

**STAKEHOLDERS' PERCEPTION OF CONTRIBUTION OF GRADUATES OF
WOMEN CENTRE FOR CONTINUE EDUCATION TO ECONOMIC AND
POLITICAL DEVELOPMENT IN NORTHWEST NIGERIA**

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ABSTRACT: *The paper examined the stakeholders' perception of contribution of graduates of women centre for continue education economic and political development in northwest Nigeria. These stakeholders in education design on the outcome of schooling and the purposes of learning. The population of this study consisted of all the stakeholders in education that comprised the students, graduates, teachers, school administrators, Ministry personnel, Quality Assurances officers in the North-west zone of Nigeria. The population total was 1970 out of this numbers, 1261 respondents were proportionately selected for the study. Four states were selected out of the seven North-western states using purposive sampling technique. 2 research questions were raised for the study and three (3) hypotheses were formulated descriptive statistics was used to answer the research questions. While, chi-square statistical analysis was used to answer the formulated hypotheses.. The study concludes that there is significant association between stakeholders' perception of graduates' contribution to economic and political development in Northwest Nigeria. It was recommended that Stakeholders should therefore advance measures to encourage and motivate women to strive harder and continue the political and economic advancement in Northwest Nigeria.*

KEYWORDS: Stakeholders, Graduates, Women Center, Political Development, Economic Development

INTRODUCTION

The study is interested in seeking stakeholders' perception on contribution of graduates WCCE to economic and political development in Northwest Nigeria and Harvel (2009) defined stakeholder as a person (or group) that has an interest in the activities of an institution or organization. Gross and Godwin (2005) viewed stakeholders as individuals or entities who stand to gain or lose from the success or failure of a system or an organization. They identified education stakeholders as Parent, Students, Alumni, Administrators, Employers, Communities, Quality assurance officers, Ministry personnel, Teachers, Governments, Guardians, Graduates, and Religious groups. These stakeholders in education design on the outcome of schooling and the purposes of learning. Sritharam, and Gawonsiki, (2010) explained that perception refers to the process by which we form impressions of other people's traits and personalities. Perception refers to the way we try to understand the world around us.

In the North West, most of the married women are either illiterates or school drop-outs in the North Western Nigeria and those who were forced out of school enter into early marriage. There are others who are widowed or divorced and stilled stayed out of school, this has led to the backwardness in the education of women compared to that of men. William (1986) stated that the World Conference of the International Women's Year (1975) stated that without the

involvement of women, the motivation for change needed to improve the quality of life for all will fail for most societies since the mother is responsible for the training of her children most especially during the formative years. In this perception, women total (development socially, economically, educationally and domestically) is needed for a better tomorrow of the young ones and the Nation at large.

The development of any nation hinges on the economic and political contributions of her citizens. Women play an indispensable role in the provision human resources for the development of any society. Odey (1978) stated that for any country, nation or state to make giant strides in development their women would have to move from their marginalized position. The quantity and quality of education available to Nigeria women will invariably determine the development pace of Nigerian families and Nigeria at large. However, it should be noted that women economic and political development depends solely on their level of education. In this study, women economic political development refers to the development of women in all spheres of human endeavour by reinforcing their capacity in the domains of education and training in order to empower them for self-reliant (Yakubu, Binji, and Muhammad 2014).

The realization of the backwardness of women education in the North West states, led to the establishment of Women Centre for Continuing Education (WCCE) in the Northern states. The essence of establishing these centres was to comply with the directive Section 6 of the National Policy of Education (NPE, 2013) which aimed at mass literacy, Adult and non-formal education consisting of functional literacy, remedial continuing education, vocational education, aesthetic, cultural and civic education for youths, and adults, outside the formal school-system. Sani (2011) opined that it is assumed that development can only be deemed to be taking place when there is reduction in three aspects of societal life. These are poverty, unemployment, and inequality. Balarabe, (2005) said for women to cope with development, they would require education necessary for social and economic development needed for their survival and self actualization. In order to achieve, this the Northern states Government had provided a platform for such development. This is seen in the proliferation of Women Centres for Continuing Education in many parts of Northern states in Nigeria.

