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The Effects of Socio-Economic Factors on Perceived Adequacy of Training Received by Women in Agriculture in Ijebu and Remo Divisions of Ogun State, Nigeria.

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ABSTRACT

This study was conducted to determine the effect of socio-economic factors on women in Agriculture perception of adequacy of training received in Ijebu and Remo Division of Ogun State, Nigeria. A multi-stage sample procedure was used to select the 240 respondents involved in the study. Data were collected is structured interview schedule while frequency count and percentages were used in describing the data. Factor analysis and multiple regression analysis were used to test the hypothesis. Results of the findings indicated that training opportunity was inadequate in the area, about 85.83 percent claimed that they attends only one training in a year. Cooperative society, OGADEP and NGOS are the most common organizers/sponsors of the training inferential information revealed that there were no significant relationship between any of the selected socio-economic variables (age, income, occupation and education) and perception of adequacy of training received by women in agriculture. Three crucial factors (needs and aspiration factor) sponsor and organizer factor and facility factor were identified. Participation approach for training are recommended.

1.0 INTRODUCTION

Training can be regarded as an age long concept which performs the therapeutic function of shaping knowledge skill, attitude and knowledge that are require for effective performance of duties and or assignment. Ekong (2003), defined training as "providing the conditions under which people can learn effectively. This can be further explained as providing information and skills required for improvement within an organization. Taking this definition one step further, training might be define as providing members of an organisation information and skill that they can use in their jobs. Training programmes provide people with specific skills that enable them to become more proficient in their job.

According to Pretty et al (1995) training is essentially a process of changing, improving people's knowledge, skills, and attitudes, or behaviour through instruction or demonstration with the main aim of performing better in their job. Training can further be defined as an educational situation or process by which the skill and ability of employees are improved to perform specific job better. From the above definitions of training, training concept is a complete process of refurbishing the trainee in all aspects of competency, other than the mere mechanical skill build-up of trainee as perceived by some authors.

People are exposed to training opportunities because the knowledge and skills they posses are inadequate to the task requirement of their jobs. The high rate of technological changes, increased population, changing trends in opportunities available, administration policies, global reformation and citizenship empowerment called for training and retraining of all the citizenship in order to be relevant. It is through education and training that this can be done. Training is needed by people in all areas of their Endeavour be it in Agriculture, Commerce, and Industry. etc.

The issue of gender cannot be omitted from the discussion of Agriculture in Nigeria, African and the world over. According to Deji et al (1999) agriculture in Africa and Nigeria in particular is characterized by gender division of labour according to tasks and crips. The process of change, however have affected the traditional pattern of gender roles in agriculture, Recent findings by Olawoye (1995), Torimiro (1997) and Jiggins et al (1997) increased participation of women in agricultural production due to greater make participation in non-farm activities and in waged employment as well as the breakdown of the traditional pattern.

Women have been found to play an active role in agricultural production in Africa. Jiggins et al (1997) estimated that about 60 – 80percent of all agricultural production activities are carried out by women farmers in the continent of African. Ayieko (1986) estimated that African women also play a crucial role in Agriculture and farming. Women, who accounted for half of the rural population spend more than two third of their time on food production. On the average, in all African countries, African women like their counterpart in other developing countries of the world are found to do most of the work in the area of primary production, harvesting, transportation of crops from farm to the house, processing, storage and marketing.

The 1991 National population census figure indicates that, Nigerian Women Constituted 49.6 percentage of the total population and are found to be responsible for 60-80percent of the food produced in the country in addition to the traditional reproductive and community management roles.

Women participation in agricultural production is not a new phenomenon. Women are found working all the year round producing food crops while men perform only pre-planting tasks that occupy small part of the agricultural year. According to Food and Agriculture Organisation (1991) Nigerian women performed 50percent of all cropping activities, 50percent as well as up to 90percent of all marketing activities.

The International Labour Organisation (1988) estimates that 78percent of the women in Africa are active in agriculture compared with only 64percent of the men. Recent research finding have indicated that women play a pivotal role in food insecurity because of their strategic position in the household and productive work they do outside. These personal characteristic such as position in the family, education, income, social status and many other many equally affect their productivity (Ekong 2003)

Women have been found to contribute 60percent of the labour force, produce 80percent of food, earn 10percent of the money income but own 1percent of the farm assets. This is the reality on the ground as far as Nigeria is concerned. Women's substantial contributions to agriculture continue to be systematically marginalized and undervaluated in commercial agricultural and economic analysis and policies, while men's contributions remains the central, often the sole focus of attention. Women do not receive equitable opportunities or decision-making privileges as men. They equally encounter more difficulty than men in gaining access to land, credit, technical services, and commercial market outlet.

