

**FACTORS INFLUENCING WOMEN'S PARTICIPATION IN LITERACY
PROGRAMME IN OREDO LOCAL GOVERNMENT
AREA OF EDO STATE**

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BENIN CITY**

JULY, 2021

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF
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IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD
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CHEMISTRY EDUCATION**

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CERTIFICATION

We, the undersign, certify that this project was carried out by Blessing Emosivwe VICTOR in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City as adequate in scope and quality for the partial fulfilment for the award of B.Sc. (Ed) degree in Chemistry Education.

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Date
DEDICATION

This project is dedicated to my lovely father, late Mr. Victor Emosivwe

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The researcher's deepest appreciation goes to God almighty who saw her through her years in the University of Benin and for giving her the strength and grace to finish well.

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ABSTRACT

The study investigated the Factors influencing women's participation in literacy programme in Oredo Local Government Area of Edo State. Four research questions were raised to guide the study. The questions bothered on extent at which social factors influence women participation in adult literacy programme, extent at which Economic factors influence women participation in adult literacy programme, extent at which Psychological factors influence women participation in adult literacy programme and the factors militating against effective women's participation in adult literacy programme in Oredo Local Government Area of Edo State.

A descriptive research design was employed in carrying out the study. The population of the study consist of all registered adults female learners in adult literacy programme in Oredo Local Government Area of Edo State. The estimated population was 122 (Fieldwork, 2021). An instrument titled "Factors influencing women's participation in literacy programme in Oredo Local Government Area of Edo State" was used for data collection. The collected data were analyzed using descriptive statistics like simple percentage and frequency count.

The findings revealed that there are various social factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State. Also, it revealed there are various factors militating against effective women's participation in adult literacy programme in Oredo Local Government Area of Edo State. Based on the study it was concluded that the greatest education factors motivating women's participation in literacy programme are obtaining certificate for a better job, becoming literate, and improvement on communicative skills. In line with the findings, the following recommendations were made: Enlightenment campaign on the importance of women education should be encouraged. Also, Gender discrimination should be discharge so that women can contribute in the development of the community and the nation at large.

CHAPTER ONE

INTRODUCTION

Background to the Study

In modern society, basic literacy and numeracy are increasingly becoming more essential than ever due to changing world of technology and its emerging challenges. However globally, 774 million adults are illiterate (Lind and Johnson, 2009). They lack the elementary knowledge vital for improving their health and livelihood, helping their children with school, playing an active role in their communities and making more political and economic choices – in short, for securing a better future for themselves and their families (Benavot, 2008). In recent years, attention has increasingly been focused on the instrumental objective of literacy in the context of its perceived relationship to livelihood. The often repeated question “literacy for what?” is as valid today as it was several decades ago. This question has in the past generated a spirited debate on the relationship between literacy and development. For example between 1945 and 1983, illiteracy has been seen as a major obstacle to 'development hence literacy was viewed from the basic human needs approach where literacy is an instrument for development. From 1983, there has been an apparent paradigm change in our perception of literacy from the basic human needs approach to the human rights approach or „rights-based development“ (Ekundayo, 2002).

Literacy is therefore a fundamental human right and this justifies the need to eradicate illiteracy. Although adult literacy programmes have been implemented in most countries of the developing world, they have often been characterised by high drop-out rates and low attainment and retention of literacy skills (Robinson-Pant, 2003).

The motivation behind adult literacy programme is mainly to create a healthy and prosperous community. Adult literacy programme creates steps that the illiterates follow to improve themselves and contribute to the development of the society. It helps the illiterate citizens to acquire skills that help them to improve their standard of living. The importance of adult literacy programme in any society therefore cannot be ignored. This is because the level of illiteracy among the populace should not be allowed to continue because of national development needs. One of the objectives of adult education is to reduce the level of illiteracy in the society. In our society today, there are many people who had no access to education due to problems emanating from their poor socio-economic background. Adult education is therefore one of the means of bridging this gap Education has played an important role in the life of women presently. In view of this, Ngwu (2003) maintained that women education becomes the instrument for their own liberation. It is also an instrument for social transformation because it attempts to construct a new society, which will conform to the interests and aspirations of the popular sectors.

As it relates to the psychological factors, some women tend to enroll in adult education programme to boost their ego. According to Obeta, Omeje and Omeje (2003), the need for self-respect is strong among those people generally classified as common people. This need also motivates women to participate in adult literacy education programme and to work harder. They want to understand the changes that are going on in their society and enjoy freedom to act as socially responsible members of the community.

Through adult education programmes, women have been elevated to some prominent political, social, religious and economic positions. As such, they can play leadership roles effectively in the present society because of their acquisition of political empowerment. Obetta (2004) noted that political empowerment enhances democratic and responsible governance which have effective leadership skills, decision-making strategies and a mastery of the dynamics of planned change as its components. Adult education improves family-role matters as it enables women to enhance their family economic status and provide their children with further opportunities and advantages. In the same vein, adult education programmes enable women to widen their knowledge and acquire skills for income-generation as a means of gaining the much needed economic independence. Obi (2006) affirmed that adult education programmes enable illiterate adults to improve their skills acquisition,

knowledge, economic, social, psychological, family-role, educational and political roles in the society.

