

# Innovations

## Human Development Programmes and Performance of Nigerian Correctional Service Facilities in North Central, Nigeria

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**Abstract:** *The impact of correctional services is slowly being appraised not only in terms of exacting punishment on offenders, but their ability to rehabilitate, reform and reintegrate offenders back into the society after serving their jail terms. This research examined human development programmes and performance of Nigerian Correctional Service Facilities in North Central Nigeria. The specific objectives were to determine the extent to which training in skill acquisition impact inmates' reintegration to society after jail term, assess the effect of guidance and counselling on inmates behavioural change (Reformation) and ascertain the extent to which moral instruction impact inmates' rehabilitation. The research adopted survey design. The study's population comprises of 4702 inmates from seven (7) selected Nigerian Correctional Service facilities in North Central Nigeria. A sample size of four hundred and twenty-four (424) inmates were selected using Cochran sample size formula. Likert scale close-ended questionnaire was used for data collection, Regression analysis was used to test the hypothesis. The study found that Training in skill acquisition has positive significant impact on the inmates' reintegration to society after jail term. ( $\beta = 0.751$ :  $p$ -value  $< 0.05$ ), Guidance and counselling has positive significant impact on inmates' behavioural change (Reformation) after jail term ( $\beta = 0.605$ :  $p$ -value  $< 0.05$ ) and there is significant relationship between moral instruction and inmates' rehabilitation. ( $\beta = 0.900$ :  $p$ -value  $< 0.05$ ). The study recommended among others that families and friends should endeavor to always support their relatives after serving their jail term. The study concludes that human development programmes should be recognized and applied diligently to improve the performance of Nigerian Correctional Service facilities.*

**Keywords:** *Rehabilitation, Reformation, Reintegration, incarceration, Training, Vocational skill*

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### Introduction

Globally, correctional services were focused on punishment and incapacitation. Over the years there has been a considerable change in the correctional system as history has seen the change of the retributive model of punishment towards the more rehabilitative and restorative models (Alemika, 2020). At the heart of this change is the incorporation of Human Development Programmes into correctional services, which

focus on meeting the socioeconomic, psychological, educational, and vocational needs of those incarcerated (UNODC (2022)). Human Development Programmes in the context of correctional services are essentially a well-organized collection of educational, psychological, vocational, and social initiatives aimed at fostering the overall growth of individuals who are incarcerated (Amali et al. 2023). The aim here is to help inmates become productive and responsible members of the society. (Andrews & Bonta, 2017; Ward & Fortune, 2016).

Correctional Service are social agency of Criminal Justice Administration, with fundamental roles of incarcerating convicts as well providing custodial care for those under trials and in detention (Alfred, 2022). Performance of correctional service facilities in the context of rehabilitation, reform, and reintegration is the degree to which institutions effectively design, implement, and sustain evidence-based programmes and services that address offenders' criminogenic needs such as education, vocational training, mental health, substance abuse, and restorative practices to foster behavioural change, reduce recidivism, and support successful community reintegration (Grizzle, 2024). However, despite the growing recognition of the role human development programmes play in the performance of correctional service facilities, it is worthy of note that the effort of the Nigerian Correctional Service facilities in equipping the inmates are faced with various problems, which questions as to whether the correctional facilities are actually rehabilitating, reforming and reintegrating inmates, and whether there is an existing conflict between the punitive ideas of Correctional Service facilities inherited from colonialism and the need for development are issues of concern. It is on this backdrop, this study aimed at examining human development programmes and performance of Nigerian Correctional Service facilities, in North Central Nigeria.

## **Literature Review**

### **Human Development Programmes**

Human development programmes are organized frameworks which are meant to enhance the capacities of individuals, increase their well-being and enlarge their opportunities through offering the means of access to education, medical care, competencies developing and financial actualization. These programmes are created to supplement human resources and help people succeed in terms of contributing to society (Kareem & Hussein, 2019). Human Development Programmes are structured efforts aimed at enhancing the well-being, capabilities, and quality of life of individuals and communities. They target dimensions such as health, education, income, and agency, aligning closely with the United Nations Development Programme (UNDP)'s Human Development Index (HDI) framework (UNDP, 2023). Contemporary studies underscore the efficacy of human development programmes in reducing recidivism,

improving inmate behaviour, and fostering a rehabilitative correctional climate (Zgoba, 2021; Monteron et al., 2025).

