THE IMPACT OF THE PROGAMME OF WOMEN EDUCATION CENTRES ON ECONOMIC STATUS OF RURAL WOMEN IN BAUCHI AND GOMBE STATES

BY

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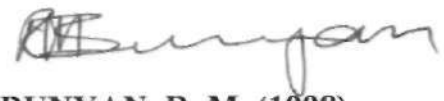
A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN HOME ECONOMICS EDUCATION

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DECLARATION

I, Bunyan, R. Maigari hereby declare that this thesis is my own hand work carried out under the supervision of Dr. (Mrs.) M. C. Yaroson of the Federal College of Education Zaria and Dr. P. O. Nkeonye of the Department of Textile Science and Technology, Ahmadu Bello University, Zaria. This work has not been presented in any previous application for higher degree. The work of other investigators were clearly indicated and acknowledged. References are given for any unpublished work quoted.



BUNYAN, R. M. (1998)

CERTIFICATION

This thesis titled "The Impact Of The Programme Of Women Education Centres On Economic Status Of Rural Women In Bauchi And Gombe States" written by **Rose Maigari Bunyan (Mrs.)** meets the regulations governing the award of Master of Education (Home Economics Education) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to women activists who are struggling for the economic independence of women wherever they may be. Also, it is dedicated to all who are interested and actively involved in the economic progress of rural women.

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I am grateful to Dr. (Mrs) M. C. Yaroson for her wonderful and sisterly patience with me throughout the period of this work, especially her meticulous supervision in the correction of this project.

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ABSTRACT

The purpose of this study was to assess the impact of the programme of women education centres on economic status of rural women in Bauchi and Gombe States. The objectives of the study are:

1) To find out the difference in the economic status of rural women before and after training at the women education centres.

2) To find out the opinions of graduates and staff of the centres and the general public where the centres are located concerning the obstacles facing the training of women at the centres.

3) To find out the expressed opinions of people concerning the improved economic status of rural women after training at the centres.

A survey design was employed. The information was obtained by means of formulated and pretested questionnaire from 97 graduates and 80 staff of the women education centres and 206 members of the community where the centres selected are located. The questionnaire sought information on the objectives and the hypotheses of the study. Three null hypotheses were formulated and tested and these are:

There is no significant difference in the economic status of women before and after training at the women education centres.

There is no significant difference in the opinions of graduates and staff of the centres and the community where the centres are sited concerning the obstacles facing the training of women at the centres.

There is no significant difference in the opinions of graduates and staff of the centres and the community concerning the achievement of the objectives of the programme of women education centres.

The data collected were analysed by means of frequency distribution and percentages, T-test and analysis of variance. The hypotheses were tested at the significant level of 0.05%.

The results of the findings of this study revealed that there is significant difference in the economic status of women before and after training. This was indicated in the increased earnings of the graduates of the centres. The null hypothesis was rejected.

The second null hypothesis which states that there is no significant difference in the opinions of the graduates and staff of the centres and the community concerning the obstacles facing the training of women at the centres was retained.

The third null hypothesis which states that there is no significant difference in the opinions of the graduates and staff of the centres and the community concerning the achievements of objectives of the centres was also retained. Though the respondents were aware of the difficulties of traditional and religious positions of women in acquiring economic status, the majority tended to support the training of women in economic skills for maximum benefits. And for the achievements of objectives of the centres the findings revealed that majority of respondents agreed that they are being achieved but that there was need for modification of the courses offered at the centres.

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OPERATIONAL DEFINITION OF TERMS

The terms below are defined according to the way they are used in this study.

1)	Impact	-	strong and deeper effects of the training received at the women education centres.
2)	Women Education Centre	-	government institutions established for the training of illiterate and semi - illiterate women in Basic education and vacations.
3)	Graduates	-	students of women education centres who had spent the number of years required to complete a training programme and have sat for the final examination and passed.
4)	Community	-	people living in the area of study, a part from staff and graduates of women education centres
5)	Achievement(s)	-	attainment course of study completed as a result of training

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The economic position of women has become a matter of concern. In the news papers, radio and television houses women issues rank high on the programmes in relation to their disadvantaged position in society and how to remedy it. Women education centres came about as one of the remedies to poor education of women and its accompanying low economic status.

Traditionally, women have been considered as "second class citizens" in society. Women were supposed not to be seen or heard outside their homes. In the home, women were under the directives of men (husbands). Almost all the things women needed reach them through men. Women were made to feel inferior in society. Even the women themselves did not realise their full potential in the development of the family. A woman, no matter how old, was theoretically a perpetual minor - always subject to control by father/husband or some male guardian. As a result, old fashioned propriety has usually shaken its head in shocked protest when a woman demanded new privileges - be it higher or professional education, earning their own living outside the home or competing in business or in professions on equal basis with men (Christian Women Mirror, September, 1996 Vol. 3, No. 1). Women and girls would rather stay at home and keep the home while the boys go to school. For these reasons and many more, women had poor economic placement in the society. Women tend to be less educated than men, they work more h ours and are paid less.

Today, the case is different. Babangida (1988) stated, indeed the present day role of women in society has evolved beyond what it used to be in the past. She

further explained that this evolution, therefore, underscores the importance of sound education for our girls and women. In addition, she stated that while it is true that there has been no deliberate policy to deny our girls and women access to education, there certainly exists some amount of prejudice resulting from the social economic and cultural set up in all our communities which put our women at a disadvantage. Inspite of this, there are women education programmes established and many are still in the making (Family Support Basic Education, 1998).

However, the gap created between the education of men and women in the past has affected the positions of women economically, worldwide. World Bank (1995) reported that gender equality is not only a matter of social justice, but also of good economics. In Nigeria, today, the process of development and its social economic changes have resulted in changing roles of women as wives and mothers. The effective performance of these new roles requires that women be adequately prepared through education and training (William, 1989).

Furthermore, researches have shown that the education of women and their equal participation in family resources and decision making lead to fewer, healthier and better educated children (William, 1989). What is more, if a nation has a healthier and better educated children? This means brighter future for the nation. But in spite of the rapid expansion of educational programmes in Nigeria, many problems have gone against the access of women to education. For example, the son preference in our society, early marriages for girls, religious injunctions on women, separate schools and school equipment for girls, lack of proper equipment and the insufficient qualified teachers to teach the women and many more of such problems are detrimental to the education of women.

These problems have led to lower female enrollment rates at all educational levels and lower achievements in educational activities. Researches have shown that

there are nine hundred and sixty million illiterate adults in the world of whom two thirds are women (UNICEF, 1995). It is, therefore, evident that women are disadvantaged. This situation creates insufficiencies and lowers the potential well being of society. World Bank (1995) reported that the social and economic losses are great when women are denied access to basic education and health care. It is common knowledge that education is the basis for all human development today and good health is a pre-requisite for good living and these put together improve good economic status.

In realisation of this fact, government have recognised that basic education is central to development. Therefore, the enrollment rates of females have been increasing at every level of education, according to findings reported in National Report on Basic Education (1993). However, the gap in education between males and females has not closed: there are more illiterate females than males in Nigeria. Many of the illiterate women live in the rural areas. The Secretary General for Women Development in Africa as stated in Women Forum (1994), emphasised that lives in the villages need to be changed. In 1986, the Better Life Programme (BLP) initiated by Maryam Babangida in Nigeria was expected to bring about changes in the educational and economic status of rural women. The programme was tagged "Better Life for Rural Women". Women education centres were established for the education of disadvantaged rural women. Findings have shown that in 1992 there were 210 women education centres in Nigeria (National Report on Education, 1993). It is expected that by the year 2,000, each Local Government Area in the country will have at least one women education centre. Basically, this is aimed at improving female education and economic rates. Even, with the number of women education centres in 1992 and the expected number by the year 2000, these centres could not be considered as adequate for the number of illiterate women in Nigeria.

In the Women Education Centres, skills are taught to improve self-reliance and enhance the economic well-being of the Nigerian women (Blueprint, 1989). The skills taught include, among others, cookery, farming, tie and dye, baking, knitting, soap-making, and above all improvement upon the traditional or indigenous skills found among the rural dwellers involved. These are some of the basic activities expected by Government from these centres when the idea of establishing women education centres was conceived.

Bauchi and Gombe states are among the beneficiaries of women education centres. As at the time of this write-up there were eight women education centres in the states. This study is undertaken to find out how adequate these women education centres are in catering for all the illiterate women in Bauchi and Gombe states, with a view to enhancing their economic status. Also the study intends to find out how much impact has been made by these women education centres in uplifting the economic status of women in the two states.

1.2 Statement of the Problem

Education is the bedrock of every nation. A developed nation is one that has educated individuals in a greater number. In addition (William (1986) stated that education performs a major role in equipping the individual with the knowledge and skills which help to transform the economy.

The programme of the women education centres was planned and the centres were established in Nigeria to enhance the economic status of rural women who are found to be economically disadvantaged. The establishment of these centres is as good as evaluating the programmes of the centres' activities. Meller (1989) stated that educators recognise the value of evaluation of educational programmes but few ever take the pains of going into it.

Despite the fact that women education centres in Bauchi and Gombe states have been training women over the years on vocational skills, little is known about the education they received in terms of utilization of the skills acquired at these centres. The little that is known about the women education centres is undocumented.

This study therefore, investigates the impact of the programme of women education centres on economic status of rural women in Bauchi and Gombe states.

1.3 Objectives of the study

1. To find out the difference in the economic status of rural women before and after training at the women education centres.
2. To find out the level of utilization of the skills acquired at the women education centres by women as it affects their economic status.
3. To find out obstacles facing the training of women at the women education centres.
4. To find out the opinions of the staff and graduates of the centres and the general public where the centres are located concerning the improved economic status of rural women after training at the Women Education Centres.

1.4 Research Questions

1. What is the difference in the economic status of women before and after receiving training at the Women Education Centres?.
2. What is the level of utilization of the skills acquired by women at the Women Education Centres in improving their economic status?
3. What are the obstacles facing the training of women at the Women Education Centres?.

4. What do members of staff perceive as benefits acquired by graduates of Women Education Centres?
5. What does the community dwellers perceive as benefits acquired by women from women education centres concerning the improvement of their economic status?

1.5 Hypotheses

1. There is no significant difference between the economic status of women before and after being trained at the Women Education Centres.
2. There is no significant difference between the opinions of graduates, staff and the community dwellers concerning the achievement of objectives of women education centres.
3. There is no significant difference in the opinions of graduates, staff and the community dwellers concerning the obstacles facing the training of women at the women education centres.

1.6 Significance of the study

The purpose of this study is to seek information concerning the economic status of women from women education centres. This study is important in a number of ways. First, by determining the difference in economic status of rural women before and after training at the women education centres. This study will be able to ascertain the impact of the education and training received by rural women at the women education centres as indicated by increased income and prestige among members of the community.

Secondly, by finding out the level of utilization of the skills acquired at the women education centres by women in relation to their economic status. This study will be able to highlight the usefulness of the training received in enhancing their economic status in their community. This findings will be useful to the ministry of Education Bauchi and Gombe states in supporting the centres.

