

**THE ROLE OF ADULT EDUCATION IN PROMOTING WOMEN  
EMPOWERMENT IN OREDO LOCAL GOVERNMENT AREA OF EDO  
STATE.**

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BENIN CITY, NIGERIA.**

**JULY, 2024**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF ADULT  
AND NON-FORMAL EDUCATION, FACULTY OF EDUCATION IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD  
OF BACHELOR OF EDUCATION (B.Ed.) DEGREE IN ADULT  
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.**

**JULY, 2024**

## **APPROVAL**

This is to certify that this project was carried out by **ILUMAH PRECIOUS** with the matriculation number, **EDU1902796** in the Department of Adult and Non-Formal Education University of Benin, under my supervision

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**Dr. Mrs. A.S. Oimage**  
**Project Supervisor**

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**Date**

## CERTIFICATION

We the undersigned hereby certify that this research work carried out by **ILUMAH PRECIOUS** with matriculation number **EDU1902796** of the Department of Adult and Non- Formal Education, University of Benin and approve of it as adequate in quality and scope in partial fulfilment of the requirements for the award of Bachelor of Education (B.Ed.) Degree in Adult and Non- Formal Education.

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**Dr. Mrs. A.S. Oimage**  
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**Prof. (Mrs). L.A. Okukpon**

**Head of Department.**

**DEDICATION**

The entirety of this project is dedicated to God Almighty for sustaining me throughout the course of my academic journey. I also dedicate this work to my wonderful mum. Mrs. Ruth Ilumah who laid the foundation on which my academic journey thus far is anchored.

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## ***Abstract***

*The study examined the role of adult education in promoting women empowerment in Oredo local government area of Edo state. However, four research questions were raised to guide the study which includes; 1. What are the adult education programmes existing in Oredo local government area of Edo state? 2. How does adult education programme in Oredo local government promote women empowerment? 3. What are the challenges faced by women in access to adult education programme aimed at promoting empowerment? 4. To what extent do community perceptions and cultural factors influence the participation of women in adult education programmes, and how these factors affect the outcomes of empowerment initiative in Oredo L.G.A.*

*The study adopted a survey research design with a sample size of 100 respondents drawn through a simple random sampling technique. A self-structured questionnaire designed with a modified Likert Scale method made up of a two-point rating scale of Yes or No was however adopted for the study. After the validation of the instrument, it was pilot-tested on a sample of 20 respondents for reliability and the data collected were analyzed using descriptive which involved frequency count, simple percentages and mean score.*

*The findings revealed the followings: The first research question which bothers on the existence of adult education programmes existing in Oredo Local Government Area of Edo State revealed that there are several adult education programmes existing in Oredo Local Government Area of Edo State. As majority of the respondents strongly agreed to this assertion. Secondly, research question 2 revealed how adult education programmes in Oredo Local Government Area of Edo State promote women empowerment. The findings revealed that a whopping percentage of the respondents strongly agreed that the adult education programmes in Oredo Local Government Area can promote women empowerment. The findings revealed that the perception of the community towards the participation of women in adult education programmes is relatively high and encouraging as a striking percentage of the respondents strongly agreed to this assertion. Based on the study's findings, the following recommendations were made: firstly, the government should develop financial assistance scheme or scholarships, grant or low interest loans to help women overcome financial constraints and afford participation in adult education programmes secondly, the literacy providers should launch a targeted awareness campaigns to inform potential adult learners about the availability and benefits of adult education programmes, utilizing various channels such as community outreach events, social media, and partnerships with local organizations.*



## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The important contribution of women to social development shows that they should be supported in every aspect. There is no doubt that women are marginalized, vilified, oppressed, discriminated against, exploited and excluded from key public policy and development programs in many developed and developing countries, including Nigeria (Ebirim, 2008). According to the 2006 Nigerian census, women constitute 48.7% of the total population; Most of them are illiterate, poor and suffer from many political, social, educational and cultural disadvantages. The result of these situations is that Nigerian women tend to lag behind men. In order to overcome this problem, women need to get rid of stereotypes, injustices and negative thoughts towards women. Education becomes a tool that expands women's thoughts, knowledge, understanding, attitudes, values and ideas, encouraging them to change the world. Roseline, Arikpo, and Justina (2006) advocate women's empowerment by emphasizing the need to

improve women's decision-making skills and translate these choices into results and benefits. We have been committed to the empowerment of women for years. Governments, institutions and especially the Millennium Development Goals (MDGs) have played a significant role in preventing women from meeting their needs and engaging in the benefits of development. The third Millennium Development Goal highlights the critical impact of women on family and community health. However, their full potential is unknown due to social discrimination, motivation and legal problems. Women from disadvantaged, poor and economically disadvantaged backgrounds are also at risk of violence and violence, including verbal abuse, physical abuse, fourthly harassment, torture and murder. Achieving socio-economic development and sustainable development goals depends on the many roles of literate women (Pritchett and Sandefur, 2020). Unfortunately, there is a large gender gap across the world, and especially in developing countries, where two-thirds of illiterates are women (Samarakoon and Parinduri, 2015). In 2015, approximately 775 million people worldwide were illiterate. The majority of them are women (66%) (UNESCO Institute of Statistics [UIS], 2017). UNESCO estimates underscore the reality in Sub-Saharan Africa

and Arab countries where two in three women lack basic literacy skills (UNESCO Institute for Lifelong Learning, 2013). Therefore, women's low literacy skills will reduce their participation in education and many areas of life, which will affect the country's economy. This is according to the words of Chartier, who believed that no society could achieve economic emancipation without the participation of women in development issues. He also added that women's participation in adult education is an important strategy to promote the country's overall product. Adult education is therefore important for developing women's self-organization, improving their earning capacity, strengthening their self-esteem, controlling the disruption of self-determination, and supporting women's sense of agency and resource management. Section With this in mind, let's look at what education for adults is. In general, adult education is the practice of self-directed and continuous learning by adults to acquire new knowledge, skills, attitudes, or useful information. According to the Encarta Reference Library (2005), adult education refers to all forms of education and training in which adults participate. Adult education can refer to any form of education for adults, regardless of its type, content, or location. This umbrella term includes formal and informal education,

such as college credit courses, literacy training, community development, job training, and continuing education. Courses range from non-formal education to university credit courses. Institutions that provide adult education include universities, libraries, museums, healthcare facilities, government agencies, businesses and non-profit organizations, government, churches, etc. takes place. This brings us to the topic of women's empowerment. The term empowerment is widely used but rarely defined (Santillán et al., 2014). There is an agreement on women's support of private researchers, free documentation, policy documents and other documents. Karl (1995) noted that long before the term became popular, women talked about controlling their own lives, participating in decisions affecting their families and communities, government and international development policy, and that the era of support is now over. Take this. Karl (2017), while defining the concept, believes that it is the process of giving women the skills, abilities and support they need to manage their lives, make choices freely and engage in social, economic and political issues. spheres However, the word is often used in two important senses. In the broadest sense, it is about women becoming self-sufficient by gaining the freedoms and opportunities that

were previously taken away from them because of their gender. A narrow interpretation focusing on the development of women's labor in the community power model, Gül (2015). Capacity building provides the local community with the skills, tools, resources and legal support required to participate in these activities, Oyebamiji (2011), On the other hand, those who support women are those who contribute to the family income, have resources, have resources and participate. Actively in women. . Although there are differences between the terms, researchers and authors agree that the concept of women's empowerment can be easily explained as the process of developing women's capacity for human participation in all aspects of national development. Therefore, adult education has become an important part of women's empowerment. In the quest for empowerment, adult education becomes important because education is considered an important factor for empowerment. As Pomary (2012) puts it, "No matter what we escape, the most important source of support is education: education is the only passport to freedom, political and business support education plays an important role in promoting sustainable development and improving the quality of life. In changing lives, increasing income It plays an important role in improving health

