

**A STUDY OF THE CHALLENGES OF WOMEN PARTICIPANTS
IN FUNCTIONAL LITERACY PROGRAMMES IN OVIA NORTH
EAST LOCAL GOVERNMENT AREA OF EDO STATE**

BY

**Amenze Christabel OMORUYI
EDU1602181**

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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CERTIFICATION

We the undersigned hereby certify that this research project was conducted by Amenze Christabel OMORUYI with Mat No. EDU1602181 in partial fulfillment of the requirements for the award of Bachelor of B.S.c (Ed.) in Adult Education/ Political Science, Faculty of Education University of Benin, Benin City.

Dr. F. Aghedo
Project Supervisor

Mrs. C.GAbey-Fashae
Project Coordinator

Date: -----

Date: -----

Prof. E.O.S. Iyamu
Dean, Faculty of Education

DEDICATION

This study is dedicated to the Almighty God for his divine mercy, love, wisdom, understanding, strength and provision.

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ABSTRACT

This study was designed to investigate challenges of women participation in functional literacy programmes in Ovia North East Local Government Area of Edo State. In to achieve this purpose; the following research questions were raised to guide the study:

The study adopted the descriptive survey type of research design and the major instruments used for data collection was the questionnaire. The questionnaire was validated and the reliability was determined through test-retest method. The data collected were presented in frequency count and percentage for all the four (4) research questions examined. A total of one hundred (100) women participants that is twenty (20) women were selected from five (5) skills training or acquisition centres in the area through purposive sampling techniques.

The findings of the study revealed that there are functional adult education programmes in Ovia North East Local Government Area, the programmes are of different types and there is a lack of awareness of adult educational programmes. It was recommended that, more awareness should be created by way of publicity in the various media outlet using jingles, and other forms of advertisement that more women can be aware that such programmes exist. There is a need to site more adult education centres in the various communities in Warri North-East Local Government Area of Delta State to enable women in such location participate. The scope of skills/programmes available in adult education centres should be broadened to accommodate a variety that can cater for the need and interest of would be participants. These factors have the power to sustain participation in any individual.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education whether formal or non-formal is seen as an instrument for change and it brings about changes about changes in people that could be in the form of awareness of social justice a new desire to reach new goal or realize new aspirations acquisition of new skills or to even upgrade old knowledge and skills. Education is the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education in the life of an individual is a channel for advancement in his/ her social, political, economic and physical endeavours. The change brought about by education could also open couple eyes that they have a significant role to play in order to re-direct or determine the course that their lives are taking.

According to Asiedu and Oyedeji (1996), functional literacy treats illiterate in a group context within a given environment or occupation with a view to satisfying the collective and individual needs of the group functional

literacy combines the skills of reading writing and computing with social, technical and occupational training.

Functional literacy, according to Gray (2003), is the training of adult to meet independently the reading and writing demands placed on them. Functional literacy is characterized as the ability to read well enough to perform job activities successfully and understand printed messages. Functional literacy is often seen as mastering of basic reading and writing skills with emphasis on lower order concerns (vocabulary programmer, spelling and hand-writhing. etc) in multi-literacies for a digital age.

Moreso, the term “Functional Literacy” is used in three (3) different contexts: international discussion, adults literacy and general education. Functional is an essential part of the non-formal education programme provided by the government and other private organization. It is more advanced than the basic literacy as it doesn’t limit one to the knowledge of reading, writing and calculation but enables the individual to be active whether he or she may be. Functional literacy is a viable tool in the liberation of women from gender enslavement. The existing agencies and Non-governmental Organisation (NGOs), both local and international that

continues to work towards the development of women. Various programmes have been put in place in several skills such as hair-dressing, bead making, tailoring, catering and cosmetology among others. Funds have also been provided by international agencies to support women to establish business of their choice. Scholarship has also been provided to the girl child. These are many other efforts made towards the improvement of the living standard of women.

Through the activities of these agencies and Non-governmental Organisations (N.G.Os) are steps in the right direction, they remain our overwhelming odds that tends to better living conditions for women in the area of socio-cultural such as child birth and child care, gender bias attitude, sexual harassment, non-proximity of training centres from home, lack of support from husband engagement in household chores etc.

Similarly, so far, government has paid only up service to women training by its poor investment in the enterprise couples with the lack of control over the quantity and quality of women s functional literacy programmes.

In conclusion, in Nigeria, like in many other developing countries, the women are saddled with many responsibilities. Not only are they expected to work either in paid employment (which are mostly lower paid job) or engage in petty trading to support family's income, they are responsible for all domestic works including cooking, caring for husbands, children and housekeeping. In Edo state in particular, social and economic conditions under which women have to thrive have assumed greater pitiable dimension.

Statement of the Problem

Quite a good number of women lost the opportunity for formal education when they were younger. Among these are those who were either totally denied access to education or dropped out of the system due to their poor economic background or were forced into early marriage as a means of satisfying the dictates of local customs or those whose educational career terminated due to teenage pregnancy.

Despite their career predicaments, many women still desire non-formal education of one form or the other that would equip them for a more-fulfilling life, especially those who have acquired basic literacy. Working mothers employed in public or private establishments also desire upgrade

their educational attainment in order to be eligible for promotions. Some women have even decided to acquire skills through the functional literacy programmes in order to be self-dependent and supplement the income of their husband.

The most disturbing situation however, is that there are only very few women who have decided to upgrade themselves by acquiring skills through one literacy or the other. A lot of them have developed serious apathy towards learning. It was in respect to this that Seyour (1999), observed that women are still emotionally, economically, socially and educational disadvantaged. In the area of functional literacy programmes, most women are very reluctant in participating and even those that found the courage to register with the literacy centres within their community withdraw from the programmes after few days. This indicates a problem.

Since women have been considered as strong catalyst to the economic and political development any nation, it becomes very necessary to look into these issues of student's loss of enthusiasm as regards functional literacy programmes. This is the problem the study seeks to resolve or this study seeks to examine the challenges of women participants in functional literacy

programmes. Hence, the problem of the study is: what are the challenges of women participants in functional literacy programmes.

