

# Evaluation of Components of Adult Education On The Inmates' Welfare In Agodi Prison Yard, Ibadan, Oyo State, Nigeria

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## Abstract

The purpose of this study is to evaluate components of adult education programmes on the inmates' welfare in Agodi prison yard, Ibadan Nigeria. Survey research was utilized in order to carry-out the study. The respondents were divided into two groups: one hundred and seventy (170) inmates (awaiting trials and convicts) and twenty-five (25) facilitators were sampled. Four research questions were generated from the literature review. Questionnaire on adult education programmes in the prison and responses elicited from respondents were numerically, quantified, tabulated and analyzed using the Likert scale. The analysis showed that: basic literacy, vocational, computer and religious education programmes were the components/ types of adult education programmes provided for the prison inmates; there was inadequate welfare and vocational materials; non-existence of educational unit in the prison; coupled with unqualified resource persons or facilitator to impart the knowledge; and government were not funding adult education programmes adequately in the prison. Based on the findings, it is recommended that effort should be made towards providing adequate funds from all tiers of government (federal, state, local government) and non-governmental agencies for adult education programmes in the prison. It is high time educational unit is separated from welfare department to ensure effective delivery of educational programmes in the prison and, specially trained facilitators should be recruited whose salaries will be comparable with those in public institutions in order to realize the potency of adult education programmes in the prison.

**Keywords:** Adult education programmes, Prison inmates, convicts, awaiting trial, crime.

## 1. Introduction

Prison institution was established in Nigeria in 1872 with the ultimate aims of custody of prisoners caught up in the criminal justice system, awaiting trials or the execution of their punishment such as whipping, banishment and death (Mango, 2006). Since it is difficult to find a crime-free society, many organisms, whether

intentionally or unintentionally perform one or more undesirable acts either for the purpose of survival, maintenance of territorial integrity or for the expression of their inherent inimical intentions. A society like Nigeria in which the crime rate is excessive, unemployment figure is high; and hunger at a point of food insecurity cannot make meaningful development process. Vices such as crime, juvenile delinquency, unemployment and armed robbery are the aftermath of lack of specific skills (Mango, 2006).

The phenomenon of youth militancy under the banner of parochial organizations or subcultures is clearly depicting lack of specific skills and necessary knowledge to be gainfully employed. In the absence of gainful employment, people resort to nefarious activities. This dangerous trend found its clear manifestation in politics largely because some unscrupulous politicians found these hoodlums as convenient and used them to hatch their evil political agenda.

The result would be widespread violence and wanton destruction of lives and property across the country leading to imprisonment. When they engage in criminal activities and caught by law their evil master will forsake them. However, the law courts are playing active roles by imposing fines, penalty and sentences on those criminals. Prison may be used to include inmates' prison officers, institutions with penal treatment and penal concepts (Duguid, 1981). A government white paper in 1971 outlined the functions of the prison services to include: custody, diagnosis, correction, training and rehabilitation of incarcerated offenders (Evawoma-Enuku, 2006). Prison population has witnessed a dramatic increase in recent year of which seventy percent are functionally illiterates because of limited resources allocation for educational programmes (Evawoma-Enuku: 2006). The educational deficits of the prison population appeared to be even greater than those of the general population. These prisoners, however because of their confinement did not have access to the non- formal and formal educational programmes in the outside community.

Prison could be defined as an institution which has been set aside by law for safe custody of people legally confined for anti- social behaviour, with a view to training them to become useful citizens of the free society after being discharged, so as not to relapse into more crimes and increase recidivism. The prison inmates need to acquire education and training skills for capacity building and economic needs. This shows that skills are very necessary for reduction of crime in the society. Therefore the main philosophy behind prison education is rehabilitation and reduction in crime.

Meanwhile, Evawoma-Enuku (2006), citing Germscheid (1989), stresses that for moral, social and vocational education to be imparted to prison inmates, adult education should be introduced to all prisons in this country. In line with this, the study entitled "evaluation of components of adult education programmes (such as vocational training, literacy education, computer education, remedial education, religious education, among others,) on inmate's welfare in Agodi prison yard, Ibadan, Nigeria" is embarked upon with a view to shedding light on the impact of adult education programmes on the prison inmates. Thus, these questions are posed in the study:

1. What were the components/ types of adult education programmes organized for the prison inmates?
2. What was the impact of adult education programmes on the prison inmates at Agodi prison yard?
3. What were the techniques used to deliver adult education programmes to the Agodi prison inmates?
4. How was adult education programmes financed at the Agodi prison yard?

## **2. Literature Review**

### **2.1 Crime**

A crime is the commission (doing) of any act that is prohibited or the omission (failing to do) of any act that is required by the penal code of any organized political state. Crime and delinquency are persistent human problems. Throughout history,

during both feast and famine, societies have recorded various crimes ranging from theft of goods, destruction of property, kidnapping, murder, rape, to child and drug trafficking. Similarly, crime may be a youthful occupation because with age, the individual becomes more settled in society, his level of frustration generally decreases and his responsiveness to the threat of punishment becomes greater thus scaring him/her away from anti- social behaviour.

