

**THE IMPACT OF THE FAMILY SUPPORT PROGRAMME ON THE SOCIO-  
ECONOMIC DEVELOPMENT OF WOMEN IN BAKORI LOCAL GOVERNMENT,  
KATSINA STATE, NIGERIA**

**BY**

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ADULT EDUCATION (ADULT AND NON-FORMAL EDUCATION)**

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**AUGUST, 2018**

## **DECLARATION**

I hereby declare that this work is the product of my own research efforts undertaken under the supervision of Dr. BalaZakari and has not been presented and will not be presented elsewhere for award of a degree or certificate. All the sources are duly acknowledged.

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## APPROVAL

This Dissertation has been examined and approved as meeting the requirements for the award of Master of Education degree in Adult Education(Adult and Non-Formal Education)in the Department of Adult Education and Community Services of Bayero University, Kano.

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## **DEDICATION**

The research work is dedicated to my beloved and dear parents, Ibrahim Abdullahi and Rabi Ibrahim, whose contribution to my development as a person cannot be quantified in any human form.

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In the name of Allah the Beneficent the Merciful, thanks be to Allah the Lord of The worlds, the first and everlasting who has granted me the opportunity to pursue this research work. May Allah add salutations and peace to His Noble Prophet Muhammad (S.A.W.), his family, companions and those who followed him with good deeds till Judgment Day.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AFO .....	American Feminist Organization
BLRW .....	Better life for rural women
CEDAW .....	Convention on the Elimination of all forms of Discrimination Against Women
CCT .....	Child Care Trust
COWAN.....	Country Women Association of Nigeria
CRA .....	Child Right Act
CRC .....	Convention of the Right of the Children
ECHO .....	Extended Care Health Option
FSP .....	Family Support Programme
FEAP.....	Family Economic Advancement Programme
FOMWAN.....	Federation of Muslim Women Association
FSPBQ .....	Family Support Programme Beneficiaries Questionnaire
FSPFIS.....	Family Support Programme Facilitators Interview Schedule
GNP .....	Gross National Product
ICRW .....	International Centre for research on Women
ICWS .....	International Council for Women Society
KWGB .....	Katsina State Women Goat Breeders
LGAs.....	Local Government Areas
MDGs.....	Millennium Development Goals
NCWS.....	National Council of Women Society
NEEDS.....	National Economic Empowerment and Development Strategy
NGO.....	Non-Governmental Organization

NMPN.....National Medicinal Plants of Nigeria  
WCI.....Women for Change Initiative  
WEC.....Women Education Centre  
WEG.....Women Empowerment Groups  
WEI.....Women Empowerment Initiative  
WID.....Women in Development  
WIN.....Women in Nigeria  
WRAPA.....Women Right Advancement and Protection Alternative  
WOFAN.....Women Farmers Advancement Network  
WORDOC.....Women Research and Documentation Centre  
WYEP.....Women and Youth Empowerment Programme  
YWCA.....Young Women Christian Association

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### **Abstract**

This study was on the impact of the Family Support Programme on the Socio-Economic Development of Women in Bakori Local Government, Katsina State, Nigeria. The objectives of the study were to identify the types of activities offered by the programme in Bakori; to examine its impact and to examine the challenges militating against its success there. The study employed survey research design. The population consisted of 282 beneficiaries and 18 facilitators, totaling 300. A total of one hundred and fifty (150) respondents were randomly selected from the three (3) zones in Bakori LGA as the sample. Proportionate sampling technique was used in selecting the sample. Family Support Programme Beneficiaries Questionnaire (FSPBQ) and Family Support Programme Facilitators Interview Schedule (FSPFIS) were used as instruments. The instruments were validated through face and content rating by three experts, who made some observations and corrections. They were also pilot tested where a reliability coefficient of 0.68 was obtained. The data collected were analysed using descriptive statistics of frequency count and percentage. From the data analysis, it was discovered that, basic literacy, skills acquisition, tailoring, knitting, cosmetology, giving support in form of finance and education to the beneficiaries are the major activities offered by the Family Support Programme (FSP) in Bakori. Poverty eradication, self-reliance and employment opportunity are the impact of FSP there. On the basis of the findings, it was recommended the Family Support Programme (FSP) in Bakori should provide adequate materials for effectiveness and competence in the skills acquisition process. There is also the need to extend the training period of the programme by Bakori and build more adult literacy centres, especially in the rural areas.

## **CERTIFICATION**

This is to certify that the research work for this dissertation and the subsequent preparation of this Dissertation, by Rabi'uTsigi Ibrahim (SPS/14/MAD/00004) were carried out under my supervision.

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Dr. BalaZakari  
(Supervisor)

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Date

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education is a fundamental right of all, including girls and women. Nigeria like other developing nations of the world needs education for development. Education is a key to poverty alleviation and sustainable development. A country which is unable to develop the skills and knowledge of its people and utilize them effectively in the national economy will be unable to develop anything else (Harbiso, 1982). Therefore, if education is to be effective, it has to give emphasis to Adult and Non-Formal Education systems, which can be employed to address the issue of poverty, low income generation, high level of unemployment and other socio-economic problems. It is important to note that women constitute 70% of the Nigerian rural population and don't have access to good quality life (ILO, 1996). Perhaps one of the existing things about history is the ability to expose individuals to societal challenging environments. Thus, one of the things which history has been able to reveal to the Nigerian society in the previous years was a programme made for the citizenry to enable them to fit into the fast challenging environment by exploring appropriate strategies for the general societal development. Although, such programmes have since been put into practice by different first ladies of the county, it was in the light of this that Better Life for Rural Women, under the leadership of Mrs. Maryam Babangida in 1987, was introduced. This programme was later changed to Family Support Programme (FSP) under the leadership of Mrs. Maryam Sani Abacha in 1994 sequel to the declaration of the year as the international year of family by the United Nations.

The agitation for improving the status of women increased. This propelled most local and international organizations to establish organizations that would enhance the development of women. Some of the international organizations were: the International Council for Women Society (ICWS) and American Feminist Organization (AFO). The Local ones were: Women in Development (WID) and the National Council of Women Society (NCSWS) set up to unite the family through the mobilization of economic activities in the rural areas of the country. Therefore, the family support programme has the potentials to raise women's awareness and empower them with knowledge and skills for them to make the right decision and effect desired change in their family and society at large.

In essence, Katsina state government introduced a Family Support Programme (FSP) in 2007 which covered the thirty four (34) LGAs of the state. This programme of Katsina that is currently existing was established to integrate women into socio-economic development efforts. The programme was also initiated to enlighten women on small scale business activities for self-reliance and also to eradicate poverty among less privileged women through access to adult education and skills acquisition programmes and women empowerment to have a strong sense of belonging. In Bakori Local Government, area Family Support Programme plays a vital role in curtailing many problems of women in the area. The programme covers the 3 zones, i.e. Bakori, Tsiga and Kurami with a learning centre in each of the zones to cherish the needs of women in vocational skills and literacy programme. The learning centre is a form of institution, which consists of facilitators and learners with various programmes carried out by the learners of the centres. Such programmes include cosmetology, knitting, tailoring, etc. for the efficiency in carrying out the activities of the learning centres referred to as Women Education Centre. The state government supplies all the materials and equipment required for carrying out the activities

of the centres. Other activities offered by the Family Support Programme is giving loans to women beneficiaries as capital to engage in small scale business, equipments is also given to the women beneficiaries as loan in a subsidized rate. Such equipment/materials include: Sowing machines, Fridges and Chemicals for Cosmetology.

Uwani (2016), stated that lack of Basic Education affects women chances in getting employment and over dependency also affect the women in the Local Government Area. Therefore, the main target of FSP in Bakori is to make women self-reliant by giving them employment opportunities and eradicating poverty. According to the office coordinating the programme, statistics as at 2016 even put women with a high level of unemployment. In view of the above therefore, this programme puts emphasis on women as the direct beneficiaries. A report also indicated that women aged between twenty one (21) to forty (40) are benefiting more from the programme and majority are housewives. The programme also gives opportunity for literacy education. Women are gathered in the centres to enable them to learn how to read and write. FSP promotes policies programmes that strengthen the observance and protection of human rights and the advancement of social justice and dignity (Udoh, 1999).

It is against this background that this study was carried out to assess the impact of the Family Support Programme on the socio-economic development of women in Bakori local government of Katsina state.

## **1.2 Statement of the Problem**

The task of nation building through the provision of socio-economic services is a joint responsibility of government and the people. It is in this respect that people are called upon to wake up and help themselves to be self-reliant through the provision of Socio-economic

development efforts. Women empowerment is basic to improve living standards. It is recognized that women in Bakori need to be provided with effective educational programmes, such as economic, the social, the political and the educational, which is the key in solving their socioeconomic problem. The knowledge would enable them to become more self-reliant, but yet women are lacking some of these indicators and, therefore, are relegated to their traditional roles of home-keepers with little or no income to sustain themselves.

Since experience has shown that the people of Bakori have not been very clear with the importance of family support programme, in view of this, the study considers it imperative to assess the impact of the programme on women, so that they will be involved in participating in the programme to improve their life status.

### **1.3 Research Objectives**

The study was set to achieve the following objectives:-

- i. To identify the types of activities offered by the Family Support Programme in Bakori Local Government, Katsina State.
- ii. To examine the impact of the Family Support Programme on Women Development in Bakori.
- iii. To examine the challenges militating against the success of Family Support Programme in Bakori.

### **1.4 Research Questions**

The following research questions guided the study

- i. What are the activities offered by family support programme in Bakori Local Government, Katsina State?

- ii. What are the impacts of family support programme on Women Development in Bakori?
- iii. What are the challenges militating against the success of family support programme in Bakori?

### **1.5 Significance of the Study**

The development of any nation depends on its citizen to be employed for survival in life. This can not be done alone by government. There is the need to provide knowledge and skills for people that will enable them to become self-independent and contribute towards the economic development of the nation. The study is significant to Katsina State Government, Katsina State Ministry of Women Affairs, Ministry of Education, Agency for Mass Education and to administrators, policy makers and non-governmental organizations, who are concerned with Non-Formal Education Programme Issues. Other stakeholders and donor agencies will also benefit from the findings through providing them with information on the awareness and problems in Family Support. The information on this study has several implications to them because it could serve as a strategy for designing, organizing and implementation related programmes.

The study provided learners with a relevant tool for more enlightenment on issues of socio-economic development efforts that will make them effective in responding to family issues. Similarly, the study serves as an improvement in the quality of family support delivery apparatus in the state and of equal significance has to do with the findings of the study which may motivate or serve as an area of women education and other women empowerment programmes.

## **1.6 Scope and Delimitation of the Study**

The scope of this study was limited to the Impact of Katsina State Family Support Programme on Socio-economic Development of women in Bakori Local Government. Specifically, the study examined the activities offered by the Family Support Programme in Bakori, the noticeable changes achieved from the Programme and the challenges associated with it in Bakori. Although there are other issues surrounding the programme, such as the management of the Family Support Programme, etc. Family Support Programme is a Katsina State programme practiced in all the thirty four (34) Local Government Areas of the state. The present research was delimited to its women beneficiaries in Balori only due to some certain factors, which include time and financial constraints. Therefore, other beneficiaries from other Local Government Areas are not part of this study.

