

Adult and Non-Formal Education Programmes for the Empowerment of Rural Women in Taraba State, Nigeria

Yusuf, Linus

Yusuf, L

Department of Adult Education and Extra-Mural Studies, University of Nigeria, Nsukka.

Author's Email: yusuflinus0@gmail.com

*Corresponding author: Yusuf L Received: 10/4/2023, Accepted: 15/4/2023, Published 5/5/2023

Abstract: The importance of adult and non-formal education programmes to human and national development cannot by any standard be over-emphasized. Hence, adult and non-formal education programmes is recognized as a fundamental human right and the basis for national development. Therefore, for any development to take place, adult and non-formal education programmes need to be thoroughly assessed for effective implementation of adult and non-formal education programmes. It is against this background that this study sought to assessed the Adult and Non-formal Education Programmes for the Empowerment of Rural Women in Taraba State, Nigeria. Five research questions were posed and five hypotheses were postulated. The design adopted for the study was a descriptive survey design. The population of the study was 600 registered women. There was no sampling since the entire population was a manageable size. A twenty-nine-item structured questionnaire title; "Adult and Non-formal Education Programmes for the Empowerment of Rural Women Questionnaire" (ANFEPERWQ) was used for data collection. Each questionnaire item had four response options of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The questionnaire items were faced validated by three experts. Two from the Department of Adult Education and Extra-Mural Studies and one from the measurement and evaluation unit Department of Science Education all from the University of Nigeria, Nsukka. The reliability that was collected from 28 respondents outside the area of study and a reliability coefficient of 0.77 was obtained using Cronbach Alpha reliability method. The data collected were analysed using mean and standard deviation to answer the research questions and t-test statistics was used to test the five hypotheses at 0.05 level of significance using the Statistical Package for Social Science (SPSSversion26). The findings emerging from the study showed that, vocational education and functional literacy education among others, were carried out to a high extent. While funding of the programmes was done to low extent among others. Based on the findings of this study, the following recommendations were made: State agencies for mass literacy, adult and non-formal education should make adequate plans to address the challenges of late distributions of instructional and learning resources to learning centres among others. However, the researcher believes that, if government can show high level of financial commitment and goodwill, it is hoped that implementation of adult and non-formal education programmes will be improved tremendously in Taraba State, Nigeria.

Key words: Adult and Non-Formal Education Programmes, Empowerment, Rural Women, Taraba State, Nigeria

INTRODUCTION

Background of the Study

Education, whether formal or non-formal, is an instrument for development. This is true because when illiterate acquire knowledge, skills, and attitude, positive changes occur. These changes bring development which improves their standard of living. Thus, according to Omolewa (2008), adult and non-formal education (NFE) is a form of education designed for people especially the adults who were unable to go through the formal school system or who dropped out of the formal school system. Adult and non-formal education is a type of education aimed at empowering those who were not privileged to embark on the formal school system of education in order to improve their standard of living (Olatunji, 2005). Furthermore, Mbagwu and Nwakire (2005) defined adult and non-formal education as any organized educational activity or training activity for school dropout, for illiterate rural and urban adults, for youths, women, or individual workers aimed at improving their employment and income earning potentials, or giving them general education, which in some cases, as desired may help them re-enter the formal school system of education.

However, Adult and Non-formal education can empower people who were not privileged to embark on formal system of education by adopting some programmes such as functional literacy education, vocational education, entrepreneurial education, agricultural extension education, continuing education, remedial studies and life-long learning among others National Commission for Mass Literacy, Adult and Non-formal Education (NMEC, 2008). This kind of adult and non-formal educational training may be at short or low intensity, and it is typically provided in the form of short courses, workshops, seminars and conferences among others. For instance, vocational skills like tailoring, decoration, cake bakery and weaving among others are acquired to empower the women for self-reliance (United Nation Education Scientific and Cultural Organization, 2019). Adult and Non-formal Education is flexible, learner-centred, contextualized and uses a participatory approach (Bernadette, 2015). In view of the above definitions, adult and non-formal education is an education that is organized, planned, coordinated and controlled to be carryout outside the formal school system with the aim of imparting knowledge, skills and attitude to the individuals so as to improve their standard of living.

Adult and Non-formal system of education in Nigeria could be traced back to the need to formulate a policy in 1922 to cover adult literacy in the then British colony. Phelps-Stoke Commission as noted by Fafunwa (1974) recommends the need for a high literacy rate taking cognizance of the needs of the adult population. Due to the failure of the commission in 1951, the Central Board

of Education endorsed a policy to organize a remedial primary education for adults. Basic adult literacy and craft-making and the importance of women's participation in adult education were stressed. As a result of the introduction of free primary education scheme of 1955 and 1957, enthusiasm for continuing and non-formal education including government funding began to decline. Thus, the first serious attempt at adult education lost steam and even collapsed.

In 1977, Nigerian education system, adopted the Nigerian National Policy on Education (modified in 1981, 1984, 2004, 2013 and 2014 respectively). Adult and non-formal education occupies a place of pride in the National Policy of Education. The policy provides for equal access to education, including continuing and further education and commits to the eradication of illiteracy and promotion of lifelong learning. However, much government sponsored adult education activities have been chronically anemic due to inadequate funding and poor implementation owing largely to a historical lack of passion and vision for adult education as both a strategic goal and an instrument for national development. Adult education curricula are hardly forward-looking or responsible to the strategic needs of the economy or to the personal, social and political development needs of the vast majority of Nigerian adults. However, the role of adult and non-formal education in manpower development cannot be overemphasized.

Manpower development denotes a process of education and training through which human resources available are enable to acquire skills for optimal performance and subsequent improved productivity. As a process, such recurrent form of education and training could be at the instance of governments, employers of labour or associations or still at the discretion of individual workers who perceive the need for further training in order to be relevant in the society. In the views of Igbo (2008), the role of adult and non-formal education in development is explained by the complex relationships existing between all its forms and the economic, social and cultural factors of development.

For instance, the economic role of adult and non-formal education in development is apparent in its contribution to human capital development. Adult and Non-formal education yields high rates on investments and enhances labour productivity by equipping various categories of recipients with essential literacy and numeracy skills alongside health care, sanitation and nutrition knowledge that improve people's standard of living, as well as relevant skills to improve productivity. In all, Igbo (2008) concluded that investment in the

development of human capital through adult and non-formal education is critical for producing a labour force and technical-know-how that is able to compete in today's global economy.

Adult and non-formal education has brought about reduction in poverty and thus contributed to national development in practical terms, adult and non-formal education equips participants with skills that enhance income generation and improve self-reliance. Adult and Non-formal education skills development programmes reduces burden placed on family members, help participants to contribute meaningfully to the society, and reduce unemployment by developing this many aspects of the individual.

Equally, there is a relationship between adult and non-formal education and the re-skilling and up-skilling of the population to be useful to the society. Adult and Non-formal education programmes have created opportunities for learners to acquire and apply the knowledge and skills that will propel their own economic development, and national development.

Generally, adult and non-formal education is effective in the provision of life planning education. This programme kept participants busy by getting them committed to various skills of their choice. Furthermore, Abiodun (2006) posited that "the inward reality of conversion must influence the outward life, including a person's character, disposition, conversation and behaviour". This means that Sunday school which is a model of Adult and non-formal education also teaches life planning skills. More so, in the Nigerian prisons, the inmates are often given advice on how to refrain from acts capable of indicting them again after serving their jail term. Adult and non-formal education is effective in the provision of practical skills. This is supported by the initiative of National Directorate of Employment (NDE) by training 1000 persons annually in various skills (Igbo, 2008).

In addition, skill acquired in adult and non-formal education centres enhances securing employment. To Ihejirika (2000), functional literacy education could be work oriented. For instance, an industrial worker needs to improve his skills for greater efficiency and productivity through retraining and attendance of workshop and seminars. Again, an apprentice who had completed his apprentice training could establish his own workshop (self-employment). Besides the certificates issued after the training could be used to seek employment in any company, civil service, among others depending on the sector that needs the trade or skill. Furthermore, Ranson (2014) opined that the control and direction of education, because of the perceived function in preparing young people for their future roles in employment and society, becomes a central concern for the corporatist state.

The objectives of adult and non-formal education are to provide functional literacy and continuing education

for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender, provide functional and remedial education for those youths who did not complete secondary education, provide education for different categories of completers of the formal education in order to improve their basic knowledge and skills, provide in-service on the job, vocational and professionals in order to improve their skills, give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment (Federal Republic of Nigeria, 2013). Therefore, in line with the above statement, there is need for adult and non-formal education programmes for the empowerment of rural women in order to achieve the stated objectives.

Adult and non-formal education programmes could be regarded as programmes which are meant to provide adult learners with skills of reading, writing and arithmetic that is basic literacy it is one of the programmes in adult education. These skills of reading, writing and numeracy are first provided using the mother tongue or the language of the immediate environment of the adult –learners as the case may be, and also taught in English as the official language of Nigerian (Biao, 2006). These adult and non-formal education programmes are vocational education, continuing education, functional literacy education and agricultural extension education among others (NMEC, 2008). For the purpose of this study the above adult and non-formal education programmes were used.

Vocational education is education that prepares people who have not attended formal school system or early dropped out from the formal school system or students for work in a specific trade, a craft, as a technician, or in professional vocations such as engineering, accountancy, nursing, medicine, architecture or law (Mark, 2019). For instance, craft vocations- such as jewellery making, or metalwork such as those training to become silversmiths- are usually based on manual or practical activities and are traditionally non-academic, but related to a specific trade or occupation. Vocational education can take place at the secondary, post-secondary, further education and higher education level; and often is part of apprenticeship programmes. At the post-secondary level, vocational education is often provided by highly specialized trade, technical schools, community colleges of further education UK, universities, institutes of technology/polytechnic institutes (Emma, 2018).

Vocational education relates mainly to specific trade or occupation through which people could earn a living (Badawi, 2013). For instance, hairdressing, tailoring, cake bakery, weaving, decoration and many more are attributed to vocational education training. Thus, one who engages in any of these skills finds oneself a

lucrative job and would be able to sustain one's family economically. This vocational education it is found in all the 16 local government areas in Taraba State with its centres in different locations in the local governments where women registered to acquire different forms of skills like cake bakery, hair dressing, weaving, tailoring, decoration, fashion and design and jewellery among others and thereafter receive a certificate of training. In Taraba State, both the local governments and state government works together or hand-in-hand to establish and managed vocational centres with the aim of empowering people especially the rural women. However, some women live in the remote areas which they find it difficult to have access to such knowledge and skills. Also, majority of the rural women are poor with these reasons some of them find it difficult to register themselves in the vocational centres.

These kinds of skills do not need one going to the formal school system before acquiring them. But individuals can learn it at home, market, workshop places or anywhere as the case may be which is called adult and non-formal education. Such skills acquired will help in empowering individuals especially the rural women who are not privileged to attain formal school system or who prematurely dropped out from the formal school system. Therefore, this training will help the women to be empowered and become functional in their respective communities or society.

Functional Literacy education involves the application of skills of reading, writing and computation. This literacy is geared at one's occupation to enhance standard of living. Functional literacy education as described by Obiozor and Obidiegwu (2015) is an out of school form of education which addresses problems of illiteracy by linking it with livelihood skills in order to enhance productivity and quality of life. This form of functional literacy includes skills, knowledge, values and attitude required by people to be able to survive and develop their capacities in their areas of work or other area of relevant for self-reliant skills (Nwizu, 2011). This view by these authors see the sole aim of functional literacy as the acquisition of the basic literacy skills that will enhance the income generating activities of the individuals and also equips them with the necessary skills provide a reliable source of income for self-reliance. Functional literacy includes a set of skills that avails one the chance to utilize those skills to solve problems of daily living (Kazeem & Aghedo, 2015). This is to say that when people are functionally literate they can survive and adapt to any area of work relevant to their survival. These skills put one ahead of others when taught matters emerge in the cause of living and making them receptive and active member in the society.

Functional literacy education is tailored towards satisfying the needs of people in the areas of reading,

writing and calculations among others with the aim of empowering people. Hence, Lauglo (2001) states that among literacy specialist, there is currently strong interest in literacy skills which are task and situation specific. This reflects functionality of literacy education. The important aspect of this functional literacy education is that it helps both adults and youths in carrying out simple arithmetic which enable them in carrying out calculations of their daily earning, functional literacy education enables rural women to become more innovative in thinking, it enhances rural women's problem solving techniques, it provides opportunities for rural women to learn how to read and write very well, it helps rural women to identify their individual and community problems and its guarantees financial independence among rural women (UNESCO, 2004).

However, in Taraba State there are functional literacy centres in all the 16 local government areas in Taraba State where adults especially the rural women registered themselves to learn how to read, write and carry out simple arithmetic which will help them in their daily businesses in life. These functional literacy centres are owned by both government and private individuals. The adult learners registered with money especially in the private sector before acquiring the knowledge on how to read and write as the case may be. Yet, some rural women find it difficult to attend to it due to their level of ignorance and illiteracy (Yahaya, 2013). Functional literacy education therefore empowers rural women by enabling them carry some simple arithmetic or calculation in their daily transactions such as to enable them know how much they have earned in a day. It helps them in carrying out simple measurement in their different areas of endeavours and also helps the adult learners in continuing their education as they move to higher learning in life.

Continuing education is a learning process that takes place in one's life in a particular field all the time without been ceased till one's death. Continuing education may also be seen as formal or non-formal lectures, courses, seminars among others or any other similar type of educational programme designed to educate an individual and give the individual further skills or knowledge to be applied during work (Gartner, 2019). Gartner further posited that this programme is intended to educate persons on new advancements, or to build upon a person's expertise in a given field. From the above definition, one can say that continuing education is an education provided for adults after they have left the formal education system, consisting typically of short or part-time courses.

Continuing education can empower rural women by giving them short training courses that are very important to them which they were not able to learn during their formal schooling, it helps the rural women to acquire

knowledge and skills through adult and non-formal education, it provides rural women with better employment opportunities, it encourages and prepares rural women for lifelong learning and it educates rural women on how to improve crop production through the application of fertilizers and manure. This training can take place at homes, market, churches, and mosques or anywhere in form of adult and NFE. The courses could be professional courses to empower them to improve their standard of living. This continuing education can also be carried out in the field of agricultural extension practices where farmers are taught on how to apply some farm inputs like fertilizers, chemicals, among others in their respective farms so as to enable individuals harvest high yield of farm produce which will also help in the empowerment of rural people especially the rural women. However, in Taraba State there are continuing education centres in some of the local government areas like Jalingo, Gassol, Wukari, Zing, Lau, Bali, Ardo-Kola and Takum respectively where adults especially the rural women registered themselves to learn more on different skills like vocational skills and functional literacy skills among others. These continuing education centres are owned by both government and private individuals. The adult learners registered with money especially in the private sector before acquiring the knowledge and skills they intend to learn as the case may be. (State Agency for Mass Literacy Adult and Non-formal Education (SAME), Taraba, 2015).

Agricultural extension education may be defined as a programme that is organized in a geographical location to reach the unreached persons by sensitizing and educating them in the aspect of agriculture or farming which could be either in fertilizers application or chemical application among others so as to improve their agricultural productivity, food security and livelihoods (Emma, 2018). In addition, Emma further defined agricultural extension education as the application of scientific research and new knowledge to agricultural practices through farmer education. From the above definition, one can say that agricultural extension education is a process of conveying specific knowledge and skills to specific people who are in need of that knowledge or skills to empower them through awareness creating concerning farming practices in their various communities or society. With this awareness creation, there will be improved agricultural productivity. This awareness (knowledge) will be used as the instrument of their empowerment.

Meanwhile, agricultural extension education plays important roles towards rural women empowerment such as improving food production among rural women, providing rural women with a guide to accessing agricultural loans, encouraging rural women to engage in mechanization farming through agricultural extension

education, offering rural women opportunities to acquire new innovations techniques and providing knowledge on the acquisition and application of farm inputs among rural women (NMEC, 2008). However, in Taraba State, extension education is being practised in all the 16 local government areas in the state where extension agents play their role by moving from farm to farm creating awareness or educating the rural dwellers especially the rural women on how to improve crop production through the application of fertilizers and manure among others. These agricultural extension officers are civil servants and work in accordance with government directive. The extension officers give report regularly to the government regarding the outcome of the programme (Yahaya, 2013).

The field of agricultural extension education encompasses a wider range of communication and learning activities organized for rural people by educators from different disciplines, including agriculture, agricultural marketing, health and business studies among others. Extension practitioners can be found throughout the world, usually working for government agencies. They are represented by several professional organizations, networks and extension journals (Mark, 2019). Therefore, agricultural extension education plays a vital role by making non-literate to be literate in agricultural production, food security and also in improving seeds, soil quality, tools and water among others which lead to the empowerment of individuals (Yahaya, 2013).

It is regrettable that the problem of adequate implementation of adult and non-formal education programmes still persists in Taraba State Nigeria. The major problem hindering the successful implementation of adult and non-formal education programmes in Taraba State, Nigeria includes inadequate funding, accessibility, lack of mobilization, inadequate numbers of adult and non-formal education instructors who possess information and communication technology skills, there is dearth of skilled manpower in the area of monitoring and evaluation, poor remuneration of facilitators, untrained number of adult facilitators, poor attitude of the target group and inadequate facilities among others (Mohammad, 2013). In the same vein, Onyenmezu (2012) asserted that the factors which affect implementation of adult and non-formal education programmes include: Lack of funds and low priority: Low priority and insufficient funds accorded to non-formal education programmes contributed to the factors militating against the proper implementation, Problem of access and dropouts of school: A study concluded by action aid published in 2003 according to Onyenmezu (2012) showed the reasons why people refused to go to school includes; cost of schooling, opportunity cost, illness and hunger, limited economic cost of education and low quality of school, Problems of irrelevant curriculum being

used: (these are curriculums that are not relevant to the non-formal education, hence not meeting the objectives of establishing the non-formal education), Problems of poor infrastructure: infrastructural facilities are not provided and most times, the infrastructures are poor in quality and cannot be utilized by the adult learners and thus have hindered the effective implementation of the programmes, hence this has frustrated the laudable ideas of establishing the Adult and non-formal education programmes. However, these factors have seriously hampered the empowerment of rural women especially in Taraba State.