However, Ewawoma-Eneku (2006) asserts that poverty is the mother of crime. Widespread of unemployment among the youth is responsible for the commission of crime and social vices. Therefore to combat crime in our society, adequate employment should be provided for the youths most especially the prison inmates in order not to relapse into more crime after being released because “an idle hand is a devil’s workshop”

## **2.2 Education and Crime**

United Nations declaration of human rights in 1948 states that everyone has right to education and Nigeria strongly endorsed this declaration in 1976; and as one of the goals in National Policy on Education (2004) which is geared towards full integration of the individual into the community and the provision of equal access to educational opportunities for all citizens of the country both inside and outside the formal school system (Mango, 2006). Although Nigeria is willing to provide education for all, achieving education for all for children, young people, prison inmates and adults is an enormous task and challenge facing the least developed countries of the world in the 21<sup>st</sup> Century. However, Yakubu (2002), citing Knowles (1970), asserts that only adult and non formal education has the capability and is equipped to inculcate attitudinal behaviour through its andragogical mandate and procedures into the people. This is also noted in the National Policy on Education (2004), as stipulated under Article 31, section 6 that adult and non formal education encourages all forms of functional education given to youths and adults outside the formal school system such as functional literacy, remedial and vocational education.

It has been argued that one of the major areas that require innovations and reforms in order to achieve measurable improvement in the lives of poor is the provision of education for prisons inmates. Education here includes acquisition of literacy skill which implies the acquisition of any degree of formal education whether Arabic or western and some degree of proficiency in reading and writing. Educational or Vocational training is an essential instrument for social and attitudinal change in prisons, which provides skills for inmates to become more useful to themselves on discharge and afford them the opportunity to rediscovering their self respect and dignity. According to World Bank (2003), education in the prison should be centered on the needs of the individuals’ prison inmates, for whom it can hold the key to living without crimes by building self- esteem, self confidence and providing new opportunities after release

## **2.3 Types of Programme in the Prison**

The term “programme” in adult education explains series of related activities, project and actions that may take place at the same time or one after the other but are designed to achieve defined goals. This means that adult education programmes are of different forms geared towards meeting the socio economic, cultural and political needs of adults, youths and even children. Mango (2006) identifies the types of programmes in the prison as follows:

1. basic and post literacy education;
2. vocational education;
3. distance learning education computer education;
4. religious education; bible and Quranic studies;
5. junior secondary education;
6. Senior secondary education; and
7. Computer education

Similarly, adult education programmes in the prison include literacy education, vocational training and religious education that are aimed at the inmates to perform their roles in the society. However, the researchers' visits to Agodi prison yard showed that in most cases provision was made for educational opportunities of one form or another such as vocational training, computer training, bible and Quranic studies in which such opportunities for study were limited to evening time activities.

#### **2.4.0 Delivery Techniques of Adult Education Programme in the Prison.**

The delivery techniques of adult education programme in the prison is reviewed under the following sub-headings: preparation for adult education programme in the prison, selection of the inmates, selection of curriculum for adult education programme in the prison, selection of facilitators for the teaching of adult education programme in the prison, method of teaching prison inmates and provision of teaching and learning materials for the inmates.

#### **2.4.1 Adult Education Programme in the Prison.**

Mango (2006) asserts that preparation for adult education programme in the prison should include: selection of the inmates from convicts and awaiting trials; selection of classroom; selection of syllabus; identifying the instructors; selection of teaching materials; and affiliating with appropriate examination bodies and Ministry of Education that can award an internationally recognized certificate to the inmates after the successful completion of the programme.

#### **2.4.2 Selection of the Inmates**

This presupposes that prison inmates are selected for basic and post- literacy education which is equivalent to primary education as the basic study for the beginners. Graduated inmates from Primary Education are registered for the junior secondary education and graduates of JSCE examination move to senior secondary class where S.S.C.E Certificate is obtained. Vocational and religious studies are also studied side by side with the general education (Yakubu, 2002)

#### **2.4.3 Selection of Curriculum of Components of Adult Education in the Prison.**

Yakubu (2002) opines that the curriculum for each programme is the National Curriculum on Education as stipulated by National Policy on Education (2004) for each programmes leading to the award of different categories of qualifications based on the programme. It is not necessary that regular duration for the completion of the programme be strictly adhered to. However, Mango (2006) contends that the curriculum should be less rigid, flexible and learner's oriented to arouse the inmate's diverse experience, interest, desire and curiosity. Graduation depends on the individuals' ability to meet the requirements for graduation. Each programme is registered with the appropriate board of examination or a sub-centre inside the prison.