Despite these obvious neglect of women's position and contributions to the agricultural sector, they have remained the fillers of the nation's food basket. The need, therefore, to put things in the proper perspective cannot be over emphasized. The time has come to be apprehensive of the consequences of marginalizing women, there is now a global recognition of the benefits of involving women in the planning and execution of programme of change and development.

Women need training for better role performance especially as a producer, processors and home maker. The focus of this study therefore was to examine the effects socio-economic variables on perceived adequacy of training received by women-in-Agriculture in Ijebu and Remo Divisions of Ogun State.

Objectives of the study

The study addressed the following objectives:

i. Identification of the type, organizer/sponsor, focus, duration of training programme attended by women in Agriculture in the study area.

ii. Analyses the component of the training programme

iii. Examination of the adequacy of the training programme as perceived by the respondents.

Hypothesis:

There was no significant relationship between socio-economic characteristics of women – in – agriculture and their perceived adequacy of training received.

2.0 METHODOLOGY

The study was carried out in Ijebu and Remo Division of Ogun State, Nigeria. A multi-stage sampling procedure was used in selecting the respondents. Two local government areas were randomly selected for the study i.e. Sagamu Local Government in Remo and Ijebu North Local Government Area in Ijebu Division. From available records in the LGAs, there were 138 villages in Ijebu North and 113 villages in Sagamu Local Government Areas. The villages were stratified by the LGA into major and minor villages based on population and available infrastructural facilities. In all there were 53 major and 195 minor villages in the two local government areas. Out of which 10percent were randomly selected. The villages sampled therefore consist of 5 major and 20minor villages. From each of the major villages 16 respondents were selected for interview while 8 respondents were picked from minor villages.

The choice of the respondents were based on their participation in any training programme since the year 2000 to 2004 at both community, local, state or national levels.

Data were collected using a structured interview schedule. Disruptive statistical tools used include frequency count and percentages while factor and multiple regression analytical techniques were used for inferential statistical analysis.

Measurement of Variables

The factor coefficients of perception of adequacy of training received by women in agriculture were used as dependent variable and the selected socio-economic characteristics of the women (age, income, education and occupation) as independent variables.

The perception of the respondents on the adequacy of training received were measured using the Likert scale (Likert 1932). The Likert scales graduates adequacy of training received to needs and aspiration as very adequate, adequate, manageable, not adequate and poor. The training considered in this study include all form of training undertaken for the past 5years by women in Agriculture in the study area.

The independent variables selected were ranked so as to make them as mutually exclusive as possible.

Var 4 – Age of respondents

Var 5 – Occupation of respondents

Var 6 – Education of respondents

Var 7 – Income of respondents

3.0 RESULT AND DISCUSSION

Training Characteristics

a. Number of training

Data in Table 1 indicated that majority (85.8%) of the respondents attended less than 5 training in five (5) years. This means that less than one training in a year. Also 11.3 percent attended between 5 – 10 training in 5year while only 2.9 percent attend more than 2 in a year.

Also data in Table 1 indicated that cooperative organisation, Ogun State Agricultural Development Programme (OGADEP) and Non-Governmental Organisations (NGOs) are the most common organizer/sponsors of training for women in Agriculture though International Development Organisation like IFAD, UNDP, and USAID are also involved but their impact are not so felt. Ministry of women affairs is the least involved as revealed by the study.

Data in Table 1 also organised that 92.1 percent of the training organised for women in Agriculture is just for only 1 day while 6.7 percent that they attended the one for 2days.

On the analysis of the course content/component 85percent claimed that theoretical knowledge was most emphasized, 70percent claimed that technical information were presented at the training, also 52.5percent claimed that the training assisted them in creating interest in the subject matter.

b. Adequacy of training

Data in Table 2 revealed the percentage raking of the adequacy of training received by respondents in the study area. Entertainment was rated by the majority (50.04%) as the most adequate provision, others were poorly rated. Also provision of adequate lecture facilities were also rated high, while Food/Snacks served at the training venue were regarded as manageable by a majority (48.64%) provision of transport facilities as well. Accommodation arrangement are regarded as manageable by many (35.51% and 27.47%).

