

## Psychoeducational Programs as Correlates of Social Adjustment of Residents at a Correctional Youth Center in Nigeria

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### Abstract

The study examined the psychoeducational programmes and activities such as school attendance vocational training, religious activities as correlate of social adjustment of wards at a the Borstal Youth Development correctional facility at, Abeokuta, Nigeria.. It adopted the descriptive research design of ex-post facto. The sample consisted of the entire population of 201 wards in the Borstal Home. Data were collected through questionnaire titled “Social Welfare Programmes and Social Adjustment Scale (SWPASAS). Data collected was analyzed using descriptive statistics, Pearson Product Moment Correlation and Regression Analysis

Findings showed that there was significant relationship between the Educational Programmes of the home and Social adjustment of wards ( $r = .706$ ,  $N = 201$ ,  $P < .05$ ). The findings also revealed that there was significant relationship between the Vocational programmes of the home and social adjustment of wards ( $r = .665$ ,  $N = 201$ ,  $P < .05$ ). The result of the third hypothesis showed that there is relationship between Religious programmes of the home and social adjustment of wards ( $r = .702$ ,  $N = 201$ ,  $P < .05$ ). The fourth hypotheses showed an existing relationship between social programmes of the home and social adjustment of wards ( $F(3,197) = 101.065$ ;  $R = .779$ ,  $R^2 = .606$ ,  $Adj. R^2 = 0.600$ ;  $P < .05$ ).

The study established that the psychoeducational programmes of the home aids social adjustment of wards in the home. It is therefore recommended that effective communication should be adopted at the home; this tends to increase behavioural modification of the wards since bad communication deteriorates the social and psychological state of the wards thereby increasing deviance behavior. To improve the quality of lives, it is also recommended that the government should employ the service of professional social workers to facilitate adequate services to the wards.

**Key words:** Youth, Psychoeducational, Social Adjustment, delinquency, wards

### Introduction

Children are the future of the society. Investing in them, protecting and safeguarding their interest means that the interest of the community is safeguarded (Mboho, & Udousoro 2014). Borstal homes are in essence reformatory institutions aimed at re-orientating and recapturing the characters of young persons who stand on the edge of moral precipice, to enable them become once more useful to themselves, their families and society at large upon reintegration (Fakoya, 2009). Section 4 of the Borstal Institutions and Remand Centers Act, LFN, 204 provides that “the objects of borstal training shall be to bring to bear every good influence, which may establish in the inmates the will to lead a *good* and useful life on release, and fit them to fullest possible development of the character, capacities and sense of personal responsibility” (Fakoya, 2009).

Okunola (2002) in his work describe social welfare as any programme that provide help or support for those in need. Some of the social welfare programs organized by the remand home under study are: vocational training, educational programmes, re-recreational activities and religious activities. The essence of these programmes is to help in the adjustment of wards in the borstal institutions so that by the time they are released into the community, they can adjust optimally.

The educational programme (Primary, Junior secondary, Secondary and Post-secondary school education) of the home is in line with the universal school-based efforts to promote students' social and emotional learning (SEL) representing a promising approach to enhance children's success in school and life (Ojo, 2011; Zins & Elias, 2006). The proximal goals of SEL programs are to foster the development of the five inter-related sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2005). These competencies, in turn, should provide a foundation for better adjustment and academic performance as reflected in more positive social behaviours, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg & Kusche, 2003; Wolf, Tawfik and Bond 2000).

It has been demonstrated that using vocational based curriculum aids in meeting many of the academic requirements of the students, and offers the opportunity for students to participate, through hands-on activities, in their own learning (Thompson, 2002). Vocational training programs have proven to be successful in rehabilitation and were used as therapy to lower aggression among institutionalized offenders (Winer, 2000; Oduoji, 2011). Vocational training is a buffer against repeated crime and provides a positive employment opportunity for the wards in an atmosphere of support, which is crucial. In essence, it is not only the juvenile that benefit from such vocational training, but also the community at which the correctional home is situated and the society at large (Degabriele 2001; Owasanoye & Wernham 2004).

