THE EFFECTS OF VOCATIONAL TRAINING AND OTHER CORRECTIONAL PROGRAMMES ON THE REFORMATION, REHABILITATION AND REINTEGRATION OF OFFENDERS IN NIGERIAN CORRECTIONAL INSTITUTIONS

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To my father Alhaji,
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The purpose of the study is to develop a better understanding of the role of correctional programme on the reformation, rehabilitation and reintegration of offenders in Nigerian correctional institutions. The study has examined seven (7) objectives as follows: To examine perception of offenders on the effects of correctional programmes on reformation, rehabilitation and reintegration, to examine the relationships between correctional programmes and reintegration. To examine the relationships between demographic variables and correctional programmes, to determine the mediating effects of vocational training on the relationships between reformation and reintegration. To determine the mediating effects of demographic variables (age and education level) on the relationships between reformation and reintegration. Determine the Mediating effects of demographic variables (literacy and conviction level) on the relationships between rehabilitation and reintegration. To examine the differences among the institutions on correctional programs. The study employed a quantitative approach to suit the purpose of the study, 227 questionnaires were distributed and 224 valid ones were analysed using SPSS software embedded with Hayes Macros. The institutions has a total population of five hundred and forty one out of which two hundred and twenty four samples were selected as samples using cluster sampling techniques. The instruments used were five namely moral instructions, counselling, medical care, vocational training and reintegration. The perceived effects of correctional programs were all high with the exception of treatment and training on reintegration. Correlation result shows that all the correctional programs have positive correlations while vocational training is a good mediator between moral instructions, counselling, and medical care. Age and educational level, literacy and conviction time were tested as mediators mediating the relationship between correctional program Both the process outcome and Sobel test reveals that education level mediates while age do not mediates on the parallel relationship between reformation and reintegration. The implications of this research include fusing the Nigerian correctional institutions in to the global best practice by way of strengthening the correctional programmes in accordance with the united nation act.
ABSTRAK

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LIST OF SYMBOLS AND ABBREVIATIONS

TTBASLT: Technology Task-Based Approach for Second Language Teaching
UBEC: Universal Basic Education Commission
CHAPTER 1

Introduction

1.1 Background of the Study

Correctional Education refers to the education in prison or inmate education which involves several educational activities inside a prison. The purpose is to prepare offenders for a successful life after released from correctional institutions. A correctional institution is a general term used to describe any institution designed for the confinement or reformation as well as rehabilitation of offenders. They are meant to mould the character or behaviour of inmates for a better life after incarceration. According to European Commission, (2011), the rationale for establishing correctional facilities in any part of the world Nigeria inclusive is to provide a reformation and rehabilitation services to offenders by providing effective treatment and training to reduces the risk of reoffending.

The main core businesses in correctional institutions are reformation, rehabilitation and reintegration of offenders. Both reformation and rehabilitation are carried out concurrently within the correctional institutions while reintegration is after the offender has been successfully reformed and rehabilitated as well as to re-unite with the larger society. Reformation refers to the process of giving treatment to offenders to change their bad attitudes to the generally accepted ones. It means infusing in him moral values, counselling and medical services for their well-being to refrain from criminal behaviours. According to UNESCO (2013) the reformation of offender in prison institution should use moral instructions, counselling and medical care which are in accordance with the provision of the law and deem appropriate to the individual treatment needs of offenders.

Reformation of offenders in correctional institutions is carried out through moral instructions, counselling and medical services. Moral instructions refers to the
teaching of moral values. Moral values refers to the principles that guide an individual how to justify decisions, intentions and actions and is a reflection of an individual character (Davis, 2012). Counselling refers to the services offered to the inmates to identify reasons for his/her criminal behaviour in order to provide interventions, minor actions and try to prevent recidivist activity. The counsellor also provides individual counselling session for inmates who are having trouble in coping with correctional institution (Tanimu, 2011). Medical services refers to the services offered to inmates in correctional institutions which is done by medical physician who works within the prison system to provides medical care to inmates, (Tanimu, 2011).

Rehabilitation implies the reformation of personality and behaviour of convicted offenders through Vocational Training to ensure that individual offender returned to the society as a complete self-supporting and accepted member of the society (Hassan, 2013). Rehabilitation programme in correctional institutions is delivered through the acquisition of Vocational training. Vocational training consist of both skills training and general education to enable offenders not only to acquire marketable skills but to read and write with a view of upgrading their literacy and passing examinations as an important step towards offender rehabilitation in correctional institutions.