Data in Table 2 indicated the rating of the respondents as per the adequacy of the training content in meeting needs and aspirations. Majority (69.1%, 69.5%, and 83.7%) rated the value of the training received in relation to their need as good. Also the training or ability to transfer knowledge and the usefulness of the subject matter content to need are rated good.

Analysis

Table 2 shows the correlation coefficient between the perception of Training received and the selected socio-economic characteristics of the respondents.

TABLE 4: Correlation coefficient of the variables

	Factor 1	Factor 2	Factor 3	Factor 4	VAR 4	VAR 5	VAR 6	VAR 7
Factor 1	1,000							
Factor 2	-0.046	-100						
Factor 3	0.085	-0.104	1.00					
Factor 4	0.023	0.021	-0.029	1.000				
VAR 4	-0.024	-0.111	0.025	0.028	1.00			
VAR 5	0.067	-0.007	0.027	-0.024	-0.506	1.000		
VAR 6	0.024	-0.016	0.033	-0.003	-0.326	0.402	1.000	
VAR 7	0.094	-0.119	0.026	0.035	-0.056	0.207	0.409	1.00

Source: Computed from field survey 2004

A thorough examination of the table reveals some points of interest. First, all the selected socio-economic variables, age (VAR 4), occupation (VAR 5), education (VAR 6) and income (VAR 7) are inversely related to the perceived adequacy of training. This indicates that as people get older, more educated, have higher social status, or increase in income, they tend to perceive the training received as inadequate. Secondly there seems to be a weak association between the perception of training and the socio-economic characteristics of the respondents.

Data in Table 3 shows the rating of respondents according to the training meeting their needs as aspirations Ability of the Trainer to transfer knowledge and encouragement of participatory learning were perceived to be very good and adequate.

Table 4, 6 and 8 indeed show the overall statistics obtained from the regression equation between socio-economic variables and training in cooperative, cash, processing and marketing. As could be seen from the tables, r^2 (the coefficient of determination which states the proportion of variation in perception of training that is explained by socio-economic variables) are 1.2% for training and cooperative production markets 3.1% for social infrastructures and 0.6% for processing. These r^2 values (coefficient of determination) are too small for these regression equation. By contrast, income variables and production training on the other hand (see Tables 3 and 5). Nevertheless, these significant variation between the socio-economic and training variables could be said to be trivial and of no influence since the r^2 (coefficient of determination) have been found to be very insignificant. Therefore, it can be stated that socio-economic

variables do not provide adequate explanation for perceived adequacy of training. This finding may not be surprising in view of the relatively homogenous socio-economic characteristics of rural people in the study area.

TABLE 5: Regression of factor 1 (needs and agriculture factor

Independent Variable	Multiple R	R^2	Square Change	Simple R	B	Beta Value	Std error	F
Income	0.094	0.009	0.009	0.094	0.060	0.097	0.033	3.364*
Age	0.095	0.009	0.000	-0.024	0.000	0.001	0.034	0.000
Occupation	0.106	0.011	0.002	0.067	0.047	0.064	0.043	1.197
Education	0.111	0.012	0.001	0.024	-0.057	-0.041	0.079	0.521

*Significance at 0.01
Source: Computed from field survey 2004

TABLE 6: The overall F-test value from regression of factor 1 (need sources) with socio-economic characteristics

Multiple	0.111	Analysis of Variance	DF	Sum of Square	Mean Square	F
R^2	0.012	Regress	4	4.07	1.017	1.346
Standard error	0.869	Residual	129	324.19	0.756	

Source: Computed from field survey 2004

TABLE 7: Regression of factor 2 (organizer/sponsor factor) on age, occupation, education and income

Independent Variable	Multiple R	R^2	Square Change	Simple R	B	Beta value	Std error	F
Income	0.119	0.014	0.014	-0.119	-0.066	-0.119	0.029	5.093*
Age	0.168	0.028	0.014	-0.111	-0.085	-0.145	0.033	6.693
Occupation	0.175	0.031	0.002	-0.007	-0.039	-0.059	0.038	1.067
Education	0.175	0.031	0.000	-0.016	0.011	0.009	0.070	0.024

*Significant at 0.01
Source: Computed from field survey 2004

TABLE 8: The overall F-test value from regression of factor 2 (organizer/sponsor factor) with socio-economic characteristics)

Multiple	0.175	Analysis of Variance	DF	Sum of Square	Mean Square	F
R^2	0.175	Regression	4	8.131	2.033	3.392*
Standard error	0.774	Residual	429	257.087	0.598	

