



Stakeholders' assessment on the availability of reformation programmes for prisoners in North-west Nigeria

Suleiman Ismaila ^a

^a *Ahmadu Bello University, Department of Educational Foundations and Curriculum, Zaria, Nigeria*

Abstract

The study investigated the availability of reformation programmes for prisoners in North-West Nigeria. Descriptive survey was adopted as the design for the study. The population comprised the entire prison inmates, prison officials, lawyers and human rights activists (stakeholders) in the North West Nigeria (Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara states). The target population comprised the stakeholders from the selected states (Kaduna, Katsina, Jigawa and Kano). Stratified random sampling was used in the study. Out of the seven states, four were selected randomly, and 13 prisons were covered by the study. A total number of 1,338 respondents (1,068 inmates; 200 prison officials; 50 lawyers; and 20 human rights activists) were used for the study. The total population of inmates in the sampled prisons as at April 2017 was 3443. Out of this, 1068 inmates were selected proportionately to respond to the instrument. Researcher designed questionnaires were used for this study. A questionnaire is dedicated to each of the stakeholders. The validity of the instruments was ascertained using content and construct validity. The reliability of the instruments were determined through the use of internal consistency approach based on Cronbach Alpha. Forty inmates were used for the pilot study. The data collected from the study was analysed using descriptive statistics. Mean and standard deviation were used to answer research questions. The hypothesis was tested using chi-square. Findings of the study revealed that out of the five indicators for measuring reformation provisions, the only one described as available was religious education. While other indicators such as facilities, personnel and reading materials; educational continuity and motivation; remedial and adult education; and vocational education were described as not available. The study recommended that libraries should be provided in all prisons; to motivate inmates who excel in academics with scholarship opportunities during and after jail term; and the NPS should involve more private and public organizations in the area of training and development of inmates. © 2017 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Keywords: Stakeholders; assessment; reformation; prisoners; & North-west Nigeria

1. Introduction

1.1. The problem

It is assumed that after serving jail term, ex-prisoner would be reformed due to correctional training received while in prison. But ex-prisoners sometimes go about

reoffending. This raises a lot of questions on the nature of training inmates received while in prison. It also raises doubt on whether facilities for training prisoners are put in place for reintegration, re-socialization and remolding the behavior of the convicts. Life of an ex-convict is characterized by contempt, lack of companionship, belongingness, safety, love and affection, etc. There is urgent and imperative need to investigate the programs meant for prisoners' reformation vis-à-vis the implementation procedure. There is need to see and compare what is ideal and what is available. For doing so will help in the provision of possible ways to improve the situation in the prisons.

1.2 Related Literature

In an attempt to distinguish between reformation and rehabilitation Tanimu (2010) asserted that concepts of rehabilitation and reformation are not well understood by users, reformation is referring to measures meant to impart change of morality of person, while rehabilitation refers to post-release efforts made by individuals, group, society or government to make it easier for the ex-convicts to resettle in the community or family.

Adepegba (2007) opined that in terms of moral development of incarcerated persons, the initial goal of imprisonment is reformation, but it seems as if the Nigerian prisons nowadays are more of catalyst of great crime than place of correction of behaviors. Explaining the serious need for reformation, Tsalha (2007) suggested that it should be done well in view of the mixed nature of people in the Nigerian prisons where young convicts are sometimes forced to intermingle and learn criminal behaviors from the hardened criminals.

Chukwudi (2012) lamented that reforms are greatly needed in the areas of overcrowding, poor staff morale, adequate funding, catering for the needs and right of prisoners like in the area of food, clean environment, right to human dignity and the need for other alternatives to imprisonment. In view of the numerous identified problems, Joseph (2010) posed that it may be difficult for the Nigerian society to have prisoners reformed for better lives. The needed machineries are not put in place, and where available they are grossly insufficient. Expatiating on the objectives of reformation, Onaadebo (2009) narrated that in the earlier times, the aim of imprisonment was for punishment, however, modern penology has advocated that the aim of imprisonment should be for reformation, rehabilitation and reintegration. This being the case, the Nigeria Prisons Service, as a signatory to the UN charter on the humane treatment of offenders, has since put in place concrete steps to bring about reformation among the inmates.

However, in Nigerian situation, whatever relationship the outside community has with the prison is ad hoc and uncoordinated. There are two prominent groups that visit the

prisons, they are the religious group that come in to preach with the primary aim of winning converts to their faith and Non-Governmental Organizations (NGOs) like the Rotary Club, Inner Wheel Club among others. The primary aim of NGO is to carry out community service. They offer help in the area of providing chairs, tables and resources for educational purposes. There is no formal working relationship between the two groups and the prison system and they are in no way involved in the design of prison programs (Enuku, 2001).

