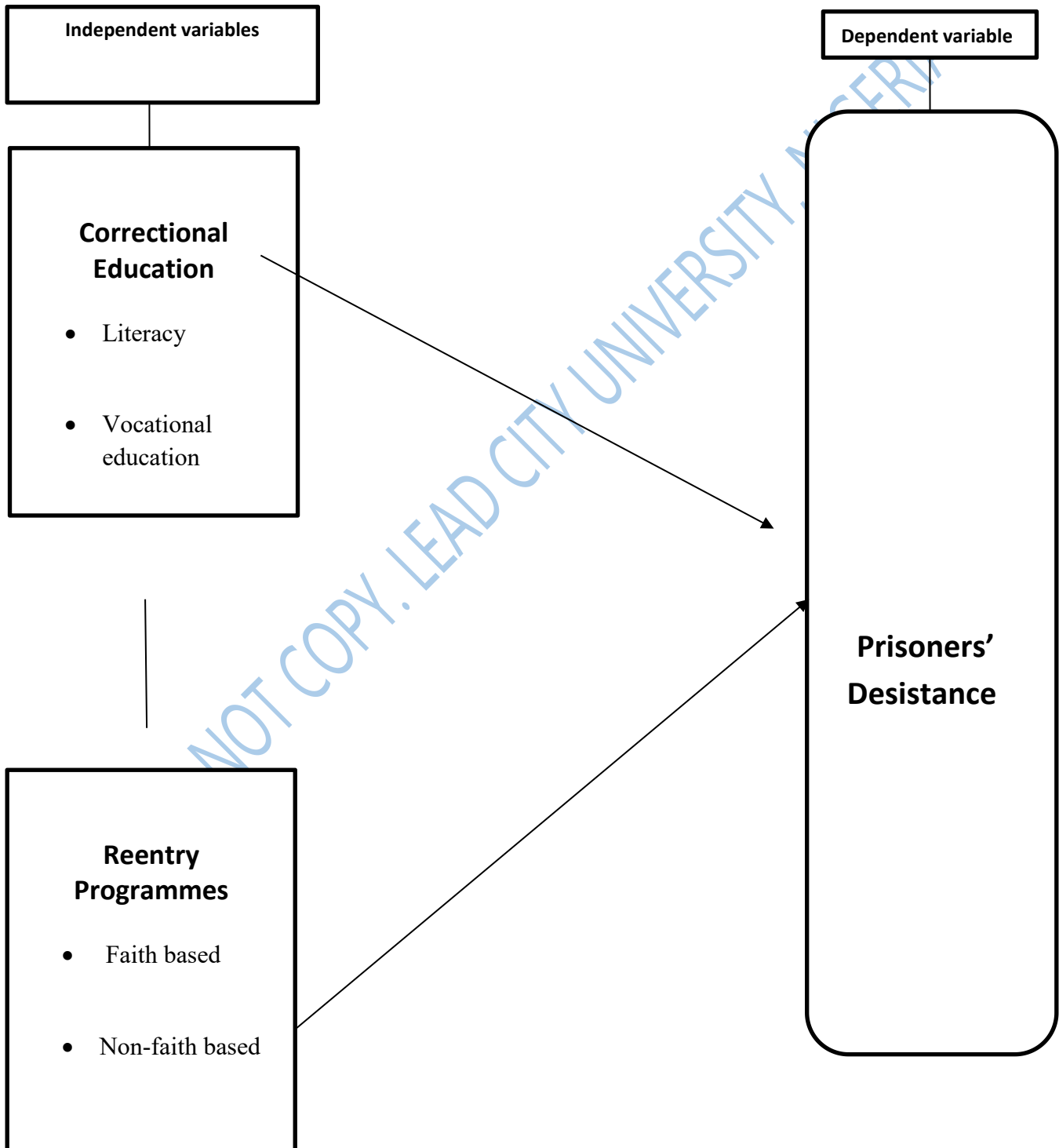
Another study was carried out on “The Impact of Prison Reforms on the Welfare of the Inmates: A Case Study of Afokang Prison, Calabar, Cross Rivers State, Nigeria”<sup>43</sup>. The target population was all the prison staff and inmates of Afokang-Prison, Calabar, Cross River State, Nigeria. A total of 200 persons were used, 160 were inmates while 40 represented the correction officials. The number (200) was regarded as large enough to enable the researcher make generalization on the impact of prison reforms on the welfare of the inmates in Nigeria prisons. Data was gathered using a questionnaire and oral interview. The Pearson product moment correlation statistics was used for data analysis. The outcome showed a super relationship between availability of reformatory facilities and inmates skills acquisition to lead a respectable and dignified life. In addition, it showed that reoffending amongst ex-offenders is high; as a result of the fact that offenders were not trained in any vocation thus on discharge they become despondent and frustrated. This confirms the notion that planned reforms in Nigeria corrections was unrealistic and that the supposed reformation rehabilitation was nothing less than deformation and a charade<sup>56</sup>. The research is relevant to this study because it exposed the correlation between availability of reformatory facilities and

the influence of inmates' skills acquisition, which is the major reason for my own research concerning this thesis.

Similarly, a study was carried out on "Nigerian Prison Service (NPS) and Challenges of Social Welfare Administration: A Study of Abakaliki Prison"<sup>95</sup>. The purpose of the study was to examine the challenges of administration of welfare services in Abakaliki corrections and ways of improving on the welfare services. The study used descriptive survey design by spreading research questionnaire to the 98 respondents drawn from the staff and inmates of Abakaliki corrections. The researchers made use of simple random sampling and stratified sampling techniques.

The result showed that most of the funding and welfare packages for the inmates are often times than not, hijacked by the officials. The structures in the corrections are dilapidated and inadequate. The inmates are not well fed and the bed spaces are not enough, leading most inmates into sleeping on the floor often without blankets. The study is important to this research as it reveals the harsh conditions which offenders pass through in Nigeria corrections and the reasons why inmates become hardened upon release instead of becoming reformed and sober, making reintegration impossible.

## 2.4 Conceptual Framework





**Fig. 2.4.1: A Framework Showing Prediction of Correctional Education and Reentry Programmes on Prisoners' Desistance in South-South, Nigeria**

**Source:** Field survey, 2022

## **2.5 Summary of Literature Reviewed**

In this chapter, the following sub-headings were looked into: The Conceptual Clarification, Theoretical framework and Empirical review of the studies.

From the Conceptual clarification, it was discovered that correction education or academic instructions are rehabilitation programmes made available to offenders while still in incarceration. These academic and vocational programmes are a part of offender reformation meant to prepare offenders for life after corrections. The educational programmes on offer in correctional homes differ by region and facilities. Educational programmes are extremely popular in corrections. It is estimated that in most corrections, a larger percentage of the population participates in educational programmes <sup>67</sup>.

According to the correction order, correction inmates are meant to be supervised in reformation programmes which includes correction training and treatment programmes. It therefore means that the quality of treatment and training the inmates are given in corrections and upon release, would become determinants of a successful reintegration into the community<sup>68</sup>.

The theoretical framework is designed on the most popular tenet in the reformation of inmates in criminal justice which is the belief that socially and personally destructive habits in people can change. Just a few centuries ago, starting from the 18<sup>th</sup> century, inflicting pains on the inmates had intrinsic value. Debates arose across the globe over the wisdom and effectiveness of the punitive approach to law offenders gave rise to the reformatory theory. This study finds the humanism theory and reformatory theory as being the best and most suited theory to apply to convicts as its focus is on individual rehabilitation by putting into motion, all aspects of education, skill acquisition and societal reintegration.

The empirical studies showed that a conducted study on the “Rehabilitation of Convicts in Nigerian Prisons: A Study of Federal Prisons in Kogi State” affirmed that reformatory and rehabilitative function of corrections is vital for the revival of offenders and survival of the society at large. The investigation on the “Effectiveness of Rehabilitation programmes in the Nigeria prisons: A study of Perception of Inmates in Enugu Prison” revealed that so long as an offender is in the corrections, he/she goes through reformation, despite same study revealing that the reformation programmes have been fairly successful. The conducted study on “Information Needs and their Enhancement of the Psychological Wellbeing of Nigerian Prison Inmates” also concluded that offenders need information for reformation to avoid deformation. Another study which was carried out on “The Impact of Prison Reforms on the Welfare of the Inmates: A Case Study of Afokang Prison, Calabar, Cross Rivers State, Nigeria” reached a conclusion that correction reforms as it were, remains an essential part of the Nigeria correction settings vis-à-vis social order.

