

**ACCESS TO AND UTILISATION OF LIBRARY MEDIA RESOURCES AS
CORRELATES OF PRISON INMATES' ACADEMIC PERFORMANCE IN
PRIVATE SENIOR SCHOOL CERTIFICATE EXAMINATION IN NIGERIA**

BY

Isaac Oluwadare BUSAYO

Dip. Lib. (Zaria) B. Ed; M.L.S. (Ibadan)

Matric No.: 102121

A Thesis in the Centre for Educational Media Resource Studies, Submitted to the Faculty
of Education in partial fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY

of the

UNIVERSITY OF IBADAN

May, 2016

ABSTRACT

The performance of candidates in the Senior Secondary School Certificate Examination (SSSCE) normally generates negative public comments because of their below average results. Part of these results include those of Nigerian Prison inmates. The Nigerian Prisons Service (NPS) prepares inmates for SSSCE; however, very little is known about the inmates' performances, probably because of their confinement. Literature largely dwelt on the academic performance of regular students with little attention to the factors affecting academic performance of prison inmates in Nigeria. This study, therefore, examined access to and utilisation of library media resources as correlates of prison inmates' academic performance in private SSSCE organised by West African Examinations Council in Nigeria from 2009-2013.

The study adopted survey design of the correlational type and the Sense Making, Information Richness and Mastery Learning theories provided the framework. Three prisons viz: Abakaliki (Ebonyi State), Ikoyi (Lagos State) and Kuje Medium Security (Abuja) were purposively selected. Total enumeration method was used to draw 438 inmates who registered for SSSCE between 2009 and 2013. The choice of subjects was based solely on eleven social sciences and humanities that require no laboratory facilities. The subjects were: English Language, Mathematics, Further Mathematics, English Literature, Economics, Government, Geography, Commerce, Accounting, Christian Religious Studies and Islamic Religious Studies. The three instruments used were: Inmates' Accessibility to library media resources ($r=0.72$), Utilisation of library media resources ($r=0.82$) and the SSSCE results collected from the NPS authority. These instruments were complemented with an interview schedule. Data were analysed using Pearson product moment correlation and Multiple regression at 0.05 level of significance. The interview schedule transcripts were content analysed.

Access to and utilisation of library media resources significantly contributed to the academic performance of prison inmates ($F_{(1, 435)} = 108.87$) and jointly accounted for 33.4% of the total variance of the dependent variable. There were significant relative contributions of accessibility of resources ($\beta = .38$, $t = 3.76$) and utilisation of resources ($\beta = .20$, $t = 1.99$) to academic performance of the respondents. Positive significant relationships were established between accessibility to library media resources ($r = .57$); Utilisation of library media resources ($r = .56$) and academic performance of inmates in Nigerian prisons. The prison inmates noted that Oxford English Dictionary and textbooks in the 11 subjects were the most accessible and well utilised by them. None of the prison libraries open at weekend while Abakaliki and Kuje prisons had no photocopying facilities.

Access to and utilisation of library media resources had a positive relationship on the academic performance of inmates in Nigerian prisons. Increased access to and utilisation of library media resources by prison inmates to improve their academic performance in senior secondary school certificate examination in Nigeria should be considered.

Keywords: Access to and utilisation of library media resources, Academic performance of prison inmates, Private senior secondary school examination.

Word count: 470

ACKNOWLEDGEMENTS

I praise and appreciate the Almighty God, the giver of knowledge, wisdom and understanding, who gives wisdom liberally and upbraided not, for seeing me thus far. To Him alone be the glory, honour and adoration in my life. The academic journey to this level was not a smooth one, but God in His infinite love, mercy and grace was gracious unto me and made a way for me in spite of all odds and challenges. To God alone be the glory.

In like manner, the contributions of my supervisor, Professor David Folorunso Elaturoti to the success of this research work is unquantifiable. His constructive criticisms, comments and suggestions are invaluable. I appreciate especially the fact that he painstakingly read through the work and moderated my thoughts. I thank the Acting Director, Dr. Fadekemi Oyewusi and all my lecturers at the Centre for Educational Media Resource Studies, Faculty of Education, University of Ibadan, viz: Dr. Margaret Alegbeleye, Dr. A.O. Egunjobi (PG Coordinator), Dr. P.O. Olajojo, Dr. K.A. Aramide, Dr. D. A. Oluwole (Sub-Dean, PG), Dr. (Mrs.) Airen E. Adetimirin of the Department of Library, Archival and Information Studies and other lecturers within the University of Ibadan, for their scholarly contributions to the success of this research.

I also appreciate Alhaji Nurudeen Akorede Tope (N.A.T) Alokun who as my Boss (Polytechnic Librarian) at the Federal Polytechnic Ado-Ekiti in 2007, recommended me very strongly to the then Rector, Professor Olawumi Ajaja, that I be released to pursue the PhD programme. My appreciation also goes to Mr. Abayomi Tunji Agboola, the immediate past University Librarian, Federal University of Agriculture, Abeokuta Ogun State and the incumbent Dr. (Mrs.) M. O. Salaam. I equally express similar gratitude to the immediate past University Librarian, Federal University Oye - Ekiti, Mr. M. O. Afolabi and the incumbent Dr. Gboyega Adio, for their encouragement and supports.

Similar appreciation goes to Dr. Dare Owolabi of the Department of English, Ekiti State University Ado-Ekiti for his invaluable editorial input, at very short notice and with dispatch. I appreciate all my friends, colleagues and senior colleagues in the various places

where I was privileged to have worked in the last twenty-seven years; namely: Ekiti State University (EKSU), where I started my librarianship career as a Library Officer in 1987, to the Federal Polytechnic, Ado-Ekiti, The University of Education, Ikere-Ekiti (TUNEDIK), Federal University of Agriculture, Abeokuta (FUNAAB) and Federal University Oye-Ekiti (FUOYE) respectively. .

I am equally grateful to Mr. F.A.F. Alademomi, Controller of Prisons (Rtd), who introduced me to his colleagues in the various prisons sampled for the research. I appreciate Mr. M. O. Olaniran, Deputy Controller of Prisons, Kirikiri Maximum Security Prisons, Lagos, where I carried out my pre-trial test, Alhaji B.U. Aliyu, Deputy Controller of Prisons, Ikoyi Prison, Lagos, Mr. Ayodele Obarewo (Principal) Ikoyi Prison, Lagos, Mr. J. O. Komolafe, The Assistant Controller General of Prisons, Zone 'G' Headquarters, Benin –City, Alhaji K. Yusuf, The Controller of Prisons, Federal Capital Territory (FCT) Prison Command, Gwagwalada Headquarters, Abuja, Mr. I. E. Onoja, Deputy Controller of Prisons, also of FCT Prison Command, Gwagwalada Headquarters, Abuja, Mr. Joshua A.Yaro (CSP) Kuje Medium Security Prison, FCT Abuja, Mr. Adikwu (Education Desk Officer) Kuje Medium Security Prison, FCT Abuja, Mr. Ohakozim, Deputy Controller of Prisons, Ebonyi State Prison Command, Abakaliki, Mr. Godwin O. Okoro (CSP) Ebonyi State Prison Command, Abakaliki and Mr. Ekwunife Raphael (Vice Principal) Prison Special School, Ebonyi State Prison Command, Abakaliki, for assisting me accordingly.

I also appreciate the members of my church- Christian Faith and Fellowship Mission, within and outside Nigeria- who supported and expressed concern for my early completion of the programme. I am particularly grateful to Pastor Lekan Akadri, who accommodated me throughout my stay in Lagos and served as one of my research assistants for Ikoyi prison. I equally appreciate Mr. Justice Ubogu (a BLS holder) who also served as one of my research assistants at Abakaliki prison and my other research assistants at Kuje prison, FCT Abuja, who all assisted with the running around to ensure the success of the administration of the questionnaire, the interview with the inmates and the collection of the Senior Secondary School Certificate Examination results.

Also worthy of thanks are Pastor and Mrs. Emmanuel Abiodun Ayeni, Ado City Coordinator, Pastor and Mrs. Olubunmi Ayorinde Kumuyi of CFFM, Okeila, City Headquarter's Church, Ado-Ekiti and other well-wishers too numerous to mention. I thank my siblings for their love and concern. I am particularly grateful to my junior brother, Joseph Ojo Busayo and my senior brother, Pastor Samuel Akindele Busayo and their family members namely: Mrs Feyisayo Busayo, Mrs Yemisi Busayo, Mr. and Mrs. Sola Busayo, Mr. and Mrs. Tayo Busayo and other members of the family who kept asking of the progress report of the programme.

Lastly, I appreciate the members of my nucleus family for their unalloyed support and prayers, namely: my wife, who doubles as my sister, companion, better-half and 'mother' –Catherine Iyabode Modupe, my children Emmanuel Tolulope, Grace Oluwakemi, Victoria Olubukola and Israel Oluwatobi. Same appreciation goes to my son-in-law, Adekunle Oyedeji Onipede for taking good care of my daughter (his wife). Similar appreciation goes to Daddy and Mummy Onipede of Christian Faith and Fellowship Mission, Headquarters Church, Ado-Ekiti. I appreciate your concern for me and I pray that the Almighty God would abundantly reward your labour of love and crown your efforts with unquantifiable success in Jesus Name. The good works that God has started in your life shall be successfully completed and you shall be celebrated in Jesus Name. I thank you all very sincerely.

DEDICATION

This thesis is dedicated to the memory of my beloved late parents:

Chief Abraham and Mrs. Dorcas Ajayi BUSAYO who died in December 1983 and September 1995 respectively and

My dear sister, Late Mrs. Grace Bosede Olayiwole ANIRAMU (Nee BUSAYO) who died in September, 1983 at unripe age of 33years, as a result of a fatal motor accident. I missed you all dearly and I take solace in the fact that your hard-earned investment on my education, right from my primary school, was not in vain and that you are resting in the bosom of your creator.

UNIVERSITY OF IBADAN LIBRARY

CERTIFICATION

I certify that this work was carried out under my supervision by Isaac Oluwadare BUSAYO at the Centre for Educational Media Resource Studies, Faculty of Education, University of Ibadan, Ibadan, Nigeria.

.....

Supervisor

Prof. D. F. Elaturoti

B.A. (Educ) (Ife), MSL (Western Mich),
Ph.D. (Ibadan), FNLA, CLN, MNAE.

TABLE OF CONTENTS

Title page..... i
Abstract ii
Acknowledgements iii
Dedication vi
Certification by supervisor..... vii
List of tables xii
List of figures xiv
Abbreviations..... xv

CHAPTER ONE: INTRODUCTION

1.1 Background to the study 1
1.2 Statement of the problem..... 7
1.3 Objectives of the study..... 9
1.4 Research questions 10
1.5 Hypotheses 11
1.6 Scope of the study 11
1.7 Significance of the study 12
1.8 Operational definition of terms 14

CHAPTER TWO: LITERATURE REVIEW

2.1 The concept of education for all 16
2.2 Education as reformatory measures in Nigerian prisons..... 24
2.3 Inmates in Nigerian prisons..... 30
2.4 Prison library services and variety of media..... 33
2.5 Access to library media resources in Nigerian prisons..... 42
2.6 Utilisation of library media resources in Nigerian prisons..... 45
2.7 Access to library media resources and academic performance of prison
inmates in Nigeria..... 50

2.8 Utilisation of library media resources and academic performance of prison inmates in Nigeria.....	52
2.9 Theoretical framework.....	55
2.9.1 The sense making theory.....	55
2.9.2 Information richness theory.....	56
2.9.3 Learning theory.....	57
2.10 Conceptual model.....	59
2.11 Appraisal of literature review.....	61

CHAPTER THREE: METHODOLOGY

3.1 Research design	62
3.2 Sample size and sampling technique	63
3.3 Population of the study.....	63
3.4 Research instruments	65
3.5 Validity and reliability of instruments	66
3.6 Procedure for data collection	67
3.7 Method of data analysis.....	68

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Demographic data of respondents.....	69
4.2 Answers to research questions.....	72
4.3 Testing of the hypotheses.....	101
4.4 Discussion of the findings.....	105

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of findings.....	114
5.2 Implications of the findings.....	119
5.3 Conclusions.....	119
5.4 Recommendations.....	120
5.5 Contributions of this study to knowledge.....	121

5.6 Limitations of the study.....	121
5.7 Suggestions for further research.....	122
References.....	123
Appendix I: Prison inmates' accessibility and utilisation of library media resources- Questionnaire for prison inmates' (PIAULMR-QPI).....	140
Appendix II: Prison inmates' accessibility and utilisation of library media resources- Questionnaire for the librarians (PIAULMR-QL).....	149
Appendix III: Prison inmates' accessibility and utilisation of library media resources- Questionnaire for the instructors. (PIAULMR-QI).....	151
Appendix IV: Prison inmates' accessibility and utilisation of library media resources- Questionnaire for the prison management. (PIAULMR-QPM).....	153
Appendix V: Interview schedule on prison inmates accessibility and utilisation of library media resources with inmates (ISAULMRI).....	155
Appendix VI: Abakaliki Prison Inmates NOV/DEC SSCE Results for 2011-2013.....	156
Appendix VII: Ikoyi Prison Inmates NOV/DEC SSCE Results for 2009-2013.....	161
Appendix VIII: Kuje Prison Inmates NOV/DEC SSCE Results for 2012 and 2013.....	168
Appendix IX: Abakaliki Prison Inmates with minimum of 5Credits including English language and Mathematics in NOV/DEC SSCE results from 2011- 2013.....	172
Appendix X: Ikoyi Prison Inmates with minimum of 5Credits including English language and Mathematics in NOV/DEC SSCE results from 2009- 2013.....	174
Appendix XI: Kuje Prison Inmates had no minimum of 5Credits including English language and Mathematics in NOV/DEC SSCE results from 2012 and 2013.....	176

Appendix XII: Summary of Inmates with minimum of 5credits including English language and Mathematics in NOV/DEC SSCE Results from the three prisons sampled from 2009 – 2013.....	177
Appendix XIII: Highlight of Inmates with minimum of 3Credits, with either English language or Mathematics and those with 5Credits with either English language or Mathematics or without English and Mathematics in NOV/DEC SSCE Results from the three prisons sampled from 2009 – 2013.....	178
Appendix XIV: Summary of Appendix XIII.....	183
Appendix XV: Letter of introduction from the Ag. Director, CEMRS, to the Prisons....	184
Appendix XVI: Letter of permit from the CP to the DCP, to visit the sampled Prisons....	187

UNIVERSITY OF IBADAN LIBRARY

LIST OF TABLES

Table 3.1: Registered Inmates for WAEC/SSCE Examinations (Population of the Study)	64
Table 4.1: Marital Status of Inmates in the sampled prisons in Nigeria.....	69
Table 4.2: Age distribution of Inmates in the sampled prisons in Nigeria.....	70
Table 4.3: Religious Affiliation of Inmates in the sampled prisons in Nigeria.....	70
Table 4.4: Year of Imprisonment of Inmates in the sampled prisons in Nigeria.....	70
Table 4.5: Proposed year of release of Inmates in the sampled prisons in Nigeria.....	71
Table 4.6: Frequency and percentages showing the distribution of the general library media resources that are readily accessed by prison inmates in Nigeria for the preparation of WAEC/SSCE examinations.....	72
Table 4.7: Frequency and percentages showing the distribution of the prescribed library media resources that are readily accessed by Prison Inmates in Nigeria for the preparation of WAEC/SSCE examinations.....	73
Table 4.8: General library media resources accessed by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.....	79
Table 4.9: Prescribed Library Media Resources accessed by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.....	79
Table 4.10: Frequency and percentages showing the distribution of the general library media resources that prison inmates readily utilise in Nigeria for the preparation of WAEC/SSCE examinations.....	86
Table 4.11: Frequency and percentages showing the distribution of the prescribed library media resources that Inmates readily Utilise in Nigeria for the preparation of WAEC/SSCE examinations.....	87
Table 4.12: General library media resources readily utilised by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.....	90
Table 4.13: Prescribed Library Media Resources readily utilised by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.....	93
Table 4.14: Frequency and percentages showing the distribution of the problems associated with accessibility of library media resources by prison inmates in Nigeria....	99
Table 4.15: Frequency and percentages showing the distribution of the problems associated with utilisation of library media resources by prison inmates in Nigeria.....	100
Table 4.16: Correlation analysis showing the relationship between inmates accessibility to library media resources and their academic performance.....	101
Table 4.17: Correlation analysis showing the relationship between inmates utilisation of library media resources and their academic performance.....	102
Table 4.18: Relative contribution of accessibility and utilisation of library media resources on Academic performance of inmates in the sampled prisons in Nigeria.....	102

Table 4.19: Multiple Regression analysis showing the joint contribution of accessibility and utilisation of library media resources on Academic performance of inmates in Nigeria prisons.....	103
Table 4.20: Relationship between Accessibility and Utilisation of Library Media Resources by Abakaliki Prison Inmates with a minimum of 5 Credits including English and Mathematics.....	104
Table 4.21: Significant relationship between Accessibility and Utilisation of Library Media Resources by Ikoyi Prison Inmates with minimum of 5 Credits including English and Mathematics.....	105

UNIVERSITY OF IBADAN LIBRARY

LIST OF TABLES/FIGURES INCLUDING DIAGRAMS

Fig.2.1: Conceptual Model for the Study. Source: Self developed by the researcher.....60

UNIVERSITY OF IBADAN LIBRARY

ABBREVIATIONS/GLOSSARY/DEFINITIONS

APA – The American Prison Association

AREP – Adult and Remedial Education Programme

BORSTALS – A place where juvenile inmates (less than 18years old) are housed and trained.

EFA – Education For All

IFLA – International Federation of Library Association

IIM – India Institute of Management

ILL - Inter Library Loan

NGOs – Non-Governmental Organisations

NOUN – National Open University

MDG – Millennium Developments Goals

NPS – Nigerian Prisons Service

OBEC – Office of the Basic Education Commission

SSCE – Senior School Certificate Examinations

UDHR – Universal Declaration of Human Rights

UNDP – The United Nations Population Fund

UNESCO –United Nations Educational, Scientific and Cultural Organisation

VSDP – Vocational Skills Development Programme

WAEC – West African Examinations Council

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Declaration of the World Conference on Education for All (EFA) which was made in Jomtien, Thailand in 1990 stated clearly in Article 1 that every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic needs. This declaration was reaffirmed at the World Summit for Children, also held in 1990, which stated that all children should have access to basic education by the year 2000. The World Summit for Children placed a lot of emphasis on raising the levels of literacy. Hence, the importance of education to human beings cannot be over emphasized. Education is a human right that should be accorded human beings solely by reason of being human.

There are lots of international human rights instruments that provide for education as a fundamental human right. These include the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966) and the African Charter on Human and Peoples' Rights (1981). Within this framework, the Thai Government is committed to 15-years of free education, with Office of the Basic Education Commission (OBEC) tasked to ensure equal and free access to education. The Basic Core Curriculum (2008), so successfully implemented by Kanjanapisek Wittayalai Nakhon Pathom School (KWNPS), was designed to provide the framework for realizing the government's vision. The Curriculum benefitted from a pilot research conducted in 2001, with refinements made as informed by findings from the monitoring and evaluation process. The education policy in Thailand promotes quality education.

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum held in Dakar in the year 2000, 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals. The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the World Conference on Education for All in 1990 by United Nations Educational, Scientific and Cultural Organisation, The United Nations Development Programme, The United Nations Fund for Population Activities, The United Nations International Children's Education Fund and the World Bank. Participants endorsed an 'expanded vision of learning and pledged to universalize primary education and massively reduce illiteracy by the end of the decade. The implication is that to massively reduce illiteracy, there should be removal of barriers to educating every citizen of the member countries of EFA. Prison inmates who should be given education to remove illiteracy are among the focus of EFA

Nigeria, before the advent of the British colonial masters, had several ways of handling law offenders and criminals. These ranged from selling out such offenders into slavery to a faraway place, ostracism, burning of the hand of a thief, flogging of a minor offender, solitary confinement, lynching and death by hanging in most severe cases. When the British came, they introduced formal imprisonment and even execution by firing squad. Over the years however, reformatory and rehabilitative imprisonment came to be accepted as an alternative form of imprisonment in Britain-the original advocates of imprisonment as remarked by Oreh (2006).

Oreh (2006) notes further that, the Nigerian Prisons Services operate under the Prisons Decree Number 9 of 1972, which is being used with chapter 159 of the laws of Nigeria (1958).The Federal Government policy on prisons as contained in its white paper on re-organizing of Prisons Department and the integration of Native Authority Prisons mandated the Department to identify the reason why the inmates engaged in anti-social behaviours, then teach and train them to become useful citizens in a free society. Apart from maintaining safe custody of the inmates, identifying the causes of their anti-social

behaviours, education and training for eventual rehabilitation on discharge were identified as the responsibilities of the Welfare Department of the Nigerian Prisons.

The Nigerian Prisons Services Manual (1985), Section 60.4 (55) as cited by Oreh (2006), aptly stated that the responsibilities of the Senior Welfare Officer are as follows: Takes part in the organization of general education and vocational programmes as it affects the inmates towards rehabilitation on discharge, ensured that the recreational activities in the prisons are well carried out and coordinates under communities,' social and formal education between prisons and communities to be able to strike a form of cultural balance.

The Nigerian Prisons Service organises formal education classes designed to take care of the educational needs of those who were in school before they ran into trouble with the law. In the prison yards, fresh opportunities are given to them to reconnect with their truncated studies if so desired. When they have become trained, the Nigerian Prisons Service, in collaboration with the Local Government Authorities, arranges for them to take the First School Leaving Certificate Examination. No fewer than 3,000 of these prisoners are presented for the First School Leaving Certificate Examinations each year (Ogundipe 2008). Some of them go to the next stage of their education while others, usually the older ones, take the educational attainments back home on discharge.

The other aspect of Adult Remedial Education Programme Initiative is the Remedial Education proper. This programme provides opportunities for prisoners who started post-primary education before they were brought to prison. In prison yards, classes are organised for interested prisoners to pursue their educational career to any level that is legally permissible within the context of the prison infrastructure. Opportunities are offered to pursue their education to the school certificate level, while few of them proceed to the tertiary level through the National Open University programme of the Federal Government. The borstals, where juvenile inmates are housed and trained, typify this emphasis on remedial education.

Likewise, vocational education and skills acquisition are imparted in the borstals. The major emphasis has been on the enthronement of formal education as a means of helping the inmates to restrain themselves from crimes and criminal behaviour. All the

three borstals located at Abeokuta in Ogun State, Ilorin in Kwara State and Kaduna in Kaduna State are run as institutions of learning. Every year candidates from these three institutions take the senior school certificate examinations. The impressive number of candidates presented for Senior School Certificate Examinations annually has led to examination bodies making some prisons centres for these examinations. Ikoyi Prison in Lagos State, for instance, is now a centre for the West African Examinations Council (WAEC). The Nigerian Prisons Service, according to Ogundipe (2008), presents between 500 and 1000 candidates for WAEC/SSCE examinations annually.

In Nigerian prisons, most inmates now show interest in being educated. Many of them have realised the importance of education and they now enroll for one type of examination or the other to better their lot. Education in prisons is no doubt, necessary because its provision will make the prisons become places of continuous and informal learning rather than 'schools of crime'. Education in prison remains a veritable reformatory measure as it provides skills for jobs, which is a path to personal employment, enhanced citizenship and better health. Prisons education is also an aspect of lifelong learning which every adult whether 'free' or 'restricted' should be entitled to. Prison education should provide a second chance for learning to the inmates.

The current trends of reformation in prisons in Nigeria are heart-warming. Inmates in Nigerian prisons are being prepared for diverse examinations and programmes, all aimed at ensuring that they are well rehabilitated for onward integration into the society after their jail terms. Thus, prison authorities have introduced and exposed inmates to various programmes as part of its rehabilitative measures particularly education programmes. The list of such examination programmes include: Technical skill acquisitions, Senior School Certificate Examination, Ordinary National Diploma, Higher National Diploma, Nigeria Certificate in Education, Unified Tertiary Matriculation Examination formally Joint Admissions and Matriculation Board examinations and University Certificates, Diplomas and Degrees through the National Open University (NOUN) among others. The focus of this study is the Senior School Certificate Examinations (SSCE) conducted by the West African Examinations Council (WAEC). It is aimed at establishing the academic achievement of the inmates in the private Senior

Secondary School Certificate Examinations (SSCE) conducted by West African Examinations Council (WAEC) in November/December from 2009-2013.

Prison inmates in Nigerian prisons are being prepared for the private Senior Secondary School Certificate Examinations annually between November and December. The requirements for the smooth conduct of the examination and for inmates to be able to do well are the provision of the syllabus, the prescribed textbooks and the general library media resources among others. The subjects for the study are eleven humanities and social sciences subjects that required no laboratory facilities as most prisons lack laboratory facilities for science practicals. The Nigerian languages were also excluded because of its diversity and multiplicity. All the subjects chosen had prescribed (recommended) textbooks by the examining body that inmates are expected to have access to and utilise. Likewise, the general library media resources like dictionary, encyclopedia, atlas, Nigerian yearbook and others, form part of this study as it provided salient academic information. All these library media resources will have to be provided by the prison library.

The place of media resource centre (library) in academics to facilitate teaching and learning cannot be over-looked. Likewise, the usefulness of media resources in the education of prison inmates cannot be underestimated. Prison inmates require library resources, print and non-print media, particularly, the prescribed textbooks by examination bodies. The general reading materials must also be made available and accessible to prison inmates by prison libraries to facilitate their utilisation for private Senior Secondary School Certificate Examinations and for better academic performance.

The examining body has curriculum for each subject with the recommended textbooks and other general media to be used in preparation for the examination. This necessitates a prison library for the inmates. The Education in Prison Project, endorsed by the Council of Europe (Strasbourg 1990) recommends that the prison library should function with the same professional standards as libraries in the free world. The library should be managed by a professional librarian; should meet the interest and needs of culturally diverse

populations; should provide open access for prisons inmates and should provide a range of literacy and reading related activities.

The choice of subjects for this study was based solely on eleven social science and humanity subjects that require no laboratory facilities. The science subjects are excluded from the study because investigations show that the prisons have no laboratory facilities for sciences and the practicals. Likewise, Nigerian languages are excluded because of its diversity and multiplicity. The subjects are: English Language, Mathematics, Further Mathematics, English Literature, Economics, Government, Geography, Commerce, Accounting, Christian Religious Studies (CRK) and Islamic Religious Studies (IRK).

It is understandable that there can be no access without availability. In other words, one cannot have access to what is not available, but access could be denied to what is available for one reason or the other. Likewise, access would enhance utilisation, which may influence a better academic performance. Therefore, when access to library media resources is censored for one reason or the other, utilisation becomes difficult and this may affect academic performance. However, some notable range of information resources is necessary to enable the school library fulfill its functions among which are: to systematically provide information resources required for the school's educational programmes and to assist in improving and increasing the reading skills and learning habits of students. The prison library equally serves the inmates, the instructors who teach the inmates and other officials who work in the prison. Arua and Chinaka (2011), in a related study, discovered a number of problems militating against the use of library media resources to include: Lack of current and up-to-date information materials as the most outstanding problems militating against the use of library, followed by poor library accommodation, poor library orientation, restricted library hours and lack of professional Librarian for processing the materials.

Lippincott (2015) observes that when students use a wide array of information resources that they seek out on their own, they enrich their learning through exploration of topics of interest. She says that with the vast resources of the Web available, students must first make choices about how to access information and then which information resources

to use in their explorations and assignments. In like manner, access to library media resources and their utilisation would influence inmates' academic performance in private senior school certificate examinations. Oyewusi and Oyeboade (2011) observe that most Nigerian undergraduates view libraries as places to borrow books and read lecture notes but unaware of the rich content they can access through libraries when these resources are available.

The West African Examination Council (WAEC) is an examining body that conducts a standardized examination in West Africa annually. Candidates are expected to pass five (5) subjects at credit level with English Language and Mathematics at a sitting, which is the requirement for admission into tertiary institutions. The Senior School Certificate Examination (SSCE) is taken by students at the end of their secondary school education in Nigeria and some West African countries such as Ghana, Liberia, and Gambia. The SSCE certificate is a requirement for gaining admission into tertiary institutions in Nigeria. It can also be used for securing jobs. Candidates sitting for WAECSSCE are allowed to choose nine subjects (out of fifty-eight (58) examinable subjects). The West Africa Examination Council, WAEC organizes two SSCE examinations, the first which is held in May/June is targeted at those still in Secondary schools and is called WAEC/SSCE or WASSCE May/June. The second examination, called WAEC/GCE or WASSCE November/December, is for private students, which inmates take, and it takes place around November/December every year.

1.2 Statement of the problem

The WAEC/SSCE results released from time to time usually generate public opinions/comments on the basis of students' performance, particularly, on the percentage of candidates who have five credits at a sitting, including English Language and Mathematics which are prerequisites for admission into tertiary institutions. It is assumed that academic performance of candidates in conventional schools to regular senior secondary school students in the WAEC/SSCE examinations is likely to be a replica of academic performance of prison inmates in Nigeria.

The breakdown of WAEC/SSCE May/June 2010 results revealed that the total number of candidates who sat for the examination was : 1,351,557; but the total number of results released was: 1,278,843 (94.62%); while the number of candidates with 5 credits or more including English and Mathematics was only: 337,071 (24.94%). Likewise, WAEC/SSCE Nov/Dec 2010 results released, shows that the total number of candidates who sat for the examination was: 310,077; out of which 309,400 (95.21%) results was released with only 20.4% of the candidates having 5 credits or more including English and Mathematics. Abah (2014) observes that no fewer than 1,163,010 candidates had their hope of securing university admission in Nigeria in 2014 dashed as they failed to obtain the basic entry requirement, especially their failure to obtain credits in five subjects and above, including English Language and Mathematics.

The need for a prison library, and for it to be well stocked with relevant current general reading materials and prescribed media resources (as recommended by WAEC), cannot be overlooked, more so that inmates are not at liberty to either move around to purchase books of their choice from bookshops or have access to school/public libraries outside the prison. Obviously, prison inmates are not free, they neither have permanent class teachers nor attend regular classes like the free, yet they take the same public examinations as the free. They have and use the same curriculum and syllabus and are subjected to the same examination conditions including the same marking schemes in the Senior Secondary School Certificate Examinations conducted by West African Examinations Council on yearly basis. Hence, the contribution of the prison library to the education of inmates is significant. This study is to examine access to and utilisation of library media resources as correlates of prison inmates' academic performance in private senior school certificate examination in Nigeria.

Prison inmates enroll for and write the SSCE examination as private candidates, because they are not in conventional schools. They also have the same motive and aspiration as the candidates in the free world, such as personal development, gainful employment on discharge, as well as furthering their educational career. The alarming rate of failure of candidates in the Senior Secondary Certificate Examination results often released by WAEC does not exempt prison inmates. For instance, the breakdown of the

recently released May/June 2014 WASSCE results of the regular students is worrisome and not in any way encouraging.

The prison inmates who are in confinement also write this examination, and can understandably not be an exception to the alarming rate of failure recorded annually, but not much is known about them. Repeated failure of inmates in the private SSCE examinations would amount to a colossal waste of public fund that is budgeted or donated to support the education of the inmates. It would also frustrate government efforts to rehabilitate the inmates before their discharge. This study is designed to study access to, and utilisation of library media resources as correlates of academic performance of prison inmates in private Senior School Certificate Examinations in Nigeria.

1.3 Objectives of the study

The main objective of the study is to investigate the relationships between access to and utilisation of library media resources as correlates of prison inmates' academic performance in private SSCE in Nigeria.

The specific objectives are to:

1. find out the variety of general and prescribed library media resources accessible to inmates in Nigerian prisons in preparation for private SSCE.
2. determine the level of utilisation of general and prescribed library media resources by inmates in Nigerian prisons in preparation for private SSCE examinations
3. find out the relative contribution of access to and utilisation of library media resources on inmates' academic performance in private SSCE examinations.
4. find out joint contributions of access to and utilisation of library media resources to academic performance of prison inmates in Nigeria in preparation for private SSCE examinations.
5. examine the problems associated with the accessibility of library media resources by inmates in preparation for private SSCE examinations.
6. determine the problems associated with the utilisation of library media resources by inmates in preparation for private SSCE examinations.

7. examine the level of academic performance of inmates in private SSCE examinations in Nigeria.

1.4 Research questions

The following research questions were answered in this study.

1. What are the general and prescribed library media resources that are readily accessed by prison inmates in Nigeria for the preparation of private SSCE examinations?
2. What are the library media resources that are readily accessed by prison inmates in the respective prisons sampled for the preparation of private SSCE examinations?
3. Which general and prescribed library media resources do prison inmates readily utilise in Nigeria for the preparation of private SSCE examinations?
4. Which library media resources do prison inmates readily utilise in the respective prisons sampled for the preparation of private SSCE examinations?
5. What are the problems associated with accessibility of library media resources to prison inmates in Nigeria in preparing for private SSCE examinations?
6. What are the problems associated with utilisation of library media resources to prison inmates in Nigeria in preparing for private SSCE examinations?
7. What is the level of academic performance of inmates in Nigeria prisons in private SSCE examinations?

1.5 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

- Ho1: There is no significant relationship between accessibility to library media resources and academic performance of inmates in Nigeria prisons in private SSCE examinations.
- Ho2: There is no significant relationship between utilisation of library media resources and academic performance of inmates in Nigeria prisons in private SSCE examinations.
- Ho3: There is no significant relative contribution of accessibility to and utilisation of library media resources to academic performance of prison inmates in private SSCE examinations.
- Ho4: There is no joint contribution of inmates' accessibility and utilisation of library media resources to their academic performance in Nigeria prisons in private SSCE examinations.
- Ho5: There is no significant relationship between accessibility and utilisation of prescribed library media resources by Abakaliki prison inmates who had minimum of 5 credits in private SSCE including English language and Mathematics.
- Ho6: There is no significant relationship between accessibility and utilisation of prescribed library media resources by Ikoyi prison inmates who had minimum of 5 credits in private SSCE including English language and Mathematics.

1.6 Scope of the study

The study is based on three of the foremost prisons in Nigeria, with regional and geopolitical zones spread across the country as follows:

Abakaliki Prison, Ebonyi State in the South East, built in 1916 under the colonial administration, Medium Security Prison, Kuje Abuja (North Central) in the Federal Capital Territory of Nigeria, established in 1989 and Ikoyi Prison, Lagos State in the South West, which is the first prison in Nigeria, established in 1872. The choice of these three prisons is also based on the participation of their inmates' in private Senior

Secondary School Certificate Examinations (SSCE), organised by WAEC, as the private NECO examinations was not inclusive, and the availability of prison library services for inmates' use in preparation for examinations in the named prisons.

The female inmates are separately housed and men are not normally allowed free entry into their apartments (cells), therefore, the female inmates were excluded from this study. Thus, the study included all the male prison inmates' who were enrolled and did the private SSCE, held from November/December 2009 to November/December 2013 (five years range) as private candidates. The subject scope are mainly eleven (11) social sciences and humanity subjects that required no laboratory facilities because the prisons had no provision for science practical. Access scope implies that the library media resources were available, utilisation scope refers to the ease at which the resources can be used while performance scope refers to those inmates who passed at credit level in five subjects including English Language and Mathematics in the three prisons sampled.

1.7 Significance of the study

It is envisaged that prison inmates would benefit by the study because the library media resources would enhance their academic performance in private SSCE examinations. This will serve as an impetus to their academic breakthrough and fulfillment.

Prison librarians would also benefit as they would address their lapses in the areas of collection development and be better prepared to ensure that the prison library is well stocked with the needful library media resources and make the prisons reformatory measure worthwhile.

The instructors (teachers) who teach inmates various subjects would benefit and be able to improve on their teaching methodology, tutorials and preparatory classes and address their areas of weaknesses (deficiency) in the various subjects to ensure better performance of inmates in private SSCE examinations.

The prison management (authorities) would benefit as they would appreciate the importance of library media resources and see the need to provide the prisons in Nigeria with functional and well-stocked libraries as these instructional facilities would provide the much needed learning resources to keep inmates abreast of happenings around the world and enhance their educational attainment. This would help to further improve on the academic performance of prison inmates in private SSCE examinations.

This study would also be beneficial to the general public (society) as they would have an insight into the educational facilities available to the contemporary Nigerian prison inmates as part of their welfare/reformation package, since not many studies have been carried out in this area. This would enable the NGOs and the philanthropists know the areas where they could be of help to prison inmates.

Likewise, the Nigerian governments, at the state and federal levels would benefit, and would improve on the educational attainment of inmates to make them 'better persons' for the society ahead of their release. It would be clear and realised that no meaningful educational programme can be held in the prisons in Nigeria without a functional and well-stocked library.

Also, the students and researchers at the Centre for Educational Media Resource Studies, University of Ibadan and others in the related fields of library and information studies would benefit, and find the work resourceful.

Finally, the findings would be beneficial to policy makers in the Nigerian Prisons Service in making adequate budgetary provision for the education of inmates, provide prison library services that would meet the educational needs of inmates and facilitate conducive learning environment in the prisons, including better remunerations for the prison officials like the librarians, instructors and other staff members.

1.8 Operational definition of terms

The following terms are defined as used in this study:

Academic performance: This is the academic performance of inmates in the private Senior Secondary School Certificate Examinations (SSCE) conducted by West African Examinations Council (WAEC) between November/December from 2009-2013 as used in this study. Particularly, those who passed at credit level in at least five subjects including English Language and Mathematics.

Accessibility: This implies availability and refers to the ease with which the resources can be reached when need be.

Accessibility of library media resources: This is the ease with which library information resources can be located and retrieved by inmates from available library information materials/resources for use.

General library media resources: These refer to general learning resources that may or may not be prescribed (recommended) by the examining body (WAEC), but are needful and helpful in preparing for private SSCE, like dictionaries, encyclopedias, yearbooks, manuals, charts etc

Library media resources: These refer to both basic (general) library collections and the prescribed textbooks. They are library information resources, which enhance teaching, learning and research. Examples are basic textbooks, journals, magazines, novels, reference materials viz: dictionary, encyclopedia, bibliography, indexes and abstract, audio-visual materials and newspapers while the prescribed are texts or non-print media recommended by West African Examinations Council/Senior School Certificate Examinations (WAEC/SSCE) for use of candidates.

Prescribed library media resources: These refer to learning resources that are recommended (prescribed) by the examining body (WAEC) to be read by all candidates preparing for SSCE examinations in the various subjects entered for. Each subject has specific prescribed learning resources.

Prison inmates: Persons convicted by law courts and are held in custody of the Prison Service in Nigeria.

Private SSCE: These refer to Senior Secondary School Certificate Examinations (SSCE) conducted by West African Examinations Council (WAEC) annually for private candidates who are not in the conventional secondary school, but studying on their own to make up for one deficient paper or the other in their previous SSSCE.

Public examinations: These refer to Senior Secondary School Certificate Examinations (SSCE) conducted by West African Examinations Council (WAEC) annually for willing private candidates within the public, held between November/December each year, in Nigeria as used in this study.

SSCE: Senior Secondary School Certificate Examinations conducted by West African Examinations Council (WAEC) annually, especially, that held in November/December.

Utilisation: Extent or level of use of a medium as it applies to this study.

Utilisation of library media resources: Effective consumption, use or correct application of media resources by inmates in preparation for public examinations, most especially WAEC/SSCE as used in this study.

WAEC: Refers to West African Examinations Council as an examining body that conducts a standardized examination in West Africa annually, including Nigeria.

CHAPTER TWO

LITERATURE REVIEW

This chapter is discussed under notable sub-topics, and is devoted to the review of related literature, the essence of which is to provide the effective foundation needed to understand the study, as well as fill the gap in the previous literature, which this research intends to cover. The review of literature therefore covers the following:

- 2.1 The concept of education for all
- 2.2 Education as reformatory measures in Nigerian prisons.
- 2.3 Inmates in Nigerian prisons
- 2.4 Prison library services and variety of media
- 2.5 Access to library media resources in Nigerian prisons
- 2.6 Utilisation of library media resources in Nigerian prisons
- 2.7 Access to library media resources and academic performance of prison inmates in Nigeria
- 2.8 Utilisation of library media resources and academic performance of prison inmates in Nigeria
- 2.9 Theoretical framework
 - 2.9.1 The sense making theory
 - 2.9.2 Information richness theory
 - 2.9.3 Learning theory
- 2.10 Conceptual model
- 2.11 Appraisal of the literature reviewed

2.1 The concept of education for all

The importance of education to human beings cannot be over emphasized. Education is a human right that should be accorded to all human beings solely by reason of being human. There are a lot of international human rights instruments that provide for education as a fundamental human right. These include the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966) and the African Charter on Human and Peoples' Rights (1981). Over the years, Thailand has been through various crises, including the economic crisis (1997) and political crisis in 2010, which have continuously challenged economic and social development in the country. Still, the government was committed to improving education and so, Thailand entered the 2nd Decade of Education Reform (2009-2018) with the vision that all Thais would be able to access high-quality lifelong learning. It aims to prepare their citizens to be good, active, competent, and responsible global citizens. Within this framework, the Thai Government is committed to 15-years of free education, with OBEC tasked to ensure equal and free access to education. The Basic Core Curriculum (2008), so successfully implemented by KWNPS, was designed to provide the framework for realizing the government's vision. The Curriculum benefitted from a pilot conducted in 2001, with refinements made as informed by findings from the monitoring and evaluation process. The education policy in Thailand promotes quality education.

Lehmann and Locke (2005) stress the fact that, in accordance with the United Nations Universal Declaration of Human Rights, societies have shifted their focus from punishment of prisoners to education, rehabilitation and constructive use of time. The prison library then becomes an important part of the entire prison environment in its support for educational, recreational and rehabilitative programmes. Shirley (2006) posits that prisons were regarded at the onset as a place for punishment of those who break an established law. But later on, the pressure mounted by these organizations: The American Library Association, The American Correctional Association, The American Prison Association (APA) also nurtured the idea of a shift from punishment to reformation of prison inmates. Thus, APA advocates the establishment of prison libraries for education and leisure of prison inmates.

Previous related studies conducted reveals that education behind bars is worthy of attention. Thus, emphasis is laid on prison inmates' education, as Ogundipe (2008) in his study shows that most of those in prison yards are youths within the age bracket of 18 and 30 and this obviously, is the most productive and vibrant years of a human being. He also observes that between 70 and 90 percent of these prisoners are without education, skills and are hopeless. Educational programmes, as designed by the Nigerian prison is therefore, geared towards educating the mind of the inmates to distinguish between good and evil. It is the aim of the Nigerian Prisons Service to prevent and control crime through strategic intervention in the developmental processes of would-be criminals, having identified the fact that the mindset of prisoners remains the best place to work on, and this is why Nigerian prisons have zeroed in on the educational development of prisoners.

