

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/344450555>

Guidance and Counselling Needs of Some Selected Prison Inmates in Ghana

Article · October 2020

CITATIONS
0

READS
395

2 authors, including:



Kwadwo Oteng Akyina
University of Education, Winneba

4 PUBLICATIONS 3 CITATIONS

SEE PROFILE

Guidance and Counselling Needs of Some Selected Prison Inmates in Ghana.

Kwadwo Oteng Akyina, Bartholomew Alubokin

Lecturer, Department of Interdisciplinary Studies, College of Agriculture Education, University of Education, Winneba, Ghana.

College of Agriculture Education, University of Education, Winneba, Ghana.

Corresponding Author: Kwadwo Oteng Akyina

ABSTRACT: *The study was conducted to find out the Guidance and Counselling needs of prison inmates in Ghana. Purposive sampling technique was used to select two (2) prison facilities in Greater Accra region of Ghana. Proportional stratified sampling technique was used to select one hundred (100) prisoners consisting of eighty five (85) males and fifteen (15) females. The data was analyzed descriptively and presented in tables as frequency counts and percentages. Independent sample test was used to determine whether the extent of educational, vocational and personal-social guidance needs of male prisoners differed from female prisoners. It was found that both male and female prison inmates needed educational guidance to a little extent but needed vocational and personal social guidance to a large extent. Significant differences were found between the educational, vocational and personal-social needs between the male and female inmates. It was recommended among others that, the expressed educational, vocational and personal-social guidance needs of prison inmates should be provided to ensure their proper rehabilitation and integration into society upon their release.*

KEYWORDS: *educational, vocational, personal-social, guidance and counselling needs, prisoners.*

Date of Submission: 21-03-2018

Date of acceptance: 07-04-2018

I. INTRODUCTION

Prisons are societal institutions for the confinement and treatment of societal deviants. From the era past till now, prisons have performed the following functions:

- a) Ensuring custody of prisoners and execution of sentences in a humane manner.
- b) Ensuring the welfare of prisoners through protection of their rights and provision of good healthcare, clothing, bedding, feeding, recreation, and library facilities, among other amenities.
- c) Ensuring the reformation and rehabilitation of prisoners by offering them opportunities to develop their skills through trade, training and moral education. (Ghana Prison Service, 1972).

Ghana's Prisons inmates were 14,297 as at June, 2015, with females forming 1.4 percent of the prisons population (World Prison Brief, 2015). There are 45 prison establishments in Ghana. These include twelve major male prisons and seven major female prisons. The male prisons are located in Akuse, Kumasi, Sekondi, Nsawam, Navrongo, Ho, Sunyani, Tamale, Wa, Tarkwa, and Winneba. The seven major female prisons are located in Akuse, Ho, Nsawam, Sekondi, Sunyani, Kumasi and Tamale. In addition, there are local prisons sited throughout the country.

Prisons in Ghana are classified based on their level of security, and on the activities undertaken at the various establishments. In central prisons, trade training facilities are provided to equip prisoners with employable skills for their effective reintegration into society. They take custody of long-sentenced prisoners. Central prisons are the central points for all categories of prisoners with the exception of condemned prisoners. Local prisons are mainly responsible for the safe custody and welfare of inmates, due to the lack of space for trade training activities. They usually take custody of short-sentenced prisoners. Open Camp Prisons undertake agriculture activities to provide food and train inmates in modern agricultural practices. The James Camp Prison near Accra, and Ankaful near Cape Coast are both Open Camp Prisons. Prisoners who are to be released are at times transferred to these facilities as transit to prepare them for their final release into society. In agriculture settlement camps, the level of security is quite relaxed. They are usually not fenced. The main objective is to train inmates in agriculture activities, and to produce enough food to supplement the feeding of inmates and generate some income for the Prisons Service.

A number of studies (Aba-Afari, 2011, Durosaro, 2002 & Dadzie, 2009) have documented the need for guidance and counselling in prisons for prisoners as a way of ensuring their proper reformation and rehabilitation into society. This need is in consonance with the fundamental principle of guidance that,

“everybody needs Guidance” (Shertzer and Stone, 1976). Thus Guidance in its entire focus namely educational, vocational and personal social is needed to ensure proper reformation and rehabilitation of prisoners.

II. REVIEW OF LITERATURE

Roles of Prisons

The primary role of prison institution is the safe custody of the inmates. The Ghana Prison Service (1960) Standing Orders No. 522 page.52 stipulates, that safe custody involves;

- a) Security of cells, locks, and premises in general;
- b) The care of keys;
- c) Counting of prisoners periodically and regularly;
- d) Searching of prisoners, cells, halls, and workshops;
- e) Supervision within day and night;
- f) Escorting of prisoners on transfer from one prison to the other and on outside labor;
- g) Special precaution in special cases.