## **1.7 Operational Definition of Terms**

The following terms are operationally defined for this study as follows:-

**Development of women:-** This is the integration of women into the socio-economic development programme by improving their status and assisting them in their total well-being in Bakori local government, Katsina state.

**Impact of Katsina State Family Support Programme:-** This refers to the benefits derived from the family support programme of Katsina state.

**Socio-economic development:-** This refers to improvement of life-styles through improved income, skills development, education and employment among women beneficiaries of family support programme in Bakori, Katsina state for empowerment.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviewed the literature relevant to the topic of the research under the following sub-headings: Concept of Family, Family Support, Women's Education, Origin of Family Support in Nigeria, Family Support Programme in Katsina State, Relevance of Women's Education, Non-governmental Organizations (NGOs) Activities on Women's Education, Government Effort on Women Education Project and Women Empowerment in Nigeria as well as Empirical Studies on Family Support.

#### **2.1 Conceptual Framework**

##### **2.1.1 The Concept of Family**

The Oxford Dictionary defined family as a group consisting of one or two parents, their children and close relations. Family is defined by the US census Bureau, "A Family is a group which includes a father and one or more people living in the same household who are related to the householder by birth, marriage or adoption. All the people in a household who are related to the father are regarded as members of his or her family. A family household may contain people not related to the householder, but those people are not included as part of the householder's family. A household can contain only one family for purposes of census tabulation. Not all households contain families since a household may comprise a group of unrelated people or one. Person living alone. In other words, the national statistical service of Greece sees the family as all the people who live under the same roof even if they are not related. Therefore, a family includes a group of people that may be made up to partners, children, parents, aunts, cousins and grandparents. A family by a legal definition refers to a group of individuals who share ties of

blood, marriage or adoption; a group residing together and consisting of parents, children and other relatives by blood or marriage, a group of individuals residing together who have consented to an arrangement similar to ties of blood or marriage. The word “family” can be used metaphorically to create more inclusive categories, such as community, nationhood, global village and humanism.

One of the primary functions of the family involves providing a framework for the production and reproduction of persons biologically and socially. This can occur through the sharing of material substances (such as food). It is also the responsibilities of family to ensure that their children receive adequate food shelter and medical attention, nurturing relationship at home and the full measure of opportunities for social, economic, emotional and cognitive development that shapes the children’s eventual successes in life. Usman, K.(2014) opine that, It is a daunting responsibility, especially when the family is challenged by economic stress, communities without adequate services and resources or lack of education and knowledge. Everyone from policy makers and service providers to families agree that helping families to fulfill their potential to be good parents is an essential part of the efforts to improve the outcomes for families.

## **2.2 Family Support**

Family Support is the support of families which may include children, parents and even an adult in the family. Family Support has taken on a variety of definitions. In the United States today, every community has some programme or services that are described as “Family Support” because what a family would find there is likely to differ dramatically from one community to the next. Some version of Family Support focuses on providing for basic needs, such as food or

cloth, shelter or education. Others may refer to services mandated for families who have been reported for child maltreatment. Family Support can be seen as the services and programmes that are focused in helping parents in their parenting role.

A clear understanding of the term “Family Support” is necessary to ensure a consistent approach in thinking about and “doing” family support. Murphy (1996) provided the first widely accepted definition of family support describing it as “the collective title given to a broad range of provisions developed by combination of statutory and voluntary agencies to promote the welfare of children and families in their homes and communities. These services are provided mainly to particularly vulnerable children in disadvantage areas, and often included preschool, parental education, development and support activities as well as home maker, visiting schemes and youth education and training projects”. According to Mackeowen (2000), family support is an umbrella term covering a wide range of interventions that vary along a number of dimensions according to their target group, the professional background of service provider, orientation of service provider, problem being addressed, the programme of activities and the service setting. Such diversity indicates that family support is not a homogeneous activity but a diverse range of interventions (p.4). Pinkerton (2000) suggested that “family support can be used as a synthesizing term to create something which is more than the sum of parts” (p. 218). To this end, “family support” is used as an umbrella term under which clusters a broad range of family focused services and programmes.

The current definition from a theoretical policy and practice perspective for the then department of health and children describes family support as “Both a style of work and a set of networks through integrated programmes”. These programmes combined statutory, voluntary, community and private services and are generally provided to families in their own homes and

communities. The primary focus is on early intervention aiming to promote and protect the health, wellbeing and right of all women and children and their families, paying particular attention to those who are vulnerable or at risk (Pinkerton et al, 2004, p. 22). The family support programme was set up to sustain family cohesion through the promotion of the social and economic wellbeing of the Nigerian Family. The main ideas of Family Support are to intervene early where there are difficulties in order to prevent problems escalating to strengthen families' capacities to nurture children and function well for all members of the family; to integrate fragmented services and make them accessible to all families and to encourage and enable families to solve their own problems. Support involves intervening early in the genesis of a problem or difficulty experienced and also early in the life of the family. Daly, 2004, Murro, 2011, Barlow et al. 2010 and Allen 2011 are of the view that Family Support is an early intervention that can help the Family under stress to fulfill their mission of giving children a secure and loving space. It can also keep families together and save many from the trauma of breakup.

Based on the above concept of Family Support by different scholars, for instance, for the department of health and children in an Irish context from a theoretical policy and practice perspective, family support is both a style of work and a set of networks though integrated, which include statutory, voluntary, community and private service. Their programmes were designed to help families and care for a relative with a developmental disability at home. This concept also maintains family unity, enhances care-giver skills and promotes the wellbeing of women and their families. Therefore, this part forms the conceptual frame-work of the study where family support serves as a tool for gingering up women to take part in the process of economic, education and social changes to be self-reliant.

## **2.3 Women Education**

RohitSehgal(2015) saw women education as every form of education that aims at improving the knowledge and skills of women and girls. It includes general education at schools and colleges, vocational and technical education, professional education, health education, etc. Women education encompasses both literacy and non-literacy education. Educated women are capable of bringing socio-economic changes. The constitutions of almost all democratic countries, including Nigeria, guarantee equal rights to both men and women.

Education helps men and women to claim their rights and realize their potentials in economic, political and social arenas. It is also the single most powerful way to lift people out of poverty. Yet, many people especially women are still excluded from education in Nigeria. Education should be an intrinsic part of any strategy to address the gender-based discrimination against women and girls that remains prevalent in our society. The education of women is a great contribution to the growth of national economics by improving the capacities of the labour force. Countries with high rate of illiteracy and gender gaps in educational feats tend to be less comparative because investors seek labour that is skilled and less expensive. Thus, women education is important to raising the levels of women involvement in every segment of the national economy. This is achievable by creating access to education for women. The purpose of education is for the individual to acquire some skills, knowledge and attitude/values for survival in life and to foster personal and societal improvement.

Women and girls in developing countries are often denied opportunities for education. Lack of education limits prospects, decreases family income, reduces health, puts women and girls at risk of trafficking and exploitation and limits the economic advancement of the entire

country. World Education believes that education for women is the single most effective way to improve the lives of individual families as well as to bring economic development to poor communities worldwide. Women's education provides women with the skills knowledge and self-confidence to proceed to further education or employment and deal with career and life changes.

The current wave of globalization has greatly improved the lives of women worldwide, particularly the lives of women in the developing world. Nevertheless, women remain disadvantaged in many areas of life, including education, politics, economic, health and civil rights.

Statistics show that of the 774 million illiterate adults worldwide, 64 percent are women, a statistic virtually unchanged from the early 1990s (Gender, Statistics, 2010). The United Nations Millennium Development Goal (MDG) to promote gender equality and empower women, therefore, uses education as its target and the measure of gender disparity in education as its indicator of progress. It is imperative to say that education plays a particularly important role as a foundation for girls' development towards adult life. At the same time, ensuring gender equality requires adapting equally to the needs and interests of girls and boys. International human rights law lays down a three-fold set of criteria where by girls should have an equal rights to education, equal right in education and their equal right should be protected and promoted through education (Tomasevski, 2005). Gender inequality in education is extreme. Girls are less likely to access school, to remain in school or to achieve in education. Despite almost 30 years of the Convention on the Elimination of all Forms of Discriminations Against Women (CEDAW) and 20 years of Convention of the Right of the Child (CRC), today girls make up around 56% of the 77 million children not in school and women up two third of the adults who are illiterate.

Nigeria significantly influences the achievement of the MDGs in sub-Saharan Africa because of its sheer size. Nearly one in every four women in sub-Saharan Africa is a Nigerian. Hence the situation of women and girls here has a key role to play in determining the progress of the whole region. Nigeria has performed poorly in terms of gender equality. According to the 2012 Gender in Nigeria Report, data suggested that Nigeria ranked 118 out of 134 countries in the gender equality index. Many policies were initiated by the Nigerian government to show commitment on education equality. Some of these policies include; Blue-print on women's education, 1986: National Commission for Mass Literacy and Non-Formal Education, 1991: the Family Support Basic Education Programme, 1994: National Policy on Women, 2001, Education for All-Fast Track Initiative, 2002: Strategy for the Acceleration of Girl's Education in Nigeria, 2003 and the National Economic Empowerment and Development Strategy (NEEDS), 2004. At any time in any context, women are critical actors in the education process. Men still dominate women in every country in the world Nigeria inclusive, resulting in widespread discrimination against women. The impact of unequal power relations and discrimination is often felt most severely when material poverty exists, as this increases vulnerability.

In our society there are some limitations for women to progress in education and to be considered outside their family roles, expectation and responsibilities. Reinerz (2002) argued that balancing work and family is a major hurdle for working women. Hence, family responsibilities, influence the careers and the education choices of women, who mostly have disproportionate work in care children and the home. The tradition, customs, socio-cultural values, ethics and motherhood instincts are some of the factors influencing gender bias in the education sector. Cultural and social beliefs, attitudes and practices prevent women from benefiting from educational opportunities to the same extent as men. The achievement of the girl's right to

education can address some of societies deeply rooted inequalities, which condemn millions of girls to a life without quality education and, therefore, also all too often to a life of missed opportunities. Furthermore, the gender disparity is exacerbated by the powerful economic and social rationale for investing in the education of sons rather than daughters, as daughters are perceived to be less valuable once educated and less likely to abide by the will of the father, brother or husband. The plight of women in terms of education is compounded by this negative attitude of parents toward female education (Oniye, 2010).

Another implication for poor education opportunity for women is involvement in low paying ventures. It has been noted by Oludenni (1999) that because of societal stereotype and stigmatization on certain professions and subjects as the exclusive preserve of men, most Nigerian women have been forced into less paid jobs (teaching, nursing, services, agriculture, small scale business, food processing, secretaria duties, note-counting in banks, cleaners and middle level professional occupations). In most societies, both the public and private sectors continue to be dominated by men, leading parents to ask themselves: why bother educating our girls if they will never make it anyway?

