

IMPACT OF REFORMATORY PROGRAMMES ON INMATES REINTEGRATION INTO THE SOCIETY IN GOMBE CENTRAL PRISON, GOMBE STATE, NIGERIA

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Abstract

Reformation of prison inmates is one of the most important functions of the Nigerian prisons service; the main focus of this study was to determine the impact of reformatory programmes on inmates reintegration into the society in Gombe Central Prison, Gombe State, Nigeria. The objectives of the study were to determine: the impact of vocational and Literacy education services as reformatory programmes on inmates' reintegration into the society in Gombe Central Prison. The study adopted a survey design. The target population of the study was three hundred (300) convicted inmates, out of which one hundred and sixty nine (169) inmates were selected through simple random sampling technique. The instrument used was a fifteen (15) item questionnaire. The instrument was tested for reliability, using split-half alpha. The correlation coefficient $r = 0.74$ was obtained; which indicates that the instrument is highly reliable. Data collected was analyzed using frequency counts, percentages, mean and standard deviation. The findings showed that the vocational skills they acquired will enable them become self-reliant and contribute to the development of the society; Literacy education has impacted to a large extent on their reintegration into the society as they can now read, write, calculate figures and further their education. The study concludes that the reformatory programmes in Gombe Central Prison, Gombe State, Nigeria has a high impact on inmates reintegration into the society. Recommendations were made based on the findings of the study amongst which was Government and donor agencies should be encouraged through advocacy to fund the prisons; in the areas of vocational education programmes by providing modern vocational equipment, facilities, tools and takeoff grant should be given to inmates after they are released.

Keywords: Gombe Central Prison, Impact, Inmates, Reformatory Programmes, Reintegration.

Introduction

The term prison has been defined as a building where people are kept as a punishment for a crime they have committed, or while they wait for a trial, Oxford Advance Learner's Dictionary. Opara (1998) simply described prison as a place delimited and declared as such by the law of the state and created to ensure restrain and custody of individuals accused or convicted of violating the criminal law of the state. In other words a prison can be described as a place where offenders are kept as punishment for crimes committed. It also serves as a place where persons are kept while awaiting trial. Being kept in prison is

to serve as reformation and not for punishment. Since what constitutes sufficient punishment is the confinement, which entails deprivation of many things such as privacy, interrupted control of personal belongings and host of other life pleasure. Prison Service of Nigeria derives its powers from Cap. 366 Laws of the Federal Republic of Nigeria (1990) to perform the following functions: taking into custody all those legally detained and, setting in motion for their training and reformation in preparation to return them back to the society as normal law abiding citizens. The implication is that reformed inmates do no longer be security threats to national peace which is so vital for socioeconomic and political development. In other words, the purpose of reform is to train through appropriate conditions, so that convicted inmates become better citizens after being discharged. Reformatory programmes refer to any form of educational activity for inmates designed for correction measures. In other words, it encompasses all forms of training undertaken by inmates for correction purposes. It is the education for inmates aimed at reformation, rehabilitation and reduction of recidivism. Reformatory programmes cover all the different organized programmes meant to equip inmates with appropriate vocational and mental skills, abilities as well as develop new attitudes, values and personalities in order to contribute to the development of their societies after serving their punishment.

Mango (2011) asserted that reformatory programmes were designed to reduce future criminal activity. Therefore, it is a means of crime reduction and contributes to the protection of society by actively encouraging and assisting inmates to become law abiding citizens. It is a means of making inmates to develop cognitively by understanding the facts, theories and principles on which society and human life is built. Furthermore, it is a means of psycho – motor development so as to work things out positively. Additionally, it is a means of affective development to enable inmates form good habits, attitudes and values. Ogundipe (2010) opined that the system of prison operations in Nigeria as inherited from the British Colonial Administration was characterized by centralized administrative system and with greater emphasis on safe custody and punitive aspect. Since the inmates have offended the state and the state enacts legal sanction on them. It was penal bondage that included loss of many things such as deprivation of liberty, social rejection, deprivation of material possession, and deprivation of heterosexual relation, deprivation of autonomy and corporal punishment application of severe physical pains as flogging or hanging. Some inmates were incarcerated in house work or forced to perform labor in some other settings, during that period the prison life was condition to be punitive.

