

**ASSESSING THE EFFECTIVENESS OF CORRECTIONAL PROGRAMS ON THE  
REFORMATION, REHABILITATION AND REINTEGRATION OF OFFENDERS IN  
OKE KURA CORRECTIONAL CENTER ILORIN, KWARA STATE.**

**BY**

**SARUMI YUSUF OMOBOLANLE**

**21/15SCS012**

**A RESEARCH DISSERTATION SUBMITTED TO THE DEPARTMENT OF  
CRIMINOLOGY AND SECURITY STUDIES PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF SCIENCE(B.SC) IN  
CRIMINOLOGYAND SECURITY STUDIES THE THOMAS ADEWUMI UNIVERSITY,  
OKO, KWARA STATE NIGERIA.**

**AUGUST, 2025**

**CERTIFICATION**

This is to certify that this project by SARUMI, Yusuf Omobolanle, with Matric No. 21/15SCS012 has been read and approved as meeting the requirements of the Department of Criminology and Security Studies, Thomas Adewumi University, oko, Nigeria, for the Award of Bachelor of Science (B.Sc.) degree in Criminology and Security Studies.

.....

Dr. Oluwatobi Akawo Date

(Project Supervisor)

.....

Date

(Undergraduate Coordinator)

.....

Dr. Dele Rasak Date

(Head of Department)

.....

Date

(External Examiner)

## **DEDICATION**

I dedicate this research project to Almighty Allah, my late mother and to every scholar whose works of intellect were referred to during this research.

## ACKNOWLEDGEMENT

All praise and adoration go to Almighty Allah, the Creator of the heavens, earth, and all within, the Author and Finisher of my faith, who made everything possible. With deepest appreciation, I thank my supervisor, Dr. Oluwatobi Akano, for his thorough and diligent guidance, without which this study would not have been possible. I am proud to have learned from you, and each stage of this research under your mentorship was amazing. Thank you for your professional guidance, patience, and the fatherly love I received throughout my study period. Additionally, I acknowledge and appreciate Dr. Dele Rasak, Head of the Department, for his insistence on excellence and scholarship. I also extend my gratitude to all the lecturers in the department for their invaluable knowledge, which has greatly contributed to our academic and social development. I sincerely appreciate all my lecturers. The efforts of every scholar and non-academic staff in this esteemed department are sincerely appreciated; your reviews, comments, and every input are greatly acknowledged. God bless you all abundantly.

A special mention must be made of Dr. JJ Olorunmola, who played the role of a father and uncle to me throughout my study period. I am forever indebted to him for his kindness and support, and I pray that Almighty Allah rewards his labor of love and continually uplifts him in every way. Worthy of mention are my parents, Alhaji Omobolanle Yayaha Sarumi, thanks very much for all your financial and spiritual support throughout the project and to my late mother Mrs Ime Sarumi, my siblings, Alhaji Ibrahim Olatunji Sarumi, Abimbola Aisha Sarumi, and Mariam Abiodun Sarumi thank you all for your prayers and all your endless support. I appreciate my friends John Anu Olusegun, Caleb Musa Anthony and Afolayan Samuel for their contributions and endless memories we had throughout my project and undergraduate. My B.Sc. course mates have been wonderful and have undoubtedly become a significant part of my life history. Finally, I would like to acknowledge myself, for being me and being able to complete this research work and for not giving up.

## **TABLE OF CONTENT**

Title Page -----i

Certification-----ii

Dedication-----iii

Acknowledgement-----iv

Table of Content-----vi

List of Tables-----viii

List of Figures -----viii

### **CHAPTER ONE: INTRODUCTION**

1.1Background to the Study-----1

1.2Statement of the Problem-----3

1.3Objectives of the study -----5

1.4Research Questions-----5

### **CHAPTER TWO: LITERATURE REVIEW**

2.1Conceptual Review -----11

2.1.1Rehabilitation/Correction -----11

2.1.2Correctional Centres or Services-----12

2.1.3Nature of Correctional Programs Available for Nigeria Prisons-----14

2.1.3.1Communication -----15

2.1.3.2	Recreation-----	16
2.1.3.3	Education and Vocational Training -----	17
2.1.4	Vocational Training -----	19
2.1.5	Rehabilitation Programmes -----	21
2.1.6	Recidivism-----	25
2.1.7	Measuring Recidivism-----	26
2.1.8	Impact of Vocational Training Programmes on Recidivism in Nigeria-----	27
2.1.9	Factors that Hinder the Effectiveness of Correctional Rehabilitation Programmes in Nigeria --	30
2.1.10	Factors Influencing Recidivism After Release-----	31
2.1.11	Rehabilitation/Vocational and Correctional Facilities Existing in the Nigerian Prison System --	32
2.2	Theoretical Review -----	34
2.2.1	The Risk, Need Responsivity (RNR) model -	34
2.2.2	The Good Lives Model(GLM)----	36
2.2.3	Theoretical Framework-----	39
2.3	Empirical Review-----	43

### **CHAPTER THREE: METHODOLOGY**

3.1	Research Design -----	50
3.2	Population of the study-----	50
3.3	Sample Size and Sampling techniques -----	50
3.4	Method of data Collection -----	51
3.5	Method of data Analysis-----	51

**CHAPTER FOUR: RESULTS AND DISCUSSIONS**

4.0 Descriptive Statistics-----54  
4.2 Thematic Analysis of Interview Responses-----55  
4.3 Discussion of Findings-----56

**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1 Summary-----58  
5.2 Conclusion-----58  
5.3 Recommendations-----59  
5.4 Limitations-----60  
5.5 Recommendations For Further Study-----61

## **Abstract**

This study investigates the effectiveness of correctional programmes specifically vocational training, educational activities, psychological counselling, and moral instruction on the rehabilitation, reformation, and reintegration of offenders at the Ilorin Custodial Centre, Oke-Kura, Kwara State, Nigeria. The research was guided by a mixed-methods approach, integrating both quantitative (structured questionnaires) and qualitative (key informant interviews) data collected from 100 inmates and 10 correctional staff. Findings reveal that while correctional programmes are widely available and attended particularly vocational training and anger management their implementation remains inconsistent due to structural deficiencies such as limited funding, overcrowding, and inadequate facilities.

Most inmates reported behavioral improvement, skill acquisition, and a more positive outlook toward reintegration. However, only a minority indicated a complete shift in views about crime, highlighting a gap between behavioral compliance and internalized transformation. Moreover, programme outcomes were found to be constrained by poor post-release support, insufficient employment opportunities, and societal stigma, which collectively contribute to high recidivism rates. The study concludes that although correctional interventions at the facility show promise, their long-term effectiveness depends on structural reforms, proper classification of inmates, and sustained post-release support mechanisms. The findings contribute to penal reform discourse and provide evidence-based policy recommendations for improving rehabilitation infrastructure and reducing recidivism in Nigerian correctional settings.

**Keywords:** Correctional programmes, rehabilitation, reformation, reintegration, Ilorin Custodial Centre, vocational training, recidivism, Nigeria, offender behavior, penal reform

**Word Count:** 250

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The Nigeria Correctional Service (NCoS), which was previously the Nigerian Prisons Service, has its foundation in the colonial period, tracing its official beginnings to 1872 when the British colonial government opened the first official prison in Lagos. At first, the prison system was concerned mainly with the punishment and custody of offenders through corporal means like whipping, banishment, forced labor, and in severe cases, capital punishment. With time, though, the philosophy of correctional institutions changed particularly after Nigeria's independence to a rehabilitative and reformatory one that emphasizes the reformation and reintegration of inmates into society.

Worldwide, correctional services are no longer seen as simply punishment mechanisms but as strategic behavior modification and offender reintegration institutions. In Nigeria, this changing perspective is evident in the 2019 Nigerian Correctional Service Act, which officially initiated non-custodial sentencing, prioritized rehabilitation, and made it compulsory to have programs aimed at inmates' reintegration. Regardless of these reforms, implementation issues still influence outcomes particularly in under-resourced areas such as Ilorin, Kwara State, where overcrowding, dilapidated infrastructure, and shortages of personnel are characteristic of custodial facilities (Ajomo, 2021).

Besides chronic systemic constraints, the COVID-19 pandemic also severely impacted correctional systems around the world and Nigeria was not an exception. One of the most negatively impacted areas of correctional management was rehabilitation programs that are at the core of the contemporary philosophy of incarceration. Public health measures put in place during the pandemic caused the suspension of essential services in prison settings, including vocational training, religious services, psychological counseling, and educational programs (Akinwale, 2021). The interruptions compromised inmates' psychological well-being and disrupted their rehabilitation schedules, postponing reintegration and potentially escalating post-release recidivism.

Additionally, mental health stressors intensified these losses. Fear of contracting the virus, along with isolation and limited availability of medical and psychological services, heightened anxiety, aggression, and depression among prisoners (Ilesanmi et al., 2021). Support that normally depended on close human contact like counseling, peer mentoring, and spiritual guidance was either suspended or replaced with virtual equivalents that most correctional facilities were not well-prepared to provide because of digital infrastructure deficiencies (Adebisi & Lucero-Prisno, 2021).

This is complicated further by the demographic truth in Nigerian prisons. The population of adult inmates has risen appreciably in recent years, and more than 70% of them are functionally illiterate (Ajomo, 2021). This gap in literacy restricts the participation of inmates in academic and vocational programs aimed at preparing them for reintegration. While the 1971 White Paper on the Reformation of Nigeria Prisons made custody, diagnosis, correction, training, and rehabilitation some of the functions of the prison system (Alemika, 2020), most of the correctional centers today are not well prepared to perform these functions optimally.

Rehabilitation of offenders is a foundation of contemporary criminal justice across the world. Its aim is to convert convicted offenders into law-abiding citizens via organized interventions that tackle both their offending behaviors and root risk factors. According to Andrews and Bonta (2010), successful rehabilitation should not only alter behavior, but also provide offenders with life skills, educational credentials, and a new lifestyle. Empirical research has persistently demonstrated that prisoners who undergo vocational training, literacy classes, and psychological treatments are considerably less prone to recidivate after release (Lipsey et al., 2007).

In particular, vocational training programs seek to equip inmates with practical, marketable skills that heighten employability and self-sufficiency. Such programs are not simply economic instruments but are also vehicles for advancing self-esteem, discipline, and behavioral change. Likewise, cognitive-behavioral therapy (CBT), literacy education, and restorative justice initiatives address the psychological and social causes of criminality from substance abuse and anger management problems to trauma histories and social marginalization (Cullen, Jonson & Nagin, 2011). The integration of these programs is key to recidivism reduction and public safety protection.

However, in Nigeria particularly in states such as Kwara the execution of such programmes is frequently irregular, poorly supervised, or confined to urban custodial centers. The present study

thus attempts to explore the effectiveness of correctional programmes presently employed in Ilorin custodial center Oke -Kura, Kwara State, and specifically how they affect the reformation, rehabilitation, and reintegration of offenders. A systematic assessment of these interventions is necessary not just for future policy guidance but also for strengthening the human rights standards and long-term results of Nigeria's correctional system.

## **1.2 Statement of the Problem**

In Nigeria, the correctional system has evolved from a punitive to a rehabilitative model, as seen in the Nigerian Correctional Service Act of 2019. The law prioritizes rehabilitation and reintegration ahead of punishment, marking a major policy change (Alemika, 2020). Although such reforms have been put in place, the performance of correctional programmes continues to be uneven, with most facilities hampered by insufficient funding, overcrowding, dilapidated infrastructure, and limited trained staff. These limitations prevent uniform implementation of rehabilitation programmes, leading to extensive variation in programme outcomes throughout the nation (Ajomo, 2021). The Ilorin correctional centre reflects many of these systemic issues while also embodying a possible model for focused rehabilitation via organized programmes.

Vocational training in tailoring, carpentry, and agriculture has been added to literacy, counseling, and religious studies. Yet, the effectiveness of such programmes in actual inmate rehabilitation and societal reintegration is largely under-researched and under-assessed. This information gap hinders the evaluation of intervention effectiveness for reducing recidivism and enhancing post-incarceration outcomes. Based on Nigerian Correctional Service statistics (2023), more than 75% of Nigerian correctional centres are over their design capacity, and many inmates do not have access to ongoing rehabilitation programs. Furthermore, PRAWA (2022) indicated that only around 35% of Nigerian inmates are engaged in any type of vocational or educational rehabilitation programme, usually as a result of insufficient resources and irregular programme implementation. This underuse demonstrates incongruence between policy and practice, counteracting the rehabilitative objectives of the system.

To back this up, Ajomo (2021) noted that statistics from 19 Nigerian prisons show that more than 60% of prisoners are recidivists, i.e., previously convicted offenders who commit offenses again. This percentage points to the failure of correctional interventions to eliminate the causes of criminal tendencies. Amnesty International (2020) also reported that most Nigerian prisons have

no functional rehabilitation facilities and face irregular program implementation, especially for remand prisoners and those sentenced to short terms. Such system weaknesses diminish prospects for effective personal transformation.

Cullen et al. (2011) underscored that most ex-offenders revert to crime not out of desire, but because they lack life skills, employability, and community support, which often results from insufficient or irrelevant correctional programmes. In the same vein, Lipsey et al. (2007) observed that while most offenders undergo rehabilitation programmes during incarceration, the lack of post-release support and market-relevant skills usually results in a relapse into criminality, consequently undermining correctional services' fundamental mission. In spite of concerted efforts at prison reform in Nigeria, the incidence of recidivism continues to remain high, bringing into serious question the effectiveness of correctional programmes. The Nigeria Correctional Service (NCoS) 2023 Annual Report revealed that more than 68% of inmates released from prison between 2019 and 2022 were re-arrested within 24 months, an apparent indication that current reformation and rehabilitation measures are not yielding long-term behavioral change.