Empowerment may be defined as a measure designed to increase the degree of autonomy and self-determination in people and communities in order to enable them to represent their interests in a responsible and self-determined way, acting on their authority (Adams, 2008). It can also be seen as a process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. Empowerment as action refers to both the process of self-empowerment and professional support of people, which enables them to overcome their senses of powerlessness and lack of influence, and uses their resources to do work with to become self-reliant (Thomas, 2000). According to Adams (2008), empowerment is the capacity of individuals, groups or communities to take control of their circumstances, exercise power and achieve their own goals, and the process by which, individually and collectively, they can help themselves and others to maximize the quality of their lives. Adams further stated that empowerment also includes encouraging and developing the skills for self-sufficiency with a focus on eliminating the future need for charity or welfare in the individuals or groups.

Empowerment refers to increase in the economic, political, social, educational, gender or spiritual strength of individuals and communities (Thomas, 2000). According to Okeke (2002), empowerment can either be for individual or for group. It is collective, if the enablement affects the critical masses of women whereby the disempowered rural women are assisted to engage in various income generation activities through skills acquisition training from adult and non-formal education programmes. These economic and productive skills they acquired will enable them to use the knowledge acquired to harness their hidden potentials in materials and human resources which will in turn, alleviate poverty. It will also enable them to contribute to the development of their community and increase their standard of living. With the above definitions, we can now say that empowerment is an act of poverty alleviation by providing people with some skills which will improve their lives positively and thereby improve their standard of living.

There are four types of empowerment. These include: social empowerment, economic empowerment, political empowerment and educational empowerment (Onah, 2002).

Social empowerment according to him means when all members of the society are being treated fairly and equally. It includes social belongingness, leadership relationship of trust, sense of identity, values that give meaning to life and the capacity to organize (United Nations Organization, 2007). The capacity to organize and mobilize to solve problems is a critical collective capacity that helps individuals to overcome problems of limited resources marginalization in the society (Ojewusi, 2000). Inclusion and participation are too important things in social empowerment. Inclusion focuses on who is included while participation addressed the question of how they are included and the role they play when included (Obobia, 2007). Onah (2002) further posits that economic empowerment is when individual or the societies have enough capital to take care of access to wage employment. The society, organization, groups and network, working with others can mobilize resources to improve through representative organizations. People can express their preferences, exercise their freedom of speech and hold state services accountable for providing equality services in education, health, water, sanitation, agriculture among others (Onah, 2002).

Continuing, Onah noted that political empowerment is when people are represented in the political affairs in the communities by partaking in the decision-making that concerns them, have access to information from associations and actively participate in the political life of the country. It also means when people have the opportunities to exercise their civic rights. It involves the active participation of the people in politics to take effective action. Information dissemination does not stop with the written words, but also includes group discussions, poetry, among others. In this regard, rural women are taught on how to cast vote, identify the parties' logo and tomb printing respectively. And this political education takes place outside the formal school setting called adult and non-formal education programmes.

In Educational empowerment, adult and non-formal education is education that goes on outside the school system and this serves as a way of empowering rural women. Okpoko (2001) stated that adult and non-formal education programmes can liberate rural women from the shackles of ignorance, powerlessness, poverty, bring about desired changes in their lives and redirect their potential toward community development. This supports the fact that education in the form of adult and non-formal can empower women to become self-reliant and self-actualized thereby enabling them to contribute meaningfully to national development. Okpoko (2001) also maintained that women's education is one of the

indicators that can be used meaningfully to measure the level of social development. Thus, women's empowerment through adult and non-formal education programmes is a crucial factor that influences social welfare and other programmes in the development of their areas.

Rural women represent the female population living in rural areas. According to Lura (2011), rural area is defined as a geographical area that is delineated by the following criteria: small number of population or low density of population, economic characteristics, residents of rural areas tend to face so many problems which cause them to be living in abject poverty (impoverish). In this case, Adult and NFE programmes could be the way forward through which the women can be empowered thereby improving their standard of living. In today's rapidly changing environment, it seems that women must press for positive change in order to improve their standard of living and to ensure a good future for all women.

In developing countries including Nigeria, women are marginalized and denied access to land, training and basic infrastructure activities; women are also considered fit for the kitchen, child bearing and farm work among others (Madakini, 2004). There are also lots of unpaid services which they provide that are not appreciated or even acknowledged by the society such as house wives and mother's roles. All these things hinder their productivity and welfare as well as their contribution to development. This situation according to Madakini (2004) affects women's performance in the formal and informal sectors which in turn limits their effective contribution even in the traditional female's activities such as child care, sanitation, hygiene, health care and nutrition.

In the context of this study, adult and non-formal education programmes are ways of empowering rural women who were early dropped out or not privilege to attend formal school system in order to impart knowledge, skills and attitude to them that will improve their standard of living for the achievements of the objectives of adult and non-formal education programmes. The major programmes identified for the empowerment of rural women include vocational education, functional literacy education, agricultural extension education and continuing education among others (NMEC, 2008). Therefore, the actualization of adult and non-formal education programmes cannot take place without the above mentioned programmes. It is based on this backdrop that the researcher wants to investigate adult and non-formal education programmes for the empowerment of rural women in Taraba State, Nigeria.

Statement of the Problem

Adult and non-formal education programmes is a critical aspect of human and national development. It is a programme designed to assist adults to acquire the basic skills of vocational skills like hairdressing, decoration, cake bakery, weaving among others and also functional literacy skills like reading, writing and arithmetic that will help them develop or improve on their knowledge, develop their abilities, enhance their technical skills among others and change their attitude and behaviour. In this light, government and other development partners have made tremendous efforts in promoting adult and non-formal education programmes in the country with a view to checking the high rate of illiteracy.

Despite the position of adult and non-formal education programmes in developing nations, problems like rapid increase in population, slow growing economy and many unschooled adult especially rural women, poor implementation of adult and non-formal education programmes like vocational education, functional literacy education, agricultural extension education and continuing education among others are facing Nigeria as a country. Hence, adult and non-formal education programmes in Nigeria has been hampered by many social, political, economic and cultural factors such as inadequate funding, inadequate infrastructures, poor conducive environment for learning, inadequate of supply of teaching-learning materials, lack of political will, insufficient numbers of qualified facilitators, considerably drop-outs among others.

It has also been observed that there are lapses in the area of monitoring and evaluation, inadequate training, lack of mobilization of the adult learners especially the rural women, poor record keeping among others are the key factors militating against effective implementation of adult and non-formal education programmes in Taraba State. The consequences of the aforementioned problems are that if they are not properly tackled and addressed, the level of women disempowerment, poverty, illiteracy, ignorance, and marginalization among others will continue to escalate, hence the need for assessment of adult and non-formal education programmes for the empowerment of rural women in Taraba State, Nigeria.

Purpose of the Study

The general purpose of this study is to investigate Adult and non-formal education programmes for the empowerment of rural women in Taraba State.

Specifically, the objectives of the study include to:

1. ascertain the extent to which vocational education contributes to the empowerment of rural women in Taraba State.
2. ascertain the extent to which functional literacy education contributes to the empowerment of rural women in Taraba State.
3. determine the extent to which agricultural extension education contributes to the empowerment of rural women in Taraba State.
4. determine the extent to which continuing education contributes to the empowerment of rural women in Taraba State.
5. Find out the factors hindering successful implementation of adult and non-formal education programmes among rural women in Taraba State.

Significance of the Study

This study will be of theoretical and practical importance to the rural women, various governments, non-governmental agencies, adult education administrators and academic institutions.

Practically, the findings of this study will expose and conscientize the rural women on the need to embrace functional non-formal system of education that will equip them with necessary functional skills like reading, writing, numeracy and also vocational skills like hairdressing, cake bakery, cloth sewing among others which will enhance their standard of living thereby empowering them.

To various governments (federal, state and local governments), the findings of this study will equip them with knowledge on how to improve budgets and allocations designated for adult and non-formal education projects by improving its standard. This will be done by allocating more funds to adult and non-formal education, thereby setting an encouraging atmosphere for prospective participants and motivating rural women to participate actively in empowerment programmes.

To non-governmental agencies, the findings of this study will equip them with knowledge and ideas on how to assist the rural women for their empowerment thereby improving their standard of living. This will be done by donating of funds and materials to them in order to improve them in all the ramifications in life.

Adult use education administrators as indicated above to benefit from the findings of the study. They will be aware and equipped with adequate knowledge of Adult and NFE programmes like the vocational skills, functional literacy skills, agricultural extension and continuing

education that will enable them efficiently improve the adult and NFE curriculum to address the needs of adult learners.

To academic institutions, findings of this study will help them to execute the Adult and NFE programmes planned in the curriculum by teaching them to the rural women. It will enable institutions to plan for extension classes or evening lesson programmes into their curriculum to be observed all the time as they are hoping to reach the unreached persons.

Theoretically, this study anchors on Human Capital Theory (Becker, 1964). This theory postulates that investment in education increases one's efficiency in the labour market and results in higher earnings. Hence, its' significance reflects that higher educational attainment leads to higher occupational attainment. In other words, acquisition of empowerment skills results to increased responsibility at work and better occupational attainment that lead to higher earnings. This theory underscores the need for women to invest in education and acquire requisite knowledge to enhance their standard of living.

Research Questions

The following research questions guided the study;

1. To what extent does vocational education contribute to the empowerment of rural women in Taraba State?
2. To what extent does functional literacy education contribute to the empowerment of rural women in Taraba State?
3. To what extent does agricultural extension education contribute to the empowerment of rural women in Taraba State?
4. To what extent does continuing education contribute to the empowerment of rural women in Taraba State?
5. What are the factors hindering successful implementation of Adult and non-formal education programmes among rural women in Taraba State?

Hypotheses

The following null hypotheses were formulated for the study and tested at 0.05 level of significance:

HO₁: There is no significant difference between the mean ratings of literate and non-literate women on the extent to which vocational education contributes to the empowerment of rural women in Taraba State.

HO₂: There is no significant difference between the mean ratings of literate and non-literate women on the

extent to which functional literacy education contributes to the empowerment of rural women in Taraba State.

HO₃: There is no significant difference between the mean ratings of literate and non-literate women on the extent in which agricultural extension contributes to the empowerment of rural women in Taraba State.

HO₄: There is no significant difference between the mean ratings of literate and non-literate women on the extent in which continuing education contributes to the empowerment of rural women in Taraba State.

HO₅: There is no significant difference between the mean ratings of literate and non-literate women on the factors that hinder successful implementation of adult and non-formal education programmes among rural women in Taraba State.

Scope of the Study

This study sought to determine adult and non-formal education programmes for the empowerment of rural women in Taraba State. The scope of the study is divided into geographical and content scope. The geographical scope covers the 16 Local Government Areas of Taraba State of Nigeria which comprises of Gashaka, Sardauna, Bali, Kurmi, Gassol, Zing, Yorro, Jalingo, Ardo-Kola, Karim-Lamido, Lau, Wukari, Takum, Ibi, Donga and Ussa local government respectively. While the content scope focused on Adult and Non-formal Education Programmes for the Empowerment of Rural Women in Taraba State, taking into consideration the extent to which vocational education programme contributes to the empowerment of rural women in Taraba State; the extent to which functional literacy education programme contributes to the empowerment of rural women in Taraba State; the extent to which agricultural extension education programme contributes to the empowerment of rural women in Taraba State; and also factors hindering successful implementation of adult and non-formal education programmes among rural women in Taraba State. The study was restricted to only the members of the women associations registered in Taraba State, Nigeria.

LITERATURE REVIEW

In this chapter literatures related to the present study were reviewed under the following sub-headings: Conceptual framework, Theoretical framework, Review of Related Empirical Studies and Summary of Literature Review.

Conceptual Framework

Adult and Non-formal Education Programmes

Adult and Non-formal education programmes according to Ihejirika (2013), are organized systematic educational activities carried on outside the framework of the formal school system to provide selected type of learning to particular sub-group in the population, adults as well as children. Adult and Non-formal education programmes includes many types of learning experiences; it is a life-long process of learning which includes adult education, apprenticeship system, continuing education, in-service programme, on-the-job training programme, personnel and professional development, workers and operative extension programmes, extramural classes, external and extension degree programmes, outreach and off-campus educational programmes such as weekend and sandwich courses (Ihejirika, 2013). Adult education programmes includes community development education such as rural development training; manpower resource training, youth camps, holiday programmes, mass obligation campaigns and community health education are aspects of adult and non-formal education programmes (Abiodun, 2006).

Similarly, short-term learning activities such as conferences, evening classes, seminars, workshops, as well as specialized purpose programmes like functional and literacy programmes, volunteer youth programmes, skill acquisition and liberal education classes constitute adult and non-formal education programmes which can be called "living room" or leisure education (Amirize, 2001). It also includes correspondence, home study, self-study programmes, map communication education and open media courses, research service programmes, television or radio school, open university and other independent study activities (Amirize, 2001). Adult and Non-formal education programmes is designed to encourage all forms of functional education given to youths and adults outside the formal school systems such as functional literacy, remedial and vocational education (FRN, 2013). In the light of the proceeding, Ihejirika (2013) posited that adult and non-formal education programmes connotes "alternative to schooling" and known in some quarters as "out of school education. Explaining further, Ihejirika opined that it covers training and instruction outside the formal education system and ranges from apprenticeship to national mass literacy. It may be vocational, such as the craft centres in Nigeria or the girls vocational centres established in many developed and developing countries which train girls in vocational skills like sewing and preparation of young women for marriage and small businesses. Therefore,

adult and NFE programmes may also be define as an opportunity given to the people especially the adults who are less privilege to attend the formal school system to enable them learn something outside the formal school setting that will improve their lives or standard of living.

The adult and NFE was coined in the late 1960s, the term just gave a label for already existing activities of adult and non-formal education (Peace, 2014). Continuing, the author maintained that adult and NFE programmes is any organized educational activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives.

Adult and non-formal education programmes are training that can be carryout or given to the learners outside the formal school system to educate learners about a specific knowledge, skills and attitude as the case may be for the purpose of empowering the learners in different aspect of life (Amirize, 2001). However, Adult and non-formal education provide some programmes like vocational education, functional literacy education and agricultural extension education among others which could be used for the empowerment of the rural women. For instance, in vocational craft, the women learn how make cake, decoration, making of soap, jewellery and tailoring among others. All these training could be carried out outside the formal school system called NFE.

The Federal Republic of Nigeria (2013) outlined the goals of mass literacy, adult and non-formal education to include:

- a. Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender.
- b. Provide functional and remedial education for those youths who did not complete secondary education.
- c. Provide education for different categories of completers of the formal education in order to improve their basic knowledge and skills.
- d. Provide in-service on the job, vocational and professionals in order to improve their skills
- e. Give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

According to the UNESCO (2010), adult and non-formal education programmes helps to ensure equal access to education, eradicate illiteracy among women, and improve women's access to vocational training, science, technology and continuing education. It also encourages the development of non-discrimination education and training, allocates resources for and monitors the implementation of educational reforms, and promotes

women's and girls' lifelong education and training. There are a number of impacts and facets of literacy and education, especially as they pertain to girls and women are worth considering. These adults and NFE programmes include: vocational education, continuing education, functional literacy education and agricultural extension education among others (NMEC, 2008).

Vocational education is a type of education which involves the study of technologies and related sciences and acquisition of practical skills attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Vocational education is designed to prepare the learner or entry into employment in his or her chosen career, meet the manpower need of the society, and increase the option available to each learner, and to enable the learner to wisely select a career which will make him or her more productive to the society (Amoor, 2011). Therefore, vocational education could improve the job performance of citizens as it gives them the necessary skills and knowledge to choose a suitable career and to be more productive in the chosen career. For instance, hairdressing, tailoring, cake bakery, weaving, decoration and many more are attributed to vocational education training. Thus, one who engages in any of these skills finds oneself a lucrative job and would be able to sustain one's family economically. According to United Nations Educational, Scientific and Cultural Organization (UNESCO (2002) posited that vocational skills education is a comprehensive term referring to those aspects of educational processes involving in addition to general education the study of technologies and related sciences and the acquisition of practical skills, like tailoring or sewing, hair dressing, decoration, cake bakery among others, attitudes, and knowledge relating to occupations in various sectors of economic and social life. In this case, vocational education can take place outside the formal school system which is non- formal education where many people or individuals can learn craft vocation apprenticeship like tailoring, carpentry work, mechanic, decoration, fashion and design, cake bakery, and jewellery among others.

Consequently, United Nations Educational, Scientific and Cultural Organization (UNESCO) (2002) posited that vocational skills education is a comprehensive term referring to those aspects of educational processes involving in addition to general education the study of technologies and related sciences and the acquisition of practical skills, such as tailoring or sewing, hair dressing, decoration, cake bakery among others, attitudes, and knowledge relating to occupations in various sectors of economic and social life. In this case, vocational education can take place outside the formal school system which is non-formal education where many people or individuals can learn craft vocation apprenticeship like tailoring, carpentry work, mechanic,

decoration, fashion and design, cake bakery, and jewellery among others.

This kind of education does not demand going to school in the formal school system before one can learn them. But persons can be taught at home, market, workshop places or anywhere as the case may be which is called non-formal education. During this training, the individuals also learn simple calculation or mathematical aspect called functional literacy which will help the rural women in their entire lives.