In a rapidly developing nation as Nigeria, the present status of women's education is still at the subsistence level. The Nigerian government has made several efforts to improve the level of education of women in the country as can be seen in the various functional literacy programmes that have been designed to provide them with courses in family health, food and nutrition, childcare, domestic science and basic education. It can therefore be seen that a lot of adult education programmes have enabled the women to advance educationally, socially, politically, psychologically and economically. It is against this background that this study seeks to find out the factors influencing women participation in Adult literacy Programme in Oredo Area Local Government of Edo State.

Statement of the Problem

Since the declaration of *women empowerment* at the Beijing Conference of 1995, there have been sporadic changes in life of Nigerian women. Many of them enrolled in education programmes including adult literacy programme. Through adult literacy programme, many of them are now more self-reliant; have the ability to read and write letters as well as keeping of proper account. In addition, some of the women have obtained certificates for better jobs. However, the present low status of majority of Nigerian women cannot be neglected. This is because the major objective

of adult literacy programme in Nigeria is to make the nearly 60 million Nigerian illiterates functionally literate. The achievement of the objectives of adult literacy programme cannot be effective without the reduction of high illiteracy rate of the female population in Nigeria. This can be realized by motivating them to participate in adult literacy programme.

In Oredo Local Government Area of Edo State, the task of providing adult literacy programme to its populace, especially the womenfolk is in progress. This is in realization of the enormous role women play in national development. The objective of the programme was aimed at achieving social, economic, and political emancipation and progress of female folk. It is therefore a fact that the process of adult literacy programme cannot be sustained without identifying the factors that influence women's participation. If this is not done, it will create problems such as poverty, malnutrition and diseases, women marginalization, among others, hence the need for the study.

Research Questions

The study will be guided by the following research questions.

1. To what extent do social factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State?
2. To what extent do Economic factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State?

3. To what extent do Psychological factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State?
4. What are the factors militating against effective women's participation in adult literacy programme in Oredo Local Government Area of Edo State?

Purpose of the Study

The purpose of the study will be; to find out the factors influencing Women participation in Adult Literacy programme in Oredo Local Government Area of Edo State. Specifically, the objective of this study will include:

- To identify the social factors influencing women participation in adult literacy programme
- To determine the economic factors influencing women participation in adult literacy programme
- To identify the psychological factors influencing women participation in adult literacy programme
- To determine the factors militating against effective women's participation in adult literacy programme.

Significance of the Study

It is hoped that the results of this study will lead to the recommendation and ways of promoting full participation of women in adult education programmes in Oredo Local Government of Edo State.

The findings of this study will be of immense importance to the entire population of women in Oredo Local Government as it will provide them the opportunity to take advantage of information revealed concerning the various adult literacy programmes to better their lots. This will make them to enroll in one adult education programme or the other.

The finding of this study will also benefit the adult education personnel and programme designers in making necessary input in their adult education programmes articulating the varied interest of the women. This will make programmes designed by them to have relevance to the needs of the learners.

The findings of this study will be useful to the various levels of government especially to the Oredo Local Government Area of Edo State. It will offer the government necessary information on the policy issues on adult education to improve women education.

Finally, the findings will benefit researchers and NGOs who are interested in women and women education. It will offer them the desired information and strategies for enhancing women involvement in adult education programme

Scope and Delimitation of the Study

The study which seeks to find out the factors influencing women participation in adult literacy programme is centered on the geographical area of Oredo Local Government Area of Edo State. The existing literacy centres in Oredo will form the focus of the study. The study is delimited to female participant in the various literacy centres in Oredo Local Government Area.

Definition of Terms

Some concepts of words as used in the study have been carefully explained by the researcher as follow:

Literacy education: it is a dynamic process of learning in which individuals gain access to knowledge and skills to critically reflect on social reality and take collective action to transform it.

Participation: The act of taking part or sharing in something

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter contains a review of literature on Assessment on the factors influencing women's participation in adult literacy programme in Oredo Local Government Area of Edo State. The review was done based on the following sub-headings:

- Concept of Participation
- Women's Participation in Adult Literacy Programme
- Social Factors Influencing women's Participation in Literacy Education Programme
- Economic Factors Influencing Women's Participation in Adult Literacy Programme
- Psychological Factors Influencing Women's Participation in Adult Literacy Programme:
- Factors Militating against the Effective Women's Participation in Adult Literacy Programme
- Summary of Reviewed Literature

Concept of Participation

Participation is a process between rural dwellers and development partners which in most cases are government agencies, of which rural dwellers participate in analysing current situation, plan, implement and evaluate development activities (FAO, 2000). The World Bank (2004) definition states that it as a process through which stakeholder's influence and share control over development initiatives and the decisions and resources which affects them while Reid (2000) saw the concept as one key ingredient for an empowered community. Participation can only occur when a community organizes itself and takes responsibility for managing its problems. In taking this responsibility, it means identifying the problems, developing actions, putting them into place and following through (Cheetham, 2002). A good example of the deep participation approach is the Regenerated Frerian Literacy for Empowering Community Techniques (REFLECT) approach.