A study on prisoners' peculiarity and correctional effectiveness of the Nigerian Prison Service was conducted by Oyahanye (2011). It was discovered that problems like incompetent staffing, insufficient vocational programs for inmates, insufficient fund, ineffective correctional programs, ineffective classification of inmates and overcrowding were all attributed to be militating against effective correction of inmates in Nigerian prisons. The study recommended general overhauling of the prison service to solve the problem.

The conditions in which the inmates return to the society determine the social health of our society. Once they go back to the society as reconverted members, we would have done a good job. If an offender is recovered from the life of crime, he will not only behave in a responsible way, but he will also be contributing to the economic and social development of the society through the experiences and skills acquired while in prison (Ogundipe, 2008).

Showing the resultant consequences of our failure to reform the prisoners fully, Tsalha (2007) lamented that it may pose serious threats to peace which will hinder sustainable development in Nigeria. Prisons should be given due attention else the security tone of the nation is in jeopardy. In the same vein, Onaadepo (2009) continued that if prisons can be justified on the grounds that they make prisoners less likely to offend in future or because they have been scientifically, or clinically-treated and not merely deterred, then the social and economic costs of incarceration seem so much more worthwhile and the retributive urge in ourselves and that of others can be clothed in a more palatable disguise.

The Federal Republic of Nigeria [FRN] (2013) stated that education is an instrument for national development and social change and that education is to be qualitative, comprehensive, functional and relevant to the needs of the society. In this regard, education is synonymous to change in behavior, for it is the major instrument for effecting change in the rank and file of people.

Explaining the likeness of prison education in Nigeria, Onaadepo (2009) posited that the entire system relies on schools, colleges and universities to provide the bulk of the

educational activities carried out in our society. We also rely on individual organizations in partnership with vocational element of our educational system like technical colleges to provide most of the training needed for the nation. We also rely on individual organization to create the development opportunities required to prepare individuals for future role.

Beside basic job skills, education is another component of true professionalism. Education builds critical thinking skills, it allows the application of theory and ethical principles to a multitude of situations, and it provides insights in to on-the-job difficulties (The NPS, 2011). On the importance of education for prisoners, Onaadebo (2009) explained a recent report from the Learning and Skill Development Agency in Britain where it was discovered that prisoners who received training and education had a significantly lower recidivism rate one year after release.

Vacca (2010) believed that recidivism rates can drop when the education programmes are designed to help prisoners with their social skills, artistic development and techniques and strategies to help them deal with their emotions. He saw the need for teaching moral education to be emphasized as well as critical thinking and problem solving techniques, for it will help those likely to be at risk.

On prisoners' reoffending after serving jail term, Natale (2010) saw the relationship between learning and reoffending among prisoners. He explained that about 90% of prisoners below the age of 21 reoffend within 2 years and two-third of adults reoffend within the same period. The research discovered that large proportion of offenders (62%) said that having access to internet would definitely make their learning easier and faster, while 48% of the sampled persons are of the view that learning computer particularly word processing package can be a means of making learning easier for them.

In a study with inmates Joseph (2010) revealed that the illiteracy level of inmates is so high, out of 504 inmates studied 55% cannot read the questionnaire, and 16% were assisted by the researcher. Only 19% had junior secondary school and 10 % had senior secondary school and higher certificates. The study also revealed that 71% of prison inmates cannot identify, read, interpret, understand and communicate in English Language or even read Pidgin English fluently. Eneku (2001) lamented that available evidence revealed that there is no known official policy on education throughout the prisons in Nigeria.

Stressing the importance of education, Labo (2004) posited that education is the catalyst for human development. In support of this contention, Rule 79 of the SMR says the provision shall be made for the further education of all prisoners, while Rule 40 provides that every institution shall have a library for the use of all categories of

prisoners, adequately stocked with recreational books for the prisoners to be encouraged to make full use of it. Unfortunately, the use of communication media such as radio, newspapers or TV by prisoners in cells is not yet allowed. In line with the provisions in section 21(1) of the SMR, prisoners are allowed some time outside the cells to exercise themselves in order to reduce mental and physical stress. Inadequacy of indoor or outdoor recreational facilities like table tennis, ludo, and football, however, compounds the situation.

A study conducted by Balogun (2012) found that the educational and vocational training of the youth could be very relevant in stamping out anti-social behaviors in our society especially among the delinquents. The study investigated juvenile delinquency and re-socialization of juvenile offenders as related to inmates of Borstal Institution in Ilorin. It was found that the majority of the delinquents were influenced into anti-social behavior by peers.