### **Dimensions of Human Development Programmes**

In this study the following dimensions (Training in skill acquisition, Guidance and Counseling and Moral Instruction) were considered as proxies for Human Development Programmes in Nigeria Correctional Service facilities.

#### **Training in skill acquisition**

In the context of correctional services, training for skill acquisition involves structured programme aimed at equipping incarcerated individuals with essential knowledge and competencies. These can range from technical and vocational skills to social and behavioural abilities. The goal is for participants to learn, practice, and master these skills so they can successfully reintegrate into their communities after release. Key elements of this training include achieving competence, ensuring the skills are applicable in real-world situations, retaining what they have learned, and being able to transfer these skills into daily lives post-release (Mbatha, 2020). According to the 2023 annual report of Onesimus Project (2023) on the pre-release empowerment programme of Nigerian Inmates, skill acquisition programme equip the inmates with practical skills that enhance their employ-ability rate when they are released.

#### **Guidance and counseling**

Guidance is all about helping individuals understand themselves and their environment (Shertzer & Stone, 2022). Counseling is fundamentally about steering individuals or groups toward a deeper self-awareness, allowing them to embrace their true selves (Adamu et al., 2023). By so doing inmates identify their interests, strengths, and areas for improvement. Guidance and counseling are part and parcel of rehabilitation and behavioural change programme among inmates to help reduce recidivism and to enable effective reintegration to the society (Cataldi & Cataldi, 2024).

#### **Moral Instruction**

Moral instruction, whether it comes from direct character development, religious teachings, literature, or well-rounded educational programme, has proven to offer real, research-supported benefits for helping inmates turn their lives around. It nurtures moral reasoning, self-identity, emotional regulation, and positive social behaviours, and these improvements are often associated with lower rates of reoffending and a smoother transition back into society (Vandala, 2019). Moral education has been heavily studied in the context of a rehabilitation strategy, particularly within the scope of criminal justice, drug referral and addiction process, and behavioural training. In the framework of the correctional centers, moral education

is significantly important towards personal transformation and rehabilitation. The study conducted by Ronel and Segev (2021) points out the importance of the role played by moral teaching as a part of the positive criminology approach since it allows changing the worldviews of offenders to adopt prosocial behaviours which, in turn, facilitates rehabilitation.

### **Performance of Nigeria Correctional Service Facilities**

Based on the review of existing literature, Performance is a complex idea that can be viewed from different angles either from task performance perspective or contextual performance perspective. In this study the key performance dimensions in correctional centers include reintegration, behavioral change (reformation) and rehabilitation. This study also used these factors as benchmarks to assess performance in correctional facilities.

### **Reintegration**

Reintegration is all about getting incarcerated individuals ready and supported for their return to society, and it plays a vital role in how well correctional centers perform. The goal of effective reintegration strategies is to cut down on repeat offenses, boost public safety, and help former inmates' transition smoothly back into their communities (Sanjanaa et al. 2024). Ultimately, reintegration is a key performance indicator for correctional centers, reflecting how well they prepare inmates for reentry into society. By adopting comprehensive strategies that address educational, psychological, and social needs, these facilities can improve public safety, reduce recidivism, and support the well-being of former inmates (Bellamy et al. 2019).

### **Behavioural Change (Reformation)**

Reformation, which involves helping incarcerated individuals rehabilitate and transform their lives, is a key goal of correctional facilities. The focus here is on providing inmates with the skills, education, and behavioural changes they need to successfully reintegrate into society. This approach not only aims to reduce recidivism but also enhances public safety, as highlighted by the National Institute of Justice (2017). When evaluating the effectiveness of correctional facilities, as noted by Benefiel (2019), it is essential to look at how well they reform inmates. Reformation is a vital aspect of performance in correctional centers, showcasing the system's ability to rehabilitate offenders and prepare them for a successful return to society.

### **Rehabilitation**

rehabilitation is all about helping inmates learn and prepare for life outside of prison after they have served their terms of sentence. The main goal here is to tackle the root causes of criminal behaviour, which can help lower the chances of re-offending. This

often includes psychological support to address harmful thought patterns linked to crime, along with educational and job training to give offenders the tools they need to live lawfully (Klinge et al. 2019). Rehabilitation plays a vital role in how correctional facilities operate, focusing on transforming those who are incarcerated into contributing members of the society. When it comes to rehabilitation, there are several key areas to focus on. Firstly, we have educational programme that aim to boost literacy, offer academic courses, and provide higher education opportunities to enhance employability. Then there is vocational training, which is all about developing skills for jobs after release. Psychological support is also crucial, as it includes counseling and therapy to help individuals deal with mental health challenges and trauma. Lastly, social reintegration services play a vital role, focusing on strengthening family connections, offering housing support, and encouraging community involvement after release (Duwe, 2017; Mowen, 2018; Mitchell et al, 2020).