Ntweo (2012) advances reasons for the education programme of inmates at Enugu prison where he was a Controller of Prisons service. He observes that, it becomes pertinent to incorporate education in the reformation programme of inmates because of the problem of managing the high school leavers and undergraduates who found themselves in prisons by circumstances. According to him, the tertiary education programme being flagged off was a component of the broader spectrum of the reformation regime operational in the Prisons among which are vocational trainings in many facets of human endeavour. He goes on to reel out past achievements of the Prison in the area of education which includes the successes recorded by 12 former inmates in the 2004 SSCE and 2 short-term inmates who scored above 200 in UME examinations.

Prison education according to Demeyer (2004), is an attempt to make and remake, to change, and to re-educate the inmates. It is a fundamental human right, which should not be denied prisoners. One of the principal objectives of the National Policy on Education is "to inculcate permanent literacy and numeracy, and the ability to communicate effectively". In addition to government investment in education of prison inmates, Adeoye, (2010) observes that prison inmates are also supported annually by non-governmental organizations, churches and mosques which assist in funding the costs of registration for their examinations.

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum in Dakar, in the year 2000, 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals. In 1990, delegates from 155 countries, as well as representatives from 150 governmental and non-governmental organizations, agreed at the World Conference on Education for All in Jomtien, Thailand held from 5-9 March 1990, to make primary education accessible to all children and to massively reduce illiteracy before the end of the decade. The delegates adopted a World Declaration on Education for All, which reaffirmed the notion of education as a fundamental human right and urged countries to intensify efforts to address the basic learning needs of all. The Framework for Action to Meet the Basic Learning Needs defined targets and strategies to meet the basic learning needs of all by the year 2000.

The goals included: universal access to learning; a focus on equity; emphasis on learning outcomes; broadening the means and the scope of basic education; enhancing the environment for learning; and strengthening partnerships by 2000. However, the Jomtien EFA targets were not achieved by the year 2000. The world Declaration on Education For All also stressed meeting basic learning needs and opined in its preamble that more than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that “everyone has a right to education”.

The relationship between education and development is well established such that education is a key index of development. It has been documented that schooling improves productivity, health and reduces negative features of life such as child labour as well as bringing about empowerment. This is why there has been a lot of emphasis particularly in recent times for all citizens of the world to have access to basic education; (Igbuzor, 2006). The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. This gesture must also be extended to the inmates who are housed in the various prisons in Nigeria, who show interest in being educated, to enable them have the sense of belonging and make them better citizens on

their release from prison. The movement was launched at the World Conference on Education for All in 1990 by UNESCO, UNDP, UNFPA, UNICEF and the World Bank. Participants endorsed an expanded vision of learning and pledged to universalize primary education and massively reduce illiteracy by the end of the decade.

Ten years later, in year 2000, with many countries far from having reached this goal, the international community met again in Dakar, Senegal, and affirmed their commitment to achieving Education for All by the year 2015. They identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015. As the lead agency, UNESCO has been mandated to coordinate the international efforts to reach Education for All. Governments, development agencies, civil society, non-government organizations and the media are but some of the partners working toward reaching these goals.

It can be inferred from the policy of EFA that inmates are not in any way excluded from being educated. Inmates in prisons in Nigeria have the right to education, their confinement notwithstanding. The National Policy on Education (TNPE) (2004) stated that a nation's policy on education is government's way of realizing that part of the national goals which can be achieved using education as a tool. Nigeria's philosophy of education is based on the:

- development of the individual into a sound and effective citizen,
- full integration of the individual into the community; and
- provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system (TNPE 2004).

All the aforementioned three philosophies of education in Nigeria are applicable to prison inmates, who need to be developed into sound and useful citizens, be fully integrated into the community on release and be provided with equal access to educational opportunities even while behind bars, as long as they are citizens of Nigeria.

The national educational goals, as further highlighted in the National Policy on Education (2004), are the:

- inculcation of national consciousness and national unity;
- inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- training of the mind in the understanding of the world around; and
- acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

The policy further stresses the import of mass literacy, adult and non-formal education as it encourages all forms of functional education given to youths and adults outside the formal school system, such as functional literacy, remedial and vocational education. The goals are to:

- Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education,
- provide functional and remedial education for those young people who did not complete secondary education,
- provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills,
- provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and
- give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment. From the foregoing, the national policy on education in Nigeria does not exempt the prison inmates in its policy. Their confinement is no barrier to their being educated.

The relationship between education and development is well established such that education is a key index of development. Schooling improves productivity, health and reduces negative features of life such as child labour and also brings about empowerment. This is why there has been a lot of emphasis particularly in recent times for all citizens of the world to have access to basic education. The importance as well as link between

education and development in any society is well known. It is in recognition of this importance that the international community and governments all over the world have made commitments for citizens to have access to education. Meanwhile, it has been documented that across the globe, there are inequalities in educational access and achievement as well as high levels of absolute educational deprivation of both children and adults. Thus to overcome this challenge, the rights based approach, which emphasizes the participation of citizens, has been advocated. Meanwhile, the Declaration of the World Conference on Education for All (WCEFA) which was made in Jomtien, Thailand in 1990 states clearly in Article 1 that every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic needs. This declaration was reaffirmed at the World Summit for Children also held in 1990, which stated that all children should have access to basic education by the year 2000. The World Summit for Children placed a lot of emphasis on raising the levels of female literacy.

Similarly, the Millennium Development Goals (MDGs) adopted in September 2000 at the United Nations Millennium Declaration has two of the eight goals devoted to education. They are goal 2 (to achieve universal primary education) and goal 3 (to promote gender equality and empower women). Over the years, Nigeria has expressed a commitment to education, in the belief that overcoming illiteracy and ignorance will form a basis for accelerated national development. However, regardless of the incontrovertible evidence that education is crucial to the development of the community and the nation, there remain inequalities in access to education. Despite its potential for leveling opportunities, education is in many countries used to perpetrate inequalities. Millions of poor people and their children are excluded from the processes and outcomes of education.

Likewise, it was noted that, despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist: more than 100 million children, including at least 60 million girls, have no access to primary schooling; more than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing; more than one-third of the world's adults have no access to the printed knowledge, new skills and

technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and more than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills.

At the same time, the world faces daunting problems: notably mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, war, occupation, civil strife, violent crime, the preventable deaths of millions of children and widespread environmental degradation. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose. These problems have led to major setbacks in basic education in the 1980s in many of the least developed countries. In some other countries, economic growth has been available to finance education expansion, but then, many millions remain in poverty and unschooled or illiterate.

Also, in certain industrialised countries too, cutbacks in government expenditure over the 1980s have led to the deterioration of education. No doubt, education is a fundamental right for all people, women and men, of all ages, throughout our world; education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international cooperation; education is an indispensable key to personal and social improvement; sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development and recognizing the necessity to give to present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenges.

Lehmann and Locke (2005) opine that, in accordance with the United Nations Universal Declaration of Human Rights, societies have shifted their focus from punishment of prisoners to education, rehabilitation and constructive use of time. The prison library then becomes an important part of the entire prison environment in its

support for educational, recreational and rehabilitative programmes. Shirley (2006) posits that prison was regarded, at the onset, as a place for punishment of those who break an established law. But later on, the pressure mounted by these organizations-The American Library Association, The American Correctional Association, The American Prison Association nurtured the idea of shift from punishment to reformation of prison inmates. They advocated the establishment of prison libraries for education and leisure of the prison inmates.

Prisoners, like free people, need Library Media Resources for different purposes. According to Dike (2002), often the offenders' disadvantaged educational and socio-economic status may lead them into a life of crime. Subsequently, the prisoners need literacy training, educational and vocational programmes to better equip them for a productive life. Prisoners have been seen to have the same reading interest and information needs as other people; but with a good number of them having low educational skills, they often experience difficulties in meeting their information needs (Shirley, 2006). Prisoners are regarded as disadvantaged people because they lack free access to many things in life, including libraries (Lehmann, 2000). Most of the prisoners have low educational attainment (Dike, 2002) and poor employability skills, as revealed by IFLA (2005), so they have need for further educational and vocational training programmes and informative materials, available only in the library, to help them develop useful occupations after release.

2.2 Education as reformatory measures in Nigerian prisons

The conventional convict prisons are for the remand of both the convicted and awaiting trial inmates. There are two major types of convict prisons operational in Nigeria, namely: the Maximum and Medium Security Prisons (Ogundipe, 2008). The Maximum Security Prisons take into custody all classes of prisoners including condemned convicts, lifers, long term prisoners etc. The Medium Security Prison, on the other hand, takes into custody both remand inmates and convicts. However, short-term convicts constitute the bulk of the inmates in the Medium Prisons. The Satellite Prisons are like intermediate

prison camps set up mainly in areas with courts that are far from the main prisons. They serve as Remand Centres especially for those whose cases are going on in courts within the areas. When convicted, long term prisoners are moved to appropriate convict prisons to service their terms as observed by Ogundipe (2008).

According to the Health and Social Welfare Directorate of Nigerian prisons (2011), prison inmates are provided with adult and remedial education programmes (AREP). This section tries not only to identify the causes of the inmates anti-social behaviour but also endeavours to set them on the road to reform through induced self-rediscovery and eventual change for better. According to Sutton (1993) there are three main immediate objectives of prison education at the basic level, reflecting differing views of the purpose of a criminal justice system: To keep inmates meaningfully busy, to change attitudes and behaviour and to enable employment, vocational skills and/or advance to further education and training. The general assembly of the United Nations basic principles for the treatment of prisoners was adopted on 14 December, 1990 (Resolution 45/111). One of these principles is that all prisoners should have the right to take part in cultural activities and education aimed at full development of the human personality (No.6). It emphasised that: The educational level of offenders be considered if education is to be provided and the education must be of the appropriate type.

Correctional education has been linked as a factor in reduction of recidivism and post-release employment. Steutrer and Smith (2003) surveyed 3170 inmates from Maryland, Minnesota and Ohio prisons in United States of America to compare correctional education participants in three States- Maryland, Minnesota and Ohio on a number of key socio-demographic and outcome variables. Specifically, the study was designed to assess the impact of correctional education on recidivism and post-release employment. A quasi-experimental research design with a release cohort was used for the study. The study showed that correctional education participants had statistically lower rates of re-arrest, re-conviction, and re-incarceration than non-participants. The effect of correctional education on recidivism varied across states with all the states showing a reduction in recidivism in the analyses. The findings of the study showed strong, support for educating prison inmates.

Asokhia and Osumah (2013) in their study on assessment of rehabilitation services in Nigerian prisons in Edo State observed that rehabilitation services in Nigeria prisons, particularly in Edo State are not international best compliant and that there is an urgent need for prison reform generally in Nigeria and Edo State in particular with regard to inmates' participation in rehabilitation services. It is mandatory that Nigerian prisons should endeavour to meet the standard minimum rules for the treatment of prisoners because Nigeria was a party to the signatory of the resolutions 1990/20 and 1990/24 of May, 1990. Government should provide adequate rehabilitation services and facilities in prisons. Correctional education programmes should be implemented within and without Nigerian prisons. Rehabilitation services should include: Awareness Programmes, Counselling Services, Information Communication Technology, Correctional Education, and Skills Acquisition Programmes among others. Moreover, schools should be established within the prisons, quality prison educational programmes should be incorporated to improve the educational qualification of the prison inmates so as to secure jobs after discharge. Educational programme is another way to educate offenders so as to prevent recidivism and should be sustained. In like manner, vocational programmes such as welding, auto-mechanics, photography, hair-dressing, cosmetology and printing should not be ignored.

Educational development strategy being one of the major components of Nigeria prison operations, has two main dimensions as outlined by Ogundipe (2008). These are the Vocational Skills Development Programme (VSDP) which primarily aims at empowering the prisoners with the needed skills for self-sustenance and actualization while the second educational development strategy is the Adult/Remedial Education Programme (AREP) designed to help prisoners who, before they came to the prison, were pursuing one academic programme or the other. The general trend is to reconnect their disrupted education pursuits and help refocus their lives. It is also designed for those who may not have had the opportunity of formal education, but chose the option of formal education as opposed to engaging in the vocational skill acquisition programmes.

The VSDP focuses primarily on those prisoners without any formal education or those who could just barely read or write and who do not possess any aptitude for higher

learning. These ones are given skills in such vocations as tailoring, plumbing, masonry, carpentry, woodwork, carving, barbing, shoemaking, electrical works, etc. These are skills designed to help the prisoners acquire a vocation that will help them earn a living in a Third World economy like Nigeria. This process is on-going in the Nigerian Prisons and in the last two years 2006-2008, about 14,000 prisoners went through these programmes, 10,000 of these were trained and settled in various vocations. 3,000 were settled in carpentry, 1,020 in woodworks, 2,000 in welding 542 in shoemaking, 85 in building and plumbing, 3,600 in barbing, 800 in electrical works, etc. 1,900 of them passed the Government approved Trade Test in their vocations as reported by Ogundipe (2008).

The other measure used in the recovery process is the Adult Remedial Education Programme (AREP). In the Nigerian Prisons Service, formal education classes are designed to take care of the educational needs of those who were in school before they ran into trouble with the law. In the prison yards, fresh opportunities are given to them to reconnect with their broken studies if they so desire. Adult education programmes are organised for those who may not have the opportunity of formal education, but chose the option of furthering their education as opposed to engaging in the vocational skill acquisition programmes. When they have become trained, the Nigerian Prisons Service, in collaboration with the Local Government Authorities, arranges for them to take the First School Leaving Certificate Examination. No fewer than 3,000 of these persons are presented for the First School Leaving Certificate Examinations each year. Some of them go to the next stage of the education ladder while others, usually the older ones take the educational attainments back home on discharge.

All the three borstal stations in Nigeria are run as institutions of learning. Every year, candidates from these institutions take the school certificate and the National Examinations. Every year many of these candidates take the joint matriculation board examination for entry into Nigerian Universities. Each year, candidates from these institutions sit for Post-UME examinations organised by individual Universities after the Joint Admission and Matriculation Board Examinations. Vocational education and skills acquisition is imparted in the borstal institutions, but the major emphasis has been on the enthronement of formal education as a means of helping the inmates to recover themselves

from the life of crime and criminal behaviour. The phenomenal growth in the number of candidates who are presented for these examinations has led to examination bodies making the prisons, centres for these examinations. Ikoyi Prison in Lagos State is now a centre for the West African Examination Council Examinations (WAEC).

On the whole, the Nigerian Prisons Service presents between 500 and 1000 candidates for WAEC and GCE examinations annually. In 2006, 1,306 candidates sat for the WAEC and GCE Examinations as well as NECO while 1,198 candidates took the same examinations in 2007. Ogundipe (2008) remarked that the number may not be so large, but the structure has been put in place so that when all constraints are addressed, it may move from a trickle to a torrent. He stressed that for the period under review, only about 25 candidates took the Joint Matriculation Examinations in 2006 while 18 took in 2007. Out of this number only six succeeded in 2006, 11 in 2007 but none could go to the post-UME because the prospect of being sponsored by anyone was very bleak. Prison management normally solicit and negotiate with various State governments to get them to see the prospect of training their citizens in the Prison yards in partnership with the Adult Remedial Educational Programmes so that prisoners who show promise can go to the University.

Ogundipe reiterates the emphasis on education in prison in the survey conducted which showed that most of those in the prison yards are youths within the age bracket of 18 and 30 and this is the most productive and vibrant stages of their lives. Studies also showed that between 70 and 90 percent of these youthful prisoners are usually without education, without skills and without hope. Educational programmes, as designed by the prisons, are therefore, geared towards educating the mind to distinguish between good and evil. It is the aim of the Nigerian Prisons Service to prevent and control crime through strategic intervention in the developmental processes of would-be criminals. We have identified the mindset of the prisoners as the best place to work on, and this is why we have zeroed in on the educational development of the prisoners. Ogundipe (2008) stresses that the Nigerian Prisons Service sees crime control through education as part of nation building and that is why it has chosen education as the key intervention variable, noting that other variables are equally useful and important but, that education is the key.

The prison management also engages in aftercare services, a programme of vocational empowerment of prisoners who have been trained in the various vocations through the provision of the necessary tools for the trade they have learnt. For instance through this programme tools, are provided for those who have learnt various vocations like welding, carpentry or barbing. These tools are given to them free of charge, so that on discharge they can use them to earn a living and turn their backs on crime and delinquent behaviour. The prison also uses their aftercare officers to help establish these people and supervise them through direct patronage until they are settled and independent. In this venture, prison management has the tacit cooperation of Penal Reforms Non-Governmental Organisations (NGOs) who help, not only to train these persons but also run the State.

Aftercare offices and other associated programmes of post-release rehabilitation between 2006 and 2007 had no fewer than 2,600 who were given sundry tools of various types and description in all parts of the country to set up shops and ply the trades they learnt in prison. The tools ranged from trade machines and appliances to electric generating sets. The key element in this thinking is that if the prisoner could be taught the habit of work which is anchored in a vocation, he could be helped to stand on his own and become a producer of goods and services. By so doing he could join the productive processes rather than staying at the fringes and expressing his frustrations by engaging in criminal acts.

The prison management also sets some stringent conditions within the prisons so as to ensure that those who qualify have up to 80 % chance of making it in collaboration with the local Penal Reform Non-governmental Organisations to ensure a synergy between them and the local aftercare officers, to ensure the beneficiaries are more closely monitored. As a result of this, there was a more compliant target of settled ex-prisoners. Ogundipe (2008) affirmed that out of 1,262 settled in various vocations in 2006, 850 are settled in their chosen vocations. By the same token, out of 1,338 settled in various vocations in 2007, 1,302 are still practicing their trades. Therefore, if this number is matched against the number of people still on the programme and doing well, it can be said that there is a compliance rate of over 80 percent.

2.3 Inmates in Nigerian prisons

The reformative and rehabilitation objectives of the prison is assumed will be beneficial to those who fall between the ages of 18 and 30; as they still have a future if well reformed and rehabilitated. Considering the fact that there are other inmates who are not literate, one deduce that crime rate is prevalent among individuals without education and those with minimal level of education. However, the detainees of the Economic and Financial Crimes Commission (EFCC) as well as the convicted ones may swell the figures of the educated individuals in Nigerian prisons, as majority of them are public office holders who are expected to have average level of education. Prison libraries provide an important means of self-improvement and reformation for inmates. Many reports have demonstrated that prisoners feel that library service is valuable. For example, when one of the deadliest riots in penal history occurred in 1980, in Santa Fe, New Mexico, the inmates destroyed most of the prison's facilities but the library remained untouched (Dixen & Thorson 2001). If prisoners value good library services, efforts should be geared towards the improvement of prison libraries stock.

Life behind the prison walls can be likened to that outside the walls. But the distinctive difference is freedom! Whereas inmates are confined to the prison's vicinity with a high wall demarcating them from the outside world, the freeman outside, on his part, has the privilege to move about at will. Aside that it was observed that every other thing such as sports, formal and informal education as well as vocational skills, were also present in the prisons. More interesting, is the fact that fellow inmates with degrees from various fields were discovered to be teachers. An interesting case was that of a 68- year-old, serving a jailed term, who reportedly used the opportunity to fulfill what he described as 'a lifetime dream'. According to the inmates who simply identify himself as Jonathan, "I have always dreamt of going to school. But I was deprived the opportunity because of the civil war. I later joined the Nigeria Police, in the course of which I misfired and killed someone. I was brought here in 1994. At first, I was slammed a Condemned Convict verdict but later my case was heard and I was given a lifer. In the course of moving on with my life, I decided to actualize my dream by going to school here. I started right from primary 1 and today I am in JSS 2 and will complete my secondary education if I am not

let out by then. In the face of all this, I am grateful that I am able to achieve a life time dream,” he said.

Aside the primary and secondary levels of education, there were also inmates attending the Open University. When ‘Crime Guard’ visited, they were writing their examination. Officer in charge of Welfare, Chukwuemeka Patrick, a Deputy Controller of Prisons, said the aim of establishing the schools was to ensure total transformation of the inmates. “We coordinate all activities such as vocational and recreational, as well as religious. As you know, religion has a very big role to play in transformation. In the school, we have primary and secondary units— which sees to the remedial aspects of their education—for those of them who never had the privilege of education before coming to the prison. Or those of them that dropped out as a result of their lifestyles out there before they came to prison. The school has been in existence for about 15 years.

There is also a GCE centre that has been on for 10 years. “Over the years, we have always recorded more than 90 per cent success in our GCE results. WAEC has even given us commendation several times because of the work we are doing here. In the course of time, we felt there was a need to take it a step further. That is why we came about partnership and collaboration with Open University. And this university has been in existence for about seven years. We have inmates in different disciplines: Law, Criminology etc. There is no discipline in the conventional universities that you do not find in the Open University here. Before the Open University, there was JAMB centre, especially for those inmates that were about to leave the prison. We started that JAMB centre so that they can take their JAMB here and as they leave, they will go straight into the university without any break. It is just part of making sure that they do not fall into that former life style of theirs”, he said. It was also learnt that prison authorities bear all the expenses in running these schools with assistance from Non Governmental organizations because of the limitation of budgetary allocation.

It was observed that even in prisons, inmates sometimes make choices on what to eat. For instance, inmates at the Maximum Security Prisons preferred their beans to be

prepared in two different ways; beans pottage and ordinary beans without adding condiments. As for their *eba*, they reportedly prefer it a little solid. But for the female inmates, *eba* is a no-go area for them. Rather, they prefer semovita. The most worrisome aspect is the congestion of these prisons owing to the increasing number of awaiting trial persons. As at the time of visit, a total of 52,754 persons were reportedly in prisons across the country. Out of this number, over 34,000 were awaiting trial, a development said to have posed problems to prison officers in the area of transforming inmates. At the Maximum Security Prisons, there were a total of 752 inmates out of which 418 were awaiting trial. The female prisons had a total of 183 persons registered for that day with 146 of them awaiting trial while the Medium Prisons had the highest number of persons awaiting trial with 2248, out of a total of 2395 persons also registered for that day. These figures, as gathered, increase on daily basis, in spite of shortage of prisons staff. With the foregoing, it was observed that the major factor militating against efforts by the Nigeria Prisons to efficiently carry out their constitutional responsibility is the issue of congestion owing to the increasing number of Awaiting Trial Persons.

The major challenge presently is the too much volume of awaiting trial inmates in majority of the prisons in Nigeria, especially the urban prisons and this has to do with the problem of Criminal Justice System. It is only when the population of awaiting trial inmates reduces that we will be able to properly carry out the rehabilitation and reformation work on inmates. What you don't understand is that it is difficult for a Prison officer to train somebody who is awaiting trial in the prison, but he will train those convicted and sentenced. As they come in, we ask them what they can do; tailoring, carpentry, laundry, gardening, woodwork and other vocations we have in the prison. Then we train them by trying to associate them with whatever vocation they want to learn. But for the awaiting trial inmates, it is also morally unfair for somebody who is awaiting trial to be approached and say 'will you like to learn a vocation?' The guy as it is, will believe that he has not been proven guilty and will not be ready to succumb to learning any trade. He will just be ready for the court to call him for his case", the Nigerian Prisons national Public Relations Officer, Mr Kayode Odeyemi said.

Prison sources told 'Crime Guard' that the continuous rise in the population of persons awaiting trial in prisons, in a sense, was traceable to ineptitude of the police and its allied agencies and office of the Director of Public Prosecution in the various states of the Federation. These bodies, according to the sources, are constitutionally responsible for the prosecution of criminal cases in Nigeria. It is regretful that some awaiting trial persons are victims of circumstances but then they deserve to be given fair trial within reasonable time; otherwise, it would be a case of human right violation. The sources also disclosed that the use of adjournments was another tool usually employed by some members of the bar to delay justice, thereby causing a person to be committed into prison as awaiting trial inmate. "Even though Prisons authorities are doing all they can to better the lots of inmates put in their care, it is imperative for government and other concerned bodies to address the issue of awaiting trial persons. The reform envisaged in this circumstance should be holistic and should extend to the assessment of the roles of police, courts and other related agencies in causing dilemma for the nation in the areas of management of the prison services and judicial administration," one of the sources stated.

2.4 Prison library services and variety of media

Peschers, (2011) notes that books and audiovisual resources give inmates a general opportunity, in any case, to direct their thoughts away from the prison environment. The main value of the prison library is in providing its users with the option of further education and self-reflection, obtaining life skills and improving their reading skills. Thus, a specific purpose of the prison library is to encourage inmates to use the library material creatively to read and to become lifelong learners. In Germany, each of the sixteen states administers its own prison system and supervises adult and juvenile offenders both in detention centres and in correctional facilities. Based on legislation, offenders have the right to access a library during their free time; however, no further details about the resources and organisation of prison libraries are specified in the code.

Shavit (1990), as cited by Okwor, Ugwuanyi and Ezeji (2010) remarks that books are the first and the most important requirement in helping to fight boredom, in occupying and

often in improving one's mind. Books immediately come to the mind of anyone who wants to help people in confinement. A prisoner lives in monotonous and drab environment, but through books, he can escape into another world. His intellect, imagination or emotions can be stimulated by what he reads. Books are food for the mind rather than the body. The prison library then becomes an important part of the entire prison environment in its support for educational, recreational and rehabilitative programmes. The prison library presents a window to the outside world and can provide much useful information for those preparing for release to the outside world. An incarcerated person has not relinquished the right to learn and to access information, and the prison library should offer materials and services comparable to community libraries in the 'free world' as observed by Lehman and Locke (2003), cited by Okwor, Ugwuanyi and Ezeji (2010).

Ejimofo (2010), affirms that, library resources are a major component of educational activities, and their absence in prison establishment impact negatively on inmates. Iloje (2001), as cited by Ejimofo (2010), observes that information is an important resource in human development, and access to it would improve knowledge. Enuke (2001) however, states that education and libraries are marginal activity in Nigerian prisons, noting that there is no provision for library budget in Nigerian Prison Services with the result that most prisons have no library resources for inmates. Whilhemus (1999) equally observes that the first prison library, established in Australia during the 15th century was designed as an educational programme to reform the anti-social behaviour of inmates through the provision of reading materials. Coyle (1988) also states that the first documented and most popular attempt at introducing books into prisons was the collection of books in Philadelphian Walnut Street Jail Library in 1790. This library is believed to be the bedrock of future library development in Europe, American Colonies and Africa. The protagonists' main aim was the practical achievement on the inmates, through the introduction of books as a means to affect a beneficial change (Coyle 1988).

The Library therefore, as an integral component of any efficient education system, plays an important role in the improvement of the organisation. Edoka (2000) sees a school

library as one that is established in a primary or secondary school. In modern times these libraries are evolved into school library resource centers. According to Fayose (1995), a school library is that part of the school where a collection of books, periodicals, magazines, newspapers, films and filmstrips, videotapes, recording of all types, slides, computers, study kits and other information resources are housed for use by teachers and pupils for learning, recreational activities, personal interest and inter personal relationships of children in school". Adeoye and Popoola (2011) believe that in each society there are facilities other than classrooms that can contribute in no small measure to teaching and learning process. For learning to take place learners must have access to necessary information materials and resources. They have to interact with tangible and intangible resources and institutions to ensure some level of performance. In any academic environment, one of the main sources of information is the library.

Kumar (2013) believes that the library is an integral component of any efficient education system and it plays an important role in the improvement of the organisation. His study evaluates in detail the type of material, sources and the services used by the students. It examines the extent of use of library resources in Indian Institute of Management (IIM), Rohtak. 110 library users were selected using the stratified random sampling technique. The findings revealed that 63.54% of the students sampled visited the library to read the newspapers while 42.70% students visited the library on daily basis. 32.39% students were not satisfied with the existing library resources. The library is the nerve centre or the hub around which scholarship revolves. It is an indispensable instrument for intellectual development. A well-stocked library is a storehouse of information, or a record of human experience to which users may turn to for data or information. With the advent of information and communication technologies (ICTs) the nature of libraries has changed drastically. Computers are being used in libraries to process, store, retrieve, and disseminate information. Libraries have now metamorphosed into hybrid institutions with a blend of print and digital information resources.

Adebamowo (2011) also notes that the role and contribution of school library services in the provision of education at all levels cannot be overemphasized especially when one considers the functions of a library within the school system. As the university library is

the intellectual center of a university so also is a school library the center of intellectual activities in a school. For this reason many educationally advanced countries pay much attention to the development of school library services. Furthermore, many scholars, parents, principals and successive governments have recognized the fact that the presence of functional school libraries is essential to the educational development of the nation.

This was clearly demonstrated in the National Policy on Education which clearly identifies libraries as one of the most important education services (FGN, 2004). The policy urges the various arms of libraries in all educational institutions to train librarians and library assistants for effective services and utilisation of same. In spite of the above, however, school libraries in Nigerian secondary schools are still performing below the roles defined for them in the new national policy on education. That was why Ibrahim (1997) asked why in spite of technological advancement and the rapid growth in the Nigerian educational sectors, school libraries still display inadequacies in funding, staffing, collection and services. Some of these variables as identified by Ibrahim are in one way or the other affecting the provisions of varied library resources for the use of the students of Nigerian secondary schools. The utter neglect of school library development in Ogun State prompted this study in order to ascertain the use of school library resources by students of some selected secondary schools in Ijebu North Local Government Area of Ogun State.

A school library according to Ayeni and Oyebanjo (1997) is a strategic arm of its parent institution. Its major aim is to organise collections of all human efforts either in print or non-print forms that are relevant to the educational development of the children. Whereas, Ezenwa (1993) was of the view that school libraries are libraries in primary and secondary schools whose collections are mainly for the young. For him the school library is not only a depository and a storehouse of knowledge and a center for the dissemination of knowledge but also a recreation and relaxation center.

Elaturoti (1995) sees a school library as a room or a building within the school premises where a collection of books and non-book materials in various subjects' fields is kept for reading. He stress that apart from the school library, there is the classroom library. The classroom library according to Elaturoti is a small collection of books in a corner of

the classroom. Its collection is meant to enrich and supplement the classroom study. Most classroom libraries are branches of school libraries.

Ezenwa (1993) refers to today's school libraries as centers for a wide variety of educational media. These media include books, magazines, newspapers and pamphlets, records and tapes, maps, films, photographs and painting; included also are equipment such as projectors, motion pictures and tape recorders. With the above, school libraries are sometimes referred to by other names such as, "media center" "resources center" "instructional material center". These are to reflect the expanded role of the school library in education. Some of the purposes of the school library, according to Elaturoti (1995), are to support the teaching and education work of the school and to develop in young people a habit of reading both for pleasure and for the purpose of gathering information for themselves.

Ibrahim (1997) is of the opinion that the concept of education and its contents have been changing systematically and very rapidly too over the years. Due to this change, therefore, the functions of school libraries have also rapidly changed to include the following: To identify and provide adequate and comprehensive teaching and learning resources in difference formats which will meet the intellectual and recreational needs of both teachers and the students; To systematically organise its materials for easy retrieval access and utilisation; To help develop various skills, learning and information enquiry skills; To relate its resources and services to the school's curriculum, extracurricular programme and anticipated requirement for all teaching units of the school; Instructing and orientating the teachers and students on the use of the library; To liaise with other relevant external bodies for required information, resources and services; To periodically evaluate its resources and services to determine their relevance to meeting the needs of the users.

Understandably, no education programme can be said to be complete without functional library services. Thus, the prison library is significant. There is no doubt that the prison library takes the lead in providing services and materials through which the prisoners can meet their various educational needs. Dike (2002) emphasises the fact that prisoners cannot do without the library in meeting their educational needs. As Lehmann

(2002) puts it, “ one can safely say that incarcerated persons have a large number of unmet needs, which translate into a high demand for information and learning materials, and self-improvement resources; the library in cooperation with other prison programmes can play a vital role in meeting these needs through its resources and services”.

A prison library, according to IFLA (2005), provides resources for education, rehabilitation programmes, prison specific requirements like legal collections as well as providing the inmates opportunity to develop literacy skills, pursue personal and cultural interests and life-long learning. The prison library collection according to IFLA (2005) should include materials in print and other formats to meet the educational, informational, cultural, recreational and rehabilitative needs of the prison population. The collection should include a wide variety of current print and non-print materials, audio and video recordings and gadgets to play them similar to those found in a public or school library. These reading resources, according to Dike (2002), should include a wide range of materials-fiction and other literature; general non-fiction; magazines and textbooks.

Libraries are places established for information gathering, processing, organizing, storing, retrieving and disseminating of information materials for public use. Libraries serve as recreational centers, where interested individuals can go for their information, education and entertainment needs. Those who want to escape from the boredom of everyday life, go to the library for relaxation. The link between the library and those in confinement is that the library is a veritable instrument for exposing the prisoners to critical information needs that are required to transform them to be useful to themselves and the larger society on release. Prison inmates are members of the larger society whose movements are restricted. The prison, aside from serving as custody for convicted people doubles as a reformative and rehabilitative centre. Information, no doubt plays a vital role in this reformative and rehabilitative process.

Omagbemi and Odunewu (2007) observe that prisons like other correctional institutions, deserve organized information provision centers like a library. Thus, in a related study of library services provision in the south-western part of Nigeria, they found out that despite their incarceration, inmates desire variety of information; whereas

the library stock is grossly inadequate and managed by non-librarians. Prisons are established confinements for the safe keeping of those legally interned or awaiting trials. Whichever way the case is, except for those who are to be executed upon the pronouncement of death penalty on them; prisons are expected to transform and reform the interned towards the re-integration of the affected individuals into the larger society on completion of their terms.

Hence, for prisons to achieve the objectives of reformation and rehabilitation there is the need for the training and re-training of inmates. Training and re-training requires exposure of inmates to adequate and timely information. Information is a major resource in the development of human beings and the world entirely. Iloeje (2001) submits that information is the heart of the world developments. He further explains that our increased access to timely, accurate, relevant, reliable and current information has been a significant precursor to our technological innovations. Libraries are a major custodian of information, as information is acquired, processed and stored for retrieval when the need arises.

Anafulu (1998) posits that the library is the engine room and power house where information is collected, stored, processed, and retrieved for use. A library is a body of collected information brought together for the purpose of knowledge dissemination and utilisation (Ibegwam, 2003). Prisoners and prison officials, as members of the larger community desire and deserve information on events in the larger world, personal development, health information etc. Libraries are therefore a must in all correctional institutions. This submission is corroborated by the European Prison Rule 82 as cited by Grimes (2000), "every institution (prison) shall have a library for the use of all categories of prisoners, adequately stocked with a wide range of both recreational and instructional books, and prisoners shall be encouraged to make use of it. This study therefore is a probe into the availability or otherwise of information services to prison interns in Nigeria, using some prisons in the south-west as case studies.

Prisons, like other segments of the universal community, deserve functional libraries towards the provision of information resources for the prison inmates and the prison officials. Oketunji (2005) submits that libraries are built and maintained to provide information resources for a specific, defined community. As such, like academic libraries,

school libraries etc; we have prison libraries. Advocacy for adequately maintained, accessible prison libraries has been enjoying serious attention worldwide. For example, Curry, Wolf, Boutilier and Chan (2003) conducted a nationwide survey of the libraries in Canada's 51 minimum and maximum security federal correctional institutions. The survey revealed that prison libraries were meeting offenders' needs for recreational, cultural, educational and informative material. Can this be said of prison libraries in Africa? Our academic libraries lack enough fund to make them adequate information research centres; talk less of services to those confined.

Canadian prisoners, despite what looks like an excellent situation, still believe that there is still room for improvement in funding for staff and collections. They think their libraries are undervalued within the prison administration (Curry et al 2003). In the United States, on the other hand, Shirley (2003) finds out that standard library services delivery in prison libraries is being impeded by security concerns and limited budgets. If funds have been noticed to be the major challenge to prison libraries in the developed world; the case of the developing countries should therefore be a concern as many of the developing countries lack the financial strength of the developed ones.

The denial of information services especially to the permanently confined (the prisoners) can be detrimental to the objectives of the prison. The major objective of the prison to the convicted is reformation. Akpe (2004), supporting this claim, posits that the key element in prison administration is to reform and recover the convict from a life of crime to a path of rectitude. Daramola (2004) supports Akpe's submission when he submits that the main aim of imprisonment is for the safe custody of those legally interned and the detection of the cause of the anti-social behaviour that led to the incarceration with a view to transforming and reforming the interned. From the foregoing, it is obvious that the prison serves the dual role of custody of convicted prisoners, remand prisoners (awaiting trials) and detainees, and a reformatory institution.

However, in Nigeria, the prison, being characteristically a closed system, receives little attention from the public and policy makers, and as an arm of the criminal justice system, the prison deserves utmost attention (NPS/DFID 2002). This neglect has called for several initiatives by nongovernmental organizations (NGO) to attract members of the

public to their social responsibilities to this special people. The prison was established to exploit diverse programme such as adult and remedial education for inmates, skills and vocational training, religious instruction, recreational and attitude change towards the achievement of the information and rehabilitation of inmates; so as to facilitate their social integration into the society after jail terms (Daramola 2004).

One should assert that these goals need adequate provision and utilisation of information. The library, if well-developed, will provide the information support needed for the achievement of the prison tasks. The use of books and other print and non-print materials (bibliotherapy) in reformation of individuals has been found useful in mental patients and prisoners (Rubin 1978); as cited by Jarjoura and Krumholz (1998). Rubin actually defined bibliography as a program of activity based on the interactive processes of the use of print and non-print materials whether imaginative or informational, facilitated by a librarian or other professional to achieve insight into normal development or to effect changes in emotionally disturbed behaviour.

Dixen and Thorson (2001) writes that prison libraries provide an important means of self-improvement for inmates. They can act as supplements to educational programs and can lead to better work opportunities, which in turn creates more stable and productive citizens.. They further assert that many believe that libraries are vital to the rehabilitation of prisoners helping them to strengthen character and lessening the rate of recidivism (returning to prison). One may then conclude that the library has a major role to play in the reformation and rehabilitation of prison inmates. Imade (2005) submits that “a twenty-five (25) capacity cell has about eighty-six (86) inmates, the prison is congested and is only opened once in a week, no regular bath is allowed, inmates are underfed, meals are not well prepared. The situation is so terrible that some inmates incited a riot in 2002”. James Imade was detained without trial for eleven (11) years. The question – How can people who do not have regular bath use libraries readily come to mind?

2.5 Access to library media resources in Nigerian prisons.

Accessibility to information sources is an important recurring theme in the literature. According to Aguolu and Aguolu (2002), resources may be available in the library and even identified bibliographically as relevant to one's subject of interest, but the user may not be able to lay hands on them. The more accessible information sources are, the more likely they are to be used. Readers tend to use information sources that require the least effort to access. These observations have been validated by empirical studies such as Slater (1963), Allen (1968), and Rosenberg (1967). The user may encounter five possible types of inaccessibility problems. These are conceptual, linguistic, critical, bibliographic, and physical inaccessibility.

Aguolu and Aguolu note that availability of an information source does not necessarily imply its accessibility, because the source may be available but access to it prevented for one reason or the other. Olowu (2004) identifies natural and artificial barriers to free access to information. The library's poor reputation was attributed to lack of accessibility of information sources. Iyoro (2004) examines the impact of serial publications in the promotion of educational excellence among information professionals receiving further training at the University of Ibadan. The study looks at the perception of how serial accessibility has contributed to students' learning process. Serials were found to play a significant role in the acquisition of knowledge, because the serial collection was easily and conveniently accessible.

Even though library users may make limited use of library resources, they continue to trust libraries as reliable source of information in their academic pursuits. According to Ajayi and Adetayo (2005), if Nigeria is to advance and the young people are to grasp the opportunities now open to them, they must be given access to books, periodicals, technical data and opinion, which will bring them into contact with cultural, scientific, technical and social ideas. Library resources when adequately provided and used would produce great critical thinkers and well taught graduates in Nigerian universities. The library has a very important role to play in education and each educational institution should have a library

with adequate funds, infrastructure, collections, and technology (Seth and Parida 2006). However, literature search has also revealed that library media resources in most prisons fall short of provision and consequently scanty. The reading area/environment is rather too small and not that conducive to reading. It has been revealed that wide gaps of inadequate funding for the prison libraries exist where available, poor/lack of accommodation in some cases, inadequate facilities and equipment, inadequate and outdated materials, non-employment of professional librarians, non-budgetary allocation, absence of outreach (mobile) services by public libraries etc.

In a similar study by Oyediran-Tidings (2004) at Yaba College of Technology, Lagos, low use of the library by students was observed. This was attributed to expressed accessibility problems. Neelamegham (1981) identifies accessibility as one of the prerequisites of information use while Kuhlthau (1991) argues that the action of information seeking depends on the needs, the perceived accessibility, sources, and information seeking habits. Aguolu and Aguolu (2002) reveal that efforts are being made worldwide to promote access to information in all formats. They lament the attendant underdevelopment, such as power failure, machine breakdowns, and lack of spare parts and technicians, which intermittently stall the performance of the modern gadgets of information storage and transfer in developing countries.

Access to library media resources will, no doubt, influence the academic performance of prison inmates in examinations. A good book is a good friend, teacher and company says Ephraim (2011). The library, which is a centre where good books and other information resources are made available for use, can build the emotional, social and spiritual wellbeing of people who find themselves in incarceration or work in corrections. Arua (2011) in a related finding on use of library resources by staff and students of secondary schools in Umuahia North Local Government Area of Abia State observes that the information resources which are highly accessed by students were textbooks (52.1%) and novels (33.6%). This has implication that textbooks and novels provision to all secondary schools is of a great importance. This will encourage reading habits of students, enhance students' independent learning and hence, improve their school academic

performance. It equally means that textbooks and novels are highly accessible in school libraries compared to other Information resources. This is probably because of their availability, accessibility and its relevance to their academic discipline.

However, the information resources which are not accessible were Audio visuals (99.3%), newspapers and magazines (85.7%), atlases and maps (68.6%), poetry (66.4%), and dictionaries (54.3%). The findings therefore revealed that audiovisuals, newspapers/magazine, poetry and dictionaries were not accessible by most of the students of secondary schools under the study. These findings are consistent with those of Adeyemi (2009) that students were found not to have access to the use of many resources in the school libraries. This indicates that the government and other related education institutions should provide more funds to secondary school libraries in order to improve accessibility to such resources by students.

It is important for library services to focus more on the use of resources provided for their patrons. According to Whitmire (2002), academic library resources are considered a good measure of an institution's excellence and quality. Popoola (2008) affirms that the information resources and services available in institutional information systems must be capable of supporting research activities among students and faculty members. Iyoro (2004) in his study identifies accessibility as one of the pre-requisites of information use. Ugah (2008) opines that the more accessible information sources are, the more likely they are to be used as readers tend to use information sources that require the least effort to access.

The areas where libraries can improve access to and use of library resources to library users include improved academic liaison in combining library and information technology support, open access IT area with personal or helpline supports from IT staff. Over the past decade, most libraries in Nigeria have been experiencing much difficulty providing materials to users on account of the alarming rate of inflation in the prices of books and journals as well as depreciation in the value of the Nigerian economy (Ehikhamenor, 1993). Ugah (2008) quotes Osundina (1974), who studied the relationship between accessibility and library use by undergraduates in Nigeria and notes that the problem of Nigerian students is not the question of wanting to use the college library, but whether or

not the university library can provide for their needs, and whether there is access to what is provided.

