

**IMPACT OF FUNCTIONAL LITERACY EDUCATION ON SOCIO-ECONOMIC  
DEVELOPMENT OF WOMEN IN KATAGUM LOCAL GOVERNMENT AREA,  
BAUCHI STATE**

**BY**

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## CERTIFICATION

This Research work by Halima Jibrin has been read and approved for its contribution to knowledge by the undersigned as meeting the requirements for the award of the Degree of Masters Adult and non – formal Education at Bayero University Kano (BUK)

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## **DEDICATION**

This Research work is dedicated to the memory of my beloved parents Late Malam Jibrin Ibrahim and Malama Fatima Umar (may their souls rest in perfect peace).

## **ACKNOWLEDGMENT**

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## ABSTRACT

The study was designed in order to find out the Impact of Functional Literacy Education on Socio – Economic Development of Women in Katagum Local Government Area, Bauchi State. The objectives of the study were to find out the scope of functional literacy education provided to women in Katagum Local Government Area, and to determine the impact of functional literacy education on social economic development of women in Katagum Local Government Area, and also find out the challenges facing functional literacy education in Katagum Local Government Area. Descriptive Survey research design was adopted in the conduct of the study. The scope of the study covers the entire four women centres existing in Katagum Local Government. The population of the study consisted of four hundred and sixty seven (467) women drawn from four women centres out of which 210 women selected based on random sampling as sample of the study in line with Krejcie and Morgan sample size. A fifteen item self designed questionnaire was used for the research that facilitated data collections. The research instrument was Questionnaires which were thoroughly validated by the supervisor and some experts from Adult education department and the reliability index obtained was 7.8 Data collected were analysed using descriptive statistic and simple percentage. Findings of the study revealed that functional literacy education has a wide scope where the highest percentage of the participants obtained certificates based on the skills acquired. In addition women were found to derive some social and economic benefits and rendered some social and economic services to their communities. The study recommended among other that; government should widened the scope of functional literacy education to make all the available programme more functional, provide adequate facilities and more learning centres to rural areas, employ more qualified trainees, and encourage all categories of women including the married ones to fully participate in the functional literacy educational programme.

# **CHAPTER ONE**

## **INTRODUCTION**

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

Education is not only a social service but a transformative act which is fundamental to social and personal development. When there is access to education, there is a relative increase in social and political awareness and heightened aspiration, self-assurance and self-assertiveness (Ayodele and Adedokun 2013). The role of education in human life is to expand peoples' knowledge towards desirable goals and better living. Based on this assumption, everybody in Nigeria should be functional in all they do with the result that economic benefit will accrue to them and thus making them to have an improved living.

The 1986 Blueprint for women education which was to serve as a guide for formal and non-formal education programme for the betterment of social and economic development of women served as an impetus for the establishment of Adult and Non-formal Education Agency (ANFEA) that was established in 1986 as a government parastatal with the aim of training front-line adult educators and to help in improving and uplifting the standard of education among adults. Prior to the establishment of the Adult and Non-formal Education Agency in 1986, adult education was a department under the ministry of education.

Adult and Non-formal Education Agency (ANFEA) which is currently known and called as Bauchi State Agency Mass Education (BASAME) is established to provide among others:

- a. Functional literacy for adults who have never had the advantage of any formal schooling.
- b. Functional and remedial education for those young people who prematurely dropped out of the formal school system.

- c. Further education for different categories of completers of the formal school system in order to improve their basic knowledge and skills.
- d. In-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
- e. Give the citizens of the state necessary aesthetic, cultural and civic education.(BASAME Information Brochure, 2013)

To succeed in the realization of the aforementioned objectives, BASAME embarked upon variety of programmes including functional literacy. The functional literacy unit based its activities on skill acquisition in various women centres of the agency within the state. The participants learnt such skills like knitting, sewing, couchettes work, embroidery, soap making, pomade making, tie and dye, etc. in addition to the conventional literacy skills of reading, writing and numeration. The above mentioned income generating activities were given much attention as the programme is geared towards enhancing women with developmental skills to uplift them above poverty level as it is one of the Nigerian National Development Plan (NNDP) to build a United, Strong and Self-reliant nation.

Upon all the efforts been made by the government of Bauchi State in collaboration with stakeholders to boost the standard of education in the state, Bauchi State stands to be among the educationally disadvantaged states in Nigeria according to (United States Aids International Report: 2012), Compared to other states in the South and Eastern parts of the country, in fact even in the north. Owing to the low literacy level in the state, women in the state are characterised with low level of social and economic status. The income generating activities which are geared towards enhancing women in Bauchi State with development skills to uplift them above poverty level does not show. In view of the above the BASAME embarked upon the provision of Functional Literacy Training to various groups of women.

The ultimate objective of the provision of this functional literacy Training is to motivate and empower women in the state to acquire knowledge and engage in self generating and sustainable economic activities and occupation capable of uplifting the women and their families socially and economically. Functional literacy training activities provided to women by BASAME include the following;

- ◆ Tailoring
- ◆ Knitting, dyeing
- ◆ Soap and pomade making
- ◆ Gardening and rearing of Domestic Animals
- ◆ Health and sanitation
- ◆ Child care and so on

Functional Literacy Training is offered to women in their various groups by well trained facilitators who were mainly women. The Bauchi State Government has provided enormous facilities and the needed working environment for women to excel in their chosen trades. This study is therefore instituted in order to conduct an examination of the social and economic impact of functional literacy training provided to women in Katagum Local Government by BASAME in Bauchi State.

## **1.2 Statement of the Problem**

Bauchi State Agency for Mass Education (BASEMA) whose role is to eradicate illiteracy within the areas of its jurisdiction by providing literacy programmes that are in line with the economic, cultural and political needs of the people also provides women in Bauchi state with functional literacy education where varieties of programmes are giving on skill acquisition and literacy programmes ranging from reading, writing, numeration to knitting, pomade making, tie and dye, soap making, embroidery, etc. with the aim of empowering and uplifting the beneficiaries above poverty level. The aforementioned programmes have been in existence as programmes of the institute and many groups among the women folk have immensely benefited from the programmes. Socially, economically or politically. This study will examine the social and economic benefits derived by the beneficiaries from the programme.

## **1.3 Objectives of the Study**

The objectives of the study are to:

- i. Determine the scope of functional literacy education provided to women in Bauchi State.
- ii. Determine the impact of functional literacy training on social development of in Bauchi State.
- iii. Determine the impact of functional literacy education on economic development of women in Bauchi State.
- iv. Determine the challenges facing functional literacy education in Bauchi State.

