

**ASSESSMENT OF FUNCTIONAL LITERACY PROGRAMMES
FOR WOMEN EMPOWERMENT IN CROSS RIVER STATE,
NIGERIA**

BY

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UNIVERSITY OF NIGERIA NSUKKA**

APRIL, 2016.

TITLE PAGE

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APPROVAL PAGE

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DEDICATION

The work is dedicated to the Creator of heavens and the Earth (The Almighty God)

who makes all things possible.

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Abstract

The study was carried out to assess the functionality of literacy programmes for women empowerment in Cross River State, Nigeria. In carrying out the study, three research questions and three null hypotheses were developed to guide the study. The study adopted survey research design. The Population of the study comprises of 19,256 women that enrolled in functional literacy programmes in Cross River State. The sample of the study was 750 women. The instrument for data collection was a 32-item structured questionnaire titled: Assessment of Functional Literacy Programmes for Women Empowerment in Cross River State Questionnaire (AFLPWE CRSQ). The instrument for the study was face validated by three experts. The internal consistency of the instrument was established using Cronbach Alpha reliability method which yielded coefficients of 0.65 for vocational skills, 0.59 for basic health practices and 0.65 for ICT skills for empowering women. The data for the study were collected with the help of 9 research assistants. The 721 copies of the questionnaire administered to the respondents, were completely filled and retrieved representing 100 % rate of return. The data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. Based on the data analysed, the study found that vocational skills, basic health practices and Information and Communication Technology (ICT) skills are to a low extent provided in the vocational centres for empowering the women in Cross River State. There were significant ($p < 0.05$) differences in the mean ratings of the responses of urban and rural women on 16 out of the 32 items whereas there were no significant ($p < 0.05$) differences on the remaining 16 items. Based on the above findings, the study among others recommended that government should improve the physical, infrastructural and organizational standards of vocational institutions for women empowerment through better funding, increase involvement of international donor agencies in the health intervention programmes for improved health services for women and that women should be encouraged to form cooperative societies so that they can be trained and empowered as a group with relevant vocational, health and ICT skills for productive living.

CHAPTER ONE

INTRODUCTION

Background to the study

All over the world, increasing attention is being paid to women empowerment and the need to reduce gender disparity to ensure more balanced gender participation in public and private life (Olaleye and Adeyemo, 2012). This is in view of the established socio-economic and political restrictive practices and constraints that have not allowed women to take advantage of their numbers and positions to significantly influence their environment and personal well-being; (Aderinoye, 2002). Such barriers include unemployment, lack of employable skills, low level of educational attainment, poverty and ingrained attitudes of exclusion that marginalize their role in the decision making process in their local communities. Indeed, Hodges (2001) believed that sexism is still the most serious barrier to women advancement in economic, political and educational endeavours. This means that gender discrimination is still an impediment to women empowerment.

To address the persistent problem of poverty and social exclusion among marginalised groups, there is a fundamental need for public authorities, together with other stakeholders to intervene to guarantee learning opportunities to enable

those at risk to achieve competencies (EU PLA Journal Summary Report 2008 on adult Literacy).

Sadly, a fundamental constraint to women advancement is the low level of educational attainment. Illiteracy is a predominant social problem in Nigeria that impacts more on women. Even though female or girl child has been deliberately encouraged to acquire education by successive governments in Nigeria, but poverty, ignorance, religion, etc act as impediments to the realization of these efforts (Hodges, 2001).

However, subsequent governments in Nigeria have made efforts to address these problems through functional literacy programmes. Some of which include; the launching of a ten year literacy campaign in 1982 and the establishment of the National Commission for Mass Literacy Adult and Non formal Education in 1990 under the Decree No. 17. According to Fasokun (2012), states and local governments have established functional literacy centres and institutes to provide opportunities and encourage women to acquire education that could help them address the problems of poverty, unemployment and other hindrances that impede their social and individual growth.

For instance, UNESCO (2005) classified Nigeria among the nine countries in the world which together account for seventy percent of global illiterate population. Similarly, the United States Agency for International Development USAID (2005) reported that despite the transition to democracy in 1999, Nigeria faces enormous illiteracy challenges. Two thirds of the country's citizens live in poverty. Corruption is endemic with Nigerians perceived as the third most corrupt countries of 102 nations observed by the Transparency International in 2003. Unemployment is growing up to 40% with urban youths jobless, half of adult population are illiterates, close to four million Nigeria are HIV positive and 26% of children die before the age of five. This pathetic picture by UNESCO and USAID about Nigeria behooves more on women who are affected by these indices.

However, the European Commission for Adult Literacy (2008) observed that functional literacy can be a veritable tool to address some of these problems as literacy was born with functionality planted in its core. Therefore, there is a case for investing in functional literacy programmes for women as a means of raising the basic skills of disadvantaged group in order to improve productivity. Raising the overall level of skills of the population will also bring a number of individual and societal benefits in terms of improved health and well being, and increased civic participation.

The antecedent of functional literacy as presented by the EU report (2008) is usually traced to the UNESCO Tehran conference of 1965. Functional literacy has brought literacy beyond the knowledge and ability to break the written code of a system of symbols which has to be taught and learned. Functional literacy is now based on the psychology of man and woman at work. It is now accepted as essential element in development. The two streams of literacy and economic skills are therefore closely linked to economic and social priorities and to the present future manpower needs. Consequently, UNESCO (2006; 7) had advised:

That literacy instruction should enable illiterates left behind by the course of events and who are producing little to become socially and economically integrated in the new world order where scientific and technological progress calls for ever more knowledge and specialization.

The expectations that functional literacy has to impact on the beneficiaries made the Persepolis Declaration of 1975 to have demanded that literacy be a contribution to the liberation of man and his full development, teach consciousness, make people act on the world, transform it and bring about authentic development through reading the word and reading the world. Thus the concept of generalized literacy has become a combination of literacy, functionality and awareness (World Bank, 2002).

Functional literacy which is also called workplace literacy was a child of development with its newest manifestation of literacy integrated with income generation. It is on the above premise that Njoku(2011) argued that since literacy is necessary for learning new skills for increased productivity both on the farm and in the factory, it should therefore, be central to any development strategy for alleviating poverty. However, UNESCO (2008) had further elaborated the features of any functional literacy programmes. These are;

- (i). Literacy programmes should be incorporated into and correlated with economic and social development plans;
- (ii). The eradication of illiteracy should start with categories of populations which are motivated and which need literacy for their country's benefit;
- (iii). Literacy programme should preferably be linked with economic priorities and carried out in areas undergoing rapid economic expansion;
- (iv). Literacy programmes must impart not only reading and writing, but also professional and technological knowledge, thereby leading to fuller participation of adults in economic and civil life;

- (v). Literacy must be an integral part of overall education plan and educational system of each country;
- (vi). The financial needs of functional literacy should be met out of various resource, public and private as well as provided for economic investments;
- (vii). And the literacy programme should increase labour productivity, food production, industrialisation, social and professional mobility, creation of new manpower, diversification of economy (p6).

In response to UNESCO's (2008) call to use literacy as synergy in addressing the persistent problems of poverty and social exclusion among marginalized groups, private and public authorities, together with other stakeholders have been intervening to guarantee learning opportunities to enable those at risk to achieve key competencies in vocational and health skills. Consequently many nations of the world have instituted functional literacy programmes to address the issues of illiteracy, poverty and unemployment in relation to their peculiar environments. For instance, in Ireland, the government has the life-long learning framework; while in the United Kingdom, they have the skills for life programme to cater for the literacy needs of their people (EU PLA Journal on Adult Literacy Summary Report, 2008).

Nigeria is not an exception. The National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) was established in 1999 to encourage all forms of functional literacy programmes for youths and adult outside the formal school system, such as functional literacy, remedial and vocational education (Federal Republic of Nigeria FRN,2004). NMEC achieves the objectives of functional adult literacy programmes by coordinating the activities and programmes of adult and non-formal education nationwide which are to:

- (i) Provide functional literacy and continuing education for adults and youth who did not complete their primary education. These include the nomads, migrant families and disabled groups, especially the disadvantaged gender;
- (ii) provide functional and remedial education for those young people who did not complete secondary education;
- (iii) provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;
- (iv) provide in-services, on-the-job, vocational and professional training for different categories of workers and professional in order to improve their skills and give the adult citizens of the country necessary aesthetic

cultural and civic education for public enlightenment, Federal Republic of Nigeria(FRN, 2004).

According to the Federal Republic of Nigeria (2012), the local government councils are to see to the day to day running of the programmes of adult and non-formal education in local government areas through which functional literacy programmes are provided for women. The main thrust of functional literacy programmes has been to empower beneficiaries through training in positive skills, knowledge and attitude to overcome social and environmental factors in areas of community health, vocational trade, environmental and political enlightenment. It is on this backdrop that Kaber (2001) defined empowerment as development process or activity such as skills training, management techniques or capacity building, which might have some impact upon people's ability to deal with different political and administrative systems and influence decision making. The areas of empowerment according to Kaber (2001) are to be focused on three dimensions; the capacity to exercise strategic choices, access to resources, agency and ability to influence outcome. He further observed that empowerment focuses on inequalities in economic and political participation and decision making power over economic resources which are in line with the United Nations Development programme's gender empowerment measures. Similarly, UNICEF Women's

Equality and Empowerment framework emphasizes women's access, awareness of causes of inequality, capacity to direct one's own interests and taking control and actions to overcome obstacles for reducing structural inequality (UNICEF, 2001).

Obanya (2004) had identified four dimensions needed to enhance the functionality of literacy programme for women empowerment. They include:

- (i) The basic skills dimension,
- (ii) Life skills dimension;
- (iii) Socio-economic dimension and
- (iv) Lifelong learning dimension.

The basic literacy dimension includes; reading and writing skills, numeracy (working with numbers skill), graphicacy (working with signs, shapes and figure skills and measuracy (notions of length, width, volume, distance, weight/measure, among others. Empowerment in life skills are concerned with self-awareness development dimension, analytical skills development, decision-making/organizational skill and manipulative (technical) skills. The socio-economic dimensions have to do with; vocational skills acquisition, vocational skills improvement, sustainable income-generation skills, and learning-to-learn skills. In the fourth dimension, which is life long learning; empowerment is

directed at all forms of societal support for continuous learning and life long development.

However, according to Huyer and Mitter (2002), there is already a structural inequality in the area of Information Communication Technology (ICT), where, integrating gender equality considerations into policy, programmes and projects at all levels would promote social, economic and political empowerment of women.

Huyer and Mitter (2002) opined that:

a focus on the gender dimension of information and communication technologies is essential not only for preventing an adverse impact of the digital revolution on gender equality or the perpetuation of existing inequalities and discrimination, but also for enhancing women's equitable access to the benefits of information and communication technologies and to ensure that they can become a central tool for the empowerment of women and the promotion of gender equality (Huyer and Mitter, 2002;3).

In view of the immense benefits of ICT in empowerment through skill acquisition, NMEC and LGEAs organise computer based literacy programme (CBLP) to create job opportunities especially for girls (Powell 2003). Computer instructors from Education Authorities and resource persons are engaged in different areas of ICT to give training to the women at the vocational training centres. The training offer the beneficiaries opportunity to develop skills in areas of Mobile phone recharge card printing, computer repairs and maintenance, computer programming, Coral draw, storage and distribution of ICT accessories and Microsoft word among others.

Another area of interest for women empowerment is in the vocational skills acquisition (VSA). Nkoyo (2002) believed that there are several aspects of vocational training that can help to address the problems of unemployment, poverty, illiteracy and gender-related issues among women leading to establishment of vocational skills acquisition centres (VSACs) for economic self-reliance in Nigeria. Similarly, Naraya (2005) noted that in many states, women education centres have been established to open up educational opportunities for women folk and very often, the emphasis have been on vocational education peculiarities.

According to the FRN (2012), vocational training centres are established in every local government in collaboration with NMEC and voluntary agencies. Such centres as they exist in Cross River State, train women in areas of hair dressing, weaving, tailoring, cane-chair making and tie and dye. Other areas include the art of making detergent, toiletries, cakes, laundry and printing. The new methods of production and preservation of farm products are equally taught. Instructors from the education units of the local governments and resource persons train the beneficiaries in these areas of skill acquisition. Besides, there have been regular health seminars in local government civic centres and community halls to educate women in different areas of community health. Such seminars are usually

conducted under the auspices of state; local and voluntary organisations. In some specialized areas resource persons are invited in those centres to train participants on skills in those areas.

In line with the use of functional literacy through training in public health and vocational skills, the women in Cross River State have been receiving training in contraceptive use, nutrition, importance of breast feeding, control of malaria, child care skills, etc. Instructors from the health units of the local governments and resource medical personnel are engaged in those centres by the local governments in collaboration with the centres for adult and non formal education and some voluntary organisations. This is in recognition of the World Health Organizationsø (WHO, 2006) stance that health promotion should address effective empowerment strategies by providing basic health information to people with health challenges through basic health programmes.

It is therefore evident that through skill acquisition, ICT and community health programmes, women in Cross River State have been receiving functional literacy programmes for their empowerment. The programmes which are provided at adult literacy centres, skill acquisition and ICT centres and at civic and community halls using resource persons and literacy instructors are being assessed to determine the extent the programme has empowered the women.

The study therefore, considers it necessary to fill the gap as a result of unavailable information on the types and extent functional literacy programmes have empowered women in Cross River State through vocational, ICT and basic health programmes for women. The outcome of this study is expected to provide such information both to stakeholders or interest groups and researchers.

Statement of the problem

Functional literacy programme is seen as a means of empowering the individual to cope with the requirements of personal, social and economic life. A well implemented functional literacy programme is expected to provide the individual with the knowledge, skills and value to enable one to overcome the problems of poverty, disease and ignorance. It is on this premise that all nations including Nigeria expect to use functional literacy programmes to address several social, economics and political problems of women.

However, reaching adults especially women with literacy skills is a major challenge to all countries. This is because such women are among the categories of people most unlikely to participate in structured adult learning as a result of some socio-cultural factors such as lack of access to education and poor employable skills. To address the problem of low participation of women in education which had affected their personal and social status (powerlessness) governments and non

governmental agencies embark on programmes aimed at using functional literacy to enhance their skills.

Such programmes in Cross River State are in the areas of vocational skill acquisition (VSA), information communication technology (ICT), and basic health (BH). The objectives of establishing these programmes are to address employment needs as well as problems of poverty, illiteracy and other gender related issues that undermine efforts towards women empowerment.

Based on the lofty objectives of providing functional literacy skills in areas of basic health, vocational and ICT skills, it is expected that implementation of these programme in Cross River State must have impacted positively towards providing the skills, knowledge and values to transform the lives of women. It is therefore, necessary to determine how the vocational skills centres have been able to provide the women with skills in the areas of hair dressing, weaving, sewing, Cane-chair making, tie and dye. It would also determine the extent the basic health programmes have critically reduced the level of ignorance on health and health related matters and ensured cultural and local sensitivity in health issues (World Bank 2006). Similarly, as the enormous value of ICT and vocational literacy in respect to income generation, health, and information awareness are obvious, such values for women in Cross River State are yet to be determined.

Nevertheless, available literatures to the researcher in the area of study have not provided information on the extent these programmes have been able to assist the women in enhancing their status or address their perceived needs. It is based on this background that the researcher was interested in determining how functional literacy has empowered the women in Cross River State. The problem of this study therefore, was to assess the functional literacy programmes in Cross River State to determine the extent the programmes have empowered the women.

Purpose of the study

The purpose of this study was to determine the extent the functional literacy programmes have empowered the women in Cross River State. Specifically, the study assessed the extent:

1. The vocational skills provided in the vocational centres have empowered the women in Cross River State.
2. The basic health programmes have empowered women in Cross River State.
3. The extent to which Information Communication Technology have empowered women on computer-related businesses in Cross River State.

Significance of the study

The findings of the study will benefit; researchers, women activists, Cross River State Agency for Mass Literacy, Adult and Non-formal Education, local governments, donor agencies, non-governmental organizations and community development associations.

Researchers will see the findings of the study important document especially those in area of research involving women empowerment and functional literacy. The findings would also help such researchers in comparative study in other states and countries implementing functional literacy programmes.

Cross River State Agency for Mass Literacy will use the document as an assessment tool on progress or achievements so far in the implementation of functional programmes for women in Cross River State. The outcome of the study would also be a synergy in the self assessments of the agency on the implementation of the functional literacy programme in the state.

The eighteen local government councils would use the document to determine the weaknesses and progress of the programme. It would enable such local councils address or give more attention in some aspects of the programme in their areas.

The study would be of immense value to the ministry of women affairs to determine areas of interest in addressing the needs of women with respect to women empowerment. The outcome of the study can attract funding to the state from the ministry in critical areas of progress or lapses to strengthen them.

It will also help donor agencies and other non-governmental organisations to assess the extent their finances and support has helped in functional literacy programmes in Cross River State. Such agencies could find the work necessary in addressing similar issues in other areas. Women activists will find the study interesting as it would help them in assessing the efforts of government and non-governmental organisations in empowering women in Cross River State, Nigeria.