Thirdly, the identification of the obstacles facing the training of women at the women education centres will be useful to ministry of education officials, Local Government Education Authorities, teachers at the women education centres and other government officials to find solutions to the problems of training women at the centres.

In addition, the study was conducted to find out the opinions of staff and graduates of the centres and the general public where the centres are located concerning the improved economic status of rural women at the women education centres. This helps in programme organisation and curriculum planning. The information will be useful to the Federal Ministry of Education in planning functional programmes for the rural women who attend the training at the women education centres.

Furthermore, the findings of this study is first of its kind as no study has been conducted on this topic in the area of study. The results of the study will serve as a base for further studies in this field.

1.7 Assumption

It is assumed that the establishment of women education centres will-;

1. Provide basic literacy for illiterate women
2. Teach skills that are of economic values to the rural women
3. Provide employment opportunities for graduates of women education centres with a view to raising their economic status.

1.8 Delimitation of the Study

The study is delimited to graduates of women education centres in Bauchi and Gombe states, between 1993 to 1997. Four out of the eight women education centres in the two states were randomly selected for the study. The selection was based on the zoning system of the old Bauchi state. The selected centres are Misau in Katagum zone, Zalanga in Bauchi zone, Billiri in Gombe zone and Bauchi Women Model Education Centre to serve as a model for the others. This is to find out if provision for the training of women in the centres in urban areas and villages differ in any way.

CHAPTER 2

2.10 REVIEW OF RELATED LITERATURE

INTRODUCTION

This chapter will be considered under the following sub-headings: women education, obstacles to women education, economic skills of rural women; benefits of women education; summary.

2.1 Women Education

The concept of education is a wider one. Education has been interpreted by many people in different ways. Collins New Gem English Dictionary (1974) defines education as training mentally and morally. Education is also defined as "the process of transmitting the culture of a society from one generation to another (Kanno, n.d.).

Ukeje (1973), perceived education as a process of social reconstruction, rehabilitation and reconciliation. To the researcher, education, literally is the process of training or acquiring knowledge for useful living.

Boyson (1975) observed that education has become a burning issue in our society today; no section of society should be left out of the quest for education. Federico Mayo, Director General, UNESCO (1994) remarked that human development depends on the level of education attained through all sections of societies, and not least within the family. But in many countries of the world women seem to be at the bottom ladder of educational pursuit. Change is difficult, but is has to begin somewhere. There is need to pay attention to the educational needs of women throughout life. This was stated at a conference held in Cairo by Gordon (1994).

Today, women's education seem to be a priority of most countries and Nigeria in particular . There are various women education programmes on record in Nigeria.

The Federal Ministry of Education, in her National Report (1993) stated that efforts are being made by government towards redressing the imbalance in educational opportunities for women.... No nation can develop if women are refused access to education as their male counterparts. According to Khan (1995), great emphasis is placed on education as a means of promoting the advancement of women.

Adebayo (1989) stated that when the year 1975 was proclaimed by the United Nation's General Assembly as the International Women's Year, it was the expectation of that world assembly that the year would be devoted to an intensified action.... towards ensuring full integration of women in the total development effort. But that was not done and although many women education programmes are established in Nigeria, only few seem to be functional (those in big towns and cities).

As a follow up to the declaration in 1977, the National Policy on Education was introduced and reviewed in 1981. It highlighted the area where women integration was and improvement are necessary. It was stated that with regard to women's education, special efforts are being made ..... to encourage parents to send their daughters to school, (NPE 1981, Sec. 11c) In this regard, one would be convinced that government is making effort in taking a step forward towards improving the education of women.

Ityavyar and Obiajunwa (1992) stated that to demonstrate its commitment to the education of women, the state, through the Federal Ministry of Education in 1986, initiated a separate blueprint on women education. To support the above

statement, the then Minister of Education (Prof. Jibril Aminu) assured the nation in a workshop (1986) that.... this workshop is a concrete manifestation of our devotion in our mission to contribute in our own little way to improve the lot of women in this country by expanding their opportunities for receiving the kind of education they need for the entire nation. This seems to imply that the education of women is not for themselves alone but for the entire nation. The education of women is therefore important to everyone since everybody benefits from the proceeds of women education.

To enumerate but just a few of some of the benefits of education, Khan (1995) stated that education provides such benefits as the development of the mind and training in logical and analytical thinking, organisational, administrative and management skills, as well as enhanced self-esteem and improved status within the community. These as explained, were in addition to the acquisition of knowledge and moral values conducive to social evolution. If these are some of the benefits of education, then women should have been the first set of people to be educated. The process of socialization, acquisition of moral values and training begins in the home. A child born in a family receives most of this knowledge from the mother, since it is only through educated mothers that the benefits of knowledge can be most effectively and rapidly diffused throughout society. Therefore, her economic status should be improved through useful skills.

Also, if the economic status of a woman is taken care of through education, there are additional benefits as stated by William (1986): that the educated mother is more able to adopt strategies which maximises the life chances of her children by taking decisions in the marital, reproductive, economic and medical areas. She is likely to have fewer children thus improving the quality of life for her children by allocating more resources to each one. She is likely to provide healthy diet, seek proper medical help, follow proper medical advise in the treatment of her children..... Thus education not only prepares the woman herself to participate in

development, it enables her prepare her off spring for participation. This statement also supports the adage which states that when you educate a woman, you educate a nation, through the socialisation process. In performing her roles as wife, mother and as an individual in society, a woman has to be adequately prepared through education. But the disparity in access to education continues to exist in favour of males. For proper development, it should be understood that women's right is human right. This is explained in the relationship of a woman to home and society. The marginalisation of women in education is more acute in the rural areas where traditional and religious practices seem to be seriously observed. Some of these religious practices seem to be seriously observed. Some of these religious and traditional influences include early marriages, keeping women in purdah, domineering power of men on women, ownership of family properties by men, differences in sexes and the like. Also government and the society have their part to play in creating obstacles to educational and economic position of rural women.

2.2 Obstacles to Women Education

It is unfortunate that the differences in education among the sexes have affected women in no small way. According to Shield (1975) as cited by Hall (1976), historically, there have been wide savings in the beliefs about how men and women differ about the nature of the underlying causes for the differences. Sheild went further to analyse the findings from different schools of thought. He stated that physiologists searched for gross differences between male and female brains in their efforts to explain women's presumed intellectual inferiority. He thought that the hormonal changes of adolescence have a particularly strong impact upon the emotional lives of girls. This does not state that women are less intelligent. For the psychologist, he stated that, the rise of behaviorism brought with it the view that the human infant as within very wide limits, is a TABULAR RASA that is plain mind, and that if men and women behaved differently, it was because they

had been trained to do so. Therefore, the status of human is acquired through training. Women, if trained in skills, will help improve their economic status. To the socio-biologist, according to him, it is seen as part of human nature for women to remain at home tending hearth and children. Naturally, there is supposed to be a shared responsibility in the home even in the economic responsibility at home. The evolutionary consideration was that social characteristics, such as the male dominance, need not be genetically based just because they survive for centuries and characterise many or more human societies.... Women do not continually have to remain at the bottom ladder; their economic status should be raised especially during this era, when the economy is tight everywhere.

Whatever school of thought one follows, it is clear that differences exists between the sexes. Traditionally, women occupy a lower position than men in social structure. Female children are sometimes regarded as "strangers" signifying that they soon marry and leave home. This explains why for several years discrimination against females in education existed as money spent on them was thought to be wasteful, and seen as beneficial to only the husband's family. Women are supposed to assume a better economic status because of the double position they hold in society, their parent's home and that of their husbands.. We shall consider some of the obstacles that affect the economic status of women in the area of study.

2.2.1 Cultural and Religious Factors

Accordingly to the National Report on basic Education (1993) the position of women is still adversely influenced by some traditional, cultural and religious practices and norms. Some keepers of faith are keeping women behind the veil and many of such practices affect the economic status of women. This is moreso in the Northern part of Nigeria where women are kept in purdah. The women are

subject to man's authority. This practice is still very much in operation in the North especially in the rural areas in Bauchi and Gombe states. If this is true in the rural areas then accessibility to education and acquisition of skills by women become difficult, because until the man agrees, a woman cannot go out of the home even to attend any form of training for any economic reason.

Here is the plight of a Pakistani girl who expressed her mind thus, "I do not know why I was allowed to study up to the 8th grade. Now, when I want to do things, I can't. I am not even allowed to go out on the balcony" (Forth World Conference on Women, 1995). This expression is similar to what is obtained in the area of study. Some women may be trained in some skills for economic reasons but may not be allowed to practise it because they are women. This explains that even some parents do not allow their daughters to go out to work just because they are girls. If this is what is obtained, women would find it difficult to improve on their economic status.

Mahe (1979) in Hake (1970) stated that Hausa culture which is based on Islamic principles encourages early marriage for girls; education of girls is a threat to this culture. He found out that if the education of women beyond the primary level is to be encouraged in Hausaland, early marriage as an institution will have to be abolished, so that girls can concentrate on their studies. If however, early marriages should continue and the girls would go to school there come the utter violation of traditional practices of purdah. Also, according to Mshellia (1974) it is a general belief especially among the Muslim communities that parents who do not marry off their mature daughters are cursed by God. But according to a Muslim scholar, Alhaji Abdullahi Adamu, that in the Holy Quaran 65:5 that both men and women must seek to be educated. It was further emphasised by prophet Mohammed that to seek to be educated is a necessity for both men and women (Hadisi Ibn Maja and Hadisi Ibn AbdulBarri). Amara (1987) as cited by William (1989) explained that certain traditional beliefs, values and practices discriminate

sharply against female education. This consequently makes girls to form negative self-image and lose self confidence. Such attitudes obviously constitute a back slash on female conception of education and its economic benefits.

From the foregoing, there seems to be no basis for not allowing women and girls to go to school. It is mere selfishness on the part of the male folk. To maintain economic status, both men and women should be trained to earn a living. The researcher is of the opinion that some people use the name of God to cover their baseless beliefs. God instituted marriage but did not state that it is a deterrent to women and girls' progress in economic pursuit. God wants everybody to be educated so that people explore the world around them and know how to live within the environment He prepared for mankind (Proverbs 3:13.21). The women education centres train women in the skills that prepares them for self or government employment.

Today, parents are sending their daughters to school braving the barriers of distance, poverty, cultural religious practices. Parents want their girls to study and become important personalities in the society. Also, women are forming international networks and providing support for one another in educational programmes which is the key to economic development. Does the training in vocational skills at the women education centres uplift the economic status of women? The desire to promote vocational education among girls and women cannot be left to the market forces of supply and demand hoping that since the few women in these areas are likely to earn economic advantage, that might serve as incentive to other who may wish to venture into the area.

