



Impact of Adult Literacy Programmes on the Literacy Proficiency of Married and Unmarried Women of Goron Dutse Women Center, Kano

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Abstract

Original Research Article

Literacy refers to the individual ability to read and write while proficiency is the capacity of through learning and acquisition of skill delivery. The research was discussed and descriptive survey design was used. The population consists of 250 and the research was carried among 152 adults women. More so, frequency percentage was used for data analysis. It was found that adults education programmes includes adults basic literacy and post literacy, education vocational skill, general knowledge, nutrition and hygiene, functional literacy, entrepreneurial skills training on innovative and creative skills incorporate more writing in more context in the adult education setting to promote self reflection and articulation of learning.

This research freely utilized the gender empowerment theory which emphasize the economic and educational freedom of women within various segments of human society.

The research recommended that the curriculum designer should modify the curriculum used by the adults education center to match with our learners. The government should provide more equipment for the acquisition of skills among women adults centers. Husbands should help their wives to participate in adults education centers for acquiring skills that can help them attain economic freedom and welfare in their households.

Keywords: adult, education, literacy, empowerment, impact.

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EXECUTIVE SUMMARY

This study investigate the impact of adult literacy programmes on the literacy proficiency of married women. This research was aimed to achieve these objectives; To identify the various adult education programme conducted at the women center kano, to determine the level of the adult education programme meet the educational needs of married women in Kano, to examine the

relevance of adult education programme on educational advancement of married women in Kano state and to find out the major problem confronting married, women in adult education programme in Kano. Three research question would formed to achieve the objectives. Literature review would discussed and descriptive survey design would use, population consists of 250 and the researcher would carry



out 152 adult women's as a sample of the research. More so, simple frequency percentage would use for data analysis, interpretation and presentation. The finding would indicate adult education programme includes; adult basic literacy and post literacy education vocational skills and general knowledge such as nutrition and hygiene, functional literacy, entrepreneurial skills, training on innovative and creative skills, localized and technological resources center and artists, craft, tailoring, weaving, knitting and cookery, incorporate more writing in more context in the adult education setting to promote self reflection and articulation of learning. Use ungraded, short and timed prompts such as "quick writes", "entry/exit slips", or "yesterday's news". Writing is a natural means of self-reflection, and sharing personal writing is a way to bring stories of personal challenges, growth, resilience and dreams into dialogue, engage adult new writers with online communities of writers, as contributors, readers and peers to foster their self directed learning, self study, and persistence for information on ways to incorporate technology into writing instruction and provide feedback that challenges learners assumptions and deeper their critical thinking for idea on proving constructive feedback etc. The research recommended that the curriculum designer should modify the curriculum used by the adult education centers to match with our learners.

The government should provide more equipment for the acquisition of skills among women in adult education centers. The husband should help their wives to participate in adult education centers for acquiring skills that can help them to defend by themselves because Adult education distinct from child education, is a practice in which adult engage in systemic and sustained self- education activities in order to gain new form of knowledge, skills, attitudes or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adult can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs.

Indeed, a proper implementation of functional adult literacy education that would assist to empower the adult learning in Nigeria requires an incentive motivation through the provision of technical and vocational education facilities that can enhance the enrollment and retention rate of the adult learners in the adult literacy education programme. However, adult education has multiple purpose and benefits, there might be many other factors as well that contribute for example to the better health of a person. You can say that non formal adult education contributes to health, but you can't say that poor health is caused by poor or non-existent adult education.

INTRODUCTION

Adult education is a broad educational encompassing diverse programmes, it involves & range of programmes and activities conducted by different agencies having different goals, content and different methodologies. This, the concept "adult education" doesn't conjure up any specific programme of education. As an amorphous concept, it should not be approached from a narrow perspective in order not to lose sight of important contributions of different college of organizations, agencies and programmes within it. Therefore, it is very beneficial to focus on different perspectives not minding their organization based. Adult education is any form of learning undertaken by or provided for mature men and women. In a 1970 report, the national institute of adult education (England and Wales) defined adult as "any kind of education for people who are old enough to work, vote, fight and marry and who have complete the cycle of continuous education, (if any) commenced in childhood". Adult education comprehends such diverse modes as independent study consciously pursued with or without the aid of libraries; broadcast programs or correspondence courses; group.