Religious activities are activities of different ideas, beliefs and doctrine of what works by faith through meditation and mediation to the Supreme Being (Olukoya, 2009). Frequent involvement in religious institutions such as churches, synagogues, mosques, and temples; and engagement in religious practices such as reading scripture, worship, and prayer) has some, positive association with social adjustment and longevity. In a meta-analytic review of 42 independent effect sizes, (McCullough, Hoyt, Larson, Koenig, & Thoresen, 2000) discovered that people who were highly religious were, on average, 29% more likely to be alive at any given follow-up point than were less religious people.

Research has shown that social clubs, sporting activities and other social activities have been of tremendous effect on the adjustment of deviant behaviour. Degabriele (2001) found that programs that conflict intervention can effectively manage and reduce aggressive behaviour. Sport, physical activity and organized competitive sport have important role in all societies to promote optimal wellness, fitness and mental health (Oyerinde, Dominic, Olaitan & Omoyayi 2014). There is now ample evidence that a definite relationship exists between exercise and improved mental health (Mental Health Foundation 2012). Physical activity and exercise, either recreational or competitive, improve 'the capacity of individuals and groups to interact with one another and the environment, in ways that promote subjective well-being, optimal development and the use of cognitive, affective and relational abilities' especially among youth, not only through intramural and extramural sports, but also in recreation and competitive sports (Oyerinde et al 2014).

The provision of educational, vocational, religious /or moral training and recreational activities for inmates are considered by officials as measures for the correction, reformation and rehabilitation of offenders. In essence, the provision of education, vocational training, and moral/religious education and recreational along with the safe custody of the offenders are considered the primary responsibilities of juvenile correctional and penal institutions in the country (Degabriele 2001; Oyerinde, et al 2014; Ijaiya 2009; Alemika & Chukwuma 2001).

On this note, it becomes imperative to examine the social welfare programmes in the home (vocational, educational, recreational and religious programmes) on the adjustment of wards in Borstal Remand Home Adigbe, Abeokuta and make appropriate recommendations.

## Research Hypotheses

1. There is no significant relationship between educational programmes at the remand home and social adjustment of wards.
2. There is no significant relationship between vocational training and social adjustment of wards in the home.
3. There is no significant relationship between religious activities and social adjustment of wards in the home.
4. There is no significant relationship between social programmes at the home and social adjustment of wards in the home.

## Methodology

### Research Design

The study adopted a descriptive survey research design of ex-post-facto type. This method was selected for the study due to the fact that the variables involved could not be manipulated. What the researcher did was to observe the manifestation of the independent variables; Social welfare programmes (Educational programmes, Vocational programmes, Religious programmes and recreational programmes) on the dependent variable; (Social adjustment).

### Sample

The target population for this study was the entire wards in the Borstal Remand home, Adigbe, Abeokuta. The total population that was available as at the time of the study was 201 and were all used as sample for the study.

### Research Instruments

A forty one self-developed questionnaire tagged "Social Welfare Programmes and Social Adjustment Scale (SWPASAS) were used for the study. The instrument was designed on a 4-point Likert rating scale ranging from strongly agree to strongly disagree. To establish the reliability of the instrument, a test-re-test was conducted using a group of 20 wards from another remand home in Lagos that did not form part of the sample. The Cronbach's coefficient of alpha was computed and this yielded reliability co-efficiency ( $r$ ) of 0.81. The instrument was therefore deemed highly reliable and good enough for use for the present study.

### Procedure:

The instrument was personally administered to the respondents by the researcher through the assistance some social workers and administrative staff of the Remand Home after seeking the permission of the higher authorities. Explanation was given to them in English and Yoruba and they freely asked questions on any item of the questionnaire. A total of 201 copies of the research instrument were administered and were all returned. Therefore, 100% return of questionnaire was ensured.

### Data Analysis:

In order to facilitate the analysis of the statistics generated from the data, this study employed descriptive analysis (percentages and frequency counts) and inferential statistics of Pearson Product Moment Correlation and Regression.

