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## CONTRIBUTION OF INTEGRATED ADULT LITERACY PROGRAMME ON WOMEN ECONOMY IN AWASSA ADMINISTRATIVE CITY

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### ABSTRACT

The purpose of this study is to investigate the economic awareness and economic empowerment through integrated functional adult literacy program on women in Awassa administrative city in southern regional state, Ethiopia. The total sample size of the study was 166 respondents selected using simple random sampling technique from five IFAL program centers from Awassa city 140 were women IFAL program learners and 26 were IFAL program facilitators. Primary data were collected from IFAL facilitators and women learners. Data collection instrument were questionnaire. The collected data were analyzed using frequencies, percentages and independent t-test. The major findings were; the contribution of IFAL program for income generating activity and it help women to develop skill, knowledge and attitude to appreciate and protect their environment for sustainable development. IFAL also enabled women to diversified their income source and increased their productivity, it helps them to develop self-confidence and self-reliance, enabled them to participate in different economic and political decision making process.

**KEYWORDS:** adult, economic empowerment, integrated functional adult education and woman.

### INTRODUCTION

Wide range of traditional attitude and belief hinder women from economic prosperity (Wagenr, 2000; Yosef, 2009, Lynda, 1991). In Ethiopia, gender inequalities and biases in labor markets is experienced in a variety of economic and political situations. In addition, women do not always have full control or command over their basic assets (Bedru H, 2011). Women empowerment through IFALP mental, physical capacity, power and skills in provide favorable level of social recognition and subsequently enhance their economic empowerment status. Much concern has been shown in recent years with regard to empowerment of women. Globally, empowering women economically received special attention as world leaders become committed to avoid all factors that promote gender based discrimination. The focus has been on empowering of women economically, politically and socially (Bedru H, 2011).

In Ethiopia, IFALP is recognized as an important driver of economic empowerment of women, by increasing productivity, product quality, product quantity, innovation and employment and it fulfill different skill gap in the society, is widely accepted as a key instrument of economic growth. IFALP is designed in order to support graduates, existing and potential entrepreneur women to create and run their own business rather than expecting employment from government, or private organizations, technical and vocational education trainings (TVETs) are targeted to produce entrepreneurs who are able to create own jobs rather than seeking employment in many organizations (Mulugeta, 2010). Women should create their own jobs and become empowered economically since opportunities of getting employment in either government, non-government or a private organization is

currently almost declining (Gemechis, 2007).

Tewodros Workayehu (2014) conducted research entitled 'influence of IFALP on economic empowerment of women in Addis Ababa city administration' and found positive results enabling women more productive. The present study focus on the major achievements of women economic empowerment through IFALP in Awassa city of Southern regional state, Ethiopia.

## MATERIAL AND METHOD

A descriptive survey design was employed to gather the information for the research. Both primary as well as secondary source of data collecting techniques were used in the study. The primary sources were learners of the adult education program and the IFAL facilitators' of the program after their informed consent. Secondary data sources included information which was made valuable by the IFAL program such as profiles of learners, records of the programme and other relevance documents. This study was conducted in Awassa administrative city; this town was selected purposefully because there are Integrated Functional Adult literacy centers for data gathering. There are 22 FAL centers in town. The researcher selected 5 centers randomly and according to the information that got from Southern regional education bureau the total population of learners in the IFAL centers are 4862. Among them 2902 are female learners and 1660 are males. Finally, a sample of 140 IFAL women learners were drawn using a simple random sampling technique. The total of 53 facilitators 22 female and 31 males are there. From them 26 facilitators was selected 10 male and 16 female by using simple random

## DATA GATHERING INSTRUMENT

To obtain relevant data from different sources, multiple data gathering techniques were used such as Questionnaires, Interview and document analysis.

