

**FACTORS INFLUENCING THE PARTICIPATION OF  
WOMEN IN CONTINUING EDUCATION  
PROGRAMMES IN OREDO LOCAL GOVERNMENT  
AREA OF EDO STATE**

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BENIN CITY.**

**DECEMBER, 2014.**

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF  
ADULT AND NON-FORMAL EDUCATION, FACULTY OF  
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN  
PARTIAL FUFILMENT OF THE REQUIREMENT FOR THE  
AWARD OF BACHELOR OF SCIENCE B.Sc (Ed) DEGREE IN  
ADULT AND NON-FORMAL EDUCATION/ POLITICAL  
SCIENCE EDUCATION**

**DECEMBER, 2014**

## **APPROVAL**

I hereby approve the research project as adequate in scope and quality, in partial fulfillment of the requirements for the award of B.Sc. (Ed) degree in Adult Education/Political Science.

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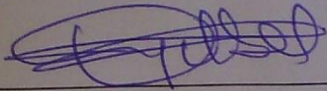
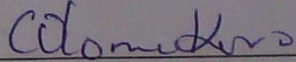
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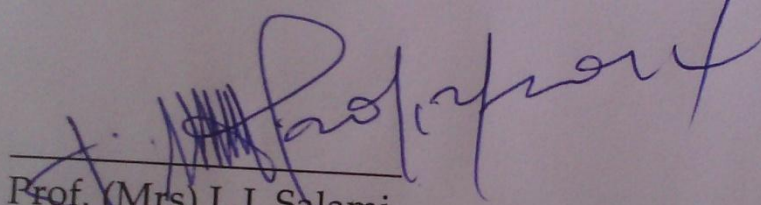
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Date

## CERTIFICATION

We, the undersigned certify that this work was carried out by **Ebagua Osahenruwmen Emmanuel** with Matriculation Number **EDU1001332** in the department of Adult and Non-formal Education, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfillment of the requirements for the award of B.Sc. (Ed) degree in Adult Education/Political Science

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 _____	_____
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## DEDICATION

The project work is dedicated to Almighty God, the Architect and the Monarch of the Universe, from who alone I acquired the strength and courage and protection to complete this programme successfully.

To my parents Mr. and Mrs. Ebagua, my siblings Deborah Ebagua, Esther Ebagua, Nelson Ebagua, Hansan Ebagua.

Also to my bossom friends, Ewaen Omoregie, Moses Ojeide, Otasowie Derrick and Ekomoezo Emmanuel.

Most importantly Mrs. Igho-Osagie, Barr. Justin Igiebor for their support.

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I express my profound gratitude to University of Benin for granting me the opportunity to acquire my university education.

Finally my thanks goes to God almighty the Monarch of the

universe for infinite love and mercy throughout my stay in the  
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## ABSTRACT

This study was aimed at investigating the factors which influence the participation of women in continuing education programmes in Oredo local government area of Edo state. In view of the purpose of the study, five research questions were formulated to guide the study which are:

1. What are the psychological factors influencing women's participation in continuing education?
2. Do women enroll in continuing education programmes for economic reasons?
3. Do women's participation in continuing education programmes to improve social interaction?
4. What political reasons necessitate women's participate in continuing education?

5. Is women's participation in continuing education programmes to enhance their participation in religious/club associations?

A total of 120 respondents were randomly selected through sampling procedure from four centers within the local government. This was used for data collection. The data collected were analyzed using frequency count and simple percentage. This study revealed that the level of women participation in continuing education programmes are determined by the factors which are psychological factors, economic factors, social factors, religious factors and political factors. Based on the findings, it was therefore recommended, other forms of education should be lowered to enable more women participation in continuing education programmes. There should be provision of conducive atmosphere of environment for learning to stimulate the interest

of the women. Finally, women should be given proper enlightenment to sensitize them for increased participation in development of the nation.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Education is believed to provide potentials for economic empowerment for better livelihood and social development.

Education is at a great importance to every nation. It attracts considerable attention in all strata of the society including the family, community, state, federal government levels. It is believed that education makes both the person and the nation. It also influences values and attitudes. It is evident that education has great potentials for transforming the individual and the society.

Remedial education, which is often conceived in terms of extra-mural, continuing or lifelong education is usually provided by universities, voluntary agencies or individuals to workers, school drop-outs and those who missed an earlier opportunity provided

in the formal school system to obtain post elementary qualification. Wikipedia.

