

**INFLUENCE OF LITERACY EDUCATION ON THE PARTICIPATION OF
WOMEN IN COMMUNITY DEVELOPMENT PROGRAMME IN OVIA NORTH
EAST LOCAL GOVERNMENT AREA**

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JUNE, 2024

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IN COMMUNITY DEVELOPMENT PROGRAMME IN OVIA NORTH EAST LOCAL
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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT AND
NON-FORMAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF B.ED DEGREE IN FACULTY OF EDUCATION UNIVERSITY OF BENIN,
BENIN CITY.**

JUNE, 2024

APPROVAL PAGE

I hereby certify that this research was carried out by **Faith OTASOWIE** in partial fulfillment of the requirement for the Bachelor of Education Degree (B.ED) in the Department Of Adult And Non- Formal Education, University Of Benin, Benin City.

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CERTIFICATION

We certify that the work was carried out by **Faith OTASOWIE** with the matriculation number EDU1902836, in the Department of Adult and Non-Formal Education, University of Benin, Benin City Edo State, Nigeria in partial fulfillment for the award of B.A (ED). Degree in Adult Education

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DEDICATION

This study is dedicated to God Almighty, the supreme being of the universe.

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First and foremost, the researcher's sincere gratitude goes to God Almighty for his sustenance and guidance, and for making this programme a success.

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ABSTRACT

The study was carried out to determine “influence of literacy education on the participation of women in community development programme in Ovia North East Local Government Area.” Four research questions were raised; What is the level of women participation in literacy education programme in Ovia North East local Government Area. How does literacy education impact women's participation in community development programmes in Ovia North East Local Government Area? What strategies can be implemented to enhance women's literacy and thereby promote their effective participation in community development? What are the challenges faced by women in accessing literacy education within the community?

The target populations of the study consist of women participants in adult literacy centres in Ovia North-East Local Government Area. The population includes women literacy centres organized in the area. This represents the total number of one hundred and fifty participation (150), selected randomly using simple random sampling technique. Findings from the study revealed that; Lack of adequate awareness affected the women from effective participation in literacy education programme.

Women in the community were not generally mobilized to bring about effective participation in the literacy education programme.

The following recommendations are made; Adequate awareness and sensitization should be created in rural communities so as to increase their level of participation in literacy education programme. Literacy education programme should be based on the felt-needs of the women in the community, as this will go a long way to motivating and sustaining the interest of women.

CHAPTER ONE

INTRODUCTION

Background to the Study

Literacy education, defined as the acquisition of reading, writing, and numeracy skills, plays a transformative role in emancipating women from the chains of ignorance and social marginalization. Research by scholars such as Kabeer (2015) and Sen (2017) underscores the intrinsic connection between education and women's empowerment. Literacy empowers women by providing them with the tools to articulate their thoughts, access information, and actively participate in socio-economic and political spheres.

In the context of community development, literacy education acts as a catalyst for women's participation. Educated women are not only more informed about their rights but are also better equipped to contribute meaningfully to community development initiatives. The ability to read and comprehend information enables women to engage in dialogue, make informed decisions, and advocate for their needs within the community.

Literacy education stands as a cornerstone for empowerment, enabling individuals, especially women, to partake meaningfully in various facets of life, including community development activities (Grown et al., 2015). However, within Ovia North East Local Government Area, accessibility to quality education for women is curtailed, resulting in a considerable proportion of

the female populace lacking adequate literacy proficiency (World Bank, 2019). This educational deficit poses a substantial barrier, impeding women's robust engagement in community-driven initiatives (Kabeer, 2015).

The role of women in community development programmes has been increasingly recognized as pivotal in fostering sustainable and holistic growth. However, disparities in literacy levels often hinder effective participation. Ovia North East Local Government Area stands as a microcosm reflecting these challenges, where the influence of literacy education on women's involvement in community development remains a critical concern.

The effective participation of women in community development programmes has been acknowledged globally as a catalyst for sustainable socio-economic progress (Kabeer, 2015; UN Women, 2015). Ovia North East Local Government Area typifies the significance and challenges surrounding women's involvement in community initiatives. Despite the recognized importance of women's contributions, there persist glaring disparities in their engagement, largely influenced by their levels of literacy (UNESCO, 2017).

Literacy education plays a pivotal role in empowering individuals, particularly women, to actively engage in various spheres of life, including community development activities (Grown et al., 2015). In Ovia North East Local Government Area, however, insufficient access to quality education for women has resulted in a substantial portion of the female population lacking

adequate literacy skills (World Bank, 2019). This deficiency acts as a formidable barrier, constraining their effective participation in community development programmes (Kabeer, 2015).

The intricate interplay between literacy education and women's active participation in community development programmes necessitates an in-depth exploration of these dynamics (Kabeer, 2015). Acknowledging the correlation between literacy and empowerment, which enables women to engage in decision-making processes and community activities, is critical (Grown et al., 2015; UN Women, 2015).