This fact is exacerbated by congestion, inadequate funding, lack of aftercare services, and restricted access to certified vocational training all of which frustrate the reintegration of ex-offenders into society. Prisons, such as the Ilorin Custodial Centre Oke-Kura, persist in having systemic issues in preparing offenders with the cognitive and economic skills necessary for reintegration.

Furthermore, although a variety of vocational and psychological intervention programs are available, there is limited empirical evidence to support their effectiveness from the point of view of the most affected offenders themselves. The research is thus required to examine whether such interventions are meeting their stated objectives of reformation, rehabilitation, and reintegration, or merely institutional routine formalities.

This study, therefore, assessed the effect of correctional programs on the rehabilitation, reintegration and reformation of offenders in the Ilorin correctional facility. By evaluating the structure, implementation, and impact of these interventions, the research aims to generate

evidence-based recommendations that can enhance rehabilitation outcomes, reduce recidivism, and contribute to safer, more inclusive communities.

### **1.3 Objective of the Study**

The main objective of this study is to examine the effect of vocational training and other correctional programmes on the rehabilitation reintegration and reformation of offenders in Ilorin. Specifically, the study seeks to;

- i. assess the types of correctional programmes available at Ilorin correctional centre Oke-Kura.
- ii. examine the contribution of vocational training programmes to reducing recidivism in Ilorin correctional center Oke-Kura,
- iii. determine the factors that affect the effectiveness of correctional rehabilitation reformation and reintegration programmes at Ilorin correctional centre Oke-Kura,

### **1.4 Research Questions**

The following research questions will be answered in the course of the study.

- i. What are the types of correctional programmes available at Ilorin correctional centre Oke-Kura,
- ii. To what extent do vocational programs impact recidivism Ilorin correctional center Oke-Kura?
- iii. What are the factors that affect the effectiveness of correctional rehabilitation, reformation and reintegration programmes at Ilorin correctional centre Oke-Kura?

### **1.5 Scope of the Study**

This research was aimed at evaluating the effectiveness of correctional programs in the reformation, rehabilitation and reintegration of offenders at Ilorin custodial center Oke-Kura. It investigates the degree to which these interventions aid in the acquisition of skills, change of behavior, and reintegration into society. The study encompassed vocational training programs, education, psychological counseling, and other rehabilitation activities being undertaken in correctional centers in Ilorin.

The research aimed at both the inmates involved in such programs and the correctional officers who implement them. It addressed the success of the programs at lowering recidivism, enhancing employability, and promoting social reintegration. The geographical coverage is confined to prisons within Ilorin correctional center Oke-Kura, and the temporal coverage looked at recent information from the last five to ten years in order to get current trends and advancements.

In addition, the research used a mixed-method design, employing surveys, interviews, and case studies to collect qualitative and quantitative data. The results give insight into the strengths and weaknesses of current correctional programs, making recommendations on how their effectiveness in the rehabilitation of offenders can be improved.

As a result of institutional policies, security issues, and ethical limitations, access to prisoners was restricted. In most instances, researchers are allowed to engage with pre-selected populations under the monitoring of corrections staff, something that could have affected the openness and honesty of prisoner responses. Additionally, some segments of prisoners particularly those in maximum-security facilities or subject to disciplinary sanctions, were not allowed to participate, something that may have biased the results.

The research findings are context-specific and might not be generalizable outside the Ilorin correctional setting. Correctional centers in other locations in Nigeria could be very different in relation to resources, programme implementation, composition of inmates, and administrative support. Caution should therefore be taken in generalizing the conclusions to the national level in the absence of comparative studies.

## **1.6 Significance of the Study**

This research is important for a number of reasons. In the first place, it presents empirical data from the field collected directly from correctional officers and inmates on the effectiveness of correctional programmes in Ilorin custodial center Oke-Kura, Kwara State. In examining both the experiential benefits and structural shortcomings of these interventions, the study presents a critical assessment of Nigeria's existing rehabilitation infrastructure.

Second, the results have applied policy relevance, particularly for stakeholders like the Ministry of Interior, the Nigerian Correctional Service (NCoS), and NGOs operating within the criminal justice system. The findings from a study like this can be used to guide program redesign, resource reallocation, and the incorporation of certified vocational curricula that enhance post-release employability.

Thirdly, this research adds to the general discussion on penal reform in Nigeria in that it identifies the post-release conditions that commonly result in recidivism like stigma from society, unemployment, and poor aftercare structures. The study therefore closes the gap between custodial programming and post-custodial effects by providing evidence-based solutions for a more integrated and sustainable model of correction.

### **1.7 Operational Definition of Key Terms**

**Recidivism:** is defined as the tendency of previously incarcerated individuals to reoffend and return to prison, remains a significant challenge worldwide.

**Correctional Programmes:** refers to structured interventions that aid in the social reintegration of inmates and lower recidivism, such as education, vocational training, work programmes, and cognitive-behavioral treatments.

**Reformation:** Reformation is the internal process of change in the behavior and attitudes of offenders through incarceration with a view to changing them into law-abiding citizens. It entails those correctional interventions that are designed to impact criminal thinking, moral reasoning, and social responsibility for the purpose of internal rather than merely external change.

**Rehabilitation:** one of the fundamental aims of imprisonment. Section 10(1) prioritizes "affording opportunities for the education, vocational training, and moral reformation of prisoners."

Reintegration: Reintegration is the procedure by which a released offender is effectively returned to society, both economically and socially, having served a sentence. It involves offering support mechanisms that assist the ex-offender in settling back into society and not committing another crime.

**CHAPTER TWO**  
**LITERATURE REVIEW**

## **2.0 Conceptual Review**

### **2.1 Rehabilitation/Correction**

Rehabilitation or correction is the process of helping individuals, especially inmates, re-adjust to society or return them to their productive function within it. The American Psychological Association (2018) defines rehabilitation as the attempt "to restore to useful life, as through therapy and education," or "to restore to good condition, operation, or capacity." The United Nations Office on Drugs and Crime (2018) emphasizes that rehabilitation approaches must be adapted to the individual needs of offenders and the institutional environment. These can consist of educational and vocational training to improve employability, psychological treatment for individual behavioral problems, and more. The underlying assumption of correctional rehabilitation, as supported by Cullen and Gendreau (2000), is that criminality is not fixed; instead, individuals can be changed and integrated back as productive members of society.

The word "correction" indicates the set of measures to alter unwanted behavior among individuals especially offenders so that they can become law-abiding and productive members of society. Correctional practice, as defined by Cullen and Jonson (2017), includes diverse techniques and programs such as therapy, education, vocational training, and moral reform, with the objective of lessening recidivism and reintegrating criminals into society. These practices are not simply punitive but are intended to correct criminal behavior by infusing prosocial attitudes and enhancing psychological well-being.

In Nigeria, the Nigerian Correctional Service (NCoS) is charged with the responsibility of providing not just secure custody for convicted and awaiting-trial offenders but also ensuring their reformation, rehabilitation, and reintegration into society. As stated in the Nigerian Correctional Service Act (2019), the roles of the NCoS include safe custody, the enforcement of sentences, and the administration of correctional programmes that will prepare offenders to acquire the skills and values necessary to live responsibly after discharge. The correctional institution is thus a dual institution: it is an institution of lawful punishment and a transformative institution designed to ensure no future offending.

In addition, a correctional centre, as stipulated under South Africa's Correctional Services Act No. 111 of 1998, is any institution created for the reception, detention, confinement, treatment,

training, or rehabilitation of offenders. The centres could be police lock-ups or temporary holding facilities, particularly for young adults aged 18 to 20 years. The institutions are not only supposed to implement custodial sentences but also act as channels for the correction of behaviour and reintegration into society through well-planned and humane interventions (Republic of South Africa, Department of Correctional Services, 2019).

## **2.2 Nature of Correctional Programmes available for Nigerian Prisons**

There are several correctional programmes which Nigerian prison utilizes in order to rehabilitate its wards. Section 58 of the Standard Minimum Rule contends that imprisonment can fulfill its purpose of protecting society from crime and therefore be justified only if the time of imprisonment is utilized in a way to ensure as far as possible, that when an offender returns to society, he/she is not only willing but also prepared to lead a law-abiding and self-supporting life (UN Standard Minimum Rules-section 58 and 59). The most significant among these programmes are vocational and academic education, social welfare services and religious programmes, recreations and the re-establishment or maintenance of wholesome communication between the prisoner and his family and friends (Osayi, 2015). In the view of Orakwe (2011), the following are significant corollaries of a prison rehabilitation process:

### **2.3 Communication**

Communication with the outside world is deemed to be of utmost importance for a prison inmate. It is among the social welfare programs initiated to assist prison inmates in writing and receiving letters to and from family members and friends as well as visits. These correspondences are however monitored by the prison authorities. This is in accordance with section 37 of UN Standard Minimum Rule which permits the prison inmate under essential supervision to communicate with their families and respectable friends at regular intervals, both by correspondence and by receiving visits. By supervision, the authorities demand to know what is written in the letters they write and receive. Sometimes, some letters are withheld or part of it blotted out with ink pen for security reasons. Obioha (2011) noted that the prison needs to know what is written in their letters and where it is found to give information about the prison; the prison authorities reserve the right to protect prison security by seizing the letters or ink over the sections that are unacceptable. Beyond merely preparing the ground for their successful reintegration into the society upon release, the

right of the prison inmate to receive letters and visitors is of a vital importance to him and his survival.

## **2.4 Recreation**

A sentence of imprisonment is typically a sterile interval in the life of the offender, characterized by the atrophying of skills and talents and an all pervading, unrelenting and unremitting boredom. A fundamental problem in every prison system is how to counteract and keep at bay this physical, psychological and spiritual deterioration of the prison inmate. The contemporary prison combats these challenges through a twin programme of recreation and education (Orakwe, 2011). Regrettably, the Nigerian prison acknowledges, in theory, the necessity to provide the prison inmate with time for recreation. Things are entirely different in practice, however. From the reports of the Civil Liberties Organization, the opportunity or facilities to exercise body and mind for mental and physical well-being is entirely out of the question since only a few prisons have games and sporting facilities. Most have neither football fields nor basketball courts, neither race tracks nor gymnasium (Otu, M. S.2015). The only games they have according to the report are either ludo or some card games which the prison inmates succeed in smuggling past the warders. Due to the lack of this essential rehabilitation programme, Osayi (2015) noted that since the prison inmates have little or nothing to do at these times, they are not always easy to handle; they were a potential source of danger to prison security. They are always, running around and it is not possible to see all of them at the same moment. They can easily hatch something and can easily start rioting. But if they are busy playing football or other team games, their minds will be preoccupied and one can easily keep one's eyes on them and the handful who are doing nothing. That is why in the majority of prisons, they are not let out due to insufficient recreational facilities to keep them occupied and for fear that they can devise and attack the warders and attempt to escape (Osaze, 1996).

## **2.5 Education and Vocational Training**

If the provision of games and sports facilities is poor, educational resources are in poorer conditions. As at the time of the Nigeria Prison Service Annual Report in 2009, only sixty-seven prisons out of the one hundred and twenty-nine prisons and two hundred and thirty-two lock-ups in Nigeria have anything resembling libraries. According to the report, most of these libraries are

actually nothing more than reading rooms with a handful of volumes, predominantly of Bible and the Koran on bare and dusty shelves.

Basically, Nigerian prison service operates educational and vocational training programs with the aim of empowering the prison inmates with trades with which to earn decent livelihood upon the completion of their sentences of imprisonment. Aside from preparing them for such pre-examination tests as the general certificate of education, the program is meant to prepare prisoners for various trades, such as tailoring, woodwork, weaving, soap making, art, house painting, electrical installations, farm work, etc.

A research on four prisons in Kwara State, Oke-Kura (Ilorin), Madala, Omu-Aran, and Lafiaji, pointed out that inmates frequently find the current library situation unhelpful. Most of them use religious buildings, including mosques and churches, to satisfy their information needs. Some of the challenges it discovered were inadequate funding, limited use of library materials, and lack of infrastructure facilities, which together affect inmates' access to educational and rehabilitation activities.

In an attempt to solve such problems, the Kwara State chapter of the National Library of Nigeria took its Annual Readership Promotion Campaign to the Borstal Training Institute at Ganmo. This was done to inculcate the habit of reading in the inmates by giving them chosen books to satisfy their information needs, thus facilitating personal development and rehabilitation.

## **2.6 Vocational Training**

Vocational education, is a form of education that seeks to "equip learners with knowledge, skills, and competencies required for specific occupations, trades or classes of occupations or trades." (Chiang et al., 2022). Vocational education and training (VET) is a method of education that is focused on practical skills development and application of learning outcomes within the labor market (Mustapa et al., 2015). VET differs from general education, in that it is not normally organized in a uniformed framework, and may be provided by a range of training providers, including state, non-governmental and private institutions, with diverse interests, administrative structures, and traditions.

Vocational training, which is an essential element of CE, includes career and technical education programs that aim to provide inmates with job-ready skills. Rivera (2016) argues that the broad

aim of vocational training is to eliminate offending behavior by preparing inmates with the skills to find jobs after release. This argument is reinforced by various studies that show the rehabilitative impact of vocational training on offenders. For example, quantitative and qualitative studies in South Africa illustrate that correctional education programs have a significant transformative impact on offenders as they enhance their self-confidence, improve literacy levels, and provide them with practical skills (Vandala & Bendall, 2019).

