

## Literacy Needs Assessment of Artisans in Ibadan Metropolis, Oyo State, Nigeria

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### ABSTRACT

Artisans form a large percentage of the workforce in the informal sector of Nigeria's economy and the importance of their activities to the growth of the economy cannot be overemphasized. They play an active role in the primary production and exchange of good and services and serve as dynamic promoter of entrepreneurial spirit among the populace. However, in spite of the potentials and inherent benefits that accrue from various services provided by artisans, there is lack of knowledge on their state of literacy skills and what might be of priority to them in terms of literacy acquisition. This study, therefore, assessed the literacy needs of artisans in Ibadan metropolis. The study adopted a quantitative research approach and the participants comprised 200 artisans who were randomly selected within Ibadan metropolis. The instrument used for the study was a self-designed questionnaire which was developed and subjected to content validity by experts in the field of adult education, measurement and evaluation. The instrument was pilot-tested with road transport workers and reliability coefficient of 0.75 was obtained. The data collected for the study were analyzed using frequency counts, percentages and mean score. The study revealed that the literacy status of artisans is high and they ranked the need for acquisition of more technical skills in their profession and acquisition of basic literacy skills as 1st and 2nd among other literacy needs in order of priority to them. It was also revealed that artisans' perceived effect of literacy acquisition on their livelihood is positive (Weighted Average = 3.33). Therefore, it was recommended that there should be a conscious effort by all stakeholders at providing an avenue for artisans to upgrade their technical skills in order to keep abreast with the latest development in their profession and this should incorporate basic literacy skills acquisition alongside it.

**Key words:** Artisans, Literacy Needs Assessment, Ibadan Metropolis

### INTRODUCTION

Artisans constitute a large percentage of the workforce in the informal sector of Nigeria's economy and this sector has been adjudged to have a huge potential of playing a great role in reducing the unemployment rate and contribute to faster recovery from economic recession the country is presently in due to over-concentration on the formal sector of the economy. According to Encyclopedia of the Early Modern World, artisans are described as being a member of guilds, skilled men who fashioned artifacts with hands and tools in autonomous workshops without the aid of powered machinery. In other words, artisans are skilled craft workers who make or create things by hand and their activities are often characterized by low entry requirements in terms of capital and professional qualifications, the small scale of operations, skills often acquired outside of formal education and labour-intensive (Onwe, 2013). These activities include carpentry, hairdressing, fashion designing, plumbing, electrician, panel beating, and a host of others.

The contribution of artisanal activities to the growth of Nigeria economy cannot be overemphasized. They play an

active role in the primary production and exchange of good and services to millions of Nigerians and serve as a great employer for those who by education or other requirements are unable to secure job in the organized or formal sector of the economy and ultimately promote entrepreneurial spirit among the populace (Kinyanjui, 2016). The African Development Bank in 2013 opined that 55 percent of Sub-Saharan African's Gross Domestic Product and 80 percent of the labour force is driven by the informal sector of which artisans constitute the larger constituent.

In spite of the potentials and inherent benefits that accrue from various services provided by artisans, there is lack of adequate knowledge on their activities especially the dynamics involved in their work and this could be as a result of the fact that their activities are not regulated by the government. More worrisome is their state of literacy and what might be of priority to them in terms of literacy acquisition as it has been established that literacy plays a significant role in enhancing individual capacity and overall, improve their productivity which in turn affect the economy of the nation positively. Hence, the need to undertake this study in order to

assess their level of literacy and identify what their literacy needs might be in order of priority.

### Research Questions

The following questions were generated to guide the study;

1. What is the literacy status of artisans in Ibadan metropolis?
2. What are the literacy needs of Artisans in order of importance?
3. What are the perceived effects of literacy acquisition on artisans' livelihood?
4. What are the factors militating against literacy skills acquisition by artisans?