and productivity. A literate person is essential for any country that wants to develop modern technology. Research shows that there is a relationship between women's literature and improving family health and child care, making education a real tool for women's empowerment. In many African societies, mothers' work is special, their current involvement in community development is limited, and their support must be enhanced through adult education programmes. Such programs focus on women who have the necessary knowledge, skills and abilities to increase their participation in various social development projects. Since the head teacher in the family is usually a woman, women's education is important for the development of the country. Support women in adult and non-formal education not only to their families but also to their immediate communities nationally and internationally. Investing in women's education can have a positive impact through improving health, improving child and maternal health, and promoting girls' clean drinking health (Bolivia, 2010). Moreover, education gives women a voice at home, in politics and internationally, and is the first step towards personal freedom and general success. Adult education measures to empower women include literacy and technical education. As Okpoko (2010) states, women's contribution

to literacy skills is important in society, claiming that women play an important role in the formation of future leaders of every country as mothers and teachers. Literacy is considered essential for the development of women, making them useful to their families, communities, nations and the world. Literacy enables women to think critically and make good decisions in their environment and society at large. Additionally, literacy equips women with the skills necessary for economic, political and social development. Adult Education is a platform that enables women to gain knowledge and make informed decisions. Adult education provides educational opportunities, allowing women to improve their understanding of a variety of subjects, including health, finance and law. This experience provides women with the tools they need to overcome social processes and challenges and build their independence. It is well known that women in Africa often face interconnected issues that put them at a disadvantage. Traditional gender norms, economic conflicts, limited education and skills are some of the problems faced by women. The lack of opportunities compounds these challenges. An important role of adult education in the context of women's empowerment is skills development. Adult education programs provide training in a variety of areas

such as business skills, entrepreneurship and leadership. Acquiring these skills not only improves women's economic opportunities, but also gives them the confidence to participate in decision-making within their families and communities. Adult education also plays an important role in closing gender inequality in the economy. Adult education contributes to women's economic independence by providing them with the skills they need for successful employment and entrepreneurship. This incentive not only benefits people, but also benefits the overall economic development of society and the country. In addition to work, adult education also helps strengthen relationships between women. It helps break down gender norms and stereotypes by improving thought and knowledge. Women who participate in adult education programs are more likely to fight discrimination, defend their rights, and contribute to social development. Adult education is also a catalyst for women's political participation. Adult education programs encourage women to participate in politics by providing public education and leadership training. This type of participation is necessary to ensure gender equality in decision-making processes and to influence policies regarding women's problems. Ignoring the contribution of women to the development of the

country will cause the economy to burn in the background. Chartier believes that no society can achieve economic emancipation without women's participation in development. He also added that women's participation in adult education is an important strategy to promote the country's overall product. Chatter confirmed that the increase in women's education is linked to the increase in per capita income and becomes a factor in the overall economic development of the country. This view is supported by Anyanwu, Omolewa and Sidique (as cited in Okpoko, 2010), who argue that reading is necessary to obtain important information safely and completely. UNESCO (2014) recognizes that literacy is a right for everyone, including women, regardless of their social status. Reading promises people character, knowledge, character and abilities that are important for their work in society. Through reading, women increase their awareness of their rights and responsibilities in many areas, thus freeing themselves from old taboos and beliefs that have historically excluded them, gaining recognition and social recognition, etc. They get it. In addition to the health benefits that adult education provides to individuals, literate and empowered women also play an important role in promoting national security and peace, Hanuum and Buchman (2015). When

women are empowered, their participation in the country will be realized. This empowerment extends to the political, educational, social and economic spheres, promoting freedom. Empowering women not only empowers them to develop and raise awareness on issues related to economic development in society, but also enables them to participate in all stages of development.

Women's participation in government decision-making was emphasized. When women's voices and opinions are heard, they tend to prioritize programs that support them in all aspects of the country's life. In addition, adult education is seen as a tool compatible with national and international development goals (Samarakoon and Parinduri, 2015). For example, the adult education program implemented in Omuma Local Government Area achieved positive results as women changed their traditional roles and became food producers for people important in the development of the society. This is the evolution of adult education in promoting women's empowerment. Although adult education has had a significant impact on women's empowerment, challenges such as lack of access, health barriers, and lack of resources remain. To address these issues,

policymakers, educators, and community leaders must work together to expand adult education, tailor the process to local contexts, and advocate for gender-related information.

### **Statement of Problem**

There is a constant and difficult struggle for women empowerment in Oredo Local Government Area of Edo State, Nigeria. Despite significant progress in social development, a large portion of the female population still faces problems that affect their economic development. The intersection of gender-based discrimination, economic inequality and lack of education leaves women facing challenges in Oredo Department of Justice, Edo State. However, research shows that adult education is used as a way to empower women in all aspects of their lives. The current status of adult education programs and initiatives in Oredo Local Government Area will not meet the specific needs and aspirations of women. There is a need to explore existing adult education systems and examine their effectiveness in empowering women in the context of the Oredo Local Office.

Many interconnected problems lead to this problem. However, traditional gender roles, cultural and economic barriers often lead to negative effects by limiting women's access to education. Additionally, there may be inconsistencies in the design and implementation of adult education programs that fail to take into account the specific challenges women face, hindering their participation and good outcomes. Understanding the role of adult education in empowering women is important for designing intervention plans to address the root causes of gender inequality in the Oredo Local Government Office. This study aims to uncover the complexity of the current state of adult education, identify gaps and challenges, and suggest strategies to improve the role of adult education in empowering women in society. By addressing these issues, the study focuses on the overall objective of promoting unity and justice where women can participate and contribute to social, economic and political affairs in Oredo State Local Government Area.

## **Research Questions**

What are the adult education programmes existing in Oredo local government area of Edo State?

How does adult education programmes in Oredo local government area promote women empowerment?

What are the challenges faced by women in access to adult education programmes aimed at promoting empowerment?

To what extent do community perceptions and cultural factors influence the participation of women in adult education programs, and how do these factors affect the outcomes of empowerment initiatives in Oredo LGA?

### **Purpose of the Study**

The aim of this study is to examine the Role of Adult Education in Promoting Women Empowerment in Oredo Local Government Area of Edo state. However, the specific objectives of the study include to:

- Identify the adult education programmes existing in Oredo local government area of Edo State.

- Ascertain how adult education programmes in Oredo local government area promote women empowerment?
- Determine the challenges faced by women in access to adult education programmes aimed at promoting empowerment?
- Ascertain the extent in which community perceptions and cultural factors influence the participation of women in adult education programmes and how do these factors affect the outcomes of empowerment initiatives in Oredo local government area.

### **Significance of the Study**

The findings of this study will be of great benefit to the following Individuals such as, the women in general especially those in Oredo local government area of Edo State, literacy facilitators, policy makers, government and future researchers.

Firstly, the research on ""The Role of Adult Education in Women's Development"" has the potential to benefit women by providing positive opportunities in adult

education. The findings can empower women with skills and increase their self-confidence and self-efficacy. This research may ultimately lead to plans to address these problems; The results of this research will help eliminate problems, promote gender equality and create opportunities for women's personal and professional development.

Secondly, literacy Professionals can gain insight from research on the role of adult education in empowering women. Understanding the intersection of adult education and women's empowerment can help informed partners design literacy programs specific to women's needs and experiences. This research can guide counselors in designing curriculum and supporting instruction by creating an environment that not only improves reading skills but also contributes to the full support of women. Literacy facilitators play an important role in promoting gender education by modifying strategies based on assessment results, ultimately leading to broader goals of empowering women through reading. Policymakers will also benefit from research on the role of adult education in empowering women. The findings may inform policies to promote gender education and workforce

development. By understanding the impact of adult education on women's empowerment, policymakers can develop strategic plans, effectively allocate resources, and develop support mechanisms to address the unique challenges women face in education and employment. This research helps create policies that support gender equality, economic empowerment and social progress. More importantly, policymakers can use these insights to implement important changes that impact women's lives and contribute to social development goals. Finally, future researchers can benefit from the results of this study in various ways. First, it provides a foundation on which to build existing knowledge, allowing researchers to learn more about the characteristics of the elderly and its impact on adults. The findings may foster a better understanding of the dynamics of learning and motivation, leading to the formulation of new research questions and theories. Additionally, the methods and information gained from this study provide a blueprint for further research in these areas. Future researchers can use best practices, challenges, and effective interventions to develop more comprehensive studies. The information collected led to the development of literature that

recommends policies and practices to promote women's empowerment through adult education.

