

Adult Education Programmes and Economic Development of Women in Sabon Gari Local Government, Kaduna State

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Adult education is becoming more important in the realization of gender awareness and equality. Women are the instrument of peace, growth and sustainable development. Previous researches indicate the importance of women education towards achieving sustainable development. This the study aimed at assessing the role of adult education programmes to economic development of women in Sabon Gari local government area of Kaduna state, Nigeria. Information was collected from women at their respective literacy centres. A random sampling technique was used in selecting eighty (80) respondents from eight (8) women literacy centres in Sabon Gari local government area. The study indicated that adult education programmes brought about empowerment and enlightenment of women in the study area. It also showed that more literacy centres were opened for women to acquire literacy and income generating activities. Moreover, the study revealed that Leadership and political instability, Poor financial allocation to the programme were the major problems facing adult education and economic development of women in the study area. The study admitted that, joint efforts between government and the community were the appropriate method for approaching and implementing women economic development programmes in the study area. The study recommended among others that, political leaders should allocate enough funds and frequent enlightenment and awareness on the importance of the programmes should be encouraged.

Keywords: Adult Education, Women, Economic Development Sabon Gari Local Government

Introduction

Adult education is a process of acquiring knowledge and skills to adults who have never sit-down in the class or missed the opportunity of formal education system (Umar, 2010). Thus, it's an activity designed for the purpose of bringing about learning among those whose age, social roles and self-perception define them as adult. According to Singh (2012), adult education begins where vocational education leaves off and offers to some who were not privileged for having a last chance to learn and get a basic training in basic skills of learning, so they enrol for learning of reading, writing, and solving a simple arithmetic. In the contribution of Attri (2012), had earlier argued that Adult Education aims at providing lifelong Education that prepares the individual for change and creates dynamic frame of mind in the individual.

It is the process of learning on how to satisfy primary nutritional, housing, clothing, and health needs and when they Endeavour to learn how to ensure a greater degree of social justice and actively participate in cultural and economic life of their communities. Also, adult education incorporates anything that enlarges

merits understanding, activates them, helps them to make their own decisions, and to implement those decisions for themselves. For the purpose of this paper, the writer aligns with the UNESCO definition of adult education thus; the term "Adult Education" denotes the entire body of organized educational process, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities enrich their knowledge, improve their technical or professional qualifications and bring about changes in attitude or behaviour in the two fold of full personal development and participates in balanced and independent social, economic and cultural development (UNESCO, 2016).

Moreover, adult education programmes have specifically targeted youths (girls and boys over 15 years of age, but sometime younger) as well as women and men, generally poor or socially disadvantaged. Adult education also refers to any form of learning process that engages matured men and women beyond the

confines of a traditional learning environment, (Reddy, 2012). The idea of adult education is often dynamic with different notions such as literacy, adult basic education (reading, writing, and arithmetic), lifelong learning, continuing education, adult, and non-formal education, etc. It is understood that adult education is a transmission process of general, economic, or vocational knowledge, as well skills, values, and attitudes, which takes place out of the formal education system with a view to remedy the early education inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfilment and active participation in the social, economic, and political life of their societies (Singh, 2012).

Looking the perspectives of adult education, it is cleared that adult concerned with working with adults to provide them with education essential for their lives. This shows that adult education involves of equipping youths who is in the process of growing up with skills and knowledge that will be relevant to their lives. In traditional African societies, unemployed youths learn entrepreneurial skills from training institutions to help them become self-employed (Fedrick, 2005).

Economic development is seen as creation of jobs, wealth, and the improvement of life quality. It also describes as process that influences growth and for restructuring of an economy to enhance the wellbeing of an economic wellbeing of a community (Stephan, 2012). Economic development will be referred to as a process of economic, social, political and cultural change engineered in a given society by the efforts of all stakeholders, both internal and external, including the local communities, the Government, the private sector, the civil society organizations, the Non-Government Organizations and the technical and financial development partners, with a view of improving the conditions of life of the population both male and female in a sustainable way (Duncan and Seymour, 2000). Economic development requires collective action of human and social capital, some of the main factors of production required for a broad-based economic growth that provides the ground for sustainable poverty

reduction. Economic development is the development of capacities that expand economic actor's capabilities which include individuals, firms, and industries.

Adult education is also seen as an instrument in familiarizing the active population of Nigeria with Information Communication Technology, a decisive tool for the smooth integration of Nigerian economies in the global economy (Commission for African Union, 2005). The importance of this cannot be overemphasized as the world is rapidly moving towards knowledge-based economic structures and information societies that comprise networks of individuals, firms, and countries linked electronically in interdependent and interactive relationships. Adult education also plays a major role in social development. It is now widely admitted that growth will not reduce poverty unless poor people are able to actively participate in it. Such participation can become effective to a large extent through adult education (Olney, 1999).

