

## **Evaluating the basic training needs of rural women in osun state south west Nigeria with reference to the millennium development goals.**

By

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**Abstract.** The study was designed to evaluate the basic training needs of rural women in Osun State in relation with millennium Development Goals. The study adopted the descriptive survey design. Three research questions were raised to answer the research questions, while three null hypotheses were formulated and tested at 0.05 level of significance. The entire population of 320 which comprised 300 trainees and 20 trainers were used for the study. Data were collected for the study through the administration of validated questionnaire on the respondents. The test re-test method was used to determine the reliability of the instrument. The reliability co-efficient of the instrument which stood at 0.92 and 0.95 was established using Pearson product moment correlation (r). The mean statistics and standard deviations were used to answer the research questions while z-test statistic was used to test the hypotheses. The result obtained from the analysis showed that vocational training provided to the rural women in Osun state are not effective for self reliance, problems militating against the training centres affects the provision of requisite training for the empowerment of rural women, and that government commitment to vocational training affect the empowerment of the rural women in the state. The conclusions were drawn and recommendations were made towards developing self sustaining enterprises that can create empowerment for the rural women in the state and these include: delivery of effective vocational training programme, government plan to be made in future on VTE should factor the problems of implementation, necessary leadership, financial and other logistical support among others.

**Keywords:** Implementation, millennium, self-reliance, requisite training, empowerment, self sustaining enterprise.

### **1 INTRODUCTION**

#### **1.1 Background to the study**

Vocational skill plays a vital role in human resource development of any country as it creates skillful manpower for enhancing industrial efficiency and improving quality of life. Vocational skills advances women economic empowerment and long term change in their status and also act as determinant of family health and nutrition. The better the training the more refined the skills would be in terms of human capital, higher income and better rural livelihood.

According to UNICEF, the contribution of women to both domestic and economic life is consistently undervalued and consequently, the needs of

women are usually neglected in the allocation of resources, investment, credit, training and technology.

Women dwelling in rural areas in Osun State face physical hardship daily. This hardship involves carrying loads over long distances, working in the homestead, taking responsibility for child bearing, caring for the children, including the sick and the elderly. Many of these woman tend to suffer socio-cultural, economic and sometimes educational discrimination, a situation which has left them with fewer opportunities and options for personal development in vocational skills.

The UNICEF (2007) report indicates that the "imbalance between the many kinds of contributions women make and the many kinds of discrimination they suffer represents not only one of the world's greatest injustices but also one of its greatest inefficiencies".

Public and private providers of education and training poorly serve rural women in Osun State especially when comparing opportunities available to urban women. Adeolu and Taiwo (2004) asserts that the extent of provision of publicly funded educational and training services is largely greater in urban areas than in the rural areas of the state. The deployment of teachers and other educational staff or trainers to rural areas is difficult. Several factors contribute to dampen the demand for vocational education and training among rural women in the state and these include poor quality of teaching, high direct and indirect schooling cost and other factors. Education has also a lower level of priority compared to other short term pressing needs such as maximizing household income or providing food security.

Despite all these challenges, Osun rural women still engage in vocational training in the public vocational training centres and the informal sector which often include traditional apprenticeship training or traditional forms of training offered to artisans by the few master craftsmen and women. This form of training which covers tailoring, hairdressing, cloths weaving, soap making among others, are often provided on the basis of family ties. Many trainers or operators tend to exhibit creativity but often lack adequate vocational training related to their skills and the capital to expand. Moreso, these vocational enterprises are termed "domestic" which implies that their activities are of lower quality than that offered in the urban areas of the state.

The little technological and cognitive competency of the rural women seem to suffer from lack of acknowledgment both at national and international levels of women's economic contribution. The United Nations (2008) report on the millennium development goals states that "almost two thirds of women in the developing world work in vulnerable jobs as own-account and unpaid family workers". In Osun State, this type of work accounts for 80 percent of all jobs for women (Adeboye, 2011). Women remain on low status, less valued jobs and face greater barriers to higher level positions. As a result, they have greater difficulties in translating their labour into paid employment and or movement into higher, more secure income level. Moreso, national and international statistics, which form the basis for resource allocation and major policy decisions, do not estimates the value of so called 'unpaid' work. This means that most subsistence activities on which Osun rural women's lives depend, are not reflected in development plans and priorities. Policies tend to favour large-scale production over small scale and tend to detract from the importance of Osun rural women's' knowledge and use of technology.