Continuing education according to Anyanwu fosters the extension or provision of educational services to the non-traditional students. Organized continuing education programmes started in Nigeria before the establishment of formal educational institution of higher learning. The genesis of continuing higher education can be traced to the establishment of university college, Ibadan in 1948, under the aegis of Oxford university extra-mural delegacy. The department of extra-mural studies was established in 1949 based on the Asby and Elliot commission reports published in 1945. In 1965, it introduced the Diploma in Adult Education and community Development, while it became the first established in Africa to introduce a bachelor of Education in 1967. By 1971, it had strengthened its activities to

embrace a full examination oriented continuing education programme. Many people who were unable to enroll in the educational institution or those who became “dropouts” for various socio-economic reasons, were all catered for by the continuing education programme, which not only became popular but was also largely embraced by many adult education department in most of the 32 Nigerian universities (Osuyi, 2002).

Interest in continuing education or part time programme is inspired by the desire to acquire knowledge that will enable the individual (women) keep with the rapid socio- cultural, economic, political, industrial and technological change taking place in the environment in which the individual finds himself.

Over the last few decades, women’s issue have become very topical and crucial. This is because it is now evident and generally accepted that the role of women in the process of development is

an important one. Besides, Ojo (2003) observed that this is because of their unique multifaceted roles as wives, daughter, mothers, housekeeper etc.

In his own view Nero notes that today global attention is directed towards emancipation and empowerment of women in various nations because women constitute a very significant proportion of the world population. In Nigeria, series of efforts have been made to help women participate more meaningfully in educational programme. This has been confirmed by the fact that education is considered as the instrument par excellence for effective national development and enabling the women to maximally utilize their rich human potentials. In line with global development, the federal ministry of education in 1987 initiated women education programme. Prior to this period, a blue print of women education has been developed. Priority attention was to be given to the

education of women using both the formal and non-formal mode of strategies.

Abu and Abwna (2001) said that continuing education refers to educational activities that are specially designed and organized in order to satisfy, to make up for some grounds lost, some continuing education programmes are explicit about the expectations and improvement on the performance to meet the goals of the programmes.

In recent times, it is believed that continuing education for women becomes the veritable tool and can be viewed as a means of acquiring knowledge that will enable the individual keep up with the change in the environment in which the individual lives. (Kazeem, 1998, Olomuoro, 2005).

Against this background, it is necessary to find out the factors influencing the participation of women in continuing education programmes in Oredo local government area of Edo state. This is the task which this study seeks to accomplish.

### **Statement of Problem**

In the past, women's education was not considered important. In most parts of the world, women have less access to educational opportunities than men. Their activities were confined to the home. According to Ayotunde (1997) they were made to raise children, look after their husbands and other family members, prepare meals and perform other household tasks.

In Nigeria, men considered motherhood work as the most suitable employment for women. Nowadays, the reverse is the case, it has now been realized that the women's place are no

longer in the kitchen, rather they are considered as the foundation of a family, society and so need to be educated to assume their position.

The international conference on population and development in Cairo, September 1994 which reached consensus on new approaches to population and development recognized education especially for women as a force for social and economic development.

Encouraging women who missed out the opportunities of having initial education to enroll in continuing education programmes is an important weapon for the overall development of women, so that they can continue to be equal partners in the development of their family, community and the society in general.

## **Objectives of the Study**

The study seeks to determine the factors which influence or motivate women in participating in various continuing education programmes.

- i. To determine whether there are psychological factors which motivates women in enrolling in continuing education programmes
- ii. To determine whether women participate in continuing education programme for economic reasons
- iii. To determine whether there are social factors which influence women participation in continuing education programmes
- iv. To determine whether women participate in continuing education programme for political reasons

- v. To determine whether women participate in continuing education programme for religious purpose.

### **Research Questions**

In order to achieve the purpose of this study, the following research questions were generated to guide the study.

1. What are the psychological factors influencing women's participation in continuing education?
2. Do women enroll in continuing education programmes for economic reasons?
3. Do women's participation in continuing education programmes to improve their social interaction?
4. What political reasons necessitate women's participate in continuing education?

5. Is women's participation in continuing education programmes to enhance their participation in religious/club association?

### **Scope of the Study**

The study was carried out in both government and private educational institutions in Benin metropolis. A total of four (4) education institutes were used

1. Institute of continuing education
2. Women education center
3. The state skill acquisition center
4. University of Benin

### **Significance of Study**

It is hoped that the findings or information on the assessment of the factors which influence women in enrolling in continuing

education programme will be useful to the adult women who have not made up their mind to cover up the deficiencies in their educational background. It will be useful to other researchers who would want to venture into assessing women educational programmes and their contributions to national development. It will serve as a guide for further study.