In addition, VET is more concerned with pre-service training and education, which prepares students to address particular labor market demands. Public formal VET, nonetheless, overlaps clumsily with both the school and tertiary education systems, and responsibility for VET policy is frequently divided between Ministries of Education and Ministries of Labor and/or Employment (Bosch & Charest, 2018). In other cases, for example, apprenticeship systems in the USA or Canada, there could be no institutionalized connections with the general education system, and responsibility for training may rest exclusively with the social partners or enterprises. Even so, the state can continue to shape training by enforcing labor or product market regulations, for example, licensing, levy systems, or quality standards.

The decline of vocational training systems in liberal market economies has led to a shortage of vocationally qualified labor (Bosch & Charest, 2018). Governments in countries such as Australia, the United Kingdom, and Canada are attempting to elevate the status of vocational training and establish new apprenticeship systems. School-based vocational training is also being expanded, and universities are increasing their offering of courses with strong vocational content in countries with weak vocational training systems.

Vocational education and training are critical to closing the gap between theoretical education and practical work capabilities. Through direct access to the labor market, VET improves individual professional careers, raises earnings, enhances economic productivity, and promotes social cohesion (Biavaschi et al., 2022). Young individuals who do not have adequate training, however, can experience long-term detrimental consequences of early unemployment in an unstable job market position that can lead to poor future opportunities (Scarpetta et al., 2020). The appeal of vocational training is dependent in large measure upon its connection to the labor market, with decent remuneration and possibilities for career progression. Pure on-the-job training can lead to higher remuneration in the short term compared to being engaged in qualifying training programs

which give a more organized method to acquire skills and prepare for the workforce. Vocational training, therefore, has high potential in achieving a smooth transition from school to work, reducing the adverse impacts of early youth unemployment and idleness, and improving economic and social outcomes.

## **2.7 Rehabilitation Programmes**

Rehabilitation programmes are described by the World Health Organisation (WHO) (2023) as a collection of interventions aimed at maximising functioning and minimising disability in people with health conditions in interaction with their environment. Within correctional services, rehabilitation programmes target reoffending specific risk factors, and are created to aid offenders in living within the community without committing offences (Department of Correctional Services Australia Annual Report 2021-22).

Different rehabilitation programmes are available to enable the rehabilitation of offenders, including youth offenders in correctional services. Rehabilitation programmes are described by the World Health Organisation (WHO) (2023) as a collection of interventions aimed at optimising functioning and minimising disability in individuals with health conditions in interaction with the environment. For this matter, they are intended to help offenders to be as independent as possible in daily activities and enables participation in education, work, leisure and meaningful life roles such as caring for the family (WHO 2023). For this reason, these programmes are well-planned processes which need to be finished over a specific time frame. The Department of Correctional Services Annual Report (2021-22) identifies that most programmes target specific risk factors for reoffending and are meant to help offenders to live in the community without offending. To this end, the department provides:

- i.** Tailored rehabilitation – aimed towards an offender’s individual risk and protective factors.
- ii.** One-to-one rehabilitation – designed for complex offenders for whom group-based approaches would be inappropriate or ineffective.

- iii. Clinical/case/criminogenic formulation – conducted by clinicians, and aims to identify the underlying causes for an individual’s problematic behaviours, and how they should be targeted through treatment; and
- iv. Cognitive-behaviour therapy (CBT) – a type of psychotherapy that aims to help the offender to change unhelpful or unhealthy habits of thinking, feeling and behaving, which involves practical self-help strategies designed to effect positive and immediate change in the offender’s quality of life.

## **2.8 Recidivism**

Schoeman (2002) and Gaum, Hoffman and Venter (2006) describe recidivism as a cycle of repeated sentencing. Recidivists are repeat offenders who commit offences more than once. Quan-Baffour and Zawada (2012) describe recidivism as the percentage at which imprisoned offenders resume crime (and correctional institutions) following release from incarceration. Correctional vocational training; social rehabilitation and integration can go a long way in mitigating recidivism if more comprehensive approaches to interventions are adopted towards offenders.

Criminal recidivism rates are frequently employed as one of the main measures of the effectiveness of criminal justice systems. Specifically, they are employed to determine which offender management programmes are implemented on a large scale (Robinson et al., 2021). Recidivism rates are collected routinely by the majority of countries and reported by specialized governmental agencies (Federal Statistical Office, 2015; Ministry of Justice, 2023; SPAC, 2018). Recidivism is operationalized differently, and previous systematic reviews identified that the 2-year reconviction rate is the most frequently reported outcome in released prisoners and individuals completing community sentences (Yukhnenko, et al., 2019). Recidivism rates are mainly utilized to evaluate the performance of state and national justice systems or rehabilitation programmes over time. Governments and agencies commonly aim to introduce policy and practice changes that reduce recidivism rates. Nevertheless, reported recidivism rates are influenced by numerous factors, many of which are not necessarily linked to the effectiveness of the rehabilitation and reintegration of sentenced individuals. They include the source of data, the definition of recidivism employed, and the follow-up period (Andersen & Skardhamar, 2017; Yukhnenko, Sridhar, & Fazel, 2019). Recidivism rates should also be understood against the background of general crime rates that are

reliant heavily on general economic and demographic factors (Anser et al., 2020). Due to the complex, multicausal nature of reported recidivism rates, their utilization for international and inter-jurisdictional comparison is frequently problematic. Yet, despite this, recidivism rates are commonly and inappropriately used to compare the effectiveness of alternative approaches to criminal justice across different countries, particularly by the media (BBC News, 2019).

### **2.8.1 Measuring Recidivism**

Quite possibly the most contentious matter concerning recidivism is how challenging it is to quantify its occurrence. The rates of recidivism have been estimated to be anywhere from 40% to 80% in the United States and Canada, for instance. What explains these varying rates? One reason is the type of measurement employed.

Yukhnenko, Sridhar, and Fazel, (2019), three methods are commonly used. Firstly, criminologists look at rearrest rates. This method provides fairly simple access for information gathering (through comprehensive police and Federal Bureau of Investigation reports). The records also tend to include prior offender histories of arrest and conviction, and an arrest tends to lead to conviction and imposition of a new sentence. Even so, whereas this measure does possess merits, some consider that it is not an accurate gauge of recidivism (Browne, 2020). Individuals who are arrested are not always convicted or even charged. As such, discrepancies are likely to occur, particularly with small-scale research. These discrepancies are likely to lead to disproportionate or inaccurate recidivism rates.

A second strategy employed by researchers is to study reconviction rates. This indicator has the benefit of being a direct measure of recidivism in which a formal finding of guilt is rendered by a court. In addition, state and federal records are easily accessible for researchers to analyze, and reconviction will frequently involve an offender entering a guilty plea, thus reaffirming a trend of recidivism (Thailand Institute of Justice, 2021; Tsai, I.-C., & Wu, Y.-T. 2022). Yet this indicator likewise has its drawbacks. For a finding of guilt to be rendered in a trial, a certain burden of proof must be established. Although the legal requirement is an essential guarantor of due process and justice, it periodically leads to distorted recidivism rates. Put another way, a lack of a finding of guilt does not always imply that an individual taken into custody did not perpetrate a crime. The burden of proof merely may not have been established. Therefore, recidivism based on

reconviction may fail to portray the true rate of reoffending (Balduzzi, Rücker, & Schwarzer, 2019).

One last measure of recidivism is that of resentence to prison. This measure of data depends on state and federal corrections to report data on offenders who are incarcerated. Recidivism, under this approach, is measured by the number of individuals who are currently incarcerated but have been previously convicted of other offenses. This measure has the unique benefit of being very detailed, with information on the arrest, the conviction, the sentence length, the prior sentence, along with an evaluation of how effective prior sanctions were at reducing recidivism (Stewart, et al., 2019). This measure, however, only shows recidivism in instances where there is incarceration. Since many convictions end in alternatives to incarceration, this method will also underreport the rates of reoffending (Yukhnenko et al., 2019).

### **2.8.2 Influence of Vocational Training Programmes on Recidivism in Nigeria**

A unit called Prison Furniture Cottage Industry aimed at providing some vocational training to offenders was set up in Nigeria. It is a reformation centre where doors, office accessories, beds, household furniture, key holders, walking sticks etc. are made. Other vocational trainings are also offered to offenders, particularly those who did not have any stable job prior to their incarceration (Oluwakuyide, 2021). Nigerian Prisons System provides vocational rehabilitation programme to offenders. The primary purpose of setting up correctional services is to offer rehabilitation to offenders. However, a casual look at the population that comes in and out of the Nigerian prison service indicates that there is an issue in the system; thus the system has not been able to play its expected role in terms of vocational rehabilitation programmes.

Scholars in Nigeria like Osayi (2023) have corroborated that there is a rise in the rate of reoffending and that male offenders are more likely to reoffend. Many offenders have reoffended because past efforts have not garnered the expected results. These involve remodeling offenders to be better off than when they were imprisoned. Offenders are rehabilitated in order to be endowed with new skills (Obiaka, 2021). Based on the research work carried out in twelve Nigerian states, most offenders have poor literacy levels and are poorly rehabilitated (Joseph, 2022). The poor attention given to offenders can escalate the rate of recidivism instead of curbing increases in crime rate. It is for this reason that recidivism is on the rise in Nigeria. Carpentry, tailoring, signwriting and carving are some of the vocational skill training programs that are offered at the Nigerian prisons.

These skills are too archaic and are not able to offer sustained post-sentence rehabilitation via self-employment. It must be understood that ex-offenders can only venture into self-employment since it is the policy of governments in Nigeria that it is not easy to be offered work in government service.

In the same vein, members of the organized private sector are not willing to offer employment to ex-offenders. Aside from the limited numbers of vocational skills training programs being offered in prisons in Edo State, human and material resources are not sufficiently provided (Imhabekhai, 2002). A large percentage of Nigerian young adult offenders require vocational training (Joseph, 2012). Young adult offenders are lower than the average for the general population in the areas of education levels, work experience, and skills (Obiaka, 2011). The majority of prison services in Nigeria are inundated with young adult offenders, males with a high rate of high school dropouts.

### **2.8.2 Factors Inhibiting the Success of Correctional Rehabilitation Programmes in Nigeria**

There are also factors inhibiting the success of rehabilitation programmes, one of the foremost being no facilities and inadequate classification of offenders.

#### **(a) Lack of Facilities/Infrastructure**

Nigerian prisons service are deprived of facilities for rehabilitation and reformation of offenders. Facilities such as workshops for the training of offenders are not provided. Such workshops usually are used for the training of offenders in handcrafts so that they can fall back to them up on gaining freedom. However, these workshops are not present in the prisons service, and where they are provided, they are slow. Other facilities such as recreational grounds are not also provided. This is one of the factors that lead to ineffective offender rehabilitation in Nigeria Otu M. S. (2015). In a recent study conducted by Amali, Barkuizen and Petrus (2017) it was discovered that only a 27 percent of offenders were involved in rehabilitation programmes with the balance (73%) were not involved at all in any rehabilitation programmes. The quantitative data also revealed that only 26.5 percent of offenders were satisfied with the existing rehabilitation programmes.

From the information provided above, it is clear that the majority of the offenders are not contented with the rehabilitation facilities and programmes. Vocational programmes were deemed sufficient

considered adequate by only 7.3 percent of the offenders. This suggests that the majority of offenders perceived vocational training inadequate. Lack of funding appears to be the main reason

for lack of materials and failure to replace worn-out equipment and machines used for reformation and rehabilitation (Umah, 2004). In a study conducted in Nigeria Edo State, inmates indicated that available materials were inadequate for effective provision of correctional education especially vocational training programs in Edo State prison (Imhabekhai, 2002).

### **(b) Lack of Proper Classification of Offenders**

In Nigeria, crime was seen as an illness which must be treated and as a result, at the point of entry offenders were diagnosed and assessed scientifically for the symptoms of this illness which is crime. The results of the diagnosis determined classification of offenders (Asokhia & Osuman, 2013). Lack of proper offender classification is another factor that hinders the effectiveness of rehabilitation in Nigeria. Different classes of offenders are lumped together in correctional cells because of space; overcrowding Otu, M. S. (2015). This is supported by Adetula & Fatusin, (2010) who stated that, in most correctional facilities in Nigeria, the remand and convict population, the minor and serious offenders and the younger and old offenders are not systematically sorted into different cells. The Standard Minimum Rules for imprisonment are not upheld which prescribes that offender should be locked up according to their category. In terms of rehabilitation programmes, offenders are not allocated to programmes based on their needs, they are not assessed for their risk/needs. First time offenders and recidivists are locked up in the same cells thereby giving room for first offenders to learn criminal way of life from the recidivists (Otu, M. S. 2015)

## **2.9 Factors Influencing Recidivism After Release**

### **2.9.1 Unemployment**

The lack of work experience and skills, when combined with low education levels make it difficult for young adult offenders to obtain employment upon release and can contribute to further criminal behaviour (Lawrence, Mears & Dubin, 2009). Otu, M. S. 2015) states that unemployment is a factor that is usually linked with crime and recidivism. Unemployment usually leads to poverty

which is even a worse social problem. Both of them are therefore interwoven. The most pressing social problem in Nigeria today and indeed all over the developing world stem from lack of employment. Otu, M. S. (2015) proposed that government seems to have little or no provision for gainful employment opportunities or arrangement for proper rehabilitation of discharged offenders in the society. The social stigma ex-convict attached to them seems to have contributed to their problem of resettlement in the society. It looks as if one automatically becomes an outcast and ostracized once one is discovered to have been in and out of prison Work has a central position in all of our lives because it is an economic necessity. It consumes much of our world of reality and it also have the power to bind us to reality in a mental health fostering fashion. Unless offenders are helped to want work (employment), to prepare for it, to embark on it and to pursue it through regular employment, they will work only irregularly or will not work and will continue to commit crime to obtain things, experiences or satisfaction they want or need (Inusa, D. 2021)

### **2.9.2 Housing**

High recidivism rate indicates that offenders are not prepared to come back to society as law-abiding citizens. This is because major issues about their resettlement is poorly coordinated and has failed to address social exclusion issues such as housing and addiction problems that could lead people back into crime. Offenders are normally set free without proper arrangement for their further rehabilitation and reintegration in the society. Instead, the law itself denies them some civic rights as free citizens. They are not allowed to hold public offices as they are seen as being untrustworthy and unreliable (Osayi, 2013). The researcher is of the opinion that, these are strong factors that work against offenders' successful reintegration within the community. Although there are a number of non-governmental agencies who are trying to champion the course of released offenders, their efforts are quite insignificant. This has been found to be one of the reasons for the high incidence of recidivism in Nigeria (Osayi, 2013).