## Results

### Preliminary Results

Table1. Participants' demographic results

SN	Variable		Frequency	%
1.	Gender	Male	201	100.0
2.	Age	9-11years	13	6.5
		12-15	86	42.8
		16-19	102	50.7
3.	Education	None	14	7.0
		Primary	2	1.0
		Secondary	178	88.6
		Tertiary education	7	3.5
4.	Religion	Christianity	149	74.1
		Islam	48	23.9
		Traditional	4	2.0

Table 2: Correlation Analysis showing the relationship between the Educational programmes of the home and adjustment of wards

Variable	Mean	Std. Dev.	N	R	P	Remark
Educational programmes	24.3682	3.4371	201	.706	.000	Sig.
Social adjustments	34.5771	5.5286				

It is shown in the above table that there was a significant relationship between Educational Programmes of the home and Social Adjustment of the wards ( $r = .706$ ,  $N = 201$ ,  $P < .05$ ). Hence, educational programmes of the home had influenced social adjustment of the wards in the study. Thus, the hypothesis is rejected.

**Table 3: Correlation Analysis showing the relationship between the Vocational programmes of the home and social adjustment of wards**

Variable	Mean	Std. Dev.	N	R	P	Remark
Vocational programmes	36.2040	5.2681	201	.655	.000	Sig.
Social adjustments	34.5771	5.5286				

It is shown in the above table that there was significant relationship between Vocational programmes of the home and Social adjustment of the wards ( $r = .655$ ,  $N = 201$ ,  $P < .05$ ). Hence, vocational programmes of the home had influenced social adjustment of the wards in the study. The hypothesis is therefore rejected.

**Table 4: Correlation Analysis showing the relationship between religious programmes of the home and social adjustment of wards**

Variable	Mean	Std. Dev.	N	R	P	Remark
Social adjustments	34.5771	5.5286	201	.702**	.000	Sig.
Religious programmes	26.7313	4.1385				

It is shown in the above table that there was significant relationship between religious programmes of the home and Social adjustment of the wards ( $r = .702^{**}$ ,  $N = 201$ ,  $P < .01$ ). Hence, Religious programmes of the home had influenced social adjustment of the wards in the study. The hypothesis is also rejected.

**Table 5: Regression Analysis showing the relationship between social programmes of the home and social adjustment of wards**

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	3705.444	3	1235.148	101.065	.000
Residual	2407.611	197	12.221		
Total	6113.055	200			

$$R = .779$$

$$R^2 = .606$$

$$\text{Adj } R^2 = .600$$

It is shown in the above table that there was significant relationship between social programmes of the home and Social adjustment of the wards ( $F(3,197) = 101.065$ ;  $R = .779$ ,  $R^2 = .606$ ,  $\text{Adj } R^2 = 0.600$ ;  $P < .05$ ). Hence, social programmes of the home had influenced social adjustment of the wards in the study. Thus, the hypothesis is also rejected.

## Discussion of Findings

Hypothesis one shows that there is a significant relationship between educational programmes organized in the home and social adjustment of wards. This is in line with Armstrong (2012) and (Curtis, 2005) observation that education cultures the mind of a man so that he can accomplish all his aims in life. It also develops in him the ability to make the best use of his personality, surroundings and circumstances so that he may accomplish the maximum in life for himself and for others. Simply put, it is the education given to wards that enable them leave the remand home and be in a position to find meaningful and long-term employment (Rhode, 2004; Ayu, 2004; Ostreicher, 2003; Mallet, 2010). Thus, formal education (remedial class) are organized for wards in the remand home, some of them have never attended school before this. The educational program organized for adjustment of wards in the home includes, graphic class and information technology centre aimed at educating, correcting and re-integrating the students into the global world and their contemporary society. Counselling sessions are also organized in the home aimed at character formation. This takes various forms such as group therapy, group assigned tasks and focus group discussions aimed at educating wards.