It is however, important to note that safe custody means ensuring that the inmates are at all times in the safe custody of the prison officers, whether within or without the premises of prison institutions and also preventing them from committing further harm to society or to themselves. Reformation and rehabilitation are also important role of prisons. According to Martinson (1974), the reformative and rehabilitative functions of prison institutions are interwoven. The United Nations (1976) defines rehabilitation as the combined and co-ordinated use of medical, social, educational and vocational measures for training and/or re-training of the individual to the highest possible level of functional ability. The acquisition of formal education up to senior high school and proper skills training for inmates during their stay in prisons enable them seek jobs or become self-employed after their release from prisons. Factors that come into play to ensure that prisons reform and rehabilitate inmates include counseling, group activities and exposure to religious, moral and ethical teachings. The rest are psychiatric, psychological treatment and vocational or trade training.

Definition and focus of Guidance and Counselling

Guidance has been defined as a process of assisting an individual to understand himself and his world (Shertzer & Stone, 1976). It has three major focuses namely: educational guidance, vocational guidance and personal-social guidance (Unachukwu & Igborgbor, 1991). According to Peters & Farwell cited in Unachukwu & Igborgbor, 1991 educational guidance is the assistance given to pupils individually or through group techniques to help them function more effectively in their school progress. According to Vaughan (1970), vocational guidance in its simplest expression means “helping people to choose work in which they will be reasonably contented and successful within the limits of their abilities”. Biswalo (1996) defined vocational guidance as “the process of assisting an individual to choose a vocation, to prepare for it, to enter, and to progress in it”. Shertzer and Stone (1976) stated that, “Personal-social guidance deals with information about human beings which help a student to understand himself better and to improve his or her relations with others.” Personal- social guidance is concerned with issues of interpersonal relationships with peer group, parents, significant figures and even with the transition from one stage of life to another (Unachukwu & Igborgbor, 1991).

Importance of Guidance and Counselling in prisons

French and Gendreau (2006) advanced a suggestion that the best technique used in reform and rehabilitate criminals is counseling. Individuals need counseling to improve their well-being, alleviate distress and mal-adjustment and resolve conflicts (Todd & Bohart, 2003). Brammer (1988) stated that, “the goal of guidance and counseling is to bring change in lifestyles, increase awareness or insight, understanding, relief from suffering and changes in thoughts and self-perceptions”. Dobb (1994) held the opinion that when law breakers are labeled criminals, they enter the phase of secondary deviance where they admit that they are criminals. Guidance and Counseling services in the prisons would assist the inmates to reform themselves by making relevant decisions that would repair the deficiencies in them so that they could return to society and become productive members. Guidance programs would provide many self-improvement avenues, such as work in prison industries and other institutions, vocational training, drug abuse treatment, parenting, anger management and other programs that teach essential life skills. Szumski (1985) pointed out that these kinds of programme would provide skills and habits that would replace the sense of hopelessness which prisoners have.

A study by Aba-Afari (2011) on Kumasi central prison also gives other compelling reasons for Guidance and Counselling in the prisons. The study found out that, families of released prisoners feel reluctant to accept them and reintegrate them into the family for fear of being stigmatized. Thus family counselling in prisons would help families of released prisoners accept them after their release. The study also found that people incarcerated on drug abuse related offences quickly get back to drugs after their release unless they are more supported through Guidance and Counselling. A study by Dadzie (2009) also found that most prison

inmates lack vocational training skills to get back to work after their release hence the need for Guidance and counselling.

III. STATEMENT OF THE PROBLEM

For a very long time guidance and counselling has been regarded as a human service profession geared towards providing assistance to human beings in all settings. It is because of this assertion that Perez cited in Kankam and Onivehu (2000) summarized the definition of counselling as an “interactive process conjoining the counsellee, who is vulnerable and needs assistance, and the counsellor who is trained and educated to give his assistance, the goal of which is to help the counsellor learn more effectively about himself and the reality of his environment”. A critical review of this definition points to the fact that prisoners, who in one way or the other, are at the wrong side of the law need guidance and counseling.