Research Question

To achieve the purpose intended, the following research questions were raised to guide the study:

1. Are there functional literacy programmes in Ovia North East Local Government Area?
2. What is the level of women participation in functional literacy programmes in Ovia North East Local Government Area?
3. What factors affects women participation in functional literacy programmes in Ovia North East Local Government Area?
4. What are the possible ways of resolving problem women encounters in their participation functional literacy programmes in Ovia North East Local Government Area?

Purpose of the Study

The cardinal purpose of this study is to identify the challenges of women participation in functional literacy programmes. In this regard, this study seeks to achieve the following specific objectives:

- To determine if there functional literacy programmes in Ovia North East Local Government Area
- To find out the level of women participation in functional literacy programmes in Ovia North East Local Government Area
- To determine the factors affecting women participation in functional literacy programmes in Ovia North East Local Government Area
- To find out the possible ways of resolving problem women encounters in their participation in functional literacy programmes in Ovia North East Local Government Area

Significance of the Study

Educations and policy makers are ever in need of information from research work in order to attain educational goal and objectives. One of which is the all-round development of an individual so as to bring about social, development. Understanding the challenges of women in functional literacy will enable policy makers evolves measures that will enable participant to be actively involved in their communities. The finding of this study is expected to help achieve this.

The result of this work will be found useful by operators of non-formal education programmes, especially literacy programmes for women and even organizers of skills acquisition programmes. it will enable them evolve strategies that will be used to design programmes that will be of interest to the women, it is hoped that the results of this work will prove valuable to all stakeholders in their bid motivate and sustain participation of women in functional literacy programmes. it is also believed that this findings or data generated will culminate in the need to make efforts towards encouraging women to participate in functional skill as well as sustain their involvement.

Lastly, this research work is a contribution to the pool of knowledge already gained from research work in this area.

Scope/Delimitation of the Study

This study tries to examine the challenges of Women participations in functional literacy. The study is delimited to Edo State with particular reference to Ovia North East local government area. Focus was placed on five communities such as: “Ebumore”, “Isihor”, “Oluku” “Iguosa” and “Ekiadolor”

Limitation of the Study

In the course of the research the investigator experienced several difficulties which tends to undermines the success of the study

A study of this nature requires a lot of time but the short time allotted to this research made it almost impossible for the researcher to forge ahead.

The researcher had problem in locating some of the literacy centres in these communities. This made it difficult for gaining access to the learners in order to distribute the questionnaire.

Again, the low level of literacy of some learners increased the burden of the researcher as he has to be spend valuable time to explain some of the issues presented in the items of the questionnaire

Definition of Terms

For the purpose of clear understanding, the following terms are operationally defined according to their usage in this study;

Challenges: This refers to the difficulties encountered in the process of carrying out a task or an assignment

Functional Literacy: An Adult and Non-formal educational programmes organized for adult participants to acquired skills for the purpose of making them to be financially independent

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant and related literature on this study. It shall be discussed under the following sub-headings;

- Concept of Literacy
- Concept Functional Literacy
- Global Perspectives to Functional Literacy Programmes
- An Overview of Functional Literacy in Nigeria
- Possible Factors Affecting Women Participation in Functional Literacy Programmes
- Summary of Reviewed Literature

Concept of Literacy

Literacy as it may seem to be a simple term known by most people but literacy as a concept has proven to be both complex and dynamic, continuing to be interpreted in a multiplicity of ways. People's notion of what it means to be literate or illiterate is influenced by academic research, institutional agendas, national context, cultural values and personal experience. In the academic community, theories of literacy have evolved from those focused

solely on changes in individuals to more complex views encompassing the broader social context (the literate environment and the literate society) that encourages and enables literacy activities and practices to occur. As a result of these and other developments, understandings in the international policy community have expanded too, from viewing literacy as a simple process of acquiring basic cognitive skills, to using these skills in ways that contribute to social awareness and social change.

Literacy, from the past two-three decades have been a topic of discussion throughout the whole continents of the world. Ordinarily, it would seem that the subject is already well known but this may be applicable to only the adult education audience. To many outside the audience, especially in the developing countries, the concept of literacy is still largely misunderstood. This misunderstanding is often found in ignorance and sometimes, a down-right reluctance to search for the true meaning of literacy education.

Furthermore, the concept of literacy tends to always be taken for granted and by so doing, we remain ever lost; the sound of which ought to pave the way to better appreciation of, and provision of literacy education,

whether for youth or for adults. In times like this, it is useful to pose the big picture, “what is literacy”?

On the periphery, it would appear that it is simply easy to find an answer to the questions of what literacy is all about. A review of related literature in this direction reveals the prevalence of confusion as to the exact meaning of literacy. Since it might not be possible to review all the definitions of literacy posited, it will be rewarding to have a few of the major ones. The Advanced Learners Dictionary of current English, refers to literacy as “an acquaintance with the alphabet and the ability to read and write.” Simple as the above definition is, it has flaws, for we have not been told the level of competence the individual should reach before he or she could be described as literate. In attempting to throw further light on the definition of literacy, Oyedeji et al, (1999) posited that literacy is “the skill of transmitting and receiving messages in an intelligible manner in a written form”. “They argue that literacy is not just the ability to read and write, but includes the ability to do both intelligibly”. But, Oyedeji, et al did not help us much further because of the emphasis he seemed to have laid on the ‘written’ form of language, to the negligence of the ‘vocal’ side. A more

proper approach as you will note, is to stress the combination of written and verbal communication, that being so, can we then use the term literacy to refer to individuals' ability to read and write? It seem we can in a restricted way, and many other countries before the 1960's used this as a true too for judging people to be literate. In fact it had been used for census in some of the countries, but we do know that elementary or basic literacy is hardly enough to make the individual function fully in modern societies.

It is probably surprising to note that in spite of the shortcomings pointed out in the earlier attempt to define literacy, a world body like the United Nations Population Commission (1990), made the mistake of using its criteria for judging people to be literate; the mere ability to both read and write a simple message in any language. But, the United Nations Population Commission's definition was for two major standard; for measuring literacy and the addition of the qualification of many languages. Not surprising therefore, the attempts by this United Nations body turned out to influence subsequent dramatic social, economic and technological changes and whatever conjections of literacy as we might have started to change as well.

