

The Obstacles of Rural Women Participation in Agricultural Development in Erbil Province of Iraq

Abstract

The role of rural women's in agricultural activities is substantial in Iraq, especially in Erbil province. The aim of the study is to determine the problems of rural women faced during agricultural activities. This study **was is** conducted in Erbil province which is located in the North of Iraq. The data **was is** collected from 250 women from through face to face interviews. **The r** Results showed that the obstacles of women's role in agricultural development are lack of literacy due to their poor academic background,. **The majority of the respondents claimed that their obstacles lay on** increaseding work inside and outside of activities of rural women,. **Due to the** family obstacles, **whereby the** women always face disagreement with their family while attending to social and economic activities. **Furthermore, the** The women also have obstacles in the agricultural development due to the gender discriminations. **The respondents every time encounter obstacles because of the as well as due to** low attendance of women NGOs to track their problems.

Keywords: Obstacles, agricultural development, rural women, Erbil, Iraq.

1. INTRODUCTION

Today's globalized community has preferred the agriculture as an engine for the overall growth and development of the world. It plays a crucial role to reduce the poverty level in the countries as it is regarded as the main occupation of the poor people [1]. Women make essential contributions to the agricultural and rural economies in all developing countries. Their roles vary considerably between and within regions and are changing rapidly in many parts of the world, where economic and social forces are transforming the agricultural sector. Rural women often manage complex households and pursue multiple livelihood strategies. Their activities typically include producing agricultural crops, tending animals, processing and preparing food, working for wages in agricultural or other rural enterprises, collecting fuel and water, engaging in trade and marketing, caring for family members and maintaining their homes [2]. Many of these activities are not defined as "economically active employment" in national accounts but they are essential to the well-being of

29 rural households, but the facts that nowadays people involve less in the agriculture sector rather
30 commercial. People are attracting to the commercial business activities like banking, financing,
31 cooperating , etc.... as people see more profit and quality life in that sector rather than
32 agricultural sector [3]. In many developing countries, rural women are regarded as the
33 foundation for everyday family survival and agriculture. Though women play a major part in the
34 agriculture, **women they** are probably facing different problems which obstruct **women their**
35 empowerment [4]. **The eE**conomic status of Northern Iraq has been primarily dominated by the
36 agriculture sector. Despite the shift towards industrialization, this sector has been a mainstream
37 source for rural economy contributing to the overall socio-economic status of the community [5].
38 Therefore, it is obvious that improvement in the agriculture sector is the fundamental activity
39 needed to reduce poverty and improve quality of life especially in rural parts where **a** woman is
40 central in agricultural activities. Iraq, being an agricultural based country, the role of **womean** in
41 the agricultural sector is same as in other parts of the rural community. The women are primarily
42 involved in farming, maintaining of livestock, crop harvesting activities and other household
43 works. Women have to work through the whole day to feed children [6]. Women in rural areas
44 can contribute to **both** the agricultural and economic development in all developing countries. It
45 is said that around 50% of rural women inhabitants have a considerable role in the economic and
46 social development [7]. Additionally to develop sustainability, it is very important to pay
47 attention to the condition of women beside men for the participation in various economic and
48 social development activities. In spite of **the** huge efforts **of that** rural women **invest**, their role is
49 ignored in economic developmental activities. Thus, a certain group of rural women and young
50 people are involved for the overall developmental of rural areas [8]. Agriculture has the potential
51 to again be a dynamic contributor to the economy of the Kurdistan Region and to the economy of
52 Iraq as a whole [9]. Extension, in general terms, is a function that can be applied to various areas
53 of society. It operates in the industrial, health and education sectors, as well as agricultural and
54 rural development. The term «**E**extension» is, therefore, applicable to various areas of
55 development. If extension is assumed as an educational process with the aim of conveying useful
56 information for rural producers and changing their insight, knowledge, attitude and skills in order
57 to access a better life for their family and society **[98]**. Rural women participation is very
58 significant for the sustainable development, and also they are considered as the center of the
59 development process and help to improve the agricultural condition [10]. Rural women