The study on “Nigerian Prison service (NPS) and challenges of Social Welfare Administration: A Study of Abakaliki Prison” revealed that the rehabilitation programmes in the corrections, are being hampered by paucity of funds.

All in all, it is evident from the literature reviewed that correctional services, going by the United Nations Standard Minimum Rules for treatment of Offenders of 1955, did not commence at the same time all over the globe. It first commenced in European countries. South Africa recognized it as Offender Rehabilitation Path (ORP) (White Paper on Corrections, 2005) and Correctional Service Act. 111 of 1998. Nigerian corrections commenced with Reformation policy from 1999 to 2007 to make available effective correctional and rehabilitation facilities to those who had broken the rules and regulations of the community. Correctional services the world over, particularly that of Nigerian Correctional Service, are going through difficult situations in inmates reintegration into the community. The issues of an increased rate of reoffending, inadequate funding, congestion, stigmatization, community rejection of ex-offenders and many others as highlighted in the literature, are the main reasons this present study intend to offer solutions with the development and stakeholders' validation of prisoner rehabilitation and reintegration programmes. Offenders reintegration efforts in Nigeria have not included the stakeholders and the key members of the society to which the ex-convicts will return, the family members inclusive. This gap in the existing local literature reviewed that this study plan to successfully fill in order to contribute to knowledge of literature in offender rehabilitation and reintegration programmes and for better understanding of involvement of relevant Nigerian stakeholders into the prisoner reintegration programmes of ex-convicts back into their communities after imprisonment.

Additionally, the empirical review within the reach of the researcher also revealed that studies have not examined how the newly-released offenders are feeling about their ability to reenter their communities nor looked at successful reintegration of ex-offenders while existing studies also rarely discuss the role of racism in reintegration processes or analyze the radicalized dynamics of offender re-integration. Another factor that was not well considered

in the research, that this researcher believes play a role in the rehabilitation process, is the belief in a higher power. This subject may include spirituality, religious beliefs and practices. Additional research should beam a search light on this factor to see if and how much it influences the reintegration process.

Also, no such work has been carried out within the South South States of Nigeria. This is the gap this study intends to fill.

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## Chapter Three

### Methodology

This chapter presents the procedure adopted for the study under research design, population of the study, sample and sampling techniques, instrument for the data collection, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

#### 3.1 Research Design

The study was carried out under a descriptive survey research design as a result of the resolve to collect both quantitative and qualitative data from the research field. At the center of this complex research design are the questionnaires and interviews conducted with correction officials and formerly incarcerated men and women.

For the descriptive research, it was designed in a way that the quantitative part was carried out through the checklist and questionnaire so as to gather baseline information about the available correctional education and reentry programmes in the corrections while the qualitative data was achieved through interview.

This design was deemed appropriate as it enabled the researcher to collect data and establish cause and effect relationships between the independent and dependent variables on correctional education and reentry programmes as predictors of desistance in prisoners.

### **3.2 Population of the Study**

The population of a study is the whole group of people or objects which forms the target interest of the researcher <sup>7</sup>. Having previous knowledge of the population allows the researcher set boundaries in the choice of participants. The inclusion criteria are the qualities that the target research subjects must have to be picked for the study, while exclusion criteria are the qualities lacking in a prospective target, disqualifying it from being included in the study<sup>8</sup>.

Hence, this study was carried out in the Nigerian Corrections of medium category in the South South region of Nigeria. There are as a matter of fact, maximum category in the corrections, this is where more serious offenders serving longer, death or life imprisonment are incarcerated but the decision to carry out the research at the medium security corrections was influenced by empirical evidences showing that recidivism is most rampant in that particular category of corrections <sup>9</sup>. The researcher discovered that the highest percentage of prisoners (62.5%) are in the medium security corrections when compared with the maximum category. The study population was made up of all the correction staff in the five selected medium corrections in the five South South states in Nigeria (457) while purposive sampling was employed in selecting ex-inmates (10) who went through correctional education and

reentry programmes concurrently for a period of 2–5 years while in the Nigerian Correctional Services across the five South South states through Carmelite Prisoners’ Interest Organization (CAPIO), a Non-Governmental organization catering for ex-offenders wellbeing and reintegration across Nigeria.

**Table 3.2.1. Study Sample by Correction Location**

<b>State</b>	<b>Correctional center</b>	<b>Number of Correction Officials</b>
Akwa Ibom	Uyo	146
Bayelsa	Okaka	76
Delta	Warri	52
Edo	Oko	133
Rivers	Ahoada	40
<b>Total</b>		437

**Source: Nigerian Correctional Service headquarters, 2021**

### **3.3 Sample and Sampling Techniques**

For the quantitative research, purposive sampling technique was adopted in selecting respondents from the total population. The researcher selected participants who

- 1) are knowledgeable about the experience being studied
- 2) willing to express themselves
- 3) and can represent the points of view being studied.

The qualitative study was performed by conducting an analysis of certified existing documents, stored away by the Nigerian Correctional Service, ultimately leading to the search and identification of respondents for the face to face interview with ex-offenders.

The main aim of conducting the semi-structured interviews and participant observation was to

1. use it to complement secondary data from the selected correctional centers.
2. identify respondents understandings and interpretations of the factors and experiences related to their own desistance.
3. examine, with (ex) offenders, any relationship between their experiences of interventions designed to support non-offending behaviour and their own trajectories of desistance.

The checklist and the questionnaire was divided into two segments and given to the correction staff at the Correctional facilities but for the interview, an agreed venue was arrived at by both the researcher and participants. The interview, semi-structured in nature, was used as instrument to collect the data at the individual session with the ex-inmates.

**Table 3.3.1: Summary of Sample Frame**

Correction Centre	Number of Correction Officials	Expert Sample
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Uyo	146	85
Okaka	76	42
Warri	52	44
Oko	133	76
Ahoada	50	42

<b>Total</b>	457	289
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### 3.4 Research Instrument

The research instruments that was used to gather data for the study were the checklist, questionnaire and structured interview. The checklist was titled “Adapted Rehabilitation Services in Nigerian Corrections in South South States Checklist” (ARSNCSSC). The instrument was developed by the Welfare Department of Nigerian Correctional Service (2011). The instrument was based on a 4-point likert type of scale weighted on Available (A) -4 points; Available not Adequate (ANA) -3; Available not Good (ANG) -2; Not Available (NA) -1; bothering on the degree of agreement or disagreement with the statements or questions on the checklist. The questionnaire also consist of two sections. Section A contained the demographic variables and section B consists of structured items using a four point Likert type of scale of At all times (AAT) -4 points; Often (O) - 3 points; Rarely (R) -2 points; and Not at All (NAA) - 1 point and Very High (VH), High (H), Low (L), Very Low (VL) using the same corresponding points. The items were generated to reflect the research questions.

### **3.4.1. Validity of the Instrument**

To determine the validity of the instrument, the researcher sought the expert judgement of two other lecturers from the department of Arts and Social Sciences Education, Faculty of Arts and Education at Lead City University.

### **3.4.2. Reliability of the Instrument**

Reliability is the consistency level or a measure of stability of an instrument over a given period of time. In determining the reliability of the instrument, a pilot study was carried out. In order to decide the best possible way to conduct a large scale research project, a pilot study which is a preliminary small-scale research becomes necessary<sup>10</sup>. A pilot study in this case was also carried out in Calabar, Cross-Rivers state, with due ethical clearance from the correction authorities in the state concerned. This was done by administering the checklist and the questionnaire to (40) officials of the Cross River State Correction Headquarters, Calabar. Individual in-depth interview sessions of 30–45 minutes was conducted on a total of 12 ex-offenders parallel to questionnaire sessions, but during the same phase in the research field, using an audio-recorder. The Cronbach (Alpha) model was used in testing the reliability of the instrument. Through the test-retest method, a Cronbach alpha reliability coefficient of 0.895 was achieved, a coefficient value considered high enough to affirm the instrument's reliability.

The result of the pilot study assured the researcher that the instrument has the psychometric properties required to measure a given phenomenon. The outcome of the pilot studies showed that some of the items of the instruments should be modified so that it will be easier for the participants to respond to it in the main research study.

## **3.5 Procedure for Data Collection**

The researcher administered the checklist and questionnaire personally alongside two research assistants on the respondents after due clearance from the corrections authority.