The essence is to improve and fit them in properly into the rapidly changing society in all facets of life viz, educationally, socially, economically etc. It was based on this that Hoppers (2007) ascertained that the learning needs of young people and adults are not just about basic competencies but refer to a broader conception of learning that is 'life wire' and 'lifelong'. Boson (2009) cautioned that without this education these category women will stand very low chance in the competition for jobs. Without which they are less prepared for the tedium and poverty of unemployment and without it the hampered in their understanding of the world and the consequently their ability to change the world. Osuman, (1997) pointed out how attention was given to women education during colonial era .in order to introduce them to politics and political issues.

Objectives of the Study

This study is guided by these stated objectives:

1. Examine stakeholders' perception of contribution of graduates of WCCE to economic advancement in Northwest Nigeria.

2. Examine stakeholders, perception of contribution of graduates of WCCE to political development in Northwest, Nigeria.
3. Determine the influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria.
4. Determine the influence of stakeholders; status on the perception of contribution of graduates to political development in Northwest Nigeria.
5. Determine the association between stakeholders. Perception of graduates contribution to economic and political development in Northwest Nigeria

Research Questions

This study is guided by these stated research questions:

1. What are the stakeholders' perception of contribution of graduates of WCCE to economic advancement in Northwest Nigeria?
2. What are the stakeholders, perception of contribution of graduates of WCCE to political development in Northwest, Nigeria?

Research Hypotheses.

H₀₁: There is no significant influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria.

H₀₂: There is no significant the influence of stakeholders; status on the perception of contribution of graduates to political development in Northwest Nigeria

H₀₃: There is no significant association between stakeholders perception of graduates contribution to economic and political development in Northwest Nigeria.

Statement of the Problem

Illiteracy has been the greatest enemy of mankind, especially women, it has for long time kept women as subordinates, ignorant of their social situation, and in great confusion. High level of literacy has made a lot of countries under developed more especially African countries to which Nigeria belongs. Although, illiteracy has been the greatest hindrance for a long time. Some form of women literacy education had for a long time been in existence in the North Western States of Nigeria known as Women Centres for Continuing Education (WCCE). These centres are found particularly in Jigawa State, Kano State, Katsina State, Sokoto State and Zamfara States of Nigeria. These centres have been producing graduates since inception. Despite the functionality of these centres only a negligible increase is recorded in the rate of women education. This is found in the UNESCO report of (2012) that there is still insufficient increase in women education; Statistics of the Federal Ministry of Education (2012) indicated that only 20 (%) percent of women are educated in the North Western States of Nigeria. This has also prompted the study to find out Stakeholders' perception of the contributions of Women Centre for Continuing Education to the socioeconomic development of women in North West Nigeria.

Conceptual Review

The Role of Women in Politics: The education of women is of great importance to a nation's socio political development. Mangvwat (1999) maintained that education enables women to know their rights, privileges and responsibilities. Politically, every country depends on enlightened citizenry in order to arrive at very meaningful decisions that will guide it to achieve its various political programmes and agenda, literacy enables people to engage in meaningful decision and critically examine various options before taking an independent judgment particularly in cases of political representation. Thus, literacy according to Haruna (2001) Education gives the individual the opportunity to participate effectively in the process of their governance especially women who are mentally sound. As partner in progress, the participation of the enlightened women folk in the nation's body politics can augment men's political effort and strife.

Education is the most effective way to enhance Nigerian women political awareness and effective participation, Therefore, there is the need to reveal the attitude of men and women toward formal education at the basic and secondary level as this will triggered women to seek for higher education beyond the secondary school. Yet women need to be highly educate to participate actively in politics. Amale (1991), Alele Williams (1992), Anumna (1996) Suara, (1996), and Uche (1998) have indicated that religious social, economic, and political factors that impede the full participation of women in education. But the lukewarm attitude being given to formal education by the government led to the establishment of these centres In order for the women to effectively participate in the nation's social and economic activities that will enhance personal and national development

At this juncture, it may perhaps be necessary to recognize and mention the political leadership and contributions of great Nigeria educated women. Among these were: Professor Alele Williams of the University of Benin (Nigeria), Mrs Ngozi Iweala of the World Bank, Late Mrs Dora Akunyili of NAFDAC, Mrs Obi Ekwensili of Women Liberation and Empowerment, and a host of them.