Discussion and other "mutual aid" learning in study circles, colloquial, seminars or workshops, and residential conference or meetings; and full or part-time study in classes or courses in which the lecturer, teachers or tutor has a formal leading role.

Therefore, Adult education has a long- term impact on the economy, emphasized (Dohmen,2001) expert in the financing of adult education in Europe and director of the institute for education and socio- economic research and consulting. Specifically, there is a clear correlation between innovation and learning at the workshop. The data, compiled for study on learning and innovation in enterprise commissioned by cedefop(2012), suggests that countries with a high rate of workplace learning also score highly in terms of innovation. Measuring the overall impact of adult education, however, proves to be a very difficult undertaking. Adult education can have benefits, from a better health and higher personal well being to more social inclusion, to more support for democratic systems, to a great chance of finding a new or improved employment!. "These benefits can ultimately also have a positive impact on the economy. People who are healthier and happier are less likely to need costly medical treatment or therapist and will be more active in their private and professional environment.

The education of girls and women had generally lagged behind that of men (William 2016). "The world conference of the international women's year (1975) noted that without the involvement of women, the motivation for changes so badly needed to improve the quality of life for all will fail, for most societies it is mother who is responsible for the training of children during the formative years". The realization for the training of her on of the backwardness of women in this area, lead to the establishment of the school was in compliance with the section 6 of the National Policy Of Education (NPE,4981) i.e mass literacy, Adult and Non-formal Education which consist of functional literacy, remedial continuing education, vocational education, aesthetic, cultural and civic education for youth and adults outside formal school system. Calcott (1970:128) state that continuing education should cover; all systems of education which helps people who have finished formal school of whatever stage, or who have passed the generally accepted age range for school children to improve or develop any or all aspect of their lives.

It ranges from institutional courses to impact of political, social and infrastructural changes which impinge upon them. It cover the planned and unplanned methods, balanced and imbalance, social and economic development indeed everything in a valued change for the individual and community.

The National Policy on Education (1981) state that the objectives of adult and continuing education in Nigeria should be:

1. To provide functional literacy education for adults who have never had the advantage of any formal education.
2. To provide functional and remedial education for those young people who prematurely dropped out of the formal school system.
3. To provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
4. To provide in service on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
5. To give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

And so, the W.C.C.E, Nigeria was established to give a second chance opportunity to adult female members of the society who had not been opportune to have formal education or those that dropped out of school due to one reason or the other. The essence is for them to benefit improve and fit in properly into our rapidly changing, society in all facts of life viz: educationally, socially, economically etc; to curb the problems of malnutrition, under- nutrition, over nutrition, poor health status, broken marriage, juvenile delinquencies which have been on the increase in our society. It was based on this that Hopper (2007) suggests that the learning needs of young people; and adults are not just about basic competencies but refer to a broader concentration, these women will stand very little chance in the competition of jobs, without it they are less prepared for the tedium and the poverty of unemployment; and without it they are

hampered in their understanding of the world and the consequently their ability to change the world. Based on the background of this study motivated the researcher to carry out the investigation on the impact of adult literacy programmes on the literacy proficiency of married women.

PROBLEM STATEMENT/JUSTIFICATION

Women involvement in adult education or their interest in pursuing further education is not without its challenges. In spite of the fact that there has been a remarkable increase in the participation of girls and married women in educational pursuit and had continued to exhibit their desire or yearning for higher education, their efforts have continued to be limited by social norms and dictate (marim and Greenberg cited in kazeem 2008; osunde and omoruyi 2003). Studies according to the author have also shown that the poor socio- economic status of married women has relatively greater effect on the educational aspiration or desire to seek further education.