The procedure for collecting data for the study began with the research assistants getting trained for the task at hand. The semi-structured interview with the respondents was carried out after the collection of the quantitative data was first carried out. The researcher also explained in details, the techniques employed in the collection of data for this study.

At an agreed time, the checklist and the questionnaires were collected from the respondents upon completion using the same process. Thereafter, the researcher personally conducted the interviews with the ex-offenders after all the participants signed the consent forms.

All data collected was then de-identified and stored in accordance with ethical requirements to protect the identities of participants. This was explained to the participants at an introduction session and also individually at first and subsequent interviews when consent was sought and re-sought.

All interviews were recorded on a digital audio recorder and stored as MP3 files then imported into a music software program, Audacity, for transcription purposes. No transcription services were used. I transcribed all interviews as de-identified word documents, allowing me to re-play the interviews and get closer to the data. Once an interview was transcribed, the transcription was re-checked against the audio file in its entirety. Each interview was heard at least three times, allowing me to be very sure of the data.

### **3.6 Method of Data Analysis**

All research data obtained were sorted and collated sequentially. The scores were then inputted into the system for analysis. Data was analysed using the convergent synthesis design. Frequency count, percentage and the multiple regression analysis were used to

analyze the data in order to provide answers to the stated research questions and the hypotheses tested at 0.05 alpha level.

#### Endnotes

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## **Chapter Four**

### **Results and Discussion of Findings**

The dataset used in this study was assembled from two main sources – The Correctional Service officials and ex-prison inmates for primary data and statistics from the archives of the Correctional Service for secondary data.

The researcher picked out the subjects for this study through information supplied by the Correctional officials and from archival data of the Nigerian correctional service. The subjects comprised of correctional service staff and all previously incarcerated individuals released from five Nigerian medium corrections of Edo, Delta, Bayelsa, Rivers and Uyo command between January 2011 and December 2014. One hundred respondents were selected, 20 respondents from each of the five states based on their willingness to share and openness to being interviewed. The reoffending status used for each subject during the research on reentry and the desistance process, was based on their survival trajectory over a follow-up period of 36 months of being released from corrections as received from the prison records. Corrections of medium category were considered adequate for this work because previous findings revealed that repeat incarceration is relatively more rampant amongst the discharged prisoners of this prison category<sup>1</sup>.

**Table 4.1.1. Data From the Nigerian Correctional Service on Released Prisoners in 2011 and a Follow up 36 Month Period in the South South of Nigeria**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Marital status</b>		
<i>Single</i>	64	58.4
<i>Married</i>	32	29.6
<i>Widower</i>	12	12.0
<b>Education background</b>		
<i>Primary</i>	38	34.6
<i>Secondary</i>	55	52.0
<i>Tertiary</i>	15	14.4
<b>Employment history</b>		
<i>Unemployed</i>	60	56.0
<i>Employed</i>	48	44.0
<b>Offence category</b>		
<i>Fraud</i>	15	12.0
<i>Rape</i>	15	12.0
<i>Robbery</i>	58	46.4
<i>Possession of hemp</i>	24	19.9
<i>Other offences</i>	13	10.4
<b>Prison location</b>		
<i>Edo</i>	25	20.2
<i>Delta</i>	25	20.2
<i>Bayelsa</i>	26	20.3
<i>Rivers</i>	20	19.0
<i>Akwa-Ibom</i>	23	20.2

## 4.2 Data Analysis

The study population comprised 272 ex-convicts from Edo, Delta, Bayelsa, Rivers and Akwa-Ibom state medium corrections and within the study period, 108 participants recidivated. That is, a recidivism prevalence of 40.0% was observed.

Table 4.2.1 The following below are the socio-demographic characteristics of the respondents

	B	SE	Wald	Df	Sig.	Exp(B)	95.0% CI for Exp(B)	
							Lower	Upper
AGE	-.005	.021	.061	1	.806	.995	.954	1.037
MARITAL STATUS								
Single	-.285	.377	.057	1	.450	.752	.359	1.575
Married	-.052	.364	.020	1	.887	.950	.465	1.938
EDUCATION ATTAINED								
Tertiary	-.100	.327	.093	1	.761	.905	.476	1.720
Secondary	-.216	.307	.495	1	.482	.806	.442	1.470
EMPLOYMENT								
Unemployed	.906	.214	17.954	1	.000	2.475	1.627	3.764
OFFENCE CATEGORY								
Fraud	.035	.175	.020	1	.422	.5355	.320	1.0625
Rape	.034	.174	.019	1	.421	.5355	.220	1.0625
Robbery	.193	.328	.348	1	.555	1.213	.638	2.307
Possession of hemp	.102	.362	.079	1	.778	1.107	.544	2.252

The analysis shows that the inmates' mean age was 30.3(5.9) years and the data showed that majority of the inmates under study were still in their reproductive (18-45) years. The minimum and maximum conviction free follow-up period before the second conviction was 29 days and 1222 days respectively, with an overall estimated mean survival time of 453 days. It was also observed that larger proportion of the inmates were single since 58.4% of them are not married, 52% were averagely educated and 56% unemployed after first conviction. In addition, 46.4% of the inmates were convicted of robbery which is followed by possession of hemp 19.9% implying that the most prevalent crime is robbery.

The median survival times between discharge after first conviction and reconviction for single, married and widower inmates in the five States are 462, 424 and 283 days respectively. It could be deduced that the widowers recidivated faster than other counterparts but the disparity in the survivorship is not significant ( $\chi^2 = 2.618$ ,  $P = .277$ ) as obtained from log-rank comparison test, from the data record of the Nigerian Correctional Service.

Also, the median survival times of those who had only primary, secondary and tertiary education in the five states are 426, 402 and 351 days respectively while the median survival times of inmates with age group (18-24), (25-34) and (35-45) are 449, 402 and 299 days respectively (where these are the ages of recidivists at the time of discharge from corrections after the first conviction). The comparison test for both factors revealed insignificant difference between the curves at 0.05 level of significance.

The median survival time of inmates for various types of crimes (offence category) are 200 days for fraud, 150 days for rape, 402 days for robbery, 575 days for possession of hemp and 468 days for other offences ( $\chi^2 = 4.192$ ,  $P\text{-value} = .241$ ), as obtained from the data records of the Nigerian Correctional Service.

The prevalence of recidivism within 3-year follow-up period in Edo, Delta, Bayelsa, Rivers and Akwa-Ibom medium corrections is about 40%. This indicates that less than half of the subjects under study within the follow-up period recidivated. This can be taken as a pointer to the fact that the correctional education and reentry programmes embarked upon in the South-South states of Nigeria seems to be yielding positive results.

#### **4.2.1 Getting the Ex-Convicts**

Through the Corrections, the researcher was able to contact CAPIO, an organization taking care of the ex-offenders. CAPIO works as a not-for-profit, change-development organization

advocating and promoting genuine justice and correctional sectors reforms and contributing to the improvement of the general welfare of inmates and ex-inmates in Nigeria. CAPIO commits to the call for justice through advocacy for legal reforms and penal codes' reviews; through provision of free medical and legal services; and through compassionate obligation in helping inmates while in and out of custodial centres. CAPIO's interventions over the years have focused mainly on the provision of basic needs of inmates; free legal and medical services; rehabilitation of inmates; helping ex-offenders find housing and employment as well as readjust socially to society plus cooperation with other Human Rights Organizations to advance the course of justice. CAPIO's work has been executed under the four programme components of Legal, Medical, Social welfare and Rehabilitation.

The correction officers at the different medium correction centres visited were very receptive and willingly filled the questionnaires while the previously incarcerated individuals interviewed were delighted and excited in sharing their experiences and views on their journey to desistance. Without their consent and cooperation, it would have been difficult to achieve such insights into their long and tedious path to achieving desistance.

The respondents included fifteen women and thirty-five men; ages ranged from 25 to 71 years old. All had been incarcerated in various facilities in the South-South states. The respondents were first asked questions regarding their early lives, including their family members, upbringing, and education. Twenty respondents out of fifty reported growing up with one or both parents missing from the household. Ten respondents grew up with grandparents. Fifteen respondents reported not graduating from secondary school prior to imprisonment, Fifteen did not attend any school at all while fifteen attended primary school. Five attended some form of post-secondary education.