The former Controller-General of the NPS Ogundipe (2008) and Ore (2006) emphasized the need to educate prisoners, since the majority of prisoners have no jobs prior to their incarceration. Education in Nigerian prisons is used as a tool for the restoration of these persons to the path of rectitude. Vocational education would enable them acquire skills they can live on after discharge. The NPS adopt Adult and Remedial Education Programme (AREP) as a means of educating inmates, thus giving them opportunity to reconnect with their educational needs and aspirations (NPS, 2008).

Explaining the educational situation in Nigerian prisons, the Health and Social Welfare Directorate of NPS (2011) explained that inmates are usually provided with Adult and Remedial Education Programmes (AREP). This section tries not only to identify the causes of the inmates' anti-social behaviour, but also endeavours to set them on the road to reform through induced self-discovery and eventual change for the better. Explaining the aims of prison education, Asokia and Agbonluae (2013) summarily posits that there are three main objectives of prison education at the basic level cutting across different views of the purpose of criminal justice system, to keep inmates meaningfully busy; effect change in attitude and behaviour; and open-up for employment, vocational skills and advancement for further education and training.

Education is a viable means for opening up legitimate ways of achieving success; prison education can open opportunities for inmates, enlighten them, broaden their horizons and build their self-confidence. It can also increase their awareness of options giving them a reading choice of a life away from crime. Educating inmates can bring about changes to full participation in society as a valued and productive citizen. Prison Reform Trust conducted a research in Europe with the support of Barclays Plc (John, 2003). The outcome of the study needs the attention of third world nations like Nigeria;

the outcome lamented over the quality of education offered to prisoners because half of all prisoners do not have the skills required by 96% of jobs. Education can also exclude people when what is offered does not fit the needs, interests, culture or the lifestyle of the person to whom it is provided.

1.3.Theorotical framework

Social learning theory was postulated by Bandura (1925-to date). The theory combines cognitive learning theory (which posits that learning is influenced by psychological factors) and behavioral learning theory (which assumes that learning is based on responses to environmental stimuli). These two theories came up with four requirements for learning; observation (environmental) retention (cognitive) reproduction (cognitive) and motivation (environmental and cognitive). This integrative approach to learning was called social learning theory. Bandura maintained that inmates' behavior can be modified through direct process of instruction and observational learning from the prison environment. Prisoners observe the happenings around them and they also observe what the people do. In every society learners are surrounded by many influential people (models). It is of paramount importance to avail inmate's access to different types of models for easy learning. Prison officials monitoring the inmates respond to the inmates change in behavior through reward or punishment.

Vicarious approval is where the inmate took into consideration of what happens to other people when deciding whether or not to copy somebody's behavior. The key tenets of this theory are; learning is not purely behavior it is more of cognitive process that can take place in social context; Learning can take place by observing a behavior and also by observing the consequences of the behavior otherwise known as vicarious reinforcement (e.g. prisoners' parole); Reinforcement plays an important role in learning but is not entirely responsible for learning; and a learner is not and should not be a passive recipient of information.

1.3 (a) Research Question

What are the reformation programs meant for prisoners in the North West Nigeria?

1.3 (b) Research Hypothesis

There is no significant relationship between stakeholders' status and their assessment on the availability of reformation programs for prisoners in North West Nigeria.

2. Method

2.1. *The subsections*

This section explains the characteristics of the subjects involved in the study; the adopted sampling procedure; the sample size and its precision; measures and covariates; and research design, other areas are not applicable to the study.

2.2. *Participant Characteristics*

The subjects for this study comprised the inmates, prison officials, lawyers and human rights activists in the prisons of the North West Nigeria (Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara states). The target population comprised the stakeholders from the selected states (Kaduna, Katsina, Jigawa and Kano). There were 47 prisons in the states of the target population.

2.3. *Sampling procedures*

Stratified random sampling was used in the study. Out of the seven states in North-west Nigeria, four were selected randomly through balloting. Thirteen prisons were also selected using some criteria. There are three different categories of prison in Nigeria; satellite, medium security and maximum security prisons. At least one each was selected from each state.

2.3.1. *Sample size, power and precision:*

The total population of inmates in sampled prisons as at April 2017 was 3,443. A total number of 1,338 respondents (1,068 inmates, 200 prison officials, 50 lawyers and 20 human rights activists) were selected proportionately for the study. This is in agreement with Research Advisor (2006) sample size table. It was recommended in the table that in a population of 3500 at confidence level of 95%, 1068 respondents could be selected. In addition to this 200 prison officials, 50 lawyers and 20 human rights activists were sampled proportionately.

2.3.2. *Measures and covariates:*

Researcher designed questionnaire was used for this study. There are four different types of questionnaires that captured the same programs for prisoners. A questionnaire is dedicated to either prisoners, prison officials, lawyers/judges or human right activists. The validity of the instruments was ascertained using content and face validity. To ensure the reliability of the instrument, Lafiagi prison in Kwara State, Nigeria was used for trial-testing of the instrument, the reliability of the instrument was

determined through the use of internal consistency approach based on Cronbach Alpha. Forty inmates were used for the pilot study. The obtained reliability indices were 0.54; 0.66; 0.77 and 0.85 respectively. The data collected from the study was analysed using descriptive statistics. Mean and standard deviation were used to answer research questions and hypothesis was tested using chi-square.