International development agencies such as UNESCO and CEDAW would find the document interesting as they have been implementing several programmes aimed at enhancing the status of women. Some aspects of the programme could be used by the agencies as reference points in new areas for women empowerment. Human Rights Organisations would also see the work relevant as the impact would help them address issues pertaining to the programme on how to strengthen them.

The work would also be significant to communities who are likely to use similar programmes in their community poverty reduction strategies. Such communities can use the outcome of the study as a blue print on calling for

Government assistance to address and empower their women. The work would as well contribute to literature as it would provide information on women empowerment in Cross River State, which hitherto, lack available theoretical and empirical information in literature.

Research questions

The following research questions were posed to guide the study:

1. To what extent have the vocational skills provided in the vocational centres empowered the women in Cross River State?
2. To what extent have the basic health programmes empowered the women in Cross River State?
3. To what extent have the Information Communication Technology (ICT) programmes empowered the women in Cross River State?

Hypotheses

The hypotheses were tested at 0.5 level of significance:

1. There is no significant difference between the mean ratings of urban and rural women on the extent the vocational skills programmes have empowered women in Cross River State.

2. There is no significant difference on the mean ratings of urban and rural women on the extent the basic health programmes have empowered the women in Cross River state.
3. There is no significant difference in the mean ratings of the urban and rural women on the extent the Information Communication Technology (ICT) programmes have empowered the women in Cross River State.

Scope of the study

The study is an assessment of functional literacy programmes for women empowerment in Cross River State. The study covered the vocational programmes, basic health programmes and ICT programmes for women in the 18 local government areas of Cross River State. All the women who are beneficiaries of the vocational, ICT and basic health programmes in Cross River State were used as respondents in the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents review of related literature of the study under the following sub-headings:

Conceptual Framework

- Assessment
- Functional Literacy and
- Empowerment

Theoretical Framework

- Critical Social Theory
- Situated Learning Theory
- Functional Context Theory

Review of Related Empirical Studies

Summary of Literature Review

Conceptual Framework

Assessment

Guskey (2000) defined assessment as a systematic process used to determine the merit or worth of a specific programme, curriculum, or strategy in a specific context. The increasing complexity of educational assessment design is illustrated

by the definition by Stufflebeam & Shinkfield (2007), where assessment was described as the systematic evaluation of an object's merit, worth, probity, feasibility, safety, significance, and/or equity. The merit of a programme can be judged by examining if it does well what it is supposed to do. Worth refers to a programme's combination of excellence and service in an area of clear need within a specified context. In evaluating probity, assessments are made of the programme's honesty, integrity, and ethical behaviour (Stufflebeam & Shinkfield, 2007).

Assessment is conducted for quite a range of different reasons – motivation, creating learning opportunities, to give feedback (both to students and staff), to grade, and as a quality assurance mechanism (both for internal and external systems). McNamara, & O'Hara (2010) were of the view that because all too often we do not disentangle the functions of assessment, without having really thought it through, assessments are frequently trying to do many functions to varying degrees at the same time.

However, assessment theory and practice in adult education and training has, in recent times, undergone significant development. This development reflects not only evolving concepts of assessment but equally dramatic changes in the philosophy and curriculum of adult education and training. Continuing with a

strong practice-based focus, adult education now has explicit focus on problem-based learning, change management, and policy development.

Assessment has become dramatically altered as a result of these developments. From its traditional role as a once off measurement of programme outcomes, assessment is now perceived as an integral part of a continuous cycle of quality assurance which includes programme philosophy, curriculum development, definition of quality standards, assessment, strategic planning, and internal and external assessment. Such methods are designed to help programme participants to evaluate themselves and their programmes, still with the goal of improving outcomes but also of fostering autonomy and decentralized decision making. Before the days of competences and quality assurance, the assessment of adult education and training was primarily concerned with the measurement of traditional behavioural objectives. More recently, assessment theory and practice has become increasingly defined by a more sophisticated analysis of programme involving the inclusion of stakeholder perceptions and multiple forms of evidence, data, and indicators.

There has been a tendency to break away from the classical, objectivist, outcome based, and performance-orientated concept of assessment toward a multiplicity of new models. Among these models are responsive assessment as

illumination, ethnographic assessment, naturalistic assessment, utilization-focused assessment, the integrated information development, empowerment assessment, participative assessment, self-assessment, and others.

Consequently, the design of assessment of adult education and training programme is now more complex than in the past. It has to take into account the changing priorities of the curriculum in such programme, emphasizing key competences at many levels. In design it must reflect these imperatives, and in consequences, educational assessment theory and practice has moved from simplistic notions of measuring outcomes to more complex concerns with stakeholders' roles and the process of learning.

The timing of assessments has as well been generally differentiated into summative assessments (retrospective assessments of completed or established programme) and formative assessments (conducted during the development of a programme). Formative assessments are used to modify and improve a programme and this is frequently used to provide feedback to staff while the programme is in operation. These assessments assess and assist with the formation of goals and priorities, provide direction for planning, and guide programme management. Information from formative assessments is directed to improving operations and serves quality assurance purposes.

In contrast, summative assessments are used to prove something, satisfy accountability, or make a judgment about the overall quality of the programme. Both formative and summative assessments are needed in the development of a programme (Rossi, Lipsey and Freeman (2004).

Programme assessment is often defined as judging the worth or merit of a programme or the product of the process .According to Scriven (1991) programme assessment is;

a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programmes, particularly about their effectiveness and efficiency. In both the public and private sectors, stakeholders often want to know whether the programmes they are funding, implementing, voting for, receiving or objecting to are producing the intended effect (p15).

Wholey, Hatry, and Newcomer (2007), observed that the field of programme assessment provides processes and tools that workforce educators and developers can apply to obtain valid, reliable, and credible data to address a variety of questions about the performance of programmes. Programme assessment is utilized by organizations to periodically assess their processes, procedures, and outcomes.

According to Rossi, Lipsey and Freeman (2004) there are six steps to a complete programme assessment. The steps described are: engage stakeholder, describe the programme, focus the assessment design, gather credible evidence,

justify conclusions, and ensure use and share lessons learned. These steps can happen in a cycle framework to represent the continuing process of assessment.

Planning a programme assessment can be broken up into four parts: focusing the assessment, collecting the information, using the information, and managing the assessment. Programme assessment involves reflecting on questions about assessment purpose, what questions are necessary to ask, and what will be done with information gathered.

The choice of the evaluator chosen to evaluate the programme may be regarded as equally important as the process of the assessment. Evaluators may be internal (persons associated with the programme to be executed) or external persons not associated with any part of the execution/implementation of the programme).

Weiss and Greene in Madaus, Scriven & Stufflebeam(2000) identified a **five-tiered approach** to assessment which they offered as a conceptual framework for matching assessments more precisely to the characteristics of the programmes themselves, and to the particular resources and constraints inherent in each assessment context. In other words, the five-tiered approach below seeks to tailor assessment to the specific needs of each assessment context.

The earlier tiers (1-3) generate descriptive and process-oriented information while the later tiers (4-5) determine both the short-term and the long-term effects of the programme. The five levels are organized as follows:

- (i). Tier 1: needs assessment (sometimes referred to as pre-implementation)
- (ii). Tier 2: monitoring and accountability
- (iii). Tier 3: quality review and programme clarification (sometimes referred to as understanding and refining)
- (iv). Tier 4: achieving outcomes
- (v). Tier 5: establishing impact

For each tier, purpose(s) are identified, along with corresponding tasks that enable the identified purpose of the tier to be achieved. For example, the purpose of the first tier, Needs assessment, would be to document a need for a programme in a community. The task for that tier would be to assess the community's needs and assets by working with all relevant stakeholders. While the tiers are structured for consecutive use, meaning that information gathered in the earlier tiers is required for tasks on higher tiers, it acknowledges the fluid nature of assessment. Therefore, it is possible to move from later tiers back to preceding ones, or even to work in two tiers at the same time. It is important for programme evaluators to note, however, that a programme must be evaluated at the appropriate level.

The five-tiered approach is said to be useful for family support programmes which emphasize community and participant empowerment. This is because it encourages a participatory approach involving all stakeholders and is through this process of reflection that empowerment is achieved (Jacobs, 2003).

Similarly, according to Rossi, Lipsey and Freeman (2004) programme assessment may be conducted at several stages during a programme's lifetime. Each of these stages raises different questions to be answered by the evaluator, and correspondingly different assessment approaches are needed. They identified the following kinds of assessment, which may be appropriate at different stages:

- (i). Assessment of the need for the programme
- (ii). Assessment of programme design and logic/theory
- (iii). Assessment of how the programme is being implemented (i.e., is it being implemented according to plan? Are the programme's processes maximizing possible outcomes?)
- (iv). Assessment of the programme's outcome or impact (i.e., what it has actually achieved)
- (v). Assessment of the programme's cost and efficiency (Rossi et- al 2004 p5).

However, according to Shackman (2012), while *programme assessment* first focuses around intended effect, other important considerations often include how

much the programme costs per participant, how the programme could be improved, whether the programme is worthwhile, whether there are better alternatives, if there are *unintended* outcomes, and whether the programme goals are appropriate and useful.

Even though evaluators try to answer these questions as suggested by Shackman (2012), Rossi, Lipsey and Freeman (2004) believe the best way to answer the questions is for the assessment to be a joint project between evaluators and stakeholders. Programmes starts with needs assessment. Needs assessment according to Rossi, Lipsey and Freeman (2004) involves the processes or methods used by evaluators to describe and diagnose social needs. This is essential for evaluators because they need to identify whether programmes are effective and they cannot do this unless they have identified what the problem/need is. Needs assessment involves research and regular consultation with community stakeholders and with the people that will benefit from the project before the programme can be developed and implemented. Hence needs assessment should be a bottom-up approach. In this way potential problems can be realized early because the process would have involved the community in identifying the need and thereby allowed the opportunity to identify potential barriers.

Barbazette (2006) identified four steps in conducting needs assessment:

- (i). Perform a 'gap' analyses. Evaluators need to compare current situation to the desired or necessary situation. The difference or the gap between the two situations will help identify the need, purpose and aims of the programme.
- (ii). Identify priorities and importance. In the first step, evaluators would have identified a number of interventions that could potentially address the need e.g. training and development, organization development, etc. These must now be examined in view of their significance to the programme's goals and constraints. This must be done by considering the following factors: cost effectiveness (considers the budget of the programme, assess cost/benefit ratio), executive pressure (whether top management expects a solution) and population (whether many key people are involved).
- (iii). Identify causes of performance problems and/or opportunities .When the needs have been prioritized the next step is to identify specific problem areas within the need to be addressed. And to also assess the skills of the people that will be carrying out the interventions.
- (iv). Identify possible solutions and growth opportunities. Compare the consequences of the interventions if it was to be implemented or not.

Needs analysis is hence a very crucial step in evaluating programmes because the effectiveness of a programme cannot be assessed unless we know what the

problem was in the first place. In assessment of programme needs, assessment examines the population that the programme intends to target, to see whether the need as conceptualized in the programme actually exists in the population; whether it is, in fact, a problem; and if so, how it might best be dealt with. This includes identifying and diagnosing the actual problem the programme is trying to address, who or what is affected by the problem, how widespread the problem is, and the measurable effects that are caused by the problem.

Interestingly, Rossi, Lipsey and Freeman (2004) had reasoned against undertaking an intervention without properly assessing the need for one, because this might result in a great deal of wasted funds if the need did not exist or was misconceived.

It is also important to know what/who the target population is/are ó it might be individuals, communities and groups as women in the case of the present study. There are three units of the population: population at risk, population in need and population in demand Rossi, Lipsey and Freeman (2004).

- (i). Population at risk: are people with a significant probability of developing the risk e.g. the population at risk for birth control programmes are women of child bearing age.

- (ii). Population in need: are people with the condition that the programme seeks to address; e.g. the population in need for a programme.
- (iii). Population in demand: that part of the population in need that agrees to be having the need and are willing to take part in what the programme has to offer.

Being able to specify what/who the target is will assist in establishing appropriate boundaries, so that interventions can correctly address the target population and be feasible to apply.

There is a form of programme assessment through comparison with research and practice. This form of programme assessment according to Rossi, Lipsey and Freeman (2004) requires gaining information from research literature and existing practices to assess various components of the programme theory. The evaluator can assess whether the programme theory is congruent with research evidence and practical experiences of programmes with similar concepts.

Ross, Lipsy and Freeman (2004) have also noted assessment of programme impact (effectiveness) as a crucial aspect of programme assessment. The impact assessment determines the causal effects of the programme. This involves trying to measure if the programme has achieved its intended outcomes, i.e. programme outcomes. An outcome is the state of the target population or the social conditions

that a programme is expected to have changed programme outcomes are the observed characteristics of the target population or social conditions, not of the programme. Thus the concept of an outcome does not necessarily mean that the programme targets have actually changed or that the programme has caused them to change in any way. Ross, Lipsy and Freeman (2004) outlined two kinds of outcomes, namely outcome level and outcome change, also associated with programme effect.

- (i). **Outcome Level;** refers to the status of an outcome at some point in time.
- (ii). **Outcome Change;** refers to the difference between outcome levels at different points in time.
- (iii). **Programme effect;** refers to that portion of an outcome change that can be attributed uniquely to a programme as opposed to the influence of some other factor.

In measuring programme outcomes, it is a matter of representing the circumstances defined as the outcome by means of observable indicators that vary systematically with changes or differences in those circumstances. Outcome measurement according to Ross, Lipsy and Freeman (2004) is a systematic way to assess the extent to which a programme has achieved its intended outcomes.

According to Mouton (2009) measuring the impact of a programme means demonstrating or estimating the accumulated differentiated proximate and emergent effect, some of which might be unintended and therefore unforeseen. Outcome measurement serves to help you understand whether the programme is effective or not. It further helps you to clarify your understanding of your programme. But the most important reason for undertaking the effort is to understand the impacts of your work on the people you serve Mouton (2009). With the information you collect, you can determine which activities to continue and build upon, and which you need to change in order to improve the effectiveness of the programme.

Programme collective impact can also be assessed. Collective impact (CI) is the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem (Kania and Mark; 2014). This according to them typically involves three stages, each with a different recommended assessment approach:

- (i). **Early phase:** CI participants explore possible strategies and develop plans for action. Characterized by uncertainty. *The recommended assessment approach is to use developmental assessment to help CI partners understand the context of the initiative and its development.*

Developmental assessment involves real time feedback about what is emerging in complex dynamic systems as innovators seek to bring about systems change."(Patton, 2014.)

- (ii). **Middle phase:** CI partners implement agreed upon strategies. Some outcomes become easier to anticipate. The *recommended assessment approach is for* formative assessment to refine and improve upon the progress, as well as continued developmental assessment to explore new elements as they emerge. Formative assessment involves "careful monitoring of processes in order to respond to emergent properties and any unexpected outcomes.
- (iii). **Later phase:** Activities achieve stability and are no longer in formation. Experience informs knowledge about which activities may be effective. *Recommended assessment approach is* summative assessment which uses both quantitative and qualitative methods in order to get a better understanding of what (the) project has achieved, and how or why this has occurred(Preskill,Parkhurst,andJuster2012).

Assessing efficiency is another aspect of programme assessment. Cost-benefit or cost-effectiveness analysis assesses the efficiency of a programme.

Evaluators outline the benefits and cost of the programme for comparison. An efficient programme has a lower cost-benefit ratio.

Nonetheless determining causation according to Delbert and Salkind (2002) is perhaps the most difficult part of assessment as it determines whether the programme itself is causing the changes that are observed in the population it was aimed at. Events or processes outside of the programme may be the real cause of the observed outcome (or the real prevention of the anticipated outcome). Causation is difficult to determine because of what Delbert and Salkind (2002) call self selection bias. People select themselves to participate in a programme. For example, in a job training programme, some people decide to participate and others do not. Those who do participate may differ from those who do not in important ways. They may be more determined to find a job or have better support resources. These characteristics may actually be causing the observed outcome of increased employment, not the job training programme.

Another aspect of programme assessment according to Fetterman (2002) is empowerment assessment. This aspect makes use of assessment concepts, techniques, and findings to foster improvement and self-determination of a particular programme aimed at a specific target population/programme participants. Empowerment assessment is value oriented towards getting

programme participants involved in bringing about change in the programmes they are targeted for. One of the main focuses in empowerment assessment is to incorporate the programme participants in the conducting of the assessment process. This process is then often followed by some sort of critical reflection of the programme. In such cases, an external/outsider evaluator serves as a consultant/coach/facilitator to the programme participants and seeks to understand the programme from the perspective of the participants. Once a clear understanding of the participants' perspective has been gained, Fetterman observed, appropriate steps and strategies can be devised (with the valuable input of the participants) and implemented to reach desired outcomes.

Empowerment assessment has three steps;

- (i). Establishing a mission
- (ii). Taking stock
- (iii). Planning for the future

Establishing a mission according to Fetterman (2002) involves evaluators asking the programme participants and staff members (of the programme) to define the mission of the programme. Evaluators may opt to carry this step out by bringing such parties together and asking them to generate and discuss the mission

of the programme. The logic behind this approach is to show each party that there may be divergent views of what the programme mission actually is.