#### **1.4 Research Questions**

The study was guided by the following research questions;

- i. What is the scope of functional literacy programme provided to women in Katagum Local Government?
- ii. What is the impact of functional literacy training on social development of women in Katagum Local Government?
- iii. What is the impact of functional literacy education on economic development of women in Katagum Local Government?
- iv. What are the challenges facing functional literacy education in Katagum Local Government?

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

The scope of the study is limited to Bauchi state. The state in turn is divided into three geo-political zones, namely Bauchi-North, Bauchi-South and Bauchi-Central. Therefore, for coverage and meaningful representation, northern zone is selected thus Katagum zone. So the study is limited to Katagum Local Government Area.

The study will therefore determine the scope of Functional Literacy Education in the area, the social and economic impact on women and the challenges facing functional literacy education in Katagum Local Government of Buachi State.

#### **1.6 Significance of the Study**

The study will significantly acquaint administrators, policy makers and researchers with necessary information pertaining to functional literacy education particularly towards the enhancement of women social and economic development in Bauchi state.

Administrators in the field of adult education such as those in the agency for mass education, state agency for adult and non-formal education, policy makers such as UNDP, USAID, UNESCO, etc. will be acquainted with information about the functional literacy education programme and this will enable them to take necessary actions towards the programme. While those who engage in research will be informed with current reference materials on functional literacy education.

### **1.7 Definitions of Terms**

The following terms are used in this study as described below:

**Functional Literacy Education:** This means education gained by women attending literacy centres in Katagum LGA which ensures skills of reading, writing, numeration and vocational or practical skills for self-development.

**Social Impact:** The extent to which functional literacy education influences the social well-being of women

**Economic Impact:** The positive changes of functional literacy education in enhancing occupational skills, income and general livelihood of women in Katagum Local Government Area.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

In this chapter, attempt was made to review works relevant to functional literacy Education and Socio-economic Development of Women. Hence, the review is done under the following headings:

##### 2.1 Conceptual Framework

##### 2.1.1 Concept of Literacy

##### 2.1.2 Functional Literacy

##### 2.1.3 Women Empowerment

##### 2.2 Functional Literacy and Socio-economic Empowerment, of women

##### 2.3 Empowerment and Women Development

##### 2.4 Empirical Studies on Functional Literacy and Women Empowerment.

##### 2.5 Summary of Literature Review and Uniqueness of the Study

#### **2.1 Conceptual Frame Work**

It became very imperative to discuss the basic concept used in this study for better understanding of the main variables. They include the following;

- i. Concept of Literacy
- ii. Functional Literacy
- iii. Women Empowerment

### **2.1.1 Concept of Literacy**

At first glance, literacy would seem to be a term that everyone understands. But at the same time, literacy as a concept has proved to be both complex and dynamic, continuing to be interpreted and defined in a multiplicity of ways. People's notions of what it means to be literate or illiterate are influenced by academic research, institutional agendas, national context, cultural values and personal experiences (Education for All Global Monitoring, EFA, 2005). In the academic community, theories of literacy have evolved from those focused solely on changes on the individuals to more complex views encompassing the broader social context that encouraged and enable literacy activities and practice to occur. Literacy is not just the ability to read and write but also, the ability to use printed and written information to function in the society to achieve one's goals and to develop one's knowledge and potential (US Development of Education, 2007) in (Oyisha and Olomukoro, 2012). Bhola (1984) in Arko and Addison (2009) observed that literacy is the acquisition of the knowledge and skills in reading and writing that enable a person to engage himself effectively in any activity. Reading and writing of letters, signing of cheques, observing danger warnings in the street and at work places and reading of books are some of the activities identified by Bhola (1984). The definition of Coombs (1985) is centred on development. To him, literacy could liberate the poor and educated people everywhere from ignorance, disease and hunger. In the same vein, Davidson (1990) defined literacy in terms of its contribution to society. He argued that literacy is necessary for the individual to enable him to be very effective in economic, socio-political, educational cultural and environmental issues. UNESCO (2004) sees literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying texts. Hussain (2005) in Adedokun (2011) sees literacy as a fundamental human right and a prerequisite to the development of society.

Literacy is at the heart of learning, the core of Education For All (EFA) and central to the achievement of the Millennium Development Goals (MDGs). Access to quality literacy learning opportunities and the development of literacy environments are essential strategies for poverty reduction, equality, economic development and environmental protection and in general a prerequisite for achieving democracy. Imhabekhai and Olumokoro (2007) in Oyitso and Olumokoro (2012) pointed out that literacy is the basic instrument in social transformation and modernisation. It influences the rate of development and its possession or otherwise facilitates or retards the level of development. Adekolo and Abanum (2010) argued that development cannot take place without education especially basic literacy since development requires an educated and enlighten populace. Literacy is a foundation on which education is built.

### **2.1.1 Concept of Functional Literacy**

Functional literacy as a concept and approach has undergone some process of evolution in the last three decades (Obanya, 1996). In the early UNESCO publications (UNESCO, 1970) it was explained as work-oriented literacy, as a means of fostering economic and social development derived from the activities and needs of productive adults. More recently, Anita Dighe (1995) and UNESCO (1995) combine literacy with conscious-raising and participation so that the new literates not only understand the causes of their oppression but also take steps to ameliorate their conditions.

Functional literacy is a significantly higher level of literacy which includes not only reading and writing skills but also numeracy skills that are sufficiently advanced to enable the individual to participate fully and efficiently in activities commonly occurring in his life situation that require a reasonable capability of communicating by written language, (Technical Notes on the 1994 Functional Literacy, Education and Mass Media Survey, FLEMMS, 2005). Adeku (1992) defined functional literacy as a build-in mechanism which uses the participatory techniques in dealing with identifiable groups. Such groups would need the skills of reading, writing and reckoning to enable them to perform effectively in their general life style. To him, a functionally literate person should be able to take part in all social and cultural activities making use of his literacy to read, write and understand simple statements relating to his daily activities, work environment and his community. In the same vein, UNESCO (1987) asserted that a functionally literate individual is able to “engage in all these activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use the reading, writing and calculation for his own and the community development”.