#### **2.4.4 Methods of Teaching in Prison.**

Mango (2006), identifies simulation method; problem-solving method; questioning method; demonstration method and apprenticeship method as the teaching methods that will enable the prison inmates learn by experience rather than being told. Prisoners would not just gain knowledge but would also develop the skills, habits and attitude necessary for them to solve a wider variety of problems and challenges in the society.

#### **2.4.5 Provision of Teaching and Learning Materials for the Inmates**

Mango (2006) states that the teaching and learning materials for the prison inmates could be obtained through: donations from individuals; non governmental organization (NGOs); volunteer teachers; philanthropists; prison authority and government organization. However, Yakubu (2002) finds out that Nigeria prisons were devoid of educational department which could be a great asset for the

collaboration between prison authority, higher education institutions and educational agencies outside the prison; so that a prisoner's educational interest initiated in prison might be followed into the immediate post release period. The organization and delivery of educational and vocational activities have been saddled with Welfare and Industrial Department. This, at times, hinders the effective delivery of the training programmes.

### **2.5 Impact of Adult Education Programme on the Inmate**

One of the goals of education for all (EFA) is centrally concerned with equal educational opportunities for all by the year 2015 with prison inmates inclusive. Education has been recognized as the key to sustainable development and the enhancement of human welfare. It is also considered as the bedrock of all national development. The World Bank (2003) observes:

*education is development; it creates choices and opportunities for people, reduces the twin burden of poverty and disease and gives a stronger voice to society. For nations, it creates a dynamic work force and well informed citizens able to compete and cooperate globally, opening doors to economic and social prosperity.*

This goal is far from realization because presently education has not taken its rightful positions in Nigeria prison system. The major limiting factors to achieve the learning goals include lack of specially trained instructors as well as the nature of prison establishment which hinders the effective delivery of educational programme to the prison inmates. Furthermore, the contemporary criminal justice system in Nigeria is insensitive to recent inhumane treatment of the prison inmates and absence of properly funded educational activities in the prison which makes the offenders to relapse into more crimes after being released.

Meanwhile, Omolewa (1981), and Mango (2006), identify some factors generally militating against the implementation of adult educational programme on the inmates: lack of special trained personnel or resource persons; inadequate of funds; inadequate of learning materials; lack of conducive environment for learning; non- functioning of educational unit in the prison; lack of inmate's interest; lack of inmate's motivation; poor methods of teaching; programme inconsistency and lack of collaboration between the prison authority, higher institutions and educational agencies.

### **2.6 Financing of Adult Education Programme in Prison**

All relevant data, at present, about Nigerian prison as related to education is suspicious. This is because from all available information, there is neither any official provision for organized educational activities nor is there a categorical organized financial allocation for prison education in the country, except for prison welfare services in which education seems to fall (Evawoma-Enuku, 2006). In support of this contention, rule 79 of United Nation's standard minimum rules (Rule 79 of SMR) for the treatment of offenders states that, "provision shall be made for further education of all 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 and prisoners shall be encouraged to make full use of it". Unfortunately, policy framework of government, according to Wasagu (2004) is not always supported with adequate budgetary allocation. This manner significantly affects the financing of prison education in Nigeria.

Furthermore, Wasagu (2004) opines that no government has been able to meet the internationally recommended minimum of 26% budgetary allocation on education. This seriously reflects on the poor financing of prison education, despite the constitutional provision. The 1999 constitution provides in section 18 that:

*1. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels (prison inclusive)*

2. *Even in prison, government shall promote science and technology education; this would make the inmates to acquire skills, creatively and self employed.*
3. *Government shall strive to eradicate illiteracy, and to this end government shall , when practicable, provide:*
  - i. *free, compulsory and universal primary education,*
  - ii. *Free university education,*
  - iii. *Free secondary education, and*
  - iv. *Free adult literacy programme.*

Accordingly, government is expected to bear all the costs of education. This burden follows the statutory obligation of government to finance public educational institutions. Studies have shown that there is under funding of education (For example, Hassan, 2009) which leads to deteriorating physical facilities, high ratios of students to teachers, neglect of non salary expenditure, such as textbooks, educational materials and laboratories, among others. It also leads to the total neglect of some public educational institutions like prison. For now, there is no real practical organized educational structure and budgetary allocation specifically for prison education (Evawoma-Enuku: 2006).

In support of this contention, Igbuzor (2006) states that the budgetary allocations to education have been less than 10 per cent of the total Federal budget from 1995 to 2006. This is against the 26% internationally recommended budgetary allocation to education (Wasagu, 2004). No wonder why Omolewa (1981) submits that education, either formal or non formal , organized or unorganized, in its present form may not be able to serve as an antidote to the most harmful effects of the prison environment because of not properly funded and lack of implementation of educational programmes of the prison inmates by the government.

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

### **3. Methodology**

The survey research design which measured the phenomena already present in the subject was utilized in this study.

#### **3.1 Population and Sample**

The population for this study was obtained from Agodi prison yard Oyo state, Nigeria. The subjects used were prison inmates who were awaiting trials, convicts and facilitators. The selection of sample was done randomly using random sampling techniques where all subjects had equal probability of being selected.