## QUESTIONNAIRES

The questionnaire was defined to gather data about the status, practices, program and problems of IFALP contribution for women empowerment of the large number of respondents. With regard to this, two sets of questionnaires were prepared to collect data from groups of respondents both facilitators or trainers and trainees. The first set for IFALP facilitator/ trainers and the second set for IFALP center trainees. Questions for each group of respondents were distributed accordingly. To gain all the possible information from the respondents' questionnaires were prepare in English language.

## PROCEDURE OF DATA COLLECTION

The questionnaire and interview were prepared in English language then were employed enumerators, to avoid communication barriers on the one hand, and to make respondents free and confident to react to the questions on the other hand. After that, the questionnaires were distributed to the respondents of the study by the researcher and with the help of enumerators and IFAL facilitators. During on site data collection process the researcher were made a continuous follow up in collaboration with this assistance to closely supervise and give orientation how the questionnaire were filed and its general objective. After a long and serious follow up the distributed questionnaires were collected and the interviews were ready for the next process.

## METHOD OF DATA ANALYSIS

This study concerned women empowerment through integrated functional adult literacy in Awassa administrative city of Southern regional state, Ethiopia. Both quantitative and qualitative methods of data analysis were used to interpret the data gathered. The data gathered through the questionnaire was tabulated and analyzed using percentage, frequency and independent t test. Percentage and frequency was employed to describe the characteristics of respondents and to describe the achievements of women empowerment through integrated functional adult literacy programme in Awassa administrative city of Southern regional state, Ethiopia. On the other hand, independent t test was used to observe statistically significant difference among the responses of the groups (learners and facilitators) on each item. Furthermore, the qualitative data which was collected through interview, observation, and open ended questionnaire and from documents were narrated and

analyzed in words qualitatively.

**RESULTS**

**Table 1: showing the prevalence of degree of IFALP helpfulness to income generating activities**

Respondent Type	Medium		High		Very High		Total	
	N	%	N	%	N	%	N	%
F	2	7.7	8	30.8	16	61.5	26	100
L	1	0.7	23	16.4	116	82.9	140	100

F – Facilitator, L- learner

**Table 2: Showing the comparison between IFALP helpfulness in income generating activities**

Facilitator		Learner		t-test	
Means ± SE	SD	Means ± SE	SD	t-value	p-value
4.54 ± 0.12	0.65	4.82 ± .03	0.403	-2.15	P<0.05

As can be observed in table 1, respondents asked to rate the IFALP is help full to income generating activities 16 (61.5%), 8(30.8%) and 2(7.7%) responded very high, high and medium by facilitators and learners responded 116(82.9%) very high, 23(16.4%) high and 1(0.7%) medium. The studies revealed that the majority of respondents’ responses were very high and conclude that IFAL is helpful to income generating activities.

Table 2 demonstrated the comparison between IFALP helpfulness in income generating activities. The independent t- test was carried out to observe if there were statistically significant differences in the mean score of the respondents. Consequently, the independent t- test result (p< 0.05) significance level shows there is statistically significant difference between the responses of the respondent groups. This indicates that respondent groups are not on the same level of viewing on the income generating activities of IFAL.

**Table 3: Showing the prevalence of development abilities and interest to appreciate and protect their environment for sustainable development**

RT	Medium		High		Very High		Total	
	N	%	N	%	N	%	N	%
F	2	7.7	5	19.2	19	70.1	26	100
L	1	0.7	-	-	139	99.3	140	100

F = Facilitator, L= Learner

**Table 4: Showing the comparison of development abilities and interest to appreciate and protect their environment for sustainable development between the groups**

Facilitator		Learner		t-test	
Means ± SE	SD	Means ± SE	SD	t-value	p-value
4.65 ± 0.12	0.62	4.99 ± .01	0.403	-2.67	P<0.05

Table 3 demonstrated the view the IFALP enable women to develop abilities and interest to appreciate and protect their environment for sustainable development for the implementation of IFAL program. Accordingly, 19 (70.1%), 5(19.2%) and 2(7.7%) responded by facilitators very high, high and medium respectively. On the other hand learners rated, 139(99.3%) very high and 1(0.7%) medium. Both groups of respondents replied that they agree on the issue IFALP enabled women to develop abilities and interest to appreciate and protect their

environment for sustainable development.