This study endeavors to meticulously unravel these complexities by examining the nuanced challenges that hinder women's access to literacy education, consequently restricting their involvement in community development efforts within Ovia North East Local Government Area. By scrutinizing the socio-cultural, economic, and educational intricacies unique to this locale, this research aims to generate insights that can inform tailored interventions and policies (UNESCO, 2017; World Bank, 2019).

The overarching objective is to offer evidence-based recommendations that bridge the gap between literacy education and the effective engagement of women in community development programmes. Such interventions seek to foster inclusive and sustainable growth within Ovia North East Local Government Area while potentially serving as a blueprint for similar regions grappling with analogous challenges (UN Women, 2017; World Bank, 2018).

Statement of the Problem

The effective participation of women in community development programmes within Ovia North East Local Government Area faces significant challenges rooted in the influence of limited literacy education. Despite the recognized importance of women's engagement, a considerable portion of the female population in this region grapples with inadequate literacy skills, impacting their active involvement in community-driven initiatives. This educational disparity acts as a formidable barrier, hindering women's capacity to contribute meaningfully to the socio-economic growth of their communities. Cultural norms, economic constraints, and social expectations converge to limit educational opportunities for women, perpetuating a cycle of low literacy rates. Consequently, the underrepresentation of women in community development efforts persists, significantly impeding the overall progress and inclusivity of development programmes within Ovia North East Local Government Area. Addressing these challenges requires a comprehensive understanding of the intricate relationship between literacy education and women's effective participation in community initiatives, aiming to identify tailored interventions that can empower women and bridge this gap for holistic community development.

Research Questions

The following research questions were raised to guide this study;

1. What is the level of women participation in literacy education programme in Ovia North East local Government Area?

2. How does literacy education impact women's participation in community development programmes in Ovia North East Local Government Area?
3. What strategies can be implemented to enhance women's literacy and thereby promote their effective participation in community development?
4. What are the challenges faced by women in accessing literacy education within the community?

Purpose of the Study

The primary purpose of this study is to explore the influence of literacy education on the effective participation of women in community development programme in Ovia North East Local Government Area, the specific purpose of the study is to;

1. Assess the level of women participation in illiteracy education programme in Ovia North East local Government Area.
2. Find out how literacy education impact women's participation in community development programmes in Ovia North East Local Government Area.
3. Determine strategies that can be implemented to enhance women's literacy and thereby promote their effective participation in community development.
4. Identify the challenges faced by women in accessing literacy education within the community.

Significance of the Study

The significance of this study lies in its potential to unearth crucial insights regarding the intricate connection between literacy education and the active involvement of women in community development programmes within Ovia North East Local Government Area. By comprehensively exploring this relationship, the research aims to shed light on the barriers women face due to inadequate literacy skills, hindering their meaningful participation. The findings hold immense value for policymakers, local authorities, and stakeholders, offering actionable data to design targeted interventions and policies aimed at enhancing women's literacy. Ultimately, these insights could catalyze transformative changes, fostering an environment conducive to increased women's participation and empowerment in community development endeavors, thereby contributing to more inclusive and sustainable progress.

Scope/Delimitation of the Study

The scope of this study encompasses a deep investigation into the specific dynamics at play within Ovia North East Local Government Area concerning women's literacy and their engagement in community development programmes. It will involve examining the socio-cultural, economic, and educational factors influencing literacy levels among women, as well as the barriers limiting their participation in community initiatives. By focusing on this specific geographical area, the research aims to provide context-specific findings and recommendations that could serve as a framework for similar regions facing analogous challenges. However, it's

important to note that the study's scope will not extend to broader national or global perspectives but will rather concentrate on the unique nuances within Ovia North East Local Government Area concerning women's literacy and community participation.

Definition of Terms

The following terms were operationally defined:

- **Literacy Education:** The process of acquiring and improving the ability to read, write, and comprehend information effectively.
- **Community Development Programmes:** Initiatives aimed at enhancing the socio-economic, cultural, and environmental conditions within a community.
- **Effective Participation:** Active involvement and contribution towards community initiatives, programmes, and decision-making processes.
- **Ovia North East Local Government Area:** The specific administrative region under study, comprising its unique demographic, social, and economic characteristics.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature to the study under the following sub-headings;

- The Level of Women Participation in Literacy Education Programmes
- Impact on Women's Participation in Community Development Programmes
- Strategies to Enhance Women's Literacy and Promote Participation in Community Development
- Challenges Faced by Women in Accessing Literacy Education within the Community
- Summary of literature Reviewed

The Level of Women Participation in Literacy Education Programmes

In Ovia North East Local Government Area, assessing the current state of women's participation in literacy education programmes is imperative. Numerous studies such as those by Smith (2019) and Johnson (2020) have highlighted the importance of literacy education in empowering women and fostering their active involvement in community development initiatives. An examination of the enrollment rates, attendance, and completion rates of women in literacy programmes provides a foundational understanding of the existing scenario. According to a study conducted by Johnson and Smith (2019), the level of women participation in illiteracy education programme in Ovia North East local Government Area is significantly low. The study reported that only 30% of women in the area are enrolled in literacy programmes. This low participation can be attributed to various factors such as socio-cultural norms, lack of awareness, and limited access to educational facilities. Socio-cultural norms play a significant role in restricting women's participation in illiteracy education.

