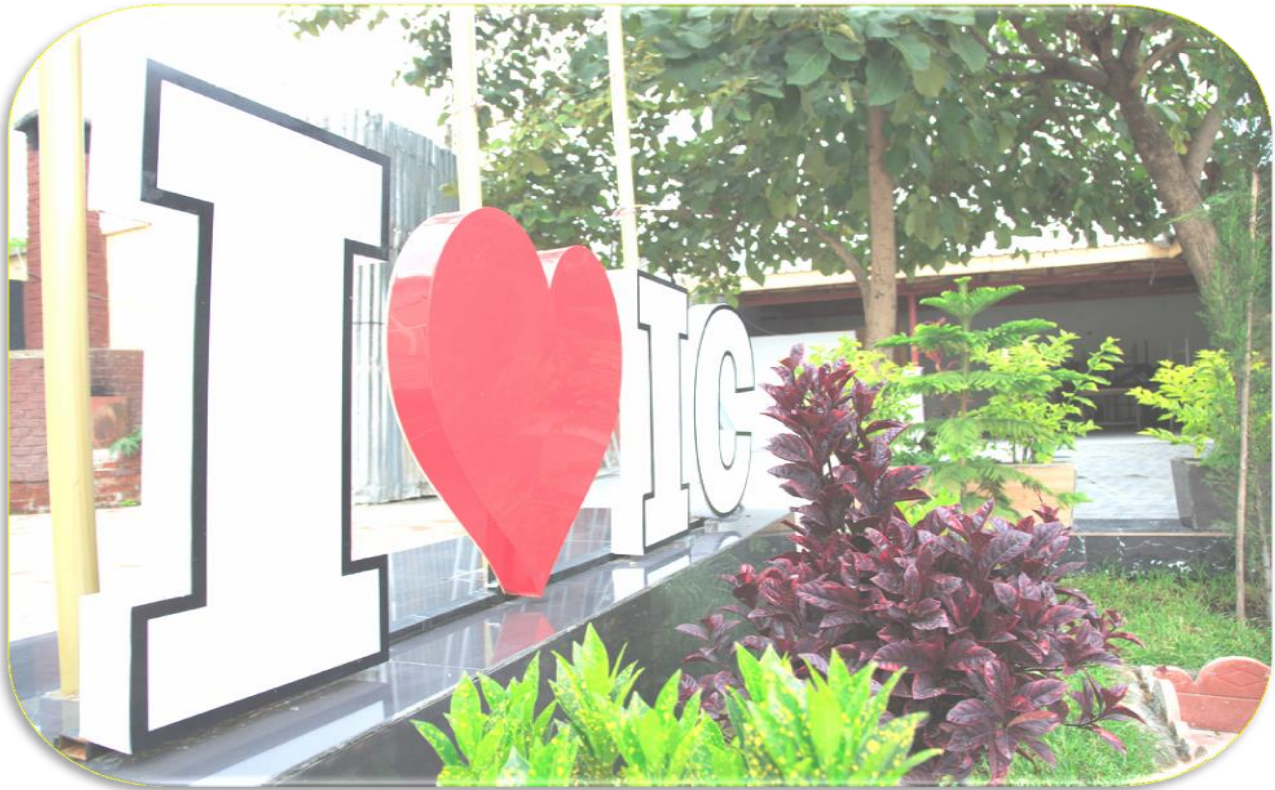




**Proceeding on Second National Research Conference on the theme  
“Quality Research outputs for Sustainable Development”**



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“Quality Research outputs for Sustainable Development”**

**Organized by**

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## **MESSAGE FROM THE PRESIDENT OF INFOLIK COLLEGE**

Even though Ethiopian higher education experienced tremendous increases in student enrollment, research and innovation is at its infant stage. When I specifically talk about private colleges and universities in Ethiopia, they are challenged by factors like poor quality research staffs, lack of transformative leaders, very poor research culture, and lack of strong support from government and lack of finance.

With all these challenges, I am optimistic that Ethiopian private higher education institutions will have their own part to play and gap to fill in the development process of this country. Taking this reality into consideration, the key stakeholders especially the government must channel resources and give its technical support to enhance the capacity of private colleges and universities on top of the support delivering for public institutions.

Recently, Info link College has been taking some serious measures to promote research activities in addition to its main mission-quality teaching and learning. Some of the developments were:

- ✓ The establishment of the office of research and development and the appointment of professionals who can carry out the job
- ✓ The starting of need-driven post-graduate programs that can scale up research activities at the college
- ✓ Assigning budget for activities related to research and community services activities
- ✓ Providing training and creating sensitization programs for staffs to institutionalize research culture

As a founder and top manager of this Institution, I am so eager and happy to serve my country by investing in Education in an ethical manner. I and my colleagues at the college are highly committed to advance education and research. Please join us!! This national conference is one

part of that effect. With this, I am so happy to officially open the second national conference on the theme **Quality Research outputs for Sustainable Development**". Have a nice stay.

**Mr. Dereje Tekalign**

**President, Infolink College**

## **An Impact of literacy and Entrepreneurship Training program towards rural women's socioeconomic empowerment: an exploratory case study design**

**Dr. Teshome G.**

### ***Abstract***

*Despite the women's numerical significance, and their remarkable contribution to the economic development, women faced social and cultural challenges that undermine their human worth and dignity. These problems result mainly from lack of education among the majority of women and can possibly cause poverty and inequality. To address these problems, adult education and literacy programs that incorporate functional adult literacy, vocational training, and entrepreneurial support was implemented. The aim of this paper was to explore the impact of this adult literacy program on the rural women's socioeconomic empowerment. A case study method was used with a purpose to determine the impact of adult literacy on the socioeconomic life of rural women. For sampling purpose, three adult literacy supervisors, five adult literacy teachers, and twenty women were included. Data collection tools were in-depth interviews, focus group discussion and personal field notes. The result showed that the adult literacy program improved women's ability to read, write and calculate; self-confidence to express one's feeling and idea; a positive self-concept; and confidence to challenge the already established wrong meaning about women. The program improved women's knowledge of family planning and health matters. Furthermore, it improved women's social networking ability. Economically, adult literacy program equipped women with the knowledge and skills to engage in different income generating activities. However, it was found that that specific adult literacy program could not equip women adequately to exercise their decision-making right in financial management. The result of the previous as well as the current research implies that adult literacy program can empower rural women but for the empowerment of women to happen, the conventional adult literacy type, which focuses on reading and writing should be supported by work oriented skill and business training program that is directly related to the rural women life. There should also be practical exercises to teach contents related to work-oriented skill and business training components. Though, qualitative research method is one approach to investigating the impact of adult literacy on women's life, the future attempt to study the impact of adult literacy on women's socioeconomic empowerment may consider more powerful quantitative and mixed method research tools.*

**Keywords:** *Literacy, Women's Empowerment, Gender*

### **Introduction**

Adult literacy refers to different abilities and skills used to solve economic, political and social problems. It is the critical applications of these abilities or crucial applications of these skills in real life situation (Ahmed, 2011). Adult literacy has been viewed as a key component to advance formal

education since 1950s. It was argued that adult literacy was a fundamental human need and human right as it gives advantages for people, families, groups and countries. In contemporary society, it is generally figured that adult literacy skills are very important for decision-making, individual empowerment, and for active participation in local and worldwide community affairs (Barton, 2007).

However, adult illiteracy is a growing problem despite efforts to curb it. Lack of education is one of the major problems that influence all sides of the earth, particularly the poor nations. In most Sub-Saharan African countries, factors like negative attitude towards women's education, poverty, and political conditions blocked millions (particularly women) from guaranteeing their essential human rights and fundamental education during their early ages. This has resulted in a high rate of unemployment among a huge number of adults, largely women in most African nations, including Ethiopia (UNESCO, 2013).

In Ethiopia, even though women are actively involved in all aspects of rural activities, the varied and important roles they play have not always been recognized (Bediru, 2011). Despite the women's great contributions, they faced social and cultural challenges that undermine their human worth and dignity. As a result, in the rural parts of Ethiopia, the uneducated are women. They have neither the free time nor the energy to learn (Ethiopian Policy on Women, 1993). Women in the region have limited accesses to resources and opportunities and their productivity remains relatively low in relation to their potential (Lynda, 1991). In terms of property ownership, women in the region have no equal rights with men. In addition, the dominance of men in various income generating activities highly affects the economic empowerment of women. Generally, the inequality in the provision of education, access to resources and opportunities reflects the deep-rooted tradition and values within the ideological, political, economic and socio-cultural structure of societies (Demographic and

Health Survey, 2005). To solve adult women's lack of education, an adult literacy program called the Integrated Women's Empowerment Program (IWEP). IWEP strives to promote a mixed approach that combines three traditionally separate components; namely adult literacy, livelihood skills/non-formal vocational training and entrepreneurial support. A huge amount of wealth was spent and a large number of women had got the opportunity to participate (Ministry of Education, 2008).

But, how this program is valuable in changing the life of rural women needs to be researched. Thus, the purpose of this paper was to explore the contributions of adult literacy for women's socioeconomic empowerment. The study mainly focuses on exploring the impact of adult literacy on the socioeconomic life of rural women in Oromia Regional State in Ethiopia. A qualitative case study approach was used to address the issue

## **Literature Review**

### **Theories explaining women's equality and economic freedom**

#### **John Rawls theory of justice**

Rawls' theory of justice defines justice as fairness. He additionally holds that, in a pluralistic culture, there might never be full uniformity among all individuals on each viewpoint. But, an equitable society must locate a reasonable procedure for distributing what he calls, primary goods among its members. Social primary goods are, as indicated by Rawls, those products that anybody would need paying little respect to whatever else they needed. They are means or resources, and this approach says that we should compare holdings of such resources, without looking closely at what individuals possessed of heterogeneous abilities and preferences, can do with them (Runcheva, 1999).

Rawls (2001) indicates social primary goods in an order as follows: 1) the basic liberties which basically include freedom of thought and liberty of conscience; these are the basic foundations necessary for the development and exercise of the capacity to make decision and rationally to pursue, a conception of the good. Additionally, these freedoms take into consideration the improvement and activity of the feeling of right and equity under political and social conditions that are free 2) In his list of social primary goods, next to basic liberty, there are freedoms of movement and free choices of occupation for the pursuit of final ends as well as decisions to revise and change them, if one needs it 3) powers and prerogative responsibilities are needed to give scope to various self-governing and social capacities of the self 4) in his list income and wealth, considered as all-purpose means for achieving directly or indirectly a wide range of ends 5) the social basis of self-respect are those aspects of basic institutions that are normally essential if citizens are to have their very own cheerful feeling worth as good persons and to have the capacity to understand their most elevated request premiums to advance their closures with self-assurance.

He came up with the concept called "veil of ignorance" in which all the parts in the social game would be placed in a situation which is called the original position. Based on general knowledge of the facts of life and society, each player is to abide by his/her moral obligation. By refuting the players any specific information about themselves, it forces them to adopt a generalized point of view that bears a strong resemblance to the moral point of view. Moral conclusions can be reached without abandoning the prudential standpoint of positing a moral outlook merely by pursuing one's own prudential reasoning under certain procedural bargaining and knowledge constraints. Rawls proposes that the most reasonable principles of justice for a society are those that individuals would themselves agree behind the "veil of ignorance", in circumstances in which each is represented as a moral person, endowed with the basic moral powers. What this position supports is that every

person has completely different ends and goals, completely different backgrounds and abilities; everyone needs to have a good probability to develop his or her skills and to pursue those goals – fair equality for the chance. It's not a race or contest wherever the gifted or talented ones prevail, it ought to be complete cooperation among all, so that there is affordable life for all (Runcheva, 1999).

To sum up, Rawls theory of justice revolves around the adaptation of two fundamental principles of justice which would, in turn, guarantee a just and morally acceptable society. The first principle guarantees the right of each person to have the most extensive basic liberty compatible with the liberty of others. The second principle states that social and economic positions are to be: a) everyone's advantage and b) open to all.

From the discussion above I have examined that these principles of justice are acceptable as they promote equality among all (women and men). A big lesson that could possibly be drawn from Rawls principles of justice is that each individual has the same basic liberties and opportunities that all are equal regardless of races, ethnic origins, social standards and religious intolerance and beliefs.

The theory of justice promotes that men have the moral obligation to accept the existence of women in the society. In a country like Ethiopia, women and girls are strongly disadvantaged compared to men in several areas of life like literacy, health, livelihood, and human right; they are suffering from low-status, lack of support and networks that are not properly implemented. So, it is Rawl's theory of justice which could work better to solve the numerous and acute discrimination against women in contexts like Ethiopia.

I support Rawl's argument in that each person has the basic power of choice and a sense of justice

even though this reality never exists in our society. By applying the basic principles of justice, we may create a level playing field for marginalized groups like women in Ethiopia. All parties should be involved in the game in a fair way.

### **Conscientization and dialogue theory**

As to Freire, education is two stages path to permanent liberation. The first stage is the one at which people become aware of their oppression and transform it (that state). Freire calls it conscientization stage. The second stage expands upon the first and is a permanent procedure of freeing social activity. Freire (1972) clarifies that conscientization is a methodology of creating awareness, yet cognizance to that is comprehended to have the ability to change reality. According to him, awareness is dictated by the socioeconomic and political settings, cultural molding during one's childhood education and religion. Freire recognizes three separate levels of awareness.