## **Human Development Programmes and Performance of Nigerian Correctional Service facilities**

### **Training in Skill Acquisition and Inmates' Reintegration**

Skill learning and training play a crucial role in correctional rehabilitation, focusing on equipping inmates with the skills they need to find jobs and become self-sufficient, ultimately helping them reintegrate successfully into the society (Nisser et al. 2024). A wealth of research shows that vocational training, educational programme, and skills-building initiatives can lead to significant positive outcomes after release. These programme help correctional facilities lower recidivism rates, as one of the biggest barriers to social integration is often unemployment and a lack of marketable skills (Stickle & Sprick, 2023). Skill acquisition training is vital for helping inmates reintegrate into society. It equips them with the necessary tools to navigate the job market, achieve financial independence, and foster positive social connections (Gupta & Jansen, 2023). These findings underscore the critical need to weave robust skill-building initiatives into our correctional systems (kulu & Mannir, 2018). The study hereby postulates that;

**H1:** Training in skill acquisition has significant impact on the inmates' reintegration to society after jail term.

### **Moral Instruction and Inmates' rehabilitation**

Moral instruction in correctional facilities is crucial for helping inmates turn a new leaf. The aim is to instill ethical values, promote personal responsibility, and encourage positive changes in behaviour. By concentrating on the moral and ethical dimensions of inmates' lives, these programmes strive to reduce the likelihood of re-offending by empowering inmates through rehabilitation and aiding their successful reintegration into the society. In correctional settings, moral instruction typically takes the form of

structured educational programme that emphasize ethical reasoning, clarify values, and nurture prosocial behaviours which are key to inmates' rehabilitation (LaBarbera, 2025). The primary goals are to foster moral growth, enhance empathy, and develop a sense of accountability which are essential components for rehabilitation and minimizing the risk of future offenses. In view of the foregoing, the study proposed that;

**H2:** There is significant relationship between moral instruction and inmates' rehabilitation after jail term.

### **Guidance and Counseling and Inmates Reformation**

Guidance and counseling are essential for helping inmates turn their lives around while they are in correctional facilities. They aim at addressing psychological, emotional, and behavioural challenges that inmates encounter, setting the stage for their reformation and a smoother reintegration into society (Shertzer et al. 2022). Guidance and counseling services such as psychological therapies, educational programme, vocational training, and religious or spiritual support are designed to help inmates understand and modify their behaviours, develop coping strategies, and acquire the skills necessary for rejoining the community. By tackling fundamental issues like substance abuse, trauma, and mental health struggles, counseling plays a crucial role in fostering positive behavioral changes (reformation) among inmates. Evisetiawati et al, (2022) emphasized that the goal of guidance and counseling is to bring change in lifestyles, increase awareness or insight, understanding, relief from suffering, and changes in thoughts and self-perceptions which are all geared toward behavioural transformation or change. In the light of this, the study postulate that

**H3:** Guidance and counselling have significant impact on inmates' behavioural change (Reformation) after jail term.

### **Theoretical Review**

The rehabilitation theory by Dinitz and Dine (1989) was adopted as the basis for the theoretical framework of this study. According to Packer as cited in Dambazau (2007), rehabilitation theory posits that offender should be treated as an individual whose special needs and problems must be known in order to enable prison officials deal effectively with him. They also argued that one cannot inflict severe punishment or inhuman treatment on inmates and expect them to be reformed and be reintegrated into the society upon release. The theory is relevant to the study as it establishes the justification for the humane treatment of inmates, it further explains the rationale behind inmates rehabilitation emphasizing the need for skill acquisition training.