Functional Literacy education is a practice by which an adult expands his knowledge of reading and writing in order to develop his thinking and learning for the purpose of understanding oneself and the world (UNESCO, 2004). This process is fundamental to achieving competence in every educational subject (Rickford & Rickford, 2000). According to UNESCO (2005), functional literacy education is the ability of learning the skills of reading, writing and arithmetic, thereby contributing to the liberation of man and his full development. According to Lauglo (2001), functional literacy is defined as an essential element in overall development, closely linked to present and future manpower needs through reading, writing and

calculation. Functional literacy enables an individual to engage in all those activities in which functional literacy skills are required for effective performance to continue to utilize their writing, reading and numeracy skills for their own use and community use (Obi, 2006). This implies that functional literacy is a lifelong learning process which involves the application of basic skills, life skills and socio-economic skills for individual and community use, it is also the level of literacy required to get along successfully on day-to-day basis. Therefore, from the above definition, one can now say that functional literacy is the process of acquiring the skills of reading, writing and performing some simple numeracy with simple statement that can empower individuals especially the women in order to be self-reliant in the society.

Women empowerment occurs through vocational education, functional literacy education and agricultural extension education among others. Access to education/literacy improves women empowerment especially in Nigeria, where employment depends solely on certificate and degrees (NMEC, 2008). To this end, an empowerment model has been developed using functional literacy education programmes as intervention

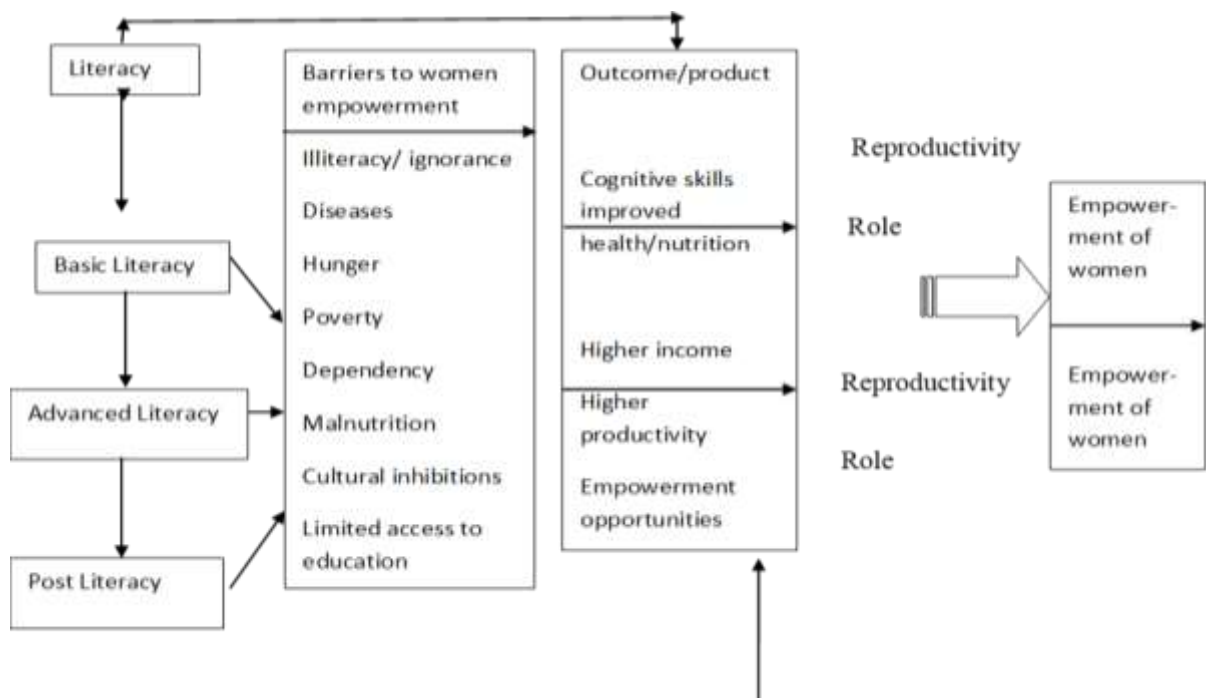


Fig.1 Model for Adult Functional Literacy Education Programmes as Determinant of Women Empowerment

Source: National Commission for Mass Literacy, Adult and Non-formal Education (NMEC, 2008).

Agricultural extension education is the programme conducted outside the University and was described as 'Extension Education'. The expression connoted an extension of knowledge from the university to places far beyond. According to Davis (2008), agricultural extension was conceived as a service to "extend" research-based knowledge to the rural farmers especially the women who are farmers to improve their lives as a farmer thereby empowering them. It thus included components of technology transfer, broader rural developmental goals, management skills, and non-formal education. Agricultural extension education is an effective use of a developmental mechanism as an educational means for changing the mind and action of people in such a way that they help themselves to attain economic and social improvement (Srinath, 2002). Agricultural extension is the development of individuals in their day-to-day living, the development of their leaders, their society and their world as a whole.

The need for agricultural extension education arises out of the fact that the condition of the rural people in general and the farmers in particular, has got to be improved. Agricultural extension programmes can also be seen as an outreach programme designed for people who are ordinarily not in close contact with education institutions. The Agricultural extension function targets the category of students who is not enrolled in a degree programme. Therefore, from all these we can say that agricultural extension education is the process of spreading out or reaching out to the rural people especially the farmers and enlightening them on the various helpful, functional knowledge and ideas in order to bring out desirable changes in their socio-economic life. It also involves the arousal of the people consciousness towards their problems and motivating them towards the right direction on how to solve these problems (Davis, 2008).

Agricultural extension education is a system that provides knowledge and skills to rural farmers informally with the aim of influencing their decisions towards life, which will increase their general living standard (Dukku, 2011). Agricultural extension education adopts informal ways of empowering the rural farmers to enable them identify their problems and solve the problems in their own way, using their local resources with slight scientific modifications (Abu-Mus'ab, 2009). Agricultural extension education is fundamentally a system of out-of-school education for adults and youths alike. It involves working with men and women, boys and girls, to answer their felt needs and wants. Agricultural extension is teaching through 'learning by doing' and it works hand in hand with people's culture and value. Therefore, agricultural extension plays a vital role by making non-literate to be literate on agricultural production, food security and also in improving seeds, soil

quality, tools and water among others as they continue to learn more about agriculture.

The emphasis on continuing education is well placed given the rapid changing pace of technological, social, economic and political realities of the modern world (Avossch, 2001). Continuing education is defined as a process of accomplishing personal, social and professional development through the life lifespan of individuals in order to enhance the quality of life of both individuals and their collectives (Ezimah, 2009). Continuing education is also a form of pedagogy which is imparted institutionally through channels like correspondence courses offered by Universities, distance learning or e-learning, home schooling among others. It includes graduate and postgraduate adult education programmes for those adults who wish to improve their knowledge, skills and qualification among others to update or retrain themselves for a new line of work. Many in-service trainings and internal corporate organization's training programmes for their workforce have similar goals (Figel, 2006).

Continuing education empowers women with learning opportunities at all ages so that it is useful for them in numerous contexts such as their workplaces, in the market, in exercising their consumer rights against unfair trade practices, support for good governance, raising of quality of public life, at home and in their leisure activities. Continuing education as imparted institutionally by organizations like Universities and Colleges, including Non-governmental Organizations like Educational Development Centre (DEC) at Taraba State in Nigeria among others is based on assumptions and philosophy of self-directed learning.

Moreover, in Taraba State, continuing education is being practice in some of the local government areas like Jalingo, Gassol, Wukari, Zing, Lau, Bali, Ardo-Kola and Takum respectively. However, there are many factors which hinder implementation of Adult and Non-formal education programmes and effective administration of Adult and Non-formal education programmes (State Agency, Adult and Mass Education, Taraba, 2015). Mohammad (2013) identified the factors affecting the implementation of adult and non-formal education programmes as:

a. Accessibility: In the world of rapid changes, non-formal education should be established at the doorstep of all the interested adult learners especially the rural women so as to avail the opportunity for learning. However, all citizens should have the opportunity to develop themselves throughout their life at whatever age, to acquire knowledge and know-how to better pilot their life transition, to improve their quality of life, to develop their potential, to experience the joy of learning. In that perspective, no area should be left. In that context, the

issue all over the country.

b. Inadequate Funding: government does not allocate much fund to adult and non-formal education to execute the strategies which leads to their collapse. Strategies like vocational education, functional literacy education, entrepreneurship education and agricultural extension education among others were not effectively implemented because of poor funding. The Nigerian government has not seen the need to allocate much finance to adult and non-formal education. The budget allocation to adult and non-formal education at all level of government is grossly inadequate especially when compared to the formal education sector. More importantly, non-formal education is not excluded in the share of two percent consolidated fund meant for the basic education in spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to non-formal education sector. Government should provide adequate funds to take care of adult and non-formal education including the little stipend for instructors, which will constitute serious disincentive for regular attendance in non-formal classes.

c. Lack of mobilization: many interesting learners are not aware of the existence of the non-formal education centres and even the programmes they are supposed to enroll. This affects seriously efforts to achieve education for All. Even there are some philanthropist who are willing to contribute their own quota but due to lack of advocacy and mobilization the cannot do so. There should be proper mobilization of all stakeholders to come and embrace non-formal education so as to achieve the desire results.

d. Inadequate numbers of non-formal education Instructors who possess Information and Communication Technology Skills: this is a serious challenge to Nigeria's desire of becoming a key player in the information age. Lack of personnel ICT skills across the non-formal education centres inhibits the effective utilization of ICT for non-formal education delivery.

e. There is dearth of skilled manpower in the area of monitoring and evaluation: lack of trained monitoring and evaluation personnel in the adult and non-formal education sector since motoring is a sine qua non to a successful adult and non-formal education programmes. It involves the management of large database. Monitoring is vital for the successful implementation of non-formal education strategies and as such it should be integrated in the strategies action (Yahaya, 2013).

f. Poor remuneration of facilitators: most states and local government areas do not pay the facilitators regularly; the 7,500 naira stipulated in the benchmark meant for the remuneration of the facilitators cannot be paid by almost all the states. In some cases, even facilitators are not being paid for so many months.

g. Untrained number of personnel: there is great appointment of non-professionals and untrained facilitators who do not understand the use of andragogical techniques, primary school teachers and even school certificate holders as facilitators. According to NMEC (2008), Nigeria Certificate in Education (NCE) should be the minimum teaching qualification in compliance with the provision of National Policy on Education to ensure the quality delivery in adult and non-formal education. Statistics revealed that there are still Grade II teachers and even less qualified personnel teaching in the non-formal education centres and are not fully trained in the andragogical methods. Nzeneri (2008) noted that one of the major impediments to effective non-formal education is non-availability of qualified educators with adequate training. He said that there are not enough qualified educators who will manage adult and non-formal education programmes. Personnel from other educational system are often deployed to handle non-formal education activities. Most time they use untrained personnel.

h. Poor attitude of the target group: yearly statistics of National Mass Education Commission (NMEC) have shown that most of the targeted groups have not really embraced the non-formal education strategies. It is on record that an average of 1.7 million learners out of over 44 million projected learners had only embraced the programme.

i. Inadequate facilities: Nzeneri (2008) noted that adequate facilities have not been provided despite the efforts of government, individuals, governmental and non-governmental agencies and the communities. The survey of the material resources available for the implementation of adult and non-formal education programmes revealed that problems exist in the provision of facilities. However, for any empowerment programmes to be achieve the above factors hindering successful implementation of adult and non-formal education programmes must be address accordingly.

However, for any empowerment programmes to be achieved the above factors hindering successful implementation of adult and non-formal education programmes must be addressed accordingly.

Empowerment

Empowerment is a process of bringing people together to acquire the ability to act the way they have not been acting to improve their standard of living (Oxaal & Baden, 2017). With particular reference to empowerment programmes in Nigeria, a number of participatory problem solving techniques are identified in the literature in Adult and Non-formal Education (Ngwu, Ebirim, Nwakire, Nwabuko and Agboeze, 2014). The assumption is that empowerment programmes are for adult women and

relevant adult learning methods are needed to bring about effective learning and efficient social action. Empowerment is frequently cited as one of the reasons for and the outcomes of community capacity building. Empowerment is discussed at the level of individual as changes in skills, knowledge, consciousness and awareness, hope, action and processes that result in increased resources and opportunities among other things (Verity, 2007). The above implies that empowerment is a group working style that aims to help people achieve their own purpose by increasing their confidence and capacity (Gboku and Lekoko, 2007). It implies deliberate increase of power to effect change in individuals or groups.

Empowerment according to Ngwu (2014) is the ability that people have to take effective control of their lives in terms of being well-informed and equipped with regard to education, finance and relevant skills that will enable them to make the choices they want follow the career they desire and achieve the goal they set for themselves. Hence, empowerment has four major elements which include, control of one's life, access to information and education, access to finance and access to skills for decision-making related to one's situation.

Empowerment of the masses especially the women is an essential tool in the development process of any nation. Empowerment is a way of changing the attitude and potentials of individual's to positively re-direct them to gain control over their life or situation they are in. This involves making individuals to create and produce goods and services that will help them economically in creating an enabling environment for women empowerment programmes (Kogi State Government, 2014). The need to empower arises from the inability of an individual or a group of people to actualize their dreams and reach their greatest potential due to artificial barriers created by individuals and other groups within the same society (Olakulein, 2014).

Essentially, empowerment helps to empower people to acquire relevant knowledge and skills which will enable them to participate very actively in addressing issues of common concern in the society. Hence, it is the process in which people gain control over their lives, by knowing and claiming their rights at different levels of the society. The knowledge of self-awareness, acquiring the visible tools of power and positive self-concept cannot be achieved over night as human empowerment especially the women remains a critical element of sustainable development initiatives in the contemporary global environment (Strongquist, 2013).

Women empowerment sprang from the need to enable people make contributions and decisions which affect them. People are empowered when they acknowledge that they have or can create choices in life, are aware of implications of these choices, make an

informed decision freely, take action based on that decision and accept responsibility for the consequences of that action which will lead to sustainable development (Ezeanu, 2012). Women empowerment is an attitudinal structure and cultural process whereby people gain ability, authority and capability to make decisions and implement changes in their lives and that of other people including women and adults (Ezeanu, 2012). This involves, creating and supporting the enabling conditions under which people can act on their own behalf, on their own terms, rather than at the direction of others. These enabling conditions includes economics and social base, political will, adequate resource allocation and supportive legal and administrative frameworks, a stable environment of equality, peace, democracy and access to knowledge, information and skills and a positive value system (Oluka, 2013).

However, effective women empowerment is hindered by a number of factors which includes; embezzlement of fund, change of government policies, lack of business ideas and skills, improper training of the beneficiaries among others. Under the leadership of the former president of Nigeria, President Goodluck Jonathan the 'You Win' programme was established to empower the women who were unemployed but this programme was politicalized and hijacked by the powerful individuals who were already employed and were in charge of public affairs in the same government which made the programme to fail with the government that initiated the programme making it difficult for the actual beneficiaries of this programme to benefit from the programme (Okeem, 2013).

The empowerment process results in an increase in knowledge, capacity, self-confidence, high self-esteem, self-reliance and ultimately the well-being of the empowered. Therefore, empowerment means giving people power to do those things they have been finding very difficult to do. According to the United Nations International Children Emergency Fund (UNICEF), 2001), women's level of access, awareness, capacity to direct one's own interests, taking control and action can make them overcome obstacles thereby reducing structural inequality. The imperative of the capacity for action and control in the empowerment process made Rao (2007) to have emphasized the importance of sustainable freedom and the individual's freedom to choice and to achieve a purpose as the basis of empowerment. The ability to organize and to solve problems is a critical collective capability that helps the poor to be empowered to overcome problems of limited resources and marginalization in the society. As people exercise real choice, they gain increase in control over their lives. Poor people's choice are extremely limited, both by their lack of assets and by their powerlessness to negotiate better terms for themselves with a range of institution both

formal and non-formal. Similarly, Rao (2007) explained that the freedom to lead different types of life is reflected in the person's capability set. The variety of capability factors included person characteristics and several arrangements. Empowerment therefore, is the expansion of assets and capabilities of poor people to participate in negotiating with, influencing, controlling and holding accountable institutions that affect their lives.

However, it has been observed that for an individual to start a business, he must have adequate funds and a good business idea. In a situation where the working capital is inadequate or unavailable, it becomes a problem. Whereas in a situation whereby money are giving to them, they lack the knowledge of any business idea which will lead into investing them where it doesn't supposed to because of certain factor such as epileptic power supply and most times businesses have to be run on generators. The cost of this alternative source of power most often erodes whatever profit or capital an entrepreneur has put aside for his enterprise. The worst hits are the barbers, dry cleaners and cyber café operators (Unachukwu, 2012). In times of energy crisis; when there is shortage of fuel supply, businesses are almost grounded due to unavailability of petrol or gas to power generators. This avoidable factor adds immensely to overhead costs and unnecessarily makes the cost of production very high which affect women empowerment.

For women empowerment, Mahottra (2002) enumerated the commonly used dimensions of women empowerment. The framework suggests that women's empowerment needs to occur among multiple dimensions including economic, socio-cultural, familiar/interpersonal, legal, political and psychological. This stand point might be on the backdrop that poverty is multi-dimensional so are those assets and capabilities.

In Nigeria and all over the world, education has been a key sector in any socio-economic reform. The adoption of the Education For All (EFA) goals in Dakar brought a significant shift in the position of Nigeria on adult and non-formal education with significant innovations in the implementation of non-formal education programmes. The Federal Republic of Nigeria (2012) in line with such innovations in the educational sector had placed great interest on adult and non-formal education with emphasis on the interest of the marginalized groups especially the women as one of its focus. This has led to the establishment of the Ministry of Women Affairs, Better Life for Rural Women, and 35 percent affirmative in women appointment to political positions and establishment of functional literacy and vocational skills respectively.