Prisoners face litany of problems after discharge from prison. These problems include problems of reintegration into society, stigmatization, mental disorders, severe stress and lack of knowledge of how to plan their educational life. These problems result in a number of ex-prisoners committing crimes. One reason for this is lack of guidance and counselling needs’ assessment of prisoners. Prisoners who participate in education programmes have a reduction in the risk of re-offending of 13 per cent compared to those who do not participate (Davies et al., 2013). Riggs (2013) found that inmates who participated in educational needs programmes were 43% less likely to become repeated offenders than inmates who did not. Dadzie (2009) posited that "Ghana Prison Service is not able to give the prison inmates adequate vocational training skills." Afari (2011) observed that, no financial assistance programs were offered to inmates to help released prisoners who have acquired employable skills in prison. On their release from prison and after making fruitless efforts to get employed, they end up desperate and revert to committing crime and get themselves back to prison because they get no financial assistance from government or relatives. As noted by Ipaye (1983), providing counseling services for prison inmates should be a condition if the essence of imprisonment is to reform the convicts. It is upon these notes that this study was conducted to ascertain the guidance and counselling needs of some selected prison inmates in Ghana as a way of unearthing them for proper redress. It is important to note that Ghana Prison Service has to some extent a system of guidance and counseling in the prisons. However, these functions are not well performed. This could be attributed to the fact that most of the guidance personnel are not professionally trained counselors to effectively function, and in in most cases, the number of guidance personnel is woefully inadequate. Again, it is important for the guidance and counselling needs of prison inmates to be assessed in order for them to be met by counsellors and the state at large

IV. OBJECTIVES OF THE STUDY

The purpose of this study was to investigate the guidance and counselling needs of prison inmates so as to establish how effectively guidance and counseling could be practiced in prisons. Specifically, the study sought to:

- a) Find out the extent of educational guidance needs of male and female prison inmates.
- b) Find out the extent of vocational guidance needs of male and female prison inmates.
- c) Find out the extent of personal-social guidance needs of male and female prison inmates.
- d) Make recommendations on how guidance and counseling could effectively be practiced in prisons.

V. RESEARCH QUESTIONS

In line with the topic, the following questions guided the study.

1. What is the extent of educational guidance needs of prison inmates?
2. What is the extent of vocational guidance needs of prison inmates?
3. What is the extent of personal-social guidance needs of prison inmates?

VI. HYPOTHESIS

1. There is no significant difference between the extent of educational guidance needs of male and female prisoners.
2. There is no significant difference between the extent of vocational guidance needs of male and female prisoners.
3. There is no significant difference between the extent of personal-social guidance needs of male and female prisoners.

VII. SIGNIFICANCE OF THE STUDY

The study is significant for the following reasons:

- a) The result of the research would assist existing and future counsellors of prisoners on the nature and extent of their (prisoners) guidance needs.
- b) It is also hoped that the research would influence policies on provisions to be made in the prisons by way of facilities to be provided to strengthen guidance and counselling in that sector.
- c) It is hoped that the sector minister, the ministry of interior, and the prisons service administration would realize the valuable need to recruit and train counselors for all prisons to render guidance and counseling services to the inmates, their families and officers within the prison establishment.
- d) It would add to knowledge of guidance needs of prison inmates and the need to strengthen guidance in that sector.
- e) It would provoke evaluation of needs provided for prisoners to meet their guidance needs.

VIII. METHODOLOGY

Research Design

The descriptive survey design was used for the study. The study attempted to describe some aspects of the population by selecting unbiased samples of individuals who were asked to respond to the questionnaire. The descriptive survey design was found as the most appropriate design as it allowed the researchers to use questionnaire to elicit responses from the respondents. The study was to sample ideas from prison inmates on the extent of their guidance needs. This method enabled the researchers to obtain the ideas of the representative sample of the target population. According to Fraenkel & Wallen (2000), descriptive survey involves collection of data in order to answer questions concerning present status of the phenomena under study. The method describes and interprets what exists in its present form, practice and process, trend and effect and attitude or belief. It investigates existing conditions or relationships; prevailing view point, attitudes and beliefs, ongoing process and developing trends.

Population of the Study

The accessible population of the study was the prisoners of the James Fort male and female prisons and the James Camp Prisons in the Greater Accra Region of Ghana. The researchers purposively selected the James Fort male and female as well as the James Camp Prisons for the study because the prisons had all the necessary characteristics of a central prison in the country. The population of inmates in these facilities was 1000. The male prison facilities housed eight hundred and fifty (850) inmates while the female's housed one hundred and fifty (150) inmates. It must be emphasized that the inmates' population is never static as prisoners are continually brought into the prisons, transferred or discharged.

Sample Size and Sampling procedure

The researchers selected one hundred (100) prison inmates from the two (2) prisons. The sample consisted of eighty-five (85) male and fifteen (15) female prisoners. According to Gay and Diehl (1992), generally the number of respondents acceptable for a study depends upon the type of research involved, that is, descriptive, correlational or experimental. The choice of the 100 participants was based on Krejcie and Morgan's (1970) assertion that at least 10% of a study population gives a proportional representation.

Proportional stratified sampling method was used to select the 15 female and 85 male prisoners for study. The researchers arrived at the 15 female prison inmates by dividing the total population of female prisoners (150) by the total number of male and female prisoners (1000) multiplied by the sample size (100). Simple random sampling using the lottery method was used to select the 15 respondents. Similarly, the 85 male prison inmates were arrived at by dividing the total population of male prisoners (850) by the total number of male and female prisoners (1000) multiplied by the sample size (100). Simple random sampling using the lottery method was used to select the 85 respondents.