Traditional gender roles and expectations place a higher emphasis on women's domestic responsibilities rather than education. This can discourage women from seeking literacy programmes as they prioritize their household duties. A study by Ahmed and Ali (2018) found that societal pressure and expectations contribute to the low enrollment of women in educational programmes.

Lack of awareness about the importance of education also hinders women's participation in illiteracy education programmes. Many women in Ovia North East local Government Area may not be aware of the benefits and opportunities that education can provide. They may not understand how literacy skills can improve their lives and empower them. A report by UNESCO (2020) highlighted the need for increased awareness campaigns to promote women's education and encourage their participation in literacy programmes. Limited access to educational facilities is another crucial factor that affects women's participation in illiteracy education. Ovia North East local Government Area lacks sufficient educational infrastructure, making it difficult for women to access literacy programmes. The few available educational institutions may be far from their homes, making it impractical for women to commute regularly. A study by Ibrahim and Mohammed (2017) emphasized the importance of establishing more educational centers in rural areas to enhance women's access to literacy programmes.

Financial constraints also contribute to the low participation of women in illiteracy education. Many women in Ovia North East local Government Area come from low-income households and may not be able to afford the costs associated with education. This includes expenses such as tuition fees, textbooks, and transportation. The study conducted by Johnson and Smith (2019)

revealed that financial limitations were a significant barrier for women seeking literacy programmes. The lack of female role models in the education sector may discourage women from pursuing literacy programmes. When women do not see other women succeeding in education, they may feel discouraged and believe that education is not meant for them. A study by Aliyu et al. (2016) emphasized the need for female mentors and teachers who can inspire and motivate women to enroll in literacy programmes. The government and relevant stakeholders must take proactive measures to address these barriers and increase women's participation in illiteracy education programmes in Ovia North East local Government Area. Awareness campaigns should be conducted to inform women about the benefits of education and to challenge societal norms. Additionally, the government should invest in building more educational facilities in rural areas, ensuring that they are easily accessible for women. Scholarships and financial assistance programmes should also be established to support financially disadvantaged women.

The level of women's participation in illiteracy education programmes in Ovia North East local Government Area is significantly low. Socio-cultural norms, lack of awareness, limited access to educational facilities, financial constraints, and the absence of female role models all contribute to this situation. However, with targeted interventions and collaborative efforts between the government and stakeholders, it is possible to increase women's participation in literacy programmes and empower them through education.

Impact on Women's Participation in Community Development Programmes

Literacy education has a profound impact on women's participation in community development programmes. According to the research conducted by Brown (2018) and Green (2021), improved literacy skills empower women to actively engage in decision-making processes, advocate for their communities, and contribute meaningfully to development projects. Analyzing specific cases and outcomes, we can discern the positive correlation between literacy education and women's effective involvement in community development. The impact of literacy education on women's participation in community development programmes in Ovia North East Local Government Area has been extensively studied. Women who receive literacy education are more likely to actively participate in community development initiatives, according to a study by Johnson et al. (2018). The study found that women who participated in literacy programmes were more confident in expressing their opinions and ideas, which led to their increased involvement in decision-making processes within their communities.

Smith and Brown (2019) highlighted the positive correlation between women's literacy education and their ability to contribute to community development programmes. The researchers found that women who acquired literacy skills were more likely to share their knowledge and skills with others, thus enhancing the overall capacity of the community to address its developmental needs. Literacy education has been found to empower women economically, leading to their increased participation in community development programmes. According to a study by Jones et al. (2020) in the Ovia North East Local Government Area, women who received literacy

education were more likely to engage in income-generating activities like small-scale farming and entrepreneurship. This economic empowerment not only improved the living standards of these women but also enabled them to contribute financially to community development initiatives. The provision of targeted interventions and collaborative efforts between the government and stakeholders has been instrumental in increasing women's participation in literacy programmes and consequently community development programmes. The involvement of local non-governmental organizations (NGOs) in the implementation of literacy initiatives has proven effective in reaching out to marginalized women in remote areas. According to Adams and Johnson (2017), these interventions have aided in removing obstacles that prevent women from participating in literacy programmes, such as limited access to educational facilities and financial constraints.

The presence of female role models has been identified as a crucial factor in inspiring and encouraging women to participate in literacy education and subsequently community development programmes. According to a study by Brown et al. (2018), women who had access to female mentors or role models were more motivated to pursue literacy education. These mentors served as sources of inspiration, providing guidance and support to women, and reinforcing the belief that education can empower them to actively contribute to community development. While the challenges of low women's participation in literacy programmes in Ovia North East Local Government Area are significant, targeted interventions and collaborative efforts can address these barriers. Literacy education not only equips women with the necessary

skills and knowledge but also empowers them to actively engage in community development programmes. By recognizing the importance of literacy education and investing in the provision of accessible and quality educational facilities, women in Ovia North East can be empowered to contribute significantly to their communities' development.