The first type is magical consciousness. Individuals in such a condition, adjust themselves helplessly and inactively to the desires of a prevalent power. They are not aware of the socioeconomic inconsistencies in their society. They acknowledge life for what it is and do not address the shameful acts done to their lives. They are noiseless and quiet. The second sort is naive consciousness. This includes picking up understanding into and getting to be mindful of one's own issues, yet without making associations with the exterior world. Finally, critical consciousness involves making connections with the socioeconomic contradictions in society. It means looking at reality and recognizing such contradictions as a fact (Freire, 1972).

Because of this, Freire's theory is established on the ideas of conscientization and dialogue. It includes showing adults how to read and write as a means of enlivening their consciousness about

their social reality. Then Freire utilized the idea as a system for change. He, likewise, utilized it to investigate literacy as a political undertaking. The main undertaking of this investigation is to make the unskilled people mindful of the reason for their situation. The main sources are social conditions, which shape the man and his awareness. Hence, the first undertaking is to change the cognizance of uneducated. This endeavor to change their awareness is, in the meantime, an endeavor to make adult literacy training the act of freedom (Freire, 1985).

Dialogue is the method for attaining conscientization. Conscientization obliges an individual to change his or her mentality, discernment or convictions. As it were, people should not acknowledge that social reality could not be addressed and changed. Freire accepted that once an individual saw and comprehended a test and perceived the conceivable outcomes of a reaction, that individual will act and the way of his or her activity is compared to the way of his or her comprehension. Thus, a basic understanding of circumstances prompts critical action (Taylor, 1993).

Thus, Paulo Freire's theory of the 1970s utilized as the vehicle for disassembling the chain of abuse and ending the silence of society. The last is truly adjusted to women's activist procedures by using individual empowerment as a vehicle for helping women feel safe enough to talk about ill-use, segregation and prohibition as a beginning stage of testing and achieving change. This theory of change is the premise of numerous young people's empowerment models, and the premise of youngster centered project plans or initiatives.

Consequently, Freire saw literacy as an urgent method for expanding mindfulness and awareness that brought about capability to help control circumstances. Freire accumulates the connection between the two levels of empowerment – individual agency and group capacity – to engage and take action. He additionally suggests the breaking down of many years of uninvolved

acknowledgment and reinforcing the capacities of marginalized groups to captivate as authentic, on-screen characters in economic advancement. It engages the learners to alter the problem that lacks education created in the community (Freire, 1972).

My view is that the Freirean literacy theory enables and empowers adults, particularly women in the accompanying ways: First, it makes a space where women feel great to meet and talk about issues pertinent to their lives. It enhances the compelling cooperation of women in the choice that influences their lives, through reinforcing their capacity to convey. Second, adult literacy through Freirian methodology helps women in the battle to state their human rights, challenge and change their position in the public eye. It is actively arranged, not aloof, impartial or segregated. It includes working "with" individuals contrary to "for" them

### **Research design and methodology**

#### **Research paradigm**

The paradigm of this research is interpretivism. This paradigm recognizes the importance of a person's subjective creation of meaning (Miller & Crabtree, 1999). Constructivism is based upon the premises of a social construction of reality (Searle, 1995). One of the advantages of this approach is the climax collaboration between the researcher and the participant to enable the participant to tell their narration (Crabtree & Miller, 1999). Through these stories, the participants are able to describe their views of reality; this enables the researcher to better understand the participants' view (Robottom & Hart, 1993). This paradigm fits with the purpose of this study, as the study explores the impact of adult literacy program on women's socioeconomic life.

## **Research approach**

This paper pursues a qualitative research approach. It allows the researcher to study things in their natural settings (Creswell, 2011). According to Marshall (2003), the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the human side of an issue.

In this paper, the qualitative research method is selected as it contributes to this study at least in two ways: It provides rich descriptions of complex phenomena (like women's adult literacy program and its impact on their socioeconomic life). It also gives a voice to those whose views are rarely heard (in the case of this study- woman).

## **Research type/design**

Qualitative case study design was used. This type of research approach is presumed to facilitate the exploration of a phenomenon within its context using a variety of data sources. This guarantees that the issue cannot be investigated through one viewpoint, rather a mixture of lenses, which take into account numerous aspects of the phenomena to be uncovered and caught (Baxter and Jack, 2008). According to Yin (2003:2), "the distinctive need for case studies arises out of the desire to understand complex social phenomena" because it allows investigators to retain the holistic and meaningful characteristics of real-life events." Case studies are chosen methodologies, especially when "how or "why" questions are raised in a research (Yin, 2003).

A qualitative case study method was used with a purpose of understanding the impact of adult literacy on the socioeconomic life of rural women who participated in the program in two villages of Oromia region, in Ethiopia. One of the main reasons for using a case study method is that

exploring the relationship between literacy and socioeconomic empowerment is a complex situation. This is mainly because; the relationship between the two, when analyzed, cannot sometimes be accurately related with figures and statistics. There are several factors that make such relationship difficult. There could be many influences-suitability of the literacy program to the cultural contexts, interest and motivation of the literacy facilitators, the interest of participants to the literacy, quality of the literacy program in improving the life of participants etc. All these should be explained contextually.

Moreover, some socioeconomic output gained as a result of adult literacy, could not be described using numbers, but it could be explained qualitatively based on the voice of respondents. In addition to this, case study method helped the researcher to make a thick description of the issue under study by gathering rich information from different sources. Thus, this study used many data sources (adult literacy supervisors, adult literacy teachers, and women who participated in adult literacy program) to investigate issues under consideration.

### **Research population and sampling**

This study includes three main groups of actors involved in the adult literacy program. These are adult literacy supervisors, adult literacy teachers and women who participated in the literacy program. The selection of all these participants was done based on purposive sampling.

Three adult literacy supervisors, five adult literacy teachers/facilitators, and twenty women who participated in the adult literacy program, were selected as a sample.

## **Data collection tools**

In this paper, major data collection tools were in-depth interviewing, focus group interview/discussion and personal field notes.

## **Ethical consideration**

In this research, ethical issues were considered in the following ways:

First, the researcher took the position that whatever the participants tell him was true, for it is their reality.

Second, the researcher informed participants about the overall purpose of the research, its main features, as well as the risks and benefits of participation in the study.

Third, the researcher took full responsibility for the participants, including issues such as ensuring confidentiality and avoiding harmful practices that affect the participants. In ensuring confidentiality, the researcher did not reveal private data and identities of the participants. The researcher never mentioned their names and their addresses. The researcher also never forced them to share their personal stories, unless they did it voluntarily.

## **Result/Findings/**

### **The impact of adult literacy on women's /individual /personal growth**

How does women's involvement in adult literacy change their feeling about themselves (Self-worth, self-potential, self-confidence...), which is critical for socioeconomic empowerment?

The data emerged as a theme in the interview and focus group discussion had been analyzed; the researcher read and re-read the data together with the available literature under which, four sub-

categories emerged.

### **Self-confidence (coming out of shyness) to discuss issues**

Most of the informants indicated that as a result of their participation in the adult literacy program, their self-confidence and self-esteem have changed. They proved that their capacity of perusing, writing, and calculating, and others, helped them to build their confidence. Their eyes were opened, their thoughts were increased in value by their instructors and generally, their heart longing was attained. After the adult literacy program, women viewed themselves as all round persons who were vital both at home and in the community. All these contributed to the improvement of their self-confidence and self-development.

Wr20 for example stated:

*"The adult literacy program has made me come out of darkness to light, from shyness to speak; from home to be public from not deciding to decision-making."*

One of the adult literacy teachers, (Alt03), who critically observed changes in women after participating in the adult literacy program, expressed this very vividly:

*"The ways they express their feelings, ideas, and address issues improved. They talk in a large group with confidence."*

By comparing her situation before and after Adult literacy program, Wr06 stated:

*Formerly, I always used to keep quiet, and I was not lucky to share my feelings, ideas and problems with others. I did not believe in myself. However, literacy class taught me doing these without any fear. From now onwards, I cannot keep quiet and my mouth never stops talking any time when it is*

*necessary.*

Wr09also claimed:

*“Thanks to literacy, it has given me the courage to talk loudly. I think this is one of the big benefits that literacy provided me.”*

Indicating how shyness hindered her communication ability before her participation in adult literacy program and the success story after the adult literacy program, Wr11 shared her memories as:

*“Personally, I was shy. However, the adult literacy program I took part has transformed and encouraged me to become persuasive speaker. It improved my communication ability/skill.”*

Wr12also expressed similar experience:

*“Literacy boosted my confidence as it helps me in my social and economic affairs.”*

For adult literacy participants like (Wr19), the program created an opportunity to come out of the kitchen and meet new friends to whom ideas are shared. As a result of their interaction with many new people, they learn skills of communication. This again builds her confidence.

*In the past, as I totally spent at home (kitchen), I had not got any opportunity to share my problems and plans to others. The adult literacy classes taught me how to discuss with other community members outside my home. The program familiarized me with many people to build my confidence.*

### **Self-respect**

In the village, women did not have faith in what they do irrespective of whether what they do is

correct or not. However, almost all informants stated that the adult literacy program changed shy women to be confident and believe in their potential.

During the interview, Wr04 stated:

*Truly speaking, my heart's desire was achieved. After literacy, I started to give value for my prior knowledge, skills and experience and the potential inside me. I can totally change into resources. Literacy gives me a sense of confidence to see myself again and again. Yes! We all women have the power to change ourselves, our family and our community, though most of us were not aware of this truth*

In a similar way, Wro7 Explained:

*“Literacy improves the value that I give to myself.”*

FGI104 also expressed similar experience:

*“Adult literacy program helps me to know myself better and develop a feeling of being self-reliant. These are the qualities that I lacked before”*

In general, adult literacy programs have contributed a lot towards reconstructing the women’s image by deconstructing their already distorted image in the village. This was summed up by Wr01 as follows:

*I was blind though I was born with two eyes like others, but now my vision is restored with the help of God. I would like to thank my literacy teachers as well as those who taught us. Formerly, even I did not consider myself as a human being. I did not consider myself important as such. However, after the literally class, I understood that I am also very important, like others, and my*

*confidence grew up.*

### **The impact of adult literacy on women's social life**

- How does adult literacy improve women's knowledge of basic social issues (children's education, health, mobility, and networking)?

### **Women's freedom of movement**

The data from primary informants revealed that Adult literacy program also enhances women's level of mobility. They are no longer restricted to stay only at their homes like detainees; but they were able to move from one area to another.

In the area where the research was conducted, the community thought that women are not expected to work outside the home. Surprisingly, women themselves thought that they are not entitled to work outside their homes like men. This thinking actually restricted them from making any movement. But, their participation in adult literacy program equipped them with the skill to take part in economic activities that provided them an opportunity to make a movement.

In relation to this issue, Wr20 said:

*"I am no longer confined to my kitchen. Every week, I am busy traveling to the nearby town to sell my Vegetables and chickens. I am very happy for that. In the past, I did not think that such a thing is there."*

Although there is an improvement as a result of the adult literacy program, for some women, the freedom of mobility is not totally guaranteed. Indicating how her husband plays a decisive role,

Wr17 *smiled* and said:

*“Sometimes, I go to a nearby village and town, but I have to get permission from my husband. Furthermore, I cannot stay more than a day there. I should openly discuss with my husband. However, I do think that all husbands are positive like that.”*

Wr13 also expressed that she was in prison and now she is free and she will never go back to it.

*“Now, I am no longer confined to home like a prisoner. Sometimes, I am invited to nearby town to attend the meeting. Moreover, I do not have any problem to convince my husband to go to the town to buy and sell.”*

### **Women’s social network**

Some of the primary informants stated that women’s social ties also improved as a result of their participation in the adult literacy program.

Among them, FGI208 explained:

*“As a result of my participation in the adult literacy program, I am encouraging other women to organize themselves into groups and come out of their kitchen. By far, we are better now”.*

Indicating how literacy brings the rural women together as a group, FGI201 claimed:

*“Literacy helped us to create unity among ourselves to combat things that are against Women.”*

Women who participated in adult literacy program formed 'Edir and Ecub (the local association made to backing one another) as a result of close relationship established at the adult literacy center.

Wr20 said:

*Literacy improves our social networks with each other. We visit each other. We do have air and sub (local associations to support each other). Within two weeks, we are meeting together. We ask each other during the bad and good time. Literacy class brought us together. Literacy also taught us that we had the right to voice our concern when it is needed.*

FGI103 also expressed this very clearly as follows:

*“As a result of our participation in the adult literacy program, we get more and more organized to change our miserable situations.”*

FGI 202 also revealed:

*“Literacy helped us to stand up as a group always.*

### **Women’s attitude toward children’s education and schooling**

This study revealed that women’s attitude towards children’s education has been changed because of what they gained from the program.

Wr01, for example, expressed her experience as follows:

*“I had been against children’s education and schooling, but from my literacy classes, I understood that education is very important. I assure you that all my children will go to school”.*

One of the informants explained how she was tormented mentally when she was denied the opportunity of education during her early age and concluded that she will never allow her children

to suffer the way she suffered.