### **Scope and Delimitation of the Study**

The scope of this study is to assess the roles of adult education in women empowerment in Oredo local government area of Edo state. However, the study is delimited to adult education programmes in Oredo LGA, focusing on their contribution to enhancing women's skills, knowledge, and socio-economic status for effective empowerment as well as analyze the key challenges and barriers faced by women in Oredo LGA, Edo State.

### **Definition of Key Terms**

**Adult Education:** Adult education is the practice of adults undertaking self-educational activities and continuing to acquire new knowledge by panicking about knowledge, skills, attitudes or values.

Empowerment: Empowerment is the process of giving individuals or groups the power, skills, knowledge and resources to manage their lives, make independent decisions and make positive changes in themselves and their environment.

Women Empowerment: This includes efforts to increase women's ability, confidence and influence in a variety of areas, including education, economic participation and decision-making.

Economic independence: It refers to the ability of an individual, family or country to maintain their health without the need for outside help or intervention. This means having personal interest and independence in managing the business.

## **CHAPTER TWO**

### **Review of Related Literature**

This chapter reviewed related literatures on the subject matter and was done under the following sub-headings:

- ❖ **Concept of Adult Education**
- ❖ **Concept "Women Empowerment"**
- ❖ **Types of Women Empowerment Programme**
- ❖ **Importance of Adult Education in Promoting Women Empowerment**
- ❖ **Challenges of Adult Education Programmes**
- ❖ **Factors Mitigating the Participation of Women in the Socio-Economic and Political Development of their Communities**
- ❖ **Summary of Literature Reviewed.**

### **The Concept of Adult Education**

Although the concept of "Adult" is central to our work, it is one of the most misunderstood and misunderstood concepts in our noble and difficult field. The word "adult" is derived from the Latin word "adultus", which according to the Oxford English Dictionary means "grown up, and grown up, mature “or” adult". An adult is a physically and mentally mature person who has social, economic, political, cultural and environmental responsibilities (Nzeneri, 2010). The two

keywords in this definition are growth and responsibility. The concept of "aging" includes various stages and dynamics of human development, features of physical, emotional, social and cognitive development. According to Nzeneri (2010), he believes that an adult is a person who is physically and mentally mature and is personally responsible towards society, economy, politics, cultural rules and the environment. Looking at the above definition of adults there are two important words: development and responsibility. He also cautioned that in developing countries, an adult is a person aged twenty-one (21) years and above who has attained the voting age, while in rural areas, in developing countries like Nigeria, an adult is a person who has attained the voting age. 18 years. To avoid the differences that exist in different contexts, UNESCO (1976) has given a definition of who an adult is in Nzeneri (2010): A person who is considered an adult by the community to which he belongs. We can now see elements of the culture of the elderly in UNESCO's proposal. It depends on who the community decides to be as an adult in that community. Ani (2011) identified some measures for adulthood, including

Maturity Yardstick: Adults should be mature. This refers to the overall development of various organs of the person.

Economic yardstick: Adults must be able to work (e.g. have paid employment or be self-employed).

Responsibility yardstick: An adult must be responsible and fulfill his duties and responsibilities when necessary. Including taxes and duties. Therefore, elderly people need to contribute knowledge to society. Also in Oyibamiji (2012), Harvinghurst sees adults as men or women responsible for themselves. Verner (2008), in Oyibamiji (2012), sees the adult as a person who enters a stage in his life where he is responsible for himself and most people, and also accepts the production of social services. However, in order to ensure harmony in society, older people need to understand their rights and limits together with others. This requires recognition not only of human freedom, but also of the connection between rights and responsibilities in a broader context. Therefore, the intersection of age, development, and responsibility come together to form adult identity. Becoming an adult is a continuous journey often determined by age, observation

and life experience. This means that adults do not need to learn. On the other hand, this is the key to learning for adults. Clearly, adult education has always existed, albeit in different forms, in all nations and countries. Different researchers and schools have different definitions of adult education. It would be useful to look at some comments from different perspectives. As noted by Osunji (2013), the General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO, 1976) clearly defines adult education as “the integrity of the educational process, practice, capacity building, knowledge development, character or behavior development.” The number of people who are considered adults by the society to which they belong, both in terms of personal development and participation in a social, economic and cultural democratic society” (Daskum 2016). Adult education in this context refers to the voluntary or voluntary development of adults. There are various educational activities for adults who do not receive formal education and for young people who leave school early. Learning focuses on development and can be developed and modified by teachers and students. The point is that in this type of education, adult learners have the freedom to decide what, how, where and when to learn. Although there are

differences in terms and views on the concept, there seems to be a consensus that adult education begins where vocational education ends. Therefore, adult education offers the opportunity to gain knowledge for those who do not receive technical education (Lindeman 2011). However, adult education encompasses many different goals, all designed to meet the needs and aspirations of people in a rapidly evolving world. The main purpose of adult education is to make a difference for people and society, to promote personal growth, social development and global success. One of the main goals of adult education is to enable adult learners to realize their potential for self-sufficiency by improving their overall quality of life. Adult education is also very important, especially in underdeveloped and developed countries. In these countries, it is the fastest way to create products, especially by training already working adults (Eyibe (2013)). An important part of the argument is that the impact of previous years' results in this period is relatively limited compared to the impact of measures to improve the capital of the elderly. Of course, the impact on children's learning will take a long time to be complete. Effect on children. Dead. This is particularly important in the dynamic environment of developing countries, where rapid changes in technology, business

and social structure require rapid adaptation. Adult education is seen as a catalyst for economic development in these areas. By focusing on skills development for older people, especially in areas that impact the current economy, the country can again create a more competitive environment and work better. This contributes to economic growth and stability. Adult education has become a powerful tool for economic development, poverty alleviation, social development and international competitiveness, and has become the basis for sustainable development in developing countries. Supporting this view, Olaoti (2019) also supported the important role of education for adults, that is, the education of adults in the role of elders in the role of prophets and messengers, the importance of the vision approved by the elders of the disciples or companions. It leads to a huge growth among communities and subsequent developments. This reflects the idea that education for adults is faster and more objective than education for children, especially in the context of promoting independence and security, as seen in the Nigerian case. The aim of adult education is not only to teach knowledge and skills, but also to develop the ideas and attitudes necessary for good understanding, which

are important points in promoting sustainable development (Bown and Okedara 2002), as cited in Yesufu (2012).

### **Meaning of Women Empowerment**

The empowerment of women worldwide is a new concept. Since the second half of the twentieth century, the issue of women's empowerment has attracted the attention of researchers at universities and national and international platforms. Throughout history, of all the marginalized groups in the world, women have certainly suffered the most. Their suffering transcends culture, race, region and religion, and exposes them to various forms of oppression, including torture, oppression, violence, exploitation, poverty, destitution, malnutrition and violence. It is worth noting that until recently, academic discussions have not addressed issues related to women's power. Many researchers have tried to explain the concept from their own perspectives by showing that the word "empowerment" has many different meanings in different cultures, business, and politics. When examining the vernacular of empowerment around the world, a variety of definitions emerge, including terms such as self-control, self-control, self-reliance,

individuality, personal choice, ability to propose policies, freedom, liberty, autonomous decision-making, etc. . These terms are associated with local pricing systems and beliefs. Empowerment has both importance and specificity, and its use often involves increasing the power of low-power groups, bringing them closer to the power of high-power groups (Bhadra, 2019). Empowerment is “social action that encourages the participation of individuals, organizations, and communities in managing their lives within their own communities and the broader society” (Stein, 2012). This term involves providing local communities with the skills, tools, resources and legal support to participate in activities (Oyebamiji, 2015). Therefore, women empowerment should acknowledge women’s views, actively seek their ideas and improve their status through measures such as education, knowledge, literacy and training. According to Sushama (2015), “Empowerment is a great way, there are many things that make women aware of their identity and power in all walks of life”. It involves the distribution of power and rights among the poor, the oppressed and the vulnerable, enabling them to participate in decision making and implementation of policies and programmes in government and community power. Simply put, women empowerment is the process of giving women the

skills, abilities and support they need to take control of their lives, make independent choices and participate socially, economically and politically in society (Karl 2017).