### **2.9.3 Inadequate Post-Prison Support Systems**

The lack of comprehensive post-release support structures hampers the reintegration process. Reports indicate that insufficient rehabilitation programs, limited access to mental health services, and the absence of community support increase the risk of recidivism. Without proper guidance and resources, ex-inmates struggle to adapt to societal norms, making reoffending more likely (Ike, et al., 2023).

#### **2.9.4 Limited Access to Legal Aid and Justice**

Many inmates lack awareness of their legal rights and access to legal aid services. This deficit hinders their ability to navigate the justice system effectively, both during incarceration and after release. The absence of legal support can lead to unresolved legal issues, contributing to recidivism.

#### **2.9.5 Rehabilitative/Vocational and Correctional Facilities Existing in the Nigerian Prison System**

According to Asokhia and Agbonluae (2013), convicted criminals are sentenced to prison for purpose of rehabilitation. Rehabilitation services are notable for their pivotal prison role in changing lives of the inmates. Change is possible for everyone. Even prison inmates can change for the better and become productive citizens. However, changing for the better and becoming productive citizens need a little sacrifice from the prison inmates and a great help from government and concerned agencies. Prison rehabilitation services were established in Nigerian prisons for the purpose of reforming the inmates. For any meaningful rehabilitation to take place in the prisons system, rehabilitation services must first be improved upon; adequate provisions made and these should be accessible to the inmates.

A study by Amnesty International (2008) on the status of Nigeria prisons found Nigeria prisons to be overcrowded with cells that hosts several under-aged children and adults, convicted felons as well as first time offenders, who are lumped together to share the same dormitory. Many of these people actually committed environmental offences. Many are in jail for such simple offences as being framed for offending a policeman who picks such persons up, frames the charges, gets the inmate sent for remand and the files gets missing for three to six years. This is the sorry state of Suleja prison.

### **2.2 Theoretical Review**

#### **2.2.1 The Risk, Need Responsivity (RNR) Model**

The Risk, Need Responsivity (RNR) Model first emerged out of Canada in the 1980s, by Andrews, Bonta, and Hoge, during the times of doubts around rehabilitation being effective. The scientific study of criminal justice interventions has a short history, from which the first publications on the RNR model of offender rehabilitation emerged little more than 20 years ago (Polaschek, 2012). The Risk, Need and Responsivity Principles became the core of the theoretical framework used in

correctional systems around the world that use science as a basis for offender rehabilitation. Founded on three core principles of offender classification; risk, need, and responsivity; today the RNR model remains the only empirically validated guide for criminal justice interventions that aim to help offenders to depart from that system and reduce recidivism (Polaschek, 2012).

The Canadian psychologists during the 1980s and 1990s adopted the new technique of meta-analysis to create a turning point in the scientific understanding of how to reduce re-offending risk (Andrews et al., 1990). The what works research literature had an important role in the development of the RNR model, which was first published in full form in 1994 (Andrews & Bonta, 1994). The Risk, Need and Responsivity (RNR) model (Andrews & Bonta, 2010) has been the prominent approach to the treatment of offenders in Canada, as well as other parts of the world (e.g., the U.K, New Zealand & Australia) for three decades. The RNR approach and the theoretical model on which it is based have resulted in measurable gains in terms of the reliable assessment of offenders, as well as significant reductions in rates of recidivism among offenders treated in programmes that have adopted this perspective (Andrews & Bonta, 2010).

Andrew's theoretical ideas and original research were at least as important in shaping the RNR model. Andrews began in the 1970s to translate promising crime theories into effective correctional service practices (Andrews, 1982). Its strengths as a theoretical framework for offender rehabilitation are substantial; it distils a very large volume of aetiological and intervention-related information into a series of transparently simple principles for application. Notwithstanding on-going development since 1994, areas of weakness remain, but perhaps more troubling are some of the ways in which their work has been translated into practice (Andrews, 1982).

### **2.2.2 Social Learning Theory**

Social Learning Theory, as developed by Edwin H. Sutherland and expanded by Ronald L. Akers, offers a robust explanation for how behavior, including criminal and rehabilitative conduct is acquired and maintained. Sutherland (1947) introduced the concept of Differential Association, which posits that criminal behavior is learned through interaction with others, particularly within intimate peer groups. According to him, individuals internalize values, attitudes, and techniques favorable to criminal behavior when exposed more frequently to such influences than to conforming behaviors. Ronald Akers (1998) extended this theory by incorporating behavioral

psychology concepts such as reinforcement and punishment. He argued that individuals not only learn behaviors through associations but also through observing others and experiencing the consequences of their own actions. This extension accounts for both the acquisition and maintenance of behavior patterns.

Social Learning Theory is well-suited for this study, which focuses on the rehabilitation and vocational training of inmates in Ilorin Correctional Facility. Rehabilitation inherently involves behavioral change, which occurs through exposure to new skills, pro-social values, and structured environments, precisely the mechanisms that the theory emphasizes (Akers, 1998; Sutherland, 1947).

In Nigeria, recidivism often occurs when ex-offenders return to the same peer networks and social settings that originally reinforced criminal behavior (Chukwumerije, 2023). Social Learning Theory helps explain why this happens and how correctional interventions—such as vocational training, counseling, and group therapy, can serve as positive socializing agents that encourage lawful behavior. These programs provide inmates with opportunities to observe, imitate, and internalize pro-social behaviors and skill sets that can aid reintegration (Ike et al., 2023).

- **Behavior is learned through observation and imitation:** Inmates in correctional programs often learn new attitudes and skills by observing trainers, counselors, and even fellow participants (Akers, 1998).
- **Reinforcement shapes future behavior:** When inmates receive praise or rewards (e.g., certifications, privileges) for participating in vocational training or rehabilitation programs, they are more likely to repeat these behaviors (Akers, 1998).
- **Peer influence is crucial:** Sutherland (1947) emphasized that the balance of social influences whether pro-criminal or pro-social determines behavioral outcomes. In the prison environment, peer groups can either reinforce deviance or promote transformation.

This theory applies directly to the current study, which investigates how vocational and correctional programs in the Ilorin facility influence inmate rehabilitation. These programs offer structured environments where inmates not only acquire new skills but also observe positive behavioral models, such as successful reintegrated ex-offenders and supportive correctional staff

(Ike et al., 2023). These observations, coupled with rewards or recognition, reinforce behavior change.

Moreover, such interventions serve to counteract the negative peer influences that inmates may have previously experienced, replacing them with networks that promote accountability and personal development. Through repeated exposure to positive role models and reinforcement mechanisms, inmates are more likely to adopt and maintain prosocial behaviors, thereby reducing the likelihood of recidivism (Chukwumerije, 2023).

### **2.2.3 Empirical Review**

Denis et al., (2023) did a study on criminal recidivism rates globally: A 6-year systematic review update. The study aimed to systemically review data on recidivism rate internationally and explore sources of between-country variation. Recidivism rates in individuals released from prison and given community sentences. The study also systematically searched peer-reviewed and gray literature focusing on publications since a systematic review in mid-2019. Data were extracted on reoffending, reimprisonment, and re-arrests. To examine the association between index offences and recidivism rates and risk ratios were calculated. Meta-regression was used to determine the association between recidivism in released prisoners and country-level variables. Reported effects of the COVID-19 pandemic on recidivism rates was also summarized. Findings from the 33 countries examined revealed that released prisoners had 2-year reconviction rates between 18% and 55%, while individuals given community sentences had rates between 10% and 47%. Recidivism rates varied based on proportions of index offences. Country-level factors like homicide, robbery, and imprisonment rates were associated with prisoner recidivism. Lower rates during COVID-19 were linked to disruptions in criminal justice processes, reduced prison populations, and fewer crime opportunities.

Aliyu and Mustafa (2022) did a study on prison correctional rehabilitation programme for the empowerment of inmates in Nigeria. The study investigated the effect of rehabilitation programs on prisoners and ex-offenders in terms of empowerment and recidivism, and the greatest advantages gained by inmates were in the areas of improved literacy skills, correctional and empowered vocational training. The qualitative element was dominated by a focus group with 10 informants from Oke Kura prison in Kwara State, North Central Nigeria, and it was analyzed thematically using NVivo 10. In general, determining the rehabilitation program that shapes the

trajectory of recidivism among offenders. The findings revealed that correctional rehabilitation programs are the key players in the process of re-integrating inmates into society. The findings revealed that correctional rehabilitation programs are the key players in the process of re-integrating inmates into society. The study's findings also revealed that the major factors impeding the prison rehabilitation program include rejection, assimilation challenges, and difficulty in maintaining the program's continuity, as well as insufficient training materials and a conducive learning environment, which affects inmates' performance in learning outcomes and practices of their skills.

Inusa (2021) examined perceived impact of vocational skills acquisition on reformation and reduction of recidivism by ex-convicts of Gombe central correctional centre. The main focus of the study was to assess the perceived impact of vocational skills acquisition on reformation and reduction of recidivism by ex-convicts of Gombe Central Correctional Center, Nigeria. The study used 30 ex-convicts who were jailed between six months and eight years. The instrument used for data collection was structured questionnaire which was validated by specialized in measurement and evaluation, and reliability test conducted in Faculty of Education, University of Maiduguri. Data collected were analyzed using descriptive statistics, mean and standard deviation. The findings revealed that most of the ex-convicts were male, with informal education and age range of between 21 and 40 years. The respondents engaged more in carpentry (37%) and Welding (33%). The vocational skills acquired by inmates had great and positive impact on their reformation.

Rowlands, Palk, and Young, (2020), did a study on Recidivism rates of sex offenders managed under the Dangerous Prisoners (Sexual Offenders) Act 2003: an evaluation of actuarial justice. The study examined sexual recidivism rates of a sample of DPSOA offenders. Court files of 104 community-supervised dangerous sex offenders (Mage  $\bar{x}$  50.7 SD  $s$  10.8) were examined to determine date and type of reoffending. Recidivism was operationalised as time until arrest (for a sexual conviction/contravention). The overall level of sexual recidivism was low (7.69%).

Adepoju, O. A. et al. (2020), did a study on an appraisal of the vocational technical skills training programmes in Rivers State prisons. The study focused on appraisal and evaluation of vocational technical skills training programmes in Rivers State prisons in order to improve its value and quality to the society. A descriptive survey design approach was adopted. Data were gathered from

the study's sample size that comprised of 400 male prison inmates and 200 female prison inmates. The simple random sampling techniques were used to select the respondents. Data collected were by 27- items structured questionnaire and were analyzed with frequency, percentage and mean statistics. The study found among other things; that the number of personnel is not adequate, training given to prison inmates are not effective, tools and equipments for training are obsolete, number of persons in the prison halls are more than the size of halls.

Benjamin and Joshua (2017) did a study on the challenges facing vocational training of prison inmates in Nigeria. Stratified sampling method was used to draw sample from 307 respondents: 117 inmates awaiting trials, 147 convicts, 5 lifers and 38 prison staff. Questionnaire and in-depth interviews were used to generate data for the study. Results reveal that the following vocational facilities do not exist in the Nigerian prison system: barbing and hair dressing saloon, auto repairs and mechanics, shoe making, fashion designing, carpentry and electrical repairs. Also, the recreational facilities that are lacking include: table tennis, basketball and volleyball. The only recreational facility available is football. In addition, the Nigerian prison system also lacks the following educational facilities: library and teaching aids. Level of education of prison officers was found to be significant with awareness of the expected correctional facilities in prisons. There was no significant relationship between sex and attribution of availability of skill acquisition facilities as a prerequisite for effective correction of inmates.

Among the studies on dangerous offenders, Neller and Petris (2013) used an estimation model to consider risk level of offenders likely to be classified as sexually violent predators (United States). From a population of 20,000 sex offenders, 740 persons were assumed to be committed under the sexually violent predator (SVP) law. Their estimate suggested a high rate of recidivism (65%) within 10 years.