According to Tony (2011) "Reintegration" generally refers to "reentry or resettlement". This term is used interchangeably by designated interventions, programmes and services designed to assist inmates to live as law abiding citizens in the community after their release. Reintegration is also the coming back of the inmates into the community to continue normal life (including gainful employment) after incarceration, while social reintegration is an intervention which is aimed at integrating inmates into the society through educational programmes.

Alessandro (2009) identified the successful reintegration of ex-convicts back into the society to include: training in prison, job placement (after release), innovative programmes (such as After-care), restoring economic support and rebuilding family networks. Each of these provisions increases the chance that an ex-offender has a chance to make a new life after incarceration. In a related vein Ukueku (2009) stated that the programmes of after-care services involve provision of tools to discharging inmates who are proficient in various fields of occupation and other vocational skills. It is believed that this would enable them to be meaningfully engaged after discharge. Efforts of after-care centers aimed at filling the gap in penal philosophy, to reduce recidivism, and provide a safer society. According to Olojede (2009) the Nigeria Prison Service has since 2003 renewed its efforts at providing after-care service for discharged inmates.

According to Ogundipe (2008), the Nigerian Prison Service has developed pragmatic educational programmes for reforming the prison inmates. These programmes according to him include: Vocational skills development Programmes (VSDP) which aimed at empowering the inmates with the needed skills for self-sustenance and actualization. The programmes enable prison inmates to learn skills in such vocation as tailoring, plumbing, carpentry, woodwork, barbing, shoe making, and a lot of others. Adult Remedial Education Programmes (AREP) was designed to help inmates who before they came to the prison, were pursuing one academic programme or the other. The author went further to state that through remedial programmes in the Nigerian Prisons, 1,306 candidates sat for the West African Examinations Council (WAEC) and General Certificate in Education (GCE) examinations as well as National Examinations Council (NECO) in 2006. While in 2007, 1,198 candidates took the same examinations. For this success, the West African Examinations Council made Ikoyi Prisons, Lagos one of its examinations centres.

Furthermore, the welfare unit of the prison service supervises literacy education in the prison. Literate inmates are engaged or used to impact knowledge to others; many inmates have passed First School Leaving Certificate (FSLC) or General Certificate in Education (GCE) in the prison, particular emphasis is placed on study groups and the creative arts such as music, drama and literature. These helped inmates to avoid mental stagnation and open a world of knowledge. It is in this direction that the National Open University of Nigeria (NOUN) is reaching out to the Nigerian prison service by taking education into walls of the prisons. The maximum security prison, KiriKiri, Lagos is the first venue of a special study center for the inmates. The Gombe State prison was established in 1919 as a minimum security prison which has the capacity of three hundred and seventy nine (379) inmates. The present situation of Gombe central prison is so alarming, sympathetic and lamenting because the capacity of the prison did not change from its initial stage and presently the prison provides accommodation for Eight hundred and thirty nine to One thousand inmates (839-1000) which means the prison is overcrowded and it has a consequential health hazard. In Gombe Central Prison, the survey conducted by the researchers, showed that there is an increase in recidivism of 40-50% of the inmates as the inmates are recidivists (reoffenders).

The Gombe Central Prison has the following categories of inmates:-

1. **Convicted inmates**- this is the category of inmates who are serving sentence for some period of time. The sentence terms varied depending on the gravity of the offence whether short or long term sentences. After the term of sentence, the offenders are expected to be released and reintegrated into the society.
2. **Lifer**- they are inmates who are serving sentence for life time. In other word, is called life imprisonment.
3. **Awaiting trial**- they are the category of inmates who are not yet proven guilty and convicted by the court of the law. They are in the prison waiting for judgments at any moment the court can demands for them either to free and send them back home or sentence them.
4. **Condemned inmates**- they are category of inmates who are convicted to death sentence. They are in the prison waiting for the day of execution.