In Table1, there were two hundred and ninety-five (295) awaiting trials. Out of this number, eighty (80) which represented 27.12% of the population was chosen. Furthermore, out of three hundred (300) convicts, ninety (90) were sampled which amounted to 30.00% of the population. Similarly, forty-five (45) facilitators both uniformed and non-uniformed served as the population of this sector. Twenty-five (25) members were randomly selected which represented 55.55% of the population. In all, out of 640 members of Agodi Prison Yard, 195 were chosen as the sample of the study. This represented 30.47% of the whole population. This is considered as appropriate, for it is more than 10% generally agreed upon as representative of population for research studies (Kothar, 2004).

It is worthy to note that answers to research questions 1, 2, 3, and 4(a) were based on awaiting trials and convicts which constituted 170 of 195 respondents. This

is seen in Tables 2 to 9. In Tables 10 and 11, answer was provided to research question 4(b) which sought facilitators' (25) view on financing of adult education in prison yard.

### **3.2 Instrument**

The study aimed at evaluating components of adult education programmes on inmates' welfare in Agodi prison yard, Ibadan, Oyo state, Nigeria. Thus, structured questionnaire was constructed to provide answers to four (4) research questions generated under introduction.

The data was analysed by using rating scale, most especially Likert type as follows:

SA	-	Strongly Agreed	(4 points)
A	-	Agreed	(3 points)
D	-	Disagreed	(2 points)
SD	-	Strongly disagreed	(1 point)
U	-	Undecided	(0 point)

The scores obtained by the respondents on questionnaire items were weighted in order to get their mean. Weighted scores refer to the respondents' scores against each questionnaire item multiplied by the scores under each Likert Scale point. The products were added together on each column in order to find out the average (mean) using the number of respondents involved. The mean (average) obtained is interpreted as follows:

### **3.3 Interpretation Scale.**

0.0	-	0.9	= U
1.0	-	1.49	= SD
1.50	-	2.49	= D
2.50	-	3.49	= A
3.50	-	4.00	= SA

## **4. Research Questions**

### **4.1 Question 1**

What were the components/types of adult education programmes floated for the Agodi prison inmates? Answer to this question is contained in tables 2 and 3

Going by the respondents' (awaiting trials and convicts) view, one observes that out of many adult education programmes being provided in Agodi prison yard, some of them enjoyed the patronage of prison inmates. The religious education and basic literacy education were the programmes which attracted the interest of the inmates mostly. Perhaps, this may be due to freedom of religions entrenched in the 1999 constitution and as practiced in prison yard. Also, some of the inmates who were illiterate were interested in becoming literate and registered for literacy education programme. Other programme which recorded less attention from the inmates was vocational training and computer education programme. This may be due to inadequacy of equipments and instructional materials to deliver the programme effectively.

Similarly, the respondents view on types of programme provided in Agodi prison yard corresponds with the submission of Mango (2005) where they observe that the major adult education programme provided in Nigerian prison were: basic literacy and post literacy programme; vocational and technical education; religious education; computer education; distance learning educational programme, in that order.

Furthermore, based on the respondents view, Religious educational programme witnessed voluntary participation from the inmates. This may be due to the fact that religion is a major key method to instill morality and virtuous character to

the population of the inmates. No wonder why Yakubu (2002) advocated for the curriculum of adult education programme for the inmates to instill value, norms, virtuous character and morality to their life.

The implication of the finding is that there is need to strengthen the programme-literacy and religious education- favoured by the inmates. Also, there is the need to pay more attention to other areas less favoured by the inmates- computer and vocational education.

#### **4.2 Question 2**

What was the Impact of Adult Education Programmes on the Prison Inmates at Agodi Prison Yard? Answer to this question is contained in tables 4 and 5.

The analysis of respondents' view on the impact of adult education programmes on the inmates, obtained in table 5 shows that the provision of adult education programme in the prison has brought about unprecedented improvement into the life of the inmates most especially in terms of educational proficiency, skills acquisition and building human personality. Most of the unlettered inmates, who could not read and write prior to their imprisonment, had become literate with the ability to read and write through the provision of basic literacy educational programme. The findings is in line with the National Policy Education (2004) which stated that mass literacy, adult and non formal education encourages all forms of functional education given to youths and adults outside the formal school system such as functional literacy, remedial and vocational education.

Furthermore, all the inmates unanimously agreed that adult education programmes in the prison has helped to reduce moral decadence in their behavior and restored moral decencies such as love, sympathy, hope of life, courtesy, cooperation, forgiveness, repentance and caring to other co-inmates. This finding is in line with Duguid (1981) who asserted that education in the prison should foster on building virtue cooperation and social solidarity in the inmates which might have been lost at home and society. In the prison, during lessons a prisoner must learn to cooperate with those who are neither his kin nor his friends in which the school becomes a context where skills and virtuous social system can be learned.