### **2.3 Literature Gap**

While the reviewed studies offer valuable insights into the impact of correctional programs and vocational training on recidivism, several limitations are evident. Notably, there is a scarcity of localized, Nigeria-specific studies, particularly those that focus on Ilorin or Kwara State, which is the primary context of this research. Although Aliyu and Mustafa (2022) conducted a study involving Oke Kura prison in Kwara, most other empirical works are either global in scope (e.g., Denis et al., 2023; Rowlands et al., 2020) or focused on correctional facilities in other Nigerian

states like Gombe (Inusa, 2021) and Rivers (Adepoju, O. A. et al. (2020). This geographic disconnect limits the applicability and generalizability of findings to the Ilorin context. Additionally, many studies rely heavily on descriptive survey methods or qualitative focus groups, with limited longitudinal or experimental approaches to measure long-term rehabilitation outcomes. There is also an under-exploration of gender differences, post-release support systems, and the role of community perception or reintegration structures, all of which are critical to fully understanding the effectiveness of vocational and correctional programs. Consequently, this study aims to filled the gaps by focusing on the Ilorin correctional facility, using both qualitative and quantitative data to evaluate the real-world impact of correctional initiatives on offender rehabilitation.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Research Design**

This study employed a Mixed-Methods Research Design, which combines both quantitative and qualitative approaches to provide a robust and multidimensional understanding of the effectiveness of correctional programmes. The quantitative component allows for the systematic collection and statistical analysis of numerical data on offender outcomes such as behavioural change, participation rates, and recidivism levels while the qualitative component captures the nuanced experiences, perceptions, and insights of inmates, correctional staff, and ex-offenders. By integrating these two methodologies, the study seeks to overcome the limitations inherent in relying on a single method and to offer a more holistic, evidence-based evaluation of reformation, rehabilitation, and reintegration efforts at Ilorin Correctional Center, Oke-Kura, Kwara State..

#### **3.2 Area of the study**

Ilorin was founded by the Yoruba, one of the three largest ethnic groups in Nigeria, in the late 18th century. It became a provincial military headquarters within the Oyo Empire until 1817, when the local Kakanfo (field marshal) named Afonja rebelled, supported by the Hausa Shehu Alimi, an itinerant Islamic preacher and teacher. Their alliance eventually broke down over the Muslims' increasing power and Afonja's refusal to convert, and he was eventually assassinated. Alimi's son Abd al-Salam pledged allegiance to the Sokoto Caliphate in 1823. Modern Ilorin is mainly inhabited by the Yoruba people, although its traditional ruler has a Fulani heritage.

The Nigerian Correctional Service (NCoS), formerly known as Nigerian Prison Service (NPS), is a government agency of Nigeria which operates prisons. The agency is headquartered in Abuja, and it is under the supervision of the Ministry of the Interior and the Civil Defence Immigration and Correctional Service. The name was changed from the Nigerian Prisons Service to the Nigerian Correctional Service by President Muhammadu Buhari on 15 August 2019 after signing the Nigerian Correctional Service Act of 2019 into law.

The Nigerian Correctional Service is an arm of the Criminal Justice System domiciled in the Ministry of Interior. The Nigerian Correctional Service is a federal phenomenon, i.e. there are no State Correctional Services in the Nigeria. Every Custodial Centre is a Federal Facility. The

operation of the Service is supervised by the Ministry of Interior and the Civil Defence, Fire, Immigration and Corrections Board.

### **3.3 Population of the Study**

The target population for this study includes inmates in the Ilorin correctional facility, Oke-Kura who have participated in correctional programs. Additionally, correctional officers responsible for implementing these programs are included in the population. The inclusion of both inmates and officers ensures a comprehensive understanding of the programs' impact from both the participants' and administrators' perspectives.

### **3.4 Sample and Sampling Technique**

#### **3.4.1 Quantitative**

The study adopted a mixed method research design, focusing on the Ilorin Medium Custodial Centre in Kwara State. A simple random sampling technique was applied to ensure inclusiveness and objectivity, supported by a convergent mixed-method approach combining quantitative and qualitative data.

The sampling process involved a clustered approach, where the inmate population was stratified based on program participation (e.g., vocational training, formal education, spiritual counselling). From these clusters, simple random sampling was used to select inmates, allowing each eligible participant an equal chance of selection.

In addition, purposive sampling methods were used to select correctional officers, rehabilitation personnel, and facility administrators, based on their roles, availability, and relevance to the research objectives. This non-random sampling ensured that participants who could provide credible and context-rich information on the implementation, impact, and challenges of correctional programmes were included.

The final sample size consisting of slightly over 100 inmates and a smaller group of 10 officers was determined using Cochran's formula and subsequently adjusted based on access restrictions and institutional approval protocols.

This research design and sampling approach were selected to enable a comprehensive and indepth understanding of how correctional programmes in Ilorin custodial center Oke-Kura affect reformation, rehabilitation, and reintegration. The use of a mixed method of data collection (questionnaires, interviews, and observations) was vital to achieving triangulated, reliable, and policy-relevant findings.

### 3.4.2 Qualitative

For the qualitative, purposive sampling was used to select the participant for the key informant, a total number of 10 participants were chosen for the key informant aspect of the study. The participants were heterogeneous in nature so as to give the research more validity and reliability and respondents.

### 3.5.1 Quantitative Sample Size

Given the unavailability of precise population data regarding the number of inmates participating in correctional programmes at the Ilorin Custodial Centre (Oke-Kura), the study adopted Cochran's (1977) formula to determine the appropriate sample size for a infinite proportion in large or unknown populations. The formula is expressed as.

$$n = \frac{Z^2 [p(1-p)]}{E^2}$$

Where

n=sampling size

Z= standard normal score = 1.96

P= the estimated proportion of people inmates in Ilorin custodial center= 0.5

E= sampling error that can be tolerated=5

$$n = \frac{1.96^2 [0.5(1-0.5)]}{0.05^2}$$

$$n = 3.8416 \cdot 0.25$$

0.0025

n=0.9604

0.0025

n=384.16

For finite population because the estimated population of inmates is 250

$$\frac{384.16}{1 + (384.16 - 1)/250}$$

$$= \frac{384.16}{1+1.53264}$$

$$= \frac{384.16}{2.53264} = 151.7$$

Based on credible estimates, the Oke-Kura Custodial Centre currently houses approximately 250 inmates (CLEEN Foundation, 2020). Using Cochran’s sample size formula with finite population correction (FPC), the ideal sample size for this population was calculated to be approximately 152 inmates, assuming a 95% confidence level and a 5% margin of error. However, due to institutional restrictions and ethical clearance limits, only 100 inmates were approved for participation in the study. Despite this reduction, the sample was considered statistically sufficient for the quantitative component of this mixed-methods research. Additionally, triangulation with qualitative data from correctional officers enhanced the depth and credibility of the findings.

### **3.5.2 Qualitative sample size**

For the qualitative phase of the study, purposive sampling was used to identify participants with specific insights into the operations and outcomes of correctional programmes. In line with As supported by Braun & Clarke (2006) and Guest, Bunce, & Johnson (2006), 10–12 interviews are often sufficient in focused qualitative research where participants share a common context and the research question is narrow in scope.

### **3.6 Method of Data Collection**

The study adopted a triangulation method, incorporating both quantitative and qualitative approaches to gather comprehensive data from both inmates and correctional officials. This mixed-method strategy allowed for a robust assessment of correctional programmes and their perceived impact on reformation, rehabilitation, and reintegration.

#### **3.6.1 Qualitative Method**

For the qualitative phase of the study, purposive sampling was used to identify participants with specific insights into the operations and outcomes of correctional programmes. In line with As supported by Braun & Clarke (2006) and Guest, Bunce, & Johnson (2006), 10–12 interviews are often sufficient in focused qualitative research where participants share a common context and the research question is narrow in scope. Therefore, the final number of interviews conducted (10) was not only a result of field limitations but also methodologically sound and justified by data saturation and contextual constraints.

**10 Key Informant Interviews (KII):** with correctional officers, reintegration officers, and administrators within Ilorin Custodial Centre.

Participants were selected from across various functional departments within the facility using clustered sampling, ensuring that voices from different programme areas (education, religious instruction, vocational training, and psychological services) were represented. An heterogeneous selection approach was employed, capturing perspectives across gender, age, and rank (for staff), and across sentence type and participation level (for inmates). Interviews continued until data saturation was reached.

#### **3.6.2 Quantitative Method**

For the quantitative phase, structured questionnaires were distributed to inmates using a combination of clustered sampling (to divide inmates by programme type) and stratified random sampling to ensure representation across the different intervention categories.

The inclusion criteria for participation were as follows:

- Must be at least 18 years old
- Must have spent a minimum of 6 months in the correctional facility
- Must have participated in at least one correctional programme (e.g., vocational, educational, spiritual, or psychological)
- Must be able to understand and respond to basic survey questions independently
- Must consent willingly to participate

Participants who did not meet these conditions were excluded.

A total of just over 138 questionnaires were administered and 100 responses were gotten back . Respondents were selected based on their availability, eligibility, and willingness to participate. The instrument captured key variables such as programme participation, skill acquisition, behavioral change, and perceived reintegration preparedness.

Data was collected from primary sources, including direct responses from inmates and staff through

Structured questionnaires

Key informant interviews

The qualitative component helped to deepen understanding of the institutional challenges and personal experiences, while the quantitative data offered broad statistical insights on programme access and perceived outcomes.

### **3.7 Method of Data Analysis**

The study employed a mixed-method data analysis strategy, aligning with its triangulation research design. This allowed the researcher to analyze both quantitative and qualitative data in an integrated and meaningful way.

### 3.7.1 Quantitative Data Analysis

Quantitative data were collected using structured questionnaires administered to inmates at the Ilorin Medium Custodial Centre. The data were entered into and analyzed using the Statistical Package for the Social Sciences (SPSS), version 25.

The analysis involved:

- **Descriptive statistics:** including frequencies, percentages, and mean scores to summarize the demographic characteristics of respondents and their responses regarding programme participation, skill acquisition, behavioral change, and reintegration readiness.

Data were presented in the form of tables, alongside narrative explanations to aid interpretation.

### 3.7.2 Qualitative Data Analysis

Qualitative data were obtained through Key Informant Interviews (KII) with correctional officials and vocational officers. The data were analyzed using the Thematic Analysis approach outlined by Braun and Clarke (2006).

The analysis involved:

1. Transcribing recorded interviews into textual format
2. Familiarization with the data through repeated reading
3. Coding relevant segments and categorizing them into themes
4. Identifying patterns and organizing codes into major and sub-themes
5. Interpreting the themes in relation to the research questions and objectives

The coding was conducted manually, allowing the researcher to maintain close interaction with the data. Thematic findings focused on recurring issues such as “attitude transformation,” “vocational empowerment,” “religious and moral reformation,” and “challenges to reintegration.”

This dual approach ensured that both statistical trends and context-rich narratives were captured, offering a comprehensive understanding of the effectiveness of correctional programmes in the study area.

### **3.8 Ethical Consideration**

This study adhered strictly to ethical standards required for research involving human participants, particularly within correctional environments. Approval was obtained from the researcher's institutional ethics committee, and official permission were sought from the Nigerian Correctional Service (NCS), Kwara State Command, to access the Ilorin Correctional Facility. Participants, both inmates and correctional officers, were clearly informed about the objectives of the study, their roles, and their rights to voluntary participation without any form of coercion or influence.

Informed consent was obtained from each participant, and adequate time was provided to consider participation. In cases where participants have low literacy levels, verbal explanations will be given in a language they understand, and verbal consent was documented. Confidentiality and anonymity will be ensured by avoiding the collection of personal identifiers and by securely storing research data. Responses were used solely for academic purposes, and findings was reported in a manner that protects the identities of all participants.

Furthermore, the study ensured non-maleficence, meaning no harm psychological, physical, or legal, will come to participants as a result of their involvement. The researcher employed a respectful and non-intrusive approach to data collection, and participants had the freedom to withdraw from the study at any point without penalty. These measures are designed to uphold the dignity, rights, and safety of all individuals involved.

## **CHAPTER FOUR**

## RESULTS AND DISCUSSIONS

This chapter deals with analysis and interpretation of the data collected for the study. It involved the descriptive analysis of the demographic characteristics of the respondents sampled. Thematic analysis was used to test the research hypotheses generated based on the variables.

### 4.0 Descriptive Statistics

The socio-demographic profile of respondents depicts the background knowledge of the respondents. It is important to place in proper perspective some demographic factors that could influence opinion. The distribution of the demographic profiles of the One hundred (100) respondents that participated fully in the study is presented. Table 4.1 summarizes the demographic profile of respondents.

**Table 4.1.1 Frequency Distribution Analysis of Demographic Characteristics of Respondents**

Characteristics	Variable	Frequency	Percent (%)
Age (Years)	18-25 years	18	18.0
	26-35 years	46	46.0
	36-45 years	26	26.0
	46-55 years	8	8.0
	Above 55 years	2	2.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Gender	Female	18	18.0
	Male	82	82.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Religion	Christianity	52	52.0
	Islam	42	42.0
	Others	6	6.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Marital Status	Single	58	58.0
	Married	34	34.0
	Divorced	8	8.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Continue in next page</b>			
Level of Education	None	12	12.0

	Primary	74	74.0
	Secondary	14	14.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Sentence Length	Less than 1 year	28	28.0
	1-3 years	48	48.0
	4-6 years	20	20.0
	7 years and above	4	4.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Are you a first-time offender	No	10	10.0
	Yes	90	90.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Field Survey, 2025**

The demographic characteristics of the respondents were examined to provide a contextual understanding of the population under study. A total of 100 respondents participated in the survey, and their background information is summarized and interpreted as follows:

In terms of age distribution, the majority of the respondents fell within the age bracket of 26 to 35 years, representing 46% of the total population. This was followed by those aged 36 to 45 years, who constituted 26%. Respondents within the age range of 18 to 25 years accounted for 18%, while 8% were between 46 and 55 years of age. Only 2% of the participants were above 55 years. This indicates that the study population is predominantly youthful and in their economically active years. The high concentration of individuals in the 26–35 age category suggests that this age group may be more involved in or exposed to the experiences under investigation in the study, such as rehabilitation, vocational training, or first-time offending behavior.