2.3.3. Research design

The study adopted descriptive survey, this is due to the fact that the study deals with present and is oriented towards the determination of the status of a given phenomenon rather than towards the isolation of causative factors.

2.3.4. Experimental manipulations or interventions

The research was a descriptive survey, hence there was no any manipulation. Subjects were allowed to express their views by describing and explaining what is existent or non-existent, taking cognizance of the present status of a phenomenon being investigated.

3. Results

3.1. Recruitment

The study was conducted in 2017 after following due ethical procedures. Permission was sought from Controller General of Nigerian Prisons, Kaduna Zonal Coordinator of Prisons and the Controller General of Prisons of the selected states before the administration.

3.2. Statistics and data analysis

Research Question: *What are the reformation provisions meant for prisoners in the North West Nigeria?*

Table 1: Available Reformation Provisions for Prisoners in the North West Nigeria

<i>Stakeholders</i>	<i>Reformation Provisions</i>	<i>N</i>	<i>Available</i>		<i>Not Available</i>		<i>Remarks</i>
			<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
<i>Inmates</i>	<i>Facilities, personnel and reading materials</i>	1059	51	4.8	1008	95.2	NA
	<i>Educational continuity and motivation</i>		2	.2	1057	99.8	NA
	<i>Remedial and adult education</i>		11	1.0	1048	99.0	NA
	<i>Religious education</i>		817	77.1	242	22.9	A
	<i>Vocational education</i>		62	5.9	997	94.1	NA
<i>Prisons Officials</i>	<i>Facilities, personnel and reading materials</i>	200	-	-	200	100.0	NA
	<i>Educational continuity and motivation</i>		4	2.0	196	98.0	NA
	<i>Remedial and adult education</i>		-	-	200	100.0	NA
	<i>Religious education</i>		200	100.0	-	-	A
	<i>Vocational education</i>		-	-	200	100.0	NA
<i>Lawyers/ Judges</i>	<i>Facilities, personnel and reading materials</i>	50	-	-	50	100.0	NA
	<i>Educational continuity and motivation</i>		-	-	50	100.0	NA
	<i>Remedial and adult education</i>		-	-	50	100.0	NA
	<i>Religious education</i>		43	86.0	7	14.0	A
	<i>Vocational education</i>		5	10.0	45	90.0	NA
<i>Human</i>	<i>Facilities, personnel and</i>		-	-	20	100.0	NA

Right	<i>reading materials</i>	20					
Activists	<i>Educational continuity and motivation</i>	-	-	20	100.0	NA	
	<i>Remedial and adult education</i>	-	-	20	100.0	NA	
	<i>Religious education</i>	18	90.0	2	10.0	A	
	<i>Vocational education</i>	-	-	20	100.0	NA	

Remarks (NA= Not Available, A= Available)

Table 1 shows stakeholders' assessment of availability of the reformation provisions meant for prisoners' reformation in the North West Nigeria. As shown in the Table 1, the assessment of inmates showed that out of the five indicators for measuring reformation provisions in this study, the only one described as available was religious education (77.1%) while others indicators such as facilities, personnel and reading materials (95.2%), educational continuity and motivation (99.8%), remedial and adult education (99.0%) and vocational education (94.1%) were described as not available. The assessment of prison officials toes the same line with the inmates as it was shown on their end that only religious education (100.0%) was available while other indicators such as facilities, personnel and reading materials (100.0%), educational continuity and motivation (98.0%), remedial and adult education (100.0%) and vocational education (100.0%) were described as not available. Similarly, lawyers/judges described religious education (86.0%) as available while facilities, personnel and reading materials (100.0%), educational continuity and motivation (100.0%), remedial and adult education (100.0%) and vocational education (90.0%) were described as not available. In like manner, human rights activists described religious education (90.0%) as available while facilities, personnel and reading materials (100.0%), educational continuity and motivation (100.0%), remedial and adult education (100.0%) and vocational education (100.0%) were described as not available.

As shown in the results of the assessment, religious education could be described as the only available reformation provisions for prisoners in the North West Nigeria. As indicated from the results, religious education received a pass mark of availability from the assessment of individual group of stakeholders whereas; other reformation provisions such as facilities, personnel and reading materials, educational continuity and motivation, remedial and adult education, and vocational education were unanimously described not available in the assessment of all the stakeholders including the inmates themselves.