## REVIEW OF LITERATURE

### Literacy and its Importance

Definition of literacy as a concept has continued to be evolving as different people give (sometimes conflicting) meaning to it. Though the term disingenuously appears simple to everyone but it has proved to be both complex and dynamic, continuing to be interpreted and defined in a multiplicity of ways. What people think of what it means to be literate or otherwise are influenced by academic research, institutional agendas, national context, cultural values and personal experiences (Education for All Global Monitoring Report, 2006; Keefe and Copeland, 2011).

Traditionally, literacy has been closely associated with the ability to read and write. According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2006) as cited in Adelere and Itasanmi (2016), there are different dimensions to literacy as it often emphasizes the ability to understand and communicate through a written text, however, there is no universally accepted definition that captures all its facets. UNESCO (2008) in Keefe and Copeland (2011), observed that a person is literate who can with understanding both read and write a short simple statement on his/her daily life. It went further to state that a person is functionally literate when he/she can engage in all those activities in which literacy is required for effective functioning of his/her group and community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development.

Expanding the scope of literacy from the traditional notion of it, UNESCO (n.d.), defines literacy as "The ability to identify, understand interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential to participate fully in their community and wider society". In essence, any educational activity that empowers people with necessary skills and knowledge to cope with developing challenges and difficulties in all spheres of human life could be regarded as literacy.

In whatever way literacy is conceived, its importance to individual and the society at large cannot be overemphasized. Literacy is far more than just words and meaning because its

acquisition directly affects peoples' lives and increase their chances of employment, level of income and type of occupation. It has been proven in several kinds of research that higher literacy skills can lead to better jobs, increased incomes and greater productivity. Literacy skills also affect social status, level of political participation, opportunities for cultural expression, health, the survival of languages, access to social services and opportunities to learn. Similarly, having good literacy skills enhances a country's quality of life by reducing poverty, lowering unemployment, lessening the need for public assistance and encouraging better parenting (Literacy for Life Foundation, n.d).

An interesting perspective on the importance of literacy is the description of it in three metaphors by Sylvia Scribner (1984). The three metaphors used in describing literacy are; Literacy as a form of adaptation; this emphasizes the survival or pragmatic value inherent in literacy skills acquisition. Literacy is power; this portrays literacy as either the "potent tool" of the elites to keep the masses down or the means for the "poor and politically powerless" to claim their place in the society. Lastly, literacy as a state of grace; this describes the tendency in society to endow the literate person with special virtues which serve as an interesting use of literacy as a way of increasing culture within a society.

### Growing Demand for Literacy Skills in Nigeria

Nigeria, the most populous black nation in the world with a population of over 180 million (United Nations projection as cited in World Population Review, 2017). This placed the country in the seventh position in the list of most populated countries in the world. Out of this over 180 million people, it is estimated that about 39 percent are children aged below 15 years while the adult population constitutes the remaining 61 percent (UNESCO, 2013). According to the National Literacy Survey (2010, as cited in UNESCO, 2012), adult literacy rate stood at 56.9 percent with huge variations between state, regions, and sex. More worrisome is the statistics from the Federal Ministry of Education which showed that out of the 40 million adult illiterates in the country, only about 500,000 are enrolled in adult learning classes which indicate that only 1 out of 80 persons have access to adult literacy programme. Also, out of 3.5 million nomadic school-aged children, only 450,000 of them have access to any form of schooling. The country is further burdened with a huge number of out-of-school-children estimated at over 7 million.

Furthermore, the gap between literacy and skill acquisition has continued to increase on a daily basis due to the fact that skilled workers with less tenable educational qualifications have increasingly been marginalized in Nigeria as a result of lack of inclusive education that can cater for this set of people. Hence, the need for a lifelong learning opportunity for all for sustainable development of the country.