Wr02emphasized:

*"My children will never suffer the way I suffered because of lack of education. They all will go to school. I will keep advocating that education is the right of all children and even adults. I will never let ignorance affect my family and my community. Education is light. I do not let everybody be in the deep dark, but come to light and shine like a moon in the dark"*

One of my respondents shared with me how she was not ready to send her children to school as she needed them to provide labor in their agricultural fields. But, as a result of the benefit they gained from the program, they decided to provide opportunities for their children to learn.

In relation to this issue, Wr03said:

*"In the past, I wanted to use my children as labourers and I did not believe in children's education. Nevertheless, after literacy, the attitude that I had toward children's education is totally charged"*

Moreover, adult literacy helps participants to understand the fact that education makes people very wise, effective and independent.

As this point is concerned, Wr04 said:

*Today's children are lucky. There is a wide opportunity for them to learn. In the past, there was not such an opportunity and people were not alert about the benefits of education at all. Now, I understood that education makes people very strong, wise and independent. Thus, I was convinced that sending my children to school will result in improving their future life.*

## **Women's health and health-related knowledge**

Most of the primary informants indicated that the adult literacy program improved their knowledge about health and health related issues.

FGI05 indicated what she gained from the program in the following way:

*“Thanks to adult literacy programs, it taught me how to wash my hands and how to keep my personal and family hygiene.”*

FGI 08 also expressed her similar experiences as follows:

*“As a result of the knowledge I gained from literacy classes, for the first time, I build my own toilet, which I am using with my family now.”*

Indicating the benefit of adult literacy program in equipping herself with the knowledge of family planning, FGI06 stated that:

*“Adult literacy program helps me use family planning methods. As a result, I can have a child per my own schedule.”*

Wr11 also explained how she feared before, but ever since she knew about family planning as a result of her participation in adult literacy program her fear has disappeared, as follows:

*I had a great fear of family planning method. I thought that using family planning methods could lead to sterilization. However, thanks to the literacy class, things are not the way I was thinking. My fear has gone as I was exposed to the reality. Now, I am using pills in order not to have a baby without our schedule. Because of the adult literacy program, I had got enough information*

*on family planning matters.*

## **Discussion of the findings**

### **The impact of adult literacy on women's individual /personal growth**

As Stromquist (1995), explains, the cognitive part, which is fundamental to other types of empowerment, includes the women's understanding of their condition of subordination and the causes for that, both at the micro and macro levels of the society. In relation to this, as almost all participants confirmed it; they acquired the ability to read, write and make some essential calculation. Formerly, they were considering themselves as persons with eyes, but cannot see anything as they could not read and write. The adult literacy program provided them the opportunity to write their names, father's name and family's names, and also helped them construct a sentence and even more constructions of meaning than sentences. They could read some common vocabularies and short paragraphs. The informants expressed their happiness because of being able to do all these things. They indicated that adult literacy moved them from darkness to light and from hopelessness to hope.

They could also properly write their names and append their signature when they visit financial institutions like a bank either to deposit or withdraw their money without the support of others. In addition to the benefits mentioned above, some of the participants even could be able to go further in exploring and reflecting on different social, political and economic issues.

Other key areas of improvement that happened as a result of the adult literacy programs' benefits were women's self-confidence and self-worth. The data obtained from the informants clearly show that their ability of reading, writing, and calculating contributed a lot towards the boosting of the

women's self-confidence. Their eyes were opened, ideas they gained during class discussions in the literacy classes were appreciated by their teachers, and their heart desires were achieved. After the literacy program, most women considered themselves as all-rounded persons who are very important both at home and outside in the community. All these contribute to the development of their self-confidence and self-growth.

Moreover, the story of most of the informants demonstrated that literacy changed shy women to be confident women who could communicate and persuade others. The male-dominated type of society does not believe in women's potential, ability and dreams. They do not believe in what they do even though what they do is right. They were always used to speak in murmurs and they were not lucky to share their feelings, ideas and emotions to others. Thus, expressing themselves was something that they lacked before. However, adult literacy program transformed and encouraged them to freely express their feelings and ideas.

Freire (1972) calls this first type of consciousness, magical consciousness. Individuals in such a condition adjust themselves helplessly and actively to the desires of a prevalent power. They are not aware of the socioeconomic inconsistencies in this society. They acknowledge life for what it is and do not address the shameful acts done to their lives. They are noiseless and quiet. The step to be taken to change this situation is to make the unskilled people be mindful of the causes of their situation. The main sources are social conditions, which shape the man and his awareness. Hence, the first undertaking is to change the uneducated cognizance. This endeavor to change their awareness is, in the meantime, an attempt to make adult literacy training the act of freedom.

As to Freire, literacy is to be the path to permanent liberation and consists of two stages. The first stage is that by which people become aware of their oppression and transform that state through praxis. Freire calls it conscientization stage. The second stage expands upon the first and is a permanent procedure of freeing social activity.

### **The impact of adult literacy on women's social life**

The data obtained from primary informants show that the adult literacy program improved many components of women's social life.

One of the elements that were improved as a result of adult literacy program was women's communication/negotiating ability with their husbands. In the community where the research was conducted, the husband controls everything. They are the heads of the family, managers of the house and all the resources; and they are the ones who plan and carry out everything in the way that the other family members do not want, but in the ways only they like. Opposing what the husbands say can lead to punishment. Thus, discussing and raising issues that contradict the husband's argument or point of view is very risky. However, as a result of their participation in the adult literacy program, women started thinking differently. They started negotiating with their husbands boldly on issues related to their resources, human rights, and family matters. This finding is very similar to the finding of earlier studies.

A study in Lesotho by Attwood et al. (2004) also demonstrates that a few members who participated in the adult literacy program have developed the capacity to change gender roles and practices with men assuming equal roles at home. In the same way, women in Burkina Faso who took part in the adult literacy system felt that they had figured out how to influence their spouses to

hear them out more and picked up certainty meddling family undertakings (Oxenham, 2001).

Another very important part that adult literacy programs addressed was women's participation in social matters. In the past, most of the women in the village thought that women's role as a person was in the kitchen. They did not think about going out to take part in the wedding ceremony, to attend the meeting and have time to visit relatives like their counterparts. However, adult literacy program increased women's participation in social events (like wedding ceremony, community gathering, and local meetings). Literacy has not only paved the way for them to come out from the kitchen to the public but also made them be strong to voice their opinions on issues related to the community they are living . Adult literacy can equally help empowerment at the individual level (expanded feelings of self-regard and fearlessness, assertiveness in social interaction, etc.) and providing an individual's greater sense of ability at a larger scale.

Burchfield (1997) found that literacy projects had a measurably remarkable constructive impact on personal empowerment. It increased respect for women's opinions from family and community members, enhanced trust in communicating one's presumptions, take an interest in discourse about governmental issues, men's drinking and wife-beating, and investment in talk about what they perused.

Another very important social element improved as a result of an adult literacy program was the women's friendship network (social network). All the literacy participants visit each other weekly. They also formed 'Edir'and'Ekub'(local associations established to support each other) as a result of close friendship they developed at adult literacy centers. They visit each other during bad and good times. They also share the experience. Women openly started to talk to each other about problems they faced at home with their husbands. They also propose solutions to the problems they

face. They share the burdens and pains of one another.

Adult literacy also changed women's attitude towards their children's education and schooling. Most of the participants were against children's education and schooling. Though some of them send their children to school because of the pressure from the government, their support for their children's education was negligible. They did not believe in education as such, as they want to use them as laborers. However, after attending literacy classes, their attitude changed completely. They clearly indicated that their children will never suffer the way they suffered. They approved with their word that education is light and hope. They confirmed that they will never ever leave their children in the dark, but will send them to school and pay whatever price for their children to shine like a moon in the dark.

Adult literacy also changed women's attitude towards family planning methods. In the past, they feared the notion of family planning methods. They thought that family planning would lead to sterilization and end the hope of getting children in the future. Moreover, even those who believed in family planning methods were not in a position to go to health centers as they were afraid to talk to the nurses. However, as one of the issues of discussion at the literacy centers was family planning and health, they had the opportunity to talk about it. Finally, their fears disappeared. This finding is similar to the findings so far by different researchers.

Brushfield Nepal's study (2002), for example, demonstrates that adult literacy participants demonstrated a reasonable example of expanding the information on both sexually transmitted malady and HIV/AIDS. Egbo (2000) similarly found that 67 percent of educated women interviewed in her study in Nigeria reported having used family planning strategies in contrast to just 11 percent of uneducated women who said they had used some family planning routines but not

all.

Moreover, in Tanzania, members in adult literacy projects were found to know more about family planning and inspired concerning family planning systems and use them more often than their companions who did not take part in adult literacy classes (Carr-Hill et al. 1991).

Other than these, few studies in Latin America also show that a woman who took part in literacy program is more eager to follow family planning routines and to have fewer children than those who did not take part in the literacy program (CEDPA, 1995). In his study, Smith (1997) also found that women taking part in adult literacy programs started to take even more dynamic part in making choices regarding health needs than those women who did not take participate in the project.

Moreover, this study shows that the number of women understanding the causes and ways of preventing diseases like HIV/AIDS, malaria, and waterborne diseases, has grown considerably. They were trained on how to wash their hands before and after a meal; on how to build and use their own toilets; and on how to maintain their personal hygiene. As a result, they showed a remarkable change. Another very important issue related to health was the habit of visiting health centers urgently when health related problem was identified. However, people in the village did not believe in modern medication as such; they prefer the traditional ways of healing.

Women's attitude towards the commonly practiced social evils like female children genital mutilation and polygamy, were also changed. In the past, female genital mutilation was highly supported by both women and men in the village. They considered this practice as something that benefits women. They used to believe that a woman who has never been circumcised will never find a husband in that village. Not to be circumcised used to be a shameful condition. They also

believe that women who have been circumcised become very submissive to their future husbands. This thinking also changed greatly because of this adult literacy program. Another social evil is polygamy. A man can marry five women as his wives. In relation to this, adult literacy also empowers women to resist the practice, even though it appears to take some times to win the battle.

### **Conclusion/Implication/Recommendations**

The purpose of this case study was to explore the impact of an adult literacy program on women's socioeconomic empowerment by employing qualitative case study method. Internationally, the importance of adult literacy to social and economic development has been recognized so far through research. Nevertheless, the process by which adult literacy in general and the integrated women's adult literacy program in particular, affects the well-being of individual women and their families in Ethiopia, are not fully understood. For example, questions like how do literacy changes women's attitude with respect to resource allocation in the families? How does literacy help them participate in social matters? How does literacy help them in developing positive self-esteem, have not been addressed at all in the Ethiopian context? These are some of the issues that motivated the researcher to conduct this study in Ethiopian context. Thus, the following conclusions are drawn based on research questions:

The cognitive part of the empowerment could include the women's understanding of their condition of subordination and the causes for that, both at the micro and macro level of the society because of their exposure to reading and writing. As almost all participants confirmed, they had acquired the ability to read, write and make some basic calculation. Formerly, they were considering themselves as persons with eyes who could not see any more, as they could not read and write. The literacy program provided them the opportunity to learn to write their names, their father's name, family's

name, to append their signatures, and to construct sentences.

Other key areas of improvement that happened as a result of an adult literacy program were women's self-confidence and self-worth. The data obtained from the informants have clearly shown that the women's ability to read, write and calculate contributed a lot towards the development of their self-confidence.

Another finding of this study also shows that as a result of their exposure to gender issues and women's rights in the literacy classes, women started to question the status quo. They started discussing openly with their husbands and other members of the community when they realized that they were abused. They also gained confidence to voice their concerns at any time.

Another very important social element that was improved as a result of an adult literacy program was women's social network. All the literacy participants visit each other on weekly basis. They also formed 'Edir 'and 'Ekub'(local associations established to support each other) as a result of friendship they developed at adult literacy centers.

Adult literacy also significantly changed women's attitude towards their children's education; and towards the practice of using their children as a labor force. They confirmed that they will never leave their children in the deep dark, but will always send them to school for whatever price so that their children can shine like a moon in the dark. Adult literacy also changed women's attitude towards family planning methods. In the past, they had a great fear of family planning methods. Finally, their fears vanished. Moreover, women's understanding of the causes and ways of prevention of diseases like HIV/AIDS, malaria and waterborne diseases has increased.

Thus, the result of the previous as well as the current research implies that adult literacy program

can empower rural women but for the empowerment of women to happen, the conventional adult literacy type, which focuses on reading and writing should be supported by work oriented skill and business training program that is directly related to the rural women life. There should also be practical exercises to teach contents related to work-oriented skill and business training components.

Last but not least, this qualitative case study I conducted has its own limitation to make generalization as the study focused only on one adult literacy program. I suggest that detailed and large scale quantitative and mixed method researches are very important to understand how adult literacy improves women's life. Moreover, in the current study and in most of the studies carried out so far in the world, many studies focused on women's adult literacy and its impact on their lives. It is recommended that the impact of adult literacy on both men and women should be examined in order to determine whether the literacy impact varies between the two sexes.

