

## **Redirecting Correctional Education Implementation Towards Lowering Recidivism in Nigeria Society**

**Ezeala, Joy Ijeoma (PhD)**

Department of adult and on-formal education,  
University of Port Harcourt  
Ezeala.ij2013@gmail.com

**Okorie Christiana Uzoaru (PhD)**

Department of adult and on-formal education  
University of Port Harcourt  
Christiana.okorie@uniport.edu.ng  
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### ***Abstract***

*Correctional education programme is purposively for rehabilitation, reformation and reintegration of prison inmates all over the world. This study examined how to redirect correctional education programme implementation towards lowering recidivism in Nigeria Society. Three research questions and objectives guided this study. The study was a qualitative survey carried out in Portharcourt prison. 122 incarcerated inmates in Portharcourt correctional service who have benefited and are benefiting from different Formal and Non-Formal rehabilitation education programmes was the population of the study, all the 122 inmates were sampled based on total enumeration sampling technique. A validated interview schedule was utilized for data collection. Data collected was thematically transcribed. Findings revealed that providers of the correctional education programmes in Portharcourt correctional service do not involve the inmates (beneficiaries) in the selection of choice of programme type; the facilitator utilizes pedagogical approach instead of andragucal approach for facilitation. Also, freed inmates are stigmatized and this contributes to recidivism. Based on the findings, the researchers recommended among others that service provider of correctional programme should always give the inmates the opportunity to choose option of programme to be enrolled into because interest is a motivator for adult enrollment into adult educational programme; facilitators of the programmes should be trained on how to use andragogical approaches to foster learning.*

***Keywords: Correctional Education Programme, Implementation Recidivism***

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## Introduction

Correctional education programme is purposively for rehabilitation, reformation and reintegration of prison inmates all over the world, since the introduction of correctional education, many ex-convicts all over the world, have been exposed to different educational programme that has helped to rehabilitate and reform them to a better person and also integrate them back to the society. Correctional education programmes provide incarcerated individuals with skill and knowledge essential to their futures. According to the 1972 outline, the Nigerian Prisons had a specific mandate to reform, rehabilitate, and ensure the successful reintegration of offenders back into society in accordance with widely accepted standards. However, this mandate was watered down by numerous instances of inhumane treatment meted out to the incarcerated inmates as well as by the appalling state prisons spread throughout the nation. Due to the NPS's current situation, Various groups advocated for Nigeria Prison Services (NPS) to be renamed as Nigeria Correctional Services (NCS). This movement gained traction in 2019, eleven years after former senator Victor Ndoma-Egba introduced and read the bill in the Senate during the sixth assembly.

President Muhammadu Buhari signed the Nigerian Correctional Service Act into law in July 2019, renaming the country's prisons the Nigerian Correctional Service. The purpose of this bill was to breathe new life into the system. The custodial service and the non-custodial services are the two main parts of the Nigeria Correctional Service Act, 2019. The law's definition of custodial service stipulates that as inmates serve their jail sentences, a greater focus is placed on correctional services designed to prepare them for release from custody. While the goal of non-custodial service is to lower the number of prisoners awaiting trial at the many correctional facilities across the nation. It includes parole, probation, community service, and restorative justice. Nonetheless, the act makes clear how important it is to empower prisoners via the use of educational and skill-training programmes, as well as how to facilitate incentives and revenue creation through Custodial Centres, farms, and industries. The statute stipulated that, during the course of their incarceration, inmates would receive more correctional services aimed at preparing them for release from custody. However, empowering inmates through the deployment of educational and vocational skills training programmes, and facilitating incentives and income generation through Custodial Centres, farms and industries is a significantly spelt out in the act while prisoners serve their jail terms, the emphasis is more on correctional service tailored towards readmitting them to society upon the completion of their jail sentences. This aspect is embedded in Section 14 of the Act, which states, that

“the Correctional Service shall provide opportunities for education, vocational training, as well as training in modern farming techniques and animal husbandry for inmates; and also establish and run in designated custodial centres and industrial centres equipped with modern facilities for the enhancement of vocational skills training for inmates aimed at facilitating their reintegration into society. The Correctional Service shall be administered to encourage generation of

funds to aid earning scheme for the inmates as well as aftercare and other support services towards their rehabilitation.” (NCS Act, 2019)

