AN APPRAISAL OF THE ACTIVITIES OF KANO CITY WOMEN CENTRE IN EMPOWERING WOMEN IN KANO METROPOLIS, KANO STATE

By

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BEING A DISSERTATION SUBMITTED TO THE DEPARTMENT OF ADULT EDUCATION AND COMMUNITY SERVICES, FACULTY OF EDUCATION, BAYERO UNIVERSITY, KANO. IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN ADULT EDUCATION (COMMUNITY DEVELOPMENT) OF BAYERO UNIVERSITY, KANO

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DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Dr. Babangida Ladan, and has not been presented anywhere for the award of a degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the work for this dissertation by Fatima Suleiman Salisu with registration number SPS/15/MAD/00026 was carried out under my supervision

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APPROVAL

This research work has been examined and approved as meeting part of the requirements for the award of Masters Degree in Adult Education (Community Development) of Bayero University, Kano.

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DEDICATION

This research work is dedicated to my Father Engr. Suleiman Salisu and My Mother

Hajiya Raliya Garba Suleiman

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ABSTRACT

This study appraised the activities of Kano City Women Centre in empowering women in Kano Metropolis, Kano State. The objectives of the study were to identify the scope of activities for women, the rate of enrolment and explore challenges faced in the delivery of instruction in Kano City Women Centre in Kano Metropolis, Kano State. The study adopted a survey research design, in which population of 1104 were used for the study from which a total of 285 subjects were drawn as sample using a stratified proportionate sampling techniques. A self-developed multiple choice questionnaire named Women Empowerment Questionnaire (WEQ) was used for collecting data for the study. The reliability of the Questionnaire was ascertained using test-re test method and the coefficient obtained was 0.65. Findings of the study revealed among others that the scope of activities for women in Kano City Women Centre in Kano Metropolis, Kano State are: tailoring, knitting, beads making, interior decoration, pomade making, education; the rate of enrolment at the City Women Centre. Literacy skills was high in all the programmes offered in the centre, challenges faced in the delivery of the instruction were: inadequate facilities, poor government support, poor community support, inadequate funding , lack of awareness on the programme, high level of literacy among the members of the society in Kano City Women Centre in Kano Metropolis, Kano State. It was recommended that Government and NGOs should also support the center with some necessary tools or equipment that will help the management in running the activities or programme at the centre. There is need for the Kano state agency for mass education, governmental organization and donor agencies to provide adequate support in terms of funding, material and facilities that will facilitate learning among the women. The community should also support the centre by providing conducive atmosphere and allowing their women to enroll in the centre.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

The importance of women education to the survival of any civilized society need not be over emphasized considering the fact that if you educate a woman you educate the entire society or Nation.   Empowering women has become a frequently cited goal of development intervention (Mosedale, 2005).   In 1970s when women empowerment was first invoked by the Third World Feminist and Women Organisations, it was explicably used to frame and facilitate the struggle for social justice and women equality through a transformation of economic, social and political structures at national and international levels (Bisnath & Elson, 2003).

The need to empower women seems to centre on the fact that women have potentials to contribute to the development process but are constrained by some factors that render them powerless.   While the reasons for any particular woman's powerlessness (or powerfulness) are many and varied, it may be necessary to consider what women have in common in this respect.   The common factor is that, they are all constrained by their reproductive responsibilities, societal norms, beliefs, customs and values by which societies differentiate between them and men (Kabeer, 2000).   These constraints are shaped by male dominated social structure (patriarchy), high rate of poverty among women, and gender division of labour.

Nevertheless, focusing on the empowerment of women as a group requires an analysis of gender relations, that is, the way in which power relations between the sexes are constructed and maintained.   In patriarchal societies like Nigeria, men have ultimate authority over material resources in the household, such as land and cash crops, and over the labour of women and other household members.   Women having no direct access to

land and cash crops or men's labour, must request these resources from their husbands or from other males in the household to whom they are obligated (Adams & Castle, 1994). Women's level of education, poverty and men's attitude towards women have over the years posed a serious threat to women's participation in development at women centres. It is obvious that level of education and economic conditions of women most often determine their level of participation in decision making both at family, community, state and national levels.

Empowerment, therefore requires an analysis of women's subordination, and the formulation of an alternative more satisfactory set of arrangements to those which exist. These can be achieved through the alleviation of the burden of domestic labour and child care, the removal of institutionalized forms of discrimination, the establishment of political equality, improving the economic status of women, freedom of choice over child bearing, and taking measures against male violence and control over women (Molyneaux, 1985). In other words, empowerment requires transformation of structures of subordination through changes in law, property rights, and other institutions that reinforce and perpetuate male domination (Batliwala, 1994). This could be done by improving the educational, political and economic status of women to enable them to participate actively in development processes. It is this realization of the need to have women run their own lives, be part and parcel of socioeconomic and political agenda in their countries that the United Nations Devoted a Decade (1975-85) to issues concerning women and development. The ultimate goal was to empower women to develop their potentials, contribute to and benefit from development on equal basis as men (United Nations, 1975). In 1990s, many agencies used the term women empowerment in association with a wide variety of strategies including those which focused on enlarging the choices and productivity of women (Bisnath, 2001). Many conferences had been held with the

intention to advance the status of women and eliminate gender- based discrimination. Some of these conferences include Mexico Conference of 1975, Copenhagen Conference of 1980, Nairobi World Conference of 1985, and the 1995 Beijing World Conference. There had been other conferences on women across the globe. Many strategies had also been put in place to empower women, politically, economically and educationally in Nigeria. The Federal government adopted the national policy on women in July, 2000. This policy provided, inter-alia, for affirmative action to increase to 35 percent women's representation in the legislative and executive arms of government. The Federal Government has also set up the National Women Development Centre as a parastatal to the Federal Ministry of Women Affairs. The Centre is primarily in-charge of research studies on women's issues (Women Aid Collective, 2008).

National Governments, including Nigeria, have evolved strategies and programme to empower women politically, educationally and economically. Indeed, many states and towns that make up Nigeria have also benefited from these initiatives and it has not excluded Kano. Some of these programmes are organised by women themselves, government and non-governmental bodies at community levels to support other programme at state, national and international levels. These initiatives include, formation of women's organisations that engage in development-oriented activities to tackle social problems such as inequity in political, economic and education sectors, male dominance, maternal and child health, child marriage, and other related problems. Other approaches to these initiatives include economic empowerment which focuses on improving women's control over material resource. This could be achieved by organising women for savings and increasing women's access to credits, income generation, skills training and other related activities. These empowerment initiatives also involve consciousness raising and accumulation of knowledge and ideas, for it is acknowledged that women's empowerment

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requires awareness of complex factors causing women's subordination. This is achieved through education and other literacy related activities. Although some empowerment initiatives exist in Kano, for example, micro credit programmes, skill training centres, adult literacy centres, women cooperative societies among others, the effectiveness of the initiatives has not been examined.

Kano State Agency for Mass Education was established in 1981. Mandated to eradicate illiteracy among youth and adults, serve as a source of enlightenment and provide facilities for continuing education. Other functions are to organise and carry out mass education programme, developed adults and youth, the ability to use the skills acquired to enhance their knowledge and understanding of their knowledge and understanding of their social and physical environment in order to improve their modes of living and their state of well-being. Also, the agency develop in adults, attitude and commitments towards active participation in the transformation of their immediate locality and the nation at large and to promote or undertake any other activity that in the opinion of the Agency is calculated to help achieve the purpose of Agency.

Furthermore, Agency for Mass Education under its structure is governed by 12 Board Members, Executive Secretary, 4 Heads of Departments, 11 Zonal Offices 44 Area Offices and 48 Heads of Women Centers. The Agency has a staff capacity of 380 full time and 528 part times. Then, Mass Education programmes are conducted at Basic Literacy, Post Literacy, Junior and Senior Secondary Schools (JSS and SSS) levels at women centers and outreach location across the forty four (44) Local Governments in the State. There are also different vocational skills trades specifically for women empowerment organised at the designated women centers. These programmes have enrolled different categories of learners including persons with special needs.

The Agency as by State government policy implemented a special JSS and SSS science based Non Formal Education programmes exclusively for women in 10 selected Local Government Areas (LGAs) to meet science education needs of women participant interested in pursuing medical science and related courses at tertiary education levels. The programme was designed to service women at accessible locations. Other outstanding programme is Basic Mass Communication, a Basic course for preparing Secondary and Higher Secondary level granduants for journalism profession. Therefore, the Kano State Agency for Mass Education has evolved the strategy of utilizing confined places, called the women centers to provide information, knowledge and skills aimed at empowering them. This is being done through the various women education programmes such basic education, post literacy and remedial programmes including trades as sewing, knitting, soap/pomade making, tie and dye, hand craft etc.

