

**INFLUENCE OF SOCIO-ECONOMIC STATUS ON WOMEN'S PARTICIPATION IN
ADULT LITERACY PROGRAMMES IN EGOR LOCAL GOVERNMENT AREA OF
EDO STATE**

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OCTOBER, 2025.

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**A 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
BACHELOR OF EDUCATION (B.Ed) DEGREE IN ADULT EDUCATION.**

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CERTIFICATION

We, the undersigned, hereby certify that this project work was carried out by Peace Chinedu ENUBIAKA in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City in partial fulfillment for the award of B.ED in Adult Education.

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DEDICATION

This research work is dedicated firstly to God for his unending mercies and grace.

This research work is also dedicated to Mr Abel E. Idonor and Mrs Felicia Idonor, my parents for their unwavering support and love shown towards me in the course of this academic journey.

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ABSTRACT

This research study examined **Influence of Socio-Economic Status on Women's Participation in Adult Literacy Programmes**. The sample of the study consists of 50 respondents selected through the simple random sampling technique from five different adult literacy centers in Egor Local Government Area Of Edo State. The descriptive survey research design was adopted for this study and the result of the study showed that income, costs of transportations, materials and fees, and financial instability restrict women access to literacy programmes. Financial barriers present a formidable obstacle to women's participation in adult literacy programmes. The study also showed that cultural norms often view women's primary role as homemakers, limiting their educational pursuit, and women with higher educational levels are more likely to seek out additional literacy training to enhance their skills for personal or professional development.

On the basis of the findings, summary was made and recommendations were given, among which include; cultural barriers being addressed through awareness campaigns that are led by community leaders and influencers, there should be reduction in the cost of literacy programmes through the provision of subsidies, free materials, and transportation support, the adoption of online platforms and mobile learning tools to reach women who are unable to attend in-person classes, and literacy training should be combined with practical skills such as financial management and vocational training to increase relevance.

CHAPTER ONE

INTRODUCTION

Background of the Study

Education is the process by which people get ready to integrate into their communities. Any society's social, economic, technical, and political progress and transformation depend heavily on education. It is the act of learning broad information, refining one's ability to think and make decisions, and overall preparing oneself or others intellectually for adulthood. All people learn beliefs, information, and skills throughout their lives through the process of education. Education is still essential to human growth. It serves as the catalyst for significant advancements in every human culture. It continues both formally and informally, perceptibly and imperceptibly, and has long been recognized as the primary means of socializing people and passing down dynamic culture. Any educational system's objective is to produce or develop a well-rounded person who can live in his surroundings and make a significant contribution to the survival of the society to which he belongs (Mary Mojirade Ayantunji 2023).

Literacy by layman's definition could be seen as the ability to read and write but in a broader sense, literacy can be defined as the ability to read, write and compute. However, different people and countries see literacy from different perspective. The United States of America view literacy as the ability to use printed and written information to function in the society, to achieve one's goals; and also, to develop one's knowledge and potential. Ofoegbu and Agboeze (2014) saw literacy as the ability of an individual to read, write, calculate and be empowered on how best to make a living, particularly from the view of poverty deduction. Nzeneri and Ogili (2000)

agreed and further reiterated that the essence of literacy is for the development of not just the individual but the nation at large. In this case while an adult acquires literacy to be liberated from ignorance, poverty as well as unemployment, the country equally benefits, because such an adult has the capacity to participate positively in nation building. Adult literacy is therefore the provision made available through an educational programme for people who are 18years and above to learn how to use printed and written information for their benefit and society. Adult literacy creates a consciousness that allows an individual to plan, cope with and at the same time find solutions to issues that challenge the sustainable future of their lives. The direct influence in which literacy has on national development makes it imperative for every member of a nation to be actively involved in adult literacy programme in order to be able to make valuable contributions to the society. Adult literacy programme is therefore literacy programmes designed to assist adult members of a society in acquiring reading and writing abilities as well as soft and technical skills. These programmes include functional literacy, vocational literacy, health awareness programmes etc.

Women participation in adult literacy programmes, therefore, means actively involving women in educational initiatives aimed at enhancing their literacy skills. This involves mobilizing women to take part in learning activities that will enable them to improve their knowledge, communication abilities, and overall quality of life. Women's active engagement in literacy programmes empowers them to make meaningful contributions to both personal development and societal progress. By participating in adult literacy programmes, women become more capable of handling daily challenges, making informed decisions, and contributing to community

and national development. Such participation facilitates their direct involvement in decision-making processes at various levels, including family, community, and national matters. Additionally, literacy programmes equip women with the skills they need to participate actively in economic, social, and political activities, making them more responsible and accountable members of society. Therefore, promoting women participation in adult literacy programmes is crucial for fostering gender equality, reducing poverty, and enhancing women's roles in development. It ensures that women are not left behind in the pursuit of national and global advancement. However, a woman's socioeconomic status (SES) plays a critical role in determining her ability to participate in such programmes. Socioeconomic status encompasses a range of factors, including income level, educational background, occupation, and access to resources, all of which directly influence a woman's ability to engage in adult literacy initiatives. Women from low-income households often struggle to allocate funds for education, as their financial resources are typically prioritized for essential needs like food, shelter and healthcare. Additionally, these women may face barriers such as high costs for learning materials, transportation, or tuition fees, which prevent them from enrolling in literacy programmes. A woman's educational background also plays a crucial role. Women who have limited or no formal education may feel intimidated by the idea of returning to school, especially if they perceive the educational environment as unfamiliar or intimidating. These women may also lack the confidence to pursue literacy programmes, particularly if they come from backgrounds where education was not valued or accessible.

Lack of economic power appears to be another perceived factor responsible for women low or non-participation in adult education programmes. The breadwinners of most households in Africa, Nigeria inclusive, are men because women, since childhood, were not trained to be breadwinners. The prerequisite knowledge and skills required to earn a living on their own were denied them. They were only trained to be mothers, housekeepers, etc, in the home under the tutelage of their husbands. In other words, they do not have the financial capacity to sponsor their adult education. Unfortunately, the financial dimension of educational policies, especially in regard to the disadvantaged adult women, is being treated, as rightly pointed out by Drake (1984:55). with lip service for quite a long time.

Women's occupation play a significant role in determining their participation in adult literacy programmes. Many women, particularly in rural areas, engage in informal jobs such as farming, petty trading, or domestic work, which are physically demanding and time-consuming. These jobs often require long hours, leaving little time or energy for education. Women in caregiving roles face similar challenges, as family responsibilities often take precedence over personal development. Additionally, women in formal employment or entrepreneurial ventures may struggle to balance work, home and education. For many, taking time off to attend literacy programmes means sacrificing income or business opportunities. Seasonal and migrant workers also face barriers due to their unstable work locations and frequent relocations. The nature of these occupations, combined with cultural expectations that prioritize wwork and caregiving over education, creates significant obstacles for women. Addressing these barriers requires flexible

schedules, mobile learning centres, and support systems like childcare to enable more women to engage in literacy programmes without sacrificing their livelihoods.

