

**FUNCTIONAL LITERACY NEEDS AND
ENRICHMENT INTERESTS OF ADOLESCENT
INMATES OF BORSTAL HOMES IN NIGERIA**

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CERTIFICATION

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DEDICATION

This work is dedicated to all adolescent inmates in correctional facilities, most especially those in the Borstal Institutions.

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ABSTRACT

Illiteracy is one of the factors that may lead to juvenile delinquency and incarceration. When inmates with a low literacy level are freed from correctional facilities, social and economic difficulties, including future unemployment and welfare dependence are some of the challenges they are confronted with. This study attempted to seek ways of ameliorating the conditions of juvenile inmates and rehabilitate as well as re-integrate them into the mainstream. The objectives of the study were to: (i) investigate the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria; (ii) analyse their literacy enrichment (reading and writing) interests; (iii) establish the influence of religion, training, ethnicity and home background on their functional literacy needs; and, (iv) ascertain the influence of these variables on their literacy enrichment interests.

This study was a descriptive study of the cross-sectional survey type. The target population involved all the current adolescent inmates in all the three Borstal Institutions in Nigeria situated in Kaduna, Ilorin and Abeokuta. The sample consisted of all the 498 adolescent inmates in Kaduna (257), Ilorin (141) and Abeokuta (100) as at the time the study was carried out. The purposive sampling technique was therefore used for the selection of the sample and the locale. A researcher-designed questionnaire with reliability index of 0.95 and an oral interview schedule were used for data collection. The validity was ascertained by a group of seven arbitrators. The percentage was used for analysing the demographic data, while One-way Analysis of Variance and the t-test were used to test the hypotheses of the quantitative data which were further corroborated by context analysis of qualitative data.

The findings were that:

- i. the functional literacy needs rated “very crucial” were both the cultural (\bar{x} =2.69) and the economic (\bar{x} =2.64);
- ii. the literacy enrichment interests rated “very crucial” were both the quantitative enrichment reading (\bar{x} =2.50) and writing (\bar{x} =2.51);
- iii. there was no significant difference in the functional literacy needs based on ethnicity, inmates’ parents’ educational background, and training; and,
- iv. there was a significant difference in the enrichment interests based on religion (reading $F=14.70$, $p<0.05$; writing $F=9.76$, $p<0.05$), ethnicity (reading $F=3.93$, $p0.009<0.05$; writing $F=8.87$, $p<0.05$), inmates’ parents’ socio-economic status (reading $F=7.94$, $p<0.05$; writing $F=5.56$, $p0.004<0.05$), and training (reading $t=4.80$, $p0.000<0.05$; writing $t=5.54$, $p0.000<0.05$). Conversely, there was no significant difference in the enrichment (reading and writing) interests based on inmates’ parents’ educational background.

It was concluded that all the predictor variables were significant in enhancing the re-integration of the adolescent inmates into the mainstream after discharge from the

correctional institutions. The implication is that the functional literacy needs as well as the enrichment reading and writing interests should further be explored in order to forestall an inadvertent relapse. The study recommended that the controllers of prisons should ensure that the enrichment materials that would be stocked in the institutions' libraries and the classrooms must be those that can consolidate the identified functional literacy needs of the inmates. Parents are also to work harmoniously with the institutions in ensuring sustainable literacy development for all inmates irrespective of religious and ethnic affiliation, or home background.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Literacy, well-being and national development are interwoven. Literacy helps individuals reach beyond ordinary success to achieve extraordinary effectiveness, spectacular results, and positively deviant performance – performance that dramatically exceeds the norm and reaches extraordinary levels of excellence in a positive direction. Nigeria's commitment to the roles played by the ability to read, write and use numbers communicatively, in the life of her citizenry, stresses the importance of literacy to national development. However, in spite of the foregoing and other merits of literacy to national emancipation, Nigeria is still struggling to attain the much-desired level of literacy (Olajide, 2002).

Like all purposeful activities of humankind, education is a 'means-end' system (Lawal, 2004). Literacy, which is a crucial part of formal education, must therefore be purposeful. According to Greenberg, Dunleavy and Kutner (2007:2), literacy is 'using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential.' For adolescent inmates in juvenile homes to

meaningfully develop their knowledge and potentials, their literacy needs must first be identified, enhanced and thereafter sustained through employing enrichment reading and writing interests that could consolidate the desired future state of literacy the inmates feel they have to possess before leaving the facilities. Their inability to do so is called illiteracy or analphabetism (UNESCO, 2012).

By its very nature, illiteracy could lead to insecurity anywhere in the world. Family, social, economic, political and other aspects of human security will tend to remain at stake in Nigeria if literacy is not adequately enhanced among adolescents in Nigeria. The challenge of illiteracy to the modern man is as enormous as that of hunger and disease (Lawal, 2000), since the illiteracy rate in Nigeria is as high as the nation's level of rights, wealth, capacity and intellectual poverty.

The layperson's conception of literacy, which is ill-informed, is the ability to read and write in good English **alone**. The ability to read and write in Yoruba, Igbo, Hausa, Arabic, French, Isekiri, etc. is still not considered literacy, even if the individual is functionally efficient in his/her society with any of these languages. This was why Olajide (2002) asserted that it is not an easy task to determine who an illiterate is, just as it is almost impossible to peg a final point at which illiteracy starts or ends.

Satherley and Lawes (2008) identified and examined four domains of literacy among the adult population of New Zealand. These are: Prose literacy, Document literacy, Numeracy skill, and Problem-solving skill. These are roughly similar to the three earlier identified by Greenberg et al. (2007): Prose, Document, and Quantitative literacy skills. The Numeracy skill of Satherley and Lawes seem to be a synonym to the Quantitative skill of Greenberg et al. since the content of the two is the same. The point of departure is the Problem-solving skill. This would be expatiated on later in the study.

Prose literacy is the ability of an individual to read, search, understand and use information from continuous texts (such as news stories, editorials, brochures and instruction manuals) (Greenberg et al. 2007; Satherley & Lawes, 2008). They perceived Document literacy as the capability of a person to read, search, understand and use information from discontinuous texts (such as charts, maps, tables, job applications, transportation schedules, drug or food labels, payroll forms and timetables). Further still, they defined Quantitative/Numeracy skill as the knowledge or skills required of an individual to identify, perform and process mathematical and numeric information in diverse situations. Nevertheless, Satherley and Lawes (2008) operationalized Problem-solving as the ability of a person to reason and think analytically in situations where no routine procedure exists. In this study, problem-solving skills are Lawal's (2014c) generic literacy skills which serve as target functions towards the liberation of the human body, mind and soul.

Nonetheless, it is not within the scope of this research to deal with all the four domains reviewed herein. Only the problem-solving domain was selected for an in-depth analysis. Suffice it to say that in striving to focus solely on the problem-solving domain, the researcher was careful to preserve what was worthwhile in the other three domains. Although the assessment of Greenberg et al. (2007 & 2008) measured literacy directly through tasks completed by adults (household and inmates), this study was an indirect measure of the literacy needs and enrichment reading and writing interests of adolescent inmates of juvenile homes as it relied on self-reports and some other subjective evaluations.

Enrichment, on the other hand, makes something more meaningful, substantial, or rewarding (Vocabulary.com, 2017). The site maintained that a

reading and/or writing enrichment programme improves education just the same way all types of enrichment leave things better than they were before. Enrichment programmes are often interactive and project-focused; they enhance a student's education by bringing new concepts to light or by using old concepts in new ways (IACPublishing.LLC, 2017). These activities are usually fun for the learner, but they also impart and enhance knowledge. Other benefits from enrichment activities appear to provide leadership and social skills development. These skills can help to build greater self-esteem and higher goal achievement in both current academic situations and in the pursuit of long-term careers. Vocabulary.com (2017) posited that an adolescent enrichment reading and writing activity can be any activity that promotes critical-cum-creative thinking, memorisation, visualisation and concentration. The activities themselves are to be designed to capture the varied interests of the students. The purpose of enrichment activities is therefore to enhance the cognitive domain that is usually being focused in the classroom. The IACPublishing.LLC (2017) asserted that, whenever possible, the enrichment activities should be cross-curricular and should consider the reading and writing interests of the students.

Basic to all literacy is reading development, a progression of skills that begins with the ability to understand spoken words and decode written words, and culminates in the deep understanding of text (Nettles, 2006). Banjo, Elugbe, Onaga & Akano (2008) posited that reading is an intellectual activity directed towards the extraction of information from a written piece. The attainment of sustainable development cannot be achieved where majority of citizenry lack interest in reading (Chukwudi-Ofoedu, Amala & Igbokwe, 2011). This was why Onukaogu (2002) opined that the one way we can win the war

against poverty, disease, squalor and ignorance is to become a nation of readers – for a reading nation is a winning nation.

Writing is the visible aspect of literacy. It is a way of presenting ideas in print. It is a process of conveying the writer's thoughts during which he searches for ideas and language materials from his long term memory and organises them into a composition according to various purposes and rules. It is a process of forming a text as a communication bridge between the reader and the writer (Wong & Sui, 2006). Therefore, learning to write is not only an indispensable part of literacy, but a skill which reinforces literacy (Seidhofer & Widdowson, 1991).

The important tools for navigating everyday life are the skills and credentials that are acquired through formal education (Greenberg et al. 2007). Today, millions of students are not literate as they fail to stay in school. They are, therefore, at the risk of not reaching their fullest potentials (Marshall, 2013). He observed further that two-thirds of American students who cannot read proficiently by the end of the 4th grade will end up in jail or on welfare. This assertion is true with the Nigerian experience of inmates in juvenile homes.

“Juvenile” – just like “inmate”, “deviant”, and “delinquent” – is a disapproving term that is associated with young people who commit crime. The Children and Young Persons Law (CYPL) in Nigeria – the law which made provisions for the welfare of the young as well as the treatment of young offenders and for the establishment of juvenile courts – failed to give a working definition for the meaning of “juvenile”. Instead, it only made a distinction between “a child” and “a young person”. The former was defined by the law as a person under the age of fourteen years while the latter is a person who has attained the age of fourteen.

Delinquency is a criminal or antisocial behaviour of juveniles (Ogundipe, 2011). Hence, a delinquent is a young person who behaves in ways their society disapproves of. In this regard, Sa'ad (2006) perceived juvenile delinquency as offences of the immature persons. Alemika and Chukwuma (2001) referred to it as any act of violation of the criminal law committed by a person defined under law as a juvenile. If this violation is committed by adults, it would be treated as a crime or a criminal conduct, they added. The prevention of juvenile delinquency is, therefore, an essential part of national development agenda since crime is antithetical to socio-economic development (Ogundipe, 2011).

An adolescent is someone between the ages of 10 and 19 years (UNICEF, 2010). Critical to adolescent development and well-being is literacy. Literate adolescents are those who can use writing, reading, speaking, listening, and thinking skills to learn what they need to learn and demonstrate that learning to others who want to know (Meltzer, 2001; Meltzer & Hamann, 2005). This clarifies that adolescent literacy is more than a focus on reading comprehension (Langer, 2002; Martin, 2003; Scarcella, 2002). It involves equipping adolescents with a broad spectrum of knowledge and skills, including solving problems creatively, finding and critically evaluating information and communicating effectively (UNICEF, 2010).

“Prisons are intended to rehabilitate criminal offenders, as well as to punish and incapacitate them” (Greenberg et al. 2007:47). For delinquents, juvenile institutions have been created. These institutions are expected to be treatment-oriented since those who are delinquents are essentially hitherto deprived of having proper schooling and nurturance in a well-organised family, and can be re-socialised to become normal again (Sa'ad, 2006). He maintained that there are four types of juvenile institutions in Nigeria, namely the Juvenile Courts, Approved Schools, Remand Homes and Borstal Centres.

The Borstal Institutions are controlled by the Nigerian Prisons Service (Ogundipe, 2011). He added that they receive persons from ages 16-19 years who must be discharged out of the place on or before the attainment of 21 years of age. The institutions run programmes such as academic and vocational trainings. For the academic training, the institutions have junior and senior secondary education programmes for the young persons at the end of which they are presented for the junior NECO examination as well as for the WAEC, NECO and NABTEB Senior Secondary Certificate Examinations (SSCE). The successful ones among them are thereafter presented to write examinations (such as the Unified Tertiary Matriculation Examination [UTME] of the Joint Admissions Matriculation Board [JAMB]) that will qualify them for tertiary education.

In a similar vein, the vocational programmes run by the institutions are in the following trades: electrical installation; tailoring and designing; photography and video coverage; building and masonry; carpentry and joinery; welding; painting and drawing; refrigerator repairs/servicing. The inmates who make progress are presented to the Ministry of Labour and Productivity for National Vocational Qualification examinations. At discharge, they are provided with relevant tools in their areas of specialty. This is aimed at ensuring that they are reintegrated into the society. In this light, Greenberg et al. (2007) averred that there is a relationship between participation in educational programmes (i.e. academic and vocational training) and recidivism rates. In Vacca's (2004) report, inmates who attend educational programmes in prisons are less likely to be re-incarcerated after their release. This is a major role literacy is expected to play in juvenile homes.

The inmates in Borstal Institutions are not having homogeneous variables. Some of their heterogeneous variables that are of research interest in this study include their

religious affiliations, parents' educational level, ethnic background, parents' socioeconomic status, and training preference on admission into the facilities. All these variables are considered as possible factors influencing adolescent inmates' perceived literacy needs and enrichment reading and writing interests. We will examine these concepts next, beginning with religion.

Religion is a worldwide phenomenon that has played a part in all human culture, including literacy. Vocabulary.com (2017) defined religion as a sacred engagement with that which is believed to be a spiritual reality. It is a much broader, more complex category than the set of beliefs or practices found in any single religious tradition. An adequate understanding of religion must take into account its distinctive qualities and patterns as a form of human experience.

It is somewhat surprising that only a cursory attention has been given to the postulating mechanisms by which religion is expected to shape literacy behaviour. Social theorists as far back as Durkheim (1897/1951) have developed social influence and control theories that give religion a central role in social activities like reading and writing. Social influence theorists such as Perkins, Luster, Villarruel, and Small (1998) and Wallace and Williams (1997) had argued that religion should be viewed within an "ecological framework" or a "socialisation influence framework", respectively. These frameworks place religion within the context of other socialising forces (Rostosky, Wilcox, Wright & Randall, 2004). These forces include characteristics of the individual (biological, cognitive, and emotional factors), family factors (family communication and parental monitoring), extra-familial influences (neighbourhood quality, school characteristics, and peer-group behaviours), and macro-level influences (media and cultural values). Religion may influence socialisation and behaviour at any or all of these levels: individual (religious

beliefs), familial (parental religious values and practices), extra-familial (peer support for religious beliefs), and macro-level (sociocultural support or intolerance for religious views) (Rostosky, Wilcox, Wright & Randall, 2004).

Religious literacy is the knowledge of, and ability to understand, religion (Stephen, 2007). This could be within the context of other socialising forces as identified in the preceding paragraph. The importance of being religiously literate is alarmingly increasing as globalisation has created, and is still creating, greater links and migration between societies of different faiths and cultures. It has been proposed that including religious literacy as an aspect of public education would improve social cohesion (Stephen, 2007) at any or all of the following levels of socialising forces of individual, familial, extra-familial, and macro-level (Rostosky, Wilcox, Wright & Randall, 2004).

This view corroborates the finding of Lawal (2000). His outcome revealed that religious materials came second in the order of the importance of the nine (9) materials being assessed for the reading preference of the neo-literate adult participants in the FGN-EEC Middle-Belt in Nigeria. He ascribed this partly to the age bracket (40-50 years) of the respondents, and partly to the sharp downturn in the Nigeria economy as well as the social realities which tend to make more and more adults seek refuge in religion. A similar outcome was recorded for adolescents in the United States whereby specific beliefs and practices vary according to age, gender, and race (Rostosky, Wilcox, Wright and Randall, 2004). They added that almost all adolescents in the United States believe in God or a universal spirit, and a significant majority accepted that religion is very or fairly important to them.

About seventy (70) per cent of the Nigerian population is from the three largest ethnic groups – Hausa-Fulani, Yoruba, and Igbo (Encarta, 2009). About ten (10) per cent

of the total population consists of several other groups numbering more than one (1) million members each, including the Kanuri, Tiv, and Ibibio. The remaining twenty (20) per cent of the population comprises more than three hundred (300) smaller ethnic groups.

Lawal's (2000) study revealed that respondents' ethnic background had no significant influence on their reading preferences on general (news) materials. In the case of preference for adventure materials, the Nupe and the Ebira respondents were significantly different from their Hausa and Yoruba counterparts. Further still, as regards the interest in religious materials, the Hausa and the Nupe respondents were significantly different from their Ebira and Yoruba counterparts.

The vital role of the home environment has been recognised and acknowledged by educators, sociologists and psychologists as the earliest, deepest and most direct influence on the child's educational development (Lawal, 1999). The status and process variables of the home are crucial and can enormously affect the child's literacy needs and choice of enrichment interests. In this study, therefore, only the status of the home is of research-interest to the researcher because all the respondents were already in full incarceration. None had access to the home environment as at the time the research was carried out.

Statement of the Problem

The February 26, 2003 edition of the New Zealand business weekly newspaper, *The Independent*, had its lead article carrying the headline, "Government's schools fail industry: Forget the knowledge wave, half of our factory workers can't even read or write" (Chapman & Tunmer, 2011:3). The Employers and Manufacturers Association (EMA) of New Zealand attributed this problem to inadequate literacy instruction in schools. They observed that the literacy problem is rooted in the school system which undercooked students that passed through without attaining the proper literacy skills that will make

them capable of functioning in the manufacturing sector, efficiently. Although this allegation was directed at mainstream students, disadvantaged students such as the adolescent inmates in Borstal Institutions are not an exemption. The EMA affirmed that the use of modern technology, combined with legal compliance regarding health and safety, required competence in literacy. Therefore, identifying adolescent inmates' functional literacy needs and sustaining same through employing appropriate enrichment reading and writing interests that could forestall an inadvertent relapse into a higher illiteracy syndrome before or after having left the facility is of paramount importance. This was why Greenberg et al. (2007) averred that the important tools for navigating everyday life are the skills and credentials that are acquired through formal education.

Today, even in the United States of America, millions of students are not functionally literate as they fail to stay in school. These students, according to Marshall (2013), are therefore at risk of not reaching their fullest potentials. He observed further that two-thirds of American students who could not read proficiently by the end of the fourth (4th) Grade will end up in jail or on welfare. Salinger's (2010) report revealed that only about fifteen (15) per cent of the incarcerated adolescent inmates who return to mainstream school actually graduated from high school. His report affirmed that when inmates with a low literacy level are freed from correctional facilities, social and economic difficulties, including future unemployment and welfare dependence are some of the challenges they are confronted with. To this end, Lawal (1999) maintained that unless the child's early experience at home is of the right type, s/he starts life at a great disadvantage. The prevention of juvenile delinquency is, therefore, an essential part of national development agenda since crime is antithetical to economic and social development (Ogundipe, 2011).

Coming to the Nigeria context, it would perhaps be quite apposite to acknowledge some earlier works on literacy and adolescence. For instance, Anigbogu and Regis-Onuoha's (2011) study examined the literacy skills development and entrepreneurial skills development of traders in Owerri. They employed the use of oral interview in purposively sampling seven (7) traders selling Nigerian wax, laces, head gears, shoes and hand bags at Ekeonunwa Market. The interview was aimed at eliciting the challenges the traders were facing before going for further studies, the skills they acquired after further studies, and how those skills have improved their life styles and their enterprise. Their findings revealed that there were about seventeen problems the respondents were facing before they went for further studies; they however acquired six literacy skills which seemed to have had a tremendous impact on their life styles and businesses. The lives of these traders and business executives had not remained the same again since then, they averred.

Earlier, Lawal (2000) had investigated the literacy interests and preferred enrichment reading materials of three hundred and ninety-four (394) neo-literate Ebira, Hausa, Nupe and Yoruba adults in the FGN-EEC Middle-Belt Programme in Nigeria. Seventy per cent (70%) of his respondents claimed preference for English medium enrichment materials. Further still, "News" ranked as the most preferred reading interest by the adults out of about nine (9) investigated. Lawal (2014a), however, feared that if the dearth of appropriate enrichment reading materials in the local languages is not frontally redressed, such adults may relapse into illiteracy. Both Lawal's and Anigbogu and Regis-Onuoha's studies were on adults. Similarly, they did not classify the literacy needs they investigated into prose, document and quantitative literacies, even though that was the direction of their study. This seeming neglect in research created a gap in knowledge part of which this study filled.

Some other studies in the direction of this study are those of Alemika and Chukwuma (2001), Danner (2011), Elijah (2011), Greenberg et al. (2007), Langer (2002), Learning and Skills Improvement Service (2013), Martin (2003), Meltzer (2001), Meltzer and Hamann (2005), Olajide (2002), Sa'ad (2006), Satherley and Lawes (2008), Scarcella (2002), UNICEF (2011), among others. All of these studies were either surveys of Adult literacy skills or juvenile justice administration. Similarly, the findings of these studies have been mixed.

Nevertheless, the present study is different from the earlier studies reviewed herein in the areas of sample size, geographical location, choice of respondents, sampling technique and research instruments. First, the sample size of Lawal's study was three hundred and ninety-four (394) while that of Anigbogu and Regis-Onuoha was just seven (7). The sample size of the present study was four and ninety-eight (498) – a figure far above Lawal's and Anigbogu and Regis-Onuoha's combined. Second, the geographical location of this study is Nigeria. While that of Salinger (2010), Greenberg, Dunleavy and Kutner (2007) and Meltzer and Hamann (2005) were all situated in the United States of America, that of UNICEF (2011) was in the East Asia and the Pacific. Similarly, the studies of Satherley and Lawes (2008) and Chapman and Tunmer (2011) were both in New Zealand. Although the studies of Lawal (1999), Alemika and Chukwuma (2001), Olajide (2002) and Anigbogu and Regis-Onuoha (2011) were all geographically located in Nigeria, their respondents were basically adults. This scope is in sharp contrast to that of the present study which focused adolescents. This was the gap left in the reviewed literature part of which this study focused.

Third, this study employed the purposive sampling technique in selecting the Borstal Institutions as well as in involving all the adolescent inmates that were in

incarceration as at the time the study was carried out. Nevertheless, none of the studies reviewed in this work employed the purposive sample technique in this manner. The works of Greenberg et al. (2007) and Lawal (1999) which were however close rather employed the multi-stage sampling procedure in selecting their respondents and locale.

From the foregoing, although much work has been done to date, more studies still need to be conducted especially to fill part of the gap in ascertaining the literacy needs and enrichment reading and writing interests of adolescent inmates of juvenile homes in Nigeria, most especially the Borstal Institutions. This would be a further step in seeking ways of ameliorating the conditions of these juvenile inmates and rehabilitate as well as re-integrate them into the mainstream. It is this gap that this work addressed itself to.

In other words, for adolescent inmates in Borstal homes to meaningfully develop their knowledge and potentials, their functional literacy needs must first be identified, enhanced and thereafter sustained through employing enrichment reading and writing interests. This might consolidate the desired future state of literacy the inmates feel they have to possess before leaving the facilities. Thus, this work hopes to identify the roles of the variables of religion, parents' educational level, ethnic background, parents' socioeconomic status, and training preference of inmates on admission into the facilities. In view of these, the next sub-topics are set to itemise the purpose of the study, research questions and research hypotheses, beginning with the purpose of the study.

Purpose of the Study

The general purpose of this study was to identify the functional literacy needs and enrichment interests of adolescent inmates of Borstal homes in Nigeria. Specifically, this study:

- a. determined the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria.
- b. identified the literacy enrichment (reading and writing) interests of the adolescent inmates of Borstal homes in Nigeria.
- c. examined the influence of religion, training, ethnicity and home background on the functional literacy needs of the adolescent inmates in Borstal homes.
- d. investigated the influence of religion, training, ethnicity and home background on the literacy enrichment (reading and writing) interests of the adolescent inmates in Borstal homes.

Research Questions

This study provided answers to the following questions. This work however examined a lot more, but these questions were just a guide.

- a. What are the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria?
- b. What are the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria?
- c. What are the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria?
- d. Is there any difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion?
- e. Is there any difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on ethnicity?
- f. Is there any difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on home background?

- g. Is there any difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on training?
- h. Is there any difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on religion?
- i. Is there any difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity?
- j. Is there any difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on home background?
- k. Is there any difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on training?
- l. Is there any difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion?
- m. Is there any difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity?
- n. Is there any difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on home background?
- o. Is there any difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on training?

Research Hypotheses

The following hypotheses were tested in the course of this study:

- HO₁: There is no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion.
- HO₂: There is no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on ethnicity.

- HO₃: No significant difference exists in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on home background.
- HO₄: There is no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on training.
- HO₅: There is no significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on religion.
- HO₆: No significant difference exists in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity.
- HO₇: There is no significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on home background.
- HO₈: There is no significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on training.
- HO₉: No significant difference exists in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion.
- HO₁₀: No significant difference exists in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity.
- HO₁₁: There is no significant difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on home background.
- HO₁₂: There is no significant difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on training.

Scope of the Study

This study was a descriptive study of the survey type that employed the mixed research method in analysing the functional literacy needs and enrichment interests of adolescent inmates of juvenile homes in Nigeria. The target population involved all the

current adolescent inmates in all the three Borstal Institutions in Nigeria. These institutions were situated in Kaduna, Ilorin and Abeokuta, in Kaduna, Kwara and Ogun States, respectively. The sample consisted of the four hundred and ninety-eight (498) adolescent inmates (Kaduna 257; Ilorin 141; & Abeokuta 100) as at the time of the study. The purposive sampling technique was used not only for the selection of the sample but also for the locale of the study.

Two research instruments were developed for the study: a researcher-designed questionnaire and an oral interview schedule. Both the descriptive and inferential statistical methods were used by the researcher to analyse the data that were collected for the study. The percentages were used for the demographic data, while the One-way Analysis of Variance (ANOVA) and the t-test were however used to test the hypotheses, respectively.

Operational Definition of Terms

The following terms were operationally defined as they were used in the study:

Literacy: the ability to use the skill that begins with understanding spoken words and decoding written information to carry out activities such as reading newspapers, reading training manuals in the workplace, understanding a highway map, balancing a chequebook, among others which many people consider necessary to function in society.

Functional Literacy Needs: are gaps between the existing roles literacy is playing in the lives of inmates of Borstal homes and the desired future state of literacy functions inmates felt they have to possess before leaving the facilities as measured in this study with the researcher interview schedule and questionnaire.

Enrichment Interests: are reading and writing materials that are employed in consolidating the identified target literacy functions in order to boost and enhance

reintegration of the adolescent inmates back into the larger society after leaving the correctional institution as measured in this study with the researcher interview schedule and questionnaire.

Adolescent Inmates: are students between ages 14 to 19 housed in correctional facilities such as the Borstal Institutions.

Literate Homes: are homes where one or both parents have attained education above the primary school level, for instance, SSCE, GCE, O'Level equivalent, Teachers' grade II Certificate, N.C.E., OND, H.N.D., B.A., B.Ed., B.Sc., M.A., M.Ed., M.Sc., and Ph.D.

Illiterate Homes: are homes where neither of the parents has attained formal education not above the primary school level.

Socio-economic Status: is the inferred average income of an adolescent inmate's family based on the parents' occupational/professional status.

High Socio-economic Status Homes: are homes of such professionals as judges, senior medical doctors, senior academic members of polytechnics and universities and top officials in government, in university administration, and in the private sector among others (Lawal, 1999).

Middle Socio-economic Status Homes: are homes of junior lecturers, middle-cadre officials in government, in university administration and in the private sector, among several others (Lawal, 1999).

Low Socio-economic Status Homes: are homes of typists, clerks, messengers and artisans who are fairly literate in English (Lawal, 1999).

Juvenile Homes: are correctional facilities that house delinquents. In this study, Borstal Institutions are the Juvenile Homes being studied.

Borstal Homes: This is also referred to as Borstal Institutions or Borstal Centres.

Significance of the Study

The adequacy of literacy instruction in the interactive educational environment helps develop thinking skills that can make classrooms an environment for educational growth and development. The outcome of this study would be useful to in-school and out-of-school adolescents, Borstal Home and mainstream students, warders (academic and non-academic), teachers in mainstream schools, controllers of prisons, parents, policy makers within the Ministry of Education, educational consultants, psychologists, and some other researchers interested in the use of literacy in classrooms for adolescents' well-being and national development.

The outcome of this study would be useful to in-school and out-of-school adolescents as the needs for checking the wastage and stagnation in education increases, alarmingly. Such wastage and stagnation can only be checked through a suitable literacy programme that helps develop creative thinking skills for innovative minds. Also, the findings of this study would make Borstal home students as well as mainstream students together with their parents realise the current aims and objectives of education by sensitising them on trendy literacy functions and enrichment reading and writing interests which are no longer limited to the impartation of mere instructions in some school subjects.

Warders (academic and non-academic) and teachers in mainstream schools would be sensitised, through the finding of this research, that teaching English language is different from teaching literacy as every discipline is built upon its own literacy. Literacy standards are for everyone, not just for the language arts teacher alone. When this is taken into consideration, students would have been assisted into reaching their fullest potentials. Similarly, through the findings of this study,

controllers of prisons would be made to realise the themes of relevant enrichment reading and writing materials that should be paraded in the school library and within the four walls of the classrooms. These materials must be those that can consolidate the identified literacy needs of the inmates as this may go a long way in re-socialising and re-integrating them into the mainstream again.

As crime is antithetical to economic and social development, policy makers within the Ministry of Education would be sensitised, through the finding of this study, on how to formulate policies that would bridge the gap between the identified needs and the ideal literacy levels. Incarcerated adolescent inmates who return to mainstream school should be able to graduate from high school based on the adequacy of literacy instruction he must have undergone. In a similar vein, through the findings of this study, the educational consultants and the psychologists would be made to realise that they have roles to play in assisting the child to participate in the learning process. Their knowledge of the three types of deviant personalities found in school children would be brought to bear in ensuring a sustainable literacy instruction.

To sum it up, the findings of this study would help future researchers to discover the gap in knowledge which would be created by this study and thereby conducting follow-up studies to fill the gap.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts and studies related to the present study were reviewed in this chapter.

The review is carried out to cover the following sub-topics:

- a. Theoretical Framework for the Study
- b. The Nature, Dimensions and Functions of Literacy
- c. Types of Correctional Facilities
- d. Literacy Behind Bars
- e. Concepts, Types and Functions of Enrichment Reading and Writing Interests
- f. The Concept, Dimensions and Challenges of Adolescent Literacy
- g. Religion and Literacy Development
- h. Home Background and Literacy Development
- i. Ethnic Background and Literacy Development
- j. Training Types and Literacy Development
- k. Appraisal of the Literature Reviewed
- l. Conceptual Framework

Theoretical Framework for the Study

According to Abend (2008) and Swanson (2013), theories are devised to analyse, explain, predict, and understand the nature or behaviour of a specified set of phenomena and, in many cases, to challenge accepted principles, and rules of procedure in order to extend existing body of knowledge within the limits of critical assumptions. They claimed further that good theories also provide specific testable predictions, or hypotheses, about the relation between two or more variables. Therefore, formulating a hypothesis to be tested is one of the first important steps in conducting a research. Trifiletti, Gielen, Sleet

and Hopkins (2005) considered a theory as the truth which is subjected to revision pending new research outcomes. It is the foundation for result-oriented research as it helps to identify what needs to be known before developing (an) intervention programme(s) and thereafter providing an insight to shape the programme strategies to effectively reach people and organisations (Ghahremani, Niknami & Nazari, 2012). Given the multidimensional nature of this research, theories related to delinquency, crime, motivation and literacy instructions were drawn from sociology, criminology and psychology to provide a strong grounding for the study.

A. Bio-Psychological Criminology Theory: In biological criminology, crime and delinquency are linked to several biological inadequacies or impairments (Alemika & Chukwuma, 2001). Modern positivist criminology owes its origin to an Italian scientist, Cesare Lombroso, who, after an investigation of skulls of some prisoners, claimed that criminals have distinctive physical characteristics. According to Lombroso, crime and delinquency represent an atavistic throwback or regression to the primitive and pre-social stage of human evolution (Lombroso, 1913). Similarly, Hooton (1939), in a study of prison convicts, argued that crime and delinquency could be explained as a product of physical and racial inferiority. Biological perspective also identified the genetic phenomenon of XYY chromosomes as an explanation of crime and delinquency. The perspective postulates that people with XYY chromosomes are born criminal or are at least more likely to engage in criminal and delinquent behaviours.

Hooton (1939) maintained that psychological and psychiatric perspectives on crime and delinquency hold that these behaviours are products of: (a) weak restraining forces which are incapable of curbing inherent aggressive and destructive tendencies in human beings; (b) failure to control instinctual drives; (c) neurotic conflicts and excessive

use of mechanisms of defence; and (d) unfavourable childhood experiences. Goddard (1922) declared that feeble mindedness is the single most important cause of crime and delinquency. Psychological theorists of crime have identified several factors related to crime and delinquency. For example, Farrington (1994: 558-59) argued that:

...children from poorer families are likely to offend because they are less able to achieve their goals legally and because they value some goals (e.g. excitement) especially highly. Children with low intelligence are likely to offend because they tend to fail in school. Impulsive children... are more likely to offend because they do not give sufficient consideration and weight to the possible consequences. Children who are exposed to poor child rearing behaviour, disharmony or separation on the parts of their parents are likely to offend because they do not build internal controls over socially disapproved behaviour, while children from criminal families and those with delinquent friends tend to build up anti-authority attitudes and the belief that offending is justifiable. The whole process is self-perpetuating.

Bio-psychological criminology theory is partly relevant to the current study in some regard. The theory makes it pertinent to consider the variable of home background (which consisted of the socio-economic status and educational background of inmates' parents). The sub-variable of inmates' parents' socio-economic status became a variable of high consideration based on the fact that the bio-psychological criminology theory postulates that children from poorer families are unfavourably disposed to crime; they are liable to not achieving their goals legally. Therefore, the socio-economic status of the respondents examined was at three levels: low, middle, and high. Also, the sub-variable of inmates' parents' educational background was as well considered simply because the theory hypothesised that children with low intelligence are more likely to offend because they tend to fail in school. Thus, inmates' parents' educational background was used in categorising the inmates as either from a literate or an illiterate home.

B. Sociological Theory of Crime and Delinquency: Alemika and Chukwuma (2001) avowedly maintained that sociological criminology proposes that crime and delinquency are caused more by the interplay of social, political, economic and cultural factors and forces than by biological and psychological pathologies. Accordingly, they stressed that sociological criminology have variously explained crime and delinquency as products of anomie precipitated by disjunction between goals and means; conflict of cultures; social learning and differential association; social bonding and control; social injustice and oppression embedded in capitalist political economy and so on.

The sociological theory of crime and delinquency is also partly relevant to the current study in some regard. Lawal's (2014c) generic literacy function which he tagged taxonomy of literacy functions has four components which are similar to what sociological criminology theorists proposed as causal agents of crime and delinquency. These four components (i.e. cultural, social, economic and civic responsibilities) are core to the current study, and they are herein referred to as functional literacy needs serving as target functions. Alemika and Chukwuma (2001) asserted that crime and delinquency are products of social disorientation precipitated by the disconnectedness between goals and means than by biological and psychological pathologies. According to Lawal (2014c), the generic literacy function is the production of a balanced person with liberated body, mind and soul via concern for consideration for total development involving **People** (values/culture), **Policy** (social development), **Prosperity** (economic development), and **Planet** (ecological balance and sustainability). The extent to which the personal variables of the inmates influence their literacy needs was, however, not established in the literature.

This inadequacy has thus validated the need for the development of a conceptual framework.

C. Motives-Expectations Theory: The wide range of motives is such that no isolated theory is enough either to describe or to interpret the mechanisms which affect human experience, behaviour and action (Papaioannou, Anagnou & Vergidis, 2016). Encarta (2009) listed motivation, incentive, inducement, spur, stimulus and impetus as synonyms of motives. It also gave its core meaning to be something that prompts an action. In this respect, Spector (2000) claimed that an inner process which activates, leads and sustains behaviour as years go by, extending and guiding it under the effect of needs and desires, are motives. Achievement and motivation theorists, such as McClelland (1961) and Atkinson (1964), maintained that motives are an inner need and desire to experience success which pushes individuals to take action. Omolehin (2010) averred that motivation is thought of as some kind of internal/external forces which influence behaviour directed towards satisfying needs and drive. Omolehin added that motivation is seen as the complex internal process in man originally initiated as felt need which leads man to an activity that will satisfy the need.

From the perspective of self-determination theorists, motivation could either be intrinsic or extrinsic (Ryan and Deci, 2000): the former exists when someone takes action in order to satisfy an inner need, while the latter when someone takes action hoping for a result which is directly related to this action. Papaioannou et al. (2016) asserted that a series of factors, such as age, origin, duration of detention and the educational level influence inmates' motives and expectations in participating in training programmes while in incarceration.

Adolescents have many opportunities to work with print and non-print materials to make meaning and build relationships in their academic and social worlds. To do this, adolescents need access to engaging and motivating content and instruction to support their continued development. It was in this regard that Onukaogu (2002) suggested the use of Fiction (prose, poetry, drama and orature), Fact (informational texts), CAT (Content Area Text) and Newsreel (newspaper, magazine, community newsletter, cartoons, etc.) as enrichment reading and writing interests in the teaching of English language across the curriculum. The enrichment (reading and writing) interests identified in the study are general (news), religious, games and sports, travel/geographical, biography/historical, scientific, adventure, crime and detective, and romance.

In this regard, Nettles (2006) advocated that literacy instruction needs to include the “whole,” the “parts” and the “heart” (see Figure 1 below).