Vocational training in correctional institutions is designed to reduce offender’s possibility of re-offending by learning vocational skills to enable them to be employed and retain employment after completing the prison term. Vocational training is available in various trades including building construction trades, electrical & electronics, mechanical trades, plumbing and piping. The choice of vocational training available in the institutions depends on inmate’s interests, availability of teaching staff and funding while the selection guidelines to choose vocational training will differ by institutions. Prior to participating in a vocational training in correctional institutions, the management may consider age, and nature of offence. The correctional facilities may demand offenders to have a certificate possibly a minimum of school leaving certificate or General Educational Development (GED) to help them possesses the skills require for employment (Sara, 2011).
Reintegration refers to the process of preparing inmates in a reformed and rehabilitated manner back to the society. This is achieved by engaging inmates in useful programmes like educational programme that will help them to acquire skills that can assist in giving them employment on completion of prison term (Hassan, 2013). The level of crime in Nigeria is high as of 2014 to date with a global ranking of 56th out of 93 countries reported. Most of the crimes committed includes drug trafficking, and violent crime of which the country is highly bedevilled by insurgency and oil bunkering in collaboration with other countries (UN 2014).

A crime is defined as any act that is contrary to legal codes or laws. There are many different types of crimes, from crimes against persons to victimless crime and violent crimes to white collar crimes. Crimes against persons also called personal crimes include murder, aggravated assault, rape, robbery. Crimes against poverty involves theft of property without harm such as burglary, larceny, auto theft, and arson. Hates crimes are crime against persons or property that are committed while invoking prejudicial race, gender or gender identity, religion, disability or sexual orientation or ethnicity. Crime against morality are also called victimless crime because there is no complainant, or victim such as prostitution, gambling, and illegal drug use (Ashley, 2013).

White collar crimes are crimes committed by people of high social status who commit their crimes in the content of their occupation. This includes embezzlement (stealing money from one’s employer). Organised crime is committed by structured groups typically involving the distribution and sale of illegal goods and services such as mafia or any group that exercises control over large illegal enterprises such as drug trade, illegal gambling, prostitutions, weapons smuggling, or money laundering (Nicki, 2013). You can refer to table 2.13 for the table showing types of crimes in different part of Nigeria.

In Nigeria crimes are categorised violent crime, sex crime, addiction crime, armed robbery, burglary and general offending. Violent offending refers to the offence committed by a person who is convicted of an offence punishable by a term of imprisonment exceeding one year during the course of which a person carried, possessed or used a fire arm or another dangerous weapon to and the use of force against another person. Sex crime refers to the generic term used for all person
Convicted of crime involving sex, including rape, molestation, sexual harassment and phonography production (Danbazau, 2010)

Addiction crime refers to the dependency of person that can be mental or physical or a combination of both physical and mental on alcohol, drug or other substances. The term use for drug addiction and sometimes applied to other compulsions like compulsive overeating, gambling problem etc. Burglary crime is sometimes called breaking and entering or house breaking refers to an unlawful entry building or other location for the purpose of committing an offence. Usually that offence has most jurisdictions include others within the ambit of burglary (Tanimu, 2010)

The General Crimes refers to a variety of cases ranging from misdemeanor traffic offenses to felony property crimes and white collar offenses. Traffic offenses include speeding and licensing violations, driving while intoxicated, driving while license revoked, leaving the scene of an accident, and careless and imprudent driving. Property crimes include burglary, trespass, tampering, property damage, stealing, passing bad checks, stealing rental property, failure to pay taxes, misdemeanor drug cases, and county planning and zoning violations. White collar offenses include identity theft, embezzlement, and forgeries (Hassan, 2013)

According to 2004 Justice for all annual report out of one hundred, north west has 15.1% of crime of violence crime, north central has 13% of addiction crime, north east has 17 of Addiction crime, South east has 16% armed robbery, south-south has 16% has Addiction, and South west has General Crime (NPS, 2004)

TVET varies from country to country and are delivered at different levels in different types of institutions: technical and vocational schools, polytechnics, enterprises and apprenticeship training centres. Nigeria has adopted a new educational policy called the 6 -3- 3- 4 system of education where the six years is for the primary schools, three years of junior secondary schools, three years of senior secondary schools and four years of tertiary institutions. TVET is quite important because of the role its plays in the manpower development towards meeting the needs of qualified labour and needs related to production of goods and services. TVET is to developed abilities, skills, attitudes, understanding, appreciation, work habits, make progress in earning a living in useful and productive basis.
The goals of TVET according to the Federal Republic of Nigeria (2004) are to; provide trained manpower in applied science, technology and business particularly at craft, advanced and technical levels, provide the technical knowledge and vocational skills necessary for agricultural, commercial economic development, give training and impact the necessary skills to individual who should be self-reliant economically. Though the goals of technical and vocational education as stated above are quite laudable but the implementation of the programme has fallen short of expectations, the slow pace of unemployment, the increasing rate of unemployment and the inability of the country to provide the good things of life to her citizens are evidences in this direction. However, TVET in Nigeria are currently operating in environment that is characterized by: low quality training, mismatch between training and labour market skills demand, poor perception of TVET, low enrolment at all levels, weak monitoring and evaluation.