Cultural perspectives play a significant role in shaping women's participation in adult literacy programmes. These perspectives are influenced by societal norms, values, and beliefs that can either support or hinder women's access to education. Traditional gender roles in many societies are made for women to prioritize domestic duties over education, limiting their access to learning opportunities. Cultural norms tend to stigmatize adult literacy programmes, deeming it unnecessary and inappropriate for women. Societies with strong patriarchal systems tend to pose as hindrance to women's autonomy and decision-making power, making it challenging for them to participate in adult literacy programmes. Community expectations can influence women's participation in adult literacy programmes, especially communities that place a high value on education and give traditional titles to persons who are educated. This serves as a motivation for women to participate in adult literacy programmes.

The influence of culture on women participation in adult literacy programmes can however be corrected through engaging with local communities and involving them in the development of adult literacy programmes to help address cultural barriers. Developing programmes that are culturally sensitive and tailored to the needs of women can also help increase their participation and effectiveness. Raising awareness about the importance of women being literate and advocating for policy changes can help address cultural barriers and promote greater social and economic equality. By understanding the cultural perspectives that influence women's participation in adult literacy programmes, adult educators and policymakers can develop

targeted interventions to support women participation in adult literacy programmes and promote national development.

Statement of the Problem

The influence of socio-economic status on women's participation in adult literacy programmes is a critical issue that has implications for educational equity, gender empowerment, and socio-economic development. Despite numerous adult literacy initiatives aimed at improving the literacy levels of women, socio-economic factors often act as significant barriers to their full participation. These barriers may include limited access to educational resources, economic constraints, household responsibilities, and cultural perceptions surrounding women's roles in society. As a result, women from lower socio-economic backgrounds may face greater challenges in accessing and benefiting from such programmes, which could further perpetuate cycles of poverty and gender inequality. Understanding the specific ways in which socio-economic status influences women's involvement in adult literacy programmes is essential for developing targeted policies and interventions that can enhance female participation and empower women, particularly those from disadvantaged socio-economic groups. Therefore, this study seeks to examine the relationship between socio-economic status and women's participation in adult literacy programmes, with a focus on identifying the key socio-economic factors that either facilitate or hinder their involvement.

Research Questions

1. To what extent do income and financial constraints affect women's participation in adult literacy programmes?

2. How does a woman's educational level influence her participation in adult literacy programmes?
3. To what extent does a woman's occupation affect her participation in adult literacy programmes?
4. How do cultural perceptions of women's roles influence their participation in adult literacy programmes?

Purpose of the Study

The purpose of the study include:

1. To determine the extent to which income and financial constraints influence women's participation in adult literacy programmes.
2. To assess the impact of educational level on women's participation in adult literacy programmes.
1. 3 To examine how occupation affects women's participation in adult literacy programmes.
3. To explore the role of cultural perceptions in shaping women's participation in adult literacy programmes.

Significance of the Study

The significance of this study lies in its potential to highlight the influence of socio-economic factors on women's participation in adult literacy programmes.

For women, the findings will offer insights into the barriers and challenges posed by income, educational level, occupation, and cultural perceptions, enabling the identification of strategies to improve access and participation. By understanding the specific socio-economic constraints

faced by women, the study could contribute to designing more inclusive and accessible literacy programmes that empower women, particularly those from disadvantaged backgrounds.

For educational stakeholders, including lecturers and students, the study will provide a deeper understanding of the socio-economic factors that shape women's engagement with adult literacy programmes. This knowledge can help educators tailor their teaching approaches and programme structures to better meet the needs of women, ensuring that all women, regardless of socio-economic status, have an opportunity to participate and benefit from these educational initiatives.

For the general public, the study will raise awareness of the role socio-economic status plays in shaping educational opportunities for women. It will encourage a broader understanding of how cultural perceptions and gender norms influence women's involvement in adult literacy programmes, fostering a more inclusive society.

The findings can also inform policymakers and community leaders, helping them prioritize and develop adult literacy programmes that address the specific needs of women from various socio-economic backgrounds, thus contributing to social and economic development.

Scope/ Delimitation of the Study

The study focuses on examining the influence of socio-economic status on women's participation in adult literacy programmes. It investigates how factors such as income, education level, and occupation affect women's access to, enrollment in, and completion of these programmes. The research also explores the barriers faced by women from different socio-economic backgrounds and the role of community and institutional support in mitigating these challenges.

The study will be done in the Egor Local Government Area of Edo State with women participating in adult literacy programmes as the sample population. The study examines the impact of cultural, social and economic factors on women's participation in adult literacy programmes.

Operational Definition of Terms

Socio-Economic Status: This refers to the social and economic standing of an individual or group, often measured by factors such as income, education level, occupation, and access to resources. It indicates a person's position within a societal hierarchy based on economic and social conditions.

Women's Participation: This refers to the active involvement and engagement of women in adult literacy programmes. It includes their enrollment, attendance, learning activities, and completion of such programmes.

Adult Literacy Programmes: These are organized educational initiatives designed to provide adults, particularly those who did not have formal schooling or dropped out early, with the skills to read, write, and perform basic calculations. These programmes often aim to improve individuals' abilities to function effectively in their personal, social, and professional lives.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, relevant literature will be reviewed and examined under the following subheadings:

- Theoretical Framework.
- Concept of Adult Literacy Programmes.
- Overview of Women's Socio-Economic Background in Nigeria.
- The Impact of Income and Financial Constraints on Women's Participation in Adult Literacy Programmes.
- The Influence of Educational Background on Women's Engagement in Adult Literacy Programmes.
- The Role of Occupational Status in Women's Participation in Adult Literacy Programmes.
- The Effect of Cultural Perceptions on Women's Involvement in Adult Literacy Programmes.
- Summary of Literature Reviewed.

Theoretical Framework

Women's participation in adult literacy programmes is crucial for individual empowerment and societal advancement. However, socio-economic status significantly influences access to and engagement with these programmes, creating disparities that perpetuate cycles of disadvantage.

To understand this complex relationship, a robust theoretical framework is necessary, drawing from sociological, economic, and educational perspectives.

Bourdieu's theory of social capital offers valuable insights into how socio-economic status affects access to resources and opportunities. He argues that social capital, encompassing networks, connections, and social affiliations, plays a crucial role in navigating social structures. Women from lower socio-economic backgrounds often lack the social capital necessary to access information about, enroll in, and succeed in adult literacy programmes. They may have limited access to mentors, role models, or peer support systems that encourage and facilitate participation. Furthermore, the cultural capital, or the knowledge, skills, and dispositions valued by the dominant culture, may differ significantly for women from lower socio-economic status backgrounds, leading to feelings of inadequacy or alienation within educational settings often predicated on middle-class norms and expectations.