Women are really facing a number of challenges in Northern Nigeria which the Nigerian government need to intervene. Women from general view points, are facing marital challenge; girls have no personal rights to exercise and/or demonstrate before her marriage take place (and that have special provisions in both Islam and Christianity) and they don't have choice by themselves; whom they will marry and when. Divorce challenges also is semi-factor, many girls destined to marry uneducated somebody, who considered nuptial relations as merely source of sexual pleasure and satisfying their orgasms needs, as a result they are misguided and never care to make any woman divorcee. Marital rape is another factor through which many husband used to beat, criticize their wives and finally divorce them, reasoning that,that is not crime. The issue to them remains as a flatter of choice between superior (husband (male)) and inferior (wife(female)). This motivated the researcher to investigate the impact of adult literacy programmes on the literacy proficiency

of married women in Nigeria in order contributes an awareness which reduced the challenges among women.

OBJECTIVE(S) OF THE STUDY

The purpose of this study is to investigate the impact of adult literacy programmes on the literacy proficiency of married women in Nigeria. The objectives are as follows:

1. To identify the various adult programme conducted at women centers in Nigeria.
2. To determine the level of the adult education programme meet the educational needs of married women in Nigeria.
3. To examine the relevance of adult education programme on the educational advancement of married women.
4. To find out the major problem confronting married women in adult education programme.

LITERATURE REVIEW

1.1. Conceptual Framework

Concept of Adult Education Programme

Adult education could also be referred to as (education programme people attend despite the level of education they already acquired. Guodong(2003) therefore regarded adult education as board field education, vocational and technical education, higher education and professional development, and is offered through formal, Non-formal and informal education means, and by variety of actors. He further stated that adult education is a highly dynamic field associated with innovativeness and with values and practices once viewed as relevant and desirable. The motivation behind adult education is mainly to create a healthy and prosperous community. Adult education creates steps that the illiterate follow to improve themselves and contribute to the development of the society. It helps the illiterate citizens to acquire skills that help them to improve their standard of living. The importance of adult education in any society therefore can't be ignored. This is because the level of illiteracy among the populaces should

not be allowed to continue because of national development needs.

The concept of literacy has moved from acquiring autonomous skills to an emphasis on literacy as functional in daily lives and more recently, embracing the notion of multiple illiteracies-literacy as a Continuum and literate environments and societies so as to cope effectively with the dynamic changes in technology and lifestyle there of (UNESCO 2006). Adult literacy education should be related with a tool that can help the individual to improve himself intellectually, economically and make himself socially and politically relevant to the society he/she belongs. Thus, it should be seen as a continuous process that requires regular and sustained functional adult literacy that can result to lifelong learning (okoye & juweto,2015).

First,the department of Adult Education ,Bayero University kano will be more equipped on the factors that promote women education and thereby training personnel that would facilitate the adult women's learners.

Types of Adult Education Programme

According to the provision of the Agency for mass literacy in Kano State, Nigeria, the adult literacy education programme is charged with the following responsibilities:

Adult Basic literacy and post literacy education: through learning reading writing and numeracy skills to prepare adults to promote targeted and constructive activities to meet the objectives for establishing the agency.

Training on vocational skills and general knowledge: such has nutrition and hygiene, functional literacy entrepreneurial skills at their disposal to improve their living conditions and state of well-being.

Training on Innovative and Creative Skills

Training on localized and technological resources center with training facilities.

Artisan, craft, carpentry, plumbing, building, motor mechanic, electrical fittings, photography, tailoring, weaving, knitting,copy typing and cookery (NMEC,2015).

Nigeria through their valuable economic services, all revealed that the mobile pastoralist, migrant fishermen and farmers can found in about state of the federation. Hence, the need to examine the role played by nomadic group vis-a-vis the challenges of nomadic education in Nigeria democratic society. Since these people are mainly mature adults with aspiration, they also have right to education of their status.

