



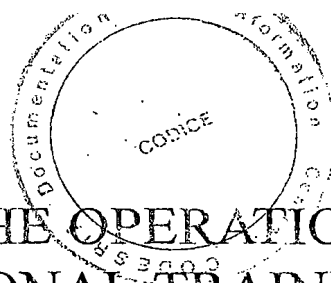
Thesis
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UNIVERSITY
OF NIGERIA
NSUKKA

**Assessment of the Operations of
Prison Vocational Training
Programmes in the Eastern States
of Nigeria**

JULY, 1998

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NIGERIA

BY

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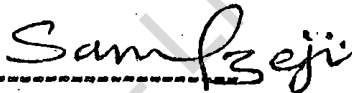
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CERTIFICATION

Nwachukwu, Christian Ezechinyere, a postgraduate student in the Department of Vocational Education and with Registration No. PG/Ph.D/95/22003, has satisfactorily completed the requirements for course and research work for the degree of Doctor of Philosophy in Industrial Education. The work embodied in this thesis is original and has not been submitted in part or full for any other diploma, degrees of this or any other University.



Supervisor



Head off Department

CODESRIA

DEDICATION

This work is dedicated to the memories of:

My Mother - Grace and

My Brother - Theophilous;

whose streams of humanness steered the sight for my choice and whose strings of love made taught the strength of my will.

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Nwachukwu Chris Ezechi.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vii
ABSTRACT	x
CHAPTER I	
INTRODUCTION	1
Background of the study	1
Statement of the Problem	4
Purpose of the Study	6
Significant of the Study	7
Research Questions	9
Hypothesis	9
Delimitations	10
CHAPTER II	
REVIEW OF RELATED LITERATURE	12
Need for Assessing Vocational Training Programme in Nigeria	12
Objectives of Prison Rehabilitation and need for Vocational Training in Nigerian Prisons	18
Available Occupational Trades and Instructional Process in the Prisons	25
Vocational training Environment in the Nigerian Prisons	38

Instructional Facilities and Resources in the Prison	42
Content and Quality of the Instructional Programme	45
Utilization of Skills acquired in the Prison on discharge.	51

CHAPTER III

METHODOLOGY	59
Design of the Study	59
Area of the Study	59
Population	59
Sample	60
Instrument for Data Collection	61
Validation of the Instrument	63
Reliability of the Instrument	64
Methods of Data Collection	65
Data Analysis Technique	67

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA	69
Findings of the study	101
Discussion	106

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	120
Restatement of the Problem	120

Summary of Procedures Used	122
Principal Findings	123
Conclusions	127
Implications of the Study	127
Recommendations	130
Suggestions for further Research	133

REFERENCES

APPENDICES

APPENDIX A: Letters of Introduction from the Head of Department	145
APPENDIX B: Introductory letters to the Respondents	145
APPENDIX C: Prison Vocational Training Appraisal Questionnaire	146
APPENDIX D: Interview guide for instructors	155
APPENDIX E: Reliability Coefficient of different sections of the Questionnaire	160
APPENDIX F: List of Trades available at different Prison Locations	160

LIST OF TABLES

- | | |
|---|----|
| 1. Population and Sample Distribution of Inmates
According to States and Prisons | 61 |
| 2. Distribution and Return of Completed Questionnaire from
Respondents of various prisons. | 66 |
| 3. Distribution and Return pattern of the questionnaire | 67 |
| 4.. Mean Response of Respondents on the Available
Trades in the Nigerian Prisons. | 69 |
| 5. Mean Responses of the Respondents on the Modalities for
Assigning inmates to various Vocational Trades. | 71 |
| 6. Mean Responses of the Respondents on the
Adequacy of Training Facilities for Vocational Training in Nigerian Prisons. | 73 |
| 7. Mean Responses of the Respondents on how the content of the Training
programme in various trades satisfy the skill development
needs of the prison inmates. | 77 |
| 8. Mean Responses of the Respondents on the Instructional Methods
and Techniques adopted by Instructors for Training in the Prison
Vocational Training Programme. | 80 |
| 9. Mean responses of Respondents on the Management of Factors that
can enhance the operations of Vocational training in the prisons. | 84 |
| 10. Mean responses of Respondents on the social factors that can enhance the
rehabilitation of prisoners in Nigeria. | 86 |

11. The t-test Analysis of Responses of Instructors and Ex-convicts on those Managerial Factors that can enhance the operations of Vocational Training in the Prisons. 88
12. The t-test Analysis of the Responses of Instructors and Ex-convicts and those social factors that can enhance the rehabilitation of prisoners in Nigeria. 90
13. The t-test Analysis of the Responses of Prison Inmates and Ex-convicts on the Instructional Methods and Techniques used by instructors. 93
14. One-way analysis of variance for the Adequacy of Training facilities in Nigerian Prisons. 98
15. One-way Analysis of variance for the Adequacy of Training Equipment in the Nigerian Prisons. 98
- One-way Analysis of variance for the adequacy of Training Tools in the Nigerian Prisons 99
17. One-way Analysis of variance for the Adequacy of Training Teaching Aids in the Nigerian Prisons. 100

ABSTRACT

This study was designed to identify those factors that will enhance the operations of the vocational training programme in the Nigerian prisons. The study was carried out in Akwa-Ibom, Enugu and Imo States. A population of 1161 people, comprising ~~of~~ 941 convicted prisoners and 98 prison instructors from nine prisons in these states and 122 ex-convicts located in different towns in these states was used for the study. A sample of 563 prison inmates and 98 instructors and 122 ex-convicts were also used for the study. The main instrument for the study was the Prison Vocational Training Appraisal Questionnaire (PVTAQ). Prison Instructors were specifically interviewed in their various workshops and that gave the researcher the opportunity to cross check the information obtained with the questionnaire. A total of 606 (77.4%) copies, out of the 783 copies of the questionnaire administered, were properly completed and returned, and were used for data analysis. Mean scores, percentages, t-test and analysis of variance (ANOVA) were used for data analysis.

The study revealed eight trades that are available in all the prisons studied, four criteria adequate for assigning inmates into trades and workshop space as the only facility adequately available in the Nigerian prisons. The study also identified seven content areas, twenty-four instructional methods useful for instructions in the prison and thirteen managerial factors that can enhance the operations of the vocational training programme and the rehabilitation of prisoners on discharge. Recommendations were made based on these findings of the study.

CHAPTER 1

INTRODUCTION

Background of the Study

Imprisonment in its original nature was aimed at isolating the criminals from the wider society in order to unleash vengeance on them through punishment (Adigwe, 1985). According to Allan, (1978), imprisonment of offenders is a type of punishment regarded as society's vengeance on the criminals and also an attempt to discourage others from committing such offences. Allan also defined the objectives of imprisonment as a way of protecting the law abiding citizens and in some cases an attempt to rehabilitate the criminals. However, Ukoha (1995) observed that with changing social norms, imprisonment process has been modified to accommodate restitution, rehabilitation and reformation. This modification is as a result of the development of more humanistic out look to life and a new orientation, those who commit offences against the law of the land are sentenced to prison for specific periods.

Gennaro (1975) has also expressed concern about the treatment and suffering of prisoners. According to him the complex problem involved in the treatment and imprisonment of offenders are still far from being understood, let alone solved. It becomes necessary, therefore, that a new and positive direction in the operation and implementations of prison sentences be sought for and carried out. The articulated operations should accommodate the philosophy which derive from it the statutory

objective of imprisonment in Nigeria.

With the promulgation of prison ordinance of 1916 and prison regulation of 1917, a defined prison structure evolved in Nigeria. This new structure accommodated two categories of prisons, namely, the convict prison which was established for those sentenced for more than two years and a divisional prison which remands short term prisoners serving less than two years. According to Shagai (1992), serious efforts to enhance activities in the prisons started in 1946 when reformation and rehabilitation schemes gathered momentum. Within this period, prisoners' earning scheme was launched with the aim of injecting some sense of belonging to the long term first offenders who had served two years of their sentences. This prisoners' earning scheme was an arrangement whereby prison inmates who are involved in the production of some goods and materials are given the opportunity to save some money from the proceeds of their products. Money saved in this process helped in the rehabilitation of the prisoners after discharge. Welfare officers were always appointed in charge of this scheme. Half the earnings were saved for the prisoners for rehabilitation purposes on discharge, while the other half was used in purchasing such luxury items as cigarette, kola-nuts, tobacco, etc, for the prisoner's enjoyment.

Government concern for the rehabilitation of the prison inmates resulted in the promulgation of Decree 9 of 1972. According to Shagai (1992), Governments' interest in the rehabilitation activities was manifested by her financial support for the prison farms and other vocational training programmes. Shagai also reported that nine mechanized prison farms growing such food items as guinea corn, millet, maize, rice, cow-peas, cassava, plantain and poultry farms, producing eggs and chickens exist at Owerri, Ogba and Enugu.

In the vocational technical trades, Federal Republic of Nigeria (1983 and 1984) reported that equipped workshops were provided by Government in various convict prisons. These provisions were in such trades as carpentry, tailoring, sheet metal welding, shoe-making, mat-making and cane furniture. The report also showed that many prison inmates have successfully sat for and passed some of the prescribed examination for the Federal Ministry of Labour Trade Test Certificate. The implication of this is that several inmates should have availed themselves of these well-spring of knowledge and acquired useful skills. The acquired skills should have assisted their rehabilitation in the world of work, hence putting their reintegration with the society on a firm pedestal.

In spite of these developments, Adigwe (1985) highlighted that inmates in Nigerian prisons have little to do when the day's labour is completed. Adigwe thereafter advises that the period of inactivity, when inmates indulge in unnecessary gossips and mis-education should have afforded the prison authority the opportunity to introduce these inmates to vocational training programmes.

According to Federal Republic of Nigeria (1983 and 1984), the major objectives of imprisonment in Nigeria include confinement, reformation and rehabilitation. Reformation is concerned with assisting individuals to develop good characters. In other words, reformation encourages positive behavioural changes. Rehabilitation involves helping individuals to acquire useful means of livelihood. This is more pronounced or possible if the individual acquires a skill which can afford him job opportunities in the work of the society. This individual can then become a useful citizen, being able to contribute to the economic development both of himself and of the society. The Nigerian Prison report also added that distinct programmes and

services are designed and prosecuted in pursuance of the professed objectives.

Activities enumerated in these programmes include educational provisions, support services, discipline, staff attitude and vocational training. These activities were so designed to complement one another in order to ensure effective social, psychological and occupational training of the inmates.

Unfortunately, most of these activities, are hampered by society's failure to accept and reintegrate these ex-convicts. The situation is likely to result to some unintended consequences. The action could erode into prodding these ex-convicts further into more criminal activities, thereby increasing the incidence of recidivism among them. In another related development, Thompson (1992) complained that it is not just enough to expose the prison inmate to the scorching burden of work and eat and sleep, but that it is absolutely necessary to allow these inmates to develop themselves in occupations that will help to purify their negative concept of life. The above alleged fears reinforce the need to find out what happens to a man who has spent his first sentence in prison and how the behavioural changes acquired as a result of the vocational training in the prison has affected his future life. The above alleged fears must have been responsible for Amanze's (1988), advise, that when the society places a man behind walls and bars, the same society should be conscious enough to help and prepare that man to return to that society equipped for useful and purposeful life.

Statement of the Problem

The Federal Republic of Nigeria (1984) emphasized that the rehabilitation of prison inmates is an important function of the Nigerian Prison Service. The report

also confirmed that training programmes in some trades exist in most Nigerian prisons as part of the rehabilitation programme. Prison inmates are expected to acquire salable skills in any of the available trades that can help them go into useful jobs on discharge instead of going back to crime.

Research report by Amanze (1988) indicated that rehabilitation programmes in the Nigerian Prison Service have not yielded the expected results, Three of every five prisoners have served a jail term before; a situation which indicates a problem in the rehabilitation programmes of the prison inmates in Nigerian Prisons. This is supported by Thompson (1992) who affirmed that prisoners come out of prison destroyed psychologically, physically and economically. The failure of the Nigerian Prison Service to effectively rehabilitate the prison inmates through skill training and the society's failure to accept and reintegrate the ex-convicts on discharge is therefore likely to result to some unintended consequences.

Justman (1979) observed that the attitude of the prisoners to training in the prison is poor. He explained that these prisoners lack the interest in learning the trades in the prisons, a situation that could arise either as a result of the programme being faulty or as a result of poor instructional facilities. Adigwe (1985) also observed that most prisoners prefer discussions on politics and society rather than engage in training activities. According to him, only those who have some training in some trades before imprisonment, continue with those trades effectively while in prison. A situation which he said has led to only few of those who had some trades before imprisonment continuing working in the same trades on discharge.

A situation where convicts in Nigerian prisons who are not skilled in any trade before conviction cannot acquire a trade indicates the ineffectiveness of the

rehabilitation programme in the Nigerian Prisons. Since training programmes exist in various trades in the Nigerian Prisons as major rehabilitation tools aimed at helping inmates acquire salable skills useful in the society on discharge, and whereas most convicts come out of the prison without any salable skills (Thompson, 1992); it becomes necessary, therefore, to assess the operations of the prison vocational training programme in Nigeria.

Visible abnormal issues relating to inmates lack of interest and unsatisfactory attitudes to training in Nigerian Prisons (Justman 1979 and Adigwe, 1985) have prompted the need to question the effectiveness of the vocational training programmes in the country.

It is therefore considered necessary to find out if the vocational training programmes in the Nigerian Prison still has all the resources to assist prison inmates achieve the objectives of their training programme and to determine the extent to which the values and goals of the programmes have been attained.

Purpose of the Study

This study is designed to assess the operations the prison vocational training programmes in meeting the rehabilitation needs of the prisoners on discharge, in the world of work. To achieve the purpose, the following specific objectives were pursued in the study.

- (1) Identify the various vocational trades available in the Nigerian prison for the rehabilitation of prison inmates.
- (2) Identify the criteria for assigning inmates into various occupational trades.
- (3) Assess the training facilities, tools and equipment in meeting the adjustment

needs of the inmates.

- (4) Determine the usefulness of the content of the programme in various trades in helping prison inmates acquire useful skills.
- (5) Assess the adequacy of instructions and instructional techniques in the various occupational trades.
- (6) Identify those visible factors that can enhance the operations of the vocational training programme and hence enhance the rehabilitation of the prisoners.

Significance of the Study

One of the advantages of programme assessment is adequate improvement in the learning outcome (Okoro, 1994). The utilization of the identified criteria by instructors involved in the prison vocational training programme, for assigning inmates into the available trades, in the various prisons, will benefit the instructors as it will help to reduce the training difficulties encountered by them. The inmates will also benefit from the result of the study because training in the occupations selected for them based on the identified and recommended criteria, will motivate them to acquire functional skills useful on discharge.

Disseminating information about work opportunities is the responsibility of the prison instructors. This means that the findings of the study and subsequent recommendations could serve as a source of occupational information for instructors who should make those trades needed in their immediate community available in the prison.

The prison inmates undergoing the vocational training programme will benefit

from the result of the study. This is because, based on the findings of the study, the Nigerian Prison Authority could make serious efforts to provide those tools, equipment and instructional materials identified by the study as not adequately available for the training programme. The provision of these facilities will enhance the skill acquisition desire of the prison inmates.

In teaching any skill, many methods, techniques and materials come into play to facilitate the learner's achievement of the objectives (Anyakoha, 1994). The findings of this study will benefit the instructors of the prison vocational training programme because they could use the identified and recommended instructional methods, techniques and models to effect instructions purposefully. This approach will also benefit the prison inmates who will as a result of the new instructional methods acquire useful skills with less difficulties.

The Nigerian Prison Authority, who is the planner and administrator of the prison vocational training programme will benefit from the result of the study. The findings of the study will help the prison authority to identify and utilize those favourable managerial and social factors that can enhance the operations of the vocational training programme in the Nigerian prisons. The findings of the study could also inspire the Nigerian Prison Authority to resourcitate those useful trades identified by the study to have been phased out as a result of inadequate facilities. The result of the he study could also inspire the prison authority to restructure those needed facilities in the technical, agricultural and home-economic trades where inmates will desire to acquire functional skills that can help to rehabilitate them when discharged.

If discharged prisoners who participated in the prison vocational training programme do not go into self-employment or are unable to work in those specific trades where they were trained, the result of the he study will help to identify those

factors that are responsible for their inabilities. Such information can guide the instructors and the Nigerian Prison Authority to restructure the programme content in such a way as to benefit the discharged prisoners who should be rehabilitated by the skills acquired from the training programme in specific occupations.

Research Questions

The following research questions were formulated to guide the study.

1. What are the vocational trades available in the Nigerian Prisons?
2. What are the criteria for assigning prison inmates into various vocational trades?
3. How adequate are the prison vocational training facilities, in meeting the skill needs of the prison inmates?
4. How adequately does the contents of the programme in various trade meet the skill development needs of the inmates?
5. What instructional methods and techniques do instructors adopt in the training of prison inmates?
6. What are those factors that can enhance the operations of the vocational training programme in the prison and the consequent rehabilitation of prisoners in Nigeria?

Hypothesis

The following null hypothesis relative to the study were tested at 0.05 level of significance:

- (1) There is no significant difference between the mean responses of instructors and ex-convicts on those factors that can enhance the operations of the vocational training programme in the prisons and the consequent rehabilitation of the prisoners in Nigeria.
- (2) There will be no significant difference between the mean responses of inmates and ex-convicts on the instructional methods and techniques used by instructors for instructions in the Nigerian Prisons.
- (3) There will be no significant difference between the mean responses of instructor, inmates and ex-convicts on the adequacy of vocational training facilities, tools and equipment for the vocational training programmes in Nigerian Prisons.

Delimitations

- (1) The study assessed only those trades identified in the prisons and where training for rehabilitation purposes are carried out. Training components such as methods of assigning inmates to the trades, training environment, contents of the training programme and training facilities and utilization of skills on discharge, were assess. Kentucky Vocational evaluation model was used as a model from which guidelines were adopted for the assessment of the operations of the training programme in the prisons.
- (2) Responses to the instrument were restricted to only those prison inmates who have spent not less than two years in the prison and who participated in the prison vocational training programme. The ex-convicts used are only those who participated in the prison vocational training programme while in prison.

Assumptions

It was assumed in the study that:

- (1) The inmates selected for the study are capable of identifying the problems associated with the prison vocational training programme when provided with the suitable instrument.
- (2) The instructors and ex-convicts provided honest and unbiased responses, having been part of the programme for a long time.

Definition of Terms

Reformation:

This involves the process of converting inmates into more useful social beings while in prisons. It involves activities such as moral and religious instructions, vocational training and counselling for job placement.

Rehabilitation:

It is a process of encouraging discharged inmates to abstain from criminal behaviours.

Recidivism:

This indicates relapsing of discharged inmates back to criminal behaviour(s) due to ineffectual vocational training necessary to attain reformation and rehabilitation in the society. Recidivism may likely bring back the discharged prisoner into the prison.

CHAPTER II

REVIEW OF LITERATURE

The review has been carried out under the following sub-heads:

- (1) Need for assessing vocational training programme in Nigerian prisons.
- (2) Objectives of prison rehabilitation and need for vocational training in Nigerian prisons.
- (3) Available occupational trades and instructional methods and techniques in the prisons.
- (4) Vocational training environment in the Nigerian prisons.
- (5) Instructional facilities and resources in the prisons.
- (6) Content of the instructional programme.
- (7) Utilization of skills acquired in prison on discharge.
- (8) Summary of the Review Literature.

Need for Assessing Vocational Training Programme in Nigerian Prisons.

Programme assessment is an exercise that facilitates and resuscitates teaching and learning in any instructional programme (Okoro, 1993). This assessment, Okoro advocated, should be continuous and cumulative. Assessment, as it affects an institution or a programme, seeks to find out the extent to which the objectives of the instruction or the programme are being met. This is as Stufflebeam, (1971), sees assessment as a systematic process of judging the worth, desirability,

effectiveness or adequacy of something according to definite criteria and purpose.