According to Bhalalusesa (2004), REFLECT is based on the theory of conscientisation, pioneered by the Brazilian educator Paulo Freire. The emphasis is placed on dialogue and action, awareness-raising, cooperation and empowerment. Adult learners explore development challenges and find ways to overcome them. Ekundayo (2001) describes the term participation as a process which assumes that people are at the centre of development action. True participation empowers and facilitates learning. The learning process is therefore an empowering process whose

purpose is knowledge generation and acquisition, positive attitudes formation, development of self-awareness, self-reliance and production of material resources. All over the world especially in developing countries where literacy rates are low the governments and NGOs usually embark on Non-formal Education (NFE) to improve on the situation. NFE is usually implemented because literacy is said to have direct nexus with a nation's development (Fuseini and Abudu, 2014). The right of all citizens to education was solemnly proclaimed by the Universal Charter of Human Rights in 1948 (Republic of Kenya, 2010). Similarly the World Declaration on Education for All, made in Jomtien in 1990, placed the challenge of literacy within the broader challenge of meeting the basic learning needs of every child, youth and adult (UNESCO, 2006).

Women's Participation in Adult Literacy Programme

The current wave of globalization has greatly improved the lives of women worldwide, particularly the lives of women in the developing world. Nevertheless, women remain disadvantaged in many areas of life, including education, employment, health, and civil rights. According to the U.S. Agency for International Development and the World Bank, 57 percent of the 72 million primary school aged children who do not attend school are females. Additionally, girls are four percent less likely than boys to complete primary schools (Gender statistics, 2010).

While many gains have been made with regards to overall level of education worldwide and more children than ever are now attending school (King, 2013), there is still not world-wide gender parity in education. In every income bracket, there are more female children than male children who are not attending school. Generally, girls in the poorest 20 percent of household have the lowest chance of getting an education (Jensen, 2010). This inequality does not necessarily change in adulthood. Statistics show that of the 774 million illiterate adults worldwide, 64 percent are women – a statistic virtually unchanged from the early 1990s (Gender Statistics, 2010). As girls become older, the increase in domestic responsibilities further prevents them from attaining higher levels of education.

According to Asagwa (2002) the society see women as people being created to be subordinates to Their men counterparts, whose education end in the kitchen while the male's education end in Success. Supporting the above. Kilanko (2001) observed that men are generally assumed to be the head of the family who take care of the needs of the family while women bear and rear children and **as** such is regarded as an appendage to her husband. This has resulted to the attendant discriminatory tax laws. She further asserts that culture, religion and upbringing in the pre-colonial era rendered the Nigerian women as tools in the hand of the men to be discriminated against and any Nigerian woman to make any impact, she must work as hard if pot harder than her male counterpart. In his own contribution Ibanga (2006) observed that

women have become discriminated against from the earliest stage of life. According to her, in some extreme cases in China, for instance son preference result results in harmful! Practices such as prenatal sex selection and female infanticide. Enrolment figures for literacy classes in Nigeria in comparison with the ratio of men to women in the national population explains this.

Table 1. Summary of the Enrolment Figures for Literacy Classes in Nigeria: Comparing the Ratio of Men to Women

Sex/Age	Population	Enrolment figure%
Male - 25-29	3,303,739	2,517,962/76.2
Female-25-29	4,006,932	1,980,329/49.4
Male - 30-34	2,808,629	1,986,844/70.7
Female-30-34	3,105,298	1,198,910/39.6

Source: National Population Commission (1999).

Two things become clear from these figures; Firstly, the enrolment must be increased almost 10 folds, if not, illiteracy in Nigeria cannot be wiped out easily, and secondly, since there are far more women illiterates than men, the enrolment of women in the literacy programmes must be increased (Sikuade in Omoruyi 2001).

Social Factors Influencing Women’s Participation in Literacy Education Programme Social Environment

The social environment in Africa is determined by certain variables that describe social categories, such as age, gender, class and ethnicity (Nafukho, Amutabi & Otunga, 2005). Melgosa (2012) asserts that human beings are made to relate to each other by cultivating social relationships which may include participating in voluntary programmes such as enrolling in classes that interest them and allow them to share experiences. Muller quoted in omoruyi (2004) maintains that adults prefer to meet as equals in small groups to explore issues and concerns and then to take common action as a result of dialogue and inter-learning by discourse. It therefore implies that adult learning is not a teacher-learner relationship rather it involves sharing of experiences as learners interact. Ouso (2004), in supporting this view adds that participatory learning becomes more effective when done in a group. This enables the adults to tap and share their experiences. Group discussions in which everybody is free to participate arouse interest in the subject and help in building learners' confidence. Bholia quoted in Muller (2003) supports this view by stating that within the group the teacher as well as the other group members play the role of facilitators where all group members become co-agents. Their prior knowledge, wisdom and values are acknowledged and adequately used for further learning. In reinforcing the importance of the group-based approach to learning, Duke (2009) maintains that there is need to break the fractured competitive society, which allows us to give our attention to

individuals" learning outcomes and attainment by ensuring that learning is for some wider social or civic good.

Adult learners are basically known to be heterogeneous in terms of age differences and entry behaviour. The multi-grade approach, which captures the needs of learners with different levels of knowledge and competencies has not been explained despite its importance in accommodating the various categories of learners. It is noteworthy that adult learning is social learning. Susasmuth (2009) maintains that the learner is in the centre of the learning process, preferably through participatory approaches and existing competencies of learners.