2.2.2 Economic and Social Factors

As earlier stated, female children are considered "strangers" so to send them to school was not in the interest of their parents. Also, in a husbands house, a woman/wife is considered a stranger so that financial and other decisions are taken without the woman. Where is the stand of a woman?. She must go to school to be able to fit herself in the economic pursuit and in society. There is an assumption that educated women do not make good and submissive wives. Macmahon (1985) as cited by William (1989) pointed out that low rate of enrollment for girls and women in school is due to the fact that some men simply fear to marry academics which is rather frustrating and unfortunate for the men. This is so true in Nigeria where some men simply tag female university graduates as "acada women", not fit for marriage because of such men's selfish desire not for loyal and understanding wives but for submissive women on whom they can indulge their chauvinistic excesses. In fact, in many homes today, educated women tolerate their husbands much better than the illiterate women. In the North, especially among the Hausa Community, divorce is more prominent among the illiterate women. Has the curriculum of women education centres taken care of this aspect?. It is also alledged that educated girls do not allow their parents to choose marriage partners for them. This is true; a girl should make her choice of a life partner considering the qualities she would like in a man. After all she is the one to stay with the man not her parents. Where there is love and understanding economic status will easily manifest.

Parents would not send their daughters to school because of gainful reasons. Williams (1986) in Blue Prints (1989) stated that with a girl in the house, all household chores like cooking, washing and sweeping are expected to be carried out by the young girls. In addition, if a girl is not sent to school, less children will go to school and that means paying less school fees, buying less books, uniforms, pens, and pencils". She referred to this section as "foregone earnings",

that is money spent on these activities will be great if services of other people were hired. In this situation the economic status of women is not considered. The extra service performed in a home is not paid for and this causes economic shortage on the part of the female. She is not sent to school neither is she paid for the services rendered. Girls are withdrawn from school to be married. This practise is very much on in some parts of the country, especially in the North. For example, at the time of this study, a prominent educated man withdrew his two daughters from school and gave them into marriage despite government order not to withdraw girls from school. If girls are withdrawn from school the end product is that there will be more illiterate women in the society with less economic status.

UNESCO (1994) in her report, stated that because educating girls means giving them control over their lives and opening up possibilities for them, men are afraid of the power women will gain over their homes, children and husbands. Also, they are afraid of the way women may begin to feel, think and behave in society. This is truly true. Despite all odds, women should be alive to matters that concern their welfare. Women should make efforts to be educated, so that they can defend their economic stand in society and in the present economic situation. The women education centres established should be made use of, especially by the rural women. No matter what power men dread in women, women should learn courses that will make them self-reliant, to contribute meaningfully to themselves, their homes and society.

Adedeji (1989) observed that the cumulative effect of the discriminatory practices is that in our country, for instance, women who engaged in professional, technical and related fields make up only 10% of the total economically active female population. The findings made by Adedeji showed that not many women are economically active in professional and technical fields. The reason could be because not many of them are educated. Education is the basis for all human

development; rural women who form the greater population of this country should strive to be educated in areas relevant to their economic needs at the women education centres.

Other barriers to women education include: early pregnancies, management of school and home, heavy domestic chores which lead to early drop-out in school, inadequate teaching facilities, inadequate trained teachers and many more. Also, as emphasised in NGO Forum on women, in a book titled "A Look At the World Through Women's Eyes" (1994) stated that curriculum and teaching materials remain gender biased to a large degree, and this has failed to meet the economic needs of women. This enforces traditional female roles which foreclose opportunities for full and equal partnership in society. In fact, the teaching materials partly supplied in Women Education Centres are gender biased. Almost all the courses are geared towards domestic responsibilities. This affects the enrollment of women in the centres. Women, as many of them said, have already known how to cook, sweep and care for children; therefore there is nothing new for them to learn. Women in the rural areas should be encouraged to learn some new basic skills. Therefore, Government should consider their interest when mounting programmes for them.

2.2.3 Government Factors

The National Policy on Education is a handbook for our educational programmes in this country. The policy made just a brief statement on women education. This is contained in the National Report on Basic Education (1993). In the Report there is only a brief paragraph specifically on education of women in the policy, and it says that "with regard to women's education, special efforts will be made". It seems by this statement, that the inclusion of women's education on the policy is an after-thought. To the narrow-minded, one would think that full attention is not

given to women education as much is not said about it. That is to some people, they might think that (government) does no care very much for the education of women, that is why it (government) did not discuss much on women education in the policy.

In addition, government encourages stereotyping in the establishment of schools and provision of school materials as stated in the National Policy (16, Item 50). It says that more efforts will be made to encourage women to enter wider areas of technical education, technical institutions which do not now have facilities for women students will be encouraged to do so. Why separate facilities for women? Women should be encouraged to try their hands in all school activities. The Government should have left the choice to women and not to choose for them. In support of this, Ityavyar et-al (1992) stated that the Nigerian Government have recognised the crucial roles women play in the economy of the government through home activities. In recognition of this fact (crucial roles of women) the state responded by creating Home Economics Division in 1993, to raise the standard of living of rural women. Inspite of the elaborate aims and objectives, its activities for sure are yet to have impact on the lives of the majority of Nigerian women at the grassroots.

The above findings showed that something must be missing in the activities of Home Economics Division in Nigeria that up-till now the impact has not been felt at the grassroots, that is since 1973. Something must be wrong with the programme; could it be finance, manpower, facilities or the students (women) themselves? The Home Economics Division at the Federal and State Ministries of Education may have answers to the above questions.

Closely related is the newly established Women Education Centres (1987) meant to serve the rural populace of women in this country. Since the establishment of women education centres in 1987 not many of them have been performing the

activities that they are meant for. According to Ityavyar et-al (1992) only centres sited in urban and semi-urban areas are functional and they serve just a small proportion of people. They further stated that there are also many women education programmes established by government and they are dying natural deaths in the rural areas; for example, the multi-purpose Centres established in 1981 to provide teaching and support programmes for extension services to rural women. The impact of these Centres are yet to be felt at the grassroots What is wrong with these programmes?

These are government establishments. Government should endeavour to find out reasons for the lack of adequate performance in these Centres. The monitoring unit should take report to government and government should take action or else one would think that only lip-service is being paid to women education programmes. Even the women education centres, that are established recently, appear to have no zeal in their activities. In some of the centres, there are no sufficient qualified staff to take care of the centres, no sufficient facilities to run the programmes and where there are few facilities they may be wrongly supplied. For example a gas cooker might be supplied without a gas cylinder, or an electric refridgerator might be supplied to a centre in a village where there is no electricity. Needs assessment was not made in many of the rural areas before locating a centre. These and many other reasons hamper progress in the training of women in economic activities at the women education centres. Government should intervene or else there should be no need to establish centres with the same objectives only under different brand names, and the objectives are not achieved. it may only create wastage to the economy of the country.

Ityavyar et-al (1992) stated that :the bottom line is that the urban based policy makers of Nigeria have failed to understand the basic needs of rural women. No wonder many of the women education programmes meant to help rural women are failing to achieve the objectives, because the programme initiated in the urban

settings to help the poor have not proved the correct solutions to solve the problems. It is suggested here that the Nigerian government should include the rural and urban poor women themselves to take part in the policy making mechanism in order for them to appreciate such government policies, which are presumably aimed at improving their economic status.

Furthermore, in encouraging the education of women by the Federal Ministry of education, they are only encouraging women education in the areas of Home Economics, Moral and Religious Education and Health and Sex Education etc., (New Nigeria November, 1989; Blue Print 1986) as cited by Ityavyar et-al (1992). This seems to explain that the type of education Nigeria plans for women is not helping the economic status of women in themselves but is also helping women to serve men and children better. This view was supported in a speech made by the former Minister for Education, Prof. Jibril Aminu (1986) in Blueprint (1989) which says that women need peculiar skills for womanhood in addition to those that will enable them to compete in the world of work with men. Nothing can be more tragic than an accomplished Lady Doctor who does not know how to cook. so women need special education. This statement by a top government official helps to marginalise the position of women. Women are encouraged to be educated in order to serve men better, since they are trained to be good cooks and good home makers. Even then, if this is true, why are our women education centres not fully equipped with facilities by government perhaps, because many of the policy makers are men? There is still much to be desired in the women education centres in the rural areas in Bauchi and Gombe states.

The question one may ask is that are women prepared to be educated in other fields? Are they prepared to break off from the idea that all women are supported by men?. What are the women at the top doing to help improve the economic status of their counterparts in the rural areas? According to Okonkwo (1988). The Nigerian women should utilise the opportunities opened up for them by

government. Unfortunately, the Nigeria women are sadly crippled by the policy and even as well as themselves from taking advantage of the new opportunities that are opened to them. Women need to free themselves from dependence upon government alone. Those in higher positions should help those at the grassroots, especially those who are put in high places related to women programmes like women education. Women should not see themselves as second class citizens; they should consider themselves as totally committed with the capacities to move the country's economy forward. Women should defend their economic stand in society. They should not be barriers to themselves. They should let men know that they (women) are able persons. As reported by Okonkwo (1988) men were forced to realise for the first time, the fact that most of the economic support this country has are from womenfolk. Unfortunately, our women in high places are not helping to "pull" the rural women to a stand point. This means that most women in the rural areas do not know their worth in this country. Therefore educated women who are aware of the value of education do not seem to care about their counterparts in the rural areas. In addition, Okonkwo (1988) stated that women seem to have accepted their condition, and they wallow in complacency, even stereotyping their female children into replacing them and maintaining the same role they played, just like their mothers.

The problems of women education centres in the rural areas may not improve, since women themselves have a non-challant attitude to education, training their female children in the same way they are trained. There should be change in the attitudes of men and women and government, if women are to succeed in their undertakings towards attaining their economic status. Women should be educated in all fields of their choice in order to uplift their economic status.

As regards funding of women education centres, it was stated that the Federal Government in collaboration with States and Local Governments should make special provision for grants-in-aid for infrastructures... (Blue Print 1989). It is

surprising that in most rural areas, they lack classrooms, laboratories, equipment and staff. Women education centres with three "parents" yet is lacking in the basic requirements of the centres. Plans should be made for the allocation of funds for various activities of Government in relation to women education centres. The three tiers of government that are concerned with the funding of these women education centres should make adequate plans in order to meet the requirements of the centres. That is enough money should be voted for the programme. Gobbe (1970) in a Seminar on Educational Planning and Administration, cited N. Bodart that the allocation of resources depends initially upon the analysis of project in terms of its requirement of time, skill, special equipment and materials ... funds must be allocated ... the method of allocation must be sufficiently flexible as to permit re-adjustment in the face of new and unexpected conditions. If this was done in the plan for women education centres, probably activities would have been sufficiently made possible than they are in the rural areas. The women education centres would have been more developed and the economic status of women would have improved faster.

The development of human resources in the rural areas, where the majority of the people live and work requires the reform of rural education and a massive effort whereby the education of adult women can fit into the complex series of measures necessary for economic development (Ityavyar et al, 1992).

The objectives of women education programmes are geared towards vacations. If progress was made, it would have manifested in the lives of the beneficiaries, but problems of vocational acquisition seem to be lacking among the graduates of the centres.

