INFLUENCE OF ADULT EDUCATION PROGRAMMES ON WOMEN'S EMPOWERMENT IN OVIA NORTH-EAST LOCAL GOVERNMENT AREA OF EDO STATE

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

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APPROVAL PAGE

I hereby approve that this project carried out by Deborah Oformeh EZEKIEL with Matriculation Number, EDU201063 is adequate in scope and in quality, in partial fulfillment of the requirement for the award of Bachelor of Education (B.E.d) in the Department of Adult and Non-Formal Education, University of Benin, Benin city, Nigeria.

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DEDICATION

This study is dedicated to the Almighty God, The Master Craftsman and He is making a beautiful story out of my life. I also dedicate this project to my family, my parents MR and MRS Ayo Ezekiel.

ACKNOWLEDGEMENT

The researcher wishes to specially express her gratitude to God who in His infinite mercies saw her through her journey in the University of Benin through twists and turns He saw her through and she is finishing well because of Him.

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ABSTRACT

This study examined the influence of adult education programmes on women's performance in Ovia North-East Local Government Area of Edo State. To guide this study five (5) research questions were raised.

Descriptive survey design was used in conducting the study. The population of the study consist of 244 respondents from four communities in Ovia North-East local government area of Edo state. The study adopted multi-stage sampling technique and the instrument for data collection was a structured questionnaire. It was subjected to face validity by the researcher's project supervisor and two other lecturers in the Department of Adult and Non-formal Education, University of Benin.

The findings from the study revealed among others that the adult education programmes available to women in Ovia North-East Local Government Area of Edo State includes fashion designing, hair dressing, catering and interior designing and basic literacy. The findings further revealed that through adult education programmes women are socially empowered to engage in social activities, have better information about their health, and experience an upward movement in their social status. Based on the findings, the study recommends the active mobilization of women so that they can be part of adult education programmes provided for them, adequate funds should be provided by the government to run the programme and the programme planners should tailor the programmes to meet the everyday need of the female learners in order to promote the holistic development of women in our country.

CHAPTER ONE

INTRODUCTION

Background of the study

Women's empowerment has been an issue of great consideration for decades. Women are an integral part of the decision-making process at home and in their various communities. There is some certain level of independence that is needed to be given to them to improve their skills, help them increase their income and encourage their active participation in decision making. Considerable efforts have been made by the government and other non governmental agencies to address women's needs and their exclusion from the benefit of development. Over the years adult education has been used as an instrument for improving the lot of people through capacity building (Deutscher Volkschochshul Verband,2005). Karl (1995) cited in (Deutscher Volkschochshul Verband,2005) remarks that long before the word became popular women were speaking about gaining control over their lives and being involved in decision making.

Approximately 800 million of the world's estimated 1.2 billion improvised individuals are women. They suffer from extreme deprivation, lacking basic necessities like food, clean water, sanitation and health care. Poor women often face significant barriers, such as limited access to credit, land, inheritance, restricted opportunities, choices, autonomy, inadequate access to information, education, skills, minimal participation in decision-making processes both within their household and communities. In Nigeria women are affected by laws of the past which discriminate against them in participating in the development process (Nkeriu and Kobani,

2020). These laws, traditions, norms and customs relegate women to the background and into lesser positions that determines their status and ramifications this is peculiar to females in rural environment, whose status are traditionally low, most times they do not have access to education and this discrimination is done by their parents because they deem it fit that they are to be married instead of given education, the few that are opportuned to get education tend to drop out early before they acquire a satisfactory level of education that would have given them the opportunity to gain skills that will help them get relevant employment and consequently elevate their earnings power and social status. In the past, women's education in Nigeria was not only given little or no regard, women in Nigeria were considered less when compared to males in the society.This led to less opportunities given to women, these opportunities would have helped them develop and contribute to the development of the society this led to women being vulnerable to their male counterparts and inhibited their participation in developmental activities. Therefore women need empowerment to be able to defend, stand-up for themselves and their rights and fully participate in activities that bring about development in the society.

This is where adult education comes in, according to Umar (2010) adult education is a process of acquiring knowledge and skills directed to adults who have never sat down in class or missed the opportunity of the formal school system. Therefore, it is a programme centered around the purpose of bringing about learning among those whose age, social role and perception define them as adults.

Furthermore, United Nations Educational Scientific and Cultural Organisation (2016) stressed that Adult Education denotes the entire body of organized educational process whatever the content, level and method whether they prolong or replace initial education in schools, colleges and universities as well as apprenticeship whereby persons regarded as adults in the society by the society to which they belong develop their knowledge, improve their technical or professional qualification and bring about change in attitude or behavior in the two fold personal development and participates in a balanced and independent social, economic and cultural development.

Empowerment according to Oyebamiji (2011) is a process of enabling people to perform or act, he buttressed his point by stating the concept of empowerment is an act of giving the rural people the needed resources, tools, skills and legal backings needed for their liberation

On the issue of empowerment, Karl (1995:14) cited United Nations Educational Scientific and Cultural Organisation (2006) report explained what power means to her as:

- Gaining control and exercising control
- Having an opinion and being being able to express opinions openly
- The ability to create and define from a woman's point of view
- The ability to make decisions that affects the entire society
- Recognition as a citizen with equal contributions to make.

Tengkand and Tremblay (2013) also pointed out that empowerment is not only a distinguishing feature of a person to be achieved but also a process approach or ardent desires such as awareness-raising, knowledge, self-government and self esteem. To enable women to close the lacuna that has been made by traditions, norms and culture in the society they need empowerment and this can be provided for them through adult education programmes.

Women's empowerment can be simply described as a process of enhancing human capital to ensure women full and active participation in every sphere of development as a society. This enables women become history makers and not just objects of history therefore promoting development. Women need not to be just objects or beneficiaries of the development but the development process of a nation needs the equal and full participation of women as well. (Deutscher Volkschochshul Verband, 2005). Given that women form 50% of the population of the world and 49.95% of the population of Nigeria, building them up in every aspect is necessary for all encompassing development. It cannot be denied that adult education facilitates the empowerment of women. In addition, women's empowerment according to Allahdadi (2011) means possessing the required ability to perform several tasks individually or collectively. These processes that help women to gain more resources and control their lives would cause them to feel more independent and self-confident which in turn leads to interest in giving their best (Barghi and Ghambari, 2014).

However culture and traditions make up opinions and perceptions combined to define a marginalized status for women in the society. (Deutscher Volkschochshul Verband,2005)

hence a lot of efforts has been made towards the transformation of patriarchy in society through creation of awareness and conscientization .All these can be effectively done through adult education programmes. In this context tradition, structures, institutions and ideologies that have contributed to the discrimination and subordination of women will have to be reviewed and if need be challenged. Some of these traditions and structures include the extended family, the caste system, ethnicity, religion, the media, the law, policies, top-down development approaches among others.

In the words of UN women there are different types of empowerment women folk can benefit from:

- Social empowerment: social empowerment is the process of building the autonomy, power, confidence and other necessary means to enact change and pave the way for a better future. (Holly,2020). Social empowerment takes both an individual and societal approach . For a woman to become socially empowered it means she gains the inner and outer resources to make her own choices that allows her to control the way she lives and her immediate environment

  Social empowerment also refers to the process of granting individuals or communities the abilities to address social issues, overcome discrimination and reduce health challenges therefore enabling them to make informed choices and participate actively in society.

- Political empowerment: political empowerment involves having power, ability, critical awareness and sense of group identity to take action in order to create changes in political systems (Sandler and Lane,2021).Inclusive governance and achievement of human rights laws depend on the equal participation of citizens in political leadership and decision making including women. Adult education programmes help empower politically by giving them skills and the knowledge needed to participate in the democratic process. Through adult education programmes women learn about government, politics and the democratic process. Adult education programmes provide women with opportunities to engage in communal activities and participate in civic organisation promoting unity and a sense of shared purpose. (Telli,2023)

- Economic empowerment: is the process of giving people the resources they need to be financially bouyant and make informed decisions about their finance and resources. Economic empowerment according to Golla(2011) is the ability to make and act on decisions that involve controlling one's finances and allocation of financial resources.

  According to United Nations Women (2023), “when women work the economy grows”. Women being involved in economic activities increase economic diversification and income equality for the prosperity of everyone.

  Adult education programmes are ways to increase women and girl's educational attainment that contributes to women's economic empowerment and more inclusive and

sustainable economic growth through up-skilling, re-skilling especially helping women keep up with rapid technological changes in our world.

- Technological empowerment: this is the use of technology to help people improve their lives, become more productive and overcome challenges. Millions of organisations revolve around technology in some aspect or the other. While a few fail to realise the role of technology in women's empowerment, they need to understand that technology makes everyday life easier. Women have to be taught how to navigate in a technology driven world and this can be done effectively through adult education programmes.