Often in Nigeria resources required for the implementation of an educational training programme are not properly assessed. This often results to the programme running into difficulties soon after taking off. Okoro (1993) explained that assessment is often seen in the light of standards which private schools, especially vocational institutions have to attain before obtaining government approval. According to him, while government approval should be preceded by some form of assessment based on specified criteria, such assessments are not usually comprehensive. Moreover, institutions whose standards are assessed are only those not directly under the control of government. Those owned by government do not need approval even when their standards and programmes are inferior.

If vocational training should solve the economic, sociological and technological needs of the individual prisoners, the prison service and the society, then programme assessment should be a regular feature of the prison vocational training programme. This is because vocational training programme provides the rudiments for behavioural changes and assessment ensures that the instruments for these changes are in the right direction.

In assessing this training programme, the use of appropriate assessment model is very necessary. Two well known models useful for assessing vocational education evaluation model (Denton, 1973) and Model for assessing vocational education programme in Nigeria, were reviewed (Okoro, 1985). These two models are guided by the principles of content, input, process and product (C.I.P.P) evaluation. For each of these models, the input may be thought of as evaluation of the components that are necessary for or are utilized for the implementation of the programme. These

components include the contents, facilities, tools, equipment, classroom space, workshop space and teaching materials. The process may be viewed as the evaluation of the teaching process or the use of the input components for the achievement of the objectives of the programme; while product involves the evaluation of the products of the training programme or the graduates of the programme. However, whatever model that is used, the major objective is always to make an objective assessment of the quality of the programme by examining and interpreting the data collected.

Vocational training is a form of training that affords participants the opportunity of acquiring skills in specific occupations. According to Olaitan (1987), vocational education assumes that a choice of occupation has been made and that appropriate training is needed to enable the individual enter or advance in the chosen occupation.

The skill acquired in the process of this training helps the individual to be either gainfully employed or go into self-employment. Under the prison setting, vocational training programme consists of one of the most visible programmes for the active rehabilitation of prison inmates. This is why the assessment of this programme should be a regular feature and an important activity of the prison rehabilitation scheme.

When individuals are convicted under sentence, they are sent to prison. The prison, according to Justin (1985) is a place where society sends its unpleasant people so that they will think twice about what they have done before doing it again. The implementation of prison sentence along regulated guidelines has created some inhuman impressions that criminals should be treated like animals. This approach to handling criminals has reflected a sense of rejection of rehabilitative goals which has created a reluctance to defining a new mission through the assessment process.

The new mission might adopt a more humanistic approach to the treatment of

prisoners. According to Justin (1985), the need for this new mission is that the present system of imprisonment, the world over, has never been reluctant in pursuing a punitive mission through the exercise of power and using physical force to restrain criminals. He complained that there was never any reluctance on the part of the society before the era of incarceration, to apply barbaric punishment nor afterwards subjecting inmates to hard labour before the so called rehabilitation period.

The process of adaptation and change that occurs with imprisonment should acknowledge differences in how prisoners interpret the experiences of imprisonment and how they cope with the problems they encounter. Zamble (1994) has proposed that we need to develop skill training programme that are effective for prisoners with specific coping deficits both on entry to and release from prison. A systematic analysis of the coping process among these prisoners will provide the framework from which to proceed. Zamble (1994) therefore suggested that we need to pay more attention to why prisoners fail to deal with stressful encounters and help them turn their situation into concrete learning experiences. This can be done by adopting an effective assessment of the programme used in carrying out the rehabilitation.

The utilization of either the global statistics of recidivism or some breakdown of reconviction patterns, while useful in forecasting returning population, do not in themselves indicate that the rate of reconviction is influenced by correctional programmes (Justin, 1985). The important issue, therefore is not the overall recidivism rate but whether there are programmes that will contribute to a reduction in the rate. Such global statistic, therefore, have limited merits in the assessment of correctional or operational effectiveness. A more detailed examination of the factors influencing differential correctional effects is therefore required.

Rehabilitation programmes might be rejected for ethical or moral, rather than

effectiveness reasons. This is why Lipton (1979) suggested that corrections should be carefully made when developing new programmes for the rehabilitation of prison inmates. The correction, he contended, should manifest from the objective assessment of the existing programme. The new programme can then be developed, thereafter, by specifying the direction the programme is expected to produce the desired result.

Although rehabilitation may lose its prominence in designing correctional programmes, Zamble (1994), expressed the view that concern for humanness may result in some emphasis on the welfare of the offenders, with little or no difference in the allocation of resources.

In assessing the needs of the individual prisoners for admission into the vocational rehabilitation programme, Ukoh (1995) contended that special attention should be paid with respect to occupational level, educational level and the social skill possessed by the individual. After this identification, each prisoner should be placed in the different occupational training that suits him or her. If an inmate has vocational problems, efforts should be made to identify the needed vocational skills and if possible design individual vocational training to suit his or her level of perception. If the prisoner has educational problems, efforts should be made to identify his or her areas of educational deficiency. In most cases, however, the result of the pre-training assessment will determine the types of programmes individual prisoners should enter into. This measure is necessary since as different individuals, there are some prisoners on vocational training who may need training in the acquisition of vocational skills, including interview skills, tasks, performance and skills involved in specific jobs.

Programmes run in prisons may have several different goals. The most important

thing to consider is whether the programme has any impact on recidivism rate. There are a number of reasons why recidivism rate is very important in a study of this nature. Prominent among these reasons is the fact that recidivism rate determines the level of success of any rehabilitation programme.

Jimoh (1994) explained that prison rehabilitation has become an important concern of the prison administrators during the middle of this century. The reason, according to him, is because the prisons are supposed to be institutions where skill acquisition activities as well as punishment are administered. There is therefore some quest for the result of these skill activities by discharged prisoners in the world of work. When these results cannot be manifested, some factors must be responsible. These factors can only be identified through the assessment of the skill acquisition programme.

In all cases, therefore, it is important to assess the 'prisoners' abilities at the end of the programme to know whether they have acquired the needed skills to enable them believe in the society.

It is against this background that Okobiah (1995) advocated that at the end of any training programme, there should be a post-training assessment which should be on the trainees' perception of the programme. The area to be covered should include things the trainees like and did not like about the programme. They should be asked to state reasons and offer some suggestions how to remedy the deficiencies. This post-training assessment can be done by the prisoner and the instructor who has been working with the prisoner. The outcome of the post-training evaluation will also help to determine the status of the programme in relation to its goals and objectives.

The knowledge of the meaning of any programme is crucial to its execution. Any

programme that is not understood or well conceived may not succeed in its implementation (Nwajer, 1995). From the contributions of Olaitan (1982), Jegede (1982) Binitee and Uku (1982), it becomes clear that adequate assessment of the prison vocational rehabilitation programme is needed for the meaningful rehabilitation of the prison inmates who have lost social sympathy and need to go back to the society well equipped in the vocational, human and conceptional skills.

Objectives of prison Rehabilitation and Need for Vocational Training in Nigerian Prisons

The Federal Republic of Nigeria (1984) reported major welfare activities in the Nigerian prisons. These activities were accomplished through instruction and correction of prisoners. According to the report, attendance at school was compulsory for young prisoners. For this reason, they were housed at a prison in which school is conducted. The education given to them was simple education in keeping with capabilities of individual prisoners. Subjects taught were few in number, quality was the aim, not quantity.

The Federal Republic of Nigeria (1984) also highlighted that the major objective of imprisonment in Nigeria include confinement, reformation and rehabilitation. Reformation entails converting the criminal into a more useful social being while rehabilitation involves activities directed at encouraging the prisoner to abstain from criminal behaviours. The report also added that distinct programmes and services are designed and prosecuted in pursuance of the professed objectives.

The importance of rehabilitating prisoners in the prisons was highlighted by Adigwe (1985). He emphasized that if a prisoner spends his sentence in prison without

reformation and rehabilitation activities, the cramped condition in which the mind and body exercise will inevitably disturb his perspective of life. The prisoner might indulge in self-pity, magnifying trifles and will grow more anti-social. Since the primary objective of the Nigerian prison is to re-adjust the offender to a law abiding life in the community, the whole purpose of this rehabilitation is not just to make the prisoner socially and economically aware but to enlarge the sphere of their interest and thereby discover a point of contact with the society (Ayers, 1975).

To make the prison service perform its triple role of confining, reforming and rehabilitating prisoners, Shagai (1992) reported that specialists were invited from United Kingdom by Nigerian Government in 1970s to reorganize the Nigerian Prison Service. This team submitted a report which culminated into the promulgation of decree 9 of 1972. This decree gave birth to the establishment of prison social welfare centre which took care of the social welfare functions of the prisons. One of the major objectives of the social welfare section was aiding the actual reformation and rehabilitation of prisoners purely on humanistic lines. The prison commerce division was also created and was responsible for making prison farms and industries achieve a high degree of proficiency and self-reliance. The division was also required to equip prisoners with the necessary skills for a more meaningful re-integration into the society upon discharge.

New emphasis on education is one of the most significant development in contemporary penology (Linden and Perry, 1984). According to them prisons emerged about two thousand years ago as industrial centres with opportunities for penitence. The reason was because inmates had access to a wide range of vocational and academic programmes ranging from basic literacy to university degree. While there

have been rapid attempts at the expansion of educational programmes in the prisons, Wormith, (1984) regrets that there have been few attempts to assess the degree of success recorded by the discharged prisoners in their work in the society.

Although those who take a more utilitarian view of education would suggest that education in prison would increase the employability of an inmate following release. Izundu (1986) agrees that the availability of a job will presumably reduce the need to steal and would provide an ex-convict with a stake in conformity which will constrain his behaviour.

The importance of ensuring that prisoners acquire skill in the areas of their interest for moral, physical and economic development cannot be over-emphasized. Hawkins (1976) attested to this fact and expressed the view that it is not just the training in vocational skills that matter, but rather rehabilitation of inmates to regularity in constructive and rewarding employments and anti-criminal personal influences. He agreed that when inmates are assisted to acquire skills, supervision becomes a contribution to inmates rehabilitation.

In Nsukka district prison, for instance, supplies of most farm products, especially vegetables of all types, to some prominent eating houses, including the then Catering Unit of University of Nigeria between 1974 and 1979, came from Nsukka prison farms (Federal Ministry of Internal affairs). The report also added that cane-furniture of different designs, ornamentals and wood carvings were regular marketable features available to the immediate community at reasonable prices. Revenue accruing from these activities assisted greatly in the maintenance of these inmates. The activities

also encouraged skill acquisition through the process of participation. Unfortunately, recent research, Nwosu (1992), indicate that Nsukka prison inmates no longer participate in prison farm production venture. It is regrettable, Nwosu also reported, that the inmates of Nsukka prisons are now hired out as farm labourers to the immediate community. The action deprives these inmates of the opportunity to participate in valuable occupational skill development. Thus encouraging a situation which creates frustration and deters skill acquisition desires.

A campaign by Uzoanya (1981) favours skill acquisition in prison as foremost means of rehabilitating inmates. In an appeal to all levels of the society, Uzoanya reiterated that skill acquisition training to prisoners while in prison helps to encourage discipline. He sees this effort as a means of restoring hope in the prisoners and strengthen their faith that life can still be meaningful beyond the world of seclusion and degradation.

To acquire a skill is a valuable piece of character formation which makes for increased self-control and self-respect. It provides skills which according to Ukoha (1995) the prisoners can turn to advantage on discharge. It is in the principle of this advantage that led to the setting up of prison farms in the different parts of the country in 1975. As reported by Shagai (1992), the idea was to get the prisoners involved in agricultural productions and by so doing contribute reasonably to their feeding in the prison. These farms were equipped by government to ensure that proper skill and real job situations existed to the advantage of the prison inmates.

Government interest in the rehabilitation of the prison inmates was manifested by her financial support for the prison farms. Shagai also reported that mechanized

prison agricultural farms growing such food items as guinea corn, millet, maize, rice, cassava and plantain existed at Owerri, Ogbu and Enugu among others. These farm projects assisted at Owerri, greatly in the skill development efforts of the prison inmates. To ensure the success of these projects, Shagai explained that the prison department embarked on a manpower development programme. This necessitated the recruitment of qualified agricultural officers to man the farms and impart on-the-job skills to the prison inmates.

It is however very important to note that for skills to be effectively acquired, inmates must have had some basic knowledge, and interest in those trades. Against this background, Ukoha, (1985) frowned at the present arrangement whereby all categories of inmates are given the same training, irrespective of their educational attainment. Since rehabilitation through vocational training (for skill development), is a very important function of the prison, Adigwe (1985) therefore recommended that assignment of inmates to vocational training areas should be based on objective criteria and methods such as previous educational attainment, previous job training and experience and psychological testing. This criteria, he believed, will not only ensure objectively but will also tailor vocational training to the needs, interests, aptitudes and abilities.

Naturally, society has its own expectations on individuals and their expectations are based on beliefs. Society to some extent shapes what a person may become, depending on the extent to which society may or may not have provided experiences. Social attitudes at society towards the prisoners and ex-convicts in general have been very slow in changing. These ex-convicts are often characterized as delinquents and degenerates who are immoral and prone to vagrancy. According to Swanson and

Willis (1979), these ex-convicts are thought to be the "root to social evils" and burden to civilization. Little wonder then that the society makes no provision for them either on discharge or during incarceration. Even in the provision of community based programmes, in schools, churches, mosques, etc, these ex-convicts are usually tagged with black-spots.

Thompson (1992), observed that we are not too amenable at least for now, in terms of accepting ex-convicts into our fold. Thompson therefore contended that with the ever increasing number of criminals and ex-convicts, we now have enormous task of modifying our societal concept to accepting those ex-convicts who are fully rehabilitated through vocational training in the prisons. The point therefore remains that if we successfully carry these convicted prisoners through the vocational rehabilitation programme while they are in prison, we should be able to carry them into the society as functional and productive citizens. The issue remains that adequate enlightenment is necessary to ensure that when adequately rehabilitated, these ex-convicts are accepted in the society and in the world of work. Since a work in the society is the closest link between the ex-convicts and the society, and whereas frequent contact with the society, will facilitate the whipping away of their "black spots", an ex-convict who is gainfully employed is inclined to be creative and innovative in an attempt to circumvent any impediment to his or her job in terms of effective performance.

In essence, adequate vocational training while in prison will help the inmates understand that there is dignity in labour as a result acquire intrinsic vocational

values. These values will concentrate on knowledge, skills and attitudes of a particular occupation taught particularly to those undergoing rehabilitation programmes in the prisons.

One very serious nuisance hampering the effective vocational training of prison inmates is the frequency of prison congestion. According to Shagai (1992), this prison congestion has deterred the rate of prison rehabilitation efforts in the Nigerian prisons. Realizing that convicts cannot be properly reformed and rehabilitated in congested prisons, Thompson (1992), protested that our prisons are inhumanly overcrowded in this country. He complained that under this condition of over-crowding, prisoners would care more for their survival than for acquiring vocational skills. This agrees with the result of the study by Wormith (1984), where prison inmates rated deprivation of relationship and congestion as the two most serious problems hindering their reformation and rehabilitation in the prison. Thompson therefore advised that prisoners should be confined according to their degree of offences committed and be allowed to go into vocational trades where useful skills will be acquired within the period of their sentence.

In the prison itself, some of the inmates had different occupations. Many of them would have practised and perfected in such trades as motor mechanics, wood-work/ carpentry, cabinet works, fitting, panel biting, tailoring and a host of other trades. When these tradesmen are convicted under sentence, they might be subjected to learning trades other than the ones they had perfected in before imprisonment. This might pose a very serious danger to the training programme as the affected inmates will have no interest in learning new trades. It becomes necessary, therefore that

appropriated steps should be taken to ensure that convicted prisoners are thoroughly interviewed to know what skills they possessed before assigning them to learn trades in the prison. Inmates who are experts in their trades might be useful as helpers to the instructors in those trades. In trades where there are very few instructors, these knowledgeable inmates can be encouraged to assist the instructors and teach their fellow inmates. When such situations arise in the prison, certain concessions should be given to the prisoner-teacher, either in terms of payment or exemption from manual labour.

Available Occupational Trades and Instructional Methods and Techniques

The Federal Republic of Nigeria (1991), reported that major rehabilitation activities existed in vocational training programmes. These were in the areas of trades as carpentry, tailoring, sheet metal welding, printing, sign-writing, painting, weaving, shoe-making, mat-making and cane-furniture. Inmates were assigned to these trades. The report added that criterion for assigning these inmates to different trades included length of sentence of the prisoners and their past experience. In another related development, Shagai (1982) explained that vocational training in agricultural production was prominent in many prison sectors all over the country through prison farms. According to him prison inmates were involved in prison farm production training using various crop production techniques. Shagai explained that the type of prison farms that existed in most Nigerian prisons between 1983 and 1992 were such that not only helped in enhancing the economic situation of the prison, but also

helped in training the inmates in the skills of farm production. The apprenticeship process of instruction and learning by doing were adopted in training these inmates. In his evaluation of occupational trades in Nigerian prisons, Ukoha (1995) explained that although trades such as electrical installation, metal work and electronics trades were mentioned in the prison reports, effective training did not take place in these trades as a result of lack of instructors in these trades. He argued that even in those trades where instructors were available, the instructional process made training in these areas unproductive.

Development of skill generally requires specialized instructional techniques. For effective instruction to take place, the instructor must require adequate planning of the instructional process. This process should emphasize such components as what to teach, how to teach it, resources to use for the teaching and expected learning outcome. In all cases, however, the ability of the instructor to select the appropriate method in his teaching is essential especially in the prison. This is pertinent because of the heterogeneous nature of the inmates, who are different individuals, adult and youths alike. As a result of individual differences which affect learning Adigwe (1985) suggested that prison educator should adopt such strategies that will accommodate the psychological and emotional states of these prison inmates. Such approaches should be applied to instructional like Demonstration and discussion methods which are useful in skill development. These methods are also essential for an effective on-the-job training experience in the prison. Delivery of instruction in the Nigerian prisons is a job that requires competence and careful handling. The instructor needs to be seasoned teacher, well equipped with patience, good teaching knowledge and good sense of judgement. According to Oyedeji (1992), this teacher

should possess three basic skills, namely;

1. Communication skills
2. Interpersonal skills
3. Intellectual skills

The communication skills which include vocabulary skills, reading and writing skills provide the ability to give clear, simple and logical instructions. The interpersonal skills which include the ability to organise a group of people in a classroom, interact well with them and properly manage these people and the materials available for instruction. This interpersonal skill will provide the instructor with the ability to create a warm and close relationship with the prison inmates, motivate them to work independently and with others. The intellectual skills will include the quantitative skills and skills in psychology. This skill will provide the ability to acquire the required knowledge about subject matters. To become outstanding in instruction in the Nigerian prisons, one must be outstanding in these skills.

Based on the delicacy and importance of the job of an instructor in the Nigerian prison, it becomes absolutely necessary that these instructors should possess the above mentioned basic skills. The acquisition of these basic facets in the teaching - learning process. These basic facets include, the ability to establish the objects of instruction properly, ability to expose the prison inmates and engage them in goal - related activities and the ability to assess the extent to which these inmates attempt to achieve the set goal of the vocational training programme which aim at helping the inmates to acquire useful skills which can help them secure a job go into self-employment when discharged from prison.

Vocational training programmes offer the inmates opportunities to acquire skills in various trades capable of helping them enter into vocational related jobs when discharged. These jobs will involve certain knowledge, skills and attributes which need to be carefully identified, planned and implemented by the instructor so as to ensure that inmates will acquire the skills they require to be fully rehabilitated on discharge. For the prison vocational training instructor to achieve the established objectives of the instruction, he should be experienced in the use of instructional methods and technique.