The concept of functional literacy has undergone some form of evolution in the last three decades. In the past, functional literacy was conceived as a working or work oriented literacy. However, the evolution of the concept over the time still focuses on the making of the new literate to use his/her skills in changing people's standard of living. Recent development and discoveries show that there is distinction between literacy that empowers and literacy that domesticates. Literacy that empowers seeks to combine both conscious raising and participation so that (the new literates) not only understand the causes of their oppression but also take steps to ameliorate their condition (Dighe, 1995).

Functional literacy is more than a set of skills; it includes the ability to use those skills to solve problems in daily life. It is the type of literacy that places emphasis on individuals obtaining skills that would enable them to actively improve their lives. UNESCO, Asian Model 1966 in Bhola (1995:p12) elaborated the concept of functional literacy thus:

*Briefly stated, the essential elements of the new approach to literacy are the following: (a) Literacy programmes should be incorporated into and correlated with economic and social development plans (b) the eradication of illiteracy should start within the categories of populations which are highly motivated and which need literacy for their own and their country's benefit (c) Literacy programmes should preferably be linked with economic priorities and carried out in areas undergoing rapid economic expansion (d) Literacy programmes must impart not only reading and writing, but also professional and technical knowledge, thereby leading to further participation of adults in economic and civic life; (e) literacy must be an integral part of overall education plan and educational system of each country; (f) the financial needs of functional literacy should be met out of various resources, public and private, as well as provided for in economic investments; (g) the literacy programmes of this new kind should aid in achieving main economic objectives i.e., the increase in labour productivity, food production, industrialisation, social and professional mobility creation of manpower, diversification of the economy(Shola, 1995 pg 12).*

### **2.1.2 Women Empowerment**

Empowerment is a continuous and life long process and therefore should be in form of systematic set of continuous, continued, sustained, never ending goal-directed effort, Gifferi and Sharman (1995) their view said that empowerment means a degree to which or a process in which the disadvantage grouped define their own needs and determine the response that is made to them e.g. women in the market, the destitute, etc. All these summarises that no matter how beautiful a programme is, if it does not meet peoples demand, that means such a programme could not empower people. The use of the word “empowerment” does not mean that people do not possess power already; rather it seeks to see the people as a whole entity or in groups and whose attempts in development process helped from being marginalised and increase their level of participation. Thus, an empowered individual is one who experienced self-confidence and self-worth, who critically analyses his/her social and political environment and who is able to exercise control over decision that affect his/her life (OLalaye and Adeyemo, 2012).

Strongquist (1999) empowerment entails a process of changing the distribution of power both in interpersonal relations and institutions. Thus at the individual level, empowerment can be perceived as the ability to direct and control one’s own life. Empowerment is the process in which women gain control over their lives by knowing and claiming their rights at different levels of the society. Knowledge and understanding are part of empowerment of women, the knowledge of self-awareness, acquiring the visible tools of power and a positive self-concept cannot be achieved overnight. Empowerment is a continuous process, and each stage in the process of empowerment should be preparation for the next stage. Obanya (2004) noted that the skills that may be required of an empowerment scheme deserving

functional literacy include basic literacy skill i.e. literacy, numeracy, graphic and life skills which include self-awareness development, analytical skills, decision-making skills, organisational skills and technical skills. Others include socio-economic, comprising vocational skills acquisition, vocational skills improvement, and sustainable income generating skills and learning to learn skills. Strongquist (1993) defines empowerment as “a process to change the distribution of power both in interpersonal relations and in institutions throughout society”. While Lazo (1993) describes it as “a process of acquainting, providing the resources and the means of enabling the access to the control over such means and resources”. Looking at the above definitions of empowerment, the term is therefore, more relevant to the marginalised groups, the poor, the illiterates, the indigenous communities and of course, cutting across these categories, the women.

Empowerment is often referred to as a goal for many development programmes and on the other hand, it can be conceived as a process that people undergo which eventually leads to changes.

## **2.2 Functional Literacy and Socio-Economic Empowerment**

Functional literacy (work oriented literacy) was a child of development born in the Third World. Its newest manifestation may be literacy integrated with income generation (Bhola, 1995). Empowerment according to Grifferi and Sharman (1995) means a degree to which or a process in which the disadvantage groups define their own needs and determine the response that is made to them e.g. women in the market, the destitute, etc. All these summarises that no matter how ‘beautiful a programme is, if it does not meet peoples demand, that means such a project could not empower people. The use of the word “empowerment” does not mean that people does not possess power already, rather it

seeks to see the people as a whole entity or in groups and whose attempts in development process helped from being marginalised and increase their level of participation. Thus and empowered individual is one, who experiences self-confidence and self-worth, who critically analyses his/her social and political environment and who is able to exercise control over decision that affect his/her life.

Functional literacy and socio-economic empowerment makes significant contribution to social-economic and political development of the individual and society. Functional literacy emphasises among other things, reading, writing and arithmetic. The ability to read, write and do some numerical calculations could enhance development. For instance, for one to be able to identify his hospital card in order to attend the hospital could promote good health. Normal occupation could therefore be pursued without much health problems. Rise in productivity and income level could lead to an increased purchasing power. Fundamental human needs could therefore be purchased and standard of living is raised. This could lead to social and economic development (Green, 1997, Dorvlo, 1992 and Okonjo, 1986).

Functional literacy also teaches the control and prevention of some common disease. Good health enables one to practice his normal occupation without any health problem, with the knowledge of how to maintain healthy family, control and prevention of common diseases and environmental cleanliness could be achieved. The individual could become healthier to pursue his normal occupation. Hence increase in productivity and rise in income level which could lead to increase in purchasing power and raise of standard of living, thus social and economic development (Dorvlo, 1992 and Green, 1997). With functional literacy, people would have learnt to use their power to solve their problems with their wisdom, experience and resources with a view to eliminate poverty, pestilence

and starvation (Adedokun, 2011). This implies that inherent in functional literacy is man's capacity to expand his consciousness and therefore exercising his power over himself, his environment and his society. Functionality of a literacy undertaking is the extent to which it is able to empower the beneficiary.

Functional literacy bring about development of human beings who control over development efforts; when people are functionally literate, they would be self-reliant and thus make a living that will lift them above poverty level, as being functionally literate is one of the major objectives of Nigerian National Development Plan to build a united, strong and self-reliant nation. When functional literacy is entrenched in people, they can participate meaningfully and move forward in its economic, social, cultural and political development.