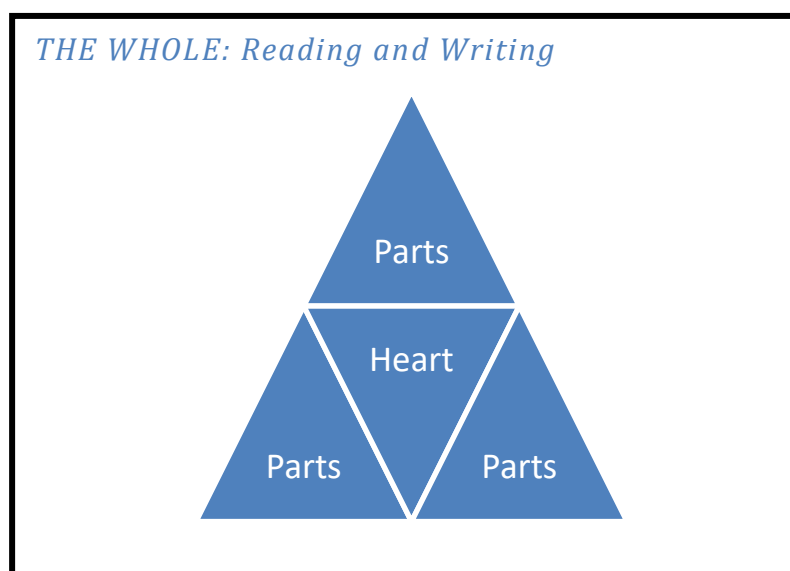


Figure 1: Nettles’ (2006) Literacy Instructional Theory

According to Nettles (2006:4), teaching the “whole” means understanding reading and writing as social activities; understanding writing as a reciprocal process to reading;

and allowing students to often read authentic texts for pleasure so as to eventually use such texts as touchstone texts for writing. Besides, teaching the “parts” means students need explicit instruction in phonemic awareness, phonics, (basic and advanced) vocabularies, spelling, reading comprehension, fluency and writing. Moreover, teaching the “heart” means bringing students’ interests, past experiences, values, family and culture into reading/writing and motivating students to want to read and write more. Nettles however advised that teachers should model reading and writing, be enthusiastic about literacy, and share their reading and writing with their students. Teachers, therefore, need to be reflective in their practices, stay abreast in current best practices and continually assess what is working and what isn’t. The next sub-topic focuses on review on the nature, dimensions and functions of literacy.

The Nature, Dimensions and Functions of Literacy

The word “literacy” is a term that has failed to yield to a single definition as it means different things to different scholars. According to Lawal (2014c), literacy, like literature, is derived from the Latin “litera”, meaning a letter of the alphabet. He added that this explains why, traditionally, literacy has been closely associated with the alphabet and its role in written communication, while at the same time being contrasted with oral communication. Olajide (2002) defined literacy as the ability to read, write, and calculate figures well enough to carry out activities that many people consider necessary to function in society – such activities include reading newspapers or training manuals in the workplace or in school, understanding a highway map, and balancing a chequebook. Therefore, literacy is not a mere school or work affair (Lawal, 2014c).

The International Literacy Association (2017) defined literacy as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital resources across content-areas and in varying context. Literacy is an entrenchment of developed nations' daily practices as it can hardly be considered as an activity separate from any of them (Ballard, 2013). These daily practices revolve around what Lawal (2014c) considered as the four (4) P's of **People** (values/culture), **Policy** (social development), **Prosperity** (economic development), and **Planet** (ecological balance and sustainability). This is a confirmation that literacy must be embedded within public debates about schooling, employment and public values just as it mediates interdisciplinary discourse across different disciplines such as history, sociology, anthropology, political science, linguistics, education, literature, among others (Ballard, 2013). Literacy seems to assume different guises and connotations based on how it has been operationalised.

Literacy, in the opinion of Norris and Phillips (2003), is an important tool that shows the way one learns about the world and how one can participate in society. It is a necessary requirement for any meaningful interaction in the modern global society. The lack of literacy skills provides an explanation for inequities in the distribution of social goods and social power (Ballard, 2013). He argued further that illiteracy accounts for high unemployment or underemployment and by implication for crime, poverty, substance abuse and other social ills. This assertion is in line with what Salinger (2010) reported that when inmates with low literacy level are freed from correctional facilities, social and economic difficulties, including future unemployment and welfare dependence are some of the host of challenges they are confronted with. Salinger stressed further that if a person does not possess the expertise demanded by employers of today, why should s/he expect

to be hired for a good job? This expertise rests on the threshold of the basic literacy skills of reading and writing.

Lawal (1993) and Muslimi and Lawal (1997) explained that reading is the key which unlocks the gate to literacy and wisdom as well as the gateway to understanding all other subjects in the school curriculum. Hence, Chall and Stahl (2009) pointed out that reading is vital to the economic and social success of individuals in highly industrialized and literate societies. Onukaogu (2002) and Olajide (2010b) could not have agreed less when they submitted that the one way we can win the war against poverty, disease, squalor and ignorance is to become a nation of readers – for reading is fundamental to national development.

Reading is very important in the school system. The success or failure of students depends on their abilities to read and understand. This shows that reading is an all-encompassing activity that promotes other skills of language namely: listening, speaking and writing. Olajide (2010b) opined that reading is remarkable in that it helps to make meaning through the recognition and interpretation of signs and symbols. This implies that reading leads to vocabulary development. A good reader does not return to his/her dictionary for every word he comes across in the text; meaning could be explored using context clues and structure of words. In the same manner, people read to get information. The information may be the type needed to arrive at a decision, follow instruction on an assembling process; for pleasure and leisure, which is aesthetic in nature; for problem solving value, which is heuristic in nature; to relieve tension, through which we come to know that we are not alone in our problems; and for didactic value, that is reading to learn a particular lesson, behaviour modification, which underscores judicious and balanced choice of good reading materials for all categories of people (Lawal, 2008)

Writing derives morphologically from the root word “write”, which implies the use of letters, signs or symbols to communicate ideas. The nature of writing cannot be described without reference to literacy, because the latter subsumes the former (Egwue, 2015). Kolawole and Ojedokun (2002) explained that writing is the production and arrangement of sentences in a manner appropriate to the purpose of the writer, the person or persons addressed and the function of what is written. Beaty, Booth, Hunter and Mays (2002) charged intending writers to realise that their talents (and faults) are a little different from anyone else’s since writing is a very personal experience. They advised learners to learn to play to their own strength and avoid the weaknesses they are prone to. They stressed further that it is not just enough to pay attention to one’s instructor’s comments, but rather learn from one’s own personal mistakes.

Nevertheless, Graham and Perin (2007) advocated that students are to make knowledge their own, struggle with the details, wrestle with the facts, and rework raw information and concepts into language they can communicate to someone else. In short, for students to learn, they must write. Adolescents who do not have the ability to transform feelings, thoughts, experiences, expectations and ideas into written words are in danger of losing touch with the sense of intellectual curiosity, the joy of inquiry, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity. What that means for all of us is that the essential educative transmissions that have been passed along generation after generation, century after century, are in danger of fading away, or even going into extinction (Graham & Perin, 2007).

Satherley and Lawes (2008) identified and examined four domains of literacy among the adult population of New Zealand. These are: Prose literacy, Document literacy, Numeracy skill, and Problem-solving skill. These are similar to the three earlier identified

by Greenberg et al. (2007): Prose, Document, and Quantitative literacy skills. The Numeracy skill of Satherley and Lawes seem to be a synonym to the Quantitative skill of Greenberg et al. since the content of the two is the same. The point of departure is the Problem-solving skill.

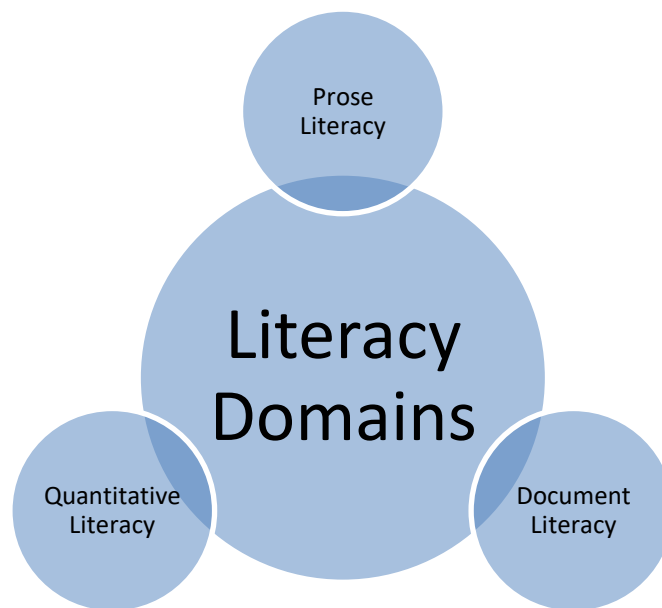


Figure 2: Greenberg et al.'s (2007) Literacy Domains Theory

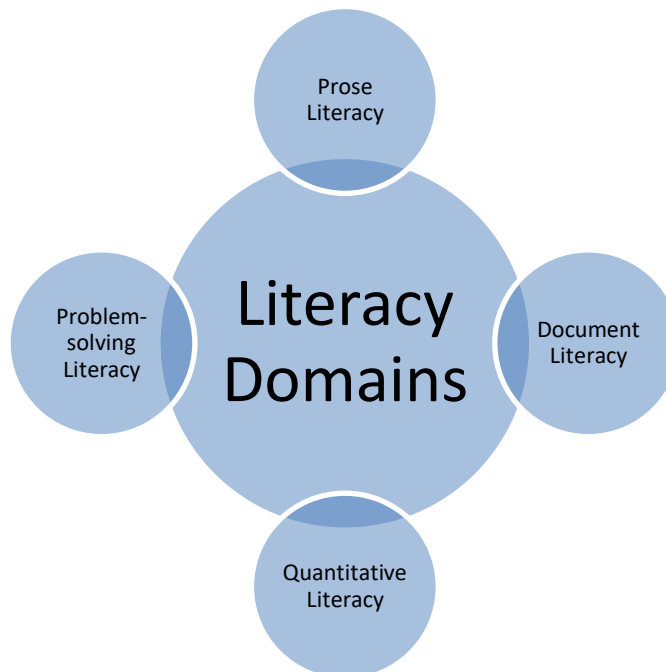


Figure 3: Satherley and Lawes's (2008) Literacy Domains Theory

Prose literacy is the ability of an individual to read, search, understand and use information from continuous texts (such as news stories, editorials, brochures and instruction manuals) (Greenberg et al. 2007; Satherley & Lawes, 2008). They perceived Document literacy as the capability of a person to read, search, understand and use information from discontinuous texts (such as charts, maps, tables, job applications, transportation schedules, drug or food labels, payroll forms and timetables). Further still, they defined Quantitative/Numeracy skill as the knowledge or skills required of an individual to identify, perform and process mathematical and numeric information in diverse situations. Nevertheless, Satherley and Lawes (2008) operationalised Problem-solving as the ability of a person to reason and think analytically in situations where no routine procedure exists. In this study, problem-solving skills are Lawal's (2014c) generic literacy skills deployed towards the liberation of the human body, mind and soul.

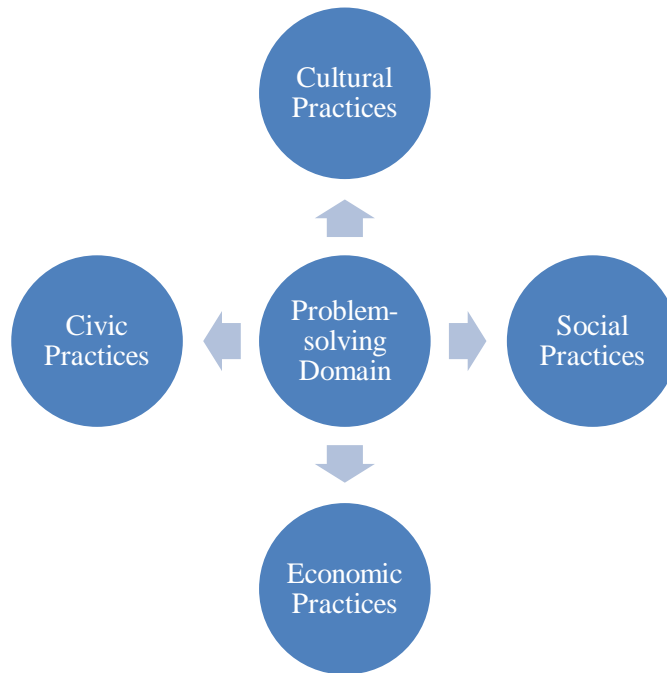


Figure 4: Satherley and Lawes's (2008) Problem-solving Literacy Domains Theory

Adolescent literacy is keyed into the four (4) P's of **People** (values/culture), **Policy** (social development), **Prosperity** (economic development), and **Planet** (ecological balance and sustainability) (Lawal, 2014c), given the factors exerting contrary pulls in the world today in the quest for balanced and sustainable development (Dzulkifli, 2014 in Lawal, 2014c). Correctional facilities are to be cognisant of the corollary functions of producing an emancipated citizenry who can efficiently discharge their cultural, social, economic and civic responsibilities in the service of balanced and positive social transformation as enunciated in Figure 5.

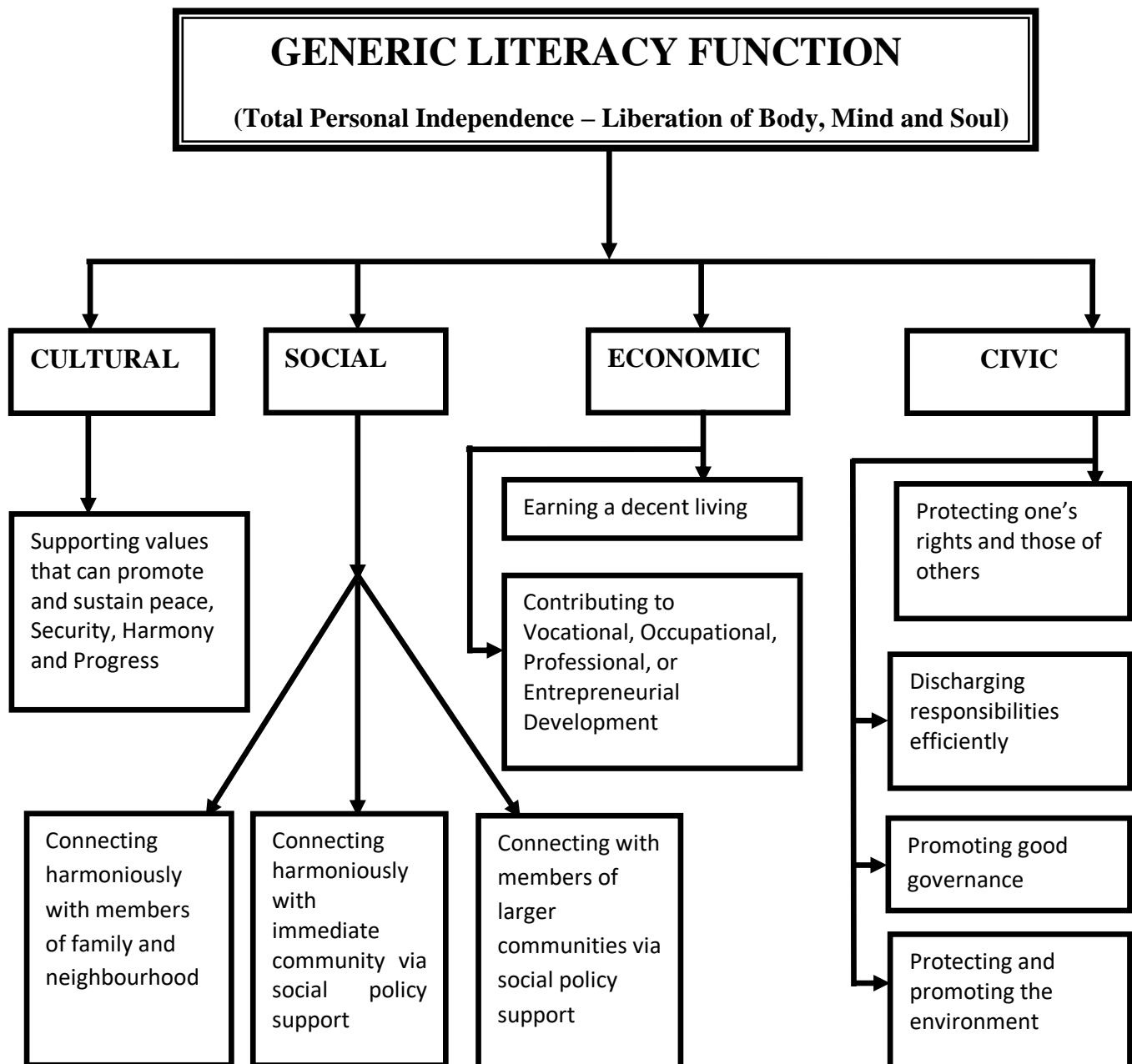


Figure 5: A Taxonomy of Literacy Functions (Lawal, 2014c)

The four functions adopted in this taxonomy cannot be mutually exclusive as they derive from one and the same generic source. This is not unconnected with the fact that taxonomies are products of concept-mapping, a process of constructing or mapping logical relationships among concepts in a hierarchical order such that the most general concepts are at the top of the map while the most specific are at the bottom of the hierarchy (Lawal, 2014c). The generic literacy function is the production of a balanced person with a

liberated body, mind and soul via concern for consideration for total development involving **People** (values/culture), **Policy** (social development), **Prosperity** (economic development), and **Planet** (ecological balance and sustainability).

Types of Correctional Facilities

Correctional facilities are expected to be treatment-oriented since those who are delinquents are essentially hitherto deprived of having proper schooling and nurturance in a well-organised family, and can be re-socialised to become normal again (Sa'ad, 2006). He maintained that there are four types of juvenile institutions in Nigeria, namely the Juvenile Courts, Approved Schools, Remand Homes and Borstal Centres. These institutions would be examined next, beginning with the Juvenile Courts.

Juvenile Courts are specifically designed for handling cases involving children and young persons who need the care and protection of the society. Because juvenile justice does not operate with a criminal procedure in mind, charges by the prosecutor are not encouraged. A report is rather presented to the court by a social worker and/or a probation officer (Sa'ad, 2006). He added that the presentation of the report should also not be read aloud, but must provide the substance of the offence or the problem being labelled against the juvenile and the prevailing circumstances surrounding the offence/problem. Accordingly, the trial of the juvenile is inquisitorial rather than accusatorial in that the Judge/Magistrate and a team of professionals are supposed to inquire into cases without necessarily engaging defence lawyers. To this end, the court does not aim at a "conviction" and "sentencing", but rather at aiding the child and/or young offender who is assumed to have committed an offence for some psychological and social environmental factors. Thus, juvenile court judges are always conversant with the following special technical jargons in order to avoid stigmatising the juveniles. For instance, the term 'child'

or 'juvenile' are used in place of 'accused' as it is the practice in conventional courts when adults are being tried. Some other terms in this regard include 'under custody' in place of 'arrest', 'inquiring' for 'investigation', 'hearing' for 'trial', 'committal' for 'conviction', 'detention' for 'jail', 'correction' for 'punishment', 'after care' for 'parole', among others.

It is worth emphasising that juvenile courts action, unlike the adult court, is supposed to always aim at providing the child/juvenile with about the same care and protection that s/he should be given by her/his parents under the doctrine of '*paren patriae*' (the natural responsibility of parents to take care of their child) (Sa'ad, 2006). To achieve this, Sa'ad posited that the Juvenile Court judge should have special training on child development and must be acquainted with contemporary social problems especially as they affect children and young persons of the digital age. The judge must also be morally upright, emotionally stable with high integrity, patience and willingness to learn new ways of protecting children and young persons from delinquencies, and should be of a mature age of at least 30 years, and must have a family.

Aside from Juvenile Courts are Approved Schools. These are institutions that sprang from the early 19th Century Schools of Industry in Britain, chiefly directed at the suppression of child begging (Ferguson, 1952 in Sa'ad, 2006). When it was introduced into Nigeria in 1932, it bore the same name: 'Industrial School'. Subsequently, the name changed to the present name: 'Approved School'. Moreover, the Enugu Industrial School could be said to be the basis of the approved School system in Nigeria (Milner, 1972). Approved School, unlike Borstal Institutions, is a place where children, not young persons, are committed for vocational and educational training with no or less emphasis on physical training. Juvenile delinquents can be committed to this school for a period up to three (3) years and above, and a two (2) year follow-up after release programme. The

facility is expected to be, in some ways, not just a school but also a substitute home. Closely related to Approved Schools are Remand Homes, and these are discussed next.

Remand Homes are a recent development in Nigeria compared to Borstal and Approved Schools (Sa'ad, 2006). Though most recent, Remand Homes are found to be most numerous by a nationwide study conducted by the Nigerian Institute for Advanced Legal Studies (NIALS, 1990), Lagos. While every state of the federation has at least a Remand Home, not every state has an Approved School. And only Kaduna, Kwara and Ogun States have Borstal Institutions, which is meant for the whole country (NIALS, 1990).

Remand Homes were established by the Nigerian government, in the main cities of the country, to take care of abandoned children, aged from three months to eight years old, as well as "beyond parental control" children (UNICEF, 1995). UNICEF maintained that in the last two decades, the remand homes have been used as a dumping ground for children that do not fit anywhere else. The UNICEF document added that the poor living conditions at the Remand Homes constitute a violation of the children's rights to health, nutrition, education, and recreation. It also stressed that lack of appropriate medical treatment can be seen in the children's skin rashes and sores. UNICEF's investigation revealed that the older children neither go to school nor receive any education at the Remand Homes. Occasionally, various religious affiliations visit the children and give them moral instructions. These visitations were also observed in Borstal Institutions, which are discussed next.

Borstal Centre derives its name from the village called Borstal, just outside Rochester where it was first set up in Britain (Sa'ad 2006). When introduced in Nigeria, it retained its name. Borstals are fewer than both Approved Schools and Remand Homes in

Nigeria. Borstal institutions are meant for only the young persons. According to Sa'ad (2006), there are two functions of Borstal institutions in Nigeria. The first function is the encouragement of a personal relationship between the Borstal Staff and inmates through which the inmates will be given progressive trust demanding personal decision, responsibility and self-control; secondly, the placement of emphasis on regular educational and vocational training regimented with demanding physical training content. Juvenile delinquents can be committed to this school for a period as long as two years or more and two years follow-up after release programme.

As far as this study is concerned, the juvenile homes under investigation are the Borstal Institutions. The reason for choosing the Borstal Centres are as follows: first, the study is all about young persons between the age range of fourteen and nineteen years and not about children below the age of fourteen years; second, unlike the Approved Schools and the Remand Homes, Borstal Institutions have uniformity of control, administration, curriculum and policy; third, the Nigerian Prisons are in control and not some social workers or religious institutions or affiliations; lastly, it is only the Borstal Centres that place emphasis on regular educational and vocational training regimented with demanding physical training content. All these justify the selection of the Borstal Homes for the study. The next sub-topic discusses the type of literacy inmates are expected to be exposed to.

Literacy Behind Bars

According to Greenberg, Dunleavy and Kutner (2007), literacy is using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential. The inability to do so is called illiteracy or analphabetism (UNESCO, 2012). The challenge of illiteracy to the modern man is as enormous as that of

hunger and disease (Lawal, 2000), since the illiteracy rate in Nigeria is as high as the nation's level of poverty.

“Behind bars” simply means “in prison”. Therefore, “literacy behind bars” refers to using literacy to enhance inmates' ability to read, write, and calculate printed and written figures well enough to carry out activities that many people consider necessary to function in society – such activities include reading newspapers, reading training manuals in the workplace, understanding a highway map, and balancing a cheque book.

Prisons are intended to rehabilitate criminal offenders, as well as to punish and incapacitate them. The education and training systems operating within most prisons are a key component of the rehabilitation mission of prisons. Previous studies have shown a relationship between participation in educational programmes and recidivism rates, with inmates who attend education programmes less likely to be re-incarcerated after their release (Vacca, 2004).

There are many reasons why prison inmates may be motivated to participate in education and training programmes. Among these may be a realisation that they do not have skills that will lead to employment upon their release from prison. As one inmate said, “I’ve never had a career. I’ve had jobs, but never had anything that would take me anywhere. It’s scary to come out of jail and not realise what you’re going to do” (Clayton 2005).

Greenberg et al. (2007) reported that prison inmates who had a high school diploma or a GED/high school equivalency certificate (either earned during their current incarceration or prior to their current incarceration) had higher average prose, document, and quantitative literacy than inmates who were currently enrolled in academic classes in prison but had not yet earned their GED/high school equivalency certificate. They also had

higher average prose, document, and quantitative literacy than inmates who were not enrolled in any academic classes. The differences in average prose, document, and quantitative literacy between inmates who earned their GED/high school equivalency certificate during their current incarceration and inmates who entered prison with a high school diploma or GED/high school equivalency certificate were not statistically significant. A lower percentage of prison inmates who had a high school diploma or a GED/high school equivalency certificate had *Below Basic* prose and quantitative literacy than prison inmates who were currently enrolled in academic classes or did not have a GED/high school equivalency certificate and were not enrolled in classes. There were no statistically significant differences in the percentage of inmates at any of the literacy levels between inmates who earned their high school diploma or GED/high school equivalency certificate prior to their current incarceration and inmates who earned their GED/high school equivalency certificate during their current incarceration.

In Nigeria, the Borstal Training Institutions run programmes such as academic and vocational trainings (Ogundipe, 2011). He stressed that for the academic training, the institutions have: junior and senior secondary education programmes for the young persons at the end of which they are presented for the junior NECO examination as well as for the WAEC, NECO and NABTEB Senior Secondary Certificate Examinations (SSCE). Successful ones among them are thereafter presented to write examinations (such as the Unified Tertiary Matriculation Examination [UTME] of the Joint Admissions Matriculation Board [JAMB]) that will qualify them for tertiary education. In 2010, their performances are as shown below:

A. Borstal Training Institution, Ilorin, Kwara State:

- i. 10 inmates gained admission into Universities and Colleges of Education;

- ii. 9 sat for and passed Junior Secondary School Examination and were promoted to Senior Secondary Class one.

B. Borstal Training Institution Kaduna:

- i. Number of enrolment for the West African Examination Council (WAEC):
89 inmates;
- ii. Number of enrolment for the National Examination Council (NECO): 69
inmates

Total number of enrolment for the two examinations stood at 148 inmates. Of this number, 6 gained admission into the university, 4 into polytechnics and 7 into colleges of education. Similarly, 103 of them passed their WAEC and NECO examinations but could not proceed to any of the higher institutions of learning yet.

Similarly, in Nigeria, the vocational programmes run by the Borstal Training Institutions are in the following trades: electrical installation; tailoring and designing; photography and video coverage; building and masonry; carpentry and joinery; welding; painting and drawing; refrigerator repairs/servicing (Ogundipe, 2011). Those of them (the inmates) who make progress are presented to the Ministry of Labour and Productivity for National Vocational Qualification examinations, he added. At discharge, they are provided with relevant tools in their areas of specialty. This is aimed at ensuring that they are re-integrated into the society. The re-integration could better be sustained through enrichment reading and writing interests that could consolidate the desired future state of literacy the inmates feel they have to possess before leaving the facilities. This is further elaborated in the next sub-topic.

Concepts, Types and Functions of Enrichment Reading and Writing Interests

Interests are the key that conduct efforts. Key to all literacy is reading development, a progression of skills that begins with the ability to understand spoken words and decode written words, and culminates in the deep understanding of text (Nettles, 2006). Banjo, Elugbe, Onaga and Akano (2008) posited that reading is an intellectual activity directed towards the extraction of information from a written piece. The attainment of sustainable development cannot be achieved where majority of the citizenry lack interest in reading (Chukwudi-Ofoedu, Amala & Igbokwe, 2011). This was why Onukaogu (2002) opined that the one way we can win the war against poverty, disease, squalor and ignorance is to become a nation of readers – for a reading nation is a winning nation.

Tunde-Awe (2003) noted that reading skill is a *sine qua non* for the success of most academic pursuits. She observes that it is one of the most important skills in any language education programme, be it First Language (L1), Second Language (L2) or Foreign Language (FL). According to Onukaogu (2002), the tragedy that faces the teaching of reading in Nigeria today is that pre-school children, primary, secondary and tertiary students lack effective reading skills. He added that reading is the fulcrum of literacy. Carson (2000) and Kolawole (2005) observed that the doors of the world are opened to the fullest to people who can read, and that reading improves learners' spellings, vocabulary, comprehension and it makes classrooms more interesting. A well-developed reading skill has serious effects on students' power of thinking and cognitive development (Tunde-Awe, 2003).

Reading is a fundamental tool in the acquisition of knowledge and skill that encourages the thinking process (Yilben & Kitgkka, 2008). Reading increases productivity

through an upgrade of outdated knowledge. Despite these numerous positive roles of reading, the unfavourable economic environment in Nigeria has led to a steady decline in the reading culture in Nigeria which invariably has a negative effect on the quality of education in Nigeria (Agbaje, 2004). The decline in the reading culture in Nigeria could be traced to poor economy and abject poverty faced by the average Nigerian since the early 1980's. This seemed to have greatly affected the book industry. Indigenous publishing houses collapsed and many foreign publishers closed up and left Nigeria. Consequently, books became scarce. Schools and community libraries folded up due to unavailability of books. Reading materials were rather too expensive to be imported. A good library is an essential non-human resource which is vital to qualitative education (Lawal, 2006). Sadly, this is lacking in Nigeria.

From the forgoing, Egwue (2015) observed that it became obvious that the paucity of reading materials has a negative effect on the reading culture in Nigeria, and indeed the same is true of many African countries. Mulindwa (2001) remarked that the lack of a reading culture is real as it affects social and economic development of many communities in Africa. He stressed further that the effect reading has on enhanced literacy instruction, and vice versa, must never be taken for granted as reading and literacy affect the socio-economic development of a community.

Most people that were hitherto literate but have stopped reading have contracted a prodigious disorder termed "higher illiteracy syndrome" – a steady reversal to illiteracy (Lawal, 2005). Though they had hitherto learnt how to read, such people could not read between the lines to acquire new information, knowledge nor gain experience that lead to personal and community progress. Moreover, most students read to pass examinations while some students found it difficult to extract enough information to pass, thereby

resulting to examination malpractices. Lawal further emphasised that the level of illiteracy in Nigeria was still very high and most communities in the country were largely pre-literate. Since the reading culture is a vital component of the literacy culture, the high level of illiteracy, therefore, has a negative impact on the reading culture in Nigeria.

Skimming, scanning, intensive and extensive readings are different techniques of reading. Skimming is used for identifying the main idea of a text, or the real gist while scanning is for pinpointing particular information. However, intensive reading, also called study reading, involves close study of a text. This places much emphasis on comprehension; it is needed by students preparing for examination. Olajide (1997) explained that in intensive reading, the student reads the materials with absolute concentration and steadiness. The speed of reading is slow, so that the student is able to utilise past experiences and contextual clues in assimilating the ideas of the target.

Besides, extensive reading involves exposing the learners to varied reading materials which will enhance learner's communicative competence in terms of increased vocabulary, knowledge, ability to interpret and increase the rate of reading. As explained by Olajide (1997), extensive reading is meant to give the student insight into the structure of the target material. This type of reading is faster than the intensive type, and it requires the reader to glide through the material with precision.

From the foregoing, it will be seen that advanced reading skills are basically of two types: intensive and extensive reading. Intensive reading is done slowly to derive critical meaning of the text; it involves reading for details, such as is done for academic purposes. Extensive reading, on the other hand, is more of general purpose reading done, more often than not, through scanning and skimming. Scanning is dashing through the text and

picking the important points in the process, while skimming is reading to pinpoint the main focus on thrust of the material.

To enhance adolescent literacy across the curriculum is to draw heavily from the literature that informs the various subjects in the curriculum (Onukaogu, 2002). He admonished further that the language Arts, the Reading teacher and the various teachers in our school subjects must collaborate in supporting one another in order to maximally and optimally actualise the goals and the objectives of the language curriculum. This concept is what O'Brien and Stewart (1992) called *Content Area Literacy*.

Adesina (2011) observed that reading instruction in secondary schools has been poorly handled by teachers. She added that some language teachers often take the reading ability of students for granted. The role of the teacher in the reading lesson, according to Lawal (1993), is that of a judge, an initiator and facilitator of learning and a mediator between the text and the learner. The teacher must neither use texts to intimidate the students nor to camouflage his own inadequacies (Onukaogu, 2002). Therefore, all subject teachers must be versatile in the understanding of the reading process and the appropriate instructional techniques and materials for teaching reading, which can help in no little way to facilitate students' comprehension (Adesina, 2011) on the one hand, and enhance teachers' performance on the other hand.

"That our students and teachers need a literacy curriculum that is sustainable, rich, diverse, vibrant and holistic in all its ramification is beyond reasonable doubts" (Onukaogu, 2002:303). For this reason, we must not disintegrate language into the so-called sacred skills – listening, speaking, reading and writing – rather we should aim at a holistic presentation of language in which all the four skills are integrated, he added. Lawal (1993) also canvassed for the integrative approach to language education

curriculum, proposing reading as the fulcrum, since reading is central to the development of all language skills (Onukaogu, 2002).

The era of limiting our activities in the language curriculum to just one text or course book should be a thing of the last millennium and not of this present one (Onukaogu, 2002). It was to this end that he suggested the use of Fiction (prose, poetry, drama and orature), Fact (informational texts), CAT (Content Area Text) and Newsreel (newspaper, magazine, community newsletter, cartoons, etc.) as enrichment reading and writing interests in the teaching of English language across the curriculum. (All emphases are Onukaogu's). Any or all of these could be in one or all of the literacy domain forms.

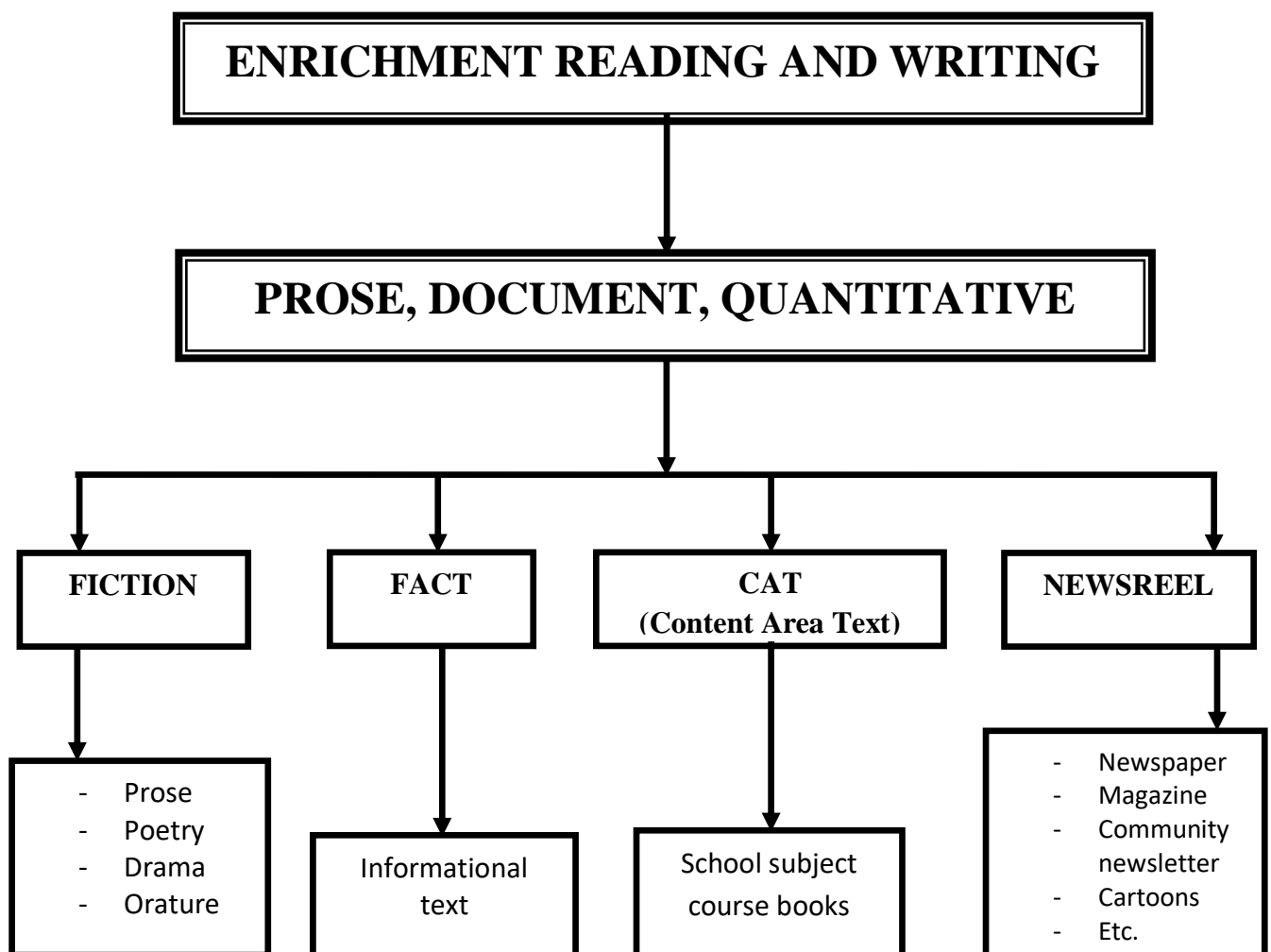


Figure 6: Onukaogu's (2002) Taxonomy of Enrichment Reading and Writing

Although Onukaogu had the English language teacher in mind as the sole implementer of literacy instruction in his submission above, it is to be understood that teaching English is different from teaching literacy. Why? The reason is not far-fetched. Every discipline is built upon its own literacy. Literacy standards are for everyone, not just for the language arts teacher alone (Sarah, 2015). It was to this end that Salinger (2010) advised that content-area teachers should integrate explicit and systematic instruction into their content-area teaching so as to strengthen their students' vocabulary and comprehension skills and strategies. Content experts must see themselves as 'reading teachers' for they are in the best position to present these skills and strategies to the learners in their classes. Further still, they are also to explain and model how they, as content experts, apply these strategies (Sarah, 2015).