According to Anyakoha (1994), in teaching any skill many methods and materials come into play to facilitate the learner's achievement of the objectives. Hall and Hollen (1979) also observed that instructional methods and materials are closely related and work together in influencing the quality learning experience actually combine more than one teaching method with one or more types of teaching materials. If the methods of instruction would provide the instructors with orderly procedures of helping the inmates attain the objectives of the programme, the materials in turn would afford them more multi- sensory approach to learning than just as words can provide.

The prison vocational training instructor need to be aware of this and consciously plan for proper utilization of the wide range of methods and materials available to him in the implementation of his instructions. An instructor who uses only one method of instruction denies the inmates of the techniques of the trade. Anyakoha (1994) pointed out that selection of stimulating instructional activities appropriate to the needs, interests and abilities of a given group of students; and that teaching methods and materials must be selected thoughtfully and purposefully for their potential

contributions to the development of skills. In order to facilitate the teaching and learning of skills in various trades in the prisons, the instructional contents should be broken down into teachable elements or objectives.

Teachable elements are made up of three aspects, namely,

- (a) The cognitive
- (b) The psychomotor and
- (c) The affective components..

Objectives in the cognitive domain are concerned with imparting knowledge and thinking skills-ranging from simple recall of information to complex synthesis and the creation of new ideas. Objectives in the psychomotor skills range from beginning an activity to expert performances. Objectives in the affective domain are concerned with emotions and vary according to the degree of internalization sought (Moore, 1989). Each aspect will require that specific sets of methods and materials be combined or used together. It becomes necessary, therefore, that instructors should organise and use the numerous methods and materials available to them in such a way as to ensure that inmates acquire the functional skills which they require for employment or self-employment. In order to facilitate skill acquisition in a vocational education programme; Anyakoha (1994) opined that teachers should be familiar with the range of methods and material which are available for implementing their lessons. Teachers also need to understand what values a particular method or material has, how it operates and where or when it can be used to good advantage.

In teaching any skill in the prison, instructors should employ all the possible methods and materials to facilitate their instructions. While at the same time considering the various principles underlying the selection of instruction methods and materials. Prison vocational training instructors should also break skills they are

teaching into teachable elements. This will facilitate the selection of appropriate methods and materials for instruction.

In the early experiences of children, they learn how to do and know better by doing things. Through practice, learners' movements, in the case of psychomotor activities; become more skillful. Two instructional approaches have been found useful in the teaching of vocational subjects. Expository approach is the oldest approach employed in our schools for teaching both science and Arts subjects. It involves verbal presentation of ideas, concepts, principles, generalizations and facts. Agbulu (1994) stated the objectives of instruction using the expository approach to include imparting or inculcating information to the students. Hence the teacher does much of the activities in form of talking, while the pupils are either passive or slightly involved. Agbulu contented that expository approach over haours two basic skills which every teacher must endeavour to explore for effective dissemination of information to the students. These skills are:

- (1) clear and good command of language and
- (2) ability to write clearly and boldly on the chalk board.

Okafor (1988), contended that in expository approach, the teacher knows everything and the learner is almost blank. This approach to instruction helps to stimulate the thinking ability of the learner. In the prison per say, this expository approach can help to stimulate inmates' interest and understanding in some vocational subjects.

According to Joseph (1984), a discovery approach involves an unstructured exploration in the classroom /laboratory in which students through their mental process such as observing, measuring and classifying can draw general conclusion from data which he has gathered. Marthin (1988) described discovery approach to be a general

process by which human beings seek information or understanding. Lawson and Wollman (1977), consequently described approach as a set of activities characterized by a problem solving approach in which each newly encountered phenomenon becomes a challenge of thinking. The discovery approach of instruction is therefore an instructional process that encourages the individual's use of both the expository and discovery approach to instruction and can help to elicit the cognitive and the psychomotor combination of the expository and discovery approaches to instruction in the Nigerian prison which can be of great assistance to inmates' skill acquisition desire in the prisons. Agbulu (1994) agreed to this opinion when he recommended that although discovery approach is much more effective than expository approach; combination of these two approaches in introducing and teaching vocational subjects may increase the learners' level of understanding and performance significantly. For the prison instructors to effectively apply this recommendation, they need to be aware of the usefulness of instructional materials which should be promptly and adequately used to motivate interest in learning the skills. These inmates are known to have different learning habits. The instructor should therefore apply useful techniques such as questioning techniques to make sure that all the inmates acquire the relevant skills and knowledge.

The selection and preparation of instructional materials should follow decision on course content to be taught and the method of presentation (Anyakoha, 1994). According to Moore (1989), instructional materials must be consistent with the students ability, must emphasize the key elements of course and must be effective in presenting information and concepts. In Nigerian prisons, therefore, instructions must be strategically planned so as to interesting to both the instructors and the inmates. At the educational level the gains should go to the inmates who should quite aware

and appreciative in full of the meaning and essence of vocation for life. It then becomes imperative for the instructor to exhibit maximum sense of maturity of professionalism and unflinching obligation toward the training of the inmates.

The instructor in his interaction with the prison inmates on training must organise them for learning, help them identify objectives, spur them to inquiring, lead them to evaluate their own progress - in short, bring his strategies to life in the classroom and workshop. Furthermore, he must change and adapt his strategies as he teaches. If one approach seems to be failing, he must readily adapt another strategy. As he becomes more aware of the needs of the inmates, he frequently finds that he must try a number of strategies before he hits on the combination that will open the minds of the inmates to learning. An instructor who can not readily vary his approach or style is seriously limited. He needs to be able to select from a repertoire of tactics that will lead to different objectives and induce different levels of inmates to learn.

The individualized strategy is one approach that can yield useful results in the prison training programme. If properly used. The idea behind the individualized instruction method is to shift the emphasis from the teacher as the central figure, to the learner as the central actor. Ideally, the instructor is constantly adapting to the progress of the learner. The individualized instruction or flexible grouping among others.

The individualized instruction strategy has many advantages for classroom use. The instructor works with the trainees individually. Preparation time for each unit is less, because the instructor does not have to set up demonstration materials for each

unit or class period. At each stage the students evaluate themselves and thus take responsibility for their learning.

According to Cross (1976), other characteristics include;

- (1) The students must be active rather than passive.
- (2) The goal of the learning must be clear and explicit to the learner.
- (3) Small lesson units (called learning modules), in which objectives must be specified and reinforcement can be identified and provide as desirable.
- (4) Frequent testing is necessary so that correct responses are recognized and rewarded.
- (5) Self-pacing is essential so that the learner takes responsibility for his progress.

The above characteristics have been recognized by educators as essential for effective teaching, geared towards presenting instructional materials in a way that is maximally useful to the learner. In the prison vocational training programme, the individualized instruction strategy can be very usefully applied. To achieve this in the prison, the prison instructors must understand the method well and develop positively attitude towards using it to help inmates acquire the useful skills. This calls for the need for adequate supervision of prison instructors.

In the prison, when the supervisor observes the instructor in the classroom or workshop, he reflects his concern for the instructor and the prison inmates in training. His presence demonstrated an interest in the instructor and his trainees. An instructor who feels that the supervisor cares for what he is doing in the classroom or workshop is able to convey a feeling of concern to his trainees. Direct classroom or workshop

observation and long instructional improvement. According to Ezennia (1992), quality instruction can be seen as a corollary to quality products.

In all cases, however, it is advisable to ensure that prison instructors are regularly supervised. There are several reasons why these instructor's should be supervised either in the classroom or in the workshops. First and foremost is the purpose of helping the instructors through providing them with precise and systematic feedback, so that, they can know what their performances look like, as seen by another person.

Feedback is essential to the instructor. According to Ali (1992), the supervisor who does not observe the teacher simply cannot provide the comprehensive and precise feedback which is necessary for a fruitful feedback and counselling session. Secondly, supervision offers the opportunity to assess the changes an instructor makes at a time. Once the evaluator feeds back data which is intended to serve as an impetus to the teacher's adjustment to the future performances, he then needs to observe the classroom or workshop to see those changes made. Supervision improves instructor - inmate relationship.

We should avoid describing convicts or ex-convicts badly or scornfully least they begin to behave accordingly. For example, when an ex-convict is told repeatedly that he or she is good for nothing, he or she still undoubtedly begins to behave as such, thereby obeying Resenthal's postulation of "self-fulfilling prophesy". This "self-fulfilling prophesy or pygmalton effect" states that a person usually behaves or acts as people expect him to behave (Okobiah, 1995).

The prison vocation trainees should be motivated by praising them for small accomplishments end for work well done. This means that behaviour modification

techniques will often be applied to them. Experiencing success giving and words of praise helps the learners to develop a high level of self-concept and traits of determination and persistence associated with strong will powers. Instructors should as well make their language of instruction and ideas as concrete, familiar and as simple as possible. Trainee prisoners should also be exposed to such activities like organized workshops on a regular basis revolving on acceptance of their situation with equanimity but at the same time making efforts to achieve success.

The occupational tasks of any occupation are performed in sequence. It is the duty of the prison instructor to specify the sequential process by which an inmate should perform his or her occupational task. For each occupation, the instructor has to identify the tasks involved and state them out clearly. He has to also identify the skills needed for the occupation. According to Okobiah (1995), the process will help to determine the skills possessed by any client for any occupation before and after training, the skills and tasks to be taught and determined, the level of success after training.

For an inmate to be classified as having acquired useful skill, he or she has to possess both technical and non-technical skills. Non-technical skills are skills that provide conducive work environment which enable individuals to work efficiently, and effectively. Jusman (1979) classified these skills as interpersonal relationships, appearance, commitment and devotedness. He contended that individuals who possess good interpersonal relationship would co-operate with his colleagues, follow instructions, have a good report and pay attention to instructions. These qualities are very important non-technical skills that should be acquired by the prison inmates to

ensure effective rehabilitation on discharge. These values will also help to reinforce the prisoners' will-power to avoid recidivism on discharge.

Skill according to Olaitan (1982) refers to the "ability to do expertly and well". This ability to perform expertly and well arises from the respective process in which skill holders engage in their jobs. Because of the repetitive process, the performance of its job does not only come on economically but approximates to the personal characteristics of the skill holder (Ifelunni 1995). The carpenter, for example, engaged in the making of dining table, moved by an initiative process, has the measurement of what a standard dining table should be in terms of height, length and width. The sawing of the planks, the nailing and the other associated processes of making and completing the dining table come out naturally without critical thinking and analysis on the part of the carpenter. This is not to say that the process of skill acquisition is simple. All that is being implied is that because of the repetitive nature of the job of the skill holder, he becomes so entrained in it that the performance becomes automatic. Okorie (1988) agreed with the concept of skill acquisition and explained that to possess a skill is to demonstrate the habit of acting, thinking or behaving in a specific activity, which has become automatic.

Generally speaking, Ifelunni (1995), classified this skill into three categories. These are technical, human and conceptual skills. Technical skill, according to him, refers to the proficiency in the method, processes and procedures in the performance or execution of a specific activity. More often than not, our minds reflect on the technical skill each time the word skill is mentioned. In other words, we have come to associate skill acquisition with technical skill. Human skill simply refers to the

ability to foster leadership in a group situation. The leader who possess this skill is able to organise every member of a group in order to achieve unity or cooperation in the group. Some leaders are blessed with natural leadership skills and so with little effort they are able to co-opt members of the group to achieve their goals. Such leaders have the charismatic skills of charming people to do what is even against their wishes. Conceptual skill deals with the ability of the management personnel to deal with the organization as a whole. In his ability, the entrepreneur coordinates the various aspects of the organization like production, sales, and marketing. In the use of conceptual ability, the individual in question is involved in rigorous thinking, analysing and coordinating. It is indeed a high level skill. Although this category of skill is often neglected, yet it is intrinsic in every human endeavour. For example, in the making of the dining table by the carpenter, which has been cited as technical skill, the carpenter has to have a mental concept of the table, coordinate the activities of the wood sawyer and those working with him, the end of which is the production of the table.

It becomes necessary therefore that instructions in the Nigerian prisons for purposes of acquiring skill should be regarded as a very important activity in the Nigerian prisons. Inmates need to develop skill and for this skill to be useful and proficient, it should embrace these three categories mentioned above. For prison inmates to engage in useful employment or self-employment on discharge, they need to develop vocational skills within the technical, human and conceptual categories during their prison vocational training. In like manner, Ifelunni (1995) identified three important stages necessary for skill acquisition in any occupation. At the first stage, the instructor performs the action. For example, the case of the carpentry trade, an instructor who is a master carpenter, while preparing a piece of wood, takes

a plane and smoothens a piece of wood. He accompanies his demonstration with some verbal instructions while the trainee listens and watches.

The second stage is marked by initiative behaviour on the part of the trainee. Having listened and watched the instructions of the instructor while demonstrating the given action, the trainee now practices the action.

In the third stage, as the trainee imitates the behaviour of the instructor, he (the instructor) watches him; goes round and offers necessary corrections. In the process, he may make some remarks (verbal reinforcement) that will reinforce the performance of the skill.

Irrespective of the stage, however, skill acquisition is characterized by repetitive performance and actual participating in the work setting. An implication of this is that for prison inmates to acquire a given skill in a particular occupation, such skill must be repeated several times to enable him internalise and perform the motor activity with some degree of automation. In addition, there must be a period of trial in the actual work setting for this perfection to be achieved. This is why it is necessary that prison inmates undergoing vocational training for rehabilitation purposes should be exposed to real work situations in their different occupations while they are still in prison. The exercise can be likened to the industrial work experience programme undergone by students of tertiary institutions involved in skill development.

An inmate may receive multiple vocational training in different occupations concurrently. The nature of such services may depend on the ability of the inmate and his or her length of sentence in the prison.

In all cases, however, emphasis should be on occupationally orientated vocational training, in which case special attention should be on technology and instruction,

Positive attitudes towards self and good interpersonal relationship skills. This training approach is necessary considering the economic depression and the fact the society's attitude towards prisoners is poor, these prisoners should therefore be encouraged to go into self-employment. According to shagal, (1992), the task involves sensitizing the society to the needs of these prisoners and what they are capable of doing for a living on discharge.

Despite positive effort by prison educators and welfare officers in using useful methods and strategies for instructions in the prisons, not much success has been recorded. The reason for this may be blamed on the instructions process, for according to Bell and Wilson (1978), instructors in correctional institutions still use traditional methods of teaching despite the inmates' history of failure to engage in useful occupations on discharge.

The state of the Vocational Training Environment in Nigeria prisons environment in most Nigerian prisons has been of great concern to many Nigerians. Although literature is not replete with evidence on the state of the prison. Morin(1983), however described the prison environment as atrocious, oppressive and dehumanizing. Undoubtedly, environments so described may not be considered socially and psychologically conducive for skill development.

The situation has necessitated the need for accommodating the prisoners according to their degree of crime committed, for effective training and guidance. The arrangement is necessary since the development of skill in any institution requires conducive environment that will enhance teaching and learning. It is the contravening of this principles of conducive environment that will condone a situation which urged Obaseki(1988) to frown at the operational focus of the prisons that resulted in the

situation whereby eighty to ninety percent of the inmates in the prison are completely idle. The few that are working had not enough work to occupy them for a few day's work. This situation enforced idleness coupled with the lack of classification and segregation which is so distressful that it has now turned the prison to a breeding ground for criminals.

In the words of Akinyemi (1985), the prison should be a place of correction and rehabilitation; frustration only comes in as a result of too many negative outcomes. It is as a result of this negative outcome that Ogili (1988) wondered why the many objectives of correctional education have been seriously misconstrued, when prisons are now understood to have been established as a punitive institution to punish criminals. Ogili's imagination conforms with the fears expressed by Thompson (1992) that prison inmates now come out of prison destroyed socially, morally, psychologically and intellectually instead of attaining reformation sequel to rehabilitation. In the light of the fears expressed above, the security of innocent, The environment in its physical characteristics, creates many unnecessary difficulties and slow down, if not destroy, in the process, the socio-economic activities of victims of imprisonment.

Very often, our physical environment can make rehabilitation programmes in the prison ineffective. The situation is worsened by the physical environment in Nigerian prisons which Shagai (1992) reported as very insecure for habitation, talkless carrying out rehabilitation programmes. We need a barrier free environment in the Nigerian prisons. In order to ensure this safe and barrier-free environment, a comprehensive understanding of the characteristic of human performance is needed so that design

decision on all structures can be made with full knowledge of consequences of the effect of such decision upon users of our physical environment (Oghajafor, 1995). No matter the level of vocational training available for the prison inmates in Nigerian prisons, the importance of barrier-free environment to the productivity and functionality of these prison inmates on discharge cannot be overstressed. It becomes necessary therefore, that the situation in the Nigerian enhance the security of for inmates and less harmful to the vocational training programme for the rehabilitation of these inmates.

Jimoh (1994) had observed that most prison riots and disaffections are the ugly consequences of prison congestions. He cited such incidents which disrupted prison activities at Markurdi prison. In February 1986, Kaduna and Benin prisons, in January 1998, and also Enugu prisons in September 1988. He attributed these unfortunate lapses in the Nigerian prisons to operational inefficiency.

However, a new plan was hatched by government, aimed at ensuring that prison administrators including food ration contractors are held responsible for very unwholesome situations in the prison (Ojo, 1996). This new approach is based on the belief that major causes of deaths in prison include infection, congestion and improper feeding of the inmates. These situations are hazardous to the vocational training programme of these prison inmates.

Under the impending strategy, controller whose prison exceeds a 'tolerable level', must raise a congestion alarm calling for urgent help from the Chief Judge, commissioner of Police and the State's director of Prisons. Ojo (1996) believes that any honest efforts by a committee of these four will produce a positive result aimed

at ensuring a good environment for skill development in the Nigerian prisons. Ojo advocated that government should change her panel philosophy to help her tackle the perennial problems of Nigerian prisons. The reason is because as the panel philosophy stands, it is too riddled with the idea of imprisonment as retribution and in fact punishment, not of the offence, but of the offender. He therefore urged government to redirect her operational strategy towards making the prison more of a reformatory and rehabilitation centre than a human furnace.

Instructional Facilities and Resources in the Prison.

The development of useful skill can be reinforced by the appropriate selection and use of learning facilities and resources (Anyakoha, 1994). Instructional facilities include the workshop, working materials, tools and equipment. Success in the use of these instructional facilities depend, to a large extent, on the instructors commitment to his professional responsibility and more importantly, his resourcefulness and ingenuity.

Certain criteria are obvious for effective selection and use of these instructional facilities. Mkpa (1987) explained that these facilities should be appropriate to the age of the learners, relevant to the lesson, simple or easy to manipulate, interesting to the students and should develop the skills they are supposed to develop. When instructional facilities are carefully planned and utilised, they attract and hold attention, assist in retaining essential information and procedure, and make learning real and permanent.

Unfortunately, skill training in the Nigerian prisons has not yielded much known

results. Ukoha (1995) identified lack of proper guidance, lack of training facilities and equipment, inadequate social support and lack of qualified instructors as problems inhibiting effective skill development. He lamented that the occupational areas are saddled with the problems of insufficient number of relevant tools in good working conditions, insufficient classrooms and workshops, workshop materials, tools and machines. The obsolescence problems and lack of maintenance of facilities create such situational dissatisfaction that often lead to the abandonment of workshops in Nigerian prisons. The Federal Ministry of Internal Affairs, (1992) complained of inadequate and in some cases total absence of most essential tools, equipment and machinery for effective operations and training prison inmates. This complaint explains the fact that workshops exist in virtually all prison establishments in Nigeria. The truth remains, that most of these workshops are virtually dormant.

In Ibadan prison, for instance, equipment worth millions of Naira are lying waste, some not installed, long after they were received. Also at Ilesha prisons, a modern furniture industry with sophisticated equipment already installed is only waiting to start operation and the problem here is stepping down power-supply to the industry.

This industry is capable of generating much revenue to pay for itself apart from being a training ground for the inmates (Federal Republic of Nigeria 1991). These lapses can be attributed to operational inefficiency.