Economic Factors Influencing Women's Participation in Adult Literacy programme

According to Okojie (2001), women from poor households were less likely to be enrolled and more likely to be withdrawn from school because of inability to pay fees or buy materials for learning. Similarly, Ezeudu (2001) stated that the present emphasis on female education and the increasingly roles of women in Nigerian society has seen a good number of females now learning even those technical courses like electrical/electronic engineering, building construction, woodwork, metal work, auto mechanic, welding and smiting among others. Experience and research evidence point to the fact that women are equally capable as men in many types of work including academic professional undertaking and technical occupation (Ivowi, 2007).

In explaining further on the economic influencing factors for women learners, Obeta and omeji (2003) maintained that women participate in those activities which they feel will bring increased income, which they could use to supplement whatever is available or brought in by the breadwinners of the family. Similarly, Akinpelu in olomukoro (2001), stated that the search for functional literacy for women must embrace a mixture of economic and liberation literacy method capable of addressing the socio-economic and physiological peculiarities of women. He praised the establishment of National Commission for Women and suggested that national organizations such as the Directorate for Social Mobilization; Directorate for food, roads and rural infrastructure (DFRRI) and National Directorate of Employment (NDE) be compelled to run literacy programme. In the same vein, Ahurumonye (2000) stated that functional literacy should create psycho-socio development especially in rural women and improve the quality of human input to national development. Besides, she argued that rural literate women would become asset to government's better life campaign by adopting basic method of hygiene, rudimentary technology and embracing cooperative movement. On the other hand, Guodong (2003) agrees that most participants in a wide literacy campaign were women and most of them were members of women organizations.

It is important to note the establishment of a separate ministry of women affairs and social development by the Federal Government is a right step in the right direction.

The duty of this ministry established in 14th January, 1995 include amongst others to stimulate actions that shall enhance women's economic empowerment through initiating programmes that promote the economic empowerment of women. Azikiwe (2002) noted that Nigerian government has initiated many policies and programmes aimed at educating the Nigerian women to enable them contribute effectively to development process. Some of these policies and programmes are: Educate Women for Development, Mass Literacy and Non-formal Education, Women in Science, Technology and Mathematics, Women Education Units, The Commission for Women Affairs, Better Life for Rural Women, Family Support Programme and The Family Economic Advancement Programme.

However, Ajanaku (2001) observed that women have joined labour force in Nigeria and work is central in redefining the roles of contemporary women. There are potential opportunities for women in any entrepreneurial development. The mere fact that one is a woman is the biggest opportunity which one has, especially in this contemporary Nigerian situation. Women, taken as a whole, have always been known for their patience, perseverance and hard work. In line with this, Omeje (2010) asserted that "Statistics show that women have entrepreneurial spirit than men, women have known for their patience and perseverance in whatever they set out to do, women are now very much interested in career change and with the effect of the Structural Adjustment Programme in the country, the economic climate is encouraging for

maturity entrepreneurship. Entrepreneurship opens the door of opportunities and women have realized this”. Nevertheless, female entrepreneurship possesses very high influence on the total economy of the society. Dignard in ojogwu (2009), stated that today, such professional women entrepreneurs continue to exist in relatively high numbers, they run profitable trading operation between Africa, Europe and Asia despite the fact that many are illiterate. They are quite efficient managers and are very much engaged in the day-to-day practice of their business. Some women have succeeded in business seem to men to have been influenced by them rather than handwork. Women because of gender discrimination are seen as very good home managers and as such their managerial skill should end there and does not extend into running a business.

Agreeing with the above view, Ugochukwu (2010) asserted that in the so called third world countries which Nigeria presently belongs, women are at the centre of all these economic, social and cultural activities that encompass our national development they directly or indirectly involved. From the domestic to the industrial level of the society, they operate as wives, mothers, nurses, farmers, guardians, professional managers and even as parliamentarians. All these cannot be achieved by women without be involved in the literacy programmes.

Psychological Factors Influencing Women’s Participation in Adult Literacy Programme

Emphasizing further on the factors that facilitate women to participate in adult education programmes, Ugwoegbu in Akinpelu (2001) stated that participation in a learning programme depends on the amount of burden which one faces. He pointed out that women tend to face more burden of life and so participate more in learning programme when their children are able to cater for themselves. This explains why in most cases, middle aged women are more predominant in most adult education programmes. In general terms, women are often confined to one form of domestic chore or the other, and this in most cases prevents them from participating in educational programmes. At a later age, however, a woman may feel out of touch with the society. This feeling comes up more in age when personality factor is constantly stressed and as a result motivates the person's desire to participate in an educational activity. The participation in the activity provides a means of enhancing herself and others. On the other hand, women may be interested in participating in a learning programme as a result of events happening around them. In some cases, these events may stimulate some level of needs. The developing countries has awaken from their slumber with regards to women's education as well as to sensitized them to realize the invaluable potentials of women to development which have wasted due to illiteracy, lack of skills and discrimination by men folks.

Obetta (2004) claimed that time has gone when it was believed that women were only been seen and not heard. He argued that societal role of women in the modern time has widened and so, they should not only been seen but also heard. Continuing, Obetta asserted that it was in appreciation of this important and widened role of women that Federal Government established a special unit on women education in the ministry of education.