To the society at large, they will see reasons why we should be encouraged and motivated to enroll in continuing education programmes to better their lives

The suggestions from this study will also enhance or improve educational programmes designed for women also in future which is expected to bring about a transformation in the socio-economic status of women in particular and the society at large.

## **Definition of Terms**

**Women:** Adult women females

**Participation:** The act of taking part in a programme or event

**Education:** The acquisition of knowledge and skills resulting from instructions and training from an instructor

**Institution:** A corporate body or establishment organized for an educational purpose or the building occupied by such corporate body

**Influencing:** The power or process of producing an effect upon a person by imperceptible or intangible things.

**Continuing Education:** It is the education acquired after the initial formal education i.e. education that adds to or prolong the education already received.

**Motivation:** Willingness to do something without being told or forced to it

All other terms and abbreviations that required clarifications would be defined immediately where they appear in the research work.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

In this chapter, the review of various related women in continuing education programmes will be examined under the following headings.

1. The concept of education
2. The concept of continuing education
3. Continuing education practices in Nigeria
4. History of women empowerment
5. Importance of women education
6. Importance of women education
7. Factors influencing women participation in continuing education programmes

## **The concept of Education**

There are certain components of education common to all cultures.

As a result of these view points, education has got as many definitions as those who define it. Obasanjo saw education as a lifelong formal process of equipping an individual to be fully aware of his environment and to exploit, manage and dominate same for the benefit of himself and the society at large.

According to the proposed amendment to African platform for Action Fifty African human right and conference on women says “Education is a key factor in development and peace process. The lack of low level of education of girls and women is the main constraint to the empowerment of women politically, economically and most especially in the peace process. It limits their access to both productive research and the power structure.

Oduaran (1991) quoting Rusk states that the general sense contained in the various attempts to define education since the time of Plato is that it is a process through which we foster in the individual desirable and relevant changes in behaviour and attitude. Often times, a relationship between skills and knowledge acquisition are added to give clearer meaning to the term.

Hence education is sometimes defined as the process of learning and acquiring information, skills, knowledge and attitudes, that would enable the person to cope with his or her daily needs and challenges among others in the society.

Roger defined education as a planned learning. To him, such learning is planned for purposes. As he puts it, it is a learning undertaken for a purpose to achieve something.

## **The Concept of Continuing Education**

Generally, continuing education is similar to adult education at least in being intended for adult learners especially those beyond traditional undergraduate college, or university age, however, it is not normally considered to include basic instructions such as a literacy English language skills, as the term suggests. It is assumed the students already has an education and is simply continuing it. Wisegeek (2002).

Continuing education refers to any type of post secondary education, used to obtain additional certification. Continuing education can take the form of workshop, seminar, home study, online courses, conferences or hand training. There is no specific formal or length for a continuing education programme. Continuing education is called further education in the United Kingdom and is republic of Ireland. It is an all encompassing term

with a broad spectrum of post secondary learning activities and programmes. Wedeu (2004).

Continuing education in the United States and Canada recognizes forms of post secondary activities with domain, and they include degree credit courses by non-traditional students, non-degree career training workshop training, formal personal enrichment courses (both on campus and online self directed learning such as through internet, interest group clubs and personal research activities) and experience learning as applied to problem solving Wisegeek (2002).

The university of Wisconsin – Madison was the first academic institution in the United states to offer what today would be considered as identifiable continuing education programmes. In 1969, empire state college, a unit of the state university in New York was the first institution to exclusively focus on providing

higher education to adult learners. In 1976, the university of Florida created its own division of continuing education and most courses were offered on evening or weekends to accommodate the schedule of working students Knoll (2004).

Continuing education is very important, in all careers, because it helps to keep up with modern development. This guarantees the best possible courses in institution, enters and programmes professionals who do not need continuing education often decide to undertake the anyway as a means of improving their chances for advancement and absorbing new information from the programme Knoll (2004).

Continuing education is defined as the education that a person had before, it is that increase the depth of the initial education that one has had either to complete it, remedy it, improve on it, and adopt it to new level of requirement or to supplement it.

Egguyomi (2008) defined continuing education as educational provision essentially intended for those who missed the opportunity for initial education as well as those who failed to complete their education programmes.

### **Continuing Education in Practices in Nigeria**

Continuing education is basically defined as an educational programme designed for people who are regarded as adult in their communities, who should be mentally mature and socially responsible, this education is aimed at developing individual mentally as well as increased their technical and vocational capacities.

