

Continuing Education Needs of Custodial Adult Inmates for Sustainable Community Development in Zamfara State, Nigeria



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ABSTRACT: This study assessed the Continuing Education Needs of Custodial Adult Inmates for Sustainable Community Development in Zamfara State, Nigeria. Two research questions and two null hypotheses guided the study. The population of the study was 762 respondents in the 5 Nigerian Correctional Custodial Centres of Zamfara State. Purposive sampling technique was used to sample 351 Custodial Adult Inmates comprising all the 266 male and 85 female convicted inmates of the Gusau Central Custodial Centre for the study. The instrument used for data collection was self-structured questionnaire tagged “Questionnaire on the Continuing Education Needs of Custodial Adult Inmates (QACENCAI)”. The instrument was subjected to face validation by three experts. The reliability coefficient for the instrument was 0.85. The data collected were analysed using descriptive statistics of mean, while the null hypotheses were tested using t-test at the probability of 0.05 level of significance. The study showed that there were only two Continuing Education (CE) programmes for Adult inmates in Gusau Central Custodial Centre and at the time of the study, there were convicts trainees in the CE programmes of the Gusau Central Custodial Centre. Based on these findings, the study recommended among others that the Nigerian Correctional Service (NCS) should introduce more CE programmes and extend them to other Satellite’s Custodial Centres of the state for sustainable community development in the study area and country at large.

KEYWORDS: Continuing Education Programme, Adult Custodial Inmates, Sustainable Community Development.

1.1 INTRODUCTION

Education is the bedrock of any societal development and a fundamental human right which must be guaranteed to everyone regardless of sex, age, race, nationality or language. In support of this assertion, Aruma (2012) reported that section one (1) of article 26 of Declaration of Human Rights states that every individual has the right to education. Education shall be free, at least in the elementary (primary) and fundamental stages. Elementary (primary) education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. In an effort to achieve the global concern of various countries to achieve education for all as advocated by United Nations Universal Declaration of Human Rights Olakanmi (2007) noted that World Conference on Education for All (EFA) (1990) was held in Jomtien, Thailand from 5th-9th March, 1990.

Despite the UN Universal Declaration of Human Rights and importance attached to education as a bedrock for any societal progress, the efforts towards achieving sustainable community development is on going around the world but have not yielded substantial results in many societies, particularly in developing countries Nigeria inclusive where Abba (2016) revealed that desired attention has not been given to Adult and Continuing Education programmes particularly for rehabilitation of offenders in the country. In support of this assertion, Abba and Alkali (2022) revealed that the rate of adult illiteracy of the country have increased to 41.8 million from 24 million in 1991 to an average annual rate of 21.4% in Nigeria.

The Nigerian Correctional Service (NCS) is exclusively a Federal Government concern and phenomenon which means that no State for now has the constitutional responsibility to operate or maintain inmates’ correctional service custodial centres. This Correctional Agency (NCS) was formally known as Nigeria Prison Service (NPS). Nigeria Prison Service according to Chukwumerije (2014) was renamed as Nigeria Correctional Service (NCS) following third reading and passage of “A Bill for an Act to repeal the Prisons Act Cap. P29 Laws of the Federation of Nigeria, 2004 and enact the Nigerian Prison and Correctional Service in order to make comprehensive provision for the administration of prisons in Nigeria and for related purpose by the Senate”. According to the Bill, the change of name of this sector was “to underscore the human aspect of the reform focus of prisons administration and to conform to provisions in the international instrument”. The sector is constitutionally mandated to ensure safe custody of awaiting trial and convicted prisoners as well as reformation and rehabilitation of offenders. These responsibilities are discharged through carefully designed and well-articulated administrative, reformatory and rehabilitative programmes aimed at inculcating discipline, respect for law and order, and the dignity of honest labour (Igbo, 2007). The offender, in this wise, is prepared to become not only law abiding but also useful to both himself and the society at the expiration of his sentence.