The objectives of establishing the prison are not different from its counterpart prisons in the country. The noble objectives are: To reform those who passed through the prison gates as inmates and also to protect the society from convicted felon. It also has the duty to keep safe custody of persons legally sentenced to jail and identify the causes of their inherent anti-social behavior, treat and reform them to become law abiding citizens. The prison also has the responsibility to train inmates in vocational skills that will make them useful to themselves, families and the society at large. The objectives of establishing prison cannot be achieved successfully without reformatory programmes or inmate's education programmes. A survey conducted by the researchers revealed that Gombe Central Prison is currently running the following reformatory programmes.

Vocational Education Programmes:- This programme attempts to provide inmates with the necessary skills for adequate self- employment such as carpentry, tailoring, electrical, metal work, printing, hair dressing, shoe making to mention but a few. It assist them to earn a living so that they will not be liabilities after release, because there are many inmates who do not have self- acquired skills and those that have little skill will improve.

Literacy Education Programmes:- This programme involves teaching the offenders (inmates) how to read, write and calculate figures. This makes them operate well in the society in terms of carrying out there businesses, occupational activities and also to encourage them to further their education and get job opportunities. With these they became law abiding citizens, contributing meaningfully to the development of the individual; community and the Nation at large, hence prevent them from returning to crime.

Guidance and Counseling Services:- Proper counseling helps the inmates who are psychologically down in reassuring them, giving them hope and settling them down to learn skills or other educational programmes which might help them when they are given their freedom. This has a pacifying effect on inmates and leads to moral rearmament. The

law of Nigeria provides for the services of a chaplain of each denomination, Christians and Muslims in every prison. Services are held for various denominations on Sundays for Christians and Fridays for Muslims as religious teaching from the two faiths are conducted from Monday to Saturday respectively. They are conducted to cater for spiritual wellbeing of inmates; this is because inculcation of religion knowledge is very important in the reformation of inmates. It also provides the instructions to moral values to the inmates, respect for human dignity, live peacefully with others, develop a right moral character, and displays responsibility.

These programmes aim at achieving the following:

1. To reform inmates character/anti-social behavior in order to reduce crime and the high rate of recidivism;
2. To reduce illiteracy among inmates by providing literacy education opportunities for continuous learning and vocational training;
3. To promote social change and development through education;
4. Combat illiteracy among inmates in order to enhance their skills, thus making them more productive self-reliant, generate income, and alleviating poverty to empower inmates to be active agents of community development.

The Annual Prison Report 2004 construes reformation for inmates as treatment and training of convict within the purview of:

1. Provision of work for the inmates after discharge;
2. Special attention to education;
3. The experience of personal influence on the individual by members of the prison staff;
4. The provision of all possible opportunities for the development of a series of personal responsibility.

Considering that Prisons are designed and established to serve several purposes among which are: Identifying the reason for inmates anti-social behavior, train, reform and rehabilitate the offenders for meaningful lively hood after discharge through different forms of reformatory programmes such as, Vocational education programmes, Literacy education programmes, and Guidance and counseling services. Despite the money spends on reformatory programmes, both human and materials resources that are put in place by government and non-governmental organizations, yet there is increase in crime and recidivism. In Nigeria, research has alluded that there is an increase in the rate of recidivism and that of male offenders have greater propensity to reoffend (Igbo & Ugwuoke 2003; Soyombo 2009; Ugwuoke 2010; Abrifor, Atere & Muoghalu 2012; 42; Tennibiaje 2013; Osaye 2013).

In Gombe Central Prison, based on pilot survey conducted by the researcher record from the prison revealed that there is an increase in recidivism in Gombe Central Prison, forty to fifty percent (40%-50%) of the convicted inmates are recidivist (reoffenders). In recent

time, armed robbery, kidnapping, rape, drug trafficking, fraud, traffic offences, murder and theft have become more serious problems to tackle as they have manifested with new methods and techniques. Consequently, prison congestion becomes a major problem in Nigerian Prison Service today. The congestion in the prison has caused health hazards among inmates. Based on the aforementioned backdrop, the researcher conducted a study to determine the Impact of Reformatory Programmes on Inmate Reintegration into the Society in Gombe Central Prison Gombe State of Nigeria.