### Effects of Literacy on Livelihood

Livelihood has been described as a job or another source of income which provide means to acquire daily needs such

as food, water, clothing and shelter necessary for survival and well-being (Zuofa, 2011). It comprises the capabilities, assets, and activities required for a means of living (Chambers and Conway, 1991, cited in International Recovery Platform, n.d.). However, the potential inherent in literacy acquisition in meeting up certain learning needs and challenges in such a way that skills acquired are immediately used to improve livelihood has long been stressed based on the fact people who acquired literacy skills tended to be more willing to take initiatives aimed at improving their livelihood. According to Commonwealth of Learning (2005, as cited in Hassan, 2014), literacy is understood to either embrace skills of reading, writing, and arithmetic or offers capabilities that enable those with minimal or no formal education to improve their chances of gainful employment. The result of several researches has demonstrated the positive effect of literacy acquisition on the livelihood of its beneficiaries. According to Diallo (2001, as cited in Zuofa, 2011), literacy and livelihood are closely knotted as individuals with sufficient literacy skills appears to be more productive, understand family planning and enjoy a better quality of life compared to those who do not. Literacy serves as an essential tool for obtaining personal, community and societal development and growth. However, literacy is not an end in itself but as a means of acquiring required knowledge and skills which makes it possible for the beneficiary to engage in activities that will guarantee a sustainable living.

## METHODOLOGY

The study adopted a quantitative research approach and the participants comprised 200 artisans who were randomly selected within Ibadan metropolis. The instrument for the study was a self-designed questionnaire titled "Literacy Skills Assessment Questionnaire" (Appendix). The questionnaire

was developed and subjected to content validity by experts in the field of adult education and measurement and evaluation. The instrument was pilot-tested with Road Transport Workers and a reliability coefficient of 0.75 was obtained. The questionnaire had two sessions: Section A was on the demographic characteristic of the respondents while section B was designed to elicit information to answer the research questions generated for the study. The data collected for the study were analyzed using frequency counts, percentages and mean score.

## RESULTS

### Literacy Status of Artisans in Ibadan Metropolis

Table 1 shows that literacy status of artisans in Ibadan metropolis is high.

The detailed analysis is as follows: 88% can read simple text while 12% cannot, 21% cannot write simple sentences in English language while 79% can, 22% cannot speak English language while 78% can, 94% can speak native language while 6% cannot, 22.5% don't understand radio or television broadcast in English while 77.5% can, 89.5% understand simple calculation while 10.5% do not, 12% cannot count money while 88% can, 67% do understand simple measurement related to my work while 33% do not, 21.5% cannot adapt to new technologies in their profession while 78.5% can, 16.5% don't understand the appropriate use of all their working tools while 83.5% do, 23% cannot send SMS to their customers and friends while 77% can, 23% cannot keep records of their daily transaction while 77% can, 32% cannot use internet facility to search for information while 68% can, 68% can use social media like Facebook, WhatsApp, BBM, twitter etc. while 32% cannot, 21.5% don't understand their duties and rights as a citizen of this country while 78.5% do.

**Table 1.** Literacy Status of Artisans in Ibadan

S/n	Items	Yes		No	
		Freq.	%	Freq.	%
1	I can read simple text	176	88	24	12
2	I cannot write simple sentences in English language	42	21	158	79
3	I cannot speak English language	44	22	156	78
4	I can speak my native language	188	94	12	6
5	I don't understand radio or television broadcast in English	45	22.5	155	77.5
6	I understand simple calculation	179	89.5	21	10.5
7	I cannot count money	24	12	176	88
8	I do understand simple measurement related to my work	134	67	66	33
9	I cannot adapt to new technologies in my profession	43	21.5	157	78.5
10	I don't understand the appropriate use of all my working tools	33	16.5	167	83.5
11	I cannot send SMS to my customers and friends	46	23	154	77
12	I cannot keep records of my daily transaction	46	23	154	77
13	I cannot use internet facility to search for information	64	32	136	68
14	I can use social media like Facebook, WhatsApp, BBM, twitter etc	136	68	64	32
15	I don't understand my duties and rights as a citizen of this country	43	21.5	157	78.5

### Literacy Needs of Artisans

The artisans' literacy needs are reported in order of their importance in Table 2.

