

GLOBAL JOURNAL OF ACADEMIC RESEARCH FORUM



Multi-disciplinary

P-ISSN: 2360-7289
E-ISSN: 2735-9263



VOLUME 9 NUMBER 1 2021

This journal may be
the Editor-in-chief and p
state that all the vie
the authors.

R

Journal Listing Id

First published 2013

©Copyright Association of Pragmatic Teachers (ASSOPRAT)
University of Uyo Chapter
Uyo
Akwa Ibom State
Nigeria

E-ISSN: 2360 - 7289

P-ISSN: 2735 - 9263

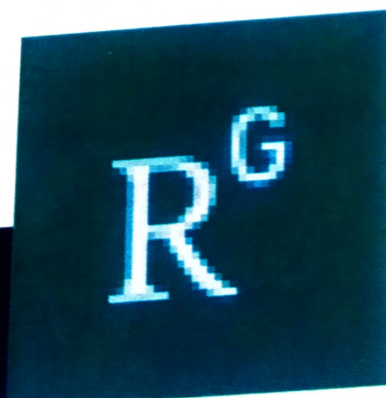
All copyrights reserved. No part of this journal may be reproduced in any form without the written permission of the Editor-in-chief and publisher.
The Editor-in-chief wishes to also state that all the views, opinions, stance and findings in this journal are that of the authors.

Email: assopratt@gmail.com



Journal Listing Id - JF4248

Access us online via:



academia.edu.glojacarf www.researchgate.net.glojacarf

EDITORIAL TEAM

EDITOR-IN-CHIEF

PROF. NTIEDO J. UMOREN
FACULTY OF BUSINESS ADMINISTRATION
UNIVERSITY OF UYO, UYO
NIGERIA

ASSOCIATE EDITOR

MBOUTIDEM UMOH, Esq. PhD
LAW LIBRARIAN, UNIVERSITY OF UYO LAW LIBRARY
UNIVERSITY OF UYO, UYO
NIGERIA

INTERNATIONAL EDITOR

JAKE M. LAGUADOR PhD
DEAN, POSTGRADUATE SCHOOL
LYCEUM OF THE PHILIPPINES UNIVERSITY
BATANGAS CITY
PHILIPPINES

CONSULTANT EDITORS

PROF. IRENE A. BOATENG
DEAN, GRADUATE SCHOOL
VALLEY VIEW UNIVERSITY
GHANA

PROF. (MRS.) ROSELINE UYANGA
(Professor of Edu. Mgt & Planning)
UNIVERSITY OF UYO, UYO
NIGERIA

PROF. ADAGA OKPAGA
(Professor of Political Science)
BENUE STATE UNIVERSITY
MAKURDI
NIGERIA

PROF. ALOYSUS EJIOGU
UNIVERSITY OF LAGOS
LAGOS
NIGERIA

PROF. EMMANUEL M. K. DAWHA
(Professor of Library Science)
UNIVERSITY OF MAIDUGURI
NIGERIA

PROF. KOKO EKPO
(Professor of Curriculum)
CROSS RIVER UNIVERSITY OF
SCIENCE & TECHNOLOGY, CALABAR
NIGERIA

DR. OHENE B. APEA
DEPARTMENT OF CHEMISTRY
UNIVERSITY OF DEVELOPMENTAL
STUDIES
TEMALE
GHANA

PROF. JOSEPH USHIE
DEPARTMENT OF ENGLISH
UNIVERSITY OF UYO, UYO
NIGERIA

GLOBAL JOURNAL OF ACADEMIC RESEARCH FORUM (GLOJACARF)

MISSION

Global Journal of Academic Research Forum is an annual peer-reviewed journal, published by the Association of Pragmatic Teachers (ASSOPRAT). The journal aims at providing a platform to publish original quality and scholarly papers from across the globe in all disciplines of education. The journal also aims at examining topical issues that would lead to an all-round transformation of the African continent.