Empowerment of women comprises five elements: Their self-respect, their right to make decisions, their access to opportunities and resources, their power to control their internal and external lives, and their ability to influence change in society to create better relationships and economy in their country. And region. In this context, the main tools that will enable women and girls to protect their rights include education, training, awareness, self-confidence, expanding choices, increasing access to and management of resources, and focusing on changing patterns that protect women and girls. Regulations and local measures. Researchers have identified different types of motivation. Women's economic empowerment includes supporting access to resources, education and training to develop women's skills and abilities in a variety of business fields. It also includes promoting equality in business, commerce and culture and removing barriers to women's advancement. It will also include measures such as business supports, access to credit, improving financial literacy, and creating support for women's businesses. Financial support

also helps improve women's skills to manage risk and improve health. Women's economic empowerment can also be achieved by increasing their access to property and land rights. Women's political control, on the other hand, refers to the process of promoting and encouraging women's participation, influence and representation in political decision-making standards and activities. This includes breaking down barriers, challenging gender discrimination and giving women equal opportunities to participate in politics. Political empowerment includes encouraging women to work, encouraging their participation in politics, and advocating for policies that address gender inequality in the workplace. The ultimate goal is to achieve gender equality in politics and promote unity and diversity. One recommendation is to implement policies that set quotas for women in decision-making and leadership positions. In 2017, the world average for women working in low-income institutions and organizations was 23.6%.

## **Types of women empowerment programmes**

**Education and Skill Development:** Empowering women through education and skills development is an important factor for development. According to Ashton, Green, James and Sung (2019). These measures play an important role in removing obstacles and empowering women in all areas. Education, a powerful tool of empowerment, gives women the opportunity to expand their horizons, develop positive thinking and acquire knowledge. The measures focus on equal access to education, scholarships and literacy programs to address gender inequality and create a better foundation for inclusion. Empowering women through education is an important way to give them the knowledge, skills and confidence they need to participate in development. In Brown, Green, and Lauder (2011), promotion of education is the basis and quality of women's empowerment in all aspects. More than a third of the world's adults, the majority of whom are women, do not have access to printed information, new skills and technologies that could improve their quality of life and enable them to cope with social and economic change. The data also shows that 70% of key adults, namely women, are still excluded from primary education. Poverty and illiteracy are interrelated because most poor people do not have adequate education. A large portion of this population is uneducated,

experiences a form of powerlessness, and feels that outsiders are in control of their lives. This feeling of dissatisfaction can lead to negative and threatening behavior. In such situations, people often rely on things like luck, fate, or bad luck. Education and the search for information are important solutions for women to overcome these problems.

**Microfinance Initiatives:** Another program to support women is microcredit initiatives. Microfinance has proven to be an effective tool for women's financial empowerment, financial inclusion and entrepreneurship. At its core, microfinance is about providing financial services to people who are often excluded from banking because of low income or lack of collateral. When these initiatives aim to empower women, they become powerful forces for change. According to Robinson and Marguerite (2011), one of the main goals of financial assistance for women is to provide them with the financial resources they need to start a business. Small business loans are available to women entrepreneurs who want to start or expand small businesses such as slaughter, farming or retail. The importance of microfinance lies not only in the financial assistance it provides, but also in its ability to break the chains of poverty. These measures provide practical financial

tools, enabling women to create sustainable livelihoods and thus contribute to further poverty reduction. In Hermes (2014), the study shows that 95% of Grameen Bank borrowers are women, and this proportion has increased since 2011. These women. This is especially true because the government understands the transformative power of microcredit programs and encourages them to empower women. Microfinance projects that appeal to women as a strong force in support projects.

**Political Empowerment of Women:** Measures such as leadership training and quota systems are among the many strategies implemented to remove barriers and encourage women's participation in politics. Leadership education underpins the political empowerment of women and recognizes the need to develop the next generation of female leaders. According to United Nations Development Programme (UNDP) and National Democratic Institute for International Affairs (NDI). (2011), asserted that these initiatives go beyond traditional political education and focus on developing the unique leadership skills needed to navigate the complex world of politics. Through education, mentoring and networking, women are given the tools they need to succeed in politics. The purpose of

leadership training goes beyond personal empowerment; It aims to raise women who can challenge stereotypes, bring justice, and advocate for policies that meet diverse needs. According to the Institute for Democracy and Electoral Assistance (IDEA International). (2009). the impact of authoritarianism is evident in the increasing number of female leaders around the world. Women occupy middle positions in decision-making bodies, from state leaders to local governments. This not only encourages more freedom, but also addresses issues that might be overlooked when there aren't a lot of ideas.

**Digital Literacy Programmes:** In an era dominated by technological advancement, ensuring equity and skills in digital technology is important to promote gender equality. According to Smith & Chipley (2015), technology and digital inclusion, particularly digital literacy and STEM education leaders, are at the forefront of empowering women to succeed in the digital age. Digital literacy programs designed for women play an important role in teaching the skills needed to work effectively in the digital world. These programs include learning basic computer skills and using online resources for personal growth and professional development. In many regions, women face barriers to digital literacy due to

factors such as limited access to technology and cultural or educational differences. Digital literacy programs eliminate these barriers by providing women with the tools to harness the power of technology. These programs, which offer training on digital platforms, internet usage and software usage, allow women to participate in online sharing and access educational resources and market research. Therefore, digital literacy is one of the programs used by governments and policy makers to combat gender inequality in society.

**Legal Awareness and Support:** In the quest for gender equality, legal awareness and support measures are the fundamental foundations that enable women to understand, demand and protect their rights under the law. Legal aid clinics and domestic violence prevention programs play an important role in creating a society where women are informed, protected and free from justice. Legal Aid Clinics play an important role in providing justice and life for women who may face legal problems due to lack of resources. These clinics provide important legal services and support services to support women who have legal gaps and difficulty finding a lawyer. By providing free or low-cost legal services, women are empowered to address issues such as family disputes, housing rights and discrimination in the

workplace. These include programs such as the Supporting Widows Initiative, which actively combats harassment and violence against widows. The organization achieves this goal by educating widows about their rights, addressing these injustices through legal procedures, and taking measures to maintain clean health of ordinary Nigerian widows. Governments and policymakers often use these programs to advance women, especially in terms of human rights and justice.

### **Importance of Adult Education in Promoting Women Empowerment**

Adult education is a real way for women to have real power in society. This educational opportunity for adults reveals the fruits of women's freedom in politics, education, social life and business life. This gives us the ability to promote and raise awareness of issues that impact the economy overall. This opportunity ensures their full participation in development projects at all levels. According to Advocates for Gender Equity Association (AGEA) (2010) asserted that Adult Education is a powerful tool to promote women's business, especially by increasing employment opportunities. Adult programs emphasize the importance of multi-skilling and recognize the importance of a variety of skills in today's

business world. By developing different skills, women are becoming flexible professionals who can move across industries and escape traditional work constraints. A good example of this is the women of Omuma Local Government Area of Rivers State, who have gone from being staple food producers to playing a significant role in community development. This change is due to the good results they have received from many government programs to support adult women. Akinpelu (2012), stated that these include basic knowledge, business knowledge, technical knowledge, literacy, etc. Additionally, adult education provides sector-specific training to tailor skills development to the needs of different sectors. This goal ensures that women are the right candidates to meet the demand for skilled workers and expand employment opportunities in a rapidly growing economy. The Elderly and Women Empowerment Program (LADEWIN) and the Women Program and Synergy Program (WEPSS) developed by Intel, a Nigerian oil and gas company, are comparable frontiers in terms of initiatives created by policy makers and good members of society who understand this role. The transformative impact of adult education on women's power. In 2017, 200 women completed the program, and by 2024, the program aims to expand its

impact by increasing the number of beneficiaries to 450. Skills are important in the digital age. Adult education responds to current needs by integrating digital literacy and technology training. This not only prepares women to play a role in the digital economy, but also allows them to contribute to the technology workforce. Adult education includes skills as well as professional development, providing courses in leadership, communication and other skills important for success in the office. Communication is an important part of career development, and adult education recognizes this by providing women with opportunities to socialize. The workshops, seminars and business events supported by these projects help women build networks that can have a significant impact on their access to the workforce, their education and useful tips. Finally, adult education instills a culture of continuous learning and adaptation. In the rapidly evolving business world, the ability to acquire new skills and adapt to new trends becomes an asset. In view of the foregoing, Adesanya (2011), revealed that adult education provides women with this ability, enabling them to continue their careers and adapt to changing careers. Adult education in politics has become a powerful tool to equip women with the knowledge and skills necessary to participate in politics. Adult education