This assertion was corroborated later by Iyoro (2004) and Popoola (2008). In separate studies, Seth and Parida (2006), Ugwu (2008), Nnadozie and Nnadozie (2008) caution that availability of information resources and services do not automatically translate to information accessibility and use. Ugwu (2008) explains further, in his study, that the problems of transmission, storage, and display of information have been combined with the problem of getting information to users quickly. Although online searching and electronic bibliographic databases are now available in almost every field which confirms that as information expands, the ability of the user to process it remains fixed (Seth and Parida 2006). Library resources, as used in this context, are collections of all text and bibliographic information sources; it also includes information technology such as those that support browsing, authoring and communication like computer and the Internet. In order for libraries to have a great impact of their services on their users, it is necessary for each library management to aim at managing the library accurately and by providing timely information for all library users. This can be achieved by acquiring both relevant library resources in electronic and book materials through donations from organizations and alumni.

2.6 Utilisation of library media resources in Nigerian prisons.

A number of publications exist in the area of utilisation of library media resources by users but non on Nigerian prisons inmates. Mohammed (1998) defines library as a collection of a wide variety of library materials housed in each school centrally organized by staff professionally prepared to offer service to students and teachers that will enrich and support the educational programme of the school. In other words, it is an integral part of the school not an adjunct. It is also the intellectual center of the school. Ibetoh (1998) confirms this when he opines that school library is an essential ingredient in learning at any level of education, pointing out that it is the intellectual center of the school containing records not only of the intellectual but also cultural and social products. The Federal Ministry of Education's minimum standard for school libraries (1992) identifies

the following types of books (library resources) which school libraries should acquire: reference books, non-fiction including text books, supplementary orders (materials) (easy to read book) and fiction (story books, novels, cartoons). The establishment of school libraries stock with variety of reading materials is one thing but the exploitation of such resources to achieve one's ends is another. Elaturoti (1993) posits that the usefulness of any school library media center like the Abadina Media Resource Center Ibadan depends on its maximum utilisation by students otherwise it is as good as wasted.

Information is of paramount importance to the development of an individual and for the growth of the nation. Information can be put into several uses and for various purposes. Hawkins cited in Faboyinde (2006) notes that knowledge and information have become the most important currency for productivity, competitiveness and increased wealth and prosperity. The library is the store house of knowledge and information, it provides both access to information resources and the information itself. Library helps to achieve the objectives of producing patrons that are information literate and are prepared for life long education. Ubogu (2006) states that libraries should provide access to information resources; expert professional support to facilitate thorough and accurate use of all library resources, access to library materials and services to the community. Therefore libraries are important in helping academics generate information for the purpose of effective teaching of students and research.

Lucas (2003) laments that valuable information generated from research is not widely applied to the benefit of the Nigerian people due to the fact that many practitioners are not aware of the current scientific information. Many practitioners do not have regular access to current literature that library users can acquire. The absence of current relevant literature has resulted in students, teachers, faculty, practitioners and policy makers who have failed to take notice of current ideas on best teaching methods, indigenous practice or take advantage of experience from other parts of the world in practice and teaching. Studies of use of printed materials show differences in awareness of research and availability of information resources, both of which are often limited in school library, hospitals and primary care setting (Mitchell,1995). Royle (1993) notes that most nurse

tutors read clinical or technical journals rather than research journals and rarely visit libraries. Royle (1997) further finds out that nursing tutors that engage in further education or research, use library resources as well as indexes and computerized data bases.

Orji (1996) also finds out that users use the library for many and varied reasons namely: to prepare for examination, for leisure, recreation for serious academic work, to see friends and people, and so on. He concludes that school libraries are as good as wasted if they are not properly used by students. Okeason and Okpeota (1993) in their views on students' utilisation of library resources remark that the ability to read is the most important mental skill that a person can acquire, pointing out that people read for ideas and for information to release tensions of lives and for opportunities to savour all varieties of experience. Reading ability and the mental capacity that go with it are vital in passing examinations, and solving office problem when engaged after leaving school. They are also vital in business as well as the industrial world.

Aguolu (2002) posits that work in any school library requires staff of various categories and levels of education and training, indicating that the following may be needed depending on the enrolment, staff, collection and academic programme: librarian employed as school librarian with or without any teaching qualification, teacher librarian (currently teaching and teacher put in charge of the school library with or without any library training); library officers, library attendants and library prefects. It is only when these are in place that effective library service can be guaranteed.

Arua and Chinaka (2011), in a study on use of library resources by staff and students of secondary schools in Umuahia North Local Government Area of Abia State, observe that 63.6% of the respondents visited the school library to read and borrow library books, 43.6% visited school library to do assignment and homework, 33.6% to read for examinations only, 21.4% to read newspapers and magazines, 17.9% for leisure reading while 3.6% visited the library to meet friends. This indicates that the majority of students make use of library purposefully for reading and to borrow books and also for doing their assignments and homework. Therefore, government and other institution responsible

should strengthen the existing school libraries by building more school libraries and stock them with different information resources that can meet diverse students' information needs and hence raise their school academic performance. Spreadbury and Spiller (1999) support that school libraries are still responsible for acquiring and providing access to books, reference materials, and other media that meet the educational, recreational and informational needs of their users.

The findings further reveal that 77.1% of the respondents use textbooks as information resources in their school libraries, 55% use novels as information resources, 49.3% use atlases and maps, 37.7% use poetry, 37.1% of the respondents use dictionaries, but, only 7.1% use audio visuals. These findings are consistent with those of Arua and Chinaka (2011), Moswela (2005) on the use of school library's information resources. This indicates that the vast majority of the respondents used text books to satisfy their information needs. This is probable because textbooks may contain useful information which is relevant to their subjects' areas. Therefore there is need for school libraries to be stocked with more text books covering different subjects which are relevant to secondary schools curriculum. Moreover, very few respondents use audio visual materials as their information resources in the secondary schools in the study. This might be due to its accessibility and lack of awareness of existence of resources.

Likewise, the findings by Arua and Chinaka (2011) further reveal that the information resources frequently consulted by students were textbooks (55%), and novels (35.7%), while 30.7% of the respondents use dictionaries occasionally. However, 96.4% of respondents claim that they had never used the audiovisual materials, 85% claimed they had never used newspapers/magazines, 70% claimed they had never used atlases/ maps , 65% claimed they had never used poetry, 50.7% claimed they had never used dictionaries. The implication of this is that provision of textbooks and novels to all secondary schools is of a great importance. This will encourage reading habits of students and enhance student independent learning thus improving their school performance. This was validated by this researcher during the interview with some students. For example, one student from Kilakala Secondary School had this to say: "With the availability of enough text books I can learn different subjects on my own without depending on assistance from teachers"

Bolodeoku (1979), in her study on the use of school libraries in some secondary schools in Ibadan finds out that only two schools out of the ten sampled had school libraries and accommodated in separate buildings. Fayose (1982), in her survey on students' use of secondary school library resources in Ibadan and Benin City, says the reason many libraries have remained infective appendages of their school is that they are managed by ill-prepared and incompetent staff who had not the least idea of what their duties are, let alone understanding what role the school library should play in the intellectual and social life of the school. In her study on secondary school library service in Oyo State of Nigeria, Opeke (1980) finds out that not all the schools investigated had libraries while the few that had were accommodated in classrooms. The school libraries were looked after by teacher/Librarians or Library clerks with the assistance of students in few cases.

Similarly, Adeoti-Adeleke (1996), in the study carried out on the provision of school library services in selected secondary schools in Ilorin metropolis, report that though the selected schools have libraries, their development leaves much to be desired. Some of the problems as identified by this study include: lack of adequate furniture, obsolete library collection, unqualified library personnel, poor funding and apathy on the part of government and school heads towards school library development. Quoting Udo (1987), Obajemu (2002) is of the view that school library services in Nigeria are still at the developing stage, displaying inadequacies in staffing, funding and services provided. Tawete (1995) shares the opinion that the lack of vision of what School libraries can provide to education had led to their slow development in Africa.

Ogunseye (1978) observes that neither a good book nor a good library can make an individual educated. To her, it is the successful use of books and libraries that makes a well-informed, stable and well-adjusted learned individual. Thus, for the school library to effectively perform and support effectively the educational programme of the school, it requires an organized collection of variety of learning resources - book and non-book, the suitable accommodation that provides space for storage and utilisation of the learning resources and the trained staff to develop and organise the collection and as well teach students and teachers how to use the resources effectively. This way, pupils are prepared

and are well-grounded to continue learning even after their formal education comes to an end. Majid (2005), in the research on use of school library resources in Singapore, reveals that teachers generally do not use their school libraries and various information resources effectively due to inadequacy of education materials in libraries.

The results of these various studies are revealing and also show that school library development in this part of the world is not receiving the necessary attention it deserves. This is in contrast to what obtains in developed countries where the school library has moved far beyond a room with books to become an active, technology-rich learning environment with an array of information resources. The school librarian in places like United State of America and Britain are referred to as school library media specialist whose focus is on process of learning rather than dissemination of information.

2.7 Access to library media resources and academic performance of prison inmates in Nigeria

Libraries are social institutions created to safeguard knowledge, preserve the cultural heritage and provide information for education and research purposes to different users. According to Elaturoti (1990), school library can be defined as an area designed for provision of all types of learning and teaching resources. Oniovosa (2004) notes in a survey around the world on the reading ability of children that, one of the factors that positively influence children's reading attainment is the availability and accessibility of books and other non-books resources in their immediate surroundings, at home, in the classroom and in the library. Accessibility and utilisation of library information resources are key factors in the provision of quality services in different libraries. Abdullahi (1998) adds that the usefulness of a library depends upon its proper organization which includes the accessibility and availability of information resources, their arrangement and the situation of the library.

Moreover, Bhatt (2013) asserts that the successful library services depend mainly on satisfaction level of its users with the relevant library information resources, user-centric library services and library staffs' supportive attitude. Several studies have been done on the use of school libraries. For instance, a study by Agyekum and Filson (2012) on the use

of library resources by students in Ghana schools finds that most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation. In the same vein a study conducted by Clabo (2002), points out that students use school library information resources for recreational readings, for reference purposes, doing their school homework, teacher requirements and reading news from newspapers. Similarly, Orji (1996) finds out that users use the school library for many and various reasons such as preparation for examination, leisure (recreation), for serious academic work, meeting friends and people and so on.

Daniel (2004) concludes that school library remains the power house of educational institution and that an education institution without a library is like a motor car without an engine and a body without a soul. However, Abdullahi (2008) asserts that most of the Nigerian students who enter universities or colleges have never used the school library effectively during their primary and secondary school days. Several scholars have addressed the problem facing students in using school libraries. For example, the study by Adeyemi (2009) in Nigeria discovers poor quality of school library resources, scarcity of current reading and research materials as the challenges facing students in using school libraries. In the same vein Arua (2011), observes that poor library accommodation; poor library orientation and restricted library hours were problems militating against the use of school libraries. In South Africa, Patron-Ash (2012) reveals that the problem facing school libraries include lack of a national policy, school library information resources, the theft of computers as a result of the lack of security, as well as the lack of understanding by teachers of the roles of the library in teaching and learning.

Likewise, Clabo (2002) highlights reading rooms restrictions, restrictions on number of books, reference materials, lack of computers and internet connectivity as challenges that hinder students from the use of school libraries. Furthermore, a study by World Bank (2008) observes the following as problems facing school libraries in Sub-Saharan African countries including Tanzania: inadequate funding, with little or no government financial support, but only with

occasional donor support by NGOs, lack of sufficient library premises, which are usually just converted classrooms with insufficient space, shelves, furniture, equipment or security

and lack of money to undertake regular maintenance. Thus, amenities tend to deteriorate rapidly.

Where library collection exists, it is generally old and often irrelevant to current curricula and teacher/student's interests. More often than not, there is virtually no appropriate collection available at all. Besides, there are rarely budgets for stock upgrading or replenishment, heavy collection wear and tear, theft, loss and damage caused by poor security, pest and fungal damage. There are other problems of lack of understanding by both teachers and students of the role and function of a school library and thus an increasing inability to use libraries properly even if they are well established, untrained school librarians and poor training and overloading of teacher librarians and finally, poor library management systems.

2.8 Utilisation of library media resources and academic performance of prison inmates in Nigeria

The rightful use of library media resources would, by extension, influence the academic performance of prison inmates in examinations. Prisons are total communities where all aspects of life are conducted in the same place and prisoners read the same materials one would find in a local public library including titles on bestseller lists as stressed by Shirley (2003). Arua and Chinaka (2011) state that school library information resources are seen as all inputs which are utilised in the library in order to provide good learning environment for students and teachers to enable them achieve educational goals. This variety of library information resources is essential to facilitate the school library in fulfilling its functions among which are: to thoroughly provide information resources necessary for the school's educational programmes and to help in improving and raising the reading skills and learning habits of students.

Fakomogbon, et al., (2012) argue that school libraries help to support the school curriculum by providing up-to-date information to keep teachers and students abreast of new development. The library also promotes the development of reading skills and encourages long term planning habits through reading, listening to and viewing a range of learning materials. Also, Merrill (1983) relates library information resources to students'

learning outcomes and discovers that the use of school library resources is associated significantly with better learning outcome. Benard and Dulle (2014), in their findings on Assessment of Access and Use of School Library Information Resources by Secondary School Students in Morogoro Municipality, Tanzania identify lack of current reading materials in most of the school libraries surveyed as a major problem constraining students from using school libraries. The school libraries surveyed had a lot of reading materials which were not current and relevant. This discouraged students from using the school libraries, hence poor learning outcomes. Ladelunuri (2012) asserts that poor performance of secondary schools in Tanzania is attributed to lack of enough and current books in school libraries. In view of this, government and other stakeholders should put more effort in strengthening school libraries by providing of more current and relevant reading materials that can meet academic needs of students.

The lack of sitting facilities, such as tables and chairs was also considered a major constraint in using school libraries by students. This is a common problem in most school libraries in Tanzania. During the interview with teacher librarians they reported the same problem which was also observed by researchers. This means that there is need for the provision of adequate furniture in school libraries so that students can have conducive learning environment. Lack of informational professional/librarians for processing reading materials many school libraries has also been noted as another problem hindering students from using school libraries. For example, in the surveyed school libraries, it was noted that the library was managed by language teachers, students and office attendants who are not professionals. It was also observed that most of the information resources like textbooks were just scattered over the tables and others on the shelves and most of them were neither catalogued nor classified. In view of this, it is difficult for students to access the right information at the right time and get the right guidance on how to locate and use information in such libraries. Therefore, secondary schools should train or employ personnel who are professionally certificated in the library field. According to Krolak (2005), quality of library services depends on the professional quality of its staff and this in turn depends on the quality and relevance of the training that they have received. Also,

he adds that running a library with unprofessional staff is like teaching without professional background.

A restricted library hour is another major constraint cited by students as a key factor hindering them from using school libraries. In the study areas surveyed, some of the school libraries had no standard time for opening the library and some were opened for short period of time. Occasional usage of school libraries as attested to by a vast majority of students was partly as a result of restricted library hours, which could also be attributed to lack of permanent professional staff that will be responsible for the management of school libraries. Likewise, other problems mentioned by staff members during interview include inadequate library information resources, insufficient funds for purchasing various information resources and other school libraries facilities and library space.

School library is a very important element in education development of any school including the prison library used by inmates. Therefore, for effective use of school libraries by secondary school students, there is need for current and adequate school library information resources, provision of information and communication facilities, provision of professional school librarians to manage libraries and conducive reading environment. These could be done in collaboration with all stakeholders in secondary school education in the country. The government should put more priority on adequate provision of funds necessary for the provision of current and up to date information resources and also for the employment of qualified and trained teacher-librarian. By extension, the prison library should be well stocked and equipped with all necessary library facilities, including the prescribed (recommended) titles by the West African Examination Council (WAEC) and the general library media resources. These materials should be made accessible to inmates for their utilisation in preparation for Senior Secondary School Certificate Examination, to enhance their performances, and ensure that the government's rehabilitative measure of the inmates ahead of their discharge is worthwhile.

2.9 Theoretical framework

Three theories have been identified that are relevant to this study. They are:

- The Sense Making Theory
- Information Richness Theory and
- Learning Theory

2.9.1 The sense making theory

The sense making theory has been reviewed severally by scholars in their studies (Dervin 1992, Salvolainen 1992, Weick 1995, Dervin 1998, Wernet 2003, Klein, Moon and Hoffman 2006). Sense making theory assumes that every individual has the cognitive sense and ability to make meaning out of his or her experiences, and that different sense making of the same phenomena can be viewed as something that makes it possible to create a more comprehensive understanding of a complex situation (Dervin, 2003).

Klein, Moon and Hoffman, (2006) says that, sense making entails cognitive activities of constructing a hypothetical mental model of current situation and how it might evolve over time, what threats and opportunities for each action are likely to emerge from such evolution, what potential actions can be taken in response, what projected outcomes of those responses are, and what values drive the choice of those future action. Weick (1995) also notes that in an organizational set up, sense making involves collaborative process of creating shared awareness and understanding out of different individual's perspective and varied interest. This process is known as the socio-cognitive activity in that, the individual's cognitive activities are directly impacted by the social nature of the exchange and vice-versa (Klein et al, 2006). This process can be initiated when individuals or organizations recognize the inadequacies of their current understandings of events.

The sense making theory is used in studying the user's understanding and designing of information systems. The focal point of the theory is that, sense making resides with the user who is expected to be able to derive meaning from the information resources available in the system (school media resources centre). The theory presupposes that from the point of user's conceptualisation and the information system, he is exposed to various information sources and resources related to his needs, only that, he should be able to

derive meaning out of the diverse and complex arrays of resources using his cognitive ability. The only limitation however, is that user's cognition may prevent maximum use of information. This theory is directly linked to the variables under study as prison libraries are expected to make available learning resources that would cater for the curriculum delivery and academic needs of prison inmates for enhanced academic performance upon reintegration into society.

2.9.2 Information richness theory

Information richness theory can be viewed from the perspective of the content relevance of information (CRI), authority of information content (AIC), recency and timeliness of information delivery (RTID). The emergence of information technologies has led to expansion in the scope of available media of information resources to all categories of users. The theory proposes that numerous information sources and information resources abound and are in various formats, be it oral, written, visual and electronic devices. Communicating effectively therefore means that individuals can now make choices of media that best suit their appropriate information needs. Information richness theory is an attempt to provide users with guides on how to make choices of the medium that fits their particular information purpose. This theory is quite relevant to the construct of school media utilisation in this study.

Considering information richness as a major factor in information processing and media selection, Daft and Langel, (1984); Daft et al (1987) define information richness as the 'potential information carrying of data.' According to them, the medium used in communicating determines the potential richness of the information processed and thereby the effect of communication. It is believed that some information sources and resources available to users are considered more credible and information rich than some others. In addition, most prison libraries are believed to be information deficient. However, the submission is that if a library is well equipped and the resources are robust, current/ up-to-date and meet the information needs of prison inmates, school media resources would be utilised for optimal benefit of the inmates. This would enhance their academic performance during reformation and reintegration period. On the other hand, if the school media resources are deficient in the provision of information materials that fail to meet the

needs of users, utilisation will be minimal to the detriment of inmates' academic performance.

2.9.3 Learning theory

Learning theories are conceptual frameworks that describe how information is absorbed, processed, and retained during learning. Learning brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views. There are three main categories of learning theory: behaviourism, cognitive, and constructivism. Behaviourism focuses only on the objectively observable aspects of learning. Cognitive theories look beyond behaviour to explain brain-based learning. And constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts.

Merriam and Caffarella (1991) highlight four approaches or orientations to learning: Behaviourist, Cognitivist, Humanist, and Social/Situational. These approaches involve contrasting ideas as to the purpose and process of learning and education - and the role that educators may play. John Watson (1878–1959) coined the term "behaviorism." Critical of Wundt's emphasis on internal states, Watson insisted that psychology must focus on overt measureable behaviors. Watson believes that theorizing thoughts, intentions or other subjective experiences is unscientific. Behaviorism, as a theory, was primarily developed by B. F. Skinner. It loosely encompasses the work of people like Edward Thorndike, Tolman, Guthrie, and Hull. What characterize these investigators are their underlying assumptions about the process of learning. In essence, three basic assumptions are held to be true. First, learning is manifested by a change in behavior. Second, the environment shapes behavior. And third, the principles of contiguity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process. For behaviorism, learning is the acquisition of new behavior through conditioning.

There are two types of possible conditioning:

(1) Classical conditioning, where the behaviour becomes a reflex response to stimulus as in the case of Pavlov's Dogs. Pavlov was interested in studying reflexes, when

he saw that the dogs drooled without the proper stimulus. Although no food was in sight, their saliva still dribbled. It turned out that the dogs were reacting to lab coats. Every time the dogs were served food, the person who served the food was wearing a lab coat. Therefore, the dogs reacted as if food was on its way whenever they saw a lab coat. In a series of experiments, Pavlov then tried to figure out how these phenomena were linked. For example, he struck a bell when the dogs were fed. If the bell was sounded in close association with their meal, the dogs learned to associate the sound of the bell with food. After a while, at the mere sound of the bell, they responded by drooling. Pavlov's work laid the foundation for many of psychologist John B. Watson's ideas. Watson and Pavlov shared both a disdain for "mentalist" concepts (such as consciousness) and a belief that the basic laws of learning were the same for all whether dogs or humans.

(2) Operant conditioning, where there is reinforcement of the behavior by a reward or a punishment. The theory of operant conditioning was developed by B.F. Skinner and is known as Radical Behaviorism. The word 'operant' refers to the way in which behavior 'operates on the environment'. Briefly, a behavior may result either in reinforcement, which increases the likelihood of the behavior recurring, or punishment, which decreases the likelihood of the behavior recurring. It is important to note that, a punishment is not considered to be applicable if it does not result in the reduction of the behavior, and so the terms punishment and reinforcement are determined as a result of the actions. Within this framework, behaviorists are particularly interested in measurable changes in behavior. In operant conditioning we learn to associate a response (our behavior) and its consequence and thus to repeat acts followed by good results and avoid acts followed by bad results. Since behaviorists view the learning process as a change in behavior, educators arrange the environment to elicit desired responses through such devices as behavioral objectives, competency-based education, and skill development and training. Educational approaches such as applied behavior analysis, curriculum based measurement, and direct instruction has emerged from this model.

2.10 Conceptual model

The conceptual model highlights the procedure and how this study will be investigated. The model shown in 'figure 2.1' states the links, interfaces and the interactions between the independent variables (input processes) and the dependent variable (output model). In other words, access would impact on academic performance, access would impact on utilisation, and utilisation would equally impact on academic performance. Thus, the prison inmates' access to and utilisation of library media resources would influence their preparation for private SSCE examinations which would consequently affect their academic performance in public examinations. It is also predicted that ideal library services such as books on the shelves, reading facilities, photocopying services, book loan facilities, opening/closing hours, inter-library loan, library use education among others, would impact on access to and utilisation of library media resources and by extension on the academic performance of inmates in public examinations.

Consequently, library media resources accessibility may not necessarily lead to its utilisation for academic performance of inmates in public examinations. There is therefore the need for access to and utilisation of library media resources as correlates of academic performance of inmates in private SSCE examination in selected prisons in Nigeria. The assumption is that media resources, both the general reading materials and the prescribed textbooks by the examining bodies must be made available and be on open access before it can be effectively utilised by inmates' in preparation for their examinations. This, by extension, would guarantee its effective use without any restriction/barrier and thus, impact positively on the academic performance of inmates in Nigerian prisons, which is the target population of this study.

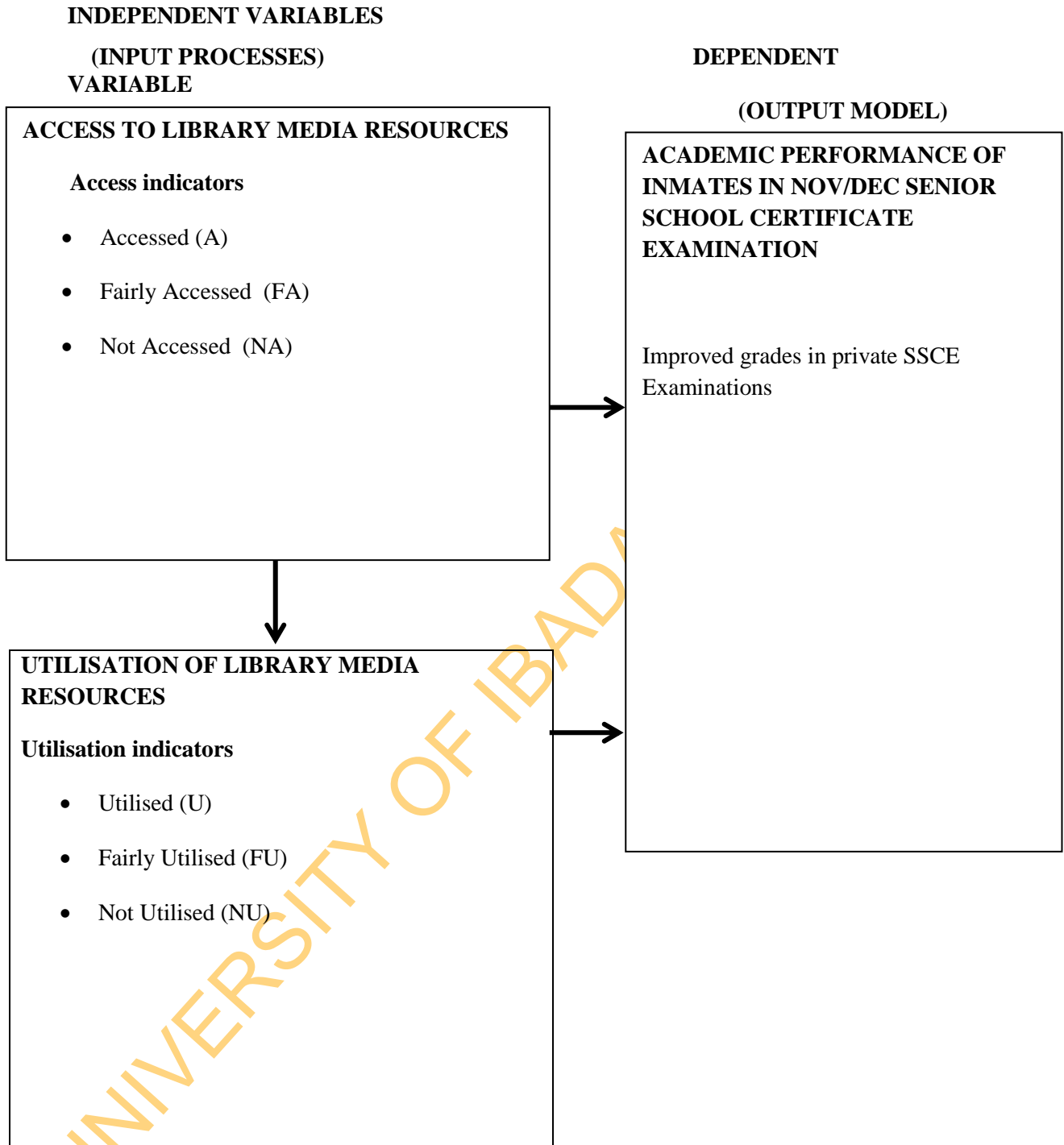


Fig.2.1: Conceptual Model for the Study.
Source: Self developed by the researcher

2.11 Appraisal of the literature reviewed

The literature reviewed, has revealed the areas of strengths and weaknesses in the related studies examined. Access to and utilisation of library media resources as correlates of academic performance of prison inmates in private Senior School Certificate Examination in Nigeria, which is the focus of this study, is an area that not much has been done. Therefore, it is worthwhile; that library media resources, both the general reading materials and the prescribed textbooks by the examining bodies be made available and accessible to inmates to enhance their utilisation of these resources in the preparation for their private SSCE examinations, to enhance their academic performance.

It is pertinent to mention that none of the literature perused indicated any study in Nigeria on access to and utilisation of library media resources as correlates of academic performance of prison inmates in private Senior Secondary Certificate Examinations (SSCE) in Nigeria. The secondary level of education is very significant as the qualifications obtained at this stage can either make or mar a student's future. In other words, the secondary school certificate of minimum of 5 credits, including English language and Mathematics remain a requisite for admission to tertiary institutions of choice and for gaining employment in Nigeria.

This study therefore seeks to establish the contributions of library media resources, both the general reading materials and the prescribed media resources (recommended by WAEC) to the success or otherwise of prison inmates in private Senior Secondary Certificate Examinations in Nigeria. This is an area that is yet to be worked on, and a gap that this study intends to fill. Some researchers have worked on some other aspects of the prison, but none have worked on this topic thus far. The findings would be of immense benefit to the prison inmates, the inmates' instructors, the prison librarian, the prison management, the Federal and State governments and the public at large.

CHAPTER THREE

METHODOLOGY

3.0 This chapter covers the following:

- 3.1 Research design
- 3.2 Population of the study
- 3.3 Sample size and sampling technique
- 3.4 Research instruments
- 3.5 Validity and reliability of instruments
- 3.6 Procedure for data collection
- 3.7 Method of data analysis

3.1 Research design

This study adopted the descriptive survey research design of the *ex-post facto* type, which is considered appropriate for the study because it allows the collection of data from a large number of people through the use of a sample that will adequately represent the population. Thus, this method systematically describes the facts, qualities and characteristics of a given population, events or area of interest as factually and accurately as possible. Hence, the method was considered appropriate for the collection of reliable information about access to and utilisation of library media resources as correlates of prison inmates' academic performance in the private SSCE in Nigeria.

3.2 Population of the study

The population of this study comprised 438 prison inmates in all as shown in Table 3.1. These are the prison inmates who registered and sat for the private SSCE Examinations held in the last five years, which is from November/December 2009 to November/December 2013. Thus, from the purposively selected prisons, Ikoyi Prison in Lagos State had 209 inmates, Abakaliki Prison in Ebonyi State 142 and Medium Security Prison at Kuje Abuja, Federal Capital Territory, Nigeria 87. All the three prisons had functional library/media resource centres.

3.3 Sample and sampling technique

The purposive sampling technique was adopted for this study. Hence, Abakaliki Prison Ebonyi State, Ikoyi Prison Lagos State and Medium Security Prison at Kuje, Abuja, with functional library media resource centre, where inmates read for their various Senior Secondary School Certificate Examinations (as external/private candidates) had been carefully chosen for this study. This selection is based on the fact, that not all the prisons in Nigeria enrol and prepare inmates' for the Senior Secondary School Certificate Examinations or have library/ media resource centre and classrooms for learning. In selecting the respondents, the total enumeration/census method was used to ensure that all the inmates who did WAEC/SSCE examinations from 2009-2013, who are yet to be discharged (physically seen) were captured and used for the study.

Table 3.1 Shows the number of inmates (438) in the prisons covered by this study who registered for the private SSCE held from November/December 2009 to November/December 2013, less those who were absent for the examinations either on health grounds or those discharged before the commencement of the examinations. The break-down by the respective prisons under consideration are as outlined in Table 3.1. ‘N.A’ as contained and used in the table means Not Available. That is, the private SSCE results for those years were not found. The Desk Officer as at when the SSCE Examinations were held had been transferred to another branch of the prison in Nigeria and the records could not be traced by the incumbent Desk Officer. ‘Abs’ signifies the number of inmates’ registered for the examination but absent from the said examination.

Table 3.1: Population and sample size of registered inmates for private SSCE examinations from 2009-2013.

Name of Prisons used	Inmates for 2009	Inmates for 2010	Inmates for 2011	Inmates for 2012	Inmates for 2013	Total per prison
Abakaliki Prison	N.A	N.A	41-5 Abs.= 36	51-12Abs.= 39	70-3Abs.= 67	142
Ikoyi Prison, Lagos	64	28-3Abs.= 25	24	47-7Abs.= 40	56	209
Medium Security Prison, Kuje	N.A	N.A	N.A	44	43	87
TOTAL	64	25	60	123	166	438

N.A = Not Available

Abs = Absent

Source: The three prisons sampled

UNIVERSITY OF IBADAN LIBRARY

3.4 Research instruments

The instruments for data collection comprised four sets of questionnaire that were administered each on:

- The Prison inmates - Prison Inmates Accessibility and Utilisation of Library Media Resources-Questionnaire for Prison Inmates (PIAULMR-QPI)
- The Librarians - Prison Inmates Accessibility and Utilisation of Library Media Resources-Questionnaire for Librarians (PIAULMR-QL)
- The instructors - Prison Inmates Accessibility and Utilisation of Library Media Resources-Questionnaire for Instructors (PIAULMR-QI) and
- Prison Management - Prison Inmates Accessibility and Utilisation of Library Media Resources-Questionnaire for Prison Management (PIAULMR-QPM).
- Likewise, structured interview was used on the inmates to elicit necessary data to enrich the study.

Thus, the questionnaire for the inmates is contained in Appendix I and is designed under different sub-headings A-E, but harmonized into one single entity as outlined below: Section A: Solicited information on the demographic data of the respondents (inmates). These included their gender, marital status, age, name of prison among others. Section B: Sought to know the library media resources that inmates' accessed and utilised in preparing for their private SSCE examinations.

Section C: Requested respondents (inmates) to identify/tick (✓) from the options provided, the problems facing library media resources accessibility in preparing for private SSCE examinations. Section D: Expected respondents to identify/tick (✓) the problems facing library media resources utilisation in preparing for private SSCE examinations from the options listed. Section E: Five (5) Tables, A, B, C, D and E, covered November/December private SSCE examinations from 2009 to 2013 where inmates were to enter their WAEC/SSCE registration number, tick (✓) the actual subjects they entered for, under the specific year of such examinations, bearing in mind that English Language and Mathematics were compulsory. The questionnaire was coded by the researcher before administrating same on the inmates, seated according to the year of

their examination and their registration number, and matched/authenticated with the original November/December Senior School Certificate Examination results obtained from the prison management thereafter.

Appendix II: Contained questionnaire for the Librarians (PIAULMR-QL). Section A was based on the demographic information of the librarians while Section B has a number of questions on access and utilisation of library media resources to elicit relevant information from the librarians to guide the study. Appendix III: Contained questionnaire for the Instructors (PIAULMR-QI). Section A was based on the demographic information of the Instructors while Section B sought answers to some questions on access and utilization of library media resources that were germane to the study. Appendix IV: This portion was devoted to the Prison Management (PIAULMR-QPM). Section A was based on their demographic information while Section B asked some management questions on the prison and also on access and utilisation of library media resources as it related to the study. Appendix V: Contains some structured interview schedule for the inmates (ISAU\LMRI) to know more about the library, the resources and its access and utilisation.

3.5 Validation and reliability of instruments

In order to ensure the face and content validity of the instruments, the questionnaire was given to two experts in the Department of Library Studies and Centre for Educational Media Resource Studies, University of Ibadan, Ibadan. Based on their suggestions/observations, some items in the questionnaire were modified for accurate response of the sample population. The questionnaire was trial-tested on 30 prison inmates at the Kirikiri Maximum Prison, Lagos, Lagos State which is not included in the study. The data collected were subjected to Cronbach alpha which revealed coefficients that are as follows: inmates (PIAULMS-QPI) was 0.97, librarians (PIAULMS-QL) was 0.93, instructors (PIAULMS-QI) was 0.82, and the prison management (PIAULMS-QPM) was 0.73. All the instruments were reliable and suitable for the study.

3.6 Procedure for data collection

To facilitate easy entry to the respective prisons because of its sensitive nature, a formal letter of introduction was obtained from the Director, Centre for Educational Media Resource Studies, University of Ibadan to the Controller of Prison (Officer in Charge) at the headquarters of each of the prison visited. Likewise, the researcher was introduced by a Controller of Prisons (Retired) to the various Deputy Controllers of Prisons (DCPs) visited for assistance and guidance. All these measures enabled the researcher to have a smooth entry and exit to the various prisons sampled. Likewise, in order to ensure effective distribution and administration of the questionnaire and timely collection of same from the field, the researcher personally visited Abuja, Lagos and Ebonyi states where the sample population was drawn, and appointed two trained and guided research assistants with librarianship background, from each location (state) to administer the questionnaire with him. The questionnaire was administered and collected thereafter, within few days, while those that could not be retrieved within this period was collected later by the research assistants, guided on what to do and they forward the completed questionnaire to the researcher. The questionnaire was administered within a period of eight weeks.

The academic records of the inmates, that is, their private SSCE results in the last five (5) years (2009-2013), which are normally sent to the respective prisons after the release of such examinations by the examining bodies, were officially requested for, from the Controller General of the concerned prison headquarters, following the due process of a formal application of request for same, with the assurance that it would be used for research purposes only. This was to enable the researcher authenticate the private SSCE results of the concerned inmates. The release of the official results of the inmates was initially resisted by the prison authorities as it was seen as divulging of the personal transcript of the inmates which was considered illegal and contrary to the prison norms. However, with the assurance by the researcher that the results would be kept confidential and used solely for research, the researcher was made to sign an undertaking, before an approval was granted for photocopying, to strengthen/validate the study.

3.7 Methods of data analysis

The various data collected were analyzed using frequency counts and percentages for the research questions. Pearson's, product moment correlation and multiple regression were used to analyze the data collected for the testing of the hypotheses.

UNIVERSITY OF IBADAN LIBRARY

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the analysis of data, interpretation and discussion of findings of the results of access to and utilisation of library media resources as correlates of prison inmates' academic performance in private SSCE in Nigeria. The data collected were analysed based on the demographic data collected from the respondents, research questions examined and hypotheses tested in the study.

4.1 Demographic data of respondents

The demographic characteristics of respondents (inmates) are as contained in Tables 4.1- 4.5:

Table 4.1: Marital status of inmates in the sampled prisons in Nigeria

S/N	Variables	Frequency	Frequency
	Marital status		
	Single	297	67.8
	Married	129	29.5
	Widower	3	0.7
	Divorced/Separated	9	2.1
	Total	438	100.1

Table 4.1 shows that 297 (67.8%) of the inmates are single, 129 (29.5%) are married, while 3 (0.7%) of the inmates are Widower and (9) 2.1% are Divorced/Separated. This implies that there are more single inmates than married among inmates in Nigerian prisons.

Table 4.2: Age distribution of Inmates in the sampled prisons in Nigeria

S/N	Variables	Frequency	Percentage
	Age		
	18-30 years	179	40.9
	31-40 years	186	42.5
	41-50 years	54	12.3
	Above 50 years	19	4.3
	Total	438	100

Table 4.2 indicates that 179 (40.9%) inmates are within 18-30 years, 186 (42.5%) are within 31-40 years, 54 (12.3%) are within 41-50 years and 19 (4.3%) are above 50 years of age. This clearly shows that majority of the prison inmates in Nigeria are youths within the age bracket of 18-40 years. This is supposed to be the productive year of any human being, where one is expected to contribute meaningfully to the economy and make impact.

Table 4.3: Religious affiliation of inmates in the sampled prisons in Nigeria

S/N	Variables	Frequency	Percentage
	Religion		
	Islam	151	34.5
	Christianity	287	65.5
	Total	438	100

Majority, 287 (65.5%) of the inmates as revealed in Table 4.3 are Christians, while 151 (34.5%) are Muslim.

Table 4.4: Year of imprisonment of inmates in the sampled prisons in Nigeria

S/N	Variables	Frequency	Percentage
	Year of imprisonment		
	Before year 2000	155	35.4
	Year 2000-2005	11	2.5
	Year 2006-2010	137	31.3
	Year 2011 and beyond	135	30.8
	Total	438	100

As spelt out in Table 4.4, 155 (35.4%) of the inmates indicated that they were in the prison before year 2000 as their year of imprisonment, 11 (2.5%) indicated within year 2000-

2005, 137 (31.3%) indicated year 2006-2010 and 135 (30.8%) indicated year 2011 and beyond as year of imprisonment. Majority 272 (62.1%) of the respondents have been imprisoned for less than ten years.

Table 4.5: Proposed year of release of inmates in the sampled prisons in Nigeria

S/N	Variables	Frequency	Percentage
	Proposed year of release		
	Before year 2010	342	78.1
	Year 2011 and beyond	96	21.9
	Total	438	100

Table 4.5 shows that majority of the inmates 342 (78.1%) ought to have secured their release before year 2010.

UNIVERSITY OF IBADAN LIBRARY

4.2 Answers to research questions

Research Question 1: What are the library media resources that are readily accessed by prison inmates in Nigeria for the preparation of private SSCE examinations?

Table 4.6 Presents data on the general library media resources that are readily accessed by prison inmates' in Nigeria for the preparation of private SSCE examinations.

Table 4.6: General library media resources that are readily accessed by prison inmates' in Nigeria for the preparation of private SSCE examinations

S/N	General Library Media Resources	1	2	3	Mean	S.D.
		Not Accessed	Fairly Accessed	Accessed		
1	General Dictionary	166 37.9%	103 23.5%	169 38.6%	2.01	0.88
2	General Information Books	169 38.6%	150 34.2%	119 27.2%	1.89	0.80
3	Revision questions	135 30.8%	238 54.3%	65 14.8%	1.84	0.66
4	SSCE Past Questions & Answers 1988 – 2011 by B.O. Oluikkpe et al	159 36.3%	217 49.5%	62 14.2%	1.78	0.68
5	Past Question Papers	186 42.5%	167 38.1%	85 19.4%	1.77	0.75
6	Subject Dictionary	266 60.7%	79 18.0%	93 21.2%	1.61	0.82
7	SSCE Past Questions & Answers 1988-2011	228 52.1%	156 35.6%	54 12.3%	1.60	0.70
8	Mathematical formulae table	297 67.8%	81 18.5%	60 13.7%	1.46	0.72
9	General Encyclopedia	313 71.5%	61 13.9%	64 14.6%	1.43	0.73
10	Subject Encyclopedia	317 72.4%	53 12.1%	68 15.5%	1.43	0.75
11	Journals	324 74.0%	60 13.7%	54 12.3%	1.38	0.70
12	Magazines	336 76.7%	38 8.7%	64 14.6%	1.38	0.73
13	Atlas by Ilesanmi	320 73.1%	76 17.4%	42 9.6%	1.37	0.65
14	Autobiography/Biography	340 77.6%	47 10.7%	51 11.6%	1.34	0.68
15	Marking scheme	326 74.4%	77 17.6%	35 8.0%	1.34	0.62
16	Anthology by Adesalu S.E.	322 73.5%	84 19.2%	32 7.3%	1.34	0.61
17	Nigeria Handbook	356 81.3%	46 10.5%	36 8.2%	1.27	0.60
18	Charts	359 82.0%	50 11.4%	29 6.6%	1.25	0.56
19	Films	368 84.0%	33 7.5%	37 8.4%	1.24	0.60
20	Nigeria Year Book	370 84.5%	35 8.0%	33 7.5%	1.23	0.57
21	Internet facilities	378 86.3%	31 7.1%	29 6.6%	1.20	0.54
22	Slides	388 88.6%	30 6.8%	20 4.6%	1.16	0.48
GRAND MEAN (χ) = 1.47						

The above ranking of the general library media resources that were accessed by prison inmates in Nigeria for the preparation of private SSCE examinations revealed that general dictionary ranked highest ($\chi=2.01$), followed by general information books ($\chi=1.89$) and revision questions ($\chi=1.84$). While the least ranked are Nigeria year book ($\chi=1.23$), internet facilities ($\chi=1.20$) and slides ($\chi=1.16$).