2.3 Economic Skills for Rural Women

Many have defined vocational skills in a way that suits the context in which they are being used. In Thesaurus (1976), vocation is referred to as a craft or handicraft or a profession or an art. Collins Dictionary defines vocation as a career or profession. The National Policy on Nigerian Education (1981: Sec. 6) considered vocational skill under technical education and defined it as that aspect of education which leads to acquisition of practical and applied nature skills as well as basic scientific knowledge. As vocation implies craft or handicraft, the National Policy has made it clear that it is practical and applied in nature. In the rural areas, older women may be trained in practical work better than theory. They easily gain job satisfaction while the product is in their hands.

In addition, Ogeleku (1981) stated that vocational education is the type of training which while performing/playing its part in achieving the aims of general education, has for its primary purpose the preparation of people to enter into a career, and having entered into it, makes them more efficient in their career achievement and advance.

In this study, the researcher considers the use of this concept because it very much relates to what is obtained in the rural areas. Most of the women must have learnt their indigenous arts or handicrafts and so what is obtained in the women education centres is either training them in new skills or building up or polishing the vocation they already have within their localities.

Obanyan (1985) in promoting Science, Technology and Mathematics in Nigeria, advocated that vocational education should have a bearing on the environment such as teaching agriculture in schools in the rural areas. Through such study she added, the objective of self-reliance might be achieved earlier in life. Women are

the informal educators of the youth during the pre-school age. Any success achieved in getting them involved in this exercise will go a long way to inculcate vocational education in both boys and girls. A formal knowledge of what they already know informally will only help to further arouse their interest. Functional education should be encouraged.

2.4 Benefits of Economic Skills for Women

The world is not static. Roberts (1957), stated that scientific discoveries of today will develop into production of more goods and services of the immediate future as a result of present day civilization. He explains further that workers and prospective workers are in need of education and training that will enable.... industries and business to keep pace with the ever increasing demands of consumer goods. This is to say that when more goods are produced, it means more income for the owner. If our rural women are trained to be skillful in their craft, they will sell and get more money for use.

Croll (1985) stated that "the main objectives of the study is to contribute to an improvement in the income and employment..... through self reliant and participatory organisations of rural women". It is clear that the need for vocational skills is for more income. Gobbe (1970) pointed out that the cause of unproductivity is illiteracy, lack of technical knowledge and occupational skills. It is therefore necessary that rural women receive basic literacy to enable them to be productive in the society where they belong.

It is sad to mention that the inequality in our educational programmes due to culture, religion and the like put women in a disadvantaged position. A female child is allowed least or sometimes not sent to school at all; types of education and vocation are also selected for females and in most cases one would find that the females are confined to a particular course of study that will enable them play

the role of inferior mother. These views are shared by many writers or researchers as will be pointed out.

In her findings Ngur Adi (1987) found that women engaged in agriculture and other income activities...., include home based industries, such as crafts production... as well as basket weaving, sales of snacks and the like. The involvement in agriculture by women was supported by UNDP for women (1995) that millions of women without formal training are involved everyday of their lives in science and technology by virtue of their innovative methods of agriculture and food processing. The findings went further to explain that women are not mere recipients of information and technology but also possessors of valuable scientific and technological knowledge. It is obvious that rural women have some rudimentary ideas about science of food from the farm to the kitchen, otherwise many people could have not survived life in the rural areas. It is important that women receive formal training as offered in women education centres to improve on their knowledge of science and technology in the home. Yet barriers persist, preventing women from gaining full access to science education and technical professions. In Ghana as reported by UNDP (1995) women discovered that cassava peelings could be burned as fuel for their plant, sold as livestock fodder or recycled for compost.

A Pakistani woman expressed her mind, thus, "we are tired that we wish there are machines to ease our load, but if the machines are there, we might loose our livelihood, UNESCO (1994). This expression was made on the ground that when technology is introduced to assist specific agricultural work, it is often taken over by men because of the potential for increased income. Men should allow women to receive training in vocational courses so as to reduce their burden in home and public works. It should be understood that women's education is to help the family and the nation ([Aminu, 1986] in Blueprint [1989]).

Also findings by Human Rights Development (1995) have shown that the majority of households in Muchel, Mozambique, are headed by women whose husbands have migrated to South Africa to work in the mines. The women decided on which types of technologies and improvements they wanted ..... Now women are able to keep their maize surplus and sell their beans, generating income to repay credits and cover other needs. It is evident by this findings that women, if given the opportunity will do better in economic activities that will help up lift their economic status. In addition, it has been expressed that given a literacy rate of less than 10 percent for rural women in Pakistan, radio presents excellent possibilities for disseminating information about topics such as home made fertilizer, food preservation.... before this programme, women in rural areas did not know there were institutions that could help them solve the problems they encountered at work. Women in rural areas should be informed of economic activities related to theirs as a new chapter in the lives of rural women has been opened in Nigeria, which is the establishment of Women Education Centres to carter for their vocational training to enhance their economic productivity.

Speth (1995), a UNDP Administrator, concluded in a report that women are essential agents of political and economic change, investing in women's capabilities and empowering them to exercise their choice is... the surest way to contribute to economic activities and increase economic growth and development. Women in rural and urban setting if involved along with men in economic growth, will enhance development in any nation. Furthermore, at the NGO forum on women in Beijing (1995) it was reinstated that Government should develop education that focuses on women to provide skills to meet the demands of changing economy and social economic context and to improve their opportunities. It is important that the skills of women especially those in the rural areas, be improved to meet the present economic crisis.

Oyedeji (1983) stated that the products of drop-outs are unemployed because they hardly possess adequate skills. This is one of the reasons for establishing women education centres, to take care of drop outs and teach them skills that will give them at least hand craft. Oyedeji further explained that the massive unemployment of drop-outs was due to the nature of the curriculum in our schools. Many schools do not offer subjects that are marketable, for example typing, home economics and the like. There is need to offer subjects that will fetch more money and that is what vocational skill training is trying to emphasise.

In addition, Lowerfeld and Lambert (1975) stated that ability to learn differs and it involves not only intellectual capacity but also social, emotional, perceptual, physical and psychological factors. It is only in vocational skills that these qualities in learning can be obtained. In Nigeria, women, both in rural and urban communities are actively involved in both domestic upkeep and farming activities. If these are the type of vocation the women want, then improve on them through education and training. It is worth mentioning that it is important in a programme to work towards achieving the objectives set. The programme of women education centres should work towards training rural women in basic literacy and vocational skills as stated in the objectives, and more so, a follow up study should form part of the programme. This is where evaluation has become important; courses taught should be evaluated before they can be said to be successful.

2.5 Summary

This chapter has reviewed some findings and opinions of some writers and researchers concerning the education of rural women and their economic position. The review covered the following areas.

The education of women - basic education is important for any vocation one may want to undertake; women do not make choice of course of study they want to take independently; their courses are mostly directed to home activities.

Barriers to women education were also reviewed. Despite the values attached to women education, women do not have equal and free access to education. There are injunctions coined against the education of women in different societies all over the world.

The importance of the education of rural women in vocational skills was also reviewed.

It is hoped that this research will unfold the merits and demerits of the programmes of education centres in relation to economic position of rural women in the stated premises.

CHAPTER 3

3.0 DESIGN AND METHODOLOGY

INTRODUCTION

This chapter describes the research procedures that were used for this study under the following sub - headings: research design, population for the study, sample size, instruments for collecting data, pilot study, procedure for collecting data and the procedure for analysing data.

3.1 Research Design

The investigation was carried out using a survey design; Kerlinger (1973) as cited by Afolabi (1993) stated that a research design is a planned structure or strategy or investigation used to obtain answers to research questions. In addition, Afolabi (1993) stated that a survey design involves gathering of data about a target population from a sample and generalising the findings obtained from the analysis of the sample to the entire population. This method was used in this study because of the spread of the population, and therefore, samples were used for the study. The Women Education Centres are situated in different parts of Bauchi and Gombe states. The graduates of the centres are widely spread in the two states and beyond. In this case, a choice of questionnaire as an instrument for collecting data was made.

3.2 The Population

The population for this study comprised all graduates of women education centres in Bauchi and Gombe states from 1993 to 1997; it also included staff of women education centres in the two states and all the people residing in the selected town

and villages where the centres are located (this last part of the population is referred to as the community in the study).

The study covered two states, Bauchi and Gombe. It started with the old Bauchi State and later, during the period of the study, Gombe state was carved out of the old Bauchi state. The study was therefore extended to also cover Gombe state. This is because the number of women education centres in the state of origin of the researcher were not enough for the study and therefore the two states had to be used. At the time of this study there were eight (8) women education centres in the two states. There are 5 centres in Bauchi state and 3 in Gombe state.

The zoning system of the old Bauchi state was used for the purpose of this study. Four women education centres out of the eight were selected through random sampling method and used due to the spread of the centres in the two states. One centre from each zone was selected and the centre in the former state capital (Bauchi town) served as a model. The selected centres are Women Education Centre, Misau in Katagum zone; Women Education Centre, Zalanga in Bauchi zone; Women Education Centre, Billiri in Gombe zone and the Bauchi Model Women Education Centre; that is in terms of attention given to women education programmes in the rural and urban settings.

The actual human population of the four towns/villages where the centres are situated is not known. This is due to the movement of people from one state to the other as a result of the creation of Gombe state in October, 1996. No human census has been carried out in the two states after the one in 1991. There were 115 members of staff in the four centres and 485 graduates of the four centres between 1993 and 1997 according to records from the states' Ministry of Education.

TABLE 3.1

DISTRIBUTION OF THE POPULATION, SELECTED STAFF AND GRADUATES OF WOMEN EDUCATION CENTRES

NAME OF CENTRE	NO. OF STAFF	NO. OF GRADUATE FROM 1993 - 1997
Bauchi	41	281
Billiri	36	151
Misau	23	37
Zalanga	15	16
TOTAL	115	485

Source: 1 Records from state Ministry of Education

2 Records from the four centres.

3.3 Sample Size

The use of sampling in this study became necessary because of the large population. It is not always possible to manipulate a large population. The researcher can not always reach every individual within a target population that is large. Dolen (1973) stated that since most educational phenomena consist of large number of units, a researcher can not always interview, test or observe such units. This explains the need for sampling. It is also important to ensure that enough representation of the population is used.