Functional literacy is a tool for social and economic development as it:

- \* Enables individuals to tackle any problem faced with.
- \* Provides avenue for change in individuals, community, society and nation at large.
- \* It helps adult learners to experience a transformation and change in circumstances and it has been a source of providing opportunities to go higher in the wrung of development.
- \* It increases efficiency on individuals various assignments on daily activities.
- \* It enriched the minds of adults not only on their job performance but in contributing intelligently to political, social and economic development of their environment (Adedokun, 2008).

In a bid to enhance socio-economic empowerment, establishment of the Agency for Mass Education in all states of the federation and other bodies established for public awareness and education like National Orientation Agency (NOA), National Directorate for Employment (NDE) to cater for the adult populace.

### **2.3 Empowerment and Women Development**

Empowerment is a process of acquiring, providing, bestowing the resources and the means or the enabling access to and control over such means and resources (Lucita, 1993). This implies that the individual has the potential to acquire power upon her own initiative or that another party could make it possible for her to have power. Lucita contented that empowerment enables person to gain insight and have an awareness of what is undesirable and unfavourable about current situation and perceive a better situation. Empowerment enables women to generate choices and as an outcome of having such choices, women require leverage and bargaining power. Empowerment could create options or find a link to the means to find options. For instance, women homemakers who can link and sell to other buyers can have the possibility of refusing bad deals such as exploitative and low paying orders from traders and middlemen. But since the third world countries are labour surplus markets, the women's options are stunted making for a situation of no choice for the women. With empowerment, women can gain the relative strength which could lead to having choices and bargaining power and consequently could lead to reduction of vulnerability, elimination of exploitability, availability and use of social services and resources. Thus, total development of women socio-economic development.

Development on the other hand which according to Okintayo and Oghenekohwo (2004), is a process of economic, social, political and cultural change engineered in a given society by the efforts of all stake holders both internal and external. Ghai, quoted in

Oyito and Olomukuru (2012), viewed development in terms of human potentials and capabilities in the context of relations with other social groups. The empathy is that, development means greater understanding of social, economic and political process, enhanced competence to analyse and solve problems of day-to-day living, expansion of manual skills, greater control over economic resources, restoration of human dignity, self-respect and equality. Thus the realisation of human potentials expressed in social emancipation and enhancement of moral, intellectual and technical capabilities which is the kind of development needed for women.

The prime targets of empowerment are adult women, and in the context of social justice and transformation, the women must be low-income. A pre-requisite to empowerment necessitates stepping out of the home and participating in some form of collective understanding that can be successful to develop a sense of independence and competence among women. Creation of a small, cohesive group in which its members may closely identify themselves is paramount. The central activity of the group could vary, it could be literacy activity, income generation, mutual basic need support, etc. Whatever the objective, the group activity should be designed so that its process, its goal attainment foster the development of a sense of self-esteem, competence and autonomy. Empowerment goes through series of phases, awareness of conditions the personal and collective levels leads to some public action.

Women can attain empowerment through different points of departure, emancipatory knowledge, economic leverage, political mobilisation. At the same time many poor women work outside the home to support their families and the task they perform are exhausting and meagrely rewarded, access to income improves their authority in the home. So also working women, regardless of how inferior their position and small their

income, have a greater sense of control over their lives and more power and control over resources within the family than non-working women.

In a bid to actualise empowerment and women development, serious emphasis on women empowerment was made in the 2010: International literacy day titled; World Literacy Day. Empowering women through literacy empowers us All. The UN Secretary General Ban-Ki-Moon in his speech said that if women are empowered through literacy considering their multiple roles in the society, will contribute greatly to the development of the nation. Women need greater access to educational opportunities, skill acquisition and position of authority for them to be truly empowered. To this end, development programmes are designed to improve living conditions of women and to allow their participation in processes that will enhance their development at home, community and national levels. The main objective is to alleviate the burden of women daily lives through appropriate empowerment programmes.

Nigeria, like other developing countries of the world, embarked upon different programmes sponsored by International Organisations on national initiatives in collaboration with State and Local Governments for the benefit of all women. In a bid to improve the welfare, the civic, political, cultural, social and economic development of women in Nigeria, the Decree No 30 of 1989, which established the National Commission for Women, was promulgated to formulate a national policy on women and development.

Research has shown that, there is a close link between education and development. Education, formal or non-formal is increasingly seen as an instrument of empowerment. The National Policy on Women (2000) states that women's educational status in any nation correlates with its level of development. The higher

the level of women educational status, the more developed the nation. The policy further asserts that “for Nigerian women to enjoy the full benefits of contemporary living and to contribute meaningfully to the development of the country, they require basic education (Oyitso and Olumokoro, 2012).

In a nutshell, empowerment and women development are geared towards enhancing women social, economic, cultural and political development.

## **2.4 Empirical Studies on Functional Literacy Education and Socio-Economic Development of Women**

Many studies were conducted in relation to functional literacy education and socio-economic development of women nationally and internationally since women empowerment programmes are global and universal concern. According to Olalaye (2008) debates on the status of women and the need to integrate them into development process of any nation have ranged on at national and international workshops, seminars and for among others. It is well known and believed that functionality of literacy undertaking is the extent to which it is able to empower the beneficiary.

A study conducted by Arko and Addison (2009) examined the extent of relationship between participation in the functional literacy programme and improvement in the socio-economic lives of the beneficiaries of the programme in Agona District of Ghana. Data was collected from 100 beneficiaries of the functional literacy classes in Agona District Using Interview Guide on the Impact of Functional Literacy Programme on Beneficiaries (IGIFLPB). The results of the study established a relationship between participation in the functional literacy classes and improvement in social and economic lives of the beneficiaries of the programme. The beneficiaries of the functional literacy classes could read, write and do numerical calculations to some

appreciable extent at the time of their completion of the course and it helps them in their trading activities. It was also found that the beneficiaries of the literacy classes had become conscious of the need to improve upon their health status. It should be noted that this study was conducted in Ghana while the current study is taking place in Katagum Local Government of Bauchi State in Nigeria.

Study conducted by Olalaye and Adeyemo (2012) examined the concept of empowerment in relations to functional literacy and conclude that a symbolic relationship exists between the two terms i.e. empowerment and functional literacy with regards to women and girls right for sustainable development of Nigeria. The study was presented in three parts. The first part discussed empowerment as a lifelong process, the second part discussed literacy that could be used to empower women while the third been the final suggested practical ways in which functional literacy can be used more especially in the African context to empower women.

