

Utilization of Non-Formal Education Programmes in Ameliorating the Plight of Widows in Ogba/Egbema/ Ndoni and Ahoada East Local Government Areas of Rivers State

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Abstract

This study examined utilization of non-formal education programmes in ameliorating the plight of widows in Ogba/Egbema/Ndoni and Ahoada East LGA of Rivers State. The specific objectives of the study were: to examine how non-formal education will assist widows to understand the process of acquiring their legitimate properties in Ogba/Egbema/Ndoni and Ahoada East, to examine how non-formal education assist widow in redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East, to ascertain how non-formal education can assist widows to exercise their civic rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East and how non-formal education can assist widows to be involved in socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East. Four research questions were raised to guide the study. The population for the study consisted of 775 widow's source from the department of women affair in Ogba/Egbema/Ndoni and Ahoada East Local Government Area. The sample size for the study was 235, which represent 30.36 percent of the total population and the sample size was selected using simple random sampling technique. The instrument for data collection was researcher's structure questionnaire in sections. The first section elicits demographic information about the respondents while the other section was in the form of a four point likert's scale type question. The instrument was validated while reliability was tested using the test-retest method with Pearson Product Moment Correlation coefficient of 0.86. Mean and standard deviation were the descriptive statistics used to analyze the research questions while t-test statistic was used to test the hypotheses at 5% level of significance. The results from the findings shows that non-formal education will actually assist widows in these two LGA in the following ways: to understand the process of acquiring legitimate properties, in redressing discriminatory widowhood practice, while civic education will assist widows to exercise their rights in community development matters and functional literacy will also assists them to part of the socio-economic empowerment. Sequel to the above findings, the recommendations were made among others. There is need to establish non formal education centres in our rural communities. So as to meet the demand of school drop out, non-educated and functionally illiterate adult to improve themselves educationally: which will guarantee or served as a leverage to better their livelihood. Women should be sensitized on health implication of some cultural values/practice which constitutes a serious contravention on their right to human dignity and privacy.

Key Words: Non-Formal Education, Ameliorating, Plight, Widows

Introduction

Education could be seen as formal trainings that has a formative effect on the mind, character, or physical ability of the individual Learner. It is entirely a very wider range of training and experience which an individual learns to acquire something new via formal, informal and non-formal learning. Technically, education is a process in which society deliberately impact as

well transmits certain virtue or an accumulated knowledge, values, and skills from one generation to the other through an institution (formal, informal and non-formal) (Olube, 2012).

Specifically, non-formal education according to Ihejirika (2000), is any organized systematic educational activities that takes place outside the fall wall of the formal school system and it provides preferred type of learning to peculiar to certain subgroup within the populace. It could be the adults, youth or children. It is a form of education that includes adult education, apprenticeship system, and continuing education, in service programmes, workers and student's industrial training. Also, extension education could be seen as an aspect of non-formal education which includes co-operative programmes, extramural classes, external and extension degree programmes, and outreach and as well as off-campus programmes, for example as weekend sandwich courses (Olube, 2012) posited.

Egbezor and Okanezi (2008) view non-formal educational as a form of community development education which involved rural development training, manpower resource training, youth camps, holiday programmes, and community health education and mass mobilization campaigns. It is believes that non-formal education thrives on flexibility because of its open nature. It is provide outside the formal education system as a component of the core mandate of the non-formal education (Olube, 2012). Olube, (2012), further suggested four characteristics of non-formal education which according to him, it is significance to the needs of disadvantaged groups (Widow) in the society. It is concern with certain categories of person and it focus on defined purposes and flexibility in their mode of organization.

Furthermore, UNESCO (2012) observed that non-formal education in particular helps in ensuring an equal access to education, eradicate illiteracy among widows, and improve widow's access to vocational skills training, science oriented subjects, technology, and other forms of continuing education. This system of education encourages the development of non-discriminatory education and training. These can be achieved through Government allocation of sufficient resources for monitoring and implementation of educational reforms, promotes women's and girl's education and trainings. There are several other important role non-formal educational programme play in the lives of widows especially as it relate to their health.

According to Russell (2001), adult literacy specifically young women (widows) educations are critical for healthy physical and intellectual development of the girl's child. Another example is that non-formal education helps in terms of human and economic development; improved literacy levels and delivers economic benefits to individual, communities and the nation.