Also, Social Support Theory by Cullen, Wright, & Chamlin, (1999) is further explore to expatiate on the need of social support to an ex-offender to enable him/her re-frame from indulging in known criminal behaviour that may return him back to jail. Social

support is defined as the emotional and instrumental resources that are provided by the family and friends (Cullen et al., 1999). Emotional support includes expressions of encouragement, acceptance, empathy, comfort, and love, which has the potential to stimulate internal motivation that is important for successful re-entry (Giordano et al., 2001; Maruna & Lebel, 2003; Breese et al. 2000). Instrumental support includes providing individuals with tangible resources such as a place to live, financial assistance, employment opportunities, and transportation. (La Vigne et al., 2004; Martinez & Christian, 2009).

The study is further linked to Hellfire and Delinquency theory by Hirschi and Stack in 1969. The theory questioned the link between “hellfire” and crime. Hellfire theory states that religion deters individual-level criminal behaviour through the threat of supernatural sanctions and promotes normative behaviour through the promise of supernatural rewards. Hellfire theory measures the extent to which individuals who condemn an act on religious and moral grounds are unlikely to contemplate engaging in delinquent behaviour. The relevance of the hellfire theory to this study is quite obvious as religious groups and moral instruction in correctional centres help to instill the feeling of morality and remorse thereby promoting inmates reformation.

### **Research Methodology**

This study employed survey research design, which is particularly useful for gathering data (Specifically primary data) from a large number of respondents, especially in fields like social sciences and organizational behaviour (Roztock & Morgan, 2002). The population of this study comprised 4702 inmates from seven (7) custodial centers in the seven states of North-central Nigeria which include Benue, Plateau, Nasarawa, Kogi, Niger, Kwara and FCT Abuja. Cochran sample size formula was used to determine the sample size with a buffer margin of 10%. In survey or estimation studies particularly when dealing with finite populations, researchers often use small-exponent buffers (like adding 10% or capping the sample size at 1,000) to help manage the diminishing returns in variance reduction and to address practical limitations (Lane & Hennes, 2018). To allocate the sample size of 424, the researchers used a quota sampling technique. On basis of this, the researcher incorporated proportion allocation statistical method to administer the quota of questionnaire to the inmates.

The study used a structured questionnaire with a five-point Likert scale ranging from strongly disagree to strongly agree. The measurement scales for the independent variables were adapted from Yassar (2022), Inusa (2021), Kwadwo et al (2018), and Okirigwe (2021). While the dependent variables were adapted from Omitogun et al., (2020), and Leigh (2019). Data were examined based on descriptive statistics and inferential statistics. The study assessed the validity of the instrument through face and content validity. The reliability of the research instrument was tested using Cronbach

Alpha and test – retest method, both of which exceeded the 0.7 threshold. The research hypotheses were tested using Multiple regression with P-value at a 5% level of significance for statistical decisions.

**Data Presentation, Analysis and Discussion of Findings**

The researcher distributed 424 questionnaires to the respondents, out of which 398 were correctly filled and returned, giving a response rate of 94%. The answers supplied by the respondents according to the questionnaires were used for the analysis.

**Table 1.1 Socio-Demographic Characteristics**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Sex</b>		
Male	383	96.2
Female	15	3.8
<b>Total</b>	<b>398</b>	<b>100</b>
<b>Age Distribution</b>		
18-25yrs	187	47.0
26yrs above	211	53.0
<b>Total</b>	<b>398</b>	<b>100</b>
<b>Educational Qualification</b>		
Formal	295	74.1
Non formal education	103	25.9
<b>Total</b>	<b>398</b>	<b>100</b>
<b>Numbers of years in Correctional Centres</b>		
1-5yrs	258	64.8
6-10yrs	117	29.4
11yrs above	23	5.8
<b>Total</b>	<b>398</b>	<b>100</b>
<b>Imprisonment Status</b>		
Convicted	102	25.6
Awaiting Trials	296	74.4
<b>Total</b>	<b>398</b>	<b>100</b>

**Source: Researcher’s computation, 2025**

**Table 1.2: Cronbach Alpha Reliability Test**

S/N	Constructs	Cronbach Alpha	No. of Items
1	Training in Skill Acquisition	0.766	6
2	Guidance and Counselling	0.834	6
3	Moral Instruction	0.867	6

Source: Researcher’s Test, 2025

**Test of Hypotheses**

**H1** Training in skill acquisition has significant impact on the inmates’ reintegration to society after jail term.

**Table 1.3: Model Summary**

Modal	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751 <sup>a</sup>	.564	.563	.30713

a. Predictor (Constant) Training in skill acquisition

R, the correlation coefficient which has a value of 0.751, indicates that there is positive relationship between training in skill acquisition and inmates’ reintegration into society after jail terms. R square, the coefficient of determination, shows that 56% of inmates’ reintegration into society after jail terms is explained by the model. With the linear regression model, the error of estimate is low, with a value of about .30713 which is not more than 2, indicates there is no auto-correlation.