Table 4.7 Presents data on the prescribed library media resources that are readily accessed by prison inmates in Nigeria for the preparation of private SSCE examinations.

Table 4.7: Prescribed library media resources that are readily accessed by prison inmates in Nigeria for the preparation of private SSCE examinations

S/N	Prescribed Library Media Resources	1	2	3	Mean	S.D.
		Not accessed	Fairly accessed	Accessed		
1	Textbooks	120 27.4%	164 37.4%	154 35.2%	2.08	0.79
2	C.R.K: Holy Bible, Revised Standard Version	150 34.2%	153 34.9%	135 30.8%	1.97	0.81
3	Novels (fictions)	163 37.2%	146 33.3%	129 29.5%	1.92	0.81
4	African Drama: Women of Owu by Femi Osofisan	133 30.4%	223 50.9%	82 18.7%	1.88	0.69
5	Intensive English for SS1-3 by B.O. Oluikkpe et al	134 30.6%	233 53.2%	71 16.2%	1.86	0.67
6	African Prose: A woman in her Prime by Asare Koradu	137 31.3%	226 51.6%	75 17.1%	1.86	0.68
7	New General Mathematics, books 1-3 by M. F. Macrea et al	127 29.0%	250 57.1%	61 13.9%	1.85	0.64
8	Christian Religious Knowledge for SSS by A.A. Adeyinka	187 42.7%	128 29.2%	123 28.1%	1.85	0.83
9	WAEC/NECO Exam Series in English	131 29.9%	245 55.9%	62 14.2%	1.84	0.65
10	New General Mathematics, books 1-3, 3 rd & 4 th ed. by C. B. Channon et al	133 30.4%	246 56.2%	59 13.5%	1.83	0.64
11	Essential Economics for SSS by C. E. Ande	133 30.4%	247 56.4%	58 13.2%	1.83	0.64
12	Essential Government for SS1-3 by C. C. Dibe	132 30.1%	250 57.1%	56 12.8%	1.83	0.63
13	Comprehensive Government for SSS by Johnson Ugoji Anyade	137 31.3%	240 54.8%	61 13.9%	1.83	0.65
14	A practical guide to literature for WAEC & NECO. A harmonized syllabus 1011-2015	143 32.6%	229 52.3%	66 15.1%	1.82	0.67
15	Essential Mathematics for SSS, books 1-3 by A.J.S. Oluwasanmi	134 30.6%	248 56.6%	56 12.8%	1.82	0.63
16	Fundamental of Economics for SSS by R. A. I. Anyanwuocha	137 31.3%	244 55.7%	57 13.0%	1.82	0.64
17	Government for SSS (Series)	137 31.3%	241 55.0%	60 13.7%	1.82	0.65
18	Non-African Drama: Arms and the Man by Bernard Shaw	150 34.2%	222 50.7%	66 15.1%	1.81	0.68

S/N	Prescribed Library Media Resources	Not accessed	Fairly accessed	Accessed	Mean	S.D.
19	Exam Focus Literature in English	148 33.8%	226 51.6%	64 14.6%	1.81	0.67
20	Modern Government for SSS by Echiefu	136 31.1%	248 56.6%	54 12.3%	1.81	0.63
21	Essential Commerce for SSS, books 1-3 by E.A. Longe	173 39.5%	177 40.4%	88 20.1%	1.81	0.75
22	Senior English Project for SS/NJH Grant et al	151 34.5%	229 52.3%	58 13.2%	1.79	0.66
23	Government for O Level by O. A. Lawal	155 35.4%	227 51.8%	56 12.8%	1.77	0.66
24	Further Mathematics projects books 1-32 by Tuttah-Adegun et al	148 33.8%	245 55.9%	45 10.3%	1.76	0.62
25	Essential Financial Accounting for SSS 1-3 by C.C. Dibia	206 47.0%	154 35.2%	78 17.8%	1.71	0.75
26	The Mastery of literature for WAEC & NECO 2011-2015 by Chinweike Iwuchukwu	182 41.6%	212 48.4%	44 10.0%	1.68	0.65
27	Essential Financial Accounting for SSS 1-3 by O.A. Longe and Kazeem	223 50.9%	154 35.2%	61 13.9%	1.63	0.72
28	Essential Geography for SSS 1-3 by Ilesanmi	235 53.7%	156 35.6%	47 10.7%	1.57	0.68
29	Senior Secondary School Geography, Geographical Bureau Nig. Ltd, Ilorin by Gmidu, S.A.	256 58.4%	128 29.2%	54 12.3%	1.54	0.70
30	NECO Syllabus	293 66.9%	70 16.0%	75 17.1%	1.50	0.77
31	Leog G.C.et al Physical and Human Geography	293 66.9%	98 22.4%	47 10.7%	1.44	0.68
32	WAEC/SSCE Syllabus	316 72.1%	55 12.6%	67 15.3%	1.43	0.74
33	Four Figure Table	312 71.2%	62 14.2%	62 14.2%	1.43	0.73
34	The Tempest by William Shakespeare	308 70.3%	73 16.7%	57 13.0%	1.43	0.71
35	Comprehensive Geography for SSS by Ilesanmi	302 68.9%	90 20.5%	46 10.5%	1.42	0.67
36	Islamic Studies for SSS books 1-3 by B. Aisha Lemu	318 72.6%	65 14.8%	55 12.6%	1.40	0.70
37	The importance of Being Earnest by Oscar Wilde	312 71.2%	79 18.0%	47 10.7%	1.39	0.67
38	Iwena O.A. Essential Geography Tonad Ltd; Lagos, Nigeria.	314 71.7%	84 19.2%	40 9.1%	1.37	0.65
39	Non-African prose: Lord and the flies poetry by William Golding	325 74.2%	67 15.3%	46 10.5%	1.36	0.67
40	Islamic Studies for SSS by K.O. Kabir	336 76.7%	55 12.3%	47 10.7%	1.34	0.66
41	Brunette R. B. et al Physical and Human Geography in Diagrams. Ibadan Nigeria	330 75.3%	70 16.0%	38 8.7%	1.33	0.63
42	Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A.	349 79.7%	55 12.6%	34 7.8%	1.28	0.60
GRAND MEAN (χ) = 1.68						

The ranking of the prescribed library media resources that were readily accessed by prison inmates in Nigeria for the preparation of private SSCE examinations revealed textbooks as ranking highest ($\chi=2.08$), followed by Christian Religious Knowledge ($\chi=1.97$) and Novels ($\chi=1.92$). While the resources that are least accessed are Islamic Studies for SSS ($\chi=1.34$), followed by Physical and human geography in diagrams ($\chi=1.33$) and Teaching leaving process to Islamic Religious Studies ($\chi=1.28$).

Research Question 2: What are the library media resources that are readily accessed by prison inmates in the respective prisons sampled for the preparation of private SSCE examinations?

UNIVERSITY OF IBADAN LIBRARY

Table 4.8 Presents data on general library media resources readily accessed by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.

Table 4.8: General library media resources readily accessed by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.

	ABAKALIKI			IKOYI			KUJE		
S/N	General Library Media Resources	Mean	S.D.	General Library Media Resources	Mean	S.D.	General Library Media Resources	Mean	S.D.
1	General Dictionary	1.84	.96	General Dictionary	2.08	.87	General Dictionary	2.11	.67
2	General Information Books	1.78	.83	Revision questions	1.93	.63	General Information Books	2.09	.62
3	Revision questions	1.70	.78	SSCE Past Questions & Answers 1988 – 2011 by B.O. Oluikkpe et al	1.91	.66	Revision questions	1.84	.43
4	SSCE Past Questions & Answers 1988 – 2011 by B.O. Oluikkpe et al	1.61	.79	Past Question Papers	1.89	.79	Past Question Papers	1.80	.59
5	Past Question Papers	1.57	.75	General Information Books	1.87	.84	SSCE Past Questions & Answers 1988 – 2011 by B.O. Oluikkpe et al	1.79	.41
6	Subject Dictionary	1.57	.78	Subject Dictionary	1.75	.82	SSCE Past Questions & Answers 1988-2011	1.69	.49
7	SSCE Past Questions & Answers 1988-2011	1.53	.86	SSCE Past Questions & Answers 1988-2011	1.67	.75	Journals	1.52	.71
8	Mathematical formulae table	1.46	.84	General Encyclopedia	1.55	.75	Subject Dictionary	1.38	.65
9	General Encyclopedia	1.46	.70	Subject Encyclopedia	1.55	.77	Anthology by Adesalu S.E.	1.38	.53
10	Subject Encyclopedia	1.45	.82	Magazines	1.55	.83	Magazines	1.37	.70

	ABAKALIKI			IKOYI			KUJE		
S/N	General Library Media Resources	Mean	S.D.	General Library Media Resources	Mean	S.D	General Library Media Resources	Mean	S.D.
11	Journals	1.34	.72	Autobiography/Biography	1.49	.75	Atlas by Ilesanmi	1.33	.47
12	Magazines	1.26	.66	Journals	1.48	.75	Marking scheme	1.28	.45
13	Atlas by Ilesanmi	1.26	.64	Atlas by Ilesanmi	1.46	.74	Autobiography/Biography	1.25	.61
14	Autobiography/Biography	1.25	.62	Mathematical formulae table	1.45	.74	Mathematical formulae table	1.24	.48
15	Marking scheme	1.25	.59	Marking scheme	1.42	.67	Nigeria Handbook	1.21	.41
16	Anthology by Adesalu S.E.	1.24	.56	Charts	1.39	.66	Subject Encyclopedia	1.13	.40
17	Nigeria Handbook	1.18	.55	Anthology by Adesalu S.E.	1.39	.66	Charts	1.13	.40
18	Charts	1.15	.52	Internet facilities	1.30	.64	Nigeria Year Book	1.11	.32
19	Films	1.15	.50	Nigeria Handbook	1.30	.64	General Encyclopedia	1.10	.31
20	Nigeria Year Book	1.15	.50	Films	1.27	.59	Internet facilities	1.05	.21
21	Internet facilities	1.13	.48	Nigeria Year Book	1.26	.59	Films	1.03	.18
22	Slides	1.11	.42	Slides	1.22	.54	Slides	1.02	.15
	Grand Mean (χ)	1.38		Grand Mean (χ)	1.57		Grand Mean (χ)	1.39	

Table 4.8 presents information on the mean ranking of general library media resources being accessed by inmates in the three prisons sampled in Nigeria. It showed general dictionary ($\chi = 1.84$), general information books ($\chi = 1.78$), revision books ($\chi = 1.70$) as the first three topping the list of general library media resources being accessed by inmates in Abakaliki prison. Also, general dictionary ($\chi = 2.08$), revision questions ($\chi = 1.93$), SSCE Past Questions & Answers 1988 – 2011 as the three resources topping the list of general library media resources being accessed by inmates in Ikoyi while general dictionary ($\chi = 2.11$), general information books ($\chi = 2.09$), revision books ($\chi = 1.84$) as topping the list of general library media resources being accessed by inmates in Kuje prison.

This implies that general dictionary, general information books, revision questions and SSCE Past Questions & Answers are general library media resources commonly accessed by inmates in Nigerian prisons for preparation for private SSCE Examinations. On the other hand, films and slides were found to be the least accessed general library resources by inmates in Nigerian prisons with mean ranking of ($\chi = 1.15$) and ($\chi = 1.11$) for Abakaliki; ($\chi = 1.27$) and ($\chi = 1.22$) for Ikoyi; and ($\chi = 1.03$) and ($\chi = 1.02$) for Kuje prisons respectively.

Table 4.9 Data on the prescribed library media resources readily accessed by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.

Table 4.9: Prescribed library media resources readily accessed by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.

S/N	ABAKALI KI			IKOYI			KUJE		
	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
1	Textbooks	1.94	.85	Textbooks	2.14	.81	Textbooks	2.15	.56
2	C.R.K: Holy Bible, Revised Standard Version	1.91	.92	C.R.K: Holy Bible, Revised Standard Version	2.09	.81	Novels (fictions)	1.92	.72
3	Novels (fictions)	1.80	.86	Novels (fictions)	2.01	.81	WAEC/NECO Exam Series in English	1.86	.38
4	Christian Religious Knowledge for SSS by A.A. Adeyinka	1.80	.91	African Drama: Women of Owu by Femi Osofisan	2.01	.67	Essential Economics for SSS by C. E. Ande	1.86	.44
5	African Prose: A woman in her Prime by Asare Koradu	1.78	.81	New General Mathematics, books 1-3 by M. F. Macrea et al	1.99	.63	Senior English Project SS/NJH Grant et al	1.85	.42
6	African Drama: Women of Owu by Femi Osofisan	1.76	.82	Christian Religious Knowledge for SSS by A.A. Adeyinka	1.99	.86	Essential Mathematics for SSS, books 1-3 by A.J.S. Oluwasanmi	1.85	.45
7	Intensive English for SS1-3 by B.O. Oluikkpe et al	1.75	.81	Comprehensive Government for SSS by Johnson Ugoji Anyade	1.95	.66	Intensive English for SS1-3 by B.O. Oluikkpe et al	1.84	.40
8	Non-African Drama: Arms and the Man by Bernard Shaw	1.75	.80	Government for SSS (Series)	1.95	.64	New General Mathematics, books 1-3, 3 rd & 4 th ed. by C. B. Channon et al	1.84	.43
9	Exam Focus Literature in English	1.75	.80	Intensive English for SS1-3 by B.O. Oluikkpe et al	1.94	.64	Further Mathematics projects books 1-32 by Tuttah-Adegun et al	1.84	.43

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
10	Senior English Project SS/NJH Grant et al	1.70	.79	New General Mathematics, books 1-3, 3 rd & 4 th ed. by C. B. Channon et al	1.94	.63	Essential Government for SS1-3 by C. C. Dibia	1.83	.44
11	WAEC/NECO Exam Series in English	1.70	.79	Essential Economics for SSS by C. E. Ande	1.94	.63	Comprehensive Government for SSS by Johnson Ugoji Anyade	1.83	.44
12	A practical guide to literature for WAEC & NECO. A harmonized syllabus 1011-2015	1.70	.77	Essential Government for SS1-3 by C. C. Dibia	1.94	.63	Government for SSS (Series)	1.83	.44
13	Fundamental of Economics for SSS by R. A. I. Anyanwuocha	1.68	.74	WAEC/NECO Exam Series in English	1.93	.61	Essential Financial Accounting for SSS 1-3 by C.C. Dibia	1.83	.46
14	Essential Commerce for SSS, books 1-3 by E.A. Longe	1.68	.84	A practical guide to literature for WAEC & NECO. A harmonized syllabus 1011-2015	1.93	.66	New General Mathematics, books 1-3 by M. F. Macrea et al	1.82	.42
15	New General Mathematics, books 1-3, 3 rd & 4 th ed. by C. B. Channon et al	1.67	.73	African Prose: A woman in her Prime by Asare Koradu	1.93	.67	Modern Government for SSS by Echiefu	1.82	.42
16	New General Mathematics, books 1-3 by M. F. Macrea et al	1.67	.71	Modern Government for SSS by Echiefu	1.93	.63	Essential Financial Accounting for SSS 1-3 by O.A. Longe and Kazeem	1.82	.45
17	Essential Mathematics for SSS, books 1-3 by A.J.S. Oluwasanmi	1.67	.71	Fundamental of Economics for SSS by R. A. I. Anyanwuocha	1.92	.61	African Prose: A woman in her Prime by Asare Koradu	1.80	.43

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
18	Essential Government for SS1-3 by C. C. Dibie	1.66	.70	Essential Mathematics for SSS, books 1-3 by A.J.S. Oluwasanmi	1.91	.63	Government for O Level by O. A. Lawal	1.80	.45
19	Essential Economics for SSS by C. E. Ande	1.65	.72	Essential Commerce for SSS, books 1-3 by E.A. Longe	1.90	.77	Exam Focus Literature in English	1.79	.44
20	Comprehensive Government for SSS by Johnson Ugoji Anyade	1.65	.71	Further Mathematics projects books 1-32 by Tuttah-Adegun et al	1.88	.63	Fundamental of Economics for SSS by R. A. I. Anyanwuocha	1.79	.49
21	The Mastery of literature for WAEC & NECO 2011-2015 by Chinweikpe Iwuchukwu	1.64	.74	Government for O Level by O. A. Lawal	1.88	.68	A practical guide to literature for WAEC & NECO. A harmonized syllabus 1011-2015	1.78	.42
22	Government for SSS (Series)	1.64	.72	Non-African Drama: Arms and the Man by Bernard Shaw	1.86	.67	Essential Commerce for SSS, books 1-3 by E.A. Longe	1.78	.44
23	Modern Government for SSS by Echiefu	1.63	.70	Exam Focus Literature in English	1.86	.65	African Drama: Women of Owu by Femi Osofisan	1.77	.42
24	Government for O Level by O. A. Lawal	1.60	.70	Senior English Project SS/NJH Grant et al	1.81	.64	Non-African Drama: Arms and the Man by Bernard Shaw	1.77	.42
25	Four Figure Table	1.58	.82	Essential Financial Accounting for SSS 1-3 by C.C. Dibie	1.81	.78	C.R.K: Holy Bible, Revised Standard Version	1.76	.48

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
26	Further Mathematics projects books 1-32 by Tuttah-Adegun et al	1.56	.66	NECO Syllabus	1.79	.84	The Mastery of literature for WAEC & NECO 2011-2015 by Chinweikpe Iwuchukwu	1.71	.46
27	WAEC/SSCE Syllabus	1.49	.81	Essential Financial Accounting for SSS 1-3 by O.A. Longe and Kazeem	1.72	.77	Essential Geography for SSS 1-3 by Ilesanmi	1.69	.51
28	Essential Financial Accounting for SSS 1-3 by C.C. Dibie	1.48	.80	The Mastery of literature for WAEC & NECO 2011-2015 by Chinweikpe Iwuchukwu	1.70	.65	Senior Secondary School Geography, Geographical Bureau Nig. Ltd, Ilorin by Gmidu, S.A.	1.62	.49
29	Senior Secondary School Geography, Geographical Bureau Nig. Ltd, Ilorin by Gmidu, S.A.	1.43	.73	Essential Geography for SSS 1-3 by Ilesanmi	1.69	.73	Christian Religious Knowledge for SSS by A.A. Adeyinka	1.62	.51
30	The importance of Being Earnest by Oscar Wilde	1.40	.70	Senior Secondary School Geography, Geographical Bureau Nig. Ltd, Ilorin by Gmidu, S.A.	1.58	.76	Leog G.C.et al Physical and Human Geography	1.46	.52
31	The Tempest by William Shakespeare	1.40	.71	The Tempest by William Shakespeare	1.49	.75	Comprehensive Geography for SSS by Ilesanmi	1.34	.52
32	Non-African prose: Lord and the flies poetry by William Golding	1.39	.69	Comprehensive Geography for SSS by Ilesanmi	1.49	.72	The Tempest by William Shakespeare	1.32	.60

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
33	Essential Financial Accounting for SSS 1-3 by O.A. Longe and Kazeem	1.38	.71	Islamic Studies for SSS books 1-3 by B. Aisha Lemu	1.49	.79	Iwena O.A. Essential Geography Tonad Ltd; Lagos, Nigeria.	1.32	.47
34	Leog G.C.et al Physical and Human Geography	1.37	.70	WAEC/SSCE Syllabus	1.47	.77	The importance of Being Earnest by Oscar Wilde	1.28	.45
35	Comprehensive Geography for SSS by Ilesanmi	1.35	.67	Leog G.C.et al Physical and Human Geography	1.47	.72	Brunette R. B. et al Physical and Human Geography in Diagrams. Ibadan Nigeria	1.26	.44
36	Islamic Studies for SSS books 1-3 by B. Aisha Lemu	1.35	.69	Iwena O.A. Essential Geography Tonad Ltd; Lagos, Nigeria.	1.46	.71	Non-African prose: Lord and the flies poetry by William Golding	1.25	.46
37	Essential Geography for SSS 1-3 by Ilesanmi	1.32	.63	The importance of Being Earnest by Oscar Wilde	1.44	.73	Islamic Studies for SSS books 1-3 by B. Aisha Lemu	1.25	.44
38	Islamic Studies for SSS by K.O. Kabir	1.32	.67	Brunette R. B. et al Physical and Human Geography in Diagrams. Ibadan Nigeria	1.44	.70	Islamic Studies for SSS by K.O. Kabir	1.25	.44
39	NECO Syllabus	1.27	.68	Four Figure Table	1.43	.74	WAEC/SSCE Syllabus	1.24	.50
40	Iwena O.A. Essential Geography Tonad Ltd; Lagos, Nigeria.	1.27	.62	Non-African prose: Lord and the flies poetry by William Golding	1.39	.71	Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A.	1.24	.43

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
41	Brunette R. B. et al Physical and Human Geography in Diagrams. Ibadan Nigeria	1.23	.59	Islamic Studies for SSS by K.O. Kabir	1.39	.73	Four Figure Table	1.22	.47
42	Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A.	1.17	.52	Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A.	1.37	.69	NECO Syllabus	1.18	.42
	Grand Mean (χ)	1.57		Grand Mean (χ)	1.78		Grand Mean (χ)	1.64	

Table 4.9 presents information on the mean ranking of prescribed library media resources being accessed by inmates in the three prisons sampled in Nigeria. It showed textbooks ($\chi = 1.94$), C.R.K: Holy Bible, Revised Standard Version ($\chi = 1.91$), Novels (fictions) ($\chi = 1.80$) as topping the list of prescribed library media resources being accessed by inmates in Abakaliki prison. While textbooks ($\chi = 2.14$), C.R.K: Holy Bible, Revised Standard Version ($\chi = 2.09$), Novels (fictions) ($\chi = 2.01$) topped the list of prescribed media resources being accessed by inmates in Ikoyi prison. Also, for Kuje prison, textbooks ($\chi = 2.15$), Novels (fictions) ($\chi = 1.92$), WAEC/NECO Exam Series in English ($\chi = 1.86$) as topping the list of prescribed library media resources being accessed by inmates.

On the other hand, Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A was the least accessed prescribed library media resources by inmates in Abakaliki and Ikoyi prisons with mean ranking of ($\chi = 1.17$) and ($\chi = 1.37$) respectively, the least accessed prescribed library media resources by inmates in Kuje prison was NECO Syllabus with mean ranking of ($\chi = 1.18$).

Though, there was variation in the prescribed library media resources being accessed by inmates in the sampled prisons, textbooks and novels (fiction) were the commonly accessed prescribed library materials by inmates in Nigerian prisons. The variation in the accessibility of prescribed library media resources by inmates in the various prison libraries sampled may be due to ease of accessibility to the library materials.

Research Question 3: Which library media resources do prison inmates readily utilise in Nigeria for the preparation of private SSCE examinations?

Table 4.10 Presents data on the general library media resources that prison inmates readily utilise in Nigeria for the preparation of private SSCE examinations.

Table 4.10: General library media resources that prison inmates readily utilise in Nigeria for the preparation of private SSCE examinations

S/N	General Library Media Resources	1 Not Utilised	2 Fairly Utilised	3 Utilised	Mean	S.D.
1	General Dictionary	185 42.2%	104 23.7%	149 34.0%	1.92	0.87
2	General Information Books	175 40.0%	155 35.4%	108 24.7%	1.85	0.79
3	Past Question Papers	187 42.7%	163 37.2%	88 20.1%	1.77	0.76
4	Revision questions	146 33.3%	246 56.2%	46 10.5%	1.77	0.62
5	SSCE Past Questions & Answers 1988–2011 by B.O. Oluikkpe et al	155 35.4%	227 51.8%	56 12.8%	1.77	0.66
6	SSCE Past Questions and Answers 1988-2011	234 53.4%	155 35.4%	49 1.2%	1.58	.68
7	Subject Dictionary	286 65.3%	77 17.6%	75 17.1%	1.52	0.77
8	Mathematical formulae table	311 71.0%	84 19.2%	43 9.8%	1.39	0.66
9	Marking scheme	307 70.1%	96 21.9%	35 8.0%	1.38	0.63
10	Journals	326 74.4%	63 14.4%	49 11.2%	1.37	0.68
11	General Encyclopedia	328 74.9%	64 14.6%	46 10.5%	1.36	0.66
12	Subject Encyclopedia	333 76.0%	52 11.9%	53 12.1%	1.36	0.69
13	Magazines	336 76.7%	51 11.6%	51 11.6%	1.35	0.68
14	Atlas by Ilesanmi	321 73.3%	83 18.9%	34 7.8%	1.34	0.62
15	Autobiography/Biography	339 77.4%	62 14.2%	37 8.4%	1.31	0.62
16	Anthology by Adesalu S.E.	328 74.9%	87 19.9%	23 5.3%	1.30	0.56
17	Charts	361 82.4%	50 11.4%	27 6.2%	1.24	0.55
18	Films	371 84.7%	34 7.8%	33 7.5%	1.23	0.57
19	Internet facilities	369 84.2%	37 8.4%	32 7.3%	1.23	0.57
20	Nigeria Handbook	366 83.6%	46 10.5%	26 5.9%	1.22	0.54
21	Nigeria Year Book	375 85.6%	37 8.4%	26 5.9%	1.20	0.53
22	Slides	387 88.4%	31 7.1%	20 4.6%	1.16	0.48
	GRAND MEAN (χ) = 1.44					

The ranking of the general library media resources that are utilised by prison inmates in Nigeria for the preparation of private SSCE examinations ranked general dictionary ($\chi = 1.92$), general information books ($\chi = 1.85$) and past question papers ($\chi = 1.77$) as topping the list, while Nigeria handbook ($\chi = 1.22$), Nigeria year book ($\chi = 1.20$) and slides ($\chi = 1.16$) were the least utilised.

Table 4.11 Presents data on the prescribed library media resources that inmates readily utilise in Nigeria for the preparation of private SSCE examinations.

Table 4:11: General library media resources that prison inmates readily utilise in Nigeria for the preparation of private SSCE examinations

S/N	Prescribed Library Media Resources	1	2	3	Mean	S.D.
		Not Utilised	Fairly Utilised	Utilised		
1	Textbooks	145 33.1%	165 37.7%	128 29.2%	1.96	0.79
2	C.R.K: Holy Bible, Revised Standard Version	161 36.8%	152 34.7%	125 28.5%	1.92	0.80
3	Novels (fictions)	178 40.6%	148 33.8%	112 25.6%	1.85	0.80
4	African Drama: Women of Owu by Femi Osofisan	138 31.5%	236 53.9%	64 14.6%	1.83	0.66
5	WAEC/NECO Exam Series in English	139 31.7%	239 54.6%	60 13.7%	1.82	0.65
6	Intensive English for SS1-3 by B.O. Oluikkpe et al	138 31.5%	240 54.8%	60 13.7%	1.82	0.65
7	African Prose: A woman in her Prime by Asare Koradu	139 31.7%	241 55.0%	58 13.2%	1.82	0.65
8	Essential Economics for SSS by C. E. Ande	135 30.8%	246 56.2%	57 13.0%	1.82	0.64
9	New General Mathematics, books 1-3 by M. F. Macrea et al	137 31.3%	246 56.2%	55 12.6%	1.81	0.64
10	Essential Mathematics for SSS, books 1-3 by A.J.S. Oluwasanmi	133 30.4%	256 58.4%	49 11.2%	1.81	0.62
11	Modern Government for SSS by Echiefu	139 31.7%	243 55.5%	56 12.8%	1.81	0.64
12	Fundamental of Economics for SSS by R. A. I. Anyanwuocha	141 32.2%	242 55.3%	55 12.6%	1.80	0.64
13	Essential Government for SS1-3 by C. C. Dibie	139 31.7%	247 56.4%	52 11.9%	1.80	0.63
14	Comprehensive Government for SSS by Johnson Ugoji Anyade	145 33.1%	237 54.1%	56 12.8%	1.80	0.65
15	Christian Religious Knowledge for SSS by A.A. Adeyinka	202 46.1%	123 28.1%	113 25.8%	1.80	0.82
16	Non-African Drama: Arms and the Man by Bernard Shaw	148 33.8%	244 55.7%	46 10.5%	1.77	0.62
17	Government for SSS (Series)	149 34.0%	239 54.6%	50 11.4%	1.77	0.64
18	A practical guide to literature for WAEC & NECO. A harmonized syllabus 1011-2015	157 35.8%	231 52.7%	50 11.4%	1.76	0.64
19	Exam Focus Literature in English	153 34.9%	237 54.1%	48 11.0%	1.76	0.63
20	New General Mathematics, books 1-3, 3 rd & 4 th ed. by C. B. Channon et al	154 35.2%	235 53.7%	49 11.2%	1.76	0.64

S/N	Prescribed Library Media Resources	1 Not Utilised	2 Fairly Utilised	3 Utilised	Mean	S.D.
21	Essential Commerce for SSS, books 1-3 by E.A. Longe	186 42.5%	169 38.6%	83 18.9%	1.76	0.75
22	Senior English Project for SS/NJH Grant et al	160 36.5%	229 52.3%	49 11.2%	1.75	0.64
23	Government for O Level by O. A. Lawal	163 37.2%	228 52.1%	47 10.7%	1.74	0.64
24	Further Mathematics projects books 1-3 by Tuttah-Adegun et al	158 36.1%	242 55.3%	38 8.7%	1.73	0.61
25	Essential Financial Accounting for SSS 1-3 by C.C. Dibia	208 47.5%	160 36.5%	70 16.0%	1.68	0.73
26	The Mastery of literature for WAEC & NECO 2011-2015 by Chinweike Iwuchukwu	193 44.1%	205 46.8%	40 9.1%	1.65	0.64
27	Essential Financial Accounting for SSS 1-3 by O.A. Longe and Kazeem	220 50.2%	151 34.5%	67 15.3%	1.65	0.73
28	Senior Secondary School Geography, Geographical Bureau Nig. Ltd, Ilorin by Gmidu, S.A.	256 58.4%	123 28.1%	59 13.5%	1.55	0.72
29	Essential Geography for SSS 1-3 by Ilesanmi	252 57.5%	144 32.9%	42 9.6%	1.52	0.67
30	NECO Syllabus	290 66.2%	83 18.9%	65 14.8%	1.49	0.74
31	WAEC/SSCE Syllabus	314 71.7%	61 13.9%	63 14.4%	1.43	0.73
32	The importance of Being Earnest by Oscar Wilde	306 69.9%	86 19.6%	46 10.5%	1.41	0.67
33	Comprehensive Geography for SSS by Ilesanmi	303 69.2%	89 20.3%	46 10.5%	1.41	0.67
34	Four Figure Table	325 74.2%	56 12.8%	57 13.0%	1.39	0.71
35	The Tempest by William Shakespeare	316 72.1%	73 16.7%	49 11.2%	1.39	0.68
36	Leog G.C.et al Physical and Human Geography	305 69.6%	98 22.4%	35 8.0%	1.38	0.63
37	Non-African prose: Lord and the flies poetry by William Golding	324 74.0%	71 16.2%	43 9.8%	1.36	0.65
38	Iwena O.A. Essential Geography Tonad Ltd; Lagos, Nigeria.	317 72.4%	84 19.2%	37 8.4%	1.36	0.63
39	Islamic Studies for SSS books 1-3 by B. Aisha Lemu	347 79.2%	46 10.5%	45 10.3%	1.31	0.65
40	Brunette R. B. et al Physical and Human Geography in Diagrams. Ibadan Nigeria	339 77.4%	70 16.0%	29 6.6%	1.29	0.58
41	Islamic Studies for SSS by K.O. Kabir	352 80.4%	46 10.5%	40 9.1%	1.29	0.62
42	Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A.	370 84.5%	48 11.0%	20 4.6%	1.20	0.50
	GRAND MEAN (\bar{x}) = 1.47					

The ranking of the prescribed library media resources that are utilised by prison inmates in Nigeria for the preparation of private SSCE examinations ranked textbooks as ranking highest ($\chi = 1.96$), followed by C.R.K: Holy Bible, Revised Standard Version ($\chi = 1.92$) and Novels (fictions) ($\chi = 1.85$) as topping the list. While Physical and human geography in diagrams ($\chi = 1.29$), Islamic studies for SSS ($\chi = 1.29$) and Teaching leaving process to Islamic Religious Studies ($\chi = 1.20$) ranked the least utilised prescribed library media resources.

UNIVERSITY OF IBADAN LIBRARY

Research Question 4: Which library media resources do prison inmates readily utilised in the respective prisons sampled for the preparation of private SSCE examinations?

Table 4.12 Presents data on the general library media resources readily utilise by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.

Table 4.12: General library media resources readily utilise by inmates in Abakaliki, Ikoyi and Kuje in Nigeria.

	ABAKALIKI			IKOYI			KUJE		
S/N	General Library Media Resources	Mean	S.D.	General Library Media Resources	Mean	S.D.	General Library Media Resources	Mean	S.D.
1	General Dictionary	1.84	.96	General Dictionary	1.97	.87	General Dictionary	2.09	.68
2	General Information Books	1.78	.83	Past Question Papers	1.91	.80	General Information Books	2.06	.62
3	Revision questions	1.70	.78	General Information Books	1.88	.83	SSCE Past Questions & Answers 1988 – 2011 by B.O. Oluikkpe et al	1.84	.40
4	Mathematical formulae table	1.61	.79	SSCE Past Questions & Answers 1988 – 2011 by B.O. Oluikkpe et al	1.86	.64	Revision questions	1.83	.41
5	Past Question Papers	1.57	.75	Revision questions	1.84	.59	Past Question Papers	1.76	.57
6	SSCE Past Questions & Answers 1988 – 2011 by B.O. Oluikkpe et al	1.57	.78	Subject Dictionary	1.64	.78	SSCE Past Questions & Answers 1988-2011	1.75	.51
7	Subject Dictionary	1.53	.86	SSCE Past Questions & Answers 1988-2011	1.59	.72	Journals	1.52	.71
8	General Encyclopedia	1.46	.84	Magazines	1.50	.77	Subject Dictionary	1.37	.65
9	SSCE Past Questions & Answers 1988-2011	1.46	.70	Subject Encyclopedia	1.47	.73	Marking scheme	1.37	.51
10	Subject Encyclopedia	1.45	.82	Autobiography/Biography	1.46	.69	Anthology by Adesalu S.E.	1.36	.48
11	Films	1.34	.72	Journal	1.45	.74	Atlas by Ilesanmi	1.36	.53

	ABAKALIKI			IKOYI			KUJE		
S/N	General Library Media Resources	Mean	S.D.	General Library Media Resources	Mean	S.D.	General Library Media Resources	Mean	S.D.
12	Nigeria Year Book	1.26	.66	Marking scheme	1.44	.66	Magazines	1.32	.66
13	Nigeria Handbook	1.26	.64	General Encyclopedia	1.43	.66	Mathematical formulae table	1.23	.45
14	Marking scheme	1.25	.62	Mathematical formulae table	1.38	.68	Autobiography/Biography	1.21	.55
15	Atlas by Ilesanmi	1.25	.59	Atlas by Ilesanmi	1.37	.64	Nigeria Handbook	1.21	.41
16	Anthology by Adesalu S.E.	1.24	.56	Charts	1.34	.62	General Encyclopedia	1.11	.32
17	Autobiography/Biography	1.18	.55	Anthology by Adesalu S.E.	1.33	.61	Charts	1.11	.42
18	Journals	1.15	.52	Internet facilities	1.30	.64	Nigeria Year Book	1.11	.36
19	Slides	1.15	.50	Films	1.26	.59	Subject Encyclopedia	1.09	.29
20	Internet facilities	1.15	.50	Nigeria Year Book	1.23	.54	Internet facilities	1.07	.25
21	Magazines	1.13	.48	Nigeria Handbook	1.22	.55	Films	1.05	.21
22	Charts	1.11	.42	Slides	1.20	.52	Slides	1.01	.11
	Grand Mean (χ)	1.38		Grand Mean (χ)	1.51		Grand Mean (χ)	1.40	

Table 4.12 presents information on the ranking of general library media resources utilisation by inmates in the three prisons sampled in Nigeria. It showed general dictionary ($\chi = 1.84$), general information books ($\chi = 1.78$), revision questions ($\chi = 1.70$), as topping the list of general library media resources being utilised by inmates in Abakaliki prison. Also, general dictionary ($\chi = 1.97$), Past Question Papers ($\chi = 1.91$), general information books ($\chi = 1.88$), topped the list of general library media resources utilised by inmates in Ikoyi. Likewise, general dictionary ($\chi = 2.09$), general information books ($\chi = 2.06$), SSCE Past Questions & Answers 1988 – 2011 ($\chi = 1.84$), topped the list of general library media resources being utilised by inmates in Kuje prison.

It can therefore, be inferred that general dictionary, general information books, revision questions, past question papers and SSCE Past Questions & Answers 1988 – 2011, were general library media resources commonly utilised by inmates in Nigerian prisons for preparation for private SSCE Examinations. On the other hand, charts and slides respectively were found to be the least commonly utilised general library media resources by inmates in Nigerian prisons with mean ranking of $\chi = 1.11$ for Abakaliki; $\chi = 1.20$ for Ikoyi; and $\chi = 1.01$ for Kuje prisons.

Table 4.13 Presents data on the prescribed library media resources readily utilised by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria.

Table 4.13: Prescribed library media resources readily utilise by inmates in Abakaliki, Ikoyi and Kuje prisons in Nigeria

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
1	Textbooks	1.94	.85	C.R.K: Holy Bible, Revised Standard Version	2.04	.80	Textbooks	2.10	.57
2	C.R.K: Holy Bible, Revised Standard Version	1.91	.92	Essential Economics for SSS by C. E. Ande	1.95	.63	Novels (fictions)	1.89	.72
3	Novels (fictions)	1.80	.86	African Drama: Women of Owu by Femi Osofisan	1.93	.64	WAEC/NECO Exam Series in English	1.89	.42
4	Christian Religious Knowledge for SSS by A.A. Adeyinka	1.80	.91	Fundamental of Economics for SSS by R. A. I. Anyanwuocha	1.93	.61	New General Mathematics, books 1-3 by M. F. Macrea et al	1.86	.41
5	African Prose: A woman in her Prime by Asare Koradu	1.78	.81	Comprehensive Government for SSS by Johnson Ugoji Anyade	1.92	.64	Essential Economics for SSS by C. E. Ande	1.86	.44
6	African Drama: Women of Owu by Femi Osofisan	1.76	.82	African Prose: A woman in her Prime by Asare Koradu	1.91	.63	Modern Government for SSS by Echiefu	1.86	.44
7	Intensive English for SS1-3 by B.O. Oluikkpe et al	1.75	.81	New General Mathematics, books 1-3 by M. F. Macrea et al	1.91	.63	Further Mathematics projects books 1-32 by Tuttah-Adegun et al	1.85	.42
8	Non-African Drama: Arms and the Man by Bernard Shaw	1.75	.80	Essential Mathematics for SSS, books 1-3 by A.J.S. Oluwasanmi	1.91	.60	Essential Government for SS1-3 by C. C. Dibie	1.85	.42
9	Exam Focus Literature in English	1.75	.80	Modern Government for SSS by Echiefu	1.91	.62	Senior English Project SS/NJH Grant et al	1.84	.40

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
10	Senior English Project SS/NJH Grant et al	1.71	.79	Novels (fictions)	1.90	.81	Essential Mathematics for SSS, books 1-3 by A.J.S. Oluwasanmi	1.84	.40
11	WAEC/NECO Exam Series in English	1.70	.79	WAEC/NECO Exam Series in English	1.90	.64	Government for SSS (Series)	1.84	.43
12	A practical guide to literature for WAEC & NECO. A harmonized syllabus 1011-2015	1.70	.77	Intensive English for SS1-3 by B.O. Oluikkpe et al	1.90	.62	Intensive English for SS1-3 by B.O. Oluikkpe et al	1.83	.41
13	Fundamental of Economics for SSS by R. A. I. Anyanwuocha	1.68	.74	Essential Government for SS1-3 by C. C. Dibie	1.90	.62	New General Mathematics, books 1-3, 3 rd & 4 th ed. by C. B. Channon et al	1.83	.44
14	Essential Commerce for SSS, books 1-3 by E.A. Longe	1.68	.84	Government for SSS (Series)	1.89	.64	Comprehensive Government for SSS by Johnson Ugoji Anyade	1.83	.41
15	New General Mathematics, books 1-3, 3 rd & 4 th ed. by C. B. Channon et al	1.67	.73	Christian Religious Knowledge for SSS by A.A. Adeyinka	1.89	.83	Government for O Level by O. A. Lawal	1.82	.45
16	New General Mathematics, books 1-3 by M. F. Macrea et al	1.67	.71	Essential Commerce for SSS, books 1-3 by E.A. Longe	1.86	.78	Essential Financial Accounting for SSS 1-3 by O.A. Longe and Kazeem	1.80	.43
17	Essential Mathematics for SSS, books 1-3 by A.J.S. Oluwasanmi	1.67	.71	Textbooks	1.84	.64	A practical guide to literature for WAEC & NECO. A harmonized syllabus 1011-2015	1.79	.41
18	Essential Government for SS1-3 by C. C. Dibie	1.66	.70	New General Mathematics, books 1-3, 3 rd & 4 th ed. by C. B. Channon et al	1.84	.64	African Drama: Women of Owu by Femi Osofisan	1.79	.41

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
19	Essential Economics for SSS by C. E. Ande	1.65	.72	Further Mathematics projects books 1-32 by Tuttah-Adegun et al	1.83	.61	Exam Focus Literature in English	1.79	.44
20	Comprehensive Government for SSS by Johnson Ugoji Anyade	1.65	.71	Government for O Level by O. A. Lawal	1.83	.65	Essential Commerce for SSS, books 1-3 by E.A. Longe	1.79	.41
21	The Mastery of literature for WAEC & NECO 2011-2015 by Chinweikpe Iwuchukwu	1.64	.74	Non-African Drama: Arms and the Man by Bernard Shaw	1.82	.59	Essential Financial Accounting for SSS 1-3 by C.C. Dibia	1.79	.44
22	Government for SSS (Series)	1.64	.72	Exam Focus Literature in English	1.81	.61	Non-African Drama: Arms and the Man by Bernard Shaw	1.78	.42
23	Modern Government for SSS by Echiefu	1.63	.70	A practical guide to literature for WAEC & NECO. A harmonized syllabus 1011-2015	1.79	.63	African Prose: A woman in her Prime by Asare Koradu	1.78	.42
24	Government for O Level by O. A. Lawal	1.60	.70	Senior English Project SS/NJH Grant et al	1.78	.63	C.R.K: Holy Bible, Revised Standard Version	1.78	.49
25	Four Figure Table	1.58	.82	Essential Financial Accounting for SSS 1-3 by C.C. Dibia	1.77	.76	Fundamental of Economics for SSS by R. A. I. Anyanwuocha	1.77	.47
26	Further Mathematics projects books 1-32 by Tuttah-Adegun et al	1.56	.66	NECO Syllabus	1.74	.80	Senior Secondary School Geography, Geographical Bureau Nig. Ltd, Ilorin by Gmidu, S.A.	1.67	.50

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
27	WAEC/SSCE Syllabus	1.49	.81	Essential Financial Accounting for SSS 1-3 by O.A. Longe and Kazeem	1.74	.77	The Mastery of literature for WAEC & NECO 2011-2015 by Chinweike Iwuchukwu	1.63	.51
28	Essential Financial Accounting for SSS 1-3 by C.C. Dibia	1.48	.80	The Mastery of literature for WAEC & NECO 2011-2015 by Chinweike Iwuchukwu	1.70	.64	Christian Religious Knowledge for SSS by A.A. Adeyinka	1.61	.56
29	Senior Secondary School Geography, Geographical Bureau Nig. Ltd, Ilorin by Gmidu, S.A.	1.43	.73	Essential Geography for SSS 1-3 by Ilesanmi	1.61	.70	Essential Geography for SSS 1-3 by Ilesanmi	1.60	.54
30	The importance of Being Earnest by Oscar Wilde	1.40	.70	Senior Secondary School Geography, Geographical Bureau Nig. Ltd, Ilorin by Gmidu, S.A.	1.53	.75	Leog G.C.et al Physical and Human Geography	1.48	.50
31	The Tempest by William Shakespeare	1.40	.71	WAEC/SSCE Syllabus	1.48	.75	Comprehensive Geography for SSS by Ilesanmi	1.33	.54
32	Non-African prose: Lord and the flies poetry by William Golding	1.39	.69	Comprehensive Geography for SSS by Ilesanmi	1.48	.70	Iwena O.A. Essential Geography Tonad Ltd; Lagos, Nigeria.	1.32	.47
33	Essential Financial Accounting for SSS 1-3 by O.A. Longe and Kazeem	1.38	.71	The importance of Being Earnest by Oscar Wilde	1.46	.71	The Tempest by William Shakespeare	1.30	.61
34	Leog G.C.et al Physical and Human Geography	1.37	.70	The Tempest by William Shakespeare	1.44	.73	Four Figure Table	1.25	.58

	ABAKALIKI			IKOYI			KUJE		
S/N	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.	Prescribed Library Media Resources	Mean	S.D.
35	Comprehensive Geography for SSS by Ilesanmi	1.35	.67	Non-African prose: Lord and the flies poetry by William Golding	1.42	.72	Brunette R. B. et al Physical and Human Geography in Diagrams. Ibadan Nigeria	1.24	.43
36	Islamic Studies for SSS books 1-3 by B. Aisha Lemu	1.35	.69	Iwena O.A. Essential Geography Tonad Ltd; Lagos, Nigeria.	1.42	.68	WAEC/SSCE Syllabus	1.22	.47
37	Essential Geography for SSS 1-3 by Ilesanmi	1.32	.63	Four Figure Table	1.36	.71	The importance of Being Earnest by Oscar Wilde	1.22	.42
38	Islamic Studies for SSS by K.O. Kabir	1.32	.67	Leog G.C.et al Physical and Human Geography	1.36	.63	Non-African prose: Lord and the flies poetry by William Golding	1.20	.40
39	NECO Syllabus	1.27	.68	Islamic Studies for SSS books 1-3 by B. Aisha Lemu	1.35	.69	NECO Syllabus	1.18	.45
40	Iwena O.A. Essential Geography Tonad Ltd; Lagos, Nigeria.	1.27	.62	Brunette R. B. et al Physical and Human Geography in Diagrams. Ibadan Nigeria	1.33	.60	Islamic Studies for SSS books 1-3 by B. Aisha Lemu	1.17	.38
41	Brunette R. B. et al Physical and Human Geography in Diagrams. Ibadan Nigeria	1.23	.59	Islamic Studies for SSS by K.O. Kabir	1.31	.65	Islamic Studies for SSS by K.O. Kabir	1.17	.38
42	Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A.	1.17	.52	Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A.	1.26	.57	Teaching leaving process to Islamic Religious Studies bk 1 by Olagesin M.A.	1.17	.38
	Grand Mean (χ)	1.57		Grand Mean (χ)	1.71		Grand Mean (χ)	1.63	

Table 4.13 presents information on the utilisation of prescribed library media resources by inmates in the three Nigerian prisons sampled. Results from the table showed textbooks ($\chi = 1.94$), C.R.K: Holy Bible, Revised Standard Version ($\chi = 1.91$), Novels (fictions) ($\chi = 1.80$), as ranking highest among the list of prescribed library media resources being utilised by inmates in Abakaliki prison. On the other hand, C.R.K: Holy Bible, Revised Standard Version ($\chi = 2.04$), Essential Economics for SSS by C. E. Ande ($\chi = 1.95$), African Drama: Women of Owu by Femi Osofisan ($\chi = 1.93$), topped the list of prescribed library media resources being utilised by inmates in Ikoyi prison while textbooks ($\chi = 2.10$), novels (fictions) ($\chi = 1.89$), WAEC/NECO Exam Series in English ($\chi = 1.89$), topped the list of prescribed library media resources being utilised by inmates in Kuje prison.