Taking-stock or stock taking as the second step consists of two important tasks. The first task is concerned with programme participants and programme staff generating a list of current key activities that are crucial to the functioning of the programme. The second task is concerned with rating the identified key activities, also known as *prioritization*. The role of the evaluator during this task is to facilitate interactive discussion amongst members in an attempt to establish some baseline of shared meaning and understanding pertaining to the key activities. In addition, relevant documentation (such as financial reports and curriculum information) may be brought into the discussion when considering some of the key activities.

Planning for the future as the third step in empowerment assessment is when the evaluator asks programme participants and programme staff how they would like to improve the programme in relation to the key activities listed. The objective is to create a thread of coherence whereby the mission generated (step 1) guides the stock taking (step 2) which forms the basis for the plans for the future (step 3). Thus, in planning for the future specific goals are aligned with relevant key activities. In addition to this it is also important for programme participants

and programme staff to identify possible forms of evidence (measurable indicators) which can be used to monitor progress towards specific goals.

Such measurable indicators were identified by Potter (2006), when he observed three broad paradigms within programme assessment. The first, and probably most common, is the positivist approach, in which assessment can only occur where there are objective, observable and measurable aspects of a programme, requiring predominantly quantitative evidence. The positivist approach includes assessment dimensions such as needs assessment, assessment of programme theory, assessment of programme process, impact assessment and efficiency assessment (Rossi, Lipsey & Freeman, 2004).

The second approach according to Potter (2006) is that of interpretive approaches, where it is argued that it is essential that the evaluator develops an understanding of the perspective, experiences and expectations of all stakeholders. The interpretive approach in evaluation according to Woolcock (2011), would lead to a better understanding of the various meanings and needs held by stakeholders, which is crucial before one is able to make judgments about the merit or value of a programme. The evaluator's contact with the programme is often over an extended period of time and, although there is no standardized method, observation, interviews and focus groups are commonly used.

Other approaches to programme assessment by Potter (2006) are the critical-
emancipator approaches to programme assessment, which he noted are largely
based on action research for the purposes of social transformation. This type of
approach is much more ideological and often includes a greater degree of social
activism on the part of the evaluator. This approach would be appropriate for
qualitative and participative assessments. Because of its critical focus on societal
power structures and its emphasis on participation and empowerment, Potter
argued the critical emancipator type of assessment can be particularly useful in
developing countries.

Nonetheless, despite the paradigm which is used in any programme
assessment, whether it be positivist, interpretive or critical-emancipator, it is
essential to acknowledge that assessment takes place in specific socio-political
contexts. Assessment does not exist in a vacuum and all assessments, whether they
are aware of it or not, are influenced by socio-political factors.

Furthermore, it is important to ensure that the instruments (for example,
tests, questionnaires, etc.) used in programme assessment are as reliable, valid and
sensitive as possible. The reliability of a measurement instrument is the 'extent to
which the measure produces the same results when used repeatedly to measure the
same thing' (Rossi, Lipsey & Freeman, 2004). The more reliable a measure is, the

greater its statistical power and the more credible its findings. If a measuring instrument is unreliable, it may dilute and obscure the real effects of a programme, and the programme will 'appear to be less effective than it actually is. Hence, it is important to ensure the assessment is as reliable as possible.

The validity of a measurement instrument is the extent to which it measures what it is intended to measure' (Ross et al., 2004). This concept can be difficult to accurately measure: in general use in assessments, an instrument may be deemed valid if accepted as valid by the stakeholders (stakeholders may include, for example, funders or programme administrators).

Sensitivity is an important purpose of programme assessment which is to measure whether the programme has an effect on the social problem it seeks to redress; hence, the measurement instrument must be sensitive enough to discern these potential changes (Ross, et al., 2004). A measurement instrument may be insensitive if it contains items measuring outcomes which the programme couldn't possibly effect, or if the instrument was originally developed for applications to individuals (for example standardized psychological measures) rather than to a group setting (Rossi et al., 2004).

Another paradigm noted by Mertens, and Wilson (2012) is the transformative approach which is aimed at integrating or incorporating social

justice in assessment. Transformative paradigm focuses primarily on viewpoints of marginalized groups and interrogating systemic power structures through mixed methods to further social justice and human rights. The transformative paradigm arose after marginalized group, who have historically been pushed to the side in assessment, began to collaborate with scholars to advocate for social justice and human rights in assessment.

The transformative paradigm introduces many different paradigms and lenses to the assessment process, leading it to continually call into question the assessment process. It on this backdrop that both the American Assessment Association and National Association of Social Workers call attention to the ethical duty to possess cultural competence when conducting assessments. Cultural competence in assessment according to SenGupta, Hopson and Thompson-Robinson (2004) can be broadly defined as a systemic, response inquiry that is actively cognizant, understanding, and appreciative of the cultural context in which the assessment takes place; that frames and articulates epistemology of the assessment endeavour; that employs culturally and contextually appropriate methodology; and that uses stakeholder-generated, interpretive means to arrive at the results and further use of the findings.

Concept of Functional Literacy

Literacy is an evolving concept, the nature and uses constantly change and adapt to new techniques, new circumstance and new demands. This has created a problem for a precise and generally acceptable definition of the word. Consequently, educationists such as Zuofa (2011) had pointed out that the word seems very simple to the understanding of a layman, but if critically examined, it has proved to be complex, and dynamic making it to be defined in various ways. The complex nature of literacy is due to its multidisciplinary. According to UNESCO (2005) the multi- disciplinary nature of literacy;

Means that a single definition is never adequate to express its impact; for instance, literacy links with life skills, critical thinking, community participation and political voice and could be defined in relation to any or all of such impacts.(UNESCO:2005;5)

However, the International Adult Literary Survey (IALS) conducted for UNESCO in 2005 had observed that the starting point of any definition of literacy is to see literacy as the ability to understand and employ practical information for daily activities at home, at work and in the community ó to achieve ones goal and to develop ones knowledge and potential. The survey enumerated the following as the characteristics of literacy. Literacy is understood as the framework of communication as one strategy among others: Related to text and written word; manipulation of numbers and numeracy; giving importance to context; implying

some adult skill or knowledge; concerned with or in relation to life goals; linked to participation in the society and multi-dimensional with connection among all the above characteristics.(IALS, 2005p7)

This above description of literacy was further supported by Antonia (2008) when she stated that, defining literacy as reading and writing is a narrow view of the concept since it embraces responses to changes in pattern of communication and the demand of the work place. She further criticised the use of the word *illiterate* or *non-literate* for they are pejorative connotations which often indicate negative characteristics. Such people so addressed they said are equally being stigmatized as ignorant, unintelligent, uninformed or naive.

In the mist of these controversies the UNESCO (2005), International Adult Literary Survey (IALS) explained that; the concept of literacy and practice of literacies are in constant and dynamic evolution as a result of new perspectives reflecting societal changes and globalizing influences on language, culture, identity and the growth of electronic communication. UNESCO (2006) had similarly given an insight on the controversy over the use of literacy or literacies in every usage of the word. The agency accepted the multi-dimensional nature of literacy, endorsed its plurality, but preferred to use literacy instead of literacies.

The new perspective on literacy UNESCO (2005) explained is based on the ground that; the use of literacies will create terminology unease and a radical discontinuity with previous UNESCO and international usage outside academic circle. Secondly, to maintain conceptual reserve because of the newness of the idea of literacy as this may create uncertainty as its full possible implications. However, the use of a qualified version of the familiar literacy, has not ruled out the consensus that a monolithic and universal view of literacy belongs to the outmoded discourse for its plurality is no longer a matter of debate. This draws us to definitions from writers and authorities in areas of literacy. According to Diallo (2001); since reading varies in its functions, uses, history and culture, the meaning must also vary across contexts of use and definition by particular communities. Literacy acquisition is often a function of society specific task, which are sometimes far removed from those of formal schooling.

The above observation made UNESCO (2008) to enumerate the functions of literacy rather than the definition as follows;

- (i) Instrumental: literacy provides information about practical problem of daily life (price tags, checks, bills, advertisement, street signs, traffic signs, home members etc).

- (ii) Social interactional (greeting cards, cartoons, bumper sticker, posters, letters, receipts).
- (iii) News-related-literacy promotes information about third parties or distant events (newspapers item, political flyers, messages from local city offices about inconveniences of vandalism etc).
- (iv) Memory-supportive-literacy serve as a memory aid (message written in calendar and on address and telephone booths, macula fm records)
- (v) Substitute for oral message-literacy, when direct oral communication is not possible or would not prove embarrassing (message left in parents for child among home after parent left for work, notes explaining tardiness to school).
- (vi) Provision of permanent record-used when legal records were necessary or regarded by other institutions (birth certificates, loan notes, tax forms,)
- (vii) Confirmation- literacy provided support for attitudes or ideas already hold as in setting disagreements or one's own reassurance (advertisement brochures or cars direction for putting items together, the Bible) (UNESCO : 2008p21).

Despite the UNESCO's functions of the concept of literacy, many nations of the world based on her developmental stages have set out national literacy objectives which determine what they see and define as literacy. For instance the National Census of the United States (2005) defined a literate individual as he who has completed six or more grades of school and has the ability to read and write a single message in any language.

Castel, Luke and Kegan (2004) in a survey conducted for the National Reading Council in the United States, also defined literacy as the ability to respond to practical tasks of daily life. In Nigeria according to Zuofa (2011) literacy means ability to read and write in any language and solve simple calculations that can help the beneficiary improve on job performance, self help as well as participate in community development. Comprehensive definition of literacy given as given by UNESCO (2008) stated that; literacy is not just the single reading of words or a set of associated symbols and sounds, but an act of critical understanding of the solution in the world. It is not an end to itself, but a means of extending individual efforts towards education, involving overall inter-disciplinary responses to his/her problems.

These definitions indicate the multi disciplinary nature of the word literacy. The multiple literacies do not rule out the fact that there is basic literacy. The

European Commission for Adult Literacy therefore, advised that to clear the confusion and controversies in defining literacy, certain words have been adopted for universality and clarity that; in any form of literacy exercise such as; basic skills, adult literacy, essential skills among others, it is believed that there is a general requirement that the purpose is to use literacy skills to help the beneficiaries to cope with their socio-economic and political life. It is also on the same bases that the functional literacy programmes were established in Cross River State including Cross River North to empower the beneficiaries of the programmes.

In a similar development, the antecedent of the concept of functional literacy as it is known today is usually traced to the UNESCO Teheran conference of 1965. According to Krantz (2001), it was the conference that called for a broader concept and expanded notions of literacy that would include other competences such as: communications, human relations capacities in problem solving, creativity, ICT and entrepreneurship. The conference had focused on functional literacy as being broadly and holistically concerned to incorporate other cognitive and non-cognitive competencies to develop active citizenship, improved health and livelihood and gender inequality within the framework of lifelong learning for which literacy (basic and functional) is the foundation. (Cynthia 2008).

The broadening of the concept of functional literacy according to according to Cynthia (2008) is an educational policy response to development especially for the interest of the developing world, where literacy seeks to bring to adult men and women by-passed by school development related knowledge, attitudes and skills to enable them grow ore from their fields to improve their lives in other ways. It could then be seen that functional literacy with an initial pre-occupation with literacy seeks to incorporate in itself functional skills for higher productivity, thereby seeking to make literacy motivational for learners.

UNESCO (2008) stated that a person is functionally literate when he has acquired knowledge and skills in reading and writing which enables him engage effectively in all those activities in which literacy is normally required for effective functioning of his group and community and also enabling him to use reading, writing and calculation for his own and community development. The broadening of the concept of functional literacy according to UNESCO (2005) came about after the Persepolis declaration of 1975 where exclusive focus of economic functionality in functional literacy came under attack. However, practioners of adult education still attach and emphasize on economic productivity and teaching and learning of economic skills within literacy programmes. But unfolding events in the world had shown that productivity and income generation as economic skills

alone were not considered well enough an outcome. Functional literacy has also come to be equated with work oriented literacy. This made Ezima (2004) to have added economic development through functional literacy as essential ingredient for personal, community and social development and growth.

Furthermore, the Persepolis Declaration 1975 had further demanded that literacy should make a contribution to the liberation of man and to his full development; literacy has to teach critical consciousness, reading the word and reading the world. Today functional literacy has to achieve as its objectives not just food but also fairness fulfillment and freedom.

Based on the level of fulfillment which functional literacy can offer to the beneficiaries, Zuofa (2011) stated that the empowering effect of functional literacy on women who had benefited in functional literacy programmes gives confidence as such women keep records and are better oriented for greater performance in their socio-economic activities. The implication is that in functional literacy there is need for attainment of self literacies, sound, economic and political skills that would enable the functional literate to navigate in his own culture and have the utilitarian skills to contribute to the development of own community. Functional literacy has become a lifelong and primary learning tool for development and self sufficiency, a foundation for lifelong skills ranging from basic oral and written

communication to the ability to solve complex scientific and social problems (UNESCO, 2006). As Rao (2003) believes that the individual with functional literacy has the ability to be more productive, able to understand family planning and in a position to enjoy quality life, governments and voluntary agencies have championed the course of using functional literacy for empowerment and poverty reduction.

Similarly, Freire in Rao (2003) had described functional literacy as an active phenomenon, that is deeply linked to personal and cultural utility and its power is not in ability to read and write, but the capacity to put those skills to work in shaping the course of one's own life. It is also on the basis of such values that Rao (2003) saw in functional literacy a set of essential learning tools comprising of knowledge, values and skills that enable the learner to better understand the environment and transform it to improve the quality of life individually and collectively. With the economic and social skills, functional literacy offers to individuals and groups, it is expected that there is no better way to empower the poor and the marginalized like the women other than to provide functional literacy programmes for their empowerment.

The antecedent of functional literacy in Nigeria could be traced to pre-colonial period with the itinerant Islamic traders and scholars. According to

Nzenari (2010), literacy effort in Nigeria started in the 11th century in the North by Muslim teachers as well as Christian missionaries who penetrated the southern part of the country in the 16th century. He pointed out that Koranic and Arabic literacy had dominated in the North while later in the southern part of the country, Christian organisations established evening classes and Sunday schools. In fact Moja (2000) believed the focus of literacy at that time was to enable converts to read the religious literature. Thus the traditional basic literacy of reading, writing and arithmetic was the basic objective for literacy. Further literacy efforts were noted by Ogili (2001) on the Udi hill experience in the eastern part of the country in 1946 with Major A.J Carpenter as the first mass education officer who promoted literature in indigenous Nigerian languages.

However, further pre-colonial literacy programmes in pre-colonial Nigeria according to Aderinoye (2002) was recognised and implemented by the colonial office out of its memorandum on education policy in British tropical Africa published in 1925 which recommended the implementation of adult education programmes in African countries. Subsequently, a boost to literacy activities in Nigeria came after independence when UNESCO supported the establishment of adult literacy institute in Ibadan. The development led to training of adult educators in the University of Ibadan from 1965. Consequently, in 1971 the

educators (products of this institute) requested for establishment of adult education unit at the federal ministry of education under the umbrella of National Association for Adult Education (Aderinoye 2002).

Later, the Curriculum Conference of 1968 and its consequent publication of the first National Policy on Education in 1977 gave more impetus to the development of Adult Education in Nigeria with the first national policy statement on adult education (FRN, 2014). In 1980, the Government of Kano State established the Kano State Agency for Mass Education. This development was historic as it was the first post independence state government to set up an autonomous agency for adult and non-formal education. The state according to Fasokun and Powell (2007) has made tremendous stride effort in development mass education as it won the UNESCO literacy awards in 1983 and 1990.

In 1982, the then civilian government in Nigeria launched a 10-year National Mass Literacy Campaign. According to Fasokun and Powel (2007), the following activities were identified in the Government's 10-year Plan for Adult and Non-formal Education:

- (i). Adequate documenting of existing literacy and NFE efforts nationwide

- (ii). Creating of synergy between literacy and other adult empowerment programmes (agricultural extension, family planning, primary health care etc.) for more effectiveness and efficiency
- (iii). Evaluating, improving, and expanding on-going literacy programmes (Literacy by Radio, Reflect , Adult Literacy for the disabled, etc.) nationwide
- (iv). Using, maintaining and rehabilitating existing facilities such as Literacy Centres and Women's Centres
- (v). Launching a massive media campaign to promote literacy, particularly amongst the most marginalised groups.

States were also directed to establish state agencies to help realise the objectives of the mass education. Subsequently, Aderinoye (2002) noted that the governments under the military encouraged mass education by directing the Directorate of Food, Roads and Rural Infrastructure (DFRRI) and the Directorate of Social Mobilization (MAMSER) to assist in realizing the objectives of the mass literacy campaign. Also the Federal Republic of Nigeria (2004), noted that in 1990, NMEC was established under the Decree No. 17 of 1990. The National Commission for Mass Literacy Adult and non formal Education was established. The mandates of the commission among others were to monitor and coordinate

activities relating to the National Mass Literacy Campaign in order to ensure the rapid and successful eradication of illiteracy in Nigeria.