The interest on women and girl-child education according to Agbalajobi (2010) has been one of several attempts at reducing if not to eliminate the myriad of socio-cultural factors that have marginalized the women.

The discrimination and marginalization of the Nigeria women according to Asiyanbola (2005) has been from time immemorial due to the patriarchy nature of the society. Patriarchy according to Aina (2005) is a system of social stratification and differentiation on the basis of sex which provides material advantages to males while simultaneously making severe constraint on the role of activities of females (Stacey in Aina, 2005). The marginalization of women which, Agbalajobi (2010) blamed on cultural stereotype, abuse of religion and traditional practices which had impacted negatively on the vital roles women play as mothers, producers, time managers and community organizers, as well as social and political activists. And as Agbalajobi had observed, Nigeria women are crucial factors in production as they are largely responsible for the bulk production of crops, agro-based food processing and preservation of crops and distributions of yields from farm centres to urban areas. Apart from their agricultural potentials, they also have great potentials necessary in the new economic order to accelerate social and political development and consequently transform the society into a better one.

The marginalized status of women according to Sharmila and Dhas (2010) has been worldwide that the United Nations Decades for women in 1976 and 1985 came up with affirmative action in order to empower the women to participate in development. According to Olawepo and Jakayinfa (2019), the issue of women empowerment also featured prominently in the conference on women held at Copenhagen (Denmark) in 1990, Nairobi (Kenya) 1985 and the Beijing (China) International Women Conference in 1995. The Beijing conference had recommended among others: that the concerns of women like those of men occupy the centre stage of agenda for democratic change and that greater percentage for the annual budget of nations should be devoted to programmes on empowerment of rural women (Olawepo and Jekayinfa, 2019). According to Onah (2002), there are four types of empowerment. These include: Social empowerment, Economic empowerment, Political empowerment and Educational empowerment.

Social empowerment means when all members of the society are being treated fairly and equally. It includes social belongingness, leadership relationship of trust, sense of identity, values that give meaning to life and the capacity to organize (UNO, 2007). The capacity to organize and mobilize to solve problems is a critical collective capacity that helps individuals to overcome problems of limited resources marginalization in the society (Ojewusi, 2000). Inclusion and participation are too important things in social empowerment. Inclusion focuses on who is included while participation addressed the question of how they are included and the role they play when included (Obobia, 2007). Inclusion of women and excluded groups in priority setting a decision making

is critical to ensure that limited public resources are built and local knowledge and priorities, and to build commitment to change.

Economic empowerment is when individual or the societies have enough capital to take care of access to wage employment. The society's organization, groups and network, working with other can mobilize resources to improve through representative organizations, people can express their preferences, exercise their freedom of speech and hold state services provide accountable for providing equality services in education, health, water, sanitation, agriculture among others. (Onah, 2002). Collective through people's membership-based organization improves assess business development and financial services and to new market where people can buy their needed items and sell their produce.

Political empowerment is when people are represented in the political affairs in the communities by partaking in the decision-making that concerns them, have access to information from associations and actively participate in the political life of the country. It also means when people have the opportunities to exercise their civic rights. It involves the active participation of the people in politics poor people to take effective action. Information dissemination does not stop with the written words, but also includes group discussions, poetry, among others. In this regard, rural women are taught on how to cast vote, identify the parties' logo and tomb printing respectively. And this political education takes place outside the formal school setting called non-formal education.

Socio-economic empowerment using non-formal education as an education that goes on outside the school system which served or used as a strategy for empowering rural women. Okpoko (2001) stated that non-formal education strategies liberated rural women from the shackles of ignorance, powerlessness, poverty, bring about desired changes in their lives and redirect their potential toward community development. Their attitude supports the fact that education in the form of non-formal can empower women to acquire self-reliant and self-actualization thereby enabling them to contribute meaningfully for National Development. Okpoko (2001) maintained that women's education is one of the indicators that can be used meaningfully to measure the level of social development. Thus women's empowerment through adult and non-formal education is a crucial factor that influences social welfare and other programmes in the development of their areas.

Women empowerment

Women empowerment is defined as the ability of women to act on their own terms in a supportive and enabling environment (Osolor, 2012). Women empowerment is the ability, power and support women

have to improve their lives, the lives of people around them and in the large society. Therefore, women empowerment implies building the capacity of women to engage in developmental activities for their well-being and that of individuals in their communities. Kwapong (2005) explained women empowerment as the process of improving the human capacity of women for effective participation in all aspects of development of the nation. Onah (2009) stated that women empowerment is creating a situation that will encourage and recognize the potentials of women. Women can empower themselves through their different organizations which were initiated and form by them to improve on their socio-economic standard of living. A typical example of such an organization is community-based women organization. Majority of the community-based women organizations in Nigeria engage themselves in capacity building activities to improve members at some levels of human endeavours.

Rural Women Empowerment

Rural women empowerment is a means of increasing rural women by empowering them in the facet of economic, political, social, and educational among others through the adult and non-formal education programmes such as functional literacy education, agricultural extension education and vocational education where women can learn vocation craft like; weaving, cake bakery, hair dressing, decoration and tailoring among others which will make them to become self-reliant in the society. Rural women empowerment can be seen as the capability of women to increase their self-reliant through skills acquisition. The mechanism of rural women's empowerment includes socio-cultural, religious, political and economic empowerment among others. This enable them utilize their potentials and capabilities to improve themselves such as income generation, agricultural and food production, health care, family planning (Okpoko, 2002).

In conclusion, the review shows that to embark on adult and non-formal education programmes like vocational education, functional literacy education, agricultural extension education and continuing education would encourage the improvement in the standard of living and general well-being of people especially the rural women in any nation. The review therefore provides insights about the indices of women empowerment which include vocational education, functional literacy education, agricultural extension education and continuing education. However, this study, aims at providing empirical literature on the contributions of adult and non-formal education programmes for the empowerment of rural women in Taraba State, Nigeria. Below is a diagrammatical representation of the conceptual framework.

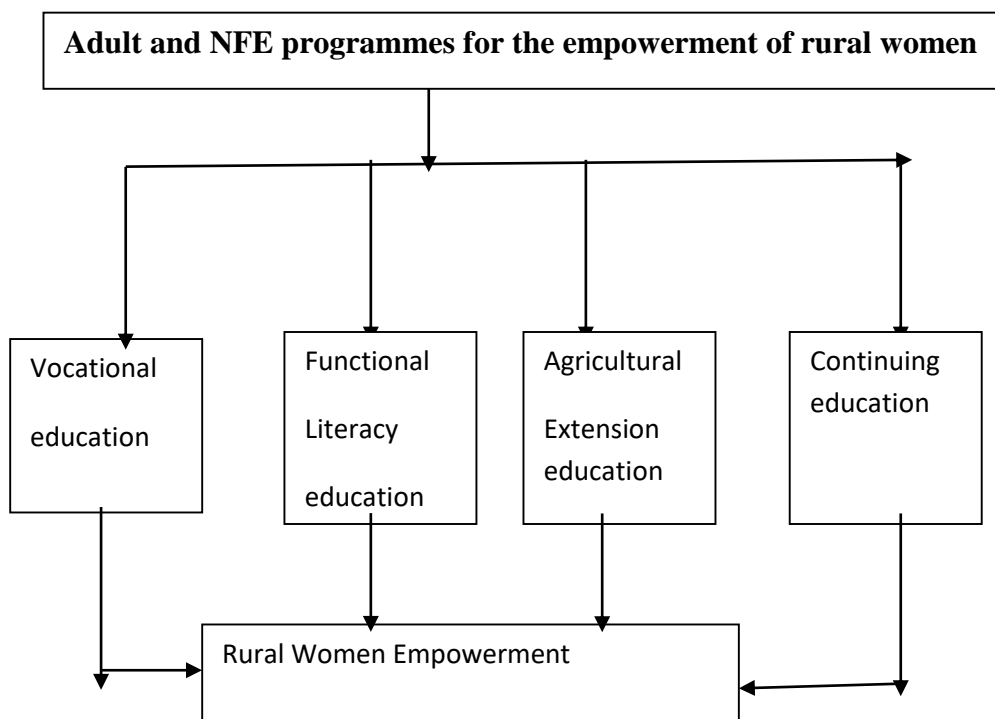


Figure 2: A Schema showing relationship among the key variables concepts in the study.

Source: The Researcher.

The above schema shows the relationships between adult and NFE programmes for the empowerment of rural women in Taraba State, Nigeria. From the schema, adult and NFE programmes presumably contribute to acquisition of vocational skills like tailoring, cake bakery, decoration, hairdressing and weaving among others, functional literacy education skills like reading, writing and arithmetic or numeracy as well as agricultural extension education practices and continuing education which are likely to bring about women empowerment in Taraba State, Nigeria. This schema thus served as the conceptual framework of this study.

Rural Women

Rural women refer to female inhabitants living in pastoral areas. According to Lura (2011) rural areas are distinct environmental areas that are distinct by the following criteria: small number of populace or small density of inhabitants, economic characteristics, populace of rural areas tend to face so many tribulations which cause them to be living in miserable poverty. In this regard, adult and NFE programmes might be the way through which women can be elevated thereby improving their standard of living. In today's rapidly changing environment, it seems that

women must press for positive change in order to improve standard living and to ensure a good prospect for all women.

In Nigeria for instance, women are marginalized and denied right to use land that is land ownership, learning and fundamental infrastructure actions or activities; women are also considered healthy or fit for the kitchen, baby-making and agriculture among others (Madakini, 2004). There are also many voluntary services which they provide that are not valued or even accredited by the society such as house wives and mother's roles. Every one of these hinders their output and happiness as well as their contribution to growth or improvement. This situation according to (Madakini, 2004) affects women's routine in the formal and informal sectors which in turn limits their effective help even in the traditional female's activities such as child care, sanitation, hygiene, health care and food.

Lack of education for empowerment had made rural women become objects of ridicule by those in power thus reducing their human dignity. Majority of those women who are poor and illiterate could be very intelligent and hardworking and contribute to the development of the rural area as farmers and traders. Moreover, Nzeneri (2006) submitted that women also engage in hairdressing, cloth sewing, and cake bakery and weaving

among others. In spite of all these functions, their income remains very low to the extent that they cannot carry out effective and meaningful projects to enable them improve their standard of living and contribute to the development of their area or community. For women to come out of the shackles of ignorance and illiteracy, marginalization and disempowerment, they have to engage themselves in activities that could lift them out of poverty and marginalization. The rural women need adult and non-formal education programmes because it is a benefit in which one can improve himself and become better off in life as the case may be (Madakini, 2004).

Rural women are key agents for development. They play a catalytic role towards achievement of transformational economic, environmental and social changes required for sustainable development. But limited access to credit, health care and education are among the many challenges they face. These are further aggravated by the global food and economic crises and climate change. Empowering them is essential, not only for the well-being of individuals, families and rural communities, but also for overall economic productivity, given women's large presence in the agricultural workforce worldwide. For instance, UN women support the leadership and participation of rural women in shaping laws, policies and programmes on all issues that affect their lives, including improved food and nutrition security and better rural livelihoods. Training equips them with skills to pursue new livelihoods and adapt technology to their needs. Women play a key role in food production and form a large proportion of the agricultural workforce globally, and specifically in Taraba State.

Given equal resources, women could contribute much more. For instance, Focal African Organization (FAO) estimates that if women farmers (43 per cent of the agricultural labour force in developing countries) had the same access as men, agricultural output in 34 developing countries would rise by an estimated average of up to 4 per cent. This could reduce the number of undernourished people in those countries by as much as 17 per cent, translating to up to 150 million fewer hungry people (Emma, 2018). He further stated that about 870 million people or one in eight worldwide did not consume enough food on a regular basis to cover their minimum dietary energy requirements over the period 2010 to 2012. The vast majority live in developing countries and most women are poor. Poverty eradication is a key challenge for rural women. New poverty estimates from the World Bank show that the proportion of people living on less than USD 1.25 a day fell from 47 per cent in 1990 to 22 percent in 2010, across every developing region. Yet, 1.2 billion people are still living in extreme poverty.

However, United Nations help rural women escape poverty in 2010. UN women joined with the world food programme, food agriculture organization, in International Fund for Agriculture development to launch

a joint programme to empower poor rural women through economic integration and food security initiatives. The initiative aims to empower rural women to claim their rights to land, leadership, opportunities and choices, and to participate in shaping laws, policies and programmes. Of course, this will surely help to mitigate the rate of poverty that exist among the rural women if things like vocational education, functional literacy education, and agricultural extension education among others would be organized to educate these rural women so that they can become self-fulfillment and self-reliant in the society. Therefore, this study was conducted to examine adult and non-formal education programmes for the empowerment of rural women in Taraba State.

Theoretical Framework

Human Capital Theory (Becker 1964)

Human capital theory was propounded in the year 1964. The theory stated that investment in education increases one's efficiency in the labour market and results in higher earnings (Becker, 1964). It is a stock of habits, knowledge and social personality attributes embodied in the ability to perform labour so as to produce economic value. Human capital is unique and differs from any other capital. It is needed by companies and organizations to achieve goals, develop and remain innovative.

The human capital is relevant to this study, because it lays emphasis on the investment of people especially women through educational activities for skills acquisition, which will ultimately lead to capacity building and subsequent empowerment through skill utilization. Without investment in human capital, skills will not be acquired and there cannot be self-development. There is therefore a need to deliberately empower women with skills and knowledge through vocational education, functional literacy education and agricultural extension education. Arguably, it is through formal or non-formal knowledge women are able to take control of their lives and participate effectively in the developmental process.

Functional Context Theory (Lave, J. and Sticht, T.G 1988)

Functional context approach to learning as propounded by Lave and Sticht (1988) had their roots in the work of social cognitive theorist such as Vygotsky (Karpov & Bransford, 2000) and the approaches emphasize the intervention of three components of long term memory, what the individuals knows and processing skill which include language, problem-solving and learning strategies. The theory focuses on the learner's transfer of knowledge from instruction to application by

relating new information to existing knowledge the one already possessed. Sticht and Lave gave the principles of context theory of learning as follows:

- a. Transfer of learning makes instructions meaningful as possible to the learners in terms of the learner's prior knowledge.
 - b. The use of equipment and material the learner can use after training.
 - c. Functional context approach to learning improves NFE by improving context knowledge information, processing skill of the design of the learning materials etc
- The study on Adult and NFE programmes for the empowerment of rural women has relationship with context theory as the objective of the adult and NFE programmes is to provide knowledge and skills for application in the context of the women's environment to address the socio-economic needs of women. Women will transfer knowledge acquired from vocational education, functional literacy education and agricultural extension education to solving their daily problems and thereby transform their lives. It is on this basis that the context learning theory is used as a framework in the context of Adult and NFE programmes for the empowerment of rural women in Taraba State, Nigeria.

Critical Social Theory by Max Horkheimer (1937)

The critical Social Theory was propounded by Max Horkheimer (1937). The theory is a form of self-reflective knowledge involving both understanding and theoretical explanation whose aim is to reduce entrapment in systems of domination or dependence. The theory obeys the emancipator interest of expanding the scope of autonomy and reducing the scope of domination.

It is a social theory oriented towards critiquing and changing society as a whole, in contrast to traditional theory oriented only to understanding or explaining social issues. Critical theory is historically constructed and is produced and reproduced by people. Although people can consciously act to change their social and economic circumstances, critical social researchers recognize that people's ability to do so is constrained by various forms of social, cultural and political domination. The main task of critical research is seen as being one of social critique, whereby the restrictive and alienating conditions of the status quo are brought to light. Critical research focuses on the opposition, conflict and contradictions in contemporary society, and seeks to be emancipating as it should help to eliminate the cases of alienation and domination.

Critical social theory based movement in education highlights the relationships between social systems and people, how they produce each other and ultimately how critical social theory can contribute to the

emancipation of both. The theory has the power to change the pedagogical process from one of knowledge transmission to knowledge transformation and thus empower the beneficiaries. The theory has a lot of relationship with the present study on adult and non-formal education programmes for the empowerment of rural women in Taraba State.

The main objective of establishment and involvement of rural women in adult and non-formal education programmes is to empower them bring them out from the shackle of illiteracy, ignorance, marginalization, poverty and ridicules among others which make them become self-reliant as they involve themselves in different adult and non-formal education programmes with the motive of acquiring skills like vocational education skills like hairdressing, weaving, decoration, cake bakery among others and also functional literacy skills like reading, writing and arithmetic which served as their sources of empowerment. Social theory seeks to emancipate with the power to change the andragogical and pedagogical process from one of knowledge transmission to knowledge of transformation and thus empower the beneficiaries (rural women) which is the focus of adult and non-formal education programmes. Thus critical theory forms one of the theoretical foundations of the study.

Review of Related Empirical Studies

In this study, some empirical studies that are relevant to the study were reviewed.