## **2.4 The Origin of the Family Support Programme in Nigeria**

Prior to the 1950s, the status of women in Nigeria was difficult to describe, as it is not very clear. Indeed, Nigerian women were to be seen as mothers and housewives. It is true the women went to farm to plant, weed and harvest crops, contributing to the family or society's economic well-being. Women at this period were only restricted to domestic roles (Andeze, 1995).

By October 1<sup>st</sup>, 1960 when Nigeria became independent, majority of Nigerians living in the rural areas were illiterate. This was because missionaries and successive colonial administrators established majority of the early schools in the coastal areas and designated administrative headquarters in various parts of the country, thereby excluding majority of rural dwellers, especially women, from the western form of academic or vocational education. Apart from rural women, children were also denied education due to their prevalent poverty levels. Majority of parents could not afford the cost of western education which has fast becoming the exclusive preserve of the affluent and the educated in the society. This situation consequently created wider gaps between the learned in the cities and the poor and illiterate majority in the rural areas. Although various regions in Nigeria tried to address the situation through free primary education scheme, this did not yield much impact in the regions ( Andeze, 1995).

However, things started to change when Ibrahim Babangida became Nigerian's president in 1985 and Mrs. Maryam, his wife, moved by the plight of rural women and children, started a programme named "Better Life for the Rural Women", which simply called "Better Life Programme" or 'BLP'. This programme set the ball rolling for the successive First Ladies, vice presidents' wives and wives of Governors of the various states in Nigeria. The activities of these "ladies", according to Mahmood (2007), in her forward to "Women Leaders at Work", relate to various international instruments relating to women and children development encapsulated by United Nations, the convention on the elimination of all forms of discrimination against women (CEDAW), the convention on right of the children (CRC), Child Right Act (CRA) and the Millennium Development Goals (MDGs).

This programme for Family Support was continued by different first ladies of the country. Therefore, as a result of change of administration, itprogramme was changed to family

support programme (FSP) from better life for rural women (BLRW) by Mrs. Maryam Abacha in 1994 and aimed at emancipating women from all forms of exploitation and domination by their male counterparts. FSP, in their efforts of the Nigeria's first ladies at empowering women through formal, non-formal and vocational education, which they did by instituting various programmes referred to as "pet projects" was the idea started with Mrs. Maryam Babangida in 1987. After the family support programme (FSP) of Mrs. Sani Abacha in 1994, Fati Abubakar came up with "Women Right Advancement and Protection Alternative (WRAPA), in 1998. By 1990, Stella Obasanjo introduced the Child Care Trust (CCT), Turai Yar'adua operated her Women and Youth Empowerment Programme (WYEP) from 2007-2010 and Patient Jonathan initiated Women for Change Initiative (WCI), since 2010. All these programmes were initiated by different first ladies aiming to support the family.

According to Udoh (1999), development programmes have additionally neglected the contribution of women since the inception of Family Support Programme by Mrs. Maryam Abacha. A lot of effort on its achievement and impact on women had been presented in both the print and electronic media. Discrimination against women has been an issue of global concern. This affects not only countries of Africa, but also of Europe, America and Asia, etc. Evidence however shows that the rate at which in Africa discrimination is higher compared to other parts of the world (ILO, 1996). As pointed out by Vakley and Mardern (1984), women in less developed areas are facing various problems that affect their contribution in the development process.

ILO (1996) is of the view that women constitute 70% of the rural population. They don't have access to good quality life. Majority of them are underemployed. ILO's assessment further stated that, despite being hard working to support their families, Majority of this women are

living under the poverty line. Lim (1996) in his ILO report stated that lack of basic educational support affected women's chances to qualitative education and led in eradicating poverty, which gave chances to be self-employed. Due to discrimination in gender, women don't have access to advanced education, such as medicine, engineering and computer/IT education. As a result of this biasness, many young women go for low class empowerment, such as laborers, farmers, tailors and house married. But these women have contented significantly for the development of their communities and contributions have not been recognized until recently when the family support programme was initiated (Udoh, 1999). As we have seen in the foregone discussion, women even in developed countries are not treated equally, but many research studies on performance and productivity have shown that women are more productive than men (UNIFEM 1997).

According to Sani (1998), first ladies in Nigeria have been known to make a significant impact on the upliftment of the standard of Nigerian women, children and the less privileged of the society. The initiative of the Nigerian first ladies to start Pet Projects at the national, state and local government levels is no doubt a reflection of sincerity at alleviating the problems of the society, especially those of rural women and children. Thus, by providing adequate educational programmes, if women are not be given a lengthy period of time to participate and partake in any process that will enhance their education, economic and social changes, the aim of such programmes would be defeated.

## **2.5The family Support Programme in Katsina State**

To that effect, Katsina State Government initiated the Family Support Programme (FSP), which is a replica of that introduced by past Nigeria's presidents and state governors, to raise the

status of women in the state by establishing various programmes aimed at benefiting the families of the state, e.g. family reorientation, education and empowerment. Suffice it to say that several achievements were also recorded through their projects. In Katsina state, for instance, apart from formal non-formal and vocational education for women and children, the family support programme was introduced in the state and engaged in activities to emancipate women from all forms of exploitation and domination by their male counterparts.

Hard times dominated the long history of women in Katsina state, particularly before the creation of the state in 1987. On its creation, the struggle for self-reliance continued under the auspices of family support with remarkable success. One of the great achievements of supporting the family in Katsina state was during his Excellency the Governor of Katsina state Alhaji Ibrahim ShehuShema, where a women multipurpose centre was established in Katsina by his wife to cherish the needs of women in vocational skills and entrepreneurship for self-reliance. The center is a form of institution constituting of teachers, heads and students in various departments. Its activities were carried out by the learners of the centre where various skills to empower women were carried out like knitting, sewing, food processing, soap making, tie and dye taught in the center. For the efficiency of carrying out the activities, the government of Ibrahim ShehuShema supplied all the items/materials and equipment required.

According to the Ministry of Women Affairs Katsina State, the Family Support Programme provided women with good opportunities to acquire higher education. The College of Education, Dutsin-ma, Katsina state is an institution where women participate for higher education. They are given application forms to that institution for higher learning free of charge. The programme in the state also provides scholarship to encourage them to further their education. The family support programme in the state also engages in encouraging parents and

husbands to allow their female children to go for higher education and many parents responded positively.

Zulai, K. (2015) reported that, in its effort to empower women, Katsina government donated income generating items to women in joint economic empowerment programmes between Women Farmers Advancement Network (WOFAN) and Katsina state government. Two hundred and forty (240) tricycles (KekeNapep) were among items distributed to women from various sections of the state to complement their income generation activities and generate daily income for them. It is also in light of the family support programme that the Katsina state and the National Medicinal Plants of Nigeria (NMPN) collaborated to carry out the training of fifty (50) women each from the three senatorial districts of Katsina, Daura and Funtua Zones to make a total of one hundred and fifty (150) women from Katsina state as part of the state women empowerment programmes aimed at turning more women into entrepreneurs and contributors to the state's economic growth.

The one hundred and fifty (150) women received new entrepreneurial skills on how to process Moringa (Zogala) into various products for preservation and marketing, including Moringatea-bags making and Moringa oil from the seeds. All these were aimed at alleviating poverty in the grass-roots through the usage of local resources management.

The Katsina state government in conjunction with WOFAN trained five hundred (500) women from the thirty four (34) local government areas of the state on post-harvest handling and vegetable preservation and processing and also making soap from groundnut oil sludge to improve family income. Women were also trained on the different methods of tomato preservation, packaging and handling the use of multipurpose solar driers and simple vegetable

cabinet made from cane and jute bags. The Katsina state family support programme also established Women Education centres (WECs) across the local government areas for the women, especially in the rural areas, to acquire skills and knowledge. Among the training given to women in such centres include; knitting, food processing, cosmetology, handcraft, such as protective baskets, mats, etc. The centres also conducted adult literacy education, though the curriculum of the programme was not as detailed as that of the other educational institutions. The language of communication being taught to them is Hausa. The main focus of the programme is to enable the participants to know how to read and write in that language.

A Quarterly Magazine Produced by Katsina State (2014) reported that the problems of unemployment and over-dependency were also affecting the women in the state. In order not to leave them behind the family support programme, efforts were made by the present administration of Governor Aminu Bello Masari where soft loans were given to women to establish businesses. The beneficiaries engaged in small and medium scale businesses for self-reliance.

However, the family support programme in Katsina state is concerned with the provision of health service for women, e.g. health education, pre-natal care and supply of drugs to them.

In its effort also to support family in Katsina state, the government, in conjunction with the federal ministry of health through the programme “Save the Children”, this particularly looking forward to work with Katsina state government to finish the business started years before by ensuring that no child was “left behind”. Save the children with support from Extended Care Health Option (ECHO) started the treatment of malnourished children in two (2) Local Government Areas (LGAs) in 2010 and subsequently extended to 12 over time from 2011 to

date. “As at the last count, according to the state government, they have successfully treated over one hundred and fourteen thousand, eight hundred and forty seven (114,847) children. Some of the local governments covered are Daura, Zango, Baure, Dutsi, Danmusa and Bindawa. Save the children by Katsina state government to support the family has also been supporting four thousand, nine hundred and eighty eight (4988) orphans and vulnerable children and also worked to support the family. The state government has contributed its share towards the nutrition intervention, and made a provision of twenty million naira (N20m) available for nutrition in supporting the family in the 2015 budget.

In order to empower women, the state Government under the Family Support Programme introduced the Katsina State women Goat Breeders (KWGB) in August 2006 where three goats, one male and two female, were distributed to nine (9) women in each of wards of the local government areas across the state. The idea is to engage the women in livestock farming for self-reliance. The animals were given to the beneficiaries under a loan scheme and the cost was expected to be repaid after a year. According to experts, the goats reproduce twice a year and give up to two litres of milk daily (Ministry of Women Affairs Katsina State).

## **2.6 The Relevance of Women Education**

The focus on poverty reduction enables the right to education to be a powerful tool in making a change in the lives of girls and women. Educating them is an important step in overcoming poverty and ensuring economic development. An educated women is an empowered woman and more marketable. In terms of employment, better employment in turn implies more earnings for the family as a whole as well as improved children’s well-being. All of which contribute to poverty reduction and economic growth. Education helps women to take advantage of the opportunities that can benefit them and their families, preparing them to understand their

legal as well as their reproductive rights. Basic education provides women with an understanding of basic health, nutrition and family planning, giving them choice and the power to decide over their own lives and bodies. Women's education leads directly to better reproductive health, improved family health and economic growth for the family and for society.