The establishment of the commission was to achieve the goals of Mass Literacy adult and non-formal education which are to;

- (i). 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.
- (ii). Provide functional literacy and remedial education to those young people who did not complete secular education.
- (iii). Provide functional and remedial education to those who did not complete secondary education.
- (iv). Provide education for certain categories of those who completed the formal education system in order to improve their basic knowledge and skills.
- (v). Provide in-service, on the job vocational and professional training for different categories of workers and professionals in order to improve their skills and,
- (vi). Give the adult citizen of the country necessary aesthetic, cultural and civic education for public employment. (FRN, 2004).

Fasokun (2012) stated that with the establishment of National Commission for Mass Literacy Adult and Non- formal Education, the 36 states of the Federation and the 774 local government areas are to be responsible for the organization, monitoring and assessment of adult literacy in the local governments to complement the efforts of the National and states Commission for Adult and Non-Formal Education (NMEC). The coordination and supervision of literacy classes are the sole responsibility of the adult education officers, supervisors and literacy instructors. The number of literacy classes expected in any local government area is not to be less than ten with the additional classes managed and funded by the non-governmental organisations under the of (NONGLASS). Examinations are to be conducted in basic competences of reading, writing, numeracy and life skills(Aderinoye, 2002).

To further strengthen literacy programmes in Nigeria, Moja (2000), identified project areas in adult education UNESCO collaborated with the Federal Government in 1999. The areas targeted for immediate attention and estimated cost of the projects were in areas of;

- (i). Access to basic education with estimated cost of one hundred and seventy five million , five hundred thousand naira (175.5m)and

- (ii). Mass reduction of illiteracy as part of a strategy for poverty alleviation with the estimate of one billion, six hundred million naira (1.6b).

Furthermore, the Federal Government has included literacy and community education into the priority list as part of a development strategy for poverty alleviation. In an assessment of Adult Education programmes in Nigeria, Moja (2000) reported that the National Commission for Mass literacy Adult and Non-formal Education did well in reducing the level of illiteracy in the country at its inception. An instance was the raising of literacy rate from thirty (30%) percent for men and sixty two (62%) percent for women to forty seven (47%) percent and sixty seven (67%) percent respectively after 1990. Unfortunately, a later survey on women education conducted by the Federal Government and UNICEF in 1992 indicated a drop in the average rate of literacy to twenty seven (27%) percent from twenty nine (29%) percent in 1992. The survey further revealed a high drop-out rate of more than eighty six (86.6%) percent at women's education centres.

The above development according to the Federal Ministry of Education in 1990 made the NMEC to have a proposal to UNESCO requesting for an increase in existing funding to the agency to realize its objectives. Such objectives included: Raising the literacy rate to 5.55million people per year, offering training in areas of

literacy, and functional literacy which included skills acquisition and distance education for further education.

The target groups were mainly the girl-child and adolescent girls. The 36 states and the Federal Capital Territory also have set up autonomous government agencies and increased the provision of non-formal education to address the problem of illiteracy and continuing education. The areas of coverage includes basic literacy, women development, nomadic education, Arabic integrated literacy (Ajamio), literacy for the blind, Each-one-Teach one (EOTO), worker education, functional literacy, vocational education and literacy for the disabled.

The commission has also succeeded in creating awareness through its sensitization and mobilization workshops at the national state and local Government levels. The 1999 data collected by the Federal Government according to Fasokun (2012) from about 506 literacy centres of the 36 states indicated that; the total enrolment in the United Nations Development Programme(UNDP) assisted mass literacy classes was a population of six hundred and seventy eight thousand, four hundred and seven(678, 407) adult learners. Out of this number, three hundred and fifty six thousand, five hundred and ninety nine (356, 599) were females, representing over fifty seven (57.1 %) percent. And a total number of two hundred and ninety one thousand, eight hundred and eight (291,808) were

males which represented over forty three (43.6%) percent of the enrolment. Similarly, out of fifteen thousand, five hundred and five (15, 505) adult education instructors trained across the nation, eight thousand, one hundred and forty (8,140) or over fifty two (52.5%) percent were males and seven thousand, three hundred and sixty five (7,365) or over forty seven (47.5%) percent of such instructors were females.

Moreover, a total of one thousand, four hundred and seventy five (1,475) supervisors and organizers were trained of which eight hundred and thirteen (813) or over fifty five (55.5%) percent were females. The rest of six hundred and eighty (680) or over forty five (45.5%) percent were males. A National Centre for Adult Education established in Kano in 1985 and three adult education institutes established in Uyo in 1952, Maiduguri in 1976 and Bauchi in 1978 are part of the resources available for literacy education in the country. The centre at Kano serves as National Non-formal Education library, documentation and resource development and production Centre. The institutes offer training courses for mass literacy personnel. In-service programmes are also being conducted. In addition, the centre carries out research on adult education and develops institutional and follow-up materials for nation-wide distribution.

There is network of literacy communications, organised by the NMEC in cooperation with the state agencies. Participatory committees have also been set up (at class centres, centre village/ward local and state government levels) to coordinate the activities and aid material from; disseminate information and provide feedback to the agencies.

Learning centres has been established for different categories of illiterates such as functional literacy centres for adult women nationwide by the state, Federal and Local Government NGOs and philanthropic individuals. A survey conducted in 1995 indicated that there were 720 women's functional literacy centres all over the country with a total of 157,554 learners. Some of such centres are established in Cross River State in collaboration with the local and state government to provide women with functional literacy programmes for empowerment. It is therefore, necessary to assess the extent the centres have helped in empowering the women in Cross River State.

Concept of Empowerment

According to Kaber (2001) empowerment is all about increasing the capacity of individuals or groups to make effective development and life choice and to transform these choices into desired action and outcome. Empowerment therefore, is by its nature a process and or an outcome. Gender empowerment

measures focus on inequalities in the economic and political participation and decision making power and power over economic resources. According to the United Nations International Children Emergency Fund, (UNICEF, 2001), Women Equality and Empowerment Framework (WEEF), emphasis women's level of access, awareness as of causes of inequality, capacity to direct one's own interests, taking control and action to overcome obstacles to reducing structural inequality.

The imperative of the capacity for action and control in the empowerment process made Rao (2007) to have has emphasized the importance of sustainable freedom and the individual's freedom to choice and to achieve a purpose as the basis of empowerment. The capacity to organise 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 informal. 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 personal 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.

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 standpoint might be on the backdrop that poverty is multi-dimensional so are those assets and capabilities. The extreme limitations of the poor people's physical and financial assets severely constrain their capability to negotiate fair deals for themselves and increase their vulnerability.

The views of these writers show that the concept of empowerment focuses on power and control over decision and resources that defines the quality of one's life. Functional literacy in its characteristics gives an inter-disciplinary approach to address the diversity of such constraint to empower the poor especially the women to overcome such socio-economic and political challenges of modern world.

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 adult 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 marginalised 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, 35 percent affirmative in women appointment to political positions and establishment of literacy and vocational centres to up-skill the women in areas of basic 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 marginalised the woman. The discrimination and marginalization of the Nigeria woman Asiyanbola (2005) noted, has been time immemorial due to the patriarchy nature of the society. Patriarchy according to Stacey is a system of social stratification and differentiation on the basis of sex which provides material advantages to males while simultaneously making severe constraints on the roles and 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 (2010) had observed, Nigeria woman is a crucial factor 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 marginalised 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 them to participate in development. According to Olawepo and Jakayinfa, (1999) 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 of the annual budget of nations should be devoted to programmes on empowerment of women (Olawepo and Jekayinfa, 1999).

Consequently, one of the programme strategies globally accepted as an important tool for human development and empowerment is functional education. UNESCO (2010) linking literacy to development, stressed that no development initiative can be accomplished without a literate citizen. Literacy and in particular female literacy is central to moral development, health environment, empowerment and ultimately poverty reduction.

Unfortunately, illiteracy and lack of education has always been seen as a source and harbinger of poverty and disease in Nigeria. According to the National Planning Commission (2004:8), having studied the incidences of poverty in Nigeria in 1980, 1985, 1992 and 1996, it became clear that something more serious and indeed more drastic needs be done about the provision of basic education if poverty is to be reduced to the barest level.

The most positive and purposeful action the commission recommended to address this problem is the provision of education especially functional literacy. Education has been used in the past and in many circumstances to redress even worse. Indeed, Hinzen and Pollinger (2004) stated that poverty is a virus against which the most efficacious weapon of combat is only knowledge.

It is on the bases of addressing the problem of poverty through education that international development organisations and agencies have been in the forefront in

the campaign on education for empowerment. This was evident when the United Nations declared the United Nations Literacy Decades (UNLD) from 2003-2012 (UNESCO, 2008). The decade listed a priority population groups for focus in functional literacy programmes which includes, illiterate youths and adults, especially women and out-of-school children and youths especially girls.

The relevance of literacy especially functional literacy in empowerment was further highlighted by the UNESCO Director General Koichiro Matsuura when he stated that, literacy has never been more necessary for development; it is the key to communication and learning of all kinds and a fundamental condition of access to today's knowledge societies. With socio-economic disparities increasing and global crisis over food, water and energy, literacy is a survival tool in a fiercely competitive world. Literacy leads to empowerment, and the right to education includes the right to literacy- an essential requirement for lifelong learning and a vital means of human development and of achieving the Millennium Development Goals MDG (UNESCO, 2005).

To reinforce UNESCO's commitment in literacy as a tool for human empowerment, a 'Review Meeting' on Education for All (EFA) Literacy for Development Abuja framework for Action and Cooperation (2010), adopted the following as their agenda:

- (i) To mobilise stronger commitment to literacy policies and strategies.
- (ii) Adopt and promote an approach to literacy that is both holistic and relevant for development, linking it with the learning of other skills necessary for human and socio-economic development.
- (iii) Integrate literacy policies into human and socio-economic development policies and this has shared responsibility across sectors and departments, civil society and the private sector.
- (iv) Ensure that adequate strategies for the implementation of policies are in place, backed by strong institutional and legal framework emphasising inter-sectorial responsibility and coordination for youth and adult literacy.
- (v) Enhance decentralised models with appropriate devolution of administrative and financial responsibility to improve implementation of policies (UNESCO: 2010).

The UNESCO (2010) conference also noted that majority of excluded groups in literacy programmes all over the world are women and girls. Therefore, it is imperative to focus on achieving gender equality through literacy programmes for women and (adolescent) girls, which are gender sensitive and respond to their development needs, and which address the socio-cultural barriers that women face.

It is in view of the role of literacy as a tool for development that Njoku (2011) observed there was a close relationship between literacy, educational growth and increased productivity and good development. A high literacy level of a population is expected to result to a production of trained labour force who are required to bring about real change and the realization of the objectives of the government as set in the national policy and development plan. On the basis of what literacy can do in achieving government objectives and in training skilled manpower Marery (2010) pointed out that female functional literacy has been identified as more crucial for advancement than general education. McMichael in Osuofia, Ikejiani and Akaya (2009) were of the opinion that social return to women education greatly exceed those of male education as development cannot happen without the participation of women in the society. McMichael's assertion was further expatiated by Osuofa, Ikejiaku and Akaya (2009), who noted that for Nigeria to achieve the Millennium Development Goals (MDGS) there is need for women education and empowerment. Education of women helps in the health and nourishment of the children and empowers them economically by providing the means for gainful employment as well as participating actively in political governance.

However, available literature and statistics has not shown that Nigeria is sufficiently availing herself of opportunities literacy education offers. *According to the (2008) UNESCO Global Monitoring Report*, the most recent data for Nigeria shows an adult literacy rate of 69 % (78 % for men and 60 % for women). More than 22 million people are illiterate, 65 % of which are women. None of the literacy efforts attempted in Nigeria so far have produced the desired results and millions of people are still being denied access to literacy because of a lack of effective education policies (UNESCO, 2008). The statistics point to the fact that while about 58 percent of Nigerians are literate, the ratio of literate men to literate women is about 2 to 1 (Mauch, 2005; NMEC, 1996). All these statistics are not encouraging at all as they give the impression that Nigeria is a gigantic country of illiterate people that may continue to recycle illiteracy perpetually unless some drastic actions are taken.

Nevertheless, the National Mass Education Commission, (NMEC ,2004) believed that if female heads of families are given education and made permanently literate, they would encourage education of more Nigerian children, youths and adults, and also help in the quest for utilitarian education and the search for Nigerian education that will be more congruous with Nigerian social realities. The commission also observed that greater percent of all heads of family

in Nigeria in 1996 had had no formal education whatsoever. The bulk of these heads of families the commission said are made up of Nigerians aged between 25 and 64 years; who in their illiterate positions preside over families.

The high level of illiteracy in Nigeria, according Fasokun and Powell (2012) is in the face of the country recognizing a fact that literacy is a right through their participation in various international meetings and conferences where such declarations are made from time to time.(The Persepolis Declaration 1975, the Vienna Declaration 1993, the Hamburg Declaration 1997 Fasokun and Powell noted remained instances of forums where literacy has been internationally recognized both as a human right in itself and as a crucial instrument for the pursuit of other rights. However, it should be noted that the level of illiteracy in the country has continued to rise especially amongst women despite efforts of government. The high illiteracy level made the Federal republic of Nigeria to be collaborating with UNESCO after the launch of the Literacy Initiative for Empowerment (LIFE) from 2005-2015 to raise a window of hope in developing strategic framework for literacy education in Nigeria.

According to Aderinoye (2004), LIFE is a UNESCO initiative that is implemented in 35 countries with a literacy rate of less than 50 %, or a population of more than 10 million without literacy competencies. LIFE operations are

country-led, responding to country-specific needs and priorities, which correspond to national capacities. The activities of LIFE so far in Nigeria include according to the FGN-UNICEF-UNESCO-UNDP, (2001) (2001) include:

- (i) Preparatory meetings with literacy stakeholders for a national stakeholders' forum.
- (ii) A national stakeholders' meeting to create awareness of LIFE.
- (iii) Identification of fiscal policies and strategies for promoting literacy and literacy work in Nigeria.
- (iv) Developing strategies for repositioning and redefining literacy and embedding lifelong learning.
- (v) Attendance at a sub-regional meeting in Niger.
- (vi) Carrying out of a national needs assessment for literacy.
- (vii) Consolidation of the draft LIFE Action plan and
- (viii) Scaling-up of the LIFE flagship project ó Literacy by Radio.

However, according to Hinzen and Pollinger (2004), in the mist of these laudable efforts by UNESCO, government agencies and other Non- Governmental organizations in Nigeria on literacy education, the country has not met the International Benchmarks for Adult Literacy. Nigeria needs to reexamine the Benchmarks so as to develop an effective means for delivering literacy to the

millions of adults especially women. Considering the issues and the framework provided by the Adult Literacy Benchmarks, Shaibu (2005) offered following suggestions that:

- (i) The activities of the various organizations and agencies working towards adult literacy should be streamlined in order to make optimum use of meager resources and minimize unnecessary squabbles and rivalries.
- (ii) Efforts should be made to turn them into partners who collaborate in a multi-agency approach to adult education policy design and implementation.
- (iii) Decision-makers and implementers at all levels should be effectively trained to improve their capacity to manage the programme.
- (iv) For a literacy programme to be relevant and meaningful a baseline survey / needs analysis is required to assess current literacy levels and practices, as well as the social and cultural issues that have to be considered before programmes are designed and materials ed. 5.
- (v) There should be a focus on qualitative as well as quantitative assessment in order to measure the true impact of literacy on participants and their communities.
- (vi) There is a need to recruit and train competent adult education personnel who will be motivated to support policies and programmes on adult education

throughout the country. Without an adequate number of good facilitators and administrators, no amount of funding will yield the desired results. 7.

- (vii) The NNCAE should be supported by government and non-government agencies to map out effective training strategies.

However the Federal Ministry of Education (1990) had maintained that the greatest of challenges facing education in Nigeria including Adult and Non formal Education is inadequate funding by federal, state and local governments. At all levels, the agency noted, adult and non-formal education had suffered seriously from under-funding. If Nigeria is to attain even part of the EFA Millennium Development Goals, there is a real need to consult widely and come up with a reliable and workable funding mechanism. It is on this basis that the call by Action Aid (1995), and Shaibu (2006) that the Federal Government must support workforce literacy by developing tax incentives, infrastructure development and support, public awareness campaigns and supportive policies to ensure accessibility of literacy and numeracy skills training to the masses could be met. Fasokun also advised that State and local governments needed to take greater responsibility and treat adult education with the seriousness it deserves. This is in view of Omolewa's observation that lack of consistent and adequate funding, vision, strategy, and coordination has brought literacy services to "fall through the

cracks". Our goal he noted must be to ensure that all Nigerians are equipped to face the challenges of a new, complex world. To help reach that goal, governments must make literacy a policy and funding priority to help literacy to reach out to the underprivileged particularly women who should be empowered to face the challenges of the new world.

Theoretical Framework

This section of the literature reviewed following theories related to the study.