It was in the context of the above scenario that the Millennium Developmental Goals have identified technical and vocational education and skills development as

some of the means of achieving some of its critical objectives of poverty alleviation, wealth creation and employment generation.

However, to achieve these goals there ought to have been a commensurate action. For instance the citizens, especially, women would have had to be empowered through adequate training in order for them to make positive choices so as to provide for themselves and their families.

Training according to Cinterfor (2001) is a central pillar of decent employment and the right to decent employment is fundamentally depends on one's level and quality of training received. There must be a training given by instructor to a trainee for enablement of the recipient to grasp certain tasks or sequences leading to end product of a job. Oxford English Dictionary define training as the act of giving teaching and practice to somebody in an effort to bring him to an acceptable standard of behavior, efficiency or physical condition. The central premise of this definition is that the trainer engages in the two basic activities of teaching and allowing the recipient of the knowledge imparted an opportunity to put into practice; and from this effort, the trainer can assess the extent to which he has succeeded or failed in his pedagogical functions.

Adeola (2004) views training as the specific skills learning, planned by an organization to further organizational goal accomplishment by the trainee after he had joined the organization. Salami (2009) taking the same stance, maintained that training refers to those activities which essentially aim at providing skills, knowledge and attitude required for employment in a particular occupation, group of related occupations or function in any related field of occupation.

Osun State Government in collaboration with National Directorate of Employment (NDE) and Ministry of Women affairs created Osun State Ministry of Women Affairs and Social development.

The ministry was created to promote the development of women with equal rights and corresponding responsibilities. Its objectives include stimulating action to promote civic, political, social and economic participation of women, coordinating and monitoring of women's programmes, providing technical and financial support to women's Non-governmental organizations. The ministry also aims at focusing on advocacy and to assist the rural women on survival strategies, rights, growth, development and empowerment so as to make them realize their full potentials like their male counterparts.

For the ministry to achieve some of the above aims, vocational training centres were created in 2005 to empower rural women in the state. The training centres were located in the 3 senatorial district of the state as follows: Osun West Senatorial district - Iwo Local Government, Osun East Senatorial district - Ilesa West Local Government, Osun Central Senatorial district - Osogbo Local Government. Training commenced in each of the centres on 2007 with six trades, two in each centre. The trades are: Tailoring, Knitting and Fashion designing, Handicrafts (Tie and dye clothes, weaving and beads making), Cottage industry (vegetable and palm oil production, food processing etc.), Soap and candle making, Farming, Poultry Keeping and Fishing, Computer operation and Secretariat work.

Training was given on capacity-building and these include, vocational and skills training, literacy training, and training for specific capacities. Women are often concentrated in skills training that meet their immediate "practical gender needs" as opposed to longer term, "strategic gender needs" that directly tackle the basic underlying causes of female subordination. This was why they only concentrated on handicrafts, basic food processing, vegetable oil production and homestead farming activities. As a result, these sectors are saturated. Often there is lack of basic training facilities: such as modern machines, tool kits, child care

centres for adult women, insufficient number of instructors, local transport, and so on. To sum it up, the scheme came into being with the aim of alleviating poverty and solving unemployment problems among Osun State rural women.

The problems associated with the acquisition of practical and theoretical skills of the trainees in the training centres are enormous. Omoboriowo and Adeboye (2010) noted that the problems of the training centres range from their mode of training to the technical and management skills which they possess. They also identified among other problems, the inadequacy and use of tools and equipment and lack of government encouragement unfavourable policies to assist them to operate efficiently and effectively.