60 constitute **considers** 70% of agricultural workers, 80% of food producers and 60 to 90%percent
61 of rural women process basic food stuff and are involved in the marketing activities **also from**
62 **around 60% to 90%** [11]. Benson and Jafry [12] **The study of different researchers shows**
63 contend that the lacks of information about the new and latest technological equipment are the
64 hindrance for the agricultural development in the rural areas [12]. Women should be encouraged
65 and motivated [13]. From the viewpoint of macro-economic analysis, women participation is
66 equally important like in creating income, production, and entrepreneurship, science and
67 technology development, **women participation is equally important**. The involvement of the
68 rural women in the agriculture not only contributes to the progress of macro-environment factors
69 but also gives respect, status, social position as well as it evolves the feeling of dependability
70 from the social viewpoint [1]. **The e** Effective results from any activity is **not only** gained by the
71 **single** involvement of both genders and capitalizing on their, expertise, knowledge and personal
72 management **rather participation of both male and female**. Men and women work together in
73 a society and are affected by **yet affect with** the job conditions that are provided to them [14].

74 2. MATERIAL AND METHOD

75 2.1. Research Methodology

76 **This chapter aims is to outline the research methodology used for the study. In this**
77 **section, the methods and procedures used for conducting research have been briefly**
78 **discussed. The plans, structure, and scheme are considered to support the research process**
79 **along with finding the answers to the questions raised [15].** The researcher has maintained the
80 confidentiality of the information gained from the participants. **Also, the researcher by**
81 followings the principles of ethics like objectivity, honesty, openness, integrity along with
82 respect for the intellectual property [156]. Therefore, Since the survey is conducted through
83 **questionnaire, the** respondents are assured **to maintain** the privacy of their answers, views and
84 opinions and won't be disclosed without their permissions.

85 2.2. Research Survey Method and Data Collecting

86 The study was conducted in northern region of Iraq during 2016. Sampling was performed
87 **procedure and sample size from the selection 25** identified towns / villages in the local
88 government aArea, **25 of them were randomly selected**. In the second stage, ten registered

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89 female farmers from each of the selected villages were randomly chosen and interviewed for the
90 purpose of this study. Thus, a total of 250 women were **used** selected for this study. The selected
91 women participated in providing answers to the 21 questions forming the survey questionnaire.
92 Topics included about the obstacles of rural wWomen participation in aAgricultural
93 development and factors that impact agricultural extension training programs targeting women
94 farmers. The location of Erbil provinces between latitudes 35° 30' and 37° 15 N, and longitudes
95 43° 22' and 45° 05' E [16].

96 2.3. Data Analysis Methods

97 Data analysis sStatistics were performed using the Statistical Product and Service Solutions
98 (SPSS) software, an IBM product acquired by IBM in 2009 [17].by SPSS program were used
99 to analyze data: Such as Descriptive statistics included percentages and frequency distribution
100 tables and were used to analyze data on selected personal and socio-economic characteristics of
101 the women, their access to economic resources, technical and professional skill information
102 (extension services). Further, a (m × n) contingency table with Chi-square was used to test
103 whether a statistically significant relationship exists between some categorical variables and rural
104 women's participation.

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105 3. RESULTS AND DISCUSSION

106 The interpretation of results and analysis aligns with the general objectives of the study, which
107 was to determine the obstacles of rural women participation in agricultural development in Erbil
108 province.

109 3.1. Socio-Demographic Characteristics or Respondents

110 Demographic characteristics of participants have important value attributes to any society
111 as they reflect their behavior in decision making and its probable expected responses too many
112 stimuli exposed to them. The general characteristics of respondents examined in this study were:
113 **The** marital status, educational levels, and the age of the respondents. There is a tendency that

productivity will continue to fall owing to their declining strength. In Table 1, **the results** shows **that** the age of respondents **was** categorized into four groups, the first group was 17.27%, second 27.31%, third 32.53% and the forth group was 22.89% and it was found that the majority of participants in the survey were young age. **In many studies** **show** that older women **are more** involved in the institutions' activity and agriculture production. In general, **ly** the household size should measure the number of working member's participation in agricultural production; this probably means that, younger members of the households are not participating actively in agricultural production [18, 19, 20]. This finding is in agreement with the report [21] which indicated the age characteristics of the household head as **a** positively contributing variable if he/she is in middle age category because he/she could actively engage in agricultural activities; and with the report by [22] which indicated an individual may lose ability and energy to get involved in agricultural activity of yield increasing practices as he/she gets older **and older**.