The inference to be drawn from this was that there were variations in the types of prescribed library media resources used by inmates in Nigerian prisons as only C.R.K: Holy Bible, Revised Standard Version was found to be mostly used by the inmates. The variations in the types of library media resources being utilised by inmates in the different prisons may be due to the ease of access and possession of requisite knowledge to utilised the resources.

On the other hand, Teaching leaving process to Islamic Religious Studies was found to be the least utilised prescribed library media resources by inmates in Abakaliki, Ikoyi and Kuje prisons with mean ranking of ($\chi = 1.17$), ($\chi = 1.26$) and ($\chi = 1.17$), respectively.

Research Question 5: What are the problems associated with accessibility of library media resources by Prison inmates in Nigeria in preparing for private SSCE examinations?

Table 4.14 Presents data on the problems associated with accessibility of library media resources by prison inmates in Nigeria in preparing for private SSCE examinations.

Table 4.14: Problems associated with accessibility of library media resources by prison inmates in Nigeria

S/N	Problems facing library media resources accessibility	Yes	No
1	The prison library make photocopying services accessible to willing inmates	339 77.4%	99 22.6%
2	The prison library makes provision for inter-library loan services	333 76.0%	105 24.0%
3	The prison library allow inmates to borrow books for use for WAEC/SSCE	249 56.8%	189 43.2%
4	Inmates have access to past examination questions for revision while preparing for WAEC/SSCE examinations	223 50.9%	215 49.1%
5	Inmates have access to WAEC/SSCE curricula and syllabi for WAEC/SSCE	219 50.0%	219 50.0%
6	The prison library is far from my cell	221 50.5%	217 49.5%
7	The general library reading materials are accessible	186 42.5%	252 57.5%
8	The prescribed (recommended) textbooks by WAEC/SSCE are accessible	179 40.9%	259 59.1%
9	The prison library staff are unfriendly	181 41.3%	257 58.7%
10	The prison rules and regulations are too strict/harsh	130 29.7%	308 70.3%
11	The prison environment is not conducive to reading	115 26.3%	323 73.7%
12	Inmates have access to library media resources outside the prison library	49 11.2%	389 88.8%

The findings on problems associated with library media resources accessibility by Prison inmates in Nigeria in preparation for private SSCE examination revealed that inmates do not have access to library media resources outside the prison library as confirmed by 389 inmates (88.8%) while only 49 inmates (11.2%) agreed that they had such access. On the question: The prescribed (recommended) textbooks by WAEC/SSCE are accessible; 179 inmates (40.9%) agreed and 259 inmates (59.1%) disagreed, likewise, 186 inmates

(42.5%) agreed that the general library reading materials are accessible while 252 inmates (57.5%) disagreed. Also, 221 inmates (50.0%) agreed that the prison library is far from their cell while 217 inmates (49.5%) disagreed.

Table 4.14 therefore revealed that the prison inmates encountered some problems with accessibility of library media resources while preparing for private SSCE.

Research Question 6: What are the problems associated with utilisation of library media resources by Prison inmates in Nigeria in preparing for private SSCE examinations?

Table 4.15 Presents data on problems associated with utilisation of library media resources by prison inmates in Nigeria.

Table 4.15: Problems associated with utilisation of library media resources by prison inmates in Nigeria

S/N	Problems facing library media resources utilisation	Yes	No
1	I make use of photocopying services for WAEC/SSCE examinations	353 80.6%	85 19.4%
2	I utilise journal materials in preparation for WAEC/SSCE exams	322 73.5%	116 26.5%
3	I make use of book loans services for WAEC/SSCE examinations	311 71.0%	127 29.0%
4	I use past examination questions for revision for WAEC/SSCE exams	237 54.1%	201 45.9%
5	I uses WAEC/SSCE curricula and syllabi for examination preparation	221 50.5%	217 49.5%
6	I utilise reference books in preparation for WAEC/SSCE exams	219 50.0%	219 50.0%
7	I utilise the general library reading materials for WAEC/SSCE exams	170 38.8%	268 61.2%
8	I utilise the prescribed (recommended) textbooks by WAEC/SSCE for exams	126 28.8%	312 71.2%
9	Library staff attitude is a hindrance to utilisation of library resources	118 26.9%	320 73.1%
10	No weekend opening is a hindrance to utilisation of library resources	92 21.0%	346 79.0%
11	Non-book loan policy is a hindrance to utilisation of library resources	72 16.4%	366 83.6%
12	Opening hours is a hindrance to utilisation of library resources	42 9.6%	396 90.4%

The problems associated with library media resources utilisation by prison inmates in Nigeria in preparation for private SSCE equally revealed that 126 inmates (28.8%) utilise the prescribed (recommended) textbooks by WAEC/SSCE for examinations while 312 inmates (71.2%) do not.

Likewise, only 170 inmates (38.8%) utilise the general library media resources for private SSCE examinations, while 268 inmates (61.2%) do not.

Table 4.17 revealed that the prison inmates were faced with some problems in the utilisation of library media resources for preparation for private SSCE examinations in Nigeria.

4.3 Testing of the hypotheses

Ho1: There is no significant relationship between accessibility to library media resources and academic performance of inmates in Nigeria prisons in private SSCE examinations.

Table 4.16 Presents data on correlation analysis showing the relationship between inmates accessibility to library media resources and their academic performance.

Table 4.16: Correlation analysis showing the relationship between accessibility to library media resources and their academic performance

Variable	Mean	Std. Dev.	N	r	P	Remark
Academic performance	55.3516	8.1776	438	.572*	.000	Sig.
Accessibility	102.8447	26.6878				

* Sig. at .05 level

Table 4.16: revealed that there was a positive significant relationship between accessibility to library media resources and academic performance of inmates in Nigeria prisons ($r = .57$, $N = 438$, $P (.000) < 0.05$). Hence, accessibility to library media resources had positive relationship to inmates' academic performance. Hypothesis 1 is therefore rejected because accessibility significantly influenced academic performance.

Ho2: There is no significant relationship between utilisation of library media resources and academic performance of inmates in Nigeria prisons in private SSCE examinations.

Table 4.17 Presents data on correlation analysis showing the relationship between inmates utilisation of library media resources and their academic performance.

Table 4.17: Correlation analysis showing the relationship between inmates utilisation of library media resources and their academic performance.

Variable	Mean	Std. Dev.	N	r	P	Remark
Academic performance	55.3516	8.1776	438	.559*	.000	Sig.
Utilisation	100.6461	25.0291				

* Sig. at .05 level

Table 4.17: indicated that there was a significant positive relationship between utilisation of library media resources and academic performance of inmates in Nigeria prisons ($r = .559$, $N = 438$, $P (.000) < 0.05$). Hence, utilisation of library media resources had positive relationship to inmates' academic performance in private SSCE. Hypothesis 2 is thus rejected because utilisation had significant influence on academic performance.

Ho3: There is no significant relative contribution of accessibility to and utilisation of library media resources to academic performance of prison inmates in private SSCE examinations.

Table 4.18 presents data on relative contribution of accessibility and utilisation of library media resources on academic performance of inmates in the sampled prisons in Nigeria.

Table 4.18: Relative contribution of accessibility and utilisation of library media resources on academic performance of inmates in the sampled prisons in Nigeria

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	36.551	1.331		27.457	.000
Accessibility of resources	.118	.031	.384	3.754	.000
Utilisation of resources	6.643E-02	.033	.203	1.985	.048

Table 4.18: reveals the relative contribution of the two independent variables to the dependent variable, expressed as beta weights, viz: Accessibility of resources ($\beta = .384$, $P < .05$) and Utilisation of resources ($\beta = .203$, $P < .05$) respectively. Hence, accessibility and

utilisation of library media resources independently and significantly predicted academic performance of inmates in Nigeria prison. Hence, this hypothesis is rejected as accessibility contributed more to academic performance of inmates.

Ho4: There is no joint contribution of inmates' accessibility and utilisation of library media resources to their academic performance in private SSCE examinations

Table 4.19 Presents data on multiple regression analysis showing the joint contribution of accessibility and utilisation of library media resources on academic performance of inmates in Nigeria prisons

Table 4.19: Multiple regression analysis showing the joint contribution of accessibility and utilisation of library media resources on academic performance of inmates in Nigeria prisons

R	R Square			Adjusted R Square	Std. Error of the Estimate	
.578	.334			.331	6.6910	
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	9748.844	2	4874.422	108.877	.000	Sig.
Residual	19475.010	435	44.770			
Total	29223.854	437				

Table 4.19: showed the joint contribution of the two independent variables to the prediction of the dependent variable (academic performance). The table also showed a coefficient of multiple correlation ($R = .578$ and a multiple R^2 of .334. This meant that 33.4% of the variance in academic performance of inmates was accounted for by two predictor variables when taken together. The Table also showed that the analysis of variance for the regression yielded F-ratio of 108.877. This implied that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. Therefore, the hypothesis is rejected.

Ho5: There is no significant relationship between accessibility and utilisation of prescribed library media resources by Abakaliki prison inmates with a minimum of 5 credits in private SSCE including English language and Mathematics.

Table 4.20 Presents data on relationship between accessibility and utilisation of library media resources by Abakaliki prison inmates with a minimum of 5 Credits including English language and Mathematics

Table 4.20: Relationship between accessibility and utilization of library media resources by Abakaliki prison inmates with a minimum of 5 credits including English language and Mathematics

Variable	Mean	Std. Dev.	N	r	P	Remark
Accessibility	88.5455	18.2125	53	.982**	.000	Sig.
Utilisation	88.3818	17.0918				

** Sig. at .01 level, * Sig. at .05 level

Table 4.20 showed that there was a strong positive significant relationship between accessibility and utilisation of library media resources ($r = .982^{**}$, $N = 53$, $P < .01$). Null hypothesis is rejected as accessibility contributed more.

Ho6: There is no significant relationship between accessibility and utilisation of prescribed library media resources by Ikoyi prison inmates with a minimum of 5 credits in private SSCE including English language and Mathematics.

Table 4.21 presents data on the significant relationship between accessibility and utilisation of library media resources by Ikoyi prison inmates with minimum of 5 Credits in private SSCE including English language and Mathematics

Table 4.21: Significant relationship between accessibility and utilisation of library media resources by Ikoyi prison inmates with minimum of 5 credits including English language and Mathematics

Variable	Mean	Std. Dev.	N	r	P	Remark
Accessibility	97.8409	19.3402	37	.930**	.000	Sig.
Utilisation	94.7045	17.7103				

** Sig. at .01 level, * Sig. at .05 level

Table 4.21: indicated that there was a strong positive significant relationship between accessibility and utilisation of library media resources ($r = .930^{**}$, $N = 37$, $P < 0.05$). Null hypothesis is rejected as accessibility contributed more.

4.4 Discussion of the findings

This study examined access to and utilisation of library media resources as correlates of prison inmates' academic performance in the private SSCE in Nigeria. To achieve the objectives of the study, 6 research questions were answered and 6 null hypotheses were formulated and tested which provided the basis for the data analysis. The findings revealed the followings:

1. Accessibility of library media resources by prison inmates

The interview schedule held with the inmates shows that the factors that hinder access to library media resources while preparing for private SSCE examinations by inmates vary from prison to prison viz: Time, Depression, Non-availability of some materials, Size of the library (Too small), Few copies of Books, Loss of library permit (Card) and Breakdown of Law and order within the prison yard.

Likewise, the findings show that inmates have access to past examination questions for revision while preparing for private SSCE examinations. The prison libraries allow inmates to borrow books for use for private SSCE. The prison library makes provision for inter-library loan services to aid inmates' preparation for private SSCE. Also, the prison library makes photocopying services accessible to willing inmates while preparing for private SSCE examinations. Likewise, majority of the inmates agree that the prison

environment is conducive to reading and that the prison rules and regulations are not strict/harsh, while majority of the inmates agreed that the prison library staff are friendly. The prison atmosphere normally, is inviting, to ensure that potential library users are welcome for serious study and or research.

Prison inmates should, ordinarily, have unhindered access to the prison library general and prescribed media resources for meaningful studies to take place. Ejimofe (2010) buttresses this view and stresses that, library resources are a major component of educational activities, and their absence in prison establishment impacts negatively on inmates. Also, Iloje (2001) as cited by Ejimofe (2010) observes that information is an important resource in human development and access to it would improve knowledge. Eneke (2001), in his findings, observes that education and libraries are marginal activity in Nigerian prisons, noting that there is no provision for library budget in Nigerian Prison Services with the result that most prisons have no library resources for the inmates. This assertion is true of many prisons and prison libraries in Nigeria and this has negatively influenced education behind the bars. Coyle (1988) states that the first documented and most popular attempt at introducing books into prisons was the collection of books in Philadelphia Walnut Street Jail Library in 1790. This library is believed to be the bedrock of future library development in Europe, American Colonies and Africa. The protagonists' main aim was the practical achievement on the inmates, through the introduction of books as a means to affect a beneficial change (Coyle 1988).

Prisoners have been seen to have the same reading interest and information needs as other people; but with a good number of them having low educational skills, they often experience difficulties in meeting their information needs (Shirley, 2006). Prisoners are regarded as disadvantaged people because they lack free access to many things in life, including libraries (Lehmann, 2000). Most of the prisoners have low educational attainment (Dike, 2002) and poor employability skills, as revealed by IFLA (2005), so they have need for further educational and vocational training programmes and informative materials, available only in the library, to help them develop useful occupations after release.

2. Problems of accessibility of library media resources by prison inmates

In response to the question: Do inmates have free access to the prison library resources? 49 inmates (11.2%) said yes, while 389 inmates (88.8%) said no. This shows that the inmates do not really have free access to the prison library resources. Likewise, 179 inmates (40.9%) claimed that the prescribed (recommended) textbooks by WAEC/SSCE were accessible to them, while 259 inmates (59.1%) said they were not. This equally supports the fact that library media resources are not accessible to the inmates. Also, 186 inmates (42.5%) agreed that the general library reading materials are accessible, while 252 inmates (57.5%) claimed that these materials are not accessible. This shows that access to general and the prescribed library media resources in the prison libraries in Nigeria is only marginal and partially carried out.

However, the denial of access to general and prescribed library media resources especially, to the permanently confined (the prisoners) can be detrimental to the objectives of the prison. The major objective of the prison to the convicted is reformation. Akpe (2004) supporting this claim, posits that the key element in prison administration is to reform and recover the convicted from a life of crime to path of rectitude. Daramola (2004) supports Akpe's submission when he submits that the main aim of imprisonment is for the safe custody of those legally interned and the detection of the cause of the anti-social behaviour that led to the incarceration with a view to transforming and reforming the interned. From the foregoing, it is obvious that the prison serves the dual role of custody of convicted prisoners, remand prisoners (awaiting trials) and detainees, as well as a reformatory institution.

3. Utilisation of library media resources by prison inmates

The findings revealed that some factors do not hinder the utilisation of library media resources by inmates while preparing for private SSCE examinations as attested to by the data obtained. For instance, 396 inmates (90.4%) claimed that the library opening hours was not a hindrance to utilisation of library media resources, 366 inmates (83.6%) claimed that non-book loan policy was not a hindrance to utilisation of library media resources, 346 inmates (79.0%) claimed that none weekend opening was not a hindrance to utilisation of library media resources and 320 inmates (73.1%) claimed that library staff attitude was not a hindrance to utilisation of library media resources. However, inmates do

not utilise the library media resources to the maximum, in spite of the fact that they had unhindered access to utilisation.

Anafulu (1998) posits that the library is the engine room and power house where information is collected, stored, processed, and retrieved for use. A library is a body of collected information brought together for the purpose of knowledge dissemination and utilisation (Ibegwam, 2003). Prisoners and prison officials, as members of the larger community desire and deserve information on events in the larger world, personal development, health information etc. Libraries are therefore a must in all correctional institutions. This submission is corroborated by the European Prison Rule 82 as cited by Grimes (2000), “every institution (prison) shall have a library for the use of all categories of prisoners, adequately stocked with a wide range of both recreational and instructional books, and prisoners shall be encouraged to make use of it.

4. Problems of utilisation of library media resources by prison inmates

The interview schedule held with the inmates confirm that hindrances to utilisation of library media resources by inmates in preparation for private SSCE are: Non-availability of internet facilities and other educational technology, the library is choked (too small) and not conducive to reading, borrowing and failure to return, cases of missing books as a result of failure to promptly return loaned books, time constraint, library size and the stock all constitute hindrance to utilisation of library media resources by inmates in preparation for private SSCE.

The findings also show that only few inmates utilise the prescribed (recommended) textbooks by WAEC/SSCE for examinations. This consequently influenced academic performance. Also, 170 inmates (38.8%) utilise the general library reading materials for preparation for private SSCE while 312 inmates (71.2%) claimed that they do not. An indication that less than 30% and 40% respectively of the inmates utilise the prescribed textbooks and the general library reading materials for preparation for private SSCE. This is in spite of the fact that there was no known hindrance to the inmates’ utilisation of the library media resources. However, 221 inmates (50.5%) utilise WAEC/SSCE curricula and syllabi for examinations preparation, 237 inmates (54.1%) utilise past examination questions for revision for WAEC/SSCE examinations, 311 inmates (71.0%) claimed that they utilise book loan services for WAEC/SSCE examinations, 322 inmates (73.5%)

utilise journal materials in preparation for private SSCE examinations, while 353 inmates (80.6%) claimed that they utilise photocopying services for WEAC/SSCE examinations. When the general and prescribed library media resources are not accessible and utilised, the academic performance of inmates in SSCE would be influenced.

Canadian prisoners, despite what looks like an excellent situation still believe that there was much room for improvement in funding for staff and collections. They felt that their libraries were undervalued within the prison administration (Curry et al 2003). In the United States, on the other hand, Shirley (2003) finds out that standard library services delivery in prison libraries were being impeded by security concerns and limited budgets. If funds have been noticed to be the major challenge to prison libraries in the developed world; the case of the developing countries should therefore be a concern as many of the developing countries lack the financial strength of the developed ones.

5. Academic performance of prison inmates in private SSCE

The prison management attested in their responses to the fact that the performance of inmates in private SSCE in the last five (5) years (2009-2013) was quite encouraging and this ranked fifth in the scoring hierarchy with a mean of 3.21 ($\chi = 3.21$). The inmates' private SSCE results in the years under consideration equally show that their performance was above average. There is no doubt that education behind bars would help to reshape and reform the youths who found themselves in prison as a result of the crimes they committed.

Adeoye (2010) also reports of some prisoners in Nigeria who wrote varsity entrance examination. According to him, thirty-six (36) inmates from Lagos prisons sat for the 2010 Unified Tertiary Matriculation Examination (UTME). These inmates cut across the five prisons in Lagos State namely: Ikoyi; Badagry; Kirikiri Medium; Maximum and Female prisons, which all converged at Ikoyi Prisons, the examination centre. Likewise, eighty-five (85) inmates from Kaduna prisons wrote this same examination, but their performance was not made known. Ogundice (2008) also reports that 25 candidates took the Unified Tertiary Matriculation Examinations (UTME) in 2006, while, 18 took it in 2007, but only six succeeded in 2006, 11 in 2007 and none of them could attempt Post-UME because there was no sponsorship. This is an indication that the prison inmates had quest for knowledge and the education behind bars should not be waived but sustained

and fortified. There should be negotiation with various state governments and non-governmental organisations to see the prospect of training their citizens in the prison yards in partnership with the Adult Remedial Educational Programmes so that prisoners who are forthcoming can enroll for the SSCE and thereafter, go to the University. This will help to reduce the level of illiteracy in Nigeria and make the inmates employable on discharge.

The November/December private SSCE results obtained from the three prisons sampled show that a total of 142 inmates from Abakaliki prison wrote the Nov/Dec private Senior School Certificate Examination during the period covered by the study with 53 inmates (37.32%) passing at credit level with a minimum of 5 subjects including English language and Mathematics, while Ikoyi prisons had a total of 209 inmates with 37 (17.70%) of them passing at credit level with a minimum of 5 subjects including English language and Mathematics and Kuje prison had 87 inmates and none of them had a minimum of 5 credits including English language and Mathematics. In Kuje prison, a total of 50 inmates were enrolled for the November/December, 2012 examination, out of which 47 inmates sat for the examination, 3 inmates were discharged before the commencement of the examination and could not sit for the examination. Out of the 47 inmates that sat for the examination, 44 results were released by WAEC, 3 results were completely cancelled. In all, 87 distinctions, 127 credits, 104 passes and 97 failures were recorded. All the results released were without mathematics because it was completely cancelled. The instructors should ensure that inmates are well taught in mathematics to remove the phobia for mathematics and ensure that inmates pass at credit level in mathematics to guarantee their admission to tertiary institutions which required that inmates pass at credit level in five subjects including English language and Mathematics.

However, the three prisons sampled had a total of 438 inmates who wrote the private SSCE, with 90 (20.54%) having a minimum of 5 credits including English language and Mathematics. The results further show that 36 (25.35 %) inmates out of 142 from Abakaliki, 37 (17.70 %) inmates out of 209 from Ikoyi and 26 (29.88%) inmates out of 87 from Kuje had 5 credits respectively, including English language but without Mathematics; but none of the inmates had 5 credits with Mathematics without English language. One can infer from the above that more inmates passed at credit level in English language. Thus, the prison libraries should improve on their mathematics collections by

ensuring that more prescribed (recommended) library media resources are acquired, processed and made accessible for the utilisation of the inmates and the instructors who teach mathematics should address the failure rate in mathematics which one can infer that inmates dread. Mathematics is needful and it is a requisite for admission.

6. The prison libraries

The interview schedule held with the inmates in the three prisons sampled revealed that the three prison libraries open on daily basis, Monday to Friday to inmates, Inmates were allowed to borrow books from the prison library for their use, Abakaliki and Kuje prison libraries had no photocopying facilities, Ikoyi and Kuje prison libraries make past examination question papers available to inmates, Ikoyi and Kuje prison libraries grant inmates free access to library media resources in preparation for private SSCE, Ikoyi and Kuje inmates had time to fully utilise the library resources while preparing for private SSCE examinations. This shows that the services provided in the three sampled prisons differ slightly.

The study equally revealed that: 323 inmates (73.7%) claimed that the prison environment is not conducive to reading, 221 inmates (50.5%) claimed that the prison library is far from their cell, while 217 inmates (49.5%) said it was not. The ranking of prison inmates accessibility and utilisation of library media resources as perceived by Prison Management revealed that the prison library is not well stocked with relevant books ($\chi = 2.14$), followed by the prison library is budgeted for annually ($\chi = 1.96$) and that the library is managed by a qualified librarian ($\chi = 1.82$). This shows that the prison library was poorly stocked, not made provision for in the budget annually and not manned by qualified librarian. Omagbemi and Odunewu (2007), in a related study of library services provision in the south-western part of Nigeria, find out that despite their incarceration, inmates desire variety of information; but, the library stock is grossly inadequate and managed by non-librarians, stressing that prisons like other correctional institutions deserve organized information provision centers like a library.

Dike (2002) emphasises that the prisoners cannot do without the library in meeting their educational needs. As Lehmann (2002) puts it, “ one can safely say that incarcerated persons have a large number of unmet needs, which translate into a high demand for information and learning materials, and self-improvement resources; the library in

cooperation with other prison programmes can play a vital role in meeting these needs through its resources and services". A prison library according to IFLA (2005) provides resources for education, rehabilitation programmes, prison specific requirements like legal collections as well as providing the inmates opportunity to develop literacy skills, pursue personal and cultural interests and life-long learning.

Dixen and Thorson (2001) write that prison libraries provide an important means of self-improvement for inmates. They can act as a supplement to educational programs and can lead to better work opportunities, which in turn creates more stable and productive citizens". They further asserted that many believe that libraries are vital to the rehabilitation of the prisoners helping them to strengthen character and lessening the rate of recidivism (returning to prison). One may then conclude that the library has a major role to play in the reformation and rehabilitation of prison inmates.

Likewise, the Education in Prison Project, endorsed by the Council of Europe (Strasbourg 1990) as cited by Okwor, Ugwuanyi and Ezeji (2010), recommends that the prison library should function with the same professional standards as libraries in the community. The library should be managed by a professional librarian; should meet the interest and needs of culturally diverse population; should provide open access for prisoners and should provide a range of literacy and reading related activities. However, 223 inmates (50.9%) claimed that they had access to past examination questions for revision while preparing for private SSCE examinations, 249 inmates (56.8%) claimed that they had access to book loan services, 333 inmates (76.0%) equally had access to inter-library loan services, and 339 inmates (77.4%) had opportunity for photocopying services. The prison library should make provision for diverse general and prescribed library media resources to ensure that inmates are not restricted in their choice of resources while preparing for private SSCE in Nigeria.

The prison library is a necessity and remains the nerve centre of all educational activities. Peschers (2011) stresses the fact that books and audiovisual resources give inmates a general opportunity to direct their thoughts away from the prison environment, affirming that the main value of the prison library is in providing its users with the option of further education and self-reflection, obtaining life skills and improving their reading

skills. Thus a specific purpose of the prison library is to encourage inmates to use the library material creatively to read and to become lifelong learners. Many of the inmates start reading in prison, which makes it pertinent that the prison library be well stocked with both general and prescribed library media resources, particularly, to prepare the inmates for the private Senior School Certificate Examination.

Shavit (1990), as cited by Okwor, Ugwuanyi and Ezeji (2010) holds the view that books are the first and the most important requirement in helping to fight boredom, in occupying and often in improving one's mind. Books immediately come to the mind of anyone who wants to help people in confinement. A prisoner lives in monotonous and drab environment, but through books, he can escape into another world. His intellect, imagination or emotions can be stimulated by what he reads. Books are food for the mind rather than the body. The prison library then becomes an important part of the entire prison environment in its support for educational, recreational and rehabilitative programmes. An incarcerated person has not relinquished the right to learn and to access information, and the prison library should offer materials and services comparable to community libraries in the 'free world' as observed by Lehman and Locke (2003), cited by Okwor, Ugwuanyi and Ezeji (2010).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, organised in line with the major issues from the research questions, hypotheses, conclusions, recommendations and suggestions for further researches as follows.

5.1 Summary of the findings

The findings of the study are as itemized below:

1. The findings of the study show that majority of the prison inmates in Nigeria are youths within the age bracket of 18-40 years. These are supposed to be the productive years of any human being, where one is expected to contribute meaningfully to the economy and make impact. This agrees with Ogundipe (2008) findings that most of those in the prison yards are youths within the age bracket of 18 – 30 which he considers as the most productive and vibrant age of the youth. He further stresses that between 70 and 90 percent of the prisoners are without education, skills and hopeless, thus, the education behind bars in the prisons and other rehabilitative measures put in place for the inmates should be sustained to ensure that the youths are meaningfully engaged and be better equipped ahead of their release and integration to the society.
2. Majority of the inmates are Christians. This is in spite of the number of churches in Nigeria and the rate at which the gospel is being spread and preached. There is the need to catch the children young by teaching them morals and the word of God. This is in line with the word of God which says, train up a child in the way he should go, and when he is old, he will not depart from it (Proverbs 22:6).
3. Also, majority of the inmates ought to have secured their release before year 2010, but to no avail. It is obvious that prolonged judgment and other bottle-neck

measures normally accounted for prison congestion in Nigeria prisons. particularly the adverse health implications on inmates due to congestion. Successive governments have been accused of negligence, instead of proffering lasting solution to this problem.

4. The ranking of the general library media resources that were accessed by prison inmates in Nigeria for the preparation of private SSCE examinations put general dictionary as highest and slides were ranked the least accessed. The ranking of the prescribed library media resources that were readily accessed by prison inmates in Nigeria in the preparation for private SSCE examinations ranked textbooks highest while *teaching leaving process to Islamic Religious Studies book 1* ranked the least.
5. The information on the mean ranking of general library media resources being accessed by inmates in the three prisons sampled in Nigeria showed general dictionary, general information books, revision books, as topping the list of general library media resources being accessed by inmates in Abakaliki prison. Also, general dictionary, revision questions, SSCE Past Questions and Answers, as topping the list of general library media resources being accessed by inmates in Ikoyi while general dictionary, general information books, revision books, as topping the list of general library media resources being accessed by inmates in Kuje prison.
6. This implies that general dictionary, general information books, revision questions, past question papers and *SSCE past questions & answers 1988 – 2011* by B.O. Oluikkpe et al are general library media resources commonly accessed by inmates in Nigerian prisons in preparation for private SSCE Examinations. On the other hand, films and slides were found to be the least accessed general library resources by inmates in Nigerian prisons.
7. Likewise, the information on the mean ranking of prescribed library media resources being accessed by inmates in the three prisons sampled in Nigeria showed that textbooks, C.R.K: Holy Bible, Revised Standard Version, Novels (fictions), as topping the list of prescribed library media resources being accessed by inmates in Abakaliki prison. While textbooks, C.R.K: Holy Bible, Revised

Standard Version, Novels (fictions), topped the list of prescribed media resources being accessed by inmates in Ikoyi prison.

8. Also, for Kuje prison, textbooks, Novels (fictions), WAEC/NECO Exam Series in English, as topping the list. However, *Teaching leaving process to Islamic Religious Studies Bk 1* was the least accessed prescribed library media resources by inmates in Abakaliki and Ikoyi prisons.
9. Though, there is variation in the prescribed library media resources being accessed by inmates in the sampled prisons, textbooks and novels (fiction) are the commonly accessed prescribed library materials by inmates in Nigerian prisons. The variation in the accessibility of prescribed media library resources by inmates in the various prison libraries sampled may be due to ease of accessibility to the library materials.
10. The ranking of the general library media resources that were utilised by Prison inmates in Nigeria in the preparation for private SSCE examinations ranked General Dictionary highest and Slides was ranked the least. The ranking for the prescribed library media resources that is utilised by prison inmates in Nigeria in preparation of private SSCE examinations ranked textbooks highest, and the least, *Teaching leaving process to Islamic Religious Studies Book 1*. The information on the ranking of general library media resources utilisation by inmates in the three prisons sampled in Nigeria showed that general dictionary, general information books, revision questions as topping the list of general library media resources being utilised by inmates in Abakaliki prison while general dictionary, Past Question Papers, general information books, topped the list of general library media resources utilised by inmates in Ikoyi.
11. Also, general dictionary, general information books, SSCE Past Questions and Answers, topped the list of general library media resources being utilised by inmates in Kuje prison. It can therefore, be inferred that general dictionary, general information books, revision questions, past question papers and SSCE Past Questions & Answers are general library media resources commonly utilised by inmates in Nigerian prisons for preparation for private SSCE Examinations. On

the other hand, slides was found to be the least commonly utilised general library resources by inmates in Nigerian prisons.

12. However, information on the utilisation of prescribed library media resources by inmates in the three Nigerian prisons sampled, revealed that textbooks, C.R.K: Holy Bible, Revised Standard Version, Novels (fictions), as ranking highest among the list of prescribed library media resources being utilised by inmates in Abakaliki prison. On the other hand, C.R.K: Holy Bible, Revised Standard Version, Essential Economics for SSS by C. E. Ande, African Drama: Women of Owu by Femi Osofisan, topped the list of prescribed media resources being utilised by inmates in Ikoyi prison, while textbooks, novels (fictions), WAEC/NECO Exam Series in English, topped the list of prescribed library media resources being utilised by inmates in Kuje prison.
13. The inference to be drawn from this is that there are variations in the types of prescribed library media resources being commonly utilised by inmates in Nigerian prisons as only C.R.K: Holy Bible, Revised Standard Version was found to be mostly utilised by the inmates. The variations in the types of library media resources being utilised by inmates in the different prisons may be due to the ease of access and possession of requisite knowledge to utilise the resources. Likewise, Teaching leaving process to Islamic Religious Studies bk 1 was found to be the least utilised prescribed library media resources by inmates in Abakaliki, Ikoyi and Kuje prisons.
14. The findings on problems associated with library media resources accessibility by prison inmates in Nigeria in preparation for private SSCE examination revealed that inmates do not have free access to library media resources outside the prison library as confirmed by majority of the inmates. Also, the problems associated with library media resources utilisation by prison inmates in Nigeria in preparation for private SSCE equally revealed that many of the inmates do not utilise the prescribed (recommended) textbooks by WAEC for private SSCE examination preparation.

Hypotheses 1: The Correlation analysis showing the relationship between inmates' accessibility to library media resources and their academic performance reveals that there

was a positive significant relationship between accessibility to library media resources and academic performance of inmates in Nigeria prisons. Hence, accessibility to library media resources had positive relationship to inmates' academic performance. Hypothesis 1 is therefore rejected.

Hypotheses 2: The Correlation analysis showing the relationship between inmates' utilisation of library media resources and their academic performance indicates that there was a significant positive relationship between utilisation of library media resources and academic performance of inmates in Nigeria prisons. Hence, utilisation of library media resources had positive relationship to inmates' academic performance in private SSCE. Hypothesis 2 is thus rejected.

Hypotheses 3: The Relative contribution of accessibility and utilisation of library media resources on academic performance of inmates in the sampled prisons in Nigeria reveals the relative contribution of the two independent variables to the dependent variable; hence, Accessibility and Utilisation of library media resources independently and significantly predict Inmates Academic performance in Nigeria prison. Hence, this hypothesis is rejected.

Hypotheses 4: The Multiple Regression analysis showing the joint contribution of accessibility and utilisation of library media resources on academic performance of inmates in Nigeria prisons shows the joint contribution of the two independent variables to the prediction of the dependent variable (academic performance). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the variance. Therefore, the hypothesis is rejected.

Hypotheses 5: The Relationship between accessibility and utilisation of Library Media Resources by Abakaliki Prison Inmates with a minimum of 5 Credits including English language and Mathematics shows that there was significant relationship between Accessibility and Utilisation of Library Media Resources. The Null hypothesis is rejected.

Hypotheses 6: The Significant relationship between accessibility and utilisation of library media resources by Ikoyi prison inmates with minimum of 5 Credits including English

and Mathematics indicates that there was significant relationship between accessibility and utilisation of library media resources. Thus, the Null hypothesis is rejected.

5.2 Implications of the Findings

The implications of this study are as outlined below:

1. Education behind bars must not be seen as a luxury, but as a rehabilitative measure for the inmates and so should be sustained.
2. Greater percentage of the inmates are youths who are in their prime age, and they must not be left to rot away in the prisons without adequate rehabilitative measures like education behind bars, to make them better persons in the society when released.
3. The various prison libraries must ensure that the prescribed (recommended) and the general library media resources are made available and accessible to inmates to guarantee utilisation.
4. The prison libraries must be manned by competent and professional librarians;
5. Qualified instructors must be recruited in the various subjects, particularly, English language and Mathematics, to teach the inmates for optimum results.

5.3 Conclusions

It can be inferred from this study that many of the prison inmates show interest in being educated as shown in their quest for registration annually for private SSCE in the period covered by this study (2009-2013). Many of the inmates were registered for the examinations by Non-governmental organizations (NGOs) and their performance in the said examinations, as contained in their final results, attested to the fact that they can do better, if they are better enhanced and prepared by ensuring that every needed facilities is put in place.

It is worthy of note to mention that, no serious study can take place when there is no functional library. The library of any institution is the life wire of such an institution, an educational resource centre and of course, a 'nest' where scholars are hatched.

There is no doubt that if the challenges of access to and utilisation of library media resources as correlates of prison inmates' academic performance in private senior school certificate examination in Nigeria are addressed, the academic performance of the prison inmates in private SSCE would be better. Thus, if the inmates are trained and certificated ahead of their release, they would by extension be a better citizen when released.

5.4 Recommendations

The following recommendations are made to sustain education behind bars:

1. Nigerian prisons should make provision for functional libraries, stocked with relevant books and overseen by a qualified librarian to assist potential inmates to fulfill their academic desire/career.
2. The prison library should be on open access to the inmates who are duly registered library users.
3. The prison librarian should ensure that inmates are taught library use skills to guarantee value for the library collections (books, journals and other non-book materials) and use them judiciously.
4. Government should make adequate budgetary provision for the Nigerian prisons to cater for the registration of willing inmates for private SSCE examinations on annual basis.
5. Qualified instructors should be recruited to teach the inmates in the various subjects and with better remuneration.
6. Instructors should encourage inmates to harness the library resources by giving them assignments that would compel them to visit the library to enhance their academic performance.
7. The instructors should work hand in hand with the librarian to ensure that prescribed (recommended) texts by WAEC/SSCE are acquired into the prison library.
8. Daily newspapers should be subscribed to by the librarian for use of the prison inmates to keep them abreast of happenings around them.

5.5 Contributions of this study to knowledge

The study has contributed to knowledge in the field of library and information studies in diverse manner, namely:

1. It revealed that accessibility and utilisation of library media resources by prison inmates predict their academic performance in public/private examinations.
2. Provision and use of library services in Nigerian prisons contribute significantly to the success of education behind the bar programme for the inmates.
3. Prison inmates, mostly youths, in Nigeria have quest for knowledge as a rehabilitative measure ahead of their release for which library support service is needed.
4. The study has equally revealed that imprisonment is not an end to education.

5.6 Limitations of the study

The study is limited only to three regions with long standing prisons in Nigeria. These are: Ikoyi Prison Lagos in Lagos State, established in 1872, Abakaliki Prison in Ebonyi State, established in 1916 and Kuje Medium Prison in Abuja, the Federal Capital Territory, established in 1989. These three major prisons are located/situated respectively in the South-West, South-East and North-Central Nigeria. The prisons have functional library and prepare inmates for November/December, WAEC/SSCE examinations annually as private candidates. This study is however limited to the humanities and social sciences subjects that required no laboratory facilities because the prisons had no laboratory resources for science practical. Nigerian languages were also excluded in the study because of its' diversity and multiplicity.

The study is limited only to a range of five years (2009-2013) which is considered suitable for the study as not all the prisons sampled started enrolling inmates for private SSCE at the same time/year. As part of the limitation of the study, only Ikoyi prisons had the records of inmates' for Senior School Certificate Examinations (SSCE) kept up-to-date for the five years duration (2009-2013). Abakaliki had three years (2011-2013), while Kuje prisons had two years (2012 and 2013). Abakaliki prisons started the enrolment of inmates for SSCE in 2011, while Kuje prisons started in 2010 but the records for 2010 and 2011 were not kept by the then education desk officer of the prison,

who had long been deployed elsewhere. Likewise, the Nigerian languages were excluded in the study because of its multiplicity.