In the physical aspect of the world development, changes have also tried to affect the non-physical aspects, especially the mutual ones. Scholars in the literature for example have begun to notice that the guiding definition offered by the United Nations Population Commission could no longer criticize the 1990 proposition for being narrow in the sense that it did not say what makes up a single language from one society to another. Outside this shortcoming, the definition did not take cognizance of the fact that not all languages have reduced into written form. What all of this amount to is that the concept of literacy is relative, and varies largely with time and from place to place. To take just one example, Lanbauch and Mujahid (2000) have quoted Chatuwedi as hinting that whereas in India, many years ago, the ability to write 100 common words down from a basic word list may qualify one for recognition as literate, the Japanese had accepted the acquisition of recognition of 40 Japanese words as their own standard. This understanding and measurement of literacy attainment was not static. So what is termed as literacy today may not quite be tomorrow.

UNESCO, according to Akinkpelu (2002) hinted that a person is literate when he has acquired the essential knowledge and skills which

enable him to engage in all these activities in which literacy is required for effective functionality in his group and community and whose attainment in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own benefits and for community development.

UNESCO has opened the flood gates for various interpretation of the concept , by defining literacy as this “the concept of literacy should be understood as the ability to read, write and compute in any language and to an appreciable level”. We go further to add that acquired skills should make the literate person function effectively in his community.

The ultimate goal of the acquisition of literacy skills is development. In defining literacy the way UNESCO did, we are afforded the opportunity of drawing a line between persons that are literate and those who illiterate. We are also introduced to such other by-concepts as functional literacy, illiteracy and semi-literacy.

Concept of Functional Literacy

According to William Erray (1985) “a person is functionally literate when he has acquired the knowledge and skills in reading and writing which enables him to engage effectively in these activities in which literacy is normally assumed in his culture or group”. From the above definition, we

can deduce that functional literacy is different from traditional literacy, which is basically to provide the learner with certain essential skills for essential humanistic motives, but functional literacy is not just to impart skills or even work oriented knowledge, but to change the learners' whole approach to the world. Functional literacy is to prepare the learners to adapt to a life of change without causing him to lose his own identity.

Bankor (1981) defines functional literacy as fundamental or basic education. It involves the use of the three R's; reading writing and arithmetic in the acquisition of basic communication, computational and occupational skill in order to raise the functional level of adults for participation in the social, political, economic and cultural life in their community, thus enabling them to become more effective and responsible citizens of the community in which they live. It includes the rights of adults and youths to learn to read and write and obtain even high school diploma, give attention to social problems, provision for higher education, recreation, vocational training, vocational interest and other social activities like better communication and involvement in every aspect of the community decision making process.

It is an inter-disciplinary educational philosophy, concerned with all aspects of personal and community life and committed to the task of helping the individual citizen to learn what to be, what to do and what to know. Unlike other traditional aspect of social engineering which attack the symptoms rather than the cause of human problems, functional literacy, essentially seeks to identify the root cause of human problems and the solution to the problems as well as the functional level, so that these “disadvantaged citizens” could find alternative ways to think, speak, perform and participate equally in the on-going effort to solve the riddles of their existence in a world that neither they nor anyone else can fully understand or predict.

Conventional wisdom in contemporary living predicts that change in people’s life is largely a learning responsibility and that it is life wide, life high and life deep. Functional literacy is therefore one of the means by which a large number of Nigeria citizens acquire skills for a nation-wide functional re-education in a fast changing world in which we literally learn living.

Functional literacy is related to work or job oriented career and economic specific occupation e.g. farming, fashion design, etc. Some engage in functional literacy for the purpose of reading and writing and to sign cheques. It is a production-oriented form of education. It involves the work of literacy training to meet the needs of the society so as to lead to economic development, social improvement and cultural awakening. This means that it does not operate in isolation. In a class of functional literacy lesson of fashion design, the passages to be taught, the various terms are related to fashion design. Functional literacy adopts selective approach; its programmes are flexible and easily modified. They are designed in such a way as to take account of the diversity of collective and individual requirement and particular situation e.g. each group uses specific materials based on their choice of the job because they do not have some background. Hence, functional literacy adopts rather intensive methods as a means of acquiring vocational skills and knowledge which is needed for day to day life. Hence, whereas one social group may place emphasis on functional literacy built around Cocoa production, another may find it much more useful to teach production of Palm produce or Maize, Cattle or Fashion

design. The materials are readily available because it is of the community. They are easily identified and understood by the learners. The teaching is based on the experiences of what the learners have already known. Functional literacy includes; basic literacy and post literacy programmes, women literacy programmes, workers education, vocational programmes and so on.

The Awareness of Functional Literacy

The issue of awareness discussed in the concept of conscientization by Paulo Freire, has been emphasized by several other persons as a prerequisite for literacy training, since literacy is for the purpose of development and one is really not able to develop until one becomes aware of one's need to develop. There is need to engage both illiterate adults and illiterate youths in the process of conscientization, in order to change their pessimistic and fatalistic perspective on reality and to enable them acquire a "critical vision" of their environment and an awareness of their capacity and means to change their environment. This means that literacy should help illiterates believe that they can help improve themselves and determine their future. It should help them to avoid dependency on the literate members of their communities

for decisions that affect their lives, and they should be prepared to take actions which they consider necessary for their own well-being.

Y.O Kassam in his comments on the need for “conscientization” stated that “it would seem therefore that without this preliminary mobilization and raising of the people’s consciousness, literacy, be it functional or of any other kind cannot make its desired impact on their development”.

In most developing countries, over seventy per cent of the population are illiterates, most of whom live in villages. Most of them are poor in many respects in the acquisition of property, in liquidity, in health, in the type of food they eat, clothes they wear, information available to them and in their mentality. Many of them are not aware of their poor conditions and may not believe they can or could change.

A mass literacy campaign organizes to benefit such people may not be patronized if it is not seen to satisfy a need. The problem is that in some cases, the prospective clients are not even aware of their most important needs. It is therefore imperative for the mass literacy programme to emphasize the awareness of functionality of literacy education. If adults

identify illiteracy as a barrier to their development, getting them to enrol, stay and remain in literacy class will be an easy task.

