

IDENTIFICATION OF CAPACITY BUILDING PROGRAMMES FOR YOUTHS IN AGRICULTURE FOR ENHANCED PRODUCTION IN EMOHUA LOCAL GOVERNMENT AREA, RIVERS STATE

¹Nnodim, A. U. & ²Okagwa, Promise Omuruka
*Department of Vocational & Technology Education
Rivers State University, Port Harcourt, Nigeria*

ABSTRACT

The aim of the study was to identify capacity building programmes for youths in agriculture for enhanced production in Emohua Local Government Area, Rivers State. three objectives, three research questions and three hypotheses guided the study. The study adopted descriptive survey design. The population of the study comprised one thousand, eight hundred and forty eight (1,848) youths drawn from 32 registered youths association in Emohua Local Government Area out of which three hundred and seventy (370) youths were sampled using proportional sampling techniques. A structured questionnaire titled "Identification of Capacity Building for Youths in Agriculture for Enhanced Production Questionnaire" (ICBYAEPQ) was used as instrument for data collection. The instrument was designed in a four point rating scale of agreement used to elicit responses from the respondents. The instrument was face and content validated by the researcher's supervisor and two other experts from the Faculty of Education, Rivers State University. Cronbach Alpha Coefficient Method was used to establish the reliability coefficient of 0.80. the entire copies of the questionnaire were retrieved and used for the study. The data was analyzed using mean and standard deviation while z-test was used to test the hypotheses at 0.05 level of significance. The mean score of 2.50 and above was agreed, while the mean score below 2.50 was disagreed. In the same vein, the decision rule for the hypotheses was that z-calculated value less than the z-critical value of 1.96 was accepted otherwise rejected.

Keywords: *Capacity Building, Youths, Agriculture, Production*

INTRODUCTION

The welfare of the rural people is tied to agriculture with the vast majority deriving their livelihood primarily from agricultural activities. Before the oil boom, Nigeria was relatively self-sufficient in food and fibre production, but later became a net importer of food commodities due to neglect of agricultural sector (Matemilola & Elegbede, 2017). For food to meet the demand of the teeming population, Nigeria agricultural extension policy planning and

implementation should be seriously addressed so as to boost productivity (Abdu-Raheem, 2013). There is expectation that food demand will increase by 59% to 98% by the year 2050 due to increase in population change and urbanization (Elferink & Schierhoon, 2016). To solve this problem, youths in agriculture will need to increase food production either by expanding agricultural lands to grow crops on or introduce other practices like irrigation and precision farming. In the same vein, the empowerment of small holder farmers in which rural youths form the majority must be given significant attention by supporting basic resources that will boost agricultural production.

Youths across the globe possess great potentials for increasing agriculture for enhanced productivity of any nation (Adeleke & Akinbile, 2019). According to Doss (2017), empowering youth through availability of productive resources is key to increasing overall agricultural productivity. Akpan, (2012) affirmed the negative disposition of youths to agriculture, reiterating that youths participation in productive agriculture could be an important means of improving food security, youth livelihood and employment in Nigeria. Lack of interest in agriculture by the youths has drawn the attention of agricultural development experts and policy makers (Paisley, 2014). Paisley further reported that agriculture is rarely the first choice of many who studied it as they perceive the career as holding on prestige and never considered it a success in their communities. However, this perception could change if investment in agriculture would result to enhanced economic return and well-being of youths.

Training on agricultural innovation was identified by Mapila, Kirsten and Meyer (2011) as a key factor for enhanced livelihood outcomes for youths in rural areas. Training can come through workshops, on-job-training, seminars and or conferences (Ikewuani, 2011). Ikewuani further stated that youths must embark on training or avail themselves the opportunities to be trained if they must be productive to themselves and the society. On-job-training according to Chen, Chang and Yeh in Ahmad, Mustabsar and Omer (2016) helps employees in reducing frustration and anxiety which is created by heavy workloads and also enables them to handle this effectively. Workshop on the other hand is an activity that involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution (s) to a specific problem in a face-to-face situation (Archibong, 2012). A skill is seen as ability to do something well, usually gained through training or experience. Skill acquisition on the other hand entails the earning of a new skill or a way of doing things usually gained through training or experiences. According to Isaac (2011) effective engagement of youths in skill acquisition is an intervention mechanism in the eradication of unemployment and poverty in the society. Equipping the youths with useful skills is a key aspect of capacity aimed at economic empowerment and poverty reduction among youths. Youths are trained in a range of vocational and technical skills which includes welding, auto-mechanics, electrical installation amongst others.

