

# **Lecture Notes in Management Science**

**2016 International Conference on Communication, Business  
and Education (CBE 2016)**

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*Edited by*  
Harry Zhang

**Singapore Management and Sports Science Institute**

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## **CBE 2016 Preface**

Warmly welcome to 2016 International Conference on Communication, Business and Education (CBE 2016). CBE 2016 will be held on January 23-24, 2016 in Vancouver, Canada. CBE 2016 was co-sponsored by Singapore Management and Sports Science Institute (SMSSI) and Academic Conference Institute, USA. All accepted papers in the CBE 2016 conference proceedings will be published by Singapore Management and Sports Science Institute, Singapore.

CBE 2015 will be one of the most comprehensive conferences, which focuses on the various aspects of Communication, Business and Education. The aim of this conference is to bring together the researchers from academia and industry as well as practitioners to share ideas, problems and solutions relating to the multifaceted aspects of Communication, Business and Education. It is certainly that our conference provides a chance for academic and industry professionals to discuss recent progress in those areas of Teaching Research and Innovation; Business and Management; Communication and Logistics; Education and Culture, and so on.

CBE 2016 has received 145 paper submissions. All accepted papers have undergone a rigorous reviewing process, which are performed by the international conference committees. Each submission is peer reviewed by 3 PC members. The PC members consist of Professors, Doctors, and leading experts in CBE 2016 conference topics. The review process refers to the academic value, experiment procedure, method and results. What's more, the format and frequent expression as well as grammar may affect your paper. Thus, those factors should reflect and show in the paper. The paper is accepted or not, which depend on two members of PC. Both of the two PC passed the paper, this paper can be accepted. After the strict review finished and the recommendations from the members of the organization committee, 46 papers are finally accepted in the conference proceedings, representing 31.5% accepted rate.

We would like to thank all the members of the organizing committees of CBE 2016, for their hard and admirable work, which made this conference possible. Special thanks are extended to the support of general chairs and publication chairs. Finally thank all authors who come from different countries all over the world, for their great contributions on CBE 2016 proceedings.

Harry Zhang, Singapore Management and Sports Science Institute, Singapore

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## Rural Women's Empowerment through Education in Southern Nigeria: Implications for Global Food Security

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**Keywords:** Edo state; Esan west; Food security; Nigeria; Rural women empowerment.

**Abstract.** Women empowerment has become a topical issue across the world. However, the trend is often skewed against rural women. Yet, rural women, who are predominantly farmers, bear several burdens both within the family and in the society as a whole. Particularly, as it has become generally accepted that the task of attaining food security rests on the shoulders of rural women. However, rural women farmers don't often have to the agricultural productive input such as land, technologies and credit facilities, they require for their farming activities. In addition, they don't have the liberty to participate in leadership roles and decision making. Social norms bar them from these privileges. Data for this paper was obtained from an empirical study conducted in Edo State, Southern Nigeria. A total number of 457 women were involved in the quantitative study. Findings show that only 0.2% has attended any farmers' education program. This paper combines both empirical data and existing global literature to affirm rural women as farm managers and argues that since their efficiency determines global food security, then the need to educate them cannot be over-emphasized. The paper concludes that women should be empowered through farmers' education to be more efficient in their occupation. This action is vital for them to be able to contribute more to global food security.

### 1. Background

Over the years, the Nigerian Agricultural Policy emphasized self-sufficiency with strategies such as articulation and implementation of integrated rural development programmes in boosting the quality of lives of rural people. These included the increment of the budgetary allocation and other fiscal incentives to agriculture and promotion of essential developmental, supportive and service-centered activities in improving agricultural productivity. All these have been observed to be without a woman's perspective [1]. Furthermore, National Development Plan relating to agriculture has frequently highlighted great goals such as the introduction of more modern agricultural methods through farm settlements, co-operative plantations, supply of improved farm implements and a greatly expanded agricultural extension service. However, women are neglected in the implementation of these goals [2].

*Rural women's access to education and training can have a major impact on their potential to access and benefit from income-generating opportunities and improve their overall well-being. A variety of approaches, including non-formal education, technical and vocational training,*

*agricultural extension services, workplace training, training in new technologies and literacy and numeracy training are needed to address the various challenges rural women face* [3].