As shown in the Table 1 **also shows that, the** 92.77% of women are married, **and it takes a fact that reduces** the time and opportunity of women to participate effectively. **Firstly, the since women are** responsible for child care and household activities. This can be time-consuming depending on the type of task, size and structure of the household. According to [20], the primary reason for women's inability to expand their work to market is their extensive involvement in family care and household activities.

As shown in Table 1 **shows that, the majority** **59.84%** of the respondents **which is 59.84% were are** uneducated. **It is likely to be more efficient in the use of inputs from counterparts little or no education, farmers have higher levels of education majority of farmers where uneducated, they barely know how to read and write only.** Education status plays an important role in the acquisition of skills and technology transfer. Respondents reported different levels of educational attainment. **While 30.92% of the women who participated The percentage of women** completed elementary school, **was 30.92%. In addition, it was only a minority of** 0.44% of the respondents have university diploma. The minority of the respondents had professional (BSc) educational achievements in agriculture. This low level of education, no doubt, affects the level of adoption of technology and skills. According to [19], **t** **The higher levels of education have the potential to provide improve** some of the deficiencies **that act as barriers towards in the human, that is understood and** communication **boosts** in the field of agriculture.

145 | Since in the study area illiteracy rate was very high, that is 59.84 % of respondents, this
 146 | finding is in agreement with argument of [23] that stated educational status of a household head
 147 | positively affects the knowledge, attitude and practices towards accessing to modern agricultural
 148 | extension service and better agricultural production technology. Thus, we it is concluded that
 149 | high illiteracy rate could be one of the limiting factors for women's access to agricultural
 150 | extension service for all women's farmers in general and for female farmers in particular in Erbil
 151 | province.

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155 **Table 1. Sociodemographic characteristics of respondents in Erbil Province.**

Sociodemographic characteristics of respondents		Frequency	Percentage (%)
Age of rural women farmers	18-25	43	17.27
	25-35	68	27.31
	36-45	81	32.53
	46-60	57	22.89
The Marital Status of women farmers	Married	231	92.77
	Single	6	2.41
	Widow	12	4.82
The educational levels of rural women farmers	Illiterate	149	59.84
	Primary	77	30.92
	Secondary	14	5.62
	High school	8	3.21
	Bachelor	1	0.40

156 **3.2. The Obstacles of Rural Women Participation in Agricultural Development**

157 | Rural women work hard for long hours, usually for a small reward, often neglected by
 158 | extension services. As women have been playing an important role in the agricultural sector, they

are considered as the backbone for rural and national economic development. Women **consist of** 43% of worlds' total agricultural labor that increases up to 70% in some nations [2].

3.2.1. Individual obstacles

The individual Several obstacles for women farmers and **lead to** the main difficulties **that** cause the women farmers **do not not to** engage with activities and training on agricultural extensions **due to** including the lack of education, **and also** their chores **in the at** home looking after family members especially in cooking and cleaning. **In addition**, outside of the home low accessibility of rural women to various resources, including participation in the extension programs. **The aforementioned obstacles due to social and family obstacles** have hindered the role of women in the agricultural development [2415]. **Table 2 shows individual obstacles for women farmers and the main difficulties that cause the women farmers not to engage with activities and training on agricultural extension.** Furthermore, the results indicate that the participation of rural women in the extension programs **de**increases with the increasing education in contrast to the findings from [2415, 25]. They reported that the level of education and experience in the cultivation influence the participation of rural women in the extension programs [26].

Table 2. The individual obstacles of rural women participation in agricultural development.

Individual obstacles	Never (%)	Sometime (%)	Always (%)	Mean (*)	Std. Deviation
Literacy	6.00	71.0	23.0	1.17	0.51
Lack of self-confidence	77.0	23.0	0.00	0.23	0.42
Inferiority feeling and resignation	93.0	7.00	0.00	0.07	0.25
Increased work inside and outside	0.00	5.00	95.0	1.95	0.22
Home affairs	0.00	8.00	92.0	1.92	0.27
Handicrafts and ranching	0.00	6.00	94.0	1.94	0.25

Low information	4.00	56.0	4.00	1.36	0.56
Their applied scientific knowledge	4.00	46.0	49.0	1.17	0.51