A current trend in building capacity to support agricultural development is to use the heuristic of an agricultural innovation system (World Bank, 2012). There are a variety of definitions and interpretations of the concepts of capacity building, depending on who uses it and in what context. Capacity building according to McGinty (2002) is the process by which individuals, organizations, institutions and societies develop abilities, both individually and collectively to perform functions, solve problems, set and achieve objectives. In view of that, Chaskin, Brown, Venkatesh and Vidal in Amadi and Abdullah (2012) explained that capacity building can take place on the individual, organization and community level; and that some capacity focus on affective connections and shared values while others are concerned with processes of participation and engagement. Aina and Nwachukwu (2012) opined that capacity building on an individual requires the development of conditions that allow participants to build and enhance existing knowledge and skills.

Capacity building is continuous and reflects the society's need to respond to innovations and changes in social, economic and political realities (Isife, Nnodim and Ochomma, 2009). It emphasizes handwork as a prerequisite to earning income enough to meet social and economic needs of the people. Prilleitensky in Isife, Nnodim and Ochomma (2009) likens capacity building to empowerment necessary to deeply embed community change initiatives. Capacity building is an effective strategy for promoting empowerment (Amadi & Abdullah, 2012). Slogans such as "helping people to help themselves", and the proverb "teach a man to fish", point directly at capacity building. Capacity building is seen as a process by which individuals, groups, organizations, institutions and societies increase their abilities to perform core functions, solve problems, define and achieve objectives; to understand as well as deal with their development needs in a broad context and in a sustainable manner (NNDP in Amadi & Abdullah, 2012). For capacity building to be sustainable, new technologies, new knowledge and information need to be introduced, especially in this period of information and communication technology. Capacity building is a comprehensive process that involves all dimension of life. It is not so much a matter of just

implementing project, or enhancing a particular aspect of life. It is an approach to development, which aims to enhance the capabilities of people in a comprehensive manner. As a people-centered activity, capacity building is a process of community development where people are the focus of capacity enhancement. Capacity building creates an environment where people are developed in order to manage themselves and contribute to their society.

In Nigeria and other developing nations of the world, the benefit of capacity building in poverty reduction is one of the major policy thrusts of government and non-governmental organizations alike. The effect of government in community capacity building is recognized in its bid to eliminate poverty and provide avenues whereby rural community members could sustain a living as well as develop their communities. The government does this through the establishment of craft centers and encouraging the building of rural industries. In these craft centers, skills such as sewing, masonry, carpentry, hair dressing, baking amongst others are learned, while the rural industries provide training and job opportunities for rural people. Through capacity building, youths learn team strategic planning and organizational development as well as develop leadership abilities (Rabinovitch & Levis in Isife, Nnodim and Ochomma, 2009).

The statistics from the Manpower Board and the Federal Bureau of Statistics has it that Nigeria has a youth population of 80 million, representing 60% of the total population of the country; with 64 million of them unemployed, while 1.6 million are under-employed (Awogbenle & Iwuamadi, 2010). Among the causes of youth unemployment in Nigeria are rural-urban migration, rural under employment and urban unemployment, lack of employable skills, rapid population growth and absence of vibrant manufacturing sector. While these facts may not have captured in totality the youth unemployment scenario in Nigeria, they point to the fact that the situation is a very critical one.

STATEMENT OF THE PROBLEM

Youths have the opportunities of earning a decent livelihood from agricultural production. Economically, the career is rewarding with vast market potentials. Socially, it is prestigious using modern technologies and the hope of self-reliant and environmentally, all factors are in favour of massive agricultural production. However, it has been observed that many youths are not interested in agriculture and the few who ventured in it are struggling with little success story in relation to productivity. This is an evidence of skill-gap that can only be filled through capacity building programmes in agriculture. The question is, could capacity building programmes in agriculture actually improve the productivity of youths in agriculture? Answer to this question necessitated a study of this nature.

PURPOSE OF THE STUDY

The main purpose of the study was to identify capacity building programmes for youths in agriculture for enhanced production in Emohua Local Government Area, Rivers State. specifically, the study sought to:

1. Identify the extent to which skill acquisition programme could enhance agricultural production among youths in Emohua Local Government Area, Rivers State.
2. Identify the extent to which on-the-job training programme could enhance agricultural production among youths in Emohua Local Government Area, Rivers State.
3. Identify the extent to which agricultural workshops could enhance agricultural production among youths in Emohua Local Government Area, Rivers State.