In other words, the illiterate woman is the Agency's centre of concern. Her disability is gradually removed by first equipping her with rudimentary skills of reading, witting and arithmetic. This is stepping stone towards greater heights. She is made fully literate in the six (6) months, and then aspects of child care and nutrition are incorporated during the last three (3) months of her basic education. Double opportunity is provided for the graduates of this programme. either to continue with the academic pursuit by enrolling into the vocational courses, where she is being duly informed of basic life skills, which affect her life, especially health, agriculture, economic and politics. Continuity is ensured by mainstreaming her into the formal system through its Remedial/Senior Secondary Certificate of Education (SSCE) programme being offered in some of the women centers. These programmes have been running in the centres for years without being appraised. Hence, this study examines the activities of Kano city women center in empowering women in Kano metropolis Kano State.

1.2   Statement of the Problem

Women empowerment involves the transformation of economic, social, psychology political and legal circumstances of women. Women have been recognized as a very important tool for the empowerment of Nigerian. So women empowerment programme help to promote self-help and the living standard of women. That is the activities of empowering women programme as an organised institution is expected to play a positive role in the execution of different activities or programme for self-reliant and self-sufficient purposes. Incidentally, women empowerment is one of the mandates of the Kano state agency for mass education.

The Kano State Agency for Mass Education was established in 1980 to serve as an instrument for eradication of illiteracy among youth and adult in the State. The agency from inception has established forty eighty (48) women centers designed to provide knowledge and skills aimed at empowering women. This is being done through various Mass Education Programmes such as Basic Literacy, Post Literacy, Vocational and Continuing Education Programmes. The target of the programme is women from rural to urban area of Kano state. And the benefit of the programme in empowering women is multi-dimensional because educationally if a woman is educated she can live with others in peace and harmony. Then socially she will be respectable more and earn her self - dignity, and if you look at economic aspect she can fend for herself in her matrimonial home and politically she can know where to cast her vote in other to exercise her right as a citizen. Health wise a woman is empowered she can take good care of her family and avoid spread of disease and religiously she can observe her prayer successfully. Hence women who do not have the opportunity of attending empowerment programme would be socially, economically, politically at a disadvantage this perhaps explains the incidence of

child trafficking and hawking which resulted to child labour, high mortality rate early marriage are still in the ground.

In essence, the setting up of the agency especially to empower women is justified. However, that the programme objectives has not been empirically appraised is not good enough knowing the importance of appraisal or assessment in a programme's life, which often it is to ensure empowerment. This present study work to appraise the activities of Kano City Women centre empowering women in Kano metropolis

1.3   Objective of the Study

The objectives of the study are to:-

I.   Examine the scope of activities for women in Kano City Women Center in Kano Metropolis, Kano State.

II.   Determine the frequency of enrollment and completion of women in the Kano City Women Center in Kano Metropolis, Kano State.

III.   Explain the challenges faced in the delivery of the instruction in the Kano City Women Center in Kano Metropolis, Kano State.

1.4   Research Questions

The research questions are as follows:-

I.   What is the scope of activities for woman activities in the Kano City Woman Center of Kano Metropolis, Kano State.

II.   What are the rates of enrollment and completion of women in the Kano City Woman Center of Kano Metropolis, Kano State.

III.   What are the challenges faced in the delivery of the instruction in the Kano City Woman Center of Kano Metropolis, Kano State.

1.5   Significance of the Study

The study is very important to women at the City Centre Kano and to the students in the field of adult education and community develop6ment as it would address issues related to women empowerment especially on how to serve the participants better and ensure that the programme provided are relevant and effective.

The study will enable both private and public sectors willing to put some inputs, to have some insight on how to support the activities of women empowerment programmes in the country in general and particularly those of the Kano city women centre of Kano metropolis.

To policy makers, findings from the study will provided them with background knowledge on the needs of women and suggests policy on how they can be empowered to be self employed in other to contribute to socio economic development. This work will also serve as a working document to Women Community-Based Organisations and other established women organisations that are interested in improving the status of women.

Finally, it will serve as a reference work for other researchers to build upon and conduct their researches related to this work.

1.6   Scope and Delimitation of the Study

The scope of this study comprised of an examination of the scope of activities for women center, frequency enrollment and completion for women center and the challenges faced in the delivery of instruction. It is also comprised of women who are enrolled and those who completed the basic literacy, post literacy, remedial education and vocational programme for Kano Women Center from 2015 – 2017.

The study was however delimited to Kano City Women Center. All basic literacy post literacy, vocational and remedial programmes were and other centers are not part of

the study, Other participant in Kano city women center who are not enroll in this programmes are not part of this study

1.7   Operational Definitions of Terms:

Appraisal: Is the process of assessing the empowerment activities of the women centres in Kano city.

Basic Literacy: One year programme for illiterates.

City Women Centers: adult and non-formal institution where women undergo training through skills acquisition programme such as knitting,, tailoring, soap making pomade making, beads making, troupallous leather, works such as shoe and bags in Kano State.

Empowerment: is the training and learning activities such as sewing, knitting and tailoring embroidery, bead making and leather wor which participants are engaged in at the women Centers in Kano city.

Post Literacy: Two year programe for those who complete Basic Literacy classes.

Remedial Education: They are those adult learners from basic, post and vocational education that that after passing common entrance are enroll into JSS 1 to SS 3 level in order to get SSCE certification which is equivalent to O'level.

Vocational Education: Refers to those adult learners that learn and train on different skills such as sewing, knitting, tailoring, bead making as well as leather works.

Women: Refers to those female adults attending a programme at the women centers of Kano State

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter examined some literature relevant to the study. In this regard, it reviews the concept of women empowerment, the need for educational empowerment, justification for economic and political empowerment in Nigeria then women development sentence in Nigeria, empirical studies on women empowerment, an appraisal of women empowerment programme, as well as summary and uniqueness of the study.

2.1 Theoretical Framework

This study was guided by the Batilwala (1994) and Stromquist (1995) model of empowerment. The core assumption of Stromquist model is that cognitive, psychological, political and economic components of empowerment are needed to advance the status of women and increase their participation in development processes. This empowerment model was chosen because it applies to area or communities where denial of right due to patriarchal ideology and value are inherent. Kano is known for its culture of patriarchy which has resulted in denial of women's right in many respects. Women's access to both material and non-material resources is limited. Therefore, women need cognitive, political, psychological and economic empowerment to advance their status and contribute meaningfully to the development of their community, and the society at large.

According to Batilwala (1994) in her own perspective outline-three approaches to empowerment which include: Integrated Development, Economic Empowerment, and Consciousness Raising. The integrated approach proceeds by forming women's organisation and coalition among women that engage in development activities and tackle social problems such as inequality, child marriage, violence against women, and other factor limiting women's potential using healthy programmes. The economic empowerment approach attributes women's subordination to lack of economic power.

This approach focuses on improving women's control over material resources. This is done through organising women for saving and exposure to credit facilities, income generating and skill training activities to give them some degree of independence. The third approach is consciousness rising which argues that women's empowerment requires awareness of complex factor causing women's subordination. This is accomplished through education and other awareness programmes. These models are relevant to this study as they suggest foci for the appraisal as to whether the programmes offered at the women centre are geared towards ensuring that women gain economic, political and educational empowerment. Precisely, the choice of Stronquist (1995) and Baflewala (1994) model is based on the fact that it contains the methods and processes of finding women procedures that are paramount to this research work.

2.2   Conceptual Framework

2.2.1   Concept of Women Empowerment

The process of women empowerment according Zubaida (1997) is rooted in women struggled to improve their status globally and in the third world particularly. It is also defined as a strategy that seeks to transform the structure of subordination through changes in legislature, property right and all other institution that reinforces and perpetuate total male domination. Empowerment is about transformation of power relation between men and women in societies at four clear levels which are family, community market and the state. The transformation, through viewed in different levels, include access to and control over resource which are economic social, legal and institutional brings a measurable changes in self-perception and confidence (Akinsanya and Akinsanya 2008).

Empowerment is a means to an end thus incorporating the improvement of the quality of everybody in the society through demographic outcomes. It brings direct improvement on women's right and status in societies. Empowerment can notes provides information, and

exchanges of ideas between developed and developing communities to allow women to participate in decision making to improves the life of people. Women employment is a veritable mechanism to increase women skills and abilities, their control over the resources and decision affecting their lives. The objectives of empowerment in the female perspective are enunciated below by Luns (2011);

1. Creating an environment through positives economic and social police for full development of women to enable them realize their full potential.

2. Enjoyment of all human right and fundamental freedom by women on basis with men in all spheres-political, economic, cultural, and civil

3. Equal access to participation and decision making of women in social, political and economic life of the nation;

4. Equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, security and public office:

5. Changing social attitude and community practice by active women participation and involvement of both men and women;

6. Mainstreaming a gender perspective in the development process.

7. Elimination of discrimination and all form of violence against women and the girl child among other.

As a research it is of paramount important to note that the study of related literature review has enhance and improved my knowledge of women empowerment, impact and effectiveness.