In Nigeria over the years emphasis has been on general education with Technical and Vocational Education and Training (TVET) at the receiving end which resulted to a large number of educated people unemployed. This phenomenon has been recognised by the policy makers and hence there is greater thrust on technical and vocational education and training. Another shortcoming is the perception of the TVET as a career pass to the less academically endowed being fuelled by the low academic requirements in to TVET programme rather than an effective strategy to train skilled manpower for economic development (UNESCO, 2011).

According to Olaitan (1990), technical and vocational education is for the following: Skill and knowledge required in the society Economic development For work and economic activity: For job creation and Self- respect, social contact and participation. From the foregoing, TVET is a skill development programme which is highly required for the country's guest to be one of the 20st economic nations of the world by the year 2020. TVET plays an essential role in improving the wellbeing of youths and communities. It increases productivity, empowers individual to become self-reliant and stimulates entrepreneurship. Businesses are more willing to invest in a community with strong human resources.

Skills development can therefore contribute to strengthening the social links of a community by promoting employment creativity and sustainable means of subsistence. TVET and job training programme has been an integral part of national
development strategies in many societies because of the impact on human resources
development, productivity, and economic growth. Despite its proven contribution
Nigeria does not seem to give TVET the attention it deserves; and that appears one of
the reasons for the rising unemployment and poverty in the society. Vocational
education is therefore the missing link in Nigeria’s development policy.

Although TVET seems deficient in ‘citizenship or leadership training’
(Friedman, 1982), they could provide youths the skills to become productive
entrepreneurs and engender creative and innovative ideas that would enlarge the
nation’s economic pie and increase personal freedom. Here TVET becomes a handy
tool, as it can be both formal and informal. Such skill development of the youth
empowerment must take into account: Skills to diversify the youths for self-
actualization, rather than reliance on government alone, Equipping the youths to
value their handwork, Training in basic literacy, numeracy and life skills should be
an integral part of the whole system and the promotion of the growth and
profitability of the youths for self-employment to enhance the economy.

A prisoner without adequate treatment and rehabilitation though skills
training and capacity building usually returns to the society with has incarcerated
him as or her as victimised rather than corrected. In addition such an ex-convict is
likely to do more harm than good to a society invariably perceived as an oppressive
system. This condition explain to a very great extent why many Nigerian ex-
prisoners ends up as recidivists (Ugwouke, 1994).

The reformation and rehabilitation of prison inmates should begin from the
day they are admitted in to the institution to the day they are discharged (Igbo, 2011).
This is to ensure that they utilize the knowledge, attitudes and skills they acquired in
the course of reformation and rehabilitation to live a law abiding life in the society.
There are a number of programmes in place meant to divert the offenders from crime
to useful pursuits that make crime unattractive or condemnable such as moral or
religious instructions, correctional counselling, medical care services, vocational
education and training etc.

Descriptive analysis was used to examine offender’s perception on the effects
of moral instructions, counselling, medical care, vocational training and reintegration
in Nigerian correctional institutions. Correlation analysis was used to determine the
relationship between reformation, rehabilitation and reintegration as well as to find
out the direction and the strength of the relationship between them.
Regression analysis was used to examine how demographic variables contribute to the reformation, rehabilitation and reintegration of offenders. A one way between groups analysis of variance was conducted to determine whether there is statistically significant differences between the means of seven correctional institutions under study. Partial correlation was used to measure the association between two variables while controlling for the effect of one or more variables. Partial correlation can be used in many cases that assess the relationship that is whether or not the value of one variable is related to the variable when the effect is controlled. If the two variables A and B are correlated with a third variable C, they must be related to each other simply because they are related to the third variable. It may be of interest to know that if there is any correlation between A and B that is not due to their both being correlated with C.

1.2 Statement of the problem

Despite Nigerian government efforts towards effective reformation, rehabilitation and reintegration of offenders up till now there is no serious evidence to show that offenders are properly reformed, rehabilitated and reintegrated back to the larger society to continue with a crime-free life rather criminals who become more hardened and deadly are released as against the changed individuals expected by the society. Ayodele (1993) asserted that the rate at which ex-convicts are returning to jail is alarming. Prison institutions have in modern time become training ground and school for a new category of criminals and patterns of crime unknown to the society that is why the rate at which ex-convicts are returning to jail is alarming.