Objectives of the Study

Objectives of the study were to determine the Impact of:

- i. Vocational education as a reformatory programmes on inmate's reintegration into the society in Gombe Central Prison.
- ii. Literacy education as a reformatory programmes on inmates reintegration into the society in Gombe Central Prison.

Research Questions

The following research questions were answered:

- i. What is the impact of vocational education as a reformatory programmes on inmates reintegration into the society in Gombe Central Prison?
- ii. What is the impact of literacy education as a reformatory programmes on inmates reintegration into the society in Gombe Central Prison?

Methodology

The study adopted survey design. Fajonyomi and Fajonyomi (2012) explained that survey research allows researchers to gather information without a complete enumeration. The findings obtained from a sample can then be generalized to the general population. The survey design was considered appropriate for this study because it afforded the researchers a chance of giving description of the data collected as well as relating variables of the study to each other. The target population of the study was three hundred (300) convicted inmates who are currently serving jail terms in Gombe Central Prison, Gombe State. One hundred and sixty nine (169) inmates were selected as a sample through simple random sampling technique. This figure was considered appropriate by Kreicie and Morgan (2006) who said a sample of 169 is appropriate for a population of 300. The instrument used for data collection was a fifteen (15) items questionnaire developed by the researchers.

The questionnaire was tagged Questionnaire on Impact of Reformatory Programmes on Inmates Reintegration into the Society in Gombe Central Prison, Gombe State (QIRPIRSGCP). Respondents responded to a four point Likert rating Scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The validation of the instrument was conducted by specialists in measurement and evaluation who ascertained its validity. The reliability of the instrument was done using test re-test method. A reliability coefficient of 0.74 was obtained using Cronbach Alpha technique. The data

collected was coded into scale, presented in a tabular form and analyzed using descriptive statistics of frequency counts, percentages, mean and standard deviation.

Data Analysis, Results and Discussion

The data collected were presented in tables and analysed appropriately as shown below:
 Research Question 1: What is the impact of vocational education as a reformatory programmes on inmates reintegration into the society in Gombe Central Prison?

Table 1: Impact of Vocational Education on inmate’s reintegration into the society in Gombe Central Prison

S/NO	Items/Variables	Responses N = 169				Measure	
		SA	A	D	SD	Mean	Std. Dev
1	Before I was convicted I didn’t have any idea of any skill.	63 (37.3)	41(24.3)	53 (31.3)	12 (7.1)	2.36	0.96
2	Now I have learned a skill through vocational education that is very helpful to me, my family and the society.	53 (31.4)	103(62.7)	9 (5.3)	1 (0.6)	1.75	0.57
3	With the skills training I acquired through vocational education I can now be self-reliant citizen.	71 (42.0)	89 (52.7)	6 (4.7)	1 (0.6)	1.63	0.60
4	With the skills acquired through vocational education I can train and retrain others.	63 (37.7)	99 (57.6)	6 (3.9)	1 (0.8)	1.67	0.52
5	With the skills I acquired through vocational education I can now contribute to the development of the society.	70 (41.4)	91 (53.8)	4 (2.4)	4 (2.4)	1.86	2.23

Source: Field Survey, (2016)

In Table 1 the researchers sought to know the impact of vocational education programmes on inmate in Gombe Central Prison. Item one (1) in the table seeks to know if they have any idea of any vocational skill. Out of 169 respondents, one hundred and four (104) respondents representing sixty one point six percent (61.6%) agreed that before they were convicted, they didn’t have idea of any vocational skills while sixty five respondents (65) representing thirty eight point four (38.4%) disagreed with the statement. In item two (2), the respondents were asked through vocational education if they have learned a skill that was very helpful to them and the society. Out of 169 respondents, one hundred and fifty nine respondents (159) representing ninety four point one percent (94.1%) agreed to the statement while Ten (10) representing five point nine percent (5.9%) respondents disagreed with the statement. In item three (3), the respondents were asked with vocational education acquired if they can be self-reliant. Out of 169 respondents, one hundred and sixty respondents (160) representing ninety four point seven percent (94.7%) agreed that with vocational skills training they acquired can be self-reliant citizens, while Seven (7) respondents representing five point three percent (5.3%) disagreed with the statement.