### **1.2 Statement of the Problem**

The Millennium Development Goal is a project of the United Nations which was launched in Nigeria 10 years ago. It was launched in Osun State 8 years ago. The government of the State established the programme in order to focus on the empowerment of rural women through the Ministry of Women Affairs and Social Development. However, observation on ground shows that women upliftment in terms of self employment and self reliance which were envisaged would be the direct outcome of the programme does not seem to have improved considerably. For example, Adeboye (2011) lauding the Governor of Osun State in its employment of youths through its Osun State Youths Empowerment scheme programme (OYES) asserted that more than half of the cadets were women folk. This statement becomes untenable when interpreted along the reasoning of Soyinka (2010) and Soludo (2010) that those employed and paid by Government fall outside self reliant group of the work force. Their argument was that so far as those being referred to as empowered did not pass through the MDG training centres in Osun State, they could not be regarded as part of the achievement of the centres. This statement can be extended by the fact that they are not working to acquire the profit by themselves. Performance of the centres can only be improved upon by actually knowing the present level of performance and hence open a window for its improvement. Apart from women employed directly by the Government, evidence showed by the opposition political parties, as articulated by Omoboriowo (2011), shows that the MDG centres have not impacted on the level of empowerment of the women in Osun State. However, Osun State government position contradict this view. In view of the controversy between the government and the opposition party relating to the effectiveness of the training centres, there is a need for an independent evaluator of the programme. The concern of the paper is to undertake independent evaluation of the training provided by the training centres for manpower production for the economy because it enables its recipients to be self employed and reliant hence alleviate problem of unemployment and poverty in Nigeria especially among the rural women.

### **1.3 Purpose of study**

This study assess the effectiveness of training provided for the rural women in the MDG women vocational training centre by Osun State government and how it affects their economic well being in term of alleviating poverty.

Specifically, the study seeks to:

1. Evaluate the effectiveness of the vocational training provided by Osun State government for rural women empowerment.
2. Determine the problems associated with the provision of requisite training for the

empowerment of rural women in Osun state.

3. Determine the level of state government's commitment to vocational training of the rural women in Osun State.

#### **1.4 Research questions**

1. How does vocational training provided at the MDG vocational training centres effective for the empowerment of rural women in Osun state?
2. What are the problems militating against the training centres in the provision of requisite training for the empowerment of the rural women in the State?
3. What is the level of the State Government's commitment to the Vocational training programme as it affects the empowerment of rural women in Osun state?

#### **1.5 Hypothesis**

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There will be no significant difference in the responses of trainers and trainees on the effectiveness of training provided at the MDG vocational training centres for the empowerment of rural women in Osun State .
2. There will be no significant difference in the responses of trainers and trainees on the problems militating against the training centres in the provision of requisite training for the empowerment of rural women in the state.
3. There will be no significant difference in the responses of trainers and trainees on the level of State government commitment to the vocational training programme for the empowerment of rural women in Osun State.

#### **1.6 Significance of the Study**

Generally, the findings of the study will benefit the government, the public, individuals, families and the communities at large. The study will provide impetus for the government to give adequate support to the programme in term of financial Support to the trainees and the trainers and give proper monitoring for the programme to make it effective and continuous.

The findings will encourage women to acquire skills, provide financial and psychological security, since they can thereafter work as trained craftsman. Possession of skill is important in preventing women from becoming social misfits, stealing, arm robbery among other vices.

The skill acquires in well equipped vocational training centres would help to reduce the rate of unemployment among the rural women which will result to reduction of moral decadence and vices in the society. It also reduce rural-urban migration. The graduates who are now self reliance can then establish small scale enterprises or sole proprietorship in the local community; generally, it affords the trainees opportunity of making their own contribution to the economic development of the nation and it eventually alleviate poverty on the trainees and social ills. Moreover, the study will be useful to curriculum planners and developers so as to intensify effort on the formulation of job oriented curriculum with dynamic programme suitable for this country and not a certificated oriented curriculum.

The findings will also encourage proper documentation of vocational skills which has been passed from generation to generation.

Further more, the training centre will assume adequate supply of skilled work force in relation to employment opportunities and helps to sustain the development of a nation.

### Scope of the study

The study was limited to three selected vocational training centres located in the three senatorial district of Osun state because these are the only women vocational training centres established by the state government in the state. The final year trainees receiving different vocational skills on different trades in the local government councils constituting the senatorial districts and the trainers are the focus of this study. Moreso, the study will try to find out the effectiveness of vocational training provided by Osun state government for rural women empowerment, problems associated with the training, and the extent of the state government commitment to the vocational training programme as it affect the empowerment of the rural women in Osun State.

## 2 METHODOLOGY

### 2.1 Research design

The research design adopted for the study is survey design. It involves the collection of data from the entire population of trainers and trainees in each of the vocational training centres.