At the metal sheet cottage industry located at Kirikiri prisons, Shagai, (1992), reported that workshops were virtually abandoned as a result of operational difficulties. These are caused mainly by lack of working materials and maintenance problems. The report however acknowledged that vocational training activities exist in the

catering, fashion design and hair dressing skill areas. These training programmes are run by Maranatha Vocational School, a voluntary organisation.

The inability of the Nigerian prison to attract outside aid is not encouraging. Ukoha (195) had complained that communities do not allow prisons to use their facilities for training of these inmates. He therefore advised that prisons should establish agencies, business advised that prisons should establish agencies, business and industrial organisations with the community at large to enable them use the facilities and resources in the community for the training of their inmates.

Jimoh (1994) observed that the provision of effective skill developing facilities in the prison has presented formidable challenges to the Nigerian Prison Authority.

According to him, the extent to which these challenges are met reflects the level of civilization of a society, the ethical integrity of prison vocational training services and the degree of support they received from the wider community.

For effective acquisition of skills in the Nigerian prisons, both facilities and resources should be adequate and properly organized. The adequacy of the human resources implies the use of knowledgeable instructors in various occupations for the training of these inmates. To ensure the use of these grades of instructors, the improvement of existing vocational training programmes in the prisons, Williamson (1978) advocated that it is necessary to change the values of these instructors who have direct influence on the inmates. According to Williamson, it is reasonable that the qualities of the individual instructors should be examined in an effort to determine which type of person possess the required potential, capable of injecting into the inmates, positives acceptance of the vocational training programme. It is only logical

that they be placed in a situation that can promote skill acquisition in the prison with all good conscience (Allen, 1978).

According to Agusiobo (1989), a quality vocational education programme is administered and supervised by personnel who are educated and experienced in vocational education; understand the need of business and industry, and are able to work effectively with employers of labour. He asserted that some of the problems in vocational education are created by well meaning individuals who lack sufficient experience in vocational education to develop and maintain quality programmes. The forgone emphasizes the justification to have competent occupational training in prison vocational training programmes, to impart the needed attitudes and skills to the inmates.

Content of the instructional programme

In studying modalities for the learners to achieve instructional objectives, it is important to consider the social, psychological and interest needs. Without proper integration of these three needs appropriate objectives might not be achieved.

In the same vein, the objectives of vocational training schemes in Nigerian prisons was derived from the philosophy of imprisonment. The objectives include;

1. to enable the inmates develop specific job, skills;
2. to develop work habits and dignity in honest labour; and
3. to enable the inmates get a job on release.

These specific objectives are derived from the overall goals of imprisonment which include confinement, reformation and rehabilitation. The federal Republic of

(1976) had earlier advocated that vocational training programmes and work experience in prison should be geared towards the job opportunities that are available for inmates.

The nature of the occupation for which training is provided in vocational education is characterized by change. This was aptly recognized in the National Policy on Education (1981). In it, Education was highly rated in the National Development Plan as the most important instrument of change. Unfortunately, most of the changes which should have necessitated corresponding change in the training programme and curricula, exist without the knowledge of the schools (Pitman and Whipple, 1982). The fact that vocational training is a very important tool for prison rehabilitation is not just enough. The content and quality of this training programme should be such that will assist the inmates acquire the needed skills for useful life in the society on discharge. This agrees with Bell and Wilson (1978) who identified the design and the operation of the of the vocational training programme in the prison as a major factor in the effective delivery of the programme to the inmates.

Vocational training in the Nigerian prisons is aimed at providing the inmates with useful skills for future jobs. This can be achieved by introducing them to the main trades and the typical qualifications for practicing these trades as well as arousing their interest in particular occupations. This is with the view to maintaining a continuous training process in the Nigerian prisons. According to Osuala (1990) vocational technical education should not only direct manpower to modern

occupations, but should also preserve traditional trades, crafts and national cultures.

In considering the programme contents of the trades taught in the Nigerian prisons, the subject-matter will be conditioned first of all by the specific needs of the prison environment. However, it is not only the present demand that should be considered but also the demand of the future. Therefore the content of vocational training courses should concern those relationships within the society which will present challenges to the prison inmates when discharged.

Developing countries which have introduced the vocational training programmes as a rehabilitation tool emphasized the acquisition of abilities and skills in craftsmanship. According to Okobiah (1995), the main aim is to overcome the negative attitudes towards manual and productive work which is often a legacy of our colonial past.

The content of any course may be described as the knowledge, skills, attitudes and values to be learned. The content of a course is related to the structure of a subject. Audrey (1981) refers to structure as the principles, organisation and method of discovery of the subject-matter that make up the discipline. In other words, the way the discipline is put together. Audrey argues that even young people can be taught the structure of a subject, and he believes that once a pupil can see the relationship of things in a subject, he can put new things into their proper relationship.

An important consideration about content is its close relationship with method. It is often difficult to say exactly where one begins and the other ends. The method used have as much influence on what the pupils learn as does the content (Bruner

1973). For instance, in trying to change learners' attitudes, the teacher might find group discussion techniques more successful than class direct teaching. Unfortunately, in the planning of courses in the past, attention has often been given to content and method without real regard to what it was hoped the pupils would achieve. For instance, questions about integration of content or a subject-based approach might well be resolved by the objectives of the course rather than by a consideration of the intrinsic value of either approach. According to Mkpa (1987),. If objectives are stated first, and if they are stated clearly and are based on appropriate considerations, they offer considerable guidance in the selection of appropriate content and method. Where content and method take precedence or are considered in isolation,. undesirable results may follow. The desired learning may not take place because of lack of real relationship between objectives, content and methods. In place of the desired learning outcome, a variety of unplanned and unwanted learning may occur.

In Nigeria prison setting, therefore, it becomes necessary that contents of the subjects taught in the vocational training programme must be such that will help to achieve the objectives of the programme. The course contents should not be foreign to the culture of the prison environment. The instructional contents and methods must relate properly to stimulate the interest of the inmates to learn the available skills.

To achieve absolute relationship between content and method, Audrey (1981) advocated four criteria which the content must satisfy. These include the criteria of validity, significance, interest and learnability. The content is valid if what the content is talking about is authentic or true, when it becomes possible for the objective of the programme to be achieved by the user of the content. For example if an objective is

concerned with the concept of the relationship between man's way of life and his environment, and the content chosen for the achievement of this objectives does not show this relationship in a form which can be perceived by the learner, it does not satisfy the criterion of validity.

Course contents are significant if the breadth of coverage and depth of understanding in the course are very clear and do not conflict with the objectives of the course. The interest of the learner is a motivating force in the selection of the content of any course. In the Nigerian prisons, for instance, if the interest of the inmates undergoing the training programme is not taken care of adequately, the instructors run the risk of little or no learning taking place at all among the inmates. In order to form an immediate link between the inmates and the contents of the trades being taught, therefore; priority must be given in choosing those contents that will be interesting to the inmates undergoing the vocational training. When course contents are interesting and accessible, they will become learnable. For learnability to be achieved, therefore, the content of the course must be available in forms which Audrey (1981) described as appropriate to the level of the learner, with different contents prepared for different learners. Audrey also opined that it is important that what is to be learned makes a connection with something which the learners have already learned. This suggests the need for variety in the ways in which content is made available and in the manner in which learners are expected to learn it.

The selection of the content as opined by Wheeler (1985) should not only be influenced by interest and needs of the learners as part of the criteria but also as bases for curriculum orientation. To some extent, trainees should be involved in

deciding what should be the contents of their curriculum. This is very relevant to the prison situation especially as these inmates would most likely go into self-employment on discharge. They therefore should be in the best position to appraise their individual abilities should they be exposed to the world of work. In catering for the needs and interests of the prison inmates, therefore, the vocational training programme contents should be designed not only to cater for the inmates while in prison but should also inculcate into the inmates the will to participate the activities of the society on discharge. According to Ojo (1990), it is believed that when learners are involved in practical activities and truly share in decision making, they will exhibit a higher self-concept than those who do not participate in such decisions.

Utilization of skill on discharge

One of the greatest challenges facing ex-convicts to day is securing some form of employment. The unemployment have been discharging, (Ojo, 1995). For example, very few ex-convicts jobs. Few have any work experience that could help qualify them for skilled occupations. Also, the stigma attached to the label "ex-convicts," often discourage employers from hiring members of this disadvantaged group. If they do hire them, it is usually to perform menial jobs at poor wages. This situation is obviously counterproductive in light of the fact that employment has been shown to be one of the main deterrents to recidivism. In fact, it has proven to be a major rehabilitative tool (McCreary, 1975), McCreary stated that:

Employment not only affect an offender's
ability to support himself without

influence on the nature of his associates,
his use of leisure time, his conception
of himself, and his expectations for the future (p.2).

Through employment, then, the ex-convict can obtain financial support as well as become involved in activities that will occupy his time and energy and thus hopefully discourage him from returning to crime.

In an innovative research, Pamela (1979), attempted to organize and implement a comprehensive employment programme aimed at educating the ex-convicts on how to research for and secure desirable competitive employment known as the complex programme. The research was designed to serve offenders whose complex and chronic needs were not being met by existing delivery systems. The study was able to address these problems and even to provide temporary subsidies in order to help clients reach the large goal of employment and self-sufficiency. Its job placement strategy was successful in helping clients find jobs and reduce unemployment. However, rapid job turnover and gradual increase in unemployment indicate that numerous employment handicaps were not addressed by this approach.

Some available literature (Adigwe 1985, Thompson 1992) point to the fact that objectives of probate education in Nigeria have been very difficult to understand why prison is established as a punitive institution to punish offenders. This is despite the fact that probate education is designed to meet the human needs of the inmates and to restore them to the conventional ways of living. Thompson (1992) affirmed that the inmates come out of prisons destroyed socially, normally, psychologically,

economically and intellectually instead of attaining reformation and rehabilitation.

The attitude of the society on prisoners is another set back in their utilization of skill acquired in the prison. It is obvious that through imprisonment inmates are deprived of their freedom, liberty and autonomy as individuals. Through the panel treatment, individuals leaving the penitentiary to the free society are expected to have been reformed. However, the society will never accept them as such. In support of this view, Akinyemi (1985) reported that ex-convicts have remained in crime and turned hardened criminals because the society refuses to accept them even when they exhibit good potent for a refined life.

Through the mechanism of imprisonment those who are incarcerated are stigmatized by the wider society. The stigma attached to imprisonment is further heightened by the government legislation banning ex-convicts from holding public offices and employments in public establishments (Federal Republic of Nigeria, 1984, 1990 and 1991). Similarly, other employers of labour see them as citizens of questionable character. All these happen to a people who are not given any financial assistance to settle in an unwelcome society. This might account for the high rate of recidivism in the Nigerian prisons (Ojo, 1996).

The situation therefore, calls for a well articulated job placement exercise for these discharged prisoners after their training. This job placement in general terms, involves assisting and encouraging individuals to get into employment. According to Anigbogu, (1992), job placement refers to helping people get into suitable jobs.

Job placement as it concerns the discharge prisoner, should provide all the information that can determine the choice and rate of progress of the discharged prisoner in his chosen occupation. According to Osuala, (1985), job placement also involves helping the trainee to achieve vocational adjustment as they choose and enter the occupations which utilize the best combinations of their higher potentialities. In other words, the fact remains that discharge prisoners should receive all the help which can be given to normal persons in the society and which can make their integration into the community easier.

Prison instructors could take some steps further and assist these ex-convicts. This is by way of providing them with information on occupational requirements, employment opportunities and trends in the local labour market. In doing this, careful market research is carried out and the communities social, cultural, economic and political situations carefully studied. The employer of these ex-convicts may need to be reassured that he has received vocational training to a level where he or she can function effectively. It may be necessary for the instructor to discuss particular handicaps of these discharged prisoners that may affect performance so that accommodation and adjustment in the work place can be made.

Regrettably, however, there are few jobs even for the 'free' members of the society. Self-employment therefore, looks the most viable alternative available. Placement in this regard would entail giving information about viable small scale business venture which the discharged prisoner can get into either individually or in partnership. The discharged prisoner should be well briefed on the accessibility of needed raw materials

and the viability of the market for finished products. It might also involve helping him to obtain loans, tools and other materials needed by the self-employed individual to get into business smoothly.

Summary of the Reviewed Literature

Assessment is a systematic process of judging the worth, durability, effectiveness and adequacy of something according to definite criteria and purpose (Stufflebush, 1971).

Justin (1985), described the prison as a place where society sends its unpleasant people so that they will think twice about what they have done before doing them again. Justin frowned at the system of handling criminals in Nigerian prisons. The system, he complained, reflects a sense of rejection of rehabilitative goals which has created a reluctance to defining a new mission through the assessment process. The usefulness of this new mission, Zamble (1994) proposed, is to help in developing skill training programmes that are effective for prisoners with specific coping deficits both on entry to and release from prison. This explains why we need to pay more attention to why prisoners fail to deal with stressful encounters and help them turn their situation into concrete learning experiences.

Programmes run in Nigeria prisons may have several different goals. The most important thing to consider is whether the programme has any impact on recidivism rate. The importance of this is that recidivism rate determines the level of success of any rehabilitation programme.

According to Federal Republic of Nigeria, (1991), the major objectives of imprisonment in Nigeria include; confinement, reformation and rehabilitation. Reformation entails converting the criminals into a more useful social being while rehabilitation involves activities directed at encouraging the prisoner to abstain from criminal behaviours. The importance of this rehabilitation, according to Adigwe (1985), is that the absence of the rehabilitation activities exposes the prisoners to a cramped condition in which the mind and body exercise will inevitably disturb their proper perspective of life. The prisoner might indulge in self-pity, magnifying trifles and will grow more anti-social.

The importance of ensuring that prisoners acquire skills in occupational areas of their interest for morals, physical and economic development, cannot be over-emphasized. The need for this is not only to re-organise the convicts to a law-abiding status, but to rehabilitate them to regularity in constructive and rewarding employment. To acquire this skill is a very valuable piece of character formation which makes for increased self-control and self-respect. It provides the awareness which the prisoner can turn to advantage on discharge .

It is important to note that for the skills to be effectively acquired, inmates must have had some basic knowledge and interest in the trades. It is against this background that the present arrangement whereby all categories of inmates are oriented into the same trade becomes necessary that assignment of inmates to vocational training areas should be based on objective criteria and methods; such as previous educational attainment, previous job experience and psychological testing. The criteria, it is

believed, will not only ensure objectivity but will also tailor vocational training to the needs, interests, aptitudes and abilities of the inmates.

Development of skill generally requires specialized instructional techniques. For effective instruction to take place, the instruction must require adequate planning of the instructional process. This process should emphasize such components as: what to teach, how to teach, resources to use for the teaching and expected learning outcome. In all cases, however, the ability of the instructor to select the appropriate method in his teaching, considering the individual differences among the prison inmates, is very important.

Instructional facilities facilitate learning. The selection of these facilities according to Mkpa (1987), should be appropriate to the age of the learner, relevant to the lesson, simple or easy to manipulate, interesting to the students and should develop the skill they are supposed to develop. When instructional facilities are carefully planned and utilized, they attract and hold attention, assist in retaining essential information and procedure, and make learning real and permanent. For effective acquisition of skill in the prison, both facilities and resources should be adequately organized.

Since training in the prison is basically for jobs, content and quality of this training programme should be based on sound occupational analysis. The analysis if properly conducted will result to useful gains in knowledge, skills and aptitudes. The content of an effective vocational training programme should be such that will assist the

inmates acquire the needed skills for useful life in the society on discharge. It is expected that upon leaving penitentiary, the acquired job skills will enable the inmates to earn a living and re-settle to normal life in the society.

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CHAPTER III

METHODOLOGY

This chapter describes the research design, area of the study, population and sample, the construction of instrument, validation and reliability testing of the instrument. Method of data collection and data analysis technique are also described.

Research Design

The study is an evaluative survey research. The survey research was considered the most appropriate for gathering the required information for this study. Osuala (1982) and Best (1984) were of the view that surveys focus on people, the vital facts of people, their beliefs, opinions, attitudes, motivations and behaviours.

According to Cohen and Manion (1989), surveys help to gather data with intention of describing the nature of existing conditions and practices that may be used for improving on them.

Area of the Study

The study was conducted in three states in the former Eastern Nigeria, namely, Akwa-Ibom, Enugu and Imo States. These states are chosen because the few regional prisons in Eastern States are located there. These regional prisons are the largest, oldest and most equipped prisons within the region.

Population of the Study

The target population for the study included all the convicted prisoners

whose sentences commenced from November 1995 and have served for a minimum of two years. The reason is to ensure that they have had some knowledge of the training programme and are participating fully in the vocational training programme at the time of this research. All the ex-convicts and instructors from the prisons in the three states were also part of the population for the study. Information from the Nigerian Prisons Service revealed that there are 941 convicted prisoners, 98 instructors and 122 ex-convicts in the nine prisons in the three Eastern States. The ex-convicts involved in the study are only those who participated in the vocational training programme before discharge. Therefore a total of 1161 people constituted the population for the study.

Sample of the Study

A simple random sampling technique was used in selecting the subjects only among the inmates in the nine prisons. These inmates are those who satisfied the target conditions for participation in the study. A sixty percent (60%) selection criteria, (Okoro, 1991) was used to select the sample among the prison inmates in all the prisons. According to Okoro (1991), sixty percent (60%) selection criteria, which is a range above the average, can provide a generalizable sample of a population. All the 98 prison instructors and 122 ex-convicts identified were also used for the study. Therefore a total of 783 people constituted the same used for the study.

Table I

Population and Sample Distribution of Prison
Inmates according to States and Prisons

States	Prisons	Population	Sample Used
Akwa-Ibom	Uyo	175	105
	Abak	42	25
	Ikot-Ekpene	88	52
	Ikot-Abasi	37	22
Enugu	Enugu	196	117
	Nsukka	53	32
	Oji River	70	42
Imo	Owerri	190	114
	Okigwe	90	54
Total		941	563

Instrument for Data Collection

The main instrument used for data collection was a structural questionnaire (the Prison Vocational Appraisal Questionnaire). It was developed after review of available literature on prison rehabilitation, probate education and the need for vocational

training in Nigerian prison, as well as interviews with instructors in the prison vocational training programme

The questionnaire was divided into seven sections, A to G. Section A was split into three units (A_1 to A_3), to take care of the three groups of respondents. Section A_1 was used to collect personal data from the instructors, such as educational qualification, location of prison, trade and work experience in the prison. Section A_2 was used to collect personal data from the ex-convicts. Section B of the questionnaire contained twenty possible trades where inmates can train in the prison. Section C contained forty-nine items of facilities that can enhance the operations of the vocational training programme in the prisons. Section D contained thirteen possible criteria for assigning inmates into the different trades. Section E contained twenty content items that could satisfy the training needs of the prison inmates, while Section F dwelt on instructional methods and techniques that can help the inmates learn the skills faster and better. Section G contained seventeen items on managerial factors and thirteen items on social factors that can enhance the operations of the vocational training programme in Nigerian prisons. The instructors, inmates and ex-convicts responded to Section B, C, E and G, only the instructors responded to Section D while inmates and ex-convicts responded to Section F.

In Section B, the respondents were requested to identify which of the trades are available in their prisons. In Section C and F, the respondents were requested to respond to the adequacy of the facilities and instructional methods for the vocational training programme in the prison on a five-point scale as follows:

Very Adequate	-	5
Adequate	-	4
No Opinion	-	3
Inadequate	-	2
Very inadequate	-	1

Responses to sections D, E and G were also based on a five - point scale as follows:

Strongly Agree	-	5
Agree	-	4
Undecided	-	3
Disagree	-	2
Strongly	-	1

Validation of the instrument

The initial draft of the instrument was subjected to face validation. The validation was done by four lecturers in the department of vocational Teacher Education, University of Nigeria Nsukka, and two lecturers in the department of Technical Education, Delta State university, Abraka. The essence of validating the instrument was to ensure that it would elicit the information it was designed for (Borg and Gall, 1983). The Lecturers were provided with the objectives of the study and were required to examine each item in the instrument as to whether or not the items were relevant, clearly stated and capable of eliciting the right responses. The lecturers examined each item in the instrument as to whether or not the items were relevant, clearly stated and capable of eliciting the right responses.