The other finding in this study is that the respondents disagreed on being law abiding citizens after discharge. Perhaps, this may be traceable to the fact that acquisition of education, whether formal or non-formal might not make one to obey the laws of the land. Also, this may be due to what makes up of a personality of individuals is not only acquisition of education, but also, personal biological traits, environment and peer group influence.

Similarly, the respondents' view shows that prison inmates unanimously disagreed of being able to operate the computer system effectively. Perhaps, this may be due to inadequate supply of computer system, coupled with epileptic power supply and lack of specially trained teacher to operate the one provided during the course of learning. This finding is in line with the assertion of Mango(2005) and Omolewa(1981) that education in Nigerian prisons were majorly confronted with: inadequate of funds; lack of specially trained personnel; inadequate of learning materials; lack of conducive learning environment; lack of inmates' motivation. The implication of the finding is that adequate equipments and skillful personnel should be recruited to impart useful skills to the inmates to become a useful citizen after discharge. Another is that prison inmates should be encouraged to always obey laws of the land.

#### **4.4 Question 3**

What were the Techniques used to deliver Adult Education Programmes to the Agodi Prison Inmates? Answer to this question is contained in tables 6 and 7.



The research finding shows that the respondents (awaiting trial and convicts) expressed the view that the and inadequate learning materials. Meanwhile, Mango(2005) stated that the effective method of teaching the prison inmates are; simulation method, discussion method, problem solving method, demonstration method and apprenticeship method. These will lead to inmates acquiring the actual skills for trade, develop an appeal to sense of vision, imitate progress and create the desire for creativity and initiation. Similarly, Yakubu (2002) opine that the method of teaching prison inmates should rest basically upon the tendency towards fulfillment and actualization of potentials of prisoners to come in real contact with the problems that are relevant to them and society.

Mango (2006) which states that to have effective delivery of adult education programme in the prison requires highly skilled and competent teachers which could be sourced for among the prison inmates, staff of the prison, lecturers and students from colleges of education and universities, member of National Youth Service Corps and the volunteers. Another finding reveals that the respondents (awaiting trial and convicts) opined that there should be occasional test for the inmates in order to evaluate the performance of the learners. Similarly, respondents also agreed that inmates who were interested in further their education should be encouraged to sit for the external examination while serving their sentences in order to easily continue the pursuit of their career prospect after release. One other finding shows that the respondents (awaiting trial and convicts) expressed resentment on the need to force them to participate in adult education programmes. This view is contrary to the submission of Bagudo (2006) that prison inmates should be compelled as part of the conditions of the prison system to engage in any training available in the prison instead of making participation for the inmates voluntary. The need to evolve appropriate teaching methods for educational programmes for the inmates; involvement of inmates to facilitate learning for others; and the need to encourage inmates to voluntarily participate in adult education programmes serve as implications for the findings here.

#### **4.5 Question 4 :(a).**

How was Adult Education Programmes Financed at the Agodi Prison Yard? Answer to this question is contained in Tables 8 and 9.

The analysis of respondents' (awaiting trials and convicts) shows that the inmates expressed the view that the last 3years where 18% of the budget was given to all aspects of education including adult education (Hassan, 2009). No wonder why Wasagu (2004) contends that no government has been able to meet the internationally recommended minimum of 26% budgetary allocation on education which is seriously reflects on the poor financing of prison education, despite the nation's constitutional provision of 1999 in Section 18; that "government shall strive to eradicate illiteracy by providing free compulsory primary, secondary, university and adult education programme for all citizens (prison inclusive)".

Similarly, Igbuzor (2006) states that the budgetary allocations to education have been less than 10% of the total federal budget from 1995 to 2008 which is against the 26% internationally recommended budgetary allocation to education in the developed world. The analysis of respondents view indicates that they expressed the need for government allocating fund to adult education; the need for religious organization to fund adult education; and the need to compel local government authorities where prison yards are located to help fund adult education.

Furthermore, prison inmates opined that there should be collaboration between all tiers of governments, for public institutions, because if public institutions including prisons are to achieve high quality and greater efficiency there is need to implement sweeping reforms in

financing, by mobilizing greater private financing for public education to compliment the effort of the government.

The finding here has implication for the funding of adult and non-formal education programmes in prison yards. There is the need to source funds for training programmes of prison inmates, in view of the benefits that may accrue from it.

#### **4.6 Question 4b:**

How was adult education programmes financed at the Agodi prison yard? Answer to this question is contained in tables 10 and 11.