In item four (4), the respondents were asked if given the required vocational skills, can they train and retrain others. Out of 169 respondents, one hundred sixty two (162) respondents representing ninety six point three percent (96.3%) agreed to the statement, while seven (7) representing four point two percent (4.2%) disagreed with the statement.

Finally, item five (5) in the table asked to know whether vocational education acquired can contribute to the development of the society. Out of 169 respondents, one hundred and sixty one (161) representing ninety five point two percent (95.2%) agreed with the skills they acquired, they can now contribute to the development of the society while eight (8) representing four point eight percent (4.8%) disagreed with the statement. Therefore the analysis on the table 1 revealed that through vocational education as a reformatory programme received has positive impacts on their vocational skills.

Research Question 2: What is the impact of literacy education as a reformatory programmes on inmates reintegration into the society in Gombe Central Prison?

Table 4.2: Impact of Literacy Education on inmate's reintegration into the society in Gombe Central Prison

S/NO	Items/Variables	Responses N = 169				Measure	
		SA	A	D	SD	mean	Std. Dev
1	Before I was convicted I didn't know how to read, write and do some calculation	39 (23.1)	50 (29.6)	60 (35.6)	20 (11.8)	2.36	0.96
2	Before I was convicted I didn't have interest in any educational programme but now literacy education has encouraged me to further my education	43 (25.4)	101 (59.8)	21 (12.4)	4 (2.4)	1.91	0.68
3	Literacy education acquired has positive change in my life and Improved my reading and learning skills	50 (29.6)	99 (58.6)	19 (11.2)	1 (0.6)	1.82	0.63
4	With the literacy education, I can acquire a job and live a better life as a law abiding citizen	65 (38.5)	90 (53.2)	12 (7.1)	2 (1.2)	1.71	0.64
5	With literacy education acquired, I can teach literacy education in my community	59 (34.9)	99 (58.6)	9 (5.3)	2 (1.2)	1.82	1.59

Source: Field Survey, (2016)

Table 2 the researchers also sought to know the impact of literacy education as a reformatory programme on inmates' reintegration into the society in Gombe Central Prison. Item one (1), in the table, respondents were asked to know their level of literacy, from which the result indicated that out of 169 respondents eighty nine (89) respondents representing fifty two point seven percent (52.7%) agreed that before they were convicted they did not know how to read, write and do some simple calculations while eighty respondents (80) representing Forty seven point three percent (47.3%) disagreed with the statement. In item two (2), the respondents were asked if they have any interest in any educational programmes before they were convicted. Out of 169 respondents, one hundred and forty four (144) respondents representing eighty five point two (85.2%) agreed to the statement while twenty five (25) representing fourteen point eight percent (14.8%) disagreed to the statement. In item three (3), the respondents were asked whether literacy education acquired has improved their reading, writing and calculation skills. Out of 169 respondents, one forty nine (149) respondents representing eighty eight point two percent (88.2%) agreed that literacy education acquired has positive change in their lives and has improve their reading and learning skills while twenty (20) respondents representing eleven point eight percent (11.8%) disagreed with the statement. In item

four (4), the respondents were asked whether literacy education acquired can help them to secure jobs and live a better life. Out of 169 respondents, one hundred and fifty five (155) respondents representing ninety one point seven (91.7%) agreed that literacy education acquired, was beneficial in securing a job and live a better life as law abiding citizen while fourteen (14) respondents representing eight point three percent (8.3%) disagreed. In item five (5), in the table seeks to know whether literacy they have acquired can help them teach others in the community. Out of 169 respondents, one hundred and fifty eight (158) respondents representing ninety three point five percent (93.5%) agreed that with the literacy education they have acquired they can teach literacy education programmes in the community, while eleven (11) respondents representing six point five percent (6.5%) disagreed with the statement. In conclusion, the analysis on the Table 2 revealed that the reformatory programmes received in prison has impact on their literacy levels.