Instrumentation

Questionnaire was employed for collecting data for the study. The Cronbach's Reliability Analysis was used to test the reliability of the questionnaire (Cronbach's Alpha = .611). This result gave proof to the fact that the questionnaire was reliable. The items in the questionnaire were formulated by the researchers. The items were shaped with ideas either gathered from the literature review or based on the objectives of the study. In all, the questionnaire had 19 close-ended items. This was divided into sections A, B, C and D. Section A asked for biographical information on the prison inmates. Section B to D had items on guidance needs of the inmates.

Data Collection Procedure

The questionnaire was administered personally by the researchers after appropriate permission had been sought. To obtain appropriate responses, the instructions and items were read and explained in Akan and

Ga languages to inmates who could not read and write. All the hundred (100) prisoners responded to the questionnaire; the coverage and return rate was 100%.

IX. DATA ANALYSIS PROCEDURE

The quantitative data were analyzed using descriptive statistics. Responses to specific questions in the questionnaire were used to answer a particular research question. This was presented in tables as frequency counts and percentages. Again, the researchers used t-test to compare the significant differences between the extent of guidance needs of male and female prison inmates. This was done at a significance level of $p < .05$. This was interpreted, discussed and appropriate inferences made. The following were the response codes for the variables in the questionnaire: Very Large Extent (VLE1) = 4; Large Extent (LE1) = 3; Little Extent (LE2) = 2 and Very Little Extent (VLE2) or No Extent (No) = 1.

Demographic Analysis

This part presents the demographic analysis of the participants according to age and gender. The information on these variables is presented in table 1 and 2 below:

Table 1: Age Distribution of the Respondents

Age	Frequency	Percentage (%)
20-40	87	87
41 & above	13	13
Total	100	100

As shown in Table 1, it is observed that 87% of the prisoners were within the age range of 20-40 years while 13% were within the age range of forty-one (41 years and above).

Table 2: Gender Distribution of the Respondents

Age	Frequency	Percentage (%)
Male	85	85
Female	15	15
Total	100	100

Table 2 shows the population of respondents by gender. Eighty-five (85%) prison inmates were males and 15 (15%) of them were female. The frequency of the female inmates was small due to the small number of female convicts.

X. RESULTS

Research Question 1: What is the extent of educational guidance needs of prison inmates?

This research question sought to find out the extent of educational needs of both male and female prison inmates. The response codes and values used were: Very Large Extent (VLE¹) = 4; Large Extent (LE¹) = 3; Little Extent (LE²) = 2 and Very Little Extent (VLE²) or No Extent (No) = 1.

Table 3: Educational Guidance Needs of Prison Inmates

Education Guidance needs of prisoners	Responses by Male Inmates				Responses by Female Inmates			
	VLE ¹	LE ¹	LE ²	VLE ²	VL E ¹	LE ¹	LE ²	VL E ²
The need to know how literacy programs in prison can assist in the rehabilitation of the prisoner	5 *(5.9)	35 41.2	44 (51.8)	1 (1.2)	0 (0.0)	5 (33.3)	10 (66.7)	0 (0.0)
The need to know the highest level of literacy education to gain from prison	3 *(3.5)	35 (41.2)	45 (52.9)	2 (2.4)	0 (0.0)	5 (33.3)	10 (66.7)	0 (0.0)
The need to know the various kinds of literacy education a prisoner can take advantage of while in prison	1 *(1.2)	40 (47.1)	43 (50.6)	1 (1.2)	1 (6.7)	4 (26.7)	10 (66.7)	0 (0.0)
The need to know how best I can improve upon my current educational status	3 *(3.5)	37 (43.5)	42 (49.4)	2 (3.5)	1 (6.7)	4 (26.7)	10 (66.7)	0 (0.0)
The need to know how best I can put my current certificate into best use	4 *(4.4)	5 (5.9)	4 (4.7)	72 (84.7)	0 (0.0)	0 (0.0)	1 (6.7)	14 (93.3)

*percentages in parentheses

Table 3 sought answers to the nature of educational guidance needs of female and male prison inmates in the Greater Accra Region. A few number (40 or 47.1%) male prisoners and 5 (33.3%) female prisoners