is the gateway for women to learn about politics, governance structures and public responsibilities. Through carefully designed programs, women understand the complexity of politics and understand the importance of participation. More informed women will understand the impact of political decisions and thus become agents of presenting the narrative of their communities and countries. The leadership potential of women was clearly demonstrated during the administration of President Goodluck Ebele Jonathan, who appointed many women to various important positions. Some examples include Professor Ngozi Okonjo Iweala, Mrs. Iweala, who was Minister of Public Works and Finance and then President of the World Trade Organization (WTO). Diezani Madueke as Minister of Petroleum, former Minister of Mineral Resources Oby Ezekwesili, the late Dr. Dora A. Akunyili as Director of NAFDAC and others. In their roles, they have been instrumental in supporting the nation's President's Transition Agenda goals. Adult education exposes women to all these and encourages them to work in politics. This course is more than just publishing information; creates women's emotions. Educated women are better able to analyze political situations, evaluate policy outcomes, and evaluate the decisions of political leaders. This skill not only

improves their own political knowledge, but also helps improve the overall relationship between cultures. One of the most visible results of adult education is the increased participation of women in elections. Women are more likely to exercise their right to vote when they are well informed and confident in their knowledge. Additionally, some women are still able to take political action, fight for gender rights, and increase diversity and representation in politics. The fact that women play an important role as primary school teachers in most families shows the importance of women's education in the development of the country. Empowering women through adult and nonacademic programs is beneficial not only to their families, but also to society, the country, and the world. Investing in women's education can have a positive impact by improving health, improving child and maternal health, and supporting the overall health of girls (Bolivia, 2010). Adult education is becoming a great tool to improve women's lives and promote positive changes in society. Encouragement is received from adult education continuing to participate in community activities and social projects. Adult education instills a sense of responsibility and encourages women to participate in community development projects, advocate for relationships, and contribute to the

entire social fabric. Educated women often become leaders of social and health-promoting community organizations. Educated women also create positive results by influencing the education of their children. The knowledge gained from adult education programs enables them to receive a good education at home, improving the educational outcomes of future generations. This continuing education not only benefits the family, but also contributes to the long-term development of society. Since education encourages positive thinking, educated women can better contribute to the development of their societies. Women's adult education goes beyond empowering themselves; can promote social change. The knowledge, skills and confidence gained enable women to contribute to economic, social and social development. Investing in women's adult education is not only an investment in personal success, but also a strategy for the development of the energy of society and society as a whole. Education for the elderly changes the relationships and thoughts of the elderly more than other professions, causes them to lose hope and saves them from the thought that they cannot learn (Ayantunji, 2019).

### **Challenges of adult education programmes**

Despite these advantages, education for adults faces many problems that prevent it from achieving its goals and objectives. Despite the fact that older workers in the country entered production and eventually led the country to its current state of development, education for the elderly has been neglected by the government (Maduka, 2010)

**Lack of adequate funding:** Funding for adult education in Nigeria is inadequate; the main reason for this is that the education authorities in the country do not follow the rules. This lack of control contributes to the challenges facing adult education in the 21st century. However, when looking at the political climate of the world, it is clear that the regions with higher levels of illiteracy are generally unstable, industrialized and deindustrialized regions. An illiterate person is economically on the margins and politically in complete darkness. The issue of financing adult education has a huge impact on individuals and the country as a whole. Inadequate funds reduce seniors' access to quality education and inhibit their ability to acquire new skills and knowledge. Such restrictions exacerbate existing educational inequalities and deny older people opportunities to develop their skills and contribute to the workforce.

**Perception of Adult Education Programme:** The challenge of negative public opinion also poses a serious challenge to the effectiveness of educational programs for the elderly in Nigeria, leading to class dissatisfaction among the elderly population. Misunderstandings of adult education often arise from social attitudes that deny the importance of adult education and eliminate the role of women in the kitchen. In some cases, older people are criticized for the general perception that science education is only for young people. This misunderstanding both makes the elderly valuable in terms of education and prevents the elderly from receiving education. Discrimination against education for the elderly is further reinforced by the linked nature of education for certain ages. There is a general understanding that education is an important part of young people's pursuits and creates a psychological barrier for adults to return to the classroom. Fear of judgment, social expectations, and the need to conform to established standards make adults reluctant to seek education that meets their needs. Additionally, lack of awareness about the evolving nature of adult education leads to misconceptions. Many people do not fully understand the current situation and the impact of adult education and make the mistake of being limited to traditional subjects. In fact, adult education

has evolved to include flexible models such as online courses, workshops, and vocational training to meet the diverse needs of students.

**An old dog learning new tricks:** Adult students are often set in their ways and are more resistant to change. These people have accumulated life experiences, developed systems, and tend to be resistant to change. The comfort of the familiar can sometimes be a barrier to accepting new ideas and make the learning process even more difficult. Growth and life experience play an important role in shaping the adult's perspective. While these experiences can lead to increased knowledge, they can create reluctance to accept new ideas. Entrenched mental processes and religious beliefs will create intellectual inertia that inhibits the acceptance of unfamiliar ideas. This opposition is often viewed as the enemy of education and refers to the difficulties adult learners face in adapting to new knowledge and methods. The real issue with adult education is the impact of aging on education. Research shows that, on average, older people tend to learn more slowly as they get older. Cognitive processes may slow down and the ability to absorb new information may be impaired. However, it is worth noting that decreasing education does not mean that education is good.

**Fear of Failure:** With many adults turning to education to stay ahead of the market or advance their careers, older adults face pressure from themselves and those confident in their skills. Going back to school means a significant commitment of time and money. Adult learners focus on the demands of learning and face pressure to achieve specific results.

**Motivation:** Another challenge is the issue of motivation among adult learners. Many adults return to education voluntarily, and their motivation levels may fluctuate due to external factors such as work pressures or personal commitments. Maintaining a high level of engagement and commitment from adult learners requires innovative teaching methods, relevant content, and flexible scheduling to accommodate their busy lives.

**Fear of Discomfort:** Much of the assumption that older students may find themselves outside their comfort zone when returning to learning after a long absence or if their previous learning experiences were less than ideal stems from a variety of thoughts and feelings. First, skipping a few years may lead to a different perception of the learning environment. Education systems, technological

developments and training processes will change during the intervention, leaving returnees feeling alienated. Anxiety about being untouched or difficulty adjusting to a new learning process can create anxiety and discomfort. Additionally, if previous work has been poor or unsuccessful, feelings of inadequacy or anxiety about learning may be experienced. Past difficulties, such as difficulty understanding certain topics or lack of support, can create negative feelings when considering returning to education. This emotional burden can affect a person's confidence and willingness to participate in the study.

**Technology:** The development of adult education brings both opportunities and challenges. While it makes online learning flexible and flexible, there is a digital divide that may not include some adults who are not tech-savvy or digitally savvy. Bridging this gap and ensuring that technology enhances learning rather than hinders it is an ongoing challenge for adult education programs.

Other challenges include: financial constraints, employment obligation, Regional Disparities, Language Diversity, et cetera.

## **Factors Militating against Women in Socio-economic and Political**

### **Development of their Communities**

Nigeria's social system is deeply rooted in patriarchy, leading to the suppression of women in all walks of life. This expansion highlights the importance of health and issues affecting men, while overshadowing women's concerns. Although women constitute approximately half of the Nigerian population, they classify themselves as an important yet neglected group in society; this shows the need for greater recognition and fair treatment. Historically, some of the reasons for this separation are social, political and economic.

### **Social Factors:**

**Gender Stereotypes:** Deeply rooted gender stereotypes and cultural norms often act as formidable barriers for women. Societal expectations frequently dictate traditional roles for women, pressuring them to conform to predefined roles as caregivers and homemakers. This restricts their freedom to pursue education and career paths of their choice, limiting their personal and professional development.