Based on the status accorded to women in African society, the level of their influence is low, hence they need empowerment and this can be done effectively through adult education programmes, these programmes are tailored to equip these females participants with the capacity, knowledge and skills that will broaden their knowledge, hone their skills and ability in other to encourage full participation and activities centered around development by women in the community and nation at large.

According to United Nations Educational Scientific and Cultural Organisation (2023) the adult education programmes provided for women include:

Literacy education: Literacy education is the process of teaching people to read, write and use numbers. It is a foundation for academic knowledge. Literacy according to United Nations Educational Scientific and Cultural Organisation (2024) is a continuum of learning and

proficiency in reading, writing and using numbers throughout life and is part of a greater set of skills which include digital skills, media literacy, education for sustainable development and global citizenship as well as job specific skills.

United Nations Educational Scientific and Cultural Organisation (2024) opined that women empowered by literacy have a positive ripple effect on every area of development. They experience better life choices and immediate impact on the health and education of their families and in particular the education of the girl child. They further asserted that literacy acquisition often brings with it positive change in relation to harmful traditional practices, forms of marginalisation and deprivation. Girls and women's literacy is seen as lifelong learning is essential for achieving the aims of 2030 sustainable development goals.

Skill acquisition programmes: skill acquisition is defined as the art of learning to do something in order to earn a living. (Pawner, 2022). Some examples of soft skills are collaboration, active listening, efficiency, empathy, leadership, and public speaking that can help in the personal development of women.Gupta (2024) sees skill acquisition as acquiring, developing and improving specific skills or abilities through learning and practice. It involves acquiring cognitive and physical cognitive abilities. It entails the process involved in mastering a particular skill, starting from the initial stages of learning to the point where the skill becomes integrated into the individual and can be performed effortlessly.

According to Egunjobi (2005) all the work and activities that normally do not require financial reward are the responsibilities of women. This explains the call for skill acquisition in order to

increase the economic impact of women skills like: Tailoring baking, catering, Tie and dye, laundry services.

Environmental education: is the process that allows individuals to explore environmental issues, engage in problem solving and taking action to improve the environment. As a result individuals develop a deeper understanding of environmental issues and have the skills to make better decisions as regards their immediate environment.Women particularly have a special relationship with the environment and thus need the right attitude to properly manage waste. According to McAllister (2015) a study in Nigeria, found that even though citizen are aware of recycling and other sustainable waste management techniques this does not necessarily translate into participation in pro-environmental activities such as recycling. Initiative where women are given education and awareness of waste management helps them to be informed as well as know the essence of waste management which will make them responsible for their environment.

Sex education and family life education: sex education and family life education are both educational programmes that help people gain knowledge, values, skills related to sexuality and relationships. Sex education for women ranges on topics related to sex and their sexuality including values and beliefs. It helps to clarify wrong perceptions about sex and help them navigate their sexual relationships. Family life education for women helps them develop knowledge and skills needed for parenthood and its challenges, they learn about marriage and how to raise healthy families. Women are built up to manage family finances, learn how to

prepare balanced meals for the family and home economics. This fosters personal and societal development.

Furthermore, the programmes centered around women's empowerment are necessary in every community, this is because mothers are regarded as first teachers of their children and these children are the future of the society. Okpoko (2010) supported this view by arguing that education of women is paramount to development and makes invaluable assets to their families, communities, nations and the world. Implicitly literacy education promotes critical thinking among women towards value-based decision making in her society. Also, literate women are equipped with skills for economic, social and political development. Similarly, empowering women makes them agents of change. The change considered here includes cognitive behavioral changes (changes in knowledge, attitudes, perception and behavior), it also leads to material changes (a shift in access to various palpable resources including standard of living accessibility to diverse resources of their choice) and also in terms of communication between each other and other members of the community.

Statement of the problem

In Nigeria, the socio-economic struggles faced by women, which extend to their children, include widespread poverty, illiteracy, unemployment or underemployment, limited access to financial services, little or no representation in politics, lack of access to quality education, gender discrimination, cultural and religious discrimination as well as inadequate social

services. Women and children in Nigeria fall within the vulnerable population. They are easily and more often negatively impacted by vices, be it political, economic, or social.

Preliminary studies by the researcher has revealed that not much work has been done as regards the topic the influence of adult education programmes on women's empowerment in Ovia North-East local government of Edo state, Nigeria and this is the gap the study intends to fill.

Research Questions

The following research question s were raised to guide this study

1. What are the various Adult Education programmes available to women in Ovia North-East local government of Edo State?
2. In what ways have adult education has programmes influenced social empowerment of women in Ovia North-East local government area of Edo State?
3. How have adult education programmes influenced the economic empowerment of women in Ovia North-East local government?
4. In what are the ways have adult education programmes have influenced the political empowerment of women in Ovia North-East local government area of Edo State?
5. What are the challenges encountered by women in Ovia North-East when participating in Adult education programmes?

Purpose of study

The study aims to examine the influence of adult education programmes on women's empowerment in Ovia-North East in Edo State and the specific objectives include:

1. This study will examine the Adult education programmes available to women in Ovia-North east Local government area.
2. This study will examine the ways adult education influence the social empowerment of women in Ovia North-East local government area.
3. This study will examine the ways the economic empowerment of women in Ovia North-East local government area has been influenced by Adult Education programmes
4. The study will look at the ways adult education programmes helps to politically empower women in Ovia North-East local government area.
5. The study will look at the challenges militating against women participation in Adult Education programmes in Ovia North-East local government in Edo State.

Significance of the study

The significance of this study cannot be over emphasized. The study will be of immense benefit to the women folk, adult education programme planners, government, scholars, researchers and students in the field of adult education especially those specializing in adult education.

The findings of this study will inform policy makers, educators, stakeholders on the immense benefit of empowering women. Through this study women's empowerment programmes will be tailored to meet the social, political, economic need of women in the society.

The outcome of this study will contribute to the development of specific programmes for women that will help in their empowerment and reduce the marginalization of the women folk.

The study recommendations will guide programme planners on how to get women in Ovia North-East local government area to actively participate in women's empowerment programmes that will lead to sustainable development of the society and the achievement of sustainable development goals.

Scope and delimitations of the study

The study focuses on the influence of adult education programmes in Ovia North-East local government of Edo state. However it is delimited to four communities in Ovia North-East local government area of Edo state namely: Ekiadolor, Oluku, Ishior, Ugbowo.

Definition of terms

Empowerment: It is the process of becoming stronger and more confident especially in controlling one’s life and claiming one’s rights.

Adult education: is the practice of providing learning opportunities for adults who have had education interrupted or terminated or who have had their education interrupted or terminated or who have not yet completed formal education.

Adult education programmes: is a practice in which adults participate in methodical and organize activities through which they can facilitate their understanding and learning examples Literacy education, Peace Education, Environmental education, Civic education.

Woman: an adult female human.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews related literature from various scholars on the influence of adult education programs and women's empowerment in Ovia North-East local government area of Nigeria. The review was done under the following heading:

- Conceptualising Adult Education
- Concept of Adult Education Programmes
- The Concept of Women's Empowerment
- Adult Education Programmes and Women in Edo state
- Adult Education Programmes and Women's Social Empowerment
- Adult Education Programmes and Women's Economic Empowerment
- Adult Education Programmes and Women's Political Empowerment
- Summary of the Reviewed Literature

Conceptualising Adult Education

Adult education is different from child education. According to Wikipedia, adult education is a process in which adults engage in systematic and continuous educational activities in order to gain skills, knowledge, attitude or values. It means any form of learning adults engage in beyond formal schooling encompassing basic literacy to personal fulfillment as a lifelong

learner and to ensure the development of the individual. In particular adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn. They are able and willing to take responsibility for the learning and that the learning itself should be according to their felt needs. United Nations Educational Scientific and Cultural Organisation (2011) sees adult education as education specifically targeted to individuals who are regarded as adults by the society to which they belong, in other to improve their technical or professional qualification, further develop their ability broaden the faculties of their knowledge, with the purpose level of formal education also acquire skills and competencies in a new field or to refresh or update their knowledge in a particular field. This also includes what may be referred to as continuing education, lifelong education or second chance education.

From the above definition we see that adult education is targeted to those that are identified as adults by their society and this gives them opportunity to learn, skill-up, up-skill, relearn and unlearn Whenever the concept of education is discussed, it usually associated with the formal education that is often limited to four walls of the classroom and the education of children, teenagers and young people while they are the chief beneficiaries of education, the International Human Rights laws recognises adults as also right holders of education. The fundamental right to education is like every other human right, it is universal and applicable to everybody whatever their age. According to International Law, education aims at the entire development of the personality of humans and dignity as well as enabling people to participate effectively in the society they find themselves in. These aims of education cannot be met by

education given to children alone, this is why the right to education recognises the relevance of education as a lifelong learning process (Lang,2014).