RESEARCH QUESTIONS

The following research questions guided the study.

1. To what extent could skill acquisition enhance agricultural production among youths in Emohua Local Government Area, Rivers State?
2. To what extent could on-the-job-training programme enhance agricultural production among youths in Emohua Local Government Area, Rivers State?
3. To what extent could agricultural workshops enhance agricultural production among youths in Emohua Local Government Area, Rivers State?

HYPOTHESES

1. There is no significant difference in the mean responses of male and female youths on the extent to which skill acquisition could enhance their agricultural production in Emohua Local Government Area.
2. There is no significant difference in the mean responses of male and female youths on the extent to which on-the-job training could enhance their agricultural production in Emohua Local Government Area, Rivers State.
3. There is no significant difference in the mean responses of male and female youths on the extent to which workshops could enhance their agricultural production in Emohua Local Government Area, Rivers State.

METHODOLOGY

The study was conducted in Emohua Local Government Area of Rivers State. The choice of Emohua Local Government Area for this study was due to its notable agricultural activities in the state. The study was a descriptive survey design. The population of the study consist of 1,848 youths drawn from 32 registered youth associations in Emohua Local Government Area, out of which 370 (210 female and 160 male) were sampled using proportional sampling techniques, involving 20 percent of the entire population. The instrument used for data collection was a questionnaire, titled "Identification of Capacity Building Programmes for Youths in Agriculture for Enhanced Production Questionnaire" (ICBPYAEPQ). The instrument in a four pointrating scale of "Very High Extent" (VHE)-4 points, "High Extent" (HE)-3 points, "Low Extent" (LE)-2 points and "Very Low Extent" (VLE)-1 point was designed to elicit responses in answer to the research questions. In order to establish the validity of the instrument, the questionnaire was face and content validated by the researcher's supervisor and two other experts from the Faculty of Education, Rivers State University. The Cronbach Alpha Reliability Coefficient Method was adopted for test of internal consistency, and a reliability coefficient of 0.80 was established. The entire copies of the questionnaire were retrieved and used for the study. The data was analyzed using mean and standard deviation while z-test was used to test the hypotheses at 0.05 level of significance. Decision was taken for the research questions based on the criterion mean of 2.50, while the hypotheses was based on the z-critical of 1.96. The implication is 2.50 mean value and above shows positive response, just as z-calculated equal or above 1.96 indicates rejection of null hypotheses.

RESULTS

Research Question 1

To what extent could skill acquisition programme enhance agricultural production among youths in Emohua Local Government Area?

Table 1: Mean Ratings and Standard Deviation on the Extent to which Skill Acquisition Programme could Enhance Agricultural Production among youths in Emohua Local Government Area.

S/N	Acquirable skills in agriculture through skills acquisition includes	Female (210)			Male (160)		
		X	S.D	Remarks	X	S.D	Remarks
1	Disease/pest control	2.76	1.05	High Extent	2.68	1.29	High Extent
2	Weed control	2.99	0.94	High Extent	2.78	1.00	High Extent
3	Soil management	2.99	0.87	High Extent	2.80	0.79	High Extent
4	Crop production	3.05	0.94	High Extent	2.81	0.87	High Extent
5	Livestock production	2.59	0.52	High Extent	3.01	0.99	High Extent
6	Horticulture/landscaping	2.68	0.55	High Extent	2.68	0.88	High Extent

7	Apiculture	2.73	0.62	High Extent	2.88	0.78	High Extent
8	Snail rearing	2.93	0.97	High Extent	2.57	1.24	High Extent
9	Fisheries	2.92	1.09	High Extent	2.80	1.03	High Extent
Grand Mean		2.84	0.83	High Extent	2.77	0.98	High Extent

Source: Field Survey, 2021

Table 1 showed the respondents opinion on the extent to which capacity building programmes could enhance youth's agricultural production in Emohua Local Government Area, Rivers State. using the criterion mean of 2.50 as the benchmark for acceptance, the data on Table 1 showed that all the respondents agreed to a high extent that skill acquisition could enhance agricultural production among youths in Emohua Local Government Area of Rivers State. They agreed that acquirable skills through skills acquisition includes: disease/pest control, weed control, soil management, crop production, livestock production, horticulture/landscaping, apiculture, snail rearing and fisheries. Table 1 equally revealed a grand mean of 2.84 and 2.77 and a grand standard deviation of 0.83 and 0.98 respectively, which also indicated that the respondents agreed to a high extent that capacity building programmes could enhance agricultural production in Emohua Local Government Area.