Also, Ngwu (2003), stressed on popular education and active participation by individuals in solution of their problems. He observed that it is an instance whereby the masses and most importantly, women, collectively develop their knowledge and ways of learning and explaining the events of social life, all of which contribute to reinforce their power to transform their society. So, achieving literacy education is the first step to enabling women to take control over their lives to participate as equals in society and to free themselves from economic and patriarchal exploitation (Phiri in Akinpelu, 2001). A mother's level of education has a positive effect not only on her children's development but also on the health, education, mortality rate, preschool cognitive ability, etc. He emphasized that the common motivation for female learners are:

- i) Desire to help children to study;
- ii) More self-reliance and control over personal life;
- iii) Liberate from isolation and absolute submission to received authority;

- iv) Wish to participate in society in the same way as men

Enemuo (2001) in his own view stated that affective and sustainable process of women empowerment must necessarily include the expansion of women's access to educational opportunities, skills acquisition and positions of authority. Adebukola (2001) noted that when a woman is professionally empowered, she will make use of her endowment in a positive way, and being a master in her profession, she will not be deprived the right to practice, so as to benefit the nation.

In view of this, Ngwu (2003) stated that it is expected that women's education through the non-formal mode will enable them to take control of their lives, participate in societal development in meaningful and fulfilling ways and this become free of economic and patriarchal domination. Ngwu further stressed that the objectives are best integrated with adult education which will liberate women from ignorance and dependence but also will increase their mental and physical potentialities that will enhance the achievement of their goals in life. Exposing the women to quality education gives them equal opportunity to compete with men, the opportunity to interact with the wider world as their men counterpart, and allows them to perform or exhibit their potentials. They are likely to give their best by playing very important role that will uplift the socio-economic development of a nation.

Factors Militating against the Effective Women's Participation in Adult Literacy programme

Several factors such as environment, religion, tradition, and culture, etc., have militated against women's education and effective involvement in scientific and technological advancement as their male counterpart all over the world. In view of this, Indabawa (2004) noted that there are ten salient socio-cultural factors which militate against girls and women participation in adult education. These factors according to him include: early marriage, hawking practice, the poverty level of families, poor practices on the support of/for girls' education, some misunderstanding on the position of Islam on women's education, society's poor attitude to girls'/women's education, irrelevance of the curriculum to the nature of women, poor female participation in studying the sciences, female's poor self-concept and poor link between education and employment.

In the same vein, Udugwomen (2004) traced the militating factors against women participation in adult education to the very home background; religion and social community of the girl-child. He maintained that the girl-child may be very brilliant and doing well at the early stage of her education but there might be some underground forces acting against her progress. Notably, according to the author, is the issue of early marriage, which has more destructive effect upon the entire life of the girl. In the core north, according to Udugwomen (2004), the system of Purdah permits wives to be excluded from taking active part in the socio-cultural public

activities of the community. Ekpo, Orok, Ekukinam and Okon (2003) observed that other factors militating against women participation in adult education include the social structure of the society, geographical location, family structure, childbearing and rearing and influence from other members of the extended family.

Commenting on the factors militating against women education, Ngwu (2003) stated that majority of Nigerian women and girls live under conditions which threaten their health, deny the choice of about childbearing, limit their educational access and attainment, restrict economic participation for women and fail to extent to them equal rights and freedom with men. Furthermore, Ngwu (2003) stated that the situation is worsened by the fact that currently, in Nigeria, non-formal education programme for parenting and women's education as well as early childhood education is not available and the few places that exist are concentrated in the urban centres. As a result, according to Asagwa (2002) the society see women as people being created to be subordinates to Their men counterparts, whose education end in the kitchen while the male's education end in success. In supporting the above, Kilanko (2009) observed that men are generally assumed to be the head of the family who take care of the needs of the family while women bear and rear children and as such is regarded as an appendage to her husband. This has resulted to the attendant discriminatory tax laws. She further asserts that culture, religion and upbringing in the pre-colonial era rendered the Nigerian women as tools in the hand of the men to be discriminated

against and any Nigerian woman to make any impact, she must work as hard if possible harder than her male counterpart.

Similarly, Oladipo in Osuji (2004), rightly asserted that in African setting, women's education is the exception not the rule. This depicts the obvious fact that the women are the mothers of the nation. This also depicts the fact that as the mothers of nation, the rural poverty stricken, illiterate mothers of today are the nurturers of Nigerian tomorrow. Statistics show that in the rural areas, most of the kids who do not go to school or who discontinue their education are girls. Many are pregnant sometime before they are two years into puberty. Soon they become mothers who never prepare for motherhood, and who do not have the qualification for any job or knowledge for any trade". It is obvious that to effectively improve human capabilities, it required particularly that the capacity of women be improved. This implies that the attitude, beliefs and customs of people of some society about women must change.

Summary of Reviewed Literature

The literature reviewed the concept of participation. Participation is seen as a process which assumes that people are at the centre of development action. True participation empowers and facilitates learning

Furthermore, the literature reviewed the factors influencing women's participation in adult literacy programme. They are economic, social and

psychological factors. The economic factors include to earn an improved income, gain an employment and to become self-reliant.