- (i) Critical Social Theory by Max Horkheimer(1937).
- (ii) Situated Theory by Jean Lave and Etienne Wenger(1991) and
- (iii) Functional Context theory by Lave and Sticht (1988).

Critical Social theory by Max Horkheimer (1937)

The critical social 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 societal issues. Critical theory, social reality is historically constructed and is produced and reproduced by peoples. 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 assessment of functional literacy for women empowerment in Cross River State.

The main objective of establishment of and involvement of women in functional literacy programme is to reduce the entrapment of domination and poverty the women found themselves. The decision is born out of a self-reflective knowledge involving both understanding and theoretical explanation of both the government and the beneficiaries on the level of dependence as a result of some

socio-cultural factors. Social theory seeks to emancipate with the power to change the pedagogical process from one of knowledge transmission to knowledge transformation and thus empower the beneficiaries which is the focus of functional literacy programme. Thus critical social theory forms one of the theoretical foundations of the study.

Situated Theory by Jean Lave and Etienne Wenger (1991)

Situated learning was first propounded by Jean Lave and Etienne Wenger (1991). As a model of learning in a community of practice, situated learning is learning that takes place in the same context in which it is applied. Lave and Wenger 1991 argued that learning should not be viewed as simply the transmission of abstract and decontextualised knowledge from one individual to another, but a social process whereby knowledge is co-constructed; they suggest that such learning is situated in a specific context and embedded within a particular social and physical environment.

Lave and Wenger (1991) assert that situated learning "is not an educational form, much less a pedagogical strategy". However, there are pedagogies that include situated activity such as:

- (i). Workshops, kitchens, greenhouses and gardens used as classrooms

- (ii). Stand-up role playing in the real world setting, including most military training (much of which, though, takes a behaviourist approach)
- (iii). Field trips including archaeological digs and participant-observer studies in an alien culture
- (iv). On the job training including apprenticeship and cooperative education
- (v). Sports practice, music practice and art are situated learning by definition, as the exact actions in the real setting are those of practice with the same equipment or instruments

This type of learning allows an individual (students/learner) to learn by socialization, visualization, and imitation. Learning begins with people trying to solve problems (Hung 2002). When learning is problem based, people explore real life situations to find answers, or to solve the problems. Hung's study focuses on how important being social is to learning. In believing that learning is social, Hung adds that learners who gravitate to communities with shared interests tend to benefit from the knowledge of those who are more knowledgeable than they are. He also says that these social experiences provide people with authentic experiences. When students are in these real-life situations they are compelled to learn.

The pedagogy of computer tutors echoes the apprenticeship model in setting individualized tasks for learners and offering guidance and feedback as they work. Situated learning is becoming more involved with technology in ways to help individuals learn information differently than they have in the past. The model of learning a skill through technology mimics how individuals learned in the past from a professional in that skill. In the past when individuals learned about a particular topic it was done in person, in a hands-on environment.

Instruction must be situated in an authentic context that resembles that of the classroom teacher to enrich their learning process by providing realistic experiences that more easily transfer.

Richardson (2010) has noted that when students complete their education they will be expected to use the skills they have learned throughout their educational career in the professional career. It is imperative that they are able to sufficiently utilize these skills to complete work goals. Through situated learning students will be able to learn the skills and also be able to accurately use the skills they have learned. Situated learning allows students to gain experience through doing in some way and from this experience they are able to be productive in their lives after they have graduated.

Situated learning as a theory has relationship with the present study as is embedded in rich situations that assist the adult learners to reflect on their actions, and discuss issues and problems with fellow members of a learning community. Such interaction with colleagues in the learning centres motivates the women identify the causes and possible solutions to their problems. The women have shared interest which is one the principles of situated learning. In the same way the women in the vocational, ICT and basic health programmes learn by socialization visualization and imitation which all strategies in situated learning.

Functional Context Theory by Lave and Sticht (1988)

Functional context approach to learning as propounded by Sticht and Lave 1988 had their roots in the work of social cognitive theorists such as Vygotsky (Karpov & Bransford 2000) and the approaches emphasize the intervention of three components of long term memory, what the individual 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:

- (i). Transfer of learning makes instructions meaningful as possible to the learners in terms of the learners' prior knowledge.
- (ii). The use of equipment and material the learner can use after training
- (iii). Functional context approach to learning improves literacy by improving context knowledge information, processing skill, of the design of the learning materials and
- (iv). Supports the use of valid assessment of learning that requires specific measurement.

Functional context approach proposes new assessment methods, instead of using grade level scores or tests to measure learning contexts.

Functional context learning theory was developed specifically according to Saunter (2011) for adult technical and literacy training in the United States but have application for learning of basic skills in general. The functional context framework has been the basis for training and literacy programme sponsored by the United States Labour Department of Education.

The United Nations Literacy Decade (UNLD) according to UNESCO (2005) contains the basic principles in functional theory which among others included:

- (i). Giving importance to context ;
- (ii). Implying some ability, skill or knowledge

- (iii). Concerned with use in relation to life goals and
- (iv). Linked to participation to society.

UNESCO had also noted that the assessment of any functional literacy programme should be based on assessing literacy skills, literacy use and the impact of literacy which agrees with use of valid assessment principle of functional context theory.

The study on Functional Literacy for Women Empowerment has relationship with context theory as the objective of the functional literacy programme is to provide skills for application in the context of the women's environment to address the socio-economic needs of women. The programme vocational, basic health and ICT skills also have the objective of using literacy to transform the lives of the beneficiaries based on the principles of functional context learning approaches.. It is on this basis that the context learning theory is used as a framework in the context of assessing functional literacy programme of women in Cross River State.

Review of Related Empirical Studies

This section is concerned with review of empirical studies by researchers in similar areas to this study.

Omoruyi and Osunde (2014) in survey research evaluated the effectiveness of the National Youth Employment and Vocational Skill Acquisition Programme

in Mid-western Nigeria. Data was gathered by the researchers using the questionnaire. The research purposes and questions were focused on determining the facilities, time and adequacy of the implementation of the programme and the perception of the trainers and trainees on the value of the programme.

The methodology used for the study was ex-post facto research because the researchers were not part of the programme. The sample for the study was 280 respondents made up of 200 trainees and 80 master trainers randomly selected from the population of all the trainees and master trainers in the learning centres. The items in the questionnaire were rated in order of importance with 4 as the most important and 1 as the least important.

The validity of the instrument was determined by some of the researchers' colleagues at the Faculty of Education, University of Benin. A reliability coefficient of 0.62 was obtained. Copies of the questionnaire were administered during the researchers' visit to the sampled centres. The data collected were analyzed using frequency, percentages, rank order, correlation statistics and t-test.

The result showed that facilities were inadequate. Secondly the objective of the programme as perceived by the trainees were to enable the trainees acquire vocational skills that would make them gainfully employed as a means of ensuring

or providing self reliance and making them more productive. The marginal objective of the programme was to raise the general standard of living of participants. The researchers observed that the programme was laudable in view of the anticipated benefits as it is capable of providing vocational skills to the clientele and ensuring gainful employment. The researchers recommended effective monitoring of the programme implementation to ensure accountability, adequate funding to involve more participants and increased campaign to sensitize the people on the need to be involved on vocational programme to acquire skills or competence for employment.

The study by Omoruyi and Osunde has a lot of relationship with the present study as the first specific objective of the present study is on the vocational skills for empowerment for the women. Both studies have the marginal objective of providing skills for employment and self-reliance.

Another study by Adepoja and kolawole (2004) conducted a survey research on developing literate citizens in south western Nigeria. The objective of the study was to determine the percentage of male and female functional literate citizens in the zone, the percentage employed and with requisite skills (functionally literate) for job placement.

A stratified sampling technique was used to select (237) two hundred and thirty seven respondents from across the six states of the west geo-political zone of Nigeria. The method of data collection was the questionnaire which the respondents gave their age, qualification, gender and employment to determine the class of beneficiaries of functional literacy in the zone.

Analysis of the questionnaire items showed that 58.0% and 42.0% of the respondents were male and females respectively. Among the respondents, 35%, 26%, 32% and 6.8% fall within the age range of 20-30; 30 ó 40, 41 ó 50 and 50 ó 60 years respectively. The result also showed that all the respondents had one form of education or the other. However, despite their education, majority of them were not functionally employed as (156) 34% were employed while (81) 34, 2% were not employed. It also showed that those without requisite jobs were not functionally literate.

The study by Adepoju and Kolawole has several relationships with this study on functional literacy and women empowerment in Cross River North. Both studies have the objective of providing functional literacy for job placement. More so the first specific objective of the study on assessment of functional literacy programmes in Cross River State is to determine the types of vocational literacy programmes and how they have empowered women. The greater number of men

that are functionally literate according Adepoju and Kolawole goes to reinforce the need for functional literacy programmes for Women and the girl-child which is necessary to bridge the literacy gap.

Another study on the impact of functional literacy on socio-economy lives of beneficiaries was carried out by Arko (2009) in Agoni District of Ghana. The objective of Arko's study was to find out how functional literacy in Agoni District had affected the participants socially and economically.

The population of the study was the beneficiaries of the functional literacy programme at the time of the study in Agoni District while the sample for the study was 100 respondents. The sample was randomly selected through a proportional stratified random sampling technique from all the 20 literacy classes of the Agoni District. The technique was used because some centres had more beneficiaries than others.

Two hypotheses were used for the study. A descriptive analysis research design was used in analyzing the data collected based on current state of the phenomenon. The research instrument was interview guide mostly of check list type. Some were open ended items; the multi ó technique used by the researcher to capture a more reliable picture of the phenomenon.

Pearson Product Correlation (PPC) coefficient statistics was used in analyzing, the findings of the study. This was used to show the various degrees of relationship that exist between the variables of the hypotheses which were tested at 0.05 alpha levels. The result of the study showed that functional literacy classes help beneficiaries to improve upon their health status: the study advised that the organizers of the functional literacy programme should have emphasized prevention of health problems instead of emphasizing to the beneficiaries curative measures.

The study by Arko (2009) and assessment of functional literacy for women Empowerment in Cross River State share a lot of similarities. First, the second purpose of the present study is to determine the extent basic health programmes have empowered the women in Cross River State. Meeting the basic health need of Agoni District in Ghana and meeting the health need of women in Cross River State form the bases for both studies.

Similarly another study by Oyeyomi (2003) assessed the poverty reduction strategies in Nigeria (1983 ó 2002). Two hypotheses guided the study on whether the poverty reduction strategies in Nigeria have succeeded or not in reducing poverty.

The design of the study was a survey method. A structured questionnaire and interview were used as tools to obtain the desired information. The target population was the management and staff of the existing and defunct poverty reduction agencies, members of review panels/committees on poverty reduction efforts (1999 ó 2000), management staff of the National Poverty Eradication Programme (NAPEP), beneficiaries of various poverty reduction programmes (past and present), and staff of the World Bank and UNDP in Nigeria .

230 respondents were randomly sampled from the population through the use of table of random numbers. Chi-square was the method used for testing the two hypotheses.

The findings reveal that poverty reduction strategies currently adopted in Nigeria included:

- (i) Provision of micro credits
- (ii) Healthcare delivery;
- (iii) Capacity building;
- (iv) Provision of basic infrastructure such as water, electricity, rural roads,
- (v) Training citizens for skills acquisition in the productive sector;
- (vi) Resource development through promotion of improved production technology;
- (vii) Provision of agricultural supports such as seedlings, fertilizers, .

- (viii) Education in form of mass literacy, Adult and non-formal Education and Nomadic Education among others.
- (ix) Mass transit;
- (x) River Basins ó provision of irrigation and other related items; and
- (xi) Land provision and preparation through the NALDA,

The computation and analysis of hypotheses using Chi- Square showed that the χ^2 is 12.07, which is less than the χ^2 critical 14.68, therefore, the null hypotheses was accepted, which stated that "Poverty Reduction Strategies in Nigeria have not succeeded in reducing poverty. However, the study listed many problems confronting organizations and beneficiaries in achieving the objective of poverty reduction in Nigeria. There seems to be consistency in identifying funding as the severest of all the problems as about 28% of both the agencies and beneficiaries surveyed stated so. Other problems listed in descending order of severity include:

- (i) ineffective targeting of the poor;
- (ii) mismanagement and financial indiscipline;
- (iii) lack of adequate and effective coordination;
- (iv) policy inconsistency;
- (v) lack of wider consultation with the stakeholders; and

(vi) Lack of stable macroeconomic policies.

In view of the reviews, surveys conducted and findings drawn from it, the following recommendations were put forward:

- (i) Government and its agencies should develop a multi-dimensional approach to poverty reduction strategies and implement along that line;
- (ii) Poverty reduction programmes should be given its pride of place through adequate budgeting and prompt release of funds to them;
- (iii) Efforts should be made to effectively target the poor in all considerations and at all levels of articulation,

There is a strong relationship between this study and that of Oyeyomi (2003) and the present study. The two studies are assessment of programmes aimed at reducing poverty and illiteracy in Nigeria. The both studies as well are directed at the adult population to up-skill them and address their basic needs in the areas of vocational, basic health and information and communication technology.

Summary of Reviewed Literature

This study on functional literacy for empowerment of Women in Cross River State North reviewed literature in the following areas: definitions of concepts; theoretical framework and Empirical framework. The conceptual framework reviewed literatures on the concepts of literacy, functional literacy, and

empowerment, Evolution of functional literacy in Nigeria and Literacy and empowerment of Women. Literacy was seen as multi-disciplinary and as a result defies consensus definitions. However, there are certain characteristics identified with literacy such as ability to, read, write and calculate in any language. Literacy is also generally seen as having a utilitarian value in any context or any environment: helping the beneficiaries cope and adapt the challenges of the socio-economic or political environment.

Functional literacy is an emerging trend where literacy is obtained not for its own sake but its indispensable role in socio- economic sustainability of the beneficiaries. It is a lifelong learning approach aimed at empowering the individual in grappling with the ever changing global world.

The study also reviewed literature on the evolution of functional literacy in Nigeria. The pre-colonial period when Islamic clerics and Christian missionaries used literacy to propagate their religion to the period the colonialist signed a memorandum for implementation of literacy programmes in different parts of the country. On independence the country established agencies and commissions entrusted with mass literacy in the country. Several international organisations like UNESCO, the World Bank and non- governmental organisations (NONGLASS) have in many ways contributed to literacy programmes in the country.

The recognition of the potentials of literacy and functional literacy by nations and the international community in using functional literacy for development and empowerment has brought about functional literacy programme. One of such is the functional literacy programmes for women in Cross River State North. International women conferences and educationists had also stressed on the level of socio-economic marginalization of women and the possibility of using functional literacy to redress their situation.

It is on the basis of the marginalization of women and the transformative role of functional literacy that theories on social critical analysis, functional context, and situated learning theories were reviewed and as theoretical framework for the study. Related literatures to the study were also reviewed on concepts of literacy, functional literacy, assessment, programme assessment, empowerment, functional literacy and empowerment.

However, despite the literature reviewed on functional literacy and women empowerment, none of such studies and research was carried out in Cross River State. The need to determine the functional literacy programmes and the impact on the women becomes necessary. It is on this premise that the researcher finds it imperative to bridge the gap and provide information on the functional literacy

programmes in Cross River State and the extent such programmes have empowered the women.

CHAPTER THREE

RESEARCH METHOD

This chapter describes the design of the study, population of study, area of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of instrument, procedure of data collection and method of data analysis.

Design of the Study

The design adopted in this study was a descriptive survey design. A research design is a detailed outline of how an investigation takes place. Design of a study typically include how data is to be collected, what instrument used and the means for analyzing data collected(Muaz,2013). 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 exists and the presence of its existence. In this instance, the study sought to document the extent functional literacy programmes have empowered women in Cross River State.

Area of the Study

The area of study is Cross River State, Nigeria. The state comprises 18 local government councils. They are Abi, Akamkpa, Akpabuyo, Bakassi, Biase, Boki, Bekwara, Calabar South, Calabar Municipality, Etung, Ikom, Obudu, Obubra, Obanliku, Ogoja, Odukpani, Yakurr and Yala Local Government Councils. Each of the councils has education units that coordinate adult and non formal education programmes in the council areas.

Cross River is one of the thirty six (36) states in Nigeria in the south-south geo-political zone. The state is bounded in the North by Benue State. In the West are Abia and Ebonyi States. In the southern part of Cross River State is Akwa-Ibom State with the Federal Republic of Cameroon in the West.

The people of the area are predominantly subsistence farmers. As a result of some cultural demands and inhibitions most of them have no functional skills to enable them adapt to new technologies in their environment. Most importantly, the socio-economic and political demands of modern times have placed more responsibilities on these women that concerted efforts are being made to empower the women to address these challenges through the acquisition of new skills, knowledge and values to help them address personal, family and community needs.

It is on this premise that the researcher decides to ascertain the types and the extent of empowerment of these women through the functional literacy programmes.

Population of the Study

The population of the study is 19, 256 women that enrolled in functional literacy programmes in all the learning centres in Cross River State. The statistics comprises of all the women that attend vocational, health, and ICT programmes in all the 18 local government adult and non formal education centres across the state.