Then, the respondents were asked about their actual imprisonment experiences including the number of times they had been arrested, their ages at each arrest, the duration of their sentences and the crimes for which they were arrested. The duration of each respondent's

time spent in prison or jail ranged from a few months to 15 years. Many had been arrested and sentenced more than once. Only ten had been arrested just once. The respondents had been arrested or sentenced for a range of crimes including armed robbery, possession of a murder weapon, sex crimes, drug possession, fraud, drug trafficking, manslaughter, cultism and armed robbery. They were then asked to describe their day-to-day activities in the corrections, the programmes they participated in, whether they participated voluntarily or because they were mandated and whether they had visitors while in incarceration. All reported participating in at least one programme while in the corrections. They were then asked to reflect on how their time in jail and the programmes they attended affected them. Lastly, the respondents were asked about their lives following release from incarceration. They were first prompted to reflect on their feelings upon returning to society and their immediate concerns. Then, they were asked about the support they received from the criminal justice system, society and family or friends. To discuss about desistance, it was imperative to first discuss what life after corrections meant to each of them. Lastly, they were asked about their experiences with returning to prison and their participation in reentry programmes. Specifically, they were asked to describe how these programmes have impacted their lives and whether they have helped or hurt them in their reentry experience.

In contrast to most popular notions on desistance, as seen from previous research, most of the individuals did not make any reference to recidivism.

When the female ex-offenders were asked what successful reentry leading to desistance meant to them, they unanimously spoke about motherhood, being a good mother and in some cases, a good wife, maintaining sobriety, getting regular and stable income, achieving contentment, believing and relying on God majorly as what has helped them to reintegrate into the society and desist from crime.

In the result section, all participant names have been changed to protect the personality of the interviewed.

### 4.3. Results

The data analysis reflected the four research questions and five hypotheses formulated for the study. A total of 294 copies of the questionnaire were administered on correction officials in the five correctional centres (Uyo, Okaka, Warri, Oko and Ahoada) in the selected States (Akwa-Ibom, Bayelsa, Delta, Edo and Rivers respectively) of the South-South geopolitical zone of Nigeria. 289 copies of the questionnaires were retrieved and found usable for the study. This represents a 98% retrieval or response rate.

#### 4.3.1. Demographic data of Correctional Officials in South-South Correction Centres

The following below are the socio-demographic characteristics of the respondents.

**Table 4.3.1.1: Distribution of the Respondents by Gender**

		Frequency	Valid Percent	Cumulative Percent
Valid	Male	227	78.5	78.5
	Female	62	21.5	100.0
	Total	289	100.0	

**Source:** Field Survey, 2022

Table 4.1 shows the respondents to be both male and female. However, majority of the respondents were male.

**Table 4.3.1.2: Distribution of the Respondents by Age**

		Frequency	Valid Percent	Cumulative Percent
	18-39	98	33.9	33.9
	40-60	103	35.6	69.5
	60+	88	30.5	100.0
	Total	289	100.0	

**Source:** Field Survey, 2022

Table 4.3.1.2 shows that majority of the respondents are between 40 and 60 years. The table also shows that all the age grade levels were adequately represented in the study.

#### 4.3.2. Presentation of Research Questions

**Research Question One:** What are the correctional education programmes available in the Nigerian Correctional Service?

The data in Table 4.3.2.1 below were used to answer research question 1.

**Table 4.3.2.1: Summary of Result on Correctional Education Programmes Available in the Nigerian Correctional Service**

<b>REHABILITATION SERVICES</b>	<b>A</b>		<b>ANA</b>		<b>ANG</b>		<b>NA</b>	
	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>%</b>	<b>Freq.</b>	<b>%</b>
<b>Skills Acquisition Programmes</b>								
Carpentry	232	80.3	34	11.8	23	7.9	-	-
Tailoring	188	65.1	93	32.2	8	2.7	-	-
Printing	98	33.9	102	35.3	65	22.5	24	8.3
Building	205	70.9	63	21.8	13	4.5	8	2.8
Masonry	205	70.9	63	21.8	13	4.5	8	2.8
<b>Mid-range Industrial Production</b>								
Furniture making	169	58.5	79	27.3	33	11.4	8	2.8
Soap making	289	100	-	-	-	-	-	-

Toilet roll making	-	-	-	-	-	-	289	100
Manufacturing Aluminum	-	-	-	-	-	-	289	100
Metal works/fabrications	-	-	-	-	289	100	-	-
Shoes making	166	57.4	89	30.8	30	10.4	4	1.4
<b>Agricultural Skills</b>								
Farming	289	100	-	-	-	-	-	-
Animal Husbandry	289	100	-	-	-	-	-	-
<b>Counselling Services</b>								
Educational Services	289	100	-	-	-	-	-	-
Vocational Services	289	100	-	-	-	-	-	-
Personal Social Services	133	46.0	89	30.8	36	12.5	31	10.7
After-care Services	183	63.3	29	10.0	50	17.3	27	9.4
<b>Literacy Education</b>								
Classroom Training	289	100	-	-	-	-	-	-
Library Resource Training	-	-	-	-	-	-	289	100
Computer Training	101	34.9	111	38.4	33	11.4	44	15.3
Virtual Training	-	-	-	-	-	-	289	100
Science Laboratory Technology	-	-	-	-	-	-	289	100
Field Demonstration	289	100	-	-	-	-	-	-
Excursions	-	-	-	-	-	-	289	100
Industrial Training Attachment	-	-	-	-	-	-	289	100

**Source: Field Survey, 2022**

Table 4.3.2.1 above is a distribution of responses of respondents based on the correctional education programmes available in the Nigerian Correctional Service. With respect to skills

acquisition programmes, majority of the respondents indicated availability of the following; carpentry (80.3%); tailoring (65.1%); printing (33.9%); building (70.9%); and masonry (70.9%). With respect to mid-range industrial production, majority of the respondents indicated availability of furniture making (58.5%); soap making (100%); and shoes making (57.4%) while majority of the respondents indicated as not available, manufacturing aluminium (100%) and metal works/fabrication (100%). With respect to agricultural skills, majority of the respondents indicated as available, farming (100%); and animal husbandry (100%). With respect to counselling services, majority of the respondents indicated as available the following; educational services (100%); vocational services (100%); personal social services (46.0%); and after-care services (63.3%). With literacy education, majority of the respondents indicated as available the following: classroom training (100%), field demonstration (100%); and computer training (34.9%) while the following were marked as not available, library resource training; virtual training; science laboratory technology; excursions and industrial training attachments.

**4.3.3. Research Question Two:** What is the level of participation of correction inmates in the correctional education programmes being carried out by the Nigeria Correctional Service? The data in Table 4.4 below were used to answer research question 2.

**Table 4.3.3.1: Mean Rating and Standard Deviation on the level of participation of correction inmates in the correctional education programmes being carried out by the Nigerian Correctional Service**

S/N	Item Statements	N	$\bar{x}$	SD	Decision
1	The Population of inmates who participate in Vocational skills training in prison is	289	3.54	1.109	Very high
2	The Population of inmates who participate in Literacy education training is	289	3.51	1.102	Very high
3	The number of female prisoners participating in vocational skills acquisition training is	289	3.30	1.122	High
4	The number of male prisoners participating in vocational skills acquisition training is	289	3.47	1.134	High
5	The number of female prisoners participating in literacy education training is	289	3.46	1.107	High
6	The number of male prisoners participating in literacy education training is	289	3.40	1.100	High
7	The participation of lifetime offenders and those on death row in correctional education is	289	1.13	1.108	Low
	Average		3.46	1.111	High

Table 4.3.3.1 above is the result of the analysis of respondents' responses on the level of participation of correction inmates in the correctional education programmes being carried out by the Nigerian Correctional Service. The results presented in Table 2 shows that all the 7 items used in measuring the level of participation of correction inmates in the correctional education programmes being carried out by the Nigeria Correctional Service had the mean scores that ranged from 3.3. to 3.54 and the corresponding Standard Deviations values that ranged from 1.093 to 1.134 respectively. The mean scores simply imply that with respect to level of participation of correction inmates in the correctional education programmes being carried out by the Nigeria Correctional Service, respondents agreed that the population of inmates who participate in Vocational skills and Literacy education training while incarcerated is very high; while rating as high the following: the number of female prisoners participating in vocational skills acquisition training, the number of male prisoners participating in vocational skills acquisition training, the number of female prisoners participating in literacy education training, the number of male prisoners participating in literacy education training, the participation of lifetime offenders and those on death row in correctional education is however rated as low, as they are naturally not expected to get out of the corrections alive. The corresponding standard deviation values imply that respondents' responses on the level of participation of inmates in the correctional education programmes being carried out by the Nigeria Correctional Service is very high.