The literature also revealed that the psychological factors include making the adult female learners to occupy higher positions of authority in the society, overcome inferiority complex and to have control over their personal lives. On the factors militating against effective participation of women in adult literacy programme, the literature showed that they include cultural inhibitions, opposition from husbands due to fear the fear of unfaithfulness of their spouses, religious prohibitions, and the burdens of domestic chores.

Finally, it was also revealed from the literature that the participation of women in literacy programme is low compare to their male counterpart as seen in table 1.

CHAPTER THREE

METHODOLOGY

This chapter is concerned with the method and procedure that will be used for collecting data for the study. Specifically, it focuses on the following sub-headings;

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

Research Design

The descriptive survey research design was used for the study. This design method was considered most appropriate for this research because it enabled the researcher to get the opinion of the respondent as they exist in the various literacy centres in Oredo Local Government Area.

Population of the Study

The population of the study consist of all registered adults female learners in adult literacy programme in Oredo Local Government Area of Edo State. The estimated population was 122 (Fieldwork, 2021)

Sample and Sampling Technique

The researcher uses the entire population for the study. This is because the population size is small and manageable.

S/N	Literacy Centres	Population Number	Sample Number
1	A	45	45
2	B	40	40
3	C	37	37
	Total	122	122

Research Instrument

The data needed for the study was collected using a Questionnaire; the questionnaire comprises of Section “A” and Section “B”. Section A of the instrument focused on demographic characteristics of the respondent such as age, occupation, among others, while section B concentrated on the issues raised in the research questions.

Validity of the Instrument

In determining the face and content validity of the instrument, the expert's judgment approach was adopted; the constructed questionnaire was given to the project supervisor and two other lecturers in the Department of Curriculum and Instructional Technology for comment and scrutiny. Necessary corrections and amendments was made and reflected in the final draft.

Reliability of the Instrument

The reliability of the instrument was done by carrying out a pilot testing on 20 adult literacy students who are not part of the sampled population and data obtained was analyzed using the Combach Alpha Correlation Coefficient to measure the degree of consistency. And a reliability coefficient of 0.74 was obtained, indicating the instrument was reliable.

Method of Data Collection

The researcher personally involved in the administration of the questionnaire. The questionnaire was administered to the respondents themselves and necessary explanation was given to the respondents and promptly retrieved after the copies of questionnaire have been administered.

Method of Data Analysis

The data collected was analyzed using the descriptive statistics like simple percentage and frequency count.

CHAPTER FOUR

PRESENTATION RESULTS AND DISCUSSION OF FINDINGS

This chapter presents computation and analysis of data gathered through the use of the questionnaire distributed to the respondents. It also has the discussion of findings.

Presentation of Demographic Data

Table 1: Age Distribution of the Respondents

Age	Frequency	Percentage (%)
18-25 years	25	20.5
26-33 years	36	29.5
34-41 years	51	41.8
42 years above	10	8.2
Total	122	100

Source: Field Survey, 2021

The above table, shows the demography of age of respondents. It revealed that 25 participant representing 20.5% were within the age of 18-25 years. Also, it indicated that 36 participant representing 29.5% were within the age of 26-33 years, 51(41.8%) were within 34-41 years and 10(8.2%) were within 42 years and above.

Table 2: Marital Status of the Respondents

Marital Status	Frequency	Percentage (%)
Single	77	63.1
Married	32	26.2
Separated	-	-
Divorced	13	10.7
Widowed	-	-
Total	122	100

Source: Field Survey, 2021

Table 2, shows the marital status of respondents. It indicated that 77 participant representing 63.1% were single, 32(26.2%) were married, none were separated, 13(10.7%) were divorced and none were widowed.

Table 3. Occupation status of respondent

Occupation status	Frequency	Percentage (%)
Trading	33	27.1
Farming	12	9.8
Others	77	63.1
Total	122	100

Source: Field Survey, 2021

The above table, showed the occupation status of respondent. It shows that 33 participant representing 27.1% were traders, 12(9.8%) were famers and 77(63.1%) were in the category of those.

Answering of the Research Questions

Research Question 1: To what extent do social factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State?

Table 4: Showing the extent at which social factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State

S/N	ITEMS	Agreed		Disagreed		Total
		F	%	F	%	
1	The need to interact well in the society influence my participation	101	82.8	21	17.2	100
2	The need to make new friends influence my participation	100	82	22	18	100
3	The desire for meaningful interaction influences my participation in the society	112	91.8	10	8.2	100
4	Social demand influence my participation in literacy programme	88	72.1	34	27.9	100
5	The desire to be an icon in the society influence my participation	120	98.4	2	1.6	100

Source: Field Survey, 2021

N = 122

Table 4, showed the extent at which social factors influence women participation in adult literacy programme. It indicated that 101 participant representing 28.8% agreed that the need to interact well in the society influence my participation while 21(17.2%) disagreed. Also, it revealed that 100 participant representing 82% agreed that the need to make new friends influence my participation while 22(18%) disagreed. Likewise, 112 participant representing 91.8% agreed that the desire for meaningful interaction influences my participation in the society while 104(8.2%)

disagreed. Also, it revealed that 88 participant representing 72.1% agreed that social demand influence my participation in literacy programme while 34(27.9%) disagreed.