Role of Adult Education Programmes in Economic development of women

Adult education is geared towards women contribution to socio-economic development. The activities of adult education towards the economics of women includes the learning of hand work, food processing and preservation, nutrition, housekeeping, needle work, craft and hygiene, child development, consumer education, typewriting, clothing, and interior design etc. Commission for African Union (2005) pointed out, "Africa's challenges will not be effectively addressed unless the exclusion faced by women is tackled across the board. Women must be included, and the full power of their economic development skills unleashed.

UNESCO (2016) explained that "Despite the challenges and constraints, adult education empowers women by opening avenues of communication, expands personal choice and controls over one's environment, and the acquisition of many skills like tailoring, knitting, processing of groundnut and palm oil, rearing of animals and cultivation of crops. Adult education strengthens their self-confidence to participate in community affairs

and influence political issues. It gives disadvantaged women the tools to move from exclusion to full participation in their society democratic institutions. Other programmes of adult education that help to the economic development of women were literacy education, Vocational education, functional literacy and continuing educational programme etc.

Other programmes of adult education to economic development that aid the development of women includes agricultural education, in-service training, literacy, out-of- school education, audio-visual education for adult, vocational education, mass media education, women vocational literacy, community development and co-operative education (Haya, 2010). Adult education programmes also help to the Economic development of women in the improvement of material welfare especially for women with the lowest incomes, for training them on dying, cooking, perfume making, for eradication of mass poverty with its correlates of illiteracy, disease and early death, changes in the composition of inputs and output that generally include shifts in the underlying structure of production away from agriculture towards industrial activities.

More so, the role of adult education in economic development of women cannot be over emphasized. It's one of the backbones of human development, which concerned the foundation for progress in areas of women economy, health development, nutrition, and the development of social responsibilities (Nwuke, (2004). Therefore, the role of adult education in economic development can be apprehended through the complex relationships existing between all its forms and the economic, political, social, and cultural determinant factors of each community development. The economic role of adult education in women development is apparent in its contribution to human capital formation. It is now well established that, alongside health care, sanitation, and nutrition that improve people's standard of living, productivity, reducing sickness and mortality rates and by increasing life expectancy. Adult basic education is equipping recipients with essential literacy and numeracy skills, yields

high rates on investment, thereby enhancing labour productivity (Smiley, 2008).

An educated population usually provides more attractive investment climate. Thus, investment in the development of human capital through adult education is crucial for developing a labour force and managerial know-how, able to compete in today's global economy. Formal education alone is not sufficient for playing this role as even those categories of the population who have had formal education and training might need to be updated and re-skilled through adult education, mainly because today's knowledge, society tends to render previously acquired knowledge and skills inappropriate and obsolete.

Economic development process requires changes in policies to account for new emerging factors and trends. Designing these economic development policies also need to take into consideration in social, cultural, political systems and institutions as well as their changing interaction over the time in a country (United Nation, 2012). The goal of economic development goes beyond the growth of gross income (Gross Domestic product, Gross National Product) per capita, an understanding of the sources of growth is essential to achieve other objectives. Economic development is about growth plus organizational change (Skousen, 2007).

More so, Stephen (2012) added that "economic development is a process whereby national income increases over a long period of time". On the above, if a rise in real income is accompanied by faster growth in population there will be no economic development but retardation. "In the standard of living of people economic development is supportive and it involves the increased of per capita income and creation of new opportunities in education, healthcare, employment sectors. Development is of limited significance if it does not lead to economic welfare. Economic development implies increased in per capita income and reduced income inequalities and satisfaction of the people as a whole".

Economic development includes economic growth measured in terms of Gross Domestic Product and its distributional

dimensions. The role of economic development for women includes the reduction of poverty, provision of basic needs, goods and services and reduced inequalities in income distribution, increasing the rate of production and employment. Thus, the growth of productive employment is another dimension which is included in the definition of economic development (Stephen, 2012). More of the above, economic development is a process where low-income national economies are transformed into modern industrial economies. It involves qualitative and quantitative improvements in a country's economy. Political and social transformations are also included in the concept of economic development in addition to economic changes.

One of the objectives of economic development in its simplest form is to create the wealth of a nation. Prior to the 1970s, rapid economic growth has been considered a good proxy for other attributes of development (Todaro and Smith 2009). Economic performance is measured by an annual increase in gross national product (GNP), an alternative measure is gross domestic product (GDP). For comparability, GNP is expressed in a common currency, usually US dollars, and reported in per-capita terms to take into account the size of a nation's population (Nzeneri, 2006).