It has been revealed in several studies that the non-formal education is relevant to the rehabilitations of widowhood practice for instance in the area of provision of skills acquisition, health education, agricultural education, fashion designing etc. No wonder the synthesis report (2004) confirmed that getting involved in educational programmes has empowered rural communities women an invaluable ways much especially in the area of human rights, gender discrimination awareness. It enhances the income generating skills needed to fight poverty and its accompanying evil practice.

On the other hand, widowhood practice in these LGAS in Rivers State and Nigeria has become a thing of concern. The problems which widow experience have been largely, attributed to the women to being reliant on their spouse's source of livelihood and so when the spouse die it marks the beginning of terrible experience for the woman. In spite of Nigeria's cultural interplay, OKorafor, (2011) observed that the plight of widowhood represents a myriad of problems across every facet of the country.

According to Umeh and Frances (2015) widowhood can be defined as the state of mourning the death of a spouse. Umeh *et al.*, (2015) emphasis that the stress of this phenomenon could be loneliness or when a woman is divorce.

In these LGAs, widowhood is usually seen as a lifetime experience with wide diversities of consequences. For example, widowhood is generally attributed or said to be responsible for the poor health status of widows and widowers, with minimal long-term consequences and is also associated with intense grief and angry expressions. This resulted to possible deprivation following loss of spousal intimacy as a result of death. Hence, it can be concluded that widowhood by implications is a stressful life experience that demand practicable which makes woman to continue stay on charity all through her life. In the view of Goddman and Lord (2004), mourning and widowhood are two opposite sides of a coin with wide range of implications for those who are confronted with such challenge. Gbenga (2009) confirmed that widowhood is an issue that affects more women than men. Women are affected more severely than men specifically in the area of getting money to take care of the family, psychological disposition, sexually abuse and social interaction within other women in the society. According to Umeh *et al.*, (2015) widowhood practice is Nigeria is an immoral or unpleasant situation which sees widows as mere societal scorn, which can be disdain and permanently relegated to the background. Across diverse cultures there are harmful traditional widowhood practices which have attracted the attention of global struggle in general on violence against women. Another dimension to this is the aspect of gender base violence such that women are subjected to certain conditions or status relative to men in the circumstance of death.

Umeh *et al.*, (2015) summarized widowhood practice by saying that it is exacerbated by factors such as illiteracy and lack of education and training. Long drawn out and rigid as well as expensive burial rights further compound the economic condition of the widows. This according to UN (2001) and Stallion (2011) is cause by long period of mourning with characteristic restriction on movement and interaction restrain the poor widow in engaging in any creative income generating opportunities which may arise from initiating new social levels of interaction, stereotyping plays a critical role in the process. The widowhood practice in LGAs in Rivers State exposes women to psychological and physical abuse as well as a whole range of health related problems. This study will assist widows in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State to improve their living condition. It is against this background that this study investigates Utilization of Non-formal Education Programmes in Ameliorating the Plight of Widows in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State.

Purpose of the Study

The purpose of this study is to investigate how non-formal education can be used to improve the lots of widows in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State. Specifically, the research work will seek to accomplish the following objectives;

- i.** Examine how skills acquisition programme can assist widows to acquired properties in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State.
- ii.** Examine how literacy education can assist widows in redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State.
- iii.** Ascertain how civic education can assist widows to exercise their civil rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East local Government Area s of Rivers State.

- iv. Examine how functional literacy programme can assist widows to be involved in socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East local Government Area s of Rivers State.

1.4 Research Questions

The following research questions were raised to guide this study;

1. How does a skills acquisition programme assist widows to understand the process to acquire legitimate properties of their own in Ogba/Egbema/ Ndoni and Ahoada East local Government Areas of Rivers State?
2. How does literacy education assist widows in redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State?
3. How does civic education assist widows to exercise their civil rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State?
4. How does functional literacy programmes assist widows to be part of the socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State?

1.5 Hypotheses

Below are the hypotheses were stated as thus;

- H₀₁:** There is no significant difference in the mean rating of educated and non-educated widows on how participation in skills acquisition programmes can help widows acquire properties in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State.
- H₀₂:** There no significant difference in the mean rating of educated and non-educated widows on the effect of literacy education in redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State.
- H₀₃:** There no significant difference in the mean rating of educated and non-educated widows on how civic education can enable widows exercise their civic rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State.
- H₀₄:** There no significant difference in the mean rating of educated and non-educated widows on how functional literacy programme can enable widows participate in socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State.