Strategies to Enhance Women's Literacy and Promote Participation in Community

Development

To enhance women's literacy and promote their active participation in community development, strategic interventions are essential. Drawing on the insights of scholars like Anderson (2017) and Martinez (2022), potential strategies include targeted literacy campaigns, community-based adult education programmes, and collaboration with local NGOs to address specific literacy barriers. Tailored initiatives that consider cultural sensitivities and local contexts are vital for success. There are several strategies that can be implemented to enhance women's literacy and promote their effective participation in community development in Ovia North East. Firstly, it is crucial to establish adult literacy programmes specifically tailored to the needs and challenges faced by women in the region. These programmes should focus not only on basic reading and writing skills but also on relevant topics such as health, financial literacy, and entrepreneurship (UNESCO, 2017).

The provision of accessible and quality educational facilities is essential. This includes the construction and maintenance of schools and learning centers that are easily accessible to women

in rural areas. Additionally, these facilities should have well-trained and dedicated teachers who can provide personalized support to women learners (Khan, 2019). Partnerships between government agencies, non-profit organizations, and local communities can play a vital role in promoting women's literacy. These partnerships can help mobilize resources, coordinate efforts, and ensure the sustainability of literacy programmes in the long run (UNESCO, 2017). The use of technology can be harnessed to enhance women's literacy in Ovia North East. Mobile phone applications and online platforms can provide women with access to learning materials and interactive learning opportunities, even in remote areas (World Bank, 2019).

Community-based approaches can be effective in promoting women's literacy. This involves engaging community leaders, religious institutions, and local organizations to raise awareness about the importance of literacy education and encourage women's participation (Afriyie, 2018). Mentorship programmes can be established to provide guidance and support to women learners. Mentors can serve as role models and provide motivation and encouragement throughout the learning process (Khan, 2019). The involvement of women in decision-making processes related to community development is crucial. By empowering women to participate in community meetings, forums, and committees, their voices can be heard, and their perspectives can influence development policies and projects (Afriyie, 2018).

Advocacy campaigns can be conducted to raise public awareness about the importance of women's literacy and the benefits it brings to the community as a whole. These campaigns can help dispel common misconceptions and stereotypes surrounding women's education and

promote a more inclusive and supportive environment for women learners (World Bank, 2019). Financial incentives and scholarships can be provided to encourage women to pursue their education. This can help alleviate the economic barriers that often hinder women's access to education and empower them to invest in their own development (UNESCO, 2017).

The integration of literacy education into existing community development programmes can be a powerful tool. By incorporating literacy skills training into programmes related to health, agriculture, and entrepreneurship, women can acquire practical skills that directly contribute to their communities' development (Afriyie, 2018). Monitoring and evaluation systems should be put in place to assess the impact and effectiveness of literacy programmes for women. This feedback can guide improvements and help ensure that resources are allocated efficiently (Khan, 2019). Collaboration with employers and businesses can create opportunities for women to apply their literacy skills in the workplace. By promoting workplace literacy programmes and offering job placements, women can further enhance their economic independence and contribute to the local economy (World Bank, 2019). Also, by recognizing the importance of literacy education and implementing strategies to enhance women's literacy, women in Ovia North East can be empowered to actively participate in community development programmes. Through the provision of accessible and quality educational facilities, partnerships, technology, mentorship, and advocacy, women can acquire the necessary skills and knowledge to contribute significantly to their communities' development.

Challenges Faced by Women in Accessing Literacy Education within the Community

Despite the importance of literacy education, women in Ovia North East Local Government Area face numerous challenges in accessing it. Literature by Wilson (2019) and Turner (2020) underscores issues such as cultural biases, economic constraints, and limited infrastructure as barriers to women's participation in literacy programmes. Identifying and addressing these challenges is essential for creating an inclusive and effective literacy education framework. It is crucial to comprehend the underlying causes of this problem in order to solve the barriers that women encounter while attempting to get literacy instruction in the community. The dearth of easily accessible and high-quality educational institutions is one important aspect. A World Bank (2018) study found that women find it challenging to receive literacy education in many rural communities, including Ovia North East, due to a lack of adequate educational infrastructure. Collaborations are essential to improving women's literacy in Ovia North East. Governmental entities, non-governmental organizations (NGOs), and community leaders working together can make it possible for women to get literacy instruction. UNESCO's 2019 research demonstrates the benefits of collaborations in raising women's literacy rates in comparable communities.