The stratified random sampling method was adopted for staff of the centres. The target population (staff) were classified according to the institution where they come from. Then from each institution a required sample was drawn. According

to Daramola (1992) stratification is a process in educational research whereby variables are classified into groups according to desired characteristics of the variables, such as sex, location and others. He, therefore defined stratified sampling as a two - stage sampling process. This involves classifying a target population into two or more strata and there after a simple random sampling technique is employed to draw the required sample from each stratum. Plain paper was cut into uniform pieces for each person in the population, work out the required sample size, make a sign on the plain pieces of paper for the needed sample, then fold all the pieces of paper uniformly the one with signs and the one without signs. Mix the pieces of papers up. Then the people in the population with a sign, is selected for the study. Available sampling technique was used for the graduates of the centres because many of them left their former locations either on transfer, deployment or on retirement of their spouses. Available samples are subjects that are assessable to the researcher in a study. Purposive random sampling is a selection of samples from a given population who are able to serve the purpose of the study. Only those who knew about the activities of women education centres and are within reach of the researcher, were selected. This was due to movement caused by the creation of Gombe State. The advantage of purposive sampling technique as stated by Daramola (1992) is that it ensures the collection of data from respondents who are difficult to locate but crucial to the study of interest. Therefore, enough sample was used for the study from each community. In Bauchi town 91 respondents were selected; in Biliri 57, in Misau 39 and in Zalanga 19. The total number of community respondents were 206. Using the table suggested by Krejie and Morgan (1970) for determining sample size, it was recommended that for a population of 100, the sample size will be 80. Therefore the sample size for 115 members of staff used was 80. The sample size for available graduates was 97.

3.4 Instruments For Collecting Data

The instrument used for collecting data for this study was the questionnaire. Afolabi (1993) pointed out that questionnaire is widely used by researchers to convert information provided by respondents in a research into research data. The questionnaire was both structured and unstructured. The researcher formulated the questionnaire in line with the objectives, research questions and the hypotheses of the study. The questionnaire was administered to the illiterate and semi illiterate respondents in an interview form while the literate respondents filled in their own answers. A four point, modified Likert-scale type of questionnaire was used. The respondents involved the staff and graduates of women education centres in Gombe and Bauchi states, and people in the local community where the centres are located.

The questionnaire was divided into four sections:-

Section A: Biodata

General information about the respondents. The information included sex, marital status, religion, age, educational qualification attained, subject studied and taught in the centres (staff only), and income brackets before and after training in the centres (graduates only).

Section B: Aims and Objectives of Women Education Centres

Information on aims and objectives of women education centres were required. The respondents ticked the statements that suited their opinions about the achievements of the stated objectives of the centres.

Section C: Hindrances To The Training of Women at The Centres

Some statements were made related to the obstacles facing the training of women at the women education centres. Respondents ticked their opinions pertaining the obstacles that were considered hindrances to the training of women at the centres.

Section D: Programme Evaluation

This section sought opinions of respondents on the impact of Women Education Centres on economic status of women after receiving training at the centres.

The questionnaire had 34 items. The questions were of Likert scale rating. The categories of the rating and their values are: strongly agree - 4, agree - 3 disagree - 2, and strongly disagree - 1.

3.5 Pilot Study

A pilot study was conducted to test the reliability and validity of the instrument for collecting data as it was developed by the researcher. The reliability of test, according to researchers, is the consistency with which it measures what it is intended to measure. The pilot study was conducted at Dukku in Gombe state. This is one of the places where women education centres is sited, but it is not among the selected towns/villages where women education centres for the study are sited.

The split-half reliability method was used to determine the internal consistency of the test. This involved comparing the responses on the scale on both even and odd numbers on the instrument separately. The correlation coefficient ® was obtained by applying the Pearson Product Moment Coefficient (ppmr) given by this formula:

$$r = \frac{N\Sigma XY - \Sigma X\Sigma Y}{\sqrt{N\Sigma X^2 - (\Sigma X)^2 \, N\Sigma Y^2 - (\Sigma Y)^2}}$$

Where N = total number of testees

X = total scores on odd numbered items

Y = total scores on even numbered items

ΣXY = total scores of the products of each X and Y.

The correlation co-efficient of 0.765 was obtained. The reliability and rtt was then calculated from the Spearman's Brown formula given by Farret (1965) as

$$r_{tt} = \frac{2r}{1+r}$$

The pilot study was also used to demonstrate the adequacy of the research procedure and the measures that have been suggested were later used in the amendments of the final copy. The amendments were on the questionnaire. The Likert scale rating was reduced from five to four points in this way; strongly disagree, disagree, agree and strongly agree. Forty respondents were used for the pretest 20 community members, 5 staff and 15 graduates of the centres.

3.6 Procedure for collecting Data

The researcher visited the selected women education centres, sought for assistance from staff of the centres and the cooperation of people in the community to assist in the distribution and collection of the questionnaire. Illiterate and semi illiterate respondents were assisted in the filling of answers to the questions. This process of waiting to collect the filled questionnaire assisted tremendously in ensuring the return of almost all the questionnaire given out. It took the researcher about 2 - 3 days in each centre to achieve this.

3.7 Procedure For Analysing Data

The data collected was analysed.

The following statistical methods were used:

Frequency distribution and percentages

T-Test statistic was used to test the income rates of graduates before and after training at the centres Analysis of variance (ANOVA) and 'F' test were used to test the level of significance among the respondents on the variables at 0.05%

The 0.05% level of significance was used to decide whether to reject or retain the postulated null hypotheses. The statistical science package was used to compile the results.

CHAPTER 4

RESULTS AND DISCUSSION

4.0 INTRODUCTION

This chapter contains the presentation, analysis and discussion of the results obtained from the questionnaire. The effect of sex, marital status, religion, age, education and graduates' earnings on the impact of women education on economic status of women were investigated. The effect of these factors on economic status of women related to acquisition of skills. Factors affecting the acquisition of skills and the outcome of skill acquisition were of importance in the study. Opinions of three groups of respondents were sought - the community, graduates and the staff of women education centres in Bauchi and Gombe states. The null hypotheses in the study were tested and the level for rejection and non-rejection was the 0.05%. The results and discussions are organised and presented in the following order - demographic data, aims and objectives of women education centres, hindrances to the training of women and the results of skills acquisition by women at the centres and testing of Hypotheses.

4.1 Presentation of Demographic Data of Respondents

This section presents the following demographic data about the respondents. Sex, marital status, religion, age, educational qualification, subjects taught by the staff and earnings of graduates before and after training at the women education centres.

The graduate respondents in this study were all females represented by 100 percent. This finding implies that the respondents were all females because the

women education centres are established to train females with a view to uplifting their economic status.

The majority of the graduate respondents were married (65) representing 67.01 percent while (32) representing 32.99% were single. The findings imply that married respondents constituted the majority of the sample graduates. The centre is meant to train women who could not attend formal school. It is common knowledge that when a female gets married she is referred to as a woman. Therefore, the admission of more married women into the centres is in the right direction.

4.1.1 Distribution of Graduate Respondents by Religious Affiliation

The religious affiliation of graduate respondents is shown in Table 4.1

TABLE 4.1

Distribution of Graduate Respondents by Religion

	FREQUENCY	PERCENTAGE
Christianity	41	42.27
Islam	56	57.73
TOTAL	97	100

The Table 4.1 above reveals that there were more Muslim respondents (57.73%), that is more Muslim graduates participated in the study. This implies that there are more muslims in the rural areas of the states.

4.1.2 Age of Graduate Respondents

The age brackets of graduate respondents is tabulated below

TABLE 4.2

Distribution of Graduate Respondents by age

AGE RANGE	FREQUENCY	PERCENTAGE
Below 20 years	29	29.90
20-30 years	26	26.80
31-40	26	26.80
41-50	11	11.34
51 and above	5	5.10
Total	97	100

Table 4.2 shows that majority of the respondents in this group fell within the age range of below 20 years with 29 counts representing 29.90% The age range of between 20 - 30 years and 31 - 40 years came next with 26 counts each representing 26.80%. The age range of between 41 - 50 years was next with 11 counts representing 11.34% and the age bracket between 51 and above years with 5 counts representing 5.15% was least. This reveals that many of the graduate respondents were below the age of 20 years. This age range fall within the age for formal schooling. Since the graduates of these centres are female, this has supported the view that females were prevented to attend formal schooling than males and so are at the bottom ladder of Education as reported by National Report on Basic Education (1993) as well as Wiliams (1989), UNESCO NGO forum (1994).

4.1.3 Educational Qualification of Graduate Respondents

The educational background of graduate respondents before entry into women education centres is represented in Table 4.3 below.

TABLE 4.3

4.3 Distribution of Graduate Respondents By Educational Qualification

Educational Qualification	Frequency	%
No Formal Education	30	30.93
Primary Education	28	28.87
Secondary / Teachers College	39	40.20
NCE/HND	-	-
B.Ed, B.Sc. and above	-	-
Total	97	100

Table 4.3 shows that 30 respondents representing 30.93% had no formal education, 28 representing 28.87% had primary education while 39 representing 40.20% had secondary/teachers' grade II education. There were non that had NCE/HND or degrees (degree holders could not have been there as they could be gainfully employed else where). This implies that the secondary education could be drop - outs as stated by Oyedeji (1983). It implies that about 30% of women in rural areas do not go to school and those who go to school at least 28.87% of them stop at Primary School level.

4.1.4 Income Range of Graduate Respondents

The distribution of income of graduate respondents before and after training at the women education centres are shown below in naira per annum.

Table 4.4 **Distribution of Graduate Respondents by Income before Training**

INCOME RANGE	FREQUENCY	PERCENTAGE
No range	1.5	13.40
0 - 2000	34	35.05
2001 - 4000	32	32.29
4001 - 6000	11	11.34
6001 - 8000	7	7.22
8001 and above	-	-
Total	97	100

Table 4.4 shows that 34 respondents were within the income range of 0 - 2000 naira per annum representing the highest percentage of 35.05% followed by those within the income range of 2001 - 4000 representing 32.99%, the income range of 4001 - 6000 is next with 11.34% followed by the income range of 6001 - 8000 with 7.22%. No respondents was within the income range of 8001 and above. But 13.40% of the respondents did not indicate their income range as seen from the table; it could be inferred that the respondents earned little or no money of their own before going into training at t he centres. This implies that most women in the area of study were not gainfully employed in business that attract much money. It seems that many of them depended on what their husbands gave them as pocket money. Therefore rural women need to be trained and work to earn money of their own in order to raise their economic standard.

TABLE 4.5 ***Distribution of Graduate respondents By Income after training***

INCOME RANGE	FREQUENCY	PERCENTAGE
No range	1	1.03
0-2000	10	10.31
2001-4000	22	22.68
4001-6000	32	32.99
6001-8000	22	22.68
8001 and above	10	10.31
Total	97	100.00

In Table 4.5 the frequency column showed that there were less (1.03%) respondent who did not indicate their income range as against 13.40% in table 4.5 above. This shows that ignorance is giving way to awareness. About 10.31 were within the income range of 0-2000 and the income range 4001 - 600 had the majority of respondents representing 32.99%. This reveals that on the whole thee was an upward movement of income range of graduate respondents after training. Therefore, the training has effect on the economic status opf women in the area of study.

4.1.5 DISTRIBUTION OF STAFF RESPONDENTS BY SEX

The distribution of the staff respondents by sex is shown on Table 4.6 There were 80 respondents.

TABLE 4.6A **Distribution of Staff Respondents By Sex**

SEX OF OF STAFF RESPONDENT	FREQUENCY	PERCENTAGE
Male	9	11.25
Female	71	88.75
TOTAL	80	100.00

In this Table above the figures show that there were 9 male staff representing 11.75%

This implies that majority of staff in the centre were females. It could be because the centres are female institutions or that males have to teach courses that females are not familiar with.