*Significant at 0.01
Source: computed from field survey 2004

TABLE 9: Regression of factor 3 (facility factor) on age, occupation, education and income

Independent Variable	Multiple R	R^2	Square Change	Simple R	B	Beta value	Std error	F
Income	0.026	0.001	0.001	-0.026	-0.017	0.056	0.016	1.094
Age	0.035	0.001	0.006	0.025	0.021	0.065	0.018	1.321
Occupation	0.063	0.004	0.003	0.027	0.017	0.048	0.021	0.667
Education	0.079	0.006	0.002	0.033	0.039	0.058	0.039	1.018

TABLE 10: The overall F-test value for regression of Factor 3 (Training facility factor) with Age, occupation, education and income.

Multiple	0.079	Analysis of Variance	DF	Sum of Square	Mean Square	F
R^2	0.006	Regression	4	0.498	0.125	0.679
Standard error	0.428	Residual	429	78.728	0.184	

*Significant at 0.01
Source: Computed from field survey 2004

Discussion

The assumption that there is a significant relationship between socio-economic characteristics of the people and the perceived adequacy of training received may be rejected. Indeed the finding has shown that socio-economic characteristics of the women people in Agriculture explain almost no variance in perceived adequacy of training received. The foregoing analysis only goes to corroborate that personal characteristics explain almost no variance in perception of adequacy of training.

Similarly, the contention of Ekong (2003) that the rich urban folks and that the well educated are more likely to perceive a gap between higher standard and the perceived reality of levels of training is relevant in this case study. The absence of variance in perception of adequacy of training with changes in socio-economic characteristics is probably due to the homogenous nature of the rural people.

CONCLUSION AND RECOMMENDATION

This paper has attempted to describe the behaviour of women in agriculture training provided for them. The finding shows that information on the socio-economic characteristics of rural population are not factors that may seriously affect the perception of their training and capacity building problems and needs. This is because the training are generally perceived by the people as inadequate in the rural areas.

The implication of this for policy formulation is that in planning for training, the quality of the training needs and aspiration, organizer and sponsorship may be relevant factors for consideration. On the other hand, socio-economic characteristics would be important factors in planning for training in the urban areas than the rural areas. This is because in the urban areas, training facilities are provided in abundance and the people are more polarized socially and economically.

TABLE 1: Distribution of respondents by the total number of training attended for the past five years (2000-2004), organisers, duration and course component.
N = 240

Number of training	Frequency	Percentage
Less than 5	206	85.83
5 – 10	27	11.25

Number of training	Frequency	Percentage
Above 10	7	2.92
Organiser/Sponsor		
OGADEP	63	26.25
Cooperative Union Societies	83	34.58
NGOs	44	18.33
International Organisation/Agencies	21	8.75
Local Government	10	4.17
Ministry of Women Affairs	8	3.33
Others	11	4.59
Duration of Training		
One day (Short term)	221	92.08
2 – 3 days (Medium Term)	16	6.67
Above 3 days Long Term	3	1.25
Course Component		
Creation of Interest	126	52.5
Theoretical Knowledge	204	85
Technical Information	168	70
Demonstration and Visit	98	40.83
Practice and Confidence Building	64	26.67
Multiple Response		

TABLE 2: Percentage distribution of respondents by adequacy of the training received

	Very Adequate	Adequate	Manageable	Not Adequate	Poor
Accommodation Provided	19.	18.4	27.6	40.7	4.0
Food/Snacks Served	11.4	17.0	48.6	15.7	7.
Entertainment facilities	50.0	28.9	11.3	9.7	-
Transportation Facilities	20.6	34.1	35.5	6.3	3.4
Information facilities	10.	30	22.	26.	11.2
Lecture facilities	15.	52.	20.	10.5	1.3
Practical Exposure	14.	20.2	6.8	38.	20.7

	Very Adequate	Adequate	Manageable	Not Adequate	Poor
Provided					

Source: Field survey 2004

TABLE 3: Rating of the respondents according to adequacy of training in meeting their needs and aspirations.

S/N	Items
1	Value of the training in relation to need
2.	The usefulness of the subject matter content
3.	Presentation method used
4.	Trainer's ability to transfer knowledge
5.	Participants encouraged to participate
6.	participants opinions were listened to
7.	Value of the handouts
8.	Use of audio visual instructional media
9.	The Duration of training
10.	Ability of the training to attain its objectives

Source: Field Survey 2004