According to Salauuddeen (2004) Reformation and rehabilitation of offenders has not been effective in Nigerian Correctional institutions because the inmates who had served a longer period of time has had its tendencies toward criminality strengthened and is therefore more likely to recidivate than the inmate who has crime where one learns more crime than from his peers (inmates) It is on this background that the study seek to develop a wider understanding of the role of correctional programme in the reformation, rehabilitation and reintegration of offenders in Nigeria Correctional Institutions.
1.3 **Purpose of the study**

The purpose of the study is to develop a broader understanding of the role of correctional programme in the reformation, rehabilitation and reintegration on offender in Nigerian correctional institutions.

1.4 **Objective of the Study**

The objective of the study includes the following:

1. To examine perception of offenders on the effects of correctional programmes on reformation, rehabilitation and reintegration.
2. To examine the relationships between correctional programmes and reintegration.
3. To examine the relationship between demographic variables and correctional programmes.
4. To determine the effects of vocational training on the relationships between reformation and reintegration.
5. To determine the effects of demographic variables (age and education level) on the relationships between reformation and reintegration.
6. To determine the effects of demographic variables (literacy and conviction level) on the relationships between rehabilitation and reintegration.
7. To examine the differences among the institutions in the perceived effectiveness of correctional programme on offenders.

The objectives outlined above prescribed what to be achieved by the end of the research and help in the formulation of research questions.
1.5 Research Questions

Based on the objectives of the study eleven research questions were formulated to guide the research:

1. What are the perceived effects of moral instructions on offender reformation?
2. What are the perceived effects of counselling on offender reformation?
3. What are the perceived effects of medical care on offender reformation?
4. What are the perceived effects of vocational training on offender rehabilitation?
5. What are the perceived effects of treatment and training on offender reintegration?
6. Is there any significant relationships between correctional programmes and reintegration?
7. Is there any significant relationship between demographic variables and reformation, rehabilitation and reintegration?
8. Does vocational training has effects on the relationship between reformation and reintegration?
9. Do demographic variables (age and education level) has effects on the relationship between reformation and reintegration?
10. Do demographic variables (literacy level and conviction time) has effects on the relationship between rehabilitation and reintegration?
11. Is there any significant differences among the institutions on correctional programmes?

The research questions outlined above will help the researcher to answer the research problem.
1.6 Research hypothesis

There are five research hypotheses formulated to predict the differences in the perceived effects of correctional programmes on offenders in the seven institutions in Nigerian Correctional Institutions. The hypotheses are:

1. There is no differences in the effects of moral instruction on the reformation of offenders in the seven (7) institutions in Nigerian correctional institutions.
2. There is no differences in the effects of counselling on the reformation of offenders in the seven (7) institutions in Nigerian correctional institutions.
3. There is no differences in the effects of medical care on the reformation of offenders in the seven (7) institutions in Nigerian correctional institutions.
4. There is no differences in the effects of vocational training on the rehabilitation of offenders in the seven (7) institutions in Nigerian correctional institutions.
5. There is no differences in the effects of offender’s reintegration in the seven (7) institutions in Nigerian correctional institutions.

The hypotheses outlined above will predict whether there is differences among the perceived effects of correctional programmes on offenders in the seven institutions in Nigerian Correctional institutions,

1.7 Significance of the study

Majority of the offenders have educational deficits and mostly they are from low income background provide significant changes in addressing issues that caused offences as well as reducing the rate of reoffending. Despite the benefits of vocational education and training towards successful reformation, rehabilitation and integration of offenders, prison education programme in correctional facilities in most African countries is still young and is considered to be at its early stages of development (Sara, 2011). The outcomes of this research are expected to be very useful to researchers, policy makers, academics, students of technical and vocational education and training, correctional institutions and members of the general public. Furthermore, the study will be beneficial to the correctional institutions in promoting
the quality of education and training toward achieving reformation, rehabilitation and reintegration of offenders to a larger society.

1.8 Delimitation of Study

The study will be restricted to examine the perceived effects of vocational training and other correctional programmes on the reformation, rehabilitation and reintegration of offenders and as well to examine the relationship between correctional programmes and demographic variables.

1.9 Assumption of the study

The assumptions were that offenders will be reliable enough to give satisfactory data for the study.

1.10 Conceptual Frame work for the study

The conceptual frame work is based on offender rehabilitation model which is refer to the Risk Need Responsivity (RNR) model of offender rehabilitation. According to the Risk Need Responsivity model correctional agencies should assess an offender’s likely hood to reoffend, determine what risk factors contribute to an individual likely hood to reoffend and provide services and treatment appropriate to those risk factors and risk level. The independent variables are reformation and rehabilitation programmes while reintegration represents the dependent variable while demographic variables stand as mediating variables.

Reformation programmes has three components such as moral instructions, counselling services and medical care. The rehabilitation programme has vocational education and training. All these programmes are housed in the correctional institutions while Reintegration programme is after an offender has been released from custody. The demographic variables helps to mediate the relationship between correctional programmes and reintegration. Refer to figure 1.0 for the conceptual frame work of the study.
1.10.1 **Components of correctional programmes**

There are three core businesses of correctional institutions: Reformation, Rehabilitation, and Reintegration.