Findings of Hypothesis two indicates that there is a significant relationship between vocational activities in the remand home and social adjustment of wards. This is in line with Oyerinde et al (2014) notion of vocational training in remand homes, which expose youths to values and skills which stimulate a responsible law abiding and wholesome way of living. It contributes towards the development of good citizens by developing their physical, social, civic, cultural and economic competencies (Marianne, 2010; Sapfo, 2012; Kotsikis, 2007; Efstratoglou & Nikolopoulou, 2011). Thus, vocational training organized in the home is aimed at restoring juvenile delinquents to the fullest mental, social, vocational and economic usefulness of which they are capable. The most essential thing is to train the delinquents in an occupation that will be genuinely useful to the community and in such a way that he/she may acquire the certainty of having status and a working function to perform. The home organizes vocational training in tailoring, barbing, carpentry and joinery, bricklaying, leatherwork, art and craft, agriculture and electrical wiring

The findings confirmed hypothesis three that there is a significant relationship between exposing the wards to religious and moral training and social adjustment of wards. This corroborates the assertion of Mingyue (2014), that the purpose of moral education is to train wards to acquire moral values and norms, to stimulate their moral feeling, and to train them to have good moral values and show ethical behavior. Moral education aims to help children acquire those virtues or moral habits that allow them to live “good” lives and become productive, contributing members of a socially cohesive community (Baamphath, 2012; Fataar & Solomons, 2011). Thus, the home organizes prayer meetings usually handled by Islamic and Christian clerics of the home usually in the evenings. These clerics were trained by missionaries and their efforts are aimed at re-socialising the youths in the home away from dysfunctional behaviours.

The result of hypothesis four shows a significant relationship between social programmes of the home and social adjustment of the wards. This result is in line with the findings of Mental Health Foundation (2012), which listed benefits of Exercise and Physical Activity to include: a reduction in tension, stress and mental fatigue; a natural energy boost, improved sleep, a sense of achievement, focus in life and motivation ; lower levels of anger or frustration, a healthy appetite, better social life and having fun. These are particularly evident in the reduction of anxiety and depression. Oyerinde et al (2014) further supported this by observing that there is a need for recreational facilities that will divert the aggressive tendencies and pent up emotions of adolescents from negative stressors which could lead to deviant acts and imprisonment. This finding further corroborated Juul, (2011) assertion that play promotes adaptive behaviors and a mental state of happiness. The home organizes some recreational activities such as table tennis, football, cards and board games like ludo for the children. Instructions in basic hygiene are also provided by the Warden.

## Conclusion

The result of the study provides sufficient evidence that social welfare programmes carried out by the home contributes in large extent in socializing the wards. In general, research has shown that social adjusted wards end up being gainfully employed, and are well placed in the society. However, in order to curb increases in deviant

behavior and wanton destruction among at risk youths in the society, it is important that the community should be aware of the rehabilitation activities of the home and be encouraged to participate in the training programs organized by the home. This will sensitize the surrounding communities to the benefits that the Borstal home has to offer as well as enhance the social, economic and emotional stability of at risk youths..

## Recommendations

Although, more lessons can still be learnt about the effect of the social programmes and activities of the Borstal home with regards to the social adjustment of wards, below are few recommendations based on the findings of the research.

In order to achieve greater impact in adjustment of deviants' wards, there should be awareness on the existence of the Borstal home.

There is the need for establishment of more Borstal home in the country. Government should put in place more homes if possible in the six geo-political zones of the country

Effective communication at the home tends to increase behavioural modification of the wards and bad communication deteriorates the social and psychological state of the wards thereby increasing deviance behaviour. Government and private sector should ensure that service providers such as social workers, clerics and sports/recreational activities personnel are trained in effective and youth friendly communication patterns. Also, workers should be exposed to trainings or seminars that fosters harmonious relationship among all cadres of the staff.

It is also recommended that only staff with relevant educational qualifications in the helping professions such as counselors, social workers, psychologists, etc should be hired. This ensures the minimum standard for quality of care.

Management should ensure that annual budgetary provision is made for the procurement equipments and implementation of services needed to facilitate effective social adjustment of wards in the home. Heads of Departments should ensure that their requisitions are forwarded in annual departmental budgets. This measure will create room for authorities in government to allocate funds for the procurement or implementation of such needs.

Social workers should take cognizance of the uniqueness of each ward; this will enhance quick adjustment of wards to a socially accepted behaviour.

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