Research Hypothesis: *There is no significant relationship between stakeholders' status and their assessment on the availability of reformation programs for prisoners in North West Nigeria.*

Table 2: Chi-square Analysis of relationship between stakeholders' status and their assessment on the availability of reformation programmes for prisoners in North West Nigeria

Stakeholders	Facilities, personnel, and reading materials			χ^2	df	P
	Available	Not Available	Total			
Lawyers/Judges	0(0.0%)	50(100.0%)	50(100.0%)	13.52	3	.004
Human Right Activists	0(0.0%)	20(100.0%)	20(100.0%)			
Prison Inmates	51(4.8%)	1008(95.2%)	1059(100.0%)			
Prison Officials	0(0.0%)	200(100.0%)	200(100.0%)			
Total	51(3.8%)	1278(96.2%)	1329(100.0%)			
Stakeholders	Continuity of education and motivation			χ^2	df	P
	Available	Not Available	Total			
Lawyers/Judges	0(0.0%)	50(100.0%)	50(100.0%)	12.61	3	.006
Human Right Activists	0(0.0%)	20(100.0%)	20(100.0%)			
Prison Inmates	2(0.2%)	1057(99.8%)	1059(100.0%)			
Prison Officials	4(2.0%)	196(98.0%)	200(100.0%)			
Total	6(0.5%)	1323(99.5%)	1329(100.0%)			
Stakeholders	Remedial and adult education			χ^2	df	P
	Available	Not Available	Total			
Lawyers/Judges	0(0.0%)	50(100.0%)	50(100.0%)	2.83	3	.419
Human Right Activists	0(0.0%)	20(100.0%)	20(100.0%)			
Prison Inmates	11(1.0%)	1048(99.0%)	1059(100.0%)			
Prison Officials	0(0.0%)	200(100.0%)	200(100.0%)			
Total	11(0.8%)	1318(99.2%)	1329(100.0%)			
Stakeholders	Religious education			χ^2	df	P
	Available	Not Available	Total			
Lawyers/Judges	43(86.0%)	7(14.0%)	50(100.0%)	59.25	3	.000
Human Right Activists	18(90.0%)	2(10.0%)	20(100.0%)			
Prison Inmates	817(77.1%)	242(22.9%)	1059(100.0%)			
Prison Officials	200(100.0%)	0(0.0%)	200(100.0%)			
Total	1078(81.1%)	251(18.9%)	1329(100.0%)			
Stakeholders	Training facilities in vocational education			χ^2	df	P
	Available	Not Available	Total			
Lawyers/Judges	5(10.0%)	45(90.0%)	50(100.0%)	15.71	3	.001
Human Right Activists	0(0.0%)	20(100.0%)	20(100.0%)			
Prison Inmates	62(5.9%)	997(94.1%)	1059(100.0%)			
Prison Officials	0(0.0%)	200(100.0%)	200(100.0%)			
Total	67(5.0%)	1262(95.0%)	1329(100.0%)			

Table 2 shows the relationship between stakeholders' status and their assessment on the availability of reformation programs for prisoners in North West Nigeria. The reformation programs assessed include facilities, personnel, and reading materials, educational continuity and motivation, remedial and adult education, religious education, and facilities for vocation education. It can be observed that a Chi-square test result indicated that there exists a significant relationship between stakeholders' status and their assessment on the availability of the assessed welfare facilities such as facilities, personnel, and reading materials (χ^2 (n = 1329) = 13.52, df = 3, p = .004); educational continuity and motivation (χ^2 (n = 1329) = 12.61, df = 3, p = .006); religious education (χ^2 (n = 1329) = 59.25, df = 3, p = .000); and facilities for vocation education (χ^2 (n = 1329) = 15.71, df = 3, p = .001). However, such significant relationship could not be established between stakeholders' status and their assessment on the availability of remedial and adult education for prison inmates (χ^2 (n = 1329) = 2.83, df = 3, p = .419). This result concludes that while there is significant relationship between stakeholders' status and their assessment on the availability of reformation programs such as facilities, personnel, and reading materials, educational continuity and motivation, religious education, and facilities for vocation education, no significant relationship was found in their assessment of the availability of remedial and adult education for prisoners in North West Nigeria.

3.6. Baseline data

Demographic Information of the Stakeholders

The percentage were used to describe personal information of the respondents and the outputs are shown below.