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**Transforming Homemaker to Entrepreneurs: What Ethiopia can learn from India's women's Empowerment programs through Micro, Small and Medium Enterprises**

**Professor Reddy and Dr. Teshome Gudissa**

***Abstract***

*Empowering women is empowering the family, the society and fostering the overall economic growth and development of a particular state at large. However, it is the existing fact on the ground that although women occupy around half of the world population, they are unlucky to be empowered economically and socially equally as of their male counterparts due to the long-aged existing negative societal attitudes towards them. The study employed secondary sources to key lessons that Ethiopia can learn from India concerning women empowerment through enterprise and identify the common challenges both Ethiopia and India are facing concerning women's empowerment through enterprises. Based on this, a lot of great lessons related to policy issues, capacity development, and access to finance, marketing and the like were properly gained from India. Moreover, though India is many steps ahead of Ethiopia concerning women's empowerment, these two countries are facing common challenges like financial shortage, infrastructure problems, market fluctuation, corruption and the like. Finally, the researcher recommends that Ethiopian should follow the footsteps of India for further development of MSMEs.*

**Keywords: women-operated MSME, Women's empowerment and gender equality**

## **Introduction**

Empowering women is empowering the family, the society and fostering the overall economic growth and development of a particular state at large. However, it is the existing fact on the ground that although women occupy around half of the world population, they are unlucky to be empowered economically and socially equally as of their male counterparts due to the long-aged existing negative societal attitudes towards them. For example, they are not given equal opportunities in terms of getting equal employment opportunities, equal access to education, health, and justice, participating in the decision-making process, owning and controlling their property and others due to the negative socio-cultural frameworks of the society. This situation has highly affected the majority of women not to come out from household wife to the field of employment opportunities to improve their basic living conditions and empower themselves (United Nations, 2006, Admasu, 2016, Mebrahtu, 2014).

Thus, to address these problems from the grass-root level the governments of different states have attempted to adopt different intervention mechanisms into their development policies and strategies. Similarly, the Ethiopian government has also taken gender equality and women's empowerment as one of its priority goals to reduce poverty and ensure sustainable development. To achieve this goal one of the priority areas taken by the Ethiopian government as a policy measure is the expansion of MSEs. Because, it is assumed that MSEs are the preferred and easy ways or mechanisms for creating employment opportunities for large and poor as well as marginalized sections of the society especially women and youths with less cost (Mebrahtu, 2014). Micro and Small Enterprises (hereafter, MSEs) are one of the corner stone's for socioeconomic improvement and poverty reduction through the creation of job opportunities and income generations for the majority of the peoples particularly youngsters and women in a given society or state. This is why more attention is given by the governments of different states in the world in general and in developing countries in particular where the issue of high

unemployment rate is one of their serious challenges (International Labour Organization, 2003; Federal Democratic Republic of Ethiopia: Ministry of Urban Development and Construction, 2013).

### **Objectives of the Project**

- ✓ To identify key lessons that Ethiopia can learn from India concerning women empowerment through enterprise
- ✓ To identify the common challenges both Ethiopia and India are facing concerning women's empowerment through enterprises
- ✓ To forward some practical recommendation on how to strengthens the relation between India and Ethiopia to work cooperatively on issues of women's empowerment

Materials and Method

### **Literature Review**

#### **MSMEs- An Ethiopian Perspective**

##### **Definition of MSMEs**

In Ethiopia, there are three types of definitions of MSEs. The first two are old definitions from the 1998 definition of MSE development strategy of Ethiopia and the Central Statistical Authority. The second definition provided by the Central Statistical Authority uses employment and favors capital intensive technologies as its measurement (Federal Democratic Republic of Ethiopia [FDRE], 2011). Accordingly, the cottage and handicraft industry are the kind of businesses performed using the hands and manpower-driven machinery that employ less than 10 persons. However, due to the absence of any uniform definition for the sector, the agency failed in gathering data about the cottage and handicraft industry for the seven years before the report was published (i.e. before 2011). The third definition is the new, improved definition of Micro and Small Enterprises of 2011 (Federal Democratic Republic of

Ethiopia [FDRE], 2011), which was developed based on the experience of other countries, especially the case of South Africa. The definition was simply based on paid capital or capital investment as most business was confined to family manpower and there was a lack of manpower information in the sector (Federal Democratic Republic of Ethiopia [FDRE], 2011).

### **Contributions of MSMEs**

In developing countries like Ethiopia MSEs have tended to be looked upon from the perspective of development and poverty alleviation, and as promising entrepreneurial activities that potentially grow businesses (Kahsu, 2015). The government of Ethiopia has therefore given due attention to MSEs since 2004, although the MSE development strategy was founded earlier still. The sector has aided a large number of youth who had no or little capital where they have become role models for others, and have accumulated capital and created employment opportunities for others. Gelata (2013) summarizes the role that MSEs can and currently play in present-day Ethiopia. He stated that MSEs are vital in creating employment opportunities so that they can be used as a tools for economic growth and means of sharing national fruits among citizens of a given state, help citizens develop the habit of saving and marginalized groups, mainly women, to take part in the economy and serve as a center for innovation and entrepreneurship.

By generating larger volumes of employment as well as higher levels of income, the MSEs will not only have contributed towards poverty reduction in Ethiopia, but they will also have enhanced the welfare and living standard of many (Mukras, 2003 as cited by Lenjisa, 2014). Employment share of overall employment opportunity worldwide can be significant; for example, Kenya's private sector (agriculture, industry, and services) amounts to 81% of its GDP and provides more than half of formal waged employment (Mukras, 2003 as cited by Lenjisa, 2014). Apart from MSEs providing opportunities for income and employment generation, they are also effective means of curtailing rural-urban migration and help strengthen industrial inter-linkages and integration (Doguwa, Olowofeso, &

Essien, 2011).

### **MSMEs and Women**

To address these problems from the grass-root level the governments of different states have attempted to adopt different intervention mechanisms into their development policies and strategies. Similarly, the Ethiopian government has also taken gender equality and women's empowerment as one of its priority goals to reduce poverty and ensure sustainable development. To achieve this goal one of the priority areas taken by the Ethiopian government as a policy measure is the expansion of MSEs. Because, it is assumed that MSEs are the preferred and easy ways or mechanisms for creating employment opportunities for large and poor as well as marginalized sections of the society especially women and youths with less cost (Mebrahtu, 2014).

### **MSMEs- An Indian Perspective**

Micro, small and medium enterprises (MSMEs) in India and abroad have demonstrated considerable strength and resilience in maintaining a consistent rate of growth and employment generation during the global recession and economic slowdown. The Indian economy during the recent years has shown an appreciable growth performance by contributing to the creation of livelihood opportunities to millions of people, in enhancing the export potential and in increasing the overall economic growth of the country. Prompt and appropriate fiscal stimulus, effective monetary policy and huge capital inflows were greatly instrumental in the bounce-back situation of the economy. As a catalyst for socio-economic transformation of the country, the MSME sector is extremely crucial in addressing the national objectives of bridging the rural-urban divide, reducing poverty and generating employment to the teeming millions (Great Lakes Herald, 2017).

As per the quick estimates of 4th All India Census of MSMEs some statistics about MSMEs in India are (MSME, 2012):

- i. India has 26 million MSMEs which creates employment to an estimated 60 million people.
- ii. MSME sector contributes to 45 percent of manufacturing output and 40 percent to the total of the export sector in the national economy.
- iii. MSME has recorded a contribution of 8 percent towards the total GDP of the nation and has registered a growth rate of 10.8 percent.
- iv. Out of these 26 million MSMEs, only 1.5 million are registered and rest (94 percent) are unregistered enterprises.
- v. 55 percent of these MSMEs are mainly distributed in Uttar Pradesh, Maharashtra, Tamil Nadu, West Bengal, Andhra Pradesh, and Karnataka.
- vi. MSME accounts for the production of over 8000 products in the country.

Moreover, the role of MSME becomes more inclusive when it becomes an instrument to transform the economic status of few special segments of the society like women workforce, unemployed youth, SC/STs, physically challenged people and some traditional industries like handicrafts, etc. In India, 26.61 lakhs of women-owned enterprises form 7.36% percent of total MSMEs (MSME, 2014-15) which contributes to 3.09 percent of industrial output and gives employment to about 8 million people. Statistically, 98 percent of women-owned enterprises are micro-enterprises as per this report (IFC, 2014).

### **Material and Methods**

To achieve the objectives of this research or address the research objectives indicated above, secondary sources were critically reviewed. The researcher made a document analysis of many sources/ research articles, reports, training materials and other sources/to get rich experiences of India about women's empowerment through enterprises. So, in this project, the researcher analyzed these data obtained from secondary sources and properly indicated areas in which Ethiopia can gain experiences from India on issues of women's empowerment through enterprise. Based on secondary sources, the researcher also

indicated his view on how these two countries cooperate for the better life of women.

## **Result and Discussion**

### **Lessons from India: Niches of Excellence**

#### **Policy Imperatives for Women Entrepreneurship Development**

One of the most key factors for the development of women entrepreneurship is creating conducive policies that help women to move forward as policy formulation and implementation have an instrumental impact on the entrepreneurial environment. About this, there are many policy imperatives specifically targeting women in India. Policy imperatives for women entrepreneurship development in India entrepreneurship thrive in an enabling environment where supply and demand factors are supportive of mature and nascent entrepreneurs. India as a country devises a comprehensive framework for the promotion of women entrepreneurship in India.

#### ***Some Women Specific Initiatives in Five-year plans***

- 1. First Five-year plan (1951-56): Community based approach aiming for the welfare of women. Establishment of Central Social Welfare Board.*
- 2. Third Five-year plan (1961-66): Special aid to Mahila Mandals for welfare extension services. Providing financial support to voluntary organizations for implementing socio-economic programs for women beneficiaries. Provisions for vocational and skill development training to adult women*
- 3. Eighth Five-year plan (1992-97): National Commission for Women was established in 1992. Rashtriya Mahila Kosh was established in 1993. Mahila Samriddhi Yojana was initiated in 1993. Indira Mahila Yojana was launched in 1995-96.*

4. *Sixth Five-year plan (1980-85): Focus shifted to addressing the issue of economic upliftment of women. Women's health, nutrition, education, and employment were the prime target in this plan.*
5. *Ninth Five-year plan (1997-2002): National policy for empowerment of women was adopted. Integrated Rural Development Programme (IRDP), Training of Rural Youth for Self-Employment (TRYSEM), Nehru Rozgar Yojana (NRY), Jawahar Rozgar Yojana (JRY), Prime Minister's Rozgar Yojana (PMRY), Development of Women and Children in Rural Areas (DWCRA), Indira Mahila Yojana (IMY), Support for Training and Employment (STEP), NORAD-assisted Training-cum-Production Centres (popularly known as NORAD), Socio-Economic Programme (SEP) were implemented. Bill proposing reservation of seats in parliament and state assemblies was first proposed. Focus shifted to the financial inclusion of women.*
6. *Twelfth Five-year plan (2012-17): Rashtriya Mahila Kosh was allocated a larger budget. Central Social Welfare Board was given target to provide vocational training and financial assistance to women. STEP, Priyadarshini and working women's hostel, Ujjawala, Swadhar Greh scheme to provide institutional support for women. Gender Budgeting Cells were strengthened. All ministries and departments were directed to maintain gender-disaggregated data.*

My reading of these policy imperatives shows me that these policy frameworks are so comprehensive and gave emphasis on certain key areas that need attention. In a good and reasonable way, the policy frameworks focused on some of the following core areas:

- ✓ Leadership and coordination focusing on women as a separate segment of clients
- ✓ Legal and regulatory policies supportive of women entrepreneurs.
- ✓ Promotion of governments for women entrepreneurs

- ✓ Access to Credit and Financial Services
- ✓ Access to enterprise education and training
- ✓ Access to business development and business information
- ✓ Access to women enterprise networks and associations
- ✓ Access to business premises
- ✓ Access to markets
- ✓ Research on women entrepreneurs

*Girme (2015) cited Samaiti (2006) and Tan (2000) in a study conducted in Gulele Sub City, Addis Ababa, Ethiopia classified the challenges that businessmen/ entrepreneurs face as politically, socially and economically. Lacks of clear policies are among the challenge that was categorized under political factor which needs attention. The main problem of Ethiopia as the country about this issue is not only a lack of commitment and finance to implement projects but also there is lack of clear policies that guide the implementation of projects related to micro, small and medium enterprises. Thus, Ethiopia as a country can adopt some of the policies and strategies of India for promoting women entrepreneurs which is free of cost*

### **Capacity Development through Training**

Entrepreneurship training designed to help women overcome the challenges they face in running their businesses can improve both firm performance and overall levels of well-being. Business growth does not come at the expense of untrained competitors. Non-trained firms operating in the same market did not lose customers or sell any less. To boost their performance, trained businesses improved their customer service and introduced new products, leading to the overall growth of the market in which they were operating. Both the total sales volume and number of customers recorded in the market increased. In underdeveloped markets, entrepreneurship training can help grow both trained firms and

the overall market in which they operate. The primary outcomes of training targeting low-income women running small businesses can be increases in firm survival, sales, and profitability. Such microenterprise growth need not come at the expense of competitors. As many markets in developing countries have poorly managed firms selling a narrow variety of products, evidence from many countries shows that training can be one way to develop these markets. Training is also associated with a range of secondary outcomes, with improvements in profits and sales translating into broader individual wellbeing.