VISION

To showcase quality researched papers that would enable academics e world over, to contribute towards the building of a better society.

CORE VALUES

Global Journal of Academic Research Forum shares the values of international scholarship and believes in the repositioning of searches for knowledge applicability and all-round development of mankind.

GUIDELINES FOR CONTRIBUTORS

GLOJACARF welcomes scholarly articles on educational issues for publication in its 10th edition. It is an open access multidisciplinary peer-reviewed journal which covers all aspects of teaching and learning.

Interested contributors are to adhere to the following instructions:

- Submit the paper online as an attachment to assoprat@gmail.com.
- The title page of work and affiliations.
- Abstract of not more than 250 words.
- Manuscripts are received on the understanding that they are original and unpublished, not considered for publication elsewhere.
- Current APA style of referencing should be used.
- Authors' email addresses, phone numbers, designation and institutions should accompany the paper.
- Figures, tables, charts and drawings should be clearly drawn and the sources cited in the text.
- Pay a non-refundable assessment fee of five thousand naira (N5,000.00) only.
- Publication fee of twenty-five thousand naira (N25,000.00) only for Nigerians and two hundred dollars (\$200) for foreign contributors.
- All manuscripts should be directed to the Coordinating Editor on or before 31st July, 2022 with the following address:

Dr. Princewill I. Egwuasi
Managing Editor
Department of Curriculum Studies
Educational Management and Planning
University of Uyo, Uyo
Nigeria
+2348028172867, +2348038955075

	PAGE
CONTENTS	
Editorial Team	iv
GLOJACARF Statement	v
Guidelines for Contributors	vi
OGHIAGBEPHAN A.D. PhD Material Acquisition as Predictor of Marital Happiness among Married Women in South-South Nigeria	1
EDET, Monday Inah & UBANA, Ubana Arikpo Effect of Gender on Secondary School Students' Interest in Physics in Cross River State	19
SANUSI Shehu Reintroduction of History Education in the Curriculum of Primary and Secondary Education towards achieving Sustainable Development in Nigeria	24
OHWOFAASA B. O. PhD & GIDEON Ufuoma Magini New Economic Paradigm in a Post COVID-19 Environment: Exploring Micro and Macro Policies in Meeting Covid-19 Economic Challenges in Nigeria	30
KAYODE, Sadiq Toyin & KURANGA, YunusAdebayo Problems and Prospects of Women Access to Basic Literacy Education Programme in Kwara State	42
UGBEJEH Samson Onyemaeki PhD Effects of Mother Tongue in The Mastery of English Language in Public Secondary Schools in Delta State	48
ADU, Omotayo Oladapo PhD & LAWAL, Michael Oluwabukunmi Land Use Changes and their Effects on the Value of Ecosystem in Ijebu Ode, Nigeria	63
OYENUGA, John Olufemi Students Responses to Virtual Learning due to Covid-19 Pandemic: Cases from Selected Tertiary Institutions in Southwest Nigeria	77
IBRAHIM Hauwa Larai Dimensions of Instructional Materials Adopted by Primary School Teachers for Effective Mathematics Instruction in Gwale LGA, Kano State	92

BEN Victor Effiong & EKANEM Nseobong Ime Teenage Values and Care in the IDP Camps: Implications for Health in Akwa Ibom State, Nigeria	-	-
ADETOWUBO-KING S. Adetayo An Overview of Entrepreneurship Innovation and Economic Development	-	105
OSAIGBOVO Johnson Agbonavbare PhD & IMAFIDON Adesuwa PhD Education Tax and Infrastructural Development in Nigerian Tertiary Institutions: An appraisal of TETFund Interventions	-	123
UDE, Nnachi Ukpai, UDU, Oko Azu & NDUKWU, Christopher Bob Planning Approaches to Ameliorate Crime and Insecurity	-	130
ORDUA Victor N. PhD, NWATA, Anthony T. & OMUKU Diepriye P. Psycho-Analytical discourse of Human Trafficking in ABC Duruaku's <i>A Mirage for a Dream</i> and the Nigerian Experience in the 21 st century	-	146
ABDULLAHI, Mohammed, GANA, C. S. PhD & HASSAN A. A. PhD Effects of Computer Laboratory Simulator on Achievement and Interest of Nigeria Certificate in Education Physics Students in Colleges of Education, Niger State	-	154
	-	167