2.3   The Need for Educational Empowerment

Education is the process of imparting and acquiring of knowledge through teaching and learning especially in a school or similar institution (Microsoft Encarta 2008). The World Encyclopeadia (1992), defines education as the ways in which people learn skill and gain knowledge and understanding about the world and about themselves. This knowledge covers the intellectual, social and moral aspect. The way of learning can be Formal, Informal or Non-Formal. In describing the importance of education, Argungu (1995) stated that education is an important means of social mobility and achieving class status, because it enables people to affectively fulfill their roles and responsibilities to themselves.

Enemuo (2001) posits that "an effective and sustainable process of women empowerment must necessarily include the expansion of women's access to educational opportunities, skill acquisition position of authority". Moda (1992) argue that problems have persisted among women for such a long time because most of them have little or no exposure to literacy and education. in a similar tune, Ahmed (1992) emphasized that" the world is undergoing changes on art, science and technology and the extent to which people perceives and actually are sensitized to those changes depends on a number of variables with the greatest catalytic influence on our knowledge about ourselves and our world is literacy" Also, Phiri (1992) opened that " achieving literacy education is the first step to enabling women to take control over their own lives to participate as equals in a society and to free themselves from economic and patriarchal explanation. By the same taken, Correia (2000) argue that providing financial education to battered women will create awareness of control over their financial opportunities and choices Sanders and Schnable (2007) assert that economic education create awareness and control over financial opportunities and choices since economic education aims to increase access to knowledge

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of financial resources and to increase women's self confidence in independently managing and coping with financial problems.

In addition, the need for educational empowerment have been recognized world-wide noting that Nigeria, by 2006 National Census figure, had over forty million (40,000,000) illiterates, of which 60% were women, thereby placing Nigeria among the countries to over half of the world's population as well as to almost half of the world's out-of-school children and two third of the world's illiterates. The population of women in Nigeria was about sixty eight million, three hundred thousand (68,300,000) according to 2006 census report and two-third of them were illiterates. To participate effectively and meaningfully in the development process, they need to be empowered in all ramifications especially in the socio-economic dimension since it is established that a high correlation exists poverty stricken. Illiteracy keeps women marginalized, in this perspective, empowerment is key to reversing this. Women need more access to educational opportunities, skills acquisition and position of authority to be empowered. This is because harmonious and sustainable development requires the participation of all citizens of a nation. There will be no sustainable development when women do not enjoy equal right and opportunities.

Education is a viable instrument in bringing about positive changes in the pattern of life of people (Ndu, 2002). Meena et. al. (2008) assert that training is an essential process of increasing knowledge, changing attitudes, and developing skills through instructions, demonstrations and by other techniques which develop self-confidence in people. Education being a social process is responsible for developing and cultivating various physical, intellectual, aesthetic and moral qualities as well as values in an individual. Azikwe (1992) xxxii opined that education as a catalyst for improvement reduces if not eliminates completely the inhibiting factors on women such as low income, inferior social status, superstition, ill health, dogmatism, early marriage and low level of aspiration.

Creating access to quality formal education gives women a sense of belonging and the individuality will then be projected beside their husbands (Lockhead & Verspoor, 1994). To Garba (1991:131) "women would be unable to contribute to the z and design of development projects in their community if the prevailing rules of human interaction prevent them from being educated". In addition to those views, Ballara (1991) outlined the importance of women literacy in different sectors of life. These include:

(i)   Children school performance: Women spend more time with children than do men; it is through them (women) that children receive their first perception of the world. Initially mothers transmit habits, attitudes, values and knowledge. Women continue to play an important role as educators and the higher the educational level of the mother, the more effectively she is able to transmit the knowledge required for her children to achieve a better quality of life.

(ii)   Improved health: enabling women to develop literacy can effectively contribute to their own and their families' health and wellbeing and by extension to those of their community. Study in several developing countries (e.g. Garikipati, 2008; Meena et. al, 2008) have pointed out that women's education plays an important role in reducing infant mortality, increasing the life expectancy of future generation and improving children rearing and development.

(iii)   Sustainable development: Because women play an important role in the development process, radical measures to increase literacy will enhance their participation in development and at the same time improve their status. Women literacy also increases productivity and self- employment in the informal sector. Increased production in the agricultural sector is also linked to the educational level of rural women.

Acquisition of knowledge is one of the prerequisites of human development. Literacy and post-literacy activities specifically for women increase women participation in sustainable development. Education must be available to all women in order to enhance their economic, political, social and cultural development (Ballara, 1991). Since education enhances a person's self-worth and confidence and also creates an awareness of capacity, women will become more effective in their roles in social activities and take initiatives in the decision-making processes if they are educated. In spite of the efforts made to improve the educational system in Nigeria, the Nigerian educational system remains seriously flawed. According to the report of Women Aid Collective (2008), Nigeria literacy rate is currently 65.7%; 49% of the teaching force is unqualified; there are acute shortages of infrastructures and facilities at all levels, primary, secondary, and tertiary institutions; gender issues and socio-cultural beliefs and practices inhibit access to education and there are wide disparities in the educational standards and learning achievements between men and women (Women Aid Collective, 2008).

In developing countries , according to Action and Aid International (2005), it is estimated that each extra year of education a mother receives reduces her children's mortality rate by an average of 7%-9% better education mothers are more likely to receive antennal care: and their children are less likely to be malnourished. Literacy empowers women and it is the basis for the full promotion and improvement of the status of women. It is the basic tool that should be given to women to fulfill their role as bonafide members of the society (United Nation 1985) in addition studies show that literacy is critical in empowering women in all aspect of their lives. It improves livelihood, leads to a better child management and material health, as well as favours girls access to education. Literacy gives women a voice in their families, political life and on the world stage. It is a first step towards personal freedom and broader property. When women are illiterate, the whole

society gains (Bokava, 2010) to this ends, the import of literacy cannot be over emphasized as it remains the only basic tool for participating on learning of all kind at the various women centers in Kano state.

2.4   Vocational Skills for Women Empowerment

Vocational Skills has evolved in keeping with the changing employment needs of different nation as key pass through various stages in their social economic and political development. Osuala (1993), state that: Any types of education or a training in which a worker participate is vocational. It follows that vocational education or skills is not concerned with work involving mental activities, it is an educational that touches on certain specific subject and more frequently subject confined to the secondary schools level.

The National Policy on Education (NPE 1981) states that, the acquisition of appropriate skills abilities and competence both mental and physical as necessary requirement for the individual to live an d contribute to the development of his/her society and to understand the world around him. And vocational skills acquisition programme is any practical and applies as well as basic experienced for creative thinking. Eze (1987), emphasized the acquisition of skills knowledge and work attitudes as well as the methods for imparting same to students. It is essential to prepare the practically oriented skills teaches in a bid to improve skills and practice. The socio economic aspect of women empowerment deals with the productive (income generating activities) and reproductive (nurturing children and improving family health). Access to education literacy improves the economic empowerment of women especially in a country like Nigeria, where employment depends solely on certificate and degrees. Below are some types of vocational activities.

Hair Styling: Hairstylists are an important part of the health and beauty industry, as they are responsible for cutting and styling clients' hair. They are highly skilled in their ability to handle hair, and also have extensive knowledge of the appropriate products for different hair types. In Nigeria today, hair-stylist are very much in demand. Hair Stylists need specific skills to become successful at cutting and styling hair. These skills may be learned while attending vocational school and while on the job.

Fashion Designing: Style and design go hand in hand. a good designer, you will also be able to effortlessly piece fabrics and garments together to create a stunning end product. Fashion design is a glamorous career – from dressing top models and celebrities to showcasing at fashion shows across the country across to making and selling ready-to-wear clothing for the young and adults.

Good fashion designers don't just need to be able to bring their ideas to life, but they also need to have a good eye for detail. Although there's a lot of pressure that comes with being a fashion designer, it can also be an extremely rewarding and lucrative career choice.

Makeup Artistry: Makeup artistry is a type of vocational skill that brings out the cosmetic "best" in people making them more beautiful and attractive to the eyes. The beauty industry has labeled makeup artistry as a goldmine for self-made women by Forbes. In Nigeria, looking good is good business. There is a boom of makeup artists right now. Many of which are mostly young female fashion enthusiasts. The need for a makeup artists may be seasonal and occasional (majorly on weekends) but its a booming profession for very skillful artists.

Event Planning: Every weekend, hundreds of thousands of Nigerians are attending one event to another, from weddings to child dedication, to house warming or burials. Event

planning is a type of vocational skill that involves a lot of management and supervision. Being an event planner is both a rewarding job and rated to be one of the most stressful in the world.

