

## RESEARCH NOTE

### An analysis of vocational training needs of rural women

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Training is required to meet the needs of women in the long term as well as the short term which enhances the sustainability and confidence. Training is vital to development efforts and may result employment and financial self-efficacy. Vocational trainings help women to diversify their productive activities by branching out into non-farm enterprises, an important mechanism in reducing susceptibility to crisis and developing a more stable year-round income.

**Key words:** Trainee, Vocational, Women

Vocational training is one instrument for employment generation and, as such, should be kept in perspective. Vocational training can develop appropriate skills and thereby improve labour supply and the “employability” of the work force (Anon., 2009). As systematic procedure for planning and implementation of training programme, Krishi Vigyan Kendra (KVKs) in general starts with identification of training needs of farmers/rural youth/extension personnel, rural women and hence becomes the most important step in any training programme by KVKs. Keeping this in view, an attempt was made to assess the vocational training needs of rural women and their perception on trainings conducted by KVK.

Ex-post facto research design was adopted for the study. Training need analysis for identification of training needs of rural women of West Godavari and Prakasam was carried out during the years 2008 and 2012 respectively as a part of

Agricultural Extension technical programme of work. The training areas were prioritized using weighted scores. The prioritized vocational trainings were organized for the rural women identified from adopted villages of KVKs. To study the perception of the rural women trainees, nine statements were structured on three point continuum *i.e.*, Agree, Undecided and Disagree. Vocational trainings organized during the years 2009- 10, 2010-11, 2012-13, 2013-14 were considered for the study purpose. The total sample size for the training need identification was 100 for each district. To analyze the perception, the total number of trainees participated were considered. Data was collected from the sample of women by personal interview method using structured interview schedule. The women’s responses were collected in a 3 - point continuum scale as Very Important (VI), Important (I) and Not Important (NI) by assigning scores 3, 2 and 1 respectively. The results were calculated as weighted score for each of the thrust area identified for the training.

$$\text{Weighted Score (WS)} = \frac{(\text{No. of VI} \times 3) + (\text{No. of I} \times 2) + (\text{No. of NI} \times 1)}{\text{Total No. of VI + I + NI}}$$

From table 1 it could be found that women from KVK, Undi adopted villages needed training on tailoring (62.00%), Painting and embroidery (58.00%), surf making (47.00%), dining plate preparation (36.00%) and candle making (29.00%) as they have perceived those are the very important training needs. Since school dropout girls were there in these villages in large number, majority of the women opted tailoring, painting and embroidery as most preferred training areas as these are the trainings which give them self employment and consistent supplementary income to their families. It is evident from Table 2 that majority of the rural women of Prakasam district felt homemade product preparation (71.00%) as very important training area followed by model blouse making (64.00%), squash preparation (62.00%), tailoring (58.00%) and candle making (56.00%). The reason

Table 1. Training needs identified for rural women at KVK, Undi

N=100					
Training area	VI (%)	I (%)	NI (%)	WS	Rank
Candle making	29.00	44.00	27.00	2.02	V
Surf making	47.00	42.00	11.00	2.36	III
Dining plate preparation	36.00	45.00	19.00	2.17	IV
Tailoring	62.00	29.00	9.00	2.53	I
Painting and embroidery	58.00	34.00	8.00	2.50	II

VI – Very Important, I – Important, NI – Not Important, WS – Weighted score

Table 2. Training needs identified for rural women at KVK, Darsi

N=100					
Training area	VI (%)	I (%)	NI (%)	WS	Rank
Home made products preparation	71.00	18.00	11.00	2.62	I
Candle making	56.00	31.00	13.00	2.43	V
Tailoring	58.00	34.00	8.00	2.50	IV
Model blouse making	64.00	33.00	3.00	2.61	II
Squash preparation	62.00	29.00	9.00	2.53	III

VI – Very Important, I – Important, NI – Not Important, WS – Weighted score

expressed for their perception was home made products like surf, soaps, phenol were having good demand regularly even at country side with increased awareness on hygiene. Based on the training areas identified, using the weighted scores training needs was ranked. Ranks were considered in identifying training areas by the concerned KVKs. Consequently, garment making and embroidery and painting for 18 and 20 rural women were conducted by the KVK, Undi during the year 2009-10 and 2010-11, respectively. Where as in case of KVK, Darsi candle making, tailoring and homemade product preparation for 22, 25 and 25 rural women were conducted for the years 2012-13 and 2013-14 years, respectively based on the prioritized training areas.

More than half of women trainees (51.82%) belonged to medium category of perception followed by high perception category (29.09%) and 19.09 per cent belonged to low perception

Table 3. Distribution of women respondents according to their overall Perception on the vocational trainings organized (N=110)

Category	Frequency	Percentage
Low	21	19.09
Medium	57	51.82
High	32	29.09

Table 4. Perception of women on the vocational trainings organized

Statement	Perception					
	Agree		Undecided		Disagree	
	Frq	%	Frq	%	Frq	%
Trainings are need based	89	80.91	8	7.27	13	11.82
Skills learnt in the training are easily adaptable	76	69.1	13	11.81	21	19.1
Generates employment	59	53.64	36	32.73	15	13.63
Generation of additional income for women and their households	48	43.64	34	30.91	28	25.45
Development of positive attitude among men towards women's capabilities	64	58.18	19	17.28	27	24.54
Helps in solving economic problems	44	40.00	28	25.45	38	34.56
Empowerment of rural women	51	46.36	26	23.64	33	30.00
Gives sustainable income	39	35.45	27	24.55	44	40.00
Locally good demand for the skills learnt	42	38.18	31	28.18	37	33.65

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category (Table 3). It could be inferred from table 4 that great majority of the rural women perceived that trainings are need based (80.91%), skills learnt in the training are easily adaptable (69.10%), help to develop positive attitude among men towards women's capabilities (58.18%), generates employment (53.64%) and helps to empower the women (46.36%). Similar findings were also reported in the studies of Amiri Ardakani (2005), Mirakzadeh et al. (2009) and Foroushani *et al.* (2014). Whereas forty per cent of the women disagreed that vocational skills learnt will give sustainable income, the reason for this perception was lack of marketing facilities locally. Around the world, women involve in wage-labor employment, particularly in economic crisis, to help their households with costs. Therefore, regardless of living in either a male-headed or a female-headed household, women work to address their economic needs (Limpaman, 1989).

Providing women with the training is required to meet their needs of women in the long term as well as the short term which enhances the sustainability and confidence. Amini (2006) suggest that training is vital to development efforts and may result employment and financial self-efficacy. Vocational trainings help women to diversify their productive activities by branching out into non-farm enterprises, an important mechanism in reducing susceptibility to crisis and developing a more stable year-round income.