Why should conscientization be part of literacy training? Teaching awareness is certainly not like teaching reading, writing and arithmetic. The former is for the purpose of getting the participants of the literacy programme to understand the nature and causes of their unhappy situation. If these are known only to the teacher or the planner, not much action can flow from the training provided. Freire believes that such training merely encourages participants to continue to live in denial and constitute a further tool of oppression. In order for the training to be beneficial to the recipients, it has to inculcate self-reliance in him. To achieve this, the recipients must be able to identify his needs and recognise literacy training as satisfying those needs.

Urban dwellers that live in slums are less aware of their wretched conditions than visitors to their abode. They are unlikely to appreciate literacy training unless they are conscientized about the health hazards around them and unless they perceive these health hazards as a barrier to development to which literacy is the gateway.

Global Perspectives to Functional Literacy Programmes

The global economic recession has called forth the need for nations to undertake a review of their investment, development, priorities and strategies. As Fordham (2000) said, the days are long past when a simple and direct connection and national development. In the midst of these difficulties, many nations appear to be rethinking the value of literacy and agriculture especially in the developing world as many school leavers are unemployed. Many seem to be considering the viability and reasonableness of investment of the funds for literacy in the provision of employment for those who are already literate but who cannot at the same time find a place to apply their skills. It is against this background that one might again examine the usefulness of literacy to development.

The concept of literacy is now fairly understood. That of development is also relatively popular but for our purpose, the latter is being used to imply the multi-dimensional process which involves changes in situations, attitudes and institutions as well as the acceleration of agricultural growth, the reduction of inequality and the elimination of absolute poverty which has remained the lot of the people (Okafor&Onokeroraye, 1986 and Todaro,

1999). If this is what development stand for, can't development happen without literacy? It could. An illiterate rural farmer in Nigeria for example might be reached with information on improved seedlings and new cultivation process using a radio programme in local language and results would be achieved without having recourse to the provision of education as a fundamental human right to face more seriously how they could justify the traditional claim that literacy is an important requirement for individual and national development.

Development normally implies change by way of improving on what is already in existence or is completely unavailable. It may well be good to provide for the people, adequate food, housing, water, health services, electricity and transportation. As we do this, it cannot be easily forgotten that literacy is an essential component of the package of basic service which normally returns (Fordham, 2000, Ampene, 1980, Lowe, 1975). The justification of literacy goes beyond this, especially when it is realized that man is at the centre of development.

Those, for whom literacy programmes and projects are mounted, have often asked; for what purpose must we become literates? Precisely, Moitra (1982) posited it through her beautiful poem;

“literacy should help us live better at least we look at it that way. They say that things are being planned for us the poor. Would literacy help in knowing these government plans?”

Literacy workers have always been urged to move away from emotions and sloganeering when it comes to justify what they are doing. This is proper for sound reasoning. There is an incredible volume of literates linking literacy to development but the summary of what their notions seem to be, is that development is for that purpose. The scholars have had no illusion whatsoever about the potential of literacy in enhancing man’s sensitivity, creativity, knowledge, attitudes, consciousness and productivity amongst other things.

(Fungelsong& Chandler, 1986; Malm Quist, 2000; Braunchaus, 1990; Akinkpelu,2002; Bankor&Freire, 1980) said; learning to read and write ought to be an opportunity for men to know what speaking in the world really means, humans act implying reflection and action. As such, it is a

primordial human right and not the privilege of a few. Speaking the word is not a true act of it, not at the same time associated with the right of expression, of creating and recreating, of deciding and ultimately participating in society's historical process. When man is enabled through the acquisition of the skills of literacy to improve his interaction and awareness levels, he becomes a better and more effective participant in building his society. Participation extends also to the frontiers of political participation, economic productivity and cultural integration and literacy is no doubt an important component of the process involved in these areas. The governments in the world are probably aware of the relevance of literacy in the process of development. In spite of this awareness, literacy has remained with us to date.

An Overview of Functional Literacy in Nigeria

The Nigerian government is making frantic efforts to eradicate illiteracy in Nigeria. To make this possible, the federal government established the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) in 1990. In view of this each state has the Agency for Adult and Non-Formal Education (AANFE). The role of this

agency is to eradicate illiteracy within their areas of jurisdiction by providing literacy programmes that are in line with the economic, cultural, social and political needs of the people (National Blueprint for Adult and Non-Formal Education in Nigeria, 1990).

Some of the objectives as put forth by NMEC 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 in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
- Provide education for different categories of completers of formal school system in order to improve their basic knowledge and skills on income generation activities like carpentry, tailoring, knitting, pomade, soap making and local craft. When these objectives are realized, development not only of individuals but of communities and the

nation at large would emerge. This is because with exposure to functional literacy, people would have learnt to use their power to solve their problems with their wisdom, experience and resources with a view to eliminating poverty, pestilence and starvation (Adedokun 2011). This implies that inherent in functional literacy is man's capacity to expand his own consciousness and therefore exercising his power over himself, his environment and his society.

In making attempt to achieve functional literacy in Nigeria, adult learners must be made to see the importance of functional literacy in all they do. It is only through adult education that people can be fulfilled as adult education is the last available opportunity for learning (Adedokun, 2008). Adult learners should therefore be counseled to understand why they need to be functionally literate. The needs to encourage adults to be literate include:

- Being literate will help them tackle any problem that they are faced with. - Being functionally literate provides avenue for change in individuals, community, societies and nation at large.

- It helps adult learners to experience a transformation and a change of circumstances and it has been a source of providing opportunities to go higher in the wrung of development.
- Being functionally literate will increase their efficiency on their various assignments on daily activities.
- Being functionally literate will enrich the minds of the adult not only on their job performance but in contributing intelligently to political, social and economic development of their environment (Adedokun, 2008)

They should also be counseled as to their confidence level as they do not always have the same confidence level as children (Welcome Adult Learners 18-11-11). In view of the importance of functional literacy the federal government of Nigeria plans a comprehensive mass education programme to achieve functional adult literacy. Mass education deals with the provision of fundamental education including the acquisition of reading, writing and numeracy skills which are to be applied for the development of the individual and the community. The National Blueprint for Adult and Non-

formal Education in Nigeria states the main components of mass education as including the following:

Adult Education: It is described by NMEC as any learning or educational activity that occurs outside the formal school system and is undertaken by people who are considered to be adults in their society. Adult education involves, further studies by adults such as sandwich programmes, programmes offered by open universities, training and re-training programmes

Non-Formal Adult Education: It is a learning activity organized outside the established framework of the formal school system. It is education meant for out of school adults. It is very wide in scope as it covers training of various types e.g. training of food vendors for better food preparation, learning carpentry or the art of sewing. This programme of mass education is closely related to literacy which involves the ability to read, write and compete for informed and organized competence meant to aid the development of active citizenship, improved health and livelihoods. This programme extends into functional literacy, which emphasizes the skill of reading, writing and computing failure towards one's occupation for better

Economic productivity. Included in functional literacy also are technological and computer literacy. It could be deciphered from here that functional literacy is a must for any adult to be involved in cosmic issues. Media literacy is also a component of mass education and it involves the ability to learn through the use of instructional media such as radio, television and internet. The above implies that all excluded groups and illiterate adults can be reached through one component of adult education or the other to make them become productive and get them out of generational and situational poverty.