Based on their recommendations, some items in the questionnaire were either modified or dropped. Some items were found to be similar, while others were ambiguous. From the validators comments, the original instrument of 182 items was revised downwards to 160. Six items were removed while 16 were-phrased. This list was used for constructing the instrument used for data collection.

Pilot - Testing of the Instruction

A pilot testing of the instrument was carried out to find out how the respondents would react to the instrument. The draft instrument developed for the study was then pilot tested using 49 inmates at the first and second open prisons who satisfied the selection criterion, at Enugu prisons. Seven instructors were also used, giving a total of 56 respondents. These 56 people were not included in the population of the study. In carrying out the pilot-testing, the researcher employed the services of welfare officers in administering the questionnaire and making the necessary interpretations to the illiterate respondents. The pilot-testing results were used in computing the reliability of the instrument.

Reliability of the Instrument

The internal consistency reliability was established for the seven sections of the Prison Vocation Training Appraisal Questionnaire (PVTAQ) using the pilot-testing scores. Because the items were not dichotomously scored, and contained items which

were differently weighted, Crombach Alpha method was used to ascertain the extent of homogeneity of items in measuring the attributes of each of the sections

The internal consistency of each of the sections is shown in appendix E. Consequently, the reliability coefficient of the entire instrument was found to be 0.82. This coefficient shows that the items included in the instrument were consistent in measuring what they intended to measure.

Method of Data Collection

The instrument for the prison inmates and instructors were administered by the researcher and five trained research assistants. The research assistants are welfare officers in the prison

The literate inmates and instructors were allowed some five days to complete the questionnaire after due explanations. For the illiterate inmates and instructors, the research assistants assisted the researcher in conducting necessary interpretations for them. Their responses were reflected appropriately to the questions in the instrument.

At some locations where the ex-convicts were working in company of many other people who do not know them well, an additional technique was employed. In these situation the instrument had the 'active' and 'dommy' marks secretly made on them, although they carried the same questions. The 'active' ones were administered to the ex-convicts while the 'dommy' ones were administered to their surrounding neighbours. The action was to avoid the suspicion of having been identified as ex-convicts before the public. Altogether, a total of 783 copies of the questionnaire were distributed to all the respondents and 606 copies representing 77.43% were

returned and used for data analysis.

Table 2

**Distribution and Return of completed questionnaire From
Respondents of Various Prisons**

State	Prison	Inmates		Instructors		Ex-convicts	
		Distri- buted	Retrnd	Distri- buted	Retrnd	Distri- buted	Retrnd
Akwa-Ibom	Uyo	105	71	18	12	9	5
	Abok	25	18	6	4	3	3
	Ikot-Ekpene	52	34	9	5	-	-
	Ikot-Abasi	20	16	6	5	-	-
Enugu	Enugu	117	98	21	20	53	46
	Nsukka	32	23	7	6	18	14
	Oji-River	42	38	8	6	-	-
Imo	Owerri	114	82	16	14	28	25
	Okigwe	54	36	7	5	11	9
Total		563	426	98	78	122	102

Table 3**Distribution and Return of the Questionnaire**

Respondents	Copies Distributed	Copies Returned	% Returned
inmates	563	426	
Instructors	98	78	
Ex-convicts	122	102	
Total	747	606	77.4%

Method of Data Analysis

Data collected for the study were analysis using percentages, means, t-test and analysis of variance (ANOVA). The first and third research questions were analysed by computing the percentage levels of each items. The second, fourth, fifth and sixth research questions were analysed by computing the mean score for each of the items. The mean score was used for determining the adequacy of the item training programme.

Decision rule was based on theory of true class limits of numbers presented by

Spiegel (1972). The scaling points for the upper and lower limits in means is shown below:

4.50-5.00-Very adequate / strongly agree

3.50-4.49-Adequate / Agree

2.50-3.49-No Opinion / undecided

1.50-2.49-Inadequate / Disagree

1.00-1.49-Very Inadequate / Strongly / Disagree

Based on these values, items with mean values of 3.50 and above were considered as agree / adequate while items with mean values of 3.49 and below are considered as disagree / inadequate. On the other hand, responses that attracted 50% and above were regarded as desirable or adequate, while responses below 50% were regarded as inadequate. The reason for this assumption is because 50% is the half of the whole, which is 100%; which according to Okoro (1991), represents an acceptable limit in an assessment process.

The first and second hypotheses were tested using t-test, while the third hypotheses were tested using the one-way analysis of variance (ANOVA). All the null hypotheses were tested at 0.05 level of significance. The data were analysed using computer (statistical package for the social science)

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This Chapter deals with the presentation and analysis of data based on the research questions and hypothesis formulated for the study.

Research Question 1

What are the vocational trades available in the Nigerian Prisons?

In order to answer this research question, 20 various trades were identified. The prison instructors, inmates and ex-convicts were advised to indicate the trades available in their prison Vocational Training Programme from the list. The percentage (%) responses of the respondents on the items are presented in table 4.

Table 4

Opinion of the Instructors, inmates and ex-convict on the Nigerian Prisons

Trade	No of Respondents	% of Availability
Electrical Installation Work	606	56
2. Electronics Services and Repairs	"	38
3. Carpentry	"	82

4. Cabinet Making	"	58
5. Weaving and Dying	"	44
6. Shoe-making	"	39
5. Cane-furniture	"	46
8. Fitting and welding work	"	32
9. Auto-mechanics Works	"	27
10. Blacksmithing and ornamentals	"	57
11. Tailoring / Garment making	"	88
12. Printing	"	30
13. Hair dressing and barbing	"	34
14. Crop production	"	54
15. Poultry Works	"	43
16. Vegetable production	"	53
17. Mat-making	"	46
18. Basket-making	"	43
19. Plumbing Works	"	38
20. Bricklaying	"	69

No = 606 (No. of respondents)-instructors, inmates and ex-convicts

% = Percentage responses of the responses of the respondents

In Table 4 above, the opinion sought from these instructors, inmates and ex-convicts indicate high percentage response in eight trades. These opinions represent the fact that these eight are available in all the prisons, remaining twelve trades are not well spread all over. The prisons but exist in different proportions. Two of

these available trades; carpentry and tailoring / garment making, attracted high percentage responses of 82% respectively.

Research Question 2

What are the criteria for assigning prison inmates to various trades?

In order to determine the criteria for assigning the inmates into various trades in the prison; the instructors were provided with 13 items on a five-point scale to respond to the degree to which they agree or disagree with each item. The result is presented in table 5

Table 5

Mean Responses of the instructors on the criteria for Assigning inmates to various Vocation trades

	Items	\bar{X}	Remarks
1.	Gender of the inmate	3.82	Agree
2.	Number of years of sentence	3.58	Agree
3.	Age of the convict	3.33	Disagree
4.	Type of offence committed	3.19	Disagree
5.	Type of Imprisonment	3.21	Disagree

6. Educational background before

Imprisonment	3.56	Agree
7. Previous occupation of the convict	3.56	Agree
8. Interest of the convict	2.56	Disagree
9. Cultural background of the convict	2.98	Disagree
10. health condition of the convict	3.41	Disagree
11. Location of the prison	3.24	Disagree
12. Discretion of the instructor	3.28	Disagree
13. Simple random sampling approach	2.87	Disagree

N = (No. of Instructors)

X = mean responses of the respondents.

Table 5 shows that four out of the 13 possible criteria listed, are the once which the instructors have identified as generally useful to various vocational trades. This is because only four criteria obtained means of 3.52 to 3.82.

Research question 3

How adequate are the prison vocational trading facilities in meeting the skill needs of the prison inmates? In order to answer this research question, the respondents were requested to respond to the research questions appropriately. The data are analysed and presented in table 6

Table 6

Opinion of the instructors, inmates and ex-convicts on the Adequacy of training Facilities for Vocational training in Nigerian Prisons

Facilities Resources	No of Responds	% Available	Remarks
1. Workshop space	606	63	Adequate
2. Classrooms for instruction	"	32	Inadequate
3. Instructors in Available Trades	"	32	"
4. Recreational Facilities	"	34	"
5. Nursery shed / farm land	"	43	"
6. library Facilities Textbooks	"	36	"
<u>Equipment</u>			
7. Electric metres	606	19	"
8. Soldering machine	"	37	"

9. Standing generator	"	18	"
10. Drilling machine	"	38	"
11. Woodcutting machine	"	36	"
12. Planning machines	536	34	Inadequate
13. Sewing machine	"	66	Adequate
14. Weaving machines	"	36	Inadequate
15. Hair dressing machines	"	33	Inadequate
16. Printing machines	"	33	"
17. Welding machines	"	32	"
18. Tractors	"	34	"
19. Ridgers	"	21	"

Tool

20. Weeding hoes	"	34	"
21. Matchets	"	32	"
22. Spades / Shovels	"	40	"
23. Culters	"	33	"
24. Electric testers	"	40	"
25. Pliers	"	29	"
26. Pincers	"	35	Inadequate
27. Clamps	"	39	Inadequate
28. Vices	"	58	Adequate

29. Saws	"	42	"
30. Hammars	"	36	"
31. Tape rules	"	38	"
32. Screw drivers	"	36	"
33. Chisels	"	33	"
34. Hand planes (wooden and metal)	"	39	"

Tool

35. Callipers	536	38	Inadequate
36. Snips	"	32	"
37. Scissors	"	60	Adequate
38. Niddles	"	43	Inadequate
39. Pressing	"	29	"
40. Iron saw blades	"	42	"
41. Hoes	"	43	"
42. Spirit levels	"	40	"
43. Trowels	"	45	"

Teaching Aids

44. Chalk-board	536	61	Adequate
45. Charts and slides	"	29	Inadequate
46. Models	"	33	"
47. Sewing trades	"	43	"
48. Installation cables	"	41	"

49. Welding rods	606	38	Inadequate
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NO = 606 (No of instructors, inmates and ex-convicts)

% = Percentage Response of the availability of the facility.

Table 6 shows that the respondents identified one resource facility, one equipment, two items of working tools and one item of teaching aid, that are adequately available for the vocational training programme in the Nigerian prisons. The items are, workshop space, sewing machines, vices, scissors and chalk-board; with percentage responses of 63%, 66%, 58% and 61% respectively.

Research Question 4

How adequately does the content of the vocational training programme in various trades meet the skill development needs of the inmates?

In order to answer this respondents were provided with 20 items on a five-point scale to respond to. The result is presented in table 6.

Table 7

Mean Responses of the Instructors inmates and ex-convicts on how the Content of the Training Programme in Various Trade meet their skill Development needs in the Prisons

Items	X	Remarks
1. The subject matter is easy to learn	3.22	Disagree
2. the subjects use very familiar and local examples	2.69	"
3. The topics are interesting to learn	2.82	Disagree
4. The subjects have enough practical components	3.93	Agree
5. The subjects are taught gradually so that I can understand	3.01	Disagree
6. The contents can help me learn real jobs	3.70	Agree
7. The subjects centre on the development of skills that inmates need for self-employment	3.76	"
8. The subjects have both theory and practical sub-units	3.98	"
9. The instructors understand how to teach the skills	2.95	Disagree
10. The instructor are happy to teach		

because the contents do not make much demand on them.	3.04	Disagree
11. Skills which inmates can acquire are specified	3.41	"
12. The contents expose the inmate to good working habits	2.88	"
13. Course contents orient inmates to safety practices in the workshop	2.83	"
14. The subjects help inmates learn how to service and maintain tools	3.14	"
15. The subjects help inmates learn how to plan and execute a project or a job	2.99	Disagree
16. The subjects help the inmates learn how to start a business	3.48	"
17. The subjects help the inmates learn how to behave well in the society and ensure discipline	2.82	"
18. The subjects help inmates learn entrepreneurial skills	2.66	"
19. Inmates contributed ideas to the		

subject matter taught in their	3.22	"
20. The language of the subjects are familiar to the in inmates	3.35	Disagree
No = (No of respondents)		
X = mean responses		

Out of the 20 items in table 7 above, four received favourable responses. These items include Nos. 4 (The subjects have enough practical components) 6 (the contents can help inmates learn real jobs), 7 (the subject centre on the development of skills inmates need for self-employment) 8, the subjects have both theory and practical components); with response means of 3.92, 3.70, 3.74 and 3.98 respectively.

Research Question 5

What instructional approaches do instructors adopt in the training of Prisons Inmates? In order to answer the above research question; 28 items of instructional methods and techniques were itemized. The respondents were advised to respond to the items, indicating the methods and techniques that are applied in teaching them in their different trades. The mean response of the respondents on the items are presented in table 8 below.

Table 8

Mean Responses of Inmates and Ex-convicts on the Instructional Methods

and Techniques Adopted by Instructors for Training in the Prison Vocational Training Programme

Items	X	Remarks
1. Instructors discuss topics with inmates in the classroom	3.69	Agree
2. Instructors discuss topic with inmates in the workshop	3.63	Agree
3. Instructors discuss topics with inmates gradually to allow inmates follow-up well	3.94	Agree
4. Inmates are always given enough time to ask questions	3.71	Agree
5. Instructors always demonstrate after discussing the job	3.79	Agree
6. Instructors make sure that inmates watch attentively during the demonstration	3.93	Agree
7. There is always enough space in the workshop for the demonstration	3.68	Agree

8. Inmates always ask questions during and after the demonstration	3.74	Agree
9. Enough time is always given for the demonstration.	3.45	Disagree
10. Demonstrations are always on real jobs using real materials.	3.74	Agree
11. Inmates always have chance to practice what the instructor has demonstrated	3.39	Disagree
12. Instructor supervise the inmates when they practice the demonstration	3.23	Disagree
13. Inmates are given enough time to practice the demonstration	3.32	Disagree
14. Materials are always available for the inmates to practice the demonstration	3.39	Disagree
15. Instructors give practical work to inmates to do in the workshop	4.11	Agree
16. Instructors explain to the inmates		

how to do the jobs before they start doing them	3.52	Agree
17. Projects or jobs done by inmates are always sold to get money	3.83	Agree
18. Inmates are given rewards when they do good jobs that are sold	3.53	Agree
19. Inmates in various trades are always taken to establishments where their trades are practically done	3.45	Agree
20. Inmates are encouraged to take tests or craft examination in their trades	3.90	Agree
21. Practical work is done at least once weekly in the workshop	4.10	Agree
22. Instructors are always friendly with the inmates both in the classroom and in the workshop	3.68	Agree
23. Inmates go on industrial attachment	3.29	Disagree
24. Inmates are encouraged to help		

one another to learn in most trade	3.79	Agree
25. In my trade many inmates can work in the workshop at the same time	4.06	Agree
26. Inmates learn well in most trades because of the teaching methods used by the instructors	4.13	Agree
27. Instructors are always supervised to ensure that they are doing their work well.		

N = 528 (No of inmates and ex-convicts)

X = mean response of the respondents

Out of the 28 items responded to by respondents in table 8 above, 20 items were rated above 3.50. The eight items that did not reach this cut off mark fell within the disagree category, with mean ratings between 3.00 and 3.49.

Research Question 6

What are those factors that can enhance the operations of the vocational training

programme in the prisons and the consequent rehabilitation of prisoners in Nigeria?.

In order to answer the above research question, subjects were requested to respond to 30 items relating to those factors that can enhance vocational training and rehabilitation of prisoners. The 30 items were grouped into two sections of managerial and social factors. The data are presented in Tables 9 and 10.

Table 9

Mean Responses of the Instructors, inmates and Ex-convicts on the management Factors that can Enhance Operations of Vocational Training in the prisons

Items	\bar{X}	Remarks
1. Motivation of the inmates	3.53	F
2. Encouragement of practical work	3.59	F
3. Stimulation of problem-solving ability	3.57	F
4. Encouragement of creativity	3.57	F
5. Encouragement of skill development in Different occupations	3.27	NF
6. Enough time for teaching and learning	3.62	F
7. Adjustment of the content to Technological changes	3.75	F

8.	Provision of competent instructors in all trades	3.59	F
9.	Enough incentives for the instructors	3.58	F
10.	Enough instructors in all trades	3.66	F
11.	Enough workshop materials tools and equipment	3.65	F
12.	Adequate supervision	3.37	NF
13.	Provision of good working condition	3.52	F
14.	Set realistic vocational training goals	4.21	F
15.	Plan effectively for goal attainment	4.01	F
16.	Textbooks and material resources essential for training	4.55	F
17.	Evaluate all activities / operations in the process of goal attainment	3.53	F

F = Factor; NF - not a factors; X= Mean response; N = 606 (No. of instructions, inmates and ex-convicts).

Table 9 shows that 15 out of the 17 items are factors necessary for enhancing the operations of vocational training in the prisons. A high mean response of 4.55 was recorded at No. 16 (text-books and material resources essential for training).

Table 10

Mean Responses of Respondents on those Social Factors that can enhance the rehabilitation of Prisoners in Nigeria

S/No	Social Factors	\bar{X}	Remarks
1.	Society should adopt a positive attitude towards discharged prisoners	3.75	F
2.	Government should review the job restriction placed on discharged prisoners	3.62	F
3.	Families should not look on their members who are discharged from prison	3.76	F
4.	Environment for training in the prison should not be repressive	3.95	F
5.	Discharged prisoners should be motivated through financial assistance to establish small scale businesses	3.95	F
6.	Moral and psychological support should be given to the discharged prisoners	3.50	F
7.	Prisoners should be trained in specific trades	3.53	F
8.	Inmates should go into available trades	2.10	NF
9.	Inmates should be supervised and guided properly in the workshop	3.90	F

10	Motivate inmates through reward for		
10	Motivate inmates through reward for Executing excellent job or projects	3.82	F
	Executing excellent job or projects	3.82	F
11	Motivate inmates through praises and		
11.	Motivation of inmates through praises and other positive reinforcement strategies	3.10	NF
	other positive reinforcement strategies	3.10	NF
12	Motivate inmates in their trades through		
12.	Motivate inmates in their trades through provision of training facilities:	3.61	F
	provision of training facilities:	3.61	F
13.	Guide against and check the mis-education Of inmates in the prison by their fellow inmates	3.95	F

F = Factor; NF = Not a factor; N = 606 (No. of instructors, inmates and ex-convicts)

F = Factor; NF = Not a factor; N = 606 (No. of instructors, inmates and ex-convicts)

\bar{X} = Mean

\bar{X} = Mean

Table 10 above indicates that the instructors, inmates and ex-convicts agreed to

11 out of the 13 listed social factors that can enhance the rehabilitation of prisoners.

Mean responses to these factors range from 3.50 to 3.95. The remaining two social

Mean responses to these factors range from 3.50 to 3.95. The remaining two social

factors with mean responses of 2.10 and 3.10 were rated as not factors respectively.

Hypothesis I

There is no significance difference between the mean responses of instructors and ex-convicts on those factors that can enhance the operations of the vocational training programme in the prisons and the consequent rehabilitation of prisoners in Nigeria. In order to test the hypothesis, 17 managerial factors were itemized for the respondents to indicate those factors that can enhance the operations of vocational in the prisons.