According to Abiona and Abu (2001), continuing education come in the pre-independence era in Nigeria in 1948, the programme which was introduced to university of Ibadan in 1948 by extra-

mural studies through Oxford university delegacy was to give a non-formal education to adult learners.

Osuyi (2001) revealed that organized continuing education started in Nigeria as a result of the absence of the higher education institute in the country, even Yaba higher college which was established in 1934, was inferior to a university in standard and curriculum.

Tracing the history if continuing education in Nigeria, the government efforts toward continuing education in the country was sequel to the publication of the Ashby and Elliot commission have been set upon higher education in British colonies. In 1906, they were different forms of continuing education in Nigeria, for example at Kings ' college Lagos there were extra-mural class in Arts and Science subjects and also social science course all these

were offered to enable interested participants to satisfy their aspiration in life. Abiona and Abu.

University of Lagos Akoka, in 1962 being a city university was established to handle both full time and part time programme in addition to providing courses in humanities, social science, medicine, Law, Engineering, emphasis were laid on the promotion of part time (correspondence department) specially designed to enable young workers to attain degree relevant to business, while at work.

The polytechnics, colleges of education and colleges of technology were not left out in offering continuing education programmes. Many agencies both government, non-government public/private organize different for the adult learners. Osuyi (2003). So far, continuing education should be seen as an integral part of Nigeria's development in helping Nigeria adults to be useful to

themselves and to the society at large, it should not be only seen in terms of training adult for employment but rather, training adult to be employers of labour Okadara.

### **History of Women Education in Nigeria**

With regards to women education, Okeke reminds us of the launching of a blue print on women education in 1986, following by the setting up of women education unit of Federal and State Ministries of Education.

These units cater for both rural and urban women who desires to further their education. Attention is also focused on with special need such as nomadic and reverine women in Pudah, dropouts of all categories, especially teenagers and single parents. The overall aim is to avail all women equal educational opportunities irrespective of their age, locality creed or social status. The

women education units also runs women vocational centres in all local government areas in the areas of cloth and dye, farming, food, processing, and preservation, dress making, hair dressing, soap – making, cookery, cosmetology, secretarial and computer studies.

Incentives to motivate young women and girls in formal education by way of scholarship and prize awards were instituted by government and organizations. Young girls who through early marriage or teenage pregnancies leave school early are encouraged to go to school. Some states for example, Borno state, provides special accommodation for students nursing mothers in training colleges as a way of enabling them take care of their babies while they remain in schools.

Okeke (2001) also touched on the issue of non-formal education of women, where she explained the efforts of better life programme

(BLP) for rural women. The BLP was directed primary at enabling women acquired income generating skills. She explained that training workshops, and seminars are organized by government agencies and non-governmental organizations for the purpose of equipping women with necessary knowledge and skills. Skill development centers sometimes referred to as model education centers were established as permanent places in states for organizing regular or non-formal classes for education of women and young girls in literacy and skill acquisition.

### **Education and Women Empowerment**

Empowerment of the women is an essential component of the political and social development of society. The growth and development of a community or civil society depends upon the growth and development of its individual in general and the women in particular. There is no doubt about the fact that men

and women are equal, but women have a vital role the overall development of the family, community and nation.

Women have been given a position of pride in every religion. Islam, Christianity, Hinduism and other religions. They are respected and due importance is given to their role and rights in the Holy Quoran a complete Sura – 1 – Nisa is devoted for the role, welfare rights and duties of the women. No students of the comparative religions philosophy can fail to observe that basic fabric of every civilized society stands a woman whose sympathy blesses the work of infusing a new life into humanity.

Women constitutes an important segment of the society and shape the entire future of the humanity and nation. This clearly indicates that women as an integral part of our society have a role not only for rearing and bearing children but also for the personality development of the nation as a whole. Role and status

of a women by any standard is related to various variable factors which among others include the upbringing of the women, family environment social outlook, surrounding circumstances, political scenario, religious commands and their interpretation.

Nevertheless, the biological and social status of a woman along with her distinct roles as a mother or sister or daughter on one hand and wife or mother in-law on other hand cannot be ignored.

Women with good health and positive leadership qualities are very important in every family and society. Role of women in the traditional societies no doubt was confined to the household management based on the traditional values, attitudes and customs, but the family cultures in the context of which early socialization takes place is very important factor which later encourages or discourages her participation in the socio-economic activities of the family and political matters of the society.