India as a country has a very strong culture of Training of Women Entrepreneurs. Entrepreneurship can be encouraged among people by providing the right kind of guidance and training; this was firstly proposed by McClelland. The government has been active in this field and regularly announces training programs particularly for first-generation women entrepreneurs and special focus has now been given to exclusive women training. The following are some of the key institutions which are playing their role in delivering various trainings.

***NIESBUD, Noida – National Institute of Entrepreneurship and Small Business Development***

Noida is the regulatory institution that per the policies and guidelines regulates the training programs being conducted by various Entrepreneurship Development Institutions across India like EDI, CED, etc. Women entrepreneurs as target group has received it special attention and till December 2014 nearly 31,813 women, which forms almost 25 percent of total participants, have received training by different activities like Workshops, Seminars, Entrepreneurship – cum – Skill Development Programmes, Management Development Programmes (Annual Report – 2014).

***NI-MSME, Hyderabad –National Institute for Micro, Small and Medium Enterprises***

This is an autonomous body of Ministry of Micro, Small and Medium Enterprises was established in 1960. In the 2014-15 (up to Dec 2014) it provided training to 2393 women entrepreneurs (Annual Report – 2014).

### ***III, Guwahati – Indian Institute of Entrepreneurship***

Guwahati is an autonomous organization under the aegis of the Ministry of Skill Development and Entrepreneurship was established in 1993 and started operating in 1994 currently gives training under two schemes i.e. Assistance to Training Institutions (ATI) Scheme & Non-ATI Scheme. Up to December 2014, it provided training to 8,226 women entrepreneurs under various schemes including women entrepreneurs from rural areas (Annual Report, 2014).

### ***NSIC***

Established in 1955 National Small Industries Corporation has been active in the development of small industries under various schemes and services for marketing assistance, bank credit facilitation, performance and credit ratings, raw material assistance, single point registration, infomediary services, marketing intelligence, etc. According to the Annual Report on MSME – 2014 NSIC provided training to 25,897 women entrepreneurs during 2014-15 (up to December 2014).

*Lack of Managerial and Entrepreneurial Skills is one of the critical problems for women in Ethiopia. There are no well-organized training institutions that take care of activities related to skill development. Thus, lack of awareness about institutions such as WISE (Women in Self Employment), that help women to participate in economic activities, and lack of entrepreneurial skills are important problems for women (Wasihun & Paul, 2010). The problem stems from a lack of experience or from the assumption that MSEs didn't need sophisticated or technical knowledge. The women are expected to run these kinds of businesses, but they lack the necessary managerial skills on how to run a business and cope with potential problems (Bekele & Worku, 2008, p. 4 as cited in Clack, 2014). I wish Ethiopia can take experiences from India to establish well-organized training centers which can enhance the skills of women entrepreneur.*

## **Access to Finance**

Women make up 40 percent of the world's workforce. Many of the sectors that are critical for economic growth in some of the poorest countries rely heavily on women. Small and medium-sized enterprises (SMEs) with female ownership represent 30 percent to 37 percent of all SMEs (8 million to 10 million women-owned firms) in emerging markets. These businesses have unmet financial needs of between US\$260 billion and US\$320 billion a year. This is their biggest barrier to growth and development. Access to credit can open up economic opportunities for women, and bank accounts can be a gateway to the use of additional financial services. However, women entrepreneurs and employers face significantly greater challenges than men in gaining access to financial services in the world in general and Ethiopia in particular.

There are many components of the scheme (Annual Report – 2014)

### **Government grants**

- ✓ Up to 30 percent of loan/credit sanctioned by banks to NGO's to provide expert assistance to start-up ventures as proposed in the project.
- ✓ Government grants up to Rs. 1 lakh per program to training institution/NGO to impart training to the women entrepreneurs subject to such institution/NGOs contribute up to 25 percent of their share of GoI grant and 10 percent in case of NER.
- ✓ Need-based Governments grant up to Rs. 5 lakh to National Entrepreneurship Development Institutions and any other institutions of repute for activities like field surveys, research studies, evaluation studies, designing and training modules, etc.

### **Micro and Small Enterprises Cluster Development (MSE-CDP) (MSME Schemes, 2016)**

This scheme provides financial assistance to special purpose vehicle companies set up by cluster units

for common facility centers, infrastructures, skill development training, and quality up-gradation, etc. In this scheme financial assistance of 90 percent of the project cost (against 70 percent in case of male entrepreneurs) is provided by GoI for soft interventions, hard intervention and financial assistance of 80 percent of the project cost is provided to the women entrepreneurs.

### **Prime Ministers Employment Generation Programme and Women**

The scheme is implemented by Khadi and Village Industries (KVIC) which functions as nodal agency at the national level. At the state level, the scheme is put into practice by State KVIC Directorates, State Khadi and Village Industries Boards (KVIBs), District Industries Centre (DICs), and Banks (MSME Scheme, 2016). Special incentives as follows are provided to women entrepreneurs (Annual Report – 2014). Provision of margin money subsidy of 25 percent of the project cost to urban women and 35 percent of the total project cost to rural women entrepreneurs. In the case of women entrepreneurs, the beneficiary's contribution is 5 percent of total project cost against 10 percent in the general case. 95 percent of bank finance of total project cost is provided to women entrepreneurs while it is 90 percent in general cases. 72,754 women entrepreneur projects have been financed under this scheme since its inception in 2008-09 to 31.1.2015 (Annual Report – 2014).

**Skill up-gradation and Mahila Coir Yojana** – This is one of the flagship schemes under the aegis of Scheme Coir Vikas Yojana which aims to provide development to domestic and export markets, development of skill and provide training, women empowerment, employment/entrepreneurship creation, and development and the like. Mahila Coir Yojana assists women by providing them spinning types of equipment at subsidized rates after providing specialized training (MSME – 2016).

**National Award Scheme-** Under this scheme, GoI recognizes the efforts of a different group of entrepreneurs to make a noticeable contribution as an entrepreneur in the MSME sector. A cash prize of Rs. 1 lakh is awarded to women entrepreneurs for their outstanding contribution in specifically in the manufacturing sector (MSME Scheme, 2015).

**Micro Credit (MC) for SHGs** – In this scheme ST women are given financial assistance to start-up self-employed venture through profit-making SHGs only (MSME Scheme, 2015). Loan amount of Rs. 35,000 per member up to Rs. 5 lakh per SHG is being provided.

**Support to training and Employment Programme (STEP) for Women** – It provides training about skill development, access to credit and enables them to initiate income generation activity. Under this 100 percent, 50 percent and 30 percent of financial assistance of total project cost on a year-wise basis is provided to women entrepreneurs (MSME Scheme, 2015).

**Pradhan Mantri Mudra Yojana** – Under Micro Units Development and Refinance Agency Limited, which was launched on 8 April 2015 (MUDRA Scheme, 2015), small women entrepreneurs will be extended financial assistance from Rs. 50,000 to Rs. 10 lakh.

**Stand – up India** - Flagship schemes of Stand-up India aims to promote entrepreneurship among SC/ST and women by providing them finance from 10 lakh to 100 lakh in establishing a Greenfield enterprise.

**Business Women’s Wing (BWW)** – GCCI established Business Women's Wing on 20th July 1985 to promote the social, cultural and educational interests of women entrepreneurs and provide encouragement to varied sectors of women entrepreneurs to be self-reliant.

*In contrary to this, in Ethiopia, many women-operated MSEs suffer from inadequate capital investment and run their businesses with little or no access to economic resources, and no or insufficient access to loans and ineffectual financial marketing (Drbie & Kassahun, 2013; Wasihun & Paul, 2010). Women face startup difficulties such as lack of a source of initial capital. Many women find their initial financing by way of borrowing from formal sources.*

*However, the major difficulty for entrepreneurs, especially for women, is accessing credit due to the collateral requirements of the banks. Even if they can access financial credit, the money borrowed is rarely sufficient to address the financial gap or expand their businesses (Wasihun & Paul, 2010). Thus,*

*Ethiopia can learn many lessons from India in expanding financial opportunities for women operated MSEs.*

### **Marketing**

Indian government with the establishment of the Department of Expenditure (DOE) and Chief Vigilance Commission (CVC) has proposed Public Procurement Policy which mandates the public bodies to procure 20 percent of their purchases from MSMEs for 3 years.

*However, it is unusual to observe women participating in the manufacturing sector in Ethiopia. Most of the time women are involved in the service sector where they produce and compete with identical products, with an absence of market linkages which results in them experiencing marketing problems (Wasihun & Paul, 2010). Thus, India has the best experience to share.*

### **Taxation**

Taxation - Various measures in consultation with the Department of Revenue was recommended to be implemented for the tax relaxation and upgrading the limit of tax exemption from Rs. 40 lakh to Rs. 1 crore etc.

*Ethiopia has no such option for women in taxation. Thus, it is good if Ethiopia adopts this tax exemption formula to encourage women entrepreneurs.*

### **Infrastructure/Technology/Skill Development/Institutional Structures**

Expansion of scope of existing Integrated Infrastructural Development (IID) Scheme, provision of 60 per cent of land in ongoing industrial park for MSMEs, setting up of common estates/clusters on PPP mode in the ongoing schemes of various ministries, earmarking of at least one industrial estate for MSME sector, initiatives taken under the National Manufacturing Competitiveness Programme (NMCP) by MSME ministry for the up-gradation of the technology, establishment of 'Technology

Banks' which will be mainly engaged in developing technologies for the MSME sector, CAPART to play its role for innovations and advancements in rural areas, oath to train 500 million people by 2022, linkages to strengthen between industry and skill development agencies, involvement of Panchayati Raj Institutions to impart training to artisans of the villages, and many such scheme were recommended to be implemented.

*Osotimehin et al. (2012) pointed out that infrastructure facilities have their implications on the establishment and success of SMEs. Daniel (2012 as cited by Drbie & Kassahun, 2013) stated that poor infrastructure such as access to roads, power interruptions, lack of sufficient provision of water, and telecommunication problems significantly affect the performance of their business productivity and sustainability in Ethiopia. Most women do not have their working premises, with some renting from private landlords or the government. However, it was found that a few women sublet part of their working area to receive additional income. The lack of a healthy and clean workplace or the sustainability of the place is an issue since these buildings are often in disrepair; the women have to pay out for the maintenance of these buildings. Failure to pay can result in a loss of their workplace (Wasihun & Paul, 2010). Even though the government has provided a large amount of land, buildings, sheds and display areas for the MSEs, the government still needs to give MSEs their attention (Drbie & Kassahun, 2013). Thus, if we follow the footsteps of India, Ethiopia can solve this problem.*

### **Rehabilitation and Exit Policy**

Few important actions recommended for this issue includes, first, appeal to MSME owners to convert into Limited Liability Partnership Act, 2008 or One Person Company as introduced under Companies Bill, 2009 to reduce the registration and transaction cost and second, introduction of model insolvency act which enables the speedy exit of unincorporated enterprises, etc

*Ethiopia has no such option for women in taxation. Thus, it is good if Ethiopia adopts this formula to encourage women entrepreneurs.*

## **Delegation and Seminars**

BWW, GCCI in its presence of 4 decades facilitated women entrepreneurs employing organizing overseas delegations, seminars, conferences, open house discussions and giving a platform to articulate problems faced by women entrepreneurs in their day to day business activities thereby providing a solution to the same.

*Ethiopia has no such option for women. Thus, it is good if Ethiopia adopts this formula to encourage women entrepreneurs.*

## **Conclusion**

This study revealed that micro and small enterprises have certain roles in promoting the socio-economic empowerment of women by creating employment opportunities and income generations. Empowering women through micro and small enterprises requires strong interventions of the government particularly in providing all necessary infrastructures like both working and selling places, facilitating market linkages, power supply, financial support, and others.

There are many vital experiences Ethiopian can easily take from India if she wants to make remarkable progress in empowering women through enterprises.

## **Recommendations**

As the case of some women enterprises indicated, if women are provided with all necessary facilities, they can be highly benefited and empower themselves through their enterprises. So, concerned government offices should give due considerations on such issues to strength women-owned enterprises.

It is a must for Ethiopia to strengthen its tie with countries like India for experiences and the adoption of technologies.