**Table 1.4: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.295	1	48.295	512.001	.000 <sup>b</sup>
	Residual	37.353	396	.094		
	Total	85.648	397			

a. Dependable Variable: Reintegration

b. Predictor: (Constant), Training and Skill Acquisition

The regression sum of squares (48.295) is greater than the residual sum of squares (37.353), which indicates that more of the variation in the dependent variable is not explained by the model. The regression model is statistically significant ( $p < 0.001$ ).

**Table 1.5: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.850	.086		21.415	.000
	Training in skill acquisition	.536	.024	.751	22.627	.000

a. Dependent Variable: Reintegration

The training in skill acquisition coefficient of 0.751 indicates a positive significance between training in skill acquisition and reintegration of inmates into the society after jail terms, which is statistically significant (with  $t = 22.627$ ). Consequently, the alternative hypothesis which state that training in skill acquisition has significant impact on the inmates' reintegration to society after jail term was accepted. While the null hypothesis was rejected. Therefore, training in skill acquisition plays important roles in reintegration of inmates to the society upon release from jail.

**H2:** Guidance and counselling have significant impact on inmates' behavioural change (Reformation) after jail term

**Table 1.6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605 <sup>a</sup>	.366	.364	.57916

a. Predictors: (Constant), Guidance and counselling

R, the correlation coefficient which has a value of 0.605, indicates that there is positive relationship between Guidance and counselling and inmates' behavioral change (Reformation) after jail term. R square, the coefficient of determination, shows that 37% of inmates' behavioral change (Reformation) after jail term is explained by the model.

**Table 1.7: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	76.700	1	76.700	228.665	.000 <sup>b</sup>
	Residual	132.828	396	.335		
	Total	209.528	397			

- a. Dependent Variable: Reformation
- b. Predictors: (Constant), Guidance and counselling

The regression sum of squares (76.700) is less than the residual sum of squares (132.828), which indicates that the model explains less of the total variation in the dependent variable. The regression model is statistically significant ( $p < 0.001$ ).

**Table 1.8: Coefficients<sup>a</sup>**

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig
		B	Std. Error	Beta		
1	(Constant)	.393	.197		1.992	.047
	Guidance and counselling	.921	.061	.605	15.122	.000

- a. Dependent Variable: Reformation

R, the correlation coefficient which has a value of 0.605, indicates that there is positive relationship between Guidance and counselling and Reformation which is statistically significant (with  $t = 15.122$ ). Hence, the alternative hypothesis which state that Guidance and counselling have significant impact on inmates' behavioral change (Reformation) after jail term was accepted. While the null hypothesis was rejected. Guidance and counselling therefore play out considerable roles in the change in behaviour (Reformation) of inmates upon coming out of jail.

**H3:** There is no significant relationship between moral instruction and inmates' rehabilitation after jail term.

**Table 1.9: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900 <sup>a</sup>	.811	.810	.19589

- a. Predictor: (Constant), Moral Instruction

R, the correlation coefficient which has a value of 0.900, indicates that there is positive relationship between Moral instruction and inmates' rehabilitation after jail term. R square, the coefficient of determination, shows that 81% of inmates' rehabilitation after jail terms is explained by the model.

With the linear regression model, the error of estimate is low, with a value of about .19589 which is not more than 2, indicates there is no auto-correlation.

**Table 1.10: ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	65.076	1	65.076	1695.857	.000 <sup>b</sup>
	Residual	15.196	396	.038		
	Total	80.271	397			

- a. Dependable: Variable: Rehabilitation
- b. Predictor: (Constant), Moral Instruction

The regression sum of squares (65.076) is greater than the residual sum of squares (15.196), which indicates that more of the variation in the dependent variable is not explained by the model. The regression model is statistically significant ( $p < 0.001$ )

**Table 1. 11: Coefficients<sup>a</sup>**

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig
		B	Std. Error	Beta		
1	(Constant)	.967	.069		13.961	.000
	Moral instruction	.754	.018	.900	41.181	.000

- a. Dependable Variable: Rehabilitation

R, the correlation coefficient which has a value of 0.900, indicates that there is positive relationship between Moral instruction and inmate’s rehabilitation after jail term. Which is statistically significant (with  $t = 41.181$ ). Therefore, the alternative hypothesis which state there is significant relationship between moral instruction and inmates’ rehabilitation after jail term was accepted. While the null hypothesis was rejected. Thus, there is significant relationship between moral instruction and inmate’s rehabilitation after jail term.