Electrical Repairs: One thing with household electrical appliances is that anyone regardless of how much they earn can own one, and while some people do not mind replacing their faulty appliances with a new one, most people would prefer to repair their appliances in a bid to save money. Even though this is not a business that requires any sort of formal training before one can start it, having experience from either vocational training or an apprentice program will help you have an edge over your competitors.

Home Cleaning: Starting a home cleaning business is one of the least expensive ways to become a business owner. This is a lucrative business in the urban parts of the country as there will always be homes that need cleaning, and it's a job people are eager to handoff. The skills required to become a professional home cleaner are simple and basic skills that we all pick up in our homes when we were growing up. The only thing to do to distinguish yourself is to be as professional as possible and get the right cleaning equipment to make your life easier.

Arts and Crafts: Art and craft are any of a wide variety of types of work where useful and decorative objects are made completely by hand or by using only simple tools. Arts and crafts describe a wide variety of activities involving making things with one's own hands. Arts and crafts is usually a hobby. Some crafts (art skills) have been practiced for centuries, others are more recent inventions. Common arts and crafts activities required among Nigerians are Painting, Drawing, Weaving, Beading, Sewing, and Shoemaking. Acquiring any of the afore-mentioned arts and crafts skills will set you up an incredible

journey of business as you can easily beautiful art products and sell them to people that like them.

2.5   Justification for Social, Economic and Political Empowerment in Nigeria

According to Okeke (1992) "Economic Empowerment of women will increase the productivity of women and thereby raise the Gross National Product." She also stated that a substantial amount of women's income is spent on family feeding and upkeep. Because of this increase on women's income will reflect positively on the family nutritional status and health standard and thereby raises the life expectancy of Nigeria.

Women and other marginalized social group in any country in the world hinges critically around the question of poverty, power, politics, and control, on Mode (1996) opines that it is the power, policies and system that marginalize, and oppress and impoverish , while they control over these element that empower people everywhere. He stressed further that economic empowerment is a major component of women's total empowerment and liberation. This according to Animode (1996) is "because political, social and cultural empowerments are often wide and incomplete without access and control over resources .It has been established by surveys of poverty profile. that 50% of Nigeria's rural population that accounts for some 70% of the total population live.in poverty and that more than 50% of this crusted poverty is among women''(Animode, 1996) Animode added that national poverty has increased since the mid-1980 and the population of poor women has increased. He added that the number of illiterates in Africa has been rising since the 1980 and most of them are women. for women to be actively involved in politics and governance , then they need to be mobilized for empowerment both educational and economically. Garba (1999) maintains that improving women's economic status by providing them with employment, improving their capacity to be involved in income generating activities, access to land and other credit facilities will have serious positive

impact on their participation in developmental process. People who own and control assets such as land and housing have more economic security and are more likely to take economic risk that leads to growth and receive important economic returns including incomes. Women's role in agricultural development can better be appreciated when one considers the view of Williams (1974) in which he noted that a country like Nigeria which is predominantly agricultural and where the majority of its population is peasants, a high agricultural productivity is indeed a cornerstone in her economic growth and social progress. Studies have also shown that women now form cooperative societies to give strength to their activities. Nigeria NGO report (UNIFEM, 2004), states that women's poverty militate against their ability to enforce their fundamental rights. Consequently women lose their self-esteem and sometimes fall prey to other forms of violence such as trafficking in women. Agriculture is the single largest employer of labour in Nigeria and women face numerous challenges within the agricultural sector including lack of control over land and capital. According to the National Bureau of Statistics, only 10% of land in Nigeria is owned by women, and because of this restricted access to land, female farmers find it more difficult to undertake commercial scale farming. As a result of low income earnings of women, many women and young girls resort to transactional sex which has profound implication for the health of women and young girls and has also helped to fuel the spread of HIV/AIDS and other Sexually Transmitted Diseases (STDs) in the country.

In spite of constitutional guarantee of equal access to education for all, nation-wide campaigns for the enrolment of all school age children and programmes for Mass Adult and Non–Formal Education Women's political empowerment continues to be impede by traditional obstacle to female education the choice of the path of educational training made early in life by young girls under the strong influence of families, peer group e.t.c often closes many opportunities to women and propels them towards the direction of

traditionally socially approved "female careers .This has profound consequences for women role they can actively play. This is the most pervasive type of barriers facing Nigeria women. Tessa black tone commented in Oakley (1976) that "Better educated women are more likely to be politically actives to be employed and likely to avoid situation of conflict" and last but not the least, the relevance of the theory to my research is the fact that women are empower socially, economically and politically so as to be self-employed, self-sufficient and also to be self-reliance.

2.6   Women Development Centers in Nigeria

Development of any human society could hardly be attainable when women's role are not factored in, nor acknowledge and appreciated. This is because, no women form about half the world population (Akubre 2001). She equally maintained that any society, which neglects such a large number of women resources potential cannot achieves any meaningful development. This reality is also articulated in Amicheazi (1991) when he described Africa traditional society women as being hardworking and resourceful in the following words.

They engage themselves in income generating activities of various types such as, processing of the development of any human society is determine by the effort and commitment of its members irrespective of age, sex or class. In the development process everyone is carried along. Contribution of women to national development all over the world and Africa in particular are a global reality. In the pre-colonial era, women were not only equipped with the skill of child rearing and home management but were equally equipped with political, social, economic skill which they acquired through initiation, rituals apprentice and ceremony. in line with the above Mannahein and Stewart (cited in Ojeh, 2007) noted that "Women helped significantly to shape the mental and attitudinal infrastructure of a pre-colonial past" In view of the natural potentials, influence, numerical

strength and indispensability of women in every society, Reference four (4) opined that women need adequate formal education to enable them face challenges of changing global economy. In the same view Onwuka (2008) maintained that "educated women crucial in the development of any nation. Uneducated women are not only a hell on earth, but areal drag on progress.

The importance of women in development has been articulated in the women right document edited by Ezeilo (2008) as in the following line.

> "The empowerment and autonomy of women and improvement of their political, social, economic and health status is essential for the achievement of sustainable development". Similar to the above assertion is a statement incorporated in women advocates research and documentation center (WARD C. 2003), stated that "Without the active participation of women and incorporation of women's perspective in all levels of decision–making, the goal of equality development and peace cannot be achieved".

The human development approach to economic policy as a point of departure, but, recognizing that oppressed people may lack the courage to choose to develop and use their capabilities, it extends the idea of human development to encompass the process of empowerment. Women's empowerment includes:

Acquiring knowledge and understanding of gender relations and ways in which these relations may be changed; developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life; gaining the ability to generate choices and exercise bargaining power; developing the ability to organise and influence the direction of social change to create a more just social and economic order, nationally and internationally.

Acquiring these capabilities requires both a process of self-empowerment, in which women claim time and space to re-examine their own lives critically and collectively, and the creation of an enabling environment for women's empowerment by other social actors, including other civil society organisations, governments and international institutions. It entails both the development of women's own agency and the removal of barriers to the exercise of this agency.

Conventional conceptions of the way in which economies operate offer limited guidance for policies to promote women's empowerment and ways to combine gender justice with economic justice. This because they leave out much of the work that women do, especially the unpaid care work that women do for their families and communities. By the above view point to the fact that exclusion of women in any development indices may lead to no development.

2.7   Challenges Facing Women Empowerment Programmes in Nigeria

Customs and traditions of patriarchal societies serve as great deterrent to women empowerment. Adegoroye and Adegoroye (2008) find out from their study that harmful cultural practices militate against women economic empowerment. Bisika (2008) reports that cultural practices that promote gender-based violence exist and these act of violence are usually directed at women. Briere (2004) identifies socio-cultural factors such as poverty, social inequality and inadequate social support as some of the variables that combine to determine the seriousness of the impact of violence against women. Ibekwe (2007) opines that in some countries, there are some cultural and traditional laws that negate women's rights which in one way or the other promote violence against women. In such countries one may argue that violence against women has been institutionalized. Also, Ebele (2003) explains that in some societies, inherited tradition prevents women from inheriting land both from their fathers or husbands thereby limiting their access to

collateral and productive opportunities. According to Ndom et-al (2008), stereotypes in societies are virtually unavoidable and shared throughout cultures. Societies often innocently create and perpetuate stereotypes that lead to unfair discrimination and persecution when they are unfavorable. They are seen as dangerous beliefs and threats that can prevent individuals from performing at their ability level in a domain that is important to them. Ndom et-al further asserts that, efforts should consciously be made to reduce these beliefs.

Suleiman (2009) describes education as the bedrock for empowerment and the only panacea to women empowerment and gender equality considering the fact that without education, it will be difficult to become genuinely economically empowered and relevant in the society and the world. Education is the most effective strategy for promoting women empowerment (Okeke, 1995).