Amartya Sen's capabilities approach provides a complementary perspective, focusing on individuals' capabilities to achieve valued functioning and be the person they have reason to value. Poverty and low socio-economic status restrict women's capabilities in numerous ways, impacting their participation in literacy programmes. Financial constraints limit access to transportation, childcare, and necessary learning materials. Furthermore, responsibilities related to household chores, caregiving, and economic survival may limit the time and energy available for education. By examining how socio-economic status restricts these capabilities, we can better understand the barriers preventing women from accessing and benefiting from literacy programmes. The capabilities approach also emphasizes the importance of agency and empowerment, suggesting that literacy programmes should aim to enhance women's capacity to make informed choices and exercise control over their lives.

Finally, the concept of intersectionality recognizes that socio-economic backgrounds intersects with other forms of social stratification, such as gender, race, ethnicity, and location, to create unique experiences of marginalization. For example, a woman of color from a low-income background may face compounded barriers due to systemic racism and sexism, making it even more difficult to access and benefit from literacy programmes. Understanding these intersecting oppressions is crucial for designing inclusive and equitable interventions that address the specific needs of diverse groups of women. Ignoring the complexities of intersectionality risks perpetuating inequalities and failing to reach the most marginalized population.

Concept of Adult Literacy Programmes

Adult literacy is commonly defined as the ability of adults to read, write, and engage in arithmetic, adequate for effective functioning in society. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), adult literacy encompasses not only the ability to understand and use written language but also critical thinking and the skills necessary for lifelong learning (UNESCO, 2020). This comprehension of literacy reflects a broader educational perspective that cherishes diverse forms of knowledge acquisition that extend beyond mere reading and writing capabilities. ⁰In the Nigerian context, adult literacy can be delineated more specifically. As emphasized by Tella and Adetula (2018), adult literacy is defined as "the ability of individuals, particularly adults, to identify, understand, interpret, create, communicate, and compute using printed and written materials associated with varying contexts" (p. 15). This definition underscores the contextual nature of literacy, advocating for a comprehensive understanding that includes digital literacy and functional skills essential for

navigating modern society. The significance of adult literacy programmes in Nigeria cannot be overestimated. One of the primary goals of these programmes is to reduce the staggering adult illiteracy rate recorded in the country, which UNESCO estimated to be approximately 51.1% in 2021 (UNESCO, 2021). A literate populace is not only crucial for personal development but also for promoting civic engagement, economic productivity, and public health awareness.

Moreover, adult literacy programmes contribute to women's empowerment, which is central to achieving broader gender equality. According to Olufemi and Ojo (2019), educational opportunities for women, particularly tailored literacy interventions, yield long-term benefits not only for the women themselves but also for their families and communities (p. 38). Adult literacy equips women with essential skills that enable them to participate actively in economic activities and make informed choices regarding health and family planning.

Furthermore, adult literacy is linked to poverty alleviation. The World Bank (2021) posits that education, including adult literacy, serves as a catalyst for poverty reduction by enhancing individuals' employability and enhancing their income-generating capabilities. In a nation like Nigeria, where a significant portion of the population resides in poverty, implementing effective literacy programmes can help to break the cycle of poverty. There exists a consensus in scholarly literature regarding the transformative potential of adult literacy among women. As defined by Westbrook et al. (2019), adult literacy encompasses not just the ability to read and write, but also the competencies required to engage effectively with the world. This definition highlights the multidimensional nature of literacy, emphasizing its role in empowering women to participate fully in society. The significance of women's literacy is underscored by the World Literacy

Foundation (2020), which asserts that literate women are more likely to contribute to their families' economic stability, thereby enhancing the overall welfare of their communities.

Several definitions relevant to women's adult literacy programmes have emerged in the Nigerian context. According to Oyewole (2018), adult literacy can be viewed as a dynamic process that enables individuals to acquire essential life skills, leading to personal and professional development. In contrast, UNESCO (2018) emphasizes the social aspects of literacy, positing that it serves as an instrument of empowerment that fosters critical thinking and civic engagement.

In Nigeria, the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) defines adult literacy as "the ability of individuals to read and write in their native language and a second language of their choice, and to engage with their environment critically" (NMEC, 2019). This definition reflects the linguistic and cultural diversity of Nigeria's populace, which is essential for designing effective literacy programmes.

The design and implementation of women's adult literacy programmes in Nigeria are often underpinned by several theoretical frameworks. Freire's (1970) critical literacy theory contends that literacy is inherently tied to social justice and empowerment. Freire advocates for an approach to education that encourages learners to question and reshape their realities. His approach is reflected in many contemporary Nigerian literacy programmes that aim not just for skills acquisition but also for fostering critical consciousness among women.

Furthermore, the Capability Approach, as articulated by Sen (1999), provides a framework for assessing the effectiveness of literacy programmes. By emphasizing individuals' capabilities to

attain valuable states of being and doing, this approach encourages the development of literacy programmes that consider women's specific needs and contexts in Nigeria. As such, adult literacy initiatives can be designed to empower women not just to read and write but also to realize their potential in society.

The shift towards prioritizing women in adult literacy programmes has profound socio-economic implications. Studies have shown that increased literacy rates among women are linked to improved health outcomes, reduced rates of child mortality, and enhanced economic productivity (Chukwudi, 2019). For instance, literate women are more likely to access healthcare resources and make informed decisions regarding their families health and nutrition, ultimately contributing to the well-being of future generations. Moreover, women's empowerment through literacy is directly associated with greater political participation. As highlighted by Bello (2020), women who are literate are more likely to engage in civic activities, thus contributing to more inclusive governance. The ability to read and write is a powerful tool for women to voice their concerns, advocate for their rights, and participate in decision-making processes at both local and national levels.

Overview of Women's Socio-Economic Background in Nigeria

The socio-economic background of women in Nigeria is shaped by a combination of historical, cultural, political, and economic factors that influence their access to resources and opportunities. This background reflects how women's roles in society have been defined and constrained by both traditional norms and contemporary developments. Key factors that influence women's

socio-economic status in Nigeria include education, employment, health, and political participation.

In terms of education, the gender gap in literacy and enrollment rates has narrowed over the years, but disparities remain. According to the National Bureau of Statistics (2019), the literacy rate among women in Nigeria stands at 59%, compared to 70% for men. This gap is even wider in rural areas, where cultural practices and economic constraints often limit girls' access to education. However, recent initiatives such as the Girl Child Education Program have contributed to increasing female enrollment rates in both primary and secondary schools (UNICEF, 2020).

Economically, Nigerian women are concentrated in the informal sector, which often offers low wages and limited job security. A significant percentage of women are engaged in agriculture, which remains a major sector of the economy. According to the World Bank (2020), women make up over 60% of the agricultural workforce in Nigeria. However, they face numerous challenges, including limited access to land, credit, and technological advancements, which hinder their productivity and income potential (Ogunlela & Mukhtar, 2022).