Women almost in every social set up play an important role in the economic welfare of the family. She as a mother cares, bothers, loves showers affection and takes all the pains for the entire family and thereby plays an important role not only as a home maker, home manager, but also in maintaining social ties with the relations friends and neighbours.

Education is an important weapon for the overall development of the community in particular and the society in general. The growth and development of its individual women have been and continue to be equal partners in the family, community and society. Women empowerment is the development of mental and physical capacity, power or skills in women for them to operate meaningfully in their social milieu, thereby experiencing a more favourable level of social recognition and subsequently enhance their economic status.

Education is the bedrock of women empowerment, be it formal or informal education.

Fafuwa viewed education as the aggregate of all the process in which a child or young adult develops the abilities, attitude and other forms of behaviour which are of positive value to the society in which he lives.

### **Importance of Women Education**

Gender inequality in education is extreme. Girls are less likely to access school, to remain in school or to achieve more in education.

Education helps women claim their rights and realize their potential in the economic, political and social arenas. It is also the single powerful way to lift women out of poverty.

Education plays a particular role as a foundation for girls and women development towards adult life. It should be an intrinsic

part of any strategy to address the gender based discrimination against women and girls that remains prevalent in many societies. The following links will further explain the necessity of girls/women education. Education is a right. Everybody has the right to education, which has been recognized since the universal declaration of Human Right (UDHR) in 1948. The right to free and compulsory primary education, without discrimination and of good equity, has been reaffirmed in all major international human rights conventions. Many of these same instrument encourage but do not guarantee post primary education. The right of girls to education is one of the most critical of all rights because education plays an important role in enabling women to secure on her right.

## **Factors Influencing Women Participation in Continuing Education Programmes**

Nowadays, a number of forces or factors are fuelling the increasing demand for education. This among other things include the increasing consciousness regarding the quality of life, changing role and life pattern of women, growth in technology and the need to be self reliant and independent. The major objectives of women education is to provide knowledge and productive skills that will promote self reliance and raise economic status of women. In view of the benefits derivable from these programmes, it is expected that the entire women will take advantage of the situation to better their lots.

There are various factors which motivate women to participate in continuing education programmes. They are as follows:

1. The need to raise self concept and self confidence in one's ability
2. The need to be reliant
3. The need to raise one's economic status
4. Family pressure
5. The need to acquire productive skills for bettering one's life
6. Social demand
7. Cognitive interest: learning for the sake of learning itself
8. To develop a more positive image and feel more comfortable interacting with their social world
9. The need for political empowerment
10. The need for religious participation

In spite of these many benefits that women stand to derive from engaging in educational programmes, some women are not yet aware of the benefits they can get from such programmes.

There is need to mobilize more women to actively engage in these programmes.

### **Summary of Review**

The level of women's participation in various education programmes is on the increase. This no doubt, is not unconnected with the changing role of women in the society towards nation building.

Many women have been born great and many others have talents untapped and are desirous to live a life of their own, that is earn their own.

An educated woman is an asset to her family and the nation at large. An educated woman is an improved woman that can provide an improved quality of life for her children, which will lead to a better quality for the family and the Nigerian society.

The educational standards and levels of awareness of women in the society have been raised through various programmes of continuing education. Continuing education is the only way by which society can make adequate provisions for the educational needs of women who left schools system due to unfavourable conditions.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter deals with research design used and population of the study, the description of the sample and sampling techniques, construction of the research instrument, administration of the research instrument and method of data analysis.

#### **The Research Design**

The descriptive survey research design is adopted in this research. Descriptive survey research design involves collection of data from existing phenomena in a natural setting in order to test and answer research questions raised in the study. the descriptive survey research design is used to study the factors influencing women's participation in continuing education programmes in Oredo local government area in Edo state.

## **Population of the Study**

The population for this study consists of all the women under going various forms of continuing education programmes in four (4) continuing education centers used in the Oredo local government area of Edo state.

## **Sample and Sampling Technique**

A sample survey was carried out to represent the total population of the study. the sample size finally selected for the study comprised of the total number of one hundred and twenty respondents (120). The sample was selected using simple random procedure.

## **Research Instrument**

The instrument used for the study was the questionnaire. The questionnaire consists of two sections. Section A is made up of

personal data including age, occupation, marital status and religion. Section B consists of questions relating to the factors influencing women participation in continuing education programmes in Oredo local government area.

### **Validity of the Instrument**

The researcher adopted an expert judgment procedure to establish the validity of the instrument. The questionnaire was carefully structured to meet the objectives of the study. above all, the project supervisor took pains to ensure that the questions are clear and the statements are free from ambiguity and from likely difficulties that may arise in completing the questionnaire. It was then approved to be valid in content.