The analysis of respondents' (facilitators) view shows that facilitators unanimously agreed that there was inadequate fund for adult education programme in the prison. This is in line with the inmates' view as contained in Tables 9 and 10. The respondents (facilitators) expressed contrary view on the introduction of fees to adult education programmes received by the inmates while serving their sentences. This view is in line with the submission of Igbuzor (2006) when he observed that asking the inmates to pay fees for their education would have adverse effect on them, for it might be impossible for prisoners to pay for education. This is due to the fact that some of the inmates were victims of poverty which pushed them into criminal life that led into their imprisonment. In other words, neither the individual inmate nor their parents/guardian could bear the cost of financing education in prison because of poverty that overwhelmed some of them. Similarly, Ogoegbulem (2001) stated that, the fact that education is a human right and a potent tool for national development is enough for government to bear all the cost of education. Furthermore, the respondents opined that there was no monthly salary for facilitators. This could be due to the nature of hiring ad hoc staff for training programmes of the inmates. Other aspects of the finding as expressed by the respondents, which appeared in form of recommendation are: the need for budget allocation for adult education programme in prisons and the need for business, religious organizations and local government areas where prisons were located to be involved in adult education programmes funding. All these point to accentuate the opinion expressed by the inmates. The implication is that there is the need for funding of adult and non-formal education programmes in prison yards, in order to uplift the welfare of inmates in and outside the prison.

### **5. Recommendations**

Based on the findings of this study, the following suggestions are made:

1. There is the need on the part of prison authorities to strengthen the popular programmes among the inmates such as literacy and religious education so that inmates would continue to enjoy them.
2. Other training programmes which are yet to receive patronage from the inmates should be delivered by qualified and motivated facilitators.
3. Regular and qualified facilitators in charge of training programmes should be employed without further delay. This calls for the creation of department or directorate of education which would see to various educational and training needs of the prison inmates.
4. The prison authorities should be enjoined to do everything within its powers to encourage prisoners to obey the laws of the land.
5. The inmates should be encouraged to participate in adult and non-formal education programme with a view to improving their welfare.
6. The funding of training programmes in prisons should not be left with the philanthropists and religious bodies alone. This is high time statutory provision is made by the Federal and State governments where prisons are located to make money available to prison authorities for training programmes of the inmates. This will likely improve the welfare of the inmates in and outside the prison.

## 6. Conclusion

Prison institutions are aimed at providing, among other things, opportunities for prison inmates to be rehabilitated and re-integrated into the society from where they had been convicted. From the research findings, it is expected that rehabilitation programmes would change the prison inmates into law-abiding citizens and keep them off crimes on discharge. Similarly, the findings revealed that the nation's prison cells, including Agodi, are overflowing with illiterate inmates in whom they need specific skills such as vocational and functional adult education programme to transform them into law-abiding and self-reliant citizens in order to live a productive life and contribute to the development of the nation.

Therefore, all hands must be on deck to improve the nation's prisons which would have well equipped Directorate of Education to cater for the technical and vocational needs of the inmates.

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**Table 1** : List of Respondents in Agodi Prison Yard

List of respondents	Population	Sample	%sample
Awaiting trials	295	80	27.12%
Convicts	300	90	30.00%
Facilitators	45	25	55.55%
Total	640	195	30.47%

Source: Research data, January, 2010

**Table 2**

Analysis of Respondents (Prison inmates) View on Components/ Types of Adult Education Programme

S/N	Items	SA	A	D	SD	U	Total
	<b>Literacy Education</b>	4	3	2	1	0	
1.	Inmates participate in basic programme voluntarily.	64	20	46	40	0	170
2.	Adult education programme only satisfies the need of inmates in vocational training.	28	38	24	72	0	170
3.	Inmates participate in religious education programme willingly.	44	46	60	20	0	170
4.	Inclusion of computer education to adult education programme in the prison has encouraged my participation	10	25	48	86	1	170
5.	The quality of literacy education only satisfies the need of illiterate inmates.	48	44	36	46	0	170
6.	There are adequate materials to practice in vocational training.	20	26	56	68	0	170
7.	There is adequate computer system to practice during the computer education programme.	0	23	78	69	0	170
8.	Every inmate has right to operate the computer system.	17	27	54	72	0	170
9.	There is freedom for every inmate to practices his/her chosen religion.	52	70	26	22	0	170
10.	There is adequate material for every religious educational programme.	56	36	32	45	1	170

Source: Research data, January, 2010

**Table 3**  
 Analysis of Respondents View on Cmponents/ Types of Programme Using Weighted Scores.

S\N	Items	SA	A	D	SD	U	N	Total	Mean	Interpretation
		4	3	2	1	0				
1.	Inmates participate in basic literacy education programme voluntarily.	256	60	92	40	0	170	448	2.64	A
2.	Adult education programme only satisfies the need of inmates in vocational training.	112	114	48	72	0	170	346	2.04	D
3.	Inmates participate in religious programme willingly.	176	138	120	20	0	170	454	2.67	A
4.	Inclusion of computer education to Adult education programme has encouraged one's participation	40	75	96	86	0	170	297	1.75	D
5.	The quality of basic literacy education only satisfies the need of illiterate inmates	192	132	72	46	0	170	442	2.60	A
6.	There are adequate materials to practice in vocational and technical training.	80	78	112	68	0	170	338	1.99	D
7.	There is adequate computer system to practices during the computer education programme.	0	69	156	69	0	170	294	1.73	D
8.	Every inmate has equal right to operate the computer system.	68	81	108	72	0	170	329	1.94	D
9.	There is freedom for every inmate to practice his/her chosen religion.	208	210	52	22	0	170	492	2.89	A
10.	There is adequate material for every religious educational programme.	224	108	64	45	0	170	442	2.59	A

Source: Research data, January 2010.