Writing is the visible aspect of literacy. It is a way of presenting ideas in print. It is a process of conveying the writer's thoughts during which he searches for ideas and language materials from his long term memory and organises them into a composition according to various purposes and rules. It is a process of forming a text as a communication bridge between the reader and the writer (Wong & Sui, 2006). Therefore, learning to write is not only an indispensable part of literacy, but a skill which reinforces literacy (Seidhofer & Widdowson, 1991).

Ekpo, Udosen, Afangideh, Ekuinam and Ikorok (n.d.) asserted that a good reader will automatically become a good writer on account of the enormous, gargantuan experiences gained on information of words, phrases, sentences as well as expression of ideas. This assertion is however negated by Graham and Perin (2007) who averred that although reading and writing are complementary skills whose development runs a roughly

parallel course, they do not necessarily go hand in hand. They maintained that it is a mere assumption that adolescents who are proficient readers must be proficient writers, too.

Proficient writers are noted for getting the grammar right, having a range of both passive and active vocabularies, punctuating meaningfully, spelling accurately, using a range of sentence structures to develop the topic as well as developing and organising the content clearly and convincingly. Without doubts, these are skills which could be learnt through reading. However, no empirical study has been able to justify the claim that a proficient reading ability automatically leads to a proficient writing skill.

Even though many adolescents are able to handle reading demands, they usually battle with severe writing difficulties (Graham & Perin, 2007). They stressed that this may not be unconnected with the fact that while readers form a mental representation of thoughts written by someone else, writers formulate their own thoughts, organise them, and create a written record of them using the conventions of spelling and grammar. Therefore, what improves reading does not always improve writing since they each require their own dedicated instruction.

According to Ohia and Ogunbiyi (1999), Ghazi (2002) and Egwue (2015), one cannot write without reading. Ohia and Ogunbiyi (1999) averred that reading is an inherent part of the writing process and it is the basis of our system of monitoring the meaning we construct when we write. Furthermore, in recognition of the vital roles of reading and writing in education, it is imperative that the skills be given adequate attention at all levels of the educational system, considering that they have implications for national reconstruction, integration and progress (Olajide, 2010b), most especially in the lives of adolescents. This is further enunciated in the next sub-topic which focuses the concepts, dimensions and challenges of adolescents.

The Concept, Dimensions and Challenges of Adolescent Literacy

Over the years, literature has revealed that scholars had, with little or no professional consensus, been inconsistent in their persistent interchangeable choice of terms in referring to ‘adolescent’. Among the notable terms often interchanged with ‘adolescent’ include: young person, immature person, young adult, teen, teenager, inter alia. The adolescent period is a time of contradiction for the individual as he is no longer a child nor is he an adult already. This perception is what quite often makes an adolescent kind and loving and the next minute cruel and callous (Miller, 2014). This period is often termed in a young person’s life as one of “storm and stress.” It was to this end the average adolescent hardly ever looks at circumstances from other people’s points of view and perspectives. This apparent lack of empathy is normal and typically resolves itself once a teen reaches the end of adolescence (Anderson, 2014). However, a complete lack of empathy in adolescents could mean a more significant underlying mental health issue, which is interfering with the child’s normal functioning, exists. When this is the case, a mental health worker should be consulted, Anderson advised.

Adolescence – the period lasting from approximately age 10 to 19 – is characterised by many socio-emotional changes (Anderson, 2014). It is a transition between childhood and adulthood which leads to rapidly changing behaviours, identity disturbances and strong emotions. Although these characteristics can frustrate or confuse parents, Anderson (2014) maintained that they are developmentally normal and a natural part of an adolescent’s growth. However, antisocial behaviour in adolescents is a serious problem that can lead to increased instances of juvenile delinquency. Although professional intervention is often necessary, Miller (2014) submitted that several important

steps could be taken to help circumvent juvenile delinquency by parents who are worried about antisocial behaviour in their children.

Miller suggested that parents are to: learn about the differences between normal and antisocial behaviour; discuss their child's behaviour with his/her teacher, school social worker or school psychologist/counsellor to get their perspectives on the situation; talk to their child about their concerns as soon as possible – the longer it goes ignored, the more serious the behaviour could become; consult with their child's paediatrician for a referral to a licensed mental health professional who has experience treating antisocial behaviour in adolescents.

Critical to adolescent development and well-being is literacy. Literate adolescents are those who can use writing, reading, speaking, listening, and thinking skills to learn what they need to learn and demonstrate that learning to others who want to know (Meltzer, 2001; Meltzer & Hamann, 2005). According to the International Reading Association (IRA, 2012), adolescent literacy is the ability to read, write, understand and interpret, as well as discuss multiple texts across multiple contexts. This explains that adolescent literacy is more than an emphasis on reading comprehension (Langer, 2002; Martin, 2003; Scarcella, 2002). It involves equipping adolescents with an expansive spectrum of erudition and skills, including solving problems creatively, finding and critically evaluating information and communicating effectually (UNICEF, 2011).

Adolescent literacy is an all-encompassing idea which includes other academic literacies such as information literacy, technological literacy, mathematical literacy, and scientific literacy. These literacy experiences may include the use of traditional print materials, the Internet, social media, instant messaging, texting, and video games, all of which can be used as tools for understanding academic content as well as forming

social relationships (IRA, 2012). It is expected that 21st century adolescents will: read a variety of texts including, but not limited to, traditional print text and digital (multimodal) text; author words and images in fixed domains as well as multimodal settings; talk about a variety of texts with others, including teachers, peers, members of their own communities, and the larger world population; interact with text in discipline-specific ways within and across all subjects inclusive of, but not limited to, electives, career and technical education, and visual and performing arts (IRA, 2012).

Adolescents have many opportunities to work with print and non-print materials to make meaning and build relationships in their academic and social worlds. Understanding how to best support these students' literacy development is essential. To do this, adolescents need access to engaging and motivating content and instruction to support their continued development. Areas to consider, according to the IRA (2012), include the following: providing opportunities for adolescents to work with text that is inclusive of print and non-print materials; offering Web-based learning experiences; implementing multiple assessment methods that demonstrate students' strengths as well as needs; expanding the focus on disciplinary literacies; increasing the number of early childhood, basic and senior secondary school literacy specialists; offering access to relevant resources; providing appropriate professional development for educators.

For content-area teachers to meaningfully and effectively address the inherent challenge of developing academic literacy habits and skills while deepening content area learning, basic and senior secondary school teachers must have an extensive knowledge base and a set of promising strategies to employ. To investigate what adolescent literacy development might look like within the context of school reform, Meltzer's (2001) extensive literature review was eventually summarized as the Adolescent Literacy Support

Framework. That framework describes four components that the adolescent literacy literature consistently references as key to helping all adolescents develop literacy across the academic content areas. Each of the four components — motivation and engagement for literacy, literacy strategies for teaching and learning, paying attention to the reading and writing demands of each content area, and organisational structures and leadership — then subdivide into three to five practices.

A. Motivation and Engagement for Literacy

- i. Making connections to students' lives
- ii. Creating responsive classrooms
- iii. Having students interact with each other and with text

B. Literacy Strategies for Teaching and Learning

- i. Teaching through modelling, explicit strategy instruction, and using multiple forms of assessment
- ii. Emphasising reading and writing
- iii. Emphasising speaking and listening/viewing
- iv. Emphasising thinking
- v. Creating a learner-centred classroom

C. Paying Attention to the Reading and Writing Demands of each Content Area

- i. Teaching recognition and analysis skills for discourse features
- ii. Teaching understanding of text structures
- iii. Explicitly attending to vocabulary development

D. Organisational Structures and Leadership

- i. Meeting the agreed-upon goals for adolescents in that particular community
- ii. Articulating, communicating, and actualising a vision of literacy as a priority

- iii. Utilising best practices in the area of systemic educational reform
- iv. Defining adolescent literacy in relation to the larger educational programme
- v. Providing ongoing support for teacher professional development
- vi. Using a clear process for programme review and evaluation.

In recognition of the serious academic challenges that many incarcerated students are facing because of low levels of literacy achievement, Salinger (2010) came up with five recommendations that are grounded in educational research and best practice. These include: strengthening efforts towards engaging and motivating students in general and in all their content-area classes; using a comprehensive approach to assessing students on their arrival and throughout their stay at the juvenile institution; integrating explicit instructions into content-area lessons so as to strengthen students' vocabulary and comprehension skills and strategies; selecting materials carefully to reinforce and support student learning as well as provide opportunities for practice; provision of infrastructural changes, teacher support, and leadership that can facilitate literacy instruction.

Bearing these recommendations in mind, this work hopes to identify the roles of the variables of religion, parents' educational level, ethnic background, parents' socio-economic status, and training preference of inmates on admission into the facilities. These cannot be overemphasised in describing the literacy needs as well as the enrichment reading and writing interests of the inmates in correctional homes. In view of these, the next four sub-topics are set to review the influences of these variables on literacy development. We will examine these concepts next, beginning with religion.

Religion and Literacy Development

Religion is a worldwide phenomenon that has played a part in all human culture. Encarta (2009) defined religion as a sacred engagement with that which is believed to be a

spiritual reality. It is a much broader, more complex category than the set of beliefs or practices found in any single religious tradition. An adequate understanding of religion must take into account its distinctive qualities and patterns as a form of human experience.

It is somewhat surprising that only cursory attention has been given to the postulating mechanisms by which religion is expected to shape literacy behaviour. Social theorists as far back as Durkheim (1897/1951) have developed social influence and control theories that give religion a central role in social activities like reading and writing. Social influence theorists such as Perkins, Luster, Villarruel, and Small (1998) and Wallace and Williams (1997) had argued that religion should be viewed within an “ecological framework” or a “socialization influence framework”, respectively. These frameworks place religion within the context of other socializing forces (Rostosky, Wilcox, Wright and Randall, 2004). These forces include characteristics of the individual (biological, cognitive, and emotional factors), family factors (family communication and parental monitoring), extra-familial influences (neighbourhood quality, school characteristics, and peer-group behaviours), and macro-level influences (media and cultural values). Religion may influence socialization and behaviour at any or all of these levels: individual (religious beliefs), familial (parental religious values and practices), extra-familial (peer support for religious beliefs), and macro-level (sociocultural support for religious views) (Rostosky, Wilcox, Wright and Randall, 2004).

Religious literacy is the knowledge of, and ability to understand, religion (Stephen, 2007) within the context of other socialising forces. The importance of being religiously literate is alarmingly increasing as globalisation has created, and is still creating, greater links and migration between societies of different faiths and cultures. It has been proposed that including religious literacy as an aspect of public education would improve social

cohesion (Stephen, 2007) at any or all of the following levels of socialising forces of individual, familial, extra-familial, and macro-level (Rostosky, Wilcox, Wright and Randall, 2004).

In Nigeria, there is no empirical evidence supporting the whole idea that there is a religion that can salvage the nation from her social problems (Zalanga, 2017). He stressed further that, in the past fifty (50) years, although religion has extravagantly expanded, public morality has deteriorated instead of being elevated, even in church and mosque. It could be inferred that a nation like Nigeria requires a joint effort by the adherents of the three major religions (Christianity, Islam, and Traditional) in order to rebuild its social structure progressively through functional literacy hinged on the purpose for which man is created – to live in communion with God and His creation so as to have other worldly happiness and rest with Him (Abdulsalam, 2002).

Empirically, the finding of Lawal (2000) revealed that religious materials came second in the order of the importance of the nine (9) materials being assessed for the reading preference of the neo-literate adult participants in the FGN-EEC Middle-Belt in Nigeria. He ascribed this partly to the age bracket (40-50 years) of the respondents, and partly to the sharp downturn in Nigeria's economy as well as the social realities which tend to make more and more adults seek refuge in religion. A similar outcome was recorded for adolescents in the United States whereby specific beliefs and practices vary according to age, gender, and race (Rostosky, Wilcox, Wright and Randall, 2004). They added that almost all adolescents in the United States believe in God or a universal spirit, and a significant majority says that religion is very or fairly important to them.

Furthermore, the outcome of Aderinola, Abubakar and Ishola (2015) revealed a no significant difference between Christian and Muslim adolescents' attitude towards pre-marital sexual activities among secondary school students in Kwara State. In other words, their finding indicated that a relatively similar positive attitude towards pre-marital sexuality was expressed by both Muslim and Christian secondary school adolescents. Many a study has established a positive relationship between pre-marital sexuality and juvenile delinquencies among adolescent these days. For instance, while Abdullahi and Umar (2013) averred that pre-marital sex is a departure from societal norms which attract social disapproval, Aderinola et al. (2015) asserted that pre-marital sexual expression is a delinquency – a criminal or antisocial behaviour of juveniles. This deviant behaviour places millions of students at the risk of not reaching their fullest potential (Marsha, 2013) as the whole secret surrounding the process of sexual behaviours such as kissing, caressing and sexual intercourse in those days are watched on the television, the Internet, and so on without any restriction by both the old and the young. It was to this end that it was proposed that including religious literacy as an aspect of public education would improve social reintegration (Stephen, 2007) at any or all of the following levels of socialising framework of individual (religious beliefs), familial (parental religious values and practices), extra-familial (peer support for religious beliefs), and macro-level (sociocultural support for religious views) (Rostosky, Wilcox, Wright and Randall, 2004).

Home Background and Literacy Development

Family, the basic unit of the society, exists in all sizes and configurations; it is essential to the health and survival of the individual members and to the society as a whole. It serves as a buffer between the needs of the individual and the demands as well as expectations of the society. It forms one's personality during childhood and continues to

greatly influence behaviour, attitude and thinking throughout adulthood. The problems faced by adolescents are normally a continuation of problems from childhood (Arthur, Hawkins, Pollard, Catalano and Baglioni, 2002). That is why the acquisition of literacy skills early in life is a necessity, and not a luxury. The role of the family in enhancing this cannot be overemphasised.

The family is the child's first school as it plays a critical role in the young person's literacy development for national reconstruction and emancipation. It is hardly possible to strongly establish a literacy culture in any given society without the active support of the home (Lawal, 1999). Children's success as good readers has been related to their early literacy experiences in the home (Hill-Clark, 2005). It is also believed that home literacy practices determine children's skills prior to formal instruction. According to Ogah (2009), the home could be of help in enhancing children's literacy development through the following practices: appreciating cultural values and traditions via story-telling; increasing the length of time they (parents) interact with their children to answer questions; personally helping them (children) to read and write; reading aloud to them (children); creating an enabling environment for literacy skills development by providing materials like toys, books, drawings, paintings, and moulding apparatus; modelling reading and writing to build and sustain their interests in same; discouraging tele-parenting attitude by limiting the duration children spend watching television programmes.

In 2015, Chief Olusegun Obasanjo, a former President of the Federal Republic of Nigeria, maintained that:

No nation has ever risen higher morally, intellectually and spiritually than the families of which that nation was constituted. All efforts therefore at improving moral and spiritual standards in the world, combating crimes, infidelity and violence must begin with the home and with the family. Attacking and treating these problems

anywhere else, anywhere farther in the line can only be inadequate and ineffective. The family has the primary responsibility for the solution of the problem of juvenile delinquency. Seeking solutions farther along the line may be palliative and temporarily restraining, but not a permanent cure. The home is the incubator for the society (p.6).

In the Nigerian context, there are two major types of homes: the traditional homes with illiterate parents, and the modern homes with literate parents (Ogah, 2009). She averred that, where parents are literate, there are great tendencies that they will not mind going to any extent to ensure that their offspring acquire literacy skills early in life. Such skills do not only include formal access to the printed word, but also the right to meaningful and enjoyable learning as well as the right to experience the pleasure and social usefulness of reading and writing. The literate parents make sure that authentic literacy skills development start as soon as possible.

Conversely, Ogah (2009) maintained that the illiterate homes do stifle children's curiosity and suppress proper language development. She added that children, in this type of home, grow up in an atmosphere where they are only seen and not heard; the adults are the custodians of knowledge, for they know best. Here, creating an enabling environment for literacy skills development by providing materials like toys, books, drawings, paintings, and moulding apparatus is seen as a waste of valuable resources, she averred. Adolescents who do not have the ability to transform feelings, thoughts, experiences, expectations and ideas into written words are in danger of losing touch with the sense of intellectual curiosity, the joy of inquiry, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity. To this end, Lawal (1999) maintained that unless the child's early experience at home is of the right type, s/he starts life at a great disadvantage.

Empirically, Aliyu and Mohd. Isa's (2016) finding established a relationship between parents' educational background and students' academic performance. They stressed further that literate parents with many qualifications tend to be better enlightened in ways to provide needful assistance to their wards in every facet of their lives. This finding corroborated the earlier outcome of Alokun, Osakinle and Onijinyin (2013) that parental education is significantly correlated with students' academic performance. This could be because students from literate homes are usually provided with good and relevant instructional resources that could stimulate their interests in school work. When these academic interests are stimulated and sustained via parents' literacy level, students' performances are enhanced. In this light, Ojumba (2013) opined that societal growth is a reflection of the home as expressed through the academic performance of students.

Lawal (1999) described the home as "an agent of socialisation which lays the moral, spiritual and intellectual foundation on which the child builds later" (p.3). Several home conditions had been identified by Bridges (1927) as the indirect causes of delinquency. Among these are: unsanitary conditions; material deficiencies; excess in material things; poverty and unemployment; broken homes; mental and physical abnormalities of parents, or siblings; immoral and delinquent parents; ill-treatment by foster parents, step-parents, or guardians; stigma of illegitimacy; lack of parental care and affection; lack of confidence and frankness between parents and children; deficient and misdirected discipline; unhappy relationship with siblings; bad example; foreign birth or parentage; "superior" education of children (over those of the parents).

Lawal (1999) had argued that the socioeconomic status of the home is a crucial variable which can affect the child's social acceptance and educational development. Most

studies indicate that children from low income families do not perform as well as they should at school compared to children from high income families (Graetz, 1995). This shows that educational success depends very strongly on the income level of one's parents. This is in line with the statement of the Alliance for Excellent Education (AEE, 2002) that students living in families with incomes below the poverty level have an increased likelihood of low literacy.

Bliss (2004) is of the view that many students from low income homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in schools. Lawal (1999) averred that children from such poor homes are often compelled to help towards their own upkeep by undertaking daily (after-school) and weekend jobs. Parents of such children often lack the necessary language development, cultural acquaintance and experiences which would help their children cope with school. Although they may be eager for their children to progress, they feel uncomfortable at school functions; they feel alienated from the academic world; they are unfamiliar with books, formal culture, and classroom activities. Their discomfort may discourage their children or may even make them feel guilty if they become too identified with school (Beard, 1990).

Often, academic achievement is disregarded within the culture of low socioeconomic status communities, and frequently poverty-stricken students who achieve are ridiculed. This in turn sends a message that success in school is not important. Therefore, children from low socioeconomic status families are more likely to exhibit the following patterns in terms of educational outcomes compared to children from high socioeconomic status families: have lower levels of literacy, numeracy, and comprehension; have lower retention rates; have lower participation rates; exhibit higher

levels of problematic school behaviour such as truancy; and, are more likely to have difficulties with their studies and display negative attitudes to school (Graetz, 1995).

According to Taylor (2005), the achievement gap between minorities and non-minorities and between the wealthy and poor children continues to hamper academic progress of struggling readers. Family incomes have become reliable predictors of student achievement. Taylor avowed that students entering school from poverty situations will most likely achieve at lower levels, that is, if they do not drop out of school completely, than students from middle and upper-class home environments. The Coalition for Juvenile Justice (CJJ, 2001) reports that 82% of prison inmates are high school dropouts and a very high proportion of them cannot read; and that more than one third of all juvenile offenders (median age 15.5 years old) read below the 4th grade level.

It has also been argued that families where the parents are advantaged socially, educationally and economically, do foster a higher level of achievement in their children. They also may provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school (Graetz, 1995). This view is corroborated by Lawal (1999) who suggested that children of high-income parents receive better life chances than those of poorer parents.

Furthermore, the outcome of Aliyu and Mohd. Isa's (2016) study revealed that there is a positive relationship between parents' socioeconomic status and students' academic performance in Islamic studies. They stressed further that high-income parents do not only provide for their children's basic needs (such as food, shelter and clothing) but also throw their financial weight to empower them (their children) academically. This is in line with the findings of Checchi (2000) and Eze (2002). For instance, while Eze (2002) found that students' academic performances are influenced when they get proper care,

encouragement and well-being through parents' socioeconomic status, Checchi (2000) averred that children from low socioeconomic homes do suffer from low academic performance simply because they tend to have lower levels of literacy, numeracy, and comprehension as well as lower participation rates in classroom activities.

The vital role of the home environment has been recognised and acknowledged by educators, sociologists and psychologists as the earliest, deepest and most direct influence on the child's educational development (Lawal, 1999). This would seem to lend credence to the general theoretical position that it is difficult to ensure literacy development in children without the active support of the home. The status of the home is a crucial variable which can enormously affect the child's literacy needs and choice of enrichment. In a similar vein, the ethnic background is also an essential variable which is perceived to also have a great influence on the child's literacy needs. And this is discussed.

Ethnic Background and Literacy Development

A socially defined category of people who identify with one another, usually based on common ancestral, social, cultural or national experience is referred to as ethnicity or an ethnic group (Hasmath, 2011). He maintained that membership of this group tends to be defined by a shared cultural heritage, ancestry, origin myth, history, homeland, language and/or dialect, symbolic systems such as religion, mythology and ritual, cuisine, dressing style, and physical appearance. Ethnic groups derived from the same historical founder population who often continue to speak related languages and share a similar gene pool (People & Bailey, 2010). By way of language shift, acculturation, adoption and religious conversion, it is possible for some individuals or groups to leave one ethnic group and become part of another (except for ethnic groups emphasizing racial purity as a key membership criterion) (Billinger, 2007).

Hasmath (2011) opined that very large ethnic groups may be subdivided into smaller sub-groups known variously as tribes or clans, which over time may become separate ethnic groups themselves due to endogamy and/or physical isolation from the parent group. Conversely, formerly separate ethnicities can merge to form a pan-ethnicity, and may eventually merge into one single ethnicity. Whether through division or amalgamation, the formation of a separate ethnic identity is referred to as ethnogenesis (Billinger, 2007; People & Bailey, 2010).

According to People and Bailey (2010), depending on which source of group identity is emphasized to define membership, the following types of ethnic groups can be identified:

- i. Ethno-racial: emphasizing shared physical appearance based on genetic origins;
- ii. Ethno-religious: emphasizing shared affiliation with a particular religion, denomination and/or sect;
- iii. Ethno-linguistic: emphasizing shared language, dialect and/or script;
- iv. Ethno-national: emphasizing a shared polity and/or sense of national identity;
- v. Ethno-regional: emphasizing a distinct local sense of belonging stemming from relative geographic isolation.

About seventy (70) per cent of Nigeria's population is from the three largest ethnic groups – Hausa-Fulani, Yoruba, and Igbo (Encarta, 2009). About ten (10) per cent of the total population consists of several other groups numbering more than 1 million members each, including the Kanuri, Tiv, and Ibibio. The remaining twenty (20) per cent of the population comprises more than three hundred (300) smaller ethnic groups.

Nigeria as a nation state is a colonial creation. At independence, there was an unbalanced federation. The contradictions inherent in the structure, compositions and

access to the scarce resources among the different social groups form the basis of ethnic rivalry among these groups in Nigeria. There contradictions include lopsided form of development, whereby certain regions are more advantageous economically, politically, and socially than other regions. An instance of this lopsided form of development is the delay in the establishment of western education in the North. Compared to the South which had her first encounter with western education in 1842, the North had hers in 1903 (Zakariah, 2008). He argued that the colonial masters used the predominance of Qur'anic schools, with 218,618 enrolments from 25,000 outlets, as a flimsy excuse for not making conscious efforts to integrate the North with the mainstream western education system early enough.

By 1912, Zakariah (2008) chronicled that while the North had a total enrolment of 954 pupils from 34 schools, the South had as many as 35,716 pupils from 150 schools. Similarly, the 1944 ten year education plan which the South had rejected for not being sensitive to the values, beliefs, norms, tradition, science, art, religion and customs of the people was still actively in use in the North till 1961. All these constituted the implantations of the process of poverty in the North as well as educational imbalance in the country (Adekunle, 1983 in Zakariah, 2008).

In Nigeria, according to Zakariah (2008), poverty is more of a northern phenomenon. He stressed that the North accounted for a disproportionate share of the 54 per cent average poverty incidence in the country. For instance, as the North-East had 72.16 per cent of her total population living below the poverty line of \$1 a day, the North-West and the North-Central had 71.17% and 67.97%, respectively. Conversely, 35.06%, 26.70 and 34.01% were recorded for parent/guardians in the South-South, South-East and South-West, respectively. This showed that the rate of illiteracy is very high in Northern

Nigeria. In a juxtaposition, the literacy rates of 74, 73 and 72 per cent were recorded for parent/guardians in the South-South, South-East and South-West, respectively (Nigeria Demographic and Health Survey Eddata Surrey, 2004); conversely, for parent/guardians in the North-West, North-East and North-Central, 39, 43.6 and 59.5 per cent were recorded, respectively. This showed that the North has suffered a low literacy level across regions. Little wonder then that the North has remained in abject poverty (Zakariah, 2008), since it is only through sound education one could have an enhanced and legitimate source of income as well as a sense of reason to be a responsible member of the immediate community (Armiya'u & Davou, 2016).

Empirically, Lawal's (2000) study revealed that respondents' ethnic background had no significant influence on their reading preferences on general (news) materials. In the case of preference for adventure materials, the Nupe and the Ebira respondents were significantly different from their Hausa and Yoruba counterparts. Further still, as regards the interest in religious materials, the Hausa and the Nupe respondents were significantly different from their Ebira and Yoruba counterparts. Moreover, Ajere's (2008) study which investigated lecturers' perceptions of fashion reform on skimpy dressing amongst students of tertiary institutions in Nigeria revealed a no significant difference in the lecturers' perception based on ethnic background. In other words, this means that the Yoruba, Igbo, and Hausa lecturers did not differ in their perceptions of fashion reform or skimpy dresses.

Training Types and Literacy Development

Academic Education: Greenberg et al. (2007) reported that in both 1992 and 2003, General Equivalency Diploma (GED) classes were available in most prisons in America. However, because of the implemented restrictions in Pell Grants in 1994, higher educational opportunities were more limited for prison inmates in 2003 than in 1992

(Welsh 2002). In 2003, some 43 per cent of prison inmates had a high school diploma or a GED/high school equivalency certificate when they began their current incarceration, so helping inmates complete their high school education is a major aim of many prison academic programmes. Among prison inmates in 2003, some 19 per cent had earned their GED/high school equivalency certificate during their current incarceration, and an additional 5 per cent were currently enrolled in academic classes.

Greenberg et al.'s (2007) report indicated that having a GED/high school equivalency certificate or a high school diploma may be particularly important for inmates who expect to be released soon and will need to find a job outside of prison. However, the difference in the percentage of inmates who expected to be released in two (2) years or less and had a GED/high school equivalency certificate or high school diploma, and the percentage of inmates who expected to be released in more than two (2) years and had a GED/high school equivalency certificate or high school diploma, was not statistically significant.

Prison inmates who had a high school diploma or a GED/high school equivalency certificate (either earned during their current incarceration or prior to their current incarceration) had higher average prose, document, and quantitative literacy than inmates who were currently enrolled in academic classes in prison but had not yet earned their GED/high school equivalency certificate (Greenberg et al., 2007). Their report also pointed out that this category also had higher average prose, document, and quantitative literacy than inmates who were not enrolled in any academic classes. The differences in average prose, document, and quantitative literacy between inmates who earned their GED/high school equivalency certificate during their current incarceration and inmates who entered prison with a high school diploma or GED/high school equivalency

certificate were not statistically significant. A lower percentage of prison inmates who had a high school diploma or a GED/high school equivalency certificate had *Below Basic* prose and quantitative literacy than prison inmates who were currently enrolled in academic classes or did not have a GED/high school equivalency certificate and were not enrolled in classes. There were no statistically significant differences in the percentage of inmates at any of the literacy levels between inmates who earned their high school diploma or GED/high school equivalency certificate prior to their current incarceration and inmates who earned their GED/high school equivalency certificate during their current incarceration.

In Nigeria, Ogundipe (2010) maintained that the Borstal Training Institutions run programmes such as academic and vocational trainings. He pointed out that for the academic training, the institutions have: junior and senior secondary education programmes for the young persons at the end of which they are presented for the junior NECO examination as well as for the WAEC, NECO and NABTEB Senior Secondary Certificate Examinations (SSCE). Successful ones among them are thereafter presented to write examinations (such as the Unified Tertiary Matriculation Examination [UTME] of the Joint Admissions Matriculation Board [JAMB]) that will qualify them for tertiary education. In 2010, their performances are as shown below:

A. Borstal Training Institution, Ilorin, Kwara State:

- iii. 10 inmates gained admission into Universities and Colleges of Education;
- iv. 9 sat for and passed Junior Secondary School Examination and were promoted to Senior Secondary Class one.

B. Borstal Training Institution Kaduna:

- iii. Number of enrolment for West African Examination Council (WAEC): 89 inmates;
- iv. Number of enrolment for National Examination Council (NECO): 69 inmates

Vocational Education: Vocational education programmes are designed to prepare prison inmates for work after their release from prison in America. The report of Greenberg et al. (2007) revealed that in 2000, some 56% of state prisons and 94% of federal prisons offered vocational training (Harlow, 2003). Examples of the types of vocational education programmes sometimes offered by prisons are auto-mechanics, construction trades, equipment repair, HVAC installation and repair, culinary arts, cosmetology, and desktop publishing. The exact programmes offered differ among prisons. As reported in one of Greenberg et al.'s findings, 71 per cent of prison inmates, during their current incarceration, had not participated in any vocational training, 11 per cent participated in vocational training programmes that lasted less than six (6) months, 8 per cent participated in programmes that lasted six (6) to twelve (12) months, and 9 per cent participated in vocational training programmes that lasted more than a year. In 2003, 14 per cent of inmates were on a waiting list to participate in a vocational education programme, and 10 per cent were enrolled in vocational education classes.

Participation in vocational training may be particularly important for inmates who are getting close to their release date and will need to find a job outside of prison. However, the percentage of incarcerated adults who expected to be released within the next two (2) years and participated in vocational training was not statistically significantly different from the percentage that is expected to be released in over two (2) years and participated in vocational training.

Vocational training programmes often include academic instruction in the reading, writing, and numeracy skills required for a particular profession, as well as instruction in general work skills such as how to communicate or work with other people. Among those inmates who participated in vocational training programmes, 46 per cent received some instruction in reading as part of the programme, 44 per cent received instruction in writing, 63 per cent received instruction in mathematics, 31 per cent received instruction in computer skills, and 74 per cent received instruction in how to communicate or work better with other people. Prison inmates who had participated in vocational training in the past had higher average prose and document literacy than inmates who had not participated in any vocational training. A higher percentage of prison inmates with *Below Basic* prose literacy than with *Intermediate* prose literacy had not participated in any vocational training programmes.

In Nigeria, Ogundipe (2010) submitted that the vocational programmes run by the Borstal Training Institutions are in the following trades: electrical installation; tailoring and designing; photography and video coverage; building and masonry; carpentry and joinery; welding; painting and drawing; refrigerator repairs/servicing. He added that those of them (the inmates) who make progress are presented to the Ministry of Labour and Productivity for National Vocational Qualification examinations. At discharge, they are provided with relevant tools in their areas of specialty. This is aimed at ensuring that they are reintegrated into the society. The appraisal of the reviewed literature is next.

Appraisal of the Literature Reviewed

All the literature reviewed centred on the nature, dimensions and functions of literacy; literacy behind bars; concepts, types and functions of enrichment reading and

writing interests; the concept, dimensions and challenges of adolescent literacy; and, factors influencing literacy development.

It was gained from the literature that literacy is an entrenchment of developed nation's daily practices as it can hardly be considered as an activity separate from any of them (Ballard, 2013). These daily practices are what Lawal (2014) considered as the 4 P's of People (values/culture), Policy (social development), Prosperity (economic development), and Planet (ecological balance and sustainability), given the factors exerting contrary pulls in the world today in the quest for balanced and sustainable development (Dzulkifli, 2014 in Lawal, 2014). For adolescent inmates, literacy is still not what it should be. Correctional homes must acknowledge the fact that what was good education a generation ago may prove very inadequate today, just as today's good education may prove to be an absolute disaster tomorrow. The identification of the literacy needs that could bridge this gap was however not established in the reviewed literature. This was what this study attempted doing with special focus on inmates of Borstal Homes.

The literature revealed that literacy behind bars refers to using literacy to enhance inmates' ability to read, write, and calculate printed and written figures well enough to carry out activities that many people consider necessary to function in society. Inmates may be motivated to participate in education and training programmes for varying reasons. Among these may be a realisation that they do not have skills that will lead to employment upon their release from prison. The education and training systems operating within most facilities are a key component of the rehabilitation mission of prisons. Previous studies have shown a relationship between participation in educational programmes and recidivism rates, with inmates who attend education programmes less likely to be reincarcerated after their release (Vacca, 2004). Literature, however, failed to establish the

strong link between participation in educational programmes and the consolidating reading and writing interests. This was the gap left in the reviewed literature part of which this study focused.

Also, the literature reviewed revealed that one cannot write without reading. Ohia and Ogunbiyi (1999) affirmed that reading is an inherent part of the writing process and it is the basis of our system of monitoring the meaning we construct when we write. Furthermore, in recognition of the vital roles of reading and writing in literacy, it is imperative that the skills be given adequate attention at all levels of the educational system, considering that they have implications for national reconstruction, integration and progress (Olajide, 2010). The era of limiting our activities in the language curriculum to just one text or course book should be a thing of the last millennium and not of this present one (Onukaogu, 2002). It was to this end that he suggested the use of Fiction (prose, poetry, drama and orature), Fact (informational texts), CAT (Content Area Text) and Newsreel (newspaper, magazine, community newsletter, cartoons, etc.) as enrichment reading and writing interests in consolidating the newly identified literacy needs. The literature reviewed however did not examine the influence of religion and ethnicity on these aforementioned enrichment interests. This was what this study did.

From the literature reviewed on the concept, dimensions and challenges of adolescent literacy, literate adolescents are those who can use reading, writing, speaking, listening, and thinking skills to learn what they need to learn and demonstrate that learning to others who want to know (Meltzer, 2001; Meltzer & Hamann, 2005). This clarifies that adolescent literacy is more than a focus on reading comprehension (Langer, 2002; Martin, 2003; Scarcella, 2002). It involves equipping adolescents with a broad spectrum of knowledge and skills, including solving problems creatively, finding and critically

evaluating information and communicating effectively (UNICEF, 2011). The extent to which the personal variables of the inmates influence their reading and writing skills was, however, not established in the literature. This seeming neglect in research created a gap in knowledge part of which this study filled.

The literature reviewed also showed that only cursory attention has been given to the postulating mechanisms by which religion is expected to shape literacy behaviour. Social theorists as far back as Durkheim (1897/1951) have developed social influence and control theories that give religion a central role in social activities like reading and writing. Similarly, the vital role of the home environment has been recognised and acknowledged by educators, sociologists and psychologists as the earliest, deepest and most direct influence on the child's educational development (Lawal, 1999). Nonetheless, Lawal's (2000) study revealed that respondents' ethnic background had no significant influence on their reading preferences. All these factors influencing literacy development are significant in not only determining the literacy needs of adolescents but also their enrichment interests. The extent to which they could influence inmates' choices has not been confirmed from the reviewed literature. However, insights from the literature reviewed had been further explored and exploited in the development of a conceptual framework for hypothesising the inter-relationship among the key variables in this study. We will examine the conceptual framework next.

Conceptual Framework

The conceptual framework for the study has been distilled from the theoretical perspectives examined in the literature to serve as a guiding scheme. Three relevant theories and two models gave birth to the conceptual framework guiding the study.

The first theory examined in the literature was the bio-psychological criminology theory. According to Farrington (1994), a psychological theorist of crime, among the adolescents who are more likely to be involved in crime (delinquency in this case) are those: from poorer families; with low intelligence; exposed to poor child rearing behaviour, disharmony or separation on the parts of their parents; from criminal families; relating with delinquent friends; with impulsive characters, among others. First, this theory made it possible for the researcher to give a consideration to the Borstal Institutions in Kwara and Kaduna – both being categorised as northern states in Nigeria. According to Zakariah (2008), the North accounted for a disproportionate share of the 54 per cent average poverty incidence in the country. Second, the theory makes it pertinent to consider the variable of home background (which consisted of the socio-economic status and educational background of inmates' parents). However, the theory did not establish the link between inmates' parents' socio-economic status-cum-inmates' parents' educational background and inmates' functional literacy needs as well as their enrichment reading and writing interests. This seeming neglect has thus justified the need for the development of a conceptual framework.

The second theory is the sociological theory of crime and delinquency. Alemika and Chukwuma (2001) avowedly maintained that sociological criminology proposes that crime and delinquency are caused more by the interplay of social, political, economic and cultural factors and forces than by biological and psychological pathologies. Lawal's (2014c) generic literacy function which he tagged taxonomy of literacy functions has four components which are similar to what sociological criminology theorists proposed as causal agents of crime and delinquency. This is an offshoot of the Satherley and Lawes's (2008) problem-solving domain – one of the afore-mentioned literacy domains models.

According to Lawal (2014c), the generic literacy function is the production of a balanced person with liberated body, mind and soul via concern for consideration for total development involving **People** (values/culture), **Policy** (social development), **Prosperity** (economic development), and **Planet** (ecological balance and sustainability). He stressed that the four functions (i.e. cultural, social, economic and civic responsibilities) adopted in the taxonomy cannot be mutually exclusive as they derive from one and the same generic source. These four functions are core to the current study, and they are herein referred to as functional literacy needs. The extent to which the variables of home background, religion, ethnicity and training of the inmates influence their functional literacy needs was, however, not established in the theory. This inadequacy has thus validated the need for the development of a conceptual framework.