Problems and Prospects of Women Access to Basic Literacy Education Programme in Kwara State

*KAYODE, Sadiq Toyin

*KURANGA, Yunus Adebayo

*Department of Adult & Primary Education
University of Ilorin, Ilorin

Abstract

This Study focuses on the problems faced by women in accessing basic literacy education in Kwara state. The study adopted descriptive survey type of research design. The sample for the study consisted of 200 respondents randomly selected from different centres in the state. The instrument used for data collection was a questionnaire titled "Problems and prospects of women access to basic literacy education in Kwara State" (PPWABLEQ). Data collected was analysed using descriptive statistical technique and weighted mean score of 2.5 as a criterion mean score for decision. Conclusion was drawn and recommendations made. Among others, governments at all levels should encourage women to participate in basic literacy education; and that Government at all levels should provide necessary tools needed for the effective and efficient implementation of the Programme to achieve the desired goals.

Keywords: Basic Literacy, Problems and Prospects of Adult education

Introduction

According to Schultz (2002), women in Nigeria have had various challenges in order to obtain equal education in non-formal and other forms of education (formal/non-formal) in Nigeria. Besides education being regarded as basic human right (Universal Declaration on Human Rights 1948), education given to women affords them lifelong acquisition of knowledge, value, attitudes, competence and skills (Aliu 2007). Also, the Federal Government of Nigeria (FGN2013) allow equal access to education with the belief that it enhances self and national development. Women in Kwara State need education (formal and non-formal) for development. Formal school system is established to cater for children and youth, adult and non-formal education was designed for mature individuals in the society who may have had insufficient education and those who never participated in any formal education system. (FGN 2013). The issue of women and development came into the forefront during the UN Decade for women 1976-85. The observed marginalization and discrimination against

women all over the world compelled the UN to hold conference, pronounce declarations and embark on programmes to address the imbalance in the system. The central themes of all the conferences have been the need to raise the status of women and bring them to the development process. Realizing the fact that empowerment of women can best be achieved and sustained through enlightenment, training, skill acquisition and basic literacy and numeracy, the Nigerian government embarked upon provision of functional education for women. Various centres like women development centre in various local governments in the state, women education units of the Ministry of Education both at the federal and the state levels, the better life programme, MAMSER, family support programmes, were established in the past. With all these the majority of Nigeria women were still non-literate. It is against this backdrop that this study examines the problems and prospects of women's access to non-formal education for development in Kwara State. According to Wagner, (2000), no society can achieve mass literacy without effective programme for her adult members; particularly, women to enable them, promote effective family life, care and guide the youth, secure for every child the highest advantage in physical, emotional, spiritual and social education, develop mature, responsible citizens in a free and democratic society, and transmit and interpret cultural ideas and values.

Women play vital roles as traders, farmers and entrepreneurs in addition to their reproductive and community managing roles. Women argued that they worked to earn money to meet their social as well as economic needs and to accumulate their own independent stores of wealth. They further stated that they also had to support their children so that when they themselves are old, the children would in turn, take care of them (Akinboade 1995). It is however clear, that women make the greatest contribution to the economy mostly in the agricultural sector. In the rural area for example, women play an important role in food production and processing. They are also involved in bush-clearing in some parts in the state (rural areas). They are engaged in planting, weeding, harvesting and transportation of farm produce. It is only in predominantly Muslim areas where female seclusion is practised that fewer women are engaged in farming; although, Muslim women are actively engaged in food processing. Women have also made a unique impact in industry and trade. Although available data show that women are scarce in the formal industrial sector both as entrepreneurs, and as employees, their industrial activities are enormous. Women are involved in food processing, preservation and storage.