Adult Education Programme and the Educational for Married Women

The attempt to empower women have traveled through the decades. Considerable efforts have been may by government and other agencies, and most especially the millennium Development Goals (MDG's) have been established to address women need and their exclusion from the benefit of development. It is stated under the third goal of the MDGs on promoting gender equality and empowering women that women have an enormous impact on the well-being of their families and societies but their potential is not realized because of discriminatory social norms, incentives,and legal institutions (WBG ddp-ext.worldbank.org/ext/MDG/home date Accessed 09/09/05. In the process of promoting and achieving women's empowerment, several policy approaches have been used. It is said that through the Women In Development (WID), Women And Development (WAD), Gender and Development (GAD) strategies that shaped policy intervention and informed scholarly reflection in the 1960s and 1970s were limited by the fact that they remained within the established parameters of the state-led model of Dev and the discourse of its organic intellectual, these approaches went some way in addressing some of the gender- based contradiction in the development process. (CODESRIA,2005).

Over the years adult education has been used as tool for improving the lot of people through capacity building. Erased on the finding of a survey on women in the communities of Ghana.

The paper assess how adult education could promote empowerment among women, most especially those in rural communities. The part of the paper discusses the women's empowerment concept. This is followed by a survey report. The final section of the paper shows how adult education could be used to facilitate; empowerment among rural women.

Relevant of Adult Education Programme and Education Advancement of Married Women

Here are ten relevance of adult education programme and educational advancement of married women are follows:

Increased literacy: of the 163 million illiterate youth across the globe, nearly 63% are female. Offering all children education will prop up literacy rate, pushing forward development in smuggling regions.

Human Trafficking: women are most vulnerable to trafficking when they are undereducated and poor, according to the United Nations Inter-Agency project on human trafficking. Through providing young girls with opportunities and fundamental skills, this billion dollars industry can be significantly undermined.

Political Representation: across the globe, women are underrepresented as voters and restricted from political involvement. The United Nations Women Programmes on leadership and participation suggests that civic education, training and all around empowerment will ease this gap.

Thriving Babies: According to the United Nations Girls Education Initiative, children of educated mothers are twice as likely to survive past the age of five. Foreign Aid for schoolhouses and curriculum development could greatly benefit the East Africa county of Burundi, where nearly 16,000 children die per year.

Safe sex: A girl who completes primary school is three times less likely to contract HIV, with these statistics in mind. The World Bank call education a "window of hope in preventing the spread of AIDS among today's children.

Later marriage: as suggested by United Nations Population Fund, in undeveloped countries, one in every three girls is married before reaching the age of 18. In a region where a girl receives seven or more years of education, the wedding date is delayed by four years.

Small families: increased participation in school reduced fertility rate over time. In mali women with secondary education or higher have an average of Three children. Counterparts with no education have an average of seven children.

Income potential: education also empowers a woman wallet through boosting her earnings capabilities. According to the United Nations Educational, scientific and cultural Organization, also known as UNESCO, a single year of primary education has shown to increase a girls wages later in life by 20%.

Thriving GDP: gross domestic product also soars when both girls and boys are being offered educational opportunities. When 10% more women attend school. GDP increase by 3%.

Poverty Reduction: when women are provided with equal rights and equal access to education, they go on to participate in business and economic activity. Increased earnings power and income combat against current and future poverty through feeding, clothing and providing for entire families.

The challenges of Adult Education Programme in Nigeria

The following are the major challenges facing adult education in Nigeria according to policy issues and practice (2010):

Failures of UBE: act to give adequate recognition to Adult and Non-formal Education as a key sector of basic education.

Accessibility: in the world of rapid changes, adult education should be established at the door steps of the interested adult learners so as to avail the opportunity for learning. However, all citizens should have the opportunity to develop themselves throughout their life at whatever age, to acquire knowledge and know how to better pilot their life transition, to improve their quality

of life, to develop their potential, to experience the joy of learning. In that perspective, no area should be left. In that context, the rise of fees to attend evening course is becoming a huge issue all over the country.

Inadequate funding: the budgetary allocation to adult education at all levels of government is grossly inadequate especially when compared to the formal education sector. More importantly Non-formal Education. Methodology (should include description of the study area/site/subjects, data collection and data analysis.