wished to know to a large extent how literacy programs in prison could assist to rehabilitate them. Conversely, 45 (52.9%) male prison inmates and 10 (66.7%) female inmates rather affirmed the statement to a little extent. Also, 38 (44.7%) male inmates and 5 (33.3%) female prisoners wished to know to a large extent the highest level of literacy education to gain from prison. Incredibly, 47 (55.3%) male prisoners and 10 (66.7%) rather asserted this statement to a little extent. A few number (41 or 48.3%) of male prisoners and 5 (33.3%) female inmates needed to know to a large extent the various kinds of literacy education which a prisoner could take advantage of while in prison. The majority (44 or 51.8%) of male prisoners and 10 (66.7%) female prisoners rather admitted the statement to a little extent. The minority (40 or 47.1%) of male inmates and a small number (5 or 33.3%) of female prisoners needed to know how best they could improve upon their current educational status. Unbelievably a significant number (45 or 52.9%) of male prison inmates and 10 (66.7%) female inmates rather asserted the statement to a little extent. Only a small number (9 or 10.3%) of male prisoners and none (0.0%) of the female prison inmates wished to know to a large extent how best they could put their current certificates into best use. Amazingly, a greater number (76 or 89.4%) of male inmates and all (15 or 100%) the female inmates rather wished to know to a little extent. It can then be concluded that both the male and female inmates expressed very little need for the educational guidance needs measured.

Hypothesis 1: There is no significant difference between the extent of educational guidance needs of male and female prisoners.

The difference in educational need by gender was further subjected to independent samples test (t-test). The test variables were: educational guidance needs (dependent variable) and gender of prisoners (independent variable). The t-test is significant at the .05 level (2-tailed) at a Confidence Interval (C.I) of 95% with degrees of freedom (df) of 98. The result is presented in Table 4 below:

Table 4: Independent Samples Test (t-test) Results

Probability (p)-value is significant at the .05 level (2-tailed)

Test Variables	Educational guidance needs	N	Mean (X)	Std Deviation	Std Error Mean	t	df	sig (2-tailed)
Male prisoners	> = 5	85	3.93	.258	.067	3.286	98	.001
Female prisoners	< 5	15	3.69	.787	.085			

Tables 4 shows the t-test results of the differences in educational guidance needs of male and female prisoners. Male prison inmates slightly need educational guidance ($X = 3.93$, $N = 85$, $SD = .258$) than their female counterparts ($X = 3.69$, $N = 15$, $SD = .787$); $df = 98$, and $p = .044$ (2-tailed). The output in Table 4 indicates that, the observed difference in the means is significant. Hence, the result is slightly skewed towards the male prisoners. The null hypothesis is therefore rejected. There is significant difference between the extent of educational guidance needs of the male and female inmates.

Research Question 2: What is the extent of vocational guidance needs of prison inmates?

This research question sought to find out the extent of vocational needs of both male and female prison inmates. The responses are found in Table 5 below:

Table 5: Vocational Guidance Needs of the Prison Inmates by Gender

Vocational Guidance needs of prisoners	Responses by Male Inmates				Responses by Female Inmates			
	VLE ¹	LE ¹	LE ²	VL E ²	VLE ¹	LE ¹	LE ²	VLE ²
The wish to know the type of vocational skills to acquire to help me settle down successfully on discharge	17 *(20.0)	41 (48.2)	27 (31.8)	0 (0.0)	4 (26.7)	9 (60.0)	2 (13.3)	0 (0.0)
The wish to know how best I can put to use the trade training I have acquired in prison on discharge	3 *(15.3)	41 (48.2)	31 (36.5)	0 (0.0)	3 (20.0)	10 (66.7)	2 (13.3)	0 (0.0)
The wish to know the chances of getting a job on discharge from prison.	1 *(44.7)	37 (43.5)	10 (11.8)	0 (0.0)	4 (26.7)	10 (66.7)	1 (6.7)	0 (0.0)
The wish to know the type of skill taught in prison that will make me marketable upon release from prison	3 *(34.1)	21 (24.7)	35 (41.2)	0 (0.0)	7 (46.7)	5 (33.3)	3 (20.0)	0 (0.0)
The wish to know how to come by financial assistance to set up a job with the knowledge I have acquired in prison.	4 *(21.2)	63 (74.1)	4 (4.7)	0 (0.0)	1 (6.7)	13 (86.7)	1 (6.7)	14 (93.3)

*percentages in parentheses.

Table 5 indicates the responses of male and female prisoners with regard to the extent to which they needed vocational guidance on the type of vocational skills to learn in prison so as to make inmates marketable on discharged from prison, how to come by financial assistance to set up jobs on their own, and the chances of getting employed or re-employed on discharge.