Motives-expectations is the third theoretical perspective examined in the literature reviewed. From the perspective of self-determination theory, motivation could either be intrinsic or extrinsic (Ryan and Deci, 2000): the former exists when someone takes action in order to satisfy an inner need, while the latter is when someone takes action hoping for a result which is directly related to this action. The extent to which the variables of home background, religion, ethnicity and training have informed inmates' motives and expectations in participating in training programmes (academic and/or vocational) while in incarceration was, however, not authenticated in the theory. This shortcoming has thus warranted the need for the development of a conceptual framework.

Further still, Greenberg, Dunleavy and Kutner's (2007) and Satherley and Lawes's (2008) literacy domains models were also of great relevance to this study. According to them, Prose literacy is the ability of an individual to read, search, understand and use information from continuous texts (such as news stories, editorials, brochures and

instruction manuals) (Greenberg et al. 2007; Satherley & Lawes, 2008). They perceived Document literacy as the capability of a person to read, search, understand and use information from discontinuous texts (such as charts, maps, tables, job applications, transportation schedules, drug or food labels, payroll forms and timetables). Further still, they defined Quantitative/Numeracy skill as the knowledge or skills required of an individual to identify, perform and process mathematical and numeric information in diverse situations. Nevertheless, Satherley and Lawes (2008) operationalised Problem-solving as the ability of a person to reason and think analytically in situations where no routine procedure exists. The current study gained immensely from the literacy domains theory. The prose, document and quantitative domains would be the parameters through which the literacy instructional theory of Nettles (2006) that established reading and writing as social activities would be measured. However, the model did not establish the link between the personal variables of the inmates and their reading and writing enrichment interests. This seeming neglect has thus called for the development of a conceptual framework.

Onukaogu's (2002) taxonomy of enrichment reading and writing is another relevant model examined in the literature reviewed. He strongly asserted that the era of limiting our activities in the language curriculum to just one text or course book should be a thing of the last millennium and not of this present one. It was to this end that he suggested the use of Fiction (prose, poetry, drama and orature), Fact (informational texts), CAT (Content Area Text) and Newsreel (newspaper, magazine, community newsletter, cartoons, etc.) as enrichment reading and writing interests in the teaching of English language across the curriculum. Any or all of these could be in one or the entire literacy domain forms earlier examined.

From the foregoing, the personal variables of the inmates (i.e. home background [status], religion, ethnicity and training) are considered independent variables which can influence the basic problem-solving literacy needs of the adolescent inmates of juvenile homes and the enrichment (reading and writing) interests identified as general (news), religious, games and sports, travel/geographical, biography/historical, scientific, adventure, crime and detective, and romance. Further still, the arrow which emanated from the literacy needs box and points at the enrichment interests box aims at establishing how the former could influence the latter for good. This implies that once the literacy needs of the inmates are identified through the researcher's interview schedule and questionnaire, the enrichment reading and writing interests are thus employed in consolidating those needs so as to boost and enhance the reintegration of the adolescent inmates back into the larger society.

Other things being equal, inmates' literacy enrichment for personal as well as National development is presumed achievable if proper care is taken in selecting appropriate enrichment reading and writing interests based on the identified literacy needs of the inmates as viewed by the respondents involved in the study. The feedback loop is reflective to re-examine the whole process partly from the middle. The implication of this is that there should be constant assessment and re-assessment to sustain the feat achieved in order to forestall an inadvertent relapse into higher illiteracy.

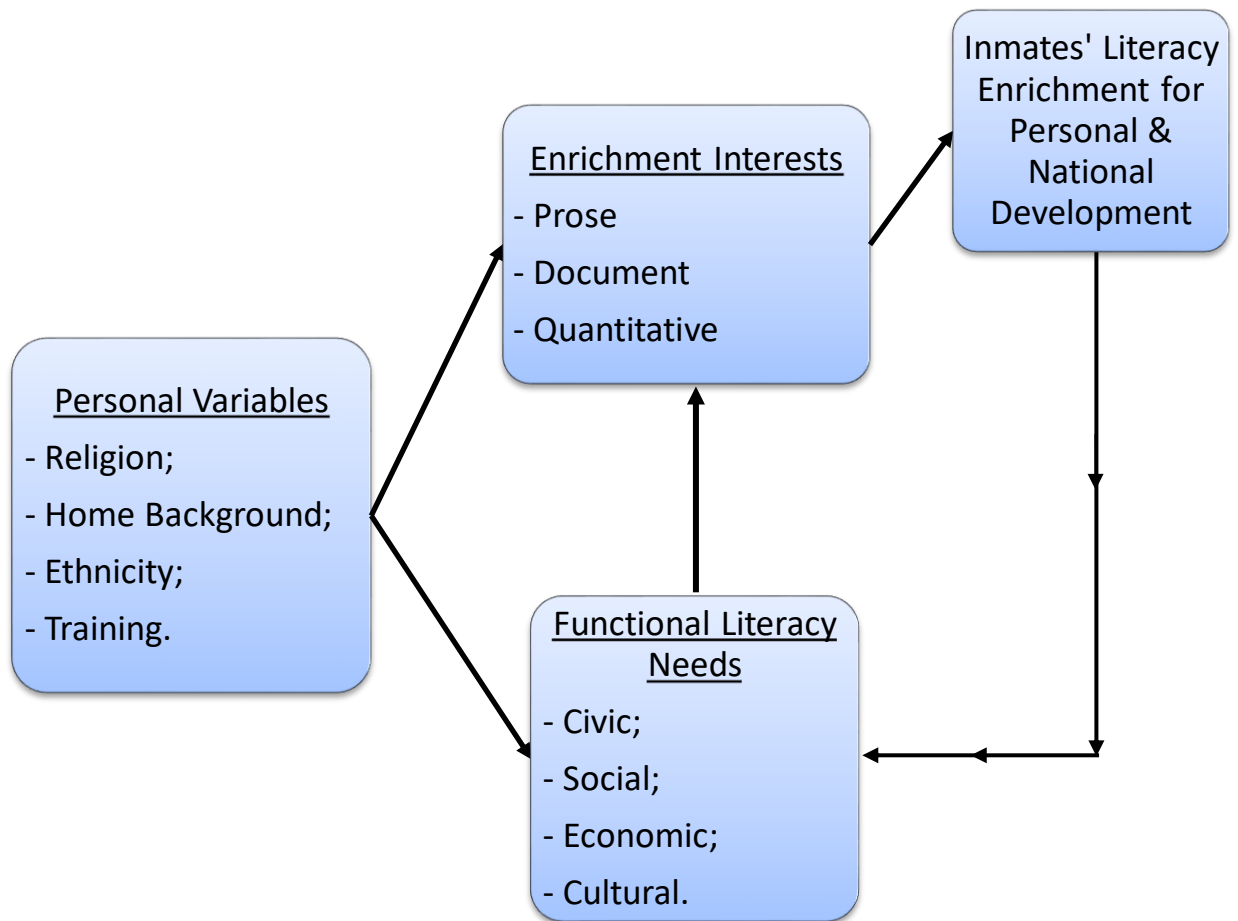


Figure 7: A Proposed Model of Adolescent Functional Literacy Needs and Enrichment Interests

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter provides information on the methods that were employed in carrying out this study. These include:

- a. Research Type
- b. Population, Sample and Sampling Techniques
- c. Instrumentation
- d. Procedure for Data Collection
- e. Data Analysis Techniques

Research Type

This study was a descriptive study of the cross-sectional survey type that employed the mixed research method in analysing the functional literacy needs and enrichment interests of adolescent inmates of Borstal homes in Nigeria. Sambo (2008) opined that the descriptive research aims at estimating as precisely as possible the attributes of a population, quantitatively and qualitatively when the mixed method is employed. Ogott, Chisikwa and Okwara (2010) described a survey as a method of collecting data in order to get a detailed description of current practices, status of the subject or situation required. Similarly, a survey can be used when collecting information about people's attitudes, opinions, habits or any of the varieties of educational practices or social issues (Orodho & Kombo, 2002).

The mixed research method involves both the quantitative and qualitative approaches. Creswell and Plano (2007) opined that the mixed method research is a design that involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases

in the research process. It focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. The combination of the use of quantitative and qualitative approaches provides a better understanding of research problems than either approach alone.

The mixed research methodology was employed in this study because it balanced the strengths and weaknesses of both the quantitative and qualitative aspects. It provided the best opportunities for answering the important research questions of this study, the answers of which rely upon a variety of forms of data. The quantitative section, which included questionnaire, addressed some research questions such as “What are the literacy needs of the adolescent inmates of juvenile homes in Nigeria?”; “What literacy needs do the adolescent inmates consider as crucial?”, while the qualitative section involves the use of interview for the same set of questions.

Nevertheless, the researcher was interested in describing the literacy condition the way it was as at the time of investigation. This afforded the researcher direct contacts with the inmates in order to obtain the needed data. The researcher, therefore, described, precisely, the oral interview results by analysing and interpreting the data the way it was as at the time of investigation. All these justified the use of the descriptive survey of the mixed research method for this study.

Adopting the mixed method allowed the researcher to effectively triangulate the data. Triangulation, according to Cohen and Manion (2000), is the process whereby two methods are used to check the results of a piece of enquiry, as this would in turn produce more valid results owing to the combination of different research methods (Altrichter, Feldman, Posch & Somekh, 2008).

Population, Sample and Sampling Techniques

As at the time this research was carried out, all the current adolescent inmates in all Borstal facilities in Nigeria constituted the population of the study. The target population also comprised all the current adolescent inmates in all the three Borstal Institutions in Nigeria situated in Kaduna, Ilorin and Abeokuta in Kaduna, Kwara and Ogun States, respectively. The sample consisted of all the available four hundred and ninety-eight (498) adolescent inmates (Kaduna, 257; Ilorin, 141; & Abeokuta, 100) as at the time of the study.

The purposive sampling technique was thus used for the selection of the sample needed for the study. This is in line with the opinion of Teddlie and Yu (2007) who asserted that the purposive sampling techniques involved selecting certain units or cases based on a specific purpose and their relevance to the research question(s) raised.

Instrumentation

Two research instruments were developed for the study: a researcher-designed questionnaire and an interview. Gray (2009) asserted that the overall strength of research can be achieved through blending a number of qualitative and quantitative methods. Each of the methods compensates for the weakness(es) of the other(s) as they work complementarily. Triangulation, which combines both the quantitative and qualitative methods, makes it easy to interview the same respondents on whom questionnaires had been administered while still focusing on a single case. The responses from both data are combined and compared.

The researcher-designed questionnaire is divided into four sub-sections. Sub-section A contains items seeking general information about the respondents. It was designed to get demographic information about the students' religion, training, ethnic and

home backgrounds. Sub-sections B, C and D of the questionnaire contain items seeking the inmates' opinion on what they considered to be their literacy needs, reading and writing enrichment interests, respectively.

The second data collection method employed in this study is the semi-structured oral interview. An interview is essentially a conversation between two people, where one is the interviewer (the researcher) and the other is the interviewee (the respondent) (Gray, 2009). The interview addresses some research questions such as “What are the literacy needs of the adolescent inmates of juvenile homes in Nigeria?”; “What literacy needs do the adolescent inmates consider as crucial?” The interview aims at strengthening the validity of the findings from the questionnaire, as per the strengths associated with triangulation (as described earlier in the research). An interview helps a researcher to monitor non-verbal behaviour of respondents. It also gives opportunity to the researcher to clarify and correct misconceptions. Gray (2009) suggested that an interview avails a researcher the opportunity to further probe any responses that might require clarification. Thus, only twenty per cent (20%) of the total population were involved in the interview. Twenty per cent (20%) of 498 inmates was taken, in this study, to be one hundred (100) (Kaduna, 52; Ilorin, 28; & Abeokuta, 20).

The content and face validity of the questionnaires were ascertained as follows:

- i. The literature review: the study's questionnaires were extended versions of some tested and used questionnaire from some earlier studies. These questionnaires were selected from amongst other questionnaires after reviewing some available empirical literature. The internal validity of these questionnaires was confirmed to be of high level.

- ii. It was presented to a group of arbitrators of faculty members in the Departments of Arts Education, Social Sciences Education, and Educational Technology of the University of Ilorin, Ilorin, Kwara State. The observations of these arbitrators were taken into consideration for the production of the final copies of the instrument.

Reliability is a concept that shows how well the different items in a single dimension combine to measure the same thing, consistently. The Cronbach's α (alpha) coefficient was used in calculating the components of each measurement scale to verify its internal consistency. It has been proposed that α can be viewed as the expected correlation of two tests that measure the same construct (Cronbach, 1951). He admitted that by using this definition, it is implicitly assumed that the average correlation of a set of items is an accurate estimate of the average correlation of all items that pertain to a certain construct. He stressed that Cronbach's α is a function of the number of items in a test, the average covariance between item-pairs, and the variance of the total score.

Cronbach's alpha will generally increase as the intercorrelations among test items increase (DeVellis, 2012). This, Ritter (2010) averred, is known as an internal consistency estimate of reliability of test scores. Because intercorrelations among test items are maximized when all items measure the same construct, Cronbach's alpha is widely believed to indirectly indicate the degree to which a set of items measures a single unidimensional latent construct (George & Mallery, 2003). It is easy to show, however, that tests with the same test length and variance, but different underlying factorial structures, can result in the same values of Cronbach's alpha, they added. According to

them, a commonly accepted rule for describing internal consistency using Cronbach's alpha is as follows:

Table 1: Describing Internal Consistency Using Cronbach's α Alpha

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

The rationale for the use of Cronbach's alpha was informed by the fact that the items had no right or wrong answers as they were not dichotomously scored. The result yielded reliability coefficients as follows: Section A =0.87; Section B =0.89; Section C =0.89; overall reliability = 0.95. This implied that the Sections A, B and C of the instrument are reliably **good**. Generally, the instrument is **excellent** with 0.95 reliability index. This is an indication that the internal consistency estimate of reliability of all the items is of high stake.

Procedure for Data Collection

The researcher approached the controller of each facility with a covering letter from the Department of Arts Education, Faculty of Education, University of Ilorin to crave his/her indulgence to recruit, at least, two warders as research assistants so as to gain the attention of the inmates in the facility. Each respondent was then given a copy of the questionnaire and the opportunity to clarify the contents of the questionnaire. The completed copies of the questionnaire were thereafter retrieved instantaneously. This, it

was believed, enabled the researcher to have a high response rate to the administered questionnaire.

Data Analysis Techniques

Both the descriptive and the inferential statistics were used by the researcher to analyse the data that were collected for the study. The percentages were used for the demographic data in Section A as well as for research questions **a** to **c**. Similarly, research questions **a** to **c** were also answered using mean ratings.

Further still, in drawing inference from the percentages on research questions **a**, **b** and **c**, fifty per cent (50%) was taken as the benchmark for an item to be categorised as being very crucial/very essential. Moreover, in drawing inferences from the means on research questions **a**, **b** and **c**, the following critical range of scores on a scale of 0 to 3 were adopted.

Table 2: Table of Inference

Critical ranges	Inferences
0 – 1.99	Not Crucial/Not Essential
2 – 2.49	Crucial/Essential
2.5 – 3	Very Crucial/ Very Essential

Nonetheless, research questions **d** to **o** were answered through their corresponding hypotheses. There were twelve (12) hypotheses in all. The One-way Analysis of Variance (ANOVA) statistical method was used to test the research hypotheses 1, 2, 5, 6, 9 and 10; while the t-test was used to test hypotheses 3, 4, 7, 8, 11 and 12 all at 0.05 alpha level using IBM-SPSS, 20.0 version for windows.

CHAPTER FOUR

DATA ANALYSES AND RESULTS

In this chapter, the findings related to the research questions, the conceptual framework and the hypotheses generated in the study were presented. Six hundred and eighty-nine (689) respondents were targeted but five hundred and twenty-five (525) were actually involved in the study. However, only a total number of four hundred and ninety-eight (498) copies of the questionnaire were adequately filled and returned. This gave a ninety-five per cent (95%) retrieval rate.

Percentages were used for analysing the demographic data, while research questions **a** to **c** were answered using mean ratings. Research questions **d** to **o** were also answered through their corresponding hypotheses. There were twelve (12) hypotheses in all. The One-way Analysis of Variance (ANOVA) was used to test the research hypotheses 1, 2, 5, 6, 9 and 10; while the t-test was used to test hypotheses 3, 4, 7, 8, 11 and 12 all at 0.05 alpha level using IBM-SPSS, 20.0 version for windows.

Descriptive Statistics

Adolescent inmates were asked to indicate their religion, ethnic background, parents' highest educational background, parents' socio-economic status, and their training preference in the institutions.

Table 3: Demographic Data of Respondents (N=498)

S/N	Variable	Frequency	Percentage %
1	Religion		
	Christian	256	51.4
	Muslim	208	41.8
	Traditionalist	34	6.8
2	Ethnicity		
	Hausa	152	30.5
	Igbo	119	23.9
	Yoruba	204	41.0
	Others	23	4.6
3	Parental Education Level		
	No Schooling	60	12.1
	Primary School	43	8.6
	Secondary School	142	28.5
	Post-secondary	253	50.8
4	Father's Socio-economic Status		
	Low	145	29.1
	Middle	280	56.2
	High	73	14.7
5	Mother's Socio-economic Status		
	Low	199	40.0
	Middle	271	54.4
	High	28	5.6
6	Training		
	Vocational	217	43.6
	Academics	281	56.4

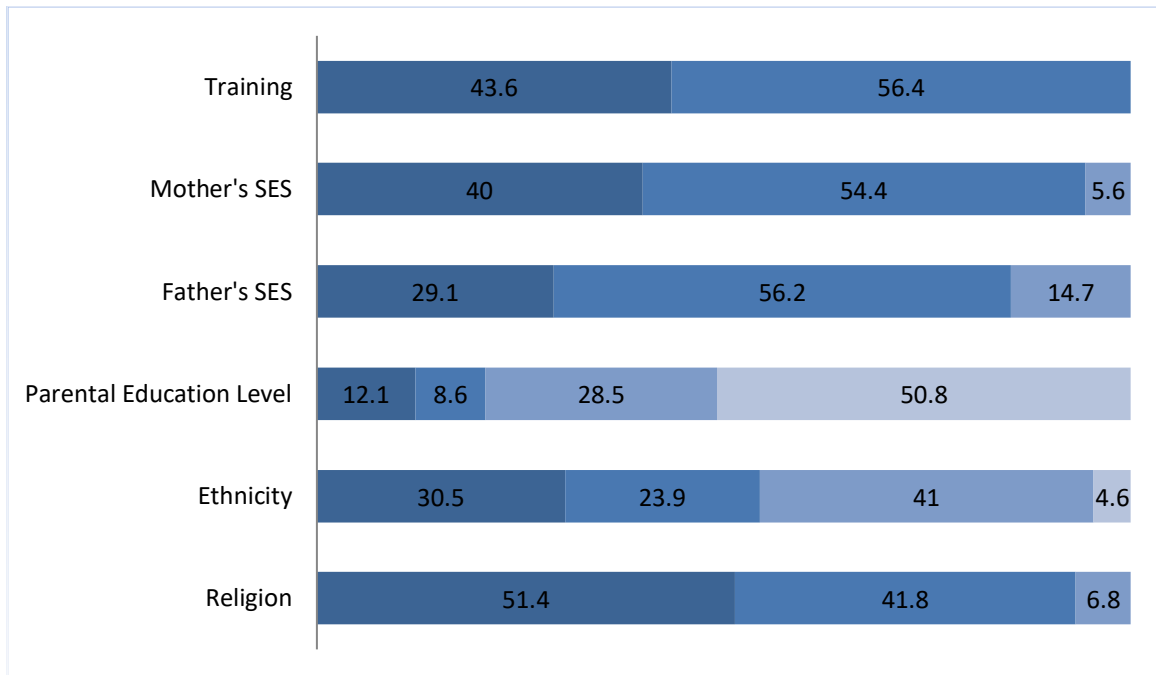


Chart 1: Demographic Data of Respondents (N=498)

Table 3 and Chart 1 show the demographic profile of the adolescent inmates in the Borstal Institutions. Out of the 498 respondents that participated in the study, 256 (51.4%) were Christians, 208 (41.8%) were Muslims while 34 (6.8%) claimed they were of other faiths. Similarly, 204 (41.0%) were of the Yoruba ethnic group, 152 (30.5%) belonged to the Hausa ethnic group, 119 (23.9%) were Igbo, while 23 (4.6%) were from various other smaller ethnic groups. Of the adolescent inmates' parents, 253 (50.8%) had acquired education above the secondary school level, 142 (28.5%) did not acquire education beyond the secondary school level, 60 (12%) did not have any western education at all while 43 (8.6%) of their parents had just primary school education. Furthermore, 280 (56.2%) of the inmates' fathers belonged to the middle socio-economic status, 145 (29.1%) were of the low socio-economic status, while only 73 (14.7%) were of the high socio-economic status. In a similar vein, 271 (54.4%) of the inmates' mothers belonged to the middle socio-economic status, 199 (40.0%) were of the low socio-economic status, while just 28 (5.6%) were of the high socio-economic status. Further still, 281 (56.4%) of

the adolescent inmates preferred being in the academic section as against the vocational section which had 217 (43.6%) of the inmates undergoing varying degrees of vocational training.

Table 4: Demographic Data of Respondents Based on Home Background (N=498)

S/N	Variable	Frequency	Percentage
1	Parental Education Status		
	Illiterate Homes	103	20.7
	Literate Homes	395	79.3
2	Socio-economic Status		
	Low	105	21.1
	Middle	305	61.2
	High	88	17.7

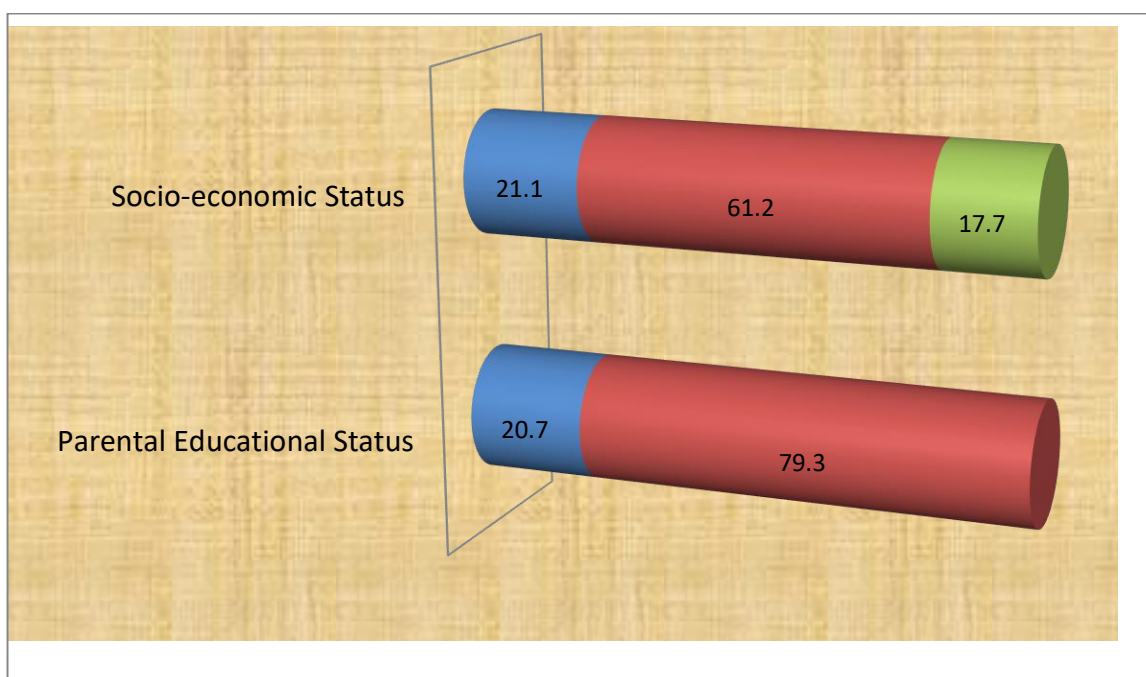


Chart 2: Demographic Data of Respondents Based on Home Background

Table 4 and Chart 2 reveal that out of the 498 respondents that participated in the study, 395 (79.3%) were from literate homes while 103 (20.7%) were from illiterate homes. Similarly, 305 (61.2%) of them were from middle socio-economic status homes,

105 (21.1%) belonged to the low socio-economic status homes, while only 88 (17.7%) were from the high socio-economic status homes.

Analyses of Findings on the Research Questions

This part presents the results of the analyses on the opinions of the adolescent inmates in the Nigeria Borstal Institutions on what they considered their functional literacy needs. In drawing inferences from the mean on this research question, the following critical ranges of scores on a scale of 1 to 3 were used:

Table 5: Table of Inference

Critical ranges	Inferences
1 – 1.99	Not Crucial/Not Essential
2 – 2.49	Crucial/Essential
2.5 – 3	Very Crucial/Very Essential

Research Question a: *What are the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria?*

The mean responses given by the respondents on what they considered their functional literacy needs as adolescent inmates of Borstal homes in Nigeria are discussed next on Table 6.

Table 6: The Mean Responses of the Functional Literacy Needs of the Adolescent Inmates of the Borstal Homes in Nigeria (N=498)

S/N	ITEMS	MEAN	SD	RANK	INFERENCE
A. Cultural Functions/Skills					
1	Learn good study habits from my fellow students	2.75	0.50	1 st	VC
2	Become a professional (e.g. teacher, medical doctor, accountant)	2.71	0.54	2 nd	VC
3	Pursue a postgraduate degree (PGDE, Masters, Ph.D.)	2.67	0.56	4 th	VC
4	Move closer to my God	2.69	0.56	3 rd	VC
5	Light up my soul	2.65	0.57	7 th	VC
6	Proclaim God's favour in my life.	2.67	0.56	4 th	VC
	TOTAL MEAN	2.69		1st	VC
B. Social Functions/Skills					
7	relate well with family (both nuclear and extended) and friends	2.58	0.61	12 th	VC
8	Relate with neighbours	2.41	0.66	18 th	C
9	cooperate with community members	2.42	0.65	17 th	C
10	Keep fit and look healthy	2.60	0.62	11 th	VC
11	Know how to dissipate excess energy	2.40	0.69	19 th	C
12	Promote respect for other sportspersons	2.52	0.66	14 th	VC
	TOTAL MEAN	2.49		3rd	C
C. Economic Functions/Skills					
13	Keep proper records of my work	2.66	0.58	6 th	VC
14	Earn a decent living	2.63	0.60	9 th	VC
15	Improve the quality of my work	2.63	0.60	9 th	VC
	TOTAL MEAN	2.64		2nd	VC
D. Civic Functions/Skills					
16	Protect my rights	2.65	0.57	7 th	VC
17	Discharge my civic responsibilities by voting	2.44	0.68	16 th	C
18	Discharge my civic responsibilities by seeking votes from others	2.29	0.74	20 th	C
19	Protect the environment by cleaning it from time to time	2.51	0.63	15 th	VC
20	Promote the environment by educating others on the importance of good health	2.58	0.66	13 th	VC
	TOTAL MEAN	2.49		3rd	C
	GRAND MEAN	2.58			

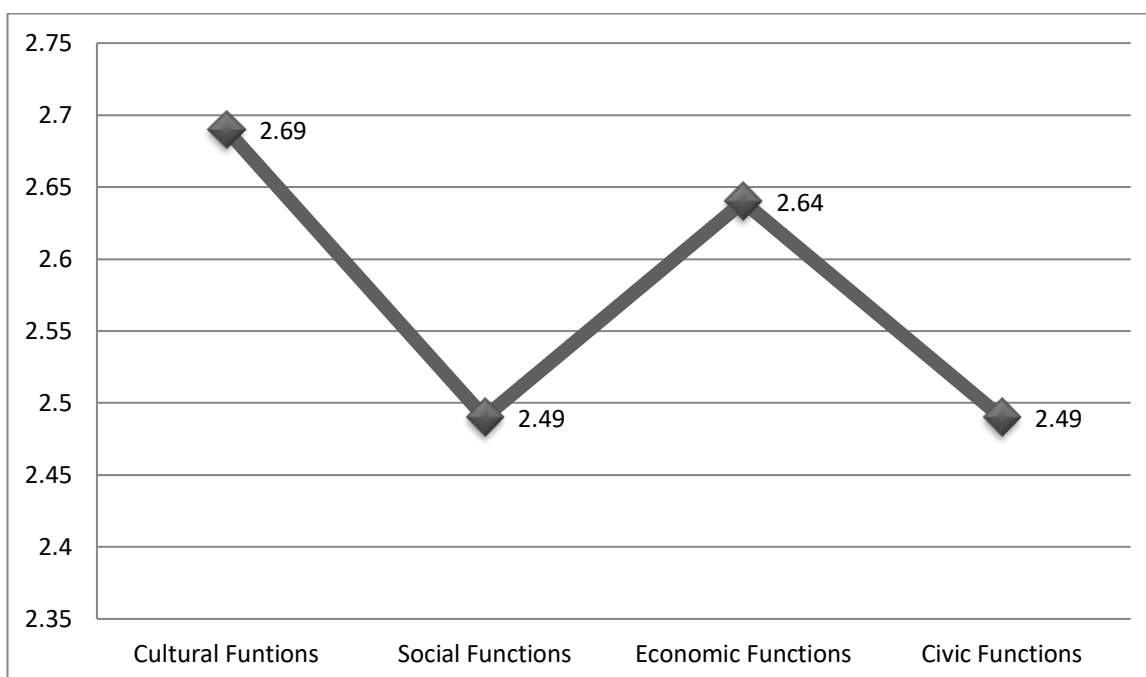


Chart 3: The Functional Literacy Needs of the Adolescent Inmates of the Borstal Homes in Nigeria

Table 6 and Chart 3 reveal that out of the twenty (20) items that addressed the functional literacy needs of the adolescent inmates of the Borstal Homes in Nigeria, items 1, 2 and 4 ranked 1st, 2nd and 3rd, respectively. These three items were all under the cultural literacy functions. From the table, it is evident that all the six items on cultural functions of literacy, all the three items on economic functions, three out of the five items on civic functions and three out of the six items on social functions were considered by the respondents to be very crucial and of high essence to them during their stay in the institutions.

The result on Table 6 further presents the prioritised literacy needs as perceived by the respondents. The cultural literacy needs were ranked as the most essential by the adolescent inmates of the Borstal Homes in Nigeria with a total mean score of 2.69. This was followed by the economic needs which ranked second with a total mean score of 2.64.

The civic needs and social needs tied third with a total mean score of 2.49 each. Moreover, as both the cultural and economic needs were rated by the inmates as being “very crucial” with the mean scores of 2.69 and 2.64 respectively, so also were the civic and social needs rated as being “crucial” with the mean score of 2.49 each. This would seem to suggest that the respondents valued literacy more for satisfying cultural and economic needs than for purely civic and social ones.

The percentage responses given by the respondents on what they considered their functional literacy needs as adolescent inmates of Borstal homes in Nigeria are discussed next on Table 7.

Table 7: The Percentage Responses of the Functional Literacy Needs of the Adolescent Inmates of the Borstal Homes in Nigeria (N=498)

S/N	ITEMS	Frequency (Percentage)			Decision
		Not Crucial	Crucial	Very Crucial	
A. Cultural Functions/Skills					
1	Learn good study habits from my fellow students	15(3%)	94(18.9%)	389(78.1%)	VC
2	Become a professional (e.g. teacher, medical doctor, accountant)	21(4.2%)	103(20.7%)	374(75.1%)	VC
3	Pursue a postgraduate degree (PGDE, Masters, Ph.D.)	23(4.6%)	119(23.9%)	356(71.5%)	VC
4	Move closer to my God	25(5%)	104(20.9%)	369(74.1%)	VC
5	Light up my soul	25(5%)	125(25.1%)	348(69.9%)	VC
6	Proclaim God’s favour in my life.	23(4.6%)	120(24.1%)	355(71.3%)	VC
B. Social Functions/Skills					
7	relate well with family (both nuclear and extended) and friends	32(6.4%)	143(28.7%)	323(64.9%)	VC
8	Relate with neighbours	49(9.8%)	195(39.2%)	254(51%)	VC
9	cooperate with community members	45(9%)	199(40%)	254(51%)	VC
10	Keep fit and look healthy	36(7.2%)	128(25.7%)	334(67.1%)	VC
11	Know how to dissipate excess energy	57(11.4%)	186(37.3%)	255(51.2%)	VC
12	Promote respect for other sportspersons	45(9%)	149(29.9%)	304(61.1%)	VC
C. Economic Functions/Skills					
13	Keep proper records of my work	29(5.8%)	111(22.3%)	358(71.9%)	VC
14	Earn a decent living	32(6.4%)	121(24.3%)	345(69.3%)	VC
15	Improve the quality of my work	32(6.4%)	119(23.9%)	347(69.7%)	VC
D. Civic Functions/Skills					
16	Protect my rights	24(4.8%)	128(25.7%)	346(69.5%)	VC
17	Discharge my civic responsibilities by voting	55(11%)	168(33.7%)	275(55.2%)	VC
18	Discharge my civic responsibilities by seeking votes from others	84(16.9%)	186(37.3%)	228(45.8%)	C
19	Protect the environment by cleaning it from time to time	36(7.2%)	172(34.5%)	290(58.2%)	VC
20	Promote the environment by educating others on the importance of good health	47(9.4%)	117(23.5%)	334(67.1%)	VC

Table 7 shows the functional literacy needs of the adolescent inmates of the Borstal Homes in Nigeria. Analysis of the results revealed that under the cultural functional literacy needs, three hundred and eighty-nine 389(78.1%) out of the four hundred and ninety-eight (498) respondents agreed that item one (1) “learning good study habits from fellow inmates” was very crucial to their re-integration back into the mainstream, ninety-four 94(18.9%) maintained that it was just crucial, while fifteen 15(3%) asserted that it was not crucial to their resocialisation process. Table 7 further shows that three hundred and seventy-four 374(75.1%) agreed that item two (2) “becoming professionals (e.g. teachers, medical doctors, accountants)” was very crucial to their re-integration, one hundred and three 103(20.7%) maintained that it was just crucial, while twenty-one 21(4.2%) asserted that it was not crucial to their re-socialisation process back into the mainstream. Similarly, three hundred and fifty-six 356(71.5%), three hundred and sixty-nine 369(74.1%), three hundred and forty-eight 348(69.9%) and three hundred and fifty-five 355(71.3%) of the inmates considered item three (3) “pursuing a postgraduate degree (such as the PGDE, Masters, Ph.D.)”, item four (4) “moving closer to their Creator (through seeing every daily action, inaction, attitude, sayings etc. of theirs as acts of worship)”, item five (5) “lighting up their souls (through constant meditation of the nature of the Supreme Being)” and item six (6) “proclaiming God’s favour in their lives (through extending helping hands to kith and kin who need them)” as being very crucial to them during their incarceration and even thereafter, respectively.

Table 7 also indicates that under the social functional literacy needs, three hundred and twenty-three 323(64.9%), 254(51%), 254(51%), 334(67.1%), 255(51.2%), and 304(61.1%) out of the four hundred and ninety-eight (498) respondents agreed that items seven (7), eight (8), nine (9), ten (10), eleven (11) and twelve (12) were very crucial to

their resocialisation process, respectively. Conversely, 32(6.4%), 49(9.8%), 45(9%), 36(7.2%), 57(11.4%) and 45(9%) of the respondents agreed that items seven (7), eight (8), nine (9), ten (10), eleven (11) and twelve (12) were not crucial to their re-integration back into the mainstream. This implies that inmates considered all these items very essential to their survival within and outside the Borstal homes. In their respective order, these items are as follows: “relating with family (both nuclear and extended) and friends”; “relating well with neighbours”; “cooperating with community members”; “keeping fit and healthy”; “knowing how to dissipate excess energy”; and “displaying the spirit of sportsmanship to fellow sportspersons”.

Table 7 further establishes that under the economic functional literacy needs, three hundred and fifty-eight 358(71.9%) out of the four hundred and ninety-eight (498) respondents agreed that item thirteen (13) “keeping proper records of their work (vocational or white-collar)” was very crucial to their re-integration back into the mainstream, one hundred and eleven 111(22.3%) maintained that it was just crucial, while twenty-nine 29(5.8%) asserted that it was not crucial to their resocialisation process. Table 7 further shows that three hundred and forty-five 345(69.3%) agreed that item fourteen (14) “having decent sources of livelihood” was very crucial to their re-integration, one hundred and twenty-one 121(24.3%) maintained that it was just crucial, while thirty-two 32(6.4%) asserted that it was not crucial to their re-socialisation process back into the mainstream. Similarly, 347(69.7%) maintained that item fifteen (15) “the ability to improve the quality of their work (vocational or white-collar)” is very crucial to their overcoming future unemployment and welfare dependence as well as a host of other challenges which inmates with low literacy level may be confronted with when freed from correctional facilities. Conversely, only 32(6.4%) disagreed by proclaiming that “the

ability to improve the quality of their work (vocational or white-collar)” was not crucial to their re-integration back into the mainstream.

Analysis of the results revealed that under the civic functional literacy needs, three hundred and forty-six 346(69.5%) out of the four hundred and ninety-eight (498) respondents agreed that item sixteen (16) “the protection of their rights” was very crucial to them, one hundred and twenty-eight 128(25.7%) maintained that it was just crucial, while twenty-four 24(4.8%) asserted that it was not crucial to them at all. Similarly, three hundred and thirty-four 334(67.1%) averred that item twenty (20) “promoting the environment by educating others on the importance of good health” was very essential to them, one hundred and seventeen 117(23.5%) agreed that it was just crucial to them, while forty-seven 47(9.4%) maintained that it was not an essential functional literacy need to their re-integration back into the mainstream. On the average, items seventeen (17) and nineteen (19) “discharging one’s civic responsibilities by voting” and “protecting the environment by cleaning it from time to time” respectively had 275(55.2%) and 290(58.2%) respondents agreeing that the two items were very essential to their resocialisation process. On item eighteen (18) “discharging one’s civic responsibilities by seeking votes from others”, 228(45.8%) were of the view that this item is very essential to them, while 186(37.3%) and 84(16.9%) considered that the item was crucial and not crucial to them, respectively.

Research Question b: *What are the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria?*

The mean responses given by the respondents on what they considered their enrichment reading interests as adolescent inmates of Borstal homes in Nigeria are discussed next on Table 8.