## **Reliability of the Research Instrument**

A tested instrument is reliable to the extent that it yield fair and consistently same result from a time to another under the same condition. The questionnaire used for this research study have served this purpose over time. The reliability co-efficient of the instrument was calculated by using Pearson Product Moment Correlation.

## **Administration of the Instrument**

The questionnaire was personally distributed to the respondents in order to minimize loss and improper filling by the adult learners (women). This afforded the researcher the opportunity to collect all the questionnaires either on the spot or at another day.

## **Method of Data Analysis**

The data collected was analysed and classified using the simple percentage and frequency count.

## CHAPTER FOUR

### ANALYSIS AND PRESENTATION OF RESULT

The chapter focused on the data collected from the result obtained and discussion on the result are presented below in accordance with the research question raised.

Research Question 1:/ What are the psychological factors influencing women's participation in continuing education. In analyzing this research question item 1, 2 and 3 of the questionnaire were used.

Table 4.1: Psychological factors as it affects women's participation in continuing education programme.

S/N	ITEM	YES	%	NO	%	TOTAL
1	Do you decide to enroll in the programme to improve on yourself worth and esteem	98	76%	22	24%	120
2.	Du you see participation in this programme as a means of enhancing your dignity and status in the society .	80	67%	40	33%	120
3.	Do you think participation in this programme will elevate your social status.	92	77%	28	23%	120

From the table 4:1, the following observation were made

In item 1, it was discovered that 91(76%) of respondents said yes that they enroll in the programme to improve on their self worth and self esteem while 22(24%) said no.

In item 2, 80(67%) said yes that they participate in the programme to enhance their dignity and status in the society while 40(33%) said no.

In item 3, 92(77%) said yes that their participation in the programme will elevate their social status, while 28(23%) said no.

Therefore, it can be concluded that continuing education programme can improve self worth and self esteem, enhance dignity and social status. However a large percentage of the population said yes that they enroll in the programme to improve on their self worth and self esteem.

Research Question 2:/ Do women enroll in continuing education programme for economic reason.

In analyzing this research question item 4,5 and 6 of the questionnaire were used.

S/N	ITEM	YES	%	N O	%	TOTAL
4.	Do you think that the programme can equip you with entrepreneurial skills.	110	92%	10	89%	120
5.	Do you think that the knowledge you acquired in this programme will enhance your pay package.	75	63%	45	37%	120
6.	Will the knowledge acquired from this programme make you become more productive	65	54%	55	46%	120

From the table 2, the following observation were made

In item 4, it was discovered that 110(92%) of respondents said yes that they enroll in the programme to equip them with entrepreneurial skills, while 10(89%) said no.

In item 5, 75(63%) respondents said yes that they think the knowledge they will acquired in the programme will enhance their pay package, while 45(37%) said no.

In item 6, 65(54%) respondents said yes that the knowledge they will acquire in the programme will make them become more productive, while 55(46%) said no.

Therefore, it can be concluded that continuing education programme can equip entrepreneurial skills, enhance pay package and make women to be more productive. However a large percentage of the population said yes that they enroll in the programme to equip them with entrepreneurial skills.

Research Question 3:/ Do women participate in continuing education programmes to improve their social interaction.

In analyzing this research question item 7,8,and 9 of the questionair were used.

Table 4:3 social interaction and continuing education programme.

S/N	ITEM	YES	%	NO	%	TOTAL
7.	Do you think that the programme will enhance your ability to interact with others very well	50	42%	70	58%	120
8.	Do you think the knowledge you acquire from this programme enhance your interaction effectively in the society .	70	58%	50	42%	120
9.	Do you think your enrollment in the programme will help to boast your ego.	80	67%	40	33%	120

From table 3, the following observation were made

In item 7, it was discovered that 50 (42%) of respondents said yes that they enroll in the programme to enhance their ability to interact with other very well while 70 (58%) said no.

In item 8, 70 (58%) said yes that they participate in the programme to enhance. Their interaction effectively to the society while 50 (42%) said no.

In items 9, 80 (67%) said yes that they participate in the programme to help to boost their ego while 4-0(33%) said no.

Therefore, it can be concluded that continuing education programme can enhance ability to interact with others, interaction effectively in the society and boost women ego. However a large percentage of the population said yes that they enroll in three programme to enhance their ability to interact effectively and also boost their ego.

Research Question4:/What political reasons necessitate women's participate in continuing education.