Education is fundamental right for all girls and women. Despite the fact that education is a pre-requisite for development, educational inequality between males and females has persisted over the years in Nigeria. Although significant progress has been made towards the education of the female gender, there still exists a wide gap between males and females in terms of education. Nearly one million adults in south Asia and sub-Saharan Africa who cannot read or write are women. In the Nigerian context, gender stereotyping occurs out of culture and tradition. The Nigerian women is born into a culture of male supremacy in which she is the first to forfeit any her fundamental rights, such as education, in favour of her male counterpart.

Increasingly, the benefit of women education is crucial because of its favorable impact on the economic growth of the country. Studies of the sources of economic growth demonstrate that education plays a vital role as a factor in the rise of output in an organization or society (Shulptz, 1997).

Realizing the importance of women education, the government and many non-government organizations took a lot of projects to spread women education. Until the middle of nineteenth century, girls and women were educated only for traditional household work. Now, the society is witnessing changes in the role-status of women. There is greater emphasis on educated girls and women in the same way as we educate boys and men. Valentine M.

Moghadam (2003) summarized some of the important aspects of women education, as mentioned below;

1. **Economic development and prosperity:-** education will empower women to come forward and contribute towards the development and prosperity of the country.
2. **Economic empowerment:-** as long as women remain backward and economically dependent on men, their helpless condition cannot be changed. Economic empowerment and independence will only come through their proper education and employment.
3. **Improved life:-** education helps a woman to live a good life. Her identify as an individual would never get lost. She can read and learn about her rights. Her rights will not get trodden down. The life or condition of women would improve a lot, if we take a broad outlook in the field of women education.
4. **Improved health:-** educated girls and women are aware of the importance of health and hygiene. Through health education, they are empowered to lead a healthy life-style. The educated mother can take better care of both herself and her baby.
5. **Alleviate poverty:-** women education is a pre-requisite to alleviate poverty. Women need to take equal burdens of the massive task of eliminating poverty. This would demand massive contribution from educated women. There could not be much social and economic changes unless women and girls are given their right for education.
6. **Dignity and honor:-** educated women are now looked upon the dignity and honour. They became a source of inspiration for millions of young girl's who make them their role-models.

7. **Justice:-** educated women are more informed of their right for justice. It would eventually lead to decline in instances of violence and in-justice against women, such as dowry, forced-prostitution, child-marriage, female feticide, etc.
8. **Choice to choose a profession of her choice:-** educated women can prove to be highly successful in the field of life. A girl-child should get equal opportunity for education, so that she can plan to become a successful doctor, engineer, nurse, etc.

Moreover, women's education affects the economic well-being of a country by improving the Gross National Product (GNP) through increased female labour force participation. Umar (2008) assert that

- a. Education given to girls and women brings about changes in household behaviors and practice. Education makes women better mothers and wives.
- b. The improved sustenance of children has been shown to be strongly associated with increased levels of education of the mother than that of the father. Therefore, the education of women change preference about the quantity versus the quality of children a family has.
- c. Equally, the schooling of parent (in particular female parents) increases the probability of their children (both sexes) to attend school.
- d. Educated women are linked to better nutrition, better family choices and the way parents view children.
- e. Basic education for women plays a crucial role in the democratic process. It empowers women to exercise their rights and assume their responsibilities as citizens of their country and prepares them to make more efficient choices.

## **2.7 Non-government Organizations (NGOs) Activities on Women Education**

One majority instrument for the re-awakening of the dampened hope of individuals in any nation is education. It is of great importance to any nation's development and attracts considerable attention both in the past and the present dispensation. The actualization of the non-government organization (NGO) no doubt puts education (especially women education) at the centre of the crusade to remove the inequitable distribution of wealth, the exploitation of the poor and mainstream national socio-political and economic activities. To attain education for all within the context of United Nations Millennium Development Goals (UDGOs), we cannot rely solely on government's initiative alone. Non-governmental organizations (NGOs) and philanthropists need to be involved in the attainment of education, i.e. women education.

As defined by the World Bank, NGOs are private organizations that pursue activities to relieve suffering, promote the interest of the poor, protect the environment, provide basic social service or undertake community development (Abbey, 2008). Since the 1980s, NGOs have become major players in the field in development by advocating for human rights, promoting sustainable socio-economic development, providing humanitarian relief and supporting educational activities (Rice and Riche, 1995).

The past three decades had witnessed a steadily increased global awareness of the plight of impoverished women in developing countries and the need for social, educational, economic, politic and gender equity as well as access to fundamental human rights. Women have achieved significant progress in some parts of the world but continue to be marginalized and undervalued in the developing countries, Nigeria included (Augusto and Zahidi, 2005).

Since the 1980s, there has been considerable growth in the volume of research that focuses on the condition, lives and experiences of women in developing countries as Nigeria has been witnessed (Belanger, 1996). Women have been subjected for years despite their contribution at home and in the broader society as male dominance has become so embedded that the subjugation of women has now become an accepted fact. This is further perpetrated by cultural practices, religion, education and other social institutions of the society. A number of students on women have identified the subjugation the women as common in Nigeria (Niar, 2003; Cohen 2006, mosedale, 2005). The different forms of human subjugation include denial education, economic subjugation, violence directed against women (e.g physical, mental, and or sexual abuse), trafficking of women, etc.

The denial of education to girls and women in Nigeria is still prevalent. Evidence of the benefits derived from educating women includes improved health and economics of the family (Kin and Hill, 1993). Many societies are still unwilling to invest in the education of women which affects the step in overcoming poverty and ensuring the economic development of Nigerian women. Women constitute more than 50 percent of the world's population and 70 percent of the world's poor estimated to be 1.2-1.3 billons (Wallenstein, 2006) and two thirds of the illiterate are women. (John, 1996)estimated to be over 500 millions in the developing countries (OXFARM, 1998).

Asogwa (1995), for instance pointed out that Nigerian women comprised of almost half of the entire population. The United Nations declared 1975 through 1985 the “decade for women”. Four world conferences on women were held Mexico City 1975, Copenhagen 1980, Nairobi 1985 and Beijing. These conferences directed the searchlight on a variety of issues, affecting the status of women in the society. These issues, among others, include women's rights

as human rights, education, political, violence against women, health, economic, etc. Various national development plans were gender blind and gave no specific place to women issue in Nigeria. Also, various African governments, international agencies, non-government organizations (NGOs) and donors become concerned with the need to raise the socio-economic status of women through access to functional education, economic opportunities and health delivery, among others. And these spared Nigerian women to come together and form non-government organizations (NGOs) to advocate and empower themselves.

Many women NGO activities have been recognized as a very important tool for the empowerment and educating of Nigeria women, among others:-

- a. **Women in Nigeria (WIN):-** This organization emerged in 1982 (WIN Document, 1985).

It was formed by a group of women academics with majority in Ahmadu Bello University, Zaria. WIN's achievement could be seen in the area of raising consciousness amongst people about the subordinate position occupied by women in Nigeria. WIN argues that the only way the position of women can be improved is through the transformation of the social system. This has been done through various publications, organization of seminars and symposia conferences.

- b. **Country Women Association of Nigeria (COWAN):-** This is an NGO that was initiated by Chief (Mrs.) Ogunleye in 1982 (Ibid). COWAN approached, the empowerment of rural women using "the bottom up" approach. It is the only organization in the country where 'the boards of directors are rural women with Mrs. Ogunleye as the secretary (The Guardian 28 September, 2015). Its main goal is to empower rural women towards achieving self-sufficiency. This association has succeeded in providing members with credit assistance, health delivery, education technical and managerial advice, training in

agriculture and small scale business. It started up with 6 cooperative societies in 1982 in the Ondo state and now has well over 600 societies, operating in virtually all the 37 states in the country, including Abuja (David, 1995). According to Chief Ogunleye, individual membership is about 18,000 poor families. The organization has also facilitated access to credit for smaller women's group in south west Nigeria.

- c. **Women research and documentation centre (WORDOC):-** This was also formed in the early 80s. Its main activity is to coordinate research and documentation effort of various women research group. This organization has succeeded in encouraging documentation on women issues in Nigeria.
- d. **Women Empowerment Group (WEG):-** There are many other professional women empowerment groups such as the Nigerian Association of Women In Business (NAWIB), National Association of Women Journalist, Association of Women Lawyers, Association of University Women, etc. These organizations have empowered women belonging to them through educating them on the fact that they have some abilities and potential as their male counterparts and, therefore, should not feel inferior to them. There are also religious organization for women, such as the Federation of Muslim Women Association (FOMWON), Young Women Christian Association (YWCA), and Muslim Sister's Organization of Nigeria. These organizations have educated and empowered women to understand about themselves, their roles as women and how they can use their position to influence decisions, especially in their families. There are also more parochial women organizations reflecting specific ethnic preferences, for instance, the Jam'iyyarMatanArewa, concerned with issues such as the productive health of women, women education, etc. In the south east, there is OtuUmunwanyi, which is in charge of

women affairs in the community. There are also women political groups like Women in Politics and Policy, Women Rights Collective, Council of Women Politicians, network of justice. These organizations have through seminars, publication and conferences encouraged women to stand for elective posts.

First ladyship and women NGOs following the UN declaration of 1975-1986 as the “Decade for women”, Mrs. Maryam Babangida launched Better life Programme (BLP) in 1987 (Arum 2007:42). Its objectives were to empower rural women economically, educationally, socially and politically. However, Mrs. Lami Abubakar was the first lady to make her foundation a non-governmental organization (NGOs). She was Nigeria’s first lady between 1998 to 1999. Her foundation, Women Right Advancement and Protection Alternative (WRAPA) was established in March 1999. It is a registered non-government organization (NGO) with the corporate affairs commission of Nigeria. This organization is focusing on the legal rights of women irrespective of color, creed or social status and is rendering services to women to ensure the actualization of these rights (WRAPA newsletter Oct.-Dec., 2002). This organization also succeeded in empowering Nigerian women through enlistment regarding their legal rights, offering free legal services and empowerment of women invocation skills. Within the period 2004–2006, WRAPA successfully handled 494 cases of women rights (WRAPA newsletter Jan. – July, 2006).

## **2.8 Government Efforts on Women Education Projects**

Women in Nigeria have had various challenges in order to obtain equal education. The rapid socio-economic development of a nation has been observed to depend on the caliber of women and their education in that country. Education bestows on women a disposition for

the lifelong acquisition of knowledge, values, attitude, competence and skills. This has made it necessary that women's empowerment should receive national attention, as women are generally seen as virtual and vibrant agents of social change and facilitators of development. Women development has become a paramount issue. So both government and non-government bodies have found it necessary to pursue education as the basic for the full promotion and improvement of the status of women (Egunyomi, 2001). Considering their status, Nigerian women in health, education, economic, politics and related issue may be contradictory. A woman as a person is an agent of the reproduction of life itself. This places her in a position of the life blood of the entire humanity. She is the first teacher, the sustainer and maintainer of the home, the peace maker, the symbol of beauty and major molder of the character of their children (Jeminiwa, 1995). Therefore, the agitation of improving the status of women increased and propel government to partake in the provision of educational services that will enhance the development of women.