*The Mean of Never = 0; Sometimes = 1; Always = 2

Other The results of the statistical analysis show that 71% of the respondents face literacy obstacles sometimes faced with the obstacles of literacy due to their poor academic background, 23% The survey results showed that obstacles of the respondents in regards to mentioned the lack of self-confidence, are never. The majority only 7% of the respondents believe that the inferiority feeling and resignation is an obstacle, and 95% of the respondents claimed that their obstacles lie in the increased work inside and outside of activity of rural women (Table 2). Since rural women take different responsibilities and roles, such as producers of crops, ranching and keeping poultry, children's education, housekeeping, supervising family economy and managing it, and so, would not be effective in developing rural societies. So, the importance of education is very critical for rural women especially extensional educations.

The results of Furthermore, Table 2 shows that 56%, 46% and 94% of the respondents consider the majority of the obstacles of women in agricultural development are the easy availability of low information, applied scientific knowledge and handicrafts and ranching, respectively, as well as the findings of the researchers from the individual obstacles. Illiteracy is beyond many of the problems, leading to decrease in self-confidence, feelings of inferiority and resignation. In addition, And activities through high recruitment and an increase in home and abroad for various reasons, including seasonal activities for migration activities affect in seasonal both men and women in rural changes areas (for example, nursery, home, business, agriculture, handicrafts, and animal) wealth and low information and knowledge and, in particular, the application of knowledge scientifically [1].

Rural women have the potential to work for increasing food production, but, to meet the future demands, it won't be sufficient. To ensure the best living conditions in vulnerable communities, special measures should be taken to fight malnutrition in the region. In most UN reports, women have been considered as the greatest largest deprived group of the human societies. While at the global level, about two third of all affairs are done by women, however,

205 they form 50% of the workforce in agriculture and they produce half of the foods all over the
 206 world. So, educating women is important, as concluded by [27].

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218 **Table 3. Factors affecting the rural women's participation in agriculture extension training**
 219 **with individual obstacles.**

Individual obstacles.		Agriculture extension training			x ² test (P-Value)
		Sometimes (%)	Never (%)	Total (%)	
Literacy	Always	67.2	32.8	100.0	0.328 (0.849)
	Sometimes	64.2	35.8	100.0	
	Never	60.0	40	100.0	
Lack of self-confidence	Sometimes	58.6	41.4	100.0	1.206 (0.277)
	Never	66.5	33.5	100.0	
Inferiority feeling and resignation	Sometimes	64.7	35.3	100.0	0.000 (1.00)
	Never	64.7	35.3	100.0	
Increased work inside and	Always	64.4	35.6	100.0	0.125

outside	Sometimes	69.2	30.8	100.0	(0.488)
Home affairs	Always	65.1	34.9	100.0	0.207
	Sometimes	60.0	40.0	100.0	(0.409)
Handicrafts and ranching	Always	66.5	33.5	100.0	5.519 *
	Sometimes	37.5	62.5	100.0	(0.021)
Low information	Always	63.6	36.4	100.0	0.075
	Sometimes	65.3	34.7	100.0	(0.788)
Their applied scientific knowledge	Always	65.0	35.0	100.0	1.886
	Sometimes	66.1	33.9	100.0	(0.389)

220 *Statically important at 5% level

221 * If P-Value ≤ 0.05 statistically significant

222 * If P-Value > 0.05 not statistically significant

223 Table 3 gives the result of [Chi Square tests \[\$\chi^2\$ \]](#) between agriculture extension training
224 and individual obstacles that would show the relation between non-participation of the women
225 farmers in the extension training and handicrafts and ranching. [Results show that only one](#)
226 [variable is statistically valid namely. The result means that the majority of whereby](#) women
227 farmers work manually in all activities such as [h](#)Handicrafts and ranching as field preparation
228 [and](#), planting weeding. [However the majority of respondents in the districts disagreed that](#)
229 [married women were forbidden to speak to male strangers All other individual obstacles](#)
230 [showed, there was](#) no [statistical](#) significant relationship between the lack of participation of rural
231 women in activities and training courses for agricultural extension and other individual obstacles.