Studies related to vocational education programme for the empowerment of rural women

In a related study, Akpama, Esang, Asor and Osang (2011) assessed the influence of adult and non-formal education programmes on poverty alleviation among young adults in Southern Senatorial District of Cross River State, Nigeria. The study adopted ex-post facto research design. The population consisted of 410 young adults involved in skills acquisition programmes in the study area. Stratified random sampling technique was employed to draw the skills acquisition centres to constitute the sample. The sampling technique was used to select 5 skills acquisition centres from the study area. In each of these skills acquisition centres, 60 participants were randomly drawn which summed up to 300 participants with ages between 15-30 years. A further breakdown of the sample showed that there were 200 males and 100 females. The instrument used for the data collection was a structured questionnaire titled Poverty Reduction of Inventory (PRI). The statistical tools used for

the analysis of the collected data were Analysis of Variance (ANOVA) and Independent t-test statistical analysis. The major findings of the study showed that soap making, hair dressing, bead making and fishery are skills that lead to significant reduction of poverty. A comparative analysis showed that tailoring reduces poverty more significantly than fishery and bead making. On the other hand, soap making and hair dressing are more significant in poverty reduction than fishery. More so, soap making and hair dressing alleviates the poverty level of young adults much more than bead making. Based on the findings of the study the researchers recommended that graduates of these poverty alleviation programmes should be provided with more credit facilities to facilitate the establishment of business outfit for self-employment job creation and improve income generation to achieve the goal of poverty alleviation.

The above study is related to the present study because both of them are concerned with adult education programmes such as vocational skill among others for empowerment of women and both used questionnaire as research instrument. However, the major difference is that while the former is concerned with the influence of non-formal education programmes on poverty alleviation among young adults in Southern Senatorial District of Cross River State, Nigeria. The present study is on Adult and non-formal education programmes for the empowerment of rural women in Taraba State, Nigeria.

Studies related to functional literacy education programme for the empowerment of rural women

Another study carried out by Omobola, (2013) on the influence of adult literacy programme on the socio-economic empowerment of women in Edo and Delta States in the South-South geopolitical zone of Nigeria. The population of the study was 4,660. The study adopted descriptive survey design. The population consisted of 1,022 rural women involved in skills acquisition programmes in the study areas. The instrument used for the data collection was a structured questionnaire titled Influence of Adult Literacy Programme on the Socio-economic Empowerment of Women (IALPSEWQ). The statistical tools used for the analysis of the collected data was Independent t-test statistical analysis

The outcome of the study showed a strong correlation between literacy education programmes and socio-economic empowerment of women. Women had access to loan and credit facilities for the economic activities thereby leading to higher income. They were able to use family planning methods and witness tremendous improvement in their families' nutritional status. It was recommended that literacy promoters and policy makers should intensify family enlightenment programmes for more women to participate, post-literacy programme

should be encouraged to prevent relapse into literacy; and above all, literacy programme should be designed to meet the needs and aspiration of women to ensure study because both of them are concerned with empowerment of women.

The above study is related to the present study because both of them are concerned with empowerment of women and both used questionnaire as research instrument. However, the major difference is that while the former is concerned with the adult literacy education programme on the socio-economic empowerment of women in Edo and Delta States, in the South-South geopolitical zone of Nigeria while the present study is focus on the extent to which Adult and non-formal education programmes have contributed for the empowerment of rural women in Taraba State, Nigeria.

Studies related to continuing education programme for the empowerment of rural women

In a related study conducted or carried out by Badu-Nyarko and Zumakpeh (2013) on the assessment of non-formal education for change among women in Nadowli District of Upper West Region of Ghana. The study adopted a descriptive survey design. 180 respondents were selected among women who previously attended or were attending non-formal education (NFE) programmes and used as the population. The population was drawn through a multi-stage sampling procedure. The instrument used for the data collection data was a structured questionnaire titled Assessment of Non-formal Education for Change among Women (ANECWQ).

The major findings of the study showed that the courses taught ranged from reading, writing, computing, home management, personal/environmental hygiene, primary health care and family planning, among others. Basic skills in courses such as home management, personal and environmental hygiene, primary healthcare and family planning, for instance, were intended to help participants live cleaner and healthier lives. Savings from healthier life-styles and fewer children could also improve the lives of beneficiaries. Also, the findings of the study showed that either the training put premium on home management, personal/environmental hygiene, Public Health Care (PHC) natural inclination towards these courses. Many participants felt that these courses enabled them take better care of their homes/families, keep cleaner environments, take steps to prevent sicknesses and diseases and generally put them in charge of their situations. The study therefore recommended among others that government should encourage women to enroll in the non-formal education programmes.

The study conducted by Badu-Nyarko and Zumakpeh (2013) is related to the present study because both of them are concerned with the empowerment of rural women and both used questionnaire as research instrument. However, the major difference is that while the former is concerned with the assessment of non-formal education for change among women in Nadowli District of Upper West Region of Ghana; the present study is focus on the extent to which Adult and non-formal education programmes have contributed for the empowerment of rural women in Taraba State, Nigeria.

Studies related to non-formal education in women empowerment

In a related study conducted by Ede (2008) on the role of adult and non-formal education in women empowerment in Nkanu East Local Government Area of Enugu State. Four research questions were guided the study. The design of the study was a survey research. The population of the study was 500 registered members of women associations. The sample was drawn using simple random techniques. Face validation was used for the instrument. The major findings of the study revealed that, non-formal education can be used for empowerment of women economically, politically and socially thereby improving their standard of living.

The above study is related to the present study because both of them are concerned with empowerment of rural women and both used questionnaire as research instrument. Also, both used women as their respondents. However, the major difference is that while the former is concerned with the role of non-formal education in women empowerment in Nkanu East Local Government Area of Enugu State; the present study is focus on the extent to which Adult and non-formal education programmes have contributed for the empowerment of rural women in Taraba State.

Studies related to the factors hindering successful implementation of Adult and NFE programmes for the empowerment of rural women

In a related study carried out by Okoye and Juweto (2015) on implementation of adult literacy programmes in Delta Central Senatorial District of Delta State. Descriptive survey design was used for the study. The population of the study comprised of 499 respondents, made up of 491 teachers and 8 supervisors from 195 literacy centres in the eight Local Government Areas of Delta Central Senatorial District. The major instrument used for the study was teacher/supervisor Questionnaire (TSQ). The instrument was validated by three experts and

a reliability coefficient of 0.62 was reached using pearson product moment. The results of that data collected were analyzed by the use of simple percentages.

Among the major findings of the study showed that although the teachers at the various adult literacy centres possess teaching qualifications, most of them are not professionals since they are not rooted in education and adult education teaching; also, the adult literacy programmes is inadequately funded in Delta State. The findings also showed that instructional materials like print materials, chalkboard, chalk, rechargeable lamps were inadequate at these literacy centres while electronic software and hardware like projectors, slides, transparencies were unavoidable inadequate and, in most cases, not there. Seminars, workshops and symptoms are not regularly organized for the adult literacy programmes teachers.

Therefore, the study recommended among others that periodic regular seminars, workshop and refresher courses should be organized for teachers and supervisors to promote teacher's classroom effectiveness and supervisory role for the supervisors and agency personnel; instructional materials which shall be account for through proper monitoring and accountability, should be adequately and regularly provided for adult literacy centres. Also, the government and agency in charge of the adult literacy programme should put in place policies that ensure prudent management of public funds and corrupt official fished out especially as it affects diversion of government funds. The study further recommended that the agency for adult and non-formal education should intensify inspection and monitoring of adult literacy centres across the state on a more regular basis and to ensure that functional literacy education exist and operate in all adult education centres in Delta State.

The above study is related to the present study because both of them are concerned with factors hindering the successful implementation of adult and non-formal education programmes for women empowerment. However, the major difference is that while the former is concerned with the implementation of adult literacy programmes in Delta Central Senatorial District of Delta State also the above study used teacher/supervisor Questionnaire as instrument while the present study used structured questionnaire; the present study is focus on the extent to which Adult and non-formal education programmes have contributed for the empowerment of rural women in Taraba State.

This study on Adult and non-formal education programmes for the empowerment of rural women in Taraba State Nigeria reviewed literature in the following areas: definitions of concepts, theoretical framework and empirical framework. The conceptual framework reviewed literatures on the concept of adult and non-formal education programmes, empowerment and rural

women. Adult and non-formal education programmes was seen as multi-disciplinary and as a result defies consensus definitions. However, there are some adult and non-formal education programmes identified such as vocational education, functional literacy education, agricultural extension education and continuing education among others. Adult and non-formal education programme is also generally seen as having a utilitarian value in any context or any environment: helping the beneficiaries cope and adapt the challenges of socio-economic or political environment.

Finally, the study reviewed some of the empirical studies that are related to adult and NFE programmes such as vocational education, functional literacy education, agricultural extension education and continuing education for the empowerment of rural women. Furthermore, the literature also reviewed some of the factors that hinder successful implementation of adult and NFE programmes such as inadequate funding, accessibility, lack of mobilization, inadequate numbers of adult and NFE instructors who possess information and communication technology skills, poor remunerations of facilitators, untrained number of personnel, poor attitude of the target group and inadequate facilities among others.

It is on the marginalization of women and the transformative role of adult and NFE programmes for the empowerment of women that theories on human capital theory, functional context theory and critical social theory were reviewed and as theoretical framework for the study. Related literatures to the study were also reviewed on concepts of adult and NFE programmes, empowerment and rural women empowerment.

Similarly, literature reviewed indicates that none of the studies empirically explored or reviewed on the adult and non-formal education programmes for the empowerment of rural women in Taraba State, Nigeria which informed the gap this study set to fill.

RESEARCH METHOD

This chapter described the Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Procedure for Data Collection and Method of Data Analysis.

Design of the Study

The study adopted descriptive survey design. Descriptive design is a study which aims at describing in a systematic manner, the characteristic features or facts about a given population and seeks to document and describe what exists or the present status of existence or

absence of what is being investigated (Patton, 2014). Descriptive survey design is appropriate for this study as the study sought to determine, document and describe what exist and the presence of its existence in the assessment of Adult and Non-formal education programmes for the empowerment of rural women in Taraba State, Nigeria.

Area of the Study

The study was carried out in Taraba State, Nigeria. The state is located in the North-East, Nigeria with its capital situated in Jalingo. Taraba State shares boundaries with Bauchi and Gombe States to the North, on the East by Adamawa State, on the South by Cameroon and on the West by Benue, Nassarawa and Plateau States respectively. According to the 2006 census figures released by the National Population Commission (NPC), Taraba State has population of two million three hundred thousand seven hundred and thirty-six (2,300,736).

The study was conducted in Taraba State this is because most of the majority of the rural women are non-literate. For this reason, there is a need for the rural women to be empowered through adult and non-formal education programmes such as vocational education and functional literacy education among others that can empower them through the acquisition of knowledge and skills thereby improving their standard of living. The state is heterogeneous in terms of values, beliefs, and norms and cultural ceremonies. However, Taraba State is known for agricultural activities as small scale farming are carried out in rural and urban communities of the state.

Majority of the inhabitants are Christians while others are Muslim with few believers of African Traditional Religion (ATR). In terms of occupation, majority of the inhabitants are traders and farmers. Others are public servants. Taraba State has three senatorial zones namely: Central Zone, Southern Zone and Northern Zones. Central zone includes local governments like; (Gashaka, Sardauna, Bali, Kurmi and Gassol) while Northern zone (Zing, Yorro, Jalingo, Ardo-Kola, Karim-Lamido and Lau local government) and Southern zone (Wukari, Takum, Ibi, Donga and Ussa local government). Majority of the rural women in Taraba State are living in remote areas where there is no access to formal school system of education.

Population of the Study

The population of the study was made up of 600 members of Registered Women Associations in the 16 local government areas of Taraba State. The 600 members are registered women association and was

gotten from the registered attendance Women of Corporative Affairs Taraba State (23/09/2019). The population is distributed and spread across the state among the three senatorial zones in Taraba State, Nigeria (See Appendix A, Pg. 92).

The choice for the population was based on the fact that the rural women are the key players directly involved to give information on adult and non-formal education programmes for the empowerment of rural women in Taraba State, Nigeria. And the characteristics of the population includes senatorial zones, name of LGAs, names of registered women association and population of each of the registered association (See Appendix A, Pg. 92).

(Source: Registered attendance Women of Corporative Affairs Taraba Sate, (2019).

Sample and Sampling Technique

The entire population was used for the study because of its manageable size. (See Appendix A, Pg.92).

Instrument for Data Collection

The instrument for data collection was structured questionnaire titled: "Adult and Non-formal Education Programmes for the Empowerment of Rural Women Questionnaire" (ANFEPERWQ), which was developed by the researcher. The questionnaire was meant to elicit information on the Adult and Non-formal Education Programmes for the Empowerment of Rural Women in Taraba State, Nigeria. It has two sections, Section 'A' and 'B'. Section 'A' elicited information on the personal characteristics of the rural women in Taraba State. This is to enable the researcher identify the number of literate and non-literate women in each of the association. Section 'B' had 29 items that are grouped into five clusters based on the five research questions formulated for the study. Cluster 'A' with six items was on the extent to which vocational education programmes contribute to the empowerment of rural women in Taraba State. Cluster 'B' with five items was on the extent to which functional literacy education programmes contribute to the empowerment of rural women in Taraba State. Cluster 'C' with six items was on the extent to which agricultural extension education programmes contribute to the empowerment of rural women in Taraba State. Cluster 'D' with six items was on the extent to which continuing education programmes contributed to the empowerment of rural women in Taraba State. Finally, cluster 'E' with six items on the factors that hinder successful implementation of adult and non-formal education

programmes among rural women in Taraba State. (See Appendix B, Pg. 94).

The response options for cluster A, B, C and D were:

Very High Extent (VHE)	= 4
High Extent (HE)	= 3
Low Extent (LE)	= 2
Very Low Extent (VLE)	= 1

While the response option for Cluster E will be:

Strongly Agree (SA)	= 4
Agree (A)	= 3
Disagree (D)	= 2
Strongly Disagree (SD)	= 1

Validation of the Instrument

To ensure the validity of the instrument, the instrument was face validated by two experts in the Department of Adult Education and Extra-Mural Studies and one expert in Measurement and Evaluation Unit of the Department of Science Education all from University of Nigeria, Nsukka. The experts made corrections on the adequacy of language for the level of respondents, its relevance to the problem of the study and the objective of the study. Their comment was used to modify the instrument for the study. Twenty-nine items were in the instrument and non was dropped during the validation. All were survived in the validation and used for the study. (See Appendix C, Pg. 107).

Reliability of the Instrument

The reliability of the questionnaire (ANFEPERWQ) was estimated after a trial test. Twenty-eight (28) copies of the questionnaire were administered on 28 respondents (registered women associations) from Jimita, Adamawa State outside the study area which was not part of the study. Respondents from Jimita, Adamawa State were used because they share similar characteristics with the rural women in the present area of the study like skills acquisition like hairdressing, tailoring, decoration, weaving, cake bakery, among others and functional literacy skills like reading, writing and numeracy. They are also rural farmers, they have registered women organizations in the area, they are also being support with schemes by the Non-Governmental Organizations (NGOs) to empower them among others.

Data gathered were analyzed using Cronbach Alpha method of estimating reliability to test the internal consistency of the items of the instrument. This was because of the procedure applies to item or instrument that were polytomously scored. The reliability estimates or coefficients obtained were 0.93 for cluster A; 0.76 for cluster B; 0.85 for cluster C; 0.84 for cluster D and 0.93

for cluster E respectively. The overall reliability estimate obtained was 0.77. These reliability coefficients were considered high. This is in line with Cohen, Manion and Morrison (2018) who stated that a correlation coefficient (r) of .70 and above should be considered high. Therefore, the instrument was considered to be reliable (See Appendix D) Pg.126 for reliability result/ outputs).

Procedure for Data Collection

The instrument was administered to respondents during their monthly meetings through the help of three research assistants who were briefed on the purpose of the research. Through discussions and interactions, the researcher exposed the research

assistants on how to effectively distribute and collect the questionnaire. Six hundred (600) copies of the instrument were distributed to the registered women associations in Taraba State. The exercise lasted for 2 weeks. This ensured optimal distribution and return rate of the instrument. The percentage returned was 100%.

Method of Data Analysis

The data collected were analyzed using weighted mean and standard deviation for answering the five research questions. Real limit of numbers was assigned to each of the numerical values.

Scale Items

Scale Items	Numerical Values	Real Limit of Numbers
Very High Extent/Strongly Agree	4	3.50-4.00
High Extent/Agree	3	2.50-3.49
Low Extent/Disagree	2	1.50-2.49
Very Low Extent/Strongly Disagree	1	1.00-1.49

Therefore, any mean values that was greater than real limit of 2.50 were considered as accepted while any mean values less than real limit of 2.50 were considered as rejected. The t-test independent mean was used to test the five null hypotheses at 0.05 level of significance. Therefore, if the calculated level of significance was greater than the critical value of .05 levels of significance, it means the difference would not be significant (NS); therefore, the null hypothesis would be accepted. On the other hand, if the calculated level of significance was less than the critical value of .05 levels of significance, it means the difference would significant (S); as such, the null hypothesis would be accepted.

DATA ANALYSIS AND PRESENTATION OF RESULTS

This chapter is concerned with the presentation of the results of data analysed as well as the interpretation of the results. The presentations were organised according to the research questions and null hypotheses (H_0) that were formulated for the study and as well as the summary of the major findings of the study were discussed.

Research Question 1: To what extent does vocational education contribute to the empowerment of rural women in Taraba State?

Results of Research Question one are presented on table 1

Table 1: Mean and Standard Deviation of responses of Respondents on the extent vocational education has contributed to the empowerment of rural women in Taraba State N = 600

S/N	ITEM STATEMENT	\bar{X}	SD	DECISION
1	Vocational education enhances income generation for rural women.	3.22	0.89	HE
2	It empowers women to contribute meaningfully to sustainable community development.	2.98	0.93	HE
3	It liberates rural women from poverty and guarantees financial independence.	3.29	0.87	HE
4	It improves the living standard of women through vocational skills acquisitions.	3.09	0.91	HE
5	Vocational education for rural women enhances gender equality.	3.05	0.97	HE
6	It guarantees sustainable economic empowerment in the family and community at large.	3.19	0.87	HE
	Grand Mean	3.14	0.91	HE

Note: \bar{X} =Mean, SD=Standard Deviation, N = Number of Respondents=600, HE= High Extent

The results presented in Table 1 showed the mean and standard deviation of respondents on the extent vocational education has contributed to the empowerment of rural women in Taraba State. The results showed that item statements number 1 to 6 ($\bar{X} > 2.50$) were identified by respondents' as the contribution of vocational education to the empowerment of rural women in Taraba State. This shows that vocational education contribute to

a high extent (Grand $\bar{X} = 3.14$) to the empowerment of rural women in Taraba State.