Table 2 reveals that the need for more technical skills in their profession ranked first, followed by the need for basic literacy skills (reading, writing and arithmetic) which ranked second, how to send SMS ranked third, more knowledge about the environment ranked fourth, how to use latest technologies ranked fifth, knowledge about health and general wellbeing ranked sixth, how to properly care for one's family and the need for knowledge on duties and rights of a citizen were both ranked seventh, knowledge of different financial services that could promote their work ranked eight, and knowledge about religion ranked ninth.

### Perceived Effects of Literacy Acquisition on Artisans' Livelihood

Table 3 illustrates the perceived effects of literacy acquisition on artisans' individual livelihood.

Table 3 shows that the perceived effects of literacy acquisition on artisans' livelihood is positive (WA = 3.33). The detailed analysis is as follows: Literacy skills helps one to relate with customers in a friendly way (interaction) (mean = 3.62), Acquisition of literacy skills improves mastery of income-generating skills faster (mean = 3.59), It helps to value the education of children (mean = 3.55), Literacy skills enable one to actively participate in community activities (mean = 3.51) were rated strongly agreed, while Literacy skills helps to better manage family affairs (mean = 3.48), Acquisition of lit-

**Table 2.** Literacy Needs of Artisans

S/n	Items	Freq.	%	Rank
1	I need more technical skills in my profession	82	41	1 <sup>st</sup>
2	I want to acquire basic literacy skills (reading, writing, and arithmetic)	36	18	2 <sup>nd</sup>
3	I desire to learn how to send SMS and use internet facility on my phone	25	12.5	3 <sup>rd</sup>
4	I want to know how to use latest technologies in my profession	12	6	5 <sup>th</sup>
5	I want to know more about health and general wellbeing	9	4.5	6 <sup>th</sup>
6	I want to know about how to properly care for one's family	7	3.5	7 <sup>th</sup>
7	I want to know about different financial services that could promote my work	5	2.5	8 <sup>th</sup>
8	I want to know my duties and rights as a citizen of this country	7	3.5	7 <sup>th</sup>
9	I want to know more about my religion	3	1.5	9 <sup>th</sup>
10	I want to know more about my environment	14	7	4 <sup>th</sup>
Total		200	100	

**Table 3.** Perceived effects of literacy acquisition on individual livelihood

S/n	ITEMS	Sd	D	A	SA	Mean	Std.D
1	Literacy skills helps one to relate with customers in a friendly way (interaction)	4 (2)	10 (5)	45 (22.5)	141 (70.5)	3.615	0.6776
2	Acquisition of literacy skills improves mastery of income-generating skills faster	8 (4)	10 (5)	69 (34.5)	113 (56.5)	3.585	2.2933
3	Literacy acquisition enhances job prospects	15 (7.5)	11 (5.5)	76 (38)	98 (49)	3.245	0.9324
4	Literacy reduces poverty and subsequently improves one's standard of living	10 (5)	29 (14.5)	74 (37)	89 (44.5)	3.205	0.8757
5	Ability to maintain clean workplace is based on literacy skills	15 (7.5)	43 (21.5)	59 (29.5)	83 (41.5)	3.040	0.9916
6	A sustainable livelihood is achievable without literacy skills	26 (13)	40 (20)	89 (44.5)	45 (22.5)	2.745	0.9924
7	Literacy skills enable one to actively participate in community activities	14 (7)	6 (3)	71 (35.5)	109 (54.5)	3.510	2.3447
8	Acquisition of literacy skills help to develop one's capacity and talent	2 (1)	10 (5)	81 (40.5)	107 (53.5)	3.465	0.6410
9	Literacy skills help to better manage family affairs	9 (4.5)	14 (7)	89 (44.5)	88 (44)	3.475	2.9890
10	It increases people's access to health-related knowledge	6 (3)	7 (3.5)	81 (40.5)	106 (53)	3.080	3.3146
11	It helps to value the education of children	5 (2.5)	2 (1)	71 (35.5)	122 (61)	3.545	0.6710
12	It increases people's self-respect and self-confidence	5 (2.5)	8 (4)	81 (40.5)	106 (53)	3.435	0.7130