### 2.2 Population of the Study

The population of this study consists of all the 300 final year trainees from the women vocational skills acquisition centres located in the 3 senatorial district of Osun state and all the 20 government officials (academic) in all the centres which brought the population of the study to total of three hundred and twenty respondents. Final year trainees were used because they were considered to be more experienced in the system than the new intake and more able to respond to the questionnaire with maturity. The distribution of the population of respondents in the three women vocational training centres is indicated below.

**Table 1:** Distribution of population of respondents by senatorial district and available trades.

S/N	Name of senatorial district and available trade	Trainees	Trainers
1	Osun west		
a	Handicraft	10	1
b	Tailoring, knitting and fashion designing	90	5
2	Osun east		
a	Soap making	40	2
b	Cottage industry (vegetable & palm	60	5

	production, food processing)		
3	Osun central		
a	Secretarial work	80	5
b	Farming, poultry keeping and fishing	20	2
Total population		300	20

*Source: Field Study 2015*

### 2.3 Sample and sampling technique

There are three women vocational training centres located in the three senatorial district of Osun State and all the trainees offer different vocational training programmes. All instructors (academic) and all the final year students were involved in the study. Since the number of the respondents are few therefore there was no sampling done. The sample size for the study was three hundred trainees and twenty trainers.

### 2.4 Instrumentation

Structure questionnaire is the instrument used for data collection. It is developed by the researcher after a thorough review of relevant literature and is tag “evaluating the basic training needs of Rural Women in Osun State with reference to the Millenium Development Goals” (EBTRWOMDG). It is a 4 ponitratin scale of nineteen (19) items questionnaire that covered the research questions.

### 2.5 Validation of Instrument

The instrument for the study was subjected to face validation by two experts. The validates criticism, advice and suggestions form part that guided the structuring of the instrument.

### 2.6 Reliability of the instrument

To establish the reliability of the instrument, twelve trainees and ten trainers from neighboring Government women Vocational training programme in Ibadan Oyo State were trial tested. This was done to establish the degree of consistency of the questionnaire at providing the required information. The questionnaires were administered to them twice at an interval of two weeks. Data collected were analyzed and correlated statistically with correlational statistic. The analysis gave a correlation coefficient of 0.95 and 0.92 respectively.

### 2.7 Method of data collection

The instruments were administered to the respondents by the researcher and with the help of the trainers. Those who may find it difficult to understand the contents of the questionnaire were assisted in clear understanding of the survey instrument. A total of three hundred and twenty questionnaires were administered in the three vocational training centres and were all collected.



## 2.8 Method of data analysis

Mean and standard deviation were used to analyze data collected on the research questions. Z-test statistical tool was used to test the research hypotheses at 0.05 level of significance.

Decision Rule: Any item with a mean rating that is equal to or greater than 2.5 was considered 'Agree' while any item with a mean rating that is less than 2.5 was considered 'Disagree'. The decision rule with respect to hypotheses was to reject the null hypothesis where the z-calculated is greater than or equal to critical value. The null hypothesis was accepted where the z-calculated is less than z-critical.

### Research Question 1

*Is the vocational training programme provided at the MDG vocational training centres effective for the empowerment of rural women in Osun state?*

S/N	Effectiveness of training provided	Trainers			Trainees		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
1	Vocational training centre provided are well equipped for practical skill acquisition.	1.75	0.99	Disagree	1.65	0.91	Disagree
2	The equipment provided are relevant, adequate and sufficient for practical purpose.	1.7	1.01	Disagree	1.77	1.04	Disagree
3	Practical materials are provided and adequate for practical purpose.	1.85	1.01	Disagree	1.68	0.89	Disagree
4	The number of trainers at the centre are adequate.	1.75	0.89	Disagree	1.87	1.02	Disagree
5	Trainers at the centre possess depth knowledge of basic technical and vocational skill.	1.8	1.03	Disagree	1.53	0.76	Disagree
6	Vocational and technical skills knowledge acquired are adequate in establishing small and medium scale enterprise.	1.7	1.01	Disagree	1.68	0.94	Disagree
	<b>Grand Mean.</b>	<b>1.75</b>	<b>0.82</b>	<b>Disagree</b>	<b>1.69</b>	<b>0.92</b>	<b>Disagree</b>