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Nigeria Correctional Service (2021) revealed that the United Nations (UN) declaration of human rights in 1948 states that everyone has a right to education and Rule 71 (3) of the UN Standard Minimum Rules for the Treatment of Prisoners states “sufficient work of a useful nature shall be provided to keep prisoners actively employed for a normal working day”. Despite the endorsement of this UN declaration in 1976 by the Nigerian government, the country still ranks among countries with high level of illiteracy, unemployment and poverty rate especially among Adult inmates and ex-custodial inmates (Abba and Alkali, 2022).

Custodial Adult inmate can be conceptualised as adult person kept in a conformed institution such as Correctional Custodial Centre or a mental hospital. Abba (2016) observed that an Adult Inmates (ACI) can be seen as a person who is kept in a confined place known as the Correctional Custodial Centre (CCC), as an accused or convicted of violating the criminal law. Hence, in the context of this study an Adult Custodial Inmates can be seen as a person legally confined in an institution designed to securely house and rehabilitate people who are convicted of crime or are on awaiting trial.

Continuing Education (CE) programme is an educational programme aim at promoting education and reducing the number of out of school youths and adults as well as schools drops-out in Nigeria. The need for learning throughout life underlies the need for CE programme. The term “Continuing Education” in the context of this paper, connotes an educational programme where adults are given opportunity to return to formal instruction to remain current in their career, develop serviceable skills, train for a new job, earn a degree, or develop a personal interest. It is the next step after the post literacy education.

Continuing Education in the word of Chidi and Rex (2014) is a form of educational activity organised and run outside the formal school system at times, parallel to it but often times go beyond the preview of the school system. It is an educational activity fashioned out to help beneficiaries or participants make up for or save lost ground as well as for those who did not attend school at all or started but dropped out owing to some reasons. It provides educational opportunity to people at different levels and different programmes. Continuing education courses according to Hussein, Alhassan and Kamba (2013) were described as those outside regular university curriculum, usually aimed at specific groups of participants with a completed education. Continuing education courses are offered to adults in the community by local schools, Non-formal Learning centers, colleges and university. This educational programme has the potential of empowering its recipients (Adult inmates) especially the less empowered ones to be enterprising and/or entrepreneurial, thereby contributing their quota in their community socio-economic development after incarceration. Abba and Mbagwu (2016) believed that providing Continuing Education to Adult inmates while on incarceration can help them overcome unemployment challenges by acquiring the skills needed to become self-employed and as well enhance sustainable community development in a society. It has been recognized by Igbo (2007) that the school alone cannot provide quality basic education for all especially with the perennial challenges of effective integration of the poor, the vulnerable, correctional custodial inmates and the totally excluded.

In the Nigerian education sector, some of the excluded like the street children, the nomadic children with special needs, the migrants, and adult illiterate; semi-literate and literate inmates need continuing education as a human right for personal and community development. In the word of Obiozor and Obidiegwu (2013), the education we acquire in school cannot take us throughout life. The authors also noted that Continuing Education programme cannot be regarded as an appendage when discussing issues of education, but rather should be seen as life-long effort for creating public awareness, training, employment and sustainable community development. Education must not be seen to end in school or reduced to only the acquisition of the 3rs- reading, writing and computing, but must be seen as a vehicle which enables individuals and communities to identify their needs, interests and aspiration for employment and improved quality of lives, establish linkages, harmonious cooperation and partnership. Sustainable community development efforts can be pursued vigorously through participation of custodial adult inmates in CE programmes and proper utilization of the acquired knowledge and skills by the inmates after serving their jail terms.

The term “Correctional Custodial Centre (CCC)” has been defined in structural and functional dimensions. For instance, Tanimu (2010) described Correctional Custodial Centre as a physical structure in a geographical location where a number of people living under highly specialized condition adjust to the alternatives presented to them by the unique kind of social environment. The above conceptualization is limited towards an understanding that a CCC is a physical environment, and could be described geographically or spatially. Quite different from the physical conception, there are other schools of thought that are based on function, framework and label. From the functional perspective, the facility is perceived as a place to punish offenders, where criminals that are removed from the society are dumped to protect the society from further criminal activities of the offenders: and a place to rehabilitate, and teach offenders to be law abiding and productive after their release.