Table 8: The Mean Responses of the Enrichment Reading Interests of the Adolescent Inmates of the Borstal Homes in Nigeria (N=498)

S/N	ITEMS	MEAN	SD	RANK	INFERENCE
A. Prose Literacy					
1	Religious materials (Qur'an, Bible and others)	2.76	0.50	1 st	VC
2	True-life stories (historical/biographical)	2.65	0.56	2 nd	VC
3	Cartoon stories	2.30	0.79	20 th	C
4	General news stories	2.39	0.68	18 th	C
5	Dramatic stories	2.37	0.71	19 th	C
6	Sports stories	2.47	0.66	11 th	C
7	Textbooks	2.53	0.66	5 th	VC
8	Adventure stories	2.43	0.70	14 th	C
9	Crime and detective stories	2.40	0.72	17 th	C
10	Poetry	2.49	0.69	8 th	C
	TOTAL MEAN	2.48		2nd	C
B. Document Literacy					
11	Atlases containing road maps, etc.	2.50	0.68	7 th	VC
12	Drug prescription labels	2.43	0.67	14 th	C
13	Food labels	2.47	0.68	11 th	C
14	Job advertisements	2.51	0.66	6 th	VC
15	Posters (for advertisement or campaign)	2.43	0.72	14 th	C
	TOTAL MEAN	2.47		3rd	C
C. Quantitative Literacy					
16	Cheque leaflets of banks	2.56	0.65	3 rd	VC
17	Receipt of purchase	2.46	0.67	13 th	C
18	Mathematical information	2.49	0.68	8 th	C
19	An order form to purchase goods and services	2.48	0.67	10 th	C
20	Materials determining the amount of profit on a transaction	2.54	0.66	4 th	VC
	TOTAL MEAN	2.50		1st	VC
	GRAND MEAN	2.48			

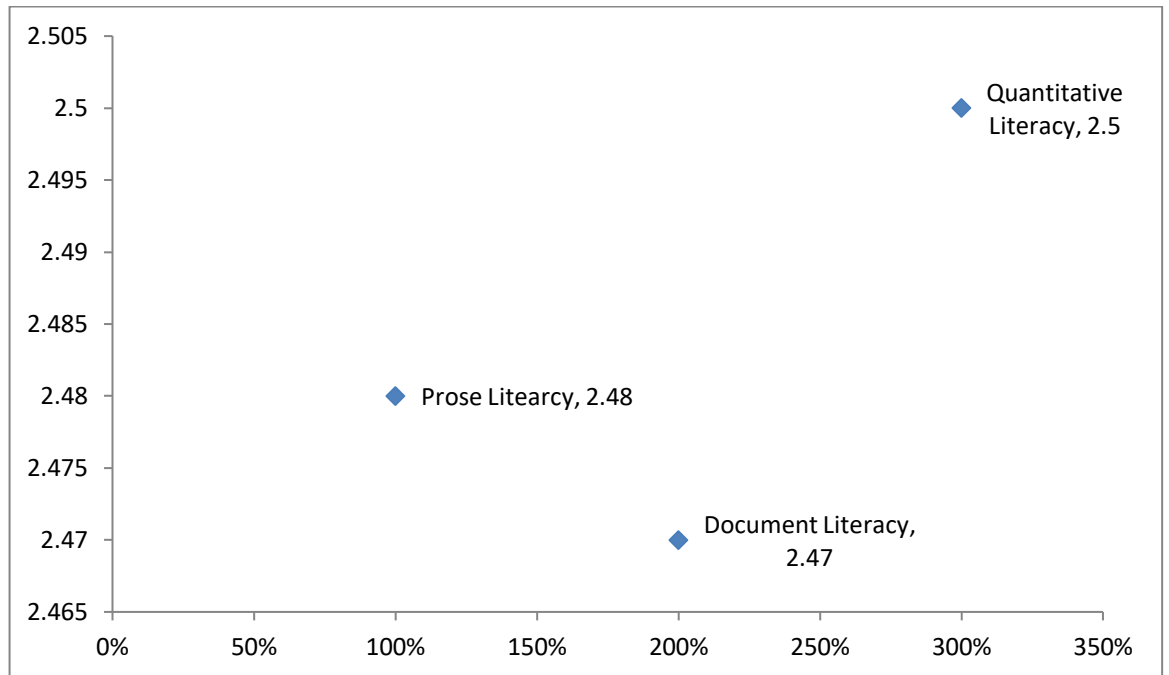


Chart 4: The Enrichment Reading Interests of the Adolescent Inmates of the Borstal Homes in Nigeria

Table 8 and Chart 4 reveal that out of the twenty (20) items that addressed the enrichment reading interests of the adolescent inmates of the Borstal Homes in Nigeria, items 1, 2, 16 and 20 ranked 1st, 2nd, 3rd and 4th respectively. The first-two items are under the prose literacy domain while the last-two are under the quantitative domain. From the table, it is evident that only three out of the ten items on prose literacy domain, and two out of the five items on each of quantitative and document literacy domains were considered by the respondents to be very crucial and of high essence to them during their stay in the institutions.

The result in Table 8 further presents the prioritised enrichment reading interests as perceived by the respondents. The quantitative literacy domain was ranked as the most essential by the adolescent inmates of the Borstal Homes in Nigeria with a total mean score of 2.50. This was followed by the prose literacy domain which ranked second with a

total mean score of 2.48. Nevertheless, document literacy domain ranked third with a total mean score of 2.47. Moreover, as both the prose and document enrichment reading interests were rated by the inmates as being “crucial” with the mean scores of 2.48 and 2.47 respectively, so also was the quantitative enrichment reading interests rated as being “very crucial” with the mean score of 2.50. This would seem to suggest that the respondents envisaged enhancing their literacy skills through reading materials that are more quantitatively inclined than through prose and document-related materials.

The percentage responses given by the respondents on what they considered their enrichment reading interests as adolescent inmates of Borstal homes in Nigeria are discussed next on Table 9.

Table 9: The Percentage Responses of the Enrichment Reading Interests of the Adolescent Inmates of the Borstal Homes in Nigeria (N=498)

S/N	ITEMS	Frequency (Percentage)			Decision
		Not Crucial	Crucial	Very Crucial	
A. Prose Literacy					
1	Religious materials (Qur'an, Bible and others)	15(3%)	91(18.3%)	392(78.7%)	VC
2	True-life stories (historical/biographical)	22(4.4%)	130(26.1%)	346(69.5%)	VC
3	Cartoon stories	101(20.3%)	147(29.5%)	250(50.2%)	VC
4	General news stories	54(10.8%)	195(39.2%)	249(50%)	VC
5	Dramatic stories	66(13.3%)	183(36.7%)	249(50%)	VC
6	Sports stories	47(9.4%)	170(34.1%)	281(56.4%)	VC
7	Textbooks	46(9.2%)	144(28.9%)	308(61.8%)	VC
8	Adventure stories	62(12.4%)	161(32.3%)	275(55.2%)	VC
9	Crime and detective stories	70(14.1%)	160(32.1%)	268(53.8%)	VC
10	Poetry	55(11%)	146(29.3%)	297(59.6%)	VC
B. Document Literacy					
11	Atlases containing road maps, etc.	52(10.4%)	147(29.5%)	299(60%)	VC
12	Drug prescription labels	52(10.4%)	180(36.1%)	266(53.4%)	VC
13	Food labels	51(10.2%)	160(32.1%)	287(57.6%)	VC
14	Job advertisements	46(9.2%)	154(30.9%)	298(59.8%)	VC
15	Posters (for advertisement or campaign)	66(13.3%)	154(30.9%)	278(55.8%)	VC
C. Quantitative Literacy					
16	Cheque leaflets of banks	42(8.4%)	137(27.5%)	319(64.1%)	VC
17	Receipt of purchase	51(10.2%)	168(33.7%)	279(56%)	VC
18	Mathematical information	52(10.4%)	149(29.9%)	297(59.6%)	VC
19	An order form to purchase goods and services	48(9.6%)	164(32.9%)	286(57.4%)	VC
20	Materials determining the amount of profit on a transaction	47(9.4%)	137(27.5%)	314(63.1%)	VC

Table 9 shows the enrichment reading interests of the adolescent inmates of the Borstal Homes in Nigeria. Analysis of the results revealed that under the prose literacy domain, three hundred and ninety-two 392(78.7%) out of the four hundred and ninety-

eight (498) respondents agreed that item one (1) “reading religious materials (such as the Bible, the Glorious Qur’an, and other religious leaflets and books)” was very crucial to their re-integration back into the mainstream, ninety-one 91(18.3%) maintained that it was just crucial, while fifteen 15(3%) asserted that it was not crucial to their resocialisation process. Table 9 further shows that three hundred and forty-six 346(69.5%) agreed that item two (2) “reading true-life stories (such as historical or biographical books)” was very crucial to their re-integration, one hundred and thirty 130(26.1%) maintained that it was just crucial, while twenty-two 22(4.4%) asserted that it was not crucial to their re-socialisation process back into the mainstream. Similarly, two hundred and fifty 250(50.2%) agreed that item three (3) “reading cartoon stories”, was very crucial to their re-integration, one hundred and forty-seven 147(29.5%) maintained that it was just crucial, while up to one hundred and one 101(20.3%) asserted that it was not crucial to their re-socialisation process back into the mainstream. Items four (4) “reading general news stories” and five (5) “reading dramatic stories” tied with two hundred and forty-nine 249(50%) of the respondents maintaining that these two are very essential to their re-socialisation back into the mainstream.

Furthermore, 281(56.4%), 308(61.8%), 275(55.2%), 268(53.8%), and 297(59.6%) out of the four hundred and ninety-eight (498) respondents agreed that items six (6), seven (7), eight (8), nine (9), and ten (10) were very crucial to their resocialisation process, respectively. Conversely, 47(9.4%), 46(9.2%), 62(12.4%), 70(14.1%) and 55(11%) agreed that items six (6), seven (7), eight (8), nine (9), and ten (10) were not crucial to their re-integration back into the mainstream. This implies that inmates considered all these items very essential to their survival within and outside the Borstal homes. In their respective

order, these items are as follows: reading “sports stories”, “textbooks”, “adventure stories”, “crime and detective stories” and “African and non-African poetry”.

Table 9 further establishes that under the document literacy domain, 299(60%), 266(53.4%), 287(57.6%), 298(59.8%), and 278(55.8%) of the respondents agreed that items eleven (11), twelve (12), thirteen (13), fourteen (14), and fifteen (15) were very crucial to their resocialisation process, respectively. This implies that inmates considered all these items very crucial to their survival. In their respective order, these items are as follows: reading “atlases containing road maps to places of interest and importance”, “drug prescription labels”, “food labels”, “job advertisements”, and “posters (for advertisement or campaign)”. A crosstab analysis revealed that out of the 298(59.8%) respondents that considered item fourteen (14) to be very crucial, 158 were those in the academic training section while the remaining 140 were those in the vocational training section. Although those in the academic seem to be inclined towards reading “job advertisements”, majority of those in the vocational section also expressed similar view. The implication of this finding is that materials (such as newspapers) which publishes job advertisements should be made available to both the academic and vocational students, most especially the academic students as they appear to have a better claim to it. These job advertisement materials could be made available in the classroom shelves or the school library where access should not be restricted to interested users. Strict supervision should however be made when students visit the library so as to avoid the abuse and misuse of the library facilities. To this end, the supervision should be under the auspices of qualified library personnel.

Furthermore, analysis of the results revealed that under the quantitative literacy domain, three hundred and nineteen 319(64.1%) of the respondents agreed that item

sixteen (16) reading “cheque leaflets of banks” was very crucial to them, one hundred and thirty-seven 137(27.5%) maintained that it was just crucial, while forty-two 42(8.4%) asserted that it was not crucial to them at all. Similarly, three hundred and fourteen 314(63.1%) averred that item twenty (20) reading “materials determining the amount of profit on a transaction” was very essential to them, one hundred and thirty-seven 137(27.5%) agreed that it was just crucial to them, while forty-seven 47(9.4%) maintained that it was not an essential enrichment reading interests to their re-integration back into the mainstream. On the average, items eighteen (18), nineteen (19) and seventeen (17) figuring out “mathematical information”, making sense of “an order form to purchase goods and services” and being able to interpret “receipts of purchase” respectively had two hundred and seventy-nine 279(56%), 286(57.4%) and 297(59.6%) respondents agreeing that the three items were very essential to their resocialisation process.

Research Question c: *What are the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria?*

The mean responses given by the respondents on what they considered their enrichment writing interests as adolescent inmates of Borstal homes in Nigeria are discussed next on Table 10.

Table 10: The Mean Responses of the Enrichment Writing Interests of the Adolescent Inmates of the Borstal Homes in Nigeria (N=498)

S/N	ITEMS	MEAN	SD	RANK	INFERENCE
A. Prose Literacy					
1	Religious materials (Qur'an, Bible and others)	2.74	0.56	1 st	VC
2	True-life stories (historical/biographical)	2.61	0.57	2 nd	VC
3	Cartoon stories	2.33	0.75	20 th	C
4	General news stories	2.45	0.65	10 th	C
5	Dramatic stories	2.40	0.70	17 th	C
6	Sports stories	2.46	0.67	9 th	C
7	On some topics in my textbooks	2.45	0.68	10 th	C
8	Adventure stories	2.39	0.70	18 th	C
9	Crime and detective stories	2.44	0.68	15 th	C
10	Poetry	2.39	0.72	18 th	C
	TOTAL MEAN	2.47		2nd	C
B. Document Literacy					
11	Draw maps	2.47	0.70	8 th	C
12	Write drug prescription labels	2.42	0.70	16 th	C
13	Write food labels	2.45	0.70	10 th	C
14	Write applications	2.50	0.63	6 th	VC
15	Design posters (for advertisement or campaign)	2.45	0.71	10 th	C
	TOTAL MEAN	2.46		3rd	C
C. Quantitative Literacy					
16	Fill a cheque leaflet in the bank	2.53	0.65	3 rd	VC
17	Write receipt of purchase	2.45	0.66	10 th	C
18	Compute tips	2.50	0.67	6 th	VC
19	Complete an order form to purchase goods and services	2.52	0.67	5 th	VC
20	Determine the amount of profit on a transaction	2.53	0.67	3 rd	VC
	TOTAL MEAN	2.51		1st	VC
	GRAND MEAN	2.48			

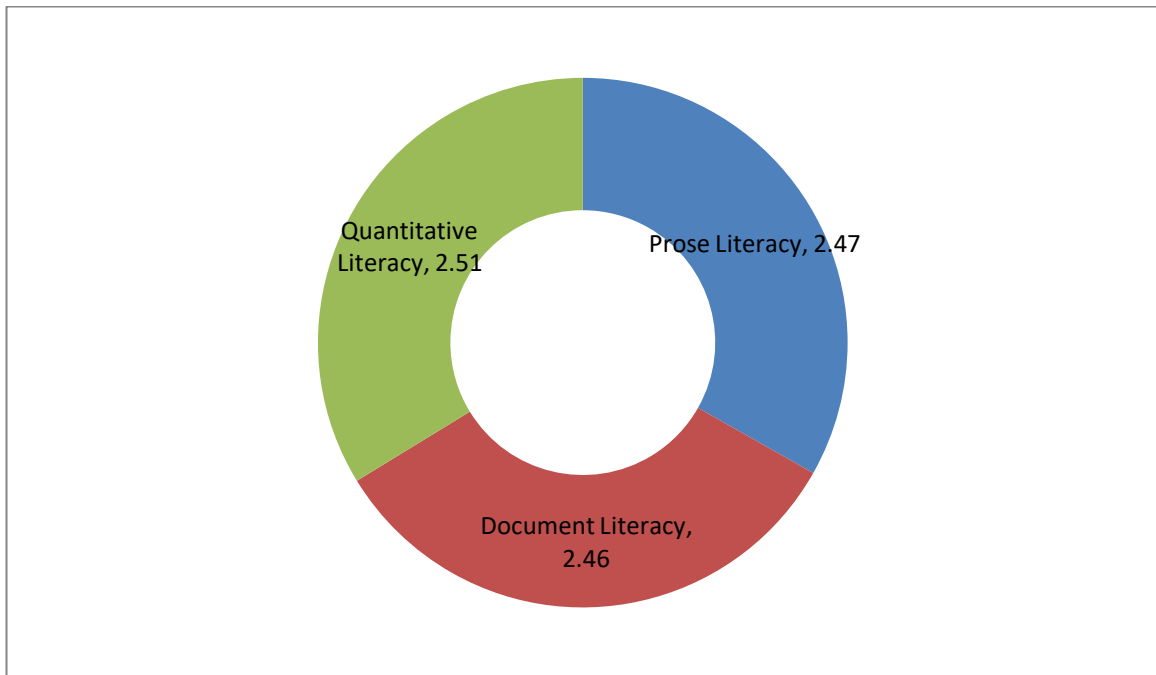


Chart 5: The Enrichment Writing Interests of the Adolescent Inmates of the Borstal Homes in Nigeria

Table 10 and Chart 5 reveal that out of the twenty (20) items that addressed the enrichment writing interests of the adolescent inmates of the Borstal Homes in Nigeria, items 1, 2, 20 and 16 ranked 1st, 2nd and 3rd, respectively (with items 20 and 16 tying). The first-two items are within the prose literacy domain while the last two are within the quantitative domain. From the table, it is evident that only two of the ten items on prose literacy, four out of the five items on quantitative literacy, and just one out of the five items on document literacy needs were considered by the respondents to be “very crucial” and of high essence to them during their stay in the institutions.

The result in Table 10 further presents the prioritised enrichment writing interests as perceived by the respondents. The quantitative literacy was ranked as the most essential by the adolescent inmates of the Borstal Homes in Nigeria with a total mean score of 2.51. This was followed by the prose literacy which ranked second with a total mean score of

2.47, while the document literacy ranked third with a total mean score of 2.46. Moreover, as both the prose and document enrichment writing interests were rated by the inmates as being “crucial” with the mean scores of 2.47 and 2.46 respectively, so also was the quantitative enrichment writing interests rated as being “very crucial” with a mean score of 2.51. This would seem to suggest that the respondents envisaged enriching their literacy through writing activities that are more quantitatively inclined than through prose and document-related ones.

The percentage responses given by the respondents on what they considered their enrichment writing interests as adolescent inmates of Borstal homes in Nigeria are discussed next on Table 11

Table 11: The Percentage Responses of the Enrichment Writing Interests of the Adolescent Inmates of the Borstal Homes in Nigeria (N=498)

S/N	ITEMS	Frequency (Percentage)			Decision
		Not Crucial	Crucial	Very Crucial	
A. Prose Literacy					
1	Religious materials (Qur'an, Bible and others)	30(6%)	70(14.1%)	398(79.9%)	VC
2	True-life stories (historical/biographical)	22(4.4%)	150(30.1%)	326(65.5%)	VC
3	Cartoon stories	84(16.9%)	167(33.5%)	247(49.6%)	C
4	General news stories	44(8.8%)	184(36.9%)	270(54.2%)	VC
5	Dramatic stories	61(12.2%)	176(35.3%)	261(52.4%)	VC
6	Sports stories	51(10.2%)	167(33.5%)	280(56.2%)	VC
7	On some topics in my textbooks	54(10.8%)	166(33.3%)	278(55.8%)	VC
8	Adventure stories	62(12.4%)	179(35.9%)	257(51.6%)	VC
9	Crime and detective stories	55(11%)	171(34.3%)	272(54.6%)	VC
10	Poetry	71(14.3%)	162(32.5%)	265(53.2%)	VC
B. Document Literacy					
11	Draw maps	56(11.2%)	152(30.5%)	290(58.2%)	VC
12	Write drug prescription labels	64(12.9%)	159(31.9%)	275(55.2%)	VC
13	Write food labels	55(11%)	162(32.5%)	281(56.4%)	VC
14	Write applications	38(7.6%)	174(34.9%)	286(57.4%)	VC
15	Design posters (for advertisement or campaign)	66(13.3%)	140(28.1%)	292(58.6%)	VC
C. Quantitative Literacy					
16	Fill a cheque leaflet in the bank	43(8.6%)	150(30.1%)	305(61.2%)	VC
17	Write receipt of purchase	45(9%)	185(37.1%)	268(53.8%)	VC
18	Compute tips	48(9.6%)	153(30.7%)	297(59.6%)	VC
19	Complete an order form to purchase goods and services	48(9.6%)	143(28.7%)	307(61.6%)	VC
20	Determine the amount of profit on a transaction	49(9.8%)	134(26.9%)	315(63.3%)	VC

Table 11 shows the enrichment writing interests of the adolescent inmates of the Borstal Homes in Nigeria. Analysis of the results revealed that under the prose literacy domain, three hundred and ninety-eight 398(79.9%) out of the four hundred and ninety-

eight (498) respondents agreed that item one (1) writing “materials that have religious inclinations (such as the Bible, the Glorious Qur’an, and other religious write-ups and books)” was very crucial to their re-integration back into the mainstream, seventy 70(14.1%) maintained that it was just crucial, while thirty 30(6%) asserted that it was not crucial to their resocialisation process. Table 11 further shows that three hundred and twenty-six 326(65.5%) agreed that item two (2) “writing true-life stories (such as historical or biographical books)” was very crucial to their re-integration, one hundred and fifty 150(30.1%) maintained that it was just crucial, while twenty-two 22(4.4%) asserted that it was not crucial to their re-socialisation process back into the mainstream. Similarly, two hundred and forty-seven 247(49.6%) agreed that item three (3) “writing cartoon stories”, was very crucial to their re-integration, one hundred and sixty-seven 167(33.5%) maintained that it was just crucial, while just eighty-four 84(16.9%) asserted that it was not crucial to their re-socialisation process back into the mainstream. Items four (4) “authoring general news stories” and five (5) “writing dramatic stories” were considered very essential by 270(54.2%) and 261(52.4%) of the inmates, respectively.

Furthermore, 280(56.2%), 278(55.8%), 257(51.6%), 272(54.6%), and 265(53.2%) out of the four hundred and ninety-eight (498) respondents agreed that items six (6), seven (7), eight (8), nine (9), and ten (10) were very crucial to their resocialisation process, respectively. Conversely, 51(10.2%), 54(10.8%), 62(12.4%), 55(11%) and 71(14.3%) agreed that items six (6), seven (7), eight (8), nine (9), and ten (10) were not crucial to their rehabilitation and re-integration back into the mainstream. This implies that inmates considered all these items very essential to their survival within and outside the Borstal homes. In their respective order, these items are as follows: writing “sports stories”, “content-area texts”, “adventure stories”, “crime and detective stories” and “African and

non-African poetry”. A crosstab analysis revealed that out of the 265(53.2%) respondents that considered item ten (10) to be very crucial, 180 were those from the middle status socioeconomic home, 38 from the low status socioeconomic home, while the remaining 47 were from the high status socioeconomic home. Although only about half of the respondents from high status socioeconomic home considered writing poetry as a tool that could be used in sustaining the gains of the functional literacy needs identified, close to sixty percent of the inmates from middle status socioeconomic home expressed the view that writing “African and non-African poetry” will go a long way in preventing them from relapsing into the dreaded higher illiteracy syndrome long after they had left the Borstal homes. The implication of this to adolescent literacy behind bars is that motivating students to engage in poetry writing is not only a strong tool in the rehabilitation programme but also an indispensable instrument in the re-integration of these adolescent inmates back into the mainstream. This conclusion was drawn as a result of the fact that over sixty percent of the total numbers of inmates sampled were from the middle status socioeconomic home.

Table 11 further establishes that under the document literacy domain, 290(58.2%), 275(55.2%), 281(56.4%), 286(57.4%), and 292(58.6%) of the respondents agreed that items eleven (11), twelve (12), thirteen (13), fourteen (14), and fifteen (15) were very crucial to their rehabilitation and resocialisation processes, respectively. This implies that inmates considered all these items very crucial to their survival. In their respective order, these items are as follows: “drawing road maps of places of interest and importance”, “writing drug prescription labels”, “writing food labels”, “writing application letters”, and “designing posters (for advertisement or campaign)”. A crosstab analysis revealed that out of the 286(57.4%) respondents that considered item fourteen (14) to be very crucial, 105

were those from the Hausa ethnic group, 65 were those from the Igbo ethnic background, 109 were those from the Yoruba ethnic affiliation, while the remaining 7 were respondents from other ethnic groups other than the three major groups. Further still, the crosstab analysis showed that out of the 174(34.9%) respondents that considered item fourteen (14) to be crucial, 35, 43, 84 and 12 were from ethnic groups of Hausa, Igbo, Yoruba and the others. When the numbers of these respondents were collapsed as a group, this gave a total of 460(92.4%) respondents considering item fourteen (14) “learning to write application letters” not only crucial to their rehabilitation, but also to their re-integration process back into the mainstream. The implication of this finding to adolescent literacy behind bars is that engaging students in the writing of application letters is an indispensable instrument in the re-integration of these adolescent inmates back into the mainstream. This conclusion was drawn as a result of the fact that over ninety per cent of the total numbers of inmates sampled were from the four categories of ethnic groups identified – all of whom rated this item crucial.

Analysis of the results revealed that under the quantitative literacy domain of the enrichment writing interests, three hundred and five 305(61.2%) of the respondents agreed that item sixteen (16) being able to “fill a cheque leaflet in the bank” was very crucial to them, one hundred and fifty 150(30.1%) maintained that it was just crucial, while forty-three 43(8.6%) asserted that it was not crucial to them at all. Similarly, three hundred and fifteen 315(63.3%) averred that item twenty (20) being able to “calculate the amount of profit on a given transaction” was very essential to them, one hundred and thirty-four 134(26.9%) agreed that it was just crucial to them, while forty-nine 49(9.8%) maintained that it was not an essential enrichment writing interests to their re-integration back into the mainstream. Similarly, items eighteen (18) and nineteen (19) being able to “compute

arithmetic tips” and being able to “complete an order form to purchase goods and services” respectively had 297(59.6%) and 307(61.6%) respondents agreeing that the two items were very essential to their resocialisation process. On the average, item seventeen (17) being able to “write receipts of purchase” had 268(53.8%) respondents agreeing it was also a very crucial item to their rehabilitation and re-integration processes.

The Results of the Qualitative Data (The Interview Schedule)

The outcome of the qualitative data (the interview schedule) revealed that out of the one hundred (100) inmates that participated in the functional literacy needs interview: 80/100 of them declared that “learning good study habits from those close to them (fellow inmates in this case)” will definitely take them away from nefarious activities; seventeen (17) of them nursed the aspiration of becoming medical doctors, five (5) hoped to further their education beyond the secondary level and become certified engineers, fifty-three (53) looked forward to being bankers or accountants, four (4) wished to be nurses, nine (9) barristers-in-law, one (1) a teacher, and the remaining eleven (11) wanted to be the best in their chosen fields of endeavours; 77/100 of the respondents posited that God is aware of their predicament and He is perhaps the only Being who could get them out of it, unconditionally; 97/100 answered in the affirmative that their day-to-day interactions with fellow inmates as well as Borstal officials are central to their “moving closer to their Creator”; 72/100 and 59/100 of them considered “keeping fit and healthy” and “knowing how to dissipate excess energy” as essential to their rehabilitation process, respectively; two of them advised that the institutions should work towards erecting befitting gymnasias; 69/100 agreed that having a sound knowledge of record keeping is highly essential to their re-integration back into the mainstream.

Furthermore, the outcome of the qualitative data (the interview schedule) revealed that out of the one hundred (100) inmates that participated in the enrichment reading interests interview: 79/100 of the inmates declared that “reading religious materials (such as the Bible, the Glorious Qur’an, and other religious leaflets and books)” was very crucial to their re-integration back into the mainstream.

Hypotheses Testing

The following hypotheses were tested in the course of this study:

Hypothesis One: There is no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion.

The responses of the adolescent inmates of Borstal homes in Nigeria on their functional literacy needs based on religion were compared using the One-way ANOVA statistics.

Table 12: Differences in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	465.05	2	232.53	5.37	.005	HO Rejected
Within Groups	21440.29	495	43.31			
Total	21905.34	497				

*Significance @ 0.05

Table 12 reveals that $F(2, 495) = 5.37$, $p < .05$. Since the p-value is less than the alpha value, the hypothesis was thus rejected. Thus, there was a significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion. In other words, it can be deduced that adolescent inmates significantly differed in their functional literacy needs based on their religious affiliations. Duncan’s Post-Hoc analysis was therefore carried out to locate the direction of the differences.

Table 13: Duncan's Post-Hoc analysis of significant difference in the perceived functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion (N=498)

Religion	N	Subset for alpha = 0.05	
		1	2
Muslim	208	50.96	
Christian	256	51.39	
Traditionalist	34		54.94
Sig.		.69	1.00

*Significance @ 0.05

Table 13 reveals that both Muslim and Christian adolescent inmates of Borstal homes in Nigeria with lower mean scores of 50.96 and 51.39 respectively in the same subset (1) are significantly different from the Traditionalists with a higher mean score of 54.94 in a different subset (2). Thus, the adolescent inmates of other beliefs than Islam and Christianity significantly differed in their functional literacy needs compared to their Muslim and Christian counterparts, with the former claiming significantly higher needs than the latter.

Hypothesis Two: There is no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on ethnicity.

The responses of the adolescent inmates of Borstal homes in Nigeria on their functional literacy needs based on ethnicity were compared using the One-way ANOVA statistics.

Table 14: Differences in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on ethnicity (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	128.65	3	42.88	.97	.405	HO Accepted
Within Groups	21776.69	494	44.08			
Total	21905.34	497				

Table 14 shows an F-value (2, 495) = 0.97 which is not significant at 0.05 alpha level. Hypothesis Two was thus accepted since the p-value value 0.405 is greater than the

0.05 alpha value (.405 > 0.05). The hypothesis which states that there is no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on ethnicity was thus accepted. The result tends to indicate that inmates did not significantly differ in their functional literacy needs based on their ethnic background.

Hypothesis Three: No significant difference exists in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on home background.

The responses of the adolescent inmates of Borstal homes in Nigeria on their functional literacy needs based on home background were compared using the independent sample t-test statistics.

Table 15: The difference in the functional literacy needs of the adolescent inmates of the Borstal homes in Nigeria based on parents' educational background (N=498)

Family Status	N	Mean	SD	df	t-value	Sig. (2-tailed)	Decision
Illiterate	103	51.53	8.31	496	.14	.906	HO
Literate	395	51.43	6.13				Accepted

*Significance @ 0.05

Table 15 shows the t-test calculated value (496) = 0.14, while its p-value is 0.906 at alpha level of 0.05. Since the p-value is greater than the alpha value (0.906 > 0.05), the hypothesis was thus accepted. It can be deduced that there was no significant difference between the functional literacy needs of adolescent inmates of the Borstal homes in Nigeria from literate and illiterate homes. The implication of this is that adolescent inmates from literate homes did not view the functional literacy needs differently from their counterparts from illiterate homes.

The responses of the adolescent inmates of Borstal homes in Nigeria on their functional literacy needs based on home background were further compared using the One-way ANOVA statistics.

Table 16: Differences in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	425.06	2	212.53	4.90	.008	HO Rejected
Within Groups	21480.28	495	43.40			
Total	21905.34	497				

Table 16 shows an F-value (2, 495) = 4.90 which is significant at 0.05 alpha level.

The hypothesis was thus rejected since the p-value value 0.008 is less than the 0.05 alpha value ($0.008 < 0.05$). The hypothesis which states that there is no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on home background was thus rejected. The result tends to indicate that inmates significantly differed in their functional literacy needs based on their parents' socio-economic status. Duncan's Post-Hoc analysis was therefore carried out to locate the direction of the differences.

Table 17: Duncan's Post-Hoc analysis of significant difference in the perceived functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status (N=498)

Parents' socio-economic status	N	Subset for alpha = 0.05	
		1	2
Low Status	105	49.68	
High Status	88		51.71
Middle Status	305		51.99
Sig.		1.00	.73

*Significance @ 0.05

Table 17 reveals that adolescent inmates from low socio-economic status homes with a lower mean score of 49.68 in subset (1) is significantly different from the adolescent inmates from high and middle socio-economic status homes with higher mean scores of 51.70 and 51.99 respectively in the same subset (2) but which is different from subset (1) of the low status. Thus, the adolescent inmates from high and middle socio-

economic status homes significantly differed in their functional literacy needs compared to their counterparts from low socio-economic status homes, with the former claiming significantly higher needs than the latter.

Hypothesis Four: There is no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on training.

The responses of the adolescent inmates of Borstal homes in Nigeria on their functional literacy needs based on training were compared using the t-test statistic.

Table 18: The difference in the functional literacy needs of the adolescent inmates of the Borstal homes in Nigeria based on training (N=498)

Training	N	Mean	SD	df	t-value	Sig. (2-tailed)	Decision
Vocational	217	52.32	7.32	496	2.57	.013	HO Accepted
Academic	281	50.78	5.99				

*Significance @ 0.05

Table 18 shows the t-test calculated value $(496) = 2.57$, while its p-value is 0.013 at alpha level of 0.05. Since the p-value is greater than the alpha value $(0.013 > 0.05)$, the hypothesis was thus accepted. It can be deduced that there was no significant difference in the functional literacy needs of adolescent inmates in vocational and academic training sections. The implication of this is that adolescent inmates in vocational training section did not view their literacy needs differently from their counterparts in the academic training section.

Hypothesis Five: There is no significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on religion.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment reading interests based on religion were compared using the One-way ANOVA statistics.

Table 19: Differences in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on religion (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	1614.13	2	807.07	14.70	.000	HO Rejected
Within Groups	27168.65	495	54.89			
Total	28782.78	497				

Table 19 reveals that $F(2, 495) = 14.70$, $p < .05$. Since the p-value is less than the alpha value, the hypothesis was thus rejected. Thus, there was a significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on religion. In other words, it can be deduced that adolescent inmates significantly differed in their enrichment reading interests based on their religious affiliations. Duncan's Post-Hoc analysis was therefore carried out to locate the direction of the differences.

Table 20: Duncan's Post-Hoc analysis of significant difference in the perceived enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on religion (N=498)

Religion	N	Subset for alpha = 0.05	
		1	2
Muslim	208	48.91	
Christian	256	49.32	
Traditionalist	34		56.24
Sig.		.73	1.00

*Significance @ 0.05

Table 20 reveals that both the Muslim and Christian adolescent inmates of Borstal homes in Nigeria with lower mean scores of 48.91 and 49.32 respectively in the same subset (1) are significantly different from the Traditionalists with a higher mean score of 56.24 in a different subset (2). Thus, the adolescent inmates of other beliefs than Islam and Christianity significantly differed in their enrichment reading interests compared to their Muslim and Christian counterparts, with the traditionalists claiming significantly higher enrichment reading interests than their Muslim and Christian counterparts.

Hypothesis Six: No significant difference exists in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment reading interests based on ethnicity were compared using the One-way ANOVA statistics.

Table 21: Differences in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	670.99	3	223.66	3.93	.009	HO Rejected
Within Groups	28111.79	494	56.91			
Total	28782.78	497				

Table 21 shows an F-value (2, 495) = 3.93 which is significant at 0.05 alpha level.

Hypothesis Six was thus rejected since the p-value value 0.009 is less than the 0.05 alpha value ($0.009 < 0.05$). The hypothesis which states that there is no significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity was thus rejected. The result tends to indicate that inmates significantly differed in their enrichment reading interests based on their ethnic background. Duncan's Post-Hoc analysis was therefore carried out to locate the direction of the differences.

Table 22: Duncan's Post-Hoc analysis of significant difference in the perceived enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity (N=498)

Religion	N	Subset for alpha = 0.05	
		1	2
Other	23	47.39	
Yoruba	204	48.60	
Igbo	119	49.92	
Hausa	152		51.11
Sig.		.08	.08

Table 22 reveals that the adolescent inmates whose ethnic groups were categorised as other, the Yoruba and the Igbo ethnic groups with lower mean scores of 47.39, 48.60

and 49.92 respectively in the same subset (1) were significantly different from the Hausa ethnic group with a higher mean score of 51.11 in a different subset (2). Thus, the Hausa adolescent inmates significantly differed in what they considered as their choice of enrichment reading interests compared to their Yoruba, Igbo and other minority ethnic group counterparts, with the Hausa group claiming significantly higher enrichment reading interests than their other ethnic counterparts.

Hypothesis Seven: There is no significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on home background.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment reading interests based on home background were compared using the independent sample t-test statistics.

Table 23: Difference in the enrichment reading interests of the adolescent inmates of the Borstal homes in Nigeria based on parents' educational background (N=498)

Family Status	N	Mean	SD	df	t-value	Sig. (2-tailed)	Decision
Illiterate	103	50.72	9.14	496	1.64	.157	HO
Literate	395	49.34	7.14				Accepted

*Significance @ 0.05

Table 23 shows the t-test calculated value $(496) = 1.64$, while its p-value is 0.157 at alpha level of 0.05. Since the p-value is greater than the alpha value $(0.157 > 0.05)$, the hypothesis was thus accepted. It can be deduced that there was no significant difference in the functional literacy needs of adolescent inmates from literate and illiterate homes. The implication of this is that adolescent inmates from literate homes did not view their enrichment reading interests differently from their counterparts from illiterate homes.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment reading interests based on home background were further compared using the One-way ANOVA statistics.

Table 24: Differences in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socioeconomic status (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	894.17	2	447.09	7.94	.000	HO Rejected
Within Groups	27888.61	495	56.34			
Total	28782.78	497				

Table 24 shows an F-value (2, 495) = 7.94 which is significant at 0.05 alpha level.

The hypothesis was thus rejected since the p-value value 0.000 is less than the 0.05 alpha value ($0.000 < 0.05$). The hypothesis which states that there is no significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status was thus rejected. The result tends to indicate that inmates significantly differed in their enrichment reading interests based on their parents' socio-economic status. Duncan's Post-Hoc analysis was therefore carried out to locate the direction of the differences.