Objectives of the study

The study was carried out based on the following objectives:

1. To examine the contributions of Adult Education towards Economic Development of Women in Sabon-Gari Local Government Area
2. To discover the appropriate methods used for approaching and implementing Women Economic Development Programmes in Sabon-Gari Local Government Area
3. To find out the major challenges facing Adult Education and Economic Development of Women in Sabon-Gari Local Government Area

Research Questions

The study was based on three (3) research questions. These are:

1. What are the contributions of Adult Education towards Economic Development of Women in Sabon-Gari Local Government Area?
2. What are the methods used for approaching and implementing Women Economic Development Programmes in Sabon-Gari Local Government Area?
3. What are the major challenges facing Adult Education and Economic Development of Women in Sabon-Gari Local Government Area?

Methodology

The researcher employed a descriptive survey to assess the role of adult education programmes towards economic development of women in eight (8) selected women literacy centres in Sabon Gari, local government Area of Kaduna State. Survey research design according to Olawiyola (2010) is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, attitudes etc. The basis for adopting this design is to enable the researcher to obtain the opinions on the role of adult education programmes in economic development of women in Kaduna State, Nigeria.

Population of the study

Population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Population of study is the target population that a researcher intends to study or treat. Researchers usually recruit a sample from the population of interest to include in their study. The Population of this study comprised eighty (80) women learners which were drawn from eight (8) women literacy centres in the study area, without restriction to any other socio-economic characteristic. This shows that ten (10) women were also selected from each women literacy centre, making a total of eighty (80) respondents.

Sample and sampling techniques

A sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the

research project. Sampling is also a process of selecting a statistically representative sample of individuals from the population of study (Alannah, 2016). A good sample is a statistical representation of the population of interest and is large enough to answer the research question. The study was carried out in Sabon Gari local government area of Kaduna State, Nigeria. Sabon Gari Local Government Area is made up of several communities where women literacy programmes are valued. Eight (8) Women literacy centres were randomly selected for the study. These include: Hayin Ojo, Tsugugi, Bomo, Samaru, Hanwa, Basawa, Muchiya, and Dogarawa women Literacy centres.

Instrument for data collection

The instrument used for data collection was questionnaire. Structured questionnaires were set based on the objectives of the study. The instrument was validated by the experts in the field of adult education and economic development. The researcher got the assistance of the centre's facilitators during the data collection. Eighty (80) questionnaires were distributed to women at their respective study centres and all the questionnaires were returned.

Data presentation and analysis

To analyse the data collected from the respondents, the researcher employed the use of item means, standard deviations and ranking of level of item perception. Likert style were used in answering the research questions the items carrying strongly agree, agree, disagree, and strongly disagree options which carried the values of 4, 3, 2 and 1 respectively.

Table 1: What are the contributions of adult education towards economic development women in Sabon-Gari Local Government Area?

S/N	ITEMS	RESPONSE CATEGORIES				
		SA	A	D	SD	RANKS
1.	Opening of women literacy centres	41	21	10	8	1
2.	Health/hygiene education programmes for women	30	20	18	12	3

3.	Vocational training activities for women development	28	22	14	16	4
4.	Development awareness to women	31	29	12	8	2

The table above showed the levels of contributions of adult education towards economic development in selected women literacy centres of Sabon Gari local government area of Kaduna state. Looking at the response rate on each of the items above, opening of women literacy centres are with the highest response of 41 strongly agreed, while 8 respondents strongly disagreed. In the same vein development awareness programme with 31 responses were the second in ranks details, and 8 responded strongly disagreed. Also, health/hygiene education programme is the third in ranks that obtained 30 responses of strongly agreed and 12 respondents were strongly disagreed. Vocational training activities are the last among the response option in the study with 28 mean of strongly agreed responses, as against 16 that strongly disagreed. In summary, the level of opening of women literacy centres in the area of study is relatively high and positive.

Table 2: What are the methods used for approaching and implementing Women Economic Development Programmes in Sabon-Gari Local Government Area?

s/n	Items	Response categorías				Ranks
		SA	A	DA	SD	
1.	Government direct approach i.e., government or outside agency takes responsibility of women economic development	39	21	12	8	2
2.	Community development approach i.e., community members organize themselves to carry out their economic improvement.	31	30	10	9	3
3.	Teamwork approach i.e., joint hands between the Government and the community.	42	30	5	3	1

4.	Extension education approach i.e., to educate women to adopt new method of economic activities.	38	18	14	10	4
5.	Provision of Literacy education approach.	29	26	13	8	5

complement the effort of the government and non-government organization.