Weighted average=3.33

eracy skills helps to develop one's capacity and talent (mean = 3.47), It increases people's self-respect and self-confidence (mean = 3.44), Literacy acquisition enhances job prospects (mean = 3.25), Literacy reduces poverty and subsequently improves one's standard of living (mean = 3.21), It increases people's access to health-related knowledge (mean 3.08), Ability to maintain clean workplace is based on literacy skills (mean = 3.04), A sustainable livelihood is achievable without literacy skills (mean = 2.75) were rated agreed.

### Factors Militating Against Literacy Skills Acquisition by Artisans

The factors that prevent literacy skills acquisition by artisans are reported in Table 4.

Table 4 shows that the following are factors militating against literacy skills acquisition by artisans in order of their importance: low income earning (mean = 3.22) was rated first, unfavourable government policy (mean = 3.15) was rated second, lack of self-confidence in one's learning ability (mean = 3.13) was rated third, Low perception of the value of literacy education (mean = 3.11) was rated fourth, Lack of financial support from family and friends (mean = 3.03) was rated fifth, Lack of moral support (mean = 2.96) was rated sixth, Family background or personal related problems (mean = 2.93) was rated seventh, Time constraint (mean = 2.82) was rated eighth, Literacy centres are far from home or workplace (mean = 2.79) was rated ninth, and Lack of interest in literacy skills acquisition (mean = 2.73) was rated tenth.

### DISCUSSIONS

The study reveals that the literacy status of artisans in Ibadan metropolis is high and this could be as a result of the fact that 88% percent of the sampled population can read a simple text which serves as a basis on which other literacy skills can be developed. Also, the fact that 94% of respondents have acquired one level of education or the other varying from primary education to Higher National Diploma/Bachelor degree, is believed to have influenced their literacy status as against just 6% who never had any formal education. It is believed that across the literacy spectrum the respondent was examined, based on the questions posed to them, they

demonstrate a high level of literacy capability. The study also shows that artisans prefer to acquire more technical skills in their profession first which signalled their desire for functional literacy skills followed by basic literacy skills of reading, writing, and arithmetic. This could be understood in light of the fact that they are into what they are doing based on the need to meet certain responsibilities either at home or in the community they belong to and as such, what they could aspire for is what will boost their work proficiency and in turn increase their income capability. This led credence to the definition of functional literacy given by Harman, (1970, as quoted in Kirsch and Guthrie, 1977, p 489) as "the ability to hold a decent job, to support self and family, to lead a life of dignity and pride". The quest by artisans to achieve a decent life prompted them to rank acquiring more technical skills in their profession and basic literacy skills first and second respectively followed by the need to learn how to send SMS/use internet, understand their environment and use latest technology in their profession which ranked third, fourth and fifth respectively. Though literacy organizers have been in the habit of providing basic literacy skills to learners through the provision of vocational skills that can make learners functional in the society, there is a need for reinforcement in order to provide inclusive education for all.

The findings of the study also show that artisans' perceived effects of literacy skills on their livelihood is positive (WA = 3.33). This is evident from their belief that acquiring literacy skills helps them relate well with their customers/client, accelerate income-generating skills mastery and also help in placing a better value on the education of their children. They also believe that it helps them to be an active member of their respective community among other effects it has on their livelihood. This result is in consonance with the submission of Zuofa (2011) that literacy acquisition enables it beneficiary to meet up with specific needs and challenges that have direct effect on their daily living and it was also observed that without adequate basic literacy mastery, people are disadvantaged and the tendency for them to increase their knowledge, skills and capacity are doubtful. It was further stressed by Diallo (2001, as cited in Zuofa, 2011) that literacy and livelihood are closely matted due to some close observation made in some African countries like Guinea, Uganda, and Ghana. According to Stromquist (2005, as cited in