Despite the statutory correctional function of the NCS, regrettably, Talba (2016) noted that most of the adult inmates in Nigerian Correctional Service Custodial Centres, Zamfara State Custodial Centres inclusive, are illiterates, semi-literate and unemployed. Abba (2016) noted that very few Correctional Education programmes are found available in the most Nigeria Correctional Service Custodial Centres Zamfara State inclusive. In support of this assertion, The most notable existing Continuing Education programmes for adult inmates in Zamfara State, include: Arabic and Islamic Education programme and Christian/Bible Education programme while in general term Ngwu (2016) noted that Continuing Education programme comprised: post-literacy; functional literacy; remedial education; workers and in-service training; distance education; vocational training or livelihood training

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and civic education programmes. As noted by Abba (2016) Continuing Education programmes for Adult inmates are advocated for rehabilitation of adult inmates in Nigerian Correctional Custodial Centres. The programmes are both relevant and essential for their employment and re-entry into the society after incarceration.

Therefore, Continuing Education programme has the potential to give educational opportunities to inmates. Participation of inmates in these programmes will aid them to continue with their education even during their jail term. Continuing Education programme is another solution to the present high rate of crime and unemployment among ex-convicts in the country. It will also enable Adult inmates utilize their potentials and capabilities to the fullest for the improvement of their living standard within and outside the correctional custody. Sadly, there is an apparent lack of research report to ascertain the continuing education needs of Custodial Adult inmates in Zamfara State, Nigeria, hence, the need for this study. This has created information and knowledge gap on the continuing education needs of Custodial Adult inmates in the study area. Therefore, it is the contention of this study to assess the continuing education needs of Custodial Adult inmates for sustainable community development in Zamfara State and Nigeria as a whole.

1.1 Statement of the Problem

Participation of Custodial Adult inmates in Continuing Education programmes and the knowledge and skills acquired by them through the programmes remain important in their emancipation in the socio-cultural, economic and political progress of any society. Despite the UN Universal Declaration of Human Rights and importance attached to education as a bedrock for any societal progress, the efforts towards achieving sustainable community development is on going around the world but have not yielded substantial results in many societies, particularly in developing countries Nigeria inclusive where Abba (2016) revealed that desired attention has not been given to Adult and Continuing Education programmes particularly for rehabilitation of offenders in the country. Regrettably, several reports show that very few CE programmes are found available for rehabilitation of inmates in the Nigeria Correctional Service Custodial Centres Zamfara State inclusive. The most notable existing Continuing Education programmes for adult inmates in Zamfara State include: Arabic and Islamic Education programme and Christian/Bible Education programme. Sadly, there is an apparent lack of research report to ascertain the continuing education needs of Custodial Adult inmates in Zamfara State, Nigeria, hence, the need for this study. This has created information and knowledge gap on the continuing education needs of Custodial Adult inmates in the study area. It is the contention of this study to assess the continuing education needs of Custodial Adult inmates for sustainable community development in Zamfara State and Nigeria as a whole.

1.2 Review of Materials Related to this Study

A study was conducted by Asokhia and Osumah (2013) carried out a study titled "assessment of rehabilitation services in Nigerian Prisons in Edo State". The study adopted a descriptive survey research design. The population of the study consisted of 731 prison inmates in the six prisons of the State. Using stratified random sampling technique, a total of 147 respondents were selected as a sample for the study. The instrument for data collection was a checklist titled "adopted rehabilitation services in Nigerian Prisons in Edo State (ARSNPESC)". The research data were analysed using simple percentage. Some of the major findings of the study revealed among others that adult prisoners participated in adult and remedial educational programmes and educational development project in the six prisons of the study area.

The study is related to this present study as they are both concerned with rehabilitation of inmates. However, both studies differs as Asokhia and Osumah study was on the assessment of rehabilitation services in Nigerian Prisons in Edo State and the programmes available in the prisons; while the present study assessed the Continuing Education Needs of Custodial Adult inmates for sustainable community development in Zamfara State, Nigeria.