Another programme of adult education that could be of benefit to the adults is extension education. This can be divided into agriculture extension service in which farmers are mobilized and educated on how to become better farmers. There is also the health extension service, where people are educated on how to maintain healthy living. When adults endeavour to take the pains of being literate, health issues and how to keep healthy become more meaningful thus wastage of human resources will be at a dead end. Nigeria, whose mainstay economy is agriculture, needs to train enlightened farmers those whose literacy will transform them from subsistence farmers

to large scale farmers. With functional literacy for farmers, they would easily grapple with the modern technology and improve on their farming. The essence of functional literacy through these programmes of adult education is that functional adult education would bring about desirable change that will culminate into socio-economic progress and emancipation and thus act as a vital instrument in the development of the nation and its citizenry.

All the programmes of adult education and the objectives of Adult and Non-formal education have one end in view which is to equip the adult with everything he needs for life in order to be relevant in his society by helping to solve some of its problems. For development to occur, men must play a vital role because man is the master of his destiny and functional literacy through adult education serves to bring about a fundamental change in man's attitudes and life style. It must be borne in mind that people need awareness to survive and for them to be adequately informed, they must be literate (Ewuzie – accessed 9/10/1).

Possible Factors Affecting Women Participation in Functional Literacy Programmes

As indicated by informants, there are many problems that gravely affect women's participation in an functional literacy program. The challenges are presented as follows: One of the serious problems related to women in the village was the heavy workload they have. Women were working from dawn to dusk. They are not like men. Men, in most cases, are expected to work on the farm and after that they are free to go wherever they like. However, women are expected to work both at home by cooking the meal, cleaning house as well as supporting their husbands on a farm. In relation to this, most of the women were supporting large sizes of families. Thus, it is not convenient for them to learn in a relaxed environment and memorize what they learn

In addition, community's outlook towards education in general and women's education, in particular, is not good. Though women were eager to learn, members of the community discouraged them as the community has no regard for education. Both community leaders and the husbands of the women were not happy to support women's education. Especially, during

the initial period of this project, they strongly resisted the program. Because of the efforts of different agents (government, project owners and adult literacy teachers) they became positive to it. In general, the community sees very little value in education.

The heterogeneity of the class was also one of the serious problems. Some of the women participants were very aged as compared to a large number of junior women. The old women could not read and write like the young women; the visions of the old women were also very poor; so they consistently committed mistakes. As a result, young women were constantly laughing at them.

A health problem is another issue that challenges women's participation in an adult literacy program. Most of the time, some of the women were suffering from diseases like malaria and other waterborne diseases. In addition to this, some women were becoming frequently absent from the classes because of pregnancy and problems associated with it. Another serious problem was the problem of coordination and strict follow-up from the side of the stakeholders. There was a committee organized to coordinate the program. The members of the committee were from the

Ministry of Education, Ministry of Agriculture and Ministry of children and Women's Affairs. As it was confirmed by adult literacy supervisors, there was no effective communication among them. The follow-up from all concerned bodies was not satisfactory, especially in addressing issues related to teaching materials, adult literacy staff salaries and benefits, and adult literacy facilities and infrastructures. This, in turn, affected women's education. Poor learning infrastructure was indicated as one of the serious problems that affect women's participation in the adult literacy program. Some of the informants indicated that the teaching-learning facilities at the adult literacy centers were not attractive.

Studies related to women's participation in Functional Adult Literacy Programme and its challenges faced in Adult Literacy Centers are inadequate in developing countries; however, few studies identified impediments of women's participation in Literacy Centers. For instance, a study in Kenya revealed that most adult women could not attend properly the programme. The finding of the study showed that marital status, work load and family perception especially her husband were factors affecting participation of women in Adult functional Literacy programme (Mualuka,

Hellen, Odeo, and Samuel (2009)] . Likewise, a study in Kabompo District in North Western province in Zambia revealed that socio-cultural constraints (marital status, work load and perception of family) and perception regarding the value of education in general regretted participation of women in adult literacy programme (Manda, 2019).

Summary of Literature reviewed

The review has been quite revealing and instructive. The review can be summarized as follows;

The review shows that a person is literate when he has acquired the essential knowledge and skills which enable him to engage in all these activities in which literacy is required for effective functionality in his group and community and whose attainment in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own benefits and for community development.

A person is functionally literate when he has acquired the knowledge and skills in reading and writing which enables him to engage effectively in these activities in which literacy is normally assumed in his culture or group.

Functional literacy is related to work or job oriented career and economic specific occupation e.g. farming, fashion design, etc. Some engage in functional literacy for the purpose of reading and writing and to sign cheques. It is a production-oriented form of education. It involves the work of literacy training to meet the needs of the society so as to lead to economic development, social improvement and cultural awakening.

The review further showed that the global economic recession has called forth the need for nations to undertake a review of their investment, development, priorities and strategies.

The Nigerian government is making frantic efforts to eradicate illiteracy in Nigeria. To make this possible, the federal government established the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) in 1990. In view of this each state has the Agency for Adult and Non-Formal Education (AANFE). The role of this agency is to eradicate illiteracy within their areas of jurisdiction by providing literacy programmes that are in line with the economic, cultural, social and political needs of the people.

Several problems have been adjudged to be militating against women participation in functional literacy programmes such as: The heterogeneity of the class, health problem, frequently absent from the classes because of pregnancy and problems associated with it, Poor learning infrastructure, marital status, work load and family perception especially her husband were factors affecting participation of women in Adult Literacy programme

CHAPTER THREE

METHODOLOGY

This chapter is designed to examine the procedures and methods that was employed in collecting data for this study. They are treated under the following sub-headings.