H₀₁: There is no significant difference between the mean ratings of literate and non-literate women on the extent to which vocational education contributes to the empowerment of rural women in Taraba State

The Results of Hypothesis 1 are presented on table 2

Table 2: t-test analysis of difference in respondents' perception on the extent to which vocational education contributes to the empowerment of rural women in Taraba State

Respondents	N	\bar{X}	SD	t-cal	Df	P-value	Decision
Illiterate women	381	3.11	0.59	-1.40	598	0.16	NS
Literate women	219	3.18	0.58				

\bar{X} = Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

This hypothesis was tested by carrying out an independent sample t-test by comparing respondents' perception on the extent to which vocational education contributes to the empowerment of rural women in Taraba State. The test showed a calculated t-value of -1.40 <table t-value of 1.96 at 0.05 level of significance (P = 0.16 > 0.05). Following this result, the null hypothesis was not rejected. Hence, the extent to which vocational education contributes to the empowerment of rural women in Taraba

State does not differ by the various respondents. Therefore, null hypothesis one was not rejected.

Research Question 2: To what extent does functional literacy education contribute to the empowerment of rural women in Taraba State?

Results of Research Question two are presented on table 3

Table 3: Mean and Standard Deviation of responses of Respondents on the extent to which functional literacy education contribute to the empowerment of rural women in Taraba State

S/N	ITEM STATEMENT	N = 600		
		\bar{X}	SD	DECISION
7	Functional literacy education enables rural women to become more innovative in thinking.	2.67	1.00	HE
8	It enhances rural women's problem-solving techniques.	2.90	1.01	HE
9	It helps the rural women to apply the practical skills of reading, writing and arithmetic for real life purposes.	2.92	0.86	HE
10	It helps rural women to identify their individual and community problems.	3.10	0.89	HE
11	Functional literacy education eradicates ignorance and marginalization among rural women.	3.01	0.86	HE
	Grand Mean	2.92	0.92	HE

Note: \bar{X} =Mean, SD=Standard Deviation, n= Number of Respondents=600, HE= High Extent

The results presented on Table 3 showed the mean and standard deviation of respondents on the extent to which functional literacy education contribute to the empowerment of rural women in Taraba State. The results showed that item statements number 7 to 11 (\bar{X} > 2.50) were identified by respondents' as the contribution of functional literacy education to the empowerment of rural women in Taraba State. This shows that functional

literacy education contributes to a high extent (Grand \bar{X} = 2.92) to the empowerment of rural women in Taraba State.

H₀₂: There is no significant difference between the mean ratings of literate and non-literate women on the extent to which functional literacy education contributes to the empowerment of rural women in Taraba State.

The Results of Hypothesis 2 are presented on table 4

Table 4: t-test analysis of difference in respondents' perception on the extent to which functional literacy education contributes to the empowerment of rural women in Taraba State

Respondents	N	\bar{X}	SD	t-cal	df	P-value	Decision
Illiterate women	381	2.94	0.53	1.01	598	0.32	NS
Literate women	219	2.88	0.72				

\bar{X} = Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

This hypothesis was tested by carrying out an independent sample t-test by comparing respondents' perception on the extent to which functional literacy education contributes to the empowerment of rural women in Taraba State. The test showed a calculated t-value of 1.01 < table t-value of 1.96 at 0.05 level of significance ($P = 0.32 > 0.05$). Following this result, the null hypothesis was not rejected. Hence, the extent to which functional literacy education contributes to the

empowerment of rural women in Taraba State does not differ by the various respondents. Therefore, null hypothesis two was not rejected.

Research Question 3: To what extent does agricultural extension education contribute to the empowerment of rural women in Taraba State?

Results of Research Question three are presented on table 5.

Table 5: Mean and Standard Deviation of responses of Respondents on the extent to which agricultural extension education contribute to the empowerment of rural women in Taraba State

S/N	ITEM STATEMENT	N = 600		
		\bar{X}	SD	DECISION
12	Agricultural extension education improves food production among rural women.	3.06	0.87	HE
13	It provides rural women with a guide to accessing agricultural loans.	2.48	0.94	LE
14	Rural women are encouraged to engage in mechanized farming through agricultural extension education.	2.86	0.98	HE
15	Agricultural extension education offers rural women opportunities to apply innovative techniques in agriculture.	2.84	0.98	HE
16	It provides knowledge on the acquisition of farm inputs among rural women.	2.78	0.97	HE
17	It educates rural women on how to improve crop production through the application of fertilizers and manure.	3.16	0.89	HE
	Grand Mean	2.86	0.94	HE

Note: \bar{X} =Mean, SD=Standard Deviation, n= Number of Respondents=600, HE= High Extent

The results presented on Table 5 showed the mean and standard deviation of respondents on the extent to which agricultural extension education contribute to the empowerment of rural women in Taraba State. The results showed that item statements number 12, 14-17 ($\bar{X} > 2.50$) were identified by respondents' as the contribution of agricultural extension education to the empowerment of rural women in Taraba State. This shows that agricultural extension education contribute to a high extent (Grand $\bar{X} = 2.86$) to the empowerment of rural women in Taraba State. However, item statement 13

was not identified by the respondents as the contribution of agricultural extension education to the empowerment of rural women in Taraba State ($\bar{X} < 2.50$). A Grand $\bar{X} = 2.86$ shows that agricultural extension education contribute to a high extent to the empowerment of rural women in Taraba State.

H₀₃: There is no significant difference between the mean ratings of literate and non-literate women on the extent in which agricultural extension contributes to the empowerment of rural women in Taraba State.

The Results of Hypothesis 3 are presented on table 6

Table 6: T-test analysis of difference in respondents' perception on the extent to which agricultural extension contributes to the empowerment of rural women in Taraba State.

Respondents	N	\bar{X}	SD	t-cal	df	P-value	Decision
Illiterate women	381	2.83	0.52	2.11	598	0.04	S
Literate women	219	2.92	0.51				

\bar{X} = Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

This hypothesis was tested by carrying out an independent sample t-test by comparing respondents' perception on the extent to which agricultural extension contributes to the empowerment of rural women in Taraba. The test showed a calculated t-value of 2.11 > table t-value of 1.96 at 0.05 level of significance ($P = 0.04 < 0.05$). Following this result, the null hypothesis was rejected. Hence, the the extent to which agricultural extension contributes to the empowerment of rural

women in Taraba State differ by the various respondents. Therefore, null hypothesis three was rejected.

Research Question 4: To what extent does continuing education contribute to the empowerment of rural women in Taraba State?

Results of Research Question four are presented on table 7

Table 7: Mean and Standard Deviation of responses of Respondents on the extent to which continuing education contribute to the empowerment of rural women in Taraba

S/N	ITEM STATEMENT	N = 600		
		\bar{X}	SD	DECISION
18	Continuing education helps the rural women to improve knowledge and skills through adult and non-formal education programmes.	2.72	0.84	HE
19	It gives rural women short training courses on new modern techniques in their vocations.	2.60	0.61	HE
20	It helps rural women to develop their full potentials as well as aid their socio-economic and political development.	2.69	0.75	HE
21	It provides rural women with better employment opportunities.	2.25	0.78	LE
22	It encourages and prepares rural women for lifelong learning.	2.80	0.91	HE
23	It increases learning opportunity to rural women.	2.89	0.93	HE
	Grand Mean	2.66	0.80	HE

Note: \bar{X} =Mean, SD=Standard Deviation, n= Number of Respondents=600, HE= High Extent

The results presented on table 7 showed the mean and standard deviation of respondents on the extent to which continuing education contribute to the empowerment of rural women in Taraba State. The mean responses of the respondents in items 18-20 & 22 – 23 were greater than 2.50 which was the criterion for decision making. This indicates that respondents' identified these item statements as the contribution of continuing education to the empowerment of rural women in Taraba State. Although, only item statement 21 was not identified by the respondents as the contribution of

continuing education to the empowerment of rural women in Taraba State ($\bar{X} < 2.50$). A Grand $\bar{X} = 2.66$ shows that continuing education contribute to a high extent to the empowerment of rural women in Taraba State.

H₀₄: There is no significant difference between the mean ratings of literate and non-literate women on the extent in which continuing education contributes to the empowerment of rural women in Taraba State.

The Results of Hypothesis 4 are presented on table 8

Table 8: t-test analysis of difference in respondents' perception on the extent to which continuing education contributes to the empowerment of rural women in Taraba State.

Respondents	N	\bar{X}	SD	t-cal	df	P-value	Decision
Illiterate women	381	2.58	0.43	7.08	598	0.00	Sig.
Literate women	219	2.79	0.31				

\bar{X} = Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

This hypothesis was tested by carrying out an independent sample t-test by comparing respondents' perception on the extent to which continuing education contributes to the empowerment of rural women in Taraba State. The test showed a calculated t-value of 7.04 > table t-value of 1.96 at 0.05 level of significance ($P = 0.00 < 0.05$). Following this result, the null hypothesis was rejected. Hence, the extent to which continuing education contributes to the empowerment of rural women in

Taraba differ by the respondents. Therefore, null hypothesis four was rejected.

Research Question 5: What are the factors hindering successful implementation of Adult and non-formal education programmes among rural women in Taraba State?

Results of Research Question five is presented on table 9

Table 9: Mean and Standard Deviation of responses of Respondents on the factors hindering successful implementation of Adult and non-formal education programmes among rural women in Taraba State

S/N	ITEM STATEMENT	N = 600		DECISION
		\bar{X}	SD	
24	Poor remuneration of adult educators involved in adult and non-formal education programmes.	2.91	0.86	HE
25	Inadequate funding for implementation of adult non-formal education programmes by government.	2.75	0.85	HE
26	Lack of qualified adult education facilitators/personnel for optimal services delivery.	2.45	0.77	LE
27	The high level of illiteracy among rural women inhibits their active participation in adult and non-formal education programmes.	2.43	0.99	LE
28	Misappropriation of funds by adult facilitators hinders implementation of Non-formal education programmes.	2.47	0.97	LE
29	Lack of mobilization of adult and non-formal education programmes	3.07	0.90	HE
	Grand Mean	2.66	0.80	HE

Note: \bar{X} =Mean, SD=Standard Deviation, n= Number of Respondents=600, HE= High Extent

The results presented on table 9 showed the mean and standard deviation of respondents on the factors hindering successful implementation of Adult and non-formal education programmes among rural women in Taraba State. The mean responses of the respondents for items statements 24, 25, and 29 were greater than 2.50, indicating that respondents identified these items as factors hindering successful implementation of Adult and non-formal education programmes among rural women in Taraba State. However, item statements 26-28 were not identified by respondents as factors hindering successful

implementation of Adult and non-formal education programmes among rural women in Taraba State (\bar{X} < 2.50).

H₀₅: There is no significant difference between the mean ratings of literate and non-literate women on the factors that hinder successful implementation of adult and non-formal education programmes among rural women in Taraba State.

The Results of Hypothesis 5 are presented on table 10

Table 10: T-test analysis of difference in respondents' perception on the factors that hinder successful implementation of adult and non-formal education programmes among rural women in Taraba State

Respondents	N	\bar{X}	SD	t-cal	df	P-value	Decision
Illiterate women	381	2.69	0.40	0.98	598	0.33	Sig.
Literate women	219	2.56	0.45				

\bar{X} = Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

This hypothesis was tested by carrying out an independent sample T-test by comparing respondents' perception on the factors that hinder successful implementation of adult and non-formal education programmes among rural women in Taraba State. The test showed a calculated t-value of 0.98 < table t-value of 1.96 at 0.05 level of significance ($P = 0.33 > 0.05$). Following this result, the null hypothesis was not rejected. Hence, respondents view on the factors that hinder successful implementation of adult and non-formal education programmes among rural women in Taraba State does not differ by the respondents. Therefore,

null hypothesis five was not rejected.

MAJOR FINDINGS

From the data analyzed, the following findings in relation to the research questions and hypotheses emerged: -

Extent to which vocational education contributes to the empowerment of rural women in Taraba State, as identified include:

1. Vocational education enhances income generation for rural women.
2. It empowers women to contribute meaningfully to sustainable community development.
3. It liberates rural women from poverty and guarantees financial independence.
4. It improves the living standard of women through vocational skills acquisitions.
5. Vocational education for rural women enhances gender equality.
6. It guarantees sustainable economic empowerment in the family and community at large.

Extent to which functional literacy education contribute to the empowerment of rural women in Taraba, as identified include:

1. Functional literacy education enables rural women to become more innovative in thinking.
2. It enhances rural women's problem solving techniques.
3. It helps the rural women to apply the practical skills of reading, writing and arithmetic for real life purposes.
4. It helps rural women to identify their individual and community problems.
5. Functional literacy education eradicates ignorance and marginalization among rural women.

Extent to which agricultural extension education contribute to the empowerment of rural women in Taraba State, as identified include:

1. Agricultural extension education improves food production among rural women.
2. Rural women are encouraged to engage in mechanized farming through agricultural extension education.
3. Agricultural extension education offers rural women opportunities to apply innovative techniques in agriculture.
4. It provides knowledge on the acquisition of farm inputs among rural women.
5. It educates rural women on how to improve crop production through the application of fertilizers and manure.

Extent to which continuing education contributes to the empowerment of rural women in Taraba, as identified include:

1. Continuing education helps the rural women to improve knowledge and skills through adult and non-formal education programmes.
2. It gives rural women short training courses on new modern techniques in their vocations.
3. It helps rural women to develop their full potentials as well as aid their socio-economic and political development.
4. It encourages and prepares rural women for lifelong learning.

5. It increases learning opportunity to rural women. Factors hindering successful implementation of Adult and non-formal education programmes among rural women in Taraba State, as identified include:

1. Poor remuneration of adult educators involved in adult and non-formal education programmes.
2. Inadequate funding for implementation of adult non-formal education programmes by government.
3. Lack of mobilization of adult and non-formal education programmes

DISCUSSION OF FINDINGS

The results of this study revealed that vocational education contributes to a great extent to the empowerment of rural women in Taraba State. Vocational education was a gateway for skills acquisition for rural women. These skills acquire from vocational education enhances their income generation, thus, liberates them from poverty, guarantying them financial freedom as well as boosting their standard of living. Aside these contributions of vocational education on rural women empowerment, vocational education programme is gender friendly. It gives equal learning opportunities for both male and female. Its empowerment capabilities and flexibility made sustainable learning possible for rural women. That way, rural women were able to contribute to meaningfully sustainable community development. This finding is in consonant with the finding of Akpama, Esang, Asor and Osang (2011) who in their found out that vocational education in the form of soap making, hairdressing, bead making and fishery are skills that lead to a significant reduction of poverty.

The study found out that functional literacy education contributes to the empowerment of rural women. Through functional literacy education, rural women became more innovative in the way they think. They engaged their minds in more problem solving thoughts. As a result of the contribution of functional literacy education to rural women, rural women were able to identify and solve their individual and community problems. The study also found out that functional literacy education helped rural women to apply practical skills of reading, writing and arithmetic for real life purposes such as keeping records, participating in politics, simple hygienic practices, improve agricultural practices among others. As a result of the empowerment gotten from functional literacy education, ignorance and marginalization among rural women was reduced significantly. Supporting this finding, Omobola (2013) established that a strong correlation between literacy education programmes and the socio-economic empowerment of women.

Findings from the study revealed that agricultural extension education contribute to the empowerment of rural women by improving food production among rural

women. As a result of agricultural extension education, rural women were encouraged to engage in mechanized farming, apply innovative techniques in agriculture, provided the knowledge on the acquisition of farm inputs among rural women and educated rural women on how to improve crop production through the application of fertilizers and manure.

The study also found out that continuing education contributed to the empowerment of rural women. Continuing education through adult and non-formal education programmes helped rural women to improve their knowledge and skills by subjecting them through short training courses on new modern techniques in their various vocations. As a result of the availability of short training courses that met their learning needs, rural women were able to seize such an opportunity to develop their full potentials and as well aid in their socio-economic and political development. That way, rural women were encouraged and prepared themselves for lifelong learning due to the increase in learning opportunities offered by continuing education. The finding of this study, is in line with the study of Badu-Nyarko and Zumakpeh (2013) who in their study found out that courses taught by continuing education through adult and non-formal education programmes ranges from reading, writing, computing, home management, personal/environmental hygiene, primary health care and family planning, among others were intended so as to help participants live cleaner and healthier lives. Savings from healthier lifestyles and fewer children could also improve the lives of beneficiaries. Lastly, the study found out that the implementation of Adult and non-formal education programmes among rural women was hindered by a number of factors. Some of the factors that stalled the successful implementation of the programme were poor remuneration of adult educators involved in adult and non-formal education programmes, inadequate funding and lack of mobilization of adult and non-formal education programmes. Supporting this finding, Okoye and Juweto (2015) found out that majority of the persons that posed as facilitators at the various literacy centers were not professionals since they are not rooted in education and adult education teaching; also, the adult literacy programmes inadequately funded.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter describes the summary of the procedure used in the study, the conclusion and, recommendations.