In the area of trading, Nigerian women find relief in trading to make up for their marginalized position educationally. Hence, the majority of them are involved in trading activities as lack of education is not a barrier. Trading also permits self-employment and can be carried out with or without shops, furnishings or transport while lack of storage or preservation facilities is not a serious barrier. Most of these roles that women play are often described and apportioned to their sex coupled with their limited access to education generally and non-formal education in particular. It is clear that low education limits the contribution of women to development the limitation is not far from the challenges faced by women in the society. For instance,

GLOJACART 2018

the various values which women hold traditionally are tied to their traditional roles. It is believed that women in traditional society place very high premium on love and care for children, husbands and family members. They are also considered less able than men and other entrusted with unskilled backbreaking labour. They lack motivation to be educated and thus they are deprived of skills and jobs which may help to raise their status in the society.

It is obvious that various cultural restrictions prevent women's access to functional literacy education, resulting from social taboos, traditional and sometimes religious beliefs on the role and status of women. Therefore, women are regarded as subordinate to men both within and outside the home. Girls and women are prevented from attending school (formal/informal) with the belief that education of women will disturb the smooth relationship that exists among family members. The practice of purdah or female exclusion, whereby women are confined to the house is a good example coupled with early marriage and its attendant challenges (Baka, 1992).

Kwara state is blessed with abundant natural resources yet her women are constantly in an economic problem with the majority of them living below the poverty level. Poverty is known to be a function of non-literacy and low quality education; women's access to basic literacy education is drastically reduced in Kwara state. This is because the women's struggle for survival forces them to shift their time and energy to more direct income providing activities like buying and selling thereby relegating non-formal education activities to the background.

Research Question

What are the problems affecting the access of women to basic literacy education in Kwara State?

Methodology

Descriptive survey research was adopted for the study. The population for the study comprised of women enrolled in basic literacy programme in Kwara State. Two hundred (200) respondents were randomly selected across Kwara. A questionnaire designed by the researchers tagged, "Problems and Prospects of Women Access to Basic Literacy Education Programme Questionnaire (PPWABEPQ)", was used as an instrument for data collection in the study. It consists of two (2) sections: Section A dealt with demographic data of the respondents. Section B contains (15) items on factors affecting women access to basic literacy education programme in Kwara State. Responses to these items were taken on four (4) point Likert rating or scale. A reliable co-efficient of instrument using test re-test method of 0.87 was obtained through the Pearson Moment Correlation Coefficient method. Three research assistants were deployed to administer the questionnaire. The researchers made sure the selected research assistants were familiar with the interpretation of the content of the instrument in the language of the immediate environment of respondents. The data

collected were analyzed using frequency and percentage and then mean rating and analysis of Variance (ANOVA). All decisions were taken at 0.05 alpha of significance.

Result

One research question was used in generating mean and standard deviation.

Research Question: What are the problems affecting women access to basic literacy education?

S.N	ITEMS	$\bar{X}$	SD
1.	I have not heard of basic literacy education before	.68	.470
2.	There is enough teaching facilities for basic literacy education programme	.26	.437
3.	Funding towards basic literacy education is encouraging	.21	.409
4.	The facilities provided are most time outdated	.76	.431
5.	There is enlightenment programme on basic literacy education in my area	.32	.466
6.	I have received incentives which has motivated me to embark on basic literacy education	.31	.462
7.	Computer assisted equipment are available for learning and acquisition of skills	.32	.468
8.	I have heard about basic literacy education on the radio and television	.42	.495
9.	Free writing and equipment are available for learning and skill acquisition programme	.31	.464
10.	Instructors and facilitators used several methods to explain things to me for better understanding	.60	.492
11.	I approach my instructors when I don't understand a particular concept	.68	.468
12.	Instructors and facilitators are always available during the lesson time	.68	.368
13.	I am allowed to practice whatever I learnt in the class	.61	.490
14.	Teaching instructions and crafts tools are used to teach by the instructors and facilitator for proper understanding	.21	.408
15.	Facilitator are always ready to listen to my concern	.91	.287
Grand mean		0.49	