Sample and Sampling Technique

The sample of the study is 750 women. The researcher used the stratified sampling technique to draw a sample of 750 women respondents that attended the vocational, ICT and basic health programmes from the population of the study. A stratified sampling technique was used to select the number of women as respondents based on the population of the women that enrolled in Adult and Non-formal education centres in the 18 local government areas of the state (See Appendix, c).

Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled: Assessment of Functional Literacy Programmes for Women Empowerment in Cross River State Questionnaire (AFLPWECRSQ). The questionnaire is made up of two sections, A and B.

Section A, sought information regarding the respondents' personal characteristics. Section B sought information from respondents on the extent of women empowerment through functional literacy in Cross River State.

The instrument consists of 32 items which are grouped into three clusters of A, B, C. The opinion of respondents were rated using 4-point rating scale with assigned values as follows:

Very High Extent	(VHE)	-----	4points
High Extent	(HE)	-----	3points
Low Extent	(LE)	-----	2pontos
Very Low Extent	(VLE)	-----	1point

Validation of the Instrument

The instrument for the study was face validated by three experts, two from Department of Adult Education and Extra-mural Studies including the project supervisor and one from Measurement and Evaluation, University of Nigeria

Nsukka. The corrections and suggestions made by the validators were reflected on the instrument before it was used for the reliability test.

Reliability of the Instrument

The instrument for the study was used for a field test in two local government areas of Vadekiya and Konshisha local government areas of Benue State. Thirty (30) copies of the questionnaire were distributed to women in the functional literacy centres in the two local governments.

Data collected from the instrument on the field-testing were analyzed using Cronbach Alpha that determined the reliability coefficient of the data. High reliability co-efficient scores of 0.65, 0.59 and 0.65 for cluster A, B and C respectively with an overall coefficient of 0.63 were obtained. The figure is adjudged high enough for the instrument to be used for data collection for the study.

Procedure for Data Collection

The 750 copies of the instrument were administered to the respondents with the help of 9 research assistants from the 18 (eighteen local education council areas) of Cross River State (one assistant for two local government councils). The research assistants were briefed by the researcher on how to administer the

questionnaire to the respondents and to encourage the respondents to complete the questionnaire on the spot and collect to avoid loss. This was to ensure maximum return. Out of the 750 copies of the questionnaire administered to the respondents, 721 copies were completely filled and retrieved representing 96.1% rate of return. The retrieved copies were used for data analysis.

Method of Data Analysis

Data collected were analyzed as follows: The responses of the respondents were tallied as rated in the instrument for data collection. The total scores was analyzed using mean and mean deviation. The mean and standard deviation was used to answer the three research questions. Using 2.50 as cut-off point value, any mean score of 2.50 or above was regarded as "High Extent" while any mean score less than 2.50 was regarded as Low Extent.

For the hypotheses, t-test statistics was used at 0.05 level of significance. Therefore, the hypothesis of no significant difference was accepted for items whose p-values were greater than 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected for items whose p-values were less than 0.05 level of significance.

CHAPTER FOUR

RESULTS

This chapter presents the results of the study from the data analysis. They are presented in tables and in accordance with the research questions and hypotheses.

Research Question One

To what extent have the vocational skills provided in the vocational centres empowered the women in Cross River State?

The data for answering research question one are presented in table one:

Table 1: Mean Ratings of the Responses of Respondents on the Extent to which Vocational Skills Provided in Vocational Centres has Empowered the Women in Cross River State. (N = 721)

NS	Vocational Skills for Women Empowerment	VHE	HE	LE	VLE	\bar{X}	SD	Rmk
1	The women are trained in the skills of hair dressing and pedicure.	56	214	350	101	2.51	0.80	HE
2	There is provision for skill training in tailoring and fashion designing.	53	260	321	87	2.38	0.79	LE
3	The vocational centres give training in weaving, tie and dye	63	205	343	110	2.50	0.63	HE
4	The women receive training in detergents and cosmetics production.	103	210	312	96	2.44	0.89	LE
5	Programmes are organised for women in computer operations.	64	191	304	162	2.21	0.89	LE
6	Basic health programmes are often organised for the women.	122	222	260	117	2.48	0.95	LE
7	The Vocational centres provide the women training in food processing and preservation.	123	271	257	70	2.62	0.87	HE
8	There are skill training in Cain-Chair making	71	161	249	240	2.08	0.97	LE
9	Basic literacy skills are provided to the women	141	174	289	117	2.47	0.88	LE
10	Business cooperative skills are part of the vocational skills provided for the women.	98	198	237	188	2.88	0.79	HE

11	The women receive Home Economic skills in the vocational centres.	171	200	260	90	2.62	0.87	HE
12	Entrepreneurial skills are provided to the women.	143	175	270	133	2.45	0.70	LE

Note: X = Mean; SD = Standard Deviation; HE = High Extent; LE = Low Extent; N = No of respondent

The data presented in Table 1 above revealed that the mean ratings of the respondents on 5 out of the 12 identified items in the table ranged from 2.50 to 2.88 which are greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 5 vocational skills are to a high extent provided in the vocational centres for empowering the women in Cross River State.

The mean ratings of the respondents on the remaining 7 items in the table ranged from 2.08 to 2.48 which are less than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 7 vocational skills are to a low extent provided in the vocational centres for empowering the women in Cross River State. The standard deviation values of the 12 items in the table ranged from 0.63 to 0.97 which implied that the responses of the respondents are close to the mean and one another.

Research Question Two

To what extent have the basic health programmes empowered the women in Cross River State?

The data for answering research question two are presented in table two:

Table 2: Mean Ratings of the Responses of Respondents on the Extent to which Basic health Programmes has Empowered the Women in Cross River State. (N = 721)

SN	Basic Health Programmes for Women Empowerment	VHE	HE	LE	VLE	\bar{X}	SD	Rmk
1	There are integrated child care and nutrition programmes for effective child care.	123	176	267	155	2.47	0.70	LE
2	Health agencies organise programmes for women on prevention management and control of STDs and STI(HIV/AIDS) centres	93	210	249	169	2.31	0.97	LE
3	There are breast cancer prevention and mgmt. (mammography) Centres for women.	208	204	240	69	2.76	0.87	HE
4	Workshops and seminars are orgained for women on oral re-dehydration therapy and cholera prevention.	88	141	322	170	2.20	0.93	LE
5	Programmes on family planning and child spacing are provided for women.	161	240	245	75	2.67	0.74	HE
6	The women receive training on the use of contraceptive and child control.	60	193	322	146	2.43	0.86	LE
7	There are seminars for women on the challenges of early marriage.	43	190	269	219	2.07	0.79	LE
8	There are referral centres on fundamental health challenges of women.	78	219	327	97	2.38	0.85	LE
9	There are programmes on breast feeding and child care for mothers.	73	371	161	116	2.55	0.69	HE
10	The health agencies provide pre-natal and ante-natal programmes for pregnant mothers.	116	232	263	110	2.69	0.93	HE

Note: X = Mean; SD = Standard Deviation; HE = High Extent; LE = Low Extent; N = No of respondent

From the data presented in Table 2 above, it was showed that the mean ratings of the respondents on 4 out of the 10 identified items in the table ranged from 2.53 to 2.76 which are greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 5 basic health practices are to a high extent provided for empowering the women in Cross River State.

The mean ratings of the respondents on the remaining 6 items in the table ranged from 2.07 to 2.47 which are less than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 5 basic health practices are to a low extent provided for empowering the women in Cross River State. The standard deviation values of the 10 items in the table ranged from 0.69 to 0.97 which indicated that the responses of the respondents are close to the mean and one another.

Research Question Three

To what extent have the Information Communication Technology (ICT) programmes empowered the women in Cross River State?

The data for answering research question three are presented in table three:

Table 3: Mean Ratings of the Responses of Respondents on the Extent to which Information Communication Technology (ICT) Programmes has Empowered the Women in Cross River State. (N = 721)

SN	ICT Programmes for Women Empowerment	VHE	HE	LE	VLE	\bar{X}	SD	Rmk
1	The women receive computer/ICT training in spreadsheet/graphics.	72	232	249	168	2.28	0.93	LE
2	The computer centres train the women in Desk top publishing.	88	219	242	172	2.30	0.76	LE
3	There is ICT training for women in Media communication.	107	147	286	181	2.24	0.89	LE
4	Networking programme is part of the ICT provided for women.	122	228	225	146	2.45	0.99	LE
5	Women are trained in storage and distribution of ICT accessories.	136	188	270	127	2.46	0.68	LE
6	There is Web/internet based business training for women.	143	118	273	187	2.30	0.76	LE
7	Telecommunications skill is one of the ICT training programmes.	58	219	300	144	2.26	0.86	LE
8	The women receive ICT training in Word processing.	106	180	302	133	2.35	0.94	LE
9	Some women are trained in multi-media integration.	67	257	252	145	2.34	0.80	LE
10	There is training for women in recharge card printing.	58	174	386	103	2.25	0.79	LE

Note: X = Mean; SD = Standard Deviation; LE = Low Extent; N = No of Respondent

The data presented in Table 3 above revealed that the mean ratings of the respondents on all the 10 identified ICT items in the table ranged from 2.24 to 2.46 which are greater than the cut-off point value of 2.50 on 4-point rating

scale. This indicated that the 10 Information and Communication Technology (ICT) skills are to a low extent provided in the vocational centres for empowering the women in Cross River State. The standard deviation values of the 10 items in the table ranged from 0.76 to 0.99 which implied that the responses of the respondents are close to the mean and one another.

Testing of Hypotheses

Hypothesis One

H₀₁: There is no significant difference between the mean ratings of urban and rural women on the extent the vocational skills programmes have empowered women in Cross River State.

The data for testing hypothesis one are presented in Table 4.

Table 4: The t-test Statistics of the Mean Ratings of the Responses of Urban and Rural Women on the extent the vocational skills programmes have empowered women in Cross River State.

SN	Cluster Statements	\bar{X}_U	SD _U	\bar{X}_R	SD _R	t-cal	t-tab	Rmk
1	The women are trained in the skills of hair dressing and pedicure.	2.55	0.92	2.37	0.66	2.32	1.96	S*
2	There is provision for skill training in tailoring and fashion designing.	2.44	0.74	2.32	0.83	0.01	1.96	NS
3	The vocational centres give training in weaving, tie and dye	2.57	0.95	2.43	0.69	0.95	1.96	NS
4	The women receive training in detergents and cosmetics production.	2.49	0.85	2.38	0.93	2.64	1.96	S*
5	Programmes are organised for women in computer operations.	2.32	0.81	2.11	0.73	3.13	1.96	S*
6	Basic health programmes are often organised for the women.	2.59	0.72	2.36	0.86	3.23	1.96	S*
7	The vocational centres provide the women training in food processing and preservation.	2.62	0.96	2.61	0.78	0.10	1.96	NS
8	There are skill training in Cain-chair making	2.08	0.79	2.08	0.83	0.03	1.96	NS
9	Basic literacy skills are provided to the women	2.54	0.96	2.39	0.99	2.07	1.96	S*
10	Business cooperative skills are part of the vocational skills provided for the women.	2.33	0.74	2.23	0.94	1.33	1.96	NS
11	The women receive Home Economic skills in the vocational centres.	2.65	0.93	2.59	0.72	0.81	1.96	NS
12	Entrepreneurial skills are provided to the women.	2.46	0.84	2.44	0.84	0.20	1.96	NS

Note: X_U = Mean of Urban Women; X_R = Mean of Rural Women; Level of Sig. = 0.05,

*S** = Significant; *NS* = Not Significant.

The data presented in table 4 on t-test statistics showed that, the t-calculated (t-cal) values of items 1, 4, 5, 6 and 9 were 2.32, 2.64, 3.13, 3.23 and 2.07 respectively which were greater than the t-table (t-tab) value of 1.96 at 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of urban and rural women on the five items of vocational skills for empowering women in Cross River State. Therefore, the null hypothesis of no significant difference was rejected on the 5 vocational skill items in the table.

On the other hand, the t-calculated (t-cal) values of the remaining 7 vocational skill items in the table ranged from 0.01 to 0.95 which were less than the t-table (t-tab) value of 1.96 at 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of urban and rural women on the 7 items of vocational skills for empowering women in Cross River State. Hence, the null hypothesis of no significant difference was accepted on the 7 vocational skill items in the table.

Hypothesis Two

H₀₂: There is no significant difference on the mean ratings of urban and rural women on the extent the basic health programmes have empowered the women in Cross River State.

The data for testing hypothesis two are presented in Table 5.

Table 5: The t-test Statistics of the Mean Ratings of the Responses of Urban and Rural Women on the extent the Basic Health Programmes have Empowered Women in Cross River State.

SN	Cluster Statements	\bar{X}_U	SD _U	\bar{X}_R	SD _R	t-cal	t-tab	Rmk
1	There are integrated child care and nutrition programmes for effective child care.	2.54	0.95	2.33	0.80	3.69	1.96	S*
2	Health agencies organise programmes for women on prevention management and control of STDs & STI(HIV/AIDS) centres	2.32	0.97	2.30	0.86	0.40	1.96	NS
3	There are breast cancer prevention mgmt (mammography) Centres for women.	2.84	0.73	2.70	0.94	2.15	1.96	S*
4	Workshops and seminars are organised for women on oral re-dehydration therapy and cholera prevention.	2.25	0.88	2.15	0.93	1.39	1.96	NS
5	Programmes on family planning and child spacing are provided for women.	2.67	0.78	2.67	0.88	0.39	1.96	NS
6	The women receive training on the use of contraceptive and child control.	2.62	0.77	2.40	0.91	3.22	1.96	S*
7	There are seminars for women on the challenges of early marriage.	2.08	0.67	2.07	0.80	0.12	1.96	NS
8	There are referral centres on fundamental health challenges of women.	2.46	0.92	2.30	0.76	0.56	1.96	NS
9	There are programmes on breast feeding and child care for mothers.	2.63	0.93	2.47	0.81	2.48	1.96	S*
10	The health agencies provide pre-natal and ante-natal programmes for pregnant mothers.	2.74	0.72	2.51	0.84	3.73	1.96	S*

Note: X_U = Mean of Urban Women; X_R = Mean of Rural Women; Level of Sig. = 0.05,

*S** = Significant; *NS* = Not Significant.

From the data presented in table 5 on t-test statistics, it was revealed that the t-calculated (t-cal) values of items 1, 3, 6, 9 and 10 were 3.69, 2.15, 3.22, 2.48 and 3.73 respectively which were greater than the t-table (t-tab) value of 1.96 at 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of urban and rural women on the 5 items of basic health practices for empowering women in Cross River State. Therefore, the null hypothesis of no significant difference was rejected on the 5 basic health practices in the table.

On the other hand, the t-calculated (t-cal) values of the remaining 5 basic health practices in the table ranged from 0.12 to 1.39 which were less than the t-table (t-tab) value of 1.96 at 0.05 level of significance. This implied that there were no significant differences in the mean ratings of the responses of urban and rural women on the 5 items of basic health practices for empowering women in Cross River State. Therefore, the null hypothesis of no significant difference was accepted on the 5 basic health practices in the table.

Hypothesis Three

H₀₃: There is no significant difference in the mean ratings of the urban and rural women on the extent the Information Communication Technology (ICT) programmes have empowered the women in Cross River State.

The data for testing hypothesis three are presented in Table 6 below.

Table 6: The t-test Statistics of the Mean Ratings of the Responses of Urban and Rural Women on the extent the Information and Communication Technology Programmes have Empowered Women in Cross River State.

SN	Cluster Statements	\bar{X}_U	SD _U	\bar{X}_R	SD _R	t-cal	t-tab	Rmk
1	The women receive computer/ICT training in spreadsheet/graphics.	2.31	0.71	2.26	0.84	0.78	1.96	NS
2	The computer centres train the women in Desk top publishing.	2.41	0.66	2.20	0.85	2.81	1.96	S*
3	There is ICT training for women in Media communication.	2.27	0.71	2.22	0.85	0.59	1.96	NS
4	Networking programme is part of the ICT provided for women.	2.54	0.70	2.36	0.97	3.02	1.96	S*
5	Women are trained in storage and distribution of ICT accessories.	2.52	0.94	2.40	0.82	1.03	1.96	NS
6	There is Web/internet based business training for women.	2.64	0.96	1.95	0.75	3.24	1.96	S*
7	Telecommunications skill is one of the ICT training programmes.	2.49	0.91	2.08	0.75	5.33	1.96	S*
8	The women receive ICT training in Word processing.	2.43	0.72	2.28	0.85	2.07	1.96	S*
9	Some women are trained in multi-media integration.	2.48	0.91	2.19	0.86	4.41	1.96	S*
10	There is training for women in recharge card printing.	2.23	0.86	2.28	0.72	0.71	1.96	NS

Note: X_U = Mean of Urban Women; X_R = Mean of Rural Women; Level of Sig. = 0.05,

S = Significant; NS = Not Significant.*

The data presented in table 6 on t-test statistics revealed that, the t-calculated (t-cal) values of items 2, 4, 6, 7, 8 and 9 were 2.81, 3.02, 3.24, 5.33,

2.07 and 4.41 respectively which were greater than the t-table (t-tab) value of 1.96 at 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of urban and rural women on the 6 items of information and communication (ICT) skills for empowering women in Cross River State. Therefore, the null hypothesis of no significant difference was rejected on the 6 ICT skill items in the table.