Moreso, 120 participant representing 98.4% agreed that the desire to be an icon in the society influence my participation while 2(1.6%) disagreed.

Research Question 2: To what extent do Economic factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State?

Table 5: Showing the extent at which Economic factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State

S/N	ITEMS	Agreed		Disagreed		Total
		F	%	F	%	
1	Earning an improved income influence my participation in adult literacy programme.	118	96.7	4	3.3	100
2	Gaining an employment influence my participation	35	28.7	87	71.3	100
3	Becoming self-employed influence my participation	117	96	5	4	100
4	Having a better standard of living influence my participation in adult literacy programme	32	26.2	90	73.8	100
5	Becoming self-reliant influence my participation	93	76.2	29	23.8	100

Source: Field Survey, 2021

N = 122

Table 5, showed the extent at which Economic factors influence women participation in adult literacy programme. It shows that 118 participant representing 96.7 agreed that earning an improved income influence my participation in adult literacy programme while 4(3.3%) disagreed. Also, 35 participant representing 28.7\$ agreed that gaining an employment influence my participation while 87(71.3%) disagreed. Furthermore, 117 participant representing 96% agreed that becoming self-employed influence my participation while 5(4%) disagreed. Likewise, 32 participant representing 26.2% agreed that having a better standard of living influence my participation in adult literacy programme while 90(73.8%) disagreed. Finally, 93 participant representing 76.2% agreed that becoming self-reliant influence my participation while 29(23.8%) disagreed.

Research Question 3: To what extent do Psychological factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State?

Table 6: Showing the extent at which Psychological factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State

S/N	ITEMS	Agreed		Disagreed		Total
		F	%	F	%	
1	Being respected in the family and society influence my participation in adult literacy programme	102	83.6	20	16.4	100
2	Overcoming inferiority complex influence my participation in adult literacy programme	98	80.3	24	19.7	100
3	Having control over my personal lives influence my participation in adult literacy programme.	99	81.1	23	18.9	100
4	Occupying higher positions of authority influence my participation in adult literacy programme	59	48.4	63	51.6	100
5	Boosting of ego in the society influence my participation in adult literacy programme	93	76.2	29	23.8	100

Source: Field Survey, 2021

N = 122

The above table, showed the extent at which Psychological factors influence women participation in adult literacy programme. It revealed that 102 participant representing 83.6% agreed that being respected in the family and society influence my participation in adult literacy programme while 20(16.4%) disagreed. Also, it shows that 98 participant representing 80.3% agreed to overcoming inferiority complex influence my participation in adult literacy programme while 24(19.7%) disagreed.

Likewise, 99 participant representing 81.1% agreed that having control over my personal lives influence my participation in adult literacy programme. While 23(18.9%) disagreed. Furthermore, it revealed that 59 participant representing 48.4% agreed that occupying higher positions of authority influence my participation in adult literacy programme while 63(51.6%) disagreed. Finally, it revealed that 93 participant representing 76.2% agreed that boosting of ego in the society influence my participation in adult literacy programme while 29(23.8%) disagreed.

Research Question 4: What are the factors militating against effective women’s participation in adult literacy programme in Oredo Local Government Area of Edo State?

Table 7: Showing the factors militating against effective women’s participation in adult literacy programme in Oredo Local Government Area of Edo State

S/N	ITEMS	Agreed		Disagreed		Total
		F	%	F	%	
1	Belief that woman’s education ends in kitchen militates against their effective participation in literacy classes	71	58.2	51	41.8	100
2	Psychological feeling that one is too old to learn militates against their effective participation in literacy classes	112	91.8	10	8.2	100
3	Opposition from husbands due to the fear that they may be dominated in the family militates against their effective participation in literacy classes	120	98.4	2	1.66	100
4	Burdens of domestic chores militate against their effective participation in literacy classes	39	32	83	68	100
5	Cultural inhibitions militate against their effective participation in literacy classes.	45	36.9	77	63.1	100

Table 7, showed the factors militating against effective women's participation in adult literacy programme. It revealed that 71 participant representing 58.2% agreed belief that woman's education ends in kitchen militates against their effective participation in literacy classes while 51(41.8%) disagreed. Also, 112 participant representing 91.8% agreed that psychological feeling that one is too old to learn militates against their effective participation in literacy classes while 10(8.2%) disagreed. 120 participant representing 98.4% agreed that opposition from husbands due to the fear that they may be dominated in the family militates against their effective participation in literacy classes while 2(1.66) disagreed. Furthermore, 39 participant representing 32% agreed that burdens of domestic chores militate against their effective participation in literacy classes while 83(68%) disagreed. Finally, 45 participant representing 36.9% agreed that cultural inhibitions militate against their effective participation in literacy classes while 77(63.1%) disagreed.

Discussion of Findings

The findings of this study were discussed with respect to the research objective earlier raised.

Based on the analyzed researcher questions one, showing the extent at which social factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State. It revealed that the respondent agreed to the

notion like, the need to interact well in the society influence my participation, the need to make new friends influence my participation, the desire for meaningful interaction influences my participation in the society , social demand influence my participation in literacy programme and the desire to be an icon in the society influence my participation as social factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State.