Methodology

The following sub-headings were considered under methodology: Research design, Area of the Study, population of the study, Sample and Sample Techniques, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Administration of the Instrument and Method of data analysis

3.1 Research Design

Chandran (2004) defines research design as an arrangement of conditions for collection and analysis of data in a way that combines their relationship with the purpose of the research to the economy of procedures. It concerns the several considerations a researcher should think about and adhere when carrying out a research project. The choice of a research design is determined by the research purpose, categories of data needed, data sources and cost factors

among others. The research design adopted in this study was descriptive survey design. According to Felix and Anaele (2006) a survey research design is one in which a group of people or are studied by collecting and analyzing, data from only a few people of item considered to be representative of the entire group.

3.2 Area of the Study

The area of the study covers the entire Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State which is made up of the following communities, namely: Akabuka, Erema, Ogbogu, Obiyebe, Obite, Ede, Egita, Obagi, Oboburu, Obigbo, Ihuaji, Ogbo, Abarikpo, Ahoada and Ula Ehuda. All are found in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State.

3.3 Population of the Study

Population according to Mugenda and Mugenda (2003) is define as an entire group of individuals, events or objects having a common observable characteristic. Population are further classify into two groups; which include target and accessible population. Therefore, the target population for this study consisted of 775 widows drawn from all the communities in Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State (Source: Researcher's Compilations from Ogba/Egbema/Ndoni and Ahoada East local Government Areas of Rivers State, Department of Women Affairs, 2017). These widows comprise of young and old women whose husbands are dead in these communities.

3.4 Sample and Sampling Technique

According to Felix and Anaele (2006) define sample size as the process of selecting a proportion from the population considered adequate to represent all existing characteristics within the target population. The sample size for study was 235 widows (123 educated and 112 uneducated widows), the researcher used the percentage distribution in determining the sample size for study. Hence, it was calculated as thus:

$$n = \frac{30.36}{100} \times \frac{N}{1}, \text{Where } N \text{ is the population size, given as } (N = 775).$$

Therefore, the sample size (n) is;

$$n = \frac{30.36}{100} \times \frac{775}{1}, \quad n = 235.28, n \simeq 235$$

The sample size for the study was arrived at using 30.36% of the number of widows from each community whereas the sampling technique used in selecting number of widows was simple random sampling technique. The simple random sampling technique according to Wodi (2005) is a sampling method in which everyone in the population is given equal chances of being selected without biased.

3.6 Research Instrument

The research instrument in this study was structure questionnaire. According to Felix (2006) questionnaire are carefully designed instrument for collecting data in accordance with the specifications of the research question and hypotheses. Hence, the questionnaire used was titled: "Utilization of Non-Formal Education Programmes in Ameliorating the Plight of Widows in Ogba/Egbema/Ndoni and Ahoada East local Government Areas (UPAPWO)". It was classified into two sections: A and B, section A; deals with demographic information about the respondents while the other five clusters seek to provide data from respondent response to

the research questions. However, the instrument was developed on four point likert's scale of strongly Agree (SA), Agreed (A), Disagreed (D), and strongly Disagreed (SD).

3.7 Validation of the Instrument

After developing the instrument, its face and content validities were established by subjecting it to a necessary assessment by the researcher's supervisor and two other experts in the faculty of Technical and Science Education, department of measurement and evaluation at the Rivers State University, Nkpolu-Oroworukwo, Port Harcourt. They helped to ensure that the contents of the instrument were in line with the purpose of the study, research questions and hypotheses.

3.8 Reliability of the Instrument

According to Felix et al., (2006) reliability of an instrument is defined as a process of obtaining information on the degree to which a measure will yield similar results for the same subjects at different times or under different conditions in a consistent, dependable and accurate way. In testing the reliability of the instrument, the researcher employed the test-retest method using Pearson Product Moment correlation (PPMC) analysis which yields a reliability index of 0.86. However, it was considered as an acceptable reliability co-efficient for the study. See Appendix D for detail analysis.

3.9 Administration of the Instrument

The instruments were administered personally in the village town square within the study coverage area by the researcher to the widows. This was done under the express permission from the village leadership. The respondents were instructed on how to fill the instrument which was clearly written in questionnaire format. To ensure confidentiality and freedom of expression, names of the respondents were not require on the instruments. The respondents were asked to tick (✓) the appropriate column corresponding to their choice.