Moreover, women in Nigeria are often underrepresented in leadership roles and decision-making processes. Despite their significant contributions to the economy, they remain marginalized in political and corporate spheres. The percentage of women in the Nigerian National Assembly, for example, is one of the lowest in the world, with women constituting only about 7% of the legislative body (Adekoya, 2019). This underrepresentation perpetuates gender inequality and limits the impact of policies that could enhance the socio-economic status of women.

In terms of health, women in Nigeria face high maternal mortality rates, which are among the highest in the world. Factors such as limited access to healthcare facilities, inadequate maternal care, and socio-cultural norms that discourage women from seeking medical attention contribute to these challenges (WHO, 2020). Despite these obstacles, there have been efforts to improve maternal health through programs like the Safe Motherhood Initiative, which aims to reduce maternal deaths and improve women's access to reproductive health services.

The Impact of Income and Financial Constraints on Women's Participation in Adult Literacy Programmes

Nigeria is the largest economy in Africa, with an increasingly complex socio-economic landscape. Despite its wealth in natural resources, it is plagued by high levels of poverty, especially among women. According to the National Bureau of Statistics (NBS, 2020), over 50% of Nigerian women live below the national poverty line. The implications of this economic disparity extend beyond mere financial instability: they encompass social, cultural, and educational ramifications that hinder women from pursuing literacy programmes.

In many rural areas, women are often marginalized in access to education due to their financial constraints. They are typically burdened with household responsibilities, which limits their time and energy for educational pursuits. Furthermore, the prioritization of financial resources toward immediate family needs often overshadows educational aspirations, leading to a cyclical pattern of poverty and illiteracy.

The burden of financial constraints significantly impacts women's participation in adult literacy programmes. Fees associated with enrollment, materials, transportation, and childcare are often

prohibitive for many women. Even when programmes are theoretically accessible, the associated costs can deter participation. For instance, research by Odufuwa et al. (2019) highlights that low-income women are less likely to enroll in adult literacy programmes due to the direct and opportunity costs involved.

Financial barriers present a formidable obstacle to women's participation in adult literacy programmes. According to a study conducted by Odufuwa et al. (2019), low-income women are substantially less likely to enroll in adult literacy programmes due to the direct and opportunity costs associated with participation. The enrollment fees, often viewed as the most direct cost, can be a substantial expenditure for women who may already be grappling with limited resources.

Moreover, the costs of materials necessary for participation—for instance, textbooks, pens, and other educational supplies—can add another layer of financial strain. For many women, especially those from marginalized backgrounds, these costs can cumulate to a point where the decision to pursue education becomes intertwined with basic survival needs, therefore relegating education to a secondary priority. Transportation costs also represent a significant barrier to access. Many adult literacy centers may be located far from women's homes, necessitating travel that incurs additional costs. For those living in rural areas, where transportation options may be limited, the burden of travel can become insurmountable, Clarke et al (2021) emphasize that the availability and affordability of reliable transportation are crucial factors influencing women's attendance in educational programmes. These logistical hurdles not only make regular attendance challenging but also contribute to the broader issue of accessibility in education.

Perhaps one of the most critical yet often overlooked aspects of financial constraints is the lack of adequate childcare support for women pursuing education. In many societies, women are primarily responsible for childcare, which can serve as a substantial barrier to their participation in adult literacy programmes (Martinez et al., 2020). The absence of affordable or accessible childcare services means that women must often choose between their educational aspirations and their caregiving responsibilities. This situation not only reflects a gendered division of labor but also perpetuates the cycle of educational inequality, wherein women are continually forced to sacrifice personal advancement for familial obligations.

The challenge is further compounded by the scarcity of institutional support mechanisms designed to facilitate women's participation in adult literacy programmes. A significant number of programmes, particularly in low-income countries like Nigeria, fail to provide scholarships of financial aid tailored for underprivileged women. Thorpe and Caskey (2021) note that the lack of targeted financial interventions exacerbates the barriers faced by low-income women, essentially rendering many programmes virtually inaccessible. Without scholarships, mentorship programmes, or alternative funding options, the gap between potential participants and actual enrollments widens, solidifying existing societal inequalities.

The implications of these financial constraints extend far beyond individual women, ultimately reinforcing broader socio-economic disparities. The inability to engage in adult literacy programmes significantly limits the job prospects and income-generating capabilities of women, which in turn affects their economic stability and empowers existing systemic inequalities (Chauhan & Oduro, 2019). Low literacy levels often correlate with lower employability and

wages, perpetuating a cycle of poverty that continues from one generation to the next. This obstinate prevalence of illiteracy can have far-reaching consequences, not only impoverishing families but also hindering economic development as a whole.

Moreover, the intersection of financial constraints and the socio-cultural landscape creates a formidable barrier to involvement in adult literacy programmes. Women often face societal expectations that prioritize domestic responsibilities over educational pursuits. As highlighted by Ali et al. (2020), cultural norms can further dissuade women from seeking education, as they may be viewed as neglecting their familial roles. When compounded with financial barriers these cultural challenges make it exceptionally difficult for women to access or benefit from adult literacy programmes.

The Influence of Educational Background on Women's Engagement in Adult Literacy Programmes

In Nigeria, women's educational backgrounds are often influenced by societal norms, economic conditions, and cultural expectations. Historically, girl-child education has been deprioritized in many regions due to entrenched patriarchal systems (Okafor, 2019). Many women who missed formal education in their youth face significant challenges in accessing adult literacy programmes later in life. According to the Nigerian Educational Research and Development Council (NERDC, 2018), women who have not had the opportunity to complete primary education often lack the foundational skills necessary to thrive in adult literacy initiatives. Educational attainment among women is also exacerbated by family responsibilities and limited access to educational resources. In many cases, women are expected to prioritize household

duties over personal education, resulting in systemic disenfranchisement. Consequently, when these women seek to join adult literacy programmes, they may struggle with basic literacy skills—such as reading and writing—that are vital for benefiting from such initiatives (Adelabu, 2020).

The psychological implications of a poor educational background cannot be overlooked. Women who did not complete their education may develop feelings of inadequacy or low self-worth, which can deter them from participating in adult literacy programmes. Research indicates a strong relationship between educational background and self-esteem. A study by Iloh (2021) highlights that women with lower educational attainment often experience a lack of confidence that inhibits their engagement in learning environments. The repercussions of an inadequate educational background on women's psychological well-being are multifaceted. Research indicates that individuals with limited educational opportunities frequently experience diminished self-esteem and negative self-perceptions (Schmidt et al., 2020). For many Nigerian women, these feelings are compounded by socio-cultural factors, such as gender discrimination and societal expectations concerning women's roles, which can exacerbate the stigma associated with educational inadequacies. Thus, women may internalize negative stereotypes, leading to a pervasive lack of self-worth and confidence. The correlation between poverty and mental health is also pronounced, with educational deprivation often trapping women in cycles of economic instability. According to Ojedokun and Omoogun (2019), a poor educational background inhibits access to gainful employment, fostering frustration and helplessness. This state of emotional turmoil creates a fertile ground for various psychological disorders, including anxiety and depression. The lack of educational qualifications can further alienate women socially, stripping

them of avenues for community engagement and support, which are crucial for mental and emotional resilience. Therefore, the cumulative psychological effects of an inadequate educational background can result in a lasting impact on women's overall mental health and societal participation. This negative self-perception contributes to a cycle of disengagement, as women may fear failure in academic settings, leading them to withdraw from participation altogether.