Table 11

The t-test Analysis of Responses of Instructors and Ex-convicts on those Managerial Factors that can enhance the Operations of Vocational Training in the Prisons

S/No.	Managerial Factors	\bar{X}_1	\bar{X}_2	$t_{cal.}$ t-value	Remarks
1.	Motivation of inmates	3.53	3.90	0.50	NS
2.	Encouragement of practical work	3.59	3.80	-0.19	NS
3.	Stimulation of problem-solving ability	3.57	3.80	-0.97	NS
4.	Encouragement of creativity	3.57	4.10	-0.87	NS
5.	Encouragement of skill development in different occupations	3.27	3.50	-0.31	NS
6.	Enough time for teaching and learning	3.62	4.30	-2.13	NS
7.	Adjustment of the content to				

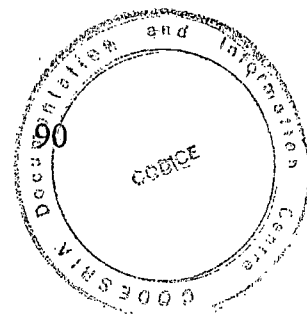
	technological change	3.75	3.90	-0.51	NS
8.	Provision of competent instructors in all trades	3.59	4.00	-0.15	NS
9.	Enough incentives for the instructors	3.58	3.80	-0.61	NS
10.	Enough instructors in all trades	3.66	3.80	-0.61	NS
11.	Enough workshop materials, tools and equipment	3.65	3.68	0.12	NS
12.	Adequate supervision	3.37	3.90	-1.04	NS
13.	Provision of good working condition	3.52	4.40	-1.37	NS
14.	Set realistic vocation training goals	4.21	4.00	0.87	NS
15.	Plan effectively for goal attainment	4.01	3.24	1.99	S
16.	Textbooks and material resources essential for training	3.25	4.00	-2.13	S
17.	Evaluate all activities/operations in the process of goal attainment.	3.13	3.50	-0.08	NS

Note: No. of Instructors, $N_1 = 78$

No. of Ex-convicts, $N_2 = 102$

\bar{X}_1 = Mean response of instructors

\bar{X}_2 = Mean response of ex-convicts



DF = 61; P = 0.05; Table t = 1.96

NS = Not significant

S = Significant

Table 11 shows that there is no significant difference in 15 out of the 17 management factors; but significant difference exist in two of the management factors that can enhance the operations of vocational training in the prisons. The management factors with significant difference are Nos. 15 (plan effectively for goal attainments) and 16 (source human and material resources essential for training) with calculated t-values more than the normal table value of 1.96.

Table 12

The t-test Analysis of Responses of Instructors and Ex-convicts on those Social Factors that can Enhance the Rehabilitation of Prisoners in Nigeria.

S/No	Social Factors	\bar{X}_1	\bar{X}_2	Calculated t - value	Remarks
1.	Society should adopt a positive attitude towards discharged prisoners	3.65	3.90	0.60	NS
2.	Government should review the job restriction placed on				

	discharge	3.88	3.80	- 0.06	NS
3.	Families should not look down on their members who are discharge from prison	3.26	3.80	- 1.41	NS
4.	Environment for skill training in the prison should not be repressive.	3.228	4.10	2.19	NS
5.	Discharge prisoners should be motivated through financial assistance to establish small-scale businesses.	3.33	4.50	- 0.45	NS
6.	Moral and psychological support should be given to discharge prisoners.	3.66	4.30	2.10	S
7.	Prisoners should be trained in specific trades.	3.49	3.90	- 0.16	NS
8.	Inmates should be supervised and guided properly in the workshop.	3.66	4.00	- 0.99	NS
9.	Inmates should go into				

Hypothesis II

There will be no significant difference between the mean responses of inmates and ex-convicts on the instructional methods and technique used by instructors for instruction in the Nigerian prisons.

The t-test was used to this hypothesis and the result is presented in Table 13.

Table 13

The t-test Analysis of the Responses of Prison Inmates and Ex-convicts on the Instructional Methods and Techniques used by Instructors

S/N0.	Methods/Techniques	\bar{X}_1	\bar{X}_2	Calculated	
				t-value	Remarks
1.	Instructors discuss topics with inmates in the classroom.	3.69	4.00	- 0.81	NS
2.	Instructors discuss topic with inmates in the workshop.	4.06	4.40	- 1.39	NS
3.	Instructors discuss topic with inmates gradually to allow inmates follow up well.	4.04	4.30	- 0.90	NS
4.	Inmates are always given enough				

	time to ask questions.	3.71	4.20	- 1.31	NS
5.	Instructors always demonstrate new jobs to inmates after discussing the jobs.	3.79	4.30	- 1.31	NS
6.	Instructors make sure that inmates watch attentively during the demonstrate.	3.93	4.00	- 0.23	NS
7.	There is always enough space in the workshop for the demonstration	3.68	3.90	- 0.63	NS
8.	Inmates always ask questions during and after the demonstration.	3.74	3.20	1.55	NS
9.	Enough time is always given for the demonstration.	3.45	4.00	- 1.38	NS
10.	Demonstrations are always on real jobs using real materials.	3.74	3.70	0.11	NS
11.	Inmates always have the chance to practice what the instructor has demonstrated.	3.39	4.10	- 1.77	NS
12.	Instructors supervise the inmates when they practices the demonstration.	3.98	4.00	- 0.05	NS
13.	Inmates are given enough time to				

	practices the demonstration.	3.32	3.90	- 1.41	NS
14.	Materials are always available for the inmates to practise the demonstration.	3.39	3.30	0.24	NS
15.	Instructor given practical works (projects) to the inmates to do in the workshop.	4.11	4.20	- 0.25	NS
16.	Instructions explain to the inmates how to do the projects or jobs before they start doing them.	4.53	4.10	1.83	NS
17.	Projects or job done by the inmates are always sold to get money.	3.83	3.40	1.20	NS
18.	Inmates are given some reward when they do some jobs that are sold.	3.53	3.70	-0.51	NS
19.	Inmates are taken to some establishments where their trades are practically done	3.45	2.90	1.33	NS
20.	Inmates are encouraged to				

	take trade tests or craft examinations in their trades	3.90	4.40	-2.02	S
21.	Practical work is done at least once weekly in the workshop	4.10	4.20	-0.29	NS
22.	Instructors are always friendly with inmates both in the classroom and workshop	3.68	4.70	-2.81	S
23.	Instructors teach or guide inmates individually when necessary	3.49	4.50	-3.38	S
24.	Instructors encourage inmates to learn or practise jobs in group or individually.	3.45	3.80	-0.83	NS
25.	Inmates are encouraged to help one another to learn in most trades.	3.79	4.40	2.55	S
26.	Many inmates can work in the workshop at the same time.	4.06	4.55	-1.13	NS
27.	Inmates learn well in most trades because of the teaching methods used by the instructors	4.13	4.70	-2.03	S
28.	Instructors are always supervised				

to ensure that they are doing

their work well

3.86 4.30 1.38 NS

N_1 (No. of inmates) = 426;

N_2 (No. of ex-convicts) = 102

X_1 = Mean responses of inmates

X_2 = Mean responses of ex-convicts; DF = 61; $P=0.05$; $T_{table} = 1.96$

NS= Not significant; S = Significant.

As shown in Table 13 above, the responses of prison inmates and ex-convicts are not significant. (NS) in 23 out of the 28 instructional methods and techniques used by the instructors for instruction in Nigerian prisons. Items Nos. 20,22, 23 (Instructors each or guide inmate individually when necessary) 25 and 27(inmates are encouraged to help one another to learn in most trades) are significant. They have significant differences in the mean responses with calculated t-values of 2.02,2.81,3.38, 2.55 and 2.03 respectively, which are more than the critical table value of 1.96.

Hypothesis III

There will be no significant difference between the mean responses of instructors, inmates and ex-convicts on the adequacy of vocational training facilities in the prison vocational training programme.

In order to test this hypothesis, a list of six items was listed for the respondents to identify those that are adequately available for the inmates training in the prison.

Table 14**One-way Analysis of Variance for the Adequacy of Training Facilities (Resources) in Nigerian Prisons.**

Source of variation	Sum of		Mean	F. Ratio
	D.F.	Squares	Squares	
Between groups	2	597.5728	298.7864	0.76
Within groups	534	178349.1992	392.8396	
Total	536	178946.7720		

Note: Table F-value = 3.00

Table 14, shows that the computed F-ratio is 0.76, which is less than the Table F-value of 3.00 at 0.05 level of significance, thus providing evidence to accept the hypothesis. This has therefore shown that there is no significant difference between the mean responses among the three respondents on the adequacy of instructional facilities/resources in the prison vocational training programme.

Table 15**One-way Analysis of Variance for the Adequacy of Training Equipment in the Nigerian Prisons.**

Source of variation	Sum of		Mean	F. Ratio
	D.F.	Squares	Squares	

Between groups	2	613.1575	306.5786	4.84
Within groups	534	17287.4492	63.3240	
Total	536	17900.6067		

Table F-ratio = 3.00

Table 15 shows a significance difference in the mean responses of the instructors, inmates and ex-convicts on the adequacy of training equipment in the Nigerian prisons. The table F-value of training equipment in the Nigerian prisons. The table F-value of 3.00 is less than the computed F-ratio of 4.48 at 0.05 level of significance. This led to the rejection of the null hypothesis.

Table 16

One-way Analysis of Variance for the Adequacy of Training Tools in the Nigerian Prisons.

Source of variation	Sum of		Mean	F. Ratio
	D.F.	Squares	Squares	
Between groups	2	91.2526	45.6263	1.07
Within groups	534	11666.4263	42.7342	

Total 536 11757.6789

Table F-value = 3.00

As shown in Table 16 above, the table computed F-ratio is 1.07. The null hypothesis is therefore accepted. This indicates that no significant difference exists in the mean responses of the instructors, inmates and ex-convicts on the adequacy of instructional training tools in the Nigerian prisons.

Table 17

**One-way Analysis of Variance for the Adequacy of Training Teaching Aids
in the Nigerian Prisons**

Source of variation	Sum of		Mean	
	D.F.	Squares	Squares	F. Ratio
Between groups	2	535.0269	883.7566	3.96
Within groups	534	171373.2227	379.9849	
Total	536	178908.2496		

Table F-value = 3.00

Table 17 shows that the computed F-ratio is 3.96 which is higher than the Table-F-value of 3.00 at 0.05 level of significance. The null hypothesis was therefore rejected. This indicates a significant difference in the mean responses of the instructors, inmates and ex-convicts on the adequacy of vocational training teaching aids for instructions

in the Nigerian prisons.

Major Findings of the Study

The following findings were made by the study:

1. Eight trades were jointly identified by the instructors, inmates and ex-convicts as existing in all the prisons studied, for the vocational training programme of the Nigerian prisons.

These trades are:

- (i) Electrical installation
- (ii) Carpentry
- (iii) Cabinet making
- (iv) Blacksmithing and ornamentals
- (v) Tailoring/garment making
- (vi) Crop production
- (vii) Vegetable production
- (viii) Bricklaying

The remaining twelve trades do not exist in all the prisons but few exist in some prisons at different proportions

2. Four major criteria that are generally accepted for assigning inmates into various prisons were identified. These are:

- (i) Gender of the inmates
 - (ii) Number of years of sentence
 - (iii) Educational background before imprisonment
 - (iv) Previous occupation of the convict
3. The instructors, inmates and ex-convicts identified the workshop space as the only resource (facility) adequately available for the vocational training programme in the Nigerian prisons. The equipment identified as adequately available is only the sewing machine. Tools identified as adequately available are vices and pairs of scissors. The only teaching aid identified as available is the chalkboard.
4. Four contents of the vocational training programme were identified as being satisfactory for meeting the skill development needs of the prison inmates.

These include:

- (i) The content can help inmates learn real jobs
- (ii) The subjects have enough practical components
- (iii) The subjects centre on the development of skill that inmates need for self-employment.
- (iv) The subjects have both theory and practical sub-units.

5. Nineteen instructional methods and techniques used for instruction in the Nigerian prison vocational training programmes were identified. Some of these methods and techniques include:

- (i) Discussion method in the classroom and in the workshop
- (ii) Discussion of topics gradually to allow inmates following well
- (iii) Giving inmate enough time to ask questions
- (iv) Demonstration method with new jobs to the inmates.
- (v) Giving practical projects to the inmates
- (vi) Giving practical projects to the inmates
- (vii) Encouragement of group learning
- (viii) Using positive reinforcement to encourage the inmates
- (ix) Friendly attitudes to the inmates both in the classroom and in the workshop.
- (x) Supervision of the inmates during practical work in the workshop
- (xi) Encouragement of constant practice by giving inmates projects to do in the workshop at least once weekly.
- (xii) Encouraging inmates who are better skilled to teach others.

(xiii) Encouraging inmates to practice on real jobs

6. Fifteen management factors that can enhance the operations of the vocational training programme were identified by the instructors and ex-convicts. These include:

- (i) Motivation of inmates
- (ii) Encouragement of practical work.
- (iii) Stimulation of problem-solving ability
- (iv) Encouragement of creativity
- (v) Enough time for teaching and learning
- (vi) Provision of competent instructors in all occupations
- (vii) Adequate workshop materials tool equipment and teaching aids.
- (viii) Provision of enough working materials
- (ix) Setting realistic vocational training goals
- (x) Planning effectively for goal attainment
- (xi) Adjustment of instructional content to technological changes.
- (xii) Enough incentives for all the instructors.

Eleven social factors that can enhance the rehabilitation of prisoners in Nigeria, as presented in table 10 are:

- (i) Society should adopt a positive attitude towards the discharge prisoners.
- (ii) Government should review the job or employment restriction order

placed on discharged prisoners.

- (iii) Families should not look down on their members who are discharge from prison.
- (iv) Environment for training in the prison should be repressive.
- (v) Discharged prisoners should be motivated through financial assistance to establish small-scale businesses.
- (vi) Moral and psychological support should be given to the discharge prisoners.
- (vii) Motivate inmates through rewards for executing excellent jobs.
- (viii) Inmates should concentrate their skill acquisition in specific trades.
- (ix) Motivate inmates in their trades through the provision of training facilities
- (x) Guide against the miseducation of inmates in the prison by fellow prison inmates.

1. Hypotheses - Tests of the hypothesis of the study revealed the following findings:

- (i) There was no significant difference in the mean responses of the instructors and ex-convicts on 15 out of the 17 material factors that can enhance the operations of the vocational training programme in the prisons. Significant difference occurred in the opinions of the instructors and the ex-convicts on two of the managerial factors listed in Table 10.

(ii) There was no significant difference in the mean responses of instructors and ex-convicts on 10 out of the 13 listed social factors that can enhance the rehabilitation of prisoners in Nigeria.

(iii) There was no significant difference in the mean responses of inmates and ex-convicts on 26 out of the 28 outlined instructional methods and techniques used by instructors for instructions in Nigerian prisons. Significant difference occurred in the two remaining items.

(iv) There was no significant difference in the mean responses of instructors, inmates and ex-convicts on the adequacy of instructional resource (facilities) for training in the prisons.

(v) Significant difference occurred in the mean responses of instructors, inmates and ex-convicts on the adequacy of teaching equipment needed for instruction in the Nigerian prisons.

(vi) Instructors, inmates and ex-convicts did not differ significantly in their mans responses on the adequacy of workshop tools needed for instruction in the vocational training programme of the Nigerian prisons.

(vii) Significant difference occurred in the mean responses of inmates, instructors and ex-convicts in their mean responses on the adequacy of teaching aids needed for instruction in the Nigerian prisons.

Discussion

The study identified eight trades that have high availability rating in the Nigerian

prisons. The result showing the opinion of the respondents indicate eight trades as presented in Table 3 have percentage responses ranging from 53% to 88%. These opinions represent the fact that these eight trades are available in all the prisons studied. The responses also show that the remaining twelve trades listed, do not exist in all the prisons.

The issues of making trades available in the Nigerian prisons was emphasized by Nigerian Prisons (1984) and Shagai (1992) as very important for rehabilitation purposes. The availability and degree of participation are two factors that can determine the level of skills acquired by prison inmates in Nigerian prisons. There are different categories of prisons in Nigeria, and so the number of trades available in the Nigerian prisons will differ from one prison to the other. At Nsukka, Okigwe, Abak, Oji River and Iko-Ekpene prisons, the study revealed that the trades available are: carpentry and tailoring; carpentry; Blacksmithing ornamentals and crop production and bricklaying; crop and vegetable production, carpentry, and tailoring respectively (Appendix P). The result of this study has revealed that agricultural productions such as vegetables and poultry for which Nsukka and Okigwe prisons are known (Amanze 1988) no more exist.

At Enugu prisons also the researcher found that carpentry, cabinet making, tailoring, wielding works and shoe making are the four trades available. The reason, according to instructors interviewed, is due to lack of instructors and inadequate funding. This report agrees with Ukoha (1995) who found out that although trades such as electrical installation, metal works and printing; are mentioned in the Nigerian

prison report, effective training did not take place in these trades. Instructors at Enugu prisons reported that Enugu prisons service was known for producing good quality printing works, house furniture, cane-furniture, farm and poultry products. Machinery and equipment in the prison printing press were not maintained and consequently got dilapidated. Activities in the prison printing press drastically reduced and instructors were consequently laid off or redeployed. Due to lack of materials, instructors in such trades as carpentry, cabinet works, welding and tailoring were drastically reduced. Classrooms were converted to open detention rooms or open prisons. The implication of this is that only few prison inmates now participate in the vocational training programme effectively. The result is that almost only those who have some trades before imprisonment now participate in skill training. This development is contrary to the objectives of imprisonment in Nigeria. According to Nigerian prison education and training is compulsory for all convicted prisoners. Nigerian Prisons (1991) also emphasized that rehabilitation of prisoners through vocational training is a very important function of the Nigerian Prison Authority.

Table 4 revealed that the respondents identified four criteria for assigning inmates in various trades. The first criteria, gender of the inmates; is a very obvious one, since men and women cannot equally participate in all trades. There are few trades where women can participate in the prison, and so in any prison where there are female convicts, almost all of them cluster in one trade. The second criteria, number of years of sentence; guide instructors to assist inmates with slow searching ability.

The third criteria, educational background before imprisonment; agree with the

findings of Justin (1985), that prisoners who have high level of education serve as resource persons in their respective discipline, Justin thereafter recommended that convicted prisoners should be trained in trades that are related to their previous occupation. This recommendation agrees with the fourth criteria identified by the respondents for this study; that prison convicts should be assigned to trades based on their previous occupation. Jimoh (1994) also agreed that assigning convicts to their previous trades before conviction will encourage skill training. The older ones in the trade can assist others acquire skill in the trade.

In Table 5, it was revealed that workshop spaces are the only resource adequately available to enhance training in the prisons. The researcher in the course of this study found that open halls were used as workshops. The absence of necessary machinery and equipment make these halls appear too large. Adequate workshop space is very necessary for effective learning since practices at different workposts might require the use of either long or wide working materials.

Also identified as available workshop equipment for training in the prisons is the sewing machine. The researcher found that sewing machines are virtually in all the prisons studied. This is why the number of prisoners training under tailoring / garment making trade are large in all the prisons, (Appendix F).

Table 5 also revealed that bench vices and pairs of scissors are the only tools adequately available for training in the prisons. This finding agrees with the observation by Ukoha (1995) that inadequate tools and equipment in the prisons deterred skill acquisition in electrical, and carpentry trades. Chalkboard is the only

teaching aid identified by the respondents in this study as being adequate. Others that are not adequately used for training in the prisons include the slides, charts and models.

In table 6, seven contents of the vocational training, in all trades, were identified as being satisfactory for meeting the skill developmental needs of the prison inmates. Some of these items are; the subjects have enough practical components; the subjects centre on the development of skill that inmates need for self-employment; the vocational subjects are backed by enough practical work that can help inmates develop skill in their trades. These three statements, among others, all point to the fact that the respondents all recognize skill development as a strong strategy for the rehabilitation of prisoners. These respondents also agree that the content of the subject contributes in making the subject interesting or uninteresting. Interesting subjects motivate learners to learn, thereby increasing the learnability of the contents. The interest of the learner is a motivating force in the selection of the content of any programme or course. In the Nigerian prisons, for instance, if the interest of the inmates undergoing the training programme is not taken care of adequately, the instructors run the risk of little or no learning at all. It can therefore be inferred that when course contents are interesting and accessible, they will become learnable. For learnability to be achieved therefore, the content of the course must be available in forms which Audey (1981) described as appropriate to the level of the learner. The selection of these contents according to Wheeler (1983) should not only be influenced

by interest and needs of the learners as part of the criteria but also as basis for curriculum orientation.