Previously, Correctional center in Rivers State strives to give prisoners options for rehabilitation so that they can successfully reintegrate into society after being released from prison. The facility provides a variety of educational and vocational initiatives to give prisoners useful information and skills. These projects include computer literacy lessons, counselling services, and vocational training in trades like tailoring and carpentry. Empowering prisoners and improving their prospects of a smooth transition back into society after release are the goals. As per the Act's requirements, the prisoners can produce chairs and tables for schools across the State in order to bring in money for the facility and provide opportunities for self-actualization. Many inmates in Rivers State correctional services are no longer benefitting from this laudable provision of the act. Some who were opportune to participate are not empowered to start up on their own after the prison terms, also societal stigma of been labeled as ex-convict has its own impact on the reintegration of the freed inmate back to the society. All these factors have in one way or the other contributed to the incessant recidivism among inmates. Many of them go back to commit crime as the only way to survive in a society that has failed them. Despite the fact that many ex-convicts returned back to crime after undergoing training in correctional education programme, some came out to be a better person in the society. Some of those that returned back to crime have also gone back to prison (recidivism) as second or third term offenders. Recidivism is a general term for the recurrence of criminal action. It can result in a number of different things, such as being arrested again, being found guilty again, or being imprisoned again. Since there is no discernible impact from the state's increasing expenditures on the criminal justice, security, and correctional systems, recidivism is not an economic reality. Money voted yearly to provide education for prison inmates is expected to yield economic return through production of rehabilitated ex-convict who contributes positively to peace and prosperity of the Rivers State ad Nigeria at large

### **Statement of the Problem**

Correctional centers in Rivers State has inmates that are two, three or even more times offenders despite the exposure of those serving jail term to different forms of correctional educational programme, as a way of rehabilitating the incarcerated inmate and helping to e responsible citizen who will contribute meaningfully to the growth and development of Nigerian society. High prevalence case of recidivism is found among youths and middle age ex-convicts who were supposed to be productive members that contribute to the development of Rivers State based on utilization of knowledge, skill and competency gained in the correctional education. The primary purpose of rehabilitating inmates is to make them a better person who contribute positively to the peace, security and prosperity of state, this expected positive contribution serve as return on investment (ROI). But despite the efforts made by government, non-governmental organization (NGOs), churches that provide different forms of educational programmes such as basic literacy, post literacy, secondary education, undergraduate, postgraduate, vocational skill acquisition, occupational skill training, and so on. Some of the inmates who benefited and graduated from this programme, when they regain their freedom after their jail period don't utilise the knowledge and

skill gained for gainful employment rather they go back to crime (recidivism) and most times are re-arrested and jailed again and again. The prevalence of recidivism in Nigeria prison especially Portharcourt correctional center is alarming and motivated this study which sought to find out why the expected return on investment on incarcerated inmates (positive contributions to society) is very low.

### **Purpose of the Study**

The purpose of this study is to find out how to redirect correctional education programme implementation towards lowering recidivism in Nigeria society. Specifically, the study objectives are to:

1. Assess the process of selection of type of correctional education programme for inmates
2. Examine the facilitating approaches adopted for instruction by programme providers
3. Examine the socio-cultural factors that contribute to recidivism

### **Research Questions**

1. What process do the rehabilitation center adopt in selection of type of correctional education programme for inmates?
2. What facilitating approach(es) is/are adopted for instruction by programme providers?
3. What are the socio-cultural factors contributing to recidivism?

### **Theoretical Review**

This study is anchored on the theory of time served as explained by Daniel, Joshua, William & Avinash (2016). The authors were of the opinion that the impact of prison term on recidivism may be contradictory. They proposed that serving time had a dual deterrence and social bonding effect on recidivism. Time served produces an inverse relationship based on the deterrence effect and a direct relationship based on the social effect. Prison time results in significant incapacitation, deterrent effects, and increased retribution. that the unique deterrent impact of incarceration lowers recidivism. However, academics have pointed out that there may be more nuanced reasoning behind why incarceration either reduces or does not reduce recidivism. It's still unknown exactly how particular prison deterrent effects might manifest themselves throughout different lengths of confinement. Early in the process of incarceration, as opposed to later phases, may see a greater concentration or more intense feeling of the stresses and pains that could have a deterrent effect. However, different lengths of incarceration may have differing impacts on social capital, labelling processes, and social ties, all of which can affect recidivism. The impact of time served on recidivism might not be very strong. Depending on the length of time served and the ratio of criminogenic to deterrent or rehabilitative experiences had while incarcerated, jail terms can have a variety of effects, including reducing crime or increasing it.