Source: field survey 2015

To answer research question 1, the mean and standard deviations were calculated from the frequency distributions of the respondents. The result of the computation is shown in the table 2 below:



**Table 2: Mean response from Respondents' on the effectiveness of vocational training programme and rural women empowerment.**

The data in Table 2 shows the effectiveness of the vocational training provided for the empowerment of rural women in Osun state. As can be seen on the table, all the items have mean rating less than 2.00. This implies that the respondents were generally in agreement that the vocational training provided are not effective for the empowerment of rural women in Osun state. The range of standard deviation (0.82-0.92) revealed that the respondents were not far apart in their responses.

### *Research question2*

*What are the problems militating against the training centre's in the provision of requisite training for the empowerment of rural women in Osun state?*

To answer research question2, the mean and standard deviations were calculated from the frequency distributions of the respondents. The result is shown in table 3:

**Table 3: Mean response from respondents on problems militating against the training centres in the provision of requisite training for the empowerment of rural women in Osun state.**

S/N	Problems militating against the training centre's	Trainers			Trainees		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
7.	There is enough facility for practice use of trainers.	1.75	1.04	Disagree	1.60	0.88	Disagree
8.	Equipment provided are adequately maintained.	1.90	1.14	Disagree	1.82	0.99	Disagree
9.	Trainees are allowed laboratory free access for practical purpose.	1.75	0.99	Disagree	1.93	1.05	Disagree
10.	Trainers' performances are adequately accessed by government officials.	1.95	1.12	Disagree	1.85	1.15	Disagree
11.	Close supervision reduces efficiency of trainers at the centre.	1.55	0.92	Disagree	1.53	0.88	Disagree
12.	Close supervision increases effectiveness at the centre.	1.95	1.12	Disagree	1.92	1.09	Disagree
	<b>Grand Mean.</b>	<b>1.83</b>	<b>1.06</b>	<b>Disagree</b>	<b>1.78</b>	<b>1.01</b>	<b>Disagree</b>

Source: Field survey 2015.

**Table 3** shows response from the respondents' on the problems militating against the training centres in the provision of requisite training for the empowerment of rural women in the state. The data shows that all the items listed were considered as militating factors against the training centres in the provision of requisite training for the empowerment of rural women in Osun state. The grand mean of 1.83 and 1.78 for trainers and trainees respectively also

disagree with the listed items. The close range of their standard deviation indicates that both trainees and trainers were homogenous in their responses.

### Research Question 3

*What is the level of state government's commitments to the vocational training programme as it affects the empowerment of rural women in Osun state?*

To answer research question 3, the mean and standard deviation were calculated from the frequency distributions of the respondents. The result of the computation is shown in table 4 below:

**Table 4: Mean response from respondents on the level of state governments' commitments to the vocational training programme as it affect the empowerment of rural women in Osun State.**

S/N	Level of state government commitments to the vocational training programme	Trainers			Trainees		
		$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
13	Government develop, interpret and implement policies for the accomplishment of MDGs goal	1.7	1.01	Disagree	1.87	1.02	Disagree
14	Supportive facilities e.g. good road, children day care centre, electricity etc. are provided and adequately maintained.	1.50	0.81	Disagree	1.58	0.95	Disagree
15	Grants are given to the trainees to start their own business at the end of the training.	1.85	1.01	Disagree	1.53	0.81	Disagree
16	Government ensures that all supplementary are monitored and get to end users (trainers).	1.65	0.85	Disagree	1.80	1.14	Disagree
17	Graduates are adequately financed at the end of the programme by the state government.	1.75	1.04	Disagree	1.48	0.81	Disagree
18.	The staffs at the centre are actively listening to by the state government.	1.40	0.80	Disagree	1.43	0.72	Disagree
19.	The government has done enough to alleviate poverty and hunger among the rural women.	1.55	0.97	Disagree	1.38	0.61	Disagree
	<b>Grand Mean</b>	<b>1.61</b>	<b>0.93</b>	<b>Disagree</b>	<b>1.58</b>	<b>0.87</b>	<b>Disagree</b>

Source: field survey 2015

The data in table 4 relates to level of state governments commitments to the vocational training programme for the empowerment of rural women in OsunState. As can be seen from the table, all the items have mean rating less than 2.00. This implies that the respondents are united in their opinion that the state governments are not committed to the vocational training programme for the empowerment of rural women. The standard deviation

ranging from (0.93-0.87) shows that the respondents were not scattered in their responses on various items.