Table 3: Distribution of Stakeholders According to Prison Location

	Prison Locations	Frequency (f)	Percentage (%)
1	Daura MSP	25	1.9
2	Dutse Satellite	46	3.5
3	Funtua MSP	95	7.1
4	Goron Dutse	462	34.8
5	Gumel	63	4.7
6	Hadejia New	57	4.3
7	Kaduna	340	25.6
8	Kiru Satellite	29	2.2
9	Makarfi Satellite	21	1.6

10	Malumfashi MSP	23	1.7
11	Soba Satellite	17	1.3
12	Wudil Satellite	39	2.9
13	Zaria MSP	112	8.4
	Total	1329	100.0

Fig. 1: Bar Chart Showing Percentage Distribution of Stakeholders According to Prison Locations

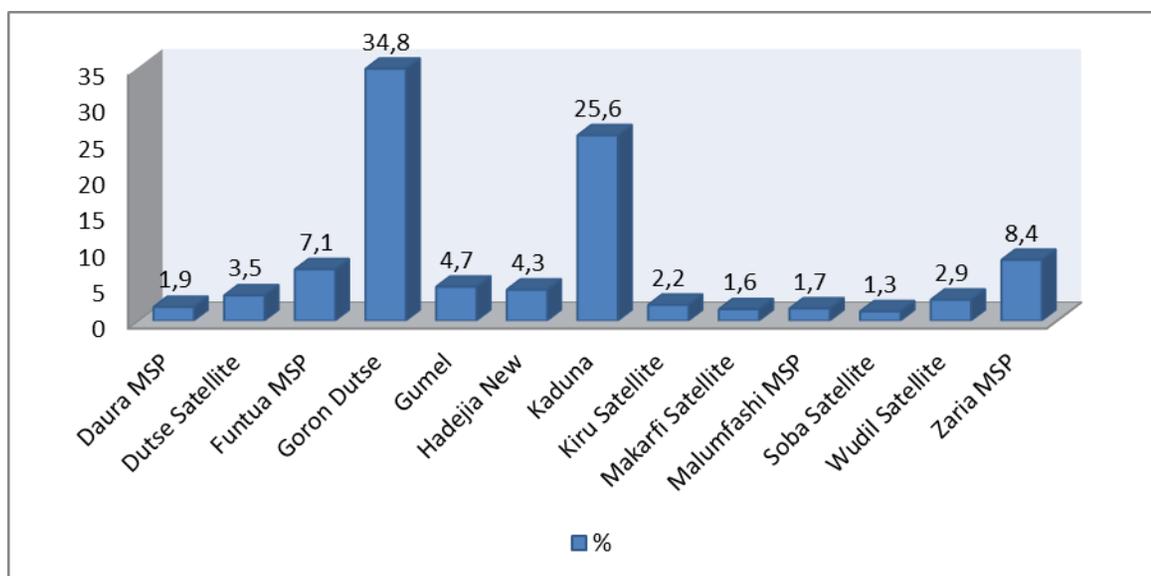


Table 3 and figure 1 above show the distribution of the stakeholders according to the location of the prisons. It is shown that out of 1329 (100.0%) of the stakeholders that participated in this study, 25(1.9%) were attached to Daura MSP, 46(3.5%) to Dutse Satellite, 95(7.1%) to Funtua MSP, 462(34.8%) to Goron Dutse, 63(4.7%) to Gumel, 57(4.3%) to Hadejia New Prison, 340(25.6%) to Kaduna Prison, 29(2.2%) to Kiru Satellite, 21(1.6%) to Makarfi Satellite, 23(1.7%) to Malumfashi MSP, 17(1.3%) to Soba Satellite, 39(2.9%) to Wudil Satellite while 112(8.4%) of the stakeholders were attached to Zaria MSP. It can be observed from the table that Goron Dutse and Kaduna prison had the highest number of stakeholders while the least number of stakeholders were attached to Soba Satellite and Makarfi Satellite prisons.

Table 4: Distribution of Stakeholders According to States

States	Frequency (f)	Percentage (%)
Kano	531	40.0
Katsina	143	10.8
Kaduna	489	36.8
Jigawa	166	12.5
Total	1329	100.0