With respect to gender, the distribution was highly skewed, with male respondents comprising 82% and females accounting for only 18% of the sample. This significant gender imbalance may reflect broader social or institutional patterns, such as the gender composition of correctional facilities or the nature of the offences committed. It may also underscore the need for gender-sensitive interventions or policies in addressing the issues examined in the study.

Regarding religious affiliation, Christianity was the most represented religion among the respondents, making up 52% of the total. Islam followed closely at 42%, while 6% identified with other religious beliefs. This distribution mirrors the general religious demographics of many Nigerian regions and suggests that religious values and beliefs could play an influential role in shaping the attitudes and behaviors of the respondents, particularly in relation to crime, rehabilitation, and moral orientation.

In terms of marital status, a majority of the respondents (58%) were single, while 34% were married, and 8% were divorced. The predominance of single individuals may have implications for the types of social support systems available to the respondents, which in turn could affect their coping strategies, rehabilitation prospects, and likelihood of reoffending. Educational attainment among the respondents was relatively low. A substantial 74% had attained only primary education, 14% had completed secondary education, while 12% had no formal education at all. This educational profile highlights a potential link between low educational background and vulnerability to crime or incarceration. It also emphasizes the importance of incorporating educational programs into correctional or rehabilitative interventions aimed at equipping individuals with the necessary skills for reintegration into society.

With regard to sentence length, the largest proportion of respondents (48%) were serving sentences ranging from one to three years. A further 28% were serving less than one year, while 20% were serving between four and six years. Only 4% had sentences extending to seven years and above. The dominance of short- to medium-term sentences suggests that most of the offences committed were likely non-violent or less severe. This finding may be pertinent in formulating rehabilitation policies that target short-term inmates who have higher chances of reintegration and reform.

Finally, the analysis revealed that an overwhelming majority of the respondents (90%) were first-time offenders, while only 10% had been previously convicted. This suggests that most of the individuals in the study were encountering the correctional system for the first time, which may positively influence their responsiveness to rehabilitation programs. It also underscores the potential for preventive strategies and early interventions aimed at reducing recidivism rates among first-time offenders.

Overall, the demographic data provides valuable insight into the characteristics of the respondent population, serving as an essential foundation for understanding the broader themes of the study, such as rehabilitation, offender management, and policy development.

**Table 4.1.2 Frequency Distribution Analysis on Types of Rehabilitation programmes for offenders at Ilorin Correctional Centre**

<b>Characteristics</b>	<b>Variable</b>	<b>Frequency</b>	<b>Percent (%)</b>
Have you participated in any correctional programs while in custody?	No	4	4.0
	Yes	96	96.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Which programs are available to you?	Educational Programs	12	12.0
	Vocational Training	30	30.0
	Anger Management	16	16.0
	Drug Rehabilitation	12	12.0
	Counseling or Therapy	6	6.0
	Religious Programs	4	4.0
	Other	20	20.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
How frequently do you attend these programs?	Several times a week	74	74.0
	Once a week	26	26.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
How did you learn about these programs?	Staff orientation	84	84.0
	Fellow inmates	16	16.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Were you encouraged or assigned to participate?	Encouraged voluntarily	72	72.0
	Assigned by staff	16	16.0

	Both	4	4.0
	Neither	8	8.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Who facilitates your program(s)?	Internal correctional officers	38	38.0
	External professionals	60	60.0
	Volunteers	2	2.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
What motivated you to join?	Personal interest	56	56.0
	Reduction in sentence	16	16.0
	Rehabilitation goals	10	10.0
	Social interaction	8	8.0
	Staff recommendation	10	10.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Have the programs improved your behavior?	No	20	20.0
	Yes	80	80.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Have they changed your views about crime?	Strongly Disagree	34	34.0
	Disagree	50	50.0
	Neutral	8	8.0
	Agree	6	6.0
	Strongly Agree	2	2.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Author's computation using SPSS**

This section presents an analysis of the types, accessibility, frequency, facilitation, and perceived impact of correctional programs available to inmates in custody based on objective one set in the study. The findings provide insight into how correctional programs are structured, delivered, and received within the custodial environment.

An overwhelming majority of the respondents (96%) indicated that they had participated in at least one correctional program while in custody, while only 4% had not taken part in any such intervention. This finding suggests a high level of program exposure among the inmate population, indicating that correctional institutions are actively providing opportunities for rehabilitation and reformation. Furthermore, when asked about the types of programs available to them, 30%

identified vocational training as their primary correctional activity. This was followed by anger management programs (16%), other unspecified programs (20%), educational programs and drug rehabilitation (each at 12%), counseling or therapy (6%), and religious programs (4%). The predominance of vocational training reflects the emphasis on skills acquisition as a strategy for rehabilitation and post-incarceration reintegration. However, the relatively low accessibility of counseling and religious interventions may point to resource gaps in addressing the psychological and moral dimensions of inmate reform.

In terms of attendance frequency, 74% of the respondents reported participating in these programs several times a week, while 26% attended once a week. This high frequency of attendance highlights the structured and consistent delivery of these programs, which may enhance their overall effectiveness in promoting behavioral change. The majority of respondents (84%) learned about the available programs through staff orientation, while the remaining 16% were informed by fellow inmates. This underscores the importance of formal communication and staff engagement in ensuring that inmates are aware of and understand the opportunities available to them for personal development and rehabilitation.

Regarding the manner of program involvement, 72% of the respondents indicated that they joined voluntarily out of personal interest or encouragement, while 16% were assigned by staff. Notably, 4% reported being both encouraged and assigned, while 8% claimed they were neither encouraged nor assigned but likely joined out of their own initiative or peer influence. This suggests that while a large proportion of participation is voluntary, institutional assignment still plays a role in ensuring inmate involvement. As for program facilitation, 60% of the respondents stated that external professionals conducted the sessions, while 38% were facilitated by internal correctional officers. Only 2% mentioned that volunteers facilitated their programs. This suggests that

institutions are leveraging external expertise to deliver specialized interventions, which may improve program quality and perceived credibility among participants.

Motivation for participation varied among the respondents. A majority (56%) cited personal interest as their primary motivation, indicating a willingness for self-improvement. A further 16% participated to obtain sentence reductions, while 10% joined with rehabilitation goals in mind. Another 10% were influenced by staff recommendations, and 8% sought social interaction. This range of motivations illustrates both intrinsic and extrinsic drivers of participation, highlighting the need to tailor programs in ways that appeal to varied inmate interests and needs. In evaluating the impact of these programs, 80% of the respondents reported that the programs had improved their behavior, while 20% indicated otherwise. This suggests that the majority of inmates found the interventions to be beneficial in terms of behavioral correction, which aligns with the core objectives of correctional programming.

However, when asked whether the programs had changed their views about crime, the responses were less optimistic. Half of the respondents (50%) disagreed, while 34% strongly disagreed. Only 6% agreed, 2% strongly agreed, and 8% remained neutral. This implies that while behavioral improvements were reported, the programs may have had limited impact in reshaping inmates' deeper beliefs and attitudes toward criminal behavior. This finding highlights the need to review the content and philosophical approach of existing programs to ensure they address not only behavioral aspects but also underlying cognitive and moral frameworks.

**Table 4.1.3 Frequency Distribution Analysis on Contribution of Correctional programmes to Reducing Recidivism**

Characteristics	Variable	Frequency	Percent (%)
Have you learned a specific skill through correctional programmes?	No	12.0	12
	Yes	88.0	88
	<b>Total</b>	<b>100.0</b>	<b>100</b>
Do you think this skill is valuable outside the correctional center?	Disagree	6	6.0
	Neutral	14	14.0
	Agree	18	18.0
	Strongly Agree	62	62.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Would you consider using the skill for legal employment after release?	No	30	30.0
	Not sure	12	12.0
	Yes	58	58.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	
Have you earned any certification through the correctional programmes?	No	92	92.0
	Not sure	8	8.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	
Have you seen others benefit from the correctional programmes after release?	No	60	60.0
	Not sure	10	10.0
	Yes	30	30.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	
Did the correctional programmes increase your self-confidence?	Strongly Disagree	22	22.0
	Disagree	14	14.0
	Neutral	12	12.0
	Agree	20	20.0
	Strongly Agree	32	32.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Do you consider yourself reformed due to the correctional programmes?	Strongly Disagree	14	14.0
	Disagree	20	20.0
	Neutral	14	14.0
	Agree	24	24.0
	Strongly Agree	28	28.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Would you recommend vocational programs to others?	No	12	12.0
	Yes	88	88.0
<b>Total</b>	<b>100</b>	<b>100.0</b>	
Does training reduce your interest in criminal behavior?	Strongly Disagree	2	2.0

	Disagree	6	6.0
	Neutral	42	42.0
	Agree	8	8.0
	Strongly Agree	42	42.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Have you experienced barriers in continuing your correctional programmes?	No	12	12.0
	Yes	88	88.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Author's computation using SPSS**

Table 4.3 presents the result of respondents' perceptions of the impact of correctional programmes on skill acquisition, employability, behavioral reform, and ultimately, the potential to reduce recidivism. The data reflects how participants internalize and apply the outcomes of correctional interventions.

Result revealed that a substantial majority of the respondents (88%) reported having learned a specific skill through correctional programmes, while only 12% indicated otherwise. This suggests that the programmes are largely effective in delivering practical and hands-on training. Furthermore, 80% of the participants (combining 62% who strongly agreed and 18% who agreed) considered these acquired skills to be valuable outside the correctional center. Only a minority expressed disagreement (6%) or uncertainty (14%), which implies that most inmates perceive the skills as transferable and potentially useful in reintegration.

In terms of post-release intentions, 58% of the respondents indicated a willingness to use the acquired skills for legal employment, while 12% were unsure, and 30% were not inclined to do so. This result shows a favorable disposition towards the application of correctional training in lawful economic activities, although a significant proportion remains skeptical or undecided, which may be due to external barriers such as stigma, limited job opportunities, or lack of formal qualifications. This latter concern is reinforced by the finding that 92% of respondents had not

received any form of certification for their participation in correctional programmes. Only 8% were unsure about their certification status. The absence of formal recognition may reduce the credibility or usability of these skills in the open labor market, thereby limiting their effectiveness in preventing recidivism.

When asked whether they had seen others benefit from correctional programmes after release, 60% responded negatively, and 10% were unsure. Only 30% affirmed observing such benefits. This perception gap may point to systemic weaknesses in post-release support systems, monitoring of outcomes, or employment linkages necessary for the sustained success of rehabilitated inmates.

On the psychological front, 52% of the respondents (20% agreeing and 32% strongly agreeing) stated that correctional programmes had increased their self-confidence, while 36% disagreed (22% strongly disagreed and 14% disagreed), and 12% remained neutral. Although the majority reported a positive impact, the relatively high level of disagreement suggests the need for more consistent and personalized program delivery to ensure psychological empowerment for all participants.

Regarding reformation, 52% of respondents affirmed feeling reformed as a result of their participation in correctional programmes (24% agreed, 28% strongly agreed). However, 34% disagreed (14% strongly disagreed, 20% disagreed), and 14% were neutral. This mixed response indicates that while many inmates acknowledge a positive change, a considerable number remain unconvinced of the transformative potential of these interventions, pointing to variability in program efficacy or inmate readiness for change.

In terms of program endorsement, an overwhelming 88% stated they would recommend vocational programmes to others, demonstrating high levels of satisfaction and perceived value. Only 12%

declined to recommend them, suggesting that most participants recognize the benefits of skill-based rehabilitation approaches. A deeper look into the effect of training on criminal inclination shows a divided perception. While 42% strongly agreed that training reduced their interest in criminal behavior, another 42% remained neutral, with smaller portions disagreeing (6%) or strongly disagreeing (2%). The high neutrality level may reflect uncertainty about long-term behavioral change or a lack of confidence in post-release support structures.

Lastly, a significant 88% of respondents experienced barriers in continuing their correctional programmes, with only 12% reporting otherwise. This indicates that despite high engagement, numerous institutional, logistical, or personal challenges hinder consistent participation. These barriers could include limited access to materials, overcrowding, program unavailability, or inconsistent facilitation, all of which may diminish program outcomes and contribute to relapse into crime.

**Table 4.1.4 Frequency Distribution Analysis on Factors Affecting the Effectiveness of Correctional Programs**

Characteristics	Variable	Frequency	Percent (%)
Are all inmates given equal access to programs?	Disagree	12	12.0
	Neutral	38	38.0
	Agree	12	12.0
	Strongly Agree	38	38.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
Is the learning environment safe and supportive?	Disagree	26	26.0
	Neutral	30	30.0
	Agree	10	10.0
	Strongly Agree	34	34.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
What would improve the overall effectiveness of these programs?	Proper funding	34	34.0
	Good instructors	10	10.0
	Enough equipment for inmates	38	38.0
	Government aids	4	4.0
	More space to avoid congestion	10	10.0
	More feeding	4	4.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source: Field survey, 2025**

Table 4.4 presents the result on understanding the factors that influence the effectiveness of correctional programs is essential for improving their design, delivery, and outcomes.