Findings

The findings of the study showed that:

1. Convicted inmates that are serving sentence in Gombe Central Prison have agreed that vocational education as a reformatory programmes have great reformatory impact on their reintegration into the society. The result shows that 104 (61.6%) agreed that with the vocational skills they acquired now they can be self-reliant and they can contribute to the development of the society.
2. Literacy education programme in Gombe Central Prison has significant impact as 52.7% of the inmates have agreed to that. Also that as a result of the reformatory programmes, most of the respondents can now read, writes, carry out some elementary calculation large extent, which can help in reintegrating them into the society.

Discussion

This study was conducted in Gombe Central Prison on convicted inmates. This study was based on reformation theory developed by Bwana and Steven (1978) who opined that the object of punishment is the reform of the criminal. Although the crime is committed due to conflict between character and motive behind the criminal act. This study was based on this theory to determine the impact of this reform on the convicted inmates. The first objective was to know the impact of vocational education received while being convicted on the inmates; the result revealed that 104 of the respondents, representing 61.6% agreed that, before their conviction, they didn't have the idea of any skills. This may be attributed to their involvement in the crime that makes them end in prison. The result of the study is in line with Ogunleye (2014) who studied perceived contributions of vocational skills acquisition to prison inmates' integration into the society. The study revealed that convicted inmates in the prisons were exposed to vocational skills. The vocational education received while in prison would not only make them self-reliant, it would also keep their mind away from any crime after being released. This will enable

them to help not only their family members, but also contribute their own quota to the development of the society. This study also confirmed what Ego and Scholastica (2009) recommended in their study that inmates should be given qualitative vocational education for rehabilitation and integration into the society. The result of the study showed majority of the inmates about 159 respondents, representing (84.1%) agreed that through vocational education, they have learned a skill that is very helpful to them and their families and the society. This change may be attributed to their involvement in vocational education they were exposed to. The result of the study was in consensus with Dixon and Cassey (2013) that vocational training has effect and high quality on the offenders, it creates employment opportunities as a result of skills acquired. The vocational education acquired after being released will also help in keeping them busy in their workshops, making their products available in the community, saving cost of travelling far to look for products and boost the economy of the society. As a result, crime and recidivism rate will reduce in the society.

The result of the study indicated that almost all the entire inmates, 160 respondents, representing (94.7%) agreed that, with skills training they acquired through vocational education, they can now be self-reliant. The result of the study was in disagreement with Ayuk (2013) study on the impact of prisons reforms on the welfare of inmates. The findings showed that poor remuneration and absence of reformatory facilities militate against reform workability. This may be associated with the poor funding of the reformatory programmes that led to poor reformatory facilities. Unlike in Gombe Central Prison where there are good remunerations and enough reformatory facilities that make the reformatory impact possible on the inmates. In a situation where there are poor facilities, the achievement of set goals will not be possible. The result revealed that most of the inmates about 162 respondents, representing (96.3%) agreed that with the skills acquired through vocational education, they can train and retrain others. This is in connection with their engagement in vocational education received while being convicted. This is in line with Ogunleye (2014) who agreed that convicted inmates in prisons are exposed to vocational skills. The vocational education received while in prison will not only make them self-employed but creates more employment opportunities to other citizens in the society as it has been always advocated that good learning opportunity can change lives significantly for better as skill training plays an important role in reducing re-offending.

The result of the study showed 161 respondents, representing (95.2%) agreed that with skills acquired through vocational education, they can now contribute to the development of the society. The result of this study is contrary to Ego and Scholastica (2009) in which the respondents agreed that qualitative and vocational education for prisoners were inadequate. This may be attributed to lack of professional facilitators and vocational facilities, unlike in Gombe Central Prison where there are professional facilitators, available vocational facilities and qualitative vocational education. The vocational education received while in prison does not only make them contribute to the development of the

society, it will also make them agent of change and productive members of the society. The second objective was to know the impact literacy education received when convicted. The result revealed that about 89 respondents, representing (52.7%) agreed that before their conviction, they didn't know how to read, write and do some elementary calculations. This may be associated with their commitment in criminal activities that led to their imprisonment. This concurred with Quan-Baffour and Zawada (2012) who opined that the promotion of social cohesion, re-integration of inmates into the community as reformed members; the provision of knowledge and skills for employment and self-employment through entrepreneurial activities are crucial in inmates reform. The literacy education acquired in the prison will help the inmates to ease challenges they encounter in their daily lives such as challenges of ignorance, health issues, food, security, poverty, calculation in their business to mention but a few.