The analyzed research question two, showing the extent at which Economic factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State. It revealed that the respondent agreed to the notion like, earning an improved income influence my participation in adult literacy programme, becoming self-employed influence my participation and becoming self-reliant influence my participation as the Economic factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State.

Furthermore, research question three, showing the extent at which Psychological factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State. It revealed that the respondent agree to the notion like, being respected in the family and society influence my participation in adult literacy programme, overcoming inferiority complex influence my participation in adult literacy programme, having control over my personal lives influence my

participation in adult literacy programme and boosting of ego in the society influence my participation in adult literacy programme as the Psychological factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State.

Finally, research question four, showing the factors militating against effective women's participation in adult literacy programme in Oredo Local Government Area of Edo State. It revealed that the respondent agree to the notion like, belief that woman's education ends in kitchen militates against their effective participation in literacy classes, psychological feeling that one is too old to learn militates against their effective participation in literacy classes and opposition from husbands due to the fear that they may be dominated in the family militates against their effective participation in literacy classes as the factors militating against effective women's participation in adult literacy programme in Oredo Local Government Area of Edo State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study investigated the Factors influencing women's participation in literacy programme in Oredo Local Government Area of Edo State. Four research questions were raised to guide the study. The study attempted a review of related literature on concepts related to the research. Also, a review of literature related to the variables listed in the study were undertaken in order to underline the relationship between them. A descriptive survey research design was employed in carrying out the study. A structured questionnaire was used as instrument for data collection. Data collected were analysed accordingly. The analyzed data revealed that;

- i) There are various social factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State.
- ii) There are various economic factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State.
- iii) There are various psychological factors influence women participation in adult literacy programme in Oredo Local Government Area of Edo State.
- iv) There are various factors militating against effective women's participation in adult literacy programme in Oredo Local Government Area of Edo State.

Conclusion

The study concluded that the greatest education factors motivating women's participation in literacy programme are obtaining certificate for a better job, becoming literate, and improvement on communicative skills, likewise, the greatest psychological factors motivating women's participation in literacy programme are being respected in the family and society, boosting of ego in the society, occupying higher positions of authority in the society, and overcoming inferiority complex.

Recommendation

- i) Adult and Non-Formal Education, in conjunction with Commission for Women Affairs, should embark on a realistic and holistic campaign for women's education.
- ii) Adult education administrators, supervisors, co-ordinators and other people involved in the provision of adult education programmes should ensure that the time and venue for the adult education programmes are conducive and friendly to the female adult learners
- iii) Gender discrimination should be discharge so that women can contribute in the development of the community and the nation at large.
- iv) Enlightenment campaign on the importance of women education should be encouraged

Suggestion for Further Study

- a) The study investigated the Factors influencing women's participation in literacy programme in Oredo Local Government Area of Edo State, same study should be undertaken but with a larger population.
- b) The challenges encountered by women's participation in literacy programme in Oredo Local Government Area of Edo State.

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APPENDICES
APPENDIX I
QUESTIONNAIRE
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Factors influencing women's participation in adult literacy programme in Oredo Local Government Area of Edo State.

This questionnaire is solely for the purpose of a research. The researcher is interested in assessing the Factors influencing women's participation in literacy programme in Oredo Local Government Area of Edo State. You are therefore required to supply the needed information. Your response shall be treated with almost confidence, please read the question carefully and tick (✓) against response that is most appropriate to your choice.

SECTION A (DEMOGRAPHIC DATA)

1. Age: 18-25 [] 26-33 [] 34-41 [] 42 and above []
2. Marital status: single [] married [] separated [] divorced [] widowed []
3. Occupation: Trading [] Farming [] Others []

SECTION B

S/N	DESCRIPTION	YES	NO
RQ1	To what extent do social factors influence women's participation in adult literacy programme?		
1	The need to interact well in the society influence my participation		
2	The need to make new friends influence my participation		
3	The desire for meaningful interaction influences my participation in the society		
4	Social demand influence my participation in literacy programme		
5	The desire to be an icon in the society influence my participation		
RQ2	To what extent do Economic factors influence women participation in adult literacy programme?		
6	Earning an improved income influence my participation in adult literacy programme.		
7	Gaining an employment influence my participation		
8	Becoming self-employed influence my participation		
9	Having a better standard of living influence my participation in adult literacy programme		
10	Becoming self-reliant influence my participation		
RQ3	To what extent do Psychological factors influence women participation in adult literacy programme?		
11	Being respected in the family and society influence my participation in adult literacy programme		
12	Overcoming inferiority complex influence my participation in adult literacy programme		
13	Having control over my personal lives influence my participation in adult literacy programme.		
14	Occupying higher positions of authority influence my participation in adult literacy programme		
15	Boosting of ego in the society influence my participation in adult literacy programme		
RQ4	What are the factors militating against effective women's participation in adult literacy programme?		
16	Belief that woman's education ends in kitchen militates against their effective participation in literacy classes		
17	Psychological feeling that one is too old to learn militates against their effective participation in literacy classes		
18	Opposition from husbands due to the fear that they may be dominated in the family militates against their effective participation in literacy classes		
19	Burdens of domestic chores militate against their effective participation in literacy classes		
20	Cultural inhibitions militate against their effective participation in literacy classes.		