SUMMARY

The purpose of the study was to investigate

Adult and non-formal education programmes for the empowerment of rural women in Taraba State, Nigeria. Specifically, the study was designed to ascertain the extent to which vocational education contributes to the empowerment of rural women in Taraba State, ascertain the extent to which functional literacy education contributes to the empowerment of rural women in Taraba State, determine the extent to which agricultural extension education contributes to the empowerment of rural women in Taraba State, determine the extent to which continuing education contributes to the empowerment of rural women in Taraba State and find out the factors hindering the successful implementation of adult and non-formal education programmes among rural women in Taraba State. In line with the objectives, five research questions and five hypotheses were raised to guide the study.

The theories adopted for this study was Human Capital Theory, Functional Context Theory and Critical Social Theory which has relationship with the present study as they all focused on the investment in education that result to higher earnings through the knowledge and skills acquired thereby empowering and improving the rural women standard of living.

The study adopted a descriptive survey research design. The population of the study comprise of 600 members of Women Associations in the 16 local government areas of Taraba State. The entire population was sampled for the study since the size is manageable. Hence, no sampling technique was deployed for the study. The instrument for data collection was a 29 items statement structured questionnaire titled: "Adult and Non-formal Education Programmes for the Empowerment of Rural Women Questionnaire (ANFEPERWQ)". The instrument was face validated by two experts in the Department of Adult Education and Extra-Mural Studies and one expert in Measurement and Evaluation Unit of the Department of Science Education all from University of Nigeria, Nsukka. The Cronbach Alpha Reliability Method was used to determine the internal consistency of the items in the instrument. A grand reliability coefficient of 0.77 was obtained. Mean was used to answer research questions, while the t-test statistics was to test the five hypotheses at 0.05 level of significance.

The study found out that vocational education contributes to a great extent to the empowerment of rural women in Taraba State. Vocational education was a gateway for skills acquisition for rural women which lead to sustainable community development. The study also found out that functional literacy education contributes to the empowerment of rural women. Through functional literacy education, rural women became more innovative in the way they think and been able to apply what they learn to solve real life problems. Further findings of the study showed that agricultural extension education

contribute to the empowerment of rural women by improving food production among rural women. The study also found out that continuing education contributed to the empowerment of rural women through adult and non-formal education short training courses that exposed women on new modern techniques as it concerns their various vocations. Lastly, the study found out that the implementation of Adult and non-formal education programmes among rural women was hindered by poor remuneration of adult educators involved in adult and non-formal education programmes, inadequate funding and lack of mobilization of adult and non-formal education programmes.

Conclusion

Adult and non-formal education programmes contributed to the empowerment of rural women. It is potent and flexible in meeting the learning needs of women irrespective of their location, gender nor educational status. This was evident on the positive impact the various adult and non-formal education programme had on rural women in Taraba State. Vocational education contributed to a great extent to the empowerment of rural women, Vocational education, functional literacy education, agricultural extension education and continuing education contributed to the empowerment of rural women in the State. Most importantly, these programmes met the learning needs of rural women as well as enabled them to know how to apply what they learn in solving real life problem, which is fundamental for a lifelong learning. As helpful as this programme was to rural women, its implementation faced some setbacks. They are poor remuneration of adult educators involved in adult and non-formal education programmes, inadequate funding and lack of mobilization of adult and non-formal education programmes.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. State agencies for mass literacy, adult and non-formal education should make adequate plans to address the challenges of late distributions of instructional and learning resources to learning centres.
2. National and State agencies should mount regular training and capacity building programmes for personnel of adult literacy programmes.
3. Government should increase funding capacity and budgetary allocation of adult literacy programmes for the procurement of instructional materials and payment of personnel remunerations.

4. Non-governmental organisations in collaboration with state government, should embark on regular supervision, monitoring and evaluation of literacy activities in learning centres to enhance quality and standard of adult literacy programmes.

5. However, with these defective management functions of funding and evaluation, the researcher believes that, if government can show high level of financial commitment and goodwill, it is hoped that management of adult literacy programmes will be improved tremendously in South- South, Nigeria.

REFERENCES

- Abiodun, A. (2006). *Issues in adult education*, Aba: Assemblies of God Press.
- Abu-Mus'ab, S.Y. (2009). *Increasing farmers' productivity through qualitative extension education: each-one take-one approach*. Journal of Vocational education (JOVED) 2(2).
- Adams, R. (2008). *Empowerment Participation and Social work*. New York: Palgrave Macmillan.
- Agbalajobi, E. D. (2010). *Women's participants and the political process in Nigeria: problems and prospects, Nigeria: African journal of political science and international relations* 4(2), 75-82.
- Aina, M.H. (2005). Evaluating the effectiveness of the national youth empowerment and vocational acquisition adult. Ibadan: education and development research publication 5(62).
- Akpama, S. I., Esang, O., Asor, L. J., & Osang, W.O. (2011). Non-formal education programmes and poverty reduction among young adults in Southern Senatorial District, Cross River State, Nigeria. Retrieved from <http://www.ccsenet.org/journal/index.php/jedp/article/download/13909/9568>.
- Amirize, M. (2001). *Liberal education and community development*. Lecture note, unpublished manuscript, Rivers State University of Science and Technology Port-Harcourt, Nigeria.
- Amoor, S.S. (2011). *The challenges of vocational and technical education programs in Nigerian universities*. Available online at <http://www.abu.edu.ng>.
- Asiyanbola, P. (2005). Remedial education: Better option for our educational system. In South-South journal of culture and development 2(3)
- Avossch, M.B.M (2001). *Learning to be active citizens. Lessons of traditional Africa for lifelong learning*. International journal of Lifelong Education, 25(6), 479-486
- Badawi, A.A. (2013). *TVET and entrepreneurship skills*. Retrieved from <http://www.unevoc.unesco.org>
- Badu, N. S. K., & Zumakpeh, E. S. K. (2013). Non-formal education for change: The case of Nadowli women in Ghana. Retrieved from <http://www.aijssnet.com/journals/vol.2.No.8.December.2013/20.pdf>. (2016, December 13).

- Becker, G.S., & Chiswick, B.R. (1964). Education and the distribution of earnings, *American economic Review*, May 1966.
- Bernadette, B. (2015). Non-formal education peace corps. Experiential learning model ASHA Project: India. Books Limited, Ibadan.
- Biao, I. (2006). Networking universal basic education commission (UBEC) and national mass education commission (NMEC) for successful implementation of universal basic education in Nigeria. Retrieved from; UBEC-NMEC-biao-ayinde.org
- Cohen, L., Manion, L. & Morrison, K. (2018). *Research methods in education* (7th ed.) London: Routledge.
- Davis, K. (2008). Extension in Sub-Saharan Africa (eds.). Knowledge generation and technical change: Overview and assessment of past and current institutional innovation in Agriculture. Berkeley: Models and Future Prospects. J. International University of California. Agricultural and extension education, 15(3), 15-28.
- Dukku, M.G. (2011). *Extension education in Nigeria: A panacea for rural development and poverty alleviation*. Journal of vocational education (JOVED) 2(4).
- Duru, C.G. (2019). *Entrepreneurship education in Nigeria Schools*. Anambra: Onyema Press Ltd.
- Emma, F. (2018). Retrieved from: <https://www.allaboutschooleavers.co.uk/school-leaver-options/college/what-is-vocational-education>
- Emma, F. (2018). Agricultural extension (online Retrieved from: <https://www.syngentaoundation.org/agricultural>
- Ezeanu, (2012). *Tackling unemployment through vocational education, science education development institute*. University of Nigeria, Nsukka.
- Ezimah, M.O.A. (2009). *Knowing Adult Education. Its nature, scope and processes*. Owerri: Spring field publisher.
- Fafunwa, B. A. (1974). History of education in Nigeria. London: George Allen and Unwin.
- Federal Republic of Nigeria (2012). National policy on education. Abuja: NER.
- Federal Republic of Nigeria, (2013). *National policy on education*. Abuja: NERDC.
- FGN/UNESCO/UNDP/UNICEF, (2001). *Comprehensive education analysis*. Abuja. Federal ministry of industries pp. 6&7
- Figel, J. (2006). Lifelong learning: Adult education and achieving the Lisbon goals. Adult education and development. Institute for international cooperation of the German adult education association, 67.<http://en.wikiedia.org/wiki/lifelonglearning>.
- Gartner, N. (2019). Continuing education program. IT symposium XPO September 16th-18th, 2019 Cape Town, SA.
- Gboku, M. & Lekoko, R.N. (2007). *Developing programmes for adult learners in Africa*. Published by UNESCO institute for lifelong learning. Feldbrunnenstr.58,20148 Hamburg, Germany 45.
- Hung, D. (2002). *Situated cognition and problem-based learning: Implication for learning instruction with technology*. Journal of interactive research. 13(4).
- Igbo, N. (2008). Adult and non-formal education practices in Nigeria; the Nigeria academy of education year Book No.3 Ibadan: Nigeria academic press.
- Iheirika, J.C. (2000). *Programme development and programme development in adult education and non-formal education in Nigeria*. Lagos: Amfitop Books.
- Ihejirika, J.C. (2013). *Fundamental of adult education delivery: A sociological perspective*. Owerri: Spring field publishers.
- Kaber, A. (2001). *Adult and NFE delivery in Nigeria*. Paper presented at the regional conference on ADE and poverty reduction. Garborone: Botswana.
- Kazeem, K. & Aghedo, F.U. (2015). *Functional literacy as a tool for poverty alleviation and rural development in Nigeria*. Journal of the Nigerian national council for adult education 20(1), 135-143
- Khan, A. (2013). Education and women: Non-formal education among lower socio-economic status women in Pakistan in their voice. Retrieved from https://etd.Ohiolink.edu/rwsetd/document/get/kent13556_98154/inline. (2016, November 17).
- Kogi State Government (2014), *Kogi State empowerment and development strategy* (KOSEDS) Kogi State ministry of budgeting and planning.
- Kwapong, O.T.F. (2005). *Using adult education for empowerment of rural women*. Journal of adult education and development (65) IIZDVV135-152.
- Lauglo, N. (2001). Illiteracy and the challenges of informal education. Extending young children's learning in the open classroom, London: Darton, Longman and Todd.
- Lave, J. & Etienne, W. (1991). *Situated learning. Legitimate peripheral participation*, Cambridge: University of Cambridge Press.
- Lave, J., & Sticht, T.G. (1988). *Adult literacy education*. Review of research in education, 15(1), 59-96.
- Lura, M. (2011). *Adult and NFE delivery in Nigeria*. Paper presented at the regional conference on ADE and poverty reduction. Garborone: Botswana.
- Madakini, P. (2004). Adult education and livelihood: Women as agent of change. Institute for international cooperative of the German adult education association. 63p121.
- Mahottra, O. (2002). *Measuring women's empowerment as a variable*. Journal of international development. World Bank publishing.
- Mark, O.N. (2019). *Conventionalizing entrepreneurship education in reality*. Retrieved from: <https://www.entrepreneurship/edu.com>
- Max Horkheimer, A., Horkheimer's original idea: The sociological deficit of critical theory, en: Id; The critique of power. Reflective stages in critical social theory, The MIT press, Cambridge, Mass (Capitolo 1, p.5-31).

- Mbagwu, F.O. & Nwakire, O.N. (2005). *Adult and non-formal education for women empowerment*. Journal of adult education and development, 4 7(1), 130-145
- Mbah, B.A. (2014). *Strategies for improving adult education for sustainable development in Nigeria*. Journal of education and practice, 5(28): 3-7.
- Ministry of Adult and mass education Taraba State, (2015). *Adult education: Its nature and purpose*. Jalingo: Prize publishers.
- Mohammad, S.H (2013). *Challenges and emerging perspectives in adult education delivery in Nigeria*. European scientific journal, 9(13): 1-6.
- National Population Commission (2006). *Nigeria national population census data*. National population commission: Abuja.
- Ngwu, P.N.C, Ebirim, U.N, Nwakire, O.N, Nwabuko, L.O & Agboeze, M.U. (2014). *Manual of innovative methods for non-formal education*. Printed by idea training and development consultants, Nsukka, Enugu State, Nigeria.
- Ngwu, P.N.C. (2014). *Non-formal education concept and practices*. Second reprint by GENTEK press.
- NMEC & UNICEF, (2008). *Adult literacy & empowerment in contemporary society*. The Guardian Online; March 17, 1999.
- NMEC, (2008). *Adult literacy and empowerment in contemporary society*. The Guardian Online; March, 17, 1999.
- Nwizu, S.C. (2011). *Contribution and future directions of literacy extensions programmes of university of Nigeria Nsukka*. Journal of adult education and development, 5(1), 153-167
- Nzeneri, I.S. (2006). *Handbook in adult education principles and practices new edition*. Uyo: Abi Gab association limited.
- Nzeneri, I.S. (2008). *The concept and scope of adult and non-formal education in adult and non-formal education in Nigeria: Emerging issues* papers from the NNCAE annual conference 23rd May, 2008.
- Obi, G.O. (2006). *Dimensions and issues in adult literacy*: Nsukka. Ephrata publishers.
- Obiozor, W.E. & Obidiegwu, U.J. (2015). *Globalization of adult education: Theories and strategies for instructors*. Nigeria. Patrobas Nigeria limited.
- Obobia, I.N. (2007). *Adult education and livelihood: Women as agent of change*. Institute for international cooperative of the German adult education association. 63. p.121.
- Ojewusi, K. (2000). *TVET for the 21st Century: UNESCO & ILO recommendations*. Paris & Geneva: UNESCO.
- Okeke, E.C. (2002). *Women as human resources for rural development*, Enugu: ACENA Publishers.
- Okeem, O. (2013). *Entrepreneurship development: A panacea for unemployment reduction in Nigeria*. Journal of emerging trends in economics and management sciences.
- Okoye, N. S., & Juweto, G. A. (2015). *An evaluation of the implementation of adult literacy programme in Delta State*. Retrieved from <http://www.ijern.com/journal/2015/August-2015/05.pdf> (2016, November 17).
- Okpoko, A. (2001). *Issues and challenges in the development of adult and non-formal education in Nigeria*. Journal of adult education and development, 11(1), 133-145
- Olakulein, K. (2014). *Entrepreneurship skills development for millennium*.
- Olatunji, L.R. (2005). *Fundamentals of economic empowerment and planning* Enugu: Magnet Business Enterprises.
- Olawepo, R. A. & Jekayinfa, C. (2019). *Education as a means of empowering Nigeria women to participate actively in politics and government*. Nigerian journal of social studies review 8(2). University of Ilorin.
- Oluka, S.N. (2013). *Entrepreneurship development of the youths of vocational education as an imperative to national development*. Nigerian vocational association journal, 7(2) 131- 138.
- Omolewa, M.A. (2008). *Literacy, income generation and poverty alleviation*. Paper presented at regional conference on adult education, University of Ibadan.
- Onah, O. (2002). *First ladies empowerment programmes in Nigeria*. Published by spectrum
- Onah, R. (2009). *The role of women in enhancing accelerated and sustainable rural development*. In E.A. Egbo; M.A.O. Obi, M.I. Okeke & O.I. Eme (Eds.), *Rural and community development: Critical issues and challenges*. (pp. 206-218). Onitsha (Anambra State): Autino publishing company.
- Onyenmezu, E.C. (2012). *Adult education and the challenges of 21st century in Nigeria*. Education and practice, 3:1-7.
- Osolor, P. (2012). *Women empowerment and entrepreneurial revolution*. Published by POOSAG International Ltd.
- Oxaal, Z. & Baden, S. (2017). *Gender and empowerment: Definitions, approaches and implications for policy*. Brighton, UK: BRIDGE: Institute of development studies University of Nigeria, Nsukka.
- Patton, M. (2014). *Assessment approaches and techniques*. The evaluators institute. George Washington University. Retrieved 2014-09-19.
- Peace, C. (2014). *Non-formal Education*. Retrieved from: <http://files.peacecorps.gov/multimediam/pdf/library/m0042nfmanual/pdf>
- Ranson, I.O. (2014). *Enhancing people's functional literacy potentials through income generation activities*. Journal of adult education and development, 5(1), 153-167
- Rao, S. I. V. (2007). *Indian experience of mass literacy campaigns: Lessons and challenges*. In report of the international workshop on mass literacy campaign as

- strategy for achieving the EFA and MDGs on education in Nigeria (pp. 39-58). Abuja: UNESCO.
- Richardson, W. (2010). Blogs, wikis podcasts and other powerful web tools for classrooms. *Thousand Oaks, CA: Crowin*, p. 133.
- Rickford, N. & Rickford, S. (2000). *Spoken Soul: The story of black English*. New York: Wiley.
- Sharmila, H. & Dhas, M. (2010). *Women's participants and the political process in Nigeria: Problems and prospects*, *Nigeria: African journal of political science and international relations* 4(2), 75-82.
- Srinath, K. (2002). *Extension education- concepts and approaches*. Central Institute of fisheries technology. Retrieved from: <http://drs.cift.res.in/bitstream/handle/123456789/773/Extension%20education%20-%20concepts%20and%20approaches.pdf?sequence=1>
- State Agency for Mass Literacy Adult and Non-formal Education (2015). Taraba: Education statistics department of planning research and statistics, ministry of education, State.
- Strongquist, A. (2013). *Vocational technical education and entrepreneurship education: Tool for sustainable development*. A paper presented at the 21st annual national conference of the Nigerian association of teachers of technology (NATT) held at Plateau State Polytechnic.
- Thomas, K. (2000). Cognitive elements of empowerment: an interpretive model of intrinsic. *Lask motivation academy of management review* 15 (4) 666-681.
- Unachukwu, G. O. (2012). *Issues and challenges in the development of entrepreneurship education in Nigeria*. *Research and development*. Vol.3 Pg. 90-112
- UNESCO (2019). Quality assurance in continuing adult education from the European to the national level. *International journal for quality research* 9(3). Retrieved from: <https://www.reeachgate.net/publication/285536297>
- quality assurance in continuing adult education from the European to the National Level 8/08/2019.
- UNESCO, (2010). Culture of peace: Declaration of the 44th session of the international conference on education. Paris: UNESCO.
- UNESCO (2008). *The plurality of literacy and its implication of policies and programmes*: UNESCO education sector position paper. Paris: UNESCO.
- UNESCO, (2005). *Functional literacy, workplace literacy and technical education and vocational education: interface policy perspectives*. UNESCO publishing.
- UNESCO, (2005). Indications on illiteracy. Retrieved May 2006 from: <http://www.uis.unesco.co.org>
- UNESCO, (2002). TVET for the 21st century: UNESCO & ILO recommendations. Paris & Geneva: UNESCO.
- UNICEF, (2001). Goal: promote gender equality and empower women UNICEF UNICEF Home. <http://www.unicef.org/mdg/gender.gtwil>.
- United Nation Organization, (2007). *Rural Geography*. London and Thousand Oaks: Sage.
- Verity, F. (2007). *Community capacity building. A review of the literature*. Published by the South Australian Department of health.
- Women Corporative Affairs, (2019). The role of women in enhancing accelerated and sustainable rural development. *Rural and community development: Critical issues and challenges*. (pp. 206-218). Jalingo (Taraba State): Lasandi Publishing Company.
- Yahaya, U.M. (2013). *The problems and prospects of adult education in Nigerian educational system*, *journal of education and policy*, 3(2), 140-149