Akomolafe (2006) conducted a qualitative survey using interview and participatory experience and finds out that low education coupled with cultural discrimination against women is a constraint to women empowerment. Olekulein and Ojo (2006) states that the issue of women education is essential for rural development and the women are not well equipped to contribute their useful quota in the society as a result of illiteracy. Adegoroye and Adegoroye (2008) find out from their study that low literacy level of the rural women denied them access to vital information that can improve their lots economically.

Ebele (2003) opines that education increases the chances of employment for women thereby empowering them economically but unfortunately, equal access to education for girls is still a challenge in Nigeria and Africa. The African patriarchal culture favors the education of males to the detriment of females especially when family resources are limited, because the males propagate and carry on the family name which leads to low

level of education for girls and employment in low paid jobs than males. This is evidenced from the fact that the proportion of females decreases as the level of education increases. The Forum for African Women Educationists (FAWE, 2008) reports that only one (1) girl for every two (2) boys makes it to SS and one (1) girl for every three (3) boys completes secondary education.

Other problems identified by Ebele (2003) that affects women education which is the panacea to economic empowerment are issues of early marriage, free mixing of adolescent males and females in schools etc. However, effort is being made to address these problems through encouraging adult literacy training, pre-entry policy for pregnant school girls and teenage mothers as well as separation of males and females in secondary schools.

Finance is the backbone of any economy and can limit the level of economic activities to an individual, society or country. Adegoroye and Adegoroye (2008) find out from their study that lack of finance and access to loans militate against women economic empowerment. Magaji and Aliyu (2007) also find that credit influences physical autonomy and affects most of the women empowerment indicators significantly. Dunford (2001) cited in Magaji and Aliyu (2007) states that loans with training are found more effective in addressing many socio-economic problems of women especially in developing countries. Furthermore, Malami (2008) identifies lack of proper funding as one of the fundamental problems blocking the chances of women from attaining economic and that if provided, it will assist to empower the economic position of women and consequently reduce the level of poverty.

2.8 An Overview of Kano City Women Center of Kano State Agency for Mass Education

Kano State Agency for mass education was established in 1981. Mandated to educate illiteracy among youth and adults, serve as a source of enlightenment and provide facilities

for continuing education. Their functions is to organise and carry out mass education programme, developed adults and youth the ability to use the skills acquired to enhance their knowledge and understanding of their knowledge and understanding of their social and physical environment in order. To improve their modes of living and their state of well-being.

Also, Develop in adults are like attitude and commitments towards active participation in the transformation of their immediate locality and the nation at large. And promote or undertake any other activity that in the opinion of the Agency is calculated to help achieve the purpose of Agency.

Furthermore, Agency for mass education under it structure is governed by twelve (12) Board Members Executive Secretary, four (4) Heads of Departments, eleven (11) Zonal Offices forty four (44) Area Offices and forty eighty (48) Heads of Women Centers. The Agency has a staff capacity of three hundred and eighty (380) full time and 528 part times. Then, Mass Education Programme were conducted at Basic Literacy, Post Literacy, JSS and SSS levels on women centers and outreach location across the forty four (44) Local Governments in the State. There are also different vocational skills trades specifically for women empowerment organised at the designated women centers. These programmes have enrolled different category of learners and even for persons with special needs.

The Agency as by state government policy implemented a special JSS and SSS science based Non Formal Education programmes exclusively for women in tem (10) selected LGAS to service science education needs women participant in aspiration study medical science related courses at tertiary education levels. The programme was designed to service women at accessible locations. Other outstanding programme is Basic Mass

Communication, a basic course for preparing secondary and higher secondary level grandaunt for journalism profession.

Kano City is an acclaimed and one of the most influential commercial centres in West Africa for many centuries. Kano Municipal Local Government among the six local government areas within the |Kao Metropolitan. It's situated at Kofar Kudu, in the Southern part of the city of Kano. It has an area of 17km^2 and a population of 365,525 (2006 Census). The portal code of the area is 700. Kano City is the capital of Kano State since its creation in the Mid 1960s. It is located on latitude 12°N and Longitude 8.30^{o}E within the semiarid Sudan Savannah zone of West Africa about 840 kilometers edge of the Sahara Desert. Kano has a mean height of about 472.5m above sea level. Kano city, Lagos and Ibadan has expanded over the years and has become arguably the largest populated city in Nigeria followed by with a population of more than four (4) million. It is made up of nine (9) Local government areas. Municipal, Gwale, Dala, Tarauni, Nasasrawa, Fagge, Ungoggo and Kumbotso Kano's most enduring legacy Gidan Rumfa (Emir's Palace). The seat of Kano's prestige sarauta institution (Kingship) built over five hundred (500) years ago is located in the Municipal Local Government Area. The Kano State Government House is located in Nassarawa Local Government Area.

The City Women Centre, was established in the year 1980 and the skills acquisition programmes commenced in the year 1985. It has three (3) offices, seven (7) classes, three (3) administrators, and facilitators for the skills training programmes. Currently it has a total of one thousand and twenty two (1022) participants undergoing the activities at Kano City Women Centre with facilitators and adult learners who are engaged in different activities at the Centre.

2.8.1 Scope of Activities of Kano City Women Centre

The scope of activities in empowering women designed at the City Women Centre, Kano are: Basic Literacy, Post Literacy, Remedial Education, Vocational Education (as Tailoring, Knitting, Embroidery, Embroidery, Beads making work, Local Spices, Dyeing) as the skills learnt at the City Women Centre Kano Alao (1989) cites different training programmes that will bring about improvement in Women's Empowerment. The Centre provides vocational educational skills, training Centres as outreaches where women and young dropout learn various skills, like (Tailoring, soap making, pomade making, room freshener, interior decoration, embroidery, local soap, catering. Knitting, are mainly to solve the problem of proximity.). The outreaches are mainly to sole he problem of proximity.

2.9 Empirical Studies on Women Empowerment

Studies have been conducted on the impact of empowerment and what leads to successful empowerment. In a study conducted by Rahman and Naoroze (2007) on women empowerment through participation in aquaculture in Bangladesh, it was observed, using the multiple regressional analyses, that of the five selected measures of empowerment; access to assets and resources alone was responsible for 59.8% of the variation in overall empowerment. In the study, the multiple regression analysis revealed that only four independent variables were significant predictors of women's empowerment. These were participation in aquaculture, education, extension media contact and training. Participation in aquaculture accounted for 14.9%; education accounted for 9%; extension media contact accounted for 4%; while training accounted for 2.5% of variations in empowerment. A significant relationship was found between women's education and their empowerment and this implies that education enhances women's empowerment both in the family and the society.

Johnson, Worell, and Chandler (2005) conducted a study on the assessment of psychological health and empowerment in women using the Personal Progress Scale Revised (PPS-R). In this study, they observed that empowerment encourages resilience in women, providing them with the necessary resources to cope successfully with stress or trauma and exhibiting fewer symptoms of psychological distress. In this study, a 28 item total score was created for the PPS-R that reflects the overall empowerment which includes: (a) perception of power and competence, (b) self-nurturance and resource access, (c) interpersonal assertiveness (d) awareness of cultural discrimination, (e) expression of anger and confrontation, (f) autonomy and (g) personal strength and social activism. In their study, it was found that higher levels of empowerment predict lower overall distress. Meena, Jain, and Meena (2008) in their study of the measurement of attitude of rural women towards Self Help Groups (SHGs) in Ludhiana, India, observed that Self Help Groups (SHGs) is a powerful tool for socio-economic empowerment of the poor in the rural areas. The result of this empirical study indicates a significant change in attitude of the participant in the areas of socio-economic upliftment, education and training, marketing and entrepreneurship, quality technological adoption and participatory research and banking aspects. They also observed that groups could be used as an effective mechanism for information dissemination, social and mutual learning, institutionalized process of capacity building and empowerment; and sustainable and equitable development. In the area of socio-economic upliftment, the participants indicated that SHGs is a powerful tool for socio-economic upliftment as reflected by the increase in the mean value of their responses from 2.83 before the training to 3.50 after the training.

Furthermore, the researchers found training and education as essential process of increasing knowledge, changing attitudes, and developing skills through instructions and demonstrations and by other techniques which develop confidence among the participants.

Participants in the study reported enhancement of positive thinking, implying that training and education helped them in developing positive attitudes towards empowerment. The mean value of their responses increased from 3.06 before training to 3.73 after training with respect to the statement "education plays a pivotal role in changing the behaviour of individuals" Sanders and Schanabel (2007) observed that the decision to leave an abusive relationship is difficult for women. The barriers limiting women's ability to leave an abusive partner are complicated. Women often remain with or return to abusive partner in large part because they lack the necessary economic empowerment to cope independent of others. In a study by Garikipati (2008) on the impact of lending money to women on household vulnerability and women's empowerment in India, it was found that loans procured by women are often diverted into enhancing household's assets and incomes. The author however, concluded that a woman's lack of co-ownership of family's productive assets results in her disempowerment and therefore suggested that if empowering women is a crucial objective, then the patriarchal hold on productive assets must be challenged.