**Table 4.** Factors militating against artisans' literacy skills acquisition

S/n	Items	Sd	D	A	SA	Mean	Rank
1	Lack of interest in literacy skills acquisition	37 (18.5)	25 (12.5)	92 (46)	46 (23)	2.725	10 <sup>th</sup>
2	Lack of moral support	13 (6.5)	34 (17)	101 (50.5)	52 (26)	2.955	6 <sup>th</sup>
3	Time constraint	24 (12)	40 (20)	82 (41)	54 (27)	2.820	8 <sup>th</sup>
4	Unfavourable government policy	20 (10)	27 (13.5)	87 (43.5)	66 (33)	3.145	2 <sup>nd</sup>
5	Lack of self-confidence in one's learning ability	14 (7)	29 (14.5)	72 (36)	85 (42.5)	3.125	3 <sup>rd</sup>
6	Low perception of the value of literacy education	20 (10)	18 (9)	80 (40)	82 (41)	3.105	4 <sup>th</sup>
7	Low income earning	14 (7)	22 (11)	69 (34.5)	95 (47.5)	3.220	1 <sup>st</sup>
8	Lack of financial support from family and friends	26 (13)	21 (10.5)	72 (36)	81 (40.5)	3.025	5 <sup>th</sup>
9	Family background or personal related problems	21 (10.5)	36 (18)	79 (39.5)	64 (32)	2.930	7 <sup>th</sup>
10	Literacy centres are far from home or workplace	19 (9.5)	52 (26)	81 (40.5)	48 (24)	2.785	9 <sup>th</sup>

Education for All Global Monitoring Report, 2006), literacy skills are fundamental to informed decision-making, personal empowerment, active participation in the local and global community.

The findings of the study further revealed some of the factors militating against literacy skills acquisition by artisans. Major among the factors are low income earning, unfavourable government policy, lack of self-confidence in their learning ability, low perception of the value of literacy education and lack of financial support from family and friends, as these factors were ranked 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> respectively based on how it militates against their literacy skills acquisition. Other factors which were ranked 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> are lack of moral support; family background or personal related problems; time constraint and the distance between literacy centres and their respective homes or workplace. These findings corroborated the observation made by Olumukoro and Adelere (2015) on problems involved in participating in literacy programmes among women in Edo and Delta States, Nigeria. Lack of finance, time constraint and inadequate human and material resources among others were listed as factors associated with literacy participation.

## CONCLUSION AND RECOMMENDATION

This study has assessed the literacy needs of artisans in Ibadan metropolis and the findings of the study revealed that their literacy status is high. Equally, they ranked the need for more technical skills in their profession and acquisition of basic literacy skills of reading, writing and arithmetic 1<sup>st</sup> and 2<sup>nd</sup> as their most preferred literacy needs. It was also revealed that artisans' perceived effect of literacy acquisition on their livelihood is positive and lastly, some of the factors militating against their literacy skills acquisition were highlighted and low income earning ranked 1<sup>st</sup> among the factors. Based on these findings, the following recommendations were made;

1. There should be provision for lifelong learning opportunity for the artisans to improve their literacy status and to prevent them from relapsing into illiteracy
2. There should be a conscious effort by all stakeholders at providing an avenue for artisans to upgrade their technical skills in order to keep abreast with the latest development in their profession and this should incorporate basic literacy skills acquisition alongside it
3. There should be an awareness campaign to raise the consciousness of artisans to the need to acquire literacy skills as acquisition of literacy skills have positive effect on their livelihood
4. There should be a serious sense of purpose by all stakeholders to improve the income generating capacity of artisans either through education or exposure to innovative ways of improving their productivity thereby encouraging them to participate in literacy acquisition activities
5. Literacy acquisition centres should be located close to artisan's workplace or home and there should be favourable literacy policies that will provide an inclusive opportunity for all
6. Further study on assessing the literacy status and needs of artisans should involve a larger number of participants

across the six geopolitical zones of the country for better generalization for the whole country.