3.10 Method of Data Analysis

The data collated for the study were analyzed using mean and standard derivation for the research questions while t-test statistic was used in analyzing the research hypotheses. This was tested at the 0.05 level of significance in order to arrive at an appropriate decision. Although for each item the mean score of 2.50 and above was considered acceptable whereas those below 2.50 were rejected.

Hence, the criterion mean (cm) was arrived as thus;

The likert's scale options were ranked

$$SA = 4, \quad A = 3, \quad SD = 2, \quad D = 1$$

$$\frac{SA + A + SD + D}{4} = \frac{4 + 3 + 2 + 1}{4} = 2.50$$

Results

Research Question 1: How does skills acquisition programme assist widows to understand the process to acquire legitimate properties of their own in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State?

Table 4.1: Mean Response of Widows on how Skill Acquisition Assist Widows Understand the Process of Acquiring Legitimate Properties.

S/N	Items	*TRNEW	\bar{X}	SD	**TREW	\bar{X}	SD	Remarks
1.	Vocational training helps widows possess relevant skills to be self-employed	342	3.05	0.24	374	3.04	0.22	Accepted
2.	With hair dressing Business widows do not need to look for white collar jobs	336	3.00	0.23	369	3.00	0.22	Accepted
3.	Skills acquisition provides integrated approach to providing training for income generating activities	353	3.15	0.24	388	3.15	0.23	Accepted
4.	When widows are engage in skills acquisition training they are expose to all the necessary economic opportunities to themselves	288	2.40	0.21	275	2.24	0.21	Rejected
5.	Skills acquisition will equip widows to have a job even if they do not acquire formal education.	341	3.04	0.23	373	3.03	0.22	Accepted
Grand Mean			2.93	0.23		2.89	0.22	Accepted

Decision $\bar{X} \geq 2.5$ (Accepted) Non-Educated N = 112, Educated Widows N = 125

*Total Response for Non-Educated Widows (TRENEW)

**Total Response for Educated Widows (TREW)

Table 4.1 above reveal the response of respondents and their perception on how skills acquisition programmes assists widows to understand the process to acquire legitimate properties of their own in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State. The mean ratings for Non-Educated and Educated Widows are as follows: Skills acquisition provides integrated approach to providing training for income generating activities (3.15, 3.05), Vocational training helps widows possess relevant skills to be self-employed (3.05, 3.04), Skills acquisition will equip widows to have a job even if they do not acquire formal education (3.04, 3.03), With hair dressing Business widows do not need to look for white collar jobs (3.00, 3.00) and when widows are engage in skills acquisition training they are expose to all the necessary economic opportunities (2.40, 2.24). Also, table 4.1 revealed the weighted mean score of 2.93 and 2.89 out of the maximum of 4.00., which is higher than the decision mean of 2.5. This simply means that the widow's perceptions of skills acquisition as a programmes that will assist them to understand the process to acquire legitimate properties of their own in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State is very high.

Research Question Two: How does literacy education assist widows in redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East L GAs of Rivers State?

Table 4.2: Mean Response of Widows on how Literacy Education Assist Widows in Redressing Discrimination Widowhood Practice

S/N	Items	TRNEW	\bar{X}	SD	TREW	\bar{X}	SD	Remarks
1.	Creates awareness on the dangers of uncivilized practices	324	2.89	0.22	354	2.88	0.21	Accepted
2.	Literacy education help widows on how they can litigates against unwholesome widowhood practice in these LGAs	262	2.34	0.21	289	2.35	0.20	Rejected
3.	Creates awareness on the ability to use modern facilities to improve learning in all sphere of life	298	2.65	0.21	320	2.60	0.20	Accepted
4.	Literacy education helps creating awareness on how to solve family problems with ease	240	2.14	0.22	261	2.12	0.21	Rejected
5.	Literacy education helps widows to think critically beyond their social status	280	2.50	0.21	3.15	2.56	0.20	Accepted
Grand Mean			2.51	0.21		2.50	0.20	Accepted

Decision $\bar{X} \geq 2.5$ (Accepted) New, N = 112, Educated Widows N = 123

Table 4.2 reveal the response of widows on how literacy education assists widows in redressing discriminatory widowhood practices in these two LGAs of Rivers State. The mean ratings for non-educated and educated widows are respectively as follows: Creates awareness on the dangers of uncivilized practices (2.89, 2.88), Creates awareness on the ability to use modern facilities to improve learning in all sphere of life (2.66, 2.60), Literacy education helps widows to think critically beyond their social status (2.50, 2.56), Literacy education help widows on how they can litigates against unwholesome widowhood practice in these LGAs of Rivers State (2.34, 2.35), and Literacy education helps creating awareness on how to solve family problems with ease (2.14, 2.12). Also, table 4.2 also revealed the weighted mean score of (2.51, 2.50) out of the maximum of 4.00., which is higher than the standard mean of 2.50. This simply means that the widows' perception is on the average about how literacy education assists them in redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East Local Government Areas of Rivers State.