Various governments have taken a cue from this and initiated different efforts, ranging from women education, children emancipation and poverty alleviation, etc. According to Sani (1998), first ladies in Nigeria have been known to make a significant impact of the upliftment of the standard of Nigerian women. The efforts of the Nigerian first ladies to start projects at the national, state and local government levels is no doubt a reflection of alleviating the problems of women, especially those in rural areas. This is clearly shown in the achievements recorded at various levels of government through the pet project, for instance, Maryam Babangida as the first lady in Nigeria from 1985 – 1993 named her pet project “Better Life Programme” (BLP) which she started in 1987. This was followed by the “Family Support Programme” (FSP) and Family Economic Advancement Programme (FEAP) of Maryam Abacha between 1994 to 1998. Mrs. Stella Obasanjo's “Child care Trust” (CCT) was in 1999 till 2007 when Turai Yar'adua started

her project “Women and Youth Empowerment Programme” (WYEP) and patience Jonathan initiated the “Women for Change Initiative” (WCI) in 2010.

The efforts being made by different first ladies to inaugurate various pet projects at national, state and local government levels in the view of Aikhomu (1999) marked the most ambitious comprehensive effort in the history of Nigeria to specially mobilize, educate and sensitize women for national development. As part of the projects’ strategy, certain subject areas were identified as needing urgent attention, namely agriculture, food processing and preservation, healthcare, adult literacy, education, economic, recreational activities, art and craft, cooperative societies and the problems of widowhood. The broad objectives of the programmes include the following, among others:

1. To stimulate and motivate women towards achieving better living standards.
2. To educate women on simple hygiene, family planning, the importance of child care and increased literacy rate.
3. To raise consciousness about their rights, the availabilities of opportunities and facilities, their social, political and economic responsibilities.
4. To encourage recreation and enrich family life.
5. To inculcate the spirit of self-development, particularly in the field of education, business, the arts and craft and agriculture.
6. To eradicate negative social and cultural factors affecting women and children.
7. To assist rural women to increase their agricultural productivity as well as improve their nutritional status.

8. To improve and sustain family cohesion through the promotion of the social and economic wellbeing of the Nigerian family for its maximum contribution to national development.

## **2.9 Women Empowerment in Nigeria**

In 2013, the International Centre for Research on Women (ICRW) argued that the concept of empowerment had been tied to the range of activities undertaken by and for women in different areas, education included. Empowerment is the process of increasing the capacity of individuals or group to make choices and to transform those choices into desired actions and outcomes (FSP Blueprint, pp 5-7). According to Hall, (1992), empowerment must include four components, i.e. the cognitive, the psychological, the political and the economic. The cognitive component refers to women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro-levels of society. It involves understanding the self and the need to make choices that may go against social and cultural expectations and understanding the patterns of behavior that create dependence, interdependence and autonomy within the family and in the society at large. The psychological component includes the development and feelings that women can act at personal and societal levels to improve their conditions as well as the information of the belief that they can succeed in their change efforts. The economic component of empowerment requires that women be able to engage in a productive activity that will allow them some degree of financial autonomy no matter how small and hard to obtain at the beginning. The political component of empowerment entails the ability to analyze the surrounding environment in political and social terms. It also means the ability to organize and mobilize for social change. In consequence, the empowerment process must

involve individual awareness and collective action is fundamental to the aim of attaining social transformation.

The prime target of empowerment must be adult women. In the context of social justice and transformation, they must be low-income adult women. Within this group, authoritarian behaviors by husbands in the home make families and households in general terrain that serves the maintenance rather than the transformation of equal gender relations. A prerequisite to empowerment, therefore, necessitates stepping outside the home and participating in some form of collective undertaking that can be successful, thus developing a sense of independence and competence among the women.

Women can attain empowerment through different points of departure, emancipatory, knowledge, economic leverage, political mobilization. While many poor women work outside the home to support their families and the tasks they perform are exhausting and meagerly rewarded, access to income improves their authority in the home. Working women, regardless of how their inferior positions and how ever little their income, have greater sense of control over their lives and more power and control over resources within the family than non-working women.

From the above, it is clear that women empowerment denotes a process of acquiring, providing and bestowing the resources and means or enabling the access to and control over such means and resources. This implies that the individual has the potential to acquire power upon her own initiative or that of another party could make it possible for her to have power. This point is vital because it identifies the potential agent of empowerment, the person who is to be empowered or it could be another person or agent. Empowerment could be a self-propelled and

self-propelling process. If, for instance, by gift of God it dawns on women, then her life could become better if she tried to act upon such thoughts and link up with the sources of resources. Then she is facilitating her own empowerment. Empowerment enables the person to gain insight and have awareness of what is undesirable and unfavorable about her current situation to perceive a better situation, the possibilities of attaining it and realizing what is within her reach and what she could do to get a better situation.

Women NGO's have been recognized as a very important tool for the empowerment of women. Another institution which holds enormous potential for the empowerment of women in Nigeria is the office of the first ladies. The issue of women empowerment has undoubtedly become an integral part of contemporary discourse in development and democratization worldwide. Women were largely ignored in planning, designing and implementation of development programmes and or policies, which affect them directly. This is despite the fact that they play roles, which are central to development process.

Research by Salom and Anomoth that education has a significant role to play in the process of women development. Umar (2000) has shown in 2015 reiterated that education more than anything else is empowering to the female gender. Nothing is even more empowering than the instrument of education. Briefly,

1. Empowerment helps women to share in the family responsibility, especially that of the children.
2. Empowerment helps women to take an active parts in the policy and decision making process in her society.
3. Empowerment reduces the level at which women depend on partners or parents.

4. Empowerment promotes the well-being and self-esteem of women.
5. Empowerment is the cornerstone of women's empowerment because it enables them to respond to opportunities, challenges and their traditional role to change lives.
6. Women empowerment has a more significant impact on poverty and development than men's education. It is also the most influential factor in improving child health and reducing mortality rates.
7. Women empowerment brings equality between men and women in dignity and respect (Oakley and Marsden, 1984 Cited in Abayi, 2008)

In promoting women's empowerment, it was critical that the international committee systematically linked women to the development agenda, speakers told the third committee (social, humanitarian and culture) today, as it continued its discussion in the advancement of women. As nearly four dozen speakers took to the floor to argue further international cooperation in advancing gender equality and to outline specific steps being taken by their national government on that front, empowerment was frequently highlighted as the surest route to improving women's status. To this end, several delegations emphasized the feminine face of poverty and suggested that the efforts to advance women and the initiative to promote sustainable economic growth were mutually reinforcing. Nigeria, for instance, is one of the countries that participated in the third committee speakers in China aimed at empowering women. SalamatuHussaini Suleiman was the delegate from Nigeria. Aligning her statement with the one made on behalf of the group of 77 and China, she said that to enable women's empowerment, Nigeria believed that full implementation of the Beijing Declaration and the other relevant international instruments were necessary to advance the national, regional and global agenda for women's empowerment. It had consistently been committed to gender mainstreaming

through administrative and legal measures, as well as through the achievement of Millennium Development Goals.

Also, gender-responsive programmes were constantly being strengthened to address emerging challenges. Suleiman stressed that, in light of the ongoing crises, poverty reduction strategies had also been put in place in Nigeria, including the Women's Fund for Economic Empowerment. To boost women's entrepreneurship, a business development fund for women had also been established, which served as a soft-credit facility. A progressive improvement had been seen in literacy rates among women in Nigeria. Among other initiatives, she highlighted a "second-chance" programme that allowed girls who had dropped out due to pregnancy to return to school.

According to Suleiman, the third Committee speakers stressed that government had actively been involved in politics where women continued to play an increasing role in Nigeria's ongoing political reform. Currently, the number of senior male civil servants was judged to be 22.5%, while judicial appointment across the 36 states constituted about 30%. A national action plan on the promotion and protection of Human Rights in Nigeria had been deposited with the United Nations Human Rights Council in Geneva in July 2009. A chapter was devoted to the rights of women and children. A national policy on Sexual Harassment in Educational Institutions had also been put in place. Free medical treatment was provided for victims of domestic and sexual violence at temporary shelters that were being established nationwide. Nigeria was also working to improve the education of girls by recruiting more female teachers, creating skill acquisition programmes for girls and women and providing text-books at subsidized rates. Judges and magistrates were continuously being trained on gender and women's rights. The health system was being scaled up.

It is however disheartening to note that girls and women are the poorest of the poor in world, as they are surrounded with poverty of ignorance, illiteracy, discrimination, injustice, sexual violence and cultural oppression (Bamasiye, 2008). Women today lack access to information, education and skills without any sense of power. Their participation making is minimal both at home and in the community (Pant, 2004). Nigerian women therefore need to be motivated and mobilized to understand the aims of Non-Formal Education opportunities available for their individual wellbeing and welfare of their society. In her statement, MalalaYousafzai is a girl with great courage; Malala said “if we want the education of girls, we should be united. We should not wait. We should do it now”. True to her words, Malala advocated for education in her native Pakistan, where the Taliban had banned schooling for girls. Malala wrote a blog under a pseudonym expressing her beliefs about empowering women. On October 9, 2012, Malala was shot in the head and neck by Taliban gunmen but survived. Her efforts have laid the groundwork of courage for other women across the globe. She is one of many in the examples of women empowering women-by thought, by conviction and by action. That is the path of great change courage in those who see the need for change and are willing to do what it takes to effect change.

It has been recognized that gender bias and discrimination against women are still a powerful negative force in significant percentages of our world population. The United States, along with many other countries, has made substantial strides in gender equity, but the battle for empowering women rages on, especially in too many countries where violence and oppression against women are a daily occurrence. This, despite the fact that female influence, hard work and perseverance provide the bedrocks of a family’s structure and success. It is believed that women who are empowered become the solution to poverty, poor health and vulnerability for their family and within their communities. Having an equal voice in the decisions that affect their

lives (from the family to the Government) is a key element to Women's Empowerment. Empowerment is the basis for the full promotion and improvement of the status of women, where it has been observed that any country that has raised the status of its women educationally, socially, economically and politically, generally enjoy a high standard of living.

For instance, the full participation project is a Clinton Foundation Initiative to improve and advance the full participation of girls and women around the world, which harnessed the power toward proactive change with its Women Empowerment Initiative (WEI). WEI is a global effort to promote the economic, educational and social empowerment of women. Women Empowerment Initiative (WEI) sighted examples of empowering women, e.g. Mauricio Tarax is a 54-year old widow and mother of 12 children living in the community of Rio Hondo, Guatemala. She joined WEI in August 2012 and is now excited about her future. She arrives an hour and a half early to every meeting. "At the first meeting she attended; she was charged a fee for arriving late. She doesn't know how to read or write and she cannot also tell time. Now in the days she has a meeting, she wakes up before the sun comes out she gets hurriedly ready and then walks for an hour to arrive at her group's meeting place". Mrs. Tarax finally feels empowered that her dreams can come true. She is learning so much during the group meeting and trainings provided by the women empowered initiative that she is now able to sell chilies and herbs in her community. Eventually, she wants to rent a space at local market to sell products every day.