**Reformation**

Reformation has three components such as moral instructions, counselling, and medical care. In reformation, the offender is subjected to treatment through moral instructions which refers to the teaching of moral values to guide offender on how to Justify decisions, intentions and actions in accordance with the offender change principles. The indicators for moral instructions includes: Knowledge, moral values, honesty, law abiding, repentance, countering bad influence, helping others, faithfulness, and accepting mistake (UN, 2007).
Counselling services is another reformation component which is used to assist offender to identify reasons for their criminal behaviour in order to provide interventions through correctional, vocational and academic counselling to prevent re-offending and have a good vocational choice. The indicators for counselling includes change in behaviour, career choice, anger management, crime free life, happiness, hopefulness for the future, building relationship, free from addiction, reducing re-offending (Willis, Yates, & Ward, 2012).

Medical services is also another reformation components which is offered to offenders by a medical practitioner to examine, diagnose and treat patients for their well-being. The medical care indicators includes: Well-being, drug treatment, drug screening test, abstaining drug and alcohol addiction, abstaining from unfaithful gender, body and oral hygiene, self-medication, post drug treatment follow-up, regular physical exercise, complete drug treatment (UN, 2015).

**Rehabilitation**

Rehabilitation programme is delivered through vocational education and training. It has both vocational training and general education to enable offenders not only to acquire marketable skills but to be able to read and write with a view to upgrading their literacy and passing an examination to have a certificate. The Vocational education and training indicators includes: satisfaction, employability, avoiding crime, social cohesion, certificated, economic stability, productivity, and career development opportunity. Industriousness, and self-reliance (NPS 2004), (NPE, 2004).

**Reintegration**

Reintegration refers to the process of preparing inmates in a reformed and rehabilitated manner back to the society. This is achieved by engaging inmates in useful programmes like educational programme that will help them to acquire skills that can assist in giving them employment on completion of prison term (Hassan, 2013). Reintegration is to prevent re-offending and is monitored by both the community and correctional officials. The reintegration indicators includes: Self-
esteem, housing, employment, law abiding, crime free life, peaceful coexistence, isolation from bad associates, building good relationship, establishing family, adoption by the society (Willis, Yates & Ward, 2012)

Reintegration relates to activities whose emphasis is directly upon identified social or environmental problems facing offenders on completion of their prison term. These are problems that are likely to contribute obstacles to a non-offending life style following release whereas the goals is similarly to that of reducing recidivism, the focus of its readiness to reintegrate in this context towards the specific problem (rather than the general skills of the offender) and the goal of reintegration activities is the resolution of identified issue. The approved reintegration objectives or indicators. Self-esteem, housing, employment, law abiding, crime free life, peaceful coexistence, isolation from bad associates, building good relationship, establishing family, adoption by the society (Willis, Yates, & Ward, 2012

Reintegration programme is achieved by engaging inmates in useful programmes like educational programmes that would enable inmates leave the prison with more skills and be in a position to find meaningful and long –term employment (Hassan, 2013). Acquiring vocational skills while in custody will therefore help them when they are back in the society because, if they are not gainfully employed after the expiration of their terms of imprisonment, the evil that will cause is better imagined than experienced sin some of them have tendencies to commit crimes.

Lois (2013) reported that receiving vocational education and training while incarceration reduces individuals risks of reoffending. She also found that those receiving vocational education and training had improved odds of obtaining employment after released when compare the cost of education programme with the cost of incarceration. The findings revealed that: vocational education and training improves offenders chances of not returning back to prison, Inmates who participates in vocational education and training had 43% lower odds of recidivism than those who did not participate, Improves chances of post release employment among ex-convicts who participated in vocational education and training was 13% higher than those did not participates, Is cost effective when it comes to reducing recidivism.
1.11 Operational Definitions

The terms define here are the operational definitions used in the study to facilitate better understanding of the research work.

**Reformation** is the process of changing the behaviour and action of offender through moral instructions, counselling and medical care services.

**Rehabilitation** is the reformation of offender through the acquisition of vocational education and training in correctional institution.

**Reintegration** is the preparation of inmates through both reformation and rehabilitation manner back to the society. This is achieved by engaging inmates to leave prison with a position to find meaningful and long term employment.

**Correctional programmes** refers to the reformation and rehabilitation programme in correctional institutions.

Reformation programme involves moral instructions, counselling, and medical services while Rehabilitation programme refers to vocational training and literacy programme.

**Correctional institutions** mean a place designated by law for the reformation, rehabilitation of convicted offenders purposely to help them integrate back to the society.