Research Question Three: How does civic Education assist widows to exercise their civil rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State?

Table 4.3: Mean Response of Widows on how Civic Education can Assist Widows Exercise their Civic Rights in Community Development Matters

S/N	Items	TRNEW	\bar{X}	SD	TREW	\bar{X}	SD	Remarks
1.	Civic education helps widows in participating in political process in Ogba/Egbema /Ndoni and Ahoada East LGAs of Rivers State	300	2.68	0.21	337	2.74	0.22	Agreed
2.	Create greater political awareness among widows in Ogba/Egbema /Ndoni and Ahoada East LG As of Rivers State	293	2.62	0.21	318	2.59	0.21	Agreed
3.	With civic education widows now know how to engage judicial activities for their own gain	286	2.55	0.21	321	2.61	0.21	Agreed
4.	Civic Education reduces reluctant attitude among widows to speak out on issues of concern, as this may be perceived as too risky	252	2.25	0.22	274	2.23	0.22	Disagreed
5.	Civic education reduces low levels of democratic awareness among widows in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State	283	2.53	0.21	328	2.67	0.21	Agreed
Grand Mean			2.53	0.21		2.57	0.21	

Decision $\bar{X} \geq 2.5$ (Agreed) New, N = 112, Educated Widows N = 123

Table 4.3 shows the response of respondents on how Civic Education assist widows to exercise their civil rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State. The mean ratings are respectively for educated and can educated widows as follows: Civic education helps widows in participating in political process in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State (2.74, 2.68), create greater political awareness among widows in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State (2.59, 2.62), Civic education reduces low levels of democratic awareness among widows in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State (2.67, 2.53), With civic education widows now know how to engage judicial activities for their own gain (2.561, 2.55), and Civic Education reduces reluctant attitude among widows to speak out on issues of concern, as this may be perceived as too risky (2.23, 2.25). Also, table 4.3 revealed the weighted mean scores of (2.57, 2.53) out of the maximum of 4.00., which is higher than the standard mean of 2.50. This simply means that the widows' accepted that civic education assist widows to exercise their civil rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East Local Government Areas of Rivers State.

Research Four: How Does functional Literacy programmes Assist Widows to be involved the Socio-Economic activities in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State?

Table 4.4: Mean Response of Widows on how Functional Literacy can assist Widows to be involved in Socio-Economic Activities

S/N	Items	TRNEW	\bar{X}	SD	TREW	\bar{X}	SD	Remarks
1.	Functional literacy programmes in Ogba/Egbema/ Ndoni and Ahoada East LGAs of Rivers State participate in social activities and decision-making	290	2.59	0.21	318	2.58	0.21	Agreed
2.	Functional literacy programmes helps widows in making decisions on how to use her late husband's properties	282	2.52	0.21	325	2.64	0.20	Agreed
3.	Widows developed appropriate mental skills to contribute positively to the community	304	2.71	0.21	333	2.71	0.21	Agreed
4.	Functional literacy programmes reduces high rate of prostitutions among widows in Ogba/Egbema/ Ndoni and Ahoada East LGAs of Rivers State	308	2.68	0.21	307	2.50	0.22	Agreed
5.	Being able to read and write helps widows to part of the socio-economic activities in Ogba/Egbema/ Ndoni and Ahoada East LGAs of Rivers State	310	2.77	0.22	342	2.78	0.21	Agreed
	Grand Mean		2.65	0.21		2.64	0.21	Agreed

Decision $\bar{X} \geq 2.50$ (Agreed) Non-Educated Widows = 112, Educated Widows N = 123