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## **The Influence of Organizational Culture on Employee Performance: A Glance on Private Higher Institutions in SNNPRS**

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### **Abstract**

*The government of Ethiopia has launched several reform programs to promote effective performance among employees in the private higher institutions, the performance level is still demanding. In general, positive organizational culture such as a good reward and sustained motivation systems would improve the performance of an organization. The major objective this study was to examine the influence of organizational culture on the employee performance in private higher institutions in SNNPRS. The study employed a cross-sectional survey design and the study included 180 (one hundred eighty) respondents from six private higher institutions residing in SNNPRS. As a sampling procedure, stratified random sampling procedure was used. The study disclosed that there is a statistical significant association between organizational culture and employee performance in private higher institutions in SNNPRS and the centrality of the concept of organizational culture in the performance of private higher institutions like Ethiopia. The finding advised that there is a need to develop and implement an efficient and effective organizational culture that encourages and motivates good performance among employees in private higher institutions.*

**Keywords: Organizational Culture, Employees Performance, Higher Institutions, SNNPRS.**

### **Introduction**

Company cultures have had different effects on performance of employees and levels of motivation and employees many a times work very hard in order to accomplish the goals of the organization if only they regard themselves to being a segment of the corporate culture (Nabukeera & Raja, 2015). In a similar vein, the above author stated that good cultures should be compatible with the environment and has to be valuable in order to achieve a competitive advantage. This means that it has to give the firm an opportunity to behave in a manner that would culminate to less costs, huge profits and others that achieve the fiscal performance of the company; it needs to be rare thus should have special features that distinguish the organization from the cultures of a huge number of different other organizations of similar racket; it should be sub standardly imitable in the sense that given that if probable imitators can grasp valuable and rare and corporate cultures, it could still not be viable to copy the cultures (Njugi & Nickson, 2014).

In another interrelated study made by Ogbor (2003) stated that every organization is influenced by the existing culture which varies from organization to organization. Other researchers like Schein (2004) and Alvesson (2003) concluded that the productivity of an organization is greatly affected by its culture. When you walk in different companies, one will experience a certain atmosphere, feeling, style personality, a charm, a feel that is unique to it, this as a result influences the way the employees relate to their clients.

In similar vein, in organization level, Ajzen & Fishbein (1980) confirmed that culture is regarded as the real driver for superior performance and a definite source of competitive advantage that is very difficult for competitors to emulate. Organizational culture is the main part of development strategy of organization as it includes the concept of production, planning, marketing, controlling, motivation and leading. Each part of the development strategy of organization has a direct or indirect impact on performance which means the quality of organizational culture construction will influence performance of organizations directly or indirectly. Organization is defined as the combination of people or individual effort working together in pursuit of certain purposes called organizational goals (Ajzen & Fishbein, 1980).

When the issue of organizational culture is concerned, it permeates organizational life in such a way as to influence every aspect of the organization. It affects such outcomes as productivity, performance, commitment, self-confidence and ethical behaviour. Implement performance management system by discussing training and planning. Organizational culture will not only get in touch with organizational or employee performance closely but also exerts a great influence on organizational performance (Armstrong & Collopy, 1996).

The business environment that an organization operates within will influence its culture. It will also be affected by the geographical region, which relates to Hofstede's (1991) work on the effects of national culture. This is also an evidence to suggest that different cultural attitudes depend on the social strata that exists within a region. The type of industry that a company is in will similarly have an impact on how a culture develops. In this perspective, management practices and the formal socialization process also have a strong influence over an organization's culture. It is the way in which a company is actually managed will have influence over the behavior and attitudes of its employees. With the understanding of the above issues, the understanding of the relationship between employee's job performance and culture of the organization is the main research subject because it is ascertain by different studies that individuals work performance is crucial for success

of organization particularly in the in the case of higher institutions in the context of developing countries.

In a similar study conducted by Pushpakumari (2008) points out that a positive organizational culture would improve the performance of an organization in different ways such as placing constraints on the individual's freedom of choice and providing a source of reward and punishment. Another study conducted by Ahmad (2012), found out that the implementation of a good rewarding system and continuous motivation encourages the employees to do best to target achievements of the organization, instead of giving more focus on structures and policies. Therefore, basing on this background there was a need to investigate influence of organizational culture on employee performance in private higher education in Ethiopia specifically SNNPRS.

### **Statement of the problem**

When the issue of organizational culture is concerned, all organizations, everywhere, function within a specific culture, and it is becoming more widely recognized in contemporary discussions of organizational performance that managers and other organizational practitioners have to develop an understanding of their cultural settings if their organizations are to perform effectively. Assessing and improving organizational culture as well as determining when major cultural transformations are necessary is critical to long-term organizational success. Managing differentiated cultures and creating synergies across these cultures is also a critical leadership challenge.

In another interrelated study made by Yilmaz & Ergun (2008), define organizational culture includes beliefs and attitudes of people in performing, organizing, assessing and rewarding their performance when dealing with problems of external adaptations and internal integration, how they think and feel about their organizations (Yilmaz & Ergun, 2008). These beliefs and attitudes are fruits of the modal of organizational structure within a certain organization.

Organizational culture is characterized by things like incentive system, technological skills, restructuring of organization structure, vision, mission, core values, training, motivation, recruitment and termination. It happens that these characteristics of organizational culture change from on leadership to another in a given organization. Such changes can be indicated by an increase or decrease of a certain characteristic.

Onyambu (2013) examined organizational culture on organizational performance at Kenya Power and Lighting Company Limited and found out that organizational culture change process was championed by a team of Change Agents or Ambassadors drawn from formal and informal structures of the organization and supported by top management. In this regard, none of the studies reviewed above focused on the influence of organizational culture on the performance of employees at private higher institutions. Studies done on organizational culture have focused on linking employee performance to organizational culture without looking at influences of culture to performance of employees. This research therefore wanted to fill the research gap by answering one research question: What is the influence of organizational culture on employee performance in the private higher institutions in SNNPRS? The major objective of this research is to evaluate how the culture of an organization affect the performance of employees. Keeping in mind the above gaps, the research answered the following questions.

- How culture can affect employee's performance?
- What is the employee's expectation towards organizational performance?

### **Objective of the study**

The general objective of the study is to assess the effect of organizational culture on employee performance on private higher institutions in SNNPRS.

The specific objectives are:

- To determine how culture can affect employee's performance
- To examine the employee's expectation towards organizational performance
- 

### **Review of Related Literature**

This portion of the study aim to show literature important to the study and to provide a theoretical frame work. This chapter also consists of definition, concepts, theoretical literature, empirical evidence and conceptual frame work of the study.

### **Organizational Culture**

According to Magee (2002) organizational culture is the set of assumptions that members of an organization subscribe to. The assumptions are mainly beliefs and values. Beliefs focus on reality and they come from experience while values are about ideals that are desirable and worth striving

for. It is the specific assortment of principles that are shared by everyone in the organization. This in turn controls the way these people intermingle with each other and with outsiders. The sharing of these beliefs and values create a business culture (Azhar, 2003). Robbins (2012) views organizational culture as a homogeneous discernment of the organization based on outstanding uniqueness separating one organization from the other.

Barney (2012) disclosed that, organizational culture has a pervasive effect on an organization because it defines who its relevant employees, customers, suppliers, and competitors are, and how to interact with these key actors. The culture's intensity or strength, and its adaptiveness are the components that enable organizations to meet the twin demands of internal consistency and external flexibility (Schein, 2011). When employees are made aware of the culture of their company they will appreciate both the organization's past and present system of operation. This gives direction about the way to behave in the future and also promote the organization's way of life by enhancing shared feelings. Therefore, any organization that has a well stipulated culture often works toward common goals and can achieve efficiency because workers share success oriented ideals (Barney, 2012).

In Hofstede's (2007) view, the actions of an individual at work are often dependent on national, industrial and organizational cultures. Organizations often have their own distinctive cultures, however unlike a society, an organization is defined largely by its purpose and this is a further influence on its culture. In similar vein, Owino and Kibera (2015) the dominance and coherence of culture is an essential feature of an organizational culture. In most cases, cultures often function based on a structure of invisible, theoretical and emotional forms which enable workers to meet their physical and social needs. Besides increasing employee's commitment, organizational culture gives workers a sense of identity, reinforces work based values and serves as a control mechanism for work based ethics (Nelson & Shavitt, 2002). This facilitates acceptable solution to known problems as employees learn to set principles, norms and patterns of behavior that promote work accomplishment (Schein, 2011).

### **Organizational Culture and Performance**

Some studies have been conducted in relation to organizational culture and employee performance in different organizations. A study by Byrne and Hochwarter (2012) on the factors influencing employees' belief in the care by their organization in Canada reported that employees' felt that

their organization cared about their success and this increases their commitment to the organization, help the organization accomplish its goals and make them to be more loyal to their organizations. Hence, the felt organizational culture is seen in job enrichment, organizational rewards, promotions, appreciation and involvement in policy formulation. A study by Noruzy (2013) investigating the link between workplace justice and organizational performance in Pakistan revealed that organizational culture significantly influenced the organizational citizen behavior and had mediating role between organizational justice and organizational citizenship behavior.

However, Eisenberger (2003) meta-analysis revealed a small association between organizational culture and employee work performance. In a study by Zain (2013) on the influence of job satisfaction on employee work performance in commercial banks in India revealed minimal influence of salary on job satisfaction. However, the study exposed a strong link between job satisfaction and happiness in comparison to salaries. This relationship suggested that rank was a stronger predictor of employees' professional achievements. In another study conducted among bank employees in Brazil by Nicanor (2014) established that employees' performance was influenced by income and job satisfaction. A study by Dorman (2010) on the factors influencing employee performance in Britain revealed that organizational culture that embraced job satisfaction often declined with increase in employees' level of education. This suggests that employees' level of education negatively impacted on job satisfaction.

### **Research Methodology**

The aim of this section is to explain methods used in carrying out this research, how the research will be designed, sampling technique and reasons for the choices. The chapter presents data collection and data analysis methods employed in the research.

### **Research Design**

The research used a descriptive study. A descriptive study aimed to create an accurate profile of persons, events or situations. Another author adds that a descriptive study may mean to establish only associations between variables. The reason for this choice centered on the research objective "to examine the effect of organizational culture on employee performance" and on the way in which the research questions will be structured. Also the research used descriptive design since a

descriptive study establishes only association between variables on what the researcher will try to do; creating an accurate profile of a situation about the relationship between organizational culture and employee performance. Furthermore, the research followed a cross-sectional study because the research used more than one case in the research and in cross-sectional studies variables of interest in a sample of subjects are tested once and the relationships between them are determined.

## **Population and Sampling Procedures**

### **Study population**

The target population of this study would be employees who were working as an employee in private higher institutions of SNNPRS Ethiopia.

### **Sampling Design**

The researcher used non-probability sampling specifically convenience sampling to select employees to represent all population of the study. The reason behind this technique is it is easy to analyze and give equal chance for the respondent. This study selects some representative (samples) from the total population to draw valuable conclusion on organizational culture on employee performance. So to keep accuracy of data 182 respondent employees from 6 private higher institutions residing in SNNPRS were selected from all categories.

### **Data collection procedures**

The study employed both primary and secondary sources for collecting facts and figures relating to the topic under the study. The primary data was collected with the help of questionnaire. Secondary source includes previous reports, procurement trackers, quarter and year end reports and various websites, which provide information for building up the theoretical and conceptual framework of the study. This study used a structured type of questionnaire as its main technique of data collection. The choice of the instrument was based on the fact that the study were quantitative in nature. The questionnaires was developed in search of the study objectives with close-ended questions, designed from literature review.

## Analysis of the study

### Inferential analysis of the study

This section presents the results on inferential statistical analyses. Pearson correlation analysis was applied to establish the relationship between organizational culture and employee performance in private institutions in SNNPRS. The findings are presented in Table 1.

**Table 1: Correlation Analysis between organization culture and employee performance.**

		Organization Culture
Employee performance	Pearson Correlation	0.994
	Sig. (2-tailed)	0.001
	N	180

\*  $\sigma=0.05$  (Correlation is significant at 0.05 level (2-tailed))

### Source: Survey result, 2019

As presented in Table 1, there was a strong positive relationship between organizational culture and employee performance ( $r=0.994$ ;  $p<0.05$ ). This suggests that organizational culture positively influenced employee performance in higher institution in SNNPRS. This implies that the issue of the interrelation between organization culture and organizational performance is brought out clearly in this study. The result confirms also that as far as higher private institutions in Ethiopia are concerned, to some significant extent has been felt on such employee performance dimensions as teamwork, employee productivity and financial performance.

**Table 2 Regression Model Summary of organization culture on employee performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871a	0.759	0.753	0.462

**a. Predictors: (Constant), Employee Performance**

**Source: Own survey result, 2019**

The above Table 2 depicted that the R<sup>2</sup> value of 0.759. According to this result the independent variables (organizational culture dimensions) have an effect on employee performance accounted 75.9 percent and the other unexplained variables which are not considered in the study accounted 24.10% have affected employee performance, the adjusted R square is 0.753 and standard error of the estimation is 0.462. To sum it up, in accordance with the above result, employee performance in the study area.

**Table 3: Regression model for Coefficients.**

Model		Unstandardized Coefficients		Standardized Coefficients		
Model		Beta	Std. Error	Beta	t	Sig.
	Constant	-0.727	0.084			
	<b>Artifacts</b>	0.255	0.041	0.196	6.193	0.01
	<b>Beliefs and values</b>	0.204	0.039	0.161	5.172	0.01
	<b>Rules and Policies</b>	0.321	0.036	0.278	8.813	0.01
	<b>Management behaviors</b>	0.205	0.042	0.144	4.857	0.01
a. Dependent Variable: Employee Performance						

**Source: Survey 2018/2019**

From Table 3 one can observe that the coefficient of artifacts, espoused beliefs and values, rules and policies and management behaviors are positively related to employee performance. From the above analysis it can be said that the organizational culture of NIC bank is positively associated with employee performance.