Furthermore, economic factors play a critical role in shaping educational backgrounds and directly impact women's participation in adult literacy programmes. Many women in Nigeria are engaged in informal sectors, where financial constraints limit their ability to pursue educational opportunities. Economic barriers, such as poverty, lack of financial resources, and unemployment, significantly impede educational access for women. According to a report by the Global Education Monitoring Report (2019), approximately 132 million girls worldwide remain out of school, with economic disadvantage being a key factor. Families facing financial constraints often prioritize education for male children, viewing it as a more worthwhile investment in light of traditional gender roles that position men as future breadwinners. This disparity in prioritization not only affects initial education opportunities but also perpetuates a cycle of inequality that extends into adulthood.

Furthermore, women who do manage to attain some level of education often confront additional economic obstacles that can hinder their continual learning and professional development. For instance, a study published by the UNESCO Institute for Lifelong Learning (2021) highlights how women's education attainment is disproportionately affected by economic instability, which

can arise from factors such as economic recession or the impact of global pandemics like COVID-19. In contexts where economic resources are scarce, women may be forced to abandon their educational pursuits to secure employment or care for family members, detracting from participation in literacy programme designed for adults. According to a 2022 survey by the National Bureau of Statistics, economic pressures compel many women to prioritize income generation over education, leading to lower levels of literacy participation. Without financial independence, many women find adult literacy programmes inaccessible, as these programmes may involve costs related to materials or transportation.

The Role of Occupational Status in Women's Participation in Adult Literacy Programmes

Occupational status refers to the social and economic standing associated with one's job or profession, encompassing factors such as income level, job security, and perceived social prestige. Women's occupational status is often shaped by a myriad of factors, including educational qualifications, societal norms, and access to professional development opportunities. Gender disparities persist in the workplace, with women frequently overshadowed by men in terms of occupational prestige and income. This gap becomes particularly pronounced in low-income countries, where women often engage in informal work or low-paid positions (World Bank, 2021). The relationship between occupational status and participation in adult literacy programmes can be viewed through the lens of motivation and availability. Higher occupational status typically correlates with greater access to resources, including education and professional development. Conversely, women occupying lower occupational positions may lack the financial means and time flexibility to participate in literacy programmes, as their primary focus often

centers on fulfilling immediate family obligations or securing daily sustenance (Chakraborty & Dutta, 2019).

Women employed in lower occupational strata often find themselves in low-wage, unstable jobs that demand long hours and irregular schedules. According to a study conducted by Tessema et al. (2020), women in such positions frequently experience a conflict between their work obligations and their family responsibilities. This tension is exacerbated by the societal expectation that women should shoulder the majority of household duties, including childcare, eldercare, and other domestic tasks. Consequently, the time available for educational pursuits is severely limited. The implications of this are profound. Adult literacy programmes typically require a significant time investment for effective engagement, including attendance at classes, completion of assignments, and participation in discussions. For women struggling to balance the demands of low-wage employment and family life, the prospect of dedicating time to educational programmes may seem unattainable. A study by Alharbi and Alharbi (2019) supports this notion, indicating that the lack of flexible scheduling in adult literacy programmes further discourages participation among women in lower occupational strata.

Economic pressures also play a crucial role in shaping women's decisions regarding participation in adult literacy programmes. Women in lower occupational strata often prioritize immediate economic needs over long-term educational goals. As noted by O'Reilly et al. (2021), many women in low-wage jobs are living paycheck to paycheck, making it imperative for them to focus on work that provides immediate financial support for their families. This economic reality can lead to a reluctance to invest time in educational programmes that may not yield immediate

returns. Moreover, the opportunity cost associated with attending adult literacy classes can be significant. Women may perceive the time spent in educational programmes as time taken away from their ability to earn income or fulfill family obligations. In a qualitative study, Smith et al. (2022) found that many women expressed feelings of guilt when considering participation in adult literacy programmes, as they felt it would detract from their responsibilities at home or their capacity to contribute financially. This sentiment underscores the need for adult literacy programmes to address the economic realities faced by women in lower occupational strata.

The socio-cultural landscape profoundly influences individuals perspectives, motivations, and beliefs, especially in contexts related to education and literacy. For women, who often occupy subordinate roles in various societal structures, these socio-cultural factors can significantly hinder their willingness to engage in literacy programmes. As highlighted in the qualitative study conducted by Zubair et al. (2022), women from marginalized communities frequently view education through a lens shaped by their socio-economic realities, leading to their perception of education as a luxury rather than a necessity. One of the central themes emerging from studies on women's education is the relationship between socio-economic status and perceived educational value. Women in subordinate occupational positions often experience economic vulnerabilities that can lead to internalized feelings of limited agency. This phenomenon is well-documented in the literature: for instance, Geiser et al. (2018) argue that women in lower-income brackets are less likely to perceive education as an immediate priority when faced with pressing financial responsibilities. The notion that education must yield immediate economic benefits can result in a reluctance to invest time and resources into literacy programmes that are perceived as non-

essential. This sense of immediacy diminishes the perceived value of literacy initiatives and, by extension, contributes to a cycle of marginalization where women's potential is systematically underutilized. Moreover, socio-cultural beliefs regarding gender roles significantly impact women's educational pursuits. As noted by Choudaha and Chang (2019), cultural norms often dictate that women prioritize domestic responsibilities over personal educational advancement.

This cultural expectation can create substantial barriers to participation in literacy programmes as women may feel societal pressure to fulfill traditional roles rather than pursue opportunities for self-improvement. The internalization of these cultural norms can be insidious; while women may aspire to enhance their literacy skills, they may also grapple with guilt or societal disapproval for seeking personal educational goals. Such internal conflicts can further deter participation in programmes designed to uplift marginalized women. The intersectionality of socio-economic status and cultural expectations is particularly pronounced in rural and underserved urban communities. Research by Moller and O'Brien (2020) demonstrates that women residing in such areas often face additional challenges, including limited access to resources, inadequate transportation, and a lack of support systems for pursuing education. For example, the study highlights that women who are primary caregivers may not only have to contend with their limited economic agency but also with a lack of understanding or support from their immediate community regarding the benefits of literacy. This results in a complex dynamics where even the most motivated women find it difficult to break through socio-cultural barriers that question the legitimacy of their educational ambitions. This perception further

exacerbates their marginalization and results in decreased motivation to seek participation in literacy initiatives.