Sarah (2012) examined the extent to which the Adult literacy programmes are viewed as socio-economic tools for development in Uganda. Using 2006 and 2011 data on Uganda Government Functional Adult Literacy programmes, the findings from the data indicated a gap between knowledge and skills offered and actual socio-economic development in the rural communities where the literacy programmes are promoted. A number of factors were mentioned as hindering the programme effectiveness. Hence, suggested a lot that need to be done in order to enable adult literacy learning as vital for achieving socio-economic development in Uganda.

A study conducted in Nigeria by Ayodele and Adedokun (2013) examined how to realise the goal of functional adult literacy in Nigeria. Adedokun (2011) examined the issue of literacy as a potent tool for empowering women in the

Nigerian communities based on the fact that when women are literate, they will be more active in their various communities. A descriptive survey design was used and the population of the study comprised of all women in Ibadan North Local Government while 211 women were randomly selected as sample for the study and a self-designed questionnaire of 20 items was designed to elicit responses from the subjects of the study on their views on literacy, good living and empowerment. The data collected was subjected to statistical test of 0.5 level of significance. The study discovered that, literacy is a weapon for fighting poverty, diseases and ignorance. When all these are fought, an average woman becomes empowered to participate actively in issues of development in her community.

Oyitso and Olumukaro (2012) examine literacy and development and discuss how literacy education can help in the development of women. The paper also highlighted the benefits of literacy education to women and concludes with some suggestions on how women development can be enhanced.

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

This study describes how functional literacy education programmes were aired in Bauchi state in order to enhance the beneficiaries with socio-economic gains. It is believed that functional literacy education is the key to women empowerment. It empowers women socially and economically as the result of the practical and literacy skills acquired. For this reason, this work stands to measure the scope of functional literacy education, social and economic impacts and the challenges of functional literacy education in Katagum Local Government towards women empowerment in the field of socio-economic development as a result of knowledge and skills acquired

under the programmes of functional literacy education. This will facilitate the understanding of several achievements within the area of the study.

It is noticeable that the previous studies dealt with functional literacy education and socio-economic development of women in different dimensions. This is due to the fact that functional literacy education is a potent tool for overall human development. Whatever variable been studied under functional literacy education leads to empowerment and empowerment is the answer to women problems. This study differs from previous ones in the sense that the current study shifted the geographical focus to Katagum Local Government of Bauchi State and it adopted survey design to determine the scope of functional literacy education giving to women in Katagum Local Government Areas, social and economic impacts and the challenges facing functional literacy education.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter will provide a detailed description of how the researcher sets up the study. It starts with information about research design to enable the investigation answer the research questions. The population and sample sampling procedures, research instrument used for collection of data are described. The procedures for data analysis are also explained. The chapter therefore, forms the basis on which the study is structured.

#### **3.1 Research Design**

This study adopted survey design which is the act of collecting information from a group of selected individuals from a given population (Brima, 2000). Survey research design can also be a research in which information about population of study is inferred based on the responses from a selected sample from that population (Baker, 1996). It involves collection of data to test hypothesis or answer questions about peoples opinion on specific issue or topic. Survey is an instrument for collecting data that describes one or more characteristics of a specific population (Geoffery, 2009). The justification for using survey research design is due to the fact that responses are free having no point of reference, no leading questions, questions are focused on analysis concepts (Airasan, 2009).

#### **3.2 Population of the Study**

The population of the study comprised of all the women beneficiaries of Functional Literacy Education (FLE) in Katagum Local Government Area accordingly, a total number of four hundred and sixty seven (467) women participants from four Women Centres in Katagum Local Government form the population of the study. The Centres are Katagum Local Government Women Centre and Tashar Gadau Women Centre, Maikeke

Women Centre and Kujuru Women Centre with total population of four hundred and sixty seven (467).

**Table 1:** List of women centres in Katagum Local Government Area

<b>S/N</b>	<b>Centre</b>	<b>Beneficiaries</b>
1.	Katagum Centre	213
2.	Tashar Gadau Centre	126
3.	Maikeke Centre	93
4.	Kujuru Centre	35
	<b>TOTAL</b>	<b>467</b>

*Source:* BASAME, 2014

### 3.3 Sample

Out of the four hundred and sixty seven (467) women beneficiaries, (210) subjects were selected as sample for the study in line with of Krejcie and Morgan (2006) that a population of four hundred and sixty seven (467) has a sample size of two hundred and ten (210).

### 3.4 Sampling Procedure

Random sampling technique was employed because it is the method which enables each unit of the population an equal or known chance of being included in the sample Maiwada (2005). The random sampling is seen to be adequate because the population is homogenous. Furthermore, sample is of considerable importance saving time. By using sample a researcher drives certain generalization applicable to the population from which the sample is drawn. Bichi (1979).

The sample of this study was drawn from 467 women beneficiaries of functional literacy education programme in four women centres in Katagum Local Government Area using Kejcie and Morgan (2006) table of determining sample size from a given population. Hence the sample of the study is 210 women beneficiaries of FLE.

### **3.5 Research Instrument**

The instrument used for this research is a questionnaire designed for the participants of functional literacy education programmes. Questions are divided into two sections, the first section dealt with personal identification of the respondents while the second section dealt with questions on the impact of functional literacy education on the socio-economic development of women in Katagum Local Government Area of Bauchi State.

Fifteen items questionnaire were administered in respect of the four research questions. The questionnaire is constructed to ensure valid and reliable answers for the development of the study. All questions are assumed to be significant to the study in providing the research with relevant information.

### **3.6 Procedure for Data Collection:**

To collect data from the field, the researcher has to find out the necessary steps to start. The steps involves administering an introductory letter which introduced the researcher, explain the purpose of the study an assurance of the confidentiality of the information that will be obtained from them and any response that the researcher may get will only be used from an academic research purpose. Hence the researcher visited Bauchi State Agency for Mass Education (BASAME) Katagum Zonal Branch Azare and produced an introductory letter where research assistant was used in administering the instrument to the respondents.

### **3.7 Method of Data Analysis**

The data collected was analyzed using descriptive statistics. Specifically, simple frequency and percentages calculated in the interpretation of data.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS OF RESULTS**

#### **4.1 Introduction**

This chapter deals with data presentation, analysis and discussion of findings from the study. The data obtained are presented and analysed to answer the four research questions raised to answer the impact of functional literacy education (FLE) on socio-economic development of women in Katagum Local Government Area.