Table 25: Duncan's Post-Hoc analysis of significant difference in the perceived enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status (N=498)

Parents' socio-economic status	N	Subset for alpha = 0.05	
		1	2
Low Status	105	47.04	
High Status	88		50.13
Middle Status	305		50.37
Sig.		1.00	.80

*Significance @ 0.05

Table 25 reveals that adolescent inmates from low socio-economic status homes with a lower mean score of 47.04 in subset (1) is significantly different from the

adolescent inmates from high and middle socio-economic status homes with higher mean scores of 50.13 and 50.37 respectively in a different subset (2). Thus, the adolescent inmates from high and middle socio-economic status homes significantly differed in what they considered as their choice of enrichment reading interests compared to their counterparts from low socio-economic status homes with the former group claiming higher enrichment reading interests than the latter.

Hypothesis Eight: There is no significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on training.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment reading interests based on training were compared using the independent sample t-test statistics.

Table 26: Difference in the enrichment reading interests of the adolescent inmates of the Borstal homes in Nigeria based on training (N=498)

Training	N	Mean	SD	df	t-value	Sig. (2-tailed)	Decision
Vocational	217	51.45	7.68	496	4.80	.000	HO
Academic	281	48.22	7.27				Rejected

*Significance @ 0.05

Table 26 shows the t-test calculated value $(496) = 4.80$, while its p-value is 0.000 at alpha level of 0.05. Since the p-value is less than the alpha value $(0.000 < 0.05)$, the hypothesis was thus rejected. It can be deduced that there was a significant difference in the enrichment reading interests of adolescent inmates in vocational and academic training sections. The difference is in favour of the adolescent inmates in the vocational training section with a significantly higher mean score of 51.45. The implication of this is that adolescent inmates in vocational training section viewed the enrichment reading interests differently from their counterparts in the academic training section.

Hypothesis Nine: No significant difference exists in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment writing interests based on religion were compared using the One-way ANOVA statistics.

Table 27: Differences in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	1121.74	2	560.87	9.76	.000	HO Rejected
Within Groups	28454.66	495	57.48			
Total	29576.40	497				

Table 27 reveals that $F(2, 495) = 9.76, p < .05$. Since the p-value is less than the alpha value, the hypothesis was thus rejected. Thus, a significant difference existed in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion. In other words, it can be deduced that adolescent inmates significantly differed in their enrichment writing interests based on their religious affiliations. Duncan's Post-Hoc analysis was therefore carried out to locate the direction of the differences.

Table 28: Duncan's Post-Hoc analysis of significant difference in the perceived enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion (N=498)

Religion	N	Subset for alpha = 0.05	
		1	2
Christian	256	49.06	
Muslim	208	49.11	
Traditionalist	34		55.03
Sig.		.96	1.00

*Significance @ 0.05

Table 28 reveals that both the Christian and Muslim adolescent inmates of Borstal homes in Nigeria with lower mean scores of 49.05 and 49.11 respectively in the same subset (1) were significantly different from the Traditionalists with a higher mean score of 55.03 in a

different subset (2). Thus, the adolescent inmates of other beliefs than Islam and Christianity significantly differed in what they considered as their choice of enrichment writing interests compared to their Muslim and Christian counterparts, with the traditionalists claiming significantly higher interests than their Christian and Muslim counterparts.

Hypothesis Ten: No significant difference exists in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment writing interests based on ethnicity were compared using the One-way ANOVA statistics.

Table 29: Differences in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	1511.03	3	503.68	8.87	.000	HO Rejected
Within Groups	28065.38	494	56.81			
Total	29576.40	497				

Table 29 shows an F-value $(2, 495) = 8.87$ which was significant at 0.05 alpha level. Hypothesis Ten was thus rejected since the p-value value 0.000 is less than the 0.05 alpha value $(0.000 < 0.05)$. The hypothesis which states that there is no significant difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity was thus rejected. The result tends to indicate that inmates significantly differed in what they considered as their choice of enrichment writing interests based on ethnicity. Duncan's Post-Hoc analysis was therefore carried out to locate the direction of the differences.

Table 30: Duncan's Post-Hoc analysis of significant difference in the perceived enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity (N=498)

Religion	N	Subset for alpha = 0.05		
		1	2	3
Other	23	45.22		
Igbo	119		48.61	
Yoruba	204		48.70	
Hausa	152			51.88
Sig.		.076	.95	1.00

Table 30 reveals that the adolescent inmates whose ethnic groups were categorised as other are with a lower mean score of 45.22 in subset (1) was significantly different from the Igbo and Yoruba ethnic groups with higher mean scores of 48.61 and 48.70 in a different subset (2). This was followed by the Hausa ethnic group with the highest mean score of 51.88 in subset (3). Thus, the Hausa adolescent inmates significantly differed in what they considered as their choice of enrichment writing interests compared to their Igbo, Yoruba and other ethnic group counterparts, with the Hausa group claiming significantly higher interests than the other ethnic groups.

Hypothesis Eleven: There is no significant difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on home background.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment writing interests based on home background were compared using the t-test statistics.

Table 31: Difference in the enrichment writing interests of the adolescent inmates of the Borstal homes in Nigeria based on parents' educational background (N=498)

Family Status	N	Mean	SD	df	t-value	Sig. (2-tailed)	Decision
Illiterate	103	49.77	9.47	496	.42	.724	HO
Literate	395	49.41	7.20				Accepted

*Significance @ 0.05

Table 31 shows the t-test calculated value $(496) = .42$, while its p-value is 0.724 at alpha level of 0.05. Since the p-value is greater than the alpha value ($0.724 > 0.05$), the hypothesis was thus accepted. It can be deduced that there was no significant difference in the enrichment writing interests of adolescent inmates from literate and illiterate homes. The implication of this is that adolescent inmates from literate homes did not view the enrichment writing interests differently from their counterparts from illiterate homes. The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment writing interests based on home background were further compared using the One-way ANOVA statistics.

Table 32: Differences in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socioeconomic status (N=498)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	650.18	2	325.09	5.56	.004	HO
Within Groups	28926.22	495	58.44			Rejected
Total	29576.40	497				

Table 32 shows an F-value $(2, 495) = 5.56$ which is significant at 0.05 alpha level. The hypothesis was thus rejected since the p-value value 0.004 was less than the 0.05 alpha value ($0.004 < 0.05$). The null hypothesis which states that there is no significant difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on home background was thus rejected. The result tends to indicate that inmates significantly differed in their enrichment writing interests based on their parents'

socio-economic status. Duncan's Post-Hoc analysis was therefore carried out to locate the direction of the differences.

Table 33: Duncan's Post-Hoc analysis of significant difference in the perceived enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socioeconomic status (N=498)

Parents' socio-economic status	N	Subset for alpha = 0.05	
		1	2
Low Status	105	47.28	
High Status	88		50.01
Middle Status	305		50.10
Sig.		1.00	.93

*Significance @ 0.05

Table 33 reveals that adolescent inmates from low socio-economic status homes with a lower mean score of 47.27 in subset (1) is significantly different from the adolescent inmates from high and middle socio-economic status homes with higher mean scores of 50.01 and 50.10 respectively in the same subset (2) but which is different from subset (1) Of the low status. Thus, the adolescent inmates from high and middle socio-economic status homes significantly differed in what they considered as their choice of enrichment writing interests compared to their counterparts from low socio-economic status homes, with the former group claiming significantly higher enrichment writing interests than the latter.

Hypothesis Twelve: There is no significant difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on training.

The responses of the adolescent inmates of Borstal homes in Nigeria on their enrichment writing interests based on training were compared using the t-test statistic.

Table 34: Difference in the enrichment writing interests of the adolescent inmates of the Borstal homes in Nigeria based on training (N=498)

Training	N	Mean	SD	df	t-value	Sig. (2-tailed)	Decision
Vocational	217	51.60	7.99	496	5.54	.000	HO
Academic	281	47.85	7.09				Rejected

*Significance @ 0.05

Table 34 shows the t-test calculated value $(496) = 5.54$, while its p-value is 0.000 at alpha level of 0.05. Since the p-value is less than the alpha value ($0.000 < 0.05$), the hypothesis was thus rejected. It can be deduced that there was a significant difference in the enrichment writing interests of adolescent inmates in vocational and academic training sections. The difference is in favour of the adolescent inmates in the vocational training section with a higher mean score of 51.60. The implication of this is that adolescent inmates in vocational training section viewed the enrichment writing interests differently from their counterparts in the academic training section.

Summary of Major Findings

Based on the data collected, analysed and interpreted, the following findings were obtained:

1. Both the cultural and economic needs were rated by the adolescent inmates of the Borstal Homes in Nigeria as being “very crucial”; so also were the civic and social needs rated as being “crucial”. This implied that the inmates valued literacy more for satisfying cultural and economic needs than for purely civic and social ones.

2. The quantitative enrichment reading interests were rated by the adolescent inmates as being “very crucial” to them, while both the prose and document enrichment reading interests were rated as being crucial. The adolescent inmates envisaged enhancing their

literacy skills through reading materials that are more quantitatively inclined than for prose and document-related ones.

3. The quantitative enrichment writing interests were rated by the adolescent inmates as being “very crucial” to them, while both the prose and document enrichment writing interests were rated as being “crucial”. The adolescent inmates envisaged enriching their literacy through writing activities that are more quantitatively inclined than for prose and document-related ones.

4. There was a significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion. In other words, adolescent inmates significantly differed in their functional literacy needs based on their religious affiliations. Thus, the adolescent inmates of other beliefs than Islam and Christianity significantly differed in their functional literacy needs compared to their Muslim and Christian counterparts, with the former claiming significantly higher needs than the latter.

5. There was no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on ethnicity.

6. There was no significant difference between the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria from literate and illiterate homes.

7. There was a significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on adolescent inmates’ parents’ socio-economic status. In other words, inmates significantly differed in their functional literacy needs based on their parents’ socio-economic status. Thus, the adolescent inmates from high and middle socio-economic status homes significantly differed in their functional literacy needs compared to their counterparts from low socio-economic status homes, with the former claiming significantly higher needs than the latter.

8. There was no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on training.

9. There was a significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on religion. In other words, it could be deduced that adolescent inmates significantly differed in their enrichment reading interests based on their religious affiliations. Thus, the adolescent inmates of other beliefs than Islam and Christianity significantly differed in their enrichment reading interests compared to their Muslim and Christian counterparts, with the traditionalists claiming significantly higher enrichment reading interests than their Muslim and Christian counterparts.

10. There was a significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity. The result tends to indicate that inmates significantly differed in their enrichment reading interests based on their ethnic background. Thus, the Hausa adolescent inmates significantly differed in what they considered as their choice of enrichment reading interests compared to their Yoruba, Igbo and other minority ethnic group counterparts, with the Hausa group claiming significantly higher enrichment reading interests than their other ethnic counterparts.

11. There was no significant difference in the enrichment reading interests of adolescent inmates from literate and illiterate homes.

12. There was a significant difference in the enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status. The result indicated that inmates significantly differed in their enrichment reading interests based on their parents' socio-economic status. Thus, the adolescent inmates from high and middle socio-economic status homes significantly differed in what they considered as their

choice of enrichment reading interests compared to their counterparts from low socio-economic status homes with the former group claiming higher enrichment reading interests than the latter.

13. There was a significant difference in the enrichment reading interests of adolescent inmates in vocational and academic training sections. The difference was in favour of the adolescent inmates in the vocational training section with a significantly higher mean score, claiming higher enrichment reading interests than the adolescent inmates in the academic training section. This implied that adolescent inmates in vocational training section viewed the enrichment reading interests differently from their counterparts in the academic training section.

14. A significant difference existed in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion. In other words, adolescent inmates significantly differed in their enrichment writing interests based on their religious affiliations. Thus, the adolescent inmates of other beliefs than Islam and Christianity significantly differed in what they considered as their choice of enrichment writing interests compared to their Muslim and Christian counterparts, with the traditionalists claiming significantly higher interests than their Christian and Muslim counterparts.

15. There was a significant difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity. The result indicated that inmates significantly differed in what they considered as their choice of enrichment writing interests based on their ethnic background. Thus, the Hausa adolescent inmates significantly differed in what they considered as their choice of enrichment writing

interests compared to their Igbo, Yoruba and other ethnic group counterparts, with the Hausa group claiming significantly higher interests than the other ethnic groups.

16. There was no significant difference in the enrichment writing interests of adolescent inmates from literate and illiterate homes.

17. There was a significant difference in the enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status. The result indicated that inmates significantly differed in their enrichment writing interests based on their parents' socio-economic status. Thus, the adolescent inmates from high and middle socio-economic status homes significantly differed in what they considered as their choice of enrichment writing interests compared to their counterparts from low socio-economic status homes, with the former group claiming significantly higher enrichment writing interests than the latter.

18. There was a significant difference in the enrichment writing interests of adolescent inmates in vocational and academic training sections. The difference was in favour of the adolescent inmates in the vocational training section with a higher mean score, claiming higher enrichment writing interests than the adolescent inmates in the academic training section. The implication of this is that adolescent inmates in vocational training section viewed the enrichment writing interests differently from their counterparts in the academic training section.

19. Majority of the inmates declared that "learning good study habits from those close to them (fellow inmates in this case)" will definitely take them away from nefarious activities; over two-third of the respondents posited that God is aware of their predicament; almost all of them answered in the affirmative that their day-to-day interactions with fellow inmates as well as Borstal officials are central to their "moving

closer to their Creator”; more than half of them considered “keeping fit and healthy” and “knowing how to dissipate excess energy” as essential to their rehabilitation process; two of them advised that the Institutions should work towards erecting befitting gymnasias; 69/100 agreed that having a sound knowledge of record keeping is highly essential to their re-integration back into the mainstream.

20. The theoretical framework of the study served as the foundation for what needs to be known before developing (an) intervention programme(s) as proposed in the conceptual framework. Moving from this ideal paradigm as contained in the conceptual framework through the implementable paradigm as presented in the instrument, to the executable paradigm as interpreted from the data, the following is a list of kernel of truth which serve as benchmark indicators for adolescent literacy behind bars:

A. As regards their functional literacy needs, the adolescent inmates of Borstal homes in Nigeria identified the following themes based on their order of importance to them:

- i. Learning good study habits from fellow inmates;
- ii. Becoming professionals (e.g. teachers, medical doctors, accountants);
- iii. Moving closer to one’s Creator (through seeing every daily action, inaction, attitude, sayings etc. of one as an act of worship);
- iv. Proclaiming God’s favour in one’s live (through extending helping hands to kith and kin who need them);
- v. Pursuing a postgraduate degree (such as the PDGE, Masters, PhD etc.);
- vi. Keeping proper records of one’s work;
- vii. Illuminating one’s soul through engaging in remembrance of the Creator or praise worship;

- viii. The protection of one's rights;
- ix. Having decent sources of livelihood;
- x. The ability to improve the quality of one's work;
- xi. Keeping fit and healthy;
- xii. Relating well with one's family (both nuclear and extended) and friends;
- xiii. Promoting the environment by educating others on the importance of good health;
- xiv. Displaying the spirit of sportsmanship to fellow sportspersons;
- xv. Protecting the environment by cleaning it from time to time.

B. As regards their enrichment reading interests, the adolescent inmates of Borstal homes in Nigeria identified the following themes based on their order of importance to them:

- i. Religious materials (Qur'an, Bible and others);
- ii. True-life stories (historical/biographical);
- iii. Cheque leaflets of banks;
- iv. Materials determining the amount of profit on a transaction;
- v. Textbooks;
- vi. Job advertisements;
- vii. Atlases containing road maps, etc.

C. As regards their enrichment writing interests, the adolescent inmates of Borstal homes in Nigeria identified the following themes based on their order of importance to them:

- i. Religious materials (Qur'an, Bible and others);
- ii. True-life stories (historical/biographical);

- iii. Fill a cheque leaflet in the bank;
- iv. Materials determining the amount of profit on a transaction;
- v. Complete an order form to purchase goods and services;
- vi. Write application letters;
- vii. Compute arithmetic tips.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This study focused on the functional literacy needs and the enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria. The results and findings obtained in Chapter Four were discussed in this chapter. A total of five hundred and twenty-five (525) were actually involved in the study. However, only a total number of four hundred and ninety-eight (498) copies of the questionnaire were adequately filled and returned. The purposive sampling technique was used not only for the selection of the sample but also for the locale of the study. The variables of religion, home background, ethnicity and training were taken into consideration. Fifteen research questions as well as twelve research hypotheses were generated and tested at 0.05 alpha level. The percentages, mean, standard deviation, the t-test and the One-way Analysis of Variance (ANOVA) were employed to analyse the data gathered. Thereafter, conclusions were drawn based on the findings of the study while recommendations and suggestions were articulated to encourage further studies.

Discussion of Findings

The functional literacy needs of the adolescent inmates of Borstal homes in Nigeria

The finding revealed that both the cultural and economic needs were rated by the adolescent inmates of the Borstal Homes in Nigeria as being “very crucial” just as the civic and social needs were rated as being “crucial” to them. This showed that the inmates considered cultural literacy needs such as “learning good study habits from fellow inmates”, “becoming professionals (e.g. teachers, medical doctors, accountants)”, “moving closer to their Creator (through seeing every daily action, inaction, attitude, sayings etc. of theirs as acts of worship)”, “proclaiming God’s favour in their lives (through extending

helping hands to kith and kin who need them)”, “pursuing a postgraduate degree (such as the PDGE, Masters, PhD etc.)” among others as the most essential literacy needs that could help them reach beyond ordinary success to achieve extraordinary effectiveness, spectacular results, and positively deviant performance. According to Cameron (2008), this performance is one that dramatically exceeds the norm and reaches extraordinary levels of excellence in a positive direction.

The inmates also considered the economic literacy needs such as the ability to “keep proper records of their work”, “having decent sources of livelihood”, and “the ability to improve the quality of their work” as next in rank to cultural functions. Moreover, both the civic and social needs tied third. The outcome revealed that inmates considered civic needs such as ensuring “the protection of their rights”, “promoting the environment by educating others on the importance of good health”, “protecting the environment by keeping it clean from time to time”, “discharging one’s civic responsibilities by voting” and “by seeking votes from others” next in rank to their economic needs.

Furthermore, the finding also showed that inmates considered the social needs of “relating with family (both nuclear and extended) and friends”, “keeping fit and healthy”, “displaying the spirit of sportsmanship to fellow sportspersons”, “cooperating with community members”, “relating well with neighbours” and “knowing how to dissipate excess energy” as being next in rank also to their economic needs. This implied that the inmates valued literacy more for satisfying cultural and economic needs than for purely civic and social ones.

In a similar vein, the outcome established that fifteen (15) out of the twenty (20) items that addressed the functional literacy needs of the adolescent inmates of the Borstal

homes in Nigeria were ranked by the inmates as being “very crucial”, while only five (5) items were considered as being “crucial” to their stay in the facility and thereafter. For instance, items 1, 2, 4, 6, 3, 13, 5, 16, 14, 15, 10, 7, 20, 12, and 19 ranked from 1st to 15th, respectively. From the foregoing, it is evident that all the six items on cultural functions of literacy, all the three items on economic functions, three out of the five items on civic functions and three out of the six items on social functions were considered by the respondents to be “very crucial” and of “high essence” to them during their stay in the institutions.

Further still, under the cultural functional literacy needs, 389(78.1%) out of the four hundred and ninety-eight (498) respondents agreed that item one (1) “learning good study habits from fellow inmates” was very crucial to their re-integration back into the mainstream, 94(18.9%) maintained that it was just crucial, while 15(3%) asserted that it was not crucial to their resocialisation process. This indicated that item one (1) “learning good study habits from fellow inmates” should not only be given a pride of place in the literacy content of all content-area subjects but also in the co-curricular activities of the institutions. The outcome of the qualitative data (the interview schedule) further strengthened this finding. Out of the one hundred (100) inmates that participated in the interview, eighty per cent (80%) of them declared that “learning good study habits from those close to them (fellow inmates in this case)” will definitely take them away from nefarious activities such as smoking, substance abuse, gangsterism, fraud, truancy, and all other forms of criminal acts.

When inmates were asked to mention some of the study habits they believed could be beneficial to them, they listed things such as “doing homework and other school assignments as quickly as possible and as diligently as possible”, “having proper time

allocation for reading and writing activities that have to do with school work”, “being equipped with good note taking ability”, “having excellent concentration during personal study periods”, and “having the courage to approach subject teachers to shed more lights on abstract or misconstrued concepts” – all of which they believed were lacking in them before they ended up in the Borstal homes. They, therefore, believed that the best way to acquire the skill is simply by being in the company of fellow inmates who seemed to have imbibed these skills prior to their incarceration.

Since there is no single prescribed way for all students to study, a diagnostic therapy can be adopted to avoid a repeat performance of failure (Uduebholo, 2007). He stressed that a student study habit inventory can be used to identify and correct faulty areas in study habits or strategies. According to Grohol (2008), the key to effective studying is not cramming or studying longer, but rather studying smarter. Grohol suggested that good study habits such as being organised, having good listening skills in class, keeping lesson notes up to date, reading content area textbooks and studying hard every day are some of the strategies students can follow not just only to pass examinations but to actually learn new and interesting things. Conversely, Grohol mentioned that bad study habits include skipping classes, not doing homework at all or on time, watching movies that have no relationship with one’s study and playing non-educative video games instead of studying.

Further still under the cultural functional literacy function, 374(75.1%) out of the four hundred and ninety-eight (498) respondents agreed that item two (2) “becoming professionals (e.g. teachers, medical doctors, accountants)” was very crucial to their re-integration, 103(20.7%) maintained that it was just crucial, while 21(4.2%) asserted that it was not crucial to their re-socialisation process back into the mainstream. This indicated that virtually all the inmates have aspirations of becoming professionals after their release

from the facility. The outcome of the qualitative data (the interview schedule) revealed that seventeen (17) of them nursed the aspiration of becoming medical doctors, five (5) hoped to further their education beyond the secondary level and become certified engineers, fifty-three (53) looked forward to being bankers or accountants, four (4) wished to be nurses, nine (9) barristers-in-law, one (1) a teacher, and the remaining eleven (11) wanted to be the best in their chosen fields of endeavours.

The inmates said that their aspiration in becoming professionals would rekindle their ability to use printed and written information which could assist them in not only functioning in the society but also in achieving their goals and developing their knowledge and potentials. That they nursed such ambitions was no surprise at all. The high number of the adolescent inmates from literate homes (close to 80%) is part of a variable that must have contributed to this outcome. It was in this regard Lawal (1999) posited that the child whose early experience at home is of the right type starts life at a distinct advantage. Such a child is equipped with the ability to transform feelings, thoughts, experiences, expectations and ideas into written words. Thus, they are not in danger of losing touch with the sense of intellectual curiosity, the joy of inquiry, and the inestimable satisfaction of acquiring wisdom that are the touchstones of humanity. This, perhaps, was also the reason why over seventy per cent (70%) of the adolescent inmates hoped to pursue a postgraduate degree (PGDE, Masters, Ph.D.) after their release from the correctional facilities.

Moreover, still under the cultural functional literacy needs, 369(74.1%) out of the four hundred and ninety-eight (498) respondents agreed that item four (4) “moving closer to their Creator (through seeing every daily action, inaction, attitude, sayings etc. of theirs as acts of worship)” was very crucial to their re-integration back into the mainstream. A

crosstab analysis revealed that out of the 369(74.1%) respondents that considered this item to be very essential, 184 were Christians, 159 were Muslims, while the remaining 26 were inmates of other beliefs other Christianity and Islam. It is important to note that out of the total number of 34 inmates of other beliefs, 26(76.5%) of them expressed the opinion that “moving closer to their Creator” is core to their rehabilitation back into the mainstream. This is an indication that majority of the inmates acknowledged the existence of a Supreme Being irrespective of religious affiliations.

Similarly, 355(71.3%) and 348(69.9%) considered item six (6) “proclaiming God’s favour in their lives (through extending helping hands to kith and kin who need them)” and item five (5) “lighting up their souls (through constant meditation of the nature of the Supreme Being)” as being very crucial to them during their incarceration and even thereafter, respectively. A crosstab analysis revealed that 72(68.6%) out of the 105 inmates from low status socioeconomic background agreed that extending helping hands to kith and kin who need them is a perfect way of proclaiming God’s favour in their lives. Also agreeing in a similar vein are 219(71.8%)/305 and 64(72.7%)/88 inmates from middle and high status socioeconomic background, respectively. This finding indicate that socioeconomic background is not a variable to consider when designing the functional literacy needs of the inmates with over 50% of inmates in each category considering item 6 to be very essential to their re-integration back into the mainstream,

Giving credence to this assertion is the interview schedule outcome. 77/100 of the respondents posited that God is aware of their predicament and He is perhaps the only Being who could get them out of it, unconditionally. When asked if they considered their interactions with other people (inmates and Borstal officials) around them as acts that could move them closer to their Creator, 97/100 answered in the affirmative that their day-

to-day interactions with fellow inmates as well as Borstal officials are central to their “moving closer to their Creator”.

The implication of this to adolescent literacy behind bars is that having a forum where counsellors, psychologists, psychiatrists, social workers as well as spiritual leaders could meet with the inmates is very fundamental. These stakeholders must be made to work harmoniously together as a team towards the same goal of ensuring a smooth transition from the Borstal homes back into the mainstream. This is because the characteristics of the individual (biological, cognitive, and emotional factors), family factors (family communication and parental monitoring), extra-familial influences (neighbourhood quality, school characteristics, and peer-group behaviours), and macro-level influences (media and cultural values) are strong contending socialising forces (Rostosky, Wilcox, Wright and Randall, 2004) that need to be harmonised if the inmates must be fully re-integrated. Thus, the idea of merely depending on prayers without discussing the virtues of good relationship with people around the inmates could be tantamount to a waste of time. Also even more ridiculous is the making of spiritual leaders to solely play the roles of counsellors, psychologists, psychiatrists, and social workers. Zalanga (2017) averred that the existence of a religion which can salvage the nation, Nigeria, from her social problems has no empirical backing. This was why Abdulsalam (2002) maintained that in order for Nigeria to rebuild her social structure progressively, what she requires is the joint effort by the adherents of the three major religions (Christianity, Islam, and Traditional). In this situation, these adherents should utilise the professional counsellors, psychologists, psychiatrists, and social workers in their midst to implement an efficient functional literacy which would

be hinged on the purpose for which man is created – to live in communion with God and His creation so as to have other worldly happiness and rest with Him.

Under the social functional literacy needs, 334(67.1%) and 255(51.2%), out of the four hundred and ninety-eight (498) respondents agreed that items ten (10) “keeping fit and healthy” and eleven (11) “knowing how to dissipate excess energy” were very crucial to their resocialisation process, respectively. Conversely, 36(7.2%) and 57(11.4%) of the respondents agreed that items ten (10) and eleven (11) were not crucial to their re-integration back into the mainstream. A crosstab analysis revealed that out of the 334(67.1%) respondents that considered item ten (10) to be very crucial, 163 were Christians, 142 were Muslims, while the remaining 29 were inmates of other beliefs other than Christianity and Islam. This outcome gave credence to the fact that “keeping fit and healthy” is no respecter of an individual’s religious affiliations. In a similar vein, out of the 255(51.2%) respondents that considered item eleven (11) to be very crucial, 126 were Christians, 104 were Muslims, while the remaining 25 were inmates of other beliefs other than Christianity and Islam. This finding indicated that majority of the inmates were of the view that “knowing how to dissipate excess energy” through acrobatics and gymnastic activities would go a long way in assisting them in refraining from nefarious activities such as truancy, gangsterism, substance abuse, fraud, smoking and all other forms of criminal acts. The implication of this to adolescent literacy behind bars is that having well-furnished gymnasias is a strong tool in the rehabilitation programme as well as in the re-integration of these adolescent inmates back into the mainstream.

The qualitative data (the interview schedule) further strengthened this finding. Out of the one hundred (100) inmates that participated in the interview, 72% and 59% of them considered “keeping fit and healthy” and “knowing how to dissipate excess energy” as

essential to their rehabilitation process, respectively. They declared that having the opportunity to have a field where early morning joggings could be done on regular bases is very essential to their resocialisation process. They also suggested that inter-house sports competitions should be organised for them at least once a year. They asserted that sporting activities do not only have a strong socialising force but also promotes respect for other sportspersons. Two of them advised that the Institutions should work towards erecting befitting gymnasias which will be well-furnished and fully-equipped to accommodate at least twenty (20) students at once aside from the instructors and some other officials.

Similarly, 323(64.9%), 254(51%), and 254(51%) considered item (7) “relating with family (both nuclear and extended) and friends”, item eight (8) “relating well with neighbours”, and item nine (9) “cooperating with community members” as being very crucial to them during their incarceration and even thereafter, respectively. As depression is about ten times more common now among teenagers (with first onset below age fifteen) than it was fifty years ago (Seligman, 2005), inculcating the social functional literacy needs of “relating with family (both nuclear and extended) and friends”, “relating well with neighbours”, and “cooperating with community members” are very essential to their resocialisation process.

On item 13 “keeping proper records of their work (vocational or white-collar)”, inmates were asked whether they would need instructions on proper record. 69/100 agreed that having a sound knowledge of record keeping is highly essential to their re-integration back into the mainstream. Three among them particularly had these to say: “keeping proper records will help me know what I spend”; “it will rather make me stay within my spending plan”; “I believe it will make me more responsible”. They added that the lack of

proper record keeping is a signal of entrepreneurial failure. Some of them even remarked that although it is very vital for them to “have decent sources of livelihood” (item 14), improper record keeping could lead to infuriating frustration. This is because one will always have nothing to show as profit at the end of the day. If care is not taken, 5/100 exclaimed, one may end up engaging in unlawful means of livelihood and other nefarious activities such as smoking, substance abuse, gangsterism, fraud, truancy, and all other forms of criminal acts. Consequently, their hopes of a fulfilling life after having been freed from correctional facilities would be dashed.

The implication of these findings to adolescent literacy behind bars is that inmates would tend to read and write more meaningful things they believe will make them more responsible to themselves and those around them. In keeping proper records of their work (vocational or white-collar), inmates would have the singular opportunity of possessing the expertise demanded by employers of today – the expertise which rests on the threshold of the basic literacy skills of reading and writing. Onukaogu (2002) and Olajide (2010b) could not have agreed less when they submitted that the one way we can win the war against poverty is to become a nation of readers – for reading is fundamental to national development. Ekpo, Udosen, Afangideh, Ekukinam and Ikorok (n.d.) asserted that a good reader will automatically become a good writer on account of the enormous, gargantuan experiences gained on information of words, phrases, sentences as well as expression of ideas. This assertion is however negated by Graham and Perin (2007) who averred that although reading and writing are complementary skills whose development runs a roughly parallel course, they do not necessarily go hand in hand. They maintained that it is a mere assumption that adolescents who are proficient readers must be proficient writers, too. To

this end, both the reading and writing skills must be purposively taught as standalone skills to the adolescent inmates of Borstal homes in an integrative manner.

From the forgoing, it is evident that all the functional literacy needs rated as either being “very crucial” or “crucial” by the inmates of Borstal homes in Nigeria are what seemed to have become an entrenchment of developed nations’ daily practices as it can hardly be considered as an activity separate from any of them (Ballard, 2013). These daily practices revolve around what Lawal (2014c) considered as the four (4) P’s of people (values/culture), policy (social development), prosperity (economic development), and planet (ecological balance and sustainability). However, the finding of this study is not in perfect tandem with the hierarchical arrangement of Lawal’s (2014) 4P’s of people (cultural literacy functions with a total mean score of 2.69), policy (social literacy functions, 2.49), prosperity (economic literacy functions, 2.64), and planet (civic literacy functions, 2.49). In other words, the respondents perceived both the cultural literacy functions and the economic literacy functions to be “very crucial” to what Salinger (2010) considered vital towards overcoming future unemployment and welfare dependence as well as a host of other challenges which inmates with low literacy level may be confronted with when freed from correctional facilities. Salinger stressed further that if a person does not possess the expertise demanded by employers of today, why should s/he expect to be hired for a good job?

The enrichment reading interests of the adolescent inmates of Borstal homes in Nigeria

The outcome revealed that the quantitative enrichment reading interests was rated by the adolescent inmates as being “very crucial” to them, while both the prose and

document enrichment reading interests were rated as being “crucial”. This showed that the inmates considered quantitative enrichment reading interests such as being able to read “cheque leaflets of banks”, study “materials determining the amount of profit on a transaction”, figure out “mathematical information”, make sense of “an order form to purchase goods and services” and being able to interpret “receipts of purchase” as their most essential enrichment reading interests that could make them win the war against poverty, disease, squalor and ignorance during their stay in the facility and thereafter.

It was revealed through the finding of the study that the inmates considered the prose enrichment reading interests such as reading “religious materials (such as the Bible, the Glorious Qur’an, and other religious leaflets and books)”, “true-life stories (such as historical or biographical books)”, “textbooks”, “African and non-African poetry”, “sports stories”, “adventure stories” among others as being next in rank also to their quantitative enrichment reading interests. Furthermore, the outcome revealed that inmates considered the ability to read and interpret document enrichment reading interests such as “job advertisements”, “atlases containing road maps to places of interest and importance”, “food labels”, “drug prescription labels”, and “posters (for advertisement or campaign)” as being next in rank to their prose enrichment reading interests.

Further still, the outcome established that only seven (7) out of the twenty (20) items that addressed the enrichment reading interests of the adolescent inmates of the Borstal Homes in Nigeria were ranked by the inmates as being “very crucial”, while as many as thirteen (13) items were considered as being “crucial” to their stay in the facility and thereafter. For instance, items 1, 2, 16, 20, 7, 14, and 11 ranked from 1st to 7th, respectively. From the foregoing, it is evident that only three out of the ten items on prose

literacy domain, and two out of the five items on each of quantitative and document literacy domains were considered by the respondents to be very crucial and of high essence to them during their stay in the institutions. This would seem to suggest that the adolescent inmates envisaged enhancing their literacy skills through reading materials that are more quantitatively inclined than for prose and document-related ones.

In other words, Borstal inmates preferred quantitative reading skill such as having the ability to identify, perform and process mathematical and numeric information in diverse situations more than prose reading skill which equips an individual with the ability to read, search, understand and use information from continuous texts (such as news stories, editorials, brochures and instruction manuals). In a similar vein, Borstal inmates preferred the quantitative reading skill more than the document reading skill – the capability of a person to read, search, understand and use information from discontinuous texts (such as charts, maps, tables, job applications, transportation schedules, drug or food labels, payroll forms and timetables).

On the whole, Borstal inmates only considered thirty-five (35) per cent of the enrichment reading interests “very crucial” to their stay in the facility and thereafter. This could be because of the poor reading culture that is prevalent among adolescents in mainstream secondary schools. This showed that even the adolescent inmates in Borstal institutions are not an exemption. This outcome is in line with Marshal’s (2013) assertion that two-thirds of American students who could not read proficiently by the end of the fourth (4th) Grade will end up in jail or on welfare. He stressed further that these students are therefore at risk of not reaching their fullest potentials. Salinger’s (2010) report also gave credence to this outcome that only about fifteen (15) per cent of the incarcerated

adolescent inmates who return to mainstream school actually graduated from high school. The Employers and Manufacturers Association (EMA) of New Zealand attributed this problem to inadequate literacy instruction in schools. They observed that the literacy problem is rooted in the school system which undercooked students that passed through without attaining the proper literacy skills that will make them capable of functioning in the manufacturing sector, efficiently. Agreeing with this observation, Adesina (2011) averred that reading instruction in secondary schools has been poorly handled by teachers as some language teachers often take the reading ability of their students for granted.

Moreover, Agbaje (2004) posited that the unfavourable economic environment in Nigeria has led to a steady decline in the reading culture in Nigeria which invariably has a negative effect on the quality of education in Nigeria. He added that the decline in the reading culture in Nigeria could be traced to poor economy and abject poverty faced by the average Nigerian since the early 1980's. This seemed to have greatly affected the book industry. Indigenous publishing houses collapsed and many foreign publishers closed up and left Nigeria. Consequently, books became scarce. Schools and community libraries folded up due to unavailability of books. Reading materials were rather too expensive to be imported. Even a good library which is an essential non-human resource vital to qualitative education is also lacking in Nigeria (Lawal, 2006).

The outcome of the qualitative data (the interview schedule) further strengthened this finding. 79/100 of the inmates that participated in the interview declared that "reading religious materials (such as the Bible, the Glorious Qur'an, and other religious leaflets and books)" was very crucial to their re-integration back into the mainstream. When asked of what importance is the reading of religious materials to their rehabilitation, some of them

replied thus: “The reading of such texts will make me more conscious of my Creator; I am sure that if I had been reading the Bible and things related to knowing God, I cannot have ended up here (referring to the Borstal home)”; “At my age, I have had several experiences of escapades. I am now a new person though. I believe that reading and reflecting over the verses of the glorious Quran will make me eventually live my life to its fullest”; “Although I am neither a Muslim nor a Christian, I also believe in God. And the only way I can attain a high level of spirituality is to read religious leaflets and books”; “Although I am a free thinker, I do gain insights into the religious beliefs of other faiths through reading their materials”.

This outcome seemed to strengthen those recorded under the cultural functional literacy needs. For instance, as 369(74.1%) of the respondents agreed that item four (4) “moving closer to their Creator (through seeing every daily action, inaction, attitude, sayings etc. of theirs as acts of worship)” was very crucial to their re-integration back into the mainstream, 355(71.3%) and 348(69.9%) considered item six (6) “proclaiming God’s favour in their lives (through extending helping hands to kith and kin who need them)” and item five (5) “lighting up their souls (through constant meditation of the nature of the Supreme Being)” as being very crucial to them during their incarceration and even thereafter, respectively.

A crosstab analysis revealed that out of the 392(78.7%) respondents that considered item one (1) to be very crucial, 197 were Christians, 162 were Muslims, while the remaining 33 were inmates of other beliefs other than Christianity and Islam. It is important to note that out of the total number of 34 inmates of other beliefs, 33(97.1%) of them expressed the opinion that “reading religious materials (such as the Bible, the

Glorious Qur'an, and other religious leaflets and books)" was very crucial to their resocialisation back into the mainstream.