**Vocational Training** refers to education and training acquired in correctional institutions to assist the offender to upgrade his literacy level to acquire certificate and marketable skills to enable them be fully reintegrated back to the society.

**Demographic variables** is a variable that is collected by researchers to describe the nature and distribution of the sample used with inferential statistics (Gay, 2007) The demographic variables in this research includes the following: Institutions, gender, age, nature of offence, sentence period, level of competency, trade group, level of education, literacy level and conviction time.

**Institutions** means correctional or prison institutions designated by law for keeping of persons held in custody under process of law.

**Gender** means the state of being male or female. Gender means to a live person’s biological status and is typically categorised as male or female.

**Age** refers to the age of a prisoner. Age is the length of time during which the prisoner has been alive. Age is measured in years, month and days from the date a
person was born. Nature of offence: the state at which offence was committed. It could be violent offence, sexual offence, burglary and so on.

**Sentence period** refers to the duration given to an offender for reformation and rehabilitation purpose. Trade group: means group of trade options offered in for vocational training programme.

**Education level** means the highest education level an offender attended prior to his incarceration.

**Literacy level** refers to an offender’s ability to read, write and use arithmetic.

**Conviction Time**: means sentence duration ordered by the judge to an offender to remain in custody until he is reformed and rehabilitated.

**Re-offending** mean committing another offence after first conviction by a law court and sentence to jail. It is sometimes called reconviction, revolving door arrest or recidivism.

**Nature of offence** refers to the type of offence committed by an offender.

### 1.12 Organisation of Thesis

This research is organised in to five chapters and each chapter is allotted to a fraction of the work. The following are the chapters as they appear in the research work. The first chapter is titled introduction starts with the general contents area to a particular field of study and gives the general over view of the topic of discussion. All the issues surrounding the objectives of the research come under this chapter.

Chapter two is the literature Review. It evaluates the previous studies related to the subject matter under review, with a view to spotting where gaps still exist. To achieve the objective of this chapter, the literature is splitted in to the variables that are considered as the main components of this study. Furthermore, this chapter dwells in to the background of the research by critically examining the theories that objectively support the claims made in this research. This was done to facilitate easy synchronization of the finding with the main body of knowledge at the end of the day.

The research design and methodology forms the third chapter of this study. It presents the design and methodology employed in the study. The design of the
instruments, samples selection, data collection, research questions, data reliability, data validity and the statistical test used were detailed under this heading.

In chapter four, the quantitative analyses came to the fore. At this juncture, the selected quantitative tool was used to analyse the 10 objectives of the study. After checking the missing data, descriptive statistics was conducted to ascertain reliability of the constructs used.

Chapter five is the discussion, summary and conclusions. This is where the results are discussed. In addition, summary of chapters were reiterated in synopsis, what was designed to achieve from the beginning to the end of the research to determine the extent to which the research is successful.
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of the review of literature is to establish a good theoretical frame work for the research work. Literature review is an evaluative report on information that has a link to the selected area of the study. The review summarize, describe, evaluate and clarify the literature. Literature review gives a theoretical background for the research and helps you to determine the nature of the research. In this study literature related to rehabilitation models such as Risk Need and Responsivity Model and Good Live Model, Correctional Education, Correctional Programmes, Technical and Vocational Education and Training, (TVET) programmes in some selected countries and reducing recidivism rate were all discussed. The literature review start with the theoretical frame work and discussed in the study to justify that the study was based and grounded based on scientific theory.

Theories such as the Utilitarian theory of rehabilitation, Risk Need Responsivity Model and Good Live Model were discussed in the study to promote a better understanding of theories and test results. Correctional programmes were discussed in the study to analyse and interpret the values of each variables to make sense of how things relate to each other in the study. Technical and Vocational Education & Training (TVET) were discussed in the study because Vocational Education and Training is part of the TVET which is designed to revolving door arrest by learning vocational skills to help them find and retain employment after release. Correctional Education and recidivism is used in the study to see relationship between correctional programs. Similarities and differences were also discussed in the literature to examine correctional education programmes across some countries to identify its strength and weakness with a view to grade the one under study.
2.2 Theoretical framework of the study

To construct the theoretical framework of the study several studies were studied namely: utilitarian theory of rehabilitation, Risk Need Responsivity and Good live Models. In the utilitarian theory of punishment seeks to punish offenders to stop the future occurrence (Reynor, 2011). In accordance with the utilitarian philosophy laws should be used to maximize the happiness of the community. Despite the fact that crime and punishment are incompatible with the happiness, they should be kept to a minimum. Rehabilitation is the utilitarian substitute for punishment. The utilitarian believe that rehabilitation of offenders is worthy because they want to change the behaviour of offenders.