Adult education and learning is an integral part of the right to education and lifelong learning comprises all forms of education and learning that aims to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes formal, non- formal and informal whereby persons regarded as adults by the society in which they belong develop and increase their capability, living and for working both in their own interests, organization and society. (United Nations Educational Scientific and Cultural Organisation, 2015)

Adult education centers on a number of reasons including to:

- Reduce pressure placed on the formal school system.
- To build up basic educational skills such as reading, writing and arithmetic.
- To help learners develop hands on skills and expertise in other to meet up with the changing demands and conditions of the labour market, to diversify into new career paths and for enhanced occupational and professional development.
- Lifelong learning for personal development and repose
- To ensure full participation in social life and in democratic processes.

Furthermore, according to Lang (2014) adult education has social, political, economic and cultural benefits that are recognized in the 2030 sustainable development goals which many of its target are centered on adult education.

Objective of adult education are as follows:

- Impacting literacy of diverse types including basic literacy, scientific literacy, economic literacy, technological literacy, legal literacy, computer literacy and so many other forms of literacy.
- Creation of awareness of diverse subject matters includes awareness about oneself, one's community, the society, and the country at large about social, political, economic, cultural development, hygiene, health etc about peaceful coexistence and harmonious growth and development of individuals, family, society, nation and the world.
- Promoting functionality this includes application of individual collective community corporate national and international knowledge skills, attitude practices resources etc for addressing the felt need for solving the problem for promoting larger participation in various activities and for bringing out social economic, cultural ability transformation for raising a general level or standard of living for the individual community nation and the world. (Chakma,2022).

Adult education is dynamic, its purposes, functions and roles change with the current changing situations and conditions of adults. According to Chakma (2022) the nature and characteristic of adult education are as follows:

- Adult education is community based and takes up greater importance in different context and it may not be relevant to another community with similar context

- The kind of objective and set of adult education needed for adult learners differ from society to society.
- Adult education takes into cognisance the cardinal need and prevailing problems of societies and is tailored towards curbing them in efficient ways.
- It involves adults at diverse levels and stages of planning implementation and evaluation of adult education programmes meant for their progressive development and welfare of the society.
- It helps to increase the level of adults' awareness and prompts them to take action for change. It helps in emancipating or liberating beneficiaries from their current problems and situations
- It promotes critical and informed decisions with a view to promote the harmony and development of the social, economic, political sphere as well development of individuals group and society and nation
- It is a systematic organized process using diverse methods and technique of teaching and learning with an inbuilt element or component of flexibility for promotion of more learner-centered educational activities
- Adults education is an effective tool for empowering adults
- It is a multi-disciplinary process oriented to favor lifelong education for all and also sufficient learning throughout life.

The Concept of Adult Education Programmes

Adult education programmes are the various forms of continuing education designed to prepare individuals to adapt to economic and cultural changes in the society. These programmes are designed to cater for the needs of the adult learner, focusing on areas such as basic education, literacy education, vocational training and social welfare aligning closely with employer's requirements (International Encyclopedia of Education, 2010)

Different forms of adult educational programmes are now firmly established as central to the smooth running of economic systems and society. As concepts such as lifelong learning and the knowledge of a learning society have gained prominence various forms of adult education and training have become key vehicles for preparing people to be adaptable to economic and cultural changes in the society. According to Hanchor and Olumati (2014), the various programs of adult education are as follows:

Adult basic education: Adult basic education was previously known as adult literacy. It entails gaining reading, writing and numeracy skills.These skills are crucial and necessary for anyone to break off the shackles of illiteracy.

Functional education: functional literacy education is an integration of literacy programs with the needs of the community. This is a form of adult programme directed to people with similar interests such as traders and peasant farmers. In these programmes learners are taught socio-economic activities.

Political education: this form of education awakens the political consciousness of adult members in the society in order to encourage their full participation in democratic process of their respective societies.

Environmental education: this programme of adult education helps adults to acquire better understanding of their immediate environment. They gain knowledge that helps prevent a decline in environmental conditions and environmental pollution.

Women's education: this adult education programme is directed to adult females in order to liberate them from family bias placed by customs and beliefs in their respective society, therefore promoting women's rights and equality.

Citizenship education: this is also known as civic education and it encompasses all programmes tailored to acquaint adult persons in the community of their rights and duties to the community which includes remittance of societal levy and active involvement in the voting process of that community.

Consumer education: this programme enlightens individuals on the type of product and services they use. This is done to help the consumer become aware of the product and services available for purchase, places where they can be gotten and help them avoid substantial and the danger associated with exorbitant use of certain products.

Apprenticeship education: this programme involves gaining of skills, attitude and knowledge. Here the master craftsman strikes a bargain with the apprentice for a certain duration, the type of training to be undertaken is also decided by both parties. Apprenticeship educational programme is dominant in developing nations.

Vocational education: this programme is given to adults in order to equip them with skills needed to meet up with global changes in the world of work and to broaden the faculties of

their knowledge. This programme provide the needed updates related to their work and it may take the form of hands on skill training or professional training.

Post basic education: this programme helps adults build on already acquired basic education, this is done in order to hone their skills and make the learners more competent.

Workers education: this programme involves education by organisation or employers in order to equip their workers with brand new information and skills so that they can remain relevant in the workplace. It is often referred to as workplace education, where the employees undergo training either while performing their tasks, this is known as on-the-job training or in-service training, also the workers are sometimes allowed to be trained outside the workplace, this could be paid for by the organisation or the workers themselves.

Aesthetic education: this educational programme is prevalent in developing regions where cultural heritage remains deeply ingrained. This educational approach utilises creative outlets like music, dance, art and drama to promote artistic expression, cultural preservation and community engagement.

Internship education: this adult education programme is characterized by mentorship. The trainees are open to hands on learning using equipment under close observation of a supervisor.

Labor education: this adult education programme is given to trade union leaders or authorized member of the union, it focuses on making the leaders get relevant information on the code of conduct and practices of trade unionism, policy formulation process, resolution of disputes and negotiating skills to prevent conflict in the industry.

Peace education: is another form of adult education. Peace according to Nzeneri and Adekola(2006) citing Oneybamji (2002) is a state of quiet calm tranquility for more and concord of ideas among citizens living according to the laws of the country. Peace education entails helping the adult members of the society gain attitudes such as cooperation and non-violent approach in order to promote peaceful coexistence in the community.

Population education: this involves enlightening persons recognized as adults in the society on dangers of staying in an overcrowded environment, helping them with strategies needed to cope when they find themselves in difficult situations and ways to curb overcrowding.

Family planning education: this includes symposium and enlightenment programmes that are given to the adult members of the society to help them gain awareness of family planning methods, child spacing and the dangers of inherently giving birth to children that the family cannot adequately care for are also taught.

Reproductive education: this is often interchanged with family planning education because of their similarities but they actually differ, in reproductive educational programmes pregnant women are taught how to care for the foetus. It is a step by step process of do's and dont's given to mother to reduce complications during delivery.

Health Education: this programme places emphasis on living a healthy life. It helps adults gain knowledge on how to keep their environment clean, prevent the outbreak of diseases and maintain a hygienic lifestyle.

Cooperative education: cooperative education is a type of adult education designed for cooperative members focusing on the practice and principles of cooperation. This educational approach covers essential topics including:

- Cooperative formulation and structure
- Meeting procedure and governance
- Relevant laws and regulations
- Officers rules and responsibilities.

By providing this knowledge cooperative education empowers members to effectively participate in and maximise their cooperative.

Fundamental education: to Wordu (2006) fundamental education is concerned with day-to-day living of the people which includes agriculture, governance, nutrition and cooperative organization. It is often referred to as social education.

Community education: is form of adult education that enlightened adults of their roles and responsibility in the community. Minezey and Le-Tarte (2012) into Hanchor (2011) perceives community education as a philosophical concept which serves the entire community providing for all the educational needs of all its community members. This approach leverages local schools as a hub to mobilize community resources, tackle local challenges, and foster a sense of unity and cooperation. By doing so, it aims to enhance community well-being, promote collective growth, and empower the community to reach its full potential.

Remedial education: this programme give room for individuals who are yet to complete their education whatever the level. It provides solutions to educational deficiencies at any level.

Extension education: this is an adult education method which extends the knowledge and skills of professionals in the mainstream to the outside of the community. When health workers and agricultural consultants leave the city or urban center to the rural communities they are carrying out extension services. Akinpelu (1975) in Ihejirka(2012) saw extension education as the reaching out programs of some central or agency with the governmental department of Agriculture in a library , a museum or university. It tends to be based on social and active participation of the public.