Abba and Mbagwu (2017) carried out a study titled vocational skills training needs of prison inmates for economic growth in Katsina State. The main objective of the study was to determine the VST needs of prison inmates in Katsina State. One research question and one null hypothesis guided the study. A survey research design was adopted for the study. The population of the study was 1,420 prison inmates of the three convicts' prisons in the State at the time of the study. The sample size of the study was 351 convicted prison inmates comprising 266 males and 85 females. The instrument used for data collection was self-structured questionnaire tagged "Questionnaire on Vocational Skills Training Needs of Prison Inmates (QVSTNPI). The instrument was subjected to face validation by three experts. The reliability coefficient for the instrument was 0.80. The data collected was presented using descriptive statistics of mean and standard deviation, while the null hypothesis was tested using t-test at the probability of 0.05 level of significance. The finding of the study revealed among others that there were prison inmates trainees in the three convicts' prisons of the State. The study further identified two vocational skills training programmes as the main vocational trades of the prison inmates. The study recommended among others that qualified vocational instructors in various trades should be recruited into Nigeria Prisons Service for the training of inmates in the prisons. Also, the NPS should introduce more VST programmes for rehabilitation of prison inmates and encourage the inmates to patronize the programmes for economic growth of the State and country at large.

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The study is related to this present study as they are both concerned with educational training needs of inmates. However, both studies differs as Abba and Mbagwu (2017) carried out a study on vocational skills training needs of prison inmates for economic growth in Katsina State.; while the present study assessed the Continuing Education Needs of Custodial Adult inmates for sustainable community development in Zamfara State, Nigeria.

Finally, Omoni (2009) carried out a study titled “An Assessment of the Qualitative Education for Prisoners in Delta State, Nigeria”. Descriptive survey design was adopted for the study. The population of the study consisted of all the 310 prison staff in the five prisons in Delta State: Agbor, Kwale, Ogwashi-Uku, Sapele and Warri, and 166 academic staff of the College of Education, Agbor making total of 476 respondents. The researchers used stratified random sampling technique to determine the sample size of 300 respondents for the study. The instrument for data collection for the study was a self-structured questionnaire, whereas the data was analysed using simple percentages and chi-square (χ^2). The findings of the study revealed among others that there is no significant difference in the opinion between prison staff and academic staff of the College of Education, Agbor, on the adequacy of prisoners’ vocational and formal education programmes. The findings also showed that the two groups agreed that prisoners need vocational and formal education.

The study is related to this present study because both studies focused on educational programmes for rehabilitation of Adult inmates but differs from the former which assessed the qualitative education for prisoners in Delta State, Nigeria; while the present study was centered on assessing the Continuing Education Needs of Custodial Adult inmates for sustainable community development in Zamfara State, Nigeria.

1.3 Purpose of the Study

The general purpose of the study was to assess the Continuing Education Needs of Custodial Adult inmates for sustainable community development in Zamfara State, Nigeria.

Specifically, the study sought to:

1. Ascertain the Continuing Education needs of Custodial Adult inmates for sustainable community development in Zamfara State, Nigeria.
2. determine the challenges of Continuing Education programme delivery for Custodial Adult inmates in Zamfara State, Nigeria.

1.4 Research questions

Two research questions guided the study:

1. What are the Continuing Education needs of Custodial Adult inmates for sustainable community development in Zamfara State, Nigeria?
2. What are the challenges of Continuing Education programme delivery for Custodial Adult inmates in Zamfara State, Nigeria?

1.5 Hypotheses

Two null hypotheses were formulated for the study and tested at 0.05 level of significance:

H₀₁: There is no significant difference between the mean ratings of the male and female Custodial Adult inmates on the Continuing Education needs of Custodial Adult inmates for sustainable community development in Zamfara State, Nigeria.

H₀₂: There is no significant difference between the mean ratings of the male and female Custodial Adult inmates on the challenges of Continuing Education programme delivery for Custodial Adult inmates in Zamfara State, Nigeria.

2. METHODOLOGY

The design for the study was descriptive survey design. Descriptive survey research design according to Nworgu, (2015), aims at studying a group of people or items by collecting and analysing data from a sample of the same group or items considered to be a representative of the entire population. This design is suitable for the study as the researchers were interested in the assessment of the Continuing Education needs of Custodial Adult inmates for sustainable community development in Zamfara State..