On the other hand, the t-calculated (t-cal) values of the remaining 4 ICT skill items in the table ranged from 0.59 to 1.03 which were less than the t-table (t-tab) value of 1.96 at 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of urban and rural women on the 4 items of ICT skills for empowering women in Cross River State. Hence, the null hypothesis of no significant difference was accepted on the 4 ICT skill items in the table.

Summary of Findings

1. Vocational skills are generally to a low extent provided in the vocational centres for empowering the women in Cross River State.
2. Basic health practices are generally to a low extent provided for empowering the women in Cross River State.

3. Information and Communication Technology (ICT) skills are generally to a low extent provided in the vocational centres for empowering the women in Cross River State.
4. There were significant differences in the mean ratings of the responses of urban and rural women on 5 out of the 12 vocational skills for empowering women in Cross River State whereas there were no significant differences on the remaining 7 vocational skill items.
5. There were significant differences in the mean ratings of the responses of urban and rural women on the 5 out of the 10 basic health practices for empowering women in Cross River State whereas there were no significant differences on the remaining 5 basic health practices,.
6. There were significant differences in the mean ratings of the responses of urban and rural women on the 6 out of the 10 items of information and communication (ICT) skills for empowering women in Cross River State whereas there were no significant differences on the remaining 4 ICT skills.

CHAPTER FIVE DISCUSSIONS, IMPLICATIONS, CONCLUSIONS & RECOMMENDATIONS

The findings of the study were discussed in this chapter. Implications and conclusions were also made. Furthermore, recommendations were given based on the findings of the study while suggestions for further studies were presented.

Discussions of Findings

Extent of Vocational Skills Provided for Empowering Women

The findings of this study on research question one found that the extent to which vocational skills are provided in the vocational centres for empowering the women in Cross River State is generally low. The vocational skills provided for empowering women were low in the areas of provision for skill training in tailoring and fashion designing, training in detergents and cosmetics production, programmes organised for women in computer operations, basic health programmes for the women, skill training in Cain-Chair making, basic literacy skills and entrepreneurial skills for the women.

The findings of this study is in line with the findings of Fatimayin (2014) whoe found that a large number of women especially in the rural areas are not realizing their full potentials and cannot contribute to societal development because of the lack of basic education and vocational skills with which they can

become economically independent. The findings of this study agreed with that of Edu and Edu (2012) who identified that vocational skill training for women are still relatively low in Nigeria suggesting that acquisition of relevant skills and knowledge required for effective participation in the development of the society are required by the women. Also in support of the findings of this study, Ndahi (2002) found that during the early period of the development of vocational education and training in Nigeria, the males were the major focus of skill acquisition while the females were grossly at disadvantage. Therefore, enrollment in these vocational and technical institutions was strictly for boys. In addition, the findings of this study corroborated that of Offiong (2004) who in a study reported that female vocational skill acquisition and literacy ratio has increased in most developing countries of the world that most vocational skills education and training are concentrated on men.

Extent of Basic Health Practices Provided for Empowering Women

The findings of this study in respect to research question two found that the extent to which basic health practices were provided for empowering the women in Cross River State is generally low. The basic health services provided for empowering women were low in the areas of rendering integrated child care and nutrition programmes for effective child care, rendering programmes for women

on prevention management and control of STDs and STI(HIV/AIDS) centres, organizing workshops and seminars for women on oral re-dehydration therapy and cholera prevention, organizing seminars for women on the challenges of early marriage, referral centres on fundamental health challenges of women and organizing training for women on the use of contraceptive and child control.

The findings of this study conformed with that of Riman and Akpan (2012) who investigated healthcare financing and health outcomes in Nigeria using the case of Cross Rivers State, Nigeria where the author found that there is high levels of infant mortality and morbidity rate in Cross Rivers State which was associated with the high incidence of out-of-pocket payment, and the wide disparity and inequality in income distribution, disproportionate disparity in the spatial distribution of health facilities, with concentration of health facilities at the urban areas rather than the rural areas, which of course contributed to the poor service demand. In agreement with the findings of this study on low basic health services to women, the World Health Organization (2007) estimates that about 536,000 women die of pregnancy-related causes annually, and close to 10 million women suffer complications related to pregnancy or childbirth due to poor basic health services render to women most especially in Africa and other developing countries of the world.

Extent of ICT Skills Provided for Empowering Women

The findings of this study as regards to research question three found that the extent to which ICT skills are provided in the vocational centres for empowering the women in Cross River State is generally low. The ICT skills provided for empowering women were low in the areas of provision of computer/ICT training in spreadsheet/graphics for women, training women on the Desk top publishing, media communication, networking, storage and distribution of ICT accessories, web/internet based business training for women, telecommunications skills, word processing, multi-media integration and training for women in recharge card printing.

The findings of this study supported that of Akomolafe (2014) who carried out a study on promoting ICT opportunities for women empowerment In Nigeria and reported that Women are often under-represented in ICT usage in the advancement of information technology especially in the developing nations like Nigeria. In addition, the findings of this study on low empowerment of women in ICT skills conformed the findings of Olasanmi, Ayoola and Kareem-Ojo (2012) in a study on the use of ICT among entrepreneurs in industry in South-West Nigeria where the authors found that women entrepreneurs under-utilized ICT infrastructure, and system in the production and marketing of garments. The result

of the study of Olasanmi, et. al, (2012) further revealed that the use of radio and television for marketing and advertisements is under-utilized, due to the fact that it is expensive to explore. It also showed that most of the women producers lack computer literacy. Therefore, Nigerian women entrepreneurs' use of ICT infrastructure and systems is limited and even the ones in use are not widely explored for business development. Also, the findings of this study substantiated that of George (2005) who found that the challenges or obstacles to ICT utilization for women's development are a global phenomenon but it is more obvious in developing countries. As a result of Africa's numerous problems such as poverty, high level of illiteracy among others.

Implications of the Study

This study has obvious implications for ministry of women affairs to determine areas of interest in addressing the specific vocational, health and ICT skill needs of women with respect to women empowerment in the State. Women organizations will find the study interesting as it would help them in assessing the efforts of government and non-governmental organisations in empowering women in Cross River State, Nigeria.

The donor agencies and other non-governmental organisations in the area of women empowerment will be properly guided and informed on the challenges and

level of functionality of vocational programmes for women empowerment in the state for improvement. Such agencies could find the work necessary in addressing similar issues in other areas.

This study has significant implications for Cross River State Agency for Mass Literacy which can adopt the document as an assessment tool on progress or achievements so far in the implementation of functional programmes for women in Cross River State. The outcome of the study would also be a synergy in the self assessments of the agency on the implementation of the functional literacy programme in the state. International development agencies such as UNESCO and CEDAW would find the document interesting as they have been implementing several programmes aimed at enhancing the status of women. Some aspects of the programme could be used by the agencies as reference points in new areas for women empowerment. Human Rights Organisations would also see the work relevant as the impact would help them address issues pertaining to the programme on how to strengthen them.

Limitations of the Study

The study has the following limitations:

1. The data for this study were collected from rural and urban-based women who were registered with Adult and Non-formal education centres in the

State. Therefore, the opinions of women that are no registered and also staff of the vocational programmes were not sought for in the study.

2. Out of the 750 copies of the questionnaire administered to the respondents, 721 copies were retrieved and completely filled which were used for the study.
3. There were indications of insecurity in some communities and locations selected for the study in the state which interrupted the data collection exercise. Effort was made to reprint some copies of the questionnaire to make up for the copies that were lost as a result of security threats.
4. Considering the size of Cross River State, the wide coverage of the study across the state also posed some financial limitations. Although, the candid efforts of the 9 research assistants that joined the researcher in data collection helped a great deal to solve some the financial limitation the research would have faced.

Suggestions for Further Research

The following suggestions were made for further research:

1. Assessment of Community Participation in Women Empowerment Programmes for Poverty Reduction in Cross Rivers State, Nigeria.

2. Vocational skills required by women for sustainable livelihood in Rural and Urban Communities in Cross Rivers State, Nigeria.
3. Capacity building needs of instructors in Adult and Literacy centres for effective training of women for empowerment in Cross River State, Nigeria.
4. The prospects and associated challenges undermining the achievement of the objectives of Adult education and literacy programmes for women empowerment in Cross River State, Nigeria.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were made that:

1. Government should also improve the physical, infrastructural and organizational standards of vocational institutions through better funding.
2. There should be constant review of the current Federation revenue distribution formula, with emphasis given to the Local Government Areas (who are the principal institution responsible for primary health care in Nigeria) and the speedy implementation of the National Health Insurance Scheme (NHIS) to cater for the specific health needs of women.

3. Establishment of active political framework and democratic governance that will be impartial in policy formulations, especially, as it concerns effective healthcare provision in both rural and urban areas of the state.
4. More involvement of international donor agencies in the health intervention programmes for improved health services for women. Nigeria still requires the support of foreign partners in fighting the scourge of disease most especially those affecting women within and around the country.
5. The communities should awaken to a shared sense of responsibilities, through the establishment of local community health insurance schemes to support the existing ones in quality health service to women in the state.
6. Science and technology education is the prerequisite for work in information and communication technology. Therefore, there is the need for orientation for women to embrace science and technology.
7. The federal, state and local governments should join hands together in empowering women more in areas vocational skill acquisition such as processing, soap making, farming, snailry, hair dressing, cosmetic production, tie and dye and catering business.

8. Women in both urban and rural areas should be encouraged to form cooperative societies so that they can be trained and empowered as a group with relevant vocational, health and ICT skills for productive living.

Conclusion

The present concern to alleviate the suffering of Nigerians especially the women has resulted in skills acquisition initiatives. The available skills acquisition programmes were listed which were capable of curbing unemployment, poverty and health related challenges of women. The quest for provision of vocational education and training and improved health of women as a tool for community and national development is a task that must be accomplished, considering women multiple responsibilities in our day-to-day life, especially in the family circle. Women have suffered from inequality in educational opportunities, lack of participation in modern agriculture, lack of formal vocational training, poor health services towards the women's need among others. These disadvantages which are caused by institutional and socio-economic factors need to be overcome if women must contribute effectively to community and national development.

Thus, this calls for action on the part of government to beef-up vocational training programmes, intervention health programmes and ICT skills acquisition initiatives for women in Cross River State through Adult education and literacy

programmes. Despite the establishment of these programmes, the stated objectives of women empowerment in vocational skills, basic health services and ICT skills have not been achieved. Hence, this was carried out to assess the functionality of literacy programmes for women empowerment in Cross River State, Nigeria bearing in mind the extent to which vocational skills, basic health practices and ICT skills had been used for women empowerment in the State. Data were collected from 750 rural and urban women that were enrolled in Adult and Non-formal education centres in Cross River State. Based on the data collected and analysed, it was found that the extent to which vocational skills, basic health practices and Information and Communication Technology (ICT) skills are provided in the vocational centres for empowering the women in Cross River State are generally low. Therefore, the objectives of the Adult and literacy programmes are not effectively realized.

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APPENDIX A

DATA COLLECTION INSTRUMENT

Department of Adult Education and
Extra Moral Studies
University of Nigeria Nsukka
Enugu State

Dear Sir/Madam,

QUESTIONNAIRE ON ASSESSMENT OF FUNCTIONAL LITERACY EMPOWERMENT PROGRAMME FOR WOMEN EMPOWERMENT IN CROSS RIVER STATE

I am a postgraduate student of Adult Education and Extra-Mural Studies of the above University. Your co-operation is needed in providing me with the necessary information on the above topic to make this work successful.

Attached below are the questionnaire items to which you are requested to provide honest responses (VHE), (HE), (LE) and (VLE) by making a tick (/) on the option in each item best appeals to you. All information will be treated in confidence and used only for the purpose of this study.

Thanks for your anticipated cooperation.

Yours faithfully,

Igbo Regina
(PG/MED/09/50677)

SECTION A: personal Characteristics of Respondents

Name of LGA -----

Name of Unit-----

Status -----

Educational status: -----

Gender: Male () or Female: ()

Section B, NOTE:**VHE = Very High Extent.****HE = High Extent.****LE = Low Extent.****VLE = Very Low Extent.****PROGRAMMES FOR WOMEN EMPOWERMENT IN CROSS RIVER STATE, NIGERIA.**

Cluster A	VOCATIONAL SKILLS FOR WOMEN EMPOWERMENT	VHE	HE	LE	VLE
1	The women are trained in the skills of hair dressing and pedicure.				
2	There is provision for skill training in tailoring and fashion designing.				
3	The vocational centres give training in weaving, tie and dye				
4	The women receive training in detergents and cosmetics production.				
5	Programmes are organised for women in computer operations.				
6	Basic health programmes are often organised for the women.				

7	The Vocational centres provide the women training in food processing and preservation.				
8	There are skill training in Cain- Chair making				
9	Basic literacy skills are provided to the women				
10	Business cooperative skills are part of the vocational skills provided for the women.				
11	The women receive Home Economic skills in the vocational centres.				
12	Entrepreneurial skills are provided to the women.				
Cluster B	BASIC HEALTH PROGRAMMES FOR WOMEN EMPOWERMENT	VHE	HE	LE	VLE
13	There are integrated child care and nutrition programmes for effective child care.				
14	Health agencies organise programmes for women on prevention management and control of STDs and STI(HIV/AIDS) centres				
15	There are breast cancer prevention and mgmt. (mammography) Centres for women.				
16	Workshops and seminars are organised for women on oral re-dehydration therapy and cholera prevention.				
17	Programmes on family planning and child spacing are provided for women.				
18	The women receive training on the use of contraceptive and child control.				
19	There are seminars for women on the challenges of early marriage.				
20	There are referral centres on fundamental health challenges of women.				
21	There are programmes on breast feeding and child care for mothers.				
22	The health agencies provide pre-natal and ante-natal programmes for pregnant mothers.				
Cluster C	ICT PROGRAMMES FOR WOMEN EMPOWERMENT	VHE	HE	LE	VLE

23.	The women receive computer/ICT training in spreadsheet/graphics.				
24	The computer centres train the women in Desktop publishing.				
25	There is ICT training for women in Media communication.				
26	Networking programme is part of the ICT provided for women.				
27	Women are trained in storage and distribution of ICT accessories.				
28	There is Web/internet based business training for women.				
29	Telecommunications skill is one of the ICT training programmes.				
30	The women receive ICT training in Word processing.				
31	Some women are trained in multi-media integration.				
32	There is training for women in recharge card printing.				

APPENDIX B

POPULATION OF THE STUDY.

S/N	18 Local Education Councils of Cross River State	Women enrolled for ICT Programmes.	Women enrolled for vocational Centres	Women Participation in basic Health programmes	Total
1	Abi	32	204	100	336
2	Akamkpa	76	335	215	625
3	Akpabuyo	50	480	120	650
4	Bakassi	30	580	155	775
5	Biase	40	980	130	1160
6	Boki	34	600	96	730
7	Bekwara	55	500	150	705
8	Calabar south	104	1004	600	1776
9	Calabar Municipality	100	1615	300	2015
10	Etung	40	480	100	628
11	Ikom	75	1500	230	1800
12	Obudu	86	1448	350	1898
13	Obubra	50	630	150	830
14	Obanliku	40	600	100	748
15	Ogoja	50	1400	200	1650
16	Odukpani	50	900	100	1152
17	Yakurr	40	750	160	950
18	Yala	100	600	130	830

Population of Respondents from the eighteen (18) Council Areas.

Source: Cross River State Centre for Adult and Non-formal Education. (CRSCANE) 2014.

APPENDIX C

SAMPLE FOR THE STUDY.

Selected Sample Size of Respondents for Assessment of Functional Literacy for Empowerment of Women in Cross River State.