Distance education: was formerly known as correspondence education. It is an inclusive form of education available to adults who need to complete or update their educational knowledge and up skill in various professions. It involves the use of information communication technology such as computers, e-learning, email, teleconferencing etc . In modern times learner's stay in the comfort of their homes and receiving guides from facilitors to aid their learning. (Hanachor and Olumati,2014)

Concept of women's empowerment

The ideology behind empowerment involves boosting the power of a low power group so as to meet up with the high power group. Empowerment has found its use in a wide variety of courses and groups such as the women's movements, the black power movements, students, teachers and employers. Empowerment is viewed as a process or an outcome (Lisa, 2023). Examining it broadly the process involves people, organisation and communities gaining power. Hence empowerment reveals the characteristics or quality or property a person can have

that influences the environment. The focus on empowerment is more of a solution to a problem than the problem itself. The two assumptions of empowerment areas are as follows

1. Every person has the potential to be empowered
2. Is an assumption that empowered community develop from empowered individuals workings together (Tony and Butler 2023)

Empowerment is an intrinsic motivation made up of four cognitions: meaning, competence, self-determination and impact. These reflect a person's personal orientation to their work building on the premise, the four conditions of empowerment can be defined as follows:

- Meaning:it is the fit between the requirements of a work rule and a person's beliefs, values and behavior
- Competence: it's the self-efficacy related to one's work, the belief in one's ability to perform work activities with core skills related to that work.
- Self-determination: is a sense of choice in initiating and regulating actions
- The impact: is a degree to which a person can influence strategic administration or operating outcomes at work
- Empowerment: comes from within the individual and shows in the character of the person.

  (Tammy, 2022)

Warch, Darbach, Rufford, Brulen and Spinach (2016) suggest empowerment is the core belief or motivation found within an individual that is to be drawn out. They asserted that knowledge

and skills are necessary components but not enough to bring a change. Viewed through the lens of the self-efficacy theory developed by Bandura, human behavior is a continuous transaction between behavior, cognitive environment and environmental influences. When individuals with low self-efficacy encounter stressful situations, they tend to doubt their abilities, reduce their efforts or give up altogether. On the contrary, people with high self-efficacy put in more efforts to bring about desired changes. Empowerment increases individuals' self-efficacy.

In business Rosabeth(2018) viewed empowerment as access to information, support, resources and opportunities within the work environment.She describes these components of empowerments

a. Opportunity
b. Information
c. Support
d. Resources
e. Former power
f. Informal power

Women's Empowerment

Women's empowerment may be defined by several methods including accepting women's viewpoints, efforts made to seek them and raising the status of women through education, awareness literacy, equal status in society, better livelihood and training. Women's empowerment allows and equips women to make life determining decisions through different

social problems. They may have the opportunity to redefine gender roles or other such rules that will allow them more freedom to pursue their goals and aspirations.

According to the Food and Agricultural Organization (2023), an increase in women's empowerment is essential for women's well-being and has a direct impact on cultural, production, food security, diet and child nutrition. Women's empowerment involves the action of boosting the status of women through literacy, training and raising awareness (Alvarez and Lopez 2013). The UN women (2014) rightly outlined that to create a just and sustainable world and to enhance women's role in sustaining their families and community's development achieving gender equality is paramount and this cannot be achieved except women are empowered. The Ministry of Agriculture and Rural Development (2008) affirmed that any developmental initiative has to be engaging and ensure that both men and women are to be active participants and reap equal dividends from it. Hence women should be empowered and equally allowed to contribute to and benefit from all dimensions of development so as to promote sustainability.

Women empowerment tends to be split into three waves, the first beginning in the 19th and early 20th century where suffrage was a key feature. The second wave of the 1960s included the sexual revolution and the role of women in society. Third Wave feminism is often seen as it began in the 1990s. The UN women in collaboration with the UN global impacts 2012 graded women's empowerment principles that are used to empower women in the marketplace, workplace and community. They are;

- Principle 1: promoting high level corporate leadership for gender equality
- Principle 2: treating individuals justly at work respecting and supporting non-discrimination and human rights
- Principle 3: ensure the health, well-being and security of all workers whether man or woman.
- Principle 4: provides educational training and professional development of women
- Principle 5: implement supply chain, marketing practices and enterprise development that empowers women
- Principle 6: champion equality through community initiative and advocacy
- Principle 7: public evaluation on progress to promote gender equality

According to Terrano (2017) it starts with a family choosing to sponsor one girl child, by helping that one girl you do not know how many other lives you can touch. Mary (2016) rightly put it: I do not wish women to have power over men but over themselves. This is what women's empowerment is all about giving women power over themselves and to stand up against wrong societal notions about them.

Adult Education Programmes and Women in Edo State

Adult education is classified under any form of education or learning programmes in which adults participate (Kwapong, 2005). Research has shown that adult education helps adults with foundational knowledge such as reading and writing skills and the use of numbers which are weapons in the fight against poverty and inequality. This is especially important for women as

adult education creates space for them to attain their school equivalence or to gain further knowledge in their various fields (Ngozi, 2017). In Nigeria where an illiterate woman is relegated to the background, without the influence of adult education programs she cannot understand the framework of today's societal standard or participate in societal matters. But these adult education programmes may not be an easy venture for women given the household responsibility that falls on them, such as cooking child bearing, marriage and also the kind of family they come from, geographical location social, cultural background, religion health or economic status. The multiple roles women play in the household can be overwhelming in accommodating other valuable literacy activities (Cleaveland and Clinic 2018,Wanyama, 2015). Literacy programmes have ripple effects on the lives of women the value of women's education has been underestimated but it is beginning to be seen as a vital priority to more functional existence (Mbah 2018). The adult evening classes are tools to enable the women folk to acquire quality education for the actualization of sustainable development goals. The Sustainable Development Goals have been set by the United Nations to put an end to hunger and poverty and improve access to quality education. Adult education programmes promote gender equality, giving women another opportunity at literacy and through these programmes they experience increased productivity in their jobs and give their children a brighter future (Kelleher, 2014).

Adult Education Programmes and Women's Social Empowerment

Any social transformation as a component is unrealistic without the participation of women (Solomon and Memer, 2014) even though Africa has witnessed commendable achievement in social development, progress on women's empowerment indicator is low. As part of the continent the same holds true for Nigeria where low women empowerment ravages social development of the country. As one instrument of women's education, opportunities should be equally given to women. (Organization for Economic Cooperation and Development, 2012). The Education of women plays a profound role in social development of any country however Nigerian women are not as educated compared to men. For this reason, the knowledge of women regarding family planning is very poor, especially in villages (Korra, 2002) as a result they reproduce children in an unplanned way resulting in an increase in population; currently Nigeria's population is up to 223 million people. Nigeria is the most populated country in Africa (FRDE, 2011). Such an increase in population poses a threat to the sustainable development of the country by reducing the ability of the government to provide social provisions such as education, healthcare and infrastructure (Environmental protection authority 2012). Health is also another aspect of social development which is also linked to sustainable development outcomes such as better education and higher productivity (ECA 2015). Africa still experiences the world's most drastic health crisis in addition Nigeria is one of the countries in Africa where there is a high rate of maternal mortality despite measures put in place by the government through interventions. This is partially attributed to the illiteracy of women. Moreover, women's illiteracy has a negative effect on the health of the family therefore educating women is helpful in increasing the well-being of the family and children.

Moreover, to bring about social development, removing the social stereotype perception of the society towards females is very necessary. Gender is a socialist and culturally constructed identity (King and Mason 2001). Due to culture and some social practices women get the lesser role, job and status whereas they are not born for that. The stereotypical perception of society towards women is detrimental to the well-being of women as well as to the development of the entire country. Hence empowerment of women is important so as to break these social stereotypes. Through adult education programmes women are equipped with skills for social developments. In support of this Okporo (2010) affirms that without literacy the society cannot acquire the useful information required for stability and pleasure in the environment. It is based on this notion that literacy is said to be a human right in United Nations Educational Scientific and Cultural Organisation (2014) thus it is the right to womanhood as well as every woman no matter her level or where she stands in the society, she is entitled to the right to be literate. These can be effectively carried out through adult education programs. Literacy is expected to inculcate in people the attitude, skills, behavior and ability needed for the effectiveness of the society. Women through literacy acquire consciousness of:

a. Freedom from age long taboos and superstitions that relegates them to the background
b. Freedom from ignorance that comes with poverty
c. Right thinking for decision making
d. Empowerment skills for improving living standards.

To Asaolu(2010) when we want to empower women through literacy, vocational education must be part of the curriculum designed for women. Vocational education as rightly observed will set women on the part of self-dependence and at a range in which they will be able to partake in decision making. In addition to this assertion, Ogwu (2010) contended that women who are important members in the families of the world should be given literacy and not be allowed to waste their innate potential.