The Effect of Cultural Perceptions on Women's Involvement in Adult Literacy Programmes

Cultural perceptions are inherently linked to historical and socio-economic contexts, which form the framework within which women navigate educational opportunities. In many cultures, traditional gender roles assign primary responsibilities for domestic duties to women, thereby constraining their ability to pursue education. For instance, a study by Beutel and Axinn (2020) reinforces that in conservative societies, women are often socialized into roles that prioritize marriage and family over personal development and education. This entrenched norm creates significant barriers for women seeking to engage in adult literacy programmes, as their time and energy are predominantly allocated to familial duties. Furthermore, cultural beliefs regarding a woman's place in society often manifest in discouragement from pursuing higher education or literacy, perpetuating a cycle of illiteracy and dependency.

Studies have underscored the role that cultural perceptions play in shaping attitudes towards women's education. In particular, according to Kamal and Muthusamy (2019), societies that cultivate negative attitudes toward women's education see significantly lower participation rates in adult literacy programmes. The research highlights that cultural perceptions serve both as inhibitors and facilitators, with negative cultural norms leading to shame, stigma, and lack of support for women's educational endeavors. Conversely, in cultures that embrace progressive views on gender roles and education, women's participation in adult literacy programmes appears

to thrive. The transformative effect of positive cultural perceptions cannot be overstated, as they act as catalysts for women seeking education, enabling them to claim their rights and contribute meaningfully to their communities.

Moreover, institutional barriers are often intertwined with cultural perceptions. Adult literacy programmes can be deeply affected by the socio-political landscape within which they exist. For example, Aikman and Wolf (2021) note that in areas where educational initiatives are driven by governmental or non-governmental organizations, women's participation often correlates with the recognition of education as a fundamental human right. In societies where educational policies align with progressive social norms, women are more likely to be encouraged to participate in adult literacy programmes. However, in environments where patriarchal and traditional values dominate, women's access to these programmes becomes complex and fraught with challenges.

Cultural perceptions also extend beyond immediate familial and community influences to encompass broader societal narratives about female empowerment. For instance, the portrayal of educated women in media and literature plays a pivotal role in shaping public perception. Studies have shown that when media effectively showcases the successes and contributions of literate women, it fosters a more positive environment conducive to educational participation (Elliott, 2019). Providing role models who embody the values of education and empowerment can serve as powerful motivators for women to engage in adult literacy programmes. This necessitates a concerted effort by educational advocates to create narratives that challenge existing stereotypes and promote the idea that literacy is not only a right but also a tool for liberation.

Summary of Literature Reviewed

Adult literacy programmes are pivotal in fostering educational equity and empowering marginalized groups, particularly women. These initiatives aim not merely to impart reading and writing skills but also to promote broader social inclusion and economic participation. However, numerous factors influence women's engagement in such programmes, including income and financial constraints, educational background, occupational status, and cultural perceptions.

Financial constraints play a significant role in determining women's participation in adult literacy programmes. Limited income can restrict access to resources necessary for education, such as transportation, materials, and childcare. Women, often bearing the brunt of financial responsibilities within their households, may prioritize immediate economic needs over educational pursuits, resulting in lower enrollment and retention rates in literacy programmes. Addressing these barriers is essential for enabling women's participation, ensuring that financial aid and support systems are integral components of adult literacy initiatives.

Additionally, the educational background of women significantly influences their engagement in adult literacy programmes. Those with prior educational experiences, even if incomplete, are often more inclined to participate in further learning opportunities. In contrast, women with minimal or no formal education may face added challenges in joining these programmes, including feelings of inadequacy or a lack of confidence in their abilities. Educational institutions must recognize this disparity and create inclusive environments that support diverse educational backgrounds, thus encouraging all women to participate.

Occupational status also affects women's involvement in adult literacy programmes. Employed women may have less time to dedicate to education due to work commitments and family obligations. Conversely, women who are unemployed or underemployed may have a greater need for literacy skills to enhance employability but might lack the support systems needed to engage in these programmes effectively. Therefore, tailoring literacy programmes to accommodate the schedules and circumstances of working women can enhance participation rates and outcomes.

Cultural perceptions significantly shape women's decisions to engage in adult literacy programmes. Societal beliefs about gender roles and educational attainment can either encourage or deter women's involvement in these initiatives. In cultures where women's education is undervalued, participation rates in literacy programmes may be considerably lower. Efforts to challenge these perceptions through community outreach and awareness campaigns are crucial for fostering an environment that values and promotes female engagement in lifelong learning.

In summary, women's participation in adult literacy programmes is influenced by a complex interplay of financial constraints, educational backgrounds, occupational statuses, and cultural perceptions. Addressing these barriers requires a multifaceted approach that encompasses financial support, the creation of inclusive educational environments, flexible programme scheduling, and community awareness initiatives. By acknowledging and overcoming these challenges, society can empower women through education, ultimately contributing to broader social and economic development.

CHAPTER THREE

METHODOLOGY

This chapter is an outlined explanation on information about the research methodology and strategy adopted for this study. In this vein, this chapter will be discussed under the following sub-headings;

- Research Design.
- Population Of The Study.
- Sample and Sampling Techniques.
- Research Instrument.
- Validity of Instrument.
- Reliability of Instrument.
- Method of Data Collection.
- Method of Data Analysis.

Research Design

The design for this research is a descriptive survey design. This approach entails observing and gathering data on a specific subject without manipulating variables. This type of research design affords the researcher the opportunity to get the general assessment of opinions, attitudes or feelings of people about the problem under study.

Population of the Study

The study population comprises of women in Egor Local Government Area of Edo State.

Sample and Sampling Technique

The study adopted the simple random sampling technique to ensure fairness and equal representation. Five (5) adult literacy centers were sampled and ten (10) women were administered the questionnaire in these sampled centers. This approach is intended to achieve representative sample that accurately reflects the characteristics and experiences of the target population.

Research Instrument

The questionnaire served as the instrument the researcher used to collect data for the study. The questions will be formulated based on the research questions raised and the information gathered in the course of the literature review. The research instrument designed for collecting data was divided into two sections namely: Section A and Section B.

Section A contained information of personal data of respondents such as age, prior educational background, employment status, while Section B focused on the issues raised in the research questions.

Validity of the Instrument

For the purpose of ensuring the validity of the research instrument used, the drafted questionnaire was given to the researcher's supervisor and other experts experienced in the construction of the instrument.

Reliability of the Instrument

To determine the reliability of the instrument. the test re-test reliability was used. This involved administering the questionnaire to a different set of 20 respondents who were not part of the

initial respondents. Their responses was correlated and subjected to the Pearson Product Moment Correlation test to obtain its reliability.

Method of Data Collection

The questionnaires were administered to the respondents by the researcher. The researcher also ensured to explain the questions to the respondents in such a way that enabled them respond to each question as objective as possible. The questionnaires were collected after ascertaining that they have been completed.

Method of Data Analysis

The collected data was analysed using the descriptive statistics. This involved using the frequency count, percentage and mean score analysis.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter is concerned with the analysis of data collected from the study population, the presentation of the data analyzed and the discussion of the findings.