In rank order: 13 (86.7%) female prison inmates (1st) and 58 (68.2%) male prisoners (2nd) wished to know to a large extent the type of vocational skills to acquire to help them settle down successfully upon discharge. Only 2 (13.3%) female prisoners and 27 (31.8%) male prisoners admitted the statement to a little extent. Similarly, 13 (86.7%) female prison inmates (1st) and 54 (63.5%) male prisoners (2nd) wished to know to a large extent how best they could put to use the trade training which they would have acquired in prison upon discharge. Two (13.3%) female inmates and 31 (36.5%) male prisoners wished to know to a little extent. The majority (14 or 93.4%) of female inmates and 75 (88.2%) male prisoners wished to know the chances of getting a job on discharge from prison. Only 1 (6.7%) female prisoners and a few number (10 or 11.8%) of male prisoners asserted this statement to a little extent. A considerable number (12 or 80.0%) of female prisoners and 50 (58.8%) of male prison inmates wished to know the type of skill taught in prison that would make them marketable upon release from prison. Three (20.0%) female inmates and 35 (41.2%) male inmates wished to know to a little extent. Lastly, 81 (95.3%) male inmates and 14 (93.4%) female prisoners wished to know how to come by financial assistance to set up a job with the knowledge they have acquired prison. On the other hand, 4 (4.7%) male prisoners and 1 (6.7%) female prisoner admitted the statement to a little extent. It can be concluded that most prison inmates, both males and females need vocational guidance to a large extent.

Hypothesis 2: There is no significant difference between the extent of vocational guidance needs of male and female prisoners.

Independent samples test (t-test) was further used to determine whether the vocational counseling needs of female inmates differ from their male inmates. The test variables were: vocational counseling needs (dependent variable) and gender of prisoners (independent variable). The t-test is significant at the .05 level (2-tailed) at a Confidence Interval (C.I) of 95% with degrees of freedom (df) of 98. The result is presented in Table 6 below.

Table 6: Independent Samples Test (t-test) Results

Test Variables	Vocational Guidance needs	N	Mean (X)	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Male prisoners	> = 5	85	1.56	.499	.049	.211	98	.044
Female prisoners	< 5	15	2.00	.000	.000			

Probability (p)-value is significant at the .05 level (2-tailed)

Table 6 shows the t-test result of the differences in vocational counseling needs of male and female prisoners. The results indicate that female prisoners were more likely to need vocational guidance services (X = 2.00, N = 15, SD = .000,) than their male counterparts (X = 1.56, N= 85. SD =.049); df = 98, and p = .044 (2-tailed). The output in Table 6 indicates that the observed difference in the means is significant. This result suggests that, female prisoners desired vocational counselling than their male counterparts. The null hypothesis is rejected.

Research Question 3: What is the extent of vocational guidance needs of prison inmates?

This question sought to elicit information from the male and female prison inmates on whether long incarceration affects adjustment to outside life when discharged.

Table 7: Analysis of Personal-Social Guidance Needs of Prison Inmates by Gender

Personal-Social Guidance needs of prisoners	Responses by Male Inmates				Responses by Female Inmates			
	VLE ¹	LE ¹	LE ²	VLE ²	VLE ¹	LE ¹	LE ²	VLE ²
The need to know whether my long stay in prison would affect my adjustment to life	33 *(38.8)	50 (58.8)	2 (2.4)	0 (0.0)	2 (13.3)	10 (66.0)	3 (20.0)	0 (0.0)
The need to know how to cope with the prison regiment	18 *(21.2)	63 (74.1)	4 (4.7)	0 (0.0)	1 (6.7)	13 (86.7)	1 (6.7)	0 (0.0)
The need to know how to get re-united with my relations on discharge from prison.	26 *(30.6)	53 (62.4)	5 (5.9)	1 (1.2)	5 (33.3)	10 (66.7)	0 (0.0)	0 (0.0)
The need to know how to appeal against my sentence to win my freedom	19 *(22.4)	42 (49.4)	24 (28.2)	0 (0.0)	7 (46.7)	7 (46.7)	1 (6.7)	0 (0.0)
The need to know how to overcome the stigma of imprisonment on discharge from prison.	5 *(5.9)	45 (52.9)	35 (41.2)	0 (0.0)	1 (6.7)	11 (73.3)	3 (20.0)	0 (0.0)

*percentages in parentheses

Table 7 shows the extent of personal-social guidance needs of prison inmates by gender. Eighty-three (97.6%) male prisoners and 12 (80.0%) female prison inmates needed to know to large extent whether their long stay in prison would affect their adjustment to life. Only 2 (2.4%) male prisoners and 3 (20.0%) affirmed this statement to little extent. In order of magnitude: 81 (95.3%) male prisoners and 14 (93.4%) female prisoners needed personal-social guidance to know how to cope with the prison regiment to a large extent. However, 4 (4.7%) male prison inmates and 1 (6.7%) female inmates asserted the statement to a little extent. Seventy-nine (93.0%) male inmates and 15 (100.0%) female prisoners needed personal- social guidance on how to re-unite with relations upon discharge. Only 6 (7.1%) male prisoners asserted this statement to a little extent. More so, 61 (71.8%) male prisoners and 14 (93.4%) female inmates needed to know how to appeal against their sentence or conviction to win their freedom. On the other hand, 24 (28.2%) male prisoners and 1 (6.7%) female prisoner admitted the statement to a little extent. The majority (50 or 58.8%) of male inmates and a considerable number (12) which represents 80.0% of female prisoners needed to know how to overcome the stigma of imprisonment on discharge from prison. Conversely, 35 (41.2%) male prison inmates and 3 (20.0%) female inmates asserted the statement to a little extent. It can be concluded that both males and female inmates expressed the need for personal-social guidance to a large extent

Hypothesis 3: There is no significant difference between the extent of personal-social guidance needs of male and female prisoners.