Adult Education Programmes And Women's Economic Empowerment

One of the major justification why women should be empowered is economics. Economic development is one component of sustainable development that is unattainable without the involvement of women (Solomon and Memer, 2014). However, like most developing countries including Nigeria, women's labour force has not been properly harnessed; this is due to male oriented development to projects and the exclusion of women from the formal employment sectors confining women to unpaid tiresome house labours (Solomon and Memer 2014). Moreover, women still suffer from low opportunities for training, extension and credit services, poor financial support and modern technology. (Ministry of Agriculture and Rural Development,2008). Furthermore, inadequate access to education has excluded them from jobs and vocation requiring different qualifications and skills. All these leads to women being passive observers in the economics sector of the country instead of active participants. Struggling to bring about economic growth with only the men's involvement is like clapping with one hand for the effective and sustainable economic growth of any country; the equal

participation of both sexes is crucial. It is a well-established fact that economic growth hinges upon the full use of the skills and qualifications of women. (The Organization for Economic Co-operation and Development 2018)

According to The Organization for Economic Co-operation and Development (2018) women's accounts for 70% of the world's poor because of unequal economic opportunities . Therefore it is about time that women are integrated into the economic sector in order to rescue them from a life of poverty, especially women found in rural areas. According to The Organization for Economic Co-operation and Development (2008), a well-known significant factor inhibiting poverty reduction and economic growth across the developing world is a failure to value women. This assertion is true in developing countries where women only engage in household work leading them to the most improvised section in the society (Tigst, 2011). It is important to know that the economic empowerment of women is important for them to become active participants in the politics of the country as those who are economically poor will not have time to time to vote in politics (Solomon and Memer, 2014). Women play a significant role in the economic development of any nation be it a developed or developing country. The economic impact of women has been acknowledged worldwide as it was reported that women produce half of the food in some parts of the developing countries (Adesanya, 2011). Almagir and Penuccio (2012) opined that rural women are the major food producers in developing countries who generate a large part of the family income. According to Adesanya (2011) in many African countries including Nigeria rural women account for 60% of the Agricultural labour force and up to 80% of the total food production. The role of women in the workforce

and therefore in the economic development of Nigeria has been of great significance. In the light of these Mbabazi and Lilian (2015) observed that women invest a higher proportion of their income in their families than the males. Yet there is a great temptation as well as manifest standings to sweep these economic contributions of women under the carpet. Apart from being burdened with taking care of the domestic sector, women found alongside their husbands and children and were dominant in trading diverse local and distant markets (Yesufu,2016). Thus although rural women in developing countries make up 60% of the agricultural labor force and up to 80% of the total food production these rural women constitute the poorest and most vulnerable people in the world (Jazairy,2012). Thus the international community has been expressing vocal concern about the relative debility under which women are alleged to live and work all over the world. Special attention is focused on rural areas where women suffer the most. Education therefore is an instrument for the identification and evaluation of the resources of any nation as well as seeking to provide solutions to the problems and impediments that troubles the people in practically all their endeavors. The instruments which would develop the capacity of women according to Orulukwu (2019)has such component as skill training, enlightenments and mobilization programs, workers education on-the-job training, apprenticeship programs and extension programs all gears to toward women's empowerment and in emancipation (Doreen and Iyalla,2022). These economic empowerment programs are there for man to translate to economic developments through improved income, improved basic needs, and improved standard of living. Adult education programme is participatory grassroots approach that help people take responsibility for their own needs it

addresses the needs of non literates adults and out of school youths, it gives respect to local knowledge, integrate the wisdom of the people and a humble awareness of one's own strength gift and challenges(Doreen and Iyalla,2022) therefore women's participation in adults and Non-formal education program in Edo state has been seen as a giant step in achieving sustainable development. Hence the economic empowerment of a woman has non-economic advantages as well.

Adult Education Programmes and Women's Political Empowerment

Education is considered the main factor for empowering women especially those excluded from the formal system of education and developments (Olumukoro, 2012). Political empowerment/good governance is an essential instrument for sustainable development (Morita and Zaelke 2007). Accordingly, good governance is linked with the achievements of economic and social developments and also social protection. As a result there is a need for a well-established quality political or governance system. To this end, active involvement of women in the decision making process helps foster the overall quality of governance in terms of boosting accountability and transparency, reducing corruption and protecting the interest of marginalized sections of society (OECD,2008). Without women achieving sustainable political development is impossible, (Morita and Zaelke 2007). However women across the world have low representation in politics despite their significant number (OECD,2018).Women have no equal power in leadership and decision making across all levels of government (UNDP 2015).

The number of female legislators, senior officials and managers at the federal level cannot be compared to their male counterparts.

This has led women to perceive politics as an area exclusively reserved for men (Solomon and Memer, 2014). It is apparent that to reach a fair decision that equally protects the interest of women the most male dominated political system should be reviewed to allow women have a say about their life as well as the political systems of their country (Alvarez and Lopez 2013).

To further buttress the importance of women in politics even the above mentioned economic development will not be achieved unless women occupy political positions. This is due to the interpretation between politics and the economy: one influences the other. It is common to observe political actions taken by the government affecting and determining the economy of the country (Avellaneda and Dellepiane, 2006).

Consequentially if politics operate with the equal participation of women the impact on the economy will be fair and beneficial to all. Political educational programs empower women to be free from bondage of dominators. It creates awareness and makes them realize some political issues which they must learn to fight and challenge politically (Adeyemo, 2014). In the past men dominate the politics of the nation, men were accorded the rights to leadership in running the affairs of the country yet the role played by women these days as a result of the exposure to education has demonstrated their skills in leadership and preference for politics. Women's participation in politics has now increased with women representatives playing active roles at all levels of government. Therefore adult education programmes can be tailored to

mobilize women for active participation in the political activities of the country. Civic education is meant to transfer values and norms to individuals members of the society for their benefit. It also helps to develop habits and values among children and women (Adeyemo, 2014). Most times decision making in the community recognizes mostly the influence of men in society, these men could be informed to encourage or motivate more women to express their views in public so that they could as well contribute to the development of their community. In addition to the "Queen Mother" position women could as much as possible be giving key position among the elder in the traditional, political and other decision making institution in this case it will be useful to equip women with leadership skills for effective participation in all levels of the decision making process and governance in various communities and this can be done through adult education programmes. Various religious organizations could also encourage women to get into religious associations and other interest groups that provide educational activities to empower them.

Challenges women face in participating in adult education programs in Edo state.

The challenges that women face in participating in adult education programs are as follows

- Time constraints: the challenge of time is portrayed within the formal learning context as expended almost entirely on academic work by adult females (Egenti and Omoruyi, 2011). The women currently have time to spare for personal activities (Lasode and Awotedu, 2014). This implies that adult female learners like working women neither have "me or personal time" to spend alone or all by themselves (Femi-Aderinto,2021)

nor an avenue to create a silent learning space for reflection away from noises and distraction (Savin-Baden2007). Also, the timing of the classes is most times not flexible for adult female learners in addition it is a doubting task for Nigerian women in both the formal and nonformal in context to manage time within their social roles, private sphere, workplace and community because they function as wives, workers, leaders who engage in domestic chores, child care, wifely duties, income generating activities and their social obligations. Within this context time or the limitation that comes with lack of it affect or hinders these women assess or participation in learning exercises (Egenti and Omoruyi,2011).

- Stress from combining multiple roles: women in Edo state experience stress and emotional trauma as a result of combining multiple roles with learning. Female adult learners are described as overwhelmed by the responsibilities associated with work , commitments and family responsibilities and academic obligation (Egenti & Omoruyi, 2011; Lasode & Awotedu, 2014; Osuchukwu & Nebolis, 2019) This finding is in line with that of Lin (2016) who indicated that the juggling multiple roles generated a higher level of stress and anxiety for female adults students than their male counterparts. Similarly, the findings match the experience of married female students of the world Islamic Science and Education University, Jordan who experience the most difficulties from the overlap and increase in household burden and learning assignment (Samdi, 2020).