**Table 4**  
 Analysis of Respondents' View on the Impact of Adult Education Programmes on Prison inmates

S\N	Items	Frequency of responses					Total
		SA	A	D	SD	U	
		4	3	2	1	0	
1.	Provision of adult education in the prison has improved one's level of education.	76	30	16	48	0	170
2.	Provision of Adult education programme in the prison had taught one how to be useful in the society after discharge	52	48	38	32	0	170
3.	Adult education programme has helped one to abide with the laid down rule and regulation in the prison.	55	43	38	33	1	170
4.	Adult education programme has helped one to interact with co-inmates in meaningful ways.	56	44	46	24	0	170
5.	Adult education programme has helped one to be able to read and write effectively.	61	38	35	35	1	170
6.	Through adult education programme, one is able to	16	26	72	56	0	170

	operate computer system perfectly.						
7.	Through adult education programme, one has repented from one's sins.	46	76	26	20	0	170
8.	Adult education programme has helped inmates to become law abiding citizens after discharge.	52	48	36	34	0	170

Source: Research data, January 2010.

**Table 5**

Analysis of Respondents View on the Impact of Adult Education Programme on the Inmates Using Weighted Scores.

		Frequency of responses								
S/N	Items	SA	A	D	SD	U	N	Total	Mean	Interpretation
		4	3	2	1	0				
1.	Provision of adult education programme in the prison has improved one's level of education.	304	90	32	48	0	170	474	2.79	A
2.	Provision of adult education programme in the prison had taught one's how to be useful in the society.	208	144	76	32	0	170	460	2.71	A
3.	Adult education programme has helped one to abide with the rule and regulations in the prison.	220	129	76	33	0	170	458	2.70	A
4.	Adult education programme has helped one to interact with co-inmates in meaningful ways.	224	132	92	24	0	170	472	2.78	A
5.	Adult education programme has helped one to be able to read and write effectively.	244	114	70	35	0	170	463	2.72	A
6.	Through adult education programme one is able to operate computer system perfectly.	64	78	144	56	0	170	342	2.01	D
7.	Through adult education programme, one has repented from one's sins.	184	228	52	20	0	170	484	2.85	A
8	Adult education programme has helped inmates to become law abiding citizens after discharge.	136	144	104	36	0	170	420	2.47	D

Source: Research data, January 2010.

**Table 6**  
 Analysis of Respondents View on the Techniques Used to deliver Adult Education Programmes in the Prison.

S/N	Items	SA	A	D	SD	U	Total
		4	3	2	1	0	
1.	There should be more qualified facilitators for the programme	40	58	56	16	0	170
2.	There should be variety of course on social issues.	38	42	43	47	0	170
3.	The venue should meet the standard of other learning institutions.	48	66	32	24	0	170
4.	Qualified inmates should be used as facilitators.	59	67	24	20	0	170
5.	Inmates should be given occasional test.	46	76	36	12	0	170
6.	Inmates should be allowed to take external examination e.g. S.C.E. O' level.	51	66	28	25	0	170
7.	The method of teaching is not appropriate.	38	61	40	30	1	170
8.	History and story book reading should be part of the teaching.	42	68	32	28	0	170
9.	All inmates should be forced to attend adult education programmes.	8	32	62	68	0	170
10.	Only the young inmates should be forced to attend adult education programme.	7	8	74	80	1	170

Source: Research data, January 2010.

**Table 7**  
 Analysis of respondents' view on the techniques used to deliver adult education programmes in the prison using weighted scores.

		Frequency of responses						Total	Mean	Interpretation
S\N	Items	SA	A	D	SD	U	N			
		4	3	2	1	0				
1.	There should be more qualified facilitators for the programme.	160	174	106	16	0	170	456	2.68	A
2.	There should be variety of courses on social issues.	152	126	86	47	0	170	411	2.42	D
3.	The venue should meet the standard of other learning institutions.	192	198	64	24	0	170	478	2.81	A
4.	Qualified inmates should be used as facilitators.	236	201	48	20	0	170	505	2.97	A
5.	Inmates should be given occasional test.	184	228	72	12	0	170	496	2.92	A
6.	Inmates should be allowed to take external examination e.g. S.S.C.E.O' level.	204	198	56	25	0	170	483	2.84	A
7.	The method of teaching is not appropriate.	152	183	80	30	0	170	445	2.62	A
8.	History and story books reading should be part of the teaching.	168	204	64	28	0	170	464	2.73	A
9.	All inmates should be forced to attend adult education programme.	32	96	124	68	0	170	320	1.88	D
10.	Only the young inmates should be forced to attend adult education programme.	28	24	148	80	0	170	280	1.65	D

Source: Research data, January 2010.