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## APPENDIX

### LITERACY SKILLS ASSESSMENT QUESTIONNAIRE

Dear Respondent,

This questionnaire is designed to collect data on the literacy status and needs of artisans in Ibadan metropolis. Your support is therefore needed towards a successful completion of this study and all information collected is strictly for research purposes only.

Thanks

#### Section A: Demographic Data

1. Age: 15-19(  ), 20-30 (  ), 31-40 (  ), 41-50 (  ), 51-60 (  ), 61 and above (  )
2. Sex: Female (  ), Male (  )
3. Marital Status: Single (  ), Married (  ), Divorce (  )
4. Tribe: Yoruba (  ), Igbo (  ), Hausa (  ), others (  ),
5. Highest Educational Attainment: No Formal schooling (  ), primary School (  ), Junior Secondary (  ), SSCE (  ), NBTE (  ), NCE/ND (  ), HND/BSc (  ),
6. Category of Artisan: battery charger (  ), Mechanic (  ), Barber (  ), Rewire (  ), panel beater (  ), tailor (  ), hairdresser (  ), electrician (  ), others (  ),

#### Section B:

##### Q1: Literacy status of artisans in Ibadan metropolis

S/N	Items	Yes	No
1	I can read simple text		
2	I cannot write simple sentences in English language		
3	I cannot speak English language		
4	I can speak my native language		
5	I don't understand radio or television broadcast in English		
6	I understand simple calculation		
7	I cannot count money		
8	I do understand simple measurement related to my work		
9	I cannot adapt to new technologies in my profession		
10	I don't understand the appropriate use of all my working tools		
11	I cannot send SMS to my customers and friends		
12	I cannot keep records of my daily transaction		
13	I cannot use internet facility to search for information		
14	I can use social media like facebook, whatapp, BBM, twitter etc		
15	I don't understand my duties and rights as a citizen of this country		

### Literacy needs of Artisans

Rank in order of priority from 1-10, the literacy skills you desire to acquire

S/N	Items	Rank
1	I need more technical skills in my profession	
2	I want to acquire basic literacy skills (reading, writing & arithmetic)	
3	I desire to learn how to send SMS and use internet facility on my phone	
4	I want to know how to use latest technologies in my profession	
5	I want to know more about health and general wellbeing	
6	I want to know about how to properly care for one's family	
7	I want to know about different financial services that could promote my work	
8	I want to know my duties and rights as a citizen of this country	
9	I want to know more about my religion	
10	I want to know more about my environment	

### Perceived effects of Literacy acquisition on Individual Livelihood

S/N	Items	SA	A	SD	D
1	Literacy skills helps one to relate with customers in a friendly way (interaction)				
2	Acquisition of literacy skills improves mastery of income generating skills faster				
3	Literacy acquisition enhances job prospects				
4	Literacy reduces poverty and subsequently improves one's standard of living				
5	Ability to maintain clean workplace is based on literacy skills				
6	A sustainable livelihood is achievable without literacy skills				
7	Literacy skills enable one to actively participate in community activities				
8	Acquisition of literacy skills helps to develop one's capacity and talent				
9	Literacy skills helps to better manage family affairs				
10	It increase people's access to health related knowledge				
11	It helps to value the education of children				
12	In increases people's self-respect and self confidence				

SA-Strongly Agree ,A-Agree ,SD-Strongly Disagree ,D-Disagree

### Factors militating against literacy skills acquisition by Artisans

S/N	Items	SA	A	SD	D
1	Lack of interest in literacy skills acquisition				
2	Lack of moral support				
3	Time constraint				
4	Unfavourable government policy				
5	Lack of self confidence in one's learning ability				
6	Low perception of the value of literacy education				
7	Low income earning				
8	Lack of financial support from family and friends				
9	Family background or personal related problems				
10	Literacy centres are far from home or workplace				