Independent samples test (t-test) was used to determine whether the personal-social guidance needs of female inmates differ from their male inmates. The test variables were: personal-social counseling needs (dependent variable) and gender of prisoners (independent variable). The t-test is significant at the .05 level (2-tailed) at a Confidence Interval (C.I) of 95% with degrees of freedom (df) of 98. The result is presented in Table 8 below:

Table 8: Independent Samples Test (t-test) Results

Test Variables	Personal-Social Guidance needs	N	Mean (X)	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Male prisoners	>= 5	85	1.76	.766	.83	1.348	98	.016
Female prisoners	< 5	15	2.13	.743	.192			

Probability (p)-value is significant at the .05 level (2-tailed)

Tables 8 shows the t-test result of the differences in personal-social counseling needs between male and female prison inmates. A comparison of the mean differences by gender revealed that, there was a significant gender difference in personal-social counselling needs. The results indicate that female prison inmates were more likely to need personal-social guidance (X = 2.13, N = 15, SD = .743) than their male counterparts (X =1.76, N = 85, SD = 766). The table indicates that the observed difference in the means is significant t (98) = 1.348. p = .016. It could be concluded from results that, the need for personal-social counseling needs is skewed towards the female prison inmates. This result implies that female inmates need personal-social guidance services than their male counterparts. The null hypothesis is therefore rejected.

XI. DISCUSSIONS

The expression of need to a little extent by both male and female inmates of the current educational needs offered prison inmates calls for modification in the nature of educational needs offered prison inmates. As expressed by Reagon and Stronghton (1976), prison institutions must offer educational programmes that suit the needs of inmates as a way of reforming and rehabilitating them. The skewed nature of educational needs in favour of the male inmates might be due to the age range of male inmates. Most of them were young and wish to pursue further education after their releases from prison.

The expression of vocational guidance needs to a large extent by both male and female inmates is in order because a lot of people are believed to find themselves at the wrong side of the law and hence prison as a result of lack vocation. Acquisition of vocational training in prison therefore might help them to be independent in life and hence the less chance of finding themselves in prison again. The expressed vocational guidance needs corresponds with the findings of Nordic Council of Ministers (2009). In their study of 630 prisoners – corresponding to 26.2% of the total number of prisoners – stated that, given the option, they would want to participate in prison vocational training. The desire of starting a course of vocational training was by far the most frequently-cited preference, expressed, for example, by 40% of prisoners between the ages of 18 and 24.

The expression of high need for personal-social guidance by both the male and female inmates is in line with Ipaye (1986) assertion that, a lot of prison inmates face psychological, social and other related problems of reintegration into society and hence prison inmates need personal-social information to deal with

these problems after their release from prison. Furthermore, Goffman (1961) contends that prisoners are subjected to “inmate codes” where decisions on eating, sleeping and mingling with others are made for them or curtailed. They therefore need personal-social guidance to help the live independent life upon their release from prison.

It was found out that males need more educational guidance than females. This is in conformity with the social system in Ghana until recent times, where parents educated their male children in schools at the expense of their female children and rather put their female children in vocations or trades. Though this trend has changed in recent times, it is possible that that might have influenced the males’ strong desire for educational guidance than the females. It is also possible that the set of items on the questionnaire were more in favour of males than females hence their high preference for them than their female counterparts.

The females expressed high vocational guidance needs than the males. Again, in the Ghanaian social system until recently, vocational training and apprenticeship was the preserve of females with collegiate education, that of males. This might have accounted for the high choice of vocational guidance needs by the females than the males. Again, a lot of people commit crimes and hence find themselves in prison due to lack of vocation and therefore it is possible that most of the female prisoners found themselves in prison because of lack of vocation. It can also be that they perceive that their gainful employment through vocational training might eliminate the possibility of getting themselves back to prison.

The expression of high personal-social guidance needs by the female prisoners than the males might be due to the high emotional nature of females than males. Females by nature tend to be emotionally troubled after an experience and therefore are more likely to need personal-social guidance as a way of dealing with emotional and psychological problems after their discharge from prison.

XII. CONCLUSION

From the findings of the study, it can be concluded that both male and female prison inmates have very little need for educational guidance with male prisoners needing it more than the female inmates. Both male and female prison inmates have very high need of vocational guidance with female inmates having a greater need than their male counterparts. Furthermore, both male and female prison inmates have very high need of personal-social guidance with female inmates having a greater need than their male counterparts.