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Method of Data analysis

Research Design

A descriptive survey research design was adopted for the study. The choice of this design stems from its strength as a useful means for fact finding and an acknowledged means of obtaining social facts and opinions

for the purpose of describing and interpreting existing conditions. (Nwongu, 2006). This chosen research design method is appropriate, especially for seeking individuals' opinions, attitudes and perceptions in their natural setting and it enables the researcher to make generalization concerning his population of study

Population of the Study

The population of the study consists of the entire women participants in functional literacy programmes in Egor Local Government Area of Edo State.

Sample and Sampling Procedure

The target sample size for this study was Hundred (100) women participants. That is twenty (20) women were selected from five (5) skills training or acquisition centres in the area through purposive sampling techniques.

Research Instrument

The main instrument that was adopted for the collection of the needed data for the study is the questionnaire. The questionnaire titled: Challenges of Women Participation in Functional Literacy Programmes Process Questionnaire (CWPFLPPQ). The questionnaire comprises of Section “A” and “B”. the section ‘A’ of the instrument focuses on gathering personal information of the respondents such as age, sex, occupation, educational qualification among others and section B designed or geared towards seeking information on the issues raised in the research questions.

Validity of the Instrument

The research instrument was validated using the expert judgment approach. In this view, copies of the draft instrument were given to my project supervisor and two other experts in the Department of Adult Education, Faculty of Education, University of Benin for items selection and wording. After which their suggestions were taken into consideration before the final copy of the instrument was designed and made use of.

Reliability of the Instrument

To determine the reliability of the instrument, the test-re-test procedure was adopted. In this vein, 20 copies of the instrument were administered on the respondents who were not part of the target population. After a time lag of two weeks the instrument was re-administered on the same group of respondents. Thereafter, their responses on the two occasions were collated and correlated using Pearson Product Moment Correlation Coefficient Statistical notation to determine its reliability index. Which was given at 0.76

Method of Data Collection

Data were collected using the questionnaire which the researcher and other research assistance from the target area, personally administer to the respondents through face to face.

Method of Data Analysis

Frequency tables and percentages was adopted in the presentation and analysis of the data generated for the study. These statistical tools were used because they are suitable means of breaking down and analyzing the generated data.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of findings from the analysis of data obtained. The results are interpreted and presented in Tables as shown hereunder:

SECTION A:

Table 1; Sex of Respondents

Gender	NO. of Respondents	Percentages of Total Respondents (%)
Female	100	100
Male	-	-
Total	100	100

From the above it is revealed that 100% of the respondents are women

Table 2: Age Distribution of Respondents

Age	NO. of Respondents	Percentages of Total Respondents (%)
18-25years	5	5
26-35 years	25	25
36-45 years	50	50
46-55 above	20	20
Total	100	100

The table shows that 5% of the respondents are between 18-25 years of age 25% of the respondents are between 26-35 years old, 50% of the respondents are between the age 36-45 years old. While, 20% of the respondents are 46-55 above of age. Obviously, majority of the respondents were age 36-45 years.

Table 3: Marital Status of Respondents

Marital Status	NO. of Respondents	Percentages of Total Respondents (%)
Single	15	15
Married	70	70
Divorced	5	5
Widowed	10	10
Total	100	100

The table showed that 15% of the respondents are single and 70% of the respondents are married while, 5% of the respondents are divorced and 10% of the respondents are widowed.

Table:4 Educational Qualification

Occupation	NO. of Respondents	Percentages of Total Respondents (%)
Civil/Public Servant	10	10
Artisan	80	80
Market Women/Trader	10	10
Total	100	100
Total	100	100

The above table shows that 10% of the respondents are civil/public servants 80% of the respondents are Artisan while, 100% of the respondents are market women. Majority of the respondents are Artisans.

SECTION B

Research Questions 1: Are there functional literacy programmes in Ovia North East Local Government Area?

Table 1: Distribution of responses on the functional literacy programmes in Ovia North East Local Government Area

S/N	ITEMS	YES	%	NO	%	TOTAL YES/NO	TOTAL %
1.	Do you know about any adult education programme in Ovia North East Local Government Area	85	85	15	15	100	100
2.	Are there different types of programmes in Ovia North East Local Government Area	40	40	60	60	100	100
3.	Do you attend your classes at your learning centres regularly	44	44	56	56	100	100

The above table shows that 85 of the women representing 85% out of 100 women said “YES” that there are adult education programmes in Ovia North East Local Government Area. While, 15 of the respondents representing 15% said “NO” to this variable under consideration. Also, 40 women representing 40% said that there are different types of adult educational programmes in Ovia North East Local Government Area. While, 60 women representing 60% said “NO” to this issue under consideration. 40 women representing 44% said “YES” that they have attended adult educational programmes. While, 56 women representing 56% said “NO” that they have not attended any. Which means there is still lack of awareness of adult educational programmes in Ovia North East Local Government Area.

It can therefore be concluded that there are functional adult education programmes in Ovia North East Local Government Area, the programmes are of different types and there is a lack of awareness of adult educational programmes.

Research Questions 2:

What is the level of Women Participation functional literacy programmes in Ovia North East Local Government Area?

Table2: Distribution of responses showing the level of Women Participation functional literacy programmes in Ovia North East Local Government Area

S/N	ITEMS	YES	%	NO	%	TOTAL YES/NO	TOTAL %
4.	Do attends your classes at your learning centre regularly	5	5	95	95	100	100
5.	If your classes are 5 times a week do you attend an average of four times per week	11	11	89	89	100	100
6.	If your classes are 5 times a week do you attend an average of 2 times per week	46	46	54	54	100	100
7.	Do you participate in the practical in your learning centres	15	15	85	85	100	100
8.	Do you do any home work or assignment given to you in the learning centres	39	39	61	61	100	100
9.	Do you ask questions when you don't understand what is being taught	57	57	43	43	100	100

The Table above showed that 5 women representing 5% out of 100 respondents said “YES” that they attend classes regularly at their learning centres. While, 95 of the respondents representing 95% said “NO” to this issue under consideration. 11 women representing 11% said “YES” that they attend average per 4 times a week. While, 89 women representing 89% said “NO” to this variable under consideration. 46 women representing 46% said “YES” that they attend 2 times per week at their centre. While, 54 women representing 54% said “NO” to this issue under consideration. 15 women representing 15% said “YES” that they participate in practical in their learning centres. While, 85 women representing 85% said “NO”. 39 of the respondents representing 39% said “YES” that they do their home work or assignment in their learning centres. While, 61 women representing 61% said “NO” that they don’t do their assignment given to them in their learning centres and this is due to lack of time which affects their full participation in the programmes.