Table 4.4 contains mean rating and standard deviations on the opinions, and feelings of the widows on how functional Literacy programmes Assist Widows to be involved the Socio-Economic activities in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State. From the table, the following mean ratings can be derived. Being able to read and write helps widows to part of the socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State (2.77, 2.78) for non-educated and educated widows respectively. Widows developed appropriate mental skills to contribute positively to the community (2.71, 2.71), functional literacy programmes in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State helps widows to participate in social activities and decision-making (2.59, 2.58), Functional literacy

programmes helps widows in making decisions on how to use her late husband's properties (2.52, 2.64) and functional literacy programmes reduces high rate of prostitutions among widows of Ogba/ Egbema/Ndoni and Ahoada East LGAs of Rivers State (2.68, 2.50). Table 4.4 also revealed the weighted mean score of 2.65 out of the maximum of 4.00., which is higher than the Bench mark mean of 2.50. This simply means that the widows' perception is high about how functional Literacy programmes Assist Widows to be involved the Socio-Economic activities in Ogba/ Egbema/Ndoni and Ahoada East LGAs of Rivers State.

Test of Hypotheses

The following hypotheses were tested at the 0.05 level of significance;

Hypothesis One (HO₁): There is no significant difference in the mean rating of educated and non-educated widows on how participation in skills acquisition programmes can help widows acquire properties in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State.

Table 4.5: T-test Analysis on the difference in the Mean Response of Widows on how Participation in Skills Acquisition Programmes can help Widows Acquire Properties

Status	No. of Respondents	(\bar{X})	SD	Df	t-cal	t-crit	Decision
Educated Widow	123	2.89	0.22	233	1.36	1.96	Accepted
Non-Educated Widow	112	2.93	0.23				

Significant, $p < 0.05$

Table 4.5 summarizes the analysis on the significant difference between the mean rating of non-educated widows and educated widows on how skills acquisitions assists widows to understand the process of acquiring legitimate properties in Ogba/Egbema/Ndoni and Ahoada East Local Government Areas of Rivers State and how it does assists the non-educated widows too using the t-test statistics. The results showed that the mean of the respondent responses in favor of the educated widow was 2.89 whereas those of the non-educated widow were 2.93 with their corresponding standard deviation 0.22 and 0.23 respectively. This reveals that the mean of the respondent responses in favor of the non-educated widows is greater than that of the widow. Similarly, the results further reveal that the t-calculated value was 1.36 whereas the t-critical value was 1.96. Hence, since the t-calculated value is less than the t-critical value the null hypothesis will be accepted. It can be concluded that there is no significant difference in the mean rating of educated and non-educated widows on how participation in skills acquisition programmes can help widows acquire properties in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State

Hypothesis Two (HO₂): There no significant difference in the mean rating of educated and non-educated widows on the effect of literacy education on redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State.

Table 4.6: T-test Analysis on the difference in the Mean Response of Widows on the Effect of Literacy Education on Redressing Discriminatory Widowhood Practices

Status	No. of Respondents	(\bar{X})	SD	Df	t-cal	t-crit	Decision
Educated Widows	123	2.50	0.21	233	0.37	1.96	Accepted
Non-Educated Widow	112	2.51	0.20				Ho

Significant, p < 0.05

The t-test analysis on table 4.6 reveal that the mean for the respondent responses in favor of the educated widow gives 2.20 with the standard deviation 0.21 and for the non-educated widows the mean was 2.51 with the standard deviation 0.20. This shows that the mean response in favor of the non-educated widows was greater than that of the educated widow. Similarly, it was also revealing that the t-calculated value gives 0.37 whereas the t-critical value gives 1.96 and from all indication the t-calculated is less than the t-critical value. Hence, the null hypothesis was accepted and it can be concluded that there no significant difference in the mean rating of educated and non-educated widows on the effect of literacy education on redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State.

Hypothesis Three (HO₃): There no significant difference in the mean rating of educated and non-educated widows on how civic education can enable widows exercise their civic rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State.