LGAs/ Council Areas.	Women enrolled in vocational centres.	Women enrolled for ICT prog.	Women Participation in basic Health prog.	Total
Abi	10	10	10	30
Akamkpa	10	10	10	30
Akpabuyo	10	10	10	30
Bakassi	10	10	10	30
Biase	20	20	20	60
Boki	10	10	10	30
Bekwara	10	10	10	30
Calabar South	20	20	20	60
Calabar Municipality	20	20	20	60
Etung	10	10	10	30
Ikom	20	20	20	60
Obudu	20	20	20	60
Obubra	10	10	10	30
Obanliku	10	10	10	30
Ogoja	20	20	20	60
Odukpani	20	20	20	60
Yakurr	10	10	10	40
Yala	10	10	10	30
Total 18	250	250	250	750

APPENDIX D
RESULTS OF RELIABILITY TEST

Section A. Vocational Programmes

	N	%
Cases Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.653	12

Section B. Basic Health Programmes

	N	%
Cases Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.591	10

Section C. Information Communication Technology

	N	%
Cases Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.649	10

OVERALL RELIABILITY COEFFICIENT

	N	%
Cases Valid	30	100.0
Excluded ^a	0	.0
Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.630	32

APPENDIX E

RESULT OF DATA ANALYSIS

Altem1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	101	14.0	14.0	14.0
2.00	350	48.5	48.5	62.6
3.00	214	29.7	29.7	92.2
4.00	56	7.8	7.8	100.0
Total	721	100.0	100.0	

Altem2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	87	12.1	12.1	12.1
2.00	321	44.5	44.5	56.6
3.00	260	36.1	36.1	92.6
4.00	53	7.4	7.4	100.0
Total	721	100.0	100.0	

Altem3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	110	15.3	15.3	15.3
2.00	343	47.6	47.6	62.8
3.00	205	28.4	28.4	91.3
4.00	63	8.7	8.7	100.0
Total	721	100.0	100.0	

Altem4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	96	13.3	13.3	13.3
2.00	312	43.3	43.3	56.6
3.00	210	29.1	29.1	85.7
4.00	103	14.3	14.3	100.0
Total	721	100.0	100.0	

Altem5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	162	22.5	22.5	22.5
2.00	304	42.2	42.2	64.6
3.00	191	26.5	26.5	91.1
4.00	64	8.9	8.9	100.0
Total	721	100.0	100.0	

Altem6

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	117	16.2	16.2	16.2
2.00	260	36.1	36.1	52.3
3.00	222	30.8	30.8	83.1
4.00	122	16.9	16.9	100.0
Total	721	100.0	100.0	

Altem7

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	70	9.7	9.7	9.7
2.00	257	35.6	35.6	45.4
3.00	271	37.6	37.6	82.9
4.00	123	17.1	17.1	100.0
Total	721	100.0	100.0	

Altem8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	240	33.3	33.3	33.3
2.00	249	34.5	34.5	67.8
3.00	161	22.3	22.3	90.2
4.00	71	9.8	9.8	100.0
Total	721	100.0	100.0	

Altem9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	117	16.2	16.2	16.2
2.00	289	40.1	40.1	56.3
3.00	174	24.1	24.1	80.4
4.00	141	19.6	19.6	100.0
Total	721	100.0	100.0	

Altem10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	188	26.1	26.1	26.1
2.00	237	32.9	32.9	58.9
3.00	198	27.5	27.5	86.4
4.00	98	13.6	13.6	100.0
Total	721	100.0	100.0	

Altem11

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	90	12.5	12.5	12.5
2.00	260	36.1	36.1	48.5
3.00	200	27.7	27.7	76.3
4.00	171	23.7	23.7	100.0
Total	721	100.0	100.0	

Altem12

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	133	18.4	18.4	18.4
2.00	270	37.4	37.4	55.9
3.00	175	24.3	24.3	80.2
4.00	143	19.8	19.8	100.0
Total	721	100.0	100.0	

XXX**Altem13**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	155	21.5	21.5	21.5
2.00	267	37.0	37.0	58.5
3.00	176	24.4	24.4	82.9
4.00	123	17.1	17.1	100.0
Total	721	100.0	100.0	

Altem14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	169	23.4	23.4	23.4
2.00	249	34.5	34.5	58.0
3.00	210	29.1	29.1	87.1
4.00	93	12.9	12.9	100.0
Total	721	100.0	100.0	

Altem15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	69	9.6	9.6	9.6
2.00	240	33.3	33.3	42.9
3.00	204	28.3	28.3	71.2
4.00	208	28.8	28.8	100.0
Total	721	100.0	100.0	

Altem16

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	170	23.6	23.6	23.6
2.00	322	44.7	44.7	68.2
Valid 3.00	141	19.6	19.6	87.8
4.00	88	12.2	12.2	100.0
Total	721	100.0	100.0	

Altem17

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	75	10.4	10.4	10.4
2.00	245	34.0	34.0	44.4
Valid 3.00	240	33.3	33.3	77.7
4.00	161	22.3	22.3	100.0
Total	721	100.0	100.0	

Altem18

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	146	20.2	20.2	20.2
2.00	322	44.7	44.7	64.9
Valid 3.00	193	26.8	26.8	91.7
4.00	60	8.3	8.3	100.0
Total	721	100.0	100.0	

Altem19

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	219	30.4	30.4	30.4
2.00	269	37.3	37.3	67.7
Valid 3.00	190	26.4	26.4	94.0
4.00	43	6.0	6.0	100.0
Total	721	100.0	100.0	

Altem20

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	97	13.5	13.5	13.5
2.00	327	45.4	45.4	58.8
Valid 3.00	219	30.4	30.4	89.2
4.00	78	10.8	10.8	100.0
Total	721	100.0	100.0	

Altem21

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	116	16.1	16.1	16.1
2.00	161	22.3	22.3	38.4
Valid 3.00	371	51.5	51.5	89.9
4.00	73	10.1	10.1	100.0
Total	721	100.0	100.0	

Altem22

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	110	15.3	15.3	15.3
2.00	263	36.5	36.5	51.7
Valid 3.00	232	32.2	32.2	83.9
4.00	116	16.1	16.1	100.0
Total	721	100.0	100.0	

XXXX

Altem23

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	168	23.3	23.3	23.3
2.00	249	34.5	34.5	57.8
Valid 3.00	232	32.2	32.2	90.0
4.00	72	10.0	10.0	100.0
Total	721	100.0	100.0	

Altem24

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	172	23.9	23.9	23.9
2.00	242	33.6	33.6	57.4
Valid 3.00	219	30.4	30.4	87.8
4.00	88	12.2	12.2	100.0
Total	721	100.0	100.0	

Altem25

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	181	25.1	25.1	25.1
2.00	286	39.7	39.7	64.8
Valid 3.00	147	20.4	20.4	85.2
4.00	107	14.8	14.8	100.0
Total	721	100.0	100.0	

Altem26

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	146	20.2	20.2	20.2
2.00	225	31.2	31.2	51.5
Valid 3.00	228	31.6	31.6	83.1
4.00	122	16.9	16.9	100.0
Total	721	100.0	100.0	

Altem27

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	127	17.6	17.6	17.6
2.00	270	37.4	37.4	55.1
Valid 3.00	188	26.1	26.1	81.1
4.00	136	18.9	18.9	100.0
Total	721	100.0	100.0	

Altem28

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	187	25.9	25.9	25.9
2.00	273	37.9	37.9	63.8
Valid 3.00	118	16.4	16.4	80.2
4.00	143	19.8	19.8	100.0
Total	721	100.0	100.0	

Altem29

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	144	20.0	20.0	20.0
2.00	300	41.6	41.6	61.6
Valid 3.00	219	30.4	30.4	92.0
4.00	58	8.0	8.0	100.0
Total	721	100.0	100.0	

Altem30

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	133	18.4	18.4	18.4
2.00	302	41.9	41.9	60.3
Valid 3.00	180	25.0	25.0	85.3
4.00	106	14.7	14.7	100.0
Total	721	100.0	100.0	

BItem31

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	145	20.1	20.1	20.1
2.00	252	35.0	35.0	55.1
Valid 3.00	257	35.6	35.6	90.7
4.00	67	9.3	9.3	100.0
Total	721	100.0	100.0	

BItem32

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	103	14.3	14.3	14.3
2.00	386	53.5	53.5	67.8
Valid 3.00	174	24.1	24.1	92.0
4.00	58	8.0	8.0	100.0
Total	721	100.0	100.0	

Research Question One**Descriptive Statistics**

	N	Mean	Std. Deviation
Altem1	721	2.5121	.80690
Altem2	721	2.3870	.79148
Altem3	721	2.5065	.63272
Altem4	721	2.4438	.89441
Altem5	721	2.2178	.89350
Altem6	721	2.4840	.95602
Altem7	721	2.6200	.87866
Altem8	721	2.0874	.97146
Altem9	721	2.4702	.88292
Altem10	721	2.8857	.79940
Altem11	721	2.6269	.87940
Altem12	721	2.4549	.70746
Valid N (listwise)	721		

Research Question Two**Descriptive Statistics**

	N	Mean	Std. Deviation
Altem13	721	2.4703	.70286
Altem14	721	2.3148	.97149
Altem15	721	2.7642	.87462
Altem16	721	2.2039	.93766
Altem17	721	2.6755	.74546
Altem18	721	2.5316	.86628
Altem19	721	2.0791	.79481
Altem20	721	2.3856	.85050
Altem21	721	2.5562	.69874
Altem22	721	2.6910	.93704
Valid N (listwise)	721		

Research Question Three**Descriptive Statistics**

	N	Mean	Std. Deviation
Altem23	721	2.2885	.93392
Altem24	721	2.3093	.76755
Altem25	721	2.2497	.89377
Altem26	721	2.4521	.99624
Altem27	721	2.4619	.68967
Altem28	721	2.3010	.76177
Altem29	721	2.2649	.86955
Altem30	721	2.3592	.94572
BItem31	721	2.3412	.80221
BItem32	721	2.2594	.79974
Valid N (listwise)	721		

Testing of Hypothesis

Hypothesis One

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
Altem1	Urban	361	2.5518	.92844	.04887
	Rural	360	2.3722	.66198	.03489
Altem2	Urban	361	2.4460	.74758	.03935
	Rural	360	2.3278	.83001	.04375
Altem3	Urban	361	2.5770	.95204	.05011
	Rural	360	2.4361	.69284	.03652
Altem4	Urban	361	2.4986	.85024	.04475
	Rural	360	2.3889	.93457	.04926
Altem5	Urban	361	2.3213	.81479	.05341
	Rural	360	2.1139	.73951	.03898
Altem6	Urban	361	2.5983	.72572	.05399
	Rural	360	2.3694	.86701	.04570
Altem7	Urban	361	2.6233	.96143	.05060
	Rural	360	2.6167	.78832	.04155
Altem8	Urban	361	2.0886	.79184	.05747
	Rural	360	2.0861	.83504	.04401
Altem9	Urban	361	2.5457	.96248	.05066
	Rural	360	2.3944	.99859	.05263
Altem10	Urban	361	2.3352	.74940	.05523
	Rural	360	2.2361	.94549	.04983
Altem11	Urban	361	2.6565	.93305	.04911
	Rural	360	2.5972	.72422	.05398
Altem12	Urban	361	2.4626	.84942	.04471
	Rural	360	2.4472	.84541	.06037
SummarA	Urban	361	2.4737	.49494	.02605
	Rural	360	2.3488	.34977	.01843

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
Altem1	Equal variances assumed	7.559	.010	2.325	719	.006	.06007
				2.325	650.961	.006	.06004
Altem2	Equal variances assumed	2.699	.101	.009	719	.145	.05883
				.009	710.865	.145	.05884
Altem3	Equal variances assumed	25.130	.000	-.953	719	.341	.06203
				-.953	657.852	.341	.06200
Altem4	Equal variances assumed	4.071	.044	2.649	719	.001	.06654
				2.649	712.292	.001	.06655
Altem5	Equal variances assumed	110.379	.000	3.136	719	.002	.06615

Altem6	Equal variances assumed	20.237	.000	3.137	658.307	.002	.06612
				3.235	719	.001	.07074
				3.236	700.214	.001	.07073
Altem7	Equal variances assumed	18.414	.000	.101	719	.920	.06549
				.101	693.122	.920	.06547
Altem8	Equal variances assumed	34.794	.000	.035	719	.972	.07241
				.035	673.733	.972	.07238
Altem9	Equal variances assumed	.200	.655	2.071	719	.039	.07304
				2.071	717.875	.039	.07305
Altem10	Equal variances assumed	15.271	.000	1.332	719	.183	.07440
				1.332	711.722	.183	.07439
Altem11	Equal variances assumed	7.537	.006	.813	719	.417	.07297
				.812	712.472	.417	.07298
Altem12	Equal variances assumed	67.731	.000	.205	719	.838	.07509
				.205	662.145	.838	.07512
SummarA	Equal variances assumed	30.158	.000	.659	719	.208	.03193
				.661	647.919	.208	.03191

Hypothesis Two

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
Altem13	Urban	361	2.5469	.95069	.05162
	Rural	360	2.3333	.80749	.05310
Altem14	Urban	361	2.3296	.97720	.05143
	Rural	360	2.3000	.86686	.05096
Altem15	Urban	361	2.8461	.73459	.05266
	Rural	360	2.7022	.94739	.04993
Altem16	Urban	361	2.2551	.88712	.04669
	Rural	360	2.1528	.93456	.05189
Altem17	Urban	361	2.6787	.78704	.05195
	Rural	360	2.6722	.88208	.04649
Altem18	Urban	361	2.6260	.77196	.04063
	Rural	360	2.4078	.91128	.04803
Altem19	Urban	361	2.0831	.67398	.05126
	Rural	360	2.0750	.80903	.04264
Altem20	Urban	361	2.4647	.92569	.04872
	Rural	360	2.3067	.76044	.04008
Altem21	Urban	361	2.6371	.93610	.04927
	Rural	360	2.4750	.81040	.04271
Altem22	Urban	361	2.7454	.72445	.05392
	Rural	360	2.5167	.84098	.04432
SummaryB	Urban	361	2.4003	.53310	.02806
	Rural	360	2.4142	.43649	.02301

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
Altem13	Equal variances assumed	.001	.981	3.695	719	.000	.07405
				3.695	718.365	.000	.07405
Altem14	Equal variances assumed	.294	.588	.409	719	.682	.07240
				.409	718.956	.682	.07240
Altem15	Equal variances assumed	1.375	.241	2.156	719	.008	.07258
				2.156	717.076	.008	.07257
Altem16	Equal variances assumed	5.754	.017	1.399	719	.162	.06979
				1.399	710.922	.162	.06980
Altem17	Equal variances assumed	7.222	.007	.092	719	.926	.06972
				.092	710.528	.926	.06971
Altem18	Equal variances assumed	45.140	.000	3.229	719	.000	.06289

Altem19	Equal variances assumed	29.339	.000	3.228	699.458	.000	.06291
				.121	719	.903	.06669
				.122	696.260	.903	.06668
Altem20	Equal variances assumed	12.122	.001	.567	719	.110	.06310
				.567	693.588	.110	.06309
Altem21	Equal variances assumed	5.044	.025	2.486	719	.013	.06522
				2.486	705.091	.013	.06521
Altem22	Equal variances assumed	24.790	.000	3.735	719	.003	.06982
				3.735	693.412	.003	.06980
SummaryB	Equal variances assumed	5.541	.019	-.383	719	.702	.03629
				-.383	692.766	.702	.03628

Hypothesis Three

Group Statistics

	Location	N	Mean	Std. Deviation	Std. Error Mean
Altem23	Urban	361	2.3158	.71926	.05365
	Rural	360	2.2611	.84024	.04428
Altem24	Urban	361	2.4100	.66108	.05585
	Rural	360	2.2083	.85327	.04497
Altem25	Urban	361	2.2715	.71230	.05854
	Rural	360	2.2278	.85969	.04531
Altem26	Urban	361	2.5407	.70428	.05286
	Rural	360	2.3639	.97679	.05148
Altem27	Urban	361	2.5238	.94891	.04994
	Rural	360	2.4000	.82883	.05422
Altem28	Urban	361	2.6457	.96623	.05243
	Rural	360	1.9572	.75273	.05338
Altem29	Urban	361	2.4960	.91368	.04809
	Rural	360	2.0844	.75749	.03992
Altem30	Urban	361	2.4321	.72278	.05383
	Rural	360	2.2861	.85678	.04516
Bltem31	Urban	361	2.4875	.91923	.04838
	Rural	360	2.1944	.86141	.04540
Bltem32	Urban	361	2.2382	.86845	.04571
	Rural	360	2.2806	.72493	.03821
SummaryC	Urban	361	2.4511	.55240	.02907
	Rural	360	2.3664	.39848	.02100

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
Altem23	Equal variances assumed	27.699	.000	.786	719	.432	.06958
				.786	694.443	.432	.06956
Altem24	Equal variances assumed	45.589	.000	2.811	719	.005	.07172
				2.812	688.111	.005	.07170
Altem25	Equal variances assumed	46.310	.000	.590	719	.555	.07405
				.590	676.904	.555	.07403
Altem26	Equal variances assumed	.544	.461	3.024	719	.003	.07379
				3.025	718.552	.003	.07378
Altem27	Equal variances assumed	6.099	.014	1.033	719	.302	.07371
				1.033	714.027	.302	.07372
Altem28	Equal variances assumed	10.655	.001	3.243	719	.000	.07482
				3.243	718.735	.000	.07482
Altem29	Equal variances assumed	.833	.362	5.333	719	.000	.06252
				5.335	695.805	.000	.06250
Altem30	Equal variances assumed	27.591	.000	2.078	719	.038	.07028
				2.078	698.215	.038	.07026
Bltem31	Equal variances assumed	5.931	.015	4.417	719	.000	.06635
				4.418	716.238	.000	.06635
Bltem32	Equal variances assumed	4.234	.040	-.710	719	.478	.05959
				-.711	697.408	.478	.05957
SummaryC	Equal variances assumed	20.653	.000	.097	719	.436	.03588
				.098	654.905	.436	.03587