It can be concluded from the above that majority of the respondents attend their classes regularly at their learning centre, participate in practical activities and don’t do their assignment or homework due to lack of time.

Research Questions 3:

What factors affects women participation in in functional literacy programmes in Ovia North East Local Government Area?

Table 3: Distribution of responses on the Factors Affecting Women Participation in Functional Literacy programmes.

S/N	ITEMS	YES	%	NO	%	TOTAL YES/NO	TOTAL %
10.	Does the time affect your participation in functional literacy programmes in Ovia North East Local Government Area	49	49	51	51	100	100
11.	Are the tuition fee too expensive to pay for participation in the functional literacy programmes in Ovia North East Local Government Area	85	85	15	15	100	100
12.	Does your spouse i.e your husband affects your participation in functional literacy Ovia North East Local Government Area	12	12	88	88	100	100
13.	Are the venues or location of the functional literacy progrmmes too far from you in Ovia North East Local Government Area	92	92	8	8	100	100
14.	Does your religion affects your participation in functional literacy in Ovia North East Local Government Area	2	2	98	98	100	100
15.	Does lack of finance affects your participation in functional Ovia North East Local Government Area	86	86	14	14	100	100

The above Table revealed that 49 of the respondents representing 49% out of 100 said “YES” that time affects their participation in adult educational

programmes in Ovia North East Local Government Area. While, 51 women representing 51% said “NO” to this issue under consideration. 85 of the respondents representing 85% said “YES” that the tuition fee is too expensive to pay for the programme. While, 15 of the respondents representing 15% said “NO” to this issue. 12 women representing 12% said “YES” that their spouse (their husband) affects their participation in the programme. Similarly, 88 of the respondents representing 88% said “NO” to this, and then 92 of the respondents representing 92% said “YES” that the location of the adult programmes or learning centres is too far from them while, 8 of the respondents representing 8% said “NO”. Also, 2 of the respondents representing 2% said “YES” that their religion affects their participation in the adult programmes. While, 98 women representing 98% said “NO” to this variable under consideration. On a similar vein, 86 of the respondents representing 86% said “YES” that lack of finance affects their participation in the adult programmes. While, 14 of the respondents representing 14% said “NO” to this due to the above result it shows that lack of finance is also a barrier for them to participate fully in the programme.

From the above analysis, it can be concluded that factors that affects women participants in the programme are: Expensive Tuition fees, location of the centres and lack of finance.

Research Questions 4: What are the possible ways of resolving problem women encounters in their participation functional literacy programmes in Ovia North East Local Government Area?

Table 4: Distribution of responses on the possible ways of resolving problem women encounters in their participation functional literacy programmes.

S/N	ITEMS	YES	%	NO	%	TOTAL YES/NO	TOTAL %
16.	Reduction of tuition fees	50	50	49	49	100	100
17.	Citing more functional literacy centres	85	85	15	15	100	100
18.	Creation of more awareness about the programme	88	88	12	12	100	100
19.	Empowered through loans to enable them meet the human basic needs (food, shelter, clothes, education for their children)	92	92	8	8	100	100

The Table 4 above revealed that 50 of the respondents representing 50% agreed that the reduction of tuition fee will help to reduce the challenges women encounter in functional literacy centre. While, 49 of the respondents representing 49% said “NO” to this variable under consideration.

Similarly, the researcher was also interested in finding out if by citing more functional literacy centres in the area will help to reduce the problem of location. And from the analysis above, it was revealed that 85 of the respondents representing 85% said “YES” while, 15% said “NO” to this issue under consideration.

In the same vein, the researcher was also interested in finding out if the creation of more awareness about the programme would help to increase the participation of more adult learners in the functional literacy programmes. And from the analysis above, it was revealed that 88 of the respondents representing 88% said “YES” while, 12 of the respondents representing 12% said “NO” to this issue under consideration.

Finally, the researcher was also interested in finding out if by empowered women through provision of loans will enable them meet the

human basic needs (food, shelter, clothes, education for their children) and as such concentrate on their studies. The analysis revealed that 92 of the respondents representing 92% said “YES” while, 12 of the respondents representing 12% said “NO” to this variable under consideration.

From the analysis above, it can be concluded that reduction of tuition fees, citing more functional literacy centres, empowered women through provision of soft loans to meet their basic needs and creation of awareness about the programme will help to reduce the problems women participants face in their various functional literacy programmes.

Discussion of Findings

The result of this study has been quite instructive, informative and revealing. Based on the analysis of data or information collected from the opinion of the respondents on the Challenges of Women Participants in Functional Literacy Programmes in Ovia North East Local Government Area of Edo State

In the study, four (4) research questions were raised and examined. The first research question revealed that there are functional adult education

programmes in Ovia North East Local Government Area, the programmes are of different types and there is a lack of awareness of adult educational programmes. This result is supported by another study conducted by Aroge (2016) on the socio-economic effects of women's participation on adult and non-formal education in Akoko North-West Local Government Area of Ondo State, Nigeria. The findings of the study revealed that adult and non-formal education for women economic development in the area are: basic literacy, hygiene and environmental education, entrepreneurship education and family planning.

The second research question revealed that majority of the respondents attend their classes regularly at their learning centre, participate in practical activities and don't do their assignment or homework due to lack of time. This finding is in agreement with that of Okpoko (2010) on positioning adult literacy to empower rural women for sustainable livelihood. The findings revealed that because adult literacy programme empower women economically, to a large extent there is a high attendance level in class activities.