The objective of offender rehabilitation is to deter offending by providing offenders with the ability to succeed within the confines of the law. According to (Jennifer, 2013), rehabilitation has to do with the acquisition of vocational education and training programs that give offenders the knowledge and skills needed to succeed in the job market.

According to Reynor (2011), the utilitarian approach has the advantages of being straight forward and based on the principle of minimising pain and maximising pleasure and happiness. The rehabilitation theory was considered as a basis for the frame work of the study. According to Dambazau (2007), rehabilitation approach suggests that the convict should be treated as a person whose special needs and problems must be known in order to enable correctional personnel’s to deals effectively with him. They also argued that severe punishment or in human treatment to inmates in the institutions cannot facilitate offenders to be reformed, rehabilitated and reintegrate themselves in to the society upon release.

It is in accordance with the law to administer punishment on those who breach the law, so as to maintain social order, the importance of rehabilitation could not be overemphasised as it is the only assured way of ensuring that offenders do not reoffend especially when they have acquired skills that will help them to be employed in productive activities upon release (Danbazau, 2007).

The rehabilitation theory seek to reduce recidivism due to the facts that as a result of the training programmes for offenders, peaceful co-existence would be guaranteed to offenders after they might have been released. Rehabilitation theory is
a ideological justification for punishment. It encourages humanitarian belief in the notion that criminals can be secured, protected and not simply punished. It recognises the reality of social inequality. It also rejects the idea that individuals, regardless of their position in the social order, exercise equal freedom in deciding whether to commit crime and should be punished equally according to their offence committed irrespective of their social background (Tan, 2008).

Therefore, rehabilitation theory is considered suitable to the study as it attempted to establish the justification or rational behind the treatment of convicts by changing the attitude and behaviour of convicts so that they will have lawful means, in satisfying their needs (Dinitz & Dine, 1989). This theory emphasises the need to train the offenders so that they pursue lawful and independent life on completion of their sentence period. It advocates that vocational education and training be designed to transform offender’s life styles through the various application of discipline, education, work and other relevant programmes. Two popular offender change models in correctional institutions that have been used will be discuss the Risk- Need –Responsivity (RNR) and the Good Live Model (GLM).

2.3 Risk -Need-Responsivity (RNR)

The RNR model stands for the Risk–Need Responsivity principles of effective correctional programme within which a variety of therapeutics intervention can be used. The RNR model is one of the popular offender change model used in correctional institutions used in assessing and rehabilitation of offenders. It is responsive to offender’s particular interest, abilities and aspirations. It is assumes that all offenders have similar aspirations and needs and that one of the primary responsibilities of parent, teachers, and the larger community is to help each of us to acquire the tools required to make our own way in the world. Criminal behaviours results when offenders lack the internal resources necessary to satisfy their values using pro-social means. In other words criminal behaviour represents maladaptive attempt to meet life values (Ward, 2009). One of the strengths of Risk Need Responsivity model is that treatment service designed in accordance with these
Principles are more effective than those that are not and that the treatment effect is linearly related to the number of principles to which the treatment model adheres.

2.4 The Risk principle

The risk approach states that the level of service provided to an offender should match their risk of reconviction. As a result, supervision and intervention should be reserved for higher risk offenders, whereas low risk offenders require no little attention. In fact, research by Bonta (2002) has found too much treatment or the wrong type of treatment may be detrimental to a low risk offender. The risk factors can be static factors that cannot be changed (including age, gender, criminal history and age of first arrest) and dynamic factors that can be changed through successful treatment (including substance abuse, education deficiencies, antisocial personality patterns and pro-criminal attitudes).

Despite that judges and criminal justice professionals administer treatment services on low risk offenders to prevent future occurrence, this strategy has not been effective in terms of reducing reoffending or system costs. Latessa (1999), identify various meta-analysis and review research supporting the risk principle that tracked over 13,000 offenders in 53 community–based correctional treatment facilities.

Latessa also reported that the majority of the programs were related to reoffending for high risk offenders. One, programme, in particular, is most illustrative of the risk principle. It shows a decrease in reoffending of 32% for high risk offenders and an increase in recidivism of 29% for low risk off offenders.

2.5 The Need principle

The need approach states that the treatment should focus on a criminals dynamic criminogenic needs (the factors that may likely lead to crime) and prioritise treatment accordingly. Criminogenic risk factors are identified as they key causes of criminal behaviour such as anti–social personality pattern, seeking and restless aggression and irritability, supporting criminal attitudes, social supports for crime, substance abuse, family relationship, school work, pro-social recreational activities
Age of first offence and history of criminal offence related to reoffending but cannot be altered through the delivery of services. The focus on criminogenic risk factors recognises that while individual offenders have a variety of needs, only some are related to the risk to reoffend and can be changed over time. These factors are related more to reoffend and some factors such as self-esteem, personal/emotional stress, major mental disorders and physical health issues that might seem to be related with reoffending have a very limited or no relationship to reoffending. (Andrew and Bonta, 2006).