METHODOLOGY

The research design that was used for this study is the descriptive survey design, the design allowed for the use of questionnaires, which generated valid data that were analyzed. The population of this study consisted of all the stakeholders in education that comprised the students, graduates, teachers, school administrators, Ministry personnel, Quality Assurances officers in the North-west zone of Nigeria. The target population consisted of all stakeholders in the selected states in the zone. Multi-stage sampling technique was adopted for the selection of the sample needed for this study. The total population of stakeholders in North-west Nigeria was 1970 out of this numbers, 1261 respondents were proportionately selected for the study. This is in agreement with the Research Advisor (2006) sample size table (see appendix I) as it was recommended that in a population of 1970 at confidence level of 95%. 1261 respondents could be appropriately sampled. Four states were selected out of the seven North-western states using purposive sampling technique.

The following instrument was used for the study, a questionnaire titled "Questionnaire on the Contributions of Women Centres for Continuing Education to Socio-economic Development (QCWCCESD). The instrument was developed by the researcher. QCWCCESD had two sections. Section A contained items that elicit information on respondents demographic data while section B contained items that elicited information on the contribution of Graduates of WCCE to the economic and Political development of women as perceived by stakeholders.

The validity of the instrument was ascertained using content validity technique. This approach was used to ensure if the items of the questionnaire corresponded with the focus of this study. To ascertain the reliability of the questionnaire, a pilot study was conducted using one centre that is Jigawa State Adult and non-formal learning centre at Dutse, which is within the studied area, but not used by the researcher for this study. A reliability coefficients are: 0.70 was obtained.

In the process of administration the researcher explained to the respondents the procedure for filling the questionnaires, some of the respondents (students) who could not understand what the questionnaires entails were arranged in a class and the questions were translated in Hausa and the procedure for filling the questionnaires was explained to them. Snowball sampling technique was used to reach the graduates of WCCE in all the selected States. The graduates recruit other graduates. The data collected from the respondents were subjected to descriptive statistical analysis in form of percentages, and was used to describe the demographic characteristics of the stakeholders as well as to answer all the research questions.

RESULTS

RQ1: What are the stakeholders' perception of contribution of graduates of WCCE to economic advancement in Northwest Nigeria?

Table 1. Analysis of Stakeholders' Perception of the Contributions of WCCE Graduates to Economic Advancement in North-west, Nigeria.

Stakeholders' Perceived Contribution	Frequency (f)	Percentage (%)
Poor contribution	108	8.6
Fair Contribution	433	34.3
Good Contribution	527	41.8
Very Good Contribution	193	15.3
Total	1261	100.0

Table 1: show the stakeholders' perceived contributions of graduates of WCCE to increase in economic advancement in North-west, Nigeria. The results show that 108(8.6%) of the stakeholders' perceived the contributions of graduates of WCCE to increase in economic advancement as poor contributions, 433(34.3%) perceived such contributions as fair 527(41.8%) perceived the contributions as good, while 193(15.3%) of the stakeholders perceived contributions as very good. It could therefore be concluded from this result that more than half 720(57.1%) of the stakeholders perceived the contributions of graduates of

WCCE as contributing to increase in economics advancement in North-west, Nigeria as good, scale which tends to good contribution.

RQ2: What are the stakeholders, perception of contribution of graduates of WCCE to political development in Northwest, Nigeria?

Table 2. Stakeholders' Perception of the Contributions to Political Advancement of WCCE in the North-west, Nigeria

Stakeholders' Perceived Contributions	Frequency (f)	Percentage (%)
Poor	80	6.3
Fair	480	38.1
Good	561	44.5
Very Good	140	11.1
Total	1261	100.0

Table 2 shows the stakeholders' perceived contributions to political advancement of graduate WCCE in North-west, Nigeria. The results show that 80(6.3%) of the stakeholders' perceived contributions to political advancement graduates of WCCE in North-west, Nigeria as poor with a weighted score of 80, 480(38.1%) perceived such contributions as fair with a weighted score of 960, 561(44.5%) perceived the contributions as good with a weighted score of 1683, while 140(11.1%) of the stakeholders perceived contributions as very good with a weighted score of 540. It can therefore be concluded from this result that more than half 701(55.6%) of the stakeholders perceived the contribution to political advancement of graduate of WCCE in North-west, Nigeria as either good or very good. The averaged weighted point of 2.60 on a 4-point scale, noticing it was good contribution.