**Summary of Regression Results on the Variables Independent and Dependent Variable**

**Table 1.12 Regression Model**

Independent Variables	Dependent Variables	B	t	Sig	Remarks
TRINSKIACQ	PER <sub>(REIT)</sub>	.751	22.41	.000	Supported

GUI&COUSEL	→	PER <sub>(REIF)</sub>	.605	15.12	.000	Supported
MORALINSTRU	→	PER <sub>(REHA)</sub>	.900	41.18	.000	Supported

**Source:** Researcher’s computation, 2025

**Discussion of Findings**

**Training in skill acquisition and Inmates’ Reintegration**

To achieve this objective, the first hypothesis determines how training in skill acquisition impact inmates’ reintegration to society after jail term. The result of data analysis presented in Table 1.3 demonstrated that training in skill acquisition has positive significant impact on the inmates’ reintegration to society after jail term with value ( $\beta$ ) = 0.751; p-value = 0.000 < 0.05. This implies that, the various skill acquisition programme taught inmates in custodial centres during the period of incarceration equip them toward successful reintegration to the society after serving their jail term. This result is consistent with that of Yassar (2022) who carried out a study on the Effectiveness of vocational training programme for inmates in rehabilitation and reform centers in Jordan. It was revealed that vocational training programme has significant effect on rehabilitation.

**Guidance/Counseling and Inmates’ Behavioural Change (Reformation)**

To achieve this objective, the second hypothesis assess the effect of guidance and counselling on inmates’ behavioural change (Reformation) after jail term. The result of data analysis presented in Table 1.6 demonstrated that Guidance and counselling has positive significant impact on inmates’ behavioural change (Reformation) after jail term with the value ( $\beta$ )= 0.605; p-value = 0.000 < 0.05. This implies that Guidance and Counseling services offered to inmates in custodial centre enabled good character reformation making inmates to realize the implication of criminal life and how it impedes societal harmony thereby turning a new leave for the better. This finding is consistent with that of Kwadwo and Bartholomew (2018) who conducted a research to determine the Guidance and Counselling requirements of prison inmates in Ghana. The results showed that both male and female correctional inmates required educational guidance and counselling, although to a greater degree, they required more vocational and personal social guidance.

**Moral Instruction and Inmates’ Rehabilitation**

To achieve this objective, the third hypothesis ascertain the extent to which moral instruction impact on inmates’ rehabilitation after jail term. The result of data analysis presented in Table 1.9 demonstrated that there is significant positive relationship between moral instruction and inmates’ rehabilitation after jail term with a value of ( $\beta$ ) = 0.900; p-value = 0.000 < 0.05. This implies that moral instruction is instrumental to inmate’s rehabilitation in correctional centres. This result is in congruence with

Christopher, et al. (2022) who investigated the impact of a moral rehabilitation programme implemented by the New Orleans Baptist Theological Seminary (NOBTS) at Whitworth Women's Facility in Georgia. It was revealed that moral rehabilitation had a positively impact aiding in their personal growth and rehabilitation.

### **Conclusion**

The study concludes that all components of human development programmes were important and favorable predictors of performance among correctional facilities in the study area. Therefore, for any correctional facility to be successful in their line of operations they have to not only define a clear vision and mission but also diligently apply human development strategies to improve on their operations as well as gain recognition for service delivery.

### **Recommendations**

In view of the findings of this study, this section presents the following recommendations:

- There is need for the Nigeria Correctional Service authorities to introduce more vocational skills acquisition programme in North Central Correctional Centres by collaborating with other agencies as well as other Vocational and Technical Education (VTE) centers.
- Nigerian Correctional Service authorities should provide Guidance and Counseling programme and sensitize inmates on the need and availability of counselling services available to them.
- Lastly, the study recommend that families should always assist their relatives after jail term to ensure easy reintegration.

### **Areas for Further Studies**

This study should be replicated in other correctional facilities in the country, order than those correctional facilities in North Central, Nigeria. In addition to the above, future study may include a diversity of other nations too, to make the study more versatile and all inclusive.

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