Additionally, the prevalence of discrimination and gender-based violence exacerbates these challenges, creating an environment that is hostile and inhibitive for women seeking to assert their rights and independence. These Societal expectations regarding women's roles especially as caregivers and homemakers often lead to the undervaluing of their contributions in other spheres, such as the workplace. These expectations may discourage women from pursuing certain careers or leadership roles.

**Access to Education:** Women are also limited by unequal education, influenced by culture, economic constraints, and discrimination. Social and cultural expectations often prioritize men's education over women's education, which puts women's education at risk. Practices such as early marriage and early childbearing perpetuate this injustice, forcing many girls to drop out of school and creating a cycle of undereducated women.

**Political Factors:** Around the world, women have contributed to the advancement of political leaders in many societies, giving them a large and influential following. Although women make up half of Nigeria's population, they hold less than 10% of

political offices; this points to gender inequality at all levels of Nigerian society, especially in politics. Prohibiting gender-based political policies led to the establishment and maintenance of democracy; this is a problem that still exists today. Prominent examples of strong women in their communities, such as military leaders, include Iyalode of Ibadan, Efonsetan Aniwula, Moremi of Ile-Ife and Queen Ami of Na of Zaria. Although women's representation in the region has increased since Nigeria held its first democratic elections since military rule in 1999, women's representation at all levels of government remains low. Women in politics face many challenges when seeking leadership

**Underrepresentation:** Women are often underrepresented in political activities such as leadership, decision-making institutions and the law. Lack of representation hinders the development of policies that address women's specific needs and concerns.

**Violence and Harassment:** Women in politics are often subjected to verbal, physical or online violence. Threats and violence are used as a tool to intimidate and prevent women from participating in politics.

**Discrimination:** Women often face a “glass ceiling” in their political careers, making it difficult for them to reach higher positions despite their talents and potential. Political problems will hinder his success.

**Economic Factors:** Economically, women face inequality in every field. The gender pay gap is persistent and reflects inequality in the workforce. Limited access to financial resources, technical training and entrepreneurial support further exacerbates the financial challenges faced by women. The unequal distribution of resources and opportunities perpetuates the cycle of economic disadvantage, inhibits women's ability to contribute to economic growth, and impedes all human progress. Economic conditions play a major role in restricting women's access to education. Families experiencing financial difficulties will prioritize students, seeing this as more of an investment. This economic injustice continues to marginalize women and perpetuate gender inequality in education.

### **Summary of Related Literature**

In summary, it is clear that the role of adult education in empowering women has been widely studied and documented in various literature reviews. However, many

researchers have investigated how adult education can help improve women's organization and health in various contexts. The review shows that the concept of aging is complex and multifaceted, with many roles in many aspects of life, including physical, emotional, social and cognitive development. An adult is someone who has reached physical and mental maturity and is responsible in social, economic, political, cultural and environmental areas. Growth and responsibility are two key concepts that define adulthood. The age at which a person is considered an adult varies from country to country. For example, while most developed countries set the voting age at 21, developing countries such as Nigeria consider people aged 18 and over as adults. UNESCO believes that social thought plays an important role in defining the elderly and addresses the cultural aspect of this concept. Growth is measured by many factors, including physical growth, achieving financial independence through employment or employment, and meeting obligations such as paying taxes and meeting obligations. Therefore, adults need to be smart and function well in society. The analysis also shows that adult education supports women's empowerment by increasing women's agency and decision-making power; because it was the first time that, through education,

women could learn more about their rights and fight against and defend gender roles and stereotypes. needs and decisions. They are better able to participate in social development projects, participate in the political process, and make their voices heard in public discourse. However, adult education plays an important role in improving women's health by providing knowledge and skills in development, nutrition, disease prevention and hygiene. Educated women are more likely to seek health care for themselves and their families, resulting in better health, lower maternal and child mortality, and better health. The analysis also showed that adult education enables women to participate more in social and political life. With increased literacy and public education, women are able to join community organizations, advocate for social justice issues, and participate in democratic processes such as voting and politics. Education also enables women to combat gender discrimination and advocate for policy changes that promote gender equality and women's rights. Adult education is an important factor in empowering women's businesses. Adult education programs provide training in income-generating activities, entrepreneurship, and microfinance, allowing women to earn income, support their families, and support village economies. Education also

helps women access higher-paying jobs and career advancement, reduce poverty, and increase financial independence. Finally, the analysis also shows that adult education provides women with the knowledge and skills that will enable them to participate in all areas of life. These skills may include reading, math, job training, financial literacy and health education. By learning these skills, women gain confidence, independence, and the ability to make informed decisions about their lives, families, and communities. In summary, the review highlights the changing role of adult education in empowering women at various levels. Adult education contributes significantly to promoting gender equality and women's rights worldwide by expanding educational opportunities, improving skills and capital structure, promoting empowerment and organization, promoting economic freedom, improving health, and enhancing social and political participation.

## **CHAPTER THREE**

### **Research 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 Study**
- ✓ **Sample and Sampling Techniques**
- ✓ **Research Instrument**
- ✓ **Validity of Instrument**
- ✓ **Reliability of Instrument**
- ✓ **Method of Data Collection**
- ✓ **Method of Data Analysis**

### **Design of the study:**

The research design adopted for this study is the survey research design. This method was considered the most appropriate for the research. This type of research design affords the researcher the opportunity to conduct an oral interview or get the general assessment of opinions, attitudes or feelings of people about the problem under study.

### **Population of the Study:**

The population of the study consists of two hundred and two (202) participants currently undergoing literacy programme within Oredo local government area of Edo State.

### **Sample and Sampling Techniques:**

Samples were drawn from the study population, which comprises of all the women currently undergoing adult education programme across the various literacy centers in Oredo local government area of Edo state. A sample size of 100 participants constituting 50% of the population were selected for the study

**Source: compiled from Omoregie (2020) and Author’s Field Survey (2024)**

### **Research Instrument**

The study will use primary data collection method to solicit data for the study. The data will be collected through the use of a structure questionnaire titled: the Role of

S/N	LITERACY CENTRE	LOCATI ON	POPULATI ON	SAMPL E
1.	Pioneer, Sparta Lane	Oredo	18	9
2.	Pioneer, Ekenwan Road	Oredo	20	10
3.	Pioneer Oliha Quarters	Oredo	23	11
4.	Pioneer, Giwa-Amu	Oredo	28	14
5.	Pioneer, New Benin	Oredo	32	16
6.	Maldo, New Benin market axis	Oredo	26	13
7.	CWFi, Oko Central Office	Oredo	27	13
8.	Panacea, Ekenwan Road	Oredo	28	14
	Total		202	100

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Area of Edo State (RAEPWE) the questionnaire is divided into two sections, A and B. section A will focus on the demographic or personal data of the respondent such as age, occupation, Religion, educational qualification etc. while section B will contain information which borders on the problem of this research. The research questions will contain 16 items raised to provide answers to the research questions. Furthermore, the instrument will be design in a 2 Likert scale of Yes or No.

### **Validity of the Instrument**

The instrument will be validated by the project supervisor and two other experts in faculty of education, university of Benin to confirm the content validity whereby the initial draft of the instrument will be presented for scrutiny and observation. the corrections made will be effected in order to ensure the instrument measures what it intends to measure

### **Reliability of Instrument**

To determine the reliability of the instrument (questionnaire), the test re-test method will be adopted to ascertain the reliability of the instrument. The

questionnaire will first be administered to a group of 20 individuals within the locality of the study. After a while, another test will be conducted using the same instruments in the same location and the results of both responses will correlate to validate the reliability of the instrument.

### **Method of Data Collection**

The questionnaire will be administered by the researcher to the respondents with a clue on how the questionnaire are to be filled and also waited to collect back the filled questionnaires from the respondents after they have answered the questions.