Research Question 2

To what extent could on-the-job training enhance youths agricultural production in Emohua Local Government Area?

Table 2: Mean Ratings and Standard Deviation on the Extent to which On-the-Job Training Could Enhance Agricultural Production among Youths in Emohua Local Government Area, Rivers State.

S/N	Items	Female (210)		Male (160)			
		X	S.D	Remarks	X	S.D	Remarks
10	On-job-training helps to assess the needs of youths in agriculture	2.80	1.08	High Extent	2.66	1.33	High Extent
11	It helps in developing customized training that reflects the distinct needs of your Consumers	2.93	0.97	High Extent	2.68	0.92	High Extent
12	It provides the resources for quality training in agricultural production	2.66	0.60	High Extent	2.98	0.84	High Extent
13	On-job-training offers continued support throughout the training in agricultural Production	2.68	0.55	High Extent	2.68	0.88	High Extent
14	It measures the achievement of your farm objectives	3.13	0.97	High Extent	2.88	0.78	High Extent
15	On-job-training enables the application of newly learned skills with visible results	2.80	0.67	High Extent	2.66	1.00	High Extent
16	It increases the level of production by youths	2.73	0.62	High Extent	2.66	0.82	High Extent
17	On-job-training improves discipline and standard in the workplace	2.86	0.97	High Extent	2.57	1.24	High Extent
Grand Mean		2.82	0.80	High Extent	2.72	1.00	High Extent

Source: Field Survey, 2021

Data in Table 2 showed the respondents opinion on the extent to which capacity building could enhance agricultural production among youths in Emohua Local Government Area, Rivers State. the results as shown in Table 2 revealed that the respondents to a high extent agreed that on-job-training helps in assessing the needs of youths in agriculture, it helps in developing customized training that reflects the distinct needs of your consumers, it provides the resources for quality training in agricultural production it offers continued support throughout the training in agricultural production, on-job-training measures the achievement of your farm objectives, it enables the application of newly learned skills with visible results, it increases the level of production by youths and it improves discipline and standard among youths in the workplace. The result equally revealed a grand mean of 2.8 and 2.72 and a grand standard deviation of 0.80 and 1.00 respectively. Indicating that the respondents agreed that capacity building programmes could enhance agricultural production in Emohua Local Government Area.

Research Question 3

To what extent could agricultural workshops enhance youths agricultural production in Emohua Local Government Area?

Table 3: Mean Ratings and Standard Deviation on the Extent to which Agricultural Workshops could Enhance Youths Agricultural Production in Emohua Local Government Area, Rivers State.

S/N	Items	Female (210)		Male (160)		Remarks	
		X	S.D	X	S.D		
18	Through workshops, knowledge and skills are acquired to meet current and emerging demands in agricultural production	2.53	1.04	High Extent	2.77	1.31	High Extent
2	Workshops enhances communication among youths and resource person On ways of improving agricultural Productivity	2.74	0.70	High Extent	2.80	1.03	High Extent
3	It enhances the overall ability of the youths to exhibit the right attitude to Agriculture	2.70	0.88	High Extent	2.62	0.86	High Extent
4	Workshops aids the exchange of ideas and skills among youths and their trainers	2.88	1.18	High Extent	2.56	1.29	High Extent
5	During workshops innovations in Agriculture are introduced	2.66	0.60	High Extent	2.88	1.02	High Extent
6	Workshops enlightens the participants on the need for further workshops	2.92	1.09	High Extent	2.68	1.16	High Extent
	Grand Mean	2.73	0.91	HighExtent	2.71	1.11	High Extent

Source: Field Survey, 2021

Table 3 showed the respondents opinion on the extent to which capacity building programmes could enhance youths' agricultural production in Emohua Local Government Area. Using the criterion mean of 2.50 as the benchmark for acceptance, the data on Table 3 showed that the respondents to a high extent agreed that through workshops, knowledge and skills are acquired to meet current and emerging demands in agricultural production, workshops enhances communication among youths and resource person on ways of improving agricultural productivity, it enhances the overall ability of the youths to exhibit the right attitude to agriculture, workshops aids the exchange of ideas and skills among youths and their trainers, during workshops innovations in agriculture are introduced and it enlightens the participants on the need for further workshops. The results equally revealed a grand mean of 2.73 and 2.71 and a grand standard deviation of 0.1 and 1.11 respectively, which also indicated that the respondents agreed that capacity building programmes could enhance youths' agricultural production in the study area.