The enrichment writing interests of the adolescent inmates of Borstal homes in Nigeria

The quantitative enrichment writing interests was rated by the adolescent inmates as being "very crucial" to them, while both the prose and document enrichment writing interests were rated as being "crucial". This showed that the inmates considered the quantitative enrichment writing interests such as being able to "fill a cheque leaflet in the bank", "calculate the amount of profit on a given transaction", "complete an order form to purchase goods and services", "compute arithmetic tips", and "write receipts of purchase" as their most essential enrichment writing interests.

The finding indicated that the inmates considered the prose enrichment writing interests such as writing "materials that have religious inclinations (such as the Bible, the Glorious Qur'an, and other religious write-ups and books)", "true-life stories (such as historical or biographical books)", "sports stories" among several others as being next in rank also to their quantitative enrichment writing interests. Furthermore, the outcome also revealed that inmates considered the ability to write document-related activities such as "writing application letters", "drawing maps", "writing food labels", "designing posters (for advertisement or campaign)" and "writing drug prescription labels" as being next in rank to their prose enrichment writing interests.

Further still, the outcome revealed that only seven (7) out of the twenty (20) items that addressed the enrichment writing interests of the adolescent inmates of the Borstal Homes in Nigeria were ranked by the inmates as being "very crucial", while as many as

thirteen (13) items were considered as being “crucial” to their stay in the facility and thereafter. For instance, items 1, 2, 16, 20, 19, 18, and 14, ranked from 1st to 7th, respectively. From the foregoing, it is evident that only two of the ten items on prose literacy, four out of the five items on quantitative literacy, and just one out of the five items on document literacy needs were considered by the respondents to be “very crucial” and of high essence to them during their stay in the institutions. This would seem to suggest that the adolescent inmates envisaged enriching their literacy through writing activities that are more quantitatively inclined than for prose and document-related ones.

In other words, Borstal inmates preferred quantitative writing skill such as having the ability to author, perform and process mathematical and numeric information in diverse situations more than prose writing skill which equips an individual with the ability to write, search, understand and use information from continuous texts (such as news stories, editorials, brochures and instruction manuals). In a similar vein, Borstal inmates preferred the quantitative writing skill more than the document writing skill – the capability of a person to write, search, understand and author information in discontinuous texts (such as charts, maps, tables, job applications, transportation schedules, drug or food labels, payroll forms and timetables).

On the whole, Borstal inmates only considered thirty-five (35) per cent of the enrichment writing interests “very crucial” to their stay in the facility and thereafter. Even more shocking is the fact that the prose writing skill which is usually the focus in classroom interactions ranked below the quantitative writing skill. This implied that Borstal inmates wished to be better prepared for an entrepreneurial lifestyle within the facility than just for examination or bookish reasons. As pointed out by Vacca (2004), one

of the reasons prison inmates may be motivated to participate in education and vocational programmes may be a realisation that they do not have skills that will lead to employment upon their release from prison.

The functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion

There was a significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on religion. In other words, adolescent inmates significantly differed in their functional literacy needs based on their religious affiliations. Thus, the adolescent inmates of other beliefs than Islam and Christianity significantly differed in their functional literacy needs compared to their Muslim and Christian counterparts, with the former claiming significantly higher needs than the latter.

Under the social functional literacy needs, 334(67.1%) and 255(51.2%), out of the four hundred and ninety-eight (498) respondents agreed that items ten (10) “keeping fit and healthy” and eleven (11) “knowing how to dissipate excess energy” were very crucial to their resocialisation process, respectively. Conversely, 36(7.2%) and 57(11.4%) of the respondents agreed that items ten (10) and eleven (11) were not crucial to their re-integration back into the mainstream. A crosstab analysis revealed that out of the 334(67.1%) respondents that considered item ten (10) to be very crucial, 163 were Christians, 142 were Muslims, while the remaining 29 were inmates of other beliefs other than Christianity and Islam. This outcome gave credence to the fact that “keeping fit and healthy” is no respecter of an individual’s religious affiliations. In a similar vein, out of the 255(51.2%) respondents that considered item eleven (11) to be very crucial, 126 were Christians, 104 were Muslims, while the remaining 25 were inmates of other beliefs other than Christianity and Islam. This finding indicate that majority of the inmates are of the

view that “knowing how to dissipate excess energy” through acrobatics and gymnastic activities would go a long way in assisting them in refraining from nefarious activities such as truancy, gangsterism, substance abuse, fraud, smoking and all other forms of criminal acts. The implication of this to adolescent literacy behind bars is that having well-furnished gymnasias is a strong tool in the rehabilitation programme as well as in the re-integration of these adolescent inmates back into the mainstream.

The finding revealed that as both the Christian and Muslim inmates claim that all the six items on cultural functions of literacy, all the three items on economic functions, three out of the five items on civic functions and three out of the six items on social functions were very crucial and of high essence to them during their stay in the institutions, the adolescent inmates of other beliefs seemed to even claim a significantly higher needs than them. This might not be unconnected with the fact that religious literacy has been proposed to be an aspect of public education which should improve social cohesion at any or all of the following levels of the socialising framework of individual (religious beliefs), familial (parental religious values and practices), extra-familial (peer support for religious beliefs), and macro-level (sociocultural support or intolerance for religious views) (Rostosky, Wilcox, Wright and Randall, 2004; Stephen, 2007).

The outcome of this study negated the assertion of Zalanga (2017) that there is no religion that can salvage Nigeria from her social problem as it is evident that public morality has deteriorated instead of it being elevated, in the past fifty (50) years. In Abdulsalam’s (2002) view, a nation such as Nigeria only requires a joint effort by the adherents of the three major religions (Christianity, Islam, and Traditional) in order to rebuild its social structure progressively through functional literacy hinged on the purpose

for which man is created – to live in communion with God and His creation so as to have other worldly happiness and rest with Him.

The functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on ethnicity

There was no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on ethnicity. This outcome indicated that a relatively similar positive opinion was expressed by the Hausa, Igbo, and Yoruba adolescent inmates as well as inmates of other minority ethnic backgrounds as regards their functional literacy needs. Probably, this finding made room for a speculation that the high number of adolescent inmates from literate homes (395 out of 498 i.e. 79%) is part of a variable contributing to this outcome. This is because good education of parents should influence their willingness to raise good citizens for the society. It was to this end the home was described as the incubator of the society (Obasanjo, 2015).

Further still, that the Hausa adolescent inmates seemed to express a higher functional literacy need than any of the other ethnic groups appears to strengthen the speculation. It is a known fact that the rate of illiteracy is very high in Northern Nigeria. For instance, the literacy rates of 74, 73 and 72 per cent were recorded for parent/guardians in the South-South, South-East and South-West, respectively (Nigeria Demographic and Health Survey Eddata Surrey, 2004); conversely, for parent/guardians in the North-West, North-East and North-Central, 39, 43.6 and 59.5 per cent were recorded, respectively. The Nigeria Demographic and Health Survey Eddata Surrey (2004) observed that the North has suffered a low literacy level across regions. It was thus a welcome development then that the Hausa adolescent inmates expressed a higher functional literacy

needs than the other groups. This could, probably, be because close to eighty per cent (80%) of them were from literate homes.

Seventy-five per cent (75%) of the items that addressed the functional literacy needs of the adolescent inmates of the Borstal Homes in Nigeria were ranked by the inmates, most especially those from the Hausa-Fulani background, as being “very crucial”, while only twenty-five (25%) of the items were considered as being “crucial” to their stay in the facility and thereafter. This outcome indicated that all the items were considered “crucial”, only that some items were “more crucial” than others.

In other words, these inmates were of the opinion that those fifteen (15) items were “very crucial” to their overcoming future unemployment and welfare dependence as well as a host of other challenges which inmates with a low literacy level may be confronted with when freed from correctional facilities. In this regard, Salinger (2010) averred that a person who does not possess the expertise demanded by employers of today should least expect to be hired for a good job. Moreover, the realisation of this by majority of the parents/guardians of the adolescent inmates must have dictated their sending their wards to the Borstal homes as well since majority of the inmates in the institutions are mostly turned in by their parents/guardians. This is as observed by the researcher during his visits to one of the Borstal homes in the country.

The functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on parents’ educational background

There was no significant difference between the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria from literate and illiterate homes. The outcome of this study negated the assertion of Ogah (2009) that, where parents are literate, there are great tendencies that they will not mind going to any extent to ensure that their

offspring acquire literacy skills early in life. The outcome of this study affirmed that even the illiterate homes, which, according to Ogah (2009), are famous for stifling children's curiosity and suppressing proper language development, appeared to be going the extra miles now in ensuring that their offspring too acquire literacy skills early in life.

Similarly, the outcome of this study also contradicted those of Alokun, Osakinle and Onijinyin (2013) and Aliyu and Mohd. Isa (2016). As Aliyu and Mohd. Isa's (2016) finding established a relationship between parents' educational background and students' academic performance, so also did the earlier outcome of Alokun, Osakinle and Onijinyin (2013) find a significant correlation between parental education and students' academic performance. They attributed this to the fact that students from literate homes are usually provided with good and relevant instructional resources that could stimulate their interests in school work. Although literate parents with many qualifications tend to be better enlightened in ways to provide needful assistance to their wards in every facet of their lives, this study has not confirmed it.

Thus, this finding made room for speculations. First, that the Borstal home inmates are not like any other students in the mainstream because they are in restricted facilities which probably made one see the other as a comrade. In this regard, the institution seems to make adolescent inmates from literate homes view the functional literacy needs relatively similar to those of their counterparts from illiterate homes via the encouragement of a personal relationship between the Borstal Staff and the inmates through which the inmates are given progressive trust demanding personal decision, responsibility and self-control (Ogundipe, 2011). This move had probably gone a long way in neutralising the family status image the inmates brought into the institution. Besides, it must be noted that this assertion has no empirical backing yet.

Second, this study was an indirect measure of the functional literacy needs of adolescent inmates of Borstal homes as it relied on self-report and some other subjective evaluations. In other words, it was not a direct measure of parents' educational background and students' academic performance like the studies of Alokun, Osakinle and Onijinyin (2013) and Aliyu and Mohd. Isa (2016). This might be suggesting that a similar outcome would have been obtained that literate parents with many qualifications tend to be better enlightened in ways to provide needful assistance to their wards in every facet of their lives. It is however noteworthy that a parent with a low literacy level may not wish his/her child(ren) to suffer a similar fate. This might have dictated the outcome of this study where a relatively similar positive opinion was expressed by the adolescent inmates from literate homes and their counterparts from illiterate homes.

The functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status

There was a significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on adolescent inmates' parents' socio-economic status. In other words, inmates significantly differed in their functional literacy needs based on their parents' socio-economic status. Thus, the adolescent inmates from high and middle socio-economic status homes significantly differed in their functional literacy needs compared to their counterparts from low socio-economic status homes, with the former claiming significantly higher needs than the latter.

This finding is in line with the statement of the Alliance for Excellent Education (AEE, 2002) that students living in families with incomes below the poverty level have an increased likelihood of low literacy. Also, Bliss (2004) viewed that many students from

low income homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in schools.

Furthermore, the outcome of Aliyu and Mohd. Isa's (2016) study which revealed that there is a positive relationship between parents' socioeconomic status and students' academic performance is a validation of the finding of the present study. They stressed that high-income parents do not only provide for their children's basic needs (such as food, shelter and clothing) but also throw their financial weight to empower them (their children) academically. This, also, is in agreement with the findings of Checchi (2000) and Eze (2002). For instance, while Eze (2002) found that students' academic performances are influenced when they get proper care, encouragement and well-being through parents' socioeconomic status, Checchi (2000) averred that children from low socioeconomic homes do suffer from low academic performance simply because they tend to have lower levels of literacy, numeracy, and comprehension as well as lower participation rates in classroom activities. Lawal (1999) averred that children from such poor homes are often compelled to help towards their own upkeep by undertaking daily (after-school) and weekend jobs. He argued further that the socioeconomic status of the home is a crucial variable which can affect the child's social acceptance and educational development.

The functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on training

There was no significant difference in the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria based on training. This outcome indicated that a relatively similar positive opinion was expressed by both the academic and vocational inmates. Fifteen (15) out of the twenty (20) items that addressed the functional literacy needs of the adolescent inmates of the Borstal Homes in Nigeria were ranked by

the inmates, most especially those in the vocational training section, as being “very crucial”, while only five (5) items were considered as being “crucial” to their stay in the facility and thereafter. In other words, these inmates opined that seventy-five per cent (75%) of these items were “very crucial” to their overcoming future unemployment and welfare dependence as well as a host of other challenges which inmates with low literacy level may be confronted with when freed from correctional facilities.

Among these functions are: “learning good study habits from fellow inmates”, “becoming professionals (e.g. teachers, medical doctors, accountants)”, “moving closer to their Creator (through seeing every daily action, inaction, attitude, saying etc. of theirs as an act of worship)”, “proclaiming God’s favour in their lives (through extending helping hands to kith and kin who need them)”, “pursuing a postgraduate degree (such as the PDGE, Masters, PhD etc.)”, “keeping proper records of their work”, “having decent sources of livelihood”, “the ability to improve the quality of their work”, “the protection of their rights”, “promoting the environment by educating others on the importance of good health”, “protecting the environment by cleaning it from time to time”, “discharging one’s civic responsibilities by voting” and “by seeking votes from others”, “relating with family (both nuclear and extended) and friends”, “keeping fit and healthy”, “displaying the spirit of sportsmanship to fellow sportspersons”, “cooperating with community members”, “relating well with neighbours” and “knowing how to dissipate excess energy”.

The enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion

There was a significant difference in the enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria based on religion. In other words, it can be deduced that adolescent inmates significantly differed in their enrichment reading

and writing interests based on their religious affiliations. Thus, the adolescent inmates of other beliefs than Islam and Christianity significantly differed in their enrichment reading and writing interests compared to their Muslim and Christian counterparts, with the traditionalists claiming significantly higher enrichment reading and writing interests than their Muslim and Christian counterparts.

The finding of the enrichment reading interests revealed that as both the Christian and Muslim inmates claimed that only three out of the ten items on prose literacy domain, and two out of the five items on each of quantitative and document literacy domains were very crucial and of high essence to them during their stay in the institutions, the adolescent inmates of other beliefs seemed to even claim a significantly higher needs than them. Furthermore, the quantitative literacy domain was ranked as the “most essential” by the adolescent inmates of the Borstal Homes in Nigeria. This was followed by the prose literacy domain which ranked second. Nevertheless, document literacy domain ranked third. Moreover, as both the prose and document enrichment reading interests were rated by the inmates as being “crucial”, so also was the quantitative enrichment reading interests rated as being “very crucial”.

Further still, the outcome established that out of the twenty (20) items that addressed the enrichment reading interests of the adolescent inmates of the Borstal homes in Nigeria, only seven (7) were ranked by the inmates, most especially inmates of other beliefs, as being “very crucial” to their stay in the facility and thereafter. For instance, items 1, 2, 16, 20, 7, 14, and 11 ranked from 1st to 7th, respectively. These items were scattered under the three themes of the enrichment reading interests investigated. Among these are: reading “religious materials (such as the Bible, the Glorious Qur’an, and other

religious leaflets and books)", "true-life stories (such as historical or biographical books)", "cheque leaflets of banks", studying "materials determining the amount of profit on a transaction", "textbooks", "job advertisements", and "atlases containing road maps".

In a similar vein, the finding of the enrichment writing interests revealed that as both the Christian and Muslim inmates claim that only two of the ten items on prose literacy, four out of the five items on quantitative literacy, and just one out of the five items on document literacy needs were considered by the respondents to be "very crucial" and of high essence to them during their stay in the institutions, the adolescent inmates of other beliefs seemed to even claim a significantly higher needs than them. Furthermore, the quantitative literacy domain was ranked as the "most essential" by the adolescent inmates of the Borstal Homes in Nigeria. This was followed by the prose literacy domain which ranked second. Nevertheless, document literacy domain ranked third. Moreover, as both the prose and document enrichment writing interests were rated by the inmates as being "crucial", so also was the quantitative enrichment writing interests rated as being "very crucial".

Further still, the outcome established that only thirty-five per cent (35%) of the items that addressed the enrichment writing interests of the adolescent inmates of the Borstal homes in Nigeria were ranked by the inmates as being "very crucial", while as much as sixty-five per cent (65%) of the items were considered as being "crucial" to their stay in the facility and thereafter. This is an indication that all the items were considered "crucial". However, only thirty-five per cent (35%) were "more crucial" than the others. The "more crucial" items were scattered under the three themes of the enrichment reading interests investigated. Among these are: writing "materials that have religious inclinations

(such as the Bible, the Glorious Qur'an, and other religious write-ups and books)", "true-life stories (such as historical or biographical books)", being able to "fill a cheque leaflet in the bank", "calculate the amount of profit on a given transaction", "complete an order form to purchase goods and services", "compute arithmetic tips", and "write application letters".

This outcome is in partial agreement with the finding of Lawal (2000) where religious materials came second in the order of the importance of the nine (9) materials being assessed for the reading preference of the neo-literate adult participants in the FGN-EEC Middle-Belt programme in Nigeria. This would seem to suggest that the respondents envisaged enhancing their functional literacy skills through reading and writing "religious materials (such as the Bible, the Glorious Qur'an, and other religious leaflets and books)". This assertion could be ascribed to the natural tendency of man to tend to seek help from a supernatural being during trying periods.

The enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity

There was a significant difference in the enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria based on ethnicity. The result indicated that inmates significantly differed in their enrichment reading and writing interests based on their ethnic background. Thus, the Hausa adolescent inmates significantly differed in what they considered as their choice of enrichment reading and writing interests compared to their Yoruba, Igbo and other minority ethnic group counterparts, with the Hausa group claiming significantly higher enrichment reading and writing interests than their other ethnic counterparts.

This finding disagreed with Lawal's (2000) result which revealed that respondents' ethnic background had no significant influence on their reading preferences on general (news) materials. It is also not in consonance with Ajere's (2008) study which revealed that there was no significant difference in the lecturers' perception of fashion reform or skimpy dresses based on ethnic background. It however confirmed Lawal's (2000) finding that as regards the interest in reading religious materials, the Hausa and the Nupe respondents were significantly different from their Ebira and Yoruba counterparts.

Moreover, it is a known fact, according to the Nigeria Demographic and Health Survey Eddata Surrey (2004), that the North has suffered a low literacy level across regions over a long period of time, and that poverty is more of a northern phenomenon (Zakariah, 2008). That the Hausa adolescent inmates expressed a higher enrichment reading and writing interests than any of the other ethnic groups was thus a welcome development. This is however against the popular belief that the North is bedevilled with high dropout rates of school-age students because of the poor reading and writing culture that is prevalent among adolescents.

The enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria based on educational background

There was no significant difference in the enrichment reading and writing interests of adolescent inmates from literate and illiterate homes. This outcome indicated that a relatively similar positive opinion was expressed by adolescent inmates from literate and illiterate homes as regards their enrichment reading and writing interests. This finding made room for a speculation that the high number of adolescent inmates from literate homes (close to 80%) is part of a variable contributing to this outcome. Although, highly educated parents tend to provide needful assistance to their wards in every facet of their

lives, it is noteworthy that a lowly educated may not wish his/her child(ren) experience same. After all, the solution to the problem of juvenile delinquency is the primary responsibility of the family (Obasanjo, 2015). He stressed further that since the home is the incubator of the society, seeking solutions farther along the line may be palliative and temporarily restraining, but not a permanent cure as no nation has ever risen higher morally, intellectually and spiritually than the families of which that nation was constituted.

The outcome of this study is not in consonance with Aliyu and Mohd. Isa's (2016) finding which established a relationship between parents' educational background and students' academic performance. It also negated the assertion of Ogah (2009) that offspring of literate parents do acquire literacy skills early in life. A similar outcome that literate parents with high qualifications tend to be better enlightened in ways to provide needful assistance to their wards (Aliyu and Mohd. Isa, 2016) would have been obtained if this study had been a direct measure of parents' educational background and students' academic performance like the studies of Alokun, Osakinle and Onijinyin (2013) and Aliyu and Mohd. Isa (2016).

The enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status

There was a significant difference in the enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria based on parents' socio-economic status. The result indicated that inmates significantly differed in their enrichment reading and writing interests based on their parents' socio-economic status. Thus, the adolescent inmates from high and middle socio-economic status homes significantly differed in what they considered as their choice of enrichment reading and writing interests compared to

their counterparts from low socio-economic status homes with the former group claiming higher enrichment reading and writing interests than the latter.

This agreed with Bliss's (2004) view that many students from low income homes respond incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of reading and writing materials used in schools. It is also in consonance with the finding of Checchi (2000) that children from low socioeconomic homes do suffer from low academic performance simply because they tend to have lower levels of literacy, numeracy, and comprehension as well as lower participation rates in classroom activities. Furthermore, the outcome of Aliyu and Mohd. Isa's (2016) study which revealed that there is a positive relationship between parents' socioeconomic status and students' academic performance is a validation of the finding of the present study. They maintained that high-income parents do not only throw their financial weight to empower their children academically but also provide for their children's basic needs (such as food, shelter and clothing).

Thus, family income has become a reliable predictor of students' academic achievements. If they do not drop out of school completely, students entering school from poverty situations will most likely achieve at lower levels, compared to students from middle and upper-class home environments (Taylor, 2005). It has also been argued that families where the parents are advantaged socially, educationally and economically, do foster a higher level of achievement in their children. They also may provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school (Graetz, 1995). This view is corroborated by Lawal (1999) who suggested that children of high-income parents receive better life chances than those of poorer parents.

Often, academic achievement is disregarded within the culture of low socioeconomic status communities, and frequently poverty-stricken students who achieve are ridiculed. This in turn sends a message that success in school is not important. Therefore, children from low socioeconomic status families are more likely to exhibit the following patterns in terms of educational outcomes compared to children from high socioeconomic status families: have lower levels of literacy, numeracy, and comprehension; have lower retention rates; have lower participation rates; exhibit higher levels of problematic school behaviour such as truancy; and, are more likely to have difficulties with their studies and display negative attitudes to school (Graetz, 1995).

In addition, several home conditions had been identified by Bridges (1927) as the indirect causes of delinquency. Among these are: unsanitary conditions; material deficiencies; excess in material things; poverty and unemployment; broken homes; mental and physical abnormalities of parents, or siblings; immoral and delinquent parents; ill-treatment by foster parents, step-parents, or guardians; stigma of illegitimacy; lack of parental care and affection; lack of confidence and frankness between parents and children; deficient and misdirected discipline; unhappy relationship with siblings; bad example; "superior" education of children (over those of the parents). In this light, Ojimba (2013) opined that societal growth is a reflection of the home as expressed through the academic performance of students.

The enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria based on training

There was a significant difference in the enrichment reading and writing interests of adolescent inmates in vocational and academic training sections. The difference is in favour of the adolescent inmates in the vocational training section (with a significantly

higher mean score), claiming higher enrichment reading interests than the adolescent inmates in the academic training section. This implies that adolescent inmates in vocational training section viewed the enrichment reading interests differently from their counterparts in the academic training section.

The finding of the enrichment reading interests revealed that as the academic training inmates claimed that only three out of the ten items on prose literacy domain, and two out of the five items on each of quantitative and document literacy domains were very crucial and of high essence to them during their stay in the institutions, the inmates in the vocational training section seemed to even claim a significantly higher need than them. In other words, as the academic training inmates claimed a significant need of the quantitative enrichment reading interests by ranking it first and choosing it as the “most essential” so also did the inmates in the vocational training section even claimed a significantly higher need. This was followed by the prose and document enrichment reading interests which they ranked second and third, respectively.

In a similar vein, the finding of the enrichment writing interests revealed that as the academic training inmates claimed that only three out of the ten items on prose literacy domain, and two out of the five items on each of quantitative and document literacy domains were very crucial and of high essence to them during their stay in the institutions, the inmates in the vocational training section seemed to even claim a significantly higher need than them. In other words, as the academic training inmates claimed a significant need of the quantitative enrichment writing interests by ranking it first and choosing it as the “most essential” so also did the inmates in the vocational training section even claimed a significantly higher need. This was followed by the prose and document enrichment writing interests which they ranked second and third, respectively.

This result relatively negated Greenberg et al.'s (2007) outcome which revealed that prison inmates who had participated in vocational training in the past had higher average prose and document literacy than inmates who had not participated in any vocational training. Their finding also revealed that among those inmates who participated in vocational training programmes, 46 per cent received some instruction in reading as part of the programme, 44 per cent received instruction in writing, 63 per cent received instruction in mathematics, 31 per cent received instruction in computer skills, and 74 per cent received instruction in how to communicate or work better with other people. From the foregoing, it is glaring that vocational training programmes, in developed countries, often include academic instruction in the reading, writing, and numeracy skills required for a particular profession, as well as instruction in general work skills such as how to communicate or work with other people.

In Nigeria, Ogundipe (2010) maintained that the Borstal Training Institutions run programmes such as academic and vocational trainings. These two training sections are like two separate entities with one not crossing the part of the other. This demarcation is sacrosanct as inmates in either training section are not allowed to offer some skills relevant to their overcoming future dependencies after being released from the facility. For instance, students who chose to enrol in the academic training section were assigned to either the junior or senior secondary education programme at the end of which they were presented for the NECO Basic Education Certificate Examination (BECE) as well as for the WAEC, NECO and NABTEB Senior Secondary Certificate Examinations (SSCE). Successful ones among them are thereafter presented to write examinations (such as the Unified Tertiary Matriculation Examination [UTME] of the Joint Admissions Matriculation Board [JAMB]) that will qualify them for tertiary education.

Conversely, students who chose to enrol in the vocational training section are made to choose from the available vocational programmes run by the institutions among which include the following: electrical installation; tailoring and designing; photography and video coverage; building and masonry; carpentry and joinery; welding; painting and drawing; refrigerator repairs/servicing. Ogundipe (2010) added that those of them (the inmates) who make progress are presented to the Ministry of Labour and Productivity for National Vocational Qualification examinations. At discharge, they are provided with relevant tools in their areas of specialty. This is aimed at ensuring that they are reintegrated into the society. Nevertheless, the exact vocational programmes offered differ among Borstal homes.

Conclusions

Based on the discussions of findings, the following conclusions were drawn.

- a. The functional literacy of all the adolescent inmates of Borstal homes should be one that focuses activities that entrench “the learning of good study habits from fellow inmates”, “becoming professionals (e.g. teachers, medical doctors, accountants)”, “moving closer to their Creator (through seeing every daily action, inaction, attitude, sayings etc. of theirs as acts of worship)”, “proclaiming God’s favour in their lives (through extending helping hands to kith and kin who need them)”, “pursuing a postgraduate degree (such as the PDGE, Masters, PhD etc.)” among others. These activities should be cultivated through the three domains of cognitive (head), psychomotor (hand), and affective (heart) (Lawal, 2014a).
- b. The reading interests of all the adolescent inmates of Borstal homes should focus the reading of “cheque leaflets of banks”, studying “materials determining the amount of profit on a transaction”, figuring out “mathematical information”, making sense of “an

order form to purchase goods and services” and being able to interpret “receipts of purchase”.

- c. Similarly, the writing interests of Borstal home students should be geared toward being able to “fill a cheque leaflet in the bank”, “calculate the amount of profit on a given transaction”, “complete an order form to purchase goods and services”, “compute arithmetic tips”, and “write receipts of purchase”.
- d. The predictor variables of religion, and parents’ socioeconomic status established significant differences on the functional literacy needs of the adolescent inmates of Borstal homes in Nigeria. It was thus concluded that these two variables are to be highly considered at the point of admitting students into the institution. In other words, the adolescent inmates of other beliefs than Islam and Christianity as well as inmates from high and middle socioeconomic status homes are to be exposed more to all the six items on cultural functions of literacy, all the three items on economic functions, three out of the five items on civic functions and three out of the six items on social functions. When all these are properly cultivated in the inmates during their stay, the Borstal homes would have fulfilled their purposes of being treatment-oriented establishment. Since those who are delinquents were essentially hitherto deprived of having proper schooling and nurturance in a well-organised family, these treatment-oriented activities would go a long way in inmates’ re-socialisation and re-integration processes (Sa’ad, 2006).
- e. Moreover, the predictor variables of religion, ethnicity, parents’ socio-economic status and training established significant differences on the enrichment reading and writing interests of the adolescent inmates of Borstal homes in Nigeria. Conclusion was, therefore, drawn that these four variables are to be given top priorities at the point of

entry of students into the institutions. In other words, adolescent inmates of other beliefs than Islam and Christianity, the Hausa adolescent inmates, inmates from high and middle socioeconomic status homes as well as inmates in the vocational training section are to be more exposed to only three out of the ten items on prose literacy domain, and two out of the five items on each of quantitative and document literacy domains.

Implications of the Findings for Adolescent Literacy behind Bars

The implications of the findings are in the light of the theoretical and conceptual frameworks. All of the findings have far-reaching implications for the Nigerian Borstal homes literacy programmes in particular and all (behind bars) adolescent literacy programmes in the developing world in general.

I. The findings of the functional literacy needs of the adolescent inmates of the Borstal homes in Nigeria revealed that all the twenty (20) items were either rated as being “crucial” or “very crucial”. This is an indication that inmates considered all these items very essential to their survival within and outside the Borstal homes in Nigeria. The implication of this is that the items should be prioritised based on their rankings in the following respective order. These items are as follows: Learning good study habits from fellow inmates; Becoming professionals (e.g. teachers, medical doctors, accountants); Moving closer to one’s Creator (through seeing every daily action, inaction, attitude, sayings etc. of one as an act of worship); Proclaiming God’s favour in one’s live (through extending helping hands to kith and kin who need them); Pursuing a postgraduate degree (such as the PDGE, Masters, PhD etc.); Keeping proper records of one’s work; Illuminating one’s soul through engaging in remembrance of the Creator or praise worship; The protection of one’s rights; Having decent sources of livelihood; The ability

to improve the quality of one's work; Keeping fit and healthy; Relating well with one's family (both nuclear and extended) and friends; Promoting the environment by educating others on the importance of good health; Displaying the spirit of sportsmanship to fellow sportspersons; Protecting the environment by cleaning it from time to time; Discharging one's civic responsibilities by voting; Cooperating with well community members; Relating well with neighbours; Knowing how to dissipate excess energy; Seeking votes from others.

II. The findings of the enrichment reading interests of the adolescent inmates of the Borstal homes in Nigeria revealed that all the twenty (20) items were either rated as being "crucial" or "very crucial". This is an indication that inmates considered all these items very essential to their survival within and outside the Borstal homes in Nigeria. The implication of this is that the items should be prioritised based on their rankings in the following respective order. These items are as follows: Religious materials (Qur'an, Bible and others); True-life stories (historical/biographical); Cheque leaflets of banks; Materials determining the amount of profit on a transaction; Textbooks; Job advertisements; Atlases containing road maps, etc.; Poetry; Mathematical information; An order form to purchase goods and services; Food labels; Sports stories; Receipt of purchase; Posters (for advertisement or campaign); Drug prescription labels; Adventure stories; Crime and detective stories; General news stories; Dramatic stories; Cartoon stories.

III. The findings of the enrichment writing interests of the adolescent inmates of the Borstal homes in Nigeria revealed that all the twenty (20) items were either rated as being "crucial" or "very crucial". This is an indication that inmates considered all these items very essential to their survival within and outside the Borstal homes in Nigeria. The implication of this is that the items should be prioritised based on their rankings in the

following respective order. These items are as follows: Religious materials (Qur'an, Bible and others); True-life stories (historical/biographical); Fill a cheque leaflet in the bank; Materials determining the amount of profit on a transaction; Complete an order form to purchase goods and services; Write applications Job advertisements; Compute tips; Draw maps; Sports stories; General news stories; On some topics in my textbooks; Write food labels; Write receipt of purchase; Design posters (for advertisement or campaign); Crime and detective stories; Write drug prescription labels; Dramatic stories; Adventure stories; Poetry; Cartoon stories.

Recommendations

The outcome of this study would be useful to in-school and out-of-school adolescents, Borstal Home and mainstream students, warders (academic and non-academic), teachers in mainstream schools, controllers of prisons, parents, policy makers in the Ministry of Education, educational consultants, psychologists, and some other researchers interested in the use of literacy in classrooms for adolescents' well-being and national development.

Borstal home and mainstream students: For adolescent inmates to win the war against poverty, disease, squalor and ignorance during their stay in the facility and thereafter, it was therefore recommended that they create special interests in the following enrichment reading themes: reading "religious materials (such as the Holy Bible, the Glorious Qur'an, and other religious leaflets and books)", "true-life stories (such as historical or biographical books)", "cheque leaflets of banks", studying "materials determining the amount of profit on a transaction", "textbooks", "job advertisements", and "atlases containing road maps". Students will in no time discover that these

enrichment reading materials are not only fun to read but also impactful and knowledge enhancing. These materials can help to build greater self-esteem and higher goal achievement in both current academic situations and in the pursuit of long-term careers in adolescents, most especially among those in the Borstal homes.

Those inmates that had completed their secondary education before being incarcerated should be further engaged in enrichment reading and writing. The fact that they had bagged their ordinary level certificate does not infer that they had completed their learning at that stage. What they had learnt could further be strengthened through enrichment reading and writing activities that celebrate the themes identified earlier.

Warders (academic and non-academic) and teachers in mainstream schools: These stakeholders should encourage Borstal home students as well as mainstream students to create keen interests in reading “cheque leaflets of banks”, studying “materials determining the amount of profit on a transaction”, figuring out “mathematical information”, making sense of “an order form to purchase goods and services” and being able to interpret “receipts of purchase”. Similarly, the writing interests of Borstal home students as well as mainstream students should be geared towards being able to “fill cheque leaflets in the banks”, “calculate the amounts of profit on given transactions”, “complete order forms to purchase goods and services”, “compute arithmetic tips”, and “write receipts of purchase”. This is of utmost importance as Borstal inmates wished to be better prepared for an entrepreneurial lifestyle within the facility than just for examination or bookish reasons. Indeed, “to be a venture-bloomer with resultant prosperity is the mantra of the 21st century economic hardship turnaround” (Abiola, 2016:2). He stressed further that warders must, therefore, not only prepare the

inmates to see the about to be cracked part on a solid wall but must also prepare them to proffer solution to it before the actual crack occurred.

Further still, teachers should practise what they preach. Nettles (2006) advised that teachers need to model “read aloud” strategies in shared and guided reading and writing activities so as to facilitate a sustainable learning of good reading and writing habits and strategies. Nettles stressed further that this could be by beginning every new class session with reading something aloud – this is believed to be the single most important activity for building the knowledge required for literacy in school.

Controllers of prisons: should ensure that the materials that would be made available on the shelf of the classrooms must be those that can consolidate the identified literacy needs of the inmates as this may go a long way in re-socialising and re-integrating them into the mainstream again. For instance, the materials should be those that prioritise the following cultural and economic literacy needs as their themes: “learning good study habits from fellow inmates”, “becoming professionals (e.g. teachers, medical doctors, accountants)”, “moving closer to their Creator (through seeing every daily actions, inactions, attitude and sayings of theirs as acts of worship)”, “proclaiming God’s favour in their lives (through extending helping hands to kith and kin who need them)”, “pursuing a postgraduate degree (such as the PDGE, Masters, PhD etc.)”, “keeping proper records of their work”, “having decent sources of livelihood”, and “the ability to improve the quality of their source of income”.

Further still, as Borstal inmates wished to be better prepared for an entrepreneurial lifestyle within the facility than just for examination or bookish reasons, it was therefore recommended that the enrichment writing interests should be a cross-curricular design which should capture the varied interests of the target inmates. The adolescent enrichment

writing activity should be any activity that promotes critical-cum-creative thinking, memorisation, visualisation and concentration. In a nutshell, inmates are to create special interests in the following enrichment writing interests: writing “materials that have religious inclinations (such as the Bible, the Glorious Qur’an, and other religious write-ups and books)”, “true-life stories (such as historical or biographical books)”, being able to “fill cheque leaflets in the bank”, “calculating the amount of profit on a given transaction”, “completing an order form to purchase goods and services”, “computing arithmetic tips”, and “writing application letters”.

Additionally, controllers of prisons should make provisions for well-furnished, fully-equipped, state-of-the-art, ultramodern school libraries in all the institutions. To this end, the nights should not be reserved for sleeping alone. Reading and writing activities should be strategically placed on the timetable. Once this is done, power supply must not be epileptic as it is the usual case. Power must be constant! The institutions’ environments must be fully-lit, most especially at night. If the lighting system is erratic and power supply is not augmented with alternatives, the identified literacy gap which is meant to be filled in order to enhance the rehabilitation process could be compromised.

Parents: are to work harmoniously with the institution in ensuring a sustainable literacy instruction for all inmates irrespective of religious affiliation, ethnic or home backgrounds. Through active, vibrant Parent-Teacher Associations, parents should be given the opportunity to stock the institutions’ libraries with “religious materials (such as the Holy Bible, the Glorious Qur’an, and other religious leaflets and books)”, “true-life stories (such as historical or biographical books)”, “content-area textbooks”, “African and non-African poetry texts”, “sports stories”,

“adventure stories”, “job advertisements”, “atlases containing road maps to places of interest and importance”, “food labels”, “drug prescription labels”, and “posters (for advertisement or campaign)”.

Furthermore, Lawal’s (1999) finding revealed that the mother seems to be closer to the child than the father – psychologically and educationally. It was, therefore, recommended that the mother should always assist the child more in developing literacy skills right from the home. This could be through reading both prescribed and non-prescribed materials to the child. Similarly, writing work-related activities at home in the presence of the child could whet his/her appetite in writing both school-prescribed and non-prescribed materials. Although the involvement of the father in intra-family literacy activities is quite significant, Lawal’s (1999) outcome showed that the mother is more instrumental. To this end, the close to eighty per cent (80%) of the parents of the inmates (most especially the mothers) should come together as a body to organise “read aloud” sessions for the inmates. This could go a long way in not only inspiring the inmates but also in facilitating their re-socialisation and re-integration processes.