Table 1 reveals the problems affecting women access to functional literacy education. Women's access to functional literacy education has not been encouraging, this is evident by the mean value of the items two (2), three (3), five (5), 6 (six), seven

GLOJACARI 2018

(7), eight (8), nine (9), fourteen (14) in table (5) above, which all have the mean value of 0.21, 0.26, 0.32, 0.31, 0.32, 0.42, 0.31, 0.21 respectively which are all lesser than 0.5. The overall mean of 0.49 also indicates low level of women access to basic literacy education. It can therefore, be deduced that women access to basic literacy education in Kwara State is not encouraging.

Discussion of Results

An empirical analysis has been carried out on the problems and prospects of women's access to basic literacy education in Kwara State. Answering question 1, items 1 to 15 questionnaire were used. Findings reveal high positive response to the statements. This implies that basic literacy education has tremendous impact on women in the state.

Recommendations

It is recommended that the government through its agencies should encourage women to participate in basic literacy programmes. Nigerian women are therefore, encouraged to always be involved in programmes that would raise their status in the society.

It is equally recommended that husbands should encourage and support their wives to attend adult education programmes that can bring about political, social and economic development in the family as well as in the society at large.

It is however recommended that non-governmental agencies should assist women in the areas of empowerment such as vocational skills acquisition and other forms of financial aids that can make them participate in social and economic development.

Finally, government at all levels, i.e. Federal, State and Local should encourage non-formal and adult education programmes by providing the necessary tools needed for the effective and efficient programmes so as to achieve the desired goals and objective of the programme for national development

References

- Akinboade, C.V. (1995). The effect of Women Empowerment on Participation in Community Based Development Projects in Osun State and Kogi State of Nigeria, 1986-1994. Unpublished PhD Thesis University of Ibadan.
- Ali, S. (2007). The Competitive Drive, New Technologies & Empowerment: The human Capital Link'. A paper presented at the Second Tripartite Conference of manpower planners. Chelsea Hotel, Abuja.
- Bolarin, T. A. (1998). Problems and prospects of women's access to scientific studies and technological training at university level: A case study of Lagos State. *African Journal of Education*, 1 (1): 57-63.

Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: Nigeria Education Research and Development Council (NERDC)

Ikemwa, I. (2005). Problems and prospects of women's access to non-formal education in Nigeria. Paper for the NNCAE Annual Conference, Ibadan. Pg. 142-157.

Okere, E. O. (1995). Towards assessing the impact of literacy education: The role of Nigerian women in development: Retrospect and Renewal: The state of Adult Education Research in Africa: Proceedings by the African Regional Seminar in Adult Education Research for Development, University of Ibadan, Nigeria, 3-7 Dec, UNESCO Dakar, Senegal.

Oladapo, C. O. (2004). The association of women's level of literacy with their level of awareness, adoption and choice of family planning practice in Nigeria": The case study of women in Mushin Local Government Area of Lagos State. Ibadan: *UNESCO Chair Publication*, 2: 155-158.

Oladapo, C. O. (2004). *An Introduction to Adult Education*. Lagos: Sibons Books Limited.

Schultz, T.P. (2002). Why government should invest more to educate girls. *World Development*, 30(2): 207-225.

UNESCO (1996). *Promotion of equal access of girls and women to technical and vocational education*. Development of Public Information UN Work- York.

Wagner, D.A. (2000). Literacy and adult education: Executive summary. *Adult Education and Development*, DVV55, 129-139.

Momoh, M., Umam, F.I. and Mohammed, L. (2002). Empowering women through adult education in Ayamgbe Community of Dekine L.G.A. of Kogi State. (Unpublished).