The study is limited only to the male prison inmates in Nigeria because the female prison inmates are separately housed. In other words, the female prison cells are not normally accessible to the male. It is a restricted area for male generally and especially, male researchers are forbidden entry.

5.7 Suggestions for further research

It is impossible for a single study of this nature to investigate all the variables that could affect prison services in Nigeria, particularly the access to and utilisation of library media resources as correlates of inmates' academic performance in private SSCE. Therefore, other variables that can either make or mar academic performance of prison inmates can be investigated viz:

1. Instructors teaching methodology and teaching materials as correlates of academic performance of inmates in SSCE in Nigeria
2. Library non-print materials, Information and Communication Technology resources (ICT) as correlates of academic performance of inmates' in SSCE in Nigeria.
3. A study of collection development of general and prescribed library media resources in Nigeria prison libraries as correlates of inmates' academic performance in SSCE in Nigeria.
4. A survey of influence of library media resources as correlates of inmates' performance in SSCE education behind bars in Nigeria prisons.
5. Access to and utilisation of library media resources as correlates of female prison inmates' academic performance in private Senior School Certificate Examination in Nigeria.

REFERENCES

Abah, C. 2014. May/June WASSCE: 1.16 million candidates fail. *The punch*, Tuesday, August 12, p8

Abdullahi, A.1998. The role of libraries in primary and secondary education in Nigeria. *Teaching Education Today* Vol.8 (1&2) pp. 21-26.

Access to resources and services in the school library media program: an interpretation of the Library Bill of Rights. Accessed from:
<http://lms.mysdhc.org/handbook/ALA.pdf> 25/2/2014

Access to resources and services in the school library media program: an interpretation of the Library Bill of Rights. Accessed from:
<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accessresources>
25/2/2014

Achebe, N. E. (ed.) 2008. *Library and information literacy for higher institutions*. Enugu: Nigerian Library Association.

Adebamowo, O. 2011. The use of school library resources in Ogun state secondary schools: a study of selected secondary schools in Ijebu North L. G. A., Nigeria. *Journal of Research in Education and Society* Vol.2 (1)

Adeoti-Adeleke, A.1996. Evaluating school library services in selected secondary schools in Ilorin metropolis. Nigeria. *Library and Information Science Review*. Vol. 14, 1 & 2, pp. 30-38.

Adeoye, M.O. and Popoola, S.O. 2011. Teaching effectiveness, availability, accessibility, and use of library and information resources among teaching staff of schools of nursing in Osun and Oyo State, Nigeria. *Library Philosophy and Practice*. Accessed from: <http://digitalcommons.unl.edu/libphilprac/932> 20/4/2013.

Aderibigbe, B. 2010. Minister pledges to decongest prisons. *The Guardian*, April 15, p.7

Aderinoye, R.A.1997. Literacy Education in Nigeria. Ibadan: Ibadan University Press.

_____.2002. Literacy Assessment Practices (LAP) in selected developing Countries, *Nigeria case study*.

- Adeyemi, T.O. 2009. "The school library and students' learning outcomes in secondary schools in Ekiti State, Nigeria" *Asian Journal of Business Management* volume 2(1): 1-8, 2010. Accessed from: <http://maxwellsci.com/print/ajbm/v2-1-8.pdf> 25/2/2014
- Adigwe, C.A.1985. Educational provision in Nigerian prisons: A case study of Imo and Anambra States. *An unpublished Ph.D. Thesis* Faculty of Education, University of Nigeria, Nsukka.
- Aduba, J.N. 1993. Overcrowding in Nigerian prisons: A critical appraisal. *Journal of Criminal Justice*, 21(2), 185-191.
- Aguolu C.C. and Aguolu, I.E. 2002. Librarians and information management in Nigeria. Maiduguri: *Ed- Liform Services*.
- Agyekum, B.A., and Filson, C.K. 2012. "The challenges of school libraries after the implementation of the new educational reforms in Ghana" *Library Philosophy and Practice (e-journal)*. Paper 932. Accessed from <http://digitalcommons.unl.edu/libphilprac/932> 20/4/2013.
- Ajao, W. 2008. *Vanguard Nigeria*: National Policy on Education (NPE) suffers poor implementation. 2nd January.
- Ajibade, K. 1998. Overcrowding in Nigerian Prison. *Vanguard Newspaper*, June 26, p.27
- Akpe, A. I. 2004. Vision and mission of the Nigerian prisons service Abuja, *British Council/DFID* 8p.
- Alemika, E.E.1987. Organizational management and leadership behaviour on environmental turbulence. *A paper presented at a seminar organized by the Prison Staff College, Kaduna*.
- Allen, T.J. 1968. Organizational aspects of information flow and technology. *Aslib Proceedings* 20: 433— 454.
- Aliu, A. O. 2010. *NABTEB, Prisons partner to train inmates*. The Guardian, Thursday, November 11, p.29
- American Library Association. 2008. Library standards for adult correctional institutions. Accessed from: <http://www.ala.org/ala/mgrps/divs/ascla/asclaissues/librarystandards.cfm>. 5/7/ 2012

2010. *Interpretations of the Library Bill of Rights*.

Amnesty International 2007. *Nigeria: Human rights researchers find prison conditions appalling*. Accessed from: <http://www.allafrica.com/stories/20070819030.htm> 5/7/2012

_____ 2008. Prisoners' rights systematically flouted. London: *Amnesty International*.

Anafulu, J. C. 1998. Funding of university and research libraries in Nigeria. policy directions and options for the next century. (Research project for the award of member of NIPSS, Kuru) 90 pp.

Arua, U. 2011. Use of library resources by staff and students of secondary schools in Umuahia North Local Government Area of Abia State. *Library Philosophy and Practice*.

_____ and Chinaka, G, I. 2011. Use of library resources by staff and students of secondary schools in Umuahia North Local Government Area of Abia State . *Library Philosophy and Practice* accessed from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1821&context=libphilprac> Accessed on 10/7/2014

Asbjornsen, A., Jones, L. and Reag, T.M. 2010. The role of phonological deficits in reading impairments among prison inmates in Norway. The University of bergenasbjornsen@uib.no Accessed on 10/7/2014

Asokhia, M. O and Osumah, O. A. 2013. Assessment of Rehabilitation Services in Nigerian Prisons in Edo State. *American International Journal of Contemporary Research Vol. 3 No. 1; January* . Available at: http://www.aijcrnet.com/journals/Vol_3_No_1_January_2013/22.pdf Accessed on 16/7/2014

Awe, B. 1965. History of the Prison system in Nigeria in *The Prison System in Nigeria* ed. by T.O.Elias Being papers submitted at *The National Conference on The Prison System* from July 1-5, at the University of Lagos, Faculty of Law.

Ayeni, O.A. and Oyebanji, V. A. 1997. The present state of Nigerian school libraries and strategies for their effective funding. *Nigerian Libraries*, 3, 1 - 2.

A Brief history of prisons: Accessed from: <http://ezinearticles.com/?A-Brief-History-of-prisons&id=222037>. Accessed on: 13/4/2012

Badmus, B and Samuel, I. 2010. Over 700 Convicts Awaiting Hangman's Noose: As One Prisoner Pursues Master's at OAU. *Saturday Tribune*, 17 April, p.4

- Bagudu, A. 2010. Nov/Dec 2009 NECO results, an embarrassment. *The Punch*, Wednesday, March 31, p. 8
- Barber, M. 2006. A brief history of prisons. Accessed from: <http://www.websiteBuildit.com/http://EzineArticles.com?expert=MarcusBarber>. 13/4/2012
- Benard, R. and Dulle, F. 2014. Assessment of access and use of school library information resources by secondary schools students in Morogoro municipality, Tanzania. *Library Philosophy and Practice (e-journal)*. Paper 1107. Accessed from: <http://digitalcommons.unl.edu/libphilprac/1107>. 13/4/2012
- Benjamin, C. 2009. The detestable solution: prison reform in Ghana. "freedom, justice and prisons". *The sign on the wall of Manhyia Prison, Briarpatch Magazine* May/June.
- Bhatt, R. 2013. "A study of library usage and satisfaction by social scientists at Bahauddin Zakariya University, Multan" *Library Philosophy and Practice (e-journal)*. Paper 963. Accessed from: <http://digitalcommons.unl.edu/libphilprac/963> 20/6/2013
- Bolodeoku, A. 1979. Use of the school libraries in some secondary schools in Ibadan, *Unpublished MLS Project of the University of Ibadan*.
- Butler, W. L. 1994. Book review: books behind bars: The role of books, reading and libraries in *British Prison reform - History of Reading News*. vol. xviii no. 1 (1994: Fall)
- Campbell, D. 2006. The context of the information behavior of prison inmates. *Progressive Librarian*. 26 (1) 1-12. Accessed from: <File://C:/Document and Settings/user/My Documents/inforneeds.htm>. 5/7/ 2012
- Chiemezie, E.A. 2005. Penological parliament. *The reformer*. 2 (1): 8
- Children's Centre, University of Nigeria, Nsukka. 2008. *Prison libraries*.
- Christ's School Ado-Ekiti, Approved text books for SS 1-3 for the year 2011/2012 academic session.
- Clabo, C.A., 2002. Study of the library use practices of high school students in three east electronic theses and dissertations Paper 635. Accessed from: <http://dc.etsu.edu/etd/635>. 10/5/2013.
- Coyle, W.J. 1988. *Libraries in prisons: a blending of institutions*. New York: Greenwood Press

- Cuizon, Gwendolyn 2009. Education in Prison: Benefits of Inmate Education Program.
- Curry, A. 2003. Canadian Federal Prison Libraries: a national survey. *Journal of Librarianship and Information Science* 35 (3) 141-152.
- Curry, A., Wolf, K., Boutilier, S. and Chan, H. 2003. Canadian federal prison libraries: A national survey. *Journal of Librarianship and Information Science* 25 (3).
- Daily Guide 2008. *Technical Training for Prisoners*, General News, Monday 18 February.
- Daniel, C.I. 2004. Efforts/activities at schools' level by Principals, Headmasters, PTA to support provision of library services in school the case of Abuja Federal Capital Territory. *Nigerian School Library Journal* 5(1)
- Daramola, V. A. O. 2004. The administration of relief materials in prisons. *A paper presented at the workshop for social pastoral workers in the prison by JDPC, Ibadan.*
- Demaeyer, M. 2004. *International Watch on Education in prison* (www.educationandtraininginprison.org) in association with: UNESCO Institute of Education (UIE)
- Dervin, B. 1992. From the mind's eye of the user, the sense-making qualitative-quantitative methodology 1992. *In Sense-making Methodology Reader* (ed.) by Brend Devin and Louse Preman-Wernet, Hampton press, USA. 2003.
- _____. 1998. *Sense-making theory and practice.*
 Accessed from: <http://communication.8bs.Ohio-State-edu>. 20/5/2013
- Dike, V.W. 2002. Prison library service in Nigeria. *Journal of Librarianship and Information Science in Africa*. 2 (1); 26-37
- Dixen, R. and Thorson, S. 2001. "How librarians serve people in prison" *Computers in Libraries*; 21 (9) 48-53.
- Economic and Financial Crimes Commission-EFCC. efccnigeria.org.
 Accessed on 15/7/2013 from:
http://www.efccnigeria.org/index.php?option=com_content&task=view&id=686&itemid=2
- Edoka, B.E. 2000. Introduction to Library Science. Publishing, pp.15-16.
- Edozien, O. C. 2010. An address delivered by the Chancellor at the 17th Convocation Ceremony of the University of Agriculture, Abeokuta on Thursday, February 18, p. 3

Education for Inmates: Accessed from: <http://sam.grover.suite101.com/education-for-inmates-a344520> 25/9/2013

Eggleston, C. 2001. Humanizing the Nigerian prison through literacy education: Echoes from afar. *Journal of Correctional Education*. 52(1):18-22.

Eguridu, C. 2014. May/June WASSCE: 1.16 million candidates fail. *The punch*, Tuesday, August 12, p8

Ehikhamenor, F.A. 1993. Information technology and scientific and technological in Nigeria: Revolution or evolution? *African Journal of Library, Archival, and Information Science* 5 (2): 113-123.

Ejimofe, P.N. 2010. Creation of viable library services in prisons in Enugu state in Proceedings of *second Professional Summit on Information Science and Technology (PSIST)* 3rd-7th May, held at the Nnamdi Azikwe New Library Complex, University of Nigeria, Nsukka. Pp. 24-31.

Elaturoti, D.F. 1993. Usage pattern of library resources among secondary school students: users survey of Abadina Media Resources Center. *Nigeria School Library Journal* 3 (122) p.30

Emasealu, H.U. 2012. Information needs, accessibility and utilisation of library information resources as determinants of psychological well-being of prison inmates in Nigeria. A PhD Post-field seminar presented at the Dept. of Library, Archival and Information Studies, Faculty of Education, University of Ibadan, Nigeria. p 67

Enuku, U. 2001. Humanizing the Nigerian prisons through literacy education: Echoes from afar. *Journal of Institute of Correctional Education*. Volume 52 (1).

Ephraim, P. 2011. The Importance of a Library in a Prison -*Corrections Librarian at State Correctional Institution, Grater ford*. Accessed from: <http://www.corrections.com/news/article/28613-the-importance-of-a-library-in-a-prison> 16/7/2014.

Etuk, E. 2005. Critical evaluation government involvement in safeguarding the rights of Prisoners, in Nigerian Congress of Catholic Prisons Pastoral Care (NCCPPC) (2005) Nigerian prisons: Hell above ground – ten years of NCCPPC, reflection and action; Enugu: CIDJAB.

Evawoma-Enuku, U. 1987. A novel idea in prison education convergence xx (2)

1991. "Gender and prison education in Nigeria: The relevance of International literacy year 1990" in Duguid S.(ed) Yearbook of Correctional Education, Burnaby, Canada: *Institute for the Humanities, Simon Fraser University* 79-89

- _____ 2001. Humanizing the Nigerian prison through literary education: Echoes from a far. *The Journal of Correctional Education* 52 (1) 18-22.
- Eze, J. U. 2008. Facilities in public libraries for student's research; in Achebe, N. E. (ed) (2008). Library and information literacy for higher institutions. Enugu: *Nigerian Library Association*.
- Ezenwa, C. F. O. 1993. Funding the school library media programme in austere time. *Nigerian School Library Journal*. 3, (1&2).
- Faboyinde, E.O. 2006. The state of Information and Communication Technology (ICT) in selected libraries in Lagos and Ibadan metropolis. Paper presented at the 44th Annual Conference and Annual General Meeting of the Nigerian Library Association, Abuja: 61- 68.
- Fakomogbon, M.A., Bada, A.A., and Omiola, M.A., 2012. Assessment of School Library Resources in Public Secondary Schools in Ilorin Metropolis. *Interdisciplinary Journal of Contemporary Research in Business Vol.3 (10)*. Accessed from: <http://connection.ebscohost.com/c/articles/77243791/assessment-school-library-resourcespublic-secon>. 15/8/2014
- Falola, F. 2010: 98% of Candidates fail as NECO releases Nov/Dec results. *The Punch*, Wednesday, March 17, p. 9
- Fayeye, O. 2000. Effectiveness of the Nigerian Prison Services for correction and improved welfare for inmates. *Ph.D. Thesis, Department of Adult Education*. University of Ibadan.
- Fayose, P. O. 1982. Students use of Secondary School Library Resources in Ibadan and Benin City. *Nigeria Journal of Library and Information Studies*. 1, 1 – 8
- _____ 1995. School Library Resources Center for Educational excellence. Ibadan: Federal Ministry of Education p.13.
- FGN 2004. National Policy on Education. Lagos: Federal Government Press.
- Fordham, P.E. 1993. *Informal, non-formal and formal Education Programmes* in YMCA George Williams College ICE 301 lifelong learning unit 2, London: Y10CA George Williams College.
- Freedom to Read Statement 1991. An American Library Association Document in International Federation of Library Association and Institutions (IFLA) 2005 Guidelines for library services to prisoners (3rd Ed.). *IFLA Professional Reports No.92*.

- Freeman, R. 1995. Crime and the employment of disadvantaged youth. Youth Employment summit: Yes Campaign. Accessed from: <http://www.yesweb.org/gkr/project-factsheet.html/pid=806>. 8/1/ 2009
- From cellblocks to classrooms Accessed from http://www.lao.ca.gov/2008/crm/inmate_education/inmate_education_021208.aspx 13/4/12
- Fyfe, J. 1992. Books behind bars: The role of books, reading and libraries in British reform, 1701-1911. Westport, C.T: Greenwood Press, p239
- Global Campaign For Education Accessed from: <http://www.campaignforeducation.org/> 5/7/2012
- Grimes, J. 2000. Rehabilitational versus Recreational Principles in Prison Libraries. A Masters Thesis submitted to the University of Northumbria, Newcastle.
- Gwendolyn Cuizon, Benefits of Inmate Education Program (2009). Hoen, V. (2005). Art on the inside. Accessed on 23/8/2009 from: <http://www.pesireland.org/pdfs/Hoen.pdf>
- History of reading special interest group 2002 from: www.historyliteracy.org <http://web.archive.org/web/20050115001333/> Accessed on 13/4/2012
http://www.haverford.edu/pols/faculty/glickman/Articles/CJAS_Text_final_1-35-pdf. <http://www.efcnigeria.org>. Accessed on 5/7/2012
- http://www.ei-ie.org/en/websections/content_detail/3273
 Accessed on 5/7/2012
- <http://www.nairaland.com/929330/national-policy-education>
 Accessed on 5/7/2012
- http://www.ei-ie.org/en/websections/content_detail/3273
 Accessed on 5/7/2012
- <http://www.ala.org/advocacy/prisoners-right-read>
 Accessed on 15/8/2012
- Ibegwam, A. 2003. Nigerian Medical Libraries in a Digital Age: *Lagos Journal of Library and Information Science* 1 (2) 129-135.
- Ibetoh, C.A.1998. Agents of Primary School Library Development. State Primary Education Board: Nigeria. *School Librarianship: Yesterday, Today and Tomorrow*. Edited by Elaturoti, D.F. Ibadan: Nigeria School Library Association. Pp. 237 – 251
- Ibrahim, U. 1999. Strategies for Effective Funding and Management of School Libraries in Nigeria. *Nigeria Libraries*, 31, 1 - 10.

- Igbuzor, O.2006. *The state of education in Nigeria: a keynote address at a roundtable organized by Civil Society Action Coalition of Education For All (CSACEFA) on 3rd July*. Accessed from: <http://www.dawodu.can/igbuzor14.htm>. 22/5/12.
- Ikuteyijo, O.L and Agunbiade, M.O. 2008. Prison reforms and HIV/AIDS in selected Nigerian Prisons. *The Journal of International Social Research*, 1 (4), 279-289.
- Iloeje, M. U. 2001. Libraries and Librarians: making a difference in the knowledge Age in a compendium of papers presented at the 39th National Conference and AGM of the NLA: Owerri; NLA pg. 22-26.
- Imade, J. 2005. 'I was detained for eleven years without trial in Sunday comet, June 12. Jarjoura, R.G., & Krumholz, S.T. (1998)
- Inmates Training and Productivity (ITP). Directorate, NPS 2011. Nigerian Prison Service, Abuja, Nigeria.
- Iyoro, A.O. 2004. Serials availability, accessibility for use: perception of in training information professionals in a Nigerian University. *The Nigerian Library Link 11* (2): 66-72.
- Jordet, J. 2011a. April 11. Part I: The Prison Library as Pro-Social Institution. Corrections.com. Accessed from: <http://www.corrections.com/news/article/27732> 10/12/ 2011.
- _____2011c. May 2. Part III - The Prison Library: Promoting Reading & Pro-Social Connection. Corrections.com. Accessed from: <http://www.corrections.com/news/article/28433> 10/12/ 2011.
- Kaiser, F.E. 1992. Guidelines for library services to prisoners. *IFLA Professional Report No.34*.The Hague: IFLA.
- _____1995. New technologies – new probabilities? A virtual library in a prison environment in the Netherlands; a discussion. 61st IFLA General Conference. Accessed from: <file:///C:/Documents/VIRTUALPrisonlibserv.htm>. 13/1/2009.
- Kingibe, B.G.1996. *Urgent need for penal reform*, Daily Champion, Friday March 7
- Klein, G., Moon, B and Hoffman, R.F.2006a. Making sense of sense-making 1: Alternative Perspectives. *IEEE intelligent systems* 21, (4): 70-73.
- _____ and _____2006b. Making sense of sense-making 1: Alternative Perspectives. *IEEE intelligent systems* 21, (5): 88-92.
- Kuhlthau, C.C. 1991. Information seeking for the user's perspective. *Journal of the American Society for Information Science*. P 1-11

- Kumar, P. 2013. Use of Library Resources by the Students of Indian Institute of Management (IIM), Rohtak, India. *International Journal of Library Science and Research (IJLSR)* Vol. 3(1), p 7-12
- Laddunuri, M.M., 2012. Status of school education in present Tanzania and emerging issues. *International Journal of Educational Research and Technology*. Vol.3 (1). Accessed from: www.soeagra.com/ijert.htm 15/10/2014
- Leadership: Agency report 2012. Prison comptroller says youths constitute 90 per cent of inmates in Nigerian prisons. Accessed from: <http://m.leadership.ng> 9/5/12.
- Lehmann, V. 2000. The prison library: A vital link to education rehabilitation and recreation. *Education Libraries*, 24 (1) 5-10
- _____. 2002. Planning and implementing prison libraries: strategies and resources. *IFLA Journal*, 29 (4), 301-307.
- _____ and Locke, J. 2005. *Guidelines for Library Services to prisoners* 3rd ed. *IFLA Professional Report No.92*
- Library Bill of Rights 1980. American Library Association Document in International Federation of Library Association and Institutions (IFLA) (2005) Guidelines for Library services to prisoners (3rd ed.). *IFLA Professional Reports No.92*.
- Lucas, A.O. 2003. Health research in Nigeria: Is it worth it? Lecture delivered at H.O. Thomas Fellowship Lecture College of Medicine U.C.H., Ibadan.
- Majid, I. A. M. 2005. Use of School Libraries in Singapore. *Library Review*, 54, 2.
- Mancall, J.C; Aaron, S.L. and Walker, S.A.1986.Educating students to think: the role of the School library media program: a concept paper written for the *National Communication on Libraries and Information Science*. SLMQ (15) 1.
- Mayer, R. E. and Moreno, R. 2002. Aids to computer-based multimedia learning. *Learning and Instruction*, 12, 107–119.
- Mayrink da Costa, L. 2003. Library services to prisoners in the State of de Janeiro. 69th *IFLA General Conference and Council*. Retrieved on November 6th, 2008. Accessed from: www.ifla.org/iv/ifla69/papers/143e-Mayrink.pdf-223k. 15/7/2014.
- Media Literacy and Learning Theory: Accessed from: http://literacies.pbworks.com/w/page/17940748/Media_Literacy_and_Learning_Theory 10/2/ 2013.
- Meiers, M. 2009. The use of ICTs in schools in the digital age: what does the research say? NSWIT Digest, 2009 (1). Accessed from: <http://www.nswteachers.nsw.edu.au> 24/6/2013

- Merrill, A.W., 1983. Relationship of class-size to achievement and attitude in learning basic card catalog skills. *Unpublished EDD Thesis*, Temple University USA. Dissertation Abstracts CD Rom. Order No AAC 8311573.
- Mgbor, M.O. and Enuke, U.E. 2003. Provision of recreational activities in Nigerian prisons. *Journal of Correctional Education*. California: California State University Press.
- Mitchell, A. 1995. Assessment of nursing research utilization needs in Ontario health agencies. *Canadian Journal of Nursing Administration* 195; (8) 77-91.
- Moswela B, 2005. Peer victimization in schools: *An International Perspective: Response from Botswana*, Delhi: Kamla-Raj Enterprises. pp. 29-35.
- Münster Prison Library Accessed from:
Error! Hyperlink reference not valid.
 and <http://www.gefangenenbuechereien.de> 21/10/2014
- Musafi, A. 2011. Corps member donates library to Kuje prison. *The Guardian newspaper*, Tuesday, January 31, p55
- National Prison Administration 2009. *Prison brief for Nigeria*
 Accessed from: <http://www.kcl.ac.uk/depstal/mpb> 20/9/2013
- Neelamegghan, A. 1981. Some issues in information transfer: A third world perspective. *IFLA Journal*.
- Nnadozie, C.O. and Nnadozie, C.D. 2008. The information needs of faculty members in a Nigerian private university: A Self-Study. Accessed on 7/5/2011 from: *Library Philosophy and Practice*. <http://unllib.unl.edu/LPP/nnadozie.htm>
- Newswatch 1985 Lagos, Nigeria
- NPS/DFID 2002. State of prisons in Nigeria. 1st Nigerian Association Prisons Service – Civil Society Dialogue. (Action Plan Document for Nigerian Prison Service. Abuja, British Council/DFID 29p.
- Nigeria Country Profile. Library of congress federal research division 2006. This article incorporates text from this source, which is in the public domain. June.
- Nigeria index 1991: Nigeria-crime and punishment. Accessed from:
http://www.mongabay.com/history/Nigeria/Nigeria_crime_and_punishment.html.
 9/5/12
- Nigerian Educational Research and Development Council 2004. *Federal Republic of Nigeria National Policy on Education*. - 4th ed. Yaba, Lagos-Nigeria. p 6

- Njoku, D. 2010. *Why we are sending prisoners to varsity*- Prisons Controller, 27 April.
- Ntweo, C.S. 2012 NOUN: Enugu stands still for matriculating prisoners.-An address by the Controller of Prisons, Enugu State.
- Obajemu, A. S. 2002. "Assessment of school library service in local government area, Lagos State, Nigeria: a case study". *African Journal of Library, Archival and Information Science*, Vol. 12, No. 1, pp. 59-61.
- Ogundipe, O.A.2008. Education behind bars: the nigerian experience- position paper presented by the controller-General of Prisons Federal Republic of Nigeria at the ICPA 10th annual meeting and conference at Prague, Czech Republic, 26th – 30th October
- Ogunseye, F. A. 1978. *Manual for Nigerian School Libraries*. Ibadan: ANRC Publication.
- Okeasan, C. and Okpeola, S.M. 1993. *Programmed text for College library users life*. University press p7.
- Oketunji, I. 2005. Reference Services: Its functions and importance in libraries and information centers in a compendium of papers presented at the 2005 National Interactive Seminar, 20th- 28th April.
- Okwor, R.N, Ugwuanyi, C.F and Ezeji, A. 2010. Library Services to Prisoners in South East Geopolitical Zones of Nigeria. *The Information Technologist: an International Journal of Information Communication Technology (ICT)* 7 (1) 133-140
- _____ and _____ 2010. Library Services to Prisoners in South East Geopolitical Zones of Nigeria in proceedings of second Professional Summit on *Information Science and Technology (PSIST)* 3rd-7th May, held at the Nnamdi Azikwe. New Library Complex, University of Nigeria, Nsukka. pp. 293-299
- Olowu, K. (2004). Access to information: Myths and reality. *Nigerian Librarians* 38 (1).
- Omagbemi, C.O. and Odunewu, A.O.2008. An appraisal of library services provision to prison inmates in Nigeria. *Information, Society and Justice* 1 (2) 245-254
- Oogbodo, O. 2012 Ikoyi Prison School: Educating the inmates
- Opeke, R.O. 1980. Secondary school library services in Oyo State: An exploratory study. *Unpublished MLS Project of the University of Ibadan*.
- Oreh, C. I. 2006. Non-formal education needs of adult inmates of Nsukka divisional prisons and the millennium development goals. *The Nigerian National Council for Adult Education (NNCAE)* p 66-7

- Orji, C.E. 1996. The use of public library by civil servants: A case study of Umuahia Public Library. *B.L.S. Research Project Report*. Abia State University, Uturu (unpublished).
- Osudina, O. 1974. The relationship between accessibility and uses made of the academic library by undergraduate students. *Nigerian Libraries* 41.
- Oyediran-Tidings, S. 2004. Information needs and seeking behavior of library users: Results from Yaba College of Technology, Lagos. *Lagos Journal of Library and Information Science* 2(2).
- Oyewusi, F.O. and Oyeboade, S.A. 2011. An empirical study of accessibility and use of library resources by undergraduates in a Nigerian State University of Technology. *Library Philosophy and Practice*.
- Peschers, G. 2011 Books open worlds for people behind bars: Library service in prison as exemplified by the Münster Prison Library, Germany's "Library of the Year 2007". In: *Library Trends*.50 (3), 520–543
- Piotrowski, C and Lathrop, P.J. 2011. Prison-based educational programmes: Content analysis of government documents Prison Act Bill. Accessed from: <http://senatorchukwumerije.net/id63.html>. 9/5/2012
- Popoola, S. O. 2008. The use of information sources and services and its effect on the research output of social scientists in Nigerian universities. *Library Philosophy and Practice*. Accessed on 9/5/2012 from: <http://www.webpages.uidaho.edu/~mbolin/popoola.htm>
- Prisoners' Right to Read: Adopted June 29, 2010, by the ALA Council Accessed on 25/2/2014 from: <http://www.ala.org/advocacy/prisoners-right-read>
- Prisons in Denmark 1990. Ministry of Justice, Dept. of Prison and Probation, Copenhagen. Resolution on Prisoners' Right to Read 1982. America Library Association document in International Federation of Library Association and Institutions (IFLA) (2005). Guidelines for library services to prisoners (3rd Ed.). *IFLA Professional Reports* No.92.
- Rosenberg, V. 1967. Factors affecting the preferences of industrial personnel for information gathering methods. *Information Storage and Retrieval Journal* 3:199-129
- Salawu Abiola Comp. High School (Snr) Abeokuta, approved list of books for the year 2011/2012 academic session.
- Salvolainen, V.1992. *Perspective of Information System*. Accessed on 6/7/2012 from: <http://books.goggle.com.ng>

School Library Accessed on 25/2/2014 from: http://en.wikipedia.org/wiki/School_library

Seth, M. K. and Parida, B. 2006. Information needs and use pattern of disadvantaged communities: A case study. *Library Philosophy and Practice* 9 (1). Accessed on 6/5/2013 from: <http://www.webpages.uidaho.edu/~mbolin/seth.htm>

Shavit, D. 1999. The greatest moral factor next to the Red Army: books and libraries in America and British prisoners of war in Germany during World War II. *Libraries and Culture* 34 (2) 113-134.

Shirley, G. 2003. Correctional libraries, library standards and diversity. *Journal of Correctional Education*. Accessed from: [file:///C:/Documents \Correctional libraries standards.htm](file:///C:/Documents%20and%20Settings/mbolin/Desktop/Correctional%20libraries%20standards.htm). 16/12/ 2008

_____ 2003. Maryland State Department of Education, Coordinator, correctional education libraries. Accessed on 14/7/2014 from: [What do Prisoners Read? Prison Libraries and Collection Development](#) .

_____ 2006. *Library services to disadvantaged user group*.
Accessed from: **Error! Hyperlink reference not valid.** 15/7/2014

Slatter, M. 1963. Types of use and user in industrial libraries: Some impressions. *Journal of Documentation* 21(2):16.

Smith, L.G. and Silverman, M. 1994. Functional literacy education for jail inmates: An examination of the Hillsborough county jail education program. (Special Issue: Education in Correctional Settings), *Prison Journal*, Sage Publications.

Spreadbury, H. and Spiller, D. 1999. Survey of secondary school library users, *Library and Information Commission Research report 9*, Loughborough University.

Stanley, Alan 2008. Information Scotland: *The Journal of the Chartered Institute of Library and Information Professionals in Scotland* April, vol.6 (2)

Steutrer, J. S. and Smith, G. L. 2003. Education reduces crime: Three state recidivism study executive summary. *Correctional Education Association* at 5, Accessed from:
[http://www.ceanational.org/PDFS/Ed Reduces crime. pdf](http://www.ceanational.org/PDFS/Ed%20Reduces%20crime.pdf).
15/7/2014

“Sub-Sahara Africa, Nigeria” travel advice by country. united kingdom, foreign & common-wealth office .[http://www.fco.gov.uk/en/traveling-and-living-Overseas/travel-advice-by-country/sub-sahara-africa/Nigeria?Ta=lawscustoms &pg=3](http://www.fco.gov.uk/en/traveling-and-living-Overseas/travel-advice-by-country/sub-sahara-africa/Nigeria?Ta=lawscustoms&pg=3)

Sutton, P.1993. Basic education in prisons inmate on the project of the UNESCO. Institute of Education. *Europe Prison Education Association*.

The Bible 2004. Authorized King James Version.-Nigeria Bible Society of Nigeria, p.1070

The Federal Ministry of Education's minimum standard for school libraries.1992

The Herald Bulletin 2011: Opinion discussion. editorial: state should invest money in inmates' education. May 25.

The Nation 2010. Mass failure in NECO: Stakeholders must tackle the causes.- Editorial/Opinion Comment, Tuesday, March 23, p. 19

The News Agency of Nigeria "NAN" 2010. NECO releases 2009 SSCE results: 4,223 have 5credits, including English, Maths. *Nigerian Tribune*, Wednesday, 17 March, p. 3

The prison society-History Accessed on 13/4/2012 from:
<http://www.prisonssociety.org/about/history.shtml>

The Prisons act cap. 29 Laws of the Federation, 2004

The State of Emergency on Education Debate, Star Information: synopsis of WAEC 2014 Results of Nigeria. *The Guardian*, Tuesday September 9, 2014, p5. Accessed on 25/10/2014 from: www.nguardiannews.com

Tanimu, B. 2010. Nigeria convicts and prison rehabilitation ideals. *Journal of Sustainable Development in Africa*. Vol. 12(3)

Taoyuan Women's Prison 2011. Taoyuan Women's Prison, Agency of Corrections, *Ministry of Justice*.

Tawete, F.1995. "Joint school/public libraries: a catalyst for school library development in Africa". *African Journal of Library, Archival and Information Science*, 5 (1), 31-38.

Tell 1998.Lagos, Nigeria vol. 32, August 10

Tight, M. 1996. *Key concepts in Adult Education and Training*. London: Routhledge

Tunde-Adefowokan, K. 2009. An evaluation of effectiveness of prison education in Nigeria. Ph.D Adult Education, 232pp.
<http://edu.unilag.edu.ng/index.php/publications/post-graduate-abstracts/139-an-evaluation-of-effectiveness-of-prison-education-in-Nigeria>. Accessed on 9/5/2012.

- Ubegu, F.N. 2006. Trends in digital library service in academic libraries in South Africa: library portals and ETD system. *Nigerian Library Association 44th Annual Conference, Abuja.*
- Ugah, D. 2008. Evaluating the use of university libraries in Nigeria: A case study of Michael Okpara University of Agriculture, Umudike. *Library Philosophy and Practice* 1-8.
- Ugwu, C.I. 2008. The effect of personal characteristics on the use of information sources by social science researchers at the University of Nigeria Nsukka. *Library Philosophy and Practice*. 1-6. Accessed on 9/7/2013 from: <http://unllib.unl.edu/LPP/ugwu.htm>
- UNESCO/Francoise Pinzon Gil. The Right to Education: Accessed on 25/5/12 from: <http://www.unesco.org/new/en/education>.
- UNESCO Institute for Lifelong Learning 2009—2014
 Accessed on 25/2/2014 from: <http://www.unesco.org/ui/litbase/?menu=4&programme=110>
 Accessed on 25/2/2014 from: UNESCO: EFA Global Monitoring Report
 Accessed on 25/2/2014 from: UNICEF: Information by country 25/2/2014
 Accessed on 25/2/2014 from: World Bank: World Development Indicators database
- UNICEF in action 1994.
 Accessed on 5/7/2012 from: http://www.unicef.org/education/index_44870.html
- United Nations Resolution 1990. UN basic principle for treatment of prison inmates (*Resolution 45/III*), December.
- United Nations Standard Minimal Rules for the Treatment of Prisoners 1995. New York: United Nations.
- Visher, C and Lattimore, P. 2007. Prisoners and their re-entry needs. *NIJ Journal*, 258 (1). Accessed from: www.ojp.usdoj.gov/nij/journal/258/reentry-needs.html-38k. 20/1/2009
- Weick, K.E. 1995. *Sense-making in Organizations*. Thousand Oaks, CA: Sage.
- Wernet, F. 2003. Rethinking Communication: introducing the sense making methodology. In *Sense-Making Methodology Reader* (Ed.) by Brenda Dervin and Loise Hoveman-Wernet. USA, Hampton Press.
- West African Examinations Council 2011.

Whilhemus, D.W. 1999. A new emphasis for correctional facilities' libraries. *Journal of Academic Librarianship*. 25 (2) 114-120.

Whitmire, E. 2002. Academic library performance measures and undergraduates library use and educational outcomes. *Library and Information Science Research*, 24 (2), 107-128

Wikipedia, Free Encyclopedia 2008. Multimedia. Accessed on 22/2/ 2013

Womboh, B. S. H.1991. Nigerian prison library services: status and needs. *Focus on International and Comparative Librarianship* 22 (1), 10-15.

World Bank 2008. Textbooks and school library provision in secondary education in Sub-Saharan Africa, *working paper* No. 126

UNIVERSITY OF IBADAN LIBRARY

APPENDIX I

**PRISON INMATES’ ACCESSIBILITY AND UTILISATION OF LIBRARY
MEDIA RESOURCES- QUESTIONNAIRE FOR PRISON INMATES’
(PIAULMR-QPI)**

Dear Respondent,

I write to seek your cooperation in completing this questionnaire. Kindly be assured that your responses will be treated with absolute confidentiality and used purposely/solely for research to better the condition of the inmates in Nigeria prisons.

Thanks indeed for sparing the time to fill the questionnaire accordingly.

Isaac O. Busayo

SECTION A: Demographic Information of Inmates.

1. Sex: Male () Female ()
2. Marital Status: Single () Married () Widow/Widower () Divorced/Separated ()
3. Age as at last birthday.....
4. Name of prison.....
5. Prison Town(6).Prison State.....
7. Your State of Origin.....
8. Religion: (Tick) (a) Islam () (b) Christianity () (c) Others specify.....
9. Year of imprisonment.....
10. Proposed year of release.....
11. State category of imprisonment:
(a) Convicted () (b) Remanded () (c) Awaiting Trial () (d) Detained ()

12. Indicate (Tick) your highest educational qualification:

- i. Primary School Leaving Certificate ()
- ii. Junior Secondary School Certificate ()
- iii. SSCE/WAEC/NECO ()
- iv. Others (specify).....

Section B: Please, tick (√) the library media resources that you **Access & Utilise (LMRAU)** in preparation for WAEC/SSCE examinations from the options provided in each table below as appropriate. **Key: Accessibility-Accessed (A), Fairly Accessed (F.A) & Not Accessed (N.A)**

Utilisation- Utilised (U), Fairly Utilised (F.U) & Not Utilised (N.U)

S/No	Library Media Resources	ACCESSIBILITY			UTILISATION		
		A	F.A	N.A	U	F.U	N.U
1.	General Dictionary						
2.	Subject Dictionary						
3.	General Encyclopedia						
4.	Subject Encyclopedia						
5.	Textbooks						
6.	General Information Books						
7.	Novels (Fictions)						
8.	Journals						
9.	Magazines						
10.	Autobiography/Biography						
11.	Charts						
12.	Films						
13.	Slides						
14.	Internet facilities						
15.	Past Question papers						
16.	NECO Syllabus						

S/No	Library Media Resources	ACCESSIBILITY			UTILISATION		
		A	F. A	N.A	U	F.U	N.U
17.	WAEC/SSCE Syllabus						
18.	Four figure table						
19.	Nigeria Year Book						
20	Nigeria Handbook						
21.	Mathematical formulae table						
22	Marking Scheme						
23	Revision Questions						
24	Senior English Project for SS / NJH Grant et al						
25	WAEC / NECO Exam Series in English						
26	Intensive English for SS1-3 By B.O. Oluikkpe et al						
27	SSCE Past Questions & Answers 1988- 2011 By B.O. Oluikkpe et al						
28	A practical guide to literature for WAEC & NECO. A Harmonized Syllabus 2011- 2015						
29	African Drama: Women of Owu By Femi Osofisan						
30	Non-African Drama: Arms and the Man. By Bernard Shaw						
31	African Prose: A woman in her prime: By Asare Koradu						
32	Exam Focus Literature in English						
33	The Mastery of literature for WAEC & NECO 2011-2015By Chinweikpe Iwuchukwu						

S/No	Library Media Resources	ACCESSIBILITY			UTILISATION		
		A	F.A	N.A	U	F.U	N.U
34	The importance of Being Earnest By Oscar Wilde						
35	Non-African prose: Lord and the flies poetry William Golding						
36	The Tempest By William Shakespeare						
37	Anthology By Adesalu, S.E.						
38	SSCE Past Questions & Answers 1988-2011						
39	New General Mathematics, Books 1-3, 3 rd & 4 th ed. By C.B. Channon et al						
40	New General Mathematics for West Africa, Books 1-3 By M.F. Macrea et al						
41	Essential Mathematics for SSS, Books 1-3By A.J.S. Oluwasanmi						
42	Further Mathematics project Books 1-3 By Tutah-Adegun et al						
43	Fundamentals of Economics for SSS By R.A.I. Anyanwuocha						
44	Essential Economics for SSS By C.E.Ande						
45	Modern Government for SSS By Echiefu						
46	Essential Government for SS1-3 By C.C.Dibie						
47	Comprehensive Government for SSS By Johnson Ugoji Anyade.						
48	Government for S.S.S. (Series)						
49	Government for O Level By O.A. Lawal						
50	Essential Geography for SSS 1-3 By Ilesanmi						

S/No	Library Media Resources	ACCESSIBILITY			UTILISATION		
		A	F.A	N.A	U	F.U	N.U
51	Comprehensive Geography for Senior Secondary Schools By Ilesanmi						
52	Atlas By Ilesanmi						
53	Brunette R.B.etal Physical and Human Geography in Diagrams,Ibadan Nigeria.						
54	Iwena O.A.-Essential Geography Tonad Ltd; Lagos, Nigeria.						
55	Leog G.C.etal Physical and Human Geography						
56	Senior Secondary School Geography, Geographical Bureau Nigeria Ltd; Ilorin By Gmidu, S.A.						
57	Essential Commerce for SSS, Book 1-3 By E.A.Longe						
58	Essential Financial Accounting for SSS By O.A.Longe and Kazeem						
59	Essential Financial Accounting for SSS 1-3 By C.C.Dibie						
60	C.R.K.: Holy Bible, Revised Standard Version.						
61	Christian Religious Knowledge for SSS. By A.A. Adeyinka						
62	Islamic Studies for Senior Secondary Schools Book 1-3 By B.Aisha Lemu						
63	Islamic Studies for Senior Secondary Schools By K.O.Kabir						
64	Teaching leaving process to Islamic Religious Studies Bk 1 By Olagesin M.A.						