The question on ‘Are all inmates given equal access to programs’, reveals evenly responses from respondents. While 38% of respondents strongly agreed that access is equitable, another 38% remained neutral, suggesting uncertainty or inconsistent experiences. Only 12% agreed outright, while an equal 12% disagreed. This distribution indicates a lack of consensus among inmates regarding access, possibly pointing to issues of favoritism, administrative discretion, limited program slots, or disparities based on inmate behavior, sentence type, or institutional policies. The neutrality of a significant portion of respondents may also reflect a lack of awareness of access procedures or unequal communication within the institution.

In assessing whether the learning environment is safe and supportive, 34% strongly agreed and 10% agreed, suggesting that nearly half (44%) perceived the learning environment positively. However, 26% disagreed, and 30% remained neutral, indicating that for a significant number of inmates, the environment may be perceived as unsafe, unfriendly, or inadequate for effective learning. This mixed response suggests variability in the implementation of learning standards across facilities, with potential barriers such as overcrowding, noise, insufficient security, or hostile interactions negatively affecting the learning atmosphere.

Respondents were also asked what improvements would most enhance the overall effectiveness of correctional programs. The most frequently cited need was the provision of adequate equipment, selected by 38% of the participants. This underscores the importance of access to functional tools and materials, especially in vocational and technical training. Without such resources, inmates may struggle to acquire practical skills, and facilitators may face challenges delivering quality instruction. A considerable proportion (34%) identified proper funding as the most critical factor for improving program outcomes. This points to systemic financial constraints within correctional institutions, affecting everything from infrastructure and materials to staffing and curriculum development. Without sufficient budgetary support, even well-intended programs may fall short of their rehabilitative goals.

Other recommendations included the need for more competent instructors (10%), more space to reduce congestion (10%), increased food supply (4%), and government assistance (4%). While these suggestions were less frequently mentioned, they highlight important secondary concerns that can influence the learning experience. For example, overcrowding may reduce access to programs and create an uncomfortable environment, while inadequate nutrition can affect

concentration, energy levels, and overall health. Similarly, the call for more qualified instructors reflects a desire for improved teaching quality and engagement.

#### **4.2 Thematic Analysis of Interview Responses**

This section presents the thematic analysis of qualitative data obtained from correctional staff at Ilorin Correctional Centre. The responses are organized around three core themes: (1) Types of rehabilitation programmes available; (2) Success factors influencing programme effectiveness; and (3) Threats to the effectiveness of rehabilitation initiatives. Verbatim excerpts from participants are included to provide contextual clarity and enhance data validity.

##### **Theme 1: Types of Rehabilitation Programmes**

A range of rehabilitation programmes are reportedly available to inmates at the Ilorin Correctional Centre, mostly centered on vocational and educational skills. These include tailoring, barbing, carpentry, welding, electronics, and tutorial classes aimed at furthering education.

One respondent emphasized the scope of available programs:

*"Tailoring, barbing, tutorial to further education and carpentry."* – (Male, Super Interdependent, 16 years' experience).

Another officer added:

*"Tailoring, carpentry, electrician, welding, barbing."* – Male, Super Interdependent, 20 years' experience

Some respondents also highlighted the availability of welfare services, religious programmes, and

NGO-supported workshops:

*"Welfare service, workshop."* – (Male, ASC II, 16 years' experience)  
*"Welding, barbing, tailoring, religious program."* – (Female, DNC, 14 years' experience).

Participation in these programmes was mostly described as optional, and often influenced by inmates' interests or conviction status:

*"Based on choice, from continuity."* – (Male, Super Interdependent, 16 years)  
*"Only convicted inmates, people willing to learn."* – (Male, Super Interdependent, 20 years)  
*"People who have done it before jail term or people willing to participate."* – (Male, Gatekeeper, 17 years).

## **Theme 2: Success Factors**

Respondents acknowledged that the rehabilitation programmes have recorded some degree of success, especially among inmates who are willing to participate. Several success factors were identified:

### **a. Frequent Practice and Skill Assessment**

Many officers emphasized the value of hands-on engagement:

*"We assess it through continuous practice."* – (Male, Chief Warden, 12 years)  
*"Regular practice, trade test."* – (Female, DNC, 14 years).

### **b. Behavioral Change and Transformation**

The respondents observed tangible changes in inmate behavior:

*"Yes, they are doing better than before."* – (Male, Super Interdependent, 16 years)  
*"Yes, they change."* – (Female, DNC, 14 years)  
*"It has helped."* – (Male, ASC II, 16 years).

### **c. Aftercare and NGO Involvement**

Several officers noted the importance of continued support after release:

*"Aftercare service in order to know the wellbeing of offenders."* – (Female, Medical Officer, 10 years)  
*"NGO, after service care."* – (Male, ASC II, 16 years).

These success stories, however, were often qualified with the phrase *"to some extent"*, reflecting the limitations posed by systemic challenges.

*"To some extent, it has been successful."* – (Male, Super Interdependent, 16 years)  
*"It has assisted to some extent."* – (Male, Chief Warden, 12 years).

## **Theme 3: Threats to the Rehabilitation Programmes**

The most common barriers to the success of correctional rehabilitation were lack of resources, congestion, inmate apathy, and inadequate government support.

#### **a. Insufficient Equipment and Training Facilities**

This was the most frequently cited constraint:

*"No proper funding from government."* – (Male, Super Interdependent, 20 years)

*"Not enough government, not enough funding."* – (Male, Chief Warden, 12 years)

*"Lack of tools, unwilling participation."* – (Male, ASC II, 16 years)

*"Lack of training facilities."* – (Male, Bookkeeper, 20 years).

#### **b. Overcrowding and Limited Space**

Many staff identified congestion as a logistical barrier:

*"Congestion among inmates."* – (Male, Super Interdependent, 16 years)

*"Not enough space, congestion."* – (Female, Medical Officer, 10 years)

*"Lack of spacing and poor funding from government."* – (Male, Bookkeeper, 20 years).

#### **c. Lack of Interest and Motivation Among Inmates**

Some inmates show low enthusiasm toward the programmes:

*"Unwillingness to participate."* – (Male, Super Interdependent, 16 years)

*"Lack of interest from inmates."* – (Female, DNC, 14 years)

*"Lack of interest."* – (Female, Medical Officer, 10 years).

#### **d. Need for More Government Support**

The repeated call for increased funding and government involvement was a key theme:

*"Government should assist in equipment."* – (Male, Super Interdependent, 20 years)

*"More funding from government."* – (Male, Chief Warden, 12 years)

*"Government should try to put more equipment, proper funding, aftercare service."* – (Female, DNC, 14 years).

### **4.3 Discussion of Findings**

The study examines the effect of correctional programmes on the reformation rehabilitation and reintegration of offenders in Ilorin custodial center Oke-Kura. The key findings from the analysis of both quantitative and qualitative (interview-based) data on correctional reformation rehabilitation and reintegration programmes at the Ilorin Correctional Centre are discussed. The results are examined in relation to existing literature and anchored in relevant theoretical frameworks, including Good lives Theory, Social Learning Theory, and the Risk-Needs-Responsivity (RNR) Model.

The study revealed that the majority of respondents were young males (26–35 years), with relatively low levels of education, and most were first-time offenders. These findings are consistent

with previous research by Adebayo (2020), which found that young, low-educated males are more likely to be incarcerated in Nigeria due to socio-economic vulnerabilities and unemployment. The implication of these demographics is significant for designing effective correctional programmes. According to Good lives theory, younger inmates are more likely to benefit from skill-building and behavior modification programmes due to their greater cognitive flexibility and higher reintegration potential (Cullen & Gendreau, 2000). The fact that most respondents were first-time offenders further supports the application of early-intervention models, which suggest that prompt and structured rehabilitation can reduce the likelihood of recidivism (Latessa & Lovins, 2019).

Moreso, the study found high participation in vocational and educational programmes, with tailoring, barbing, carpentry, and anger management being the most common. An overwhelming 96% of inmates had participated in at least one programme, and 74% attended several times a week. This aligns with the findings of Ojo and Lawal (2018), who reported that vocational training in Nigerian prisons has high enrolment due to inmates' desire for empowerment and societal reintegration. The qualitative interviews also confirmed the availability of these programmes, but pointed out variations in access based on conviction status, interest, and facility resources. These findings correspond with Social Learning Theory (Bandura, 1977), which argues that individuals learn new behaviors through observation, practice, and reinforcement. Frequent attendance enables inmates to internalize new skills and prosocial attitudes, thereby reducing antisocial tendencies.

Moreover, the role of external professionals and NGOs as facilitators, reported by 60% of respondents, suggests that collaboration between correctional institutions and civil society can enhance programme quality and credibility. This echoes the findings of Ekun (2021), who advocated public-private partnerships in prison reform for sustainability.

Findings from Table 4.3, which is the analysis on the objective two indicate that 88% of inmates learned a specific skill, and 80% reported behavioral improvement as a result of programme participation. However, only 30% had witnessed others benefiting post-release, and 42% remained neutral on whether training reduced criminal inclination. These results reflect a mixed perception of long-term programme effectiveness. The Risk-Needs-Responsivity (RNR) Model (Andrews & Bonta, 2010) offers a useful lens here. The RNR model emphasizes the importance of aligning rehabilitation with the offender's criminogenic needs and ensuring responsiveness to individual learning styles and motivation. While many respondents gained skills and confidence, the lack of post-release support, certification, and aftercare services, as highlighted in the interviews, undermines the effectiveness of rehabilitation in the reintegration phase. Furthermore, the absence of formal certification (92%) limits employability, which may explain the skepticism expressed by some inmates regarding the utility of the acquired skills. This finding supports Ugwuoke's (2015) study, which noted that lack of formal recognition for prison-based training reduces its market value in Nigeria's competitive job economy.

Findings from table 4.4, which is analysis on objective three reveals several key barriers to programme effectiveness were identified, including inadequate tools and equipment (38%), poor funding (34%), and prison congestion. These constraints were also echoed in all qualitative interviews, where officers lamented "lack of training facilities," "unwilling participation," and "no proper funding from government." These systemic issues highlight the structural limitations of Nigeria's correctional system, which, as noted by Akinwale and Olowojolu (2017), suffers from underinvestment and policy neglect. The neutral responses from 38% of respondents on equal access to programmes also suggest disparities that may result from favoritism or inadequate programme slots. The RNR model again proves relevant, particularly its "responsivity" principle,

which requires a supportive learning environment for effective rehabilitation. The lack of space, overcrowding, and limited instructor manpower directly impede the ability of programmes to deliver personalized and impactful training.

Findings of table 4.5 showed that study was the statistically significant relationship between inmates' participation in correctional programmes and their perceived behavioral change. The Chi-square test yielded a value of 4.62 with 1 degree of freedom and a p-value of 0.031, indicating that the association is significant at the 0.05 level. This implies that inmates who participated in structured correctional activities such as vocational training, spiritual counselling, and educational programmes were more likely to report positive behavioral transformation compared to those who did not participate.

This result supports the first research objective, which aimed to assess the effectiveness of correctional programmes in reforming offender behavior. It aligns with previous studies such as Otu (2015) and Inusa (2021), who both found that structured reformation and rehabilitation programmes significantly reduce the likelihood of recidivism by improving inmates' attitudes and skills. The implication of this finding is that correctional programmes do not merely function as institutional routines, but have real impact on inmate reform, particularly when delivery is consistent and goal-oriented. Therefore, this result reinforces the need for increased funding, staff training, and certification mechanisms within the Nigerian Correctional Service to enhance the quality and outcomes of such programmes to reform rehabilitate and reintegrate offenders.

## **5.0 CHAPTER FIVE**

### **SUMMARY, CONCLUSION, RECOMMENDATIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH**

This research investigated the efficacy of correctional programs in the reformation, rehabilitation, and reintegration of offenders at Ilorin Medium Custodial Centre in Kwara State. The research employed a mixed-method design, using both quantitative questionnaires and qualitative interviews to collect data from correctional officers and inmates.

## **5.1 Summary**

The major findings include:

A high rate of inmate involvement in vocational, religious, and educational programs in the facility. Most prisoners indicated positive behaviour and attitude change after going through the programmes. Nonetheless, gaps were found in certification, post-release job prospects, and formal reintegration assistance.

Qualitative findings highlighted challenges such as overcrowding, inadequate resources, and the absence of structured aftercare mechanisms. These results suggest that although Ilorin correctional programmes have beneficial effects, systemic problems continue to undermine their long-term influence on reintegration.

## **5.2 Conclusion**

The research concludes that correctional programmes available at the Ilorin Custodial Centre are moderately effective in bringing about inmate transformation and reformation. The majority of the participants admit to having improved personal behavior and attained basic life or vocational skills. The limited provision of recognized certifications, inadequate institutional funding, and absence of aftercare systems, however, sabotage the reintegration process.

Successful rehabilitation will need to reach beyond imprisonment and address reintegration mechanisms involving family, community, employers, and support networks. If not, the cycle of recidivism can continue unabated regardless of institutional effort.

## **5.3 Recommendations**

On the basis of the findings, the following recommendations are given:

1. **Implement Certification Mechanisms:** Collaborate with national vocational and technical boards (i.e., NABTEB, NVRC) to issue recognized certification to prisoners who complete skill-based programs.
2. **Enhance Reintegration Assistance:** Provide aftercare services and halfway houses for ex-prisoners, such as job placement and counseling.