232 Women's daily workloads do not usually allow them to be absent from home for
233 residential training; even attending short courses may cause insuperable problems in arranging
234 substitute care for children or the home. And second, even where attendance of women is quite
235 high as a proportion of the total, women are given instruction mainly in home economics and
236 craft subjects, not technical agriculture [28]. Networks operating in rural areas especially rural
237 women's organizations are involved in the conception of development programs, these
238 organizations must be aware of the local reality. [29].

Gender, cultural norms and security issues make it more difficult for women than for men in accessing public services, social protection, employment, and markets [30]. The problems of rural women can be divided into four main categories that are economic, social, family and individual [31]. These problems are interconnected and they are closely linked to environmental, social and political changes. The level of education and experience in the cultivation influences the participation of rural women in the extension programs. As a result, female individuals may not be able to attend meetings and training opportunities program benefit or extension of a relationship because they simply do not have time, Although the proportion of time available between the various regions varies, as well as across different types of households, it is estimated the most of women work for about 16 hours a day [32].

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3.2.2 Family obstacles

Results in Table 4 show that 88% of the respondents believe that The result shows the family obstacles always faced disagreement of their family while attending at the social and economic activity is a family obstacle (Table 5). That Such a result leads to the fact that the main difficulties causes the women farmers do not engage with activities and training on agricultural extensions due to the gender discriminations (86%). The survey results showed that 93% of the respondents did not consider negative attitude about the women's abilities was never as an obstacle against their participation. And that women have always faced obstacles in agricultural development because of gender discrimination; Further, 81% of the respondents revealed that in some cases, they have faced obstacles in agricultural development because of the economic poverty of the family. Those factors come similar to the conclusion of researchers from fFamily biases and husband and father's disagreement with women's attendance at social and economic activities due to various cultural reasons and also the lack of knowledge about how to behave with girls and women [33].

Table 4. The Family obstacles of rural women participation in agricultural development.

Family obstacles	Never %	Sometime %	Always %	Mean (*)	Std. Deviation
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Disagree family attendance	0.0	12.0	88.0	1.88	0.32
Gender discriminations	2.0	12.0	86.0	1.84	0.42
Economic poverty of family	16.0	81.0	2.0	0.86	0.41
Lack of knowledge, behave them	16.0	84.0	0.0	0.84	0.37
Negative attitude about their abilities	93.0	7.0	0.0	0.07	0.26

*The Mean of Never = 0; Sometimes = 1; Always = 2

Due to their involvement in household activities and child-rearing women are only able to participate in self-employment opportunities rather than high paying employment programs. The extension program should be introduced to meet the demands and interest of many family members.

The Table 5 shows Chi Square the [χ^2] test between agriculture extension training with family obstacles. **This part of the study was intended to relation between extension training with family obstacles. Identify the factor that hinders women attendance and participation in training programs. The** Results showed that only one variable was statistically significant. **although** That is, there is a strong correlation between the lacks of participation of rural women in agricultural extension training andwith the negative attitude about the woman abilities. The participation of men and women members in extension training organizations are conditioned by economic, social and cultural factors, several authors have analyzed the factors affecting women's participation in producer organizations and identified major barriers for women's participation. These include: socio-cultural norms and gender perceptions; women's double burden and triple roles; women's status, age and previous membership in an organization; access to assets and resources; organizations' rules of entry; legal and policy environment; women's preferences and motivations; and women's education, training and access to information [34, 35, 36]

Table 5. Factors affecting the rural women's participation in agriculture extension training with family obstacles.

	Agriculture extension training	χ^2 Test (P-Value)
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Family obstacles		Sometimes (%)	Never (%)	Total (%)	
Disagree family attendance	Never	45.5	54.5	100.0	2.403 (0.148)
	Always	66.4	33.6	100.0	
	Sometimes	51.7	48.3	100.0	
Lack of knowledge, behave them	Sometimes	65.6	34.4	100.0	0.453 (0.308)
	Never	60.0	40.0	100.0	
Negative attitude about their abilities	Sometimes	83.3	16.7	100.0	2.961* (0.057)
	Never	63.2	36.8	100.0	
Gender discrimination	Always	65.0	35.0	100.0	0.079 (0.961)
	Sometimes	62.9	37.1	100.0	
Economic poverty	Sometimes	65.9	34.1	100.0	3.666 (0.160)
	Never	58.5	41.5	100.0	