The study by Hoque and Itohara (2009) evaluated the empowerment of women through participation in the micro credit programme in Bangladesh. In the study, it was found that 58% of the women who participated in the micro credit programme also participated in family decision-making process; 97% of the women have direct contribution in household income compared to those who did not participate in the micro credit programme. This increase in participation was attributed to increase in income from the micro credit facilities that resulted to engagement in small entrepreneurship activities.

2.10   Summary, Literature Review and Uniqueness of the Study
The models described and literature reviewed indicates that women constitutes indispensable group in the development of any nation and women's empowerment creates

a powerful influence on community, family and the nation at large. Thus, women empowerment can be seen as a vital strategy for any development effort. Although some initiatives have been established by government, non-governmental bodies and individual, some factors have constituted constraints to women's involvement in these initiatives. Ignorance of the existence of these initiatives, lack of interest among women and restriction from husbands and other males have denied women access to these initiatives.

The study revealed that income level and educational level have significant relationships with women's empowerment programmes. That preference to boy child education has high effect on educational empowerment of women which has led to their poor participation in development centers. Lasiele further asserts that poor economic bases of women have also affected women's participation in development processes. Thus, to help improve the participation of Kano women in development processes, they should be empowered politically, educational and economically, because politically if women are empowered they can nowhere to cast their vote in order to exercise their right as a citizen. Educationally if women are empowered they can leave with others in peace and harmony and economically if women are empowered they can know how to encounter their lives especially in their matrimonial homes.

One notices that almost all the crisis is fueled by the youths of teen ages. They will have been controlled by their mothers if and only mothers have the economic capability. Thus these women centers are most effective way of solving insolvency. In Nigeria little emphasis has been given to area of women employment and livelihood in general, therefore this study explore this area of neglect.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methodology to be used in carrying out the study. It specifically describes research design, population and sample of the study, population, sample size and sampling procedure, research instrument, procedure for data collection, validation of instrument, method of data collection and method of data analysis.

3.1   Research Design

Survey research design was used to carry out this research. Survey research design is relevant to the study as it is defined as the process of measuring variable or phenomena by asking people questions and examine the relationship among the phenomena. According (Warth in 2009) survey research design is used to describe existing characteristics of an event or situation. It allows researcher to select sample of respondents from the population also, (Fajonyomi 2003) survey is used for description and explanatory purposes and it entail seeking information for something about event, issues and relationship concerning a larger group known as population.

The choice of the design is in line with Busha and Harter (1995) and Fajonyomi (2003) thought that the design allows the researcher to gather information without undertaking complete enumeration but to gather information form broader group known as sample and make generalization.

This research design entails to collect information about the programme run by the City Women Centre of Kano State agency for Mass Education for a group of participants.

3.2   Population and Sample of the Study

3.2.1   Population of the study

The population of this study comprises the participants of Kano City Women Centre, which is one thousand one hundred and four (1104) as at 2017/2018 session. The figure was obtained from the Kano State Agency for Mass Education (KSAME 2017) (see Appendix C). See table 3.1 for the distribution of the population by programmes.

Table 3.1 Population Distribution as at December, (2017)

S/N	Programmes	Population
1.	Basic Literacy	80
2.	Post Literacy	72
3.	Vocational Education	392
4.	Remedial education	560
	TOTAL	**1104**

3.2.2   Sample size and Sampling Procedure

The sample size for the study is two hundred and eighty five (285) of the population in the Kano City Women Centre of the Kano Metropolis, Kano State. On the procedure for selection of the sample a stratified proportionate sampling techniquewas used to obtain the required sample size. Sampling procedure that the population of 1022 should be 285 as a sample.

Table 3.2 Population Distribution as at December, (2017)

S/N	Programmes	Population
1	Basic Literacy	53
2	Post Literacy	62
3	Vocational	50
4	Remedial education	120
	TOTAL	**285**

3.3 Research Instrument

Participant questionnaire tittled Women Empowerment Questionnaire (WEQ) was used as the reseach instrument Because all the respondents are literate enough to read write and understand the items therein it is a close ended questionnaire. The instrument used for data collection in this study was designed by the researcher. The questionnaire has two sections A and B, section A, deal with the demographic characteristics of the participant while the second section B, examines variables of the activities on Kano City Women Centre in empowering women in Kano Metropolis, Kano State.

The questionnaire consisted of close ended items. Questionnaire is used as a tool for data collection in this study because it helps in generating qualitative data for research work and that clarification would be made on items that required clarity and more, the respondent would feel free to express their opinion. The questionnaire has multiple choice answers.

3.3.1 Procedure for Data Collection

The researcher collected an introduction letter from the Department of Adult Education and Community Service Nayero University, Kano. The letter of introduction was taken to Kano City Women Centre in Kano Metropolis, Kano State, so as to secure the consent of the organisation. The researcher, with the help of trained research assistant, administered the questionnaire to the respondents in the City Women Centre of Kano Metropolis. Forty to fifty minutes were given for the respondents to fill the questionnaire after which the Research Assistant collected the filled questionnaire and returned them. The exercise lasted for two weeks.

3.4   Validation of Instrument

3.4.1   Validity

The Questionaire design for the conduct of this study was given to the supervisor and experts from the Department of Education in Bayero University, Kano for content validity test in relation to the research objectives. Parts of the comment of the validation is that my name and registration number should be written, marital status should be ask to the respondent and the instrument should be translated into Hausa to enable the respondents understand the questions and respond appropriately. All the Corrections and observations made by the supervisor and the experts in the profession were incorporated into the final version of the instrument before used.

3.5   Method of Data Collection.

The researcher collected introductory letter from the office of the Head of Department of Adult Education and Community Services, Bayero University, Kano which is submitted to the principal of the Kano City Women Centre, for her permission and approval to conduct the research. However, the researcher conducted the data collection with the use of simple random sampling with the help of two research assistants, who were adequately trained on content, language and technical knowledge for data collection.

3.6   Method of Data Analysis

Data collected were analyzed using percentage and frequency counts. This aid in showing the differences and similarities that exist in the responses, opinions and brief across respondents and variables measured in conformity with the research questions.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

This chapter presents the outcome of analysis of data collected from the field, summary of findings and discussion of finding of the study.

4.1   Data Analysis and Interpretation of Research Questions

The analysis of data collected in the study area was based on the data collected from the copies of questionnaires distributed to two hundred and eighty five (285) respondents that is, Female adult learners on different programmes at the Centre such as basic literacy, post literacy, vocational as well as remedial education.

4.1.1   Research Question One

What are the scope and activities for women in the Kano city women centre of Kano metropolis, Kano State?

Research question one was answered using frequency with percentage and result presented in table 4.1 below:

Table 4.1.1   Scope of Activities at Kano City Women Centre

S/N	VARIABLES	RESPONSE	F	%
1.	Scope of educational Activities for Women at the Centre	Basic Literacy	53	19%
		Post Literacy	62	21%
		Vocational	50	18%
		Remedial	120	42%
			285	**100%**
2.	Scope of Vocational Activities for Women at the Centre	Tailoring	60	21%
		Knitting	57	20%
		Beads making	35	12%
		Interior Decoration	42	15%
		Pomade making	43	15%
		Education	48	17%
			285	**100%**

Table 4.2.1 show the scope of activities at the City Women Centre. Result shows that based on the educational activities of the center, 53 respondents representing 19% of the total respondents are enrolled in Basic Literacy classes. 62 (21%) respondents are enrolled in Post Literacy classes while 50 (18%) respondents are enrolled in vocational classes and 120 (42%) are enrolled in Remedial classes.

This in the scope of activities remedial has a large number of enrolls since it comprises of the six class from remedial i.e. JSS one (1) to SS three (3) classes, but most of these adults learners attend a vocational activities such as Tailoring, Knitting, Beads making in order to be self sufficient and self reliance. In remedial classes if you have interest on those activities mentioned above, you are free to join after following the procedures.

Result further shows the scope of activities available at the centre, the tailoring has (60) respondents, which is equivalent to (21%), knitting section has (57), which is (20%) while Beads making (35) that is (12%) the interior decoration has (42) which is (15%), pomade making (43), equivalent to (15%) and education (48) equivalent to (17%) as it shown in the table above, there are two hundred and eighty five (285) respondents, which composed a total of 100%.

4.1.2 Research Question Two
What are the rate of enrollment and completion for women in the Kano city women centre of Kano metropolis, Kano State?

Data used in answering this question was obtained from the enrollment and completion data from the centre .

Research question was answered and result presented in table 4.1.2.