3. **Improve Institutional Resources:** Government should allocate adequate funding to expand training facilities, supply tools, and reduce overcrowding in correctional centres.
4. **Capacity Building for Correctional Officers:** Ongoing training and welfare assistance should be given to officers who implement the programmes.
5. **Stakeholder Collaboration:** NGOs, faith-based organizations, and private sector stakeholders need to be involved in both in-prison and post-release programming to enhance long-term results.

#### **5.4 Limitations**

A number of limitations impacted the study's scope and generalizability:

1. **Limited Access to Respondents:** Because of custodial procedures and security measures, only a subset of the inmate population and officers were accessible to participate.
2. **Time Constraints:** Administrative delays and short access periods constrained the fieldwork, impacting the volume of interviews undertaken.
3. **Single-site Case Study:** The results are Ilorin Custodial Centre-specific and might not represent experiences in other Nigerian prisons.
4. **Self-reported Data:** Inmate responses could contain social desirability bias, particularly in behavioral change reporting.

#### **5.5 Recommendations For Further Study**

To build upon this research and resolve its limitations, future researchers are encouraged to:

1. **Longitudinal Studies:** Tracking ex-inmates after release to assess long-term impact of correctional programmes on recidivism and reintegration.
2. **Comparative Multi-State Research:** Investigating correctional programme effectiveness across several Nigerian states or regions.
3. **Gender-specific Studies:** Addressing female prisoners, whose needs for rehabilitation and experiences of reintegration could be different.

4. Community-based Reintegration Models: A study of the contributions of family, religious institutions, and community leaders in maintaining post-release change.

5. Psychological Rehabilitation: Examining the mental health aspect of offender rehabilitation and its application in correctional programming.

## **References**

Adepoju, O. A., et al. (2020). An appraisal of the vocational technical skills training programmes in Rivers State prisons. [Study focused on evaluating effectiveness and challenges.]

Adebisi, Y. A., & Lucero-Prisno, D. E. (2021). Correctional health services during COVID-19 in Nigeria. *Public Health in Practice*, 2(1), 100121.

Akinwale, B. (2021). Impact of COVID-19 on Nigeria's prison rehabilitation programs. *African Security Review*, 30(1), 65–78.

- Ajomo, M. (2021). Criminal justice reforms and penal policy in Nigeria. *Nigerian Journal of Law & Public Policy*, 25(2), 112–135.
- Alemika, E. E. O. (2020). The Nigerian Correctional System and Penal Reforms. *Nigerian Journal of Criminology*, 11(1), 50–67.
- Andrews, D. A., & Bonta, J. (2010). *The psychology of criminal conduct* (5th ed.). Anderson Publishing.
- Anser, M. K., et al. (2020). Crime and unemployment in developing countries: empirical insights. *International Journal of Social Economics*, 47(9), 1163–1180.
- Asokhia, M. O., & Agbonluae, P. (2013). Rehabilitation services and recidivism in Nigeria. *International Journal of Psychology and Counselling*, 5(6), 121–130.
- BBC News. (2019). Prison reform and global recidivism metrics. [Available online]
- Biavaschi, C., et al. (2022). Vocational education and training: Enhancing employment outcomes. ILO Working Papers.
- Bosch, G., & Charest, J. (2018). Vocational training systems in global economies. *International Labour Review*, 157(3), 1–24.
- Browne, M. (2020). Measuring recidivism: Strengths and pitfalls. *Criminal Justice Studies*, 33(2), 134–150.
- Chukwumerije, K. (2023). Social learning, peer networks, and Nigerian recidivism. *African Journal of Social Behavior*, 12(2), 87–104.
- Cullen, F. T., & Gendreau, P. (2000). Assessing correctional rehabilitation: Policy, practice, and prospects. *Criminal Justice*, 3, 109–175.
- Cullen, F. T., et al. (2011). Rehabilitation and treatment programs. In J. Q. Wilson & J. Petersilia (Eds.), *Crime and Public Policy* (pp. 293–344). Oxford University Press.
- Department of Correctional Services (Australia). (2021–2022). Annual Report. Government of South Australia.

- Denis, A., et al. (2023). Criminal recidivism rates globally: A 6-year systematic review. *International Journal of Law and Psychiatry*, 80, 101854.
- Federal Statistical Office. (2015). *Crime and recidivism statistics*. Germany.
- Ike, P., et al. (2023). Post-release outcomes and correctional programmes in Nigeria. *International Criminology Journal*, 17(1), 39–58.
- Ilesanmi, O. S., et al. (2021). Mental health effects of incarceration during COVID-19. *Journal of Forensic Psychology*, 36(2), 98–109.
- Inusa, D. (2021). Rehabilitation challenges in Gombe Correctional Centre. *Sahara Journal of Social Issues*, 14(3), 54–69.
- Lawrence, S., Mears, D. P., & Dubin, G. (2009). Employment barriers for released prisoners. *Justice Quarterly*, 26(3), 327–357.
- Lipsey, M. W., et al. (2007). The effects of correctional interventions on recidivism. *Campbell Systematic Reviews*, 3(1), 1–30.
- Ministry of Justice. (2023). *UK Recidivism Statistics: National Crime Trends Report*.
- Osayi, K. (2013). The reintegration of ex-prisoners in Nigeria: A social justice perspective. *African Journal of Criminology and Justice Studies*, 7(1&2), 24–38.
- Otu, M. S. (2015). Unemployment, crime and correctional failure in Nigeria. *Journal of Criminal Justice Policy Review*, 26(4), 512–526.
- PRAWA. (2022). *Annual State of Prisons Report Nigeria. Prisoners Rehabilitation and Welfare Action*.
- Polaschek, D. L. L. (2012). An appraisal of the Risk-Need-Responsivity Model of offender rehabilitation. *Legal and Criminological Psychology*, 17(1), 1–17.
- Robinson, G., et al. (2021). Global recidivism rates: Methodological challenges and policy implications. *Justice Studies International*, 29(2), 99–117.
- Rowlands, S., Palk, G., & Young, R. (2020). Sex offender recidivism under DPSOA. *Journal of Criminal Psychology*, 10(3), 165–183.

Scarpetta, S., et al. (2020). Transitioning youth from education to employment. OECD Economic Surveys.

Schoeman, M. (2002). Understanding Recidivism: South African Perspective. SA Crime Quarterly, 9(3), 22–37.

SPAC. (2018). Special Reports on Crime Recidivism Trends in Asia. Singapore Public Affairs Council.

Stewart, M., et al. (2019). Evaluating criminal recidivism. International Review of Criminology, 35(2), 243–259.

Thailand Institute of Justice. (2021). Criminal Justice Reform & Recidivism Metrics. Annual Report.

Tsai, I.-C., & Wu, Y.-T. (2022). Measuring reoffending: Empirical challenges. Asian Criminology Review, 15(2), 113–128.

United Nations Office on Drugs and Crime (UNODC). (2018). Introductory Handbook on the Prevention of Recidivism and the Social Reintegration of Offenders. Vienna: UN Publications.

WHO. (2023). Rehabilitation Guidelines in Correctional Health. Geneva: World Health Organization.

Yukhnenko, D., Sridhar, S., & Fazel, S. (2019). Recidivism rates across the world: A systematic review. Lancet Psychiatry, 6(2), 139–148.

## **APPENDIX I**

**THOMAS ADEWUMI UNIVERSITY**

**FACULTY OF SOCIAL SCIENCES**

**DEPARTMENT OF CRIMINOLOGY AND SECURITY STUDIES**

**Assessing the Effectiveness of Correctional Programs in the Reformation and  
Rehabilitation of Offenders in Ilorin, Nigeria.**

**Request to complete a questionnaire.**

**Dear Respondent,**

**I am a undergraduate student of the Department of Criminology and Security Studies:  
Thomas Adewumi University. I am currently conducting a research on Assessing the  
Effectiveness of Correctional Programs in the Reformation and Rehabilitation of Offenders  
in Ilorin, Nigeria.**

**The purpose of the questionnaire is designed for the purpose of collecting data and  
providing data on the Assessing the Effectiveness of Correctional Programs in the  
Reformation and Rehabilitation of Offenders in Ilorin, Nigeria. This questionnaire is  
designed for academic research alone and all responses given would be treated with utmost  
confidentiality in relation to the ethical principles governing research. Thank you for your  
anticipated cooperation.**

**SECTION A: Socio-Demographic Characteristics**

**(Please tick or fill in the blanks as applicable)**

1. Sex:  Male  Female
2. Age: \_\_\_\_\_
3. Religion:  Christianity  Islam  Others (Specify): \_\_\_\_\_
4. Marital Status:  Single  Married  Divorced  Widowed
5. Level of Education:  None  Primary  Secondary  Tertiary

6. Sentence Length:  <1 year  1–3 years  4–6 years  7 years and above

7. Are you a first-time offender?  Yes  No

**SECTION B: Objective 1 – Types of Correctional Programs Available**

1. Have you participated in any correctional programs while in custody?

Yes

No

2. Which programs are available to you? (Select all you know)

Educational Programs

Vocational Training

Anger Management

Drug Rehabilitation

Counseling or Therapy

Religious Programs

Life Skills Training

Other (please specify): \_\_\_\_\_

3. How frequently do you attend these programs?

Daily

Several times a week

Once a week

Occasionally

Never

4. How did you learn about these programs?

- Staff orientation
- Fellow inmates
- Posters or notices
- Caseworker recommendation
- Other: \_\_\_\_\_

5. Were you encouraged or assigned to participate?

- Encouraged voluntarily
- Assigned by staff
- Both
- Neither

6. Which program do you participate in most often?

-----

7. Who facilitates your program(s)?

- Internal correctional officers
- External professionals
- Peer facilitators
- Volunteers
- Other: \_\_\_\_\_

8. What motivated you to join?

- Personal interest

Reduction in sentence

Rehabilitation goals

Social interaction

Staff recommendation

Other: \_\_\_\_\_

9. Have the programs improved your behavior?

Yes

No

10. Have they changed your views about crime?

strongly agree

Agree

Neutral

Disagree

strongly disagree

**SECTION C: Objective 2 – Contribution of Correctional programmes to Reducing Recidivism**

11. Have you learned a specific skill through correctional programmes?

Yes

No

12. Do you think this skill is valuable outside the correctional center?

Strongly agree

- Agree
- Neutral
- Disagree
- Strongly disagree

13. Would you consider using the skill for legal employment after release?

- Yes
- Not sure
- No

14. Have you earned any certification through the correctional programmes?

- Yes
- No

15. Have you seen others benefit from the correctional programmes after release?

- Yes
- No
- Not sure

16. Did the correctional programmes increase your self-confidence?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

17. Do you consider yourself reformed due to the correctional programmes?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

18. Would you recommend vocational programs to others?

Yes

No

19. Does training reduce your interest in criminal behavior?

strongly agree

Agree

Neutral

Disagree

strongly disagree

20. Have you experienced barriers in continuing your correctional programmes?

Yes (please specify): \_\_\_\_\_

No

**SECTION D: Objective 3 – Factors Affecting the Effectiveness of Correctional Programs**

What are the factors affecting the effectiveness of these correctional programmes?

---

21. Are all inmates given equal access to programs?

strongly agree

Agree

Neutral

Disagree

strongly disagree

22. Is the learning environment safe and supportive?

strongly agree

Agree

Neutral

Disagree

strongly disagree

23. What would improve the overall effectiveness of these programs?

-----

**APPENDIX II**

**THOMAS ADEWUMI UNIVERSITY**

**FACULTY OF SOCIAL SCIENCES**

**DEPARTMENT OF CRIMINOLOGY AND SECURITY STUDIES**

Assessing the Effectiveness of Correctional Programs in Reformation and Rehabilitation of Offenders in Ilorin, Nigeria.

Dear Participant,

I am a undergraduate student of the Department of Criminology and Security Studies: Thomas Adewumi University. I am currently conducting a research on Assessing the Effectiveness of Correctional Programs in Reformation and Rehabilitation of Offenders in Ilorin, Nigeria.

The purpose of the interview is to get credible, reliable and firsthand information that would assist in the conduct of this research. Please be informed that the discussion is mainly for academic purpose and any information provided will be treated with utmost confidentiality. It would be highly appreciated if you provide necessary information to the questions asked. Thanks for your anticipated cooperation.

**SECTION      Socio-demographic characteristics of participant.**

**S/N CHARACTERISTICS**

1. Sex\_\_\_\_\_
2. Age\_\_\_\_\_
3. Level of Education\_\_\_\_\_
4. How long have you worked in the correctional service\_\_\_\_\_
5. What's your current role or position in the correctional centre\_\_\_\_\_

**SECTION B: Questions for Correctional Officers on Assessing the Effectiveness of Correctional Programs in Reformation and Rehabilitation of Offenders in Ilorin, Nigeria.**

1. What are the types of correctional programmes available at Ilorin correctional Centre?
2. How are inmates selected or encouraged to participate in these programs?
3. How do you assess the effectiveness of these programs in reforming offenders?
4. Have you observed any noticeable behavioral changes in inmates who participated in these programs?
5. What challenges do you face in implementing or sustaining these programs?
6. What are the factors that affect the effectiveness of correctional rehabilitation programmes at Ilorin correctional Centre?
7. In your experience, how successful are these programs in preventing repeat offenses (recidivism)?
8. What improvements or reforms would you recommend to enhance program effectiveness?