### **Method of Data Analysis**

In analyzing the data, the researcher will make use of frequency count, simple percentage and mean score to analysis to compute the findings from research question 1-4. Furthermore, a criterion mean of 2.50 will be used for decision making.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION OF FINDINGS**

This chapter presents the responses to the administered questionnaire. Data presented were analyzed using SPSS data analysis software tool and the result of analysis are discussed under the following sub-headings

#### **Bio-data Analyses**

#### **Answering of Research Questions**

#### **Discussion of Finding**

#### **Bio-data Analyses**

The bio-data analysis is analyzed using simple percentage. The result is presented in Table 1-4

**Table 1: Percentage distribution of respondents by Religion**

<b>RELIGION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>CHRISTIANITY</b>	75	75.0%
<b>ISLAM</b>	25	25.0%
<b>TOTAL</b>	100	100%

Source: Field study, 2024.

The above table shows the percentage and frequency distribution of the religion of respondents, Christians are 75 and has 75.0%, while Muslims 25 and has 25.0%.

**Table 2: Percentage distribution of respondents by Age**

<b>AGE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>20-25</b>	60	60.0%
<b>26-30</b>	30	30.0%
<b>31-35</b>	10	10.0%
<b>TOTAL</b>	100	100%

Source: Field study, 2024.

The above table shows the percentage and frequency distribution of the age of respondents, age bracket 20-25 are 60 having 60.0%, age bracket 26-30 are 30 having 30.0% while age 31-35 are 10 and has 10.0%.

**Table 3: Percentage distribution of respondents by Occupation**

<b>OCCUPATION</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>FARMERS</b>	5	5.0%
<b>TRADERS</b>	20	20.0%
<b>OTHERS</b>	75	75.0%
<b>TOTAL</b>	100	100%

Source: Field study, 2024

The above table shows the percentage and frequency distribution of the occupation of respondents, those that are farmers are 5 in number having 5.0%, traders are 20 having 20.0% while those in other professions are 75 having 75.0%.

**Table 4: Percentage distribution of respondents by Marital Status**

<b>MARITAL STATUS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
<b>SINGLE</b>	55	55.0%
<b>MARRIED</b>	35	35.0%
<b>OTHERS</b>	10	10.0%
<b>TOTAL</b>	100	100%

Source: Field study, 2024

The above table shows the percentage and frequency distribution of the marital status of respondents, those that are Single are 55 in number having 55.0%, Married are 35 having 35.0% while Others are 10 having 10.0%.

## **ANSWERS TO RESEARCH QUESTIONS**

Data collected to answer the research questions was answered using mean and standard deviation. The results are shown in Tables 5 to 8.

### **Research Question 1**

What are the adult education programmes existing in Oredo Local Government Area of Edo State?

**Table 5:** Data showing the adult education programmes existing in Oredo Local Government Area of Edo State

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b>N</b>	<b>X</b>	<b>S.D</b>	<b>DECISION</b>
1	Is adult basic education programme provided in Oredo Local Government Area of Edo State?	100	2.9000	.30151	<b>YES</b>
2	Is continuing education programme offered in Oredo Local Government Area of Edo State	100	2.8500	.35887	<b>YES</b>
3	Is community education programme part of the programme offered in Oredo Local Government Area of Edo State	100	2.9000	.30151	<b>YES</b>
4	Is vocational training programme existing in Oredo Local Government Area of Edo State	100	2.8000	.40202	<b>YES</b>

Source: Field study, 2024

In response to research question one, Table 5 shows that respondents strongly agreed that there exist adult education programmes existing in Oredo Local

Government Area of Edo State. The items 1-4 indicated that there are adult education programmes existing in Oredo Local Government Area of Edo State with mean ranging from 2.80 – 2.90. With these results, the above mean score shows that there exist adult education programmes existing in Oredo Local Government Area of Edo State.

## Research Question 2

How does adult education programmes in Oredo Local Government Area promote women empowerment?

**Table 6:** Data showing how adult education programmes in Oredo Local Government Area promote women empowerment

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b>N</b>	<b>X</b>	<b>S.D</b>	<b>DECISION</b>
5	Does adult basic education programme contribute to improving women empowerment in Oredo Local Government Area of Edo State	100	2.8500	.35887	<b>YES</b>
6	Can vocational training programme empower women to become agent of change in their communities	100	2.9000	.30151	<b>YES</b>
7	Do you believe that community education programme can empower you to play a crucial role in the development of your community?	100	2.9500	.21904	<b>YES</b>
8	Do you believe that continuing education programme can help women overcome societal barriers and stereotypes thereby empowering them to contribute actively towards the development of the community	100	2.8000	.40202	<b>YES</b>

Source: Field study, 2024

In response to research question two, Table 6 shows that the respondents strongly agree that adult education programmes in Oredo Local Government Area can promote women empowerment.

The items 5-8 indicated strongly that adult education programmes in Oredo Local Government Area can promote women empowerment with mean ranging from 2.80– 2.95. With these results, the above mean score shows how adult education programmes in Oredo Local Government Area can promote women empowerment

### **Research Question 3**

What are the challenges faced by women in access to adult education programmes aimed at promoting empowerment?

**Table 7:** Data showing the challenges faced by women in access to adult education programmes aimed at promoting empowerment.

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b>N</b>	<b>X</b>	<b>S.D</b>	<b>DECISION</b>
9	Do you think that lack of finance can pose as a challenge to women that might want to participate in adult education programme in Oredo Local Government Area of Edo State?	100	2.8500	.35887	<b>YES</b>
10	Do you think that spouses play a role in motivating or discouraging women from participating in adult education programme	100	2.7500	.43519	<b>YES</b>
11	Do you believe that lack of awareness campaign among women about the availability of adult education programmes can pose a challenge to women?	100	2.8500	.35887	<b>YES</b>
12	Does time constraints to women from participating in adult education programme	100	2.4000	.49237	<b>NO</b>

Source: Field study, 2024

In response to research question three, Table 7 shows that respondents strongly agreed that there are challenges faced by women in access to adult education programmes aimed at promoting empowerment. The items 9-11 indicate strongly with mean ranging from 2.75 – 2.85. while item 12 indicated that respondents did not agree that time constraints can prevent women from participating in adult education programme with mean response of 2.40. With these results, the above mean score shows that the respondents strongly agreed that there are challenges faced by women in access to adult education programmes aimed at promoting empowerment.

#### **Research Question 4**

To what extent do community perceptions and cultural factors influence the participation of women in adult education programmes and how do these factors affect the outcomes of empowerment initiatives in Oredo Local Government Area of Edo State

**Table 8:** Data showing the extent community perceptions and cultural factors influence the participation of women in adult education programmes and how these factors affect the outcomes of empowerment initiatives in Oredo Local Government Area of Edo State.

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b>N</b>	<b>X</b>	<b>S.D</b>	<b>DECISION</b>
13	Have you ever observed any cultural factors affecting women's participation in adult education programmes in Oredo LGA?	100	2.5000	.50252	<b>YES</b>
14	Have you experienced instances where community perceptions have positively impacted women's participation in adult education programmes in Oredo LGA?	100	2.8000	.40202	<b>YES</b>
15	Do you believe that cultural factors contribute to the success or failure of empowerment initiatives for women in Oredo LGA?	100	2.7500	.43519	<b>YES</b>
16	Have you noticed any efforts within the community to address cultural barriers to women's participation in adult education programmes in Oredo LGA?	100	2.7000	.46057	<b>YES</b>

Source: Field study, 2024

In response to research question four, Table 8 shows the extent community perceptions and cultural factors influence the participation of women in adult education programmes and how these factors can affect the outcomes of empowerment initiatives in Oredo Local Government Area of Edo State. The items 13-16 indicate that the extent community perceptions and cultural factors influence the participation of women in adult education programmes and how these factors affect the outcomes of empowerment initiatives in Oredo Local Government Area of Edo State is very high. with mean ranging from 2.50– 2.80. With these results, the above mean score shows that the extent community perceptions and cultural factors influence the participation of women in adult education programmes and how these factors affect the outcomes of empowerment initiatives in Oredo Local Government Area of Edo State is very high.