2.6 The Responsivity principle

The responsivity approach should use treatment intervention known to be effective with offenders (e.g. cognitive behavioural programming). Individual/specific responsivity indicates staff should tailor interventions to the individual strengths, style, culture and personality of the offender. Both general and individual responsivity should be considered when working with individual offenders.

There responsivity approach to general and individual responsivity. General responsivity involves the use of cognitive social learning methods to influence behaviour. It considers, the strengths, learning style, personality, motivation and bi-social (e.g. gender, race) characteristics of the individual.

Bonta (2007) reported a study of 374 statistical tests on the effects of judicial and correctional treatment on reoffending which indicates almost a six-fold reduction on reoffending when behavioural approaches (including social learning and cognitive behavioural types of programmes) were used. Behavioural approaches requires individual offenders to practice the skills the acquired in treatment interventions and rely on modelling/demonstrating a skills and extinction of in appropriate behaviour. Meta-analysis on the effectiveness of sanctions such as intensive supervision, electronic monitoring, boot camps, and incarceration that do not include behavioural intervention components show little or no reduction in recidivism and in some cases, the sanctions indicates to actually increase reoffending (Miller, 2009).

Giving consideration to the RNR principle call for assessing Individual offenders risk of recidivism, attaching intervention treatment to the criminal risk level, and focusing his criminogenic needs or dynamic risk factors with the social
learning and cognitive-behavioural programs that may effects change in offender’s behaviour given specific offender characteristics. Research indicates that adherence to one of the three principle approach related with a reducing recidivism rate, and adherence to all three principles is related with the greatest reduction, i.e. 26% recidivism rate. A potential decrease of even 5 or 10% in the rate of recidivism is significant given current rates of reoffending.

For several years correctional institutions have been incorporating RNR approach in to their treatment intervention (Latessa, 1999). Although, their effective use of these approaches is limited, in part, by the terms of the sentencing decisions and conditions of probation specified by the judge. If the judge’s sentence is inconsistent with RNR principles approach (e.g. the judge sentence a low risk offender to boot camp or requires participation in a non-skilled based education programme), the correctional institutions required to implement the sentence even though it is not effective use of resources and may even increase the offender’s likely hood of recidivating.

2.7 Risk assessment

Assessment of violence risk is discussed in the literature because it plays a good role in making a decision, case management relating to sentencing, release, case management, and the selection of rehabilitation programme to achieve risk reduction (Andrews, 2007). The assessment of risk is facilitated by the use of structured, empirically derived, and theoretically driven instruments. The tools for assessing risk includes first generation (professional judgement), second generation (evidence—based tools) and third generation (evidence based and dynamic).

2.8 First Generation: professional judgement

Professional judgement has to do with the assessment of offender risk by correctional official (i.e. judicial officers and prison staff) and clinical professionals (i.e. psychologists, psychiatrists, and social workers) guided by their own professional training and experience, the make judgements as to who need to
enhanced security and supervision. The assessment of risk was an issue of professional judgement (Andrews, 2016)

2.9 Second generation: Evidence –based

Evidence –based tools refers to the assessment of criminal risk to depend more upon actuarial evidence-based science and less on professional judgement. Actuarial risk assessment instruments consider individual items (e.g. history of substance abuse,) that have been demonstrated to increase the risk of reoffending and assign these items quantitative scores. For example, the presence of risk factor may receive a score of zero. The scores on the items can then be summed-the higher the score, the higher the risk that the offender will reoffend.

According to Bonta (2006) Second generation, actuarial risk assessment instruments have indicates satisfactory results, they can reliably differentiate lower risk offenders from higher risk offenders. However, second generation actuarial instruments have two characteristics that present major shortcomings, first the second generation risk assessment instruments are theoretical. The items that create these instruments are chosen simply because they are easily available and show an association with reoffending. The item are not chosen because they are theatrically relevant. Thus, the majority of the items are offender’s history items-the type of information that correctional education systems are quite efficient at collecting and distributing.

The second characteristic of second generation instruments is that the non-criminal history items that sample behaviour also tend to be of a historical nature (e.g history of drug abuse (Andrew, 2007) . Offender’s history and other factors that sample past behaviours are treated as static immutable risk factors. This indicates a major shortcoming for second generation risk assessment because the scales do not account for offenders changing for the better. Rather, the possibilities are ; a) an individual’s risk level does not change (if one scored positive for a history of drug abuse that risk factor will always remain no matter if he/she has learned to abstain from drugs, or b) an individual’s risk increases (e.g new offences are committed and criminal history scores increase).
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