- Financial constraints: women's involvement in continuing education, literacy and basic education has financial implications. Because these women are poor they lack funds to sustain enrollment in educational programmes. These financial constraints can inhibit women's educational aspiration. Merriam, Cafferella and Baumgartner (2007) citing Valentine (1997) who noted that apart from lack of time, the need of the family, another major reason for non-participation of women in adult education programs is the lack of money. Furthermore, Femi -Aderinto and Akpomuje (2017) show that women's access to learning opportunities could be restricted for reasons such as high cost in transportation. This further validated Daniel (2015) findings were poverty and lack of funds were identified to contribute to women's low participation in literacy programmes.
- Inadequacy of facilities: women's learning is affected when the learning process takes place in an unconducive environment. The use of inappropriate furniture and sitting arrangements and restricted access to learning facilities make women learning ineffective and unable to yield expected results (Egenti and Omoruyi, 2011). In a 2012 study Bakare affirmed the importance of sitting arrangements to enhance adult learning within the health literacy context. The adequacy of facilities is facilitated by the quality of health literacy education provided to women within the health facility (Femi-Aderinto and Akpomuje, 2017).
- Lack of support and encouragement: women often lack support and encouragement from their employers since obtaining permission to attend adult education programs came with this struggle (Egenti and Omoruyi,2011). Apart from this women learners

struggle with not having support or encouragement from their significant other such as spouses and other relationships in their pursuits of learning (Egenti and Omoruyi 2011) while findings in Dickson and Tenants (2021) portrayed having physical and abstract forms of spousal supports to the beneficial increasing the burden of combining motherhood with studies for students mothers a lack of it was reported by Lin (2016)is quite stressful for adult women learners.

- Socio-cultural and religious consideration: being located in a deeply patriarchal and religious society, women as learners and participants in continuous education and health literacy programmes could not disregard socio-cultural expectations and religious beliefs (Egenti and Omoruyi,2011). For instance, Femi-Aderinto and Akpomuje(2017) specifically showed the level of control husbands had over their wives' decisions about attending or participating in health literacy programmes. Femi-Aderinto and Akpomuje (2017) also revealed the cultural and religious perceptions about sex and profession had influence on the extent to which women could attend or participate in health literacy programmes when health educators were male. The submission by Kuria (2021) that socio-cultural factors such as gender stereotypes, family responsibilities and family support influenced gender participation in basic adult literacy programmes.

Summary of the reviewed literature

The concept of adult education revealed that adult education entailed looking at its clientele and his role in the community. Adult Education programmes also examined the various Adult Education programmes available for women to delve into for their empowerment.

The concept of a woman was also examined at the challenges she encounters in society, the limitations placed on how and how she can break these limitations through empowerment. It is apparent from the review that the adult education program plays a vital role in empowering women since it is inclusive and non-formal. It gives women the chance to get educated and provide them the opportunity to re-skill, up-skill and learn. Marginalized women that never got a chance at education will be able to get educated through adult education; the review also showed how women can be supported through education. In the next subheading the researcher looks at how adult education influences the economic, social and political empowerment of women .Women's empowerment should not be left to the government alone but other international organizations and non-governmental organizations should collaborate with the government to support the empowerment of women for sustainable development.

CHAPTER THREE

METHODOLOGY

This chapter is designed to investigate the method and procedure that was applied in the course of this study. It is discussed under the following sub-headings:

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

- Method of Data Analysis

Design of the Study

The descriptive survey research design was adopted in this study. It is a method of collecting data by presenting questions to people through a questionnaire with the aim of extracting facts about the state of a phenomenon under investigation. Hence, the survey research design will be used to ascertain the influence of mass media on political awareness among youths in Benin City.

Population of the Study

The population of the study comprises of the women in Ovia North-East local government area, Edo State. The population of women in Ovia North-East local government area of Edo state was found to be 74,911. Source: NPC (2006).

Sample and Sampling Techniques

The Sample size for this study is 244. Which will be selected using the multi-stage sampling technique to select the samples. The procedure for selection is presented below:

Stage 1: In the first stage, 0.3% of the total population (244) of women in Ovia North-East local government area of Edo state were selected using proportionate sampling technique.

Stage 2: in the second stage four communities will be selected out of fourteen (14) communities in Ovia North-East local government area of Edo state using the purposive sampling technique.

Stage 3: in the third stage, sixty one (61) respondents will be selected in each of the four communities selected in the second stage using accidental sampling technique. The procedure is appropriate for this research

Research Instrument

The major instrument used for data collection in this study is the questionnaire. The questionnaire will be titled: "Influence of Adult Education Programmes on Women's Empowerment in Ovia North-East Local Government Area of Edo State".

The questionnaire will be divided into two sections. Section A focus on gathering personal data of the respondents which are age and marital status. Section B of the questionnaire consist of thirty two items (32) which deals with issues related to the purpose of the study. Items on the questionnaire are based on a five-point likert scale question type of Strongly Agree (SA) 4points, Agree(A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point.

Validation of the Instrument

Face and content validity approach will be used to validate the instrument. The researcher's supervisor and two other expert from the department of adult and non-formal education will validate the instrument. Their suggestions and recommendations will be incorporated into the final draft of the instrument. These screening processes will ensure that the instrument's content and construct are valid.

Reliability of the Instrument

To ensure the instrument's reliability, a Test-Retest approach of reliability will be conducted on twenty (20) respondents who will be part of the population but excluded from the study sample. Twenty women were administered the questionnaire within the period two weeks. The scores obtained from both exercises were then correlated using the Pearson's Product Moment Correlation Co-efficient and a reliability to check the consistency of the intended measure, in order to ensure a high level of internal consistency.

Method of Data Collection

Data will be collected using the questionnaire which the researcher with the aid of three (3) research assistants from within the target area. They will be personally administer on the respondents through face to face method.

Method of Data Analysis

Frequency count, percentages and mean score analysis will be adopted for analysis and the presentation of the data generated from the study.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation. The findings are also discussed. The analyses were also done in relation to the demographic data of the respondents and the research questions examined.

Table 4.1: Distribution of Respondents by Age.

Age	Frequency	Percentage (%)
18-27	124	50.8
28-37	43	17.6
38-47	21	8.6

48 and Above	56	23
Total	**244**	**100**

Results in Table 4.1 show that 124 or 50.8% of the sampled respondents are in the age range of 18-27, 43 or 17.6% of them are in the age range of 28-37, 21 or 8.6% of them are in the age range of 38-47, 56 or 23% of them are in the age range of 43 and Above. This means that the majority of the participants are between the ages of 18-25. The age distribution of respondents is demonstrated in the bar chart below:

Figure 4.2

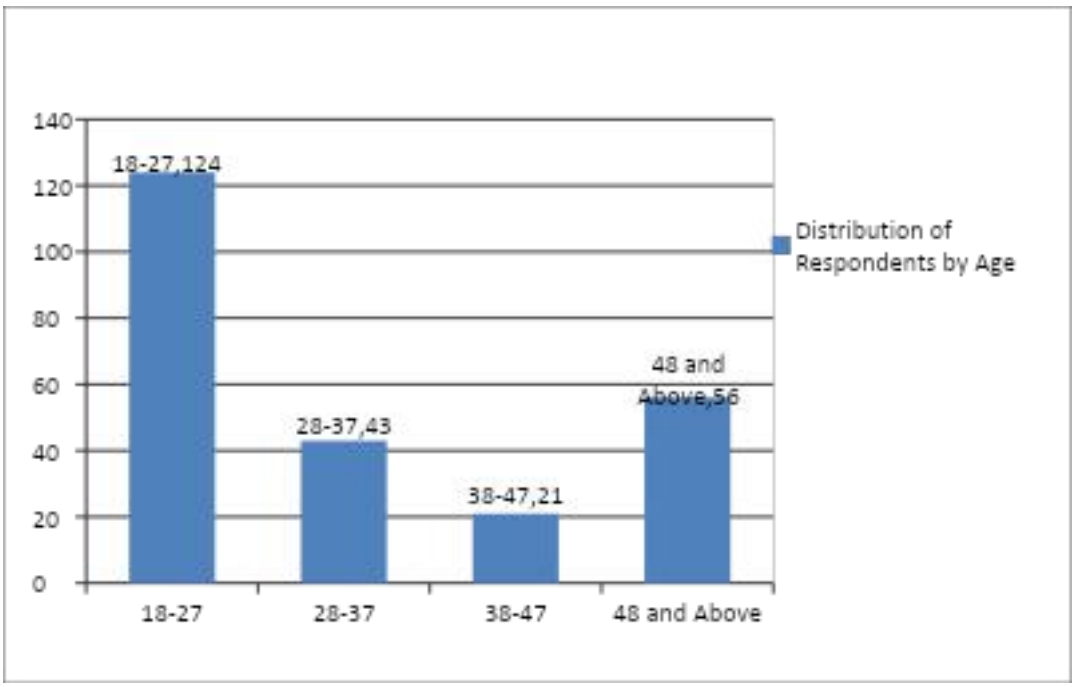
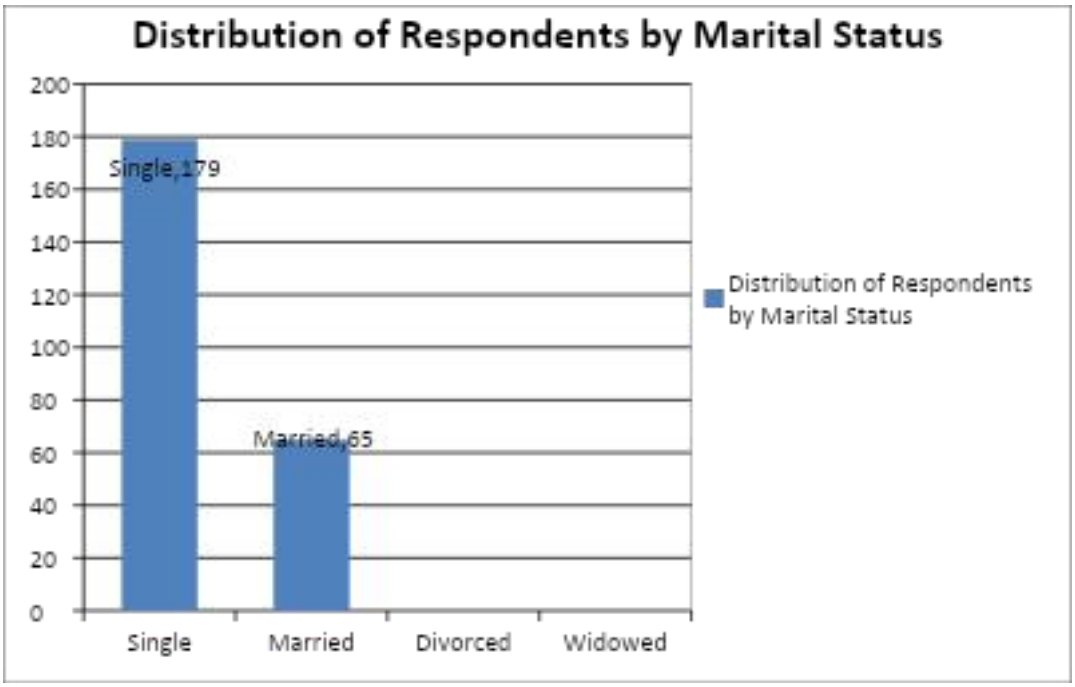