In a remote community in Katsina State, Madam Ramatu Musa had always been an incredibly shy member of one organization empowering women known as "DominIyali". This organization empowers women to make decisions that affect their social and economic lives. During discussion, she never spoke and would shield her face when addressed. However, over time, she slowly opened up and became compatible enough to ask a fellow member to teach her

to write her name as she was illiterate. When the staff members of that organization returned for the next meeting, they were pleasantly surprised to see Ramatu's name proudly written all over the group's ledger book. In the month between learning to write her name and next meeting, Madam Ramatu had transformed into a confident and outgoing woman capable of addressing topics that concerned her, such as HIV/AIDS and gender issues. It is clear from the above experience that empowerment enables a woman to gain relative strength as a result of having choices and to transform those choices into desired action to begin to feel sufficiently self-confident to function as an autonomous individual.

## **2.10 Review of Empirical Studies**

Several studies have been conducted on how the Family Support Programme can improve the life status of women. For instance, Anka and Taherani (2009) conducted a research on the impact on rural women in Maru Local Government Area of Zamfara State. The study revealed that the Programme had achieved part of its goal in the study area. About 56% of the respondents reported that it had made many rural women self-reliant. The findings of the study showed that the programme helped in eradicating poverty and they created political awareness among women. The research indicated that the Family Support Programme helped to retain women from the literacy stage and to go on learning and to apply their knowledge and skills for the social and economic development of their families and community. It has also revealed in the study that women in the area have benefitted from health education and drugs supplied by the family support programme.

A study by Udoh (1999) on an evaluation of the Programme in Akwa Ibom State in Nigeria. Showed that it helped in the provision of education for self-reliance to women. The

respondents were on the opinion that it provided employment opportunities to women graduates of the programme through providing them vocational skills that made them to be self-employed. Another study conducted on how poverty can be eradicated through women participation in adult and non-formal education revealed that, apart from literacy education, the integration of life skills and credit facilities into women literacy programmes by Plateau State Government afforded women the opportunity to acquire skills in dyeing, candle and pomade making. The women after graduation pursued small scale businesses, which empowered them to improve the livelihood of their family.

Another research conducted on improving the lives of women and girls in Nigeria by Okorie (2012) revealed that women were the primary contributors to the country's economic growth. The study emphasizes that, for any meaningful programme of women to have a positive impact on their status, it has to work to reverse the feminization of poverty, embarking on strategies to improve women's education, health and empowerment. The study also indicated that women who are empowered are capable of improving their lives and enable parents, especially mothers, to take care of their children.

In a related study, Abdullahi (2009) conducted a research on the impact of the Family Support Programme on the women of Sokoto State, Nigeria. The findings revealed that the programme created functional educational skills and helped in eradicating poverty among women as they found employment. The study indicates that women who learnt various skills from the Programme in the state helped themselves to raise their income and gradually move out of poverty that led them to live a good life.

## **2.11 Summary of the Literature Review and the Uniqueness of the Study**

Literature was reviewed to explore the position of scholars in all the variables of the study. The reviews of the scholars were analyzed, conceptualized and linked to the study and a certain position taken. It clearly indicated the relationship between Non-formal Education Programme and the Family Support Programme and also the relationship between Women Education and Women Empowerment. Although researches were conducted on the Programme, majority of them focused on studying the improvement of the programme on women. The study was unique based on these reasons. Firstly, it is unique in its area of focus (the Impact of Family Support Programme on Socio-economic Development). Secondly, it is unique in the study area (Bakori Local Government). Finally, it is unique in its approach (Both Beneficiaries of the Programme and Facilitators were examined to obtain actual information that may lead to a conclusion as to whether the beneficiaries of the programme achieved noticeable changes in life or not).

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the methodology for the research. It presents the research design, population of the study, sample and sampling procedure, research instruments, validation of instruments and procedure for data collection as well as method of data analysis.

#### **3.1 Research Design**

This study adopted Survey Research Design to explain the current status of the Family Support Programme beneficiaries in Bakori Local Government with respect to their changes and livelihood improvement. Mugenda and Mugenda (2003) defined survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Bichi (2004), however, described Survey Design as concerned it with the present and attempts to determine the current status of the phenomena under investigation. The study employed survey type of research design. According to Babbie (1986), it is used for descriptive, exploratory and explanatory, purposes. This research approach entails seeking information from a group or selected individuals otherwise known as the sample, about issues, events and relationships concerning a larger group, otherwise known as the population (in this case, the entire beneficiaries of the Family Support Programme in Bakori LGA. Busha and Hater (1980) remarked that survey research design allows researchers to gather information without undertaking a complete enumeration; instead, the findings obtained from the sample can be generalized to the population.

In view of the requirements for a typical Survey Design enumerated above, qualitative and comprehensive information were collected from a sample drawn from a predetermined

population of the Family Support Programme beneficiaries to study the impact of the programme among women beneficiaries in Bakori Local Government.

### 3.2 Population and Sample of the Study

#### 3.2.1 Population

The population of the study comprised of beneficiaries and facilitators spread across the women education centre in Bakori local government area. The Bakori Women Education Centre consists of three zones. These are: Bakori Zone, Tsiga Zone, and Kurami Zone, respectively. Based on the records available at the office coordinating the programmes, as at April 2016, in each zone in Bakori, has a total female learners under family support of two hundred and eighty two (282) beneficiaries, and eighteen (18) facilitators spread across the three zones. this make a total of three hundred (300) that served as the subjects of the study.

**Table 3.1 Population Table**

S/N	Zone	Population		Total
		Participants	Facilitators	
1	Bakori	100	6	106
2	Tsiga	92	6	98
3	Kurami	90	6	96
	Total	282	18	300

Source: Office of the coordinator women education, Bakori Local Government Area.

### 3.2.2 Sample and Sampling Procedure

The sample size for the study was one hundred and forty one (141) beneficiaries and nine (9) facilitators, totaling of one hundred and fifty (150) respondents that were derived from the three zones of Bakori, which represents five percent (50%) of the total population. The sample was drawn using the guidelines given by the Research Advisor (2006), which stated that a population of 300 or more requires a sample size of 150.

**Table 3.2 Sampling Frame**

S/N	Zone	Sample		Total
		Participants	Facilitators	
1	Bakori	50	3	53
2	Tsiga	46	3	49
3	Kurami	45	3	48
	Total	141	9	150

The technique used was proportionate sampling. Respondents were selected across the three zones. The sample came as a result of differences in population from the different zones in Bakori. Proportionate sampling was used if the population is split into groups, several categories and share common characteristics and that population of each group differs. Items are collected randomly from each category in the population to the size of the category relative to the population. Therefore, proportionate sampling was used considering that, the population of each zone in Bakori LGA differed and they were of different categories but shared common characteristics. This enabled the sample of the population to have an equal chance of being included in the sample.

### 3.3 Research Instruments

The data collection instrument used in the course of this study included the following;

- A. Family Support Programme beneficiaries questionnaire (FSPBQ)
- B. Family Support Programme Facilitators Interview (FSPFI)

**3.3.1 The Family Support Programme Beneficiaries Questionnaire (FSPBQ):** this is a researcher made questionnaire that was designed for participants. The questionnaire is made up of two sections. Section A was structured to obtain personal data from the respondents with four items on age, marital status, occupational status and educational attainment. Section B contained of close-ended (structured) questions with multiple options from which respondents filled in their interests and opinions. The questions in this section seek responses about the topic of the study with 17 items on it.

**3.3.2 The Family Support Programme Facilitators Interview Schedule (FSPFI):** This is a schedule that was designed to create for the facilitators to view and assess the activities of the programme in the women education centre. The items in this section also consist of two sections. Section A is demographic data of respondents which included age, marital status occupational status, and educational status. Section B is an open-ended type and consists the following parts in the questionere, the attendance of women in the programme, the support that facilitators need in the delivery of the programme, the challenges faced during delivery and the noticeable changes observed on the beneficiaries of the programme.

### **3.3.3 Validity**

The test of validity ascertains whether the instrument can measure what it is supposed to measure in terms of content and accuracy. Therefore, the validity of the instruments were ascertained through face and content rating by three experts. They are the research supervisor, an expert in test and measurement in the Faculty of Education and an expert from the Department of Adult Education and Community Service. The experts studied the instruments and objectives of the study and made some observations and corrections. All the three experts gave the final instruments a favorable rating in terms of content and accuracy. The research supervisor and the expert in Adult Education and Community Services concentrated on issues around content coverage and the nature of the questions preferred for the research while the expert in test and measurement conducted item analysis and analysed the instruments based on their content in terms of their statistical properties that determined the item difficulty and item discrimination rate of the instruments for content validity and for possible adjustment. On the content of the study, the nature of the questions asked in order to insure content and accuracy a number of questions were reduced and others modified to facilitate good response

### **3.3.4 Reliability of the Instrument**

The reliability of the instrument was ascertained through a pilot study. A questionnaire was pre-tested on some 40 beneficiaries before the target group in Bakori at an interval of two weeks. After two weeks, the two pre-test results were correlated using the Pearson Product Moment Correlation (PPMC) and a reliability coefficient of 0.68 was obtained. Based on this index, the reliability of the instrument was determined.

### **3.4 Procedure for data Collection**

The Researcher and trained research assistants selected from the study centres were involved in the administration of the questionnaire to the women participants of the programme in the three zones. The researcher visited the three zones prior to the actual data collection to introduce the trained research assistants. The sample respondents were also enlightened on the purpose of the research and were committed to the success of the research. The administration of the instruments started with the FSPBQ followed by the interview. The administration of the FSPPQ was handled by the trained research assistants under the supervision of the researcher after which the researcher administered the interview to the facilitators but at different occasions.

### **3.5 Method of Data Analysis**

The data collected was analyzed using descriptive statistics of simple percentages and frequency counts.

## CHAPTER FOUR

### DATA ANALYSIS, FINDINGS AND DISCUSSIONS

This chapter contains data analysis, findings and discussion. The chapter presents the demographic data of the respondents followed by the data analysis, summary of findings and discussions.

#### 4.1: Demographic Data of the Respondents

Table 4.1. Presents results on the demographic data of the sampled population. These include age, marital status, occupation and educational attainment

**Table 4.1: Demographic Data of Beneficiaries in Bakori Local Government Area**

VARIABLE	RESPONSES	FREQUENCY	PERCENTAGE
Age	a. 1-20 Years	36	25.53%
	b. 21-40 Years	75	53.19%
	c. 41 and above	30	21.28%
Marital Status	a. Single	37	26.24%
	b. Married	71	50.35%
	c. Divorced	33	23.41%
Occupation	a. Self employed	20	14.18%
	b. Civil servant	20	14.18%
	c. Unemployed	101	71.64%
Qualification	a. Primary Certificate	41	29.08%
	b. Sec and Post Sec Education	65	46.10%
	c. No Formal Education	35	24.82%

Data presented in Table 4.1 show that 25.53% or (36) of the respondents fall between 1-20 years of age and 53.19% or (75) 21-40 years and 21.28% or (30) 41 and above years of age. From the data it can be concluded that majority are in their middle ages of 21-40 years and are more interested in attending family support programme centers. It indicates that 26.24% or (37) are single. 50.35% or (71) married and 23.41% or (33) divorced. This shows that most of them are married. This may be attributed to the fact that most of the marriages were conducted according to the wishes of the spouses. It is also shown that 14.18% or (20) are self-employed. 14.18% or (20) civil servants and 71.64% or (101) unemployed.