### **Correctional Education**

Correctional education are educational programmes offered to inmates in correctional facilities, these programmes include basic literacy instruction, career training, secondary and post-secondary

education, and the development of life skills. Correctional education includes strategies and programmes to improve the knowledge, skills, and abilities of incarcerated individuals, it applies to the many learning opportunities that can be made available to people who are incarcerated. This might include everything from parenting education to vocational training to college and graduate-level courses. According to Kotchon, (2010) correctional education is vocational training or academic instruction provided to inmates while they are incarcerated. It can be offered from within correctional institutions, or by other sources such as vocational schools, colleges or universities. Correctional education provides incarcerated inmates opportunities to improve themselves personally and professionally and hope for life after or during sustained incarceration. According to Davis et al. (2013), the aim of correctional education is for rehabilitation, recidivism reduction, and a smooth transition back into society of inmates.

In Nigeria, reformation and rehabilitation of convicts is captured in Nigerian Correctional Service Act, 2019 in Part 1, Section 14 subsections (1) and (2). Section 14 (1), stated that the Correctional Service shall provide opportunities for education, vocational training, as well as training in modern farming techniques and animal husbandry for inmates.” While Section 14 (2) holds that, “in accordance with the provisions of subsection (1), Correctional Service shall establish and run, in designated Custodial Centers, industrial centers equipped with modern facilities for the enhancement of vocational skills training for inmates aimed at facilitating their reintegration into society” (Nigerian Correctional Act, 2019). The provisions of this act made correctional education a right to all incarcerated citizens and a foundation stone for rehabilitation.

Wolford (1989) suggests that the purpose of correctional education can be classified into six key factors:

1. To provide inmates with basic academic and vocational skills;
2. To provide inmates with an opportunity to change their personal behaviors and values;
3. To reduce recidivism;
4. To provide passive control of inmate behavior;
5. To support the operational needs of the correctional institution; and
6. To provide institutional work assignments. (Wolford (1989:358-359)

According to Werner (1990,157), correctional education has a social responsibility to provide the inmate with what he considers as the primary function of a prison education programme and individual empowerment. Werner further stated that the “core of empowerment is the recognition that the individual has potential to be much more than he or she is at present and that promotion of clear thinking, wise judgment, and effective communication, must be at the heart of an effective correctional or prison education programme. Correctional education is expected to change inmates’ attitudes towards life and also lead them to improved self-esteem, confidence and self-awareness. The goal of correctional education is to increase the intellectual and vocational abilities of prisoners in order to decrease recidivism rates, increase the possibility that they will be employed, and allow them to continue their education after being released from prison (Roder, 2009).

Correctional education programmes give prisoners new coping mechanisms that help them make the most of their time behind bars, gain new perspectives, identify unrealized potential, and become more productive people when they are released from prison. They also prevent recidivism and other criminal activity. Correctional education programs aid incarcerated individuals in obtaining lucrative jobs upon release, preventing recidivism, and mitigating the problem of prison overcrowding resulting from mandatory sentence regulations. In view of this, Liu & Li (2014) noted that correctional education needs to take into account the unique setting of detention facilities. This entails striking a balance between inmates' social lives as human beings and using the law to guide them appropriately through successful remediation programmes. Werner in Messemer (2011), took a different stance on the goal of correctional education, Werner maintained that correctional educators need to recognise the shortcomings of the current jail system, which are a direct result of the shortcomings of prison education. He said that offenders must be able to think and act critically in a technologically advanced world if they are to have any hope of avoiding going back to prison after their release.

Correctional education gives offenders a second shot at life by imparting the knowledge and skills necessary to enhance and enrich their lives. Long-term advantages and cost-effectiveness make correctional education an attractive option for reducing crime. People's voices can be heard, opportunities to a better future can be opened, and social competence and self-worth can be restored via education. The best way to improve society overall is to invest in education, which guarantees that everyone has the chance to prosper in the future, regardless of their background. One strategy to achieve social and economic mobility may be through education. Correctional education benefits convicts, staff workers, the general public, and the children of the incarcerated in significant and frequently life-changing ways (Czerniawski, 2016). Correctional education promotes social reintegration and personal growth. Many jailed people find it challenging to contribute to society because of their poor literacy and education levels. Giving them educational chances improves their general cognitive abilities, decision-making skills, and sense of self and it also improves offenders' capacity to make constructive contributions to their communities after release by providing them with pertinent knowledge and skills.