Appendix A: Population and Sample Distribution

POPULATION DISTRIBUTION OF REGISTERED WOMEN ASSOCIATIONS IN TARABA STATE, NIGERIA

S/N	Senatorial Zones	Name of LGAs	Names of Registered Women Association	Population
1	Central Zone:	Gashaka	Ndola Women Association Jibu Women Association Dakawa Women Association	15 16 11
		Sardauna	Mambilla Women Association Kaka Women Association	20 19
		Bali	Shamba Women Association Yandang Women Association	20 17
		Kurmi	Ishen Women Association Tigun Women Association Ngada Women Association	10 15 10
		Gassol	Njawai Women Association Tangale Women Association	20 19
	TOTAL			192

2	Southern Zone:	Wukari	Jukun Women Association Shamba Jukun Women Association Tiv Women Association Jola Women Association	10 9 10 10
		Takum	Kuteb Women Association Jukun Women Association Wappa Women Association	10 12 13
		Ibi	Jukun Women Association Bashama Women Association Kanawa Women Association Hayen Gada Women Association	10 15 10 5
		Donga	Kuteb Women Association Barebare Women Association	25 15
		Ussa	Dakawa Women Association Sister' Forum Association	20 19
	TOTAL			193
3	Northern Zone:	Zing	Yalele Women Association Doppah Women Association Kassa Women Association	10 15 10
		Yorro	Mannan Women Association Zazing Women Association	20 19
		Jalingo	Kona Women Association Shamba Women Association Mumuye Women Association	10 11 9
		Ardo-Kola	Yandang Women Association Pugon Women Association	20 18
		Karim	Wurkun Women Association Jenjo Women Association	20 15
		Lau	Yotti Women Association Bonding Women Association Mayo-lope Women Association Todun Women Association	10 12 10 6
	TOTAL			215
	OVERALL TOTAL			600

Source: Registered attendance Women of Corporative Affairs Taraba Sate (23/09/2019)

APPENDIX B:

Department of Adult Education,
 Department of Adult Education,
 and Extra-Mural Studies,
 Faculty of Education,
 University of Nigeria,
 Nsukka.
 20th September, 2021.

Dear Sir/Madam,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a master's degree student of the above named department currently conducting a research entitled: **Adult and Non-formal Education Programmes for the Empowerment of Rural Women in Taraba State, Nigeria**. The study is poised to find out the extent to which adult and non-formal education programmes could empower rural women in Taraba State. Please, critically examine the attached questionnaire and assess its validity. Your corrections, comments and suggestions will greatly enhance the validity of the instrument and enable me generate the appropriate data for this study.

Thank you for your cooperation.

Yours Faithfully,

Yusuf, Linus

QUESTIONNAIRE**ADULT AND NON-FORMAL EDUCATION PROGRAMMES FOR THE EMPOWERMENT OF RURAL WOMEN QUESTIONNAIRE (ANFEPERWQ)**

Department of Adult Education,
 and Extra-Mural Studies,
 Faculty of Education,
 University of Nigeria,
 Nsukka.
 20th September, 2021.
 Dear Respondents,

REQUEST TO FILL IN A QUESTIONNAIRE

I am a master's degree student of the above named institution. I am currently carrying out a research on **Adult and Non-Formal Education Programmes for the Empowerment of Rural Women in Taraba State, Nigeria**. Please, kindly assist me to complete the attached questionnaire by ticking or filling where appropriate. I assure you that your responses will be treated with utmost confidentiality and will be used strictly for the purpose of this research.

Thank you for your cooperation.

Yours Faithfully,

Yusuf, Linus

Purpose of the Study

The general purpose of this study is to investigate adult and non-formal education programmes for the empowerment of rural women in Taraba State. Specifically, the purposes of the study include to:

6. ascertain the extent to which vocational education contributes to the empowerment of rural women in Taraba State.
7. ascertain the extent to which functional literacy education contributes to the empowerment of rural women in Taraba State.
8. determine the extent to which agricultural extension education contributes to the empowerment of rural women in Taraba State.
9. determine the extent to which continuing education contributes to the empowerment of rural women in Taraba State.
10. Find out the factors hindering successful implementation of adult and non-formal education programmes among rural women in Taraba State.

Research Questions

The following research questions will guide the study;

6. To what extent does vocational education contribute to the empowerment of rural women in Taraba State?
7. To what extent does functional literacy education contribute to the empowerment of rural women in Taraba State?
8. To what extent does agricultural extension education contribute to the empowerment of rural women in Taraba State?
9. To what extent does continuing education contribute to the empowerment of rural women in Taraba State?
10. What are the factors hindering successful implementation of adult and non-formal education programmes among rural women in Taraba State?

Hypotheses

The following null hypotheses will be formulated for the study and tested at 0.05 level of significance:

HO₁: There is no significant difference between the mean ratings of literate and non-literate women on the extent to which vocational education contributes to the empowerment of rural women in Taraba State.

HO₂: There is no significant difference between the mean ratings of literate and non-literate women on the extent to which functional literacy education contributes to the empowerment of rural women in Taraba State.

HO₃: There is no significant difference between the mean ratings of literate and non-literate women on the extent in which agricultural extension contributes to the empowerment of rural women in Taraba State.

HO₄: There is no significant difference between the mean ratings of literate and non-literate women on the extent in which continuing education contributes to the empowerment of rural women in Taraba State.

HO₅: There is no significant difference between the mean ratings of literate and non-literate women on the factors that hinder successful implementation of adult and non-formal education programmes among rural women in Taraba State.

SECTION A:

Instruction: Please tick (√) in the correct space which of the options best suits your opinion.

1. Personal Characteristics:

a. Age range: (a) 18-30 years () (b) 31-43 years () (c) 44-56 years () (d) 57-69 years () (f) 70 above ()

b. Marital Status: (a) single () (b) engaged () (c) married () (d) separated () (e) divorced () (f) widow ()

c. Occupational Profile: (a) farming () (b) trading () (c) civil servant () (d) full time house wife () (e) craftsmanship () (f) others (please specify)_____

d. Educational Qualification: (a) None () (b) FSLC () (c) WAEC/TCII () (d)OND/NCE () (e) B.Sc, B.Ed, B.A () others (please specify)_____

SECTION B:

Instruction: please tick (√) in your best response to the following item statement,

Keys:

Very High Extent	(VHE)	= 4 points
High Extent	(HE)	= 3 points
Low Extent	(LE)	= 2 points
Very Low Extent	(VLE)	= 1 point
Strongly Agree	(SA)	= 4 points
Agree	(A)	= 3 points
Disagree	(D)	= 2 points
Strongly Disagree	(SD)	= 1 point

CLUSTER A:

To what extent has vocational education contributed to the empowerment of rural women in Taraba State?

S/N	Item statement	VHE	HE	LE	VLE
1.	Vocational education enhances income generation for rural women.				
2.	It empowers women to contribute meaningfully to sustainable community development.				
3.	It liberates rural women from poverty and guarantees financial independence.				
4.	It improves the living standard of women through vocational skills acquisitions.				
5.	Vocational education for rural women enhances gender equality.				
6.	It guarantees sustainable economic empowerment in the family and community at large.				

CLUSTER B:

To what extent has functional literacy education contributed to the empowerment of rural women in Taraba State?

S/N	Item Statement	VHE	HE	LE	VLE
7.	Functional literacy education enables rural women to become more innovative in thinking.				
8.	It enhances rural women's problem solving techniques.				
9.	It helps the rural women to apply the practical skills of reading, writing and arithmetic for real life purposes.				
10.	It helps rural women to identify their individual and community problems.				
11.	Functional literacy education eradicates ignorance and marginalization among rural women.				

CLUSTER C:

To what extent has agricultural extension education contributed to the empowerment of rural women in Taraba State?

S/N	Item Statement	VHE	HE	LE	VLE
12.	Agricultural extension education improves food production among rural women.				
13.	It provides rural women with a guide to accessing agricultural loans.				
14.	Rural women are encouraged to engage in mechanized farming through agricultural extension education.				
15.	Agricultural extension education offers rural women opportunities to apply innovative techniques in agriculture.				
16.	It provides knowledge on the acquisition of farm inputs among rural women.				
17.	It educates rural women on how to improve crop production through the application of fertilizers and manure.				

CLUSTER D:

To what extent has continuing education contributed to the empowerment of rural women in Taraba State?

S/N	Item Statement	VHE	HE	LE	VLE
18	Continuing education helps the rural women to improve knowledge and skills through adult and non-formal education programmes.				
19	It gives rural women short training courses on new modern techniques in their vocations.				
20	It helps rural women to develop their full potentials as well as aid their socio-economic and political development.				
21	It provides rural women with better employment opportunities.				
22	It encourages and prepares rural women for lifelong learning.				
23	It increases learning opportunity to rural women.				

CLUSTER E:

What are the factors that hinder the successful implementation of adult and non-formal education programmes among rural women in Taraba State?

S/N	Item Statement	SA	A	D	SD
24.	Poor remuneration of adult educators involved in adult and non-formal education programmes.				
25.	Inadequate funding for implementation of adult non-formal education programmes by government.				
26.	Lack of qualified adult education facilitators/personnel for optimal services delivery.				
27.	The high level of illiteracy among rural women inhibits their active participation in adult and non-formal education programmes.				
28.	Misappropriation of funds by adult facilitators hinders implementation of Non-formal education programmes.				
29	Lack of mobilization of adult and non-formal education programmes				

APPENDIX C: Validated Instrument**APPENDIX D
RELIABILITY****CLUSTER A****Case Processing Summary**

	N	%
Valid	28	100.0
Cases Excluded ^a	0	.0
Total	28	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.928	.927	6

Item Statistics

	Mean	Std. Deviation	N
A1	3.1429	.89087	28
A2	3.0000	.90267	28
A3	2.8214	.86297	28
A4	3.1429	.89087	28
A5	3.0357	.92224	28
A6	3.0357	.96156	28

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.030	2.821	3.143	.321	1.114	.014	6
Item Variances	.820	.745	.925	.180	1.242	.004	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A1	15.0357	14.554	.936	.	.895
A2	15.1786	15.411	.773	.	.917
A3	15.3571	18.164	.381	.	.963
A4	15.0357	14.554	.936	.	.895
A5	15.1429	14.423	.918	.	.897
A6	15.1429	14.646	.834	.	.909

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.1786	21.708	4.65915	6

CLUSTER B**Case Processing Summary**

	N	%
Cases Valid	28	100.0
Excluded ^a	0	.0
Total	28	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.764	.773	5

Item Statistics

	Mean	Std. Deviation	N
B7	2.1786	.77237	28
B8	2.2143	.73822	28
B9	2.7857	1.03126	28
B10	2.2500	.75154	28
B11	3.4286	.69007	28

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.571	2.179	3.429	1.250	1.574	.291	5
Item Variances	.649	.476	1.063	.587	2.233	.056	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
B7	10.6786	5.263	.702	.	.662
B8	10.6429	5.275	.746	.	.651
B9	10.0714	5.254	.430	.	.779
B10	10.6071	5.358	.697	.	.666
B11	9.4286	7.143	.198	.	.816

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.8571	8.349	2.88950	5

CLUSTER C**Case Processing Summary**

	N	%
Valid	28	100.0
Cases Excluded ^a	0	.0
Total	28	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.845	.846	6

Item Statistics

	Mean	Std. Deviation	N
C12	3.0357	.99934	28
C13	3.0714	1.01575	28
C14	2.9643	1.07090	28
C15	3.3214	1.09048	28
C16	3.4643	.88117	28
C17	3.4643	.96156	28

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.220	2.964	3.464	.500	1.169	.050	6
Item Variances	1.011	.776	1.189	.413	1.532	.023	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
C12	16.2857	14.508	.659	.966	.813
C13	16.2500	14.269	.681	.970	.809
C14	16.3571	14.757	.561	.734	.833
C15	16.0000	13.852	.675	.871	.810
C16	15.8571	15.608	.594	.952	.826
C17	15.8571	15.164	.592	.924	.826

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.3214	20.522	4.53018	6

CLUSTER D**Case Processing Summary**

	N	%
Valid	28	100.0
Cases Excluded ^a	0	.0
Total	28	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.835	6

Item Statistics

	Mean	Std. Deviation	N
D18	2.4286	.92009	28
D19	2.3929	.87514	28
D20	2.6786	.90487	28
D21	2.3571	.95119	28
D22	2.3929	.95604	28
D23	3.1429	.89087	28

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.565	2.357	3.143	.786	1.333	.094	6
Item Variances	.841	.766	.914	.148	1.193	.004	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
D18	12.9643	10.480	.913	.980	.749
D19	13.0000	11.630	.732	.846	.790
D20	12.7143	12.952	.460	.356	.842
D21	13.0357	10.628	.844	.850	.763
D22	13.0000	10.296	.905	.974	.749
D23	12.2500	16.120	-.021	.085	.920

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15.3929	16.766	4.09462	6

CLUSTER E**Case Processing Summary**

	N	%
Cases Valid	28	100.0
Excluded ^a	0	.0
Total	28	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.927	.929	6

Item Statistics

	Mean	Std. Deviation	N
E24	3.3571	.86984	28
E25	3.3929	.87514	28
E26	3.2857	.89679	28
E27	3.2143	.99469	28
E28	3.3571	.78004	28
E29	3.4286	.87891	28

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.339	3.214	3.429	.214	1.067	.006	6
Item Variances	.783	.608	.989	.381	1.626	.015	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
E24	16.6786	14.004	.901	.972	.898
E25	16.6429	14.238	.852	.969	.905
E26	16.7500	14.787	.730	.796	.921
E27	16.8214	13.856	.781	.758	.916
E28	16.6786	14.819	.866	.853	.905
E29	16.6071	15.507	.628	.606	.934

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.0357	20.628	4.54184	6

OVERALL RELIABILITY**Case Processing Summary**

	N	%
Cases Valid	28	100.0
Excluded ^a	0	.0
Total	28	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.773	.777	29

Item Statistics

	Mean	Std. Deviation	N
A1	3.1429	.89087	28
A2	3.0000	.90267	28
A3	2.8214	.86297	28
A4	3.1429	.89087	28
A5	3.0357	.92224	28
A6	3.0357	.96156	28
B7	2.1786	.77237	28
B8	2.2143	.73822	28
B9	2.7857	1.03126	28
B10	2.2500	.75154	28
B11	3.4286	.69007	28
C12	3.0357	.99934	28
C13	3.0714	1.01575	28
C14	2.9643	1.07090	28
C15	3.3214	1.09048	28
C16	3.4643	.88117	28
C17	3.4643	.96156	28
D18	2.4286	.92009	28
D19	2.3929	.87514	28
D20	2.6786	.90487	28
D21	2.3571	.95119	28
D22	2.3929	.95604	28
D23	3.1429	.89087	28
E24	3.3571	.86984	28
E25	3.3929	.87514	28
E26	3.2857	.89679	28
E27	3.2143	.99469	28
E28	3.3571	.78004	28
E29	3.4286	.87891	28

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.958	2.179	3.464	1.286	1.590	.178	29
Item Variances	.827	.476	1.189	.713	2.497	.029	29

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
A1	82.6429	91.349	.150		.774
A2	82.7857	92.915	.055		.779
A3	82.9643	94.480	-.032		.782
A4	82.6429	91.349	.150		.774
A5	82.7500	91.231	.148		.774
A6	82.7500	90.861	.159		.774
B7	83.6071	90.470	.247		.769
B8	83.5714	89.958	.299		.767
B9	83.0000	90.074	.182		.773
B10	83.5357	89.517	.324		.766
B11	82.3571	90.016	.321		.766
C12	82.7500	88.861	.257		.769
C13	82.7143	89.101	.238		.770
C14	82.8214	89.485	.200		.772
C15	82.4643	87.739	.282		.768
C16	82.3214	88.745	.312		.766
C17	82.3214	86.671	.396		.761
D18	83.3571	86.534	.427		.760
D19	83.3929	88.396	.336		.765
D20	83.1071	88.766	.300		.766
D21	83.4286	84.921	.506		.755
D22	83.3929	85.581	.463		.758
D23	82.6429	90.312	.212		.771
E24	82.4286	85.958	.495		.757
E25	82.3929	86.173	.477		.758
E26	82.5000	83.667	.623		.750
E27	82.5714	87.069	.357		.763
E28	82.4286	88.254	.398		.762
E29	82.3571	92.238	.100		.776

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
85.7857	94.693	9.73104	29