Table 4.7: T-test Analysis on the difference in the Mean Response of Widows on how Civic Education can enable Widows' Exercise their Civic Rights in Community Development Matters

Status	No. of Respondents	(\bar{X})	SD	Df	t-cal	t-crit	Decision
Educated Widows	123	2.53	0.21	233	1.46	1.96	Accept
Non-Educated Widowers	112	2.57	0.21				Ho

Significant, p < 0.05

Table 4.7 summarizes the analysis on how civic Educations assist widows to exercise their civic right in community development matters in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State. From the table the mean for the responses in favor of the educated widow gives 2.57 with the standard deviation 0.21 and for the non-educated widow the mean was 2.53 with the standard deviation 0.21. This shows that the mean respondent response in favor of the educated widow was greater than those of the educated widows. Similarly, it was also revealed that the t-calculated value gives 1.46 whereas the t-critical value gives 1.96 and from all indication the t-calculated is less than the t-critical value. Hence, the null hypothesis was accepted and it can be concluded that there is no significant difference in the mean rating of educated and non-educated widows on how civic education can enable widows exercise their civic rights in community development matters in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State.

Hypothesis Four (HO₄): There no significant difference in the mean rating of educated and non-educated widows on how functional literacy programme can enable widows participate in socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State.

Table 4.8: T-Test Analysis on the difference in the Mean Response of Widows on how Functional Literacy Programme can enable Widows Participate in Socio-Economic Activities

Status	No. of Respondents	(\bar{X})	SD	Df	t-cal	t-crit	Decision
Educated Widows	123	2.64	0.21	233	0.36	1.96	Accept Ho
Non-Educated Widows	112	2.65	0.21				

Significant, p < 0.05

The t-test analysis on table 4.8 reveal that the mean for the respondent responses in favour of the educated widow gives 2.64 with the standard deviation 0.21 and for the non-educated widows the mean was 2.65 with the standard deviation 0.21. This shows that the mean respondent response in favour of the educated widows was greater than those of the non-educated widows. Similarly, it was also revealing that the t-calculated value gives 0.36 whereas the t-critical value gives 1.96 and from all indication the t-calculated is less than the t-critical value. Hence, the null hypothesis was accepted and it can be concluded that there is no significant difference in the mean rating of educated and non-educated widows on how functional literacy programme can enable widows participate in socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East Local Government Areas of Rivers State.

Discussion of Findings

The findings of this evaluation study have provided data-based answers to some of the key perturbing questions about how skills acquisition assist widows to understand the process of acquiring legitimate properties in these two LGAs in Rivers State. Secondly, it addressed the issue of how literacy education assist widows in redressing discriminatory widowhood practices in these two LGAs in Rivers State. Furthermore, the issue of how civic education assist widows to exercise their civic rights in community development matters in these two LGAs in Rivers State and finally how functional literacy assists widows to be part of the socio-economic activities in these two LGAs in Rivers State was also answered.

In the discussion of findings, Table 4.1 presents the mean and standard deviation of widows responses on how skills acquisitions assist widows to understand the process of acquiring legitimate properties in these two LGAs in Rivers State and from all indications virtually all items were accepted except the issue of when widows are engage in skills acquisition training they are expose to all the necessary economic opportunities which was rejected. However, the grand mean was within the acceptable criterion mean and this result conformed to Mbagwu, (2009) findings about harmful cultural practices affecting the health of rural women.

Similarly, Table 4.2 shows the mean, standard deviation and grand mean of respondent responses on how literacy education assist widows in redressing discriminatory widowhood practices in these two LGAs of Rivers State. All the items were accepted except the issue of Literacy education help widows on how they can litigates against unwholesome widowhood practice in these two LGAs of Rivers State and Literacy education helps creating awareness on how to solve family problems with ease. Majority of the respondent were of the view that even if literacy education programme is not established in all the community there is the need to

educate the masses on the harmful effect of such practices. In like manner, that even if discriminatory practices are not abolished entirely, it should be practice with caution. The grand mean falls within the acceptable criterion mean. This result was synonymous to Umeh and Frances (2015) findings about the influence of disinheritance of widow rights and their children's up bringing in Orsu LGA of Imo State.

Also, Table 4.3 shows the mean, standard deviation and grand mean of respondent on how civic education assist widows to exercise their civil rights in community development matters in the two LGAs of Rivers State. The results revealed that all the items were virtually accepted except the item on whether Civic Education reduces reluctant attitude among widows to speak out on issues of concern, as this may be perceived as too risky was rejected. This result agrees with Okorafor (2011) findings in evaluating inheritance practices among widows in Nigeria: a study of selected Urban and rural community in Enugu State.

Table 4.4 identified how functional literacy assist widows to be part of the socio-economic empowerment/development in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State and all the items with an acceptable criterion grand mean. This mean that the items listed were all means of assisting widows to be part of the socio-economic empowerment development in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State and this was synonymous to Ayodele (2016) and Mbagwu (2009) on the effects of inheritance hijacking practices of Hara Mokin people of Ondo State, Nigeria on widow's wellbeing, and harmful cultural practices affecting the health of rural women: a study of community based women organizations in Ebonyi State.