The population of the study was 762 respondents, comprising 144 awaiting trial inmates and 315 convicted inmates and 303 Correctional Custodial Centre officials of the 5 Nigerian Correctional Service in Zamfara State Command at the time of the study out of which all the 266 male and 85 female convicted inmates of the Gusau Central Custodial Centre were deliberately sampled for the study. The Custodial Centres in the state were: Gusau Central Custodial Centre; Gummi; Kauran Namoda; Maru and Talata Mafara Satellite Custodial Centres. The rationale behind choosing Gusau Central Custodial Centre and convicted inmates was for the fact that out of the whole available Custodial Centres in the State, CE programmes for rehabilitation of Custodial Adult inmates were only available in Gusau Central Custodial Centre of the study area. However, even in the selected Custodial Centre, the CE programmes were majorly designed for Convict Inmates. Therefore, at the time of the study, the researchers used the whole convicted Inmates in the CC of the study area for the study.

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The research instrument used for data collection was a questionnaire, structured by the researchers titled, "Questionnaire on the Continuing Education Needs of Custodial Adult Inmates (QACENCAI)". It had total of 16 items, 8 items grouped in each cluster based on the two research questions formulated for the study. The instrument was subjected to face validation by three experts from the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. In order to ascertain the reliability of the instrument, 35 copies of the questionnaire were administered to Correctional Custodial Centre officials and adult inmates of the Kaduna Central Custodial Centre which did not form part of the study area but is similar in nature and has common Continuing Education programmes for Adult inmates. Cranach alpha estimate was used to ascertain the internal consistency of the instrument which gave an overall reliability of 0.85. The data collected was analysed using descriptive statistics of mean, while the null hypotheses were tested using t-test at the probability of 0.05 level of significance. Finally, 351 copies of the research questionnaire were administered on the respondents through the help of 2 research assistants from the male inmates and 2 from the female inmates. All the copies were dully filled and returned and a hundred percent (100%) rate of return was recorded.

The data was analysed using descriptive statistics of mean. Real limit of the mean value was used to answer the research question. This was classified based on the following level of agreement: any item whose real limit mean value is 2.50 and above was regarded as Agree (A) while any item with mean response of 0.05 – 2.49 was regarded as Disagree (D). The inferential statistics of t-test was used to test the null hypothesis at 0.05 level of significance. In testing the null hypotheses, the probability associated with the t-value was used for taking decision. When the associated probability value is greater than 0.05 level of significance, the researchers accept the null hypothesis. Whereas the associated probability value is less than 0.05 level of significance, the researchers reject the null hypothesis.

RESULTS

Table 1. Mean Scores and Standard Deviations of the Continuing Education Needs of Adult inmates for Sustainable Community Development in Zamfara State of Nigeria. N = 351

S/No	Continuing Education programmes	\bar{x}	SD	Dec.
1	Home Economic Education	2.53	0.91	A
2	Livelihood Training	2.66	0.87	A
3	Conscientisation Education	2.56	0.93	A
4	Civic Education	3.05	0.74	A
5	Functional Literacy Education	3.23	0.75	A
6	Post-Literacy Education	3.32	0.74	A
7	Remedial Education	2.68	0.85	A
8	Vocational Education	2.68	0.84	A
Grand Mean and Standard Deviation		2.84	0.35	

Key: N = Number of respondents, \bar{x} = mean, SD = Standard Deviation, t-cal = t calculated, df = Degree of freedom, Dec. = Decision, and HE = High Extent.

Table 2 shows the mean and standard deviations of the Continuing Education needs of Adult inmates for sustainable community development in Zamfara State of Nigeria. The results indicates that the opinion of respondents on items 1- 8 had mean ratings above the criterion level of 2.50 with their corresponding numerical values of standard deviations, and grand mean of 2.84 and SD of 0.35. Since the mean ratings are above the criterion level of 2.50 for accepting an item, this confirms that the respondents agreed that the Adult inmates need Continuing Education programmes for sustainable community development in Zamfara State, Nigeria.

Hypothesis One (H0₁)

There is no significant difference between the mean ratings of male and female Adult inmates on the Continuing Education needs of Adult inmates for sustainable community development in Zamfara State, Nigeria.