In analyzing this research question, item 10, 11 and 12 of the questionnaire were used.

Table 4:4 Political reasons for women's participate in continuing education

S/N	ITEM	YES	%	NO	%	TOTAL
10.	Do you enroll in the programme so as to acquire political knowledge and ability to vote	65	54%	55	46%	120
11.	Do you see this programme as a forum where you can acquire the necessary knowledge that will enhance your participation in politics effectively	78	65%	42	35%	120
12	Do you think this programme can offer you the opportunity to contribute to the political development of the nation	80	67%	40	33%	120

From table 4, the following observation were made

In item 10, it was discovered that 65 (54%) of respondents said yes that they enroll in the programme to acquire political knowledge and ability to vote, while 55 (46%) said no.

In item 11, 78 (65%) of respondents said yes that they enroll in the programme to acquire that will enhance them in participate in politics effectively, while 42 (35%) said no.

In item 12, 80(67%) of respondents said yes that they enroll in the programme to offer them the opportunity to contribute to the political development of the nation; while 40 (33%) said no.

Therefore, it can be concluded that continuing education programme can enhance women to acquire political knowledge, for them to vote effectively, and also contribute to nation development however a large percentage of the population said yes that they enroll in the programme to acquire necessary knowledge that will enhance them in politics.

Research question 3: is women's participation continuing education programme to enhance their participation in religious/club association.

In analyzing this research question item 13, 14 and 15 of the were used.

Table 4.5: Women participation in continuing education progress  
to enhance their participation in religion/club association

<b>s/n</b>	<b>Item</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>Total</b>
13	Do you see participation in this programme as an opportunity to participate in religious activities	85	71	35	29	120
14	Do you think that the knowledge to be acquired in this programme will pave way for you to assume leadership position in your religion/club association	65	54	55	46	120
15.	Do you think there is relationship between continuing education and religious belief	78	65	42	35	120

From table 5, the following observations were made

In item 13, it was discovered that 85(71) of respondents said yes, that they enroll in the programme as an opportunity to participate in religious activities, while 35(29%) said no

In item 14, 65(54%) of respondents yes that they enroll in the programme to pave way for them to assume leadership position their religion/club association, while 55(46%) said no

In item 15, 78(65%) respondents said yes that there is relationship between continuing education and religious belief while 42(35%) said no.

Therefore, it can be concluded that, continuing education programme can pave way for women to assume leadership position in their clubs/religious and also there is a relationship between continuing education and religious. However, a large

percentage of the population said yes that they enroll in the programme to participate effectively in religious activities, leadership position in there club/religious.

## **DISCUSSION OF FINDINGS**

The result of the findings of the study showed that psychological, economic and social factors determine to a large extent the reasons why women attend continuing education programmes.

It was quite revealing to find that self esteem, enhancing one's dignity, improving one's pay package, acquiring productive skill for improving one's life wee force inducing women's participation in continuing education programmes. This, no doubt is not unconnected with the changing role of women in society.

Very many women are desirous to live a life of their own, that is to earn their own income so that they can be independent of their husband financially as well as contribute more meaningfully to the welfare of their children.

The analysis revealed that women participate in continuing education programmes in order to develop themselves so that they can cope with the changes of life. Hence (Osuji 2002) believes that human beings need education at every point in their existence in order to be able to cope with the even changing demand of his environmental social, cultural, economic, political and occupational.

The findings also corroborates the view of Omoruyi and Osunde (2004) who believe that women participate in continuing education programmes in order to acquire skills that would make

them self-reliant as well as become more productive and useful citizen in the country.

The study also revealed that women social involvement and interaction have been improved upon tremendously through participation in continuing education programmes. This is line with the view of Okupkon (1994) that public enlightenment and social interaction amongst women of diverse group help women originally placed in “pudah” to be able to know communicate, socialize and encourage. In other meaningful activities.

The women did benefit economically and socially thereby improving their self examine and confidence. The study indicate that women are favouable disposed towards continuing education programmes.

## **CHAPTER FIVE**

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

In this chapter, the summary work, the conclusion drawn and recommendations provided based on the findings made are discussed.

#### **SUMMARY**

The aim of the study was to find the factors influencing women participation in continuing education programmes in Oredo Local Government Area of Edo State.

In order to attain this purpose intended, five research question were formulated; which are:

1. What are the psychological factors influencing women's participation in continuing education.

2. Do women enroll in continuing education programme for economic reasons?
3. Do women enroll in continuing education programme to improve on their social interaction?
4. What political reasons necessitate women's participate in continuing education?
5. Is women's participation continuing education programmes to enhance their participation in religious/club association?