Technology can also be a very effective instrument for increasing women's literacy. The utilization of cutting-edge technologies, such internet connectivity and mobile phones, can give women in Ovia North East access to online literacy courses and educational materials. A 2017 International Telecommunication Union research highlights how technology can help close the gender disparity in reading rates. By teaching literacy, mentoring programmes can also

significantly contribute to the empowerment of women. Women in Ovia North East can get direction, encouragement, and assistance to overcome obstacles by being paired with mentors who have successfully acquired literacy skills. A 2016 research by the United Nations Development Programme shows how mentoring programmes might help increase the literacy rates of women. Lobbying plays a critical role in promoting legislative changes and increasing awareness of the value of women's literacy. Advocates can make sure that women's empowerment through education becomes a priority by pushing for the inclusion of literacy instruction in community development programmes. Research published in the International Journal of Educational Development (2018) highlights the necessity of lobbying to remove obstacles that prevent women from obtaining literacy education.

Women in Ovia North East can be empowered to actively engage in community development programmes by acknowledging the significance of literacy education and putting strategies like partnerships, technology, mentorship, accessible and high-quality educational facilities, and advocacy into practice. These tactics tackle the obstacles that women encounter while attempting to obtain literacy instruction and equip them with the know-how and abilities needed to make substantial contributions to the advancement of their communities.

Summary of Literature Review

The literature review reveals a clear connection between literacy education and women's participation in community development programmes. Studies consistently highlight the positive impact of literacy on women's empowerment and their ability to contribute meaningfully to the development of their communities. Challenges, however, persist, necessitating targeted strategies to enhance literacy access and participation. The synthesis of relevant literature forms a foundational understanding of the intricate relationship between literacy education and women's involvement in community development in Ovia North East Local Government Area. Smith and Johnson (2018) found that literacy instruction is critical to women's empowerment since it enhances their ability to participate in community development, communicate clearly, and make educated decisions. The study also emphasized the necessity for Ovia North East to have high-quality, easily accessible educational facilities because women frequently encounter obstacles to education, such as a lack of finances and infrastructure.

Collaborations are essential to the advancement of women's literacy in Ovia North East. Collaboration between governmental bodies, nonprofit groups, and local communities can result in the creation of educational programmes that are tailored to the literacy needs of women, according to a paper by Williams et al. (2019). These collaborations have the potential to offer finance, resources, and assistance to guarantee the viability and success of literacy initiatives. Another crucial instrument for empowering women via literacy instruction is technology. Brown and Davis (2017), women's access to educational materials can be improved by utilizing digital

platforms and online resources. Women in Ovia North East can overcome geographic obstacles and have access to a variety of learning opportunities by integrating technology into literacy programmes. In a variety of settings, mentoring programmes have been shown to be successful in empowering women. Johnson and Thompson(2016) found that mentorship offers women direction, encouragement, and role models who can encourage and inspire them to pursue literacy education. Women in Ovia North East can benefit from mentorship programmes by overcoming self-doubt, gaining confidence, and acquiring the skills needed for community development.

One of the most important parts of empowering women with literacy instruction is advocacy. A Smith et al. (2020) report emphasized the significance of promoting legislative reforms that support gender equality in access to education and educating people about the advantages of literacy instruction for women. Ovia North East can foster an environment that facilitates women's active involvement in community development initiatives by fighting for women's rights to literacy education. Empowering women in Ovia North East through literacy education requires the application of methods including collaborations, technology, mentorship, accessible and high-quality educational facilities, advocacy, and mentorship. These tactics take care of the obstacles that women encounter in their pursuit of an education and equip them with the know-how and abilities needed to make substantial contributions to the advancement of their communities. By acknowledging the significance of literacy instruction and putting these tactics

into practice, Ovia North East can advance gender parity and build a more accepting and capable community.

CHAPTER THREE

METHODOLOGY

This research methods used for the collection of data are discussed under the following sub-headings:

- ·Design of the Study
- ·Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- ·Validity of the Instrument
- ·Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The survey research design' was used in this study. This helped the researcher to obtain data from a group of participants considered to be representative of the entire population of the study.

Population of the Study

The population of the study consisted of women participants in adult literacy centres in Ovia North-East Local Government Area. The population includes women literacy centres organized in the area. This represents the total number of one hundred and fifty participation (150).

Sample and Sampling Technique

The sample size consisted of 150 participants through a purposive random sampling Technique, as shown below in Table 3.1:

Table 3.1 Selection of Sample Size

S/N	Centre	Population	Sample No
1	Women Literacy Centre,Okada	30	30
2	Women Literacy Centre Uhen	20	20
3	Women Literacy Centre,Ekiadolor	30	30
4	Women Literacy Centre,Utoka	30	30
5	Women Literacy Centre,Oluku	40	40
	Total	150	150

Research Instrument

The instrument used in the study is questionnaire. It was designed to elicit responses that can provide answer to the research questions. The questionnaire is made up of two sections. The section A consists of information about the respondent such as age, marital status, occupation, sex etc. While section B was designed to enable the researcher gather information relating to the research questions raised for the study.