Table 4.1.2   The rate of enrollment and completion at Kano City Women Centre of Kano metropolis, Kano state

PROGRAM	2015/2016					2016/2017				
	ENROLLMENT		COMPLETION		% COMPLETION	ENROLLMENT		COMPLETION		% COMPLETION
	N	%	N	%		N	%	N	%	
Basic literacy	65	9.5	55	9.0	84.6	74	11	65	10	87.8
Post literacy	60	8.9	52	10.0	56.6	68	10	60	10	88.2
Remedial JSS1	80	11.7	75	13.0	93.7	95	14	83	14	87.3
Remedial JSS2	85	12.5	65	11.0	76.4	80	11	85	14	100
Remedial JSS3	85	12.5	72	12.0	84.7	80	11	68	12	85
SS1	97	4.14	83	14.0	85.6	95	14	75	13	78.9
SS2	90	13.2	87	15.0	96.7	90	13	68	11	75.5
SS3	120	17.7	95	16.0	79.2	113	16	90	15	79.6

Source: Kano State Agency for Mass Education (KSAME, 2017).

Table 4.1.2 shows the enrollment of women as at 2015/2016 indicates that the basic literacy enrolment as (65) which is (9.5%) then completion (55) is (9.0%). Post literacy enrolment has (60) which is (8.9%) for the completion has (52) equivalent to (10.0%), Remedial JSS 1 has (80) which is (11.7%) and for the completion (75), which is (13.0%), while Remedial JSS 2 (85) is (12.5%) the completion (65) which is (11.0%), Remedial JSS 3 has (85) is (12.5%) while completion (72) which is (12.0%).

Also, Remedial SS1 has the total of (907) of enrollment is (14%) and completion has (83) which is (14.0%) SS 2 Remedial enrollment number (90) is equivalent to (13.2%) and completion is (87) which is (15.0%) and SS 3 Remedial has (120) equivalent to (17.7%) and completion is (95) equivalent to (16.0%).

Thus, as at 2016/2017 basic literacy enrollment is (74), which is equivalent to (11%) then completion (65) is (10%) post literacy enrollment (68) equivalent to (10%), remedial JSS 1 (95) is (14%) for the enrollment, then completion (83), which is equivalent to (14%). JSS 2 enrollment is (80), equivalent to (11%) and the completion is (85) is (14%) JSS 3

enrollment is (80) equivalent to (11%) and completion is (68). SS 1 enrollment has (95), which is equivalent to (14%).   Completion (75) is (13%). SS 2 enrollment has (90) equivalent to (13%), the completion of (68) is equivalent to (11%)   SS 2 enrollment and SS 3 enrollment (11) which is (16%) then completion (90) equivalent to (16%), thus the grand total of enrollment as at 2016/2017 is (695) for the completion (594) of women at the Kano City Women Center of Kano Metropolis Kano State for the two session. Thus, the grant total of enrolment as at 2015/2016 is six hundred and eighty two (682) and for the completion has five hundred and eighty four (584) and for the 2016/2017 the enrolment

This shows that there is an improvement on the enrolment between the 2015/2016 to 2016/2017 likewise the completion number is also different compared to 2015/2016 there is slight changes.

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4.1.3   Research Question Three

What are the challenges faced in the delivery of the instruction at the city women centre of Kano metropolis?

Research Question Three (3) was answered and result presented in table 4.1.3

Table 4.1.3   Respondents Response on the Challenges of Instruction

SN	VARIABLE	RESPONSE	FREQUENCY	%
1.	Challenge faced in the delivery instruction are	(a) Inadequate facilities	23	8%
		(b) Poor government support	48	17
		(c) Poor community support	80	28
		(d) Inadequate funding	65	23
		(e) Lack of awareness on the programme	49	17
		(f) High level of literacy among the members of the society	20	7
Total			**285**	**100%**

Table 4.1.3 shows that the challenges faced in the delivery of instruction at the centre are inadequate facilities which has twenty three (8%) respondents, the poor government support has forty eight respondents which is equivalent to 17% and poor community support has forty eight respondents which is equivalent to 28%, lack of proper funding has sixty five respondents which is equivalent to 23% while lack of awareness on the programme has forty nine respondents which is equivalent to 17%, high level of illiteracy among the member of the society has twenty respondents which is equivalent to 7% as shown above in the table 4.1.3.

4.2 Summary of Findings

From the preceding analyses of data, the following are deduced:

i.   The scope of activities for women in Kano City Women Centre in Kano Metropolis, Kano State are; tailoring, knitting, beads making, interior decoration for pomade making, education are activities learnt at the centre.

ii. Result shows a significant increase in enrolment for basic literacy, post literacy, remedial class JSS1 and SSI in the 2016/2017 session.

iii. The challenges faced in the delivery of the instruction government are; inadequate facilities, poor government support, poor community support, inadequate funding, lack of awareness of the programme, high level of illiteracy among the members of the society

4.3 Discussion of Findings

Findings from the research show that the scope of activities for women empowerment programme in the Kano City Women Centre of Kano Metropolis in Kano State are; tailoring, knitting, beads making, interior decoration for pomade making, education.

Result shows that under the scope of educational activities at the City Women Centre Basic Literacy has (53) respondents equivalent to (19%) and Post Literacy has (62) respondents that is (21%), while vocational has (50) which is (18%) and Remedial has (120) that is (42%). This in the scope of activities remedial has a large number of enrollees since it comprises of the six class from remedial i.e. JSS one (1) to SS three (3) classes, but most of these adults learners attend a vocational activities such as Tailoring, Knitting, Beads making in order to be self sufficient and self reliance. In remedial classes if you have interest on those activities mentioned above, you are free to join after following the procedures. The findings is in line with the findings of Rahman and Naoroze (2007) on women empowerment through participation in aquaculture in Bangladesh who in their study found that women women with higher educational qualification are more active in vocational activities than women with lower academic qualifications. This is also evident in the works of Oakley (1976) that better educated women are more likely to be politically active to be employed and likely to avoid situations of conflict also, Eze (1987), emphasized the acquisition of skills knowledge and work for impact same to students.

The second finding shows that enrolment for higher literacy class increases for the years under review. Basic literacy and post literacy, classes has a significant increase in enrolment of women with basic literacy increasing from 9.5% enrolment in 2015/2016 session to 11% enrolment in 2016/2017 session. Similarly, enrolment increased from 8.9% to 10% for the post literacy class for the period under review. This signifies that women are becoming more active and more enlightened and also eager to learn. This supports the submission of Ward (2003) who stated that without the active participation of women and incorporation of women's perspective in all levels of decision making, the goal of equality development and peace cannot be achieved. Therefore, women need to be enlightened in order to join educational centre for the better life. Similarly, the result is in support of the

submission of Johnson, Worell, and Chandler (2005) who conducted a study on the assessment of psychological health and empowerment in women, they observed that empowerment encourages resilience in women, providing them with the necessary resources to cope successfully with stress or trauma and exhibiting fewer symptoms of psychological distress.

Furthermore, the finding of this research work which is related to the challenges faced in the delivery of the instruction for women at the Kano City Women Centre of Kano Metropolis, Kano State revealed that; inadequate facilities, poor government support, poor community support, inadequate funding, lack of awareness of the programme, high level of illiteracy among the members of the society were highlighted as the challenges. Similar result was obtained by Malami (2008) who identified lack of proper funding as one of the fundamental problems blocking the chances of women from attaining economic empowerment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusion based on the study's findings and recommendation for improvement on the activities of Kano City Women Centre in empowering women in Kano metropolis.

5.1   Summary

Chapter one contains the background to the study, objectives of the study and statement of the problem, research question, significance of the study, scope and limitation of the study and operational definition of terms.

Chapter two deals with the review of the related literature that is the conceptual structure into a discussion of the research topic which is the study reviews the major highlights of the study such as women empowerment, the need for educational empowerment, vocational skills for women empowerment, justification for social, economic and political empowerment in Nigeria, women development centre in Nigeria, an appraisal of women empowerment programmes in Nigeria, challenges facing women empowerment programmes in Nigeria an overview of Kano city women centre of Kano state agency for mass education, scope of activities, empowered studies on women empowerment.

In chapter three, the rsesearch methodology was discussed that is the research design, population and sample, sample size and sampling procedure for data collection, validity of the instrument, rehabilitee of the instrument, method of data analysis and the data collection instrument (Questionnaire method).

Chapter four captured the analysis and interpretation of research question. It specially addressed. The issue of various variables such as the scope of activities for women in Kano city women centre, rate of enrollment and completion delivery of instructions.

Chapter five comprises of the summary of the main findings as discussed in the analysis and interpretation of the research question which is scope, enrollment and completion skills learnt, delivery strategies with their various percentage rates.

conclusion captured the collated rates of the respondents responses of the questionnaire that gives the positive responses with the statements and those that respond negatively, while the recommendation was centered on the ideas of the ability to work with hands rather than mind, which is anchored on four things. Provision of well-trained skilled personnel on scope of activities for women empowerment programme, to have effective enrollment and completion, delivery of instructions relevant to the needs of the learners.