Policy makers within the ministry of education: Policies that would bridge the gap between the identified needs and the ideal literacy level should be formulated. Areas to consider, according to the IRA (2012), include the following: providing opportunities for adolescents to work with text that is inclusive of print and non-print materials; offering Web-based learning experiences; implementing multiple assessment methods that demonstrate students’ strengths as well as needs; expanding the focus on disciplinary literacies; increasing the number of early childhood, basic and senior secondary school literacy specialists; offering access to relevant resources; providing appropriate professional development for educators. All of these are to be keyed into Meltzer’s

(2001) Adolescent Literacy Support Framework. That framework describes four components that the adolescent literacy literature consistently references as key to helping all adolescents develop literacy across the academic content areas. The four components are: motivation and engagement for literacy; literacy strategies for teaching and learning; paying attention to the reading and writing demands of each content area; and organisational structures and leadership.

With reference to the last component, level 5 leadership should be the goal of the gap-bridging policy. Collins' (2001) empirical study, which spanned a period of five years, revealed that level 5 leaders blend the paradoxical combination of deep personal humility with intense professional will. This category of leaders routinely credits others, external factors and good luck for their organisation's success; when results are poor, they blame themselves. These qualities should be part and parcel of the adolescent literacy framework in schools generally, and in Borstal Centres in particular. Collins believed, however, that level 5 leadership could be developed. Developing this in Borstal home students is a way of ensuring that incarcerated adolescent inmates who return to the mainstream should not only be able to graduate from high school based on the adequacy of literacy instruction he must have undergone but also contribute his own quota to the development of the community he resides, meaningfully.

Educational consultants and psychologists: should assist each inmate to participate in the learning process through their knowledge of the three types of deviant personalities found in school children which would be brought to bear in ensuring a sustainable literacy instruction. According to Ballard (2013), these deviant personalities are: the daydreamer, who may lose contact with reality; the troublemaker, whose primary goal is attention to himself; and the pre-delinquent,

the deviate who is methodically and ruthlessly destructive of others' property and relationship – and he is the most selfish of the three types of deviant personalities found in any adolescent learning institutions. Educational consultants and psychologists would need to work hand in glove with academic staff of Borstal homes, most especially the literacy expert attached to the homes, to design suitable literacy programmes for such deviant personality identified.

In a nutshell, there is the need for all stakeholders to work collaboratively if incarcerated adolescent must have a smooth re-integration back into the mainstream. First, all the stakeholders must realise that bringing parents to a full understanding of the purposes, programmes, challenges and limitations of today's Borstal homes is essential. Ballard (2013) pointed out that parents are generally helpers and co-workers in the educative process. Therefore, controllers of prisons should work harmoniously with parents of inmates whether they act as individuals or as members of formal organisations as they (parents) are truly the best friends the institution has or can have.

Second, warders (academic and non-academic, most especially academic) should endeavour to give professional opinion as parents usually do not only represent such but also try as much as they could to abide by seriously made suggestions. However, warders must know that before they can rise to earn parents' mutual respect, the manner at which they perform their duties will be assessed constantly and carefully by these parents. If the purposes for the creation of Borstal centres are to be realised, complacency and apathy (which often cause academic failure, ineligibility for tertiary education, delinquency, among others) must be attacked constantly and methodically by home visits, monthly or quarterly Parent-Teacher Association (PTA) meetings, Open Day, and so on. Warders

must also endeavour to have meetings with individual parents of inmates as these meetings are acclaimed by Ballard (2013) to be generally fruitful.

Suggestions for Further Studies

1. This study covered only the Borstal homes in Nigeria. Further studies can be conducted to cover the other three types of juvenile institutions in Nigeria, namely the Juvenile Courts, Approved Schools, and Remand Homes.

2. Nevertheless, the findings of this study are inconclusive in the areas of inmates' variables of training and western education of parents. Therefore, future researchers should investigate further the differences which exist in respondents' choice of reading and writing interests as regards these variables.

3. Although the assessment of Greenberg et al. (2007 & 2008) measured literacy directly through tasks completed by adults (household and inmates), this study was an indirect measure of the literacy needs and enrichment reading and writing interests of adolescent inmates of Borstal homes as it relied on self-reports and some other subjective evaluations. Future studies can employ more direct assessments of literacy skills and enrichment needs.

4. Further still, this study did not classify adolescence into early (10-13 years), middle (14-16 years) and late (17-18 years) stages. Future researchers can investigate the literacy needs as well as the enrichment reading and writing interests that are most suitable for each group. This is important in order to avoid "a one-size-fits-all" curative social re-integration.

5. Besides, this study is a cross-sectional study of the survey type. Future researchers can embark on longitudinal studies.

6. Moreover, future researchers can carry out an experimental non-randomised, non-equivalent control group study on literacy needs as well as on enrichment reading and writing interests.

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APPENDIX I
Students' Questionnaire
University of Ilorin, Ilorin
Department of Arts Education
Questionnaire on the Functional Literacy Needs and Enrichment Interests of
Adolescent Inmates of Borstal Homes in Nigeria

Dear Respondent,

This questionnaire is designed to identify functional literacy needs alongside their enrichment reading and writing interests while still in confinement within the four walls of the rehabilitation homes. Your honest responses to the items will help the researcher in making useful suggestions on how correctional facilities could be made centres of all-round transformation. Mind, the outcome of the study is highly confidential.

Yours faithfully,

ABIOLA, Muhydeen Olaitan

Section A: Personal Information

Instruction: Please provide answers to the items in the spaces provided or put a tick () in the appropriate column.

1. Name of Institution: _____
2. Class: _____
3. Religion: Christian (); Muslim (); Traditionalist ()
Any other (please specify) _____
4. Ethnic Background: Hausa (); Igbo (); Yoruba ()
Any other (please specify) _____
5. Parents' **Highest** Educational Background:
 - a. No schooling at all ()
 - b. Primary school education: ()
 - c. Secondary education: ()
 - d. Postsecondary education: ()
6. Mother's Occupation _____
7. Father's Occupation _____
8. Your Training in this Institution:
 - a. Vocational ()
 - b. Academic ()

Section B: Determining the Functional Literacy Needs of Adolescent Inmates

Instruction: Please tick the option that best expresses your opinion on the following items based on your overall literacy needs, using the scale below. There are no right or wrong answers, so just answer honestly!

Very Crucial (for you)

Crucial (for you)

Not Crucial (for you)

S/N	Items on Functional Literacy Needs	Very Crucial	Crucial	Not Crucial
	A. Cultural Functions/Skills			
	I need to be able to read and write well so as to:			
1	Learn good study habits from my fellow students			
2	Become a professional (e.g. teacher, medical doctor, accountant)			
3	Pursue a postgraduate degree (PGDE, Masters, Ph.D.)			
4	Move closer to my God			
5	Light up my soul			
6	Proclaim God's favour in my life.			
	B. Social Functions/Skills			
7	relate well with family (both nuclear and extended) and friends			
8	Relate with neighbours			
9	cooperate with community members			
10	Keep fit and look healthy			
11	Know how to dissipate excess energy			
12	Promote respect for other sportspersons			
	C. Economic Functions/Skills			
13	Keep proper records of my work			
14	Earn a decent living			
15	Improve the quality of my work			
	D. Civic Functions/Skills			
16	Protect my rights			
17	Discharge my civic responsibilities by voting			
18	Discharge my civic responsibilities by seeking votes from others			
19	Protect the environment by cleaning it from time to time			
20	Promote the environment by educating others on the importance of good health			

Section C: Reading Interest Scale for Adolescent Inmates

Instruction: Please tick the option that best expresses your opinion on the following items based on your overall reading interest, using the scale below. There are no right or wrong answers, so just answer honestly!

Very essential (to you)

Essential (to you)

Not essential (to you)

S/N	Reading Interest Scale	Very essential	Essential	Not Essential
	A. Prose Literacy			
	I consider the ability to read:			
1	Religious materials (Qur'an, Bible and others)			
2	Real life stories (historical/biographical)			
3	Cartoon stories			
4	General news stories			
5	Dramatic stories			
6	Sports stories			
7	Textbooks			
8	Adventure stories			
9	Crime and detective stories			
10	Poetry			
	B. Document Literacy			
	I consider the ability to read:			
11	Atlases containing road maps, etc.			
12	Drug prescription labels			
13	Food labels			
14	Job advertisements			
15	Posters (for advertisement or campaign)			
	C. Quantitative Literacy			
	I consider the ability to read:			
16	Cheque leaflets in banks			
17	Receipt of purchase			
18	Mathematical information			
19	An order form to purchase goods and services			
20	Materials determining the amount of profit on a transaction			

- a. What additional reading materials would you suggest to improve your reading skill?

- b. Suggest other ways of improving the quality of your reading skill.

Section D: Writing Interest Scale for Adolescent Inmates

Instruction: Please tick the option that best expresses your opinion on the following items based on your overall writing interest, using the scale below. There are no right or wrong answers, so just answer honestly!

Very essential (to you)

Essential (to you)

Not essential (to you)

S/N	Writing Interest Scale	Very essential	Essential	Not Essential
	A. Prose Literacy			
	I consider the ability to write:			
1	Religious materials (Qur'an, Bible and others)			
2	Real life stories (historical/biographical)			
3	Cartoon stories			
4	General news stories			
5	Dramatic stories			
6	Sports stories			
7	On some topics in my textbooks			
8	Adventure stories			
9	Crime and detective stories			
10	Poetry			
	B. Document Literacy			
	I consider the ability to:			
11	Draw maps			
12	Write drug prescription labels			
13	Write food labels			
14	Write applications			
15	Design posters (for advertisement or campaign)			
	C. Quantitative Literacy			
	I consider the ability to:			
16	Fill a cheque leaflet in the bank			
17	Write receipt of purchase			
18	Mathematical information			
19	Complete an order form to purchase goods and services			
20	Determine the amount of profit on a transaction			

- a. What additional writing activities would you suggest to improve your writing skill?

- b. Suggest other ways of improving the quality of your writing skill.

THANK YOU FOR YOUR PATIENCE AND TIME.

APPENDIX II: INTERVIEW SCHEDULE

**Students' Interview
University of Ilorin, Ilorin
Department of Arts Education
Interview Schedule on the Literacy Needs and Enrichment
Interests of Adolescent Inmates of Juvenile Homes in Nigeria**

Dear Respondent,

- 1) What do you consider to be the literacy needs of inmates in juvenile homes at the following levels:
 - a. Cultural (e.g. good learning habits):_____
 - b. Social (e.g. relating with family and neighbours):_____
 - c. Economic (e.g. earning a decent living):_____
 - d. Civic (e.g. protecting my rights):_____
- 2) What reading material do you consider crucial to your uplift at the following levels:
 - a. Prose (e.g. reading crime and detective stories):_____
 - b. Document (e.g. reading job adverts):_____
 - c. Quantitative (e.g. determining the amount of profit on transactions):_____
- 3) What writing interest do you think you would be willing to engage in someday at the following level:
 - a. Prose (e.g. writing crime and detective stories):_____
 - b. Document (e.g. writing applications):_____
 - c. Quantitative (e.g. filling cheque leaflets in banks):_____

THANK YOU FOR YOUR PATIENCE AND TIME.

APPENDIX III: ETHICAL CONSIDERATIONS

The respondents were allowed to participate voluntarily in the study in conformity with standard ethical practice. The researcher approached the controller of each facility with a covering letter from the Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin to crave his/her indulgence to recruit, at least, two warders as research assistants so as to gain the attention of the inmates in the facility. Informed consent form was then made available to the respondents to indicate their willingness to participate in the study. The questionnaire was then distributed after this. Each respondent was given a copy of the questionnaire and the opportunity to clarify the contents of the questionnaire. Any of the participants who however decided to withdraw from the research at any time were given the right to do so without any hindrance.

The names of the participating Borstal Homes as well as the identity of the students and teachers will not be disclosed at any point in this study. All related data were in the custody of the researcher and were used exclusively for the purpose of the research. The respondents were not (and will not be) exposed to any risk or danger during and after the research. The outcome of the study was treated with utmost sincerity and confidentiality.

APPENDIX IV: BUDGET

ITEMS		UNIT COST (#)	SUM TOTAL (#)	BRAND
a	Personal Computer (PC)	1 @ 190,000	190,000	Acer or HP
b	A smart Phone	1 @ 110,000	110,000	Techno or Samsung
c	Printer	1 @ 60,000	60,000	Hp LaserJet (Prints both coloured and black & white)
d	A Generating Set	1 @ 60,000	60,000	Sunshow
e	Duplicating Sheet	10 cartons @ 4,000 each	40,000	80 grammes
f	Maintenance of items a, b, c , & d	120,000	120,000	HP Cartridges, Toners, Fuel, LUBCON engine oil, etc.
g	Tuition fees	5 sessions @ 120,000 each	600,000	
h	Transportation (to and fro)	10trips x 1,000	10,000	Ilorin
		2trips x 14,000	28,000	Abeokuta
		2trips x 20,000	40,000	Kaduna
i	Research Assistants	9 @ 10,000each	90,000	
j	Incentive for Inmates	720inmates x 1,000	720,000	Beverages, fruits etc.
k	Contingencies:			
	i. Purchase of Mbytes for browsing	10Gbytes x 36 months	360,000	Gigabyte from ETISALAT
	ii. Others	-----	1,000,000	-----
GRAND TOTAL			3,008,420	

1. Proposed sources:

- i. Channels Television
- ii. Embassy supporting Nigeria Youths
- iii. Federal Ministry of Internal Affairs
- iv. Ministries of Sports, Youths and Social Development
- v. NGOs
- vi. States government
- vii. Federal and States' Social Welfare.

APPENDIX V: TIME PLAN																														
NAME: ABIOLA, MUHYDEEN OLAITAN;														MATRIC NUMBER: 01/25OB003;																
TITLE: LITERACY NEEDS AND ENRICHMENT INTERESTS OF ADOLESCENT INMATES OF JUVENILE HOMES IN NIGERIA																														
	27th Oct., 2013	27th Nov., 2013	27th Dec., 2013	27th Jan., 2014	27th Feb., 2014	21st Mar., 2014	27th April, 2014	27th May, 2014	27th June, 2014	27th July, 2014	27th Aug., 2014	27th Sept., 2014	29th Oct., 2014	27th Nov., 2014	27th Dec., 2014	27th Jan., 2015	27th Feb., 2015	27th Mar., 2015	27th April, 2015	11th May, 2016	27th June, 2016	27th July, 2016	27th Aug., 2016	27th Sept., 2016	27th Oct., 2016	27th Nov., 2016	27th Dec., 2016	27th Jan., 2017	21st Mar., 2017	21st Oct., 2017
MONTHS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	32	33	34	35	36	37	38	39	40	42	49
TASKS																														
Submission of synopsis																														
Survey of literature																														
Protocol Writing																														
Protocol Defense																														
Data Gathering																														
Thesis Writing																														
Writing the Introduction																														
Revising the Introduction																														
Writing the Methodology																														
Revising the Methodology																														
Editing the Protocol																														
Field																														
Computing and Analysing the Statistics																														
Computing Results																														
Revising Results																														
Discussing the Findings																														
Revising the Discussion on findings																														
Drawing Conclusions																														
Revising Conclusions																														
Thorough Editing of the Whole Thesis																														
Writing the Front Matters																														
Revising the Draft of the Front Matters																														
Sending Written Abstract to PG School for Final Defence																														
Waiting period																														
Town-Hall Defence																														
Final Printing, Binding and Clearance.																														

APPENDIX VI: SPSS OUTPUT

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
religion	498	1.00	3.00	1.5542	.61998
ethnicity	496	1.00	4.00	2.1976	.93056
georegion	410	1.00	6.00	3.2829	1.34980
parentaleducation	498	1.00	6.00	3.1888	1.02901
motheroccupation	498	1.00	3.00	1.6566	.58189
fatheroccupation	498	1.00	3.00	1.8554	.64629
training	498	1.00	2.00	1.5643	.49635
Valid N (listwise)	410				

Frequencies

Statistics

		religion	ethnicity	georegion	parentaleducation	motheroccupation	fatheroccupation	training
N	Valid	498	498	410	498	498	498	498
	Missing	0	0	88	0	0	0	0
Mean		1.5542	2.1968	3.2927	3.1807	1.6566	1.8554	1.5643
Percentiles	25	1.0000	1.0000	2.0000	3.0000	1.0000	1.0000	1.0000
	50	1.0000	2.0000	4.0000	4.0000	2.0000	2.0000	2.0000
	75	2.0000	3.0000	4.0000	4.0000	2.0000	2.0000	2.0000

Frequency Table

religion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	xtian	256	51.4	51.4
	muslim	208	41.8	93.2
	traditionalist	34	6.8	100.0
	Total	498	100.0	

ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	hausa	152	30.5	30.5
	Igbo	119	23.9	54.4
	yoruba	204	41.0	95.4
	others	23	4.6	100.0
	Total	498	100.0	

parentaleducation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NS	60	12.0	12.0
	PS	43	8.6	20.7
	SE	142	28.5	49.2
	PSE	253	50.8	100.0
	Total	498	100.0	

motheroccupation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LS	199	40.0	40.0
	MS	271	54.4	94.4
	HS	28	5.6	100.0
	Total	498	100.0	

fatheroccupation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LS	145	29.1	29.1
	MS	280	56.2	85.3
	HS	73	14.7	100.0
	Total	498	100.0	

training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VOC	217	43.6	43.6
	ACAD	281	56.4	100.0
	Total	498	100.0	

Descriptives

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	498	1.00	3.00	2.7510	.49773
Q2	498	1.00	3.00	2.7088	.53973
Q3	498	1.00	3.00	2.6687	.56085
Q4	498	1.00	3.00	2.6908	.56093
Q5	498	1.00	3.00	2.6486	.57357
Q6	498	1.00	3.00	2.6667	.56145
Q7	498	1.00	3.00	2.5843	.61004
Q8	498	1.00	3.00	2.4116	.66322
Q9	498	1.00	3.00	2.4197	.65202
Q10	498	1.00	3.00	2.5984	.62102
Q11	498	1.00	3.00	2.3976	.68511
Q12	498	1.00	3.00	2.5201	.65665
Q13	498	1.00	3.00	2.6606	.58425
Q14	498	1.00	3.00	2.6285	.60227
Q15	498	1.00	3.00	2.6325	.60140
Q16	498	1.00	3.00	2.6466	.57057
Q17	498	1.00	3.00	2.4418	.68442
Q18	498	1.00	3.00	2.2892	.73755
Q19	498	1.00	3.00	2.5100	.62871
Q20	498	1.00	3.00	2.5763	.65864
Valid N (listwise)	498				

Descriptives

Descriptive Statistics			
	N	Mean	Std. Deviation
QQ1	498	2.7570	.49464
QQ2	498	2.6506	.56241
QQ3	498	2.2992	.78520
QQ4	498	2.3916	.67530
QQ5	498	2.3675	.70604
QQ6	498	2.4699	.66237
QQ7	498	2.5261	.65949
QQ8	498	2.4277	.70339
QQ9	498	2.3976	.72228
QQ10	498	2.4859	.68676
QQ11	498	2.4960	.67804
QQ12	498	2.4297	.67440
QQ13	498	2.4739	.67458
QQ14	498	2.5060	.65998
QQ15	498	2.4257	.71454
QQ16	498	2.5562	.64525
QQ17	498	2.4578	.67376
QQ18	498	2.4920	.67801
QQ19	498	2.4779	.66571
QQ20	498	2.5361	.66206
Valid N (listwise)	498		

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
QQQ1	498	2.7390	.56037
QQQ2	498	2.6104	.57167
QQQ3	498	2.3273	.74743
QQQ4	498	2.4538	.65225
QQQ5	498	2.4016	.69733
QQQ6	498	2.4598	.67388
QQQ7	498	2.4498	.68212
QQQ8	498	2.3916	.69873
QQQ9	498	2.4357	.68388
QQQ10	498	2.3896	.72388
QQQ11	498	2.4699	.68916
QQQ12	498	2.4237	.70867
QQQ13	498	2.4538	.68534
QQQ14	498	2.4980	.63515
QQQ15	498	2.4538	.71691
QQQ16	498	2.5261	.65028
QQQ17	498	2.4478	.65487
QQQ18	498	2.5000	.66608
QQQ19	498	2.5201	.66578
QQQ20	498	2.5341	.66822
Valid N (listwise)	498		

Oneway

ANOVA

generalliteracyneed

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	465.054	2	232.527	5.368	.005
Within Groups	21440.290	495	43.314		
Total	21905.343	497			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: generalliteracyneed

	(I) religion	(J) religion	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	xtian	muslim	.42518	.61436	.787	-1.0832	1.9335
		traditionalist	-3.55446*	1.20130	.013	-6.5039	-.6051
	muslim	xtian	-.42518	.61436	.787	-1.9335	1.0832
		traditionalist	-3.97964*	1.21744	.005	-6.9687	-.9906
	traditionalist	xtian	3.55446*	1.20130	.013	.6051	6.5039
		muslim	3.97964*	1.21744	.005	.9906	6.9687

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

generalliteracyneed

	religion	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	muslim	208	50.9615	
	xtian	256	51.3867	
	traditionalist	34		54.9412
	Sig.		.685	1.000
Scheffe ^{a,b}	muslim	208	50.9615	
	xtian	256	51.3867	
	traditionalist	34		54.9412
	Sig.		.921	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 78.687.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Oneway

ANOVA

readinginterest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1614.131	2	807.066	14.704	.000
Within Groups	27168.650	495	54.886		
Total	28782.781	497			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: readinginterest

	(I) religion	(J) religion	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	xtian	muslim	.41076	.69157	.838	-1.2872	2.1087
		traditionalist	-6.91108*	1.35229	.000	-10.2312	-3.5910
	muslim	xtian	-.41076	.69157	.838	-2.1087	1.2872
		traditionalist	-7.32183*	1.37047	.000	-10.6866	-3.9571
	traditionalist	xtian	6.91108*	1.35229	.000	3.5910	10.2312
		muslim	7.32183*	1.37047	.000	3.9571	10.6866

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

readinginterest

	religion	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	muslim	208	48.9135	56.2353
	xtian	256	49.3242	
	traditionalist	34		
	Sig.		.728	
Scheffe ^{a,b}	muslim	208	48.9135	56.2353
	xtian	256	49.3242	
	traditionalist	34		
	Sig.		.941	

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 78.687.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ONEWAY writinginterest BY religion
 /MISSING ANALYSIS
 /POSTHOC=DUNCAN SCHEFFE ALPHA(0.05).

Oneway

ANOVA

writinginterest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1121.740	2	560.870	9.757	.000
Within Groups	28454.662	495	57.484		
Total	29576.402	497			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: writinginterest

	(I) religion	(J) religion	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	xtian	muslim	-.05589	.70775	.997	-1.7935	1.6818
		traditionalist	-5.97472*	1.38393	.000	-9.3725	-2.5769
	muslim	xtian	.05589	.70775	.997	-1.6818	1.7935
		traditionalist	-5.91883*	1.40253	.000	-9.3623	-2.4754
	traditionalist	xtian	5.97472*	1.38393	.000	2.5769	9.3725
		muslim	5.91883*	1.40253	.000	2.4754	9.3623

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

writinginterest

	religion	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	xtian	256	49.0547	
	muslim	208	49.1106	
	traditionalist	34		55.0294
	Sig.		.963	1.000
Scheffe ^{a,b}	xtian	256	49.0547	
	muslim	208	49.1106	
	traditionalist	34		55.0294
	Sig.		.999	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 78.687.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Oneway

ANOVA

generalliteracyneed

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	128.650	3	42.883	.973	.405
Within Groups	21776.693	494	44.082		
Total	21905.343	497			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: generalliteracyneed

	(I) ethnicity	(J) ethnicity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	hausa	Igbo	1.21053	.81268	.529	-1.0692	3.4902
		yoruba	1.03896	.71141	.546	-.9567	3.0346
		others	.94966	1.48548	.938	-3.2173	5.1166
	Igbo	hausa	-1.21053	.81268	.529	-3.4902	1.0692
		yoruba	-.17157	.76585	.997	-2.3199	1.9768
		others	-.26087	1.51230	.999	-4.5031	3.9814
	yoruba	hausa	-1.03896	.71141	.546	-3.0346	.9567
		Igbo	.17157	.76585	.997	-1.9768	2.3199
		others	-.08930	1.46038	1.000	-4.1859	4.0073
	others	hausa	-.94966	1.48548	.938	-5.1166	3.2173
		Igbo	.26087	1.51230	.999	-3.9814	4.5031
		yoruba	.08930	1.46038	1.000	-4.0073	4.1859

Homogeneous Subsets

generalliteracyneed

	ethnicity	N	Subset for alpha =
			0.05
			1
Duncan ^{a,b}	Igbo	119	51.0000
	yoruba	204	51.1716
	others	23	51.2609
	hausa	152	52.2105
	Sig.		.358
Scheffe ^{a,b}	Igbo	119	51.0000
	yoruba	204	51.1716
	others	23	51.2609
	hausa	152	52.2105
	Sig.		.789

Means for groups in homogeneous subsets are displayed.

- a. Uses Harmonic Mean Sample Size = 63.129.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Oneway

ANOVA

readinginterest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	670.989	3	223.663	3.930	.009
Within Groups	28111.792	494	56.906		
Total	28782.781	497			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: readinginterest

	(I) ethnicity	(J) ethnicity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	hausa	Igbo	1.18930	.92336	.646	-1.4009	3.7795
		yoruba	2.50232*	.80829	.023	.2349	4.7697
		others	3.71396	1.68777	.185	-1.0205	8.4484
	Igbo	hausa	-1.18930	.92336	.646	-3.7795	1.4009
		yoruba	1.31303	.87015	.518	-1.1279	3.7539
		others	2.52466	1.71825	.541	-2.2953	7.3446
	yoruba	hausa	-2.50232*	.80829	.023	-4.7697	-.2349
		Igbo	-1.31303	.87015	.518	-3.7539	1.1279
		others	1.21164	1.65926	.911	-3.4428	5.8661
	others	hausa	-3.71396	1.68777	.185	-8.4484	1.0205
		Igbo	-2.52466	1.71825	.541	-7.3446	2.2953
		yoruba	-1.21164	1.65926	.911	-5.8661	3.4428

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

readinginterest				
	ethnicity	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	others	23	47.3913	
	yoruba	204	48.6029	48.6029
	Igbo	119	49.9160	49.9160
	hausa	152		51.1053
	Sig.		.076	.078
Scheffe ^{a,b}	others	23	47.3913	
	yoruba	204	48.6029	
	Igbo	119	49.9160	
	hausa	152	51.1053	
	Sig.		.055	

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 63.129.

b. The group sizes are unequal. The harmonic mean of the group sizes is used.
Type I error levels are not guaranteed.

Oneway

ANOVA

writinginterest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1511.026	3	503.675	8.866	.000
Within Groups	28065.375	494	56.813		
Total	29576.402	497			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: writinginterest

	(I) ethnicity	(J) ethnicity	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	hausa	Igbo	3.27654*	.92260	.006	.6885	5.8646
		yoruba	3.18550*	.80763	.002	.9200	5.4510
		others	6.66419*	1.68638	.002	1.9336	11.3947
	Igbo	hausa	-3.27654*	.92260	.006	-5.8646	-.6885
		yoruba	-.09104	.86943	1.000	-2.5299	2.3478
		others	3.38765	1.71684	.274	-1.4283	8.2036
	yoruba	hausa	-3.18550*	.80763	.002	-5.4510	-.9200
		Igbo	.09104	.86943	1.000	-2.3478	2.5299
		others	3.47869	1.65789	.223	-1.1719	8.1293
	others	hausa	-6.66419*	1.68638	.002	-11.3947	-1.9336
		Igbo	-3.38765	1.71684	.274	-8.2036	1.4283
		yoruba	-3.47869	1.65789	.223	-8.1293	1.1719

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

writinginterest

	ethnicity	N	Subset for alpha = 0.05		
			1	2	3
Duncan ^{a,b}	others	23	45.2174		
	Igbo	119		48.6050	
	yoruba	204		48.6961	
	hausa	152			51.8816
	Sig.		1.000	.946	1.000
Scheffe ^{a,b}	others	23	45.2174		
	Igbo	119	48.6050	48.6050	
	yoruba	204	48.6961	48.6961	
	hausa	152		51.8816	
	Sig.		.083	.115	

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 63.129.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
familystatus	498	1.00	2.00	1.7932	.40544
socioeconomicstatus	498	1.00	3.00	1.9659	.62222
Valid N (listwise)	498				

Frequencies

Statistics

		familystatus	socioeconomicstatus
N	Valid	498	498
	Missing	0	0
Mean		1.7932	1.9659
Std. Deviation		.40544	.62222
Percentiles	25	2.0000	2.0000
	50	2.0000	2.0000
	75	2.0000	2.0000

Frequency Table

familystatus

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	literate	103	20.7	20.7
	illiterate	395	79.3	100.0
	Total	498	100.0	

socioeconomicstatus

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lowstatus	105	21.1	21.1
	middlestatus	305	61.2	82.3
	highstatus	88	17.7	100.0
	Total	498	100.0	

T-Test

Group Statistics

	familystatus	N	Mean	Std. Deviation	Std. Error Mean
generalliteracyneed	literate	103	51.5340	8.31466	.81927
	illiterate	395	51.4304	6.13983	.30893

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
generalliteracyneed	Equal variances assumed	27.656	.000	.141	496	.888	.10360	.73523	-1.34095	1.54815
	Equal variances not assumed			.118	132.376	.906	.10360	.87558	-1.62833	1.83554

T-Test

Group Statistics

	familystatus	N	Mean	Std. Deviation	Std. Error Mean
readinginterest	literate	103	50.7184	9.13667	.90026
	illiterate	395	49.3392	7.14472	.35949

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	
readinginterest	Equal variances assumed	28.882	.000	1.641	496	.101	1.37921	.84052	
	Equal variances not assumed			1.423	136.225	.157	1.37921	.96938	

T-Test**Group Statistics**

	familystatus	N	Mean	Std. Deviation	Std. Error Mean
writinginterest	literate	103	49.7670	9.46532	.93265
	illiterate	395	49.4127	7.20049	.36230

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
writinginterest	Equal variances assumed	37.274	.000	.415	496	.678	.35433	.85419
	Equal variances not assumed			.354	134.315	.724	.35433	1.00054

Oneway**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
generalliteracyneed	Between Groups	425.064	2	212.532	4.898	.008
	Within Groups	21480.279	495	43.395		
	Total	21905.343	497			
readinginterest	Between Groups	894.174	2	447.087	7.935	.000
	Within Groups	27888.607	495	56.341		
	Total	28782.781	497			
writinginterest	Between Groups	650.180	2	325.090	5.563	.004
	Within Groups	28926.222	495	58.437		
	Total	29576.402	497			

Post Hoc Tests

Multiple Comparisons

Dependent Variable		(I) socioeconomicstatus	(J) socioeconomicstatus	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
generalliteracyneed	Scheffe	lowstatus	middlestatus	-2.31397*	.74536	.008	-4.1440	-.4840
			highstatus	-.202835	.95205	.104	-4.3658	.3091
		middlestatus	lowstatus	2.31397*	.74536	.008	.4840	4.1440
			highstatus	.28562	.79712	.938	-1.6714	2.2427
		highstatus	lowstatus	2.02835	.95205	.104	-.3091	4.3658
			middlestatus	-.28562	.79712	.938	-2.2427	1.6714
readinginterest	Scheffe	lowstatus	middlestatus	-3.33240*	.84929	.001	-5.4176	-1.2472
			highstatus	-3.08690*	1.08481	.018	-5.7503	-.4235
		middlestatus	lowstatus	3.33240*	.84929	.001	1.2472	5.4176
			highstatus	.24549	.90827	.964	-1.9845	2.4755
		highstatus	lowstatus	3.08690*	1.08481	.018	.4235	5.7503
			middlestatus	-.24549	.90827	.964	-2.4755	1.9845
writinginterest	Scheffe	lowstatus	middlestatus	-2.81889*	.86495	.005	-4.9425	-.6953
			highstatus	-2.73517*	1.10481	.048	-5.4477	-.0227
		middlestatus	lowstatus	2.81889*	.86495	.005	.6953	4.9425
			highstatus	.08372	.92501	.996	-2.1874	2.3548
		highstatus	lowstatus	2.73517*	1.10481	.048	.0227	5.4477
			middlestatus	-.08372	.92501	.996	-2.3548	2.1874

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

generalliteracyneed

	socioeconomicstatus	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	lowstatus	105	49.6762	
	highstatus	88		51.7045
	middlestatus	305		51.9902
	Sig.		1.000	.733
Scheffe ^{a,b}	lowstatus	105	49.6762	
	highstatus	88	51.7045	51.7045
	middlestatus	305		51.9902
	Sig.		.054	.943

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 124.141.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

readinginterest

	socioeconomicstatus	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	lowstatus	105	47.0381	
	highstatus	88		50.1250
	middlestatus	305		50.3705
	Sig.		1.000	.797
Scheffe ^{a,b}	lowstatus	105	47.0381	
	highstatus	88		50.1250
	middlestatus	305		50.3705
	Sig.		1.000	.967

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 124.141.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

writinginterest

	socioeconomicstatus	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	lowstatus	105	47.2762	
	highstatus	88		50.0114
	middlestatus	305		50.0951
	Sig.		1.000	.931
Scheffe ^{a,b}	lowstatus	105	47.2762	
	highstatus	88		50.0114
	middlestatus	305		50.0951
	Sig.		1.000	.996

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 124.141.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

T-Test

Group Statistics

	training	N	Mean	Std. Deviation	Std. Error Mean
generalliteracyneed	VOC	217	52.3180	7.32166	.49703
	ACAD	281	50.7829	5.98741	.35718
readinginterest	VOC	217	51.4470	7.67561	.52105
	ACAD	281	48.2171	7.26532	.43341
writinginterest	VOC	217	51.6037	7.99013	.54241
	ACAD	281	47.8505	7.08664	.42275

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
generalliteracyneed	Equal variances assumed	33.356	.000	2.573	496	.010	1.53505	.59
	Equal variances not assumed			2.508	411.951	.013	1.53505	.61
readinginterest	Equal variances assumed	7.530	.006	4.799	496	.000	3.22992	.67
	Equal variances not assumed			4.766	451.546	.000	3.22992	.67
writinginterest	Equal variances assumed	17.281	.000	5.542	496	.000	3.75315	.67
	Equal variances not assumed			5.458	434.458	.000	3.75315	.68

Reliability

Scale: 0.05

Case Processing Summary

		N	%
Cases	Valid	498	100.0
	Excluded ^a	0	.0
	Total	498	100.0

a. Listwise deletion based on all variables in the procedure.

Test for Model Goodness of Fit

Chi-Square	Value	19.935
	df	1
	Sig	.000
	Unconstrained Matrix	7.061
Log of Determinant of	Constrained Matrix	7.102

Under the parallel model assumption

Reliability Statistics

Common Variance	50.994
True Variance	37.234
Error Variance	13.760
Common Inter-Item Correlation	.730
Reliability of Scale	.844
Reliability of Scale (Unbiased)	.845

Inter-Item Correlation Matrix

	generalliteracyneed	readinginterest
generalliteracyneed	1.000	.737
readinginterest	.737	1.000

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
101.0763	176.457	13.28371	2

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
generalliteracyneed	51.4518	6.63891	498
readinginterest	49.6245	7.61006	498

Correlations

		generalliteracyneed	readinginterest
generalliteracyneed	Pearson Correlation	1	.737**
	Sig. (2-tailed)		.000
	N	498	498
readinginterest	Pearson Correlation	.737**	1
	Sig. (2-tailed)	.000	
	N	498	498

**. Correlation is significant at the 0.01 level (2-tailed).

CORRELATIONS

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
generalliteracyneed	51.4518	6.63891	498
writinginterest	49.4859	7.71426	498

Correlations

		generalliteracyneed	writinginterest
generalliteracyneed	Pearson Correlation	1	.687**
	Sig. (2-tailed)		.000
	N	498	498
writinginterest	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.000	
	N	498	498

**, Correlation is significant at the 0.01 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
generalliteracyneed	51.4518	6.63891	498
writinginterest	49.4859	7.71426	498
readinginterest	49.6245	7.61006	498

Correlations

		generalliteracyneed	writinginterest	readinginterest
generalliteracyneed	Pearson Correlation	1	.687**	.737**
	Sig. (2-tailed)		.000	.000
	Sum of Squares and Cross-products	21905.343	17494.663	18505.488
	Covariance	44.075	35.201	37.234
	N	498	498	498
writinginterest	Pearson Correlation	.687**	1	.780**
	Sig. (2-tailed)	.000		.000
	Sum of Squares and Cross-products	17494.663	29576.402	22767.871
	Covariance	35.201	59.510	45.811
	N	498	498	498
readinginterest	Pearson Correlation	.737**	.780**	1
	Sig. (2-tailed)	.000	.000	
	Sum of Squares and Cross-products	18505.488	22767.871	28782.781
	Covariance	37.234	45.811	57.913
	N	498	498	498

**, Correlation is significant at the 0.01 level (2-tailed).

ANOVA

generalliteracyneed

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	425.064	2	212.532	4.898	.008
Within Groups	21480.279	495	43.395		
Total	21905.343	497			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: generalliteracyneed

	(I) socioeconomicstatus	(J) socioeconomicstatus	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	lowstatus	middlestatus	-2.31397*	.74536	.008	-4.1440	-.4840
		highstatus	-2.02835	.95205	.104	-4.3658	.3091
	middlestatus	lowstatus	2.31397*	.74536	.008	.4840	4.1440
		highstatus	.28562	.79712	.938	-1.6714	2.2427
	highstatus	lowstatus	2.02835	.95205	.104	-.3091	4.3658
		middlestatus	-.28562	.79712	.938	-2.2427	1.6714

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

generalliteracyneed

	socioeconomicstatus	N	Subset for alpha = 0.05	
			1	2
Duncan ^{a,b}	lowstatus	105	49.6762	
	highstatus	88		51.7045
	middlestatus	305		51.9902
	Sig.		1.000	.733
Scheffe ^{a,b}	lowstatus	105	49.6762	
	highstatus	88	51.7045	51.7045
	middlestatus	305		51.9902
	Sig.		.054	.943

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 124.141.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.