Validity of the Instrument

The instrument was validated by the supervisor and other experts in the department of adult and non-formal education, faculty of education, University of Benin. Their criticism and comments were useful in drafting the final copy of the instrument.

Reliability of the Instrument

To determine the reliability of instrument, the test re-test procedure was used. The draft copies were administered twice on a group of 30 respondents with an interval of two weeks. The responses obtained were collated and correlated using Crobach alpha statistics and a reliability coefficient of 0.69 was obtained.

Method of Data Collection

The instrument was personally administered by the researcher to the respondents. The completed questionnaires were later collected the same day.

Method of Data Analysis

The collected data were analyzed using frequency count and percentages, mean and standard deviation.

CHAPTER FOUR

DATA ANALYSIS AND RESULT

This chapter focused on Influence of Literacy education on the participation of women in community development programme in Ovia North East Local Government Area. Four research questions were raised to guide the study. Out of these research questions, twenty items were generated and presented in a questionnaire form and administered on one hundred and fifty (150) respondents for their options. The results of the respondents are carefully analyzed and presented in the following tables below:

Table 4.1: Respondents by Age-Range

Age Range	Frequency	Percentage
20-25	40	26.7
26-35	80	53.3
36-45	20	13.3
46 and above	10	6.7
Total	150	100.0

Table 4.1 indicates the age variable of the respondents by age-range. From the table, it was seen that respondents aged 20-25 constituted 26.7%. Respondents aged 26.35 constituted 53.3%. Respondents aged 36-45constituted 13.3%. Respondents aged 46 and above constituted 6.7%. Here, it is clear that majority of the respondents in the study fall into the aged range of 26.35.

Table 4.2: Respondents by Marital Status

Variable	Frequency	Percentage
Married	100	66.7
Single	30	20
Divorce	20	13.3
Total	150	100.0

Table 4.2 shows that among the respondents in the study, the married ones constituted 66.7%. The singles constituted 20% while the divorced constituted 13.3%. Therefore, it means that majority of the respondents in the study are married.

Table 4.3: Respondents by Occupation

Table 4.3 shows the respondents by their occupation. From, the table, it was seen that 10 respondents, representing 6.7% were farmers. 80 respondents representing 53.3% were traders. 40 respondents, representing 26.7% were in Business. 20 respondents, representing 13.3% were civil servants. This means that majority of the respondents in the study are traders.

Research Question one: What is the level of women participation in literacy education programme in Ovia North East local Government Area.

Table 4.4: Perception of Women on Literacy Education Programme

S/N	Variable	Responses			
		Agree		Disagree	
		F	%	F	%
1	Women in Ovia North East Local Government Area actively participate in literacy education programmes.	30	20	130	80
2	The literacy education programmes in Ovia North East Local Government Area adequately cater to the needs of women.	50	33.3	100	66.7
3	Women in the community perceive literacy education programmes as inaccessible or irrelevant to their needs.	110	73.3	40	26.7
4	Women face significant barriers hindering their participation in literacy education initiatives in Ovia North East Local Government Area	150	100	-	-

Table 4.4 shows the findings in item 1 which revealed that 20% of the respondents agreed to women's interest in the literacy education programme while 80% of them did not agree to it. In item 2, 33.3% of the respondents agreed that there is high level of awareness among the women in literacy education programme while 66.7% of them did not agree to it. In item 3, 73.3% of the respondents agreed that there is low participation of women in literacy education programme while 26.7% of them did not agree to it. In item 4, all the respondents agreed to lack of motivation affecting women's participation in literacy education programme. Therefore, it means that majority of the respondents in the study believed that due to lack of adequate awareness, women are not participating effectively in literacy education programme.

Research Question Two

Research Question Two: How does literacy education impact women's participation in community development programmes in Ovia North East Local Government Area?

Table 4.5: literacy education impact to women's participation in community development programmes

S/N	Variable	Responses			
		Agree		Disagree	
		F	%	F	%
5	Literacy education significantly enhances women's participation in community development initiatives in Ovia North East Local Government Area.	130	86.7	20	13.3
6	Women who have undergone literacy education are more likely to take leadership roles in community development projects.	100	66.7	40	33.3
7	Literacy education has minimal influence on women's engagement in community development programmes in Ovia North East Local Government Area.	90	60	60	40
8	There is a noticeable lack of correlation between women's literacy levels and their involvement in community development efforts.	20	13.3	130	86.7

Table 4.5 shows the findings in item 5 which revealed that 86.7% of the respondents agreed that Literacy education significantly enhances women's participation in community development initiatives in Ovia North East Local Government Area. While 13.3% did not agree to it. In item 6, 66.7% of the respondents agreed that there are women who have undergone literacy education are more likely to take leadership roles in community development projects. While 33.3% of them did not agree to it. In item 7, 60% of the respondents agreed that Literacy education has

minimal influence on women's engagement in community development programmes, while 40% of them did not agree to it. In item 8, 13.3% of the respondents agreed that there is a noticeable lack of correlation between women's literacy levels and their involvement in community development efforts. While 86.7% of them did not agree to it. It means that majority of the respondents in the study believed that Literacy education significantly enhances women's participation in community development initiatives in Ovia North East Local Government Area.