The chapter appears in two sections. The first section presents the results of respondent's personal data which include gender, age, marital status and the type of FLE programme the respondents involved in. While the second section dealt with the data obtained from the responses of the respondents on the questionnaires.

## 4.2 Analysis of Research Questions

### 4.2.1 Research Question One: What is the scope of functional literacy education provided to women in Katagum Local Government?

**Table 4.2: Respondent Responses on the Scope of Functional Literacy education provided to Women in Katagum Local Government Area.**

S/N	Variables	NO	No. Obtained by Each Variable		Percentages
1.	Have you benefited from any functional literacy education	210	YES	184	87.6
			NO	36	12.4
2.	Have you obtained a certificate of attendance?	210	YES	121	57.6
			NO	49	23.3
			Awaiting Certificate	40	<u>19.1</u>
					<b>100.0</b>
3.	Which skill have you learnt as a result of your participation in FLE programme?	198	Tailoring	98	46.7
			Soap making	32	16.16
			Knitting	18	8.6
			Pomade making	25	12.62
			Embroidery	15	7.1
			Chrochette work	10	4.8
			Tie & Dye	NIL	-
			Gardening	NIL	-
			Cookery	NIL	-
			Animal Rearin	NIL	-
			Child caring	NIL	-

**Source: Field work, 2015**

### Interpretation

From the table 4.1 above, 87.5% of the respondents represented by 184 out of 210 indicated that, they have benefitted from functional literacy education against 36 respondents representing 12.4% who claimed that, they did not benefitted from the programme. The table also indicated the responses of the respondents about the obtainance of certificate of attendance where by 21 subjects representing 57.6% of the respondents

have obtained a certificate of attendance in functional literacy education while 49 subjects representing 23.3% did not obtain the certificate of attendance and 40 subjects representing 19.1% await their certificate of attendance.

Similarly, evident on the table is that the participants of FLE programme have learnt varieties of skills as a result of their participation in the FLE. Vividly the table shows that 98 subjects representing 46.7% have learnt the skill of tailoring out of 198 subjects, 32 subjects representing 16.16%, knitting with 18 subjects representing 8.6%, pomade making with 25 subjects representing 12.62%, Embroidery 15 subjects representing 7.1%, crochete work with 10 subjects represented by 4.8%. Tie and Dye, gardening, cookery, animal rearing and child caring with 0% each while 12 subjects did not voiced out their views.

**4.2.2 Research Question Two:** What is the Impact of Functional Literacy Education on Social Development of Women in Katagum Local Government Area?

**Table 4.3 Respondents responses on the Impact of FLE on Social Development of Women in Katagum Local Government Area.**

S/N	Variables	NO	No. Obtained by each Variable	FQ	Percentages
1.	Social benefits derived by participant of FLE from the FLE programme	210	- Improvement of family welfare	157	74.8
			- Creates unity among participants as occupational groups.	128	13.3
			- Human relation skill enhancement	25	11.9
2.	Contribution of FLE programme to the participants social welfare	210	- Solve family economic problems	167	79.5
			- Reduced social violence among the participant	38	18.1
			- Reduced crimes	03	1.4
			- All of the above	02	1
3.	Social services rendered to the community as a result of participation in FLE programme	183	- Tailoring service	80	40.4
			- Enlightening women about the importance of functional literacy education.	28	15.3
			- Encouraging women to be self dependent	24	13.1
			- Buying and selling of goods	33	18
			- Training women on some skills acquired	26	14.2

**Source: Field Work, 2015**

**Interpretation**

The table 4.2 above vividly indicated that functional literacy education has impacted the social welfarism of the participants. Whereby 157 subjects out of 210 subjects representing 74.8% of the subject were able to improve their family welfare, 28 subjects representing 13.3% created unity among themselves as occupational groups, 25 subjects representing 11.9% been the least have enhanced their human relation skills. Also the FLE

programme contribution to the participants social welfare can be seen in the table above where 167 subjects out of 210 representing 79.5% solved their family economic problems, 38 subjects representing 18.1% reduced social violence among themselves, while 3 subjects 1.4%, reduced crimes and representing 2.1% gained all the above contributions. Similarly in terms of social services rendered to the community by the participants of FLE programme, as a result of their participation in the FLE programme, 40.4 of participants engaged in tailoring service with the highest percentage, buying and selling of goods with 18%, enlighting women about the importance of functional literacy education with 15.3%, giving training on some skills acquired 14.2% then encouraging women to be self dependent with the least percentage 13.1%.

#### **4.2.3 Research Question Three: What is the Impact of Functional Literacy Education on Economic Development of Women in Katagum Local Government Area?**

**Table 4.4: Distribution of Respondents Perceptions on the Impact of Functional Literacy Education on Economic Development of Women in Katagum Local Government Area.**

S/N	Variables	NO	No. Obtained by each Variable	FQ	Percentages
1.	Economic benefits derived from functional literacy education programme	210	- Self employment - Procurement of household goods - Occupational skill enhancement - All of the above	125 30 49 06	59.5 14.3 23.3 2.0
2.	Obtainment of capital or loan by FLE programme participants	210	YES NO Undecided	85 114 11	40.5 54.3 5.2
3.	Contribution of FLE programme to participants economic prosperity	210	- Improve my income daily - Improve my capital - Increase my productivity	82 80 48	39 38.1 22.9
4.	Economic service rendered to community as a result of participation in functional literacy education	210	- Production of goods - Provision of service - Reduction of joblessness	150 25 35	71.4 11.9 16.7

### **Interpretation**

The table 4.3 above shows that the respondents are involved in different economic activities derived from the functional literacy education it could be seen that 59.5% of the respondents have derived the skill of being self employed followed by 23.3% who have derived occupational skill enhancement, 14.3% procured some household goods and those who constituted the leated economic benefits constituted 2.9% of the respondents. Intermis of loan or capital obtained by the participants of FLE programme as another economic benefit, 54.3% did not obtained any capital or loan, 40.5% obtained loan or capital while 5.2% wich constituted the least percentage were undecided. Similarly, interms of contribution of FLE programme to participants economic prosperity, 39% representing 82 subjects improved their income daily, 38.1% representing 80 subjects improved their capital while 22.9% increased their productivity. Furthermore, interms of economic services rendered to the community as a result of participation in the FLE programme, the respondents serve the community by production of goods with 71.4% provision of services with 11.9 while reduction of joblessness scored 16.7% interms of these services we can conclude that provision of service has the least score.