### **Recidivism**

Recidivism is the rate at which incarcerated offenders return to crime (and prison) after being released from custody, according to Quan-Baffour and Zawada (2012). This phenomenon is both a social and personal one, as the released offender may reoffend, and a psychological one, as the individual has not been able to overcome the circumstances that led them to commit crimes in the first place. Hence, the state spends an increasing amount of money on the criminal justice, security, and correctional systems while producing no discernible results, making recidivism an economic issue. Recidivism is defined by Hoffman and Venter (2006) as the criminal justice system's pattern of recurrent sentence and incarceration. Recidivists are individual offenders who re-offend, more than once. Cotter (2020) pointed out that recidivism is when a person's relapse into criminal behavior, often after the person receives sanctions or undergoes intervention for a previous crime. Recidivism was characterised by Andersen and Skardhamar (2014) as a relapse of criminal



behaviour, which can result in a variety of consequences such as another arrest, conviction, or period of incarceration. When compared to other offenders, prisoners are a high-risk category that carries significant expenses and makes a significant contribution to overall social criminality and violence (Andersen and Skardhamar, 2014)

Criminal activities that resulted in the offender's re-arrest, re-conviction, and/or re-incarceration within a predetermined time frame are commonly used to quantify recidivism. When different recidivism metrics are available, users can choose the performance measure that best fits their desired outcome. The ability of correctional education to lower recidivism rates is one of its main advantages, prisoners who take part in educational programmes during their incarceration have a far lower chance of committing crimes again once they are released from prison, and according to a meta-analysis by Davis et al. (2013).

Rehabilitation and the prevention of recidivism according to Quan-Baffour and Zawada (2012) are best achieved through correction and development, as opposed to punishment and treatment, that rehabilitation is much more than just trying to prevent crime. It is rather a holistic approach in which we include social responsibility; social justice; active participation in democratic activities; and empowerment through life and -other skills. Duwe (2018) asserted that a correctional programme might yield a positive return on investment (ROI) if the advantages it provides outweigh the expenses it incurs to run. that by reducing victim costs, criminal justice system expenditures (including those associated with the police, courts, and prisons), and lost productivity of incarcerated offenders, an intervention that lowers recidivism can have a positive impact on cost-avoidance. By raising the amount of income taxes that employed offenders must pay to the state, programmes that increase employment incomes can also be beneficial.

### **Methodology**

The study is a qualitative survey carried out in Portharcourt. The population of the study consist of 122 incarcerated inmates in Portharcourt correctional service at Aggrey road, who have benefited from different Formal and Non-Formal education programmes. Some are second-or-third time offenders who previously gained freedom but find themselves back to prison (recidivism) due to them committing crime again. The 122 inmates were all sampled based on total enumeration sampling technique. A validated interview schedule was utilized to for data collection, the researchers carried out an in-depth interviewing of recidivist inmates in Portharcourt correctional service. Data collected was transcribed based on 3 research questions that guided the study.

### **Findings**

#### **Selection of Type of Correctional Education Programme for Inmates**

The finding reveals that the providers of the correctional education programmes do not involve the inmates (beneficiaries) in the selection of choice of programme type. The learners of correctional education programme are adults with wealth of experience that are supposed to be fully involved

in choice of programme meant for their rehabilitation, reformation and reintegration. Many of inmates interviewed were of the opinion that;

Interviewer 1:

*“when I first come prison, dem tell us say make we join carpentry, I just dey follow dem go class but for my mind no bi wetin go give me the kin money wey I dey fin”*

**Translation:** *the first time I was incarcerated in this prison for my jail term, we were asked to join others in the carpentry workshop to learn how to make furniture but I was not enjoying the class because it was not my choice of occupation to fall back to make a living*

Interviewer 2:

*I had my senior secondary certificate result complete and I wanted to enroll for the distance learning undergraduate programme but all of us were asked to join the carpentry class which I had no interest and I was unable to acquire the skill proper.*

Interviewer 3:

*Na tailor wey dem bin put me but me I won to len hairdresser because na wetin I bin dey do bifer my friend com make me do wetin carry me come prison. When I comot for prison last year, I no fit dey sow clot wen I no get machine. Na him mak me go join my friend make I gather moni buy machine bifer dem catch us again.*

**Translation:** *I was trained as a tailor but my choice of programme was hairdressing because it was a stylist before I was introduced to crime that led to my incarceration by my friend but when I completed my jail term last year, I could not afford sowing machine, so join my friend again for me to raise money to start the business before we were caught and brought back to prison.*

Inmates who benefit from correctional education programme in Portharcourt correctional service are given opportunity to make a choice of programme they are enrolled to learn and this has contributed to most of them not utilizing or underutilizing the knowledge and skill gained to developed and better life.