### **Discussion of Findings**

The analysis results of the data collected from all surveys are detailed and comprehensive. The first is the problem of the current system of education for adults in Oredo Local Government Area of Edo State. This shows that the

respondents agreed on the existence of educational programs for the elderly in Oredo Health Department, Edo State. This finding is similar to Ayantunji (2019). Secondly, on the problem of demonstrating how adult courses at the Oredo Department of Labor contribute to women's empowerment. Participants agreed that adult education programs in Oredo Local Government Area can support women empowerment. This finding is consistent with a study conducted in Bolivia (2010) Third, when addressing the issue of challenges faced by women in adult education designed to promote empowerment, participants agreed that women receive education for adults. This finding is parallel to the study conducted by Maduka (2010). Chapter Attitudes and cultural influences on women's participation in adult education and how these factors influence the outcomes of incentive measures in Oredo State Local Government of Edo State. This finding is consistent with research conducted by (Bhadra, 2019; Stein, 2012; Oyebamiji, 2015 & Sushama, 2015).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter serves as a summary of all the chapters as well as its conclusion, recommendations and proposals for additional research.

#### **Summary**

This study is conducted to examine the role of adult education in promoting women empowerment in oredo local government area of Edo State. To therefore achieve the objectives of the study, five research questions were raised which include the following:

1. What are the adult education programmes existing in Oredo local government area of Edo State?
2. How does adult education programmes in Oredo local government area promote women empowerment?

3. What are the challenges faced by women in access to adult education programmes aimed at promoting empowerment?

4. To what extent do community perceptions and cultural factors influence the participation of women in adult education programs, and how do these factors affect the outcomes of empowerment initiatives in Oredo LGA?

The survey research design was adopted for the study with a sample size of 100 respondents who were drawn through a simple random sampling technique was used. A self-structured questionnaire designed with a modified Likert Scale method made up of a 2 Likert scale of Yes or No was the instrument adopted for the study. After the validation of the instrument, the test re-test method was adopted to ascertain the reliability of the instrument on a sample of 20 respondents for reliability. The descriptive statistic which involved frequency count and simple percentage and mean score analysis was used to answer the research questions raised.

**The findings of the study based on the responses revealed the following:**

The first research question which bothers on the existence of adult education programmes existing in Oredo Local Government Area of Edo State revealed that there are several adult education programmes existing in Oredo Local Government Area of Edo State. As majority of the respondents strongly agreed to this assertion.

Secondly, research question 2 revealed how adult education programmes in Oredo Local Government Area of Edo State promote women empowerment. The findings revealed that a whopping percentage of the respondents strongly agreed that the adult education programmes in Oredo Local Government Area can promote women empowerment.

Thirdly, the findings also revealed the various challenges faced by women in access to adult education programmes aimed at promoting empowerment. According to the findings, the respondents strongly agreed that factors such as financial constraint, time constraint, lack of awareness and spouse's decision are the various challenges that hinders women from participating in adult education programmes.

Lastly, research question four revealed the extent in which community perception and cultural factors influence adult education programmes and how these factors affect the outcomes of empowerment initiatives in Oredo Local Government Area of Edo State. The findings revealed that the perception of the community towards the participation of women in adult education programmes is relatively high and encouraging as a striking percentage of the respondents strongly agreed to this assertion.

## **Conclusion**

Based on the findings, it can be concluded that adult education programmes in Oredo Local Government Area of Edo State are well-established and widely recognized by the community. These programmes significantly contribute to women's empowerment, as indicated by the strong agreement among the respondents. However, women face notable challenges in accessing these programmes, including financial and time constraints, lack of awareness, and spousal decisions. Despite these challenges, community perception and cultural

factors are generally favorable towards women's participation in adult education, suggesting a supportive environment for such empowerment initiatives.

## **Recommendation**

Based on the findings and conclusion of the study, the researcher made the following recommendations:

1. The government should develop financial assistance scheme or scholarships, grant or low interest loans to help women overcome financial constraints and afford participation in adult education programmes
2. The literacy providers should launch a targeted awareness campaigns to inform potential adult learners about the availability and benefits of adult education programmes, utilizing various channels such as community outreach events, social media, and partnerships with local organizations.
3. The literacy providers should provide necessary measures to improve access to adult education programmes, such as establishing satellite centers in remote areas in order to boost the participation of women in adult education programmes.

4. The adult education providers should develop flexible class schedules, including evening and weekend classes, to accommodate women's time constraints, especially those balancing education with work and family responsibilities

5. Adult education providers should create initiatives that involve and educate spouses about the benefits of women's education, aiming to reduce resistance and encourage support from within the family.

### **Suggestions for Further Studies**

Based on the conclusions and recommendations of this study, the following suggestions are made;

1. Examine the potential of incorporating technology and online learning platforms to enhance access and participation in adult education programmes, especially for women with time and mobility constraints.

2. A study should be carried out to assess the long-term impact of adult education programmes on women's empowerment, economic status, and overall quality of life

3. A study Investigating women's' perceptions of these programmes, their economic and social impacts, as well as their hindrances to further analyse the challenge
4. A study should be conducted comparing the effectiveness of adult education programmes in Oredo Local Government Area with those in other local government areas in Edo State or different states to identify best practices and areas for improvement.
5. A study should be conducted on the psychosocial impacts of adult education on women's self-esteem, mental health, and social interactions within the community.

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**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**BENIN CITY**

## **QUESTIONNAIRE**

**Dear Respondent,**

I am a final year student of the above-named department and institution. I am carrying out a research project on **the role of adult education in promoting women empowerment in oredo local government area of Edo State**. This research is purely for academic purposes to complete my degree in adult and non-formal education, any information received by you would be treated with utmost confidentiality. Please kindly responds to each statement by ticking (√) on the appropriate column.

## ILUMAH PRECIOUS

### RESEARCHER

#### SECTION A: PERSONAL BIO-DATA

Complete the following information by checking (√) that which applied to you

1. Religion: Christianity ( ) Islam Traditional Religion
2. Age: 20-25 ( ) 26-30 ( ) 31-35 ( ) 36-40 ( ) 41-45 ( ) 46-50 ( ) 50yrs and above ( )
3. Occupation: Farmers ( ) Traders ( ) Others ( )
4. Marital Status: Single ( ) Married ( ) Divorced ( ) Others ( )

#### SECTION B

Please kindly respond to each statement by ticking (√) on the appropriate column.

#### **1. What are the adult education programmes existing in Oredo local government area of Edo State?**

Is adult basic education programme provided in Oredo local government area of Edo State? Yes ( ) No ( )

Is continuing education programme offered in in Oredo local government area of Edo State? Yes ( ) No ( )

Is community education programme part of the programme offered in Oredo local government area of Edo State? Yes ( ) No ( )

Is vocational training programme existing in Oredo local government area of Edo State? Yes ( ) No ( )



## **2. How does adult education programmes in Oredo local government area promote women empowerment?**

Does adult basic education programme contribute to improving women empowerment in Oredo Local Government Area of Edo State? Yes ( ) No ( )

can vocational training programme empower women to become agent of change in their communities? Yes ( ) No ( )

do you believe that community education programme can empower you to play a crucial role in the development of your community? Yes ( ) No ( )

Do you believe that continuing education programme can help women overcome societal barriers and stereotypes, thereby empowering them to contribute actively towards the development of the community? Yes ( ) No ( )

## **3. What are the challenges faced by women in access to adult education programmes aimed at promoting empowerment?**

Do you think that lack of finance can pose as a challenge to women that might want to participate in adult education programme in Oredo local government of Edo state? Yes ( ) No ( )

Do you think that spouses play a role in motivating or discouraging women from participating in adult education programme? Yes ( ) No ( )

Do you believe that lack of awareness campaign among women about the availability of adult education programmes can pose has a challenge to women? Yes ( ) No ( )

Does time constraint stop women from participating in adult education programme? Yes ( ) No ( )

**4. To what extent do community perceptions and cultural factors influence the participation of women in adult education programmes, and how do these factors affect the outcomes of empowerment initiatives in Oredo LGA?**

Have you ever observed any cultural factors affecting women's participation in adult education programmes in Oredo LGA? Yes ( ) No ( )

Have you experienced instances where community perceptions have positively impacted women's participation in adult education programmes in Oredo LGA? Yes ( ) No ( )

Do you believe that cultural factors contribute to the success or failure of empowerment initiatives for women in Oredo LGA? Yes ( ) No ( )

Have you noticed any efforts within the community to address cultural barriers to women's participation in adult education programmes in Oredo LGA? ( ) No ( )