4.1.6[a] Marital Status of staff Respondents

The distribution of staff respondents by marital status is shown on Table 4.7 below

TABLE 4.6B **Distribution of Staff respondents by marital status**

MARITAL STATUS	FREQUENCY	PERCENTAGE
Married	66	82.50
Single	14	17.50
TOTAL	80	100.00

Table 4.6B above shows thart majority of the staff, (82.50%) were married while 17.50% of them were single. This finding implies that majority of the respondents who participated in the study were married.

4.1.6[b] Distribution of Staff Respondents By Religion

The religious affiliation of staff respondents is shown on table 4.7

TABLE 4.7 **Distribution of Staff Respondents by Religion**

RELIGION	FREQUENCY	PERCENTAGE
Christianity	48	60
Islam	32	4.00
TOTAL	80	100.00

As presented on Table 4.7, 60% of Staff respondents were Ch ristians while 40% respondents were Muslim. The findings show that there were more staff respondents who were Christians who took part in the study.

4.1.7 Educational Level of Staff Respondents

The distribution of staff respondents by educational level is shown below.

TABLE 4.8

Distribution of Staff Respondents by Education Level

RELIGION	FREQUENCY	PERCENTAGE
No Formal Education	2	2.50
Primary Education	8	10.00
Secondary Education	23	28.75
NCE/ND	35	43.75
B. Ed., B.Sc. and above	12	15.00
TOTAL	80	100.00

Table 4.8 reveals that majority of the staff respondents were NCE/ND holders representing 43.75% followed by Secondary Schools leavers representing 28.75. Holders of B.Ed., B.Sc. and above were represented by 15% Primary Education Leavers and those with no formal education were represented by 10% and 2.5% respectively. This findings shows that majority of staff respondents were holders of NCE/ND certificates. Those with primary and no formal education could have become staff by virtue of indigenous economic skills they had and not by virtue of formal educational acquisition.

4.1.8 Subject Areas Taught by Staff Respondents

The distribution of subject areas taught by staff respondents is shown on Table 4.9

TABLE 4.9

Distribution of Staff Respondents by Subjects Areas Taught

SUBJECT STUDIED	FREQUENCY	PERCENTAGE
Adult Education	11	13.75
Business Education	12	15.00
Home Economics	32	40.75
Agriculture Science	3	3.75
Others	22	27.50
Total	80	100

4.1.9 Distribution of Community Respondents by Sex

The distribution of community respondents by sex is illustrated in Table 4.10, 206 community members responded.

TABLE 4.10

Distribution of Community Respondents by Sex

SEX OF COMMUNITY RESPONDENT	FREQUENCY	PERCENTAGE
Male	74	35.92
Female	132	64.08
Total	206	100.00

The Table above shows that majority of the respondents were females representing 64.08% and the male respondents were represented by 35.92%. This finding implies that majority of the community respondents that participated in the study were females.

4. 10 Marital Status of Community Respondents

The distribution of community respondents by marital status is presented in Table 4.11.

TABLE 4.11

Distribution of Community Respondents by Marital Status

MARITAL STATUS	FREQUENCY	PERCENTAGE
Married	171	83.01
Single	35	16.99
Total	206	100.00

Table 4.11 indicates that majority of the community respondents were married represented by 83.01%. This implies that the married respondents formed the majority of the sampled respondents who constituted the study.

4.1.11 Religion of Community Respondents

The distribution of the community respondents is presented below on the table 4.12.

TABLE 4.12

Distribution of Community Respondents by Religion

MARITAL STATUS	FREQUENCY	PERCENTAGE
Christianity	98	47.57
Islam	108	52.43
Total	206	100.00

Table 4.12 Shows that majority of the community respondents were Muslims represented by 52.43% while Christians constituted 47.57%. This reveals that majority of the sampled community respondents were Muslims.

4.1.12 Educational Qualification of Community Respondents

The distribution of educational qualification of community respondents is shown in the Table below.

TABLE 4.13

Distribution of Community Respondents by Educational Qualification

EDUCATIONAL QUALIFICATION	FREQUENCY	PERCENTAGE
No formal education	40	19.42
Primary education	37	13.96
Secondary	69	33.50
NCE/Nd	42	20.39
B.Ed., B.Sc. and above	18	8.74
TOTAL	206	100

Table 4.13 shows that 19.42% representing 40 members of the community respondents had no formal education, 37 of the respondents representing 17.96% had primary education while 69 respondents representing 33.50% had secondary education and its equivalence and this constituted the highest percentage of respondents. 42 representing 20.39% of the respondents had NCE/ND while 18 representing 8.74 had higher degrees. This implies that majority of the community members were not highly educated. Therefore there is much to be desired in the field education in the area of study. The majority of respondents were females (see Table 4.10). This record has confirmed the fact that not many

women were sent to school. Therefore meaningful development cannot take place in an illiterate society.

4.2 Achievements of Objectives of the Programme of Women Education Centres

4.2.1 Distribution of Responses by the Skills Acquired at the Women Education Centres

The distribution of responses of respondents on the skills acquired at the Women Education Centres and the achievement of aims and objectives of the centres are shown below in Table 4.14.

TABLE 4.14

Distribution of Responses by the Skills Acquired at the Women Education Centres

Skills Acquired At The Centre	1 SD		2 D		3 A		4 SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%
Skills in basic literacy	7	1.83	17	4.14	198	51.79	161	42.04	383	100
Skills used by women only	2	0.52	27	7.5	220	57.44	134	34.99	383	100
Skills to generate more income	4	1.04	40	10.44	210	54.83	129	33.68	383	100
Skills on simple health rules	3	0.78	31	8.9	228	59.53	121	31.59	383	100
Skills on simple instruction on home and family living	10	2.61	26	6.79	189	49.35	158	41.25	383	100
Skills useful to community needs	2	0.52	57	14.88	192	50.13	132	34.46	383	100
Women became experts in the skills learned	31	8.09	118	30.81	160	41.78	74	19.32	383	100
Women graduates became advertisement for the centres	14	3.66	89	25.85	192	50.13	78	20.37	383	100
Courses in the centres needed no modification	71	18.54	158	41.25	126	32.90	28	7.31	383	100

Key to Tables 14,15 and 16

SD = Strongly Disagree ***SA = Strongly Agree***

D = Disagree ***A = Agree***

Table 4.14 above indicates that respondents in the study vary in their opinions concerning the skills supposed to be acquired at the women education centres towards the achievement of aims and objectives of the centres. These responses were obtained from 383 respondents sampled. On the teaching of basic literacy in the centres, 359 representing 93.74% agree in strong terms that this course is taught at the centres. For economic skills to be acquired properly basic literacy should be attained. This notion was supported by the writing of Gobbe (1970) who stated that the cause of the unproductivity is illiteracy.

Also, Boyson (1975) reported that just as deafness cuts a person off from his surrounding so illiteracy cuts a person from much knowledge of the past, and many varied opinions of the present. This seems to imply that basic literacy is important in the lives of human beings interested in progress. To combat this, basic literacy was placed first on the curriculum of women education centres.

On the skills taught being useful to women only, 354 representing 92.43% agreed while 29 representing 7.51% disagreed. This could mean that activities in the centre gender biased (female only). This was stated by William (1989) who said that curriculum and teaching materials remain gender biased to a large degree. This enforces traditional female role which close opportunities for full and equal partnership in society. Also, government seems to encourage stero typing in the establishment of schools, as stated in the National Policy of Education (1981) that more efforts will be made to encourage women to enter into wider areas of technical education, ...institutions which do not have facilities for women students will be encouraged to do so". Therefore, it is no surprise that many respondents sampled agreed that the skills taught are useful to women only.

The Table 4.14 shows that majority of the respondents 91.12% agreed that simple health rules are acquired at the centres. This supports the view put forward by

William (1986) in the Blue Print (1989 that the educated mother is more able to adopt strategies which maximises the life chances of her children by taking decision in medical areas. She is likely to have fewer children and to provide healthy diets, seek medical help and follow proper medical advise in the treatment of her children. This implies that basic knowledge on simple health rules help in bringing up healthy children who would build a healthy nation.

Table 4.14 also reveals that women are taught skills that are useful to the community within which they live. Only 15.50% disagreed with the statement. This implies that the skills acquired at the centres are useful to most members of the community. The respondents were of the opinion that the course on home and family living was necessary; 34 representing 90.8% agreed that the course was taught in the centres. Ityavyar et al (1992) found out that "to reduce divorce rate and improve marriage bliss, the services of marriage counselors (staff of the centres) have been employed in this system. In an interview with one of the principals of these centres in the areas of study, the principal stated that cases of divorce is greatly reduced among the illiterate community as earlier stated. This is in contrast to the idea pointed out by Macmaho (1989) as stated by William (1989) in promoting science, technology and mathematics that some men fear to marry academicians, which is rather frustrating and unfortunate to the men. This is true in Nigeria, especially in the area of study, where some men simply tag female university graduates as "acada women" not fit for marriage because of such men's selfish desire not to marry loyal and understanding wives. This implies that knowledge on home and family living should help husbands and wives to resolve their differences amicably, based on the understanding of one another.

On the expertise acquired by women in the skills learned in the centres, 179 representing 38.90% disagreed that women who passed out of the centres do not become expert in the skills they learned. This implies that graduates who

persevered to the end of the training became advertisement symbols for the centres by their conduct. This was supported by the majority of the respondents, 270 representing 70.5%

Table 4.14, 229 representing 59.79% of the respondents disagreed on the courses (curriculum) offered in the centres and expressed the need for modification, while 154 representing 40.12% were in agreement with the current courses offered at the centres. This implies that there is problem with the curriculum design. The problem with could be the difference in the places of abode, the urban and rural setting. By this, their need might possibly be different. This could call for a change in the curriculum. This is because programmes in the urban settings cannot possibly be the same with that of the rural setting. Differences are bond to exist in terms of equipment, infrastructures, and even in the needs of the two groups.

Furthermore, Table 4.14 shows that majority of the respondents, 339 representing 88.51% agreed that the skills women learned in the centres helped them to generate more income as against 44 representing 11.49% of the respondents who disagreed with the idea. This implies that women can now take part in bringing in more money for the family and not the men alone as was the practise in the traditional society. Family responsibilities can be carried out interchangeably by the husband and wife. This finding agrees with the report of Chasma et al (1978) as cited by Sani (1992), that the husband had traditionally been the bread winner and the keeper of the fund; with wives now gainfully employed, this situation is very likely to change with wives now contributing their quota in the upkeep of the home. Obbo (1980) cited by Sani (1993) also reported that money enables one to implement decisions instead of sitting around wishing for luck. Therefore, with money at hand women can implement family decisions on finances even in the absence of their husbands. In fact many families today survive on the additional little money the wife earns.