## 2.9 Testing of hypotheses

The three hypotheses formulated for this study were tested in this section. The z-test statistic was used for analyzing data relating to the three hypotheses which were tested at 0.05 level of significance.

### *Hypothesis 1*

*There is no significant difference in the responses of trainers and trainees on the effectiveness of training provided at the MDG vocational training centre's for the empowerment of rural women in Osun State.*

To test the first hypothesis, the z-test values of the two groups (trainers and trainees) were computed at 0.05 level of significance. The result of the computation is shown in table 5.

**Table 5: The z-test analysis of trainers and trainees responses in their mean ratings on the effectiveness of vocational training provided and empowerment of rural women in Osun state.**

Respondent	Mean ( $\bar{X}$ )	SD	N	DF	SD Error	P	Z cal	Z- Crit	Decision
Trainers	1.75	0.82	20	318	0.19	0.05	0.31	1.96	Accepted
Trainees	1.69	0.92	300						

*Source: field survey 2015*

From table 5 above, trainers and trainees were generally in agreement that the training provided are not effective for the empowerment of rural women in Osun state with mean score of 1.75 and 1.69 respectively. The z- calculated value of 0.31 is less than the z-tabulated value of 1.96 at 318 degree of freedom and 0.05 level of significance and this suggests that there is no significant difference in trainers and trainees mean ratings on the effectiveness of training provided at the MDG vocational training centre's for the empowerment of rural women. This therefore means that the null hypothesis is accepted.

### *Hypothesis 2*

There is no significant difference in the responses of trainers and trainees on the problems militating against the training centres in the provision of requisite training for the empowerment of rural women in the state.

This null hypothesis is tested at 0.05 alpha level using z-tests. The results of the computation are presented in table 11.

**Table 6: The z-test analysis of trainers and trainees response in their mean ratings on the problems militating against the training centre's and empowerment of rural women.**

Respondents	Mean ( $\bar{x}$ )	SD	N	DF	SD error	P	Z cal	Z crit	Decision
Trainers	1.83	1.06	20	318	0.24	0.05	0.21	1.96	Accepted
Trainees	1.78	1.01	300						

*Source: Field Survey 2015*

As shown in Table 6, the respondents were united in their opinion that the problems militating against the training centres in the provision of requisite training affect the empowerment of rural women in the state with mean score of 1.75 and 1.69 respectively. The z-calculated value of 0.21 is less than z-tabulated value of 1.96 at 318 degree of freedom and 0.05 level of significance and this suggest that there is no significant difference in trainers and trainees mean ratings on the problems militating against the provision of requisite training affect the empowerment of rural women in the state. This therefore mean that the null hypothesis is accepted.

### *Hypothesis 3*

There is no significant difference in the response of trainers and trainees on governments commitments to the vocational training programme for the empowerment of rural women in Osun State.

This null hypothesis is tested at 0.05 alpha level using z-tests. The results of the computation are presented in table 7.

**Table 7:the z-test analysis of trainers and trainees response in their mean ratings on government commitments to the vocational training programme for the empowerment of rural women in Osun state.**

Respondents	Mean (x)	SD	N	DF	SD error	P	Z cal	Z crit	Decision
Trainers	1.61	0.93	20	318	0.21	0.05	0.14	1.96	Accepted
Trainees	1.58	0.87	300						

*Source: Field Survey 2015*

As shown in table 7, the respondents were generally in agreement that the state governments are not committed to the vocational training programme for the empowerment of rural women with mean scores of 1.61 and 1.58 for trainers and trainees respectively.

The z-calculated value of 0.14 is less than the critical value of 1.96 at 318 degree of freedom and 0.05 level of significance difference and this suggests that there is no significant difference in the respondents mean ratings on the state government commitments to the vocational training programme for the empowerment of rural women in Osun state. Its therefore implies that the null hypothesis is accepted.