**Research Question Three:** What is the level of participation of offenders in reentry programmes in South-South, Nigeria?

**Table 4.3.3.2: Summary of Result on Level of Participation of Prisoners in Reentry Programmes being carried out in the Nigeria Correctional Service in South-South, Nigeria**

S/N	Item statements	N	Mean	S.D	Remark
1	Faith-based reentry programmes are being carried out in Nigerian Correctional Service	289	3.56	0.66	At all times
2	Non-Faith-based reentry programmes are being carried out in Nigerian Correctional Service	289	3.43	0.64	Often
3	Mental Health Care programmes are being carried out in the Nigerian Correctional Service	289	3.05	0.61	Often
4	Drug abuse treatment programmes are being carried out in the Nigerian Correctional Service	289	3.13	0.63	Often
5	Alcohol abuse treatment programmes are being carried out in the Nigerian Correctional Service	289	3.01	0.66	Often
6	Sex Offender Therapy is being carried out in the Nigerian Correctional Service	289	3.31	0.65	Often

**Source: Field Study, 2022**

Table 4.3.3.2 above shows the result of the analysis of respondents' responses on the reentry programmes being carried out in the Nigerian Correctional service. The results presented in this table shows that all the items used in measuring types of reentry programmes being carried out in the Nigerian Correctional service had the mean scores that ranged from 3.01. to 3.56, and the corresponding standard deviation values that ranged from 0.61 to 0.66 respectively. The mean scores simply implied that based on reentry programmes being carried out in the Nigerian Correctional service, it was agreed that faith-based reentry programmes were being carried out in Nigerian Correctional Service at all times.

It was also revealed that non-faith-based reentry programmes and mental health care programmes were often being carried out in Nigerian Correctional Service. Moreover, drug abuse treatment programmes, alcohol abuse treatment programmes and offender therapy were being carried out in the Nigerian Correctional Service. The corresponding standard deviations value implied that respondents' responses on the reentry programmes being carried out in the Nigerian Correctional service, faith-based reentry programmes were being carried out at all times, while other reentry programmes were being carried out often. This means that the level of participation of prisoners in reentry programmes in South-South, Nigeria was high.

**4.3.4. Research Question Four:** What is the state of desistance among prisoners in South-South, Nigeria?

**Table 4.3.4.1: Mean Rating and Standard Deviation on the state of desistance among offenders in South South Nigeria**

Theme I: Transform		Qualitative Findings	
Quantitative Findings		Participants' Quotes	
Sub-themes		In-depth interviews N = 50	A: "Education has ability to transform offenders. I wish offenders can be compelled to enter for education programmes. Most of them cannot read and write. Prison authorities should make it a condition for release, such that an offender may not be released until after the completion of a minimum basic education programme.  Miss. Y: I told myself that I committed
Transform		Yes = 50, 100%	
Does not transform		No, 0%	

			<p>crime, therefore education was my only way.</p> <p>Education is the key to normal life.</p>
<b>Theme II: Transformative Effect</b>			<b>Qualitative Findings</b>
<b>Sub- themes</b>			<b>Participants' quotes</b>
Experience since re-entry			<p>A: "it has not been easy".</p> <p>B: "its not easy to accept ex-convicts easily but the reentry programme is helping me to adapt".</p>
Would you describe yourself as having successfully reintegrated into society?			C: "it is hard getting back into society itself but for the re-entry programme of the prison, I am starting to settle down easily."
How do you personally define (reentry) success?			D: "if not for the re-entry programme I went through while in prison, re-entry would have been a total disaster with the kind of suspicion that everyone cast on me.
What do you attribute your success since release to?			E: the re-entry programme has psychologically and adequately prepared my body, soul and spirit so that I am able to confront every obstacles that may jeopardise my settling back into society
What do you think makes for successful reentry?			G: "Apart from the re-entry programme, nothing else o"
What do you identify as necessary for making it in the free world that could be applied to the benefit of others currently in the transition			J: "Being resolute and determined to shun forever the life and attraction of crime."

from prison?	
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Table 4.3.4.1 above indicated that quantitative results portray high convergence in the in-depth interviews 100% (100 out of 100) in unison; respondents believe that correctional education and reentry programmes transforms. Qualitative findings confirm that correctional education and reentry transforms offenders and contributes to normal life. In this case, quantitative and qualitative results seem to converge on the fact that correctional education and reentry programmes transforms. Therefore, one can surmise that the present study's findings make a significant contribution to the Criminal Justice System by providing concrete empirical evidence on the effectiveness of correctional education and reentry in offender rehabilitation process since respondents in the current study were among beneficiaries of correctional education and reentry programmes in the Nigerian Correctional Services.

#### 4.3.5. Testing of Hypotheses

The following hypotheses were tested at 0.05 alpha level of significance as shown in tables below.

##### Hypotheses

**H<sub>01</sub>:** There will be no significant joint prediction of correctional education (literacy and vocational education) on prisoners' desistance in South-South, Nigeria.

**Table 4.3.5.1: Regression Analysis of Joint Prediction of Correctional Education on Prisoners' Desistance**

R=.479							
R <sup>2</sup> =.230							
Adj. R <sup>2</sup> =.224							
Std. Error=2.06137							
Model	Sum of Squares	Df	Mean Square	F	Sig. (p value)	Remark	
Regression	362.064	2	181.032	42.603	.000	Significant	

Residual	1215.286	286	4.249
Total	1577.349	288	

**Source:** Field Survey, 2022

As shown in table 4.3.5.1, it was found that the linear combination of correctional education (literacy and vocational education) was tested significant on prisoners' desistance in South-South, Nigeria ( $F_{(2,286)} = 42.603, p < 0.05$ ). The result yielded a coefficient of multiple regression of  $R = 0.479$  and multiple R-square of 0.230. The result also reveals that adjusted  $R^2 = 0.224$ ; indicating that about 22.4% of variance was accounted for by the independent variables. This means that, there was a significant joint prediction of correctional education (literacy and vocational education) on prisoners' desistance in South-South, Nigeria. The null hypothesis was therefore rejected.

**H<sub>02</sub>:** There will be no significant relative prediction of literacy and vocational education on prisoners' desistance in South-South, Nigeria.

**Table 4.3.5.2: Regression Analysis of Relative Prediction of Correctional Education on Prisoners' Desistance**

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	3.904	.377		10.350	.000	
Literacy	.276	.057	.301	4.796	.000	Significant
Vocational education	.177	.046	.240	3.822	.000	Significant

Table 4.3.5.2 reveals literacy and vocational education, the unstandardized regression weight ( $\beta$ ), the standardized error of estimate ( $SE\beta$ ), the standardized coefficient, the t-ratio and the level at which the t-ratio was significant. As indicated in table 4.8, literacy ( $\beta = 0.301, t = 4.796, p < 0.05$ ) and vocational education ( $\beta = 0.240, t = 3.822, p < 0.05$ ) were independently tested

significant on prisoners' desistance in South-South, Nigeria. This means that literacy and vocational education had significant relative prediction on prisoners' desistance in South-South, Nigeria. The null hypothesis was therefore rejected.

**H<sub>03</sub>:** There will be no significant joint prediction of reentry programmes (faith based and non-faith based) on prisoners' desistance in South-South, Nigeria.

**Table 4.3.5.3: Regression Analysis of Joint Prediction of Reentry Programmes on Prisoners' Desistance**

Model	Sum of Squares	Df	Mean Square	F	Sig. (p value)	Remark
Regression	383.609	2	191.805	45.953	.000	Significant
Residual	1193.740	286	4.174			
Total	1577.349	288				

**Source:** Field Survey, 2022

As shown in table 4.3.5.3, it was found that the linear combination of reentry programmes (faith based and non-faith based) was tested significant on prisoners' desistance in South-South, Nigeria ( $F_{(2,286)} = 45.953, p < 0.05$ ). The result yielded a coefficient of multiple regression of  $R = 0.493$  and multiple R-square of 0.243. The result also reveals that adjusted  $R^2 = 0.238$ ; indicating that about 23.8% of variance was accounted for by the independent variables. This means that, there was a significant joint prediction of reentry programmes (faith based and non-faith based) on prisoners' desistance in South-South, Nigeria. The null hypothesis was therefore rejected.