The data shows that 29.08% or (41) attended primary school 46.10% or (65) secondary and Post-Sec and 24.82% or (35) didn't attend any school. It also indicates low cases of illiteracy 24.82% or (35) among the respondents not attending formal education. Therefore, the result on the Table shows that many need to be self-reliant to eradicate poverty in the area.

## **4.2. Results of the Research Questions**

### **4.2.1. Research Question One**

What are the activities offered by the Family Support Programme in Bakori Local Government Area?

Data obtained from beneficiaries were analysed and the results are presented in Table 4.2.

Table 4.2. Respondents Responses on the Activities Offered by the Family Support Programme in Bakori Local Government Area.

<b>VARIABLE</b>	<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Programme undertake	a. Basic literacy	35	24.82%
	b. Skills questions	106	75.18%
	c. Post literacy	-	0%
Mode of implementation of the programme	a. Morning session	63	44.68%
	b. Afternoon session	41	29.08%
	c. Evening session	37	26.24%
Duration for completion of the programme	a. Two month	21	14.89%
	b. Six month	91	64.54%
	c. Nine month	29	20.57%
Types of training programme given	a. Cosmetology	68	48.22%
	b. Knitting	20	14.18%
	c. Tailoring	53	37.60%
Support Received	a. Financial	25	17.73%
	b. Vocational	81	57.73%
	c. Educational	35	24.82%

The data from Table 4.2 shows the activities offered by the Family Support Programme in Bakori. It shows that 24.84% or (35) of the respondents offered the Basic Literacy Programme. Where skills acquisition has 75.18% or (106) and Post literacy 0.00% or (0). From the above Table, majority of the respondents are learning skills acquisition more than any programme in the centre.

On the issue of the nature of the implementation of the programme, it is based on the choice of the participants. The result shows that 44.68% or (63) attend the programme in morning sessions and 29.08% or (41) the afternoon sessions. However, 26.24% or (37) go in the evening sessions. This shows that most attend the programme in the morning. The reason for this trend is because most of them are married.

More so, the duration of the programme undertaken in the centre shows that 14.89% or (21) of the respondents attend for two months and 64.54% or (91) six months. 20.57% or (29) attend for nine months. It shows that most of the programmes are of six months duration.

Moreover, the results indicated that majority 48.22% or (68) received training on the cosmetology programme and only 14.18% or (20) the knitting programme, while those for tailoring are 37.60% or (53).

Result in the Table revealed that 17.73% or (25) of the respondents are given financial support, while 57.45% or (81) are said to have given vocational support. Similarly, 24.82% or (35) were supported in education.

#### **4.2.2 Research Question Two**

What are the Impacts of the Family Support Programme in Bakori Local Government Area?

Data obtained from beneficiaries were analysed and the results are presented in table 4.3.

Table 4.3 Respondents Responses on the Impact of Family Support Programme in Bakori Local Government Area.

<b>VARIABLE</b>	<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Noticeable changes achieved from family support programme in Bakori Local Government Area	a. Self-reliance	68	48.23%
	b. Eradicate Poverty	52	36.88%
	c. Able to be Literate	21	14.89%
Ways family support programme helped women in pursuit of education	a. Provision of scholarship	21	14.89%
	b. Help in securing admission	52	36.88%
	c. Instructional materials	68	48.23%
Provision of employment opportunity to women	a. Effective	47	33.33%
	b. Very effective	89	63.12%
	c. Not effective	5	3.55%
Effectiveness of the programme	a. Effective	55	39.00%
	b. Very effective	86	60.99%
	c. Not effective	-	0.00%
Provision of health services	a. Health Education	74	52.48%
	b. Pre-natal care	46	32.62%
	c. Supply of drugs	21	14.89%
Amount of money received as loans	a. 20,000 – 40,000	102	72.34%
	b. 41,000 – 55,000	31	21.99%
	c. 56,000 and above	8	5.57%

Data presented in Table 4.3. show that the family support programme has achieved part of its goals in Bakori. This was evident because 48.23% or (68) of the respondents reported that the programme has made women self-reliant, 36.88% or (52) it helped in eradicating poverty while 14.89% or (21) it helped them to be literate.

Moreover, on the issue of the ways the programme helped women in pursuit of education the result shows that 14.89% or (21) are given scholarship, 36.88% or (52) were helped in securing

admission at various institutions of Higher Learning and 48.23% or (68) said FSP helped in the provision of instructional materials. These were the contribution of FSP to encourage women's involvement in education.

More so, on the roles of the programme plays in providing employment opportunity to women in Bakori, 33.33% or (47) of the respondents said it is effective in providing employment opportunity, 63.12% or (89) it is very effective on employment opportunity and 3.55% or (5) said it is not effective.

On the issue of the effectiveness of the programme, 39.00% or (55) of the respondents found it effective, 60.99% or (86) very effective and none regard it not effective.

More so, regarding the health services provided by the family support programme, the data presented in Table 4.3. show that most of the respondents benefited from health education. 52.48% or (74) were helped them to improve their health care. 32.62% or (46) enjoyed pre-natal care. Women who were pregnant and could not afford pre-natal care, post-natal was provided by the programme. While 14.89% or (21) benefited from the drugs supplied by family support programme.

Moreover, on the issue of Money Received most of the beneficiaries 72.34% or (102) received N20,000-N40,000 as loans. While 21.99% or (31) received from N41,000-N 45,000. 5.67% or (8) received the highest amount of 56,000 and above as loans to establish their business after completing of the programme. The respondents were mostly engaged in the skills they acquired from the centres for self-reliance.

#### **4.2.3. Research Question Three**

What are the challenges militating the success of family support programme in Bakori LGA?

Data obtained was analysed and the results were presented in table 4.4.

Table 4.4 Respondents Responses on the Major Problems Affecting The Family Support Programme In Bakori Local Government Area.

VARIABLES	RESPONSES	FREQUENCY	PERCENTAGE
Major problems affecting the Family Support programme in Bakori Local Government Area.	a. Poor funding	56	39.72%
	b. Inadequate equipment's/ Facilities	60	42.55%
	c. Unqualified facilitators	25	17.73%
Challenges face with family members in attending the programme.	a. Agreed to attend	87	61.70%
	c. Partially	46	32.62%
Availability of facilities in Running the Programme.	a. Adequate	55	39.00%
	b. In adequate	83	58.87%
	c. Not available	3	2.13%
In availability of Equipment/Facilities affect the success of the programme.	a. Affected	73	51.77%
	b. Very Affected	59	41.84%
	c. Not Affected	9	6.38%
In adequate provision of loans to the beneficiaries after completing the programme.	a. Affected	66	46.50%
	b. Very Affected	65	46.10%
	c. Not Affected	10	7.00%
Duration of the training programme.	a. Adequate	18	12.77%
	b. In adequate	77	54.61%
	c. Fair	46	32.62%

The data from Table 4.4 show that poor funding is considered by 39.72% or (56) of the respondents as a major problem that militates against the smooth operation of the family support programme. Similarly, 42.55% or (60) reported that they needed equipment/facilities,

such as knitting machines, sowing machines, etc. which are inadequate and affect the smooth functioning of the programme. 17.73% or (25) are of the opinion that unqualified facilitators affect the smooth functioning of the programme in the area.

More so, regarding the challenges of the participants in attending the programme with their family members 61.70% or (87) of the respondents said their family members agreed to attend the programme. Similarly, 5.67% or (8) said their family members did not agree and 32.62% or (46) were partial in allowing their family to attend the programme.

More so, on the issue of the availability of facilities in running the programme, 39.00% or (55) said the facilities were adequate. While 58.87% or (83) said they were inadequate and 2.13% or (3) said they were not available in running the programme.

Table 4.4 also shows how the in availability of equipment/facilities militates against the success of the programme. 51.77% or (73) said it was affected. While 41.84% or (59) said it was very affected and 6.38% or (9) said it was not affected.

Moreover, on the issue of inadequate provisions of loans to the beneficiaries, considered an obstacle that militates against the smooth operation of family support programme, The results show that 46.50% or (66) of the respondents said it was affected by the programme, and 46.10% or (65) said it was very affected, while 7.00% or (10) said it was not affected.

More so, regarding the duration of the training said to be limited for the participants to acquire the expected skills, the data from the Table show that 12.77% or (18) of the respondents said the duration is adequate, while 54.61% or (77) said is inadequate and 32.62% or (4) said the duration is fair.

#### **4.3. Summary of Findings**

The findings of this study were summarized as follows:

1. That, the activities offered by the Family Support programme in Bakori Local Government Area are basic literacy, skills acquisition, post literacy, tailoring, Knitting, Cosmetology. Giving support to the beneficiaries informs financial, vocational and educational.
2. That the impact of Family Support Programme in Bakori achieved by woman beneficiaries include self-reliance, poverty eradication, employment opportunity and women beneficiaries were able to be literate. Scholarships were provided and provide health education, secured admission, pre-natal care, supply of drugs and amounts of money were received as loans by the beneficiaries.
3. That the Family Support Programme (FSP) in Bakori faces challenges, which include poor funding, inadequate equipment/facilities, unqualified facilitators, problems of family members, duration of the programme and inadequate loans facility to beneficiaries.

#### **4.4. Discussion of the Findings**

The findings of this study indicate that the family support programme (FSP) in Bakori Local Government played vital roles in changing the life style of women in the area. In the findings, which include among others issues like the activities offered by the programme. This has to do with the various activities or programmes taking place in the women education centres in Bakori for women. The programmes include basic literacy, skills acquisition and post literacy. The activities or programmes are conducted in the women centers in morning, afternoon and evening sessions. Duration for completion of the programme has to do with the period and month to be spent for each programme for the participants. Nature of training programme given is the

different types of skills given to the participants in the centres to learn. Effectiveness of the programme is how the participants perceived the impacts of the programme they received in the women centres. The findings also involve knowing the types of support women received, that is, after completion of the training programme where some women received financial support, some vocational support and some educational support. The findings were in relation to the assertion of Rohit Sehgal (2015), who said that women education activities are every forms of education that aim at improving the knowledge and skills of women and include vocational, literacy and non-literacy education for socio-economic changes. The findings also are in line with interview scheduled conducted in Kurami WEC, where some of the facilitators, Husaina Ishaq and Aisha Tukur, said, “Family support entails provision of more skills and entrepreneurship programme to strengthen the delivery of the programme. There is the need to give adequate support to the family, especially in social, economic and education aspects in order to remove women from over-dependency on their husbands.