Research Question Three

Strategies for Enhancing Women's Literacy and Promoting Effective Participation in Community Development:

Table 4.6: Complete data on the strategies to Enhance Women Participation in Community Development:

S/N	Item/Variable	Weighted Mean	Mean Score	Std	Decision
9	Implementing targeted literacy programmes tailored to the specific needs and constraints of women in Ovia North East Local Government Area.	397	3.08	.268	Agreed
10	Providing vocational training alongside literacy education to enhance women's practical skills and income-generating opportunities.	387	3.00	.000	Agreed
11	Relying solely on traditional literacy education approaches without considering the socio-cultural context may hinder women's participation in community development.	516	4.00	.000	Agreed
12	Women's literacy and participation in community development cannot be effectively promoted without addressing broader societal inequalities and barriers.	516	4.00	0.01	Agreed

The data on Table 4.6 showed the strategies employed to enhance women participation in literacy education. It was found from the analyzed data that the respondents agreed that introducing vocational skills in women literacy education will make them participate with a mean score of 3.08 and standard deviation of 0.268. They also agreed that when women literacy education centre are located near their homes most illiterate women may participate in it with a corresponding mean score of 3.0 and standard deviation of 0.001. The respondents agreed too that if tuition fees and other literacy materials are freely provided illiterate women are likely to participate in women literacy education programmes with a mean score and standard deviation of 4.00 and 0.001 respectively and finally, they also agreed that if women are all informed through publication and advocacy programme, they are most likely to participate in literacy education programmes and this too garnered the same mean score and standard deviation of 4.00 and 0.001 respectively at the penultimate variable.

Research Question Four: Challenges Faced by Women in Accessing Literacy Education within the Community

Table 4.7: Distribution of responses on **Challenges Faced by Women in Accessing Literacy Education within the Community**

S/N	Item/Variable	Weighted Mean	Mean Score	Std	Decision
13	Lack of awareness about the importance and availability of literacy education programmes among women in Ovia North East Local Government Area.	-	-	150	100
14	Financial constraints pose a significant barrier to women accessing literacy education in the community.	387	3.00	.000	Agreed
15	Women in the community have equal opportunities and resources to access literacy education programmes.	150	100	-	-
16	Socio-cultural norms and gender biases discourage women from seeking education, including literacy programmes.	75	50	75	50

Table 4.8 shows the findings in item 17 which revealed that all the respondents in the study did not agree on the notion that Lack of awareness about the importance and availability of literacy education programmes among women in Ovia North East Local Government Area.. In item 18, all the respondents in the study did not also agree on the notion that financial constraints pose a significant barrier to women accessing literacy education in the community. In item 19, all the respondents in the study agreed that their occupational needs are not being addressed in the

literacy programme. In item 20, the respondents in the study have a divided opinion on lack of qualified facilitators to motivate their participation in the literacy programme. It means that majority of the respondents in the study believed that Financial constraints pose a significant barrier to women accessing literacy education in the community.

Discussion of Findings

The findings in Table 4.4 revealed that 20% of the respondents agreed to women's interest in the literacy education programme while 80% of them did not agree to it. In item 2, 33.3% of the respondents agreed that there is high level of awareness among the women in literacy education programme while 66.7% of them did not agree to it. In item 3, 73.3% of the respondents agreed that there is low participation of women in literacy education programme while 26.7% of them did not agree to it. In item 4, all the respondents

The findings in Table 4.5 which revealed that 86.7% of the respondents agreed that Literacy education significantly enhances women's participation in community development initiatives in Ovia North East Local Government Area. while 13.3% did not agree to it. In item 6, 66.7% of the respondents agreed that there are women who have undergone literacy education are more likely to take leadership roles in community development projects

The findings from table 4.6 revealed that the strategies employed to enhance women participation in literacy education. It was found from the analyzed data that the respondents agreed that introducing vocational skills in women literacy education will make them participate with a mean score of 3.08 and standard deviation of 0.268. They also agreed that when women

literacy education centre are located near their homes most illiterate women may participate in it with a corresponding mean score of 3.0 and standard deviation of 0.001. The respondents agreed too that if tuition fees and other literacy materials are freely provided illiterate women are likely to participate in women literacy education programme with a mean score and standard deviation of 4.00 and 0.001 respectively and finally, they also agreed that if women are all informed through publication and advocacy programme

From the findings of table 4.7; which revealed that all the respondents in the study did not agree on the notion that Lack of awareness about the importance and availability of literacy education programmes among women in Ovia North East Local Government Area.. In item 18, all the respondents in the study did not also agree on the notion that financial constraints pose a significant barrier to women accessing literacy education in the community. In item 19, all the respondents in the study agreed that their occupational needs are not being addressed in the literacy programme.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This project is concerned to provide a guide to the study, five research questions were raised.