Research question three (3) of this study showed that factors that affect women participants in the programme are: Expensive Tuition fees, location of the centres and lack of finance. This study corroborates the finding of Imhabekhai and Omaye (2013), on the appraisal of women's participation in vocational training programmes in Edo South Senatorial District. Findings of the study revealed that women's status in their household affects their ability to participate in activities outside the home and that most women are discouraged because of the long distance they have to walk to get to the women training programmes.

Research question four (4) reveals that reduction of tuition fees, citing more functional literacy centres, empowering women through provision of soft loans to meet their basic needs and creation of awareness about the programme will help to reduce the problems women participants face in their various functional literacy programmes. This finding corroborates that of the Food Agricultural Organization (FAO, 2004) on empowerment of rural women through functional adult literacy in Uganda. The findings of the study revealed that women in the country were empowered through functional adult literacy classes, where they were taught how to read, write,

calculate and use the computer. Such knowledge or skills helped to improve their wellbeing.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the study, the conclusion drawn from analysis of data obtained and interpretation of findings and recommendations offered based on findings made.

Summary

The study was carried out to determine the Challenges of Women Participants in Functional Literacy Programmes in Ovia North East Local Government Area of Edo State. In the course of conducting the study, six research questions were raised. They are:

- Are there functional literacy programmes in Ovia North East Local Government Area?
- What is the level of women participation in functional literacy programmes in Ovia North East Local Government Area?
- What factors affects women participation in functional literacy programmes in Ovia North East Local Government Area?
- What are the possible ways of resolving problem women encounters in their participation functional literacy programmes in Ovia North East Local Government Area?

Hundred (100) women participants that is twenty (20) women were selected from five (5) skills training or acquisition centres in the area through purposive sampling techniques were used for the study. Questionnaire was the major instrument used for data collection. The questionnaire is made up of Section 'A' and 'B'. While Section 'A' contained the demographic information of the respondents, Section 'B' was meant to elicit data on the various research questions raised and other matters considered important to the success of this study. The validity of the instrument was determined by the project supervisor and two other lecturers from the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City. The reliability of the instrument was subjected to test re-test procedure and a reliability index of 0.76 was obtained. The data collected were analyzed using descriptive statistics such as frequency count and simple percentages.

Conclusion

Following the analysis of data collected and findings made, the following conclusion was drawn:

- That there are functional adult education programmes in Ovia North East Local Government Area, the programmes are of different types and there is a lack of awareness of adult educational programmes.
- That majority of the respondents attend their classes regularly at their learning centre, participate in practical activities and don't do their assignment or homework due to lack of time.
- That factors that affects women participants in the programme are: Expensive Tuition fees, location of the centres and lack of finance.
- That reduction of tuition fees, citing more functional literacy centres, empowered women through provision of soft loans to meet their basic needs and creation of awareness about the programme will help to reduce the problems women participants face in their various functional literacy programmes.
- The government should help to finance the functional literacy centres by providing adequate structures, learning materials and conducive environment for effective learning

Recommendations

Based on the conclusion drawn from the findings, the following recommendations are hereby proffered:

- That more awareness should be created by way of publicity in the various media outlet using jingles, and other forms of advertisement that more women can be aware that such programmes exist.
- There is a need to site more adult education centres in the various communities in Warri North-East Local Government Area of Delta State to enable women in such location participate.
- The scope of skills/programmes available in adult education centres should be broadened to accommodate a variety that can cater for the need and interest of would-be participants. These factors have the power to sustain participation in any individual.

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**UNIVERSITY OF BENIN
FACULTY OF EDUCATION
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION**

**QUESTIONNAIRE ON THE CHALLENGES OF WOMEN
PARTICIPANTS IN FUNCTIONAL LITERACY PROGRAMMES IN
OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO
STATE (QCWPFLP)**

Dear Respondent,

This questionnaire is solely for the purpose of a research. The researcher is carrying out a study on: The Challenges of Women Participants in Functional Literacy Programmes in Ovia North East Local Government Area of Edo State

You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with outmost confidence.

Please read the questions carefully and tick (\checkmark) in the box provided that corresponds to the answer of your choice. At the right hand column there are numbers representing how much you rate the statements. Indicate your response to the statements by ticking the appropriate number. Please do not tick 2 numbers for one statement

SECTION A

PERSONAL DATA

1. Age: 18-25 years [] 26-35 years [] 36-4 years [] 46- 55 years and above
2. Occupation: Civil/Public Servants [] Artisans [] Market Women/Trader []
3. Educational Qualification: Primary [] SSCE [] Diploma [] Degree
4. []

5. Marital Status: Single [] Married [] Divorced [] Widowed []

SECTION B

S/N	ITEMS	YES	NO
	<ul style="list-style-type: none"> Are there functional literacy programmes in Ovia North East Local Government Area? 		
1	Do you know about any adult education programme in Ovia North East Local Government Area		
2	Are there different types of programmes in Ovia North East Local Government Area		
3	Do you attend your classes at your learning centres regularly		
	<ul style="list-style-type: none"> What is the level of Women Participation functional literacy programmes in Ovia North East Local Government Area? 		
4	Do attends your classes at your learning centre regularly		
5	If your classes are 5 times a week do you attend an average of four times per week		
6	If your classes are 5 times a week do you attend an average of 2 times per week		
7	Do you participate in the practical in your learning centres		
8	Do you do any home work or assignment given to you in the learning centres		
9	Do you ask questions when you don't understand what is being taught		
	<ul style="list-style-type: none"> What factors affects women participation in in functional literacy programmes in Ovia North 		

	East Local Government Area?		
10	Does the time affect your participation in functional literacy programmes in Ovia North East Local Government Area		
11	Are the tuition fee too expensive to pay for participation in the functional literacy programmes in Ovia North East Local Government Area		
12	Does your spouse i.e your husband affects your participation in functional literacy Ovia North East Local Government Area		
13	Are the venues or location of the functional literacy progmmes too far from you in Ovia North East Local Government Area		
14	Does your religion affects your participation in functional literacy in Ovia North East Local Government Area		
15	Does lack of finance affects your participation in functional Ovia North East Local Government Area		
•	What are the possible ways of resolving problem women encounters in their participation functional literacy programmes in Ovia North East Local Government Area?		
16	Reduction of tuition fees		
17	Citing more functional literacy centres		
18	Creation of more awareness about the programme		
19	Empowered through loans to enable them meet the human basic needs (food, shelter, clothes, education for their children)		