The questionnaire was used for data collection in a survey research design. The sample consisted of 120 respondents involved in the areas.

The sample was selected using simple random sampling techniques.

In the analysis of data collected, descriptive statistics which include frequency count, simple percentage was used.

The analysis of the data revealed that women participate in continuing education because they want to develop themselves psychologically, economically, socially, politically and otherwise.

It also revealed that women are aware of their role in the family, community and society and so need to be educated to equip them with necessary skills to cope up.

## **CONCLUSION**

Based on the findings of the study, the following conclusion was drawn that various factors influence women in participating in continuing education programmes.

That majority of women participate in continuing education programmes to improve on their psychological well being.

That most women enroll in continuing education to improve on their economic and social status in the society.

That women will participate more actively in continuing education programmes if they are given proper enlightenment to sensitize them.

## **RECOMMENDATIONS**

Based on the result of the study and conclusion draw, the following recommendations are provided the increasing number or encourage more women to participate in the programme.

Also, all stakeholders in women affairs and development should focus on the provision of formal education to women as well as improve their working conditions while at the same time facilitating their access to resources like loan, credit and technology as a way of reducing illiteracy among women.

The cost of education should be lowered to enable women afford these expenses to be incurred while involved in continuing education programmes.

Women who are workers should be given opportunities for self improvement of their various spouses and employers.

Conducive atmosphere or environment for learning. In addition, well schedule timetable should be planned to enable women have time to attend continuing education programme.

Finally, women in the rural area need to be mobilized using available local and media resources so as to encourage them to participate in continuing education programmes.

### **SUGGESTION FOR FURTHER RESEARCH**

1. Factors affecting women participation in continuing education programmes
2. Government attitude towards continuing education programme

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## **APPENDIX**

Department of Adult and Non-formal  
Education,  
Faculty of Education,  
University of Benin,  
Benin City.

Dear respondents,

### **Questionnaire on “Factors Influencing the Participation of Women in Continuing Education Programmes in Oredo Local Government Area of Edo State.**

The following questions are aimed at finding out the factors influencing the participation of women in continuing education programmes in Oredo Local Government Area of Edo state. The purpose is for the award of Bachelor’s degree in Adult Education. This research work is for academic pursuit and advancement of knowledge. Therefore, any information supplied will be treated in strict confidence. Kindly tick (✓) in the appropriate box or boxes and write the answer where necessary.

Thank you

Researcher.

### **Section A**

#### **Personal data**

1. Age: 25 – 30 years [  ] 30 – 35 years [  ] 35 – 40 years [  ] 40 – 45 years [  ]
2. Occupation: trading [  ] civil servant [  ] full time housewife [  ] others [  ]
3. Marital status : Single [  ] married [  ] divorced [  ] widow [  ]
4. Religion: Christian [  ] Muslim [  ] traditional [  ]

## Section B

1. Do you decide to enroll in the programme to improve on your self worth and self esteem? Yes [  ] No [  ]
2. Do you see participation in this programme as a means of enhancing your dignity and status in the society? Yes [  ] No [  ]
3. Do you think participation in this programme will elevate your social status? Yes [  ] No [  ]
4. Do you think that the programme can equip you with entrepreneurial skills? Yes [  ] No [  ]
5. Do you think the knowledge you acquired in this programme will enhance your pay package? Yes [  ] No [  ]
6. Will the knowledge acquired from this programme make you become more productive? Yes [  ] No [  ]
7. Do you think that the programme will enhance your ability to interact with others very well? Yes [  ] No [  ]
8. Do you think the knowledge you acquired from this programme enhance your interaction effectively in the society? Yes [  ] No [  ]
9. Do you think your enrolment in the programme will help to boost your ego? Yes [  ] No [  ]
10. Do you enroll in the programme so as to acquire political knowledge and ability to vote? Yes [  ] No [  ]
11. Do you see this programme as a forum where you can acquire the necessary knowledge that will enhance your participation effectively in politics? Yes [  ] No [  ]
12. Do you think this programme can offer you the opportunity to contribute to the political development of the nation? Yes [  ] No [  ]

13. Do you see participation in this programme as an opportunity to participate in religious activities? Yes [  ] No [  ]
14. Do you think that the knowledge to be acquired in this programme will pave way for you to assume leadership position in your religion/club association? Yes [  ] No [  ]
15. Do you think there is relationship between continuing education and religious relief? Yes [  ] No [  ]