Twenty-four instructional methods and techniques useful for instruction in Nigerian Prisons' Vocational training programme were identified in Table 7. These instructional methods and techniques centered on discussion methods, demonstration methods, project methods, learner-participation techniques, questioning technique, behavioural modelling and mastery in the subject taught. The respondents highlighted the importance of these instructional methods and techniques for instructions in a vocational and technical institution. The use of the project method of instruction was rated highly in the Table 7. These were at Nos. 15 (instructors give practical work is done at least once weekly in the workshop) with mean responses of 4.11 and 4.10 respectively. The fact that the respondents were able to appreciate the need to use various instructional methods and techniques is quite appreciable. This is in agreement with the views of Anyakoha (1994) who contended that in teaching any skill, many methods and materials come into play to facilitate the learner's achievement of the objectives. Anyakoha also advised that teachers should be familiar with the range of methods they use for instruction. Anyakoha's views agreed with the findings of this study. The respondents rated highly, the opinion that inmates learn well in most trades because of the instructional methods used by the instructors. It is significant to note that the respondents rated very highly this item No. 27 (inmates learn well in most trades because of the teaching methods used by the instructors), with a mean response of 4.13.

In Table 8, 13 management factors that can enhance the operations of the vocational training programmes were identified. The result showed that management factors presented in this table have means ranging from 3.52 to 4.55. Management itself is an essential factor in all organized endeavours in all human activities. It is the basic integrating process of all business or learning activities. The respondents realized this fact and so rated highly such management factors as motivation of inmates. Stimulation of problem-solving ability; encouragement of creativity; setting realistic vocational goals; planning effectively for goal attainment; provision of textbooks and material resources essential for training; the process of goal attainment. These factors attracted mean responses of 3.53, 3.57, 3.57, 4.21, 4.00, 4.55 and 3.53 respectively. This result agrees with the findings of Bonque (1981) that management is concerned with getting the best out of people in the achievement of the objectives of the business, as well as achieving the goals of an organization by utilizing people and other resources. The respondents realized that possessing these managerial abilities is essential for the successful achievement of the objectives of instructions in any vocational training programme.

The result of this study also revealed that the respondents strongly agreed that the availability of textbooks and other instructional materials will enhance the teaching and learning of vocational skills in the Nigerian prisons. The importance of textbooks and other instructional materials cannot be over-emphasized. They are considered extremely valuable because they clarify verbal explanations, demonstrate principles which otherwise are often difficult to visualize and add realism and interest to learning

situations. They also hasten knowledge, transfer processes and/or improve the relative depth of understanding of the subject being taught. Textbooks and other instructional materials are information agents designed specifically to fulfill objectives in a teaching/learning situation (Imogie & Agun, 1988). This finding is in agreement with the findings of Curson (1982), who found that textbooks and other instructional materials aid effectiveness in the classrooms and workshops by evoking in the learners the same mental image as in the instructors, thereby making words more comprehensible or less ambiguous. It also provides a common starting point to get the class thinking along similar lines. Textbooks help learners grasp relationship, pickout similarities and differences so that they are led to generalize, discriminate and organize their knowledge.

Favourable responses given to such managerial factors as provision of adequate instructors and competent instructors in all the trades show that the respondents are appreciative of good quality instruction which is very necessary for the development of skill in all the trades. This finding is in agreement with the views of Oyedeji (1992) which stipulated that quality and purposeful instruction is an absolute pre-requisite to gainful learning, especially in a skill developing instructional process. For this gainful and purposeful learning to be achieved, the teacher must possess such teaching abilities as:

- (1) Communication skills

- (2) Interpersonal skills
- (3) Intellectual skill.

The communication skills will provide the teacher with the ability to give clear, simple and logistic instructions. The interpersonal skills will provide the ability to organize a group of people in a classroom, interact well with them and properly manage these people and the materials available for instructions. The intellectual skill will provide the ability to acquire the acquired knowledge about subject matter. In the Nigerian prisons, the respondents believe that the interpersonal skill possessed by the instructors can help them to create a warm and close relationship with the prison inmates and motivate them to work both independently and in groups.

Eleven social factors that can help the rehabilitation of prisoners in Nigerian prisons were identified in Table 9. The responses of the respondents revealed that they are aware that they are not readily acceptable by the society on discharge. They agree to the fact that there should be:

- (i) Positive attitude by the society towards discharged prisoners.
- (ii) Government's review of the job restrictions placed on discharged inmates
- (iii) Acceptance of discharged prisoners by their families and,
- (iv) Moral, psychological and financial support to these discharged prisoners to enter into and progress in the world of work.

These results are consistent with previous demands on penal education and rehabilitation of discharged prisoners by Ojo (1996). The Research result also showed that the respondents are aware of the dangers inherent in the miseducation of prison

inmates by fellow inmates. This is consistent with the view expressed by Thompson (1992), that prison inmates come out of prison destroyed morally, socially, psychologically and economically.

Table 10 revealed that there was no significant difference in the mean responses of the instructors and ex-convicts on 15 out of the 17 managerial factors that can enhance the operations of the vocational training programme in the prisons. This shows that all the respondents agree that the managerial factors responded to are capable of ensuring that the operations of vocational training programmes in the prisons achieve their desired objectives. These objectives centre on the rehabilitation of the prison inmates on discharge (Nigerian Prison, 1984). The result has also shown that effective planning of the vocational training activities can help prisoners achieve realistic goals that can help to rehabilitate them on discharge. The observed difference in the test in two of the factors could be as a result of the fact that time factor is not taken seriously in the prison. Some of the respondents who are not knowledgeable in the value of time feel that since inmates on training can always go to the workshop at will and work, when told to do, the issue of regulated time will not be important. In the same way the significant difference in opinion that existed with respect to effective planning could be attributed to the fact that knowledge of planning comes with education, and so the uneducated among the respondents did not attribute much importance to planning since, in fact, they don't know its importance in management. The difference do not in any way indicate non-importance of the item, in fact they could be said to stress the degree of agreement placed on

these managerial factors by instructors and ex-convicts.

Table 11 revealed that no significant difference existed between the mean responses of instructors and ex-convicts on the social factors that can enhance the rehabilitation of prisoners on discharge. These occurred in 10 out of the 13 social factors presented. This result revealed the fact that these prisoners are still members of the community. This is why the respondents rated highly their response on giving the prisoner moral and psychological support when discharged. This result is consistent with the views expressed by Amanze (1988), that when the society places a man behind walls and bars, the same society should be conscious enough to help and prepare that man to return to that society equipped for useful life.

Significant differences existed in three of the social factors that can enhance the rehabilitation of prisoners. These observed differences may be attributed to the fact that some of the respondents over-expressed their emotions. For example some of them might have had the erroneous impression that since imprisonment is associated with punishment; asking for an environment that is not repressive might look unrealistic; forgetting that the concept of humanness has influenced the rehabilitation objectives of the Nigerian Prisons (Ukoha, 1995). The difference may also have been as a result of the impression of some of the respondents that advocating against the miseducation or for moral support of a people who have no morale and who are already miseducated is a waste of time. In any case, these observed differences do not in any way under-rate the importance of these social factors but could be said to have stressed their ability to enhance the rehabilitation of prisoners on discharge.

In Table 12, the t-test analysis shows that there was no significant difference in 26 out of 28 instructional methods and techniques used by instructors for instructions in the vocational training programmes of the Nigerian Prisons. The result revealed by this study indicate that quality instructions enhance useful and purposeful learning. This fact was highlighted by the high mean ratings to such items as, practical work is done at least once weekly in the workshop, (4.10). Instructors give practical work to inmates to do in the workshop, (4.11) and inmates learn well in their trades because of the teaching methods used by the instructors (4.13). That the prison inmates and ex-convicts agreed on 26 methods and techniques that could be used to enhance vocational training in the prisons show the importance of varying teaching methods and techniques. The importance of varying teaching techniques cannot be over-emphasized. This is consistent with the views of Bello and Willey (1981) and Anyakoha (1986), that teachers should not confine a teaching situation to the use of only one method and technique, these should be varied for effectiveness.

As shown in Table 7, teaching methods as field trip and industrial training were not used in any of the trades. Experts in prison vocational training and general vocational education recognized the methods as having the potency of providing on the job work experience. To the inmates in particular, it will provide viable work programmes and assist them in finding jobs. To the institution, it will enhance use of community resources, a surer way of up-dating resources and enhancing public relations. Non-utilization of the methods invariably will continue to further isolate the prison, its meagre resources and staff from the rich resources in the industry and

community.

The ANOVA test in Table 13 shows ~~that was~~ no significant difference in the mean responses of the instructors, inmates and ex-convicts on the adequacy of instructional resources (facilities) for training in the prisons. Table 5 shows that workshop space is the only resource (facility) rated as adequately available for training in the prison vocational training programme. The result showed that such facilities like classroom space, library space/textbooks, among others; were rated inadequate.

The problem of inadequate classroom space is serious, since interview reports showed that only demonstration classes in wood related trades take place in the workshop. The identified inadequate library space in the prison looks defensible. The reason might be because the programme is vocational training and not vocational education that requires references in designs and constructions and technical information. This reason notwithstanding, inmates still need to update their knowledge.

This problem of inadequate library space, classroom space and instructors, prevalent in the Nigerian prisons seriously questions the sincerity of the government and Nigerian Prisons Service, in rehabilitating prisoners using the vocational training. It can therefore be inferred that the observed disinterest (Adigwe, 1985), among inmates towards participation in training is induced by the observed inadequacies. If at any given training session, especially in the classrooms, the available space cannot accommodate all the inmates at a time; it would then not be surprising seeing inmates exhibiting sheer unwillingness to participate in training schemes due to lack of interest. These inmates are then likely to idle away the training time. This finding is consistent with the recommendation of Thompson (1992), that inmates should be assisted to use the useful time spent in gossips and miseducation for training in vocational

trades that can aid their rehabilitation on discharge.

In Table 14 significant difference occurred in the mean responses of instructors, inmates and ex-convicts on the adequacy of teaching equipment needed for instruction in the Nigerian prisons. The observed difference may be attributed to the fact that majority of the respondents are restricted to the prison service activities and have not been exposed to the technical abilities of the wider society. It is this reason that may have restricted their level of information on the quality and quantity of equipment adequate for instruction in vocational training programme.

Inmates, instructors and ex-convicts did not differ significantly in their mean responses on the adequacy of workshop tools needed for instruction in the vocational training programme of the Nigerian prisons. In Table 5, Bench Vices and pairs of scissors are the only working tools identified by the respondents as adequately available for the training programme. That training equipment and tools are not adequate is a problem of major concern, as the situation can cause disenchantment among the prisoners. However, interview report and investigation carried out by the researcher revealed that most equipment and tools are either damaged, ill-maintained or obsolete. A situation where tools and equipment are obsolete and ill-maintained due to dearth of fund does not only constitute problems of greater magnitude but also questions the seriousness and sincerity of the Nigerian Prisons Service in reforming and rehabilitating inmates using vocational training.

Experts in vocational education (Olaitan, 1987; Osuala, 1990) believe that quality programmes are housed in laboratories and workshops adequately equipped to ensure that beneficiaries acquire the production skills necessary to secure and retain employment. Furthermore, they insisted that while efforts should be made to reduce cost, there is a minimum below which vocational training cannot be given effectively.

Precisely, assessing vocational training programme in the Nigerian prisons suggests in the areas of trades identified by the respondents, in the Nigerian prisons. This result finding holds despite the respondents' ratings that the content and instructional methods and techniques for instructions in the Nigerian prisons are adequate and can enhance skill acquisition of the prison inmates.

Table 16 reveals that significant difference occurred in the mean responses of the respondents on the adequacy of teaching aids needed for instructions in the Nigerian prisons. Teaching aids constitute very important resource facility for instructions.

This is as the learner learns better when he sees, articulates and practises with any learning activity. The observed difference in the mean responses of the respondents was likely to have been caused by the level of understanding and exposure of some of the respondents. Some of them could be occasional instructors who are not training in the methodology of instructions. They would not have known and will not appreciate the importance of teaching aids in instructions.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Re-Statement of the Problem

In Nigeria, imprisonment is associated with subjecting convicts to punishment, commensurate with their terms of sentence. Fortunately, the Federal Republic of Nigeria (1984), outlined the objectives of imprisonment in Nigeria to include reformation and rehabilitation. This rehabilitation involves helping individual inmates to acquire useful means of livelihood. This rehabilitation will be possible if these inmates acquire skills which can help them to participate usefully in the work of their society.

Prison vocational training programme exist in almost all the prisons in Nigeria. In this programme prison inmates are supposed to acquire skills in the different trades that are available. Their acquisition of skill in these trades is supposed to help them get employment or go into self-employment. It is unfortunately that most of these prisoners on discharge do not retain any employment nor do a good number of them go into self-employment. Research evidence has shown that rather than get rehabilitated in the work of the society, most of these ex-convicts go back to crime and subsequently to prison.

There has been visible doubts as to whether the vocational training programme

in the Nigerian prison is valid and reliable. This is with regards to the operational strategies adopted in carrying out the vocational training programme as it concerns the content of the programme, instructional methodology used in the programme and the organizational structure of the programme.

There is the necessity to identify skill developing factors in a vocational training programme that can enhance employment or self-employment and equip the prisoners to enable them go into employment or self-employment on discharge. Therefore, the concern of this study was to assess those vocational training needs of the prison inmates that can help them get rehabilitated by securing employment or self-employment on discharge.

Specifically, the study was designed to achieve the following objectives:

1. Identify the various vocational trades available in the Nigerian prison for the rehabilitation of the prison inmate.
2. Identify the criteria for assigning inmates into various occupational trades.
3. Assess the training facilities, tools and equipment in meeting the adjustment needs of the inmates.
4. Determine the usefulness of the content of the programme in various trades in helping prison inmates acquire useful skills.
5. Assess the adequacy of instructions and instructional techniques in the various occupational trades.
6. Identify those visible hindrances to effective rehabilitation of the discharged prisoners.

Summary of Procedures Used

The study was surveyed research designed to assess the operations of the vocational training of the Nigerian prisons. The population was made up of 1161 people out of whom 783 prison inmates, 122 ex-convicts and 98 instructors in the nine prisons in Enugu, Imo, Akwa Ibom States.

Questionnaire was the main instrument developed and used for data collection. The instrument was validated for face validity by lecturers in the Department of Vocational Teacher Education, University of Nigeria, Nsukka and Department of Technical Education, Delta State University, Abraka. The reliability was established using a trial-testing approach. The trial-tested result was established using the Crombach Alpha approach. Consequently, the reliability coefficients of the entire instrument was found to be 0.82.

The final instrument contained 160 questionnaire items comprising of:

- i. Twenty items of availability of trades in the prisons.
- ii. Thirteen items on criteria for assigning inmates into the trades available in the prisons.
- iii. Forty-nine items on facility identification.
- iv. Twenty items on contents of the programme.
- v. Twenty-eight items on instructional methods and techniques; and
- vi. Thirty items on the management and social factors that can enhance the operations of the training programme and subsequent rehabilitation of the

prison inmate.

Mean scores, percentages, t-tests, and Analysis of Variance (ANOVA) were used in analysing the data. All the null hypothesis formulated for the study were tested at 0.05 level of significance. The data were analysed using computer (statistical package for the social sciences (SPSS)).

Principal Findings

The following are the principal findings of the study:

1. Eight trades were identified by the respondents as existing generally in all the Nigerian prisons. These trades are:
 - i. Electrical installation
 - ii. Carpentry
 - iii. Cabinet making
 - iv. Blacksmithing and ornamentals
 - v. Tailoring / Garment making
 - vi. Crop production
 - vii. Vegetable production
 - viii. Bricklaying.

2. Four generally accepted criteria for assigning inmates to various trades were identified. They include:
 - i. Gender of the inmates.

- ii. **Number of years of sentence**
 - iii. **Education background before imprisonment**
 - iv. **Previous occupation of the convicts.**
3. **Facilities identified by the respondents as adequate for training in the prison vocational training programme include;**
- i. **The workshop space**
 - ii. **The sewing machine**
 - iii. **Bench vices**
 - iv. **Pairs of scissors, and**
 - v. **Chalkboards.**
4. **Four contents of the convocational training programme were identified as being adequate for the sill development needs of the prison inmates. These include:**
- i. **The subjects have enough practical components**
 - ii. **The contents can help me learn real jobs**
 - iii. **The subjects centre on the development of skills that inmates need for self-employment.**
 - iv. **The subjects have both theory and practical sub-units.**

5. Nineteen instructional methods and techniques used for instruction in the Nigeria Prison Vocation Training programme were identified. Some of these methods and techniques include:

- i. Discussion method in the classroom and in the work shops
- ii. Discussing topic gradually to allow inmates follow-up well.
- iii. Giving inmates enough time to ask questions both in the workshop and classroom.
- iv. Giving practical projects to the inmates.
- v. Friendly attitude to the inmates both in the classroom and in the workshops.

6. Fifteen management and II social factors that can enhance the operation of the vocational training programme and hence help to rehabilitate the discharge prisoner were identified by the respondent.

These include:

- i. Motivation of the inmates.
- ii. Stimulation of problem-solving ability
- iii. Encouragement of creativity
- iv. Provision of competent instructors in all occupations
- v. Setting realistic vocational training goals,
- vi. Adequate working materials, tools and equipment and teaching aids.
- vii. Society's positive attitude towards the discharged prisoners.
- viii. Encouraging the discharged prisoners through financial assistance to

establish their small-scale businesses.

- ix. Guiding against the miseducation of inmates in the prison by fellow inmates.

7. Tests of the hypothesis of this study revealed the following findings;

- i. There was no significant difference between the mean responses of the instructors and ex-convicts on the management and social factors that can enhance the operation of the vocational training programmes in the Nigerian prisons.
- ii. There was no significant difference between the mean responses of inmates and ex-convicts on the instructional methods and techniques used by instructors for instructions in Nigerian prisons.
- iii. There was no significant difference between the mean responses of instructors, inmates and ex-convicts on the adequacy of instructional resources and workshop tools for training in the Nigerian prisons.
- iv. Significant difference occurred between the mean responses of inmates, instructors and ex-convicts on the adequacy of instructional equipments and teaching aids used for instructions in the vocational training programme of the Nigerian prisons.

CONCLUSION

The operational component, namely, the management factors and the social factors identified by the study represent what the inmates, instructors and ex-convicts involved in the study consider as adequate for enhancing the operation of the vocational training programme in the Nigerian prison and consequently enhance the rehabilitation of the inmates when discharged. Furthermore, the instructional and training component (assigning inmates to trades, teaching methods and techniques, contents of the programme) determined in the study represent a consensual list of what the respondents considered would hinder as well as enhance the acquisition of skills in the prison vocational training programme. It is expected that adequately planned and implemented prison vocational training programme that is based on the findings of this study will equip the prison inmates with the necessary skill that will help them become self-reliant in the world of work when discharged. This would as a result help to reduce crime in the society and recidivism among the crime conscious members of our communities. Conscious positive efforts should in effect, be made to enhance the operations of vocational training programmes available in Nigerian prisons.

Implications of the Study

The study identified managerial and social factors that can enhance the operations of the vocational training programmes of the Nigerians prisons and consequently rehabilitate the prisoners on discharge and based on that, the Nigerian prison service

will have better understanding of the rehabilitation needs of the prisoners.

The findings could certainly serve as an initial input into the development and implementation of functional vocational training programme for the prison inmates. Such a programme will help to provide the prisoners with the necessary skills and competencies for immediate employment or self-employment on discharge thus fulfilling their rehabilitation objectives of the Nigerian Prison Service.

For Nigerian Prison authority to be able to plan and implement the functional programme, the instructors in Nigerian prison would have to do more than mere teaching of the available trades but must prepare the prisoners for useful life, on discharge, by ensuring that the instructional methods and techniques identified in this study are acquired. The findings therefore have implications for the instructions' re-examination of their own competence to handle the occupational and vocational training programmes to such a level as to prepare the prison inmate for employment or self-employment, on discharge.