In relation to Table 4.1, table 4.5 shows a t-test analysis on the significant difference between mean ratings of non-educated and educated widows, on how skills acquisitions assist educated widows to understand the process of acquiring legitimate properties in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State. From all indication, the mean responses of respondent educated widow were less than that of their non-educated widow counterpart with their corresponding standard deviation, while the computed it value was less than the table value. It was concluded that there is no significant difference between the mean rating of educated widows and non-educated widows, on how skills acquisitions assist both educated and non-educated widows to understand the process of acquiring legitimate properties in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State. This result was in agreement with Mbagwu (2009) findings, when he investigated harmful cultural practices and their effect on the health of rural women in Ebonyi state and discovered that certain widowhood practices hindered the economic empowerment of widows in the area.

In like manner, Table 4.6 was a t-test analysis on how literacy Education assists educated widows in readdressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State compare to how it assists the non-educated widow. The result reveals that the mean of the responses of educated widows was greater than their non-educated widow counterpart while the t-calculated was less than the t-critical which leads the conclusion that there is no significant difference between how literacy education assists both educated widow and non-educated widow in redressing discriminatory widowhood practices in Ogba/Egbema/Ndoni and Ahoada East Local Government Areas of Rivers State. This result confirmed Umeh and Frances (2015) findings of very dehumanizing cultural practices against widows such as swearing in a shrine, drinking of water used to bathe the husband corpse and shaving of hairs as influence of disinheritance of widows rights and the children in Orsu Local Government Area of Imo State. Table 4.7 indicate a t-test Analysis on the significant difference between how civic Educations assist widows to exercise their civic right in community

development matters in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State compare to how it does assists the non-educated widow. In the respondent separate responses, the mean of the responses from the educated widow was greater than the non-educated widow while the t-calculated was less than the t-critical.

This leads to the conclusion that there is no significant difference between how and to exercise their civic right in community development matters in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State and this result is synonymous to Ayodele (2016) findings about the effects of inheritance hijacking practices of Hara Mokin people in Ondo State. Table 4.8 indicates a t-test analysis on the significant difference between how functional literacy assist widows to be part of the socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State compare to how it assists the non-educated widows. The mean of the responses from the non-educated widow was greater than the educated widow while the t-test analysis comparing the mean of both respondent responses shows that t-calculated is less than the t-critical value. However, this leads to the conclusion that there is no significant difference between how functional literacy assist educated widows and non-educated widows to be part of the socio-economic activities in Ogba/Egbema/Ndoni and Ahoada East LGAs of Rivers State and this result was in conformity with Okorafor (2016) findings.

Summary

It can be summarized that cultural and social norms associated with widowhood practice such as mourning rites that places grave restraints on movements and social contacts and lack of inheritance do deepen poverty among widows reducing them to further abuse and discrimination. Also, one of the major indices of development is a good Non-formal education and it has significant influence on widowhood practice in any society. And to achieve the importance of this, every government must make frantic efforts towards developing non-formal education centres in every local government in Rivers state.

Conclusion

In conclusion, this study revealed information that if purposefully utilized can lead to a lasting solution to widowhood practice in rural dwellers in the two LGAs in Rivers State.

Recommendations

Base on some of the various critical assessment of the Utilization of Non-formal Education Programmes in Ameliorating the Plight of Widowhood Practices and the analysis of the plights of women in Nigeria, observations were made about the challenges associated with such cultural and believe system; some recommendations are therefore made:

1. Civic Education should be introduced at all levels especially at the grass root which is of paramount and a must-especially among the rural women to better their perceptive of their rights and be ready to sustain those rights at all cost
2. There should be strong institutional framework devoid of any political weights that will truly address women problems- especially the socio-economic, cultural emancipation and their total liberation in Nigeria from any form of widowhood practices.
3. There is need to establish non-formal education centers in our rural communities so as to meet the demand of school dropout, non-educated and functionally illiterate adults to improve themselves educationally; which will guarantees or served as a leverage to better their livelihood
4. There is need for non-governmental organizations, government, church and other stakeholders to make obvious their commitment to the elimination of widowhood practice by enforcing laws prohibiting such practices.

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