Table 2. t-test of the difference between the mean ratings of the male and female inmates on the Continuing Education needs of Adult inmates for Sustainable Community Development in Zamfara State, Nigeria

S/N	Continuing Education programmes	Respondents	Inmate = 266, CC Officials = 85					
			\bar{x}	SD	t-cal	Df	Sig	Dec
1	Home Economic Education	Male	2.68	0.86	-0.02	349	0.99	NS
		Female	2.68	0.80				

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2	Livelihood Training	Male	3.00	0.72	-2.34	349	0.02	S
		Female	3.21	0.79				
3	Conscientisation Education	Male	3.22	0.76	-0.68	349	0.49	NS
		Female	3.28	0.75				
4	Civic Education	Male	2.56	0.90	1.20	349	0.23	NS
		Female	2.42	0.94				
5	Functional Literacy Education	Male	2.33	0.86	-9.15	349	0.00	S
		Female	3.28	0.77				
6	Post-Literacy Education	Male	3.30	0.75	-0.99	349	0.32	NS
		Female	3.39	0.69				
7	Remedial Education	Male	2.66	0.91	-1.37	349	0.17	NS
		Female	2.80	0.87				
8	Vocational Education	Male	2.64	0.86	-0.86	349	0.39	NS
		Female	2.73	0.92				
Grand Mean and Standard Deviation		Male	2.79	0.35	-4.22	349	0.00	
		Female	2.90	0.32				

Key: N= Sample population, NS= No Significant difference and S= Significant difference, CC Officials = Custodial Centre Officials.

From the table 2 above items 1, 3, 4, 6, 7 and 8 showed that there is no significant difference in the mean responses of male and female respondents on the Continuing Education needs of Adult inmates for sustainable community development in Zamfara State of Nigeria. This is because their probability values were greater than 0.05 level of significance. On the other hand, items 2 and 5 shows that there is significant difference between the mean ratings of male and female respondents on the Continuing Education needs of Adult inmates for sustainable community development in Zamfara State of Nigeria. This is because their probability values were less than 0.05 level of significance. The overall cluster t-value of -4.22 with a degree of freedom of 349 and a probability value of 0.00 was also obtained, the null hypothesis was rejected. Thus, there is significant difference between the mean ratings of male and female respondents on the Continuing Education needs of Adult inmates for sustainable community development in Zamfara State of Nigeria.

Table 3. Mean scores and standard deviations of the respondents on the challenges of Continuing Education programmes' delivery for Adult inmates in Zamfara State, Nigeria.

N = 351					
S/No	Item	\bar{x}	S D	Dec.	
25	Inadequate support from governmental agencies in the implementation of CE programmes for Adult inmates.	3.21	0.70	A	
26	Inadequate non-governmental agencies' support in the implementation of CE programmes for Adult inmates.	3.27	0.66	A	
27	Lack of inmates' will to participate in the CE programmes for Adult inmates.	2.36	0.99	A	
28	Inadequate Continuing Education programmes to satisfy the need and aspiration of the Adult inmates in the custodial facility.	2.92	0.84	A	
29	In efficient management in the implementation of CE programmes for Adult inmates.	3.00	0.71	A	
30	Inadequate modern training classrooms and workshops for the delivery of CE programmes for Adult inmates.	3.15	0.71	A	
31	Inadequate instructional materials for the delivery of CE programmes for Adult inmates.	3.32	0.68	A	
32	Inadequate trained personnel to facilitate CE programmes for Adult inmates.	3.32	0.67	A	
Grand Mean and Standard Deviation		3.07	0.34	A	

Key: A=Agreed, N = Population.

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The result of the study as presented in Table 3 shows the mean and standard deviations of respondents on the challenges affecting the CE programmes for Custodial Adult inmates. Result revealed that the respondents agree that there challenges of CE programmes as indicates above for meeting the needs of inmates for sustainable community development in Zamfara State. This is because the mean values of the items are within the real limit of 2.50-3.49 for decision making. The cluster means of 3.07 with a standard deviation of 0.34 shows that all the items in Table 3 are the challenges of Continuing Education programmes' delivery for Custodial Adult inmates in Zamfara State of Nigeria.