Several factors militate against the struggle to actualize the goal of empowering rural women through farmers' education as indicated in the above assertion. Paramount among these factors is the weight of social norms. This is engendered by the fact life in the traditional setting is based on customs and traditions. Social norm refers to the unwritten rules and regulations that guide behavior within a society. It dictates the behavior of the members of a society, as it specifies the expectations from an individual based on the roles they occupy in that society. In this paper, social norm is taken to be the traditionally defined work roles [4]. The performance of the traditional roles of domestic work and farm assistance by women has increased to accommodate the traditional activities of men, due to the retreat of men's labour from agriculture to wage sector. Farm work is now considered as one of the traditional roles of women yet the traditional rule does not provide the opportunity for the women to be empowered in the farming occupation. These women are known to carry out their farm work with simple tools and little external assistance [5].

## **2. Research aim**

The broad objective of this study is to investigate the impact of social norm on the empowerment of rural women farmers using Esan West local Government Area as a case study. The indicators of empowerment are hinged on access to farmer's education.

## **3. Theoretical perspective of the study**

The theoretical framework adopted in this study is the liberal feminist theory which perceives the subordination of women in society as structurally constructed [6]. This position provides an understanding of this study as structures in societies are constructed by the customs and traditions of those societies. This is what is predominantly practiced in the study area [7]. It implies then that women must take the form of overcoming those norms that perpetuate their subjection from the ownership and access productive inputs.

## **4. Methodology**

The findings for this paper were obtained from data collected by the researchers in 2014 in Esan West Local Government Area of Edo State, Nigeria, Africa. It has flat landscape, one lacking in rocks and mountains, and highly suitable for agricultural purpose [8]. The excellent state of the area for agricultural purpose formed the rationale for the choice of the study area. The 457 respondents were systematically selected with the use of the standard formula calculating the minimum sample size when the universe contains more than 10,000 objects or more according to Babalola [9]. This is stated as follows:  $n = z^2pq/d^2$ . Respondents were randomly selected within the communities so as to give each women an equal opportunity to be chosen. Data collection instrument consisted of the structured questionnaire, Key Informant Interview (KII) guide and a Focus Group Discussion (FGD) guide. Data were analyzed using both quantitative and qualitative methods involving statistical methods such as univariate and bivariate techniques and content analysis for the qualitative data. Thematic responses were noted in the qualitative data while direct responses were also reported verbatim where necessary.

## **5. Findings and discussions**

The aim of the study was to identify respondent's access to extension services and to know the impact of such access on their food production capacity. Result showed that only one person (0.2%) out of the 457 respondents had attended any training organized by extension agents. Further enquiries showed that the individual concerned had that privilege because of her high level of



educational qualification, which is tertiary. The attendee reported that the training, which was organized at the Local Government Headquarter, was centered on how to use chemicals. She also mentioned that the training was organized only a few months ago. She reported however, that the training did not have any increase on her food production.

Reasons were sought from other respondents on why they have not attended any agricultural extension training. They all unanimously reported that their non-attendance has been due to the absence of any training organized for them in their communities. By logical reasoning, this position can be said to be true due to the collective structure of rural areas. As such, if any training was organized for any female farmers in the communities, news will be passed around to inform others. It is acceptable therefore that no training was organized in the community. They unanimously agreed with one respondent that stated that:

*"we only hear with our ears that they are teaching farmers how to do farm work better, but we have never seen them. The other day somebody came from another State and told us that they helping farmers in that place but not here"*

## **6. Conclusion**

The above findings show that there is a negative impact of social norms on the women's access to farmers' trainings in Esan West Local Government Area of Edo State.

## **7. Recommendations**

- i. It is recommended that rural policy makers of government and multilateral agencies work closely with researchers in investigating the concerns of rural women farmers. Such collaborations should include funding for rural research and the implication of the recommendations from those studies.
- ii. Policy-makers are enjoined to monitor policies and programmes targeted at rural women and rural development in general. Many laudable policies and programmes have been designed but implementation has often failed, most of time, due to lack of funding.
- iii. Women should be educated right from childhood to occupy leadership positions. Social norms in the traditional society do not permit to raise girls as future leaders but as those who will finally end up in the household kitchen. Appreciatively, Edewor [10] asserts that changes are becoming to occur in the perception of girl's education as evidenced in Delta State of Nigeria. This trend should be embraced and advanced.

## **8. Acknowledgement**

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