The findings of this study also involved the noticeable changes achieved from the family support programme in Bakori. This has to do with how the programme changed the women participants to become self-reliant, be eradicated of poverty and becoming to be literate. In the findings, the family support programme in Bakori helped women in pursuit of education, in the provision of scholarship, in securing admission and in other activities that improve their status. This finding is in line with the assertion of Valentine M. Moghadam (2003), who said there could not be many social and economic changes unless women are given the right for education. It was in Tsiga WEC where they further supported the findings in which one facilitator, Zubaida, revealed that if women were given adequate and right educational programmes, such women were likely

to be self-reliant and helped to be literate, which, in turn, helps in the economic development of the country.

On the way Family Support Programme (FSP) helped women in the pursuit of education, the findings are in line with Egunyomi (2001), who said women development has become an issue of paramount importance. Therefore, women education is the basic for the full promotion and improvement of the status of women.

However, on the roles of FSP in providing employment opportunities to women in Bakori said to be very effective, this finding is in line with Moghadam (2003), who said economic empowerment and independence will only come through proper education and employment of women. In addition to this, Oladunmi (1999) said women employment implies more earning for the family as a whole which contributes to poverty reduction and economic growth. This was in relation to the assertion of Jamila Mohammad and Zainab Yusuf in Bakori WEC, who said in the interview that family support provided employment opportunities to women that make them self-employed.

Moreover, on the provision of health services to the women of Bakori by the family support programme, this finding is in line with Shultz (1997), who said through health education services, women are empowered to lead a healthy family life-style where the mother can take better care of both herself and her baby.

However, on the issue of problems affecting the family support programme in Bakori which showed poor funding, inadequate equipment and unqualified facilitators as the major challenges in attending the programme, where some family members allowed their women to attend and some family members were in-between, the availability of facilities in running the programme was found to be inadequate. The availability of equipment/facilities also is another

obstacle that affected the success of the programme, as well as inadequate loans given to beneficiaries, which was considered to affect the smooth operation of the programme. These findings are in line with Lim 1996, who said basic educational services leads in eradicating poverty and give women the chances to be self-employed. Also, Kin and Hill (1993) said the unwillingness to invest in the education of women affects the step in overcoming poverty and ensuring the economic development of Nigerian women. This finding also corroborate the opinion of Haj. Balaraba and Zulaihatu in the interview. They found that the problems associated with women educational programe are, among others, lack of adequate instructional materials to be used in the delivery of the programe. They also opined that poor funding and lack of awareness of the impact of the programme affect the growth moving of the programme in the state.

On the duration of the training programme, this deals with the period of time to be spent for the programme, which was found to be inadequate. This finding is in line with Sani (1998), who said if women education for empowerment is not to be given a lengthy period of time to acquire, the aim of such programme will be defeated.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presented a summary, conclusion and recommendations based on the findings of the study.

#### **5.1. Summary**

The study examined the impact of the Katsina State family support programme on the socio-economic development of women in Bakori Local government area. It identified the types of activities offered by the and also examined its impact in Bakori and the challenges militating its success. The study had an extensive review of related literature, consisting of various variables, particularly on family support and women education. The population of the study was 300 and includes participants and facilitators of the women education centres across the three zones of the Local Government Area, i.e. Bakori, Tsiga and Kurami.

Survey was used as a research design which allowed for the beneficiaries of the family support programme to be studied in their natural setting and established findings that will be concluded on the entire population. Data was collected from the selected sample that was analysed to determine the correct opinion on the sample. A sample of 150 respondents was selected in the study comprising both the beneficiaries and facilitators of Family support programme in Bakori. These were selected using a proportionate sampling technique from the women beneficiaries of the programme. Two research instruments were used in the study: the Family Support Programme Beneficiaries Questionnaire (FSPBQ) and the Family Support Programme Facilitators Interview Schedule (FSPFIS). All the instruments were found valid and reliable after pre-testing. Descriptive statistics was used in the analysis of the data. Results from the study revealed that most of the activities offered by the participants of FSP in Bakori are skills acquisition and

attend the programme in morning sessions. The findings of the study also revealed that most of the duration for the completion of the programme in the centres was six months.

The findings of the study revealed that the training programme given to the participants was cosmetology and was very effective. The finding also revealed that most of the support the beneficiaries received was vocational and majority of the participants changed to be self-reliant and were provided with employment opportunities.

The study also showed that the Family Support Programme (FSP) in Bakori helped women in the provision of health education and most of the beneficiaries amounts ranging from N20,000 - N40,000, as loans to establish businesses. The findings indicated that inadequate equipment/facilities were the major problems affecting the programme and in availability affected the success of the programme. The study also revealed that lack of its awareness by the people in the area affected the attendance of women.

Finally, the findings of the study also show that more workshops and seminars should be organized for facilitators to strengthen the delivery of the programme. It was also found that FSP in Bakori, according to the facilitators, provide employment opportunities to women graduates and helped in eradicating poverty among the women beneficiaries. The finding revealed that lack of instructional materials to be used in the centres were the challenges that the facilitators faced during the delivery of the programme.

## **5.2. CONCLUSION**

Considering the findings of the study, it was concluded that the Family Support Programme (FSP) in Bakori Local government area, Katsina State had achieved parts of its goals. The programme has made women self-reliant, provided employment opportunities, helped in eradicating poverty, in the pursuit of formal and non-formal education and provided health education services. The

findings of this study will help to convince family members, especially husbands, to allow their women to participate in the family support programme (FSP) because of the achievements so far recorded. However, despite all its achievements in empowering women, the programme is hindered with several other factors that militate against its success. Some of them include poor funding, inadequate equipment, unqualified facilitators, inadequate duration, lack of awareness, religious problems etc.

### **5.3. RECOMMENDATIONS**

Although the family support programme (FSP) has achieved relative success in the study area, the findings have identified a number of weaknesses. In view of this, the study recommended that:-

1. There is the need to provide adequate materials to the programme for effectiveness and competence in the skills acquisition process. Stakeholders, such as government agencies, NGOs, should establish more adult literacy institutions, especially in the rural areas, which will be used towards enhancing women education and, in turn, facilitate women's appreciating of the programme. More programmes should be fully incorporated into the centres to cover the needs of the participants in the L.G.A., such as agricultural programmes so as to adequately contribute to the improvement of the women beneficiaries.
2. There is the need for government and stakeholders to help in creating and increasing more resources in the programme. The L.G.A. and philanthropists should be encouraged to assist in the provision of infrastructural in Bakori, so as to eradicate the level of poverty among the women, especially those in rural areas.
3. Those arrangements should be made by Government and donors to provide adequate materials and finance for the effective running of the programme. There is also the need

to introduce a programme for enlightenment,e.g. through media to reiterate the importance of women's education, so that family members, such as husbands, will allow their wives to participate in the programme.

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## APPENDIX A

### 1. FAMILY SUPPORT PROGRAMME BENEFICIARIES QUESTIONNAIRE (FSPPQ)

#### a. Demographic Data of Respondent

**Instruction:** Please tick the appropriate option or fill appropriately where necessary

1. Age: a. 1-20 [ ] b. 21-40 [ ] c. 41 and above [ ]
2. Marital Status: a. Married [ ] b. Single [ ] c. Divorced [ ]
3. Occupational Status: a. Self-employed [ ] b. Civil servant [ ] c. Unemployed [ ]
4. Educational Status: a. Primary Education [ ] b. Secondary and Post-secondary education [ ] c. No formal education [ ]

## SECTION B

1. What programme did you undertake?  
a. Basic literacy [ ] b. Post-literacy [ ] c. Skills acquisition [ ]
2. What are the mode of implementation of the programme?  
a. Morning session [ ] b. Afternoon session [ ] c. Evening session [ ]
3. What are the duration for completion of the programme?  
a. Two months [ ] b. Six months [ ] c. Nine months [ ]
4. What are the types of training programme given?  
a. Tailoring [ ] b. Knitting [ ] c. Cosmetology [ ]
5. How effectiveness of the programme?  
a. Effective [ ] b. Very effective [ ] c. Not effective [ ]
6. Which of the support you received from the programme?

- a. Financial [ ]      b. Vocational [ ]      c. Educational [ ]
7. What are the noticeable changes you achieved from family support programme in Bakori Local Government Area?
- a. Self-reliant [ ]      b. Eradicate poverty [ ]      c. Able to be literate [ ]
8. In which ways did family support helped women in pursuit of education?
- a. Provision of scholarship [ ]      b. Help in securing admission [ ]      c. Instructional materials [ ]
9. How effective of the programme in the provision of employment opportunities to women?
- a. Effective [ ]      b. Very effective [ ]      c. Not effective [ ]
10. In which ways the family support programme helped in the provision of health services?
- a. Health education [ ]      b. Pre-natal care [ ]      c. Supply of drugs [ ]
11. What are the amount of money you receive as loans?
- a. N20,000 – N40,000 [ ]      b. N41,000 – N55,000 [ ]      c. N56,000 and above [ ]
12. What are the major problems affecting the programme in Bakori Local Government Area?
- a. Poor funding [ ]      b. Inadequate equipments/facilities [ ]      c. Unqualified facilitators [ ]
13. What are the challenges you face with family members in attending the programme?
- a. Agreed to attend [ ]      b. Not agreed to attend [ ]      c. Partially [ ]
14. How available of facilities/equipments in running the programme?
- a. Adequate [ ]      b. Inadequate [ ]      c. Not available [ ]
15. In availability of equipments/facilities affect the success of the programme?

a. Affected [ ]      b. Very affected [ ]      c. Not affected [ ]

16. How affective does the inadequate provision of loans to the beneficiaries became obstacle to the programme?

a. Affected [ ]      b. Very Affected [ ]      c. Not affected [ ]

17. How do you look at the duration of training programme?

a. Adequate [ ]      b. In adequate [ ]      c. Fair [ ]

## SECTION B

### 2. FAMILY SUPPORT PROGRAMME FACILITATORS INTERVIEW SCHEDULE (PSPFIS)

#### a. Demographic Data of Respondent

**Instruction:** Please tick the appropriate option or fill appropriately where necessary

1. Age: a. 18-25 [ ] b. 26-40 [ ] c. 41 and above [ ]
2. Marital Status: a. Married [ ] b. Single [ ] c. Divorced [ ]
3. Occupational Status: a. Self-employed [ ] b. Civil servant [ ] c. Unemployed [ ]
4. Educational Status: a. Primary Education [ ] b. Secondary and Post-secondary education [ ] c. NNCE/OND/Other equivalent [ ]
5. Sex: a. Male [ ] b. Female [ ]
6. What would you say about the attendance of women in the programme? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What other support do you need to strengthen the delivery of the programme? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What are the noticeable changes you observed on the beneficiaries of the programme? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What challenges faced during the delivery of the programme? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_