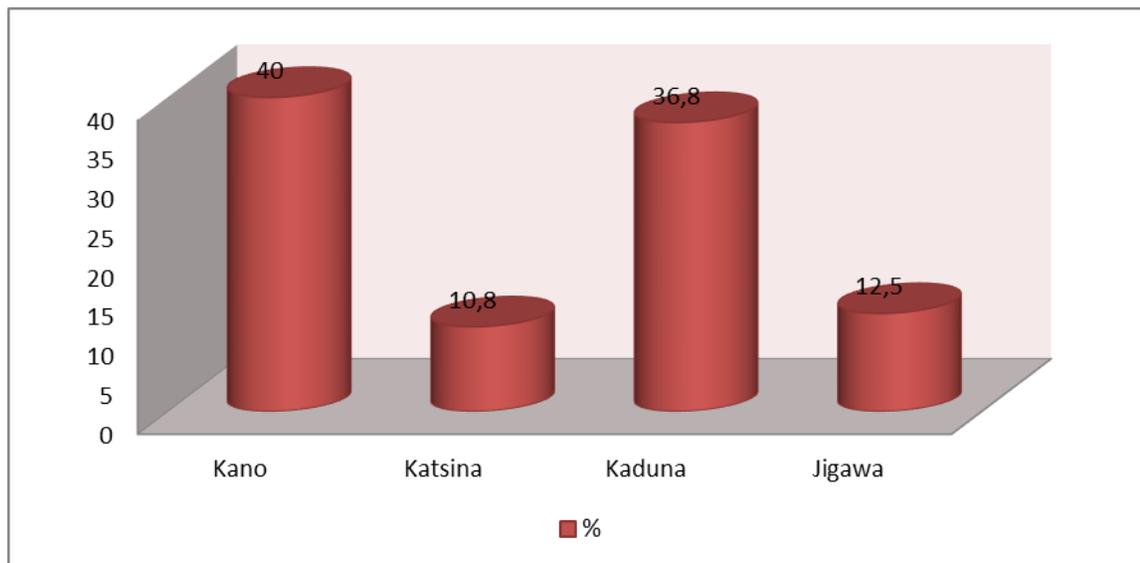
Fig. 2: Chart Showing Percentage Distribution of Stakeholders According to States

Table 4 and figure 2 above respectively show the distribution of the stakeholders according to states. It is shown that out of 1329 (100.0%) of the stakeholders that participated in this study, 531(40.0%) were from Kano State, 143(10.8%) were from Katsina, 489 (36.8%) were from Kaduna State while 166(12.5%) were from Jigawa State. It can be observed from the table that states like Kano and Kaduna have more stakeholders when compared with Jigawa and Katsina states. However, Katsina state has the least percentage of the stakeholders that participated in this study.

Table 5: Distribution of Stakeholders According to Status

Status	Frequency (f)	Percentage (%)
Inmates	1059	79.7
Prison Officials	200	15.0
Lawyers	50	3.8
Human Right Activist	20	1.5
Total	1329	100.0

**Fig 3: Bar Chart Showing Percentage Distribution of Stakeholders according to Status**

Table 5 and figure 3 above respectively show the distribution of the stakeholders according to their respective status. It is shown that out of 1329 (100.0%) of the stakeholders that participated in this study, 1059(79.7%) were prison inmates, 200(15.0%) were prison officials, 50(3.8%) were lawyers while 20(1.5%) were human right activists. In this result, majority of the stakeholders that participated in this study were prison inmates while the least percentage was the human right activists.

4. Discussion

The study on assessment of availability of inmates' reformation programs showed that out of the five indicators for measuring reformation provisions, the only one described as available was religious education. Corroborating this study is the findings of Enuke (2001) who explained that there were two prominent groups that visit the Nigerian prisons, they are the religious group that come in to preach with the primary aim of winning converts to their faith and Non-Governmental Organizations (NGOs) like the Rotary Club, Inner Wheel Club among others. Though there is no formal working

relationship between the two groups and the prison system and they are in no way involved in the design of prison programs.

The findings of this study revealed that facilities, personnel and reading materials in the studied prisons were found not available. In the same vein, John (2003) revealed that the Prison Reform Trust organization conducted a research in Europe with the support of Barclays Plc. The outcome lamented over the quality of education offered to prisoners because half of all prisoners do not have the skills required by 96% of jobs. This is a clear indication that the attention of third world nations like Nigeria is highly needed, more especially in the arena of correctional education.

The outcome of this study revealed that remedial and adult education was not available in Nigerian prisons, but contradicting the findings if this study were the explanations of the NPS (2011) which confirmed that inmates are usually provided with Adult and Remedial Education Programs (AREP). The remedial program will definitely assist in setting the inmates on the road to reformation through induced self-discovery and eventual change for the better. Education is one of the best ways to change the behavior of offenders. Being old or matured enough without education, is not an indication that one cannot learn, learning opportunities should be open to all categories of people, age should not be a barrier.

It was found by this study that there was non-availability of vocational education in Nigerian prisons. Oyahanye (2011) supported the findings of this study, where it was discovered that problems like insufficient vocational programs for inmates and incompetent staffing attributed to ineffectiveness of correction programs for inmates in Nigerian prisons. It is lamentable that, when our prisons receive less or no vocational training, then the aim of being behind the bars is defeated, the products can hardly be reformed, they end up becoming a half-baked and caricature model of reformation.

5. Conclusions

It is alarming that facilities meant for reformation of the incarcerated persons were found to be not available by the stakeholders in the reformation process. Reformation is the backbone of imprisonment. Imprisonment without good reformation facilities may mean unnecessary wastage of time, energy and resources, it is synonymous to tea without sugar. It can as well be detrimental to the society, for it will lead to high rate of recidivism. One can easily conclude that it may be difficult for the Nigerian society to have prisoners well reformed for better lives. The needed machineries are not put in place, and where available they are grossly insufficient.