4.3 Constraints to the Training of Women

4.3.1 Distribution of Responses by Constraints to the Training of Women at the Women Education Centres

The distribution of responses on this section is shown on Table 4.15 below

TABLE 4.15

Distribution of Responses by constraints to the Training of Women at Women Education Centres

Training of Women in the Women Education Centres	1 SD		2 D		3 A		4 SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%
Centre well located	36	9.40	84	21.93	194	50.65	69	18.1	383	100
Adequate facilities for effective learning	84	21.93	212	55.35	67	17.49	20	5.22	383	100
Enough qualified teachers	110	28.72	167	43.60	83	21.67	23	6.01	383	100
Enough trained women each year for community needs	111	28.98	180	47.00	67	17.49	25	6.53	383	100
Staff of centres well paid	57	14.88	159	41.51	136	35.51	31	8.09	383	100
Government monitors work at centres always	79	20.63	204	53.26	85	22.19	15	3.92	383	100
Broken equipment and structure supplied and repaired	175	45.69	160	4.78	38	9.92	10	2.61	383	100
Enough provision of security at centre	37	9.66	143	37.34	166	43.34	37	6.66	383	100
Men allow wives to be trained at centre	66	17.23	161	42.04	119	31.07	37	9.66	383	100
Cultural religious beliefs did not affect training of women	90	23.50	151	39.43	103	26.89	39	10.18	383	100
Community cooperation with centre's administration	18	4.70	86	33.45	209	54.57	70	18.28	383	100

Table 4.15 shows that 68.66% of the respondents agreed that the centre is well located for them; therefore it cannot be hindrance to attending the training programme. But 31.33% disagreed with the location of the centres. To some of them the women had to trek long distances to get to the centres and so they got tired, while to others trekking long distances from homes violates the law of keeping women in purdah. This agreed with the findings of Mahe (1979) that, in Hausa land, if the girls and women should go to school there comes the utter violation of traditional practices of purdah. This is the practice in the area of study.

Table 4.15 also shows that majority of the respondents, 77.28% indicated that adequate facilities for effective learning were not there in the centres. This implies that effective teaching of the courses in the centres could not take place without materials for work. Moreso, since the course are practical in nature, (students are mostly illiterate adults and cannot learn effectively through theory), working materials should be adequately supplied. Gordon (1995) noted that attention must be paid to the educational needs of women... and the provision of resources for it. Therefore the provision of adequate facilities in the centres is important.

Table 4.15 shows that the provision of adequate qualified teachers in the centres received negative responses from the majority of the respondents, 277 representing 72.32%. This implies that lack of adequate qualified teachers in the centres is a hindrance to the training of women. Government should live up to its responsibility and provide qualified staff to the centres so that effective learning can take place in the centres.

The Table also shows the opinions of respondents on the number of women trained each year for the community at the women education centres. &5.98% of the respondents disagreed that enough women were not trained while 24.02

agreed that enough women were trained. It could mean that those who agreed that enough women were being trained each year were from parts of the states where purdah is not very much practised and such places could be less dominated by Muslim communities who practise purdah. From the information gathered from this study, there were only 8 women education centres in the 2 states and these centres do not have adequate facilities for work nor do they have enough qualified teachers. Therefore, the centres can not possibly train enough women for the community need each year.

The Table shows that majority of the respondents 216 representing 56.40% disagreed that government paid the teachers of the centres well while, 167 representing 43.6% agreed. This implies that the government who are the employers of staff of the centres do not pay the staff well. This could have stemmed out of the fact that teacher are not well paid by government nationwide. This could be one of the reasons for the lack of qualified teachers in the centres, because many might have chosen where the pay is better than that of teachers at the centres.

A higher percentage of about 73.89% disagreed that government monitors the activities of the centres, and 87.47% agreed that government does not supply and repair broken equipment and structures promptly. On the other hand, above half the respondents (53%) agreed that government provides enough security to the centres while the remaining percentage (47%) disagreed. The lack of security to these group of respondents resulted from lack of fence or wall around the school building of their institutions. The results on this table also show that 59.27% disagreed that men readily allow their wives to go for training at the centres. William (1989) stated that these types of men are selfish and after submissive women over whom they can indulge their chauvinistic excesses. This was also supported by a write up in Christian Mirror (1996) that under some ancient laws a woman was theoretically a perpetual minor, always subject to control by

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father/husband, as a result, old fashioned propriety has shaken its head in shocked protest when a woman demanded new priviledges be it higher or professional education, outside the home. In line with the above ideology, cultural beliefs have affected the training of women at the centres (either religious or traditional) in some ways. 37.07% of the respondents agreed that cultural and religious beliefs do not affect the training of w omen while 62.92% disagreed and said that, cultural and religious beliefs very much affect the training of women in the centres. This agreed with Amara (1987) as reported by William (1989) that certain traditional beliefs, values and practices discriminate sharply against female education. By implication cultural and religious beliefs affect the training of women at the centres in the area of study.

In contrast to the above findings the respondents on a higher percentage (72.85%) agreed that their communities cooperated with the administration of the centres. This seems to imply that only lip - service is paid to the activities of the centres. Where is the area of cooperation when men do not send their wives to be trained and community does not fight against cultural and religious beliefs that affected the training of women?

4.4 Evaluation of Programme

4.1.4 Distribution of Responses by the Evaluation of Programme

The distribution of responses on the evaluation of programme of women education centres in the area of study is shown on Table 4.16 below.

TABLE 4.16

Distribution of Response by the Evaluation of the Programme of Women Education Centre

Programme Evaluation	1 SD		2 D		3 A		4 SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%
After training women										
Became more financially independent	13	3.3.9	66	17.23	187	48.83	167	30.55	383	100
apply their leisure time more useful	5	1.31	25	6.53	186	48.56	167	43.60	383	100
Contribute more to family progress	9	2.35	20	5.22	171	44.65	183	47.78	383	100
Contribute more to community progress	5	1.31	25	6.53	227	59.27	126	32.90	383	100
Became more respected members	6	1.57	14	37.08	170	33.39	65	1697	383	100
Became role models in community	6	1.57	117	30.55	200	52.22	60	15.67	383	100

Table 4.16 shows that majority of the respondents, 308 representing 79.38% agreed that after training at the centres women became more financially independent. This is line with Croll (1988) which said that the main objectives of the study is to contribute to an improvement on the income through training and participation of women. It was also accepted by the majority of respondents that after training at the centres, women used their leisure time more usefully (92.16%) and that women contributed more to the progress of their families (29.17%). This is expected, because in many homes where women (mothers) earn some money the money goes into the family use and by so doing the women contribute to the

progress of their families and the community at large. Furthermore, more than half the respondents agreed that after training women became respected members of their communities (61.11%) and also 67.89% agreed that women became role models in their communities after training at the centres. It is important to remember that a learner's attitude to a role model is dependent on his/her perception of his/her abilities to achieve as the model, (Okeke 1989) in Promoting Science, Technology and Mathematics).

The findings in this section imply that much benefits is derived from women who have been trained in the centres. This is supported by a statement made by UNDP administrator, Speth (1995) that women are essential agents of economic change and that investing in their capabilities and empowering them to exercise their choices is the surest way to contribute to economic growth and development. Also, Beijing (1995) in NGO forum emphasised that government should develop education that focuses on women to provide skills to meet the demands of a changing economy and socio-economic context and so improve their work opportunities. This shows that if women are trained in economic skills, the family, the community and the nation would derive maximum benefits. The training of women is therefore very important in economic development.

4.5 Testing the Hypotheses

Three hypotheses were tested for this study.

4.5.1 Influence of Training on Income of Graduates

Before and after the income of graduates in this study are 0 - 2000, 2001 - 4000, 4001 - 6000, 6001 - 8001 and above naira per annum. Unskilled workers do not receive high pay. The graduates were taught the basic knowledge on the various skills learned as was earlier pointed out that many of them did not attend formal education.

4.5.2 Hypothesis I

There is no significant difference in the economic status of women before and after training at the centres. a two T-test was used to test this hypothesis. the summary is shown on Table 4.17 below:-

TABLE 4.17

Summary of Table Two Sample T-Test on Income of Graduate - Before and After Training

INCOME	NO. OF CLASSES	MEAN	STANDARD DEVIATION	T-VALUE CALCULATED	DF	T.TAB
1 - Before	97	1.64	1.08	8.19	192.0	2.326
1- After	97	2.97	1.18			

Result showed that T-calculated (8.19) at alpha = 0.05 is greater than T - tabulated (2.326 or 2.33). This implies that the training of women at the centres had significant influence on graduates income. Therefore the null hypothesis that states that there is no significant difference in the economic status of women before and after training was rejected.

The increase of income after trainingning received is an added advantage to the trained. This agreed with Roberts (1957) who explained that workers and prospective workers are in need of education and training that will enable them keep pace with the ever increasing demands of consumer goods. This implies that education is important for increase productivity and income. Oyedeji (1983) explained that products of drop outs are unemployed because they hardly posses

adequate skills. This implies that sufficient training if not received leads to unemployment (lack of income). In this study, the result in Table 4.17 show that education has significant influence on the income of the graduates of the centres.

4.5.3 Opinions of Staff and Graduates of the Centres and Community on the Obstacles facing the Training of Women

The obstacles here refer to the hindrances that affect training of women.

4.5.4 Hypotheses II

There is no significant difference in the opinion of staff, graduates and community concerning obstacles facing the training of women at the centres.

Analysis of variance was used to test this hypothesis. The summary is presented on Table 4.18 below

TABLE 4.18

Summary Table of ANOVA on Opinions of Respondents on the Obstacles facing the Training of Women

LEVEL	N	MEAN	STDEV	SOURCE	DF	SUMS OF SQUARES (SS)	MEAN SQUARES (MS)	F-CALCULA-TED	F TABULA-TED
1	97	24.938	4.092	Between Group	2	10.0	5.0	0.26	3.00
2	80	24.763	4.436	Within Group	380	7233.8	19.0		
3	206	25.160	4.457	Total	382	7243.8			

The results in Table 4.18 shows that F-calculated (0.26) is less than F-tabulated (3.00) at alpha = 0.05. This implies that opinions did not differ very much between staff, graduates and the community concerning the obstacles facing the training of women in the women education centres in Bauchi and Gombe States. Therefore the null hypothesis that opinions did vary concerning the obstacles against the training of women is retained. This implies that the difference in opinions were not much hence it could be neglected. This shows that all t he obstacles viewed as hindering the training of women were almost the same for the three groups. See the mean scores for the 3 groups on Table 4.18.

4.5.7 Evaluation of the programme of Women Education Centres

The evaluation of the programme of women education centres is presented through the testing of the postulated hypotheses.

4.5.8 Hypotheses III

There is no significant difference in the Opinions of the graduates, the staff and community concerning the achievements of the objectives of the programme of women education centres in Bauchi and Gombe States.