**H<sub>04</sub>:** There will be no significant relative prediction of faith based and non-faith based on prisoners' desistance in South-South, Nigeria.

**Table 4.3.5.4: Regression Analysis of Relative Prediction of Reentry Programmes on Prisoners' Desistance**

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	4.374	.320		13.684	.000	
Faith based	.278	.049	.370	5.672	.000	Significant
Non-faith based	.128	.049	.171	2.622	.009	Significant

Table 4.3.5.4 reveals faith based and non-faith based, the unstandardized regression weight ( $\beta$ ), the standardized error of estimate ( $SE\beta$ ), the standardized coefficient, the t-ratio and the level at which the t-ratio was significant. As indicated in this table, faith based ( $\beta=0.370$ ,  $t=5.672$ ,  $p<0.05$ ) and non-faith based ( $\beta=0.171$ ,  $t=2.622$ ,  $p<0.05$ ) were independently tested significant on prisoners' desistance in South-South, Nigeria. This means that faith and non-faith based had significant relative prediction on prisoners' desistance in South-South, Nigeria. The null hypothesis was therefore rejected.

**H<sub>05</sub>:** There will be no significant composite prediction of correctional education and reentry programmes on prisoners' desistance in South-South, Nigeria.

**Table 4.3.5.5: Regression Analysis of Composite Prediction of Correctional Education and Reentry Programmes on Prisoners' Desistance**

R=.511							
R <sup>2</sup> =.261							
Adj. R <sup>2</sup> =.255							
Std. Error=2.01932							
Model	Sum of Squares	Df	Mean Square	F	Sig. (p value)	Remark	
Regression	411.141	2	205.570	50.414	.000	Significant	

Residual	1166.209	286	4.078
Total	1577.349	288	

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As shown in table 4.3.5.5, it was found that the linear combination of correctional education and reentry programmes was tested significant on prisoners' desistance in South-South, Nigeria ( $F_{(2,286)} = 50.414, p < 0.05$ ). The result yielded a coefficient of multiple regression of  $R = 0.511$  and multiple R-square of 0.261. The result also reveals that adjusted  $R^2 = 0.255$ ; indicating that about 25.5% of variance was accounted for by the independent variables. This means that, there was a significant joint prediction of correctional education and reentry programmes on prisoners' desistance in South-South, Nigeria. The null hypothesis was therefore rejected.

#### 4.4. Discussion of Findings

The aim of this study is to understand how offenders desist from crime; how they curb recidivism; and the role played by the correctional education and re-entry programmes they underwent in the corrections in achieving such.

The findings of this study on socio-demographic characteristics revealed that, most of the respondents were male, while majority of the respondents are between 40 and 60 years. The findings of this study revealed that correctional education programmes were adequately available in the Nigerian Correctional Service. This was established through the responses of respondents based on the correctional education programmes available in the Nigerian Correctional Service. It was affirmed by the majority of the respondents that skills acquisition programmes such as carpentry, tailoring, printing, building and masonry were being carried out in the corrections. Furthermore, majority of the respondents established availability of

mid-range industrial production in which furniture making, soap making and shoes making were dominant while manufacturing, aluminium and metal works/fabrication were not available.

Concerning agricultural skills, majority of the respondents indicated as available, farming and animal husbandry. In addition, majority of the respondents indicated the availability of Counselling Services such as personal social services and after-care services. With literacy education, majority of the respondents established the availability of classroom training, field demonstration and computer training, while library resource training, virtual training, science laboratory technology, excursions and industrial training attachments were not available. The outcome of this study on availability of correctional education programmes are in line with the findings of a study. They noted that all the respondents agreed that rehabilitation programmes exist in the prison (100.0%), that rehabilitation programmes cover adult literacy and carpentry (26%) respectively, tailoring (18%), arts/crafts and welding (15%) respectively, and that the programmes last as long as one is in prison (93.1%). These findings are in agreement with the observations of Anietie Imo Effiong (2019) in “Entrepreneurship Educations of Prison Inmates in Nigeria: Effects on Skills Acquisition for Self Reliance” that prison programmes include a variety of activities, all of which can have an impact either directly or indirectly on the rehabilitation of offenders and their successful reintegration into the community after release. However, these findings are not in agreement with Idowu Oluwafemi Amos (2017), who carried out a study on “Factors Influencing Reoffending by Criminals and Challenges in the Control of Recidivism in Nigeria”. The results revealed that buildings in use as workshops were inadequate and in some prisons, non-existent. Educational and vocational training programmes don’t exist, even when they exist, they lack necessary materials and limited to a “handful” of inmates. This accounts for why most

inmates released go back to commit crimes. This explains why there is high rate of recidivism because they were not properly reformed or rehabilitated, the study further emphasized.

With respect to the level of participation of offenders in the correctional education being organized by the Nigerian Correctional Service, the result of the analysis of respondents' responses on the level of participation of correction inmates in the correctional education programmes being carried out by the Nigeria Correctional Service showed that all the 7 items used in measuring level of participation had the mean scores which implied that respondents agreed that the population of inmates who participate in Vocational skills and Literacy education training in correction is very high; while rating as high the following: the number of female offenders participating in vocational skills acquisition training, the number of male offenders participating in vocational skills acquisition training, the number of female offenders participating in literacy education training, the number of male offenders participating in literacy education training, but the participation of lifetime offenders and those on death row in correctional education was rated very low because they are not expected to get out of prison alive.

This finding is in line with a study<sup>88</sup>. The result revealed that reformatory and rehabilitative function of corrections is necessary for the survival of offenders and society at large. Since the correction is a smaller society within the larger society, what transpires in the correction affects the larger society. Negligence in the provision and maintenance of rehabilitation facilities affected the correction as an institution in carrying out its statutory functions.

With respect to the kinds of reentry programmes being carried out by the Nigerian Correctional Service, the result of the analysis of respondents' responses on the types of reentry programmes being carried out in the Nigerian Correctional service showed that all the 6 items used in measuring types of reentry programmes being carried out in the Nigerian

Correctional service had the mean scores that suggested that respondents agreed that Faith-based reentry programmes are being carried out in Nigerian Correctional Service at all times; that often, Non-Faith-based reentry programmes are being carried out in Nigerian Correctional Service; Mental Health Care programmes are being carried out in the Nigerian Correctional Service; Drug abuse treatment programmes are being carried out in the Nigerian Correctional Service; Alcohol abuse treatment programmes are being carried out in the Nigerian Correctional Service; and that Sex Offender Therapy is being carried out in the Nigerian Correctional Service respectively. The current study's results seem to be consistent with the findings in a study<sup>30</sup>.

With respect to the state of desistance among offenders in South-South, Nigeria, the linear combination of correctional education (literacy and vocational education) and the reentry programmes (faith and non-faith based) was tested significant on previous offenders' in the South-South, Nigeria with the result implying that, there was a significant joint prediction of correctional education and reentry programmes on offenders' desistance in South-South, Nigeria. This implied that literacy and vocational education, faith and non-faith based programmes had strong contributions to offenders' desistance in South-South, Nigeria when the independent variables were tested together on it. For instance, the sub themes seem to confirm that the programmes transform by changing behaviour and attitude, boosting self-confidence and self-esteem, reviving humanity, improving employment, cognitive and literacy skills and transforming offenders into law-abiding citizens. These transformative effects are critical in offender rehabilitation process due to the fact that the majority of incarcerated individuals have a complex life history of substance abuse, alcoholism, low self-esteem and self-confidence, inadequate education, negative attitude, lack of employment skills, low literacy levels and criminal thinking which contribute to incarceration. In addition, some respondents' quotes affirmed that correctional education and reentry programmes are

the best programmes to give the individual a second chance in life since it brings a sense of living and influences the way of socialization on release. Subsequently, some respondents recommended that the programmes should be made compulsory to offenders since they play a significant role in offender rehabilitation process by transforming the offenders, reducing crime and recidivism rates. For example, some respondents in the current study proclaimed to having a bright future, not being troublesome upon release from corrections and using computer and finance management skills acquired during incarceration period to change other people's lives in communities. The current study's results seem to be consistent with the findings in a study<sup>32</sup>. The findings considered correctional education as a tool for reducing recidivism rates. In this case, the present study's findings seem to provide the Criminal Justice System with tangible evidence for considering correctional education as an engine in offender rehabilitation process since it has a potential of transforming offenders into law abiding and productive citizens upon release. This perspective seems to be congruent with a plethora of international scholars who postulate that correctional education and reentry transforms offenders since it has a potential of changing behaviour, boosting self-esteem and self-confidence, equipping offenders with employment skills and improving literacy levels.