H₀₁: There is no significant influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria.

Table 3. Chi-square Analysis of Influence of Stakeholders' Status on their Perception of Contribution of Graduates to Economic Advancement in Northwest, Nigeria

Stakeholders Status	Perception of Contribution of Graduates to Economic Advancement				Total	χ^2	df	p
	Poor	Fair	Good	Very Good				
Graduates	12	20	41	25	98	65.911	15	.000
Students	25	37	61	18	141			
Teachers	24	62	49	28	163			
School Administrators	7	8	22	17	54			
Ministry Personnel	16	24	53	17	110			
Quality Assurance Officers	109	268	251	67	695			
Total	193	419	477	172	1261			

Table 3 shows the result of the influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria. It can be observed that a Chi-square test result indicated that there exists a significant influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria, χ^2 (n = 1261) = 65.911, df = 15, p = .000. Since p-value is less than 0.05 level of significance, we therefore reject the stated null hypothesis. This result therefore, concludes that there is significant influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria.

H₀₂: There is no significant the influence of stakeholders; status on the perception of contribution of graduates to political development in Northwest Nigeria.

Table 4. Chi-square Analysis of Influence of Stakeholders' Status on their Perception of Contribution of Graduates to Political Development in Northwest Nigeria

Stakeholders Status	Perceived Participation in Economic				Total	χ^2	df	p
	Poor	Fair	Good	Very Good				
Graduates	7	19	47	25	98	39.627	15	.001
Students	15	43	59	24	141			
Teachers	8	58	68	29	163			
School Administrators	3	16	24	11	54			
Ministry Personnel	14	24	56	16	110			
Quality Assurance Officers	61	273	273	88	695			
Total	108	433	527	193	1261			

Table 4 shows the result of the influence of stakeholders' status on their perception of contribution of graduates to political development in Northwest Nigeria. It can be observed that a Chi-square test result indicated that there exists a significant influence of stakeholders' status on their perception of contribution of graduates to political development in Northwest, Nigeria, χ^2 (n = 1261) = 39.627, df = 15, p = .001. Since p-value is less than 0.05 level of significance, we therefore reject the stated null hypothesis. This result therefore, concludes that there is significant influence of stakeholders' status on their perception of contribution of graduates to political development in Northwest, Nigeria.

H₀₃: There is no significant association between stakeholders perception of graduates contribution to economic and political development in Northwest Nigeria.

Table 5. Chi-square Analysis of the Association between Stakeholders' Perception of Graduates' Contribution to Economic and Political Development in Northwest Nigeria

Contribution to Economic Development	Contribution to Political Development				Total	χ^2	df	p
	Poor	Fair	Good	Very Good				
Poor	59	34	12	3	108	544.980	9	.000
Fair	53	256	108	16	433			
Good	53	102	306	66	527			
Very Good	28	27	51	87	193			
Total	193	419	477	172	1261			

Table 5 shows the result of the association between stakeholders' perception of graduates' contribution to economic and political development in Northwest Nigeria. It can be observed that a Chi-square test result indicated that there exists a significant association between stakeholders' perception of graduates' contribution to economic and political development in Northwest Nigeria, χ^2 (n = 1261) = 544.980, df = 9, p = .000. Since p-value is less than 0.05 level of significance, we therefore reject the stated null hypothesis. This result therefore, concludes that there is significant association between stakeholders' perception of graduates' contribution to economic and political development in Northwest Nigeria.