The result of the study indicated that most of the inmates about 144 respondents, representing (85.2%) agreed that before they were convicted, they didn't have interest in any educational programmes, but now literacy education has encouraged them to even further their studies. The result of the study is in consensus with Kadiri and Halison (2011) that majority of the inmates surveyed 96% believed that information was an important tool for reformation. The literacy education they were exposed to have served as an eye opener and light to inmates that make them develop interest in education and even wanted to further their education, this can help them acquire jobs, earn living and live responsible lives. The result of the study showed that majority of the inmates, about 149 respondents, representing (88.2%) agreed that literacy education they acquired has positive change in their lives and have improved their reading, writing, calculation skills and general knowledge. The result of the study was contrary with Adetunji and Margret (2015) that emotional and behavioral problems associated with incarceration, lack of educational resources, inability to ascertain teachers' educational qualification are some of the challenges militating against the literacy and numeracy skills of prison inmates.

This also may be attributed to lack of professional counselors who will help the inmates overcome their emotional and psychological problems. Unlike in Gombe Central Prison where there are qualified facilitators and counselors which make the programmes workable. The result of the study revealed that most of the inmates about 155 respondents, representing (91.7%) agreed that with literacy education they acquired they can acquire a job and live a better life as law abiding citizens. This concurred with Quan-Baffour and Zawada (2012) whose study on educational programmes for prison inmates' reward for offence or hope for a better life? The result showed that education for inmates is not a waste but the promotion of social cohesion: the reintegration as reformed members; the provision of knowledge and skill for employment and self-employment through entrepreneurial activities. The literacy received will help the inmate free themselves from the bondage of ignorance and illiteracy through this recidivism can be controlled and crime rate reduced. The result of the study showed that about 158 respondents, representing (93.5%) agreed that with literacy education they acquire they

can teach literacy education in the community, this is in disagreement with Ewulem and Catherin (2015) that overcrowding, poor funding, poor sanitation and poor facilities militating against the literacy and numeracy skills of prison inmates. This may be associated with lack of commitment to the welfare of the inmates by the authority concerned and may be due to the overpopulation the few reformatory facilities are over stressed, which contribute to the non- achievement of reformation.

Conclusion

Despite the fact that some of the previous literature have supported that inmates are benefiting from the programmes which have embedded functional skills, convicted inmates in the prison are exposed to vocational skills when compared with their counterparts who are awaiting trial, literacy education promotes social cohesion the reintegration of inmates into the community as a reformed members; the provision of knowledge and skills for employment and self-employment through entrepreneurial activities and counseling reform, inmates more than punishment. While other previous literature are of the opinion that qualitative vocational education for prisoners were inadequate, lack of educational resources and inability to ascertain facilitators' educational qualification, poor funding, overcrowding are some of the challenges militating against reformation of prison inmates. This study showed that there is significant impact of reformatory programmes on inmates' reintegration into the society in Gombe Central Prison.

Recommendation

Based on the findings of the study, the following recommendations were proffered:

1. The Federal government, Non-governmental organizations (NGOs) and other Agencies should be encouraged through advocacy to adequately fund the entire prison services especially in the areas of vocational education programmes by providing modern equipment/facilities, tools and takeoff grant should be given to inmates after saving sentence, for successful reintegration into the society.
2. Nigerian prisons should collaborate with National Examinations Council (NECO), West African Examinations Council (WAEC) and National Open University of Nigeria (NOUN) to make all prisons their examinations centres and study centres. Scholarship should be given to inmates who have done well in examination to further their education. This will help in facilitating the reformation of inmates and their successful reintegrating into the society as reformed citizens.

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