#### **4.2.4 Research Question Four: What are the Challenges Facing Functional Literacy Education Programme in Katagum Local Government Area?**

**Table 4.5 Respondents responses on the Challenges Facing Functional Literacy Education Programme in Katagum Local Government Area**

S/N	Variables	NO	No. Obtained by each Variable	FQ	Percentages
1.	Are there challenges facing the FLE programme?	210	YES NO Do not know	36 165 9	17.8 77.7 4.5
2.	If Yes, list them	210	- Lack of facilities - Lack of qualified personnel - Poverty	16 8 12	7.6 3.8 5.7
3.	What are the causes of the challenges?		- Inadequate provision of facilities by government - Inadequate qualified personnel for the program - Heavy reliance on the husbands by most women	14 8 14	6.6 3.8 6.6
4.	What are the consequences of the challenges?	210	- Facilities at hand cannot serve the participants - Lower participation from the participants	22 14	10.7 6.6
5.	Recommend workable solution to remedy the challenges	210	- Provision of more fund to the FLE programme - Employ more qualified personnel - Provision of adequate learning facilities to cater for the participants	14 8 14	6.6 3.8 6.6

**Source; Field Work, 2015**

### **Interpretation**

The table 4.4 shown above proved that functional literacy education is faced with some few challenges with 17.8% representing 36 subjects out of 210 subjects while 4.5% representing 9 out of 210 subjects did not know whether there are challenges or no. The table has clearly shown that the functional literacy education has less challenges. This can be seen where only 36 subjects out of 210 responded that the FLE programme lack facilities with 7.6%, lack of qualified personnel 3.8% and poverty 5.7%. Similarly the same 36 subjects out of 210 rated the causes of challenges as non-challant attitude of the government with 6.6%, lack of qualified personnel 3.8% heavy reliance on the husbands 6.6%. Furthermore,

for the consequences of the challenges 22 subjects representing 10.7% respondents responded that low participation is one of the consequences of the challenges.

To remedy the challenges, 6.6% recommended provision of more fund for the FLE programme, 3.8% recommended the government to employ more qualified personnel while another 6.6% recommended government to provide adequate learning facilities to cater for the needs of the FLE participants.

Consequently, the table above showed that majority of the respondents 77.7% proved that the programme is not faced with any challenges only 17.8% representing 36 out of 210 subjects proved that the programme is faced with some challenges. This clearly shows that the programme has less challenges with 77.7% responses.

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

The findings of the study are as follows:

1. That the scope of functional literacy education provided to women in Katagum Local Government includes tailoring, soap making, pomade making, knitting embroidery and crocheted work.
2. That the impact of functional literacy education on social development of women in Katagum Local Government includes improvement of family welfare, creation of unity among the participants, family economic problem solving, human relation, skills enhancement, and reduction of social violence among the women, reduction of crimes, encouraged women to be self dependent.
3. That the impact of functional literacy education on economic development of women in Katagum Local Government include self employment, procurement of house hold goods, occupational skills enhancement, obtained some loans, improved their income

daily, improve their capital, increased their productivity, produced goods, provide services and reduced joblessness.

4. The challenges facing functional literacy education programme in Katagum Local Government Area includes; lack of facilities, lack of qualified personnel, poverty, care – free attitude of the government, heavy reliance on husbands, facilities at hand reliance on husbands, facilities at hand cannot serve the participants, lower participation of the participants.

#### **4.4 Discussion of Findings**

The data in table 4.2 indicated that majority of the respondents have benefitted from the functional literacy education programmes and obtained some certificates of attendance based on the skills of functional literacy education acquired while some await for the certificates. The skill acquired by the participants includes soap making, knitting, pomade making, embroidery crocheted work. Each of the participants participated on the skill of her interest. Tailoring has the highest percentage followed by soap making, pomade making, knitting, embroidery and crocheted work with the least percentage.

Data in table 4.3 indicated that, functional literacy education has impacted the social development of women. This can be seen where as a result of participation in the programme women in Katagum Local Government Area improved their family welfare, created unity among themselves, enhance their human relation skills, solved their family economic problems, reduced social violence, and reduced crimes. Women engaged themselves in some services such as women enlightenment about the importance of functional literacy education, encouraging women to be self dependent, buying and selling of goods, giving training on some skills acquired and majority of them engaged in different types of tailoring services. Tailoring service is the most patronised skill among all the skills of functional literacy

education acquired by the women. This vividly indicated that functional literacy education has impacted the social welfare of the participants.

Based on the data in table 4.4, it could be deduced that on the impact of functional literacy education on economic development of women in Katagum Local Government Area, many of the participants became self employed, some procured some house hold goods while others enhanced their occupational skills. Similarly, majority of the participants have obtained loans for the programmes. In terms of economic prosperity, the participants have improved their income daily others improved their capitals while some increased their productivity. The participants also rendered some economic service of production of goods, provision of services and reduced joblessness as a result of their participation in the functional literacy education programmes. Upon all the benefits of functional literacy on socio economic development of the participants, production of goods has the highest percentage followed by self employment. This clearly indicated that functional literacy education has impact on economic development of the participants.

The data in table 4.5 this table indicated that functional literacy education programme only problems encountered are lack of facilities, lack of qualified personnel and poverty which offered to women in Katagum Local Government Area does not face many challenges. This is vividly shown in the table that majority of the respondents did not encounter any problem with the functional literacy education programmes. For those who responded that there are problems, the according to the respondents are caused as a result of governments care – free attitude, lack of qualified personnel and heavy reliance on husbands. As a result of the aforementioned, consequently the facilities at hand cannot serve the participants which led to lower participation from the participants affected.

This study is supported by a study conducted by Arko and Addison (21009) who examine the relationship between functional literacy education and improvement in the socio economic life of the beneficiaries in their study, data was collected from 100 beneficiaries of functional literacy education in Agona district of Ghana the result established a relationship between functional literacy classes and improvement of the socio economic life of the beneficiaries. Also Oyitswo and Alumokoro (2012) examined literacy and development in their study; they highlighted the benefits of literacy education to women as greater understanding of social, economic and political process, competence to solve day – to – day problems, expansion of manual skills and control over greater economic resources.

## **CHAPTER FIVE**

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

The chapter present the summary, conclusion and some recommendations as they related to the study.