Table 4.2: Distribution of Respondents by Marital Status.

Status	Frequency	Percentage (%)
Single	179	73.4
Married	65	26.6
Divorced	0	0
Widowed	0	0
Total	**244**	**100**

Results in Table 4.2 show that 179 or 73.4% of the sampled respondents are singles, 65 or 26.6% of them are married, 0 or 0% of them are Divorced and Widows. This means that the majority of the participants are single. The marital status distribution of respondents is demonstrated in the Bar chart below:

Figure 4.2



Research Questions

Question 1

What are the various adult education programmes available to women in Ovia North-East local government area?

The Responses to Research Question 1 are presented in Table 4.3

Table 4.3: Distribution of responses on the various adult education programmes available to women in Ovia-North East local government area.

	ITEMS	N	Mean Score	Remark
1.	Fashion designing programmes are available to women in Ovia North-East local government area	244	3.43	**Agree**
2.	Hair-dressing skill programmes are available to women in Ovia North-East local government area	244	3.82	**Agree**

3.	Catering and interior designing programmes are available to women in Ovia North-East local area	244	3.76	**Agree**
4.	Basic literacy programmes are available to women in Ovia North-East local area	244	2.81	**Agree**
5.	Health literacy programmes are available to women in Ovia North-East local government area	244	1.86	**Disagree**
6.	Environmental education programmes are available to women in Ovia North-East local government area	244	2.06	**Disagree**

Source: Field Survey, 2025.

The data in Table 4.3 above shows that items 1, 2, 3 and 4 met the mean score standard of 2.50 and, therefore, were agreed, while items 5 and 6 did not meet the mean score standard of 2.50 and were disagreed. This, therefore, means that Fashion designing, Hairdressing, Catering and interior and Basic literacy are the various adult education programmes available to women in Ovia North-East local government area.

Question 2

In what ways have adult education programmes influenced the social empowerment of women in Ovia North-East local government area?

The Responses to Research Question 2 are presented in Table 4.4

Table 4.4: Distribution of responses on the ways adult education programmes have influenced the social empowerment of women in Ovia North-East local government area

	ITEMS	N	Mean Score	Remark
1.	The learners are able to engage in social activities after participating in adult education e.g. community festivals, games, fundraising activities, volunteering	244	3.51	**Agree**

	exercises etc.			
2.	Female learners become more socially aware after engaging in adult education programmes	244	3.48	**Agree**
3.	Females who engage in adult education programmes are better informed about their health	244	3.17	**Agree**
4.	Female learners who engage in adult education programmes experience an upward movement in social status	244	3.06	**Agree**
5.	Women who engage in adult education programmes are able to help their children in their academic work	244	3.15	**Agree**
6.	Women who participate in adult education programmes are able to express themselves better	244	2.76	**Agree**

Source: Field Survey, 2025.

The data in Table 4.5 above shows that items 1, 2, 3, 4, 5, 6 and 7 met the mean score standard of 2.50 and, therefore, were all agreed. This, therefore, means that adult education programmes influenced women socially by enabling them to meaningfully engage in social activities, have better information about their health, experience an upward movement in social status, help their children in their academic work and express themselves better on matters that affect them.

Question 3

What are the ways adult education programmes have influenced the economic empowerment of women in Ovia North-East local government area?

The Responses to Research Question 3 are presented in Table 4.5

Table 4.5: Distribution of responses on the ways adult education programmes have influenced the economic empowerment of women in Ovia North-East local government area

	ITEMS	N	Mean Score	Remark
1.	Women who engaged in adult education programmes increase their income generally	244	3.81	**Agree**
2.	Women who participate in adult education programmes gain skills that help improve their businesses	244	3.21	**Agree**
3.	Women who participate in adult education programmes learn how to spend better	244	3.69	**Agree**
4.	Women who participated in adult education programmes are better informed on how to invest their capital in businesses	244	3.20	**Agree**
5.	Women who engaged in adult education programmes experience a positive shift in their standard of living	244	2.99	**Agree**
6.	Women who engaged in adult education programmes have better opportunities to be employed	244	2.65	**Agree**
7.	Women who engaged in adult education programmes are able to boost their productivity	244	2.83	**Agree**

Source: Field Survey, 2025

The data in Table 4.5 above shows that items 1, 2, 3, 4, 5, 6 and 7 met the mean score standard of 2.50 and, therefore, were all agreed. This, therefore, means that adult education programmes have influenced women economically by increasing their income, improving their businesses, learning how to spend better, investing their capital wisely, improving their standard of living, having better opportunities to be employed, and boosting their productivity.

Question 4

What are the ways adult education programmes have influenced political empowerment of women in Ovia North-East local government area?

The Responses to Research Question 4 are presented in Table 4.6

Table 4.6: Distribution of responses on the ways adult education programmes have influenced the political empowerment of women in Ovia North-East local government area.

	ITEMS	N	Mean Score	Remark
1.	Women who participate in adult education programmes have a better political orientation	244	2.96	**Agree**
2.	Women who participate in adult education programmes are more likely to vote during elections	244	2.43	**Disagree**
3.	Women who engage in adult education programmes are more aware of their Civic rights	244	3.20	**Agree**
4.	Adult education programmes help understand their political roles in society	244	2.41	**Disagree**
5.	Women who were engaged in adult education programmes do run for political positions	244	1.62	**Disagree**
6.	Women who engaged in adult education programmes are equipped with leadership skills to be able to lead in diverse political positions	244	1.98	**Disagree**

Source: Field Survey, 2025.

The data in Table 4.6 above shows that items 1 and 3 met the mean score standard of 2.50 and, therefore, were agreed, while items 2, 4, 5 and 6 did not meet the mean score standard of 2.50 and were disagreed. This, therefore, means that adult education programmes empower women politically by aiding their political orientation and promoting their Civic rights awareness.

Question 5

What are the challenges encountered by women in Ovia North-East local government area when participating in adult education programmes?

The Responses to Research Question 4 are presented in Table 4.7

Table 4.7: Distribution of responses on the challenges encountered by women in OviaNorth-East local government area when participating in adult education programmes.

	ITEMS	N	Mean Score	Remark
1.	Women are often hindered by their religious beliefs and are not able to participate in adult education programmes	244	1.96	**Disagree**
2.	Women are unable to transport themselves to adult education program centres	244	2.43	**Disagree**
3.	Lack of funds hinders women's participation in adult education programmes	244	3.20	**Agree**
4.	Household responsibilities hinder women's participation in adult education programmes	244	2.71	**Agree**
5.	Poor mobilization of women hinders their participation in adult education programmes	244	2.62	**Agree**
6.	Low level of motivation often hinders women's participation in adult education programmes	244	1.98	**Disagree**

Source: Field Survey, 2025.