Table 3: What are the major challenges facing adult education and economic development of women in Sabon-Gari Local Government Area?

The table above revealed the appropriate methods used for approaching and implementing women economic Development programmes in in Sabon-Gari Local Government Area. Specifically, Teamwork approach that is joint hands between the Government and the community is the most widely used as this had the highest mean response of 42 strongly agreed, while 3 responded strongly disagreed. It is also showed that the use of Government approach i.e., government or outside agency takes responsibility of women economic development is relatively high as the response in rank 2 that reached 39 strongly agreed and the only 2 responded strongly disagree. It however shows that, Community development approach i.e., community members organize themselves to carry out their economic improvement has the response of 31 strongly agreed and 3 strongly disagreed. In Using of Extension education approach i.e., to educate women to adopt new method of economic activities, the study revealed that 38 strongly agreed the rest of 4 respondents were strongly disagreed with the use of this method. In the same vein, Provision of Literacy education approach is another method used as the least attracted approach with low response of 29 strongly agree and low as 5 strongly disagree.

In summary, the method widely used for approaching and implementing women economic development programmes in the study area, was Teamwork approach, joint hands between the Government and the community is the most widely used and accepted. In a broad sense, teamwork in this research is the combine effort between community members and that of governmental organization. We all knew that approaching and implementing adult education and women economic development programmes is the sole responsibility of government organization, but due to some situations community members usually involved to

s/n	Items	Response categories				Ranks
		SA	A	D	SD	
1.	Problem illiteracy and financial constraints among the women	15	12	20	33	5
2.	Poor financial allocation to women economic development programme by government and private agencies	42	21	9	2	1
3.	Poor mobilization and awareness by the government and non-governmental organizations.	19	10	21	30	4
4.	Poor sustainable Leadership and political instability	40	32	10	5	2
5.	Inadequate practical materials and qualified instructors	33	22	16	14	3

The Major challenges facing in adult education and economic development of women in Sabon Gari local government area are enormous. Specifically, poor financial allocation to women development programme by government and private agencies is the biggest challenge facing adult education and economic development of women in study is attracted the highest response agreement of 42 with details showing that a total of 1 was strongly agreed opinion. Another challenge is Poor sustainable Leadership and political instability which attracted the second highest respondents of 40 agreed, while the least of 5 respondents disagreed. However, Inadequate practical materials and qualified instructors attracted the third highest of respondents of 33 strongly agreed and the least of 15 responded strongly disagreed. In the ranking order number 4, it showed that 19 respondents are strongly agreed that Poor mobilization and awareness by the government and non-governmental organizations while 30 were not. More so, the

last ranking of number 5 showed that 15 respondents were strongly agreed that the Problem illiteracy and financial constraints among the women while 33 respondents were strongly disagreed.

Therefore, it can be concluded that the major challenges facing adult education and economic development of women in selected centres of study area are enormous, especially the Poor financial allocation to women development programme by government and private agencies and Poor sustainable Leadership and political instability, Inadequate practical materials, and qualified instructors, among others.

Discussion of findings

Adult education programmes are providing services and economic employment of women in Kaduna state. Providing services to women in urban and rural areas help to enhance better living. The study revealed that skills acquisition programmes for women are the prime source of services in the economic development in Kaduna state. Adult education programme is playing an important role to women economic development in the houses, markets, and other business organizations. A study acknowledged that adult education programme is imperative as it confronts the challenges facing economic development of women and opportune to contribute to the renewal of political and democratic life by reducing poverty and bribery and corruption. The results of this study indicated that majority of the respondents admits that adult education programmes brought empowerment and enlightenment in their life that allowed full participation in women literacy centres. It also observed that more women enrolled and fully benefited in economic development programme. Adult education programmes empowered women with more of hands skills like tailoring, dying, cooking, perfume making, and knitting which led them to be self-reliance. More so, the study revealed that more women acquired competency in relating themselves with other members of the society. Women are the instrument of peace, growth, and sound housekeepers in the areas of study because of what they are earning economically. The

programme also plays a crucial role for a better future of women. In conclusion, adult education programmes contributed immensely to the general well-being and financial standard of the women in such local government area.

Recommendations

The study recommended the following:

1. Government/Political office holders should allocate enough funds to adult education programmes for women economic development in the study area.
2. Frequent enlightenment and awareness on the importance of women economic development programmes should put in place to allow the entire women observe the benefit reality.
3. Women in study should put more effort towards skills acquisitions to be self-reliance.

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