Acknowledgements

The researcher wishes to acknowledge the support of Nigeria Prison Service, Prison officials, Inmates, Lawyers, Judges and Human Right Activists that participated in this study. The researcher is also indebted to Ahmadu Bello University, Zaria-Nigeria, Tertiary Education Trust Fund and University of Ilorin for making this study a reality.

Recommendations

- Libraries should be provided in all prisons for the use of both inmates and prison officials.
- Inmates who excel in academics should be rewarded with scholarship opportunities to continue with their educational pursuit even after jail term.
- The Nigeria Prison Service (NPS) should involve more private and public sector organizations willing to partner with NPS especially in the area of training and development of inmates.
- Government should encourage private organizations like NGOs, to establish private homes for delinquent, private rehabilitation centers, etc, to partner in the reformation process of offenders.

References

- Adepegba, A. (2007). Robbers shoot one another while sharing loot. *The Punch*. Retrieved From: www.punchontheweb.com on 23rd September, 2015.
- Asokhia, M. O. & Agbonluae, O. O. (2013). Assessment of rehabilitation services in Nigerian prisons in Edo state. *American international journal of contemporary research*. 3 (2), 224-230.
- Balogun, O. S. (2012). Institutions and re-socialization process: some lessons from Borstal training institution, Ilorin, Kwara State, Nigeria. An unpublished M. Sc. Thesis submitted to Department of Sociology, University of Ilorin, Nigeria.
- Chukwudi, F. (2012). Challenges of reforms in the Nigerian prison system: lesson from USA and South Africa. *Journal of social science and public policy*. Vol. 4, 35-45.
- Enuku, U. E. (2001). Humanizing the Nigerian prison through literacy education: Echoes from afar. ICE 52 (1), Retrieved from: www.nwlincs.org/correctional_education on 12/5/2016
- Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: NERDC.

- John, G. (2003). Time to learn. Retrieved from: www.prisonreformtrust.org.uk on 23/04/2016.
- Joseph, T. D. (2010). Counselling for productive employment of prisons inmate. *European journal of educational studies*. 2 (3), 193-198.
- Labo, H. S. (2004). *The Nigerian prison system: the present situation and prospect for reform*. National institute press: Bukuru-Nigeria.
- Natale, L. (2010). *Factsheet education in prisons*. CIVITAS Institute for the study of civil Society 2010.
- Nigeria Prison Service. (2008). *The Reformer*. Nigeria hosts the 44th session of the ACHPR: Human rights in focus. 3 (3) October-December, 2008.
- Nigeria Prison Service. (2011). *The Reformer*. Abba Moro: a comrade in the ministry. 4(3), July-December, 2011.
- Ogundipe, O. A. (2008). Education behind bars: The Nigerian experience. Paper presented at the 10th Annual meeting and conference of International Corrections and Prisons Association (ICPA) at Prague, Czech Republic, 25th-27th October, 2008.
- Onaadebo, M.A. (2009). Training and development of inmates in prison custody in Nigeria: Challenges for public policy. Senior executive course project, an unpublished dissertation, submitted to the National Institute for Policy and Strategic Studies, Kuru, in partial fulfilment of the requirement for the award of the Member National Institute (mni).
- Ore, C. I. (2006). Non-formal education needs of adult inmates of Nsukka Divisional Prisons and The Millennium Development Goals. *Adult education in Nigeria, Journal of the Nigerian National Council for Adult Education (NNCAE)*. Vol. 11, 66-75.
- Oyahanye, P. O. (2011). Prisoner's peculiarity and correctional effectiveness of the Nigeria Prison Service: Ilorin prison as a case study. An unpublished M. Sc. thesis submitted to the Department of Sociology, University of Ilorin, Ilorin, Nigeria.
- Tanimu, B. (2010). Nigeria convicts and prison rehabilitation ideals. *Journal of sustainable development in Africa*. 12 (3) 140-152
- The NPS, (2011). *The Transformation Digest*. Corrections: criminal Justice, public service and nation-building. 1 (2) July-December, 2011.
- Tsalha, A. G. (2007). Prisoners' education as instrument for reformation: a case study of Kaduna convict prison. Unpublished Diploma project, for the award of professional Diploma in peace and development studies: Abdussalami Abubakar Institute for Peace and Development Studies.(AAIPSDS).
- Vacca, J. S. (2010). Educated prisoners are less likely to return to prison. *Journal of correctional education*. Retrieved from: http://findarticles.com/articles/mi_qa4111/is_200412/ai_n9466371/pg_2/?tag=content:col1 on 11/03 2016.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (**CC BY-NC-ND**) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).