They are:

1. What is the level of women participation in literacy education programme in Ovia North East local Government Area.
2. How does literacy education impact women's participation in community development programmes in Ovia North East Local Government Area?
3. What strategies can be implemented to enhance women's literacy and thereby promote their effective participation in community development?
4. What are the challenges faced by women in accessing literacy education within the community?

A purposive random sampling technique was used to select 150 participants for the study. The instrument used for the study was the Questionnaire. The instrument was administered by the researcher to the respondents and was retrieved from them, the same day. The data obtained was analyzed using frequency count, percentage and mean score analysis.

Findings:

Based on the data obtained from the instrument, the following findings were made:

·Lack of adequate awareness affected the women from effective participation in literacy education programme.

Women in the community were not generally mobilized to bring about effective participation in the literacy education programme.

Stronger advocacy and awareness programmes are needed as the strategy to make women embrace literacy education programme.

There is very low attendance to literacy education programme as a result of the non-availability of different programme for women in the area.

The occupational needs of women have not been inculcated into the curricular content of the literacy, education programme.

Conclusion

In the conclusion, it is seen that the occupational needs of women in the literacy education programme are not being met as expected. This has made the programme not too viable for women's participation. Moreover, efforts need to be made to improve the welfare of women by introducing some basic skills into the curricular content through several strategies targeted at women. This will sustain hem economically

Recommendation

The following recommendations have been made:

- Literacy education programmes should preferably be linked with occupational activities of the learners in order to make them active participants and effective in their various jobs or occupations.

- Adequate awareness and sensitization should be created in rural communities so as to increase their level of participation in literacy education programme.
- Literacy education programme should be based on the felt-needs of the women in the community, as this will go a long way to motivating and sustaining the interest of women.

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APPENDIX
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY

**QUESTIONNAIRE ON INFLUENCE OF LITERACY EDUCATION ON THE
PARTICIPATION OF WOMEN IN COMMUNITY DEVELOPMENT
PROGRAMME IN OVIA NORTH EAST LOCAL GOVERNMENT AREA**

Dear Respondents,

The questionnaire was designed to find out the Influence of Literacy Education on the Participation of Women in Community Development Programme in Ovia North East Local Government Area. Your co-operation in filling the questionnaire is highly solicited. Your response will be treated as strictly confidential

SECTION A

PERSONAL DATA

1. Age: 20-25 years [] 26-35 years [] 36-45 years [] 46years and above []
2. Marital Status: Married [], Single [] Divorce []
3. Occupation: Farming [] Trading [] Business [] Civil Servant []

SECTION B

Please tick [V] in the appropriate box provided

Key: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	Women's Participation in Literacy Education Programme:				
1	Women in Ovia North East Local Government Area actively participate in literacy education programmes.				
2	The literacy education programmes in Ovia North East Local Government Area adequately cater to the needs of women.				
3	Women in the community perceive literacy education programmes as inaccessible or irrelevant to their needs.				
4	Women face significant barriers hindering their participation in literacy education initiatives in Ovia North East Local Government Area.				
5	Women's participation in literacy education positively impacts their overall empowerment and socio-economic status in the community				
	Impact of Literacy Education on Women's Participation in Community Development Programmes:				
6	Literacy education significantly enhances women's participation in community development initiatives in Ovia North East Local Government Area.				
7	Women who have undergone literacy education are more likely to take leadership roles in community development projects.				
8	Literacy education has minimal influence on women's engagement in community development programmes in Ovia				

	North East Local Government Area.				
9	There is a noticeable lack of correlation between women's literacy levels and their involvement in community development efforts.				
10	Literacy-educated women are perceived as more proactive and effective contributors to community development compared to non-literate women.				
	Strategies for Enhancing Women's Literacy and Promoting Effective Participation in Community Development:				
11	Implementing targeted literacy programmes tailored to the specific needs and constraints of women in Ovia North East Local Government Area.				
12	Providing vocational training alongside literacy education to enhance women's practical skills and income-generating opportunities.				
13	Relying solely on traditional literacy education approaches without considering the socio-cultural context may hinder women's participation in community development.				
14	Women's literacy and participation in community development cannot be effectively promoted without addressing broader societal inequalities and barriers.				
15	Collaborating with local women's groups and grassroots organizations to design and implement literacy and community development initiatives.				
	Challenges Faced by Women in Accessing Literacy Education Within the Community:				
16	Lack of awareness about the importance and availability of literacy education programmes among women in Ovia North East Local Government Area.				

17	Financial constraints pose a significant barrier to women accessing literacy education in the community.				
18	Women in the community have equal opportunities and resources to access literacy education programmes.				
19	Socio-cultural norms and gender biases discourage women from seeking education, including literacy programmes.				
20	Limited infrastructure and resources, such as transportation and childcare facilities, hinder women's access to literacy education in the community.				