#### **5.1 Summary**

This study was on the impact of functional literacy education on socio – economic development of women in Katagum Local Government Area, Bauchi State. The study begins with the background of the establishment of Adult and Non Formal Education Agency (ANFEA) Bauchi now Bauchi State Agency for Mass Education (BASAME). The study was directed towards determining the scope of functional literacy education provided to women in Katagum Local Government, determine the impact of functional literacy education on social development of women in Katagum Local Government, determine the impact of functional literacy education on economic development of women in Katagum Local Government and the challenges facing functional literacy education in Katagum Local Government Area.

Literature review was made in relation to the study which revealed how functional literacy education empowers women socially, economically nationally and internally. The study adopted survey design which is the act of selecting information from a group of selected individuals from a given population. Two hundred and ten (210) women were sampled in collecting the data, the study made use of questionnaires. The data collected was analysed using descriptive statistics and simple percentages. The findings of the study revealed that, the scope of functional literacy education covered a wide variety of skills that led to acquisition of certificates; functional literacy education impacted the participants social development in terms of social services and improvement of family social welfare as a result of participation in the functional literacy education. The participants also gained economic development of deriving some benefits, obtains of loan, improvement of capital and income

and provision of services. Similarly there are some few challenges facing the functional literacy education programme which includes lack of facilities, lack of qualified personnel and poverty.

### **5.3 Conclusion**

This study examined the impact of functional literacy education on socio – economic development of women in Katagum Local Government Area of Bauchi State. The findings of the study indicated that functional literacy covered a wide range of skills, impacted the social development of women greatly. The study was able to identify the relationship of functional literacy education participation and economic development of the participants. And also found out the challenges faced by the participants of functional literacy education programme. However, this research work is among the pioneer studies that examined the impact of functional literacy education on socio-economic development of women specifically in Katagum local government area, Bauchi state.

### **Recommendations**

Based on the findings of this study the following recommendations were made:

1. That scope of functional literacy education should be improved by making those skills like tie and dye gardening, cookery, animal rearing and child caring more functional by providing resources and resource persons needed to cater for the needs of interested participants.
2. That a functional literacy education should be extended to other women in the rural areas so as to enable them acquire the skills acquired by their counterparts who dwell in the urban areas.

3. Government should motivate the participants of functional literacy education with some incentives such as loans; employment of the certificated trainees so as to enable them maintained what they learnt in the programme.
4. Bauchi State Government should provide all the necessary facilities and resources to boost functional literacy education programmes delivery. More learning centres should be opened to cater for the needs of all categories of women including the married ones to make the programme more responsive to community challenges.

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## APPENDIX I

### QUESTIONNAIRE FOR RESPONDENTS

Dear Respondents,

I am a post graduate student of Adult Education and Community Service. Faculty of Education, Bayero University Kano. I intended to carry out research in partial fulfillment of the award of M.Ed Adult Education Degree. The topic of the research project is *Functional Literacy Education and Socio-Economic Development of Women in Katagum Local Government Bauchi State*.

I am therefore, soliciting for your opinion on issues pertaining the study. I assure you that the responses provided will only be used for the purpose of this research.

Thank you for the Co-operation.

#### SECTION 'A' OF THE QUESTIONNAIRE

##### PERSONAL DATA: - \_\_\_\_\_

Please tick the columns that are applicable to you.

1. Gender
  - a) male ( )
  - b) female ( )
2. Age range
  - a) 18-23 ( )
  - b) 24-29 ( )
  - c) 30-34 ( )
  - d) 35-39 ( )
  - e) 40- above ( )
3. Marital status
  - a) Married ( )
  - b) Single ( )
  - c) Divorce ( )
  - d) Widowed ( )
4. Type of the programme involved.
  - a) Tailoring. ( )
  - b) Knitting ( )
  - c) Tie and Dye ( )
  - d) Soap making ( )
  - e) Premade making ( )
  - f) Embroidery ( )

- g) Crocheted work ( )
- h) Gardening ( )
- h) Cookery ( )
- i) Animal rearing ( )
- j) Child caring ( )

**SECTION B: fifteen item Questionnaires on the Impact of the Functional Literacy Education on Socio-Economic Development of Women in Katagum Local Government of Bauchi State.**

1. Have you benefited from any functional Literacy Education?
  - a) Yes ( )
  - b) No ( )
2. Have you obtained a certificate of attendance?
  - a) Yes ( )
  - b) No ( )
  - c) Awaiting certificate ( )
3. As a result of your participation in the FLE programme which skill have you learnt?
 

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.....

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.....
4. Which of the following economic benefits did you derive from the programme?
  - a) Self employment ( )
  - b) Occupational skill enhancement ( )
  - c) Procurement of house hold goods ( )
  - d) All the above ( )
5. Have you sought for or obtained any capital or loan for your occupation?
  - a) Yes ( )
  - b) No ( )
  - c) Undecided ( )
6. How did this FLE programmes contribute to your economic prosperity?
  - a) Through improving my capital ( )
  - b) Through improving my income daily ( )
  - c) Increased my productivity ( )
7. What economic service do you render to your community as a result of your participation in FLE programme?
  - a) Production of goods ( )
  - b) Provision of service ( )
  - c) Reduction of joblessness ( )
8. Which of the following social benefits have you derived from the programme?
  - a) It improve my family welfare ( )
  - b) It creates unity among all participants because my occupational groups were established. ( )

- c) Enhances my human relation skills. ( )
9. How did this FLE programmes contribute to your social welfare?
- a) By solving my family economic problems ( )
- b) By reducing social violence among the participants ( )
- c) Reduction of crimes ( )
- d) All the above ( )
10. What social service do you render to your community as a result of your participation in the FLE programme?
- a) .....
- b) .....
- c) .....
11. Are there any challenges facing the FLE programmes?
- a) Yes ( )
- b) No ( )
- c) Do not know ( )
12. If yes, list them
- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
13. What are the causes of the challenges?
- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
14. What are the consequences of the challenges?
- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
15. Recommend workable solution to remedy the challenges
- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

## APPENDIX II

Table for Determining Sample Size from a given Population

**Table for Determining Sample Size from a given Population**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	28000	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	223	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	500	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

**Note:** “N” is Population Size

“S” is Sample Size

**Source:** Krejcie, Rbert V., Morgan, Darley w. “Determining Sample Size for Research Activities” *Educational and Psychological Measurement*, 2006