### Endnotes

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## **Chapter Five**

### **Conclusion**

This chapter deals with the summary of findings of the study, conclusions reached owing to the findings of the study, recommendations made, the contributions of the study to knowledge and suggestions for further researches to advance the frontiers of knowledge in this area of research inquiry.

#### **5.1 Summary of Findings**

This study focused on correctional education and re-entry programmes as predictors of prisoners' desistance in South-South, Nigeria. Consequently, independent variables were tested in relation to dependent variables. The tested independent variables were correctional education (literacy and vocational education) and re-entry programmes (faith based and non-faith based), while prisoners' desistance was examined as the dependent variable. Four

research questions were raised and answered, while five hypotheses were formulated and tested.

The review of relevant literature was carried out under different sub-headings. The review of related literature covered the conceptual studies, theoretical model and review of empirical studies, conceptual model and summary of the review literature. The conceptual studies in this study covered correctional education, reentry and desistance. For the theoretical framework, humanistic theory, the reformative theory of punishment, the good life model and risk need responsivity were adapted in the study. The empirical studies review correctional education of literacy and vocational education and re-entry programmes of faith based and non-faith based in relation to prisoners' desistance. Then, summary of the reviewed literature was carried out to appraise the reviewed conceptual studies, theoretical model, empirical studies and conceptual model.

Population for this study consisted correction staff and ex-offenders who attended correctional education and reentry programmes for a period of 2–5 years in the Nigerian Correctional Services across the five South South States. Purposive sampling technique was used to select the respondents for the study. The descriptive statistics of frequency counts, percentages, mean and standard deviation were used to analyze demographic information of the respondents and research questions. Also, inferential statistics of regression was used to test hypotheses at 0.05 alpha level.

The findings of this study on socio-demographic characteristics revealed that, most of the respondents were males, while majority of the respondents were between 40 and 60 years. In the same vein, the findings of this study revealed that correctional education programmes were adequately available in the Nigerian Correctional Service. This was established through the responses of respondents based on the correctional education programmes available in the Nigerian Correctional Service. It was affirmed by the majority of the respondents that skills

acquisition programmes such as carpentry, tailoring, printing, building and masonry exist in the corrections. Furthermore availability of mid-range industrial production like furniture making, soap making and shoes making were confirmed, while manufacturing aluminium and metal works/fabrication were not available. Concerning agricultural skills, majority of the respondents indicated as available, farming and animal husbandry were available. Based on counselling services, majority of the respondents indicated as availability of educational services, vocational services, personal social services and after-care services. With literacy education, it was established the availability of classroom training, field demonstration and computer training, while library resource training, virtual training, science laboratory technology, excursions and industrial training attachments were not available.

In addition, the findings of this study revealed that the level of participation of inmates in the correctional education programmes being carried out by the Nigeria Correctional Service was very high. This was established through the responses which established that the population of inmates who participate in vocational skills and literacy education training while in jail was very high; while the number of female prisoners participating in vocational skills acquisition training, the number of male prisoners participating in vocational skills acquisition training, the number of female prisoners participating in literacy education training, the number of male prisoners participating in literacy education training were rated high.

Furthermore, the finding of this study revealed that the level of participation of prisoners in reentry programmes in South-South, Nigeria was high. This was evident through the responses of the respondents which established that all the items used in measuring types of reentry programmes being carried out in the Nigerian Correctional service had the mean scores which implied that based faith-based reentry programmes were being carried out in Nigerian Correctional Service at all times. It was also established that non-faith-based reentry

programmes and mental health care programmes were often being carried out in Nigerian Correctional Service. Moreover, drug abuse treatment programmes, alcohol abuse treatment programmes and offender therapy were being carried out in the Nigerian Correctional Service. Also, faith-based reentry programmes were being carried out at all times, while other reentry programmes were being carried out often.

In addition, there was a significant joint prediction of correctional education (literacy and vocational education) on prisoners' desistance in South-South, Nigeria. This implied that literacy and vocational education had strong contribution to prisoners' desistance in South-South, Nigeria when the independent variables were tested together on it. Additionally, literacy and vocational education independently tested significant on prisoners' desistance in South-South, Nigeria. This means that literacy and vocational education had significant relative prediction on prisoners' desistance in South-South, Nigeria. The implication was that literacy and vocational education separately had strong contribution to prisoners' desistance in South-South, Nigeria.

Moreover, there was a significant joint prediction of reentry programmes (faith based and non-faith based) on prisoners' desistance in South-South, Nigeria. This implied that faith based and non-faith based had strong contribution to prisoners' desistance in South-South, Nigeria when the independent variables were tested together on it. Besides, it was revealed that faith and non-faith based reentry programmes had significant relative prediction on prisoners' desistance in South-South, Nigeria. The implication is that faith based and non-faith based reentry programmes separately had strong contribution to prisoners' desistance in South-South, Nigeria. Also, there was a significant joint prediction of correctional education and reentry programmes on prisoners' desistance in South-South, Nigeria. This implied that correctional education and reentry programmes jointly had strong prediction on prisoners' desistance in South-South, Nigeria.

## **5.2 Conclusion**

It was concluded in the study that correctional education programmes were adequately available in the Nigerian Correctional Service. Moreover, the level of participation of inmates in the correctional education programmes being carried out by the Nigeria Correctional Service was very high. Furthermore, the level of participation of prisoners in reentry programmes in South-South, Nigeria was high. It was further concluded that there was a significant joint prediction of correctional education of literacy and vocational education on prisoners' desistance in South-South, Nigeria; while literacy and vocational education had significant relative prediction on prisoners' desistance in the study area. Besides, it was established that there was a significant joint prediction of reentry programmes of faith based and non-faith based on prisoners' desistance in South-South, Nigeria; while faith and non-faith based had significant relative prediction on prisoners' desistance in the study area. Also, it was concluded that there was a significant joint prediction of correctional education and reentry programmes on prisoners' desistance in South-South, Nigeria.

## **5.3 Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Counselling psychologists should establish counselling and capacity building centres in both literacy and vocational training for knowledge and skills acquisition. With these, there would be a good rapport between ex-offenders and the society
2. A Correction Development Trust Fund can be established by private-public partnership to fund the corrections in the area of vocational and literacy education. In other words, the education of inmates should receive closer government and private individuals' attention financially and otherwise.

3. There should be a government policy enacted to officially bring the correction staff and other stakeholders together as a collaborative team in order to solve the problems of stigmatization and lack of community acceptance of ex-offenders.
4. The government should erect new structures to conform with modern day designs which will allow for the introduction of latest methods of corrections and also solve the problem of correction congestion which is part of the problems witnessed in the corrections.
5. Establishment of an institute like the United States' National Institute of Corrections to manage and ensure more involvement of government in the transition of released prisoners from prison to the society. This can also serve as a one-stop shop for released prisoners to access support and services.

#### **5.4 Contributions to Knowledge**

This study contributed to knowledge in the following ways:

1. It was established that the correctional education programmes were adequately available in the Nigerian Correctional Service.
2. This study confirmed that the level of participation of inmates in the correctional education programmes being carried out by the Nigeria Correctional Service was very high.
3. It was also affirmed that the level of participation of prisoners in reentry programmes in South-South, Nigeria was high.
4. This study established that there was a significant joint prediction of correctional education of literacy and vocational education on prisoners' desistance in South-South, Nigeria.

5. It was established that literacy and vocational education had significant relative prediction on prisoners' desistance in the study area.
6. It was affirmed that there was a significant joint prediction of reentry programmes of faith based and non-faith based on prisoners' desistance in South-South, Nigeria.
7. It was confirmed that faith and non-faith based had significant relative prediction on prisoners' desistance in the study area.
8. Also, it was established that there was a significant joint prediction of correctional education and reentry programmes on prisoners' desistance in South-South, Nigeria.

### **5.5: Suggested Area of Further Research**

The following suggestions were made for further research based on the findings of the study.