### **Facilitating Approach(es) Adopted for Instruction by Programme Providers**

In this study it was revealed that facilitators in the correctional education centers adopts pedagogical approach in facilitating learning. Pedagogical approach is a didactic approach which is a teacher-directed method of instruction. One of the interviewed inmates responded that:



*Na only the tin wey our master won make we know, na  
him dem dey teach us. People wey dey teach us no dey  
regard us as adult.*

Utilising of pedagogy in educating adult learners negates the andragogical principle that guide adult education and learning.

### **Socio-Cultural Factors Contributing to Recidivism**

Socio-cultural factors such as stigmatization, isolation, lack of proper acceptance and integration by immediate community and community members contributed to recidivism among inmates. An inmate interviewed said:

*After I regain my freedom, I was seen as a plague in my  
neighborhood, I was also talked about negatively and one day  
I decided to go back to my friends. The company of my friends  
led me to crime again and I was re-arrested*

Another respondent attest to the fact that an ex-convict s generally perceived as someone who has been contaminated and not worthy to be associated with irrespective of the offence the offence that sent the person to prison. A female inmate said that people regard a female ex-convict as not good for marriage, irrespective of her former crime. Stigmatization ex-convict faces extents to family and community members who cannot trust them again just because they have gone to prison and come out. An inmate expressed his disappointment with the Nigerian society by responding that:

*“my community people dem don label me criminal for life, even when I try  
to make dem no say I don repent dem no gree say na di truth. My family  
reject me and na him com make me go back to my former gang members  
wey welcome me back.*

Another inmate said that:

*When I came out of prison in 2023, I look for job with the carpentry skill that  
i learnt but nobody accepted to give me job because they still see me as  
criminal, some even told me to my face that I will later bring my gang member  
to rob them after I am done with the job. I became depresses and that made  
me to go back to drug and my bad friends that lure me to robbery again.*

Many inmates were of same opinion with the responses above, they responded in similar manner and was bitter with the way the society pushed them back to their incarceration

### **Discussions of Findings**

Inmate beneficiaries of correctional services are not involved in the selection of choice of programme type. The finding that correctional education programme providers do not let convicts

choose the kinds of programs they provide is consistent with empirical data showing the value of participatory learning strategies in adult education, especially in correctional settings. For successful rehabilitation, reformation, and reintegration, programme planning should consider the prior experiences, knowledge, and unique learning requirements that adult learners, including those incarcerated, bring (Knowles, Holton, & Swanson, 2015). This negates adult learning principle as stated by Knowles (1990) that adults are autonomous and self-directed. According to Gehring's (2018) study, andragogy's tenets of self-directed learning and student participation in decision-making should serve as the foundation for correctional education. These principles are violated when prisoners are excluded from program selection, which lowers the efficacy of correctional education. There is emphasizes the importance of understanding the characteristics of the adult learner because of their non-traditional characteristics and this create needs and priorities which should be paid special attention when planning correctional educational programmes. Therefore, to ensure adult learners' success and keep them enrolled, an educational programme should be provided to meet their needs and expectations.

Correctional educational programmes should assist inmates to establish goals according to their own conditions, help them to know how to search for useful information and resources, enable learners to get. Learners of correctional education programmes are adults with wealth of experience that are supposed to be fully involved in choice of programme meant for their rehabilitation, reformation and reintegration. Mezirow's (1991) transformative learning theory stated that adult learners including prisoners must actively participate in the learning process to achieve behavioral change and personal growth. If prisoners are prevented from selecting the programs they want to participate in, it may be more difficult for them to acquire the necessary skills for reintegration into society. According to the survey, most facilitators in Nigerian correctional education facilities use a pedagogical approach, which is a teacher-centred, didactic style of instruction. This approach is characterized by lead instruction, in which facilitators lead the learning process, prescribe the subject to be taught, and prioritize memorization over experiential learning or critical thinking (Knowles, Holton, & Swanson, 2015). Pedagogical approach in facilitating learning at correctional center places the learners in a submissive role requiring their obedience towards their teacher. This method creates a teaching and learning situation that promotes dependency on the instructor.