### **2.10 Discussion of findings**

The findings of the study are discussed in line with the research questions. The findings from research question one on the effectiveness of vocational training provided as shown in table 2 confirmed that the training provided are not effective for the empowerment of rural women in the state. All the items listed received mean rating less than 2.00. For both the trainers and trainees. A grand mean of 1.75 and 1.69 from respondents' further shows that they considered the provision of effective vocational training as needed for the empowerment of rural women in the state.

This finding is in line with the findings of John (2000) who stated that effectiveness of any education, particularly technical and technology education enables a citizen to succeed in life and contribute to the economic development of the society. According to him, achievement of the stated goals and objectives of any system is a proper index for assessing the effectiveness of the system. Cosmetic outfit are not considered when effectiveness of a system is objectively measured.

Ajani (2010) can also be said to corroborated the findings he observed that vocational education training programme refers to practicability, workability and useful of its product, particularly after graduation. According to him, if the products of such education cannot perform in the world of work, then the education is far from being effective all the paraphernalia and fanfares attached notwithstanding. Therefore, since the current vocational training programme in the state is not producing results and is not achieving its stated objectives and goals, it is not effective.

The findings from research question two on problems militating against the training centres in the provision of requisite training as shown in table 3 reveals that problems militating against the training centres affect the provision of requisite training for the empowerment of rural women in the state as all the items on the table has mean less than 2.00. Grand mean of 1.83 and 1.78 for trainers and trainees further indicated that the respondents are in agreement with the research questions that all the items in the question are problems militating against the training centres in the provision of requisite training for the empowerment of rural women in the state.

This findings is supported by Puyate (2008) that many vocational institutions in Nigeria are experiencing gross inadequate facilities for teaching and learning and those that are available are either outdated, broken down or out of use due to other related problems. Some of these problems are lack of consumable materials and electrical power for operating the machines and equipment. The reality of the above can be substantiated when we consider the famous Chinese saying as Bogujoko (1999) which says ‘what I hear I forget, what I see I remember but what I do I know’ effective teaching and learning of vocational and Technical Education are by all standards guided by the availability and utilization of materials and equipment. They are vital since vocational and Technical education lays emphasis on problem solving approach whereby students learn through active enquiring or doing activities rather than about facts.

The result of analysis of research question 3 as shown in table 4, revealed how the respondents considered the level of state government commitments to the vocational training programme. The data shows that all the 7 items listed were disagree on as all the items on the table has a mean less than 2.00. Grand mean of 1.61 and 1.58 for the trainers and trainees further buttress the state government lack of commitments to the vocational training programme for the empowerment of rural women in the state.

Supporting the above, both National policy on Education and the National policy on science and technology make statement about thrust for VTE. Deriving from these national policies, state government have in place, appropriate regulatory policies. But implementation has emerged as a missing element between elegant government policies and programs on paper on one part and practice on the other. Fakoya (2007) also supported the above and stated that, although the National policies on education which encompasses Vocational and Technical education is constantly reviewed like other lofty National policies the implementation of the policy for national economic development however seems to always run into murky water at every stage starting from its conception.

### 3 CONCLUSION

Base on the findings of this study, it can be concluded that the training provided for the rural women are not effective because training materials both, human and non human are not adequately provided for the training. The findings of the study also showed that trainers performance are not adequately by government officials and this has reduce the efficiency of the trainers.

Government have not been committed to the training programme because the needs of the training centres are not met, moreso, the trainers are not financed at the end of the programme. The result of this study can serve as data base for assessing the training centres. It

is expected that adequate implementation of the identified training problems will lead to enhance effectiveness in the training provided for self reliant.

#### 4 RECOMMENDATIONS

Based on the findings, it was therefore recommended that government, especially Osun State government should:

1. provide effective vocational training based on conscious efforts and political will.
2. plan to be made in future on VTE should factor the problem of implementation into the planning process. Policies and plan need to be kept modest and achievable within moderate financial and other resource input.
3. emphasize training in entrepreneurial skills, technical and managerial skills and adequate facilities should be provided in order to empower the women with saleable skills.
4. provide the necessary leadership, financial and other logistical support to the women in order for them to be able to develop and manage self sustaining enterprises that could in turn empower the State as a whole.
5. encourage women enrolment into the training programme since women constitute more than half of labour force within the state.
6. provide relevant training facilities, at the centres for conducive learning and acquisition of practical skills.

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