1. Use of subjective measures of commitment to criminogenic norms, as intermediate measures of correction programme effects.
2. Use of pre- and post-achievement test scores to measure change in educational skills of offenders due to participation in educational programmes.
3. The particular types of education courses (e.g., Literacy, Adult Basic Education, College, Vocational, Social) that are most effective for increasing commitment to pro-social norms, increasing educational skills and reducing recidivism.
4. The types of programme delivery that are most effective for normalizing the correction environment, increasing educational ability, and reducing recidivism.
5. The type and amount, if any, of conflict between custody goals and educational programme delivery.
6. The relative effectiveness, if any, of various educational programme providers (e.g., correction education departments, colleges or universities, local school districts, private contractors).

7. The educational needs of inmate populations should be considered.
8. The methods used to encourage inmates to participate in appropriate educational programmes.
9. The effects of other normalizing correction operations and programmes on both in-correction adjustment and post-release success.

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## **Appendix 1**

**Lead City University, Ibadan**

**Faculty of Arts and Education**

**Department of Arts and Social Science Education**

### **Check List And Questionnaire**

I am a Postgraduate student of the above named university and faculty. As part of the requirements of my Postgraduate programme, I am currently carrying out a study on “Correctional Education and Reentry Programmes as Predictors of Prisoners’ Desistance in South-South, Nigeria”. It is purely an academic exercise and data generated will be treated with utmost confidentiality. Kindly answer the following questions for me as honest as possible. No name is required. I promise that the responses will be used for the stated purpose only. Please feel free to ask question or any clarification before you fill this questionnaire.

Thank you for the co-operation,

Opatola Adewole

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**Adapted Rehabilitation Services in Nigerian Corrections in South South States Checklist (ARSNCSSC)**

S/N	Rehabilitation Services	Available A	Available Not Adequate ANA	Available Not Good ANG	Not Available NA
<b>A</b>	<b>Skills Acquisition Programmes</b>				
	Carpentry				
	Tailoring				
	Printing				
	Building				
	Masonry				
<b>B</b>	<b>Mid-range Industrial Production</b>				
	Furniture making				
	Soap making				
	Toilet roll making				
	Manufacturing Aluminum				
	Metal works/fabrications				
	Shoes making				
<b>C</b>	<b>Agricultural Skills</b>				
	Farming				
	Animal Husbandry				
<b>D</b>	<b>Counselling Services</b>				
	Educational Services				
	Vocational Services				
	Personal Social Services				
	After-care Services				
<b>E.</b>	<b>Literacy Education</b>				
	Classroom Training				
	Library Resource Training				
	Computer Training				
	Virtual Training				
	Science Laboratory Technology				
	Field Demonstration				
	Excursions				
	Industrial Training Attachment				

Source: Nigeria Correctional Service (2016).

## Questionnaire

### Section A: Bio – Data

SEX: Male  Female

Age: 18 -39  40 – 60  60 & above

### SECTION B: ITEMS

Instruction: Each question is followed by several columns marked as follows:

- Very High {VH}
  - High {H}
  - Low {L}
  - Very Low {VL}
- Or
- At all times {AAT}
  - Often {O}
  - Rarely {R}
  - Not at all {NAA}

Indicate your response to each of the questions by placing a tick {√} in the columns provided that best describe your feelings towards the question. To what extent do you agree or disagree with the following questions.

S/N	Items	VH 4	H 3	L 2	VL 1
1	The Population of inmates who participate in Vocational skills training in prison is				
2.	The Population of inmates who participate in Literacy education training is				
3.	The number of female prisoners participating in vocational skills acquisition training is				
4.	The number of male prisoners participating in vocational skills acquisition training is				
5.	The number of female prisoners participating in literacy education training is				
6.	The number of male prisoners participating in literacy education training is				

7.	The participation of lifetime offenders and those on death row in correctional education is				
		AAT 4	O 3	R 2	NAA 1
8	Faith-based reentry programmes are being carried out in Nigerian Correctional Service				
9	Non-Faith-based reentry programmes are being carried out in Nigerian Correctional Service				
10	Mental Health Care programmes are being carried out in the Nigerian Correctional Service				
11	Drug abuse treatment programmes are being carried out in the Nigerian Correctional Service				
12	Alcohol abuse treatment programmes are being carried out in the Nigerian Correctional Service				
13	Sex Offender Therapy is being carried out in the Nigerian Correctional Service				

### The Semi Structured Interview

1. How long of a correction sentence did you serve?
  - a.) For what offense(s)?
2. How long has it been since you have reentered your community?
3. How do you feel about the term ex-offender?
4. What have your experiences been in regard to reentry?
  - b.) Does it differ at different points in reentry (i.e., initial versus several years later)?
5. Would you describe yourself as having successfully reintegrated into society?
6. How do you personally define (reentry) success?
7. What do you attribute your success since release to?
8. What do you think makes for successful reentry?
9. What do you identify as necessary for making it in the free world that could be applied to the benefit of others currently

in the transition from correction?

10. Do you keep your past a secret, or are you open to talk about your past with others?
11. Is there anything else you would like to add, bring up or ask regarding your success or on the topic of successful reentry before we finish the interview?
12. How has your life changed post incarceration as a result of your time in the correction and reentry programme?
13. As you look back, could you describe some of the most impactful or influential moments of your participation in this correctional and reentry programmes.
14. What were some of the strengths and weaknesses of the programmes?
15. What does faith mean to you? What did faith mean in the treatment programme?
16. How important do you think the length of the correctional and reentry programme was to your recovery?
17. What is the most valuable thing that this programmes offered you?
18. If there is anything you could change about the programmes, what would you want to change?
19. Is there anything that you would like to add that pertains to your experience in the correctional and reentry programme and the life change you experienced?

## **Appendix II**

Department of Arts and Social Science Education

Lead City University, Ibadan, Nigeria

Date.....

The Comptroller Of Corrections,

Nigerian Correctional Service,

.....

.....

Sir,

PERMISSION TO CONDUCT CORRECTION RESEARCH FOR THESIS WORK

My name is Opatola Adewole Olatunbosun, a final year PhD student of Lead City University, Ibadan. My course of study is Guidance and Counselling and I am writing my final year thesis titled "Correctional Education and Reentry Programmes as predictors of Prisoners Desistance in South South Nigeria.

I am humbly seeking your permission to be allowed to conduct research by way of gathering information on rehabilitation and reintegration programmes performed on past and present prisoners in the commands custody.

Thank you sir in anticipation of a favourable response and please accept the assurance of my highest regards.

Opatola Adewole

Researcher

08037128937

**Bio-data**

## A. Personal Data

Full Name: Adewole Olatunbosun Opatola

Address: FHA Estate, House 11, 1<sup>st</sup> Avenue, Salolo bus stop, Lagos-Abeokuta

Expressway, Alagabado, Lagos, Lagos-State

Date and Place of Birth: 25<sup>th</sup> December, 1980, Lagos.

Nationality: Nigerian

Name and Address of Next of Kin: Adebimpe Opatola, FHA Estate, House 11, 1<sup>st</sup>

Avenue, Salolo bus stop, Lagos-Abeokuta

Expressway, Alagabado, Lagos, Lagos-State

## B. Educational Background

### 1. Educational Institutions Attended with Dates and Qualifications

Lead City University, Ibadan	2019 - 2022
Benson Idahosa University, Benin-City	2016 – 2018
Tai Solarin University, Ijebu-Ode	2010 – 2012
The Polytechnic-Ibadan	1999 – 2006
Igbogbi-College, Yaba, Lagos	1993 – 1999
Ikosi Primary School, Ketu, Lagos	1988 – 1993

### 2. Academic Qualifications Obtained with Dates:

PhD in Guidance & Counselling	In view
M.Ed. in Guidance Counselling	2018
P.G.D. Education	2012
H.N.D. Mass-Communication	2006
O.N.D. Mass-Communication	2002

### 1. Professional Qualifications with Dates:

N/A

2. Work Experience with Dates

Rulers World Magazine, Lagos	2020-till date
Edo State Sports Commission	2018-2020
Scorer football magazine	2006-2018

Adewole Olatunbosun Opatola

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**Appendix III**

### **University Compliance Certification**

This is to certify that the thesis by **Adewole Olatunbosun OPATOLA** with Matriculation Number **LCU/PG/001268** as a PhD student in the Faculty of Arts and Education, Lead City University, Ibadan is in full compliance with the approved University Format and Style.

**Name**

**Signature**

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