Facilitators in Nigerian correctional education settings primarily employ pedagogical approaches that are more suited for children and dependent learners, correctional education students are adults with various life experiences. This result is consistent with research by Omorogiuwa and Adeyemi (2020), which discovered that Nigerian correctional educators rarely use pedagogical approaches that prioritize problem-solving abilities, experience-based learning, and self-directed learning. The educational method limits inmate participation and engagement in their learning process by establishing the teacher as the exclusive source of knowledge (Freire, 1970). This hinders the development of autonomous thinking and problem-solving skills in prisoners, which are essential for rehabilitation and reintegration, according to Brookfield (2017). Correctional education's ability to provide offenders with employable occupational skills may be hampered by its concentration on memorization and passive receipt of information (Adebayo & Ojo, 2021).

According to research on correctional education in Nigerian prisons by Nwosu et al. (2022), pedagogical approaches do not promote the development of practical skills essential for economic reintegration after release.

Andragogy which is the art and science of helping adults learn is not practiced. Lindeman in Knowles (1990) pointed out that adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it. Correctional education programmes provide skills on a massive scale in correctional centres, offenders are equipped with functional skills to contribute economically to their personal livelihoods and community development after incarceration. If inmates are taught these skills at massive scale based on andragogical learning principles, many offenders who return back to crime (recidivism) would be curbed because after release offenders would have skills for employment and job opportunities based on their preferred programme study. Both facilitator and correctional education providers are to apply Knowles adult learning theory assumptions in methodological application when dealing with adult learners for effective delivery.

Socio-cultural factors such as stigmatization, isolation, lack of proper acceptance and integration by immediate community and community members contributed to recidivism among inmates. In Nigeria, communities frequently stigmatize ex-offenders, which results in social marginalization. Since many ex-offenders are classified as "criminals for life," it is challenging for them to obtain steady employment, reintegrate into their families, or find housing. According to research by Adebayo and Ojo (2020), social rejection is one of the main reasons why ex-offenders commit crimes again because they feel alone and unsupported. Successful reintegration depends heavily on family support, although many Nigerian ex-offenders face rejection from their communities and families. According to Vose (2011), determining the community context in which a reformed offender reintegrates is essential to understanding recidivism. The study found that a large number of people leaving jail do not go back to supportive homes. Many go back to households where there are other criminals living with them, to chaotic neighbourhoods, or to areas with few resources available to the community (Bellair and Kowalski, 2011). According to a study by Okeke and Aluko (2019), families frequently view ex-offenders as a source of shame, which causes estrangement. Many ex-offenders are forced back into criminal networks to survive because they lack a support network.

Furthermore, one of the main socioeconomic factors promoting recidivism is the inability to obtain work. Ex-offenders have few legal options for survival since many employers won't accept them because of the stigma. Many ex-offenders find it difficult to break their connections to the criminal organizations they were a part of before their incarceration. Returning to the same crime-prone communities exposes ex-offenders to peer pressure, making relapse into crime all but unavoidable, according to studies like those by Eze and Adekunle (2022). Some Nigerian groups hold cultural ideas that, even after serving their sentences, criminals should be punished for the rest of their lives. Many ex-offenders are compelled to return to criminal activity as a result of this perception, which lowers the community's willingness to embrace reformed individuals. Recidivism is

significantly correlated with substance addiction. Many prisoners get addicted to drugs while incarcerated, or they had an addiction before being imprisoned. According to a study by Ibrahim and Yusuf (2021), ex-offenders who are addicted frequently turn back to crime to maintain their habits if they are not properly rehabilitated. This confirms the findings of Yusuf, Ogidi, Hasan, Haruna, and Isah (2022) about the socio-demographic elements contributing to the high prevalence of crime and recidivism, including unemployment, stigmatisation, peer pressure, inadequate reformation and rehabilitation programmes in prison, and subpar reintegration exercises.

## **Conclusion**

The study concludes that:

1. Inmates who are enrolled or have benefited from correctional education programme in Portharcourt prisons are not given the opportunity to make choice of programme to enroll and that negate andragogical principle of self-interest.
2. The facilitators in the programme utilises pedagogical approach which is teacher-centred and does not entail helping the inmates who are adults to learn based on their wealth of experiences.
3. Many inmates recidivated due to stigmatization they face as ex-convict, many of them are regarded as dented beings that are not to be mixed, this attitude from people around push them back to the crime world.

## **Recommendations**

The study recommended that:

1. The service provider of correctional programme should always give the inmates the opportunity to choose option of programme to be enrolled into because interest is a motivator for adult enrollment into adult educational programme.
2. Facilitators of the programmes should be exposed or be trained on how to use andragogical approaches that encourages inmates to take responsibility of their learning to foster learning.
3. Community members, friends and families should see the good in reformed ex-convicts as change members that needed to be loved and accepted back to the society.

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