HYPOTHESES TESTING

Hypothesis 1: There is no significant difference in the mean ratings of female and male youths on their perception of skill acquisition as a capacity building programme for enhanced agricultural production in Emohua Local Government Area, Rivers State.

Table 4: z-test Analysis of Differences in Opinion of respondents

Respondents	N	Mean	SD	df	Std Error	z-Cal	z-Crit	L/Sig	Remarks
Female	210	2.87	0.86	368	0.61	0.46	1.96	0.05	Accepted
Male	160	2.81	0.98						

Source: Field Survey, 2021

Table 4 above revealed a z-calculated value of 0.46 which is less than the standard z-critical value of 1.96; hence, the null hypothesis was accepted. The result therefore is that there is no significant difference in the opinion of respondents (female and male) on their perception of skill acquisition in agriculture for enhanced production in Emohua Local Government Area, Rivers State.

Hypothesis 2: There is no significant difference in the mean ratings of female and male youths on their perception of on-job-training in agriculture for enhanced production in Emohua Local Government Area, Rivers State.

Table 5: z-test Analysis of Difference in Opinion of respondents

Respondents	N	Mean	SD	Df	Std Error	z-Cal	z-Crit	L/Sig	Decision
Female	210	2.82	0.80	368	0.77	1.06	1.96	0.05	High Extent
Male	160	2.72	1.00						

Source: Field Survey, 2021

Table 4 above revealed a z-calculated value of 1.06 which is less than the standard z-critical value of 1.96; hence, the null hypothesis was accepted. The result therefore is that there is no significant difference in the opinion of respondents (female and male) on their perception of on-job-training in agriculture for enhanced production in Emohua Local Government Area, Rivers State.

Hypothesis 3: There is no significant difference in the mean ratings of female and male youths on their perception of agricultural workshops in agriculture for enhanced production in Emohua Local Government Area, Rivers State.

Table 6: z-test Analysis of Difference in Opinion of respondents

Respondents	N	Mean	SD	Df	Std Error	z-Cal	z-Crit	L/Sig	Decision
Female	210	2.73	0.91	368	0.81	0.74	1.96	0.05	High Extent
Male	160	2.71	1.11						

Source: Field Survey, 2021

Table 4 above revealed a z-calculated value of 0.74 which is less than the standard z-critical value of 1.96; hence, the null hypothesis was accepted. The result therefore is that there is no significant difference in the opinion of respondents (female and male) on their perception of agricultural workshops in agriculture for enhanced production in Emohua Local Government Area, Rivers State.

DISCUSSION OF FINDINGS

Discussions of the study were made according to each research question posed in the study. The findings in research question one revealed that skill acquisition could enhance youths agricultural production in Emohua Local Government Area, Rivers State. Also, the hypothesis testing indicated no significant difference in the opinion of female and male youths on their perception of skill acquisition for agriculture for enhanced production in Emohua Local Government Area. The findings are in agreement with the views of Ekwue, Udemba and Ojuro (2019) who stated that the acquisition of skill is important because when efficient and skillful hands are employed in any field of human endeavor, high productivity is usually achieved.

Findings in research question two showed that female and male youths agreed that on-the-job training could enhance youths agricultural production in Emohua Local Government Area, Rivers State. Similarly, the hypothesis testing revealed no significant difference in the opinion of female and male youths on their perception of on-the-job training for agriculture for enhanced production in Emohua Local Government Area. The findings corroborates that of Ikegwuani (2019) who stated that every youth must embark on training or avail themselves the opportunities if they must be productive to themselves and the society. Based on the views of Ikegwuani, Udofia, Ekpo, Nsa and Akpan (2012) opined that the training of youths is based on the production of skillful individuals who are proficient in the production of goods and services that are not only relevant to themselves but to the society.

Findings in research question three revealed that female and male youths agreed that workshops could enhance youths agricultural production in Emohua Local Government Area. Also, the hypothesis testing showed no significant difference in the opinion of female and male youths on their perception of workshop for agriculture for enhanced production in Emohua Local Government Area. The findings is in agreement with Archibong (2012) who stated that workshop is an activity that involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution (s) to a specific problem in a face-to-face situation.

CONCLUSION

Based on the findings from the study, it was concluded that capacity building programmes could enhance agricultural production of youths in Emohua Local Government Area, Rivers State.