Section C: Please, tick (✓) your option of choice from either YES or NO provided in answering the following items on problems facing library media resources accessibility (PFLMRA).

S/No	ITEMS	YES	NO
1	Inmates have access to library media resources outside the prison library		
2	The prison library is far from my cell		
3	The prison environment is not conducive to reading		
4	The prison library staff are unfriendly		
5	The prison rules and regulations are too strict / harsh.		
6	The prescribed (recommended) textbooks by WAEC/SSCE are accessible		
7	The general library reading materials are accessible		
8	The prison library makes photocopying services accessible to willing inmates		
9	The prison library allow inmates to borrow books for use for WAEC/SSCE		
10	The prison library makes provision for inter-library loan services		
11	Inmates have access to past examination questions for revision while preparing for WAEC/SSCE examinations.		
12	Inmates have access to WAEC/SSCE curricula and syllabi for WAEC/SSCE		

Section D: Please, tick (✓) your option of choice from either YES or NO provided in answering the following items on problems facing library media resources utilisation (PFLMRU).

S/No	ITEMS	YES	NO
1	Opening hours is a hindrance to utilisation of library resources		
2	Non-book loan policy is a hindrance to utilisation of library resources		
3	No weekend opening is a hindrance to utilisation of library resources		
4	Library staff attitude is a hindrance to utilisation of library resources		
5	I utilise the prescribed (recommended) textbooks by WAEC/SSCE for exams		
6	I utilise the general library reading materials for WAEC/SSCE exams		
7	I utilise reference books in preparation for WAEC/SSCE exams		
8	I utilise journal materials in preparation for WAEC/SSCE exams		
9	I make use of photocopying services for WAEC/SSCE exams		
10	I make use of book loan services for WAEC/SSCE examinations		
11	I use past examination questions for revision for WAEC/SSCE exams		
12	I use WAEC/SSCE curricula and syllabi for examination preparation.		

Section E: From the following five (5) Tables, A, B, C, D and E, covering Nov/Dec WAEC/SSCE examinations from 2009-2013 (5years). Please, tick (✓) the actual subjects that you entered for, under the specific year of such examinations, bearing in mind that English Language and Mathematics are compulsory. Kindly and sincerely indicate the grade obtained in each subject under each table of your year of examination as applicable and appropriate (as it would be verified). eg A1, B3, C4 etc.

TABLE A- WAEC/SSCE -NOV/DEC 2009. Registration No:

S/No	WAEC/SSCE Nov/Dec 2009 Subjects	Grades Obtained	Remarks
1.	English Language		
2.	Mathematics		
3.	Further Mathematics		
4.	English Literature		
5.	Economics		
6.	Government		
7.	Geography		
8.	Commerce		
9.	Accounting		
10.	CRK- Christian Religious Studies		
11.	IRK- Islamic Religious Studies		

TABLE B- WAEC/SSCE - NOV/DEC 2010. Registration No:

S/No	WAEC/SSCE Nov/Dec 2010 Subjects	Grades Obtained	Remarks
1.	English Language		
2.	Mathematics		
3.	Further Mathematics		
4.	English Literature		
5.	Economics		
6.	Government		
7.	Geography		
8.	Commerce		
9.	Accounting		
10.	CRK- Christian Religious Studies		
11.	IRK- Islamic Religious Studies		

TABLE C - WAEC/SSCE -NOV/DEC 2011. Registration No:

S/No	WAEC/SSCE Nov/Dec 2011 Subjects	Grades Obtained	Remarks
1.	English Language		
2.	Mathematics		
3.	Further Mathematics		
4.	English Literature		
5.	Economics		
6.	Government		
7.	Geography		
8.	Commerce		
9.	Accounting		
10.	CRK- Christian Religious Studies		
11.	IRK- Islamic Religious Studies		

TABLE D - WAEC/SSCE -NOV/DEC 2012 Registration No:

S/No	WAEC/SSCE Nov/Dec 2012 Subjects	Grades Obtained	Remarks
1.	English Language		
2.	Mathematics		
3.	Further Mathematics		
4.	English Literature		
5.	Economics		
6.	Government		
7.	Geography		
8.	Commerce		
9.	Accounting		
10.	CRK- Christian Religious Studies		
11.	IRK- Islamic Religious Studies		

TABLE E- WAEC/SSCE -NOV/DEC 2013.

Registration No:

S/No	WAEC/SSCE Nov/Dec 2013 Subjects	Grades Obtained	Remarks
1.	English Language		
2.	Mathematics		
3.	Further Mathematics		
4.	English Literature		
5.	Economics		
6.	Government		
7.	Geography		
8.	Commerce		
9.	Accounting		
10.	CRK- Christian Religious Studies		
11.	IRK- Islamic Religious Studies		

UNIVERSITY OF IBADAN LIBRARY

APPENDIX II

PRISON INMATES' ACCESSIBILITY AND UTILISATION OF LIBRARY MEDIA RESOURCES- QUESTIONNAIRE FOR THE LIBRARIANS (PIAULMR-QL)

Dear Librarian,

I write to seek your cooperation in completing this questionnaire. Kindly be assured that your responses will be treated with absolute confidentiality and used purposely/solely for research to better the condition of Nigeria prison libraries.

Thanks indeed for sparing the time to fill the questionnaire accordingly.

Isaac O. Busayo

SECTION A: Demographic Information of Librarians.

1. Sex: Male () Female ()

2. Educational Qualification:

(a) OND () (b) NCE () (c) HND () (d) 1st Degree () (e) Masters ()

3. Field of Study.

4. Age as at last birthday.....

5. Marital Status: Single () Married () Widow/Widower () Divorced/Separated ()

6. Name of prison.....

7. Prison Town

8. Prison State.....

SECTION B: Please, tick (✓) from the listed items, your choice of option, to answer the following questions using either: **Strongly Agreed (SA)**; **Agreed (A)**; **Strongly Disagreed (SD)** or **Disagreed (D)**.

S/No	ITEMS	SA	A	SD	D
1.	The prison library is centrally located				
2	The library is well stocked with relevant books				
3	The prison library is regularly opened for inmates				
4	The library grants book loan services to inmates				
5	The library does not open at weekends				
6	Library media resources is adequate for WAEC/SSCE				
7	The library has WAEC/SSCE curricula & syllabi				
8	Inmates have access to past examination questions				
9	Inmates have access to photocopying services				
10	The instructors make use of the library				
11	The instructors recommend books for acquisition				
12	The instructors borrow books from the library				
13	Instructors bring inmates to the library for practical				

APPENDIX III

PRISON INMATES' ACCESSIBILITY AND UTILISATION OF LIBRARY MEDIA RESOURCES- QUESTIONNAIRE FOR THE INSTRUCTORS. (PIAULMR-QI)

Dear Instructor,

I write to seek your cooperation in completing this questionnaire. Kindly be assured that your responses will be treated with absolute confidentiality and used purposely/solely for research to enhance the teaching and educational condition of inmates in Nigeria prisons.

Thanks indeed for sparing the time to fill the questionnaire accordingly.

Isaac O. Busayo

SECTION A: Demographic Information of Instructors.

1. Sex: (a) Male () (b) Female ()
2. Educational Qualification:
(a) OND () (b) NCE () (c) HND/1st Degree () (d) Masters () (e) PhD ()
3. Field of Study.
4. Subject(s) Taught.
5. Marital Status: Single () Married () Widow/Widower () Divorced/Separated ()
6. Age as at last birthday.
7. Name of prison.
8. Prison Town.
9. Prison State.

SECTION B: Please, tick (✓) from the listed items, your choice of option, to answer the following questions using either: **Strongly Agreed (SA); Agreed (A); Strongly Disagreed (SD) or Disagreed (D).**

S/No	ITEMS	SA	A	SD	D
1	The librarian is friendly and cooperative				
2	The library resources is adequate to prepare inmates for WAEC/SSCE				
3	The library resources are quite accessible for use				
4	Inmates attend classes regularly				
5	The classrooms are conducive to teaching & learning				
6	Inmates are sometimes given assignments to prepare them for WAEC/SSCE				
7	Revision of past questions are regularly held				
8	The library grants book loan services				
9	Inter-library loan services is also facilitated				
10	WAEC/SSCE marking schemes are accessible				
11	WAEC/SSCE marking schemes are utilised				
12	The library extends closing time during exams				
13	Instructors have access to internet facilities in the library.				

APPENDIX IV

PRISON INMATES' ACCESSIBILITY AND UTILISATION OF LIBRARY MEDIA RESOURCES- QUESTIONNAIRE FOR THE PRISON MANAGEMENT. (PIAULMR-QPM)

Dear sir/ma,

I write to seek your cooperation in completing this questionnaire. Kindly be assured that your responses will be treated with absolute confidentiality and used purposely/solely for research to enhance management's strive for the education of inmates in Nigeria prisons.

Thanks indeed for sparing the time to fill the questionnaire accordingly.

Isaac O. Busayo

SECTION A: Demographic Information of Prison Management.

1. Sex: Male () Female ()
2. Educational Qualification:
(a) OND () (b) NCE () (c) HND/1st Degree () (d) Masters () (e) PhD ()
3. On the job experience/number of years served.
(a) 5-10years () (b) 11-15years () (c) 16-20years (d) 21years- ()
4. Age as at last birthday.....
5. Name of prison.....
6. Prison Town
7. Prison State.....

SECTION B: Please, tick (✓) from the listed items, your choice of option, to answer the following questions using either: **Strongly Agreed (SA); Agreed (A); Strongly Disagreed (SD) or Disagreed (D).**

S/No	ITEMS	SA	A	SD	D
1.	Education behind bars is quite reformatory				
2	Fund is a barrier in registering willing inmates for WAEC/SSCE				
3	The prison library is budgeted for annually				
4	The prison library is well stocked with relevant books				
5	It is tasking paying the instructors that teach the inmates				
6	The library is managed by a qualified librarian				
7	The Prison Management allow inmates to use the library facilities for their WAEC/SSCE				
8	Instructors are sourced from outside the prison to prepare inmates for WAEC/SSCE				
9	Qualified prison officials (staff) also serve as instructors and prepare inmates for WAEC/SSCE				
10	It is tasking getting qualified instructors to prepare inmates for WAEC/SSCE				
11	Inmates have free access to the library resources in preparing for their WAEC/SSCE				
12	Inmates are given ample time to utilise library resources for their WAEC/SSCE				
13	The performance of inmates in WAEC/SSCE in the last five (5) years (2009-2013) is quite encouraging				

APPENDIX V

INTERVIEW SCHEDULE ON PRISON INMATES ACCESSIBILITY AND UTILISATION OF LIBRARY MEDIA RESOURCES WITH INMATES. (ISAULMRI)

1. How often is the library opened for your use?.....
2. Are you allowed to borrow books from the library?.....
3. Is photocopying facilities provided in the library?.....
4. Do you have access to past examination questions in the library?.....
5. Do you have free access to library media resources in preparing for WAEC/SSCE examinations?.....
6. Do you have the time to fully utilise the library resources while preparing for WAEC/SSCE examinations?.....
7. What are those factors that hinder your access to library media resources in preparing for WAEC/SSCE examinations?.....
8. What are those things that hinder your utilisation of library media resources?.....

APPENDIX VI
ABAKALIKI PRISON INMATES NOV/DEC SSCE RESULTS FOR
2011

S/NO	REG.NO	ENG.	MATHS	IGBO	CRS	ECONS	GOVT	LITERA-TURE	BIO-LOGY	AGRI-C SC
1	21843678 DC	C5	D7	ABS	D7	C5	C6	C4	D7	C6
2	21843805 DJ	D7	D7	C5	D7	D7	C5	C5	D7	D7
3	21843806DG	D7	E8	D7	D7	D7	D7	C6	D7	D7
4	21843807DD	C6	D7	C6	E8	C5	D7		D7	D7
5	21843808DA	D7	D7	C6	E8	C5	D7	-	C6	C5
6	21843809 CH	D7	D7	D7	D7	D7	C6	D7	D7	D7
7	21843810 CB	D7	D7	D7	E8	D7	D7	C6	C6	D7
8	21843811 CB	C6	D7	C5	C6	D7	C5	D7	D7	D7
9	21843812 BI	C6	E8	D7	D7	D7	D7	D7	D7	D7
10	21843813 BF	D7	D7	D7	D7	D7	C6	D7	D7	D7
11	21843814 BC	D7	E8	C6	F9	D7	D7	D7	D7	D7
12	21844041 BA	C6	D7	C6	D7	D7	D7	D7	D7	D7
13	21844042 AH	D7	D7	C6	E8	D7	D7	C5	C6	D7
14	21844043AE	D7	D7	C6	E8	E8	D7	D7	D7	E8
15	21844044 AB	D7	E8	C6	E8	C5	C6	C4	D7	D7
16	21844045 JF	D7	E8	C6	D7	COMM C6	ECONS D7	GOVT D7	LIT D7	BIO E8
17	21844046JC	E8	D7	C5	E8	C5	D7	C5	C6	D7
18	21844047 IJ	C6	D7	D7	E8	D7	D7	D7	D7	D7
19	21844048 I G	E8	D7	D7	D7	D7	D7	C4	C6	D7
20	21844049 ID	C6	D7	C5	D7	D7	C6	D7	D7	D7
21	21844030 IA	D7	D7	C6	D7	D7	D7	C4	D7	D7
22	21844144 IJ	C6	D7	C5	C6	D7	C5	C6	D7	D7
23	21844145 IG	D7	D7	C5	F9	C6	D7	C5	C6	D7
24	21844146 ID	E8	D7	CRS D7	COM M C6	E8	D7	D7	D7	D7
25	21844147IA	D7	D7	C5	D7	C5	C6	C5	C5	C6
26	21844148AA	C6	D7	C5	D7	D7	C6	C6	D7	D7
27	21844149 HE	D7	D7	C6	E8	D7	D7	C5	C6	D7
28	21844150 HG	C5	D7	D7	F9	D7	E8	D7	E8	E8
29	21844151 GI	E8	F9	E8	F9	D7	E8	D7	E8	E8
30	21844152 GF	C5	D7	CRS D7	HIST B3	COMM C4	ECONS D7	GOVT C6	LIT D7	BIOL D7
31	21844153GC	D7	D7	C4	E8	C6	C6	C5	C5	C6
32	21844282GD	C6	D7	D7	D7	C6	C6	D7	D7	C6
33	21844283GA	D7	D7	D7	E8	C6	D7	D7	D7	D7
34	21844284 FA	C6	D7	C5	D7	COMM C4	C5	ECONS D7	GOVT C5	BIOL D7
35	21844285 FC	D7	E8	D7	E8	C6	D7	C6	C6	D7
36	21844286FB	D7	D7	-	D7	F9	D7	D7	E8	D7
37	21844287 EI	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
38	21844288 EF	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
39	21844289EC	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
40	21844290 DJ	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
41	21844291 DG	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS

ABAKALIKI PRISON INMATES' NOV/DEC SSCE RESULTS FOR 2012

S/NO	REG.NO	ENG	MATHS	CRS	COMM	ECONS	GOVT	LIT	BIOL	AGRIC
1	24091915CC	C4	D7	C4	C4	C5	C5	C4	C6	C5
2	24091914CF	C4	D7	C5	C4	C4	C5	C4	C6	C6
3	24091916BJ	C5	E8	C4	C4	C6	C4	C4	D7	C6
4	24091917BG	C6	E8	C5	C4	D7	C6	D7	D7	C5
5	24091918BD	C4	D7	C5	C5	C6	C6	C5	D7	C5
6	24091919BA	C5	E8	C5	C6	D7	E8	C6	E8	C6
7	24091920AH	C5	D7	C5	C5	C5	E8	C4	D7	C6
8	24091921AE	C4	D7	C5	C4	C5	GEOG C5	BIOL C6	AGRIC C4	ABS
9	24091922AB	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
10	24091923JF	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
11	24091924JC	C5	D7	C4	C4	D7	D7	C4	C6	C6
12	24091925IJ	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
13	24091926IG	C5	E8	C4	C4	C6	C5	C5	D7	D7
14	24091927ID	C6	D7	C6	C4	-	D7	C5	D7	C6
15	24091928IA	D7	D7	D7	C6	C6	D7	E8	E8	D7
16	24091929HH	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
17	24091932 GI	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
18	24091930HE	C5	C6	C5	C4	C5	C4	C5	C4	C4
19	24091931HB	C6	C6	D7	C4	C4	C5	C5	C6	C5
20	24091933GF	C5	D7	C6	C4	D7	D7	C5	C5	C6
21	24091934GC	C5	D7	C4	C4	C6	D7	D7	D7	C5
22	24091936FG	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
23	24091964GJ	C5	D7	C4	C4	C6	C5	C6	D7	C5
24	24091937FD	C6	D7	C4	-	C6	C6	C6	D7	IGBO C5
25	24091935FJ	C6	E8	C5	C5	C5	D7	C6	D7	D7
26	24091938FA	C4	C6	D7	C5	C4	C5	C4	C4	C4
27	24091939EH	C5	D7	C5	C4	D7	C6	C4	D7	C5
28	24091940EE	C6	D7	C6	C4	D7	D7	C4	D7	C6
29	24091941EB	C6	E8	D7	C4	D7	D7	D7	C6	C5
30	24091965GG	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
31	24091942DI	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
32	24091943DF	C6	D7	C4	C4	C6	GEOG D7	C4	D7	C5
33	24091961HI	C5	E8	C5	C4	C6	D7	C5	D7	C6
34	24091944DC	C6	D7	C4	C4	C5	E8	C4	D7	C4
35	24091945CJ	C5	D7	C5	C4	C6	D7	C5	D7	C5
36	24091946CG	C5	D7	C4	-	D7	C6	C5	C6	C6
37	24091947CD	C6	D7	C4	-	C6	D7	C4	D7	C6
38	24091948CA	C5	D7	C4	-	D7	D7	C5	D7	C5
39	24091963HC	C5	D7	C4	-	E8	D7	C5	D7	C4
40	24091949BH	C5	D7	C4	-	D7	D7	C6	D7	C5
41	24091950BE	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
42	24091952AZ	D7	D7	C4	-	E8	D7	C4	D7	C6
43	24091951BB	D7	E8	C4	-	C6	D7	C5	C6	D7
44	24091962HF	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
45	24091953AF	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	C6
46	24091954AC	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
S/NO	REG.NO	ENG	MATHS	CRS	COMM	ECONS	GOVT	LIT	BIOL	AGRIC
47	24091955JG	C5	C6	ABS	C6	C6	C6	C4	C6	C4
48	24091956JD	C6	D7	C4	C5	C5	C6	D7	E8	D7
49	24091957JA	D7	E8	C5	C4	C4	C6	D7	D7	C6
50	24091958IH	D7	E8	C4	-	D7	E8	C5	C6	C6
51	24091959IE	C6	D7	C4	-	C6	D7	C5	D7	C4

ABAKALIKI PRISON INMATES' NOV/DEC SSCE RESULTS FOR 2013

S/NO	REG.NO	ENG	MATHS	IGBO	CRS	ECONS	GOVT	LIT	BIOL	AGRIC
1	30725468AH	D7	D7	C6	C6	COMM C6	C5	C6	C6	D7
2	30725469HE	C5	C6	C6	C6	COMM C6	ECONS C6	GOVTC5	C5	C6
3	30725470HB	C6	C6	ABS	C6	COMM C6	ECONS E8	D7	C6	C6
4	30725471GI	C5	C6	HAUSA C5	C6	E8	GOVT C6	C5	C6	C6
5	30725472GF	C6	C6	C6	C5	D7	C4	C6	C6	C6
6	30725473GC	C6	C6	C6	C6	C6	C5	C4	C6	C6
7	30725474FJ	C6	D7	D7	C6	E8	C6	C6	D7	C6
8	30725475FG	C5	C6	C6	D7	GEOG C6	BIOL C5	CHEM C6	PHY C6	C6
9	30725476FD	C6	C6	E8	C6	E8	C6	C6	C6	C6
10	30725477FA	C6	C6	C6	C6	C6	C5	C6	C6	D7
11	30725478EH	C6	C6	C6	C6	F9	C6	D7	D7	C6
12	30725479EE	C5	C6	C6	C5	D7	C5	C6	D7	C6
13	30725480EB	C6	C6	C5	C6	D7	C5	C6	C6	C6
14	30725481DI	C6	C6	D7	C6	F9	C6	C6	C6	D7
15	30725482DF	C5	D7	C6	C5	D7	C6	C6	C6	D7
16	30725483DC	C6	C6	C6	C5	D7	C6	C6	C6	C6
17	30725484CJ	C6	C6	C5	C6	C6	C5	C6	C6	C6
18	30725485CG	D7	D7	C6	D7	COMM E8	D7	D7	D7	D7
19	30725486CD	C6	C6	C6	C6	E8	C5	C6	C6	C6
20	30725487CA	C5	C6	C6	C6	D7	C6	C6	C6	C6
21	30725488BH	E8	D7	CRS C6	E8	F9	GEOG E8	D7	D7	D7
22	30725489BE	C4	C6	C6	C5	C6	C5	C6	C5	C5
23	30725490BB	C5	C6	C6	C5	ABS	C6	D7	C6	C6
24	30725491AI	E8	E8	F9	D7	E8	D7	C6	E8	D7
25	30725492AF	C6	D7	D7	C6	F9	C6	E8	D7	D7
26	30725493AC	C5	D7	C6	C5	D7	C5	C6	C5	C6
27	30725494JG	C5	C6	C6	C5	D7	C6	C6	D7	C6
28	30725495JD	C5	C6	CRS	C6	C6	C6	C6	C6	C6
29	30725496JA	C6	C6	C6	C6	COMM D7	C5	C4	C6	D7
30	30725497IH	C5	C6	C6	C5	C6	C5	C6	C6	C6

S/NO	REG.NO	ENG	MATHS	CRS	COMM	ECONS	GOVT	LIT	BIOL	AGRIC
31	30725498IE	C5	C6	C6	C5	C6	C5	C6	C6	C6
32	30725499IB	C5	C6	C6	C6	D7	C5	C5	C5	C6
33	30725500HI	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
34	30725501HF	C6	C6	C6	C5	D7	C5	C6	C6	D7
35	30725502HC	C5	C6	D7	C6	D7	C6	D7	C6	D7
36	30725503GJ	ABS	ABS	ABS	ABS	ABS	ABS	F9	F9	ABS
37	30725504GG	C5	D7	C6	C6	GEOG C6	C6	C6	C6	C6
38	30725505GD	C6	C6	C6	C6	C6	C4	C5	C6	C6
39	30725506GA	C4	C6	D7	C6	COMM D7	ECONS C6	GOVT C5	LIT C6	BIOL C6
40	30725507FH	C6	C6	D7	C6	D7	C5	C6	C6	C6
41	30725509FB	C6	C6	C5	C5	D7	C6	C6	C6	C6
42	30725509FB	C6	D7	E8	C6	COMM D7	ECONS F9	GOVT C6	LIT D7	BIOL D7
43	30725510EI	C6	C6	E8	ECONS F9	GEOG D7	BIOL F9	CHEM E8	PHY D7	C6
44	3072511EF	C6	D7	C6	C6	D7	D7	D7	C6	D7
45	30725512EC	C5	C6	D7	C5	C6	C5	C5	C5	C6
46	30725513DJ	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS
47	30725514DG	D7	D7	D7	D7	F9	C6	C6	E8	E8
48	30725515DD	C6	C6	D7	ECO E8	D7	BIOL D7	CHEM E8	PHY C6	C6
49	30725516DA	C4	C6	C5	C5	C5	C6	C6	C6	D7
50	30725517CH	C5	C6	E8	ECONS C6	GEOG C6	BIOL C6	CHEM D7	PHY D7	C6
51	30725530IF	C5	C6	C6	C6	C6	C5	C6	D7	C6
52	30725531IC	C5	D7	D7	C5	D7	ECONS D7	GOVT C5	D7	D7
53	30725532HJ	C6	C6	D7	C4	GOVT C5	C5	C6	E8	D7
54	30725533HG	C6	C6	C6	C5	GEOG D7	C6	D7	C6	-
55	30725534HD	C6	C6	D7	C6	GOVT C6	C6	C6	D7	C6
56	30725536GH	C6	C6	D7	C6	C6	ECONS C6	GOVT C6	E8	D7
57	30725537GE	C6	C6	E8	C6	GOVT D7	D7	C6	E8	E8
58	30725538GB	C6	C6	C6	C6	GOVT C5	C5	C6	D7	C6
59	30725539FI	C6	C6	C6	C6	GOVT C5	C5	C6	C6	C6
60	30725540FF	C5	C6	C5	C4	GEOG C5	GOVT C5	C6	C5	-
61	30725545EA	C4	C6	C6	C6	GOVT C5	C5	C6	D7	D7
62	30725546DH	C4	C6	C5	B3	GOVT C4	C4	C5	C6	D7

S/NO	REG.NO	ENG	MATHS	CRS	COMM	ECONS	GOVT	LIT	BIOL	AGRIC
63	30725547DE	D7	C6	CRS C5	COMM D7	GOVT C6	C6	E8	F9	D7
64	30725548DB	C6	C6	C6	C5	C6	C6	C6	D7	C6
65	30725549CI	C6	C6	D7	C6	D7	D7	C5	D7	C6
66	30725556AH	C6	C6	C5	C6	D7	D7	GOVT C5	D7	C6
67	30725557AE	C6	D7	E8	C6	GOVT C5	C5	D7	D7	C6
68	30725558AB	C6	C6	D7	C5	C6	ECON S C6	GOVT C6	D7	C6
69	30725559JF	C6	C6	D7	C5	GOVT C6	C6	C6	C6	C6
70	30725560JC	C6	C6	COMM C6	ECONS E8	GOVT C6	LIT C6	BIOL E8	AGRIC D7	-

UNIVERSITY OF IBADAN LIBRARY

APPENDIX VII

IKOYI PRISON INMATES NOV/DEC SSCE RESULTS FOR 2009

S/N	EXAM.NO	ENG	MATHS	ECONS	GOV'T	COMM	CRK	ENG.LIT	FIN.ACT	AGRIC	BIOL
1	5258888001	D7	E8	B3	C6	D7	F9		C5		E8
2	5258888002	ABS	F9	F9	E8	F9	D7		F9		F9
3	5258888004	C6	C5	C6	C5	B3		C6			C6
4	5258888005	D7	C6	C6	D7	B2			B3	C6	C6
5	5258888006	C6	D7	B3	C4	C5	C4	C5	C5		E8
6	5258888007	E8	C6	B3	B3	C4	C5	C5		C5	C6
7	5258888008	C6	C6	B2	B3	C6	B3	B3		C4	C6
8	5258888009	D7	C6	C4	C5	C6	F9	D7	C6		D7
9	5258888010	C6	C5	B3	B3	C6	C6	C6	C4		C6
10	5258888011	ABS	F9	F9	D7	F9	C6		ABS		ABS
11	5258888012	C4	B2	A1						B3	ABS
12	5258888013	C6	E8	C5	C6	D7		D7			ABS
13	5258888015	ABS	ABS	C4	ABS		C6		F9		E8
14	5258888016	C5	D7	B3	B3	C6	B3	C6			C6
15	5258888017	C6	C6	C6	C6	E8		C6	E8		ABS
16	5258888018	E8	D7	C5	C5	E8	F9		D7		D7
17	5258888019	D7	E9	B3	C5	D7	B3	D7	D7		D7
18	5258888020	E8	D7			D7				ABS	E8
19	5258888022	C6	C4	B3	B3	B3	B3	C5			C6
20	5258888024	E8	D7	C4	C4	F9	D7	E8	C6		C6
21	5258888025	ABS	F9	D7	ABS	F9	F9		E8		F9
22	5258888026	E8	F9	C4	D7	D7	C6	D7			E8
23	5258888027	ABS	C6	B3	B3	F9	D7	E8		ABS	E8
24	5258888028	ABS	C6	C4		F9	B3	E8	C6		E8
25	5258888029	ABS	D7	B3						B3	D7
26	5258888030	D7	D7	B3	C6		C6	E8	E8		E8
27	5258888031	ABS	D7	B3	D7	D7	C6	F9		B3	
28	5258888032	C4	C6	B3	C4	B3			B3		C5
29	5258888033	D7	E8	D7	C5	E8	C6	D7		C6	
30	5258888034	C6	E8	C5	C5	A1		ABS	D7	C5	
31	5258888035	C6	D7	C4	C6	F9	ABS	C5			D7
32	5258888036	D7	D7	C6	C6	F9	C5			C6	D7
33	5258888037	D7	E8	B3	B3	D7	ABS	E8			D7
34	5258888038	D7	D7	E8		E8				C4	D7
35	5258888039	ABS	ABS	C6		D7				ABS	D7
36	5258888040	D7	E8		C6		F9	D7		C6	ABS
37	5258888041	C6	D7	C6	C6	B3	ABS	C6	C6		ABS
38	5258888042	D7	C6	C4	C4	B3	C6	C6	C4		E8
39	5258888043	C5	C6	B3	B3	B3	C6	D7	ABS		
40	5258888044	C6	E8	C4	D7	D7	C5		D7	D7	D7
41	5258888045	ABS	E8	C6	C6	D7	E8	C6			C6
42	5258888046	C6	C6	ABS	C4	B3	ABS	ABS			ABS
43	5258888047	D7	ABS	C4	ABS	C6	B3	C6	ABS		ABS
44	5258888048	E8	ABS	C6	D7	F9	F9	E8	C6		E8
45	5258888049	ABS	E8	D7	C6	F9	C6		D7		ABS

S/N	EXAM.NO	ENG	MATHS	ECONS	GOVT	COMM	CRK	ENG.LIT	FIN.ACT	AGRIC	BIOL
46	5258888050	C5	E8	C6	C6	C6	D7	C6			ABS
47	5258888052	B3	C4	C4	C6	B2				B3	D7
48	5258888053	B3	D7	B2	C6	A1			B3		C6
49	5258888055	C4	D7	C6	C6		C6	C6			C6
50	5258888056	C4	E8	D7	C6	D7	F9			C4	E8
51	5258888057	D7	E8	E8	C6	F9	E8			ABS	F9
52	5258888058	D7	D7	C6	C6	E8	E8			F9	E8
53	5258888059	C6	E8	C4	C6	F9				C6	D7
54	5258888060	C5	C6	D7	C6	E8				C6	ABS
55	5258888061	E8	E8	C4	B3	E8				C4	E8
56	5258888062	C5	C5	B3	B3	C6	B3		D7		C6
57	5258888063	C6	E8	D7	B3	D7	C4	ABS			F9
58	5258888064	C5	D7	B3	B3	C6	C4	C5		C6	E8
59	5258888065	D7	D7	B3	C5	C6	C6				E8
60	5258888066	C6	ABS	C4	ABS	B3	C5		C6		ABS
61	5258888067	C5	E8	B3	C4	B3	D7	ABS	ABS	ABS	
62	5258888068	C6	C6	B2	C4	B2	B3		C5		D7
63	5258888069	C6	C6	B3	B3	C4	C5		C5		E8
64	5258888070	ABS	D7	C4	C6	C6	ABS	E8			C6

IKOYI PRISON INMATES NOV/DEC SSCE RESULTS FOR 2010

S/N	EXAM .NO	ENG	MATHS	ECONS	GOVT	COMM	CRK	ENG.LIT	FIN.ACT	AGRIC	BIOL
1	5258888001	C6	C6	C5		E8	B2				C6
2	5258888003	E8	D7	C6	B3	B3	B2	D7			E8
3	5258888005	C4	C5	B3	B3	A1	B2				D7
4	5258888006	D7	D7	D7	C6		C6	E8	C6		F9
5	5258888007	C4	C6	B3	B3	D7	A1	C6			C6
6	5258888008	C5	E8		B3	C6	C4	E8	C6		D7
7	5258888010	B3	D7	B3	A1	B3		D7			D7
8	5258888012	E8	C6	C6	C5	F9		F9	D7		F9
9	5258888014	C5	D7	C5	C5	C5	B3	E8			D7
10	5258888015	C6	E8	D7	B3	C4		E8	B3		F9
11	5258888016	ABS	ABS	ABS	ABS	ABS	ABS	ABS	ABS		ABS
12	5258888017	B3	D7	A1	A1	C6	B3	E8		B3	E8
13	5258888018	C6	D7	C5	B3	B3	B3	E8			E8
14	5258888020	C5	E8	C5	B3	B3	C6	ABS	F9		F9
15	5258888023	B3	D7	B2	B3	A1	A1	C6			D7
16	5258888024	D7	C6	C6		AB	ABS	F9			F9
17	5258888025	C6	D7	B3	C6	C4	B3		C6		F9
18	5258888026	ABS	ABS	ABS	ABS	ABS		ABS			ABS
19	5258888027	D7	F9	C6	C6	F9		F9	C6		F9
20	5258888029	C6	D7	C4	B3	B3	C5	E8			F9
21	5258888030	C6	E8	B3	D7	C6	D7		B3	B3	E8
22	5258888032	ABS	ABS	ABS	ABS	ABS	ABS	ABS			ABS
23	5258888033	D7	D7	C4	C6	E8	B3	ABS	D7		F9
24	5258888037	C5	D7	C4	C6	C6	A1	C6	C4		C6
25	5258888040	C6	D7	C6	C5	C6	B3	E8			D7
26	5258888046	C5	C6	C5	B2	D7	B3	E8			E8
27	5258888047	C5	D7	ABS	B3	E8	C4	C6			F9
28	5258888049	D7	F9	F9	C5	C6			E8		F9

IKOYI PRISON INMATES NOV/DEC SSCE RESULTS FOR 2011

S/N	EXAM_NO	ENG	MATHS	ECONS	GOVT	COMM	CRK	ENG.LIT	FIN.ACT	AGRIC	BIOL
1	5258888028	B3	C4	C5	B3	F9	C4	C6			D7
2	5258888032	D7	C5	E8	C6	E8	F9		C4		
3	5258888033	C6	C5	B3	C4	E8			C5		C6
4	5258888035	B3	B3	C5	A1	C6	B3	C4		B3	C5
5	5258888036	C6	B3	C6	B3		C6	C6		B3	C6
6	5258888038	C5	B3	C6							C5
7	5258888044	C6	C4	C6	B3	F9	E8		C6	C5	E8
8	5258888047	C5	B3	C4	B2	F9	B2	C6			C5
9	5258888052	C6	C4	C6	B3	F9		C6	E8		C6
10	5258888058	D7	B3	C5	C6	F9	F9	F9			
11	5258888059	C6	B3	B3	F9	F9	C6	C6			C6
12	5258888068	E8	C6	C5	F9	ABS	C6	C6			C6
13	5258888070	B3	C6	B3	B3	F9	C6	D7	C6		
14	5258888071	B3	B2	C4	B3	D7	C6	C6	B3		C6
15	5258888074	C5	B3	C5				D7		B3	C6
16	5258888075	C6	C4	C6	B3	F9		E8	C6		C6
17	5258888081	C4	C5	C6	B3	E8	F9	D7			D7
18	5258888083	C6	C4	E8						C4	ABS
19	5258888084	C5	C5	B3	B3	F9	D7		C4		D7
20	5258888087	E8	C6	C6		F9					E8
21	5258888091	B3	C6	C6	F9	C6	C6			C5	F9
22	5258888092	B3	B3	C5	B3	E8	C5	ABS	C4		D7
23	5258888093	C6	C5	C5	C6	F9		E8		ABS	C6
24	5258888095	C6	B3	C6			F9				D7

IKOYI PRISON INMATES NOV/DEC SSCE RESULTS FOR 2012

S/N	EXAM .NO	ENG	MATHS	ECONS	GOVT	COMM	CRK	ENG.LIT	FIN.ACT	AGRIC	BIOL
1	5258888001	B3	D7	A1	B2	B3	A1	D7	B3		D7
2	5258888002	D7	D7	B3	A1			C6	B2		
3	5258888003	C6	D7	B3	B2	B2	F9	C6		B3	
4	5258888004	C6	E8	B3	B3	B2	C4				D7
5	5258888005	E8	D7	C5						C6	F9
6	5258888006	C6	D7	B3	C4	C4	C4	C4	B3		E8
7	5258888009	F9	D7	C4	C4	C6	D7	E8	B3		F9
8	5258888011	D7	D7	C4	B3	C5	B3		B3		E8
9	5258888013	C5	D7	B2	B3	C6	B3		E8		C5
10	5258888018	D7	C6	C6	C4		D7	D7			D7
11	5258888023	C5	C6	B3	B2	B2	B3		B3		D7
12	5258888024	F9	E8	C6	B3	C5			C5		F9
13	5258888025	F9	E8	C5	C6	B3	F9	D7			F9
14	5258888026	C5	E8	B3	B3			C5		C4	D7
15	5258888028	C6	D7							C5	C6
16	5258888030	D7	E8	F9	C6	C5	C5	E8		D7	E8
17	5258888032	B3	D7	C6	B2		A1	C6			E8
18	5258888033	D7	D7	C5			C5				F9
19	5258888040	C6	D7	B3	B3	B3		C6			E8
20	5258888044	C6	D7	C5							C6
21	5258888047	C6	D7	C4						C6	E8
22	5258888048	ABS	ABS	ABS	ABS	ABS	ABS	ABS			ABS
23	5258888049	ABS	ABS	ABS	ABS	ABS	ABS		ABS		ABS
24	5258888050	C5	D7			C5	C5	C6	C6	C6	F9
25	5258888051	ABS	ABS	ABS	ABS	ABS	ABS		ABS		ABS
26	5258888052	ABS	ABS	ABS	ABS	ABS	ABS		ABS		ABS
27	5258888053	ABS	ABS	ABS	ABS	ABS	ABS	ABS			ABS
28	5258888055	ABS	ABS	ABS	ABS	ABS		ABS	ABS		ABS
29	5258888057	C6	D7	B3	B2	C6		C4			C6
30	5258888058	C5	C6	B3	B3	C4	A1				C6
31	5258888060	ABS	ABS	ABS	ABS		ABS				ABS
32	5258888071	C6	D7		C5		E8	D7			D7
33	5258888074	C6	C6	A1	B3	B3					C6
34	5258888075	C6	C6	B3	B3	C6			C6		E8
35	5258888076	B3	D7	B2	B3		B3	C5			
36	5258888077	C4	D7	C5	C4	B3	C6	D7			
37	5258888078	C6	E8	B3			C6	C6	B2		D7
38	5258888079	C5	D7	C5		B3				C6	F9
39	5258888080	C6	D7	B3						C6	D7
40	5258888081	C6	B3	B3	B3	B3	B2	C5			D7
41	5258888082	B3	E8	A1	B3		B3	D7			E8
42	5258888083	E8	D7	C5			C6	C6		F9	F9
43	5258888085	F9	C6	B3	A1	C4	B3	C6			F9
44	5258888086	F9	E8	C5	E8	C4	C5	F9			F9
45	5258888089	F9	F9	B3			F9				F9
46	5258888095	C6	E8	B3	B2	B3		C6	B3		D7
47	5258888096	B3	C6	A1	A1	A1	A1	C6		B3	D7

IKOYI PRISON INMATES NOV/DEC SSCE RESULTS FOR 2013

S/N	EXAM_NO	ENG	MATHS	ECONS	GOVT	COMM	CRK	ENG.LIT	FIN.ACT	BIOL
1	5258888050	D7	C6	C6	C6	B3	C5	ABS		C5
2	5258888051	F9	D7	C6	C5		B3	C5		C6
3	5258888052	F9	D7	F9	F9	F9	F9		F9	E8
4	5258888053	D7	E8	C6	D7	C6	C5	E8		F9
5	5258888054	D7	E8	D7	D7	A1	C6		C4	E8
6	5258888056	C5	D7	C6	C6		B2	C5		E8
7	5258888062	E8	D7	F9	D7	C4	F9		C4	F9
8	5258888065	E8	D7	E8			C6			E8
9	5258888066	C6	D7	D7			B3			D7
10	5258888068	E8	C6	D7	C6	B2		F9	B3	D7
11	5258888071	D7	D7	D7			F9			E8
12	5258888073	E8	D7	D7	D7	C4	D7		C4	E8
13	5258888074	D7	D7	C6	C6	B2				E8
14	5258888075	C6	E8	B3	C5		C5	C6		B3
15	5258888076	D7	D7	C6	D7		C6			C6
16	5258888077	D7	D7	D7	C6	D7	B2		C5	D7
17	5258888079	C6	D7	C4						C6
18	5258888080	E8	D7	C6	C4		D7	D7		E8
19	5258888081	E8	E8	E8	B3		C4	E8		C6
20	5258888082	E8	E8	D7	F9	C6			C6	F9
21	5258888083	E8	D7	C6			D7			D7
22	5258888084	C6	D7	C6	E8			D7		D7
23	5258888087	C6	E8	C6	C5	B3	E8			E8
24	5258888088	C6	D7	E8	B3		F9	E8		E8
25	5258888089	F9	F9	C6	D7	B3	F9		C5	D7
26	5258888090	E8	D7	D7	C6	B2		E8	C4	E8
27	5258888094	D7	C6	B3	B3	A1	C4			B3
28	5258888095	F9	E8	C6	D7	B3		E8		F9
29	5258888097	F9	F9	D7			ABS			E8
30	5258888098	F9	E8	D7	C6		B3	F9		F9
31	5258888099	E8	D7	C6	C6		D7	F9		E8
32	5258888101	D7	F9	C6			ABS			F9
33	5258888102	C6	D7	C6		B2	E8			E8
34	5258888105	F9	D7	F9	D7	A1	C6	D7		C6
35	5258888111	F9	F9	D7						D7
36	5258888113	F9	D7	E8			C6			F9
37	5258888115	C6	D7	C6			B3			C5
38	5258888120	E8	D7	F9			C5			F9
39	5258888122	D7	D7	D7	E8		B3			D7
40	5258888123	E8	D7	C5		F9	F9			F9
41	5258888132	C5	D7	D7			C5			F9
42	5258888133	C6	D7	D7	E8	C5	C6	F9		E8
43	5258888134	F9	F9	F9	F9		F9	F9		
44	5258888135	F9	E8	D7	F9	C6	F9			ABS
45	5258888136	F9	D7	D7		D7	E8	F9		
46	5258888137	D7	E8	D7	D7	B3	ABS		C4	B3
47	5258888138	D7	C6	E8			C5			C4
48	5258888139	E8	D7	D7	C4	B3	B3		C5	E8
49	5258888140	C6	D7	D7			ABS			E8

S/N	EXAM .NO	ENG	MATHS	ECONS	GOVT	COMM	CRK	ENG.LIT	FIN.ACT	BIOL
50	5258888141	F9	E8	E8	D7	B2	C6	E8		E8
51	5258888143	C6	E8	C5	ABS		B3	F9		B3
52	5258888144	C6	D7	D7	C5	B2	B3	D7		C6
53	5258888146	F9	E8	D7	D7	B3	C6	B3		B3
54	5258888148	F9	D7	F9	D7	C4	ABS			F9
55	5258888149	C6	D7	C6	D7	C6		E8	C5	
56	5258888150	F9	D7	F9	D7			ABS	ABS	F9

UNIVERSITY OF IBADAN LIBRARY

APPENDIX VIII

KUJE PRISON INMATES NOV/DEC SSCE RESULTS FOR 2012

S/N	NAMES	ENG	MATH	ECON	COM	LIT	HIS	GEO	GOV	CRS/ IRK	AGR	BIO
1	EDEH, E. J.	D7	-	C6	C6				C5	C5	F9	F9
2	OGAR, G. P.	D7	-	C5	D7		F9		C5	C5	E8	E8
3	EGBIRI, S. C.	D7	-	C4	D7		E8		C6	C6	E8	E8
4	MICHEAL, K.A.O.	C6	-		D7	D7		F9	D7	C5	E8	C6
5	UDEAGHA, U. I.	D7	-	C5	D7	C6		E8	C6	C5	C6	E8
6	EGWUNMO, E. I.	D7	-	E8	C4	E8	E8		D7	D7	E8	
7	DAVOU, A.	D7	-	C6	E8	E8	E8		C5	E8		F9
8	TITUS, R. R.	D7	-	E8	C5	C6	F9		C6		F9	F9
9	PETER, M. A.	D7	-	C5	E8	E8			C5	D7		F9
10	ONYAEALI, E. K.	D7	-	E8	C6	E8	F9		C6	C6		F9
11	BAWA, C. C.	D7	-	C6	E8	E8			D7	C5	F9	F9
12	ABDULLAHI, A.	D7	-	E8	F9	C6			C5	D7	F9	F9
13	ASAWA, J.	D7		E8	E8	D7			C6	E8		F9
14	EZE, C. C.	C6	-	D7	C5	D7	C6		D7	D7		C6
15	MADU, C. R.	D7	-	C5	C6			C6	D7	C5	E8	F9
16	NONGU, B.	D7	-	F9	D7	C5	C6		D7			
17	OCHUMA-EKE, C.	C6	-	C5	D7	F9	D7	C6	D7	C6		
18	JOHN, C. S.	D7	-	C6	C5			C6	C5	D7		E8
19	MBAMARA, C. L.	D7	-	C5	D7			C6	E8		C5	E8
20	EGUOAJE, E. A.	D7	-	C6	C6		F9	D7		C5	F9	F9
21	JOSIAH, C.	D7	-	C6	C6		E8		C6	C6	F9	F9
22	UWADIAE, F. E.	D7	-	C5	C6		E8	C6	D7	C6	F9	
23	UMAR, K.	D7	-	D7			E8	C5	D7			E8
24	IJABULA, A. A.	D7	-	E8	E8			D7	E8	E8	F9	F9
25	EZE DUCK, D. C.O.	D7	-	D7	D7	C5	E8		D7		E8	E8
26	OCHALEFU, J. A.	C6	-	E8	F9	F9			C6	C5	F9	F9
27	OGBONNA, A. J.	D7	-	C6	D7	C6	E8		D7	C6		F9
28	JABA, H.	D7	-	D7	D7	C6			C5	C5		F9
29	BOYI, S. W.	D7	-	C6	C6	C5	C5			F9		F9
30	ISAAC, D. S.	C6	-	D7	C5	C6	C5	E8		C5	E8	F9
31	MANKONDU, D. C.	D7	-	D7	C5	C5		C6	E8	C5	F9	
32	ISAAC, Z. S.	D7	-	E8				E8		F9	E8	E8
33	APKA, P.	C6	-	E8	F9	F9	F9			F9	E8	
34	DENNIS, M. S.	D7	-	C6	C6	E8	E8			E8	F9	F9
35	MBAH, C. O.	D7	-	C5	C6	C5	C6	E8	D7	D7		F9
36	ASOGWA, J. F.	D7	-	C5	E8	E8	E8			F9	F9	F9
37	NNAKA, K. C.	D7	-	D7	C5	C6	C5		C6	D7		F9

S/N	NAMES	ENG	MATH	ECON	COM	LIT	HIS	GEO	GOV	CRS/ IRK	AGR	BIO
38	OGBU, O. A.	D7	-	D7	D7			E8	D7	C5	F9	
39	JOOTAR, C.	D7	-	C6	C6	C5	C6			E8	F9	F9
40	UGBE, J. G.	D7	-	E8	C5	C6	C5		C6	D7	F9	
41	ODEY, D. A.	D7	-	D7	C6	C6	E8		D7	D7	E8	
42	IDEMN, E. O.	C6	-	C6	C6	C5	C5		C6	C5		E8
43	ONONIWU,S.M.	D7	-	D7	E8	E8	E8		E8	D7	F9	F9
44	YAKI, B.D.	C6	-	C6	E8	E8	E8		E8	F9	F9	

Note that all the results released for Nov/Dec 2012 (at Kuje) were without Mathematics because it was completely cancelled.