Analysis of variance (ANOVA) was used to test the hypothesis. The summary is presented in Table 4.19

TABLE 4.19

4.5.9 Summary Table of ANOVA For Evaluation of Programme

LEVEL	N	MEAN	STDEV	SOURCE	DF	SUMS OF SQUARES (SS)	MEAN SQUARES (MS)	F-CALCULA-TED	F TABULA-TED
1	97	37.784	3.264	Between Group	2	44.8	22.4	1.79	3.00
2	80	17.750	3.426	Within	380	47481.1	12.5		

				Group					
3	206	27.083	3.695	Total	382	4793.9			

The result shows that F-calculated (1.79) is less than F-tabulated (3.00) at alpha = 0.05%. This implies that there was not much difference in the opinions of staff, graduates and community concerning the achievements of the objectives of the programme of women education centres. Therefore, the null hypothesis is retained. Hence the objectives of women education centres were achieved as reported by the respondents. This is in contrast to the hypothesis summarised on Table 4.18, which stated that here are obstacles facing the training of women at the centres and the hypothesis in Table 4.19, says that the objectives of the centres were achieved. This could mean that courses mounted in the centres inspite of the constraint stated above yielded some good results. This implies that the little training given to women at the centres could make them to use it to the maximum within the limits of their capabilities.

Another contrast in the opinions of the respondents was the need to modify the courses (see table 4.14). It was stated that the courses need no modification - 59.79% disagreed, which implies that the courses need modification. This could mean that the needs of the various communities in the study were not taken care of, courses offered at the centres could serve as a variable in a similar study in future.

The after effects of the training received were that women become more financially independent (79.12%), women use their leisure time more usefully (92.18%), Women contributed more to the progress of their communities (92.17%), and women became respected members of their communities (61.89%) (see table 4.16). As a result women with no formal education may not enjoy equal chances of participation in economic activities like their counterparts with formal education.

CHAPTER 5

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study investigated the impact of the programme of women education centres on economic status of rural women in Bauchi and Gombe States. The investigation took into cognizance the demographic factors, aims and objectives of women education centres, hindrances to the training of women at the centres. The information was collected by means of questionnaire. The questionnaire were tested through pilot study. The respondents that participated in the test were ninety seven graduates of the centres, eighty staff of the centres and two hundred and six members of the community where the centres are located. Women education centres located in Bauchi, Billiri, Misau and Zalanga were selected and used for the study.

5.1 Summary

The following statistical methods were used to analyse the data collected - frequency distribution, percentages, two sample T - test and analysis of variance (ANOVA). The research was conducted to find out the impact of the programme of the women education centres on economic status of women. It was found that the earning power of women was improved, from the majority of graduate (34.05%) being within the earning range of 0 - 2000 naira before training to the majority, 32.99% being at the earning range of 4001 - 6000 naira per annum. Also there were graduates who moved to the earning range of 8001 and above (10.31%) as against 0% before training at the centres.

The opinions of the staff, graduates and the community were similar concerning the achievement of the aims and objectives of the women education centres that

the objectives were achieved. But a higher percentage of the respondents indicated that the courses in the centres needed modification. Differences in opinions came from the category of the community where the majority indicated that the courses were just right and needed no modification.

In the study, differences in opinions did not show much among the three groups in the study about obstacles facing the training of women at the centres. The general consensus was that the location of the centres were no barrier to many; lack of adequate qualified teachers, the inadequate number of graduates for the community each year were hindrances to the training of women at the centres. Other factors include the lack of better pay for staff, lack of government supervision for the programme activities, and the lack of supply and repairs of equipment and structures. Government provision of security to the centres was identified as being adequate. Most men in the study area were found not to allow their wives to go for the training at the women education centres. Above all cultural and religious beliefs were found to affect the participation of women in the training programmes. The various communities were found to co-operate with the administration of the women education centres.

It was investigated and found out that after training women became more financially independent, they used their leisure time more profitably, they contributed more to the progress of their families and communities and also became more respected members of their communities as well as role models.

The study constituted more females than males and many were married. The study was conducted in the Muslim populated area while majority of the teachers were Christians. All graduates in the study were females and many were under the age of 20 years. Among the graduates, majority attended no formal education and same applied to the community members. majority of staff of the centres

have NCE and Diploma Certificates and slightly below half the population of staff taught Home Economics subject.

5.2 Conclusion

The economic status of women depends to a large extent on the ability of the women to general more income through their own efforts - they have to "stand up" and be educated, fight against male dominance and other obstacles, be employed and be able to contribute their own quota in improving the economic stand of the family and the nation at large.

Development cannot be achieved without the participation of women who constitute at least half the population of every country. Therefore, women must be educated and be able to make a better stand economically, because this type of new generation we are now in can only be reared by mothers who are sound in economic status through education. From the findings of this study, the following conclusions are drawn:-

1) In the study area, most women are without formal education. Findings have shown that the possession of formal training (education) has positive influence on the economic contributions of women in a society. This view is line with a view shared by William (1989) that education performs a major role in equipping the individual with the skills and knowledge which help to transform the economy. In addition, Federico Mayo (1994) stated that human development depends on the level of education attained. Therefore, women should be educated. It is for this reason that women education centres were established in this country, Babangida (1989).

2) Islam and Christian religions are practised in the study area. Cultural and religious beliefs are found to affect the training and participation of women in

economic activities. It should be noted that female inferiority syndrome under the cover of religion and cultures has ruined many children who could have attained better heights academically, economically and otherwise. Most parents and homes would have been reaping the glorious fruits of their female children/spouses whose training was neglected or terminated because of religions or cultural beliefs (Christian Women Mirror, September, 1996). Bolanle Adetoun (1997) advised that equality between men and women needs to be improved and women's talents need to be developed, and utilised. Therefore, the women education centres should be utilised for the benefits of the women.

3) The women trained at the women education centres were found to have improved upon their earning power. Their income has risen above the former as stated by the respondents. In line with the above statement, the World Bank (1995) stated that there is a strong evidence that investing in women will generate important benefits for society and that increased educational level for women ensures the quality and sustainability of economic growth. Therefore, efforts should be made to allow women to be trained at the women education centres for the improvement of their economic status and adequate provision for training facilities should be made by the appropriate authorities.

5.3 Recommendations

1) A call by all women be made to government for the removal and abolition of all socio-cultural, religious and political barriers inhibiting female education in general and their participation in economic skills training in particular.

2) The inclusion of principal officers of all women organisations as associate members of women education centres, will help in a country wide dissemination of awareness of the importance of women education and the increased participation of women in economic skills is a step in the right direction.

3) The curriculum of women education centres should be modified based on the needs of the various communities. Therefore, rural women should be allowed to have an input into the curriculum.

4) Staff of the centres should teach well and live up to their responsibilities

5) Men should be encouraged to cost family labour that is done by women in the homes so that they become aware of the money value of the labour of their wives. This may enable them to appreciate the female input.

6) A comparative study need to be done among the women education centres in other states in the North to find out more about the activities of the centres.

7) Studies of women education centres in the urban areas should also be conducted for comparative purposes.

8) Graduates of the centre that excelled in the skills should be employed to work in the centres thereby increasing the much needed staff of the centres.

9) Skills other than Home Economic studies should be taught in the centres to make the graduates more effective citizens. For instance enterprenueship skills should be taught so that what products are made can be easily sold.

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APPENDIX I

Department of Vocational and
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Zaria.

Dear Sir/Madam,

The under named researcher is currently carrying out a study on the **"impact of the programme of Women Education Centres on Economic Status of Rural Women"** in Bauchi and Gombe States.

The attached questionnaire aims at obtaining information from you for the purpose of evaluating the acquisition of economic skills training programmes at the women education centres in the two states stated above.

It will be highly appreciated if the questions are carefully answered and returned as early as possible. Your answers to the questions will be treated as confidential.

Thank you for your cooperation.

Yours faithfully,

Rose M. Bunyan (Mrs.)

QUESTIONNAIRE

Please indicate by way of ticking [ ] in the blank space provided the responses that are more applicable to you.

1) Indicate your sex
Male [ ] Female [ ]

2) Indicate your marital status
Married [ ] Single [ ]

3) Indicate your religion
Christianity [ ] Islam [ ]

4) Indicate you age bracket
a) below 20 [ ]
b) 20 - 30 [ ]
c) 31 - 40 [ ]
d) 41 - 50 [ ]

5) Indicate your highest educational qualification attained
a) No formal education [ ]
b) Primary education [ ]
c) Secondary education [ ]
d) NCE/ND [ ]
e) B. Ed., B.Sc. & above [ ]

6) Indicate our subject area studied (staff only)
a) Adult Education [ ]
b) Business Education [ ]
c) Home Economics [ ]
d) Agricultural Science [ ]
e) Others, specify

7) Indicate your income bracket per annum in Naira and Kobo before your training at the women education centre (graduates of the centre only).

a) 0 - 200 [ ]
b) 2001 - 4000 [ ]
c) 4001 - 6000 [ ]
d) 8001 and above [ ]

8) Indicate your income bracket per annum in (N.K) after your training at the women education centre (graduates of the centre only)

a) 0 - 2000 [ ]
b) 2001 - 4000 [ ]
c) 4001 - 6000 [ ]
d) 6001 - 8000 [ ]
e) 8001 and above [ ]

SECTION B: AIMS OF WOMEN EDUCATION

In your opinion, have the aims of the women education centres listed below been achieved?

If the statement describes your opinion very well then (SA) tick [ ] under strongly agree if it does not describe your opinion then tick [ ] under strongly disagree [DS] under agree and disagree if your opinion is not very strong on each agree [A] disagreed [D] respectively.

S/N	QUESTION	SA(4)	A(3)	D(2)	SD(1)
9)	women are taught basic literacy				
10)	women are taught skills that are used by them only				
11)	women use the skill learned to generate more income				
12	women are taught simple health rules				
13.	women are taught simple health rules				
14.	women are taught simple instructions on Home and family living				
15)	women trained at the centre have by their conduct become good advertisement for programme				
16)	Women who passed out from the centre become experts in the skills they learned				
17)	The courses taught in the centres are just bright and need no modification				

Hindrances to the training of women at the centre

Indicate by tick [ ] the statement that described your opinion concerning problems facing the training of women at the centre.

S/N	QUESTION	SA(4)	A(3)	D(2)	SD(1)
19	The centre is well obtained				
20	The centre has adequate facilities for effecting learning				
21.	The centre has enough women each year for the community				
22	The centre trains enough women each year for the community				
23	Government pays staff of the centre well				
24.	Government monitors activities of the centre always				
25	Government supplies and repairs broken down equipment and structures promptly				
26	Government provides enough security to the centre				
27	Men readily allow their wives to be trained at the centre				
28.	cultural and religious beliefs do not affect the participation of women in the training programme				
29	The community cooperates with administration of the centre				

Indicate as appropriate the statement that describes your opinion concerning the effect of training at the centres on your for graduates of the centre only.

S/N	QUESTION	SA(4)	A(3)	D(2)	SD(1)
30	After training at the centre, women became more financial independent				
31	After training at the centre, women ape their leisure time more useful				
32	After training at the centre, women contribute more to the progress of the their families				
33	After training at the centre, women contribute more to their families				
34	After training at the centre, women became among the respected members of their communities				
35	After training at the centre, women became role models in their communities				