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290 *Statically important at 5% level

291 * If P-Value ≤ 0.05 statistically significant

292 * If P-Value > 0.05 not statistically significant

293 The policies for rural agriculture development should be tested and reassessed when
 294 necessary to ensure effective social learning by rural women. The women who possess expertise
 295 and expertise should be **treated dealt with** as important part of the development process; this
 296 finding is in line with the findings from [2415]. The rural women had the least participation in
 297 the items; attending the training courses, reading the extension brochures and interaction with the
 298 male extension workers. However, as noted in previous chapters earlier, various family
 299 members and the community surrounding them facing their own and have their own needs that
 300 must be taken into account in the guidance programs to diminish the obstacles. The reason may
 301 be that in some cases, the lack of knowledge regarding how to behave with the women and girls,
 302 resulted into obstacles in agricultural development. Women organizations and other farmers
 303 having concepts for developmental programs should be provided with financial and political
 304 support for implementing their ideas and introducing income generating activities in rural areas.

305 Researchers have noted the less availability of time and cultural norms, male dominance, etc.,...
306 These constraints are faced by women farmers [37, 38]. It is essential to understand the roles of
307 men and women in the production practice, their information desires, the nature of the special
308 constraints faced by females, and the implications of these constraints for extension [39]. The
309 findings of this study conclude that the participation of rural women in Erbil province
310 **participation** in the extension programs are lower than average. But training needs to be
311 complemented by other strategies to bring about change in institutional behaviors., Cbut critical
312 adjustments may be introduced which can increase women's access to and the relevance of
313 extension significantly., The aforementioned is possible even where most field agents are males
314 andbut the low accessibility of rural women to various resources, including participation in the
315 extension programs due to social and family obstacles, has hindered the role of women in the
316 agricultural development [12].

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318 3.2.3. Social obstacles

319 **According to social obstacles which are shown** Results in Table 6 show that. **The** 85%
320 of participants said claim that bad habits and traditions may be the reason for the lack of
321 effective participation of rural women. **As we noted that** 88% of the respondents thought the
322 patriarchy or disagreement, ing is one of the social reasons behind the lack of effective
323 **participation in agricultural activity, more than** 82% of the respondents believed the low
324 presence of women is the cause, and 85% claim. Other results show that **The researchers noted**
325 **that the factors** more obstacles facing rural women including. **The researchers noted that the**
326 **factors facing rural women are the** bad customs and traditions, factors of production, **arrival**
327 **of being** having far access to extension services, the extent of rural low wages compared with
328 men labor, low attendance of women's organizations, lack of community **to** follow up on their
329 cases and problems, and low enrollment of women in rural areas management [39]. Gender
330 differences become clearer when looking at women's workloads. It is estimated that women
331 provide 85-90% of the time spent on household food processing and preparation across a wide
332 range of countries [40].

333 **Table 6. The social obstacles of rural women participation in agricultural development.**

Social obstacles	Never (%)	Sometime (%)	Always (%)	Mean (*)	Std. Deviation
Patriarchy and disagreeing	0.0	12.0	88.0	1.88	0.33
Low extent of rural women's	0.0	13.0	87.0	1.87	0.34
Being far of accessibility	0.0	14.0	86.0	1.86	0.35
Bad customs and traditions	0.0	15.0	85.0	1.85	0.36
Low attendance of women	0.0	18.0	82.0	1.82	0.39
Limited number of females	21.0	76.0	3.00	0.82	0.46
Problems of access	33.0	66.0	1.0	0.67	0.45
Low women's access	90.0	10.0	0.0	0.10	0.29

*The Mean of Never = 0; Sometimes = 1; Always = 2

The table Table 6 indicates that the respondents always faced obstacles because of the low attendance of women NGOs to track their problems and issues (82%). Rural women, as the half of human population in rural areas, play a significant role in social and cultural realms along with economic roles in rural areas. Women usually are not able to actively participate in programs of economic possibilities. Though norms may differ slightly from different culture and time, women are mostly involved in household activities such as rearing of livestock and child-rearing. This work is unpaid and acts as a burden to expand them to participate in economic opportunities, which would result in low income [41].