Hypothesis Two (H₀₂)

There is no significant difference between the mean ratings of the male and female inmates on the challenges of the Continuing Education programmes' delivery for Adult inmates in Zamfara State, Nigeria.

Table 4. t-test analysis of the significant difference between the mean ratings of the male and female inmates on the challenges of the Continuing Education programmes' delivery for Adult inmates in Zamfara State, Nigeria.

S/N	Item Statement	Gender	Male = 266,		Female = 85		Sig	Dec																																																																																												
			\bar{x}	SD	t-cal	Df																																																																																														
25	Inadequate support from governmental agencies in the implementation of CE programmes for Adult inmates.	Male	3.18	0.71	-1.44	349	0.15	NS																																																																																												
		Female	3.31	0.67					26	Inadequate non-governmental agencies' support in the implementation of CE programmes for Adult inmates.	Male	3.22	0.69	-2.36	349	0.02	S	Female	3.41	0.56	27	Lack of inmates' will to participate in the CE programmes for Adult inmates.	Male	2.27	0.97	-3.10	349	0.00	S	Female	2.65	0.03	28	Inadequate Continuing Education programmes to satisfy the need and aspiration of the Adult inmates in the custodial facility.	Male	2.88	0.83	-1.63	349	0.10	NS	Female	3.05	0.87	29	In efficient management in the implementation of CE programmes for Adult inmates.	Male	2.93	0.70	-3.37	349	0.00	S	Female	3.22	0.69	30	Inadequate modern training classrooms and workshops for the delivery of CE programmes for Adult inmates.	Male	3.14	0.70	-0.55	349	0.58	NS	Female	3.18	0.78	31	Inadequate instructional materials for the delivery of CE programmes for Adult inmates.	Male	3.29	0.68	-1.50	349	0.14	NS	Female	3.41	0.66	32	Inadequate trained personnel to facilitate CE programmes for Adult inmates.	Male	3.31	0.69	-0.35	349	0.73	NS	Female	3.34	0.61	Grand Mean and Standard Deviation		Male	3.03	0.33	-4.07	349	0.00
26	Inadequate non-governmental agencies' support in the implementation of CE programmes for Adult inmates.	Male	3.22	0.69	-2.36	349	0.02	S																																																																																												
		Female	3.41	0.56					27	Lack of inmates' will to participate in the CE programmes for Adult inmates.	Male	2.27	0.97	-3.10	349	0.00	S	Female	2.65	0.03	28	Inadequate Continuing Education programmes to satisfy the need and aspiration of the Adult inmates in the custodial facility.	Male	2.88	0.83	-1.63	349	0.10	NS	Female	3.05	0.87	29	In efficient management in the implementation of CE programmes for Adult inmates.	Male	2.93	0.70	-3.37	349	0.00	S	Female	3.22	0.69	30	Inadequate modern training classrooms and workshops for the delivery of CE programmes for Adult inmates.	Male	3.14	0.70	-0.55	349	0.58	NS	Female	3.18	0.78	31	Inadequate instructional materials for the delivery of CE programmes for Adult inmates.	Male	3.29	0.68	-1.50	349	0.14	NS	Female	3.41	0.66	32	Inadequate trained personnel to facilitate CE programmes for Adult inmates.	Male	3.31	0.69	-0.35	349	0.73	NS	Female	3.34	0.61	Grand Mean and Standard Deviation		Male	3.03	0.33	-4.07	349	0.00	S			Female	3.20	0.36						
27	Lack of inmates' will to participate in the CE programmes for Adult inmates.	Male	2.27	0.97	-3.10	349	0.00	S																																																																																												
		Female	2.65	0.03					28	Inadequate Continuing Education programmes to satisfy the need and aspiration of the Adult inmates in the custodial facility.	Male	2.88	0.83	-1.63	349	0.10	NS	Female	3.05	0.87	29	In efficient management in the implementation of CE programmes for Adult inmates.	Male	2.93	0.70	-3.37	349	0.00	S	Female	3.22	0.69	30	Inadequate modern training classrooms and workshops for the delivery of CE programmes for Adult inmates.	Male	3.14	0.70	-0.55	349	0.58	NS	Female	3.18	0.78	31	Inadequate instructional materials for the delivery of CE programmes for Adult inmates.	Male	3.29	0.68	-1.50	349	0.14	NS	Female	3.41	0.66	32	Inadequate trained personnel to facilitate CE programmes for Adult inmates.	Male	3.31	0.69	-0.35	349	0.73	NS	Female	3.34	0.61	Grand Mean and Standard Deviation		Male	3.03	0.33	-4.07	349	0.00	S			Female	3.20	0.36																		
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Key: N = Number of respondents, \bar{x} = mean, SD = Standard Deviation, Dec. = Decision, NS= No Significant difference and S= Significant difference.