The findings of the study have implications for the prison inmates because preparation for useful skills requires that they should go beyond the cognitive acquisition of the vocational skills and will involve demonstration of the ability to perform the skills of the trades. They should acquire the behavioural competencies and work habits identified by this study for useful and purposeful life in the world of work.

The findings of the study have implications for relating the prison vocational training programme to the world of work by the Nigerian Prison Authority. Effective

communications between the instructors and the business entrepreneurs and industrial establishments is necessary if the objectives of the rehabilitation programmes of the prisons are to be achieved. There is a genuine need for business and industry to assist prison instructors in keeping abreast of the changing skill requirements in all the available trades in the prisons. For a link to occur, it will be necessary for business and industry and the prison instructors to work together in re-evaluating the current curriculum available in the Nigerian prison vocational training programme. This will help to motivate inmates to attempt craft examinations and trade tests. There is need, therefore, to incorporate the identified competencies, favourable contents and instructional techniques into the curriculum of the prison vocational training programmes (if they are not there) in order to prepare prison inmates for effective rehabilitation, on discharge.

RECOMMENDATIONS

1. The availability of trades in each prison in the eastern states should be based on the amount of resources available to the prison. This is necessary to ensure that adequate facilities, instructional personnel and instructional materials are made available for effective and functional instructions in these trades. Efforts should also be made by prison authority to ensure that the trades available in each prison have some cultural relevance to the community where the prison is situated. This will facilitate easy accessibility of instructional and working materials, find market for the products and also ensure that prison inmates can find where to get employment or go into self-employment when discharged.
2. In assigning inmates into different trades by the prison authority the interest of the inmates should be considered first. The idea is to ensure that these inmates do not abandon training due to disgust and boredom. The assignments to occupational trades should also be based on such objective criteria and methods as previous jobs, training and experience. The idea is not only to ensure objectivity but also to tailor training to the needs, aptitudes and abilities of the prison inmates.
3. In addition to the contents of the prison vocational training programme identified in this study by the inmates and instructors as being capable of enhancing skill acquisition in the programme, efforts should be made, by the prison authority, to accommodate those inmates who aspire to attempt trade tests or craft examinations. It is therefore recommended that the syllables of such examinations should be

incorporated in the content for the prison vocational training programme to enable interested prison inmates participate in the relevant external examinations.

4. To make instructions in the prison functional and effective, the instructional methods and techniques identified in this study should not be used in isolation, but in pairs or groups. For example, in teaching any technical subjects, the instructor should employ the discussion, demonstration and project methods in teaching the subject. The instructor should also employ the questioning and reinforcement techniques to catch the attention and interest of the inmates at all times.
5. Prison workshops should be equipped with up to date machines, equipment and tools to ensure that the training scheme is carried out to meet the challenges of recent technology in different trades. The study identified maintenance of tools, equipment and machines as very important for functional skills development. The Nigerian Prison Authority should therefore source enough fund for the regular maintenance and services of these available instructional materials for the prison vocational training programme.
6. The Nigerian Prison authority should establish contacts with outside agencies, business and industrial organisations and their immediate community and solicit the use of their facilities for the improvement of training conditions in the prison.
7. Prison farms should be resourcitated and agricultural experts employed to help reactivate training and production of farm products in the Nigerian prisons.
8. Instructors in the Nigerian Prison Service should be encouraged by Nigerian Prison Authority to use field trips and industrial training models in teaching and encouraging inmates to learn skills. These teaching methods will help the prison inmates develop the skills and work habits that can help them fit into the work of the community when discharged.

9. The Nigerian Prison Authority should reactivate and rescusitate the prison earning scheme. The scheme will help to motivate the prison inmates to participate actively in the training programme to acquire functional skills and experience, engage in fruitful projects and save some money that can assist in getting them rehabilitated after discharge.

10. Opportunities for in-service training scheme should be provided to the prison instructors at different technological institutions in the country. The idea is to help them up-date their occupational skills and instructional approaches in the prison vocational training programme.

11. The vocational training instructors should be motivated through an enhanced welfare scheme and regularly supervised to ensure that the vocational training programme activities are strictly followed.

12. The prison authority should step up efforts to provide support services and those positive managerial and social factors identified in this study which can facilitate the job placement of discharged prisoners. These factors should include, helping discharged prisoners set-up private enterprises, assisting them to purchase some working tools and materials and moral encouragement. This gesture can help to check recidivism rate by encouraging the discharged prisoners to resettle in the society and practice their acquire skills.

Limitations of the Study

The study was constrained by difficulty in administering the instrument to both the inmates, the instructors and the ex-convicts. Though the researcher visited the prisons covered by the study to administer the instruments yet, the administration was not easy due to the non-cooperative attitude of the respondents.

The length of the instrument appeared repelling to the respondents who had to respond to almost all the items of the instrument.

Suggestions for Further Research

Based on the findings of the present study, the following areas have been suggested for further research:

1. A replication of this study using a different geographical areas and larger sample.
2. A study of the strategy for establishing linkage programme and aid services between the prison vocational training sections and outside agencies, such as business and industrial organisations, universities and colleges.
3. A study of the vocational training needs of the prison inmates in any geographical area.

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180

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YOUR REF:

OUR REF:



AGRICULTURE
BUSINESS
HOME ECONOMICS
INDUSTRIAL-TECHNICAL

DATE Sept. 17, 1997

The Controller
Enugu Prisons
Nigerian Prison Service
Enugu

Research Work

The bearer Nwachukwu Christian E. is a Ph.D student of the Department of Vocational Education of the University of Nigeria, Nsukka. He is currently undertaking a research work on:

Assessment of the Operations of Prison Vocational Training Programmes in the Eastern States of Nigeria.

It would be highly appreciated if you could supply him with the information he may require from you. All information from you will be treated confidentially.

Prof. R.N. Oranu
Head, Dept. of Voc. Education

181

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179

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Prof. R.N. Oranu
Head, Dept. of Voc. Education

APPENDIX B

Department of Vocational Education,
University of Nigeria,
Nsukka.
August 1997.

Dear Respondent

I am conducting a research on assessment of the operations of prison Vocational Training programmes in the Eastern state. IN order to help prison inmates get rehabilitated when discharged. In order to complete the research, your assistance is highly needed.

I will be grateful if you complete the attached questionnaire. You are assured that all information provided will be treated as strictly confidential. Your assistance in this study is greatly appreciated.

Yours sincerely,

Chris Nwachukwu.

APPENDIX C

QUESTIONNAIRE

EX-CONVICTS

Assessment of the Operations of prison vocational Training programmes in the Eastern states

SECTION A; PERSONAL DATA FOR EX-CONVICTS

Please indicate as applicable to you by putting a check (/) in the appropriate space.

1. Location of prison
2. Trade where you are training.....
3. Trade before imprisonment ..(if. any).....
4. Length of training in the prison.....
5. Employment before imprisonment; tick(/)as appropriate
 - (a) Self employment
 - (b) Paid employment
 - (c) Not employed
 - (d) Student.
5. Qualification:
 - (a) First school leaving certificate
 - (b) W.A.S.C.or G.C.E
 - (c) Trade test certificate
 - (d) City and Guilds
 - (e) O.N.D

QUESTIONNAIRE

INMATES

Assessment of the Operations of Prison Vocational Training Programmes in the Eastern States.

SECTION A: PERSONAL DATA FOR INMATES

Please indicate as applicable to you by putting a check (/) in the appropriate space.

1. Location of Prison
2. Trade where you are training
3. Trade before imprisonment
4. Length of training in the Prison
5. Employment before imprisonment; tick (/) as appropriate
 - (a) Self employment
 - (b) In paid employment
 - (c) Not employed
 - (d) Student.
6. Qualification:
 - (a) Standard six
 - (b) W.A.S.C. or G.C.E/
 - (c) Trade test certificate or City and Guilds
 - (d) O. N.N. or N.C.E.
 - (e) H.N. D. or Degree
7. Have you attended any outside examination since training in the Prison
 Yes () No ()

QUESTIONNAIRE**INSTRUCTORS****Assessment of the Operations of Prison Vocational Training
Programmes in the Eastern States.****SECTION A: PERSONAL DATA For Instructors**

1. Location of Prison
2. Area of Specialization of trade
3. Duty or Roll in the Prison
4. Qualifications: Please tick (/) appropriately
 - (a) Standard six
 - (b) W.A.S.C. or G.C.E.
 - (c) Trade test, Artisan or City & Guilds
 - (d) O.N.D. or Degree
5. Experience in the Prison Service
 - (a) Below 5 years
 - (b) 5 – 10 years
 - (c) 11 - 16 years.
 - (d) Above 16 years.
6. Do you desire further training in your trade
Yes () No ()

SECTION B

Available Trades in the Prisons

Please check (/) appropriately, the trades that are available in your prison.

S/N	Trades	Available	Not Available
1	Electrical Installation works		
2	Electronic servicing repairs		
3	Carpentry		
4	Cabinet making		
5	Weaving and dying		
6	Shoe making		
7	Cane furniture		
8	Fitting and welding works		
9	Auto mechanics work		
10	Blacksmithing and ornamentals		
11	Tailoring/Garment making		
12	Printing		
13	Hair dressing/barbing		
14	Crop production		
15	Poultry works		
16	Vegetable production		
17	Mat making		
18	Basket making		
19	Plumbing works		
20	Bricklaying		

Section C

Adequacy of Training Facilities Tools and Equipment

Please check (✓) appropriately the adequacy of the facilities, tools and equipment in your prisons

KEY: VA - Very Adequate

A - Adequate

UD - Undecided

I - Inadequate

VI - Very Inadequate

S/N	Items	VA	A	UD	I	VI
1	Workshop space					
2	Classrooms for Instructions					
3	Instructors in available trades					
4	Recreational facilities					
5	Nursery sheds/farm land					
6	Library facilities/Text books					
7	Electric metres					
8	Soldering machine					
9	Standby generators					
10	Drilling machines					
11	Wood cutting machines					

12	Planing machines					
13	Sewing machines					
14	Weaving machines					
15	Hair dressing machines					
16	Printing machines					
17	Welding machines					
18	Tractors					
19	Ridgers					
20	Weeding hoes					
21	Matchet					
22	Spades/shovels					
23	Cutters					
24	Pliers					
25	Electric testers					
26	Pincers					
27	Clamps					
28	Vices (bench)					
29	Saws					
30	Hammers					
31	Tape rules					
32	Screw drivers					
33	Chisels					

34	Hand planes					
35	Calippers					
36	Ships					
37	Scissors					
38	Niddles					
39	Pressing Iron					
40	Iron Saw blades					
41	Hoes					
42	Spirit levels					
43	Trowels					
44	Chalk -- borads.					
45	Charts and slides					
46	Models					
47	Sewing traders					
48	Installation calbes					
49	Welding rods.					

Section D

Modalities for Assigning Inmates to Available Trades in the Prison

Please check (✓) appropriately the modalities for assigning inmates into prisons in your location/

KEY: SA - Strongly Agree

A - Agree

UD - Undecided

D - Disagree

SD - Strongly Disagree

S/N	Modalities	SA	A	UD	U	SD
1	Gender of the inmate					
2	Number of years of sentence					
3	Age of the convict					
4	Type of offence committed					
5	Type of imprisonment					
6	Educational background before imprisonment					
7	Previous occupation of the convict					
8	Interest of the convict					
9	Cultural background of the convict					
10	Health condition of the convict					
11	Location of the Prison					
12	Discretion of the Instructor					
13	Simple random sampling approach.					

Section E

How course content of the Training Programme Satisfy the Developmental needs of the Inmates

Please check (√) appropriately the contents that satisfy the
development needs of inmates in your prison.

KEY;

- SA - Strongly Agree
 A - Agree
 UD - Undecided
 D - Disagree
 SD - Strongly Disagree.

SN	Items	SA	A	UD	D	SD
1	The subject matter is easy to learn					
2	The subject use very familiar and local examples					
3	The topics are interesting to learn					
4	The subjects have enough practical components					
5	The subjects are taught in simple language and gradually to enhance learning					
6	The contents can help inmates learn real job					
7	The contents centre on the development of skills for self-employment					
8	The subjects have both theory and					

	practical sub-unts					
9	The instructors understand how to teach the skills					
10	The instructors are happy to teach because the contents do not make much demand on them.					
11	Skills which inmates can acquire are specified.					
12	The contents expose the inmates to good working habits					
13	Course contents orient inmates to safety practices in the workshop					
14	The subject help inmates learn how to plan and execute a project or a job.					
15	The course contents help inmates learn how to service and maintain tools and equipment in their trades					
16	The course contents help inmates learn how to start a business					
17	The course contents help inmates learn how to behave well in the society and ensure discipline at work					
18	The course contents help inmates learn entrepreneurial skills					
19	Inmates contribute ideas to the subject matter taught in their trades.					
20	The language of the course contents are familiar to the inmates.					

Section F

Instruction Methods and Techniques Adequate for Instruction in the Nigerian**Prisons**

Please check (✓) appropriately the level at which the methods and techniques help to enhance learning in your prison.

KEY;

VA - Very Adequate

A - Adequate

UD - Undecided

I - Inadequate

VI - Very Inadequate

S/N	Items	VA	A	UD	I	VI
1	Instructors discuss topics with inmates in the classrooms					
2	Instructors discuss topics with inmates in the workshop					
3	Instructors discuss topics with inmates gradually to allow inmates follow-up					
4	Inmates are always given enough time to ask questions					
5	Instructors always demonstrate new jobs to the inmates after discussing the jobs					
6	Instructors make sure that inmates watch attentively during the demonstration					

7	There is always enough space in the workshop for the demonstration					
8	Inmates always ask questions during and after the demonstration					
9	Enough time is always given for the demonstration					
10	Demonstrations are always on jobs using real equipment and materials.					
11	Inmates always have change to practice what the instructors has demonstrated.					
12	Instructors supervise the inmates when they practice the demonstration.					
13	Inmates are given enough time to practice the demonstration					
14	Materials are always available for the inmates to practice the demonstration					
15	Instructors give practical work to students to do in the workshop					
16	Instructors explain to the inmates how to do the jobs before they start doing them					
17	Projects or jobs done by inmates are always sold to get money					
18	Inmates are given rewards when they do good jobs that are sold.					
19	Inmates in various trades are always \angle to establishment where their trades are done practically					
20	Inmates are encouraged to take trade tests or craft examinations in their trades					

21	Practical work is done at least once weekly in the workshop					
22	Instructors are always friendly with the inmates both in the classroom and in the workshop					
23	Inmates go on industrial attachment					
24	Instructors encourage inmates to learn or practice jobs in groups or individually					
25	Inmates are encouraged to help one another to learn in most trades					
26	Many inmates can work at the same time in most prison workshops					
27	Inmates learn well in most trades in the prison because of the various teaching methods used by the instructors					
28	Instructors are always supervised to ensure that they are doing their work well.					

Section G

Management and Social Factors that enhance Training and Rehabilitation of inmates on Discharge.

Please check (√) appropriately the level at which these factors can enhance the operations of vocational training programme in the prisons.

KEY;

- SA - Strongly Agree
A - Agree
UD - Undecided
D - Disagree
SD - Strongly Disagree

S/N	Factors	SA	A	UD	D	SD
1	Motivation of the inmates					
2	Encouragement of practical work					
3	Stimulation of problem solving ability					
4	Encouragement of creativity					
5	Encouragement of skill development in different occupations					
6	Enough time for teaching and learning					
7	Adjustment of the content to technological changes					
8	Provision of competent instructors in all the					

	trades					
9	Enough incentives for the instructors					
10	Enough instructors in all the trades					
11	Enough workshop materials tools and equipment					
12	Adequate supervision					
13	Provision of good working conditions					
14	Set realistic vocational training goals.					
15	Plan effectively for goal attainment					
16	Textbooks and material resources essential for training					
17	Evaluate all activities/operation in the process of goal attainment					
18	Society should adopt a positive attitude towards the discharged prisoners					
19	Governors should review the job restriction placed against the discharge prisoners					
20	Families should not look down on their members who are discharged from the prison					
21	Environment for training in the prison should not be repressive					
22	Discharged prisoners should be motivated					

	through financial assistance to establish small-scale businesses					
23	Moral and psychological support should be given to the discharged prisoners					
24	Prisoners should be trained in specific trades					
25	Inmate should be encouraged to go into available trades in the prison.					
26	Inmates should be assisted and guided properly in the workshops					
27	Inmates should be motivated through rewards for executing excellent jobs or projects.					
28	Inmates should be motivated through praises and other positive reinforcements					
29	Inmates should be motivated in their trades through the provision of training facilities					
30	Guide against and check the miseducation of the inmates in the prison by fellow inmates.					

APPENDIX D

INTERVIEW GUIDE FOR INSTRUCTORS

1. In how many trade areas do you train inmates
2. How consistent do you train inmates in these trades.
3. Why did training stop in some of the trade in your prison.
4. Do you have a way of encouraging the inmates to actually learn the skills.
5. Do you encourage them to take outside or trade examinations.
6. What teaching techniques do you employ to make sure that the inmates learn.
7. Do the facilities now available in the workshop adequate for the inmates to develop skill in your trade.
8. How often do you maintain and service your equipment.
9. Who is responsible for this maintenance.
10. What suggestions do you have for making the training in the prison more useful as to encourage the self-employment of prisoners when discharged.

APPENDIX E

Reliability Co-efficient of different sections of the questionnaire

<u>Section</u>	<u>Co-efficient</u>
i	0.76
ii.	0.78
iii.	0.81
iv.	0.88
v.	0.91
vi.	0.78

Formular for Calculating cronbach Alpha

$$C.A. = \frac{K}{K-1} \cdot \frac{1 - \sum V_i^2}{V_R^2}$$

C.A = Cronbach Alpha

K = Number of items per section

$\sum V_i^2$ = The sum of variations for each item

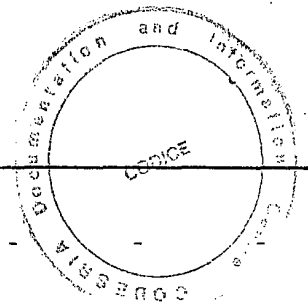
V_R^2 = Total variance for each section of the instrument.

APPENDIX F

List of Trades Available at Different Prison Locations Within the States

under-study

S/N	Available	Uyo	Abak	Ikot Ekpene	Ikot Abasi	Enugu	Nsukka	Oji River	Owerri
1	Electrical Installation	-	-	Av.	-	-	-	Av.	Av.
2	Carpentry	Av.	Av.	Av.	-	Av.	Av.	Av.	Av.
3	Cabinet Making	Av.	-	-	Av.	Av.	-	AV	Av.
4	Weaving	-	-	-	-	-	-	-	-
5	Shoe- making	Av.	-	-	-	Av.	-	Av.	-
6	Cane- furniture	-	Av.	-	Av.	-	-	-	-
7	Fitting & Welding work	-	-	Av.	-	Av.	-	-	-
8	Auto- mechanise	Av.	-	-	-	-	-	-	-
9	Black smithing and ornaments	-	-	Av.	-	-	Av.	-	Av.
10	Tailoring/G arment	Av.	Av.	Av.	Av.	Av.	-	Av.	Av.



	making								
11	Printing works	-	Av.	-	-	-	-	-	-
12	Hair dressing/ barbering	Av.	-	-	Av.	Av.	-	-	-
13	Crop production	Av.	-	-	-	Av.	-	Av.	Av.
14	Poultry works	-	Av.	-	-	-	-	Av.	Av.
15	Vegetable Production	-	Av.	-	Av.	-	Av.	Av.	Av.
16	Mat-making	-	Av.	-	Av.	-	-	Av.	-
17	Basket making	-	-	-	-	-	Av.	-	Av.
18	Bricks laying	Av.	-	Av.	-	Av.	-	-	Av.

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