Accordingly, it is important to pay attention to how onewe may can increase their women participation and involvement in a development process, especially because of past research efforts, so often ignored, or misrepresented them. Most of the women are illiterate or less educated and often unable to attend or continue formal training courses, social or economic services. Under such In these conditions, rural women remain passive with less chance to develop their own abilities [40]. As a result, this situation has caused the women to be the most vulnerable group in rural development programs.

As shown in Table 7, which depicts a Chi Square testing. To find a the relationship between agriculture extension training and social obstacles. This part of the study was intended to identify the factors that hinders women attendance and participation in training programs.

These Results indicate show only one statistically significant relationship between agriculture extension training and the difficulty of access to agricultural extension services [Chi Square [χ^2] test R =10.836, with P-value = 0.02 less than the standard error of 5%). That is, that most women farmers the lack of participation in agricultural extension training is bBecause Patriarchy and disagreeing and of the difficulty of access to agricultural extension services. This were the major social constraints faced by rural women ias reported by other researchers by the respondent.[41]

Table 7. Factors affecting the rural women's participation in Agriculture extension training with social obstacles.

Social obstacles		Agriculture extension training			χ^2 Test (P-Value)
		Sometimes (%)	Never (%)	Total (%)	
Bad customs and traditions	Always	64.2	35.8	100.0	0.161
	Sometimes	67.6	32.4	100.0	(0.852)
Patriarchy and disagreeing	Always	66.7	33.3	100.0	3.207*
	Sometimes	50.0	50.0	100.0	(0.058)
Low women's access	Sometimes	79.2	20.8	100.0	2.444
	Never	63.1	36.9	100.0	(0.087)
The difficulty of access to agricultural extension services.	Always	68.7	31.3	100.0	10.836*
	Sometimes	40.0	60.0	100.0	(0.02)
Limited number females	Sometimes	62.2	37.8	100.0	2.348
	Never	73.6	26.4	100.0	(0.146)
Problem so f access	Sometimes	64.5	35.5	100.0	0.09
	Never	65.1	34.9	100.0	(1.000)
Low extent of rural women's	Always	63.4	36.6	100.0	1.084
	Sometimes	72.7	27.3	100.0	(0.334)
Low attendance of women	Always	67.0	33.0	100.0	2.625 (0.125)

*Statically important at 5% level

364 * If P-Value ≤ 0.05 statistically significant

365 * If P-Value > 0.05 not statistically significant

366 Married women's movement may be restricted in certain circumstances and when asked
367 about the causes of labor constraints, cited the time they spent looking after their families,
368 working in their husbands' gardens and producing food for their households as reasons for their
369 inability to expand production in the market [41]. When discussing gender issues, literature and
370 actors in the development tend to distinguish the concept of men and women as two separate
371 categories, but none of the two is a homogeneous group, can be found on the homogeneity across
372 the levels of the economic situation or social status, ethnicity, age, origin or religion, and so on
373 [19, 42]. Recent studies have suggested that rural women faced a full range of obstacles and
374 hinder their participation further. These obstacles can be summarized as obstacles as follows
375 cultural, must be cultural obstacles even in the customs and traditions and religious practices. In
376 some communities, women are prohibited from speaking directly with men outside the family
377 [43].

378 4. Conclusions and recommendations

379 Based on the findings of this study, women farmers in the study area are faced with a lot
380 of many barriers in their quest for effective participation in agricultural production. Some of the
381 barriers observed that and which inhibit participation of women farmers in agricultural
382 production generally are: The difficulty of access to agricultural extension services and access
383 to extension staff; and, inadequate training and low standard of education, manual work
384 manually in all activities such as handicrafts and negative attitude about the women abilities.
385 The aforementioned barriers are important that these barriers to be addressed by the federal,
386 state and local governments so as to facilitate effective women's participation in agricultural
387 production activities. This will boost their output and ensure greater food security in the study
388 area and the nation. The findings also revealed that the socio-economic characteristics of the
389 women farmers have a positive relationship with their effective participation in agricultural
390 production. Based on the findings of this study, the following recommendations were are made:

391 1. The eExtension agency should encourage the formation and membership of social
392 cooperatives.

393 | **Social.**

394 | 2. Women's access to information resources and educational references must be facilitated.

395 | 3. The government has to support and perform **Perform** basic education programs (literacy,
396 | religious, cultural and economical-social education).

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