RECOMMENDATIONS

1. More skill acquisition centers should be built in the study area to enable more youths to enroll and acquire skills for their enhanced production.
2. Periodically, more on-job-training should be organized to train youths on various skills for their enhanced production in agricultural activities.

REFERENCES

- Abdu-Raheem, K. A. (2013). The Role of Agricultural Extension in Promoting Food Security In the Context of Encouraging Biodiversity Conservation in South Africa. The Case of Kwazulu-Natal. *Ph.D Thesis in Agricultural Extension and Rural Resource Management School of Agriculture, Earth and Environmental Sciences. Colleges of Agriculture Engineering and Science, University of Kwazulu-Natal South Africa.*
- Adeleke, O. A. & Akinbile, L. A. (2019). Implications of Empowerment Status in Agricultural Production Capabilities of Rural Women in Selected States of Nigeria. *Journal of Agricultural Extension. 23(1),37-53.*
- Ahmad, T., Mustabar, A. & Omer, S. (2016). On-Job-Training and its Effectiveness: An Employee Perspective. *South Asian Journal of Banking and Social Sciences. 2(1),1-18.*
- Aina, O. O. & Nwachukwu, P. O. (2012). Emerging Challenges for Business Studies Teachers in the New S. S. S Curriculum. *ABEN Book of Readings.*

- Akpan, S. B. (2012). Encouraging Youths Involvement in Agricultural Production and Processing. International Food Policy Research Institute; Policy Note 29.
- Amadi, O. B., & Abdullah, H. (2012). Perceptions of Capacity Building among Youths Involved In Vocational Skills Development. *Journal of Social and Development Sciences*. 3(6),214-222.
- Archibong, F. I. (2012). Instructional Supervision in the Administration of Secondary Education. A Panacea for Quality Assurance. *European Scientific Journal*. Vol. 8. No. 3.
- Awogbenle, A. C. & Iwuamadi, C. (2010). Youth Unemployment Entrepreneurship Development Programme as an Intervention Mechanism. *African Journal of Business Management*. 4(6),831-835.
- Doss, C. R. (2017). Women and Agricultural Productivity: Reframing the Issues, *Development Policy Review*. 36(1),35-50.
- Ekwue, K. C., Udemba, N. F. & Ojuro, C. I. (2019). Strategies for Improving Employability Skills Acquisition of Business Education Students. *Nigerian Journal of Business Education*. 6(1),94-106.
- Elferink, M. & Schierh, F. (2016). Global Demand for Food is Rising. Can we Meet it? Harvard Business Review. Retrieved September 28 2020 from www.hbr.org/2016/04/global-demand-for-food-is-rising-can-we-meet-it/.
- Ikegwuani, V. U. (2019). Training Needs in Business Teacher Preparation for Implementing The New Senior Secondary School Business Subjects Curriculum. *Journal of the Association of Business Educators of Nigeria*. 6(1),454-463.
- Isaac, N. (2011). Skills Acquisition, Tonic for Economic Empowerment. *Leadership* 13.
- Isife, B. I., Nnodim, A. U. & Ochomma, U. C. (2009). Constraints to Government's Capacity Building Programmes in Rural Communities of Rivers State, Southern Nigeria. *Current Research Journal of Social Sciences*. 1(2),23-26.
- Karim, R., Lindberg, L. & Wamala, S. (2017). Men's Perception of Women's Participation in Developmental Initiatives in Rural Bangladesh. *American Journal of Men's Health*. Retrieved 26th September, 2020 from <https://doi-org/10.1177/155988317735314>.
- Matemilila, S. & Elegbede, I. (2017). The Challenges of Food Security in Nigeria. *Open Access Library Journal*. 4(12),1-22.
- McGinty, S. (2002). Community Capacity Building. Paper Presented at the Australian association for Research in Education Conference. Brisbane, QLD.
- Paisley, C. (2014). Involving Young People in Agricultural Development: Why its Critical for the Sustainability of the Sector. *Palawija Newsletter*. 31(1).
- Sadeghi, H., Arezoumandan, R. & Nejati, B. (2015). The Role of Women in Rural Development A Cooperative Development Approach. A Case Study on Iran. *Journal of Agricultural Extension and Rural Development*. 7(9),272-282.
- Udofia, A. E., Ekpo, A. B., Nsa, E. O. & Akpan, E. O. (2012). Instructional Variables and Students' Acquisition of Employable Skills in Vocational Education in Nigerian Technical Colleges. *Scholarly Journal of Education*. 1(2),13-19.