Regarding the comparative analysis (independent t-test) result showed that there is statistically significant ( $p < 0.05$ ) difference among the responses of the respondents. This indicates respondents have no the same understanding level of IFALP implementation enabled women to develop abilities and interest to appreciate and protect their environment for sustainable development.

**Table 5: Showing the prevalence statistics of implementation of Skill, knowledge and attitude acquired from IFALP enable women learners to eradicate poverty**

RT	Medium		High		Very High		Total	
	N	%	N	%	N	%	N	%
F	18	69.2	-	-	8	30.8	26	100
L	72	51.4	36	25.7	32	22.9	140	100

F=facilitators, L=learners

**Table 6: Showing the comparison in implementation of Skill, knowledge and attitude acquired from IFALP enable women learners to eradicate poverty**

Facilitator		Learner		t-test	
Means ± SE	SD	Means ± SE	SD	t-value	p-value
3.62 ± 0.18	0.94	3.71 ± .07	0.81	0.554	P>0.05

Table 5 demonstrated the prevalence of implementation of Skill, knowledge and attitude acquired from IFALP enable women learners to eradicate poverty. It is seen that the facilitators rated, 8(30.8%) very high, 18(69.2%) medium and learners rated, 32(22.9%) very high, 36(25.7%) high and 72(51.4%) medium. The result showed that Skill, knowledge and attitude acquired due to IFALP implementation enabled women learners to eradicate poverty.

The independent t-test result ( $t = -0.554$ ,  $p = 0.58$ ) at 0.05 significance level shows there is no statistically significant difference among the responses of respondents. This indicates that the respondents have the same views on Skill, knowledge and attitude acquired due to IFALP implementation enabled women learners to eradicate poverty (table 6).

**Table 7: Showing the prevalence statistics of IFALP aimed at empowering women learner to become socially and economically integrated to the new world**

RT	Medium		High		Very High		Total	
	N	%	N	%	N	%	N	%
F	9	34.6	14	53.8	3	11.5	26	100
L	40	28.6	48	34.3	52	37.1	140	100

**Table 8: Showing the comparison of IFALP aimed at empowering women learner to become socially and economically integrated to the new world between the groups**

Facilitator		Learner		t-test	
Means ± SE	SD	Means ± SE	SD	t-value	p-value
3.77 ± 0.12	0.65	4.09 ± .07	0.91	-2.18	P<0.05

The views on IFALP aimed at empowering women learner to become socially and economically integrated to the new world in presented in table 5. It is seen that facilitators respondents rated 3(11.5%) very

high, 14(53.8%) high and 9(34.6%) medium and learners rated 52(37.1%) very high, 48(34.3%) high and 40(28.6%) medium. This shows that the majority of respondents highly agreed on IFALP is aimed at empowering women learner to become socially and economically integrated to the new world.

The independent t- test result ( $t = -2.184$ ,  $p = 0.035$ ) at 0.05 significance level. There is significance difference between two groups. It indicates there are different views between respondents group.

### CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn. Regarding economic empowerment role of women IFAL program played a great role though the quality of trainers, supervisors and coordinators should improve via allocating continuous training suitable incentives and appropriate salary. The allocation of budget for IFAL program implementation were inadequate this is direct factors for women economic empowerment if not satisfactory implementation of IFAL program also women empowerment through IFALP also unsuccessful. Bad traditions and customs also a negative factors which obstacle women not to participate in IFALP so concerned body should create awareness in the community and increase the participation of women learners in IFALP.

Based on the findings of the study the following recommendations presented. The IFAL program is help full for income generating activities, enhanced women to develop self-confidence and self-reliance and helped women to participate in different decision making process and create awareness about women economic right though the IFAL program should expand in the urban and rural areas of the region. The study showed that learners of IFAL program have different occupation so facilitators and coordinators should prepare suitable time table for all IFAL program learners.

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