**Table 8**

Analysis of Respondents' (awaiting trials and convicts) View on How Adult Education Programmes were Financed at Agodi Prison Yard.

S/N	Items	Frequency of responses					
		SA	A	D	SD	U	Total
		4	3	2	1	0	
1.	There is adequate fund for adult education programme in the prison.	6	18	70	76	0	170
2.	Part of government budget should be assigned for adult education programme in the prison.	72	90	5	3	0	170
3.	There is adequate equipment for vocational and technical programme.	14	20	65	71	0	170
4.	Adequate welfare is provided for the inmates in the prison.	16	24	68	77	1	170
5.	There should be collaboration between government and business organizations to fund prison education.	75	65	18	11	1	170
6.	Religious organization should help to fund adult education programme in the prison.	70	71	17	14	0	170
7.	Some local governments where prison are available, should be compelled to fund adult education programme in the prison.	50	70	24	25	1	170

Source: Research data, January 2010.

**Table 9**

Analysis of Respondents' (awaiting trials and convicts) View on How Adult Education Programmes were Financed in Agodi Prison Yard Using Weighted Scores.

S/N	Items	Frequency of responses							Total	Mean	Interpretation
		SA	A	D	SD	U	N				
		4	3	2	1	0					
1.	There is adequate fund for adult education programme in the prison.	24	54	140	76	0	170	294	1.73	D	
2.	Part of government allocation should be assigned for adult education programme in the prison.	288	270	10	3	0	170	571	3.36	A	
3.	There is adequate equipment for vocational and technical training programme.	56	60	130	71	0	170	317	1.86	D	
4.	Adequate welfare is provided for the inmates in the prison.	64	72	136	77	0	170	349	2.05	D	
5.	There should be collaboration between government and business organization to fund prison education.	300	195	36	11	0	170	542	3.19	A	
6.	Religious organization should help to fund adult education programme in the prison.	280	213	34	14	0	170	541	3.18	A	
7.	Some local governments where prison are available, should be compelled to fund adult education programme in the prison.	200	210	48	25	0	170	483	2.84	A	

Source: Research data, January 2010.



**Table 10**

Analysis of Respondents' (facilitator) view on how adult education programmes were financed at Agodi prison yard.

S/N	Items	Frequency of responses					Total
		SA	A	D	SD	U	
		4	3	2	1	0	
1.	There is adequate fund for adult education programme in the prison.	0	6	11	8	0	25
2.	Part of government allocation budget should be assigned for adult education programme in prison.	10	12	1	1	1	25
3.	Budget for adult education programme in the prison should be separated from other educational system.	12	10	2	1	0	25
4.	There is need for the inmates to be paying fees for the programme.	0	0	12	13	0	25
5.	Government should collaborate with business organizations to fund prison education.	10	8	4	2	1	25
6.	Prison inmates enjoyed adequate welfare in the prison.	3	2	10	10	0	25
7.	Religious organization should help to fund adult education programme in the prison.	11	12	1	1	0	25
8.	There is monthly salary for the facilitators	0	1	12	12	0	25
9.	Some local government where the prison is, should be compelled to fund prison education.	9	7	5	3	1	25
10.	Vocational programme enjoyed adequate equipment to teach inmates.	2	3	10	10	0	25

Source: Research data, January 2010.

**Table 11**

Analysis of Respondents' (facilitator) view on how adult education programme were financed in Agodi prison yard using weighted scores.

S/N	Items	Frequency of responses						Total	Mean	Interpretation
		SA	A	D	SD	U	N			
		4	3	2	1	0				
1.	There is adequate fund for adult education programme in the prison.	0	18	22	8	0	25	48	1.92	D
2.	Part of government allocatory budget should be assigned for adult education programme in the prison.	40	36	2	1	0	25	79	3.16	A
3.	Budget for adult education programme in prison should be separated for other educational system.	48	30	4	1	0	25	83	3.32	A
4.	There is need for the inmates to be paying for the programme.	0	0	24	13	0	25	37	1.48	SD
5.	Government should collaborate with business organizations to fund prison education.	40	24	8	2	0	25	74	2.96	A
6.	Prison inmates enjoyed adequate welfare in the prison.	12	6	20	10	0	25	48	1.92	D
7.	Religious organization should help to fund adult education programme in prison.	44	36	2	1	0	25	83	3.32	A
8.	There is monthly salary for the facilitators.	0	3	24	12	0	25	39	1.56	D
9.	Some local government where the prison is, should be compelled to fund prison education.	36	21	10	3	0	25	70	2.80	A
10.	Vocational programme enjoyed adequate equipments to teach inmates.	8	6	20	10	0	25	44	1.76	D

Source: Research data, January 2010.