## **Findings**

The study determined that strong positive relationship existed between organizations culture with performance of employees as denoted by the high coefficient of 0.995. These findings are supported by Kotter (2012) organizational culture has ability to increase employee job content, sense of assurance about solving problems and performance of employees. In general, the results revealed that all independent variables accounted for 75.9 percent of the variance in employee performance ( $R^2 = 0.759$ ). Thus, 75.9 percent of the variation in employee performance can be affected by the identified cultural dimension factors and other unexplored variables may explain the variation in employee performance which accounts for about 24.1 percent (Table 2).

## **Recommendations**

The study results have important implications for the management of higher private institutions. Based on the results of the study, the management needs to know the importance of organizational culture to the growth and success of the firm. They should develop a clear understanding of the organizational culture concepts then build a stronger organizational culture which later will create a competitive advantage for the organizations and improve employee performance. The following recommendations should be considered.

Private higher institutions should put emphasis on embracing and adopting great organizational culture. This is because organizational culture positively influences strategies and policies implemented thus creating sustainable competitive advantage. Additionally, firms should ensure they align their strategies and organizational culture if they intend to benefit from good organizational customs.

The research findings revealed that organizational culture has influence on performance of employees in higher private institutions. The study therefore recommends that management should define organizational cultures that are self-sustaining and practical because if there is a conflict between personal agendas and organizational culture then the system designed would fail to reach the success desired. Top management ought to oversee the successful cultivation of practical and suitable organization cultures. Generally, higher private institutions should work on all the stated culture dimensions especially which affected employee performance highly as stated in the finding part of the study it accounts 75.90 percent (Table 3).

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# **Integrated Functional Adult Literacy Program for Economic Development : Its Implementation and Achievements**

**Abraham Ayele**

## **ABSTRACT**

*The main purpose of this study was to assess the implementation of Integrated Functional Adult Literacy Program in Guji zone, Oromia region, Ethiopia. The study employed mixed research approach. The design was convergence parallel. The necessary data were collected from 72 IFAL board members, 52 districts education officers, 66 IFAL facilitators, and 110 adult learners selected from the study area. Multi stage and stratified random sampling technique were employed. The data required for this research were collected through questionnaires and interviews. Quantitative data were analyzed through cross-tabulation, and one-way ANOVA. Qualitative data were narrated to triangulate the quantitative results. The findings of the study revealed that IFAL curriculum contents related to income generation, agriculture, environment, and health were not effectively implemented; there was no relevant training and adequate incentive for IFAL facilitators, the stakeholder's participation in provision of IFAL program was poor. Post literacy interventions strategies were not implemented, and the achievement of the program in economic aspects was less as compared to social aspect. Therefore, it was concluded that the poor implementation and achievements of IFAL program will have negative implication for the progress towards achievements of Sustainable Development Goal 4. Finally, education institutions of all levels; and local government were recommended to further improve the practices and achievements of IFAL program.*

**Key Words:** *Functional Adult Literacy, literacy*

## **INTRODUCTION**

### **Back ground of the Study**

Functional adult literacy has essential role to bring about change in adult individual life and strengthen economic growth of a nation (Wagner, 2011). It has been considered as important tool to achieve development goals including sustainable development goals particularly in developing country like Ethiopia. This is because educated adults can better take care of their health; motivated to educate their children; and access and use information independently and meaningfully (Abadzi, 2003; Milana, 2016; Richmond & UNESCO, 2008; UNESCO, 2005). Similarly, Ethiopia is implementing skill based, work oriented and community based functional adult literacy for all adults older than 15 years with the aim to provide them with practical knowledge and skills important for their socio-economic development (Belete, 2011 Kabeta & Gebremeskel, 2013).

However, the global and national reports indicate poor implementation of the program particularly in developing countries including Ethiopia. For instance, UNESCO Institute for Lifelong Learning indicated that illiteracy has still several correlations with low productivity and poorer health in Sub-

Saharan African countries including Ethiopia (Chisholm & Hasan, 2010). Moreover, Ethiopia was ranked 126th out of 127 countries in the Education for All (EFA) index during 2015 (Burnet, 2007). Supporting these reports, it was reported that there were 19 million and above illiterate youth and adults in Ethiopia at the end of 2014 (ESDP-IV) (Gelana, 2014). The situation seems similar in Oromia region.

Therefore, the main purpose of the study was to assess the implementation and achievements of Integrated Functional Adult Literacy Program in Guji zone, and indicate its implication for achievement of sustainable development goal 4 in Ethiopia.

### **Statement of the Problem**

The sustainable development goals have been implemented in different countries of the world including Ethiopia since 2015. The fourth goal is about ensuring inclusive and equitable quality education, and promoting lifelong learning opportunities for all including adults (UN, 2015). Integrated Functional Adult Literacy program is, therefore, one of the programs Ethiopia has been implementing to achieve the targets of sustainable development goal 4 by 2030.

Even though the IFAL program had been implemented in Ethiopia since 2008, there were 19 million & above illiterate youth and adults in Ethiopia at the beginning of 2015 (when sustainable development agendas were set) (MOE, 2015). Similarly, data obtained from 2016 annual educational statistical abstract of Oromia region indicated that despite the increment in number of participants, learning centers and IFAL facilitators, adult illiteracy remained high in the remote areas of the region including Guji Zone. Furthermore, the data obtained from annual report of Guji Zone Education Office showed that among 924, 537 adults planned to be engaged in the program during 2011-2016, only 310,170 (33.5). This means one third of them involved in the program (Guji Zone Education Office, 2016). This indicated the severity of the problem in the study area.

Some studies were conducted on the practices and challenges of integrated Functional Adult Literacy in different regions of Ethiopia including Oromia region. The finding indicated poor status of the program (Guta & Hasan, 2016; Haile, 2014; Seyoum & Amdemeskel, 2016). However, the previous researchers did not address the implementation and achievement aspects of the program.

Therefore, it was important to investigate the implementation and achievements of IFAL program.

## **Research Questions**

This research was aimed to answer the following basic research questions:

1. To what extent does the Integrated Functional Adult literacy program was effectively implemented in Guji zone?
2. What were the achievements of Integrated Functional Adult literacy program in the study area?
3. What was the implication of IFAL program practice for achievements of sustainable development goal four?

## **Objectives of the Study**

The general objective of this study was to assess the implementation and achievements of Integrated Functional Adult literacy program, and its implication for achievement of sustainable development goal 4 in Guji zone.

The specific objectives of the study were:

1. To identify the extent of Integrated Functional Adult literacy program implementation in Guji zone.
2. To identify the achievements of Integrated Functional Adult literacy program in the study area.
3. To indicate the implication of IFAL program practice for achievements of Sustainable development goal 4 in the study area in particular and in Ethiopia in general

## **RESEARCH METHODOLOGY**

In this study, mixed research method was used. Specifically the design was convergence parallel (concurrent triangulation). The sample for the research was selected at two levels. First, five districts namely Bore, Ana Sora, Dama, HaroWalabu, and Uruga, were randomly selected from fourteen districts of Guji zone. And then, 52 district education office experts, 66 IFAL facilitators, 72 IFAL board members and 110 adult learners' were selected through stratified random sampling techniques from the selected district. The stratification was made by woreda and gender. Data were collected through questionnaires and interviews. Quantitative data were analyzed through cross-tabulation, and one-way ANOVA with help of SPSS version 20, whereas qualitative data were organized in themes and narrated to triangulate quantitative findings. Cross-tabulation was used to show the status of IFAL program implementation and achievements, whereas one way ANOVA was used to compare the group mean difference concerning achievements of IFAL program.

## **RESULTS AND DISCUSSION**

## Implementation of IFAL Curriculum Contents

Table 1. Respondents view on the Implementation of the contents of IFAL

(key: 1=yes, 2=No)

Implementation of all contents			Type of respondents				Total
			Facilitators	Officers	IFAL boards	adult learners	
	Yes	Count	12	21	24	24	81
		% within	14.81	25.92	29.63	29.63	100.0
		% of Total	4	7.0	8	8	27.0
	No	Count	54	31	48	86	219
		% within	24.66	14.16	21.92	39.27	100.0
		% of Total	18	10.33	16.0	28.66	73
Total		Count	66	52	72	110	300
		% within	22	17.33	24	36.66	100.0
		% of Total	22	17.33	24	36.66	100.0

As indicated in the Table 1, among the total of respondents, 27% respond 'Yes' while 73% respond 'No'. This implies that the contents of IFAL curriculum were not equally implemented in the study area. IFAL is expected to provide adult learners with literacy, numeracy, agriculture, health, environment, civic participation, and income generation skills to facilitate fuller participation of adults in economic and civic life (Hutton, 1992; MOE, 2011; German Adult Education Association, 2005). The poor implementation of IFAL contents on the other hand, will negatively affect the achievement of sustainable development goal 4 in particular and other development goals in general.

In addition to quantitative data, the results of interview conducted with IFAL facilitators and adult learners indicated that contents related to agriculture, health, environment, and civic and ethics were not appropriately provided because of less interest of facilitators from health and agriculture sectors. This means that an integrated approach was not practiced in the delivery of the IFAL contents in the study area. This, on the other hand, contradicts with the national and regional directions of IFAL implementation stated in MOE, (2011) and Oromia Education Bureau, (2014).

## Adequacy of IFAL Facilitators Training

**Table 2.** Respondents view on the adequacy of IFAL Facilitator’s Training

(key: 1=very low, 2=low, 3=average, 4=high, 5=very high)

IFAL facilitators training		Type of respondents			Total	
		Facilitators	Educ. officers	IFAL boards		
	very low	Count	22	12	29	63
		% within	34.92	19.04	46.03	100.0
		% of Total	11.6	6.3	15.26	33.2
	low	Count	44	27	32	103
		% within	42.72	26.21	31.1	100.0
		% of Total	23.2	14.2	16.84	54.21
	average	Count	0	13	11	24
		% within	0.0	54.17	45.83	100.0
		% of Total	0.0	6.84	5.79	12.63
Total		Count	66	52	72	190
		% within	34.73	27.37	37.89	100
		% of Total	34.73	27.37	37.89	100

As indicated in the Table 2, among the total respondents asked to rate the status of facilitators training in the study area, 33.2% rated as very low; 45.21% rated as low; and 12.63% rated as average. This indicates that the practice of training IFAL facilitators was almost low in the study area. The 6.4% of education officers, and 5.79% of IFAL board members who rated as average could be due to unwillingness to provide real information in favor of local government practice.

From the data discussed so far, it is possible to infer that IFAL facilitators were not provided with adequate training of andragogy and heutagogy. This finding is similar with Kebede (2016); Guta & Hasan, (2016); Haile, (2014); and Seyoum & Amdemeskel, (2016) who indicated lack of facilitators training as major challenges of IFAL implementation in different parts of Ethiopia including Oromia region. If the facilitators have no adequate training to involve adult learners in independent and transformative learning, therefore, the adult learners may not be motivated to take part in the IFAL program. This in turn may result in poor enrollment and high dropout rates of adult learners in the

study area. On the other hand, without increased enrollment adult literacy programs, it will be difficult to achieve sustainable development goal 4 for poor countries like Ethiopia where adult illiteracy is very high.

In addition to quantitative findings, the result of interview conducted with selected IFAL facilitators revealed three basic problems related to facilitators training: pre-training was not available for all facilitators; the on-job training in summer program was not relevant to the contents and approach of adult teaching and learning; and short term training programs were not designed to improve facilitators professional skills. The implication is that IFAL facilitators were not provided with adequate pre-service and on-service training in the study area which is similar with quantitative findings discussed above.

Furthermore, the results of interview conducted with facilitators and education officers revealed that the motivation of IFAL facilitators to implement the program was poor in the study area because of poor incentives. According to their idea, the monthly salary allowed for formal facilitators (500 ETB), and for health and agriculture workers (280 ETB) was not enough. Besides, the amount of incentive allowed for health and agriculture extension worker was not functional; and this resulted in poor motivation of facilitators to actively run the program in the study area. If the facilitators are not motivated enough, therefore, it could not be possible to effectively implement the IFAL program in the study area.

From the qualitative results discussed above, it is possible to infer that training and incentive provided for IFAL facilitators were not adequate in the study area; and these resulted in poor implementation of the program. Poor implementation of the program, thus, will have negative implication for achievement of sustainable development goal 4 in the study area.

### Cooperation among stakeholders

**Table 3.** Respondents view regarding the cooperation among stake holders in the implementation of IFAL program

Level cooperation among IFAL stakeholders		Type of respondents				Total
		Facilitators	Officer	IFAL board member	adult learner	
Poor	Count	24	42	48	48	162
	% within type	14.81	25.92	29.63	29.63	100.0
	% of Total	4	7.0	8	8	27.0
Very poor	Count	42	10	24	62	138
	% within type	30.43	7.25	17.39	44.93	100.0
	% of Total	18	10.33	16.0	28.66	73
Total	Count	66	52	72	110	300
	% within type	22	17.33	24	36.66	100.0
	% of Total	22	17.33	24	36.66	100.0

As indicated in Table 3 above, among the respondents asked to rate the level of cooperation among stakeholders', 27% rated as poor; and 73% rated as very poor. Besides, the data also show that the level of cooperation among stakeholders' was similarly perceived among different respondents despite the difference in degree of difficulty. This implies that the cooperation among different IFAL stakeholders is very weak and the program is being implemented in unorganized way in the study area. On the other hand, the National Adult Education Strategy states that the implementation of IFAL program cannot be effective without cooperation among stakeholders. Particularly, the integrating sectors (education, agriculture, health, TVET, and microenterprise) need to work together to effectively implement the program. Therefore, in the absence of such cooperation, it could be difficult to help adult learners to benefit from the program in social, economic aspects.