The data in Table 4.7 above shows that items 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were agreed, while items 1, 2 and 6 did not meet the mean score standard of 2.50 and were disagreed. This, therefore, means that Lack of funds, Household responsibilities and Poor mobilization of women are the challenges encountered by women in Ovia-North East local government area when participating in adult education programmes.

Discussion of Findings

Firstly, considering the various adult education programmes available to women in Ovia North-East local government area, the findings revealed that Fashion designing, Hairdressing, Catering and interior and Basic literacy are the various adult education programmes available to women in Ovia North-East local government area.

Secondly, regarding the ways adult education programmes have influenced the social empowerment of women in Ovia North-East local government area, the findings revealed that adult education programmes influenced women socially by enabling them to meaningfully engage in social activities, have better information about their health, experience an upward movement in social status, help their children in their academic work and express themselves better on matters that affect them.

Furthermore, considering the ways adult education programmes have influenced the economic empowerment of women in Ovia North-East local government area, the findings of the study revealed that adult education programmes have influenced women economically by increasing their income, improving their businesses, learning how to spend better, invest their capital wisely, improving their standard of living, having better opportunities to be employed, and boosting their productivity.

Considering the ways adult education programmes have influenced the political empowerment of women in Ovia North-East local government area, the findings of the study revealed that adult education programmes empower women politically by aiding their political orientation and promoting their Civic rights awareness.

Finally, regarding the challenges encountered by women in Ovia North-East local government area when participating in adult education programmes, the findings in this study revealed that Lack of funds, Household responsibilities and Poor mobilization of women are the challenges encountered by women in Ovia North-East local government area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary of the study is presented alongside the conclusion drawn from the analysis of data collected in the course of the study. The recommendations offered in relation to the findings of the study are also highlighted.

Summary

This study was designed to assess the influence of adult education programmes on women's empowerment in Ovia North-East in Edo State.

To achieve the purpose intended for the study, five research questions were raised to guide the study. The questions raised and examined include:

1. What are the various Adult Education programmes available to women in Ovia North-East local government of Edo State?
2. In what ways have adult education programmes influenced social empowerment of women in Ovia North-East local government area of Edo State?
3. How have adult education programmes influenced the economic empowerment of women in Ovia North-East local government?
4. In what ways have adult education programmes influenced the political empowerment of women in Ovia North-East local government area of Edo State?
5. What are the challenges encountered by women in Ovia North-East when participating in Adult education programmes?

Two hundred and forty-four (200) respondents were selected from four (4) communities from the 14 major communities in the local government area using a simple multi-stage sampling technique which constituted the sample for the study and was used to generate the data needed. The reliability index of the instrument was 0.79 using the Person product-moment statistical formula from data from the pilot study carried out on it. The data collected were analysed using frequency count, simple percentage, and mean score standard. The results obtained from the analysis were quite revealing and instructive. These results are presented here under.

Findings

The findings from the study include:

- Fashion designing, Hairdressing, Catering and interior and Basic literacy are the various adult education programmes available to women in Ovia North-East local government area
- Adult education programmes influence women socially by enabling them to meaningfully engage in social activities, have better information about their health, experience an upward movement in social status, help their children in their academic work and express themselves better on matters that affect them.
- Adult education programmes have influenced women economically by increasing their income, improving their businesses, learning how to spend better, investing their capital

wisely, improving their standard of living, having better opportunities to be employed, and boosting their productivity.

- ❖ Adult education programmes empower women politically by aiding their political orientation and promoting their Civic rights awareness.
- ❖ Lack of funds, Household responsibilities and Poor mobilization of women are the challenges encountered by women in Ovia North-East local government area when participating in adult education programmes.

Conclusion

Based on the findings made from data collected and analysed, it was concluded fashion designing, Hairdressing, Catering and interior and Basic literacy are the various adult education programmes available to women in the study area. It was also concluded that adult education programmes influenced women socially and economically by enabling them to meaningfully engage in social activities, have better information about their health, experience an upward movement in social status, help their children in their academic work and express themselves better on matters that affect them, improving their businesses, learning how to spend better, invest their capital wisely, improving their standard of living, having better opportunities to be employed, and boosting their productivity.

Recommendations

In view of the findings of the study, the following recommendations are hereby offered.

In the first instance, Policymakers should increase funding for adult education programs, focusing on skills like fashion designing and catering. Establish more centres in rural areas to increase accessibility. Develop contextual curricula addressing women's specific needs.

Secondly, Adult education providers should diversify programs, incorporating life skills training and vocational skills. Foster partnerships with local businesses and organizations. Provide women with practical experience and support to enhance program effectiveness.

Lastly, Women and communities should be encouraged to participate in adult education. Empower women to advocate for policy changes promoting gender equality. Collective efforts can lead to significant positive change, improving socioeconomic status, health, and overall well-being.

Suggestions for Further Studies

Having successfully carried out this study, though not without some limitations, it is suggested that further studies be carried out in such areas as:

1. The Influence of Adult education programmes in eliminating gender discrimination and promoting social and economic development:
2. The assessment of government efforts to address the challenges facing participation of women in adult education programmes

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APPENDIX I

DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION

FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY

Dear respondent,

I am a student of the above-named department. My research examines " Influence of Adult Education Programmes on Women's Empowerment in Ovia North-East Local Government Area of Edo State". Kindly respond to each statement by ticking the on the appropriate column.

Section A: BIO-DATA

Complete the following information by ticking which applies to you

Age: 18-27 ( ) 27-37 ( ) 57 and above ( )

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

Section B:

Each item has been designed to require either "Strongly agree" (SD), "Agree"(A), Disagree (D), Strongly (SD). Please do not double tick.

RQ1	**What are the various adult education programmes available to women in Ovia North-East local government area?**	**SA**	**A**	**D**	**SD**
1.	Fashion designing programmes are available to women in Ovia North-East local government area				
2.	Hairdressing skill programmes are available to women in Ovia North-East local government area				
3.	Catering and interior designing programmes are available to women in Ovia North-East local area				
4.	Basic literacy programmes are available to women in Ovia North-East local area				

5.	Health literacy programmes are available to women in Ovia North-East local government area				
6.	Environmental education programmes are available to women in Ovia North-East local government area				
RQ2	**In what ways have adult education programmes influenced the social empowerment of women in Ovia North-East local government area?**	**SA**	**A**	**D**	**SD**
7.	The learners are able to engage in social activities after participating in adult education e.g community festivals, games, fundraising activities, volunteering exercises etc.				
8.	The female learners become more socially aware after engaging in adult education programmes				
9.	Females who engage in adult education programmes are better informed about their health				
10. F	Female learners who engage in adult education programmes experience an upward movement in social status				
11.	Women who engage in adult education programmes are able to help their children in their academic work				
12.	Women who participate in adult education programmes are able to express themselves better				
RQ3	What the ways adult education programmes have Influenced the economic empowerment of women in Ovia North-East local government area?	SA	A	D	SD
14.	Women who engaged in adult education programmes increase their income generally				

15.	Women who participate in adult education programmes gain skills that help improve their businesses				
16.	Women who participate in adult education programmes learn how to spend better				
17.	Women who participated in adult education programmes are better informed on how to invest their capital in businesses				
18.	Women who engaged in adult education programmes experience a positive shift in their standard of living				
19.	Women who engaged in adult education programmes have better opportunities to be employed				
20.	Women who engaged in adult education programmes are able to boost their productivity				
RQ4	**What are the ways adult education programmes have Influenced political empowerment of women in Ovia North-East local government area?**	**SA**	**A**	**D**	**SD**
21.	Women who participate in adult education programmes have better political orientation				
22.	Women who participate in adult education programmes are more likely to vote during elections				
23.	Women who engage in adult education programmes are more aware of their Civic rights				
24.	Adult education programmes helps understand their political roles in the society				
25.	Women that were engaged in adult education programmes do run for political positions				

26.	Women who engaged in adult education programmes are equipped with leadership skills to be able to lead in diverse political positions				
RQ5	**What are the challenges encountered by women in Ovia North-East local government area when participating in adult education programmes?**	**SA**	**A**	**D**	**SD**
27	Women are often hindered by their religious beliefs and are not able to participate in adult education programmes				
28.	Women are unable to transport themselves to adult education program centers				
29.	Lack of funds hinders women's participation in adult education programmes				
30.	Household responsibilities hinders women's participation in adult education programmes				
31.	Poor mobilization of women hinders their participation in adult education programmes				
32.	Low level of motivation often hinders women's participation in adult education programmes				

APPENDIX 2

RELIABILITY TEST

SCALE: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Pearson r.	N of Items
.792	32