SECTION A:

Table 1: Educational Background of Respondents

Educational Background	Frequency	Percentage
None	5	10
First School Leaving Certificate	10	20
J.S.S	15	30
W.A.E.C	15	30
Degree	5	10
Total	50	100

Table 1 shows the educational background of the respondents. Out of the 50 women used for the study, 5 (10%) of them had no educational background, 10 (20%) of them had only First School Leaving Certificate, 15 (30%) of them had JSS Certificate, 15 (30%) of them had WAEC Certificate while 5 (10%) of them had a degree/diploma certificate.

Table 2: Age Range of Respondents

Age Range	Frequency	Percentage
25-35	5	10
36-45	20	40
46-55	10	20
56 and above	15	30
Total	50	100

Table 2 shows the age range of the respondents. Out of the 50 women used for the study, 5 (10%) of them were between the ages of 25-35, 20 (40%) of them were between the ages of 36-45, 10

(20%) of them were between the ages of 46-55, while 15 (30%) of them were from 56 years upward.

Table 3: Employment Status of Respondents

Employment Status	Frequency	Percentage
House Wife	10	20
Trader/Business woman	25	50
Engaged Labour	15	30
Total	50	100

Table 3 shows the respondents employment status. Out of the 50 women used for the study, 10 (20%) of them were housewives, 25 (50%) of them were traders, while 15 (30%) of them were in engaged labour.

SECTION B:

Research Question 1: To what extent do income and financial constraints affect women participation in adult literacy programmes?

Table 4: Influence of Income and Financial constraints on women participation in adult literacy programmes.

S/N	Items	Mean Score	Criterion Mean	Remark
1.	Income and financial constraints significantly limit women's ability to enroll in adult literacy programmes, often forcing them to prioritize income-generating activities over education.	3.23	2.50	Accepted
2.	The costs associated with transportation, materials, and fees can deter women from participating in adult literacy programmes, particularly in low-income settings.	3.28		Accepted
3.	Women from economically disadvantaged backgrounds may lack access to financial resources or support systems that enable them to pursue literacy education.	3.78		Accepted
4.	Financial instability not only restricts access to literacy programmes but also affects women's confidence and perceived value of education, leading to lower participation rates.	3.25		Accepted

Source: Fieldwork (2025)

Table 4 display the mean responses on the extent to which income and financial constraints affect women's participation in adult literacy programmes. This conclusion is drawn from them, meeting the mean Score criterion of 2.50. From the table above, it can be inferred that income, costs of transportations, materials and fees, and financial instability restrict women access to literacy programmes.

Research Question 2: How does a woman's educational level influence participation in adult literacy programmes?

Table 5: Influence of educational level on women's participation in adult literacy programmes

S/N	Items	Mean Score	Criterion Mean	Remark
1.	A woman s educational background can shape her attitudes towards learning impacting not only her willingness to enroll in adult literacy programmes but also her persistence and engagement in them.	2.78	2.50	Accepted
2.	A woman's previous educational level often correlates positively with her likelihood to participate in adult literacy programmes, as those with some prior schooling may recognize the value of further education.	3.12		Accepted
3.	Women with higher educational levels are more likely to seek out additional literacy to enhance their skills for personal or professional development.	3.68		Accepted
4.	Conversely, women with lower educational levels may feel intimidated or lack confidence in their ability to succeed in adut literacy programmes, which can discourage participation.	3.00		Accepted

Source: Fieldwork (2025)

Table 5 displays the Mean responses on how a woman's educational level influence her participation in adult literacy programmes. This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that women with higher

educational levels are more likely to seek out additional literacy training to enhance their skills for personal or professional development.

Research Question 3: To what extent does a woman's occupation affect her participation in adult literacy programmes?

Table 6: Influence of occupation on women's participation in adult literacy programmes

S/N	Items	Mean Score	Criterion Mean	Remark
1	Women in roles that demand basic reading and writing skills are more inclined to pursue adult literacy programmes.	3.53	2.50	Accepted
2	Having flexible job hours provides women with greater opportunities to attend literacy classes.	3.43		Accepted
3	Jobs that emphasize career growth motivate women to engage in educational programmes.	3.18		Accepted
4	The need for better earnings propels women in low-wage positions to enhance their literacy skills.	3.20		Accepted

Source: Fieldwork (2025)

Table 6 display the mean responses on the extent to which a woman's occupation affect her participation in adult literacy programmes. This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that women in roles that demand basic reading and writing skills are more inclined to pursue adult literacy programmes, having flexible job hours provides women with greater opportunities to attend literacy classes, jobs that emphasize career growth motivate women to engage in educational programmes, and the need for better earnings propel women in low-wage positions to enhance their literacy skills.

Research Question 4: How do cultural perceptions of women roles influence their participation in adult literacy programmes?

Table 7: Influence of cultural perceptions of women roles in relation to their participation in adult literacy programmes

S/N	Items	Mean Score	Criterion Mean	Remark
1.	Cultural norms often view women's primary role as homemakers, limiting their educational pursuits.	2.98	2.50	Accepted
2.	Family support plays a crucial role in a woman's decision to engage in literacy programmes.	2.93		Accepted
3.	Societal perceptions can diminish the perceived importance of women education.	3.43		Accepted
4.	Restrictions on mobility due to cultural expectations can hinder women's access to classes.	2.78		Accepted

Source: Fieldwork (2025)

Table 7 display the mean responses on how cultural perceptions of women roles influence their participation in adult literacy programmes. This conclusion is drawn from them meeting the mean score of 2.50. From the table above, it can be inferred that cultural norms often view women's primary role as homemakers, limiting their educational pursuits.

Discussion of Findings

Firstly, income, costs of transportations, materials and fees, and financial instability restrict women access to literacy programmes. Financial barriers present a formidable obstacle to women's participation in adult literacy programmes. According to a study conducted by Odufuwa et al. (2019), low-income women are substantially less likely to enroll in adult literacy programmes due to the direct and opportunity costs associated with participation. The enrollment fees, often viewed as the most direct cost, can be a substantial expenditure for women who may already be grappling with limited resources. Moreover, the costs of materials necessary for participation___for instance, textbooks, pens, and other educational supplies- can add another

layer of financial strain. For many women, especially those from marginalized backgrounds, these costs can cumulate to a point where the decision to pursue education becomes intertwined with basic survival needs, therefore relegating education to a secondary priority.

Secondly, women with higher educational levels are more likely to seek out additional literacy training to enhance their skills for personal or professional development. The psychological implications of a poor educational background cannot be overlooked. Women who did not complete their education may develop feelings of inadequacy or low self-worth, which can deter them from participating in adult literacy programmes. Research indicates a strong relationship between educational background and self-esteem. A study by Iloh (2021) highlights that women with lower educational attainment often experience a lack of confidence that inhibits their engagement in learning environments. The repercussions of an inadequate educational background on women's psychological well-being are multifaceted. Research indicates that individuals with limited educational opportunities frequently experience diminished self-esteem and negative self-perceptions.