DISCUSSION OF FINDINGS

One of the findings of this study show the stakeholders' perceived contributions of graduates of WCCE to increase in economic advancement in North-west, Nigeria. Stakeholders perceived that their contributions to economic advancement as very good. It could therefore be concluded from this result that more than half 720(57.1%) of the stakeholders perceived the contributions of graduates of WCCE as contributing to increase in economics advancement in North-west, Nigeria as good, This support the findings of Yakubu, Binji, and Muhammad's (2014) study show that WCCE have provided women with skills acquisitions that enables them to self-productive. However, one of the implications of this finding is that when the concerned individuals perceived a programme as rewarding, there is tendency for increased participation with a multiplied effects on the development of the beneficiaries and the nation at large. This

will in turn enables the women who are the beneficiaries to contribute their quotas to national development.

This further showed that shows the stakeholders' perceived contributions to political advancement of graduate WCCE in North-west, Nigeria. Stakeholders perceived contributions as very good with a weighted score of 540. It can therefore be concluded from this result that more than half 701(55.6%) of the stakeholders perceived the contribution to political advancement of graduate of WCCE in North-west, Nigeria as either good or very good. This relate to the study of Amale (1991), Alele Williams (1992), Anumna (1996) Suara, (1996), and Uche (1998) have indicated that religious social, economic, and political factors that impede the full participation of women in education, and that women need to be highly educate to participate actively in politics.

Furthermore, the results shows the result of the influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria. This result therefore, concludes that there is significant influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria. Skills acquisition have a tendency for sustainability and increased level of women participation in societal development needed for socio-economic development. This finding also tends to support the assertion of UNESCO (2006) that women education that is properly designed and provided has the tendency of imparting skills and knowledge to participate and makes them more productive in self-employment or in employment by others

The findings also shows the result of the influence of stakeholders' status on their perception of contribution of graduates to political development in Northwest Nigeria. This findings therefore, concludes that there is significant influence of stakeholders' status on their perception of contribution of graduates to political development in Northwest, Nigeria. This finding buttresses Anyebe (2001) that feminists have advanced the issue of empowerment of women through education as means of challenging patriarchal ideology of domination and women subordination transforming the structures and institutions that perpetuate gender discrimination and social inequality as well as creating equal opportunity for women at all levels in all spheres of human endeavour

Lastly, the findings shows the result of the association between stakeholders' perception of graduates' contribution to economic and political development in Northwest Nigeria. This findings therefore, concludes that there is significant association between stakeholders' perception of graduates' contribution to economic and political development in Northwest Nigeria. This findings lend support to the findings of Adebusoye (2007) reveals that educational inequality has been constraining women in northern Nigeria from actively participating in socio-economic and political activities. Hannum and Buchman (2012) observed that if the relationship between education and political participation is well established, educated people could more likely to vote and exhibit tolerant attitudes and democratic values.

CONCLUSION

Based on the findings of this study, the following conclusions were drawn. That WCCE women are contributing to increase in economics advancement in North-west, Nigeria. It was

concluded from this result that more than half of the stakeholders perceived the contribution to political advancement of graduate of WCCE in North-west as very good. This result therefore, concludes that there is significant influence of stakeholders' status on their perception of contribution of graduates to economic advancement in Northwest, Nigeria. This findings therefore, concludes that there is significant influence of stakeholders' status on their perception of contribution of graduates to political development in Northwest, Nigeria. Finally the findings therefore, concludes that there is significant association between stakeholders' perception of graduates' contribution to economic and political development in Northwest Nigeria.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are considered relevant.

1. The results indicate that graduates of these centres are contributing to political advancement the States government should support women socio-economic development through the establishment of more WCCE in local governments areas
2. Women should be given opportunity to serve as in all spheres of political advancement to show their talent, contribute to societal development and acquire sense of belonging, which make them relevant to themselves and the community.
3. Stakeholders such as Teachers, Ministry personnel, Quality assurance officers, and School administrators can use their status to influence women economic advancement and as such stakeholders continue to use their office to influence women economic advancement.
4. Stakeholders can use their status to influence women political advancement and as such stakeholders continue to use their office to influence women political advancement/t. By giving women special preference in politics
5. Stakeholders should therefore advance measures to encourage and motivate women to strive harder and continue the political and economic advancement in Northwest Nigeria.

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