## The Implementation of Post Literacy Interventions

**Table 4.** Respondent View on the Implementation of post literacy interventions

Implementation of post literacy intervention strategies			Type of respondents				Total
			Facilitators	Officers	IFAL boards	adult learner	
	Yes	Count	0	0	2	4	6
		% within	0.0	0.0	2.8	3.64	2
		% of Total	0.0	0.0	0.66	1.33	2
	No	Count	66	52	70	106	294
		% within	100	100.0	97.2	96.36	98
		% of Total	22	17.33	23.33	35.33	98
Total		Count	66	52	72	110	300
		% within	100	100.0	100	100	100
		% of Total	22	17.33	24	36.66	100

As indicated in Table 4, among respondents asked to indicate whether post literacy interventions strategies were being implemented, majority 98% indicated the absence of post literacy intervention in the study area. 2% of respondents who indicated the presence of post literacy interventions could be due to misunderstanding about post literacy intervention strategies. The implication is that there was no post literacy intervention strategies implemented in the study area to facilitate the link between functional literacy skills and practical life problems in the study area.

On the other hand, post literacy interventions have been considered as an important part of the program implementation to maintain the practical skills acquired through Integrated Functional Adult Literacy Program (MOE, 2011b; Oromia Education Bureau, 2014). This means that adult learners cannot get the opportunity to use knowledge and skills acquired through IFAL program to solve their socio-economic problems in the absence of post literacy interventions. If the adults who involved in IFAL program are unable to solve their practical life problems, the national goal to transform social and economic development of the country could not be achieved. This, on the other hand, limits the participation of adult population in national and local socio-economic development activities which will negatively

influence the progress towards successful achievements of sustainable development goals in the study area.

**Table 5. Respondents view on IFAL achievements**

	IFAL achievements		Type of respondents (N=300)				Total
			Facilitator	Officer	IFAL board	Adult learner	
1	Improved literacy skill	F	49	45	72	110	276
		%	16.3	15.0	24.0	36.7	92.0
2	Improved numeracy skill	F	43	33	72	98	246
		%	14.3	11.0	24.0	32.7	82.0
3	Improved agricultural practices	F	19	14	21	17	71
		%	6.3	4.7	7.0	5.7	23.7
4	Improved skill of preventing communicable diseases	F	22	14	17	21	74
		%	7.3	4.7	5.7	7.0	24.7
5	Improved awareness about protecting environment	F	14	22	21	19	76
		%	4.7	7.3	7.0	6.3	25.3
6	Improved participation in social affairs	F	34	27	37	110	208
		%	11.3	9.0	12.3	36.7	69.3
7	Improved income generation skill	F	8	10	21	8	47
		%	2.7	3.3	7.0	2.7	15.7
8	Improved women participation in development activities	F	19	19	20	18	76
		%	6.3	6.3	6.7	6.0	25.3

As indicated in the Table5, improved literacy skill elicited 92% of total respondents, followed by improved numeracy skill 82% and improved participation of adults in social affairs 208 69.3% respectively. Whereas, the remaining outcomes i.e. improved agricultural practices 23.7%, improved skill of preventing communicable diseases 24.7%, improved awareness about protecting environment 25.3%, improved income generation skills 15.7%, and improved women participation 25.3% elicited values which are below average. indicated that IFAL program improved adult learners literacy skill.

From the data discussed so far, it is possible to understand that IFAL program achievements were better in the areas of literacy, numeracy and participation in social affairs; and less in the areas of agriculture,

health, environment, income generation, and women participation. The implication is that the achievements of IFAL program were better in social aspect than economic aspect in the study area. It is also inferred that the functional adult literacy program was not implemented rather than the basic literacy which focus on mere literacy and numeracy skill.

On the other hand, the successful achievement of sustainable development goal 4 needs to equip all people including adults with knowledge and skills of sustainable development. In this regards, poor achievements of IFAL program particularly in the areas of agricultural practices, income generation, health, and women participation not only affect the progress towards achievement of sustainable development goal 4, but also goals related to end poverty (goal 1), end hunger (goal 2), ensure healthy life (goal 3), ensure gender equality (goal 5), ensure environmental sanitation (goal 6), protect natural resources (goal 15), and sustainable economic growth (goal 8). Therefore, poor achievements of IFAL program will have negative implication for progress towards achieving sustainable development goal 4 in the study area in particular and in Ethiopia in general.

In addition to the descriptive data, one way ANOVA was also conducted to see the difference between groups of respondents concerning the achievements of IFAL program in the study area. All assumptions of ANOVA were considered. The independent variable was type of respondent: Facilitators, Education officers, IFAL board members, Adult learners; whereas the dependent variables were IFAL achievement areas: improved literacy, improved numeracy, improved agricultural practices, improved health, improved awareness of environment, improved participation, improved income generation skills, and improved women participation. The null hypothesis was “there was no statistically significant difference between groups concerning achievements of IFAL program”. See table 6 below.

**Table 6. One-Way ANOVA of IFAL Achievements**

ANOVA						
Achievements		Sum of Squares	Df	Mean Square	F	Sig.
improved literacy skill	Between Groups	3.401	3	1.134	17.965	.000
	Within Groups	18.679	296	.063		
	Total	22.080	299			
improved numeracy skill	Between Groups	6.547	3	2.182	17.118	.000
	Within Groups	37.733	296	.127		
	Total	44.280	299			
improved agricultural practices	Between Groups	1.188	3	.396	2.211	.087
	Within Groups	53.009	296	.179		
	Total	54.197	299			
improved skill of health care	Between Groups	.872	3	.291	1.568	.197
	Within Groups	54.874	296	.185		
	Total	55.747	299			
improved awareness about environment	Between Groups	2.431	3	.810	4.416	.005
	Within Groups	54.316	296	.183		
	Total	56.747	299			
Improved participation in social affairs	Between Groups	16.335	3	5.445	33.965	.000
	Within Groups	47.452	296	.160		
	Total	63.787	299			
improved income generation skill	Between Groups	2.236	3	.745	5.900	.001
	Within Groups	37.400	296	.126		
	Total	39.637	299			
improved women participation in development activities	Between Groups	1.660	3	.553	2.973	.032
	Within Groups	55.087	296	.186		
	Total	56.747	299			

Table 6 One-way ANOVA results about achievements of IFAL Program as responded by IFAL facilitators, education office experts, IFAL board members, and adult learners. As indicated in the table, the one-way ANOVA results concerning item 1 ( $F=17.965$ ;  $P=.000$ ), item 2 ( $F= 17.118$ ;  $P=.000$ ), item 6 ( $F=33.965$ ;  $P=.000$ ), and item 7 ( $F=5.900$ ;  $P=.001$ ) indicate that the mean difference between groups with regards to improved literacy, improved numeracy, improved participation in social affairs, and improved income generation skills were statistically significant at alpha level of 0.001 i.e. ( $P<0.001$ ). Therefore, the null hypothesis concerning these items was rejected. These imply that IFAL program averagely improved the adults' literacy, numeracy and participation in the study area.

Besides, the one-way ANOVA results concerning item 5( $F=4.416$ ;  $P=.005$ ) indicates that the mean difference between groups concerning improved awareness about environment was statistically significant. The inference is that the IFAL program achievement in the aspects of improving literacy at alpha level of 0.005 i.e. ( $P<0.005$ ). Therefore, the null hypothesis concerning the item was rejected in the study area.

On the other hand, the one-way ANOVA results concerning item 3( $F=2.211$ ;  $P=.087$ ), 4( $F=1.568$ ;  $P=.197$ ), 8( $F=2.973$ ;  $P=.032$ ) indicate that there was no statistically significant difference among groups concerning improved agricultural practices, improved health care skills, and improved women participation respectively at alpha level of 0.005 i.e. ( $P>0.005$ ). Therefore, the null hypothesis concerning these items was accepted.

*In addition to quantitative data, interview conducted with selected adult learners on the benefits they gained from IFAL program indicated similar result. As indicated by the participants, IFAL program highly improved the learners reading, writing and numeracy skills; somewhat improved environment protection habits; skills to prevent communicable diseases; and did not improve their agricultural practice and income generation skills because of lack of demonstration materials to involve in practical activities in the classroom and absence of post literacy intervention strategies in the study area.*

In general, according to MoE (2008b), Integrated Functional Adult Literacy program should enables adult to link writing, reading and numeracy skills to livelihoods in areas of agriculture, health, civic participation, environment, income generation, and gender. However, from the results of quantitative

and qualitative data presented and analyzed above, it is possible to understand that adult learners were not benefitted from IFAL program in aspect of agriculture, health, environment, and income generation in the study area.

## **IMPLICATION, CONCLUSION, AND RECOMMENDATION**

### **Implication**

Failing to achieve international and national development agendas has been a major problem in most developing countries like Ethiopia. Particularly, Sub-Saharan African countries face difficulty in achieving developmental goals for which they are signatory due to different socio-political and economic factors. High illiteracy can be one of the factors that hinder countries to achieve the goals. This can be inferred from the achievement of developing countries in Education for All and Millennium Development Goals.

The fourth goal of 2030 Sustainable Development Agenda is about ensuring inclusive and equitable quality education, and promoting lifelong learning opportunities for all including adults (UN, 2015). Integrated Functional Adult Literacy program is, therefore, one of the programs Ethiopia has been implementing to successfully achieve the targets of sustainable development goal 4 by 2030. Even though adult education is not mentioned explicitly in the Sustainable Development Goals, goal 4 implicitly involves learning opportunities for adults. For instance, the fourth target focus on substantially increasing the youth and adults relevant skills for employment, decent jobs and entrepreneurship by 2030. Besides, target 6 focuses on ensuring that all youth and a substantial proportion of adults achieve literacy and numeracy. Furthermore, target 7 specifies about ensuring that all learners acquire the knowledge and skills needed to promote sustainable development. This clearly indicates that implementation and achievement of Integrated Functional Adult Literacy will have an implication for the achievement of sustainable development goal 4 in Ethiopia in general and in the study area in particular. Particularly, adult need to have practical and work-oriented life skills to actively take part in socio-economic activities, and knowledge to cope with rapidly changing. Therefore, IFAL program should take adult learners beyond literacy and numeracy as clearly stated on National Adult Education Strategy of Ethiopia.

However, the results of the study discussed so far indicate that the implementation and achievement of IFAL program was poor in the study area. Particularly, the contents of curriculum related to agriculture, environment, income generation, and civic participation were not adequately delivered. Besides, the commitment among facilitators and cooperation among integrated sectors (agriculture, health, education) were very weak. Furthermore, inadequate training and incentive for facilitators were bottlenecked the implementations of the program in the study area. Moreover, post literacy intervention strategies were not designed and implemented to help adult learners to link the contents with their practical life though it was part of the program implementation strategy. As a result, even though there was relatively better practice on the aspects of literacy, the achievement in the aspect of income generation, agriculture, utilization of information and civic participation were very less in the study area.

From the results of the study discussed so far it is possible to infer that IFAL program was not provided adult learners with adequate knowledge and skills adult use to solve their practical life problems.

In general, poor implementation and achievement of IFAL program will have a negative effect not only on achievements of SDG 4, but also on other goals. Therefore, it is important to further improve the implementation and achievement of IFAL program to facilitate successful achievement of 2030 sustainable development goals in the study area in particular and in Ethiopia in general.

## **Conclusion**

The results of study indicated that the implementation and achievements of Integrated Functional Adult Literacy Program was poor in the study area. With regards to implementation, it was identified that all contents of the IFAL curriculum were not equally delivered; facilitators were not provided with adequate and relevant training and incentives; cooperation among stakeholders was very poor and post literacy interventions were not facilitated in the study area. With regards to achievements, it was identified that IFAL program was not adequately improved the economic aspects, particularly, agricultural practice, income generation, environmental protection, and women participation in the study area. on the other hand it was found that poor implementation and achievements of IFAL program will have negative implication for progress towards Successful achievement of Sustainable Development Goal 4 in particular and other developmental goals in general. Therefore, it was concluded that it is important to improve the implementation practices and achievements of IFAL program to facilitate successful achievements of SDG 4 in the study area in particular and in Ethiopia

in general.

### **Recommendation**

The district and zonal education offices in collaboration with integrating sectors should establish and implement strong support system to ensure equal implementation of all contents of IFAL curriculum

The IFAL board members should facilitate short-term training for facilitators

The regional and local government should facilitate adequate and relevant training and incentive for all IFAL facilitators.

The local government should strengthen the cooperation among integrating sectors (agriculture, education, health, TVET institutions, micro finance organizations) to facilitate post literacy interventions.

The national and regional government should conduct impact assessment of IFAL program in line with progress towards achievement of Sustainable development goal 4.

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