Additionally, women in roles that demand basic reading and writing skills are more inclined to pursue adult literacy programmes, having flexible job hours provides women with greater opportunities to attend literacy classes, jobs that emphasize career growth motivate women to engage in educational programmes, and the need for better earnings propel women in low-wage positions to enhance their literacy skills. Women's occupational status is often shaped by a myriad of factors, including educational qualifications, societal norms, and access to professional development opportunities. Gender disparities persist in the workplace, with women frequently

overshadowed by men in terms of occupational prestige and income. This gap becomes particularly pronounced in low-income countries, where women often engage in informal work or low-paid positions (World Bank, 2021). The relationship between occupational status and participation in adult literacy programmes can be viewed through the lens of motivation and availability. Higher occupational status typically correlate with greater access to resources, including education and professional development. Conversely, women occupying lower occupational positions may lack the financial means and time flexibility to participate in literacy programmes, as their primary focus often centers on fulfilling immediate family obligations or securing daily sustenance (Chakraborty & Dutta, 2019).

Lastly, cultural norms often view women's primary role as homemakers, limiting their educational pursuit. A study by Beutel and Axinn (2020) reinforces that in conservative societies, women are often socialized into roles that prioritize marriage and family over personal development and education. This entrenched norm creates significant barriers for women seeking to engage in adult literacy programmes, as their time and energy are predominantly allocated to familial duties. Furthermore, cultural beliefs regarding a woman's place in society often manifest in discouragement from pursuing higher education or literacy, perpetuating a cycle of illiteracy and dependency.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the study alongside the conclusion drawn from the analysis of data collected and the results obtained in the course of this study. The recommendations offered based on the findings of the study are also highlighted.

Summary

The study investigated THE INFLUENCE OF SOCIO-ECONOMIC STATUS ON WOMEN'S PARTICIPATION IN ADULT LITERACY PROGRAMMES IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE. Therefore, in order to achieve the objectives of the study, four research questions were raised. In investigating this study, the descriptive survey design was adopted. A sample size of 50 respondents and a simple random sampling technique was used. A structured questionnaire designed with modified Likert Scale method made up of a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was the instrument used for the study. The data collected were analysed using descriptive statistics. The descriptive statistics involved criterion mean of 2.50.

Findings

Findings from the study revealed that:

- Costs of transportations, materials and fees, and financial instability restrict women access to literacy programmes.
- Women with higher educational levels are more likely to seek out additional literacy training to enhance their skills for personal or professional development.

- Women in roles that demand basic reading and writing skills are more inclined to pursue adult literacy programmes, having flexible job hours provides women with greater opportunities to attend literacy classes, jobs that emphasize career growth motivate women to engage in educational programmes, and the need for better earnings propel women in low-wage positions to enhance their literacy skills.
- Cultural norms often view women's primary role as homemakers, limiting their educational pursuit.

Conclusion

Women's access to literacy programmes is influenced by a complex interplay of financial, occupational, educational, and cultural factors. Financial constraints such as transportation, materials, and program fees significantly hinder participation, especially for low-income women. Conversely, women with higher education levels or those in jobs that require literacy are more motivated to pursue further education, particularly when flexible working conditions and career advancement are available. However, cultural expectations that prioritize women's roles as homemakers continue to be a barrier, discouraging educational pursuits and limiting opportunities for personal and professional growth.

Recommendations

- The cost of literacy programmes should be reduced through the provision of subsidies, free materials, and transportation support.
- Flexible work hours and employer-supported literacy initiatives should be encouraged to make attendance easier for women.

- Cultural barriers should be addressed through awareness campaigns that are led by community leaders and influencers.
- Literacy training should be combined with practical skills such as financial management and vocational training to increase relevance.
- Online platforms and mobile learning tools should be adopted to reach women who are unable to attend in-person classes.
- Childcare and counseling services should be provided to support women's consistent participation in literacy programmes.

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APPENDIX 1
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

Dear Respondents,

I am a student of the above-named department and institution, and I am carrying out a research on the topic, **THE INFLUENCE OF SOCIO-ECONOMIC STATUS ON WOMEN'S PARTICIPATION IN ADULT LITERACY PROGRAMMES IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**. Therefore, your candid opinion to the questions in this questionnaire will be highly appreciated as they will help the research. Be rest assured that all information given will be specifically used for academic purposes and will be treated with utmost confidentiality. Thanks for your co-operation.

Yours Faithfully.

Peace ENUBIACA

SECTION A

PERSONAL DATA

Please complete the information below by ticking (✓) where appropriate.

Educational Background: None () First School Leaving Certificate () J.S.S. () W.A.E.C. ()
 Higher Institution ()

Age Range: 25-35 () 36-45 () 46-55 () 56 and above ()

Marital Status: Single () Married () Divorced () Widow ()

Employment Status: House Wife () Trader/Business Woman () Engaged Labour () Others (). Please Specify _____

SECTION B

Keywords: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

RQ1	To what extent do income and financial constraints affect women's participation in adult literacy programmes?	SA	A	D	SD
1	Income and financial constraints significantly limit women's ability to enroll in adult literacy programmes, often forcing them to prioritize income-generating activities over education.				
2	The costs associated with transportation, materials, and fees can deter				

	women from participating in adult literacy programmes, particularly in low-income settings.				
3	Women from economically disadvantaged backgrounds may lack access to financial resources or support systems that enable them to pursue literacy education.				
4	Financial instability not only restricts access to literacy programmes but also affects women's confidence and perceived value of education, leading to lower participation rates.				
RQ2	How does a woman's educational level influence her participation in adult literacy programmes?				
5	A woman's educational background can shape her attitudes towards learning, impacting not only her willingness to enroll in adult literacy programmes but also her persistence and engagement in them.				
6	A woman's previous educational level often correlates positively with her likelihood to participate in adult literacy programmes, as those with some prior schooling may recognize the value of further education.				
7	Women with higher educational levels are more likely to seek out additional literacy to enhance their skills for personal or professional development.				
8	Conversely, women with lower educational levels may feel intimidated or lack confidence in their ability to succeed in adult literacy programmes, which can discourage participation.				
RQ3	To what extent does a woman's occupation affect her participation in adult literacy programmes?				
9	Women in roles that demand basic reading and writing skills are more inclined to pursue adult literacy programmes.				
10	Having flexible job hours provides women with greater opportunities to attend literacy classes.				
11	Jobs that emphasize career growth motivate women to engage in educational programmes.				

12	The need for better earnings propels women in low-wage positions to enhance their literacy skills.				
RQ4	How do cultural perceptions of women's roles influence their participation in adult literacy programmes?				
13	Cultural norms often view women's primary role as homemakers, limiting their educational pursuits.				
14	Family support plays a crucial role in a woman's decision to engage in literacy programmes.				
15	Societal perceptions can diminish the perceived importance of women education.				
16	Restrictions on mobility due to cultural expectations can hinder women's access to classes.				