Methodology Which Comprises:

1. Research Design

The study was employed descriptive survey design because the rationale for using descriptions survey design is to get systematic way of looking at events, collecting data, analyzing information and reporting the results in relation to the relevance of adult education programme on the educational advancement of married women (Goron dutse women center kano, kano state Nigerian). As a result this provided to the researcher a sharpened understanding of the subject matter under the study.

2. Population of the Study

The population of this study comprises in Goron Dutse women center kano state, Nigeria. There 250 women both married and unmarried undertaking in different programme in the center.

3. Sample Size

Kothari (2007) defined a sample as few items selected from the universe for the purpose of study. Since the target population for the study was 250 while the researcher focused on married and unmarried women in Goron Dutse women center in kano state, Nigeria. Also, in order to improve efficiency and gain control on the composition of the sample in the research. This

research constitutes 152 respondents were sample size of this research based on the krejcie Morgan sample table. The researcher consider that there are four adult education programming in women center Goron Dutse, each programme in center carry out 13 adult learners in which have the total of 152 sample of this research work.

4. Sampling Technique

The study used proportions sampling technique were used for the purpose of the relevance of adult education programme on educational advancement of married women (Goron Dutse women center kano state Nigeria). It is known fact that it is not possible to manipulate a whole population in educational research, therefore, Best(2002), defined sampling as a proxy of selecting a small portion of the population for observation and analysis. Furthermore, since sampling is a culture in every research work, the researcher deem it fit to employ the purposive sampling technique in gathering relevant information for this research work.

5. Research Instrument

The instrument used in this research work for data collection is questionnaire. The questionnaires were prepared in two categories i.e. section A contain demography data of the respondents and section B research question and total number of (50) questionnaires were distributed to the respondents in the study area.

6. Reliability and Validity of Data Instrument

The two most important and fundamental characteristics of any measurement procedure are reliability and validity.

A. Validity of Data Collection Instrument

For instrument to be valid, it will be submitted to the experts who will make suggestion, review and make some modification for face validity. This done to ensure what the instrument is intended to measure has been achieved.

B. Reliability of the Instrument

The reliability of this instrument used for this study was established using the test-re-test method. The instrument was administered to them for the first time and second time within an interval of three weeks.

7. Administration of Research Instrument

The procedure taken in collection data for this research is a personal visit to the women center Goron Dutse where the researcher went to the management of the center and seek permission to use their school for data collection by the sued questionnaires? After taken permission, the development questionnaire were distributed accordingly, a brief explanation is given on how to fill in the questionnaire appropriate by the respondents.

8. Method of Data Analysis

In the present study the process of data analysis to determine whether the researcher observations supported the research objective and accompanying questions were formulated before going into the field to collect information. Data analysis involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions. Also, during this study the method of data analysis of the research is simply frequency percentage as describe below;

RESULTS (EXPECTED OUTPUTS/RESULTS).

Based on the data analysis the following findings were summarized

That majority of the respondents strongly agreed and agreed that there are many types of adult education programme in Nigeria like in Kano state (Goron Dutse women center and Kano library).

That majority of the respondents strongly agreed and agreed that; they can read and write English letters, they can speak simple English, they can create (various services such as cream, soup, powder etc, they can do weaving, painting,

tailoring etc also they agreed that adult education programme promote their small business enterprise.

That majority of the respondents strongly agreed and agreed that Adult education programme provides self reliant, I am empowered by the adult education programme in women center Goron Dutse, kano, adult education programme create small scale business enterprise, adult education programme in hygiene awareness and adults education programme help me to increase economy status. These are the relevance of adult education programme to the educational advancement of married women Goron dutse women center kano.

That majority of the respondents strongly agreed and agreed that: lack of fund, lack of mobilization about the programme, lack or inadequate number of literacy instructors who possess ICT skills, dearth of skilled manpower in the area of monitoring and evaluation, poor remuneration of facilitors. These are the major problems of confrontation adult education programme.

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