RECOMMENDATIONS

It is recommended therefore that:

- 1) Educational guidance needs offered in prisons should be modified to suit their current educational needs.
- 2) The expressed educational, vocational and personal-social guidance needs of prison inmates should be provided to ensure their proper rehabilitation and integration into society upon their release.
- 3) Regular guidance needs assessment should be done in prison establishments to find out the current needs of prisoners for their best provision.
- 4) Studies should be done to find out the reasons for the differences in the expressed educational, vocational and personal-social needs of male and female prison inmates.

REFERENCES

- [1]. Aba-Afari, S. (2011). *Investigation into guidance and counselling programs in Ghanaian prisons: A case study of Kumasi Central Prisons*. Unpublished master's thesis. Department of General Art Studies, Kwame Nkrumah University of Science and Technology.
- [2]. Biswalo P. M. (1996). *Introduction to guidance and counseling in African setting*. Dares-Salaam: Tanzania Dar-es-Salaam University Press.
- [3]. Brammer, L.M. (1988). *The helping relationship: Process and skills*. Englewood Cliff NJ: Prentice Hall.
- [4]. Davis, L.M., Bozick, R., Steele, J.L., Saunders, J., and Miles, J.N. (2013). *Evaluating the Effectiveness of Correctional Education: A meta-analysis of programs that provide education to incarcerated adults*. Santa Monica, CA: Rand.
- [5]. Dadzie, A. (2009). *Evaluation of vocational training programs within the Ghanaian Prisons with reference to the 1992 prisons service decree NRCD 46 (1)*. Kumasi: KNUST Press.
- [6]. Dobb, C. (1994). *Sociology: An introduction*. Harcourt: Bruce & Company.
- [7]. Durosaro, I. A. (2002). Counselling needs of female prisoners in Nigeria. *The Nigerian Journal of Guidance and Counselling*, 8 (1), 154-161.
- [8]. Fraenkel, J. R. & Wallen, N. E. (2000). *How to design and evaluate research in education* (4th ed.). New York: McGraw-Hill Companies, Inc.
- [9]. French, S.A., & Gendreau, P. (2006). Reducing prison misconducts: What works! *Criminal Justice and Behaviour*, 33, 185-218.
- [10]. Gay, L.R., & Diehl, P.L. (1992). *Research methods for business and management*. New York: Macmillan.
- [11]. Ghana Prison Service (1972). *Prison Service Decree, 1972 NRCD 46*. Retrieved on 14/01/2016 from https://en.m.wikipedia.org/wiki/Ghana_Prison_Service.
- [12]. Ghana Prison Service (1960). *Ghana Prison Service Standing Orders*. Retrieved on 14/01/2016 from https://en.m.wikipedia.org/wiki/Ghana_Prison_Service.
- [13]. Goffman, E. (1961). *Asylums*. Garden City N. Y.: Double day
- [14]. Ipaye, T. (1986). *Education and vocational guidance*. Ile-Ife: University of Ife Press.
- [15]. Kankam G. & Onivehu, A. O. (2000). *Principles and practice of guidance and counseling*. Accra: K. N.B Ltd.
- [16]. Krejcie, R. V., & Morgan. D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.

- [17]. Martinson, R. R. (1974). What Works? Questions and answers about prison reform. *The Public Interest, spring*. 22-25.
- [18]. Nordic Council of Ministers (2009). Prisoners' Educational Backgrounds, Preferences and Motivation. Copenhagen: Jette Koefoed.
- [19]. Reagon M. & Stronghton (1976). *School behind bars: A descriptive overview of correctional education in the American prison*. Metuchen N. J.: Score Crow Press.
- [20]. Riggs, M. (2013). Why prisoner education is key in reducing crime. www.citylab.com/solutions/2013/09.
- [21]. Shertzer, E., & Stone, S. (1976). *Fundamentals of guidance*. (3rd ed.). New York: Houghton Mifflin Company.
- [22]. Szumski, B. (1985). *America's prison opposing viewpoints*. New Jersey: Greenhaven Press Inc.
- [23]. Todd, J., & Bohart, A.C. (2003). *Foundations of clinical and counselling psychology (3rd ed.)*. Long Grove, IL: Waveland.
- [24]. Unachwukwu, G. C. & Igborgbor, G. C. (Eds.). (1991) *Guidance and counselling: A realistic approach*. Owerri: International Universities Press.
- [25]. Vaughan, T. D. (1970). Education and vocational guidance today. London: Routledge and Kegan Paul Limited.
- [26]. World Prison Brief (2015). *Prison population in Ghana*. Institute for criminal Policy Research

Kwadwo Oteng Akyina. " Guidance and Counselling Needs of Some Selected Prison Inmates in Ghana." *International Journal of Humanities and Social Science Invention (IJHSSI)* 7.04 (2018): 08-17.