Result in Table 4 indicates that the t-values of -1.44, -2.36, -3.10, -1.63, -3.37, -0.55, -1.50 and -0.35 with associated probabilities of 0.15, 0.02, 0.00, 0.10, 0.00, 0.58, 0.14 and 0.73 respectively were obtained. Items 25, 28, 30, 31 and 32 revealed that there was no significant difference between the mean ratings of the male and female inmates on the challenges of the Continuing Education programmes' delivery for Adult inmates in Zamfara State of Nigeria, because their probability values were greater than 0.05 level of significance. Items 26, 27 and 29, reveal that there was significant difference between the mean ratings of the male and female inmates on the challenges of the Continuing Education programmes' delivery for Adult inmates in Zamfara State of Nigeria. This is because their probability values were less than 0.05 level of significance. The overall cluster t-value of -4.07 with a degree of freedom of 349 and a probability value of 0.00 was also obtained. This suggests that the null hypothesis which stated that there is no significant difference between the mean ratings of the male and female inmates on the challenges of the Continuing Education programmes' delivery for Adult inmates in Zamfara State of Nigeria was rejected. Inference drawn therefore is that there was significant difference between the mean ratings of the male and female inmates on the challenges of the Continuing Education programmes' delivery for Adult inmates in Zamfara State of Nigeria.

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3. DISCUSSION OF THE RESULTS

From the result of this study, the respondents unanimously agreed that Custodial Adult inmates in Zamfara State need Continuing Education programmes: Home Economic Education; Livelihood Training; Conscientisation Education; Civic Education; Functional Literacy Education; Post-Literacy Education; Remedial Education; and Vocational Education programmes for sustainable community development in Nigeria. This situation was corroborated by Hassan and Oloyede (2011) who noted that there adult inmates in Nigeria prisons need educational programmes for their rehabilitation. The finding disagrees with the views of Asokhia and Agbonluae (2013) who stated that adult and remedial educational programmes and educational development project are available in some Nigerian prisons. The result also agrees with Abba and Mbagwu (2017) who noted that adult inmates need educational programme for their rehabilitation.

The result of the research null hypothesis revealed that there was significant difference between the mean ratings of male and female inmates on the Continuing Education needs of adult inmates for sustainable community development in Zamfara state of Nigeria. This implies that the null hypothesis which stated that there is no significant difference between the mean ratings of the respondents on the Continuing Education needs of adult inmates for sustainable community development in Zamfara state of Nigeria was rejected. This indicates that the respondents did not equally agree on the on the Continuing Education needs of adult inmates for sustainable community development in Zamfara state of Nigeria. Therefore, mastery of these identified CE programmes would help the adult inmates to acquire knowledge and skills that will in turn enable them contribute their own quota towards sustainable community development in the study area and country at large thereby utilizing the acquired skills by the inmates to improve their knowledge and enable them become self-employed and keep away from crimes after incarceration.

4. RECOMMENDATIONS

Based on the findings of study, the researchers proffered the following recommendations that:

1. There should be incorporation of more Continuing Education programmes that are in line with the areas of interest of the Adult inmates. The idea for the integration of more CE programmes into the NCS correctional education programmes will obviously help to widen access to learning opportunities of Adult inmates in the correctional custodial facilities of the country.
2. More qualified/trained Adult educators/instructors should be recruited into the Nigeria Correctional Service (NCS) for the training of inmates in the study area and other parts of the country for actualization of sustainable community development.
3. More training workshops and classrooms should be provided for effective Continuing Education programmes' delivery in the study area and country at large.

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