5.2   Conclusion

The result findings of the study indicated that an appraised of the programme adapted by women participants in the study area sounds very important especially in the tailoring section which had the highest number of enrollees or participants/trainers. All of the programmes provided seems to be popular and enjoy patronage. However, some of the programme in the centre confronted some challenges especially the lack of getting the support of the community.

From the findings, majority of the adult learners gave various problems that they have encountered and are continue going through, which comprises of poor government support, poor community support, lack of proper funding, lack of awareness on the programme that made some of the adult learners to continue with the programme at the centre. Though, some made it clear that, as part of challenges faced by women in the utilisation of the skills learnt lack of financial support was the most commonest reasons mentioned which play a significant role that most of the adult respond. Also, inadequate

support to graduate some made it clear that as a result of distance because of the change of environment or coming up husband some parents or guardians stopped them from going to attend the programme from centre and that issue affects them seriously which lead them not to graduate from the women center. Then poverty is also another issue, which the respondents talk a lot about that affect their affairs on attending the programme at the centre.

Furthermore, some of women attending the women centre gave reasons of illness especially old aged that affect their programmes not to run smoothly on trying to achieved their aims. Therefore, this project was found to be very reliable and effective on the field of job. This project was found to be very reliable and effective in the field of job opportunities and self-reliance. It improves the life status of living of a family on the sense that a women involve in the skill acquisition shall improve the lots of the family as the skills taught relevance to the needs of the learners. It improves production and increase income as well as services.

5.3   Recommendations

The study recommends as follows:

1.   Giving the high rate of enrollment of women at the city center, it is recommended that more centers should be established by the government. Government and NGOs should also support the center with some necessary tools or equipment that will help the management in running the activities or programme at the centre.

2.   There is need for the Kano state agency for mass education, governmental organization and donor agencies to provide adequate support in terms of funding, material and facilities that will facilitate learning among the women. The

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community should also support the centre by providing conducive atmosphere and allowing their women to enroll in the centre.

3. The scope of activities for empowering women i.e tailoring, knitting, bead making, interior decoration, pomade making needs urgent attention of the Kano state government in collaboration with the agency for mass education, non-governmental organization, international donor organization, other stake holders and the community to create an enabling and conducive environment, transportation and possible ways of sustaining the programme to improve the standard of women training center for developmental progress in the society.

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APPENDIX A

WOMEN EMPOWERMENT QUESTIONNAIRE (WEQ)

Dear Respondent,

I am a Postgraduate Student in the Department of Adult Education and Community Services of Bayero University, Kano undertaking a research on the "***An Appraisal of the Activities of Kano City Women Centre in Empowering Women in Kano Metropolis, Kano State***". Below are list of questions drawn to find out relevant facts on the research topic. You are please requested to tick the appropriate as otherwise provided in the relevant questions.

I am soliciting your support and assistance by way of honest responses to the questionnaire that will be presented to you. All your response will be handled with strict confidentiality and will not be used for any other purpose than the research work.

Name: Fatima Suleiman Salisu

Reg No. SPS/15/MAD/00026

SECTION A

DEMOGRAPHIC CHARACTERISTIC OF THE RESPONDENTS

1.   Sex
   a. Male
   b. Female

2.   Age
   a. 20 – 25
   b. 26 – 30
   c. 31 – 40
   d. 41 – Above

3.   Occupation
   a. House Wife
   b. Student
   c. Civil Servant

4.   Education Background
        a. Primary School
        b. Secondary School
        c. Islamic School

5.   Marital status
         a. single
        b. Married

SECTION "B"

1. Which activity do you engage in the center?
    a. Basic literacy
    b. Post literacy
    c. vocational Education
    d. Remedial Education

2.   What are the scopes of vocational activities of women empowerment in your centre?
        a.   Tailoring
        b.   Knitting
        c.   Bead making
        d.   Interior decoration
        e.   Pomade making
        f.   Education

3.   Are the skills learnt relevant to your needs?
        a.   Relevant
        b.   Irrelevant

4.   If the skill learnt are relevant how does the skill satisfy your needs?
        a.   It makes me self-reliance
        b.   It increase my income
        c.   Makes me more skillful
        d.   It improve my ability to work in team
        e.   Build my capacity
        f.   Create employment
        g.   Others.

5. What are the challenge faced in the delivery of the instruction?
    a. inadequate facilities
    b. Poor government support
    c. Poor community Support
    d. Lack of proper foundering
    e. lack of awareness on the programme
    f. High level of illiteracy among? The members of the societies

Zuwa ga masu amsa tambayoyi,

Ni daliba ce da nake yin digiri mai zurfi a Jami'ar Bayero ta Kano, sashen tsangayar ilimi, sashen ilimin manya da ayyukan kai da kai. Ina gudanar da bincike akan "kalailaice ayyukan cibiyar harkokin mata ta birnin Kano dangane bayar da tallafi ga mata a jihar kano. Jere a kasa tambayoyi ne dangane da gano ingancin batu na wannan bincike.

Ana so ka yi hukunci akan tambayoyi ta amfani da wannan alama (√)

Ina neman goyon bayanka/hadin kan ka don yin kyakkyawan adalci, akan tambayoyin, ina tabbatar maka da cewa za a yi amfani da hukuncin ka/ra'ayin ka a wannan bincike ne kawai, ba a wani al'amari ba.

Sunana: Fatima Suleiman Salisu
Lambar Makaranta: SPS/15/MAD/00026

SASHE NA A

Siffofin masu amsa tambayoyi

1.   Jinsi

    a)   Namiji   [   ]

    b)   Na mace   [   ]

2.   Adadin shekara

    a)   20 – 25   [   ]

    b)   26 – 30   [   ]

    c)   31 – 40   [   ]

    d)   41 zuwa sama [   ]

3.   Sana'a

    a)   Matar aure   [   ]

    b)   Daliba   [   ]

    c)   Ma'aikaciya   [   ]

4.   Matsayin ilimi

    a)   Firamare   [   ]

    b)   Sakandire   [   ]

    c)   Ilimin islamiyya   [   ]

5.   Matsayin na dangane da aure ko rashinsa.

    a)   Ina da aure   [   ]

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b)   Bani da aure   [   ]

1.   Matakin karatun da nake yi a cibiyar mata

a)   Matakin karatu na farko   [   ]

b)   Matakin karatu na sama da na farko [   ]

c)   Koyon sana'o'i   [   ]

d)   Karatun gyaran ilimin baya   [   ]

2.   Wadannane aikace-aikace ake yi a cibiyar don tallafawa mata?

a)   Dinki   [   ]

b)   Saka   [   ]

c)   Koyar da kayan yari   [   ]

d)   Koyar da adon cikin gida   [   ]

e)   Koyarda man shafawa   [   ]

f)   Koyarda karatu   [   ]

3.   Abinda ake koyarwa ya yi dai-dai da abinda kike so/bukata

a)   Yayi daidai da bukata ta   [   ]

b)   Bai yi daida da bukata ta ba   [   ]

4.   Idan abinda ake koyarda a cibiyar mata ya yi dai-dai da bukatarki, ta yaya hakan ke biyan bukatarki

a)   Ya sani na zama mai dogaro da kaina   [   ]

b)   Ya habaka samuna   [   ]

c)   Ya sani na kara samun kwarewa   [   ]

d)   Ya sani na koyi yin aiki tare da wadansu   [   ]

e)   Ya kara min hazakar aiwatar da bubuwa [   ]

f)   Ya haifar da ayyukan yi   [   ]

g)   Da sauransu   [   ]

5.   Wadanne kalubale ake fuskanta yayin koyarwa/gabatar da darussa a cibiyar?

a)   Karancin kayyayakin koyarwa   [   ]

b)   Rashin samun tallabi daga gwamnati [   ]

c)   Rashin samun tallafi daga al'umma   [   ]

d)   Rashin samun isassun kudi na yin wannan al'amari [   ]

e)   Rashin wayar da kan al'umma dangane da ayyukan cibiyar [   ]

f)   Yawaitar wadanda ba su yi karatu ba a cikin al'umma   [   ]

6.

APPENDIX B:

TABLE FOR DETERMINING RANDOM SAMPLE SIZE FROM A GIVEN POPULATION
(Confidence level 95%; Margin of error + or - 5%)
(N = Population, S = Sample)

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	308
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	100,000	**384**
				1,000,000	**384**
				10,000,000	**384**

Source: Kreicie, R. V. & Morgan, D. W. (2006) "Determining Sample for Research Activities" <u>Educational and Psychological Measurement</u>, obtained from http//www.fns.usda.gov accessed on 13 / 8 / 2010

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