UNIVERSITY OF IBADAN LIBRARY

KUJE PRISON INMATES NOV/DEC SSCE RESULTS FOR 2013

S/N	NAMES	ENG	MATH	ECON	COMM	LIT	HIS	GEO	GOV	CRS /IRK	AGR	BIO	HA/ IBO
1	EZE'DUKE, D. C.O.	B3	E8	C6	C4	B3	C6	C5	D7	B3	-	-	-
2	ONONIWU,S. M.	B3	D7	B3	B3	C6	C5	-	C6	B3	C6	-	-
3	OKPARA,C. M.	B3	E8	C6	A1	B3	C6	-	C4	C6	C4	-	-
4	ISAAC, D. S.	B3	E8	D7	-	D7	-	C6	C5	C6	C5	-	-
5	DAVOU, A.	C5	E8	D7	C5	-	D7	-	E8	D7	C6	-	-
6	EGWUNMO,E. I.	B3	E8	-	B3	B3	C6	C6	D7	C6	-	-	-
7	UMAR, K.	-	D7	-	-	-	-	-	-	B3	-	-	B3
8	BAWA, C.	C6	E8	D7	-	E8	-	-	D7	C6	F9	E8	-
9	UGBE, G. J.	C4	E8	C6	C4	D7	E8	-	C6	C6	-	D7	-
10	ASAWA, J.	B3	E8	C6	-	B3	-	B3	C4	B3	B3	D7	-
11	ABDULLAHI,A.	B3	D7	C6	-	-	-	D7	-	-	C4	-	B3
12	OGBONNA, A. J.	B3	D7	C6	B3	B3	C5	-	B3	C6	E8	-	-
13	NONGU, B.	B3	D7	C6	B2	-	-	-	C5	C5	B3	-	-
14	MAKONDU, D. C.	B3	E8	C6	B3	-	-	-	D7	E8	C6	-	-
15	MADU,C. R.	B3	E8	C6	A1	C6	C5	-	C6	C6	-	C6	-
16	DAVID, A. O.	C6	D7	D7	A1	C5	C6	B3	C4	F9	-	-	-
17	JOOTAR, C.	C4	E8	C6	A1	-	-	D7	D7	B3	C6	C5	-
18	JOHN,S. C.	B3	D7	B3	B2	-	-	C4	D7	C4	C4	E8	-
19	JABA, H.	B3	E8	B3	-	-	E8	-	C4	C4	B3	-	-
20	DATEP,F. A.	B3	E8	D7	A1	E8	-	C6	C6	C6	C6	-	-
21	AMADIE. I.	B3	E8	C6	A1	C4	C6	C6	C6	B3	-	-	-
22	ALFRED,C. A.	C5	E8	C6	-	-	-	C6	-	-	C6	F9	-
23	EMEZIEM, S.	C6	E8	C6	C4	C6	-	C6	C6	F9	C6	-	-
24	CHRISTOPHER, P.	C6	E8	C6	-	-	-	E8	C6	C4	C5	D7	-
25	CHIBUZO,V. E.	C6	E8	D7	-	E8	C6	C5	-	C6	-	D7	-

S/N	NAMES	ENG	MATH	ECON	COMM	LIT	HIS	GEO	GOV	CRS /IRK	AGR	BIO	HA/ IBO
26	PETER,C.P.	C4	D7	D7	A1	D7	-	C6	C6	-	C5	F9	-
27	LUKE, C.	C5	E8	D7	C6	D7	-	-	C6	C6	E8	F9	-
28	ISAAC, S. Z.	C6	F9	E8	C6	E8	F9	-	E8	-	-	E8	-
29	OSONDU, J. C.	C5	D7	D7	B3	-	-	D7	C5	D7	C6	E8	-
30	GARBA, H. Y.	C6	E8	E8	-	-	-	D7	E8	C6	C6	-	D7
31	MUHAMMED,I. B.	D7	E8	C5	E8	-	-	F9	C6	-	C6	F9	-
32	FATOMILOLA, E. O.	B3	E8	C4	-	C6	-	B3	B3	C6	C6	D7	-
33	UGWUODO, V.	B2	E8	B2	C4	-	-	-	C4	C5	B3	C6	-
34	SMART, U.	C5	D7	-	-	-	-	E8	D7	C4	C6	D7	-
35	ADOGAH, E.	E8	E8	C5	B2	E8	-	-	C6	C6	-	C6	-
36	NURA, S.	C6	E8	C5	C5	-	E8	-	C6	-	C5	F9	-
37	ABDULAZEEZ, O.A.	D7	E8	D7	C6	E8	-	-	D7	B3	F9	F9	-
38	EZE, E.	C4	F9	D7	C6	C5	-	-	D7	D7	C6	D7	-
39	UMAR, F.	E8	E8	C6	F9	F9	-	F9	C6	D7	D7	-	-
40	CHIKWENDU, E. O.	C6	E8	E8	C5	E8	-	-	C6	D7	E8	-	C5
41	BOYI, S.W.	C4	D7	C4	B3	-	D7	C5	D7	C4	-	C4	-
42	ANGWE, E.	D7	E8	D7	E8	-	-	F9	D7	D7	D7	F9	-
43	UMARU, D.	E8	F9	F9	D7	F9	-	E8	E8	F9	C6	-	-

APPENDIX IX

ABAKALIKI PRISON INMATES WITH MINIMUM OF 5 CREDITS INCLUDING ENGLISH LANGUAGE AND MATHEMATICS IN NOV/DEC SSCE RESULTS FROM 2011- 2013

S/No	Result/Registration Nos	Year of SSCE	Remark
1.	Abakaliki Prisons, Ebonyi	*Nov/Dec 2011	*No Inmates had 5credits in 2011
2.	Abakaliki / 18 / 24091930 HE	Nov/Dec 2012	Has 5credits with English and Mathematics
3.	Abakaliki / 19/ 24091931 HB	Nov/Dec 2012	Has 5credits with English and Mathematics
4.	Abakaliki /26/ 24091938 FA	Nov/Dec 2012	Has 5credits with English and Mathematics
5.	Abakaliki /47/ 24091955 JG	Nov/Dec 2012	Has 5credits with English and Mathematics
*6.	Abakaliki / 2 /30725469 HE	Nov/Dec 2013	*Has 5credits with English and Mathematics
7.	Abakaliki / 3 /30725470 HB	Nov/Dec 2013	Has 5credits with English and Mathematics
8.	Abakaliki / 4 /30725471 GI	Nov/Dec 2013	Has 5credits with English and Mathematics
9.	Abakaliki / 5 /30725472 GF	Nov/Dec 2013	Has 5credits with English and Mathematics
10.	Abakaliki / 6 /30725473 GC	Nov/Dec 2013	Has 5credits with English and Mathematics
11.	Abakaliki / 8 /30725475 FG	Nov/Dec 2013	Has 5credits with English and Mathematics
12.	Abakaliki / 9 /30725476 FD	Nov/Dec 2013	Has 5credits with English and Mathematics
13.	Abakaliki / 10 /30725477 FA	Nov/Dec 2013	Has 5credits with English and Mathematics
14.	Abakaliki / 11 /30725478 EH	Nov/Dec 2013	Has 5credits with English and Mathematics
15.	Abakaliki / 12 /30725479 BE	Nov/Dec 2013	Has 5credits with English and Mathematics
16.	Abakaliki / 13 /30725480 EB	Nov/Dec 2013	Has 5credits with English and Mathematics
17.	Abakaliki / 14 /30725481 DI	Nov/Dec 2013	Has 5credits with English and Mathematics
18.	Abakaliki / 16 /30725483 DC	Nov/Dec 2013	Has 5credits with English and Mathematics
19.	Abakaliki / 17 /30725484 CJ	Nov/Dec 2013	Has 5credits with English and Mathematics
20.	Abakaliki / 19 /30725486 CD	Nov/Dec 2013	Has 5credits with English and Mathematics
21.	Abakaliki / 20 /30725487 CA	Nov/Dec 2013	Has 5credits with English and Mathematics
22.	Abakaliki / 22 /30725489 BE	Nov/Dec 2013	Has 5credits with English and Mathematics
23.	Abakaliki / 23 /30725490 BB	Nov/Dec 2013	Has 5credits with English and Mathematics
24.	Abakaliki / 27 /30725494 JG	Nov/Dec 2013	Has 5credits with English and Mathematics
25.	Abakaliki / 28 /30725495 JD	Nov/Dec 2013	Has 5credits with English and Mathematics
26.	Abakaliki / 29 /30725496 JA	Nov/Dec 2013	Has 5credits with English and Mathematics

S/No	Result/Registration Nos	Year of SSCE	Remark
27.	Abakaliki / 30 /30725497 IH	Nov/Dec 2013	Has 5credits with English and Mathematics
28.	Abakaliki / 31 /30725498 IE	Nov/Dec 2013	Has 5credits with English and Mathematics
29.	Abakaliki / 32 /30725499 IB	Nov/Dec 2013	Has 5credits with English and Mathematics
30.	Abakaliki / 34 /30725501 HF	Nov/Dec 2013	Has 5credits with English and Mathematics
31.	Abakaliki / 35 /30725502 HC	Nov/Dec 2013	Has 5credits with English and Mathematics
32.	Abakaliki / 38 /30725505 GD	Nov/Dec 2013	Has 5credits with English and Mathematics
33.	Abakaliki / 39 /30725506 GA	Nov/Dec 2013	Has 5credits with English and Mathematics
34.	Abakaliki / 40 /30725507 FH	Nov/Dec 2013	Has 5credits with English and Mathematics
35.	Abakaliki / 41 /30725509 FB	Nov/Dec 2013	Has 5credits with English and Mathematics
36.	Abakaliki / 45 /30725512 EC	Nov/Dec 2013	Has 5credits with English and Mathematics
37.	Abakaliki / 49 /30725516 DA	Nov/Dec 2013	Has 5credits with English and Mathematics
38.	Abakaliki / 50 /30725517 CH	Nov/Dec 2013	Has 5credits with English and Mathematics
39.	Abakaliki / 51 /30725530 IF	Nov/Dec 2013	Has 5credits with English and Mathematics
40.	Abakaliki / 53 /30725532 HJ	Nov/Dec 2013	Has 5credits with English and Mathematics
41.	Abakaliki / 54 /30725533 HG	Nov/Dec 2013	Has 5credits with English and Mathematics
42.	Abakaliki / 55 /30725534 HD	Nov/Dec 2013	Has 5credits with English and Mathematics
43.	Abakaliki / 56 /30725536 GH	Nov/Dec 2013	Has 5credits with English and Mathematics
44.	Abakaliki / 58 /30725538 GB	Nov/Dec 2013	Has 5credits with English and Mathematics
45.	Abakaliki / 59 /30725539 FI	Nov/Dec 2013	Has 5credits with English and Mathematics
46.	Abakaliki / 60 /30725540 FF	Nov/Dec 2013	Has 5credits with English and Mathematics
47.	Abakaliki / 61 /30725545 EA	Nov/Dec 2013	Has 5credits with English and Mathematics
48.	Abakaliki / 62 /30725546 DH	Nov/Dec 2013	Has 5credits with English and Mathematics
49.	Abakaliki / 64 /30725548 DB	Nov/Dec 2013	Has 5credits with English and Mathematics
50.	Abakaliki / 65 /30725549 CI	Nov/Dec 2013	Has 5credits with English and Mathematics
51.	Abakaliki / 66 /30725556 AH	Nov/Dec 2013	Has 5credits with English and Mathematics
52.	Abakaliki / 68 /30725558 AB	Nov/Dec 2013	Has 5credits with English and Mathematics
53.	Abakaliki / 69 /30725559 JF	Nov/Dec 2013	Has 5credits with English and Mathematics
54.	Abakaliki / 70 /30725560 JC	Nov/Dec 2013	Has 5credits with English and Mathematics

APPENDIX X

IKOYI PRISON INMATES WITH MINIMUM OF 5CREDITS INCLUDING ENGLISH LANGUAGE AND MATHEMATICS IN NOV/DEC SSCE RESULTS FROM 2009 - 2013

S/No	Result/Registration Nos	Year of SSCE	Remark
1.	Ikoyi / 3 / 5258888004	*Nov/Dec 2009	Has 5credits with English and Mathematics
2.	Ikoyi / 7 / 5258888008	Nov/Dec 2009	Has 5credits with English and Mathematics
3.	Ikoyi / 9 / 5258888010	Nov/Dec 2009	Has 5credits with English and Mathematics
4.	Ikoyi / 15 / 5258888017	Nov/Dec 2009	Has 5credits with English and Mathematics
5.	Ikoyi / 19 / 5258888022	Nov/Dec 2009	Has 5credits with English and Mathematics
6.	Ikoyi / 28 / 5258888032	Nov/Dec 2009	Has 5credits with English and Mathematics
7.	Ikoyi / 39 / 5258888043	Nov/Dec 2009	Has 5credits with English and Mathematics
8.	Ikoyi / 47 / 5258888052	Nov/Dec 2009	Has 5credits with English and Mathematics
9.	Ikoyi / 56 / 5258888062	Nov/Dec 2009	Has 5credits with English and Mathematics
10.	Ikoyi / 62 / 5258888068	Nov/Dec 2009	Has 5credits with English and Mathematics
11.	Ikoyi / 63 / 5258888069	Nov/Dec 2009	Has 5credits with English and Mathematics
12.	Ikoyi / 1 / 5258888001	*Nov/Dec 2010	Has 5credits with English and Mathematics
13.	Ikoyi / 3 / 5258888005	Nov/Dec 2010	Has 5credits with English and Mathematics
14.	Ikoyi / 5 / 5258888007	Nov/Dec 2010	Has 5credits with English and Mathematics
15.	Ikoyi / 26 / 5258888046	Nov/Dec 2010	Has 5credits with English and Mathematics
16.	Ikoyi / 1 / 5258888028	*Nov/Dec 2011	Has 5credits with English and Mathematics
17.	Ikoyi / 3 / 5258888033	Nov/Dec 2011	Has 5credits with English and Mathematics
18.	Ikoyi / 4 / 5258888035	Nov/Dec 2011	Has 5credits with English and Mathematics
19.	Ikoyi / 5 / 5258888036	Nov/Dec 2011	Has 5credits with English and Mathematics
20.	Ikoyi / 7 / 5258888044	Nov/Dec 2011	Has 5credits with English and Mathematics
21.	Ikoyi / 8 / 5258888047	Nov/Dec 2011	Has 5credits with English and Mathematics
22.	Ikoyi / 9 / 5258888052	Nov/Dec 2011	Has 5credits with English and Mathematics
23.	Ikoyi / 11 / 5258888059	Nov/Dec 2011	Has 5credits with English and Mathematics
24.	Ikoyi / 13 / 5258888070	Nov/Dec 2011	Has 5credits with English and Mathematics
25.	Ikoyi / 14 / 5258888071	Nov/Dec 2011	Has 5credits with English and Mathematics

S/No	Result/Registration Nos	Year of SSCE	Remark
26.	Ikoyi / 15 / 5258888074	Nov/Dec 2011	Has 5credits with English and Mathematics
27.	Ikoyi / 16 / 5258888075	Nov/Dec 2011	Has 5credits with English and Mathematics
28.	Ikoyi / 19 / 5258888084	Nov/Dec 2011	Has 5credits with English and Mathematics
29.	Ikoyi / 21 / 5258888091	Nov/Dec 2011	Has 5credits with English and Mathematics
30.	Ikoyi / 22 / 5258888092	Nov/Dec 2011	Has 5credits with English and Mathematics
31.	Ikoyi / 23 / 5258888093	Nov/Dec 2011	Has 5credits with English and Mathematics
32.	Ikoyi / 11 / 5258888023	*Nov/Dec 2012	Has 5credits with English and Mathematics
33.	Ikoyi / 30 / 5258888058	Nov/Dec 2012	Has 5credits with English and Mathematics
34.	Ikoyi / 33 / 5258888074	Nov/Dec 2012	Has 5credits with English and Mathematics
35.	Ikoyi / 34 / 5258888075	Nov/Dec 2012	Has 5credits with English and Mathematics
36.	Ikoyi / 40 / 5258888081	Nov/Dec 2012	Has 5credits with English and Mathematics
37.	Ikoyi / 47 / 5258888096	Nov/Dec 2012	Has 5credits with English and Mathematics
***	Ikoyi Prisons, Lagos	Nov/Dec 2013	No inmate had 5credits + English and Maths

APPENDIX XI

**KUJE PRISON INMATES WITH MINIMUM OF 5CREDITS INCLUDING
ENGLISH LANGUAGE AND MATHEMATICS IN NOV/DEC SSCE RESULTS
FROM 2012 - 2013**

S/No	Result/Registration Nos	Year of SSCE	Remark
1.	Kuje Prisons, Abuja	Nov/Dec 2012	Mathematics was cancelled in the centre in 2012, hence, no inmate had 5credits including English language and Mathematics.
2.	Kuje Prisons, Abuja	Nov/Dec 2013	No inmate had 5credits including English language and Mathematics

APPENDIX XII

**SUMMARY OF INMATES WITH MINIMUM OF 5CREDITS INCLUDING
ENGLISH LANGUAGE AND MATHEMATICS IN NOV/DEC SSCE RESULTS
FROM THE THREE PRISONS SAMPLED FROM 2009 - 2013**

S/N	PRISON	YEAR OF SSCE EXAMS / ENROLLMENT FIGURE					*Total / 5credits+ & %
1	Abakaliki	2009 (0)	2010 (0)	2011 (36)	2012 (39)	2013 (67)	142 (53) 37.32%
2	Ikoyi	2009 (64)	2010 (25)	2011 (24)	2012 (40)	2013 (56)	209 (37) 17.70%
3	Kuje	2009 (0)	2010 (0)	2011 (0)	2012 (44)	2013 (43)	87 (0) 0%
**	Grand Total for the three prisons- Abakaliki, Ikoyi and Kuje						438 (90) 20.54%

UNIVERSITY OF IBADAN LIBRARY

APPENDIX XIII

HIGHLIGHT OF INMATES WITH MINIMUM OF 3CREDITS, WITH EITHER ENGLISH LANGUAGE OR MATHEMATICS AND THOSE WITH 5CREDITS WITH EITHER ENGLISH LANGUAGE OR MATHEMATICS OR WITHOUT ENGLISH AND MATHEMATICS IN NOV/DEC SSCE RESULTS FROM THE THREE PRISONS SAMPLED FROM 2009 - 2013

S/N	REGISTRATION & RESULT NOS	ENGLISH + 2Credits	MATHS + 2Credits	5Credits with either English or Maths or neither	NAME OF PRISON	YEAR
1	21843678 DC No 1			5Credits + Eng.	ABAKALIKI	2011
2	21843811 CB No 8	2Credits + Eng			"	"
3	21844049 ID No 20	2Credits + Eng			"	"
4	21844144 IJ No 22			5Credits + Eng.	"	"
5	21844147IA No 25			5Credits-Eng & Math	"	"
6	21844148AA No 26	2Credits + Eng			"	"
7	21844152 GF No 30	2Credits + Eng			"	"
8	21844153GC No 31			5Credits-Eng & Math	"	"
9	21844282GD No 32	2Credits + Eng			"	"
10	21844284 FA No 34			5Credits + Eng.	"	"
11	24091915CC No 1			5Credits + Eng.	ABAKALIKI	2012
12	24091914CF No 2			5Credits + Eng.	"	"
13	24091916BJ No 3			5Credits + Eng.	"	"
14	24091917BG No 4			5Credits + Eng.	"	"
15	24091918BD No 5			5Credits + Eng.	"	"
16	24091919BA No 6			5Credits + Eng.	"	"
17	24091920AH No 7			5Credits + Eng.	"	"
18	24091921AE No 8			5Credits + Eng.	"	"
19	24091924JC No 11			5Credits + Eng.	"	"
20	24091926IG No 13			5Credits + Eng.	"	"
21	24091927ID No 14			5Credits + Eng.	"	"
22	24091930HE No 18			5Credits + Eng.	"	"
23	24091931HB No 19			5Credits + Eng.	"	"
24	24091933GF No 20			5Credits + Eng.	"	"
25	24091934GC No 21			5Credits + Eng.	"	"
26	24091964GJ No 23			5Credits + Eng.	"	"
27	24091937FD No 24			5Credits + Eng.	"	"
28	24091935FJ No 25			5Credits + Eng.	"	"
29	24091938FA No 26			5Credits + Eng.	"	"
30	24091939EH No 27			5Credits + Eng.	"	"
31	24091940EE No 28			5Credits + Eng.	"	"
32	24091941EB No 29	2Credits + Eng			ABAKALIKI	2012
33	24091943DF No 32			5Credits + Eng.	"	"
34	24091961HI No 33			5Credits + Eng.	"	"
35	24091944DC No 34			5Credits + Eng.	"	"
36	24091945CJ No 35			5Credits + Eng.	"	"
37	24091946CG No 36			5Credits + Eng.	"	"
38	24091947CD No 37			5Credits + Eng.	"	"
39	24091948CA No 38	2Credits + Eng			ABAKALIKI	2012

S/N	REGISTRATION & RESULT NOS	ENGLISH + 2Credits	MATHS + 2Credits	5Credits with either English or Maths or neither	NAME OF PRISON	YEAR
40	24091963HC No 39	2Credits + Eng			''	''
41	24091949BH No 40	2Credits + Eng			''	''
42	24091956JD No 48			5Credits + Eng.	''	''
43	24091959IE No 51			5Credits + Eng.	''	''
44	30725468AH No 1			5Credits-Eng&Math	ABAKALIKI	2013
45	30725474FJ No 7			5Credits + Eng.	''	''
46	30725482DF No 15			5Credits + Eng.	''	''
47	30725492A No 25	2Credits + Eng			''	''
48	30725493AC No 26			5Credits + Eng.	''	''
49	30725504GG No 37			5Credits + Eng.	''	''
50	30725509FB No 42	2Credits + Eng			''	''
51	3072511EF No 44	2Credits + Eng			''	''
52	30725531IC No 52	2Credits + Eng			''	''
53	30725547DE No 63		2Credits+ Maths		''	''
54	30725557AE No 67			5Credits + Eng.	''	''
55	5258888005 No 4		2Credits+ Maths		IKOYI	2009
56	5258888006 No 5			5Credits + Eng.	''	''
57	5258888007 No 6		2Credits+ Maths		''	''
58	5258888009 No 8		2Credits+ Maths		''	''
59	5258888013 No 12	2Credits + Eng			''	''
60	5258888016 No 14			5Credits + Eng.	''	''
61	5258888027 No 23		2Credits+ Maths		''	''
62	5258888028 No 24		2Credits+ Maths		''	''
63	5258888034 No 30			5Credits + Eng.	''	''
64	5258888035 No 31	2Credits + Eng			''	''
65	5258888041 No 37			5Credits + Eng.	''	''
66	5258888042 No 38		2Credits+ Maths		''	''
67	5258888044 No 40	2Credits + Eng			''	''
68	5258888050 No 46			5Credits + Eng.	''	''
69	5258888053 No 48			5Credits + Eng.	''	''
70	5258888055 No 49			5Credits + Eng.	''	''
71	5258888056 No 50	2Credits + Eng			''	''
72	5258888059 No 53	2Credits + Eng			''	''
73	5258888063 No 57	2Credits + Eng			''	''
74	5258888064 No 58			5Credits + Eng.	''	''
75	5258888066 No 60			5Credits + Eng.	''	''
76	5258888067 No 61	2Credits + Eng			''	''
77	5258888008 No 6			5Credits + Eng.	IKOYI	2010
78	5258888010 No 7	2Credits + Eng			''	''
79	5258888012 No 8		2Credits+ Maths		''	''

S/N	REGISTRATION & RESULT NOS	ENGLISH + 2Credits	MATHS + 2Credits	5Credits with either English or Maths or neither	NAME OF PRISON	YEAR
80	5258888014 No 9			5Credits + Eng.	”	”
81	5258888015 No 10	2Credits + Eng			”	”
82	5258888017 No 12			5Credits + Eng.	”	”
83	5258888018 No 13			5Credits + Eng.	”	”
84	5258888020 No 14			5Credits + Eng.	”	”
85	5258888023 No 15			5Credits + Eng.	”	”
86	5258888024 No 16		2Credits+ Maths		”	”
87	5258888025 No 17			5Credits + Eng.	”	”
88	5258888029 No 20			5Credits + Eng.	”	”
89	5258888030 No 21			5Credits + Eng.	”	”
90	5258888037 No 24			5Credits + Eng.	IKOYI	2010
91	5258888040 No 25			5Credits + Eng.	”	”
92	5258888047 No 27	2Credits + Eng			”	”
93	5258888032 No 2		2Credits+ Maths		IKOYI	2011
94	5258888058 No 10		2Credits+ Maths		”	”
95	5258888068 No 12		2Credits+ Maths		”	”
96	5258888087 No 20		2Credits+ Maths		”	”
97	5258888001 No 1			5Credits + Eng.	IKOYI	2012
98	5258888003 No 3			5Credits + Eng.	”	”
99	5258888004 No 4			5Credits + Eng.	”	”
100	5258888006 No 6			5Credits + Eng.	”	”
101	5258888013 No 9			5Credits + Eng.	”	”
102	5258888018 No 10		2Credits+ Maths		”	”
103	5258888026 No 14			5Credits + Eng.	”	”
104	5258888028 No 15	2Credits + Eng			”	”
105	5258888032 No 17			5Credits + Eng.	”	”
106	5258888040 No 19			5Credits + Eng.	”	”
107	5258888044 No 20	2Credits + Eng			”	”
108	5258888047 No 21	2Credits + Eng			”	”
109	5258888050 No 24			5Credits + Eng.	”	”
110	5258888057 No 29			5Credits + Eng.	”	”
111	5258888071 No 32	2Credits + Eng			”	”
112	5258888076 No 35			5Credits + Eng.	”	”
113	5258888077 No 36			5Credits + Eng.	”	”
114	5258888078 No 37			5Credits + Eng.	”	”
115	5258888079 No 38	2Credits + Eng			”	”
116	5258888080 No 39	2Credits + Eng			”	”
117	5258888082 No 41	2Credits + Eng			”	”
118	5258888085 No 43		2Credits+ Maths		”	”
119	5258888095 No 46			5Credits + Eng.	”	”
120	5258888050 No 1		2Credits+ Maths		IKOYI	2013
121	5258888056 No 6			5Credits + Eng.	”	”

S/N	REGISTRATION & RESULT NOS	ENGLISH + 2Credits	MATHS + 2Credits	5Credits with either English or Maths or neither	NAME OF PRISON	YEAR
122	5258888068 No 10		2Credits+ Maths		''	''
123	5258888075 No 14			5Credits + Eng.	''	''
124	5258888079 No 17	2Credits + Eng			''	''
125	5258888084 No 22	2Credits + Eng			''	''
126	5258888087 No 23	2Credits + Eng			''	''
127	5258888094 No 27		2Credits+ Maths		''	''
128	5258888102 No 33	2Credits + Eng			''	''
129	5258888115 No 37	2Credits + Eng			''	''
130	5258888133 No 42	2Credits + Eng			''	''
131	5258888138 No 47		2Credits+ Maths		''	''
132	5258888143 No 51	2Credits + Eng			''	''
133	5258888144 No 52			5Credits + Eng.	''	''
134	5258888149 No 55	2Credits + Eng			''	''
135	MICHEAL, K.A.O No 4	2Credits + Eng			KUJE	2012
136	UDEAGHA, U. I. No 5			5Credits-Eng & Math	''	''
137	EZE, C. C. No 14	2Credits + Eng			''	''
S/N	REGISTRATION & RESULT NOS	ENGLISH + 2Credits	MATHS + 2Credits	5Credits with either English or Maths or neither	NAME OF PRISON	YEAR
138	OCHUMA-EKE, C. No 17	2Credits + Eng			''	''
139	OCHALEFU, J. A. No 26	2Credits + Eng			''	''
140	ISAAC, D. S. No 30			5Credits + Eng	''	''
141	IDEMN, E. O. No 42			5Credits + Eng	KUJE	2012
142	EZE'DUKE, D. C.O. No 1			5Credits + Eng	KUJE	2013
143	ONONIWU, S. M. No 2			5Credits + Eng	''	''
144	OKPARA, C. M. No 3			5Credits + Eng	''	''
145	ISAAC, D. S. No 4			5Credits + Eng	''	''
146	DAVOU, A. No 5	3Credits +Eng			''	''
147	EGWUNMO, E. I. No 6			5Credits + Eng	''	''
148	UGBE, G. J. No 9			5Credits + Eng	''	''
149	ASAWA, J. No 10			5Credits + Eng	''	''
150	ABDULLAHI, A. No 11	3Credits +Eng		5Credits + Eng	''	''
151	OGBONNA, A. J. No 12			5Credits + Eng	''	''
152	NONGU, B. No 13			5Credits + Eng	''	''
153	MAKONDU, D. C. No 14	3Credits +Eng			''	''
154	MADU, C. R. No 15			5Credits + Eng	''	''
155	DAVID, A. O. No 16			5Credits + Eng	''	''
156	JOOTAR, C. No 17			5Credits + Eng	''	''
157	JOHN, S. C. No 18			5Credits + Eng	''	''
158	JABA, H. No 19			5Credits + Eng	''	''
159	DATEP, F. A. No 20			5Credits + Eng	''	''
160	AMADI, E. I. No 21			5Credits + Eng	''	''
161	ALFRED, C. A. No 22	3Credits +Eng			''	''
162	EMEZIEM, S. No 23			5Credits + Eng	''	''

S/N	REGISTRATION & RESULT NOS	ENGLISH + 2Credits	MATHS + 2Credits	5Credits with either English or Maths or neither	NAME OF PRISON	YEAR
163	CHRISTOPHER, P.No 24			5Credits + Eng	”	”
164	CHIBUZO, V. E. No 25	3Credits +Eng			”	”
165	PETER, C. P. No 26			5Credits + Eng	”	”
166	LUKE, C. No 27	3Credits +Eng			”	”
167	OSONDU, J. C. No 29	3Credits +Eng			KUJE	2013
168	GARBA, H. Y. No 30	3Credits +Eng			”	”
169	FATOMILOLA, E.O. No 32			5Credits + Eng	”	”
170	UGWUODO, V. No 33			5Credits + Eng	”	”
171	SMART, U. No 34	3Credits +Eng			”	”
172	ADOGAH, E. No 35			5Credits – Eng & Math	”	”
173	NURA, S. No 36			5Credits + Eng	”	”
174	EZE, E. No 38	3Credits +Eng			”	”
175	CHIKWENDU, E. O. No 40	3Credits +Eng			”	”
176	BOYI, S.W. No 41			5Credits + Eng	”	”

APPENDIX XIV: SUMMARY OF APPENDIX XIII

	3C + Eng	3C + Maths	5C + Maths	5C + Eng	5C –Eng & Maths
Abakaliki	13	1	-	36	3
Ikoyi	25	18	-	37	-
Kuje	15	-	-	26	2

UNIVERSITY OF IBADAN LIBRARY

UNIVERSITY OF IBADAN, IBADAN, NIGERIA.
FACULTY OF EDUCATION
ABADINA MEDIA RESOURCE CENTRE

Acting Director of the Centre:

Dr. Fadekemi O. Oyewusi

B.Ed., MLS, Ph.D (Ib)

Telephone: 08062457423, 08176164530

Email: fo.oyewusi@mail.ui.edu.ng

fdkwusi@yahoo.com

bolawusi@gmail.com



Our Ref:

19th August, 2014

Your Ref:

The Assistant Controller of Prisons
FCT Command,
Gwagwalada,
Abuja

Dear Sir / Madam

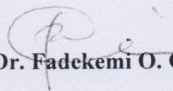
LETTER OF INTRODUCTION

I write to introduce the bearer Mr. Isaac O. Busayo with Matriculation Number 102121 as one of our Postgraduate students. He is currently working on his research work. Titled: "Access to and utilization of library media resources as correlates of academic performance of prison inmates in WAEC/SSCE in Nigeria".

We request that you kindly oblige him use your establishment accordingly to accomplish this task successfully.

Thank you for your co-operation in this regard.

Yours faithfully,


Dr. Fadekemi O. Oyewusi

1974 - 2014

Professor in the Centre

Professor D. F. Elaturoti B.A. (Educ.) Ife), MSL (Western Mich), Ph.D (Ibadan) FNLA, CLN, MNAE

UNIVERSITY OF IBADAN, IBADAN, NIGERIA.
FACULTY OF EDUCATION
ABADINA MEDIA RESOURCE CENTRE

Acting Director of the Centre:

Dr. Fadekemi O. Oyewusi

B.Ed., MLS, Ph.D (Ib)

Telephone: 08062457423, 08176164530

Email: fo.oyewusi@mail.ui.edu.ng

fdkwusi@yahoo.com

bolawusi@gmail.com



Our Ref:

19th August, 2014

Your Ref:

The Assistant Controller General of Prisons
Nigeria Prison Service
Zone 'G' Headquarters
Benin-City

Dear Sir / Madam

LETTER OF INTRODUCTION

I write to introduce the bearer Mr. Isaac O. Busayo with Matriculation Number 102121 as one of our Postgraduate students. He is currently working on his research work. Titled: "Access to and utilization of library media resources as correlates of academic performance of prison inmates in WAEC/SSCE in Nigeria".

We request that you kindly oblige him use your establishment accordingly to accomplish this task successfully.

Thank you for your co-operation in this regard.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'F. Oyewusi', written over a faint circular stamp.

Dr. Fadekemi O. Oyewusi

Professor in the Centre

Professor D. F. Elaturoti B.A. (Educ.) Ife, MSL (Western Mich), Ph.D (Ibadan) FNLA, CLN, MNAE

UNIVERSITY OF IBADAN, IBADAN, NIGERIA.
FACULTY OF EDUCATION
ABADINA MEDIA RESOURCE CENTRE

Acting Director of the Centre:
Dr. Fadekemi O. Oyewusi
B.Ed., MLS, Ph.D (Ib)
Telephone: 08062457423, 08176164530
Email: fo.oyewusi@mail.ui.edu.ng
fdkwusi@yahoo.com
bolawusi@gmail.com



Our Ref:

19th August, 2014

Your Ref:

The Assistant Controller General of Prisons
Nigeria Prison Service
Alagbon Close
Ikoyi Lagos

Dear Sir / Madam

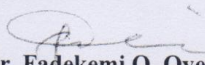
LETTER OF INTRODUCTION

I write to introduce the bearer Mr. Isaac O. Busayo with Matriculation Number 102121 as one of our Postgraduate students. He is currently working on his research work. Titled: "Access to and utilization of library media resources as correlates of academic performance of prison inmates in WAEC/SSCE in Nigeria".

We request that you kindly oblige him use your establishment accordingly to accomplish this task successfully.

Thank you for your co-operation in this regard.

Yours faithfully,


Dr. Fadekemi O. Oyewusi

cc: The Deputy Controller of Prisons
Maximum Security Prison
Kirikiri Lagos

The Deputy Controller of Prisons
Ikoyi Prison
Ikoyi Lagos

UNIVERSITY OF IBADAN, IBADAN NIGERIA.
FACULTY OF EDUCATION
ABADINA MEDIA RESOURCE CENTRE

Acting Director of the Centre:
Dr. Fadekemi O. Oyewusi
B. Ed. MLS, Ph.D (Ib)
Telephone: 08062457423, 08176164530
Email: fo.oyewusi@mail.ui.edu.ng
fdkwusi@yahoo.com
bolawusi@gmail.com

Our Ref:
Your ref:

19th August, 2014

The Assistant Controller General of Prisons,
Nigerian Prisons Service
Zone 'G' Headquarters
Benin City.

Dear Sir / Madam,

LETTER OF INTRODUCTION

I write to introduce the bearer Mr. Isaac O. Busayo with Matriculation number 102121 as one of our Postgraduate students. He is currently working on his research work. Titled: "Access to and utilization of library media resources as correlates of academics performance of Prison inmates in WAEC/SSCE in Nigeria". We request that you kindly oblige him use your establishment accordingly to accomplish this task successfully.

Thank you for your co-operation in this regard.

Yours Faithfully,
SGD: Dr. Fadekemi O. Oyewusi

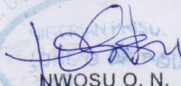
ZGPHQ.115/VOL.III/102

09/10/2014

The Zonal Coordinator,
Nigerian Prisons Service
Zone 'G' Headquarters
Benin City.

The Controller of Prisons,
Nigerian Prisons Service,
Enugu and Ebonyi State Command,
Enugu and Ebonyi State.

I am directed to bring the above to your notice for your information and compliance. In assisting him endeavor that the security of Prison is not compromised, please.


NWOSU O. N.
CP (Admin)
For: ZONAL COORDINATOR
ZONE 'G' BENIN

EBS/SPHQ/113/VOL.11/352

Nigerian Prisons Service,
State Headquarters Office,
Abakaliki, Ebonyi State.

9th October, 2014

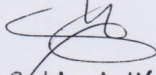
The Deputy Controller of Prisons
Nigerian Prisons Service,
Abakaliki Prison.

RE: LETTER OF INTRODUCTION
APPROVAL OF:

I am directed to convey the Controller of Prisons Approval for Mr. ISAAC O. BUSAYO, Postgraduate student of University of Ibadan to run his research work in your prison.

2. While giving all necessary assistance to him, security of the prison should not be compromised. Ensure that all written work by the student is scrutinized and censored.

3. Attached is photocopy of introduction letter from University of Ibadan, for your perusal, please.


Nwaosuagwu Ostin A.U.(CSP-OPs)
For: Controller of Prisons
Ebonyi State Command.

FCT/ACHQ.260/RM/II/378

Nigerian Prisons Service,
FCT Command Hqrt. Office,
Gwagwalada – F.C.T.

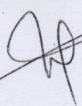
14th October, 2014

The Deputy Controller of Prisons I/C
Nigerian Prisons Service,
Medium Security Prison,
Kuje – F.C.T.

MR. ISAAC O. BUSAYO (MATRIC NO. 102121)
INTRODUCTION OF.

I am directed to write and introduce the above named student of University of Ibadan, Faculty of Education. He is working on academic research on "Access to and Utilization of Library Media Resources as Correlates of Academic Performance of Prison Inmates in WAEC/SSCE in Nigeria" .

I am further directed to request you to provide him with the necessary assistance without compromising the security of the Prison, please.



Onoja I. E.
Deputy Controller of Prisons (Ops)
For: Controller of Prisons
F.C.T. Command, Abuja.