

FACTORS DETERMINING THE ENGAGEMENT OF RURAL WOMEN IN INCOME GENERATING ACTIVITIES, IN YOBE STATE, NIGERIA

ZARA MALLAM MUSA¹ & ABUBAKAR MUSA²

¹Research Scholar, Department of Sociology, Yobe State University, Gujba Road Damaturu, Yobe, Nigeria

²Reserach Scholar, Department of Political Science, University of Maiduguri, Bama Road, Borno, Nigeria

ABSTRACT

The objective of the study is, to examine the factor that determines the engagement of rural women in income generating activities, in Yobe state, Nigeria. The study employed survey design, with quantitative approach on 262 rural women participants. Pearson correlational analysis was carried out, to examine the factors responsible for the engagement of rural women, in income generating activities. Results from structural equation modeling (SEM) revealed that, 42% of meaningfulness, self-determination, competence and impact are significant determinants of rural women engagement, in income generating activities. This empirical study would guide the ministry of women affairs, as well as policy makers towards understanding which aspect of personality trait should be given more consideration, to increase the chances of women engagement in income generating activities.

KEYWORDS: Engagement, Income Generating Activities, Rural Women, Structural Equation Model

INTRODUCTION

There is an increasing concern across the globe by Governmental, non-governmental organizations, and World Bank on various policies, over the engagement of rural women in income generating activities (IGAs), so as to address rural poverty, both in terms of reduction strategies as well as generally, to promote rural advancement. In Africa and indeed in Nigeria, it was evident that, poverty is rampant in rural areas, than in urban areas, and women are the main victims (UNCTAD, 2011).The majority of the poor lives in rural areas, with severity of destitution, far greater than in urban areas. These trends are expected to persist in the predictable future. Charity, (2011) asserts that, 70% of the world's poor people live in rural areas in developing countries. Their livelihoods usually depend either directly or indirectly on agriculture, with women providing more than 40% of the agricultural labor force. This female labor ration ranges from approximately 20% in Latin America to up to 50% in Eastern Asia and Sub-Sahara Africa including Nigeria (UNCTAD, 2011).

Engagement of rural women in developmental activities is facing a serious challenge in several developing countries, for example in Tanzania ((Fakih, 2015), Iran (Nikkhah, Redzuan & Abu-Samah, 2011) and India (Fletschner & Kenney, 2014; Karci, 2015; Raipur, 2014; Reddy, 2014). Nigerian women constitute 60-70 percent (80.2 million) of rural workforce, majority have lesser opportunity to engage in household, as well as socioeconomic and political decision processes in the community, they lack basic necessities of living including food, education, clothing, housing, and health (Abramsky et al., 2011). Rural areas in Nigeria are the most neglected, in terms of government's developmental policies despite the fact that, rural areas serve as the most populated (Ekpenyong, et al., 2012), they remain

unattractive for living as a result of the absence of infrastructural development such as portable drinking water, road networks and electricity that will improve the quality of people's lives (Akpan & Akpan, 2012). It is imperative to consider income, as an important dimension of livelihood, thus the upliftment of the living standard of the poor rural women could only be achieved when they earn from their income generating activities (Adams et al., 2013).

There is need for the engagement of rural women to contribute to the development process, though they are constrained by powerlessness. Woman's powerlessness varies, the common factors are; they are obliged by their reproductive responsibilities, societal norms, beliefs, customs and values (Kabeer, Sudarshan & Milward, 2013). These problems are formed by male dominated social structure (patriarchy), high rate of poverty among women, and sex division of labor (Charity, 2011). However, aiming at the involvement of rural women as a group needs an investigation of gender relations, that is the manner in which power relations between the sexes are constructed and preserved (Aleke, Egwu & Patricia 2015). Nigeria is a patriarchal society where men have ultimate authority over material resources such as land and cash crops, and over the labor of women and other household members. The unequal burden of domestic maintenance, childcare responsibilities, and male dominance promotes patriarchal ideology of submission, sacrifice, obedience and silent suffering undermining the determination for the women in asserting themselves to demand for their rights and shares of the resources (Charity, 2011). Thus rural women engagement in IGAs is believed to bridge the existing inequality in both rural and urban areas significantly (Fakih, 2015). Hence, rural advancement experts are commended to raise the empowerment level of the women so as to challenge their oppressive condition in the family and in the society at large.

In 2004 the Nigerian government, presented a policy program aiming to alleviate poverty as National Economic Empowerment Development Strategy (NEEDS), which is extended to both the state and local government levels. The vision of this package is to empower women politically, economically, psychologically and educationally. These strategies include widening women's access to education, their engagement in income generating activities, participating in politics and review of laws on women status (Umoru, 2013). Yobe state government policy on IGAs organized by the Ministry of Women Affairs has the capacity to alleviate poverty, for it serves as an instrument for psychological empowerment that leads to engagement among rural women community. In terms of economic growth, the program serves as an avenue and plays a vital role in engagement in income generation and participation in economic activities, such as non-farm activities (e.g. Sewing, local detergent making, body lotion making, knitting and poultry keeping), generating employment opportunities and other economic activities which will allow development in the state.

This paper is set to examine the significant determinants of engagement in IGAs among rural women in Yobe state, Nigeria, so as to identify which personality trait contributes towards the engagement of these women in IGAs, for poverty reduction and a sustainable development.

REVIEW OF LITERATURE

Engagement in Income Generating Activities

Engagement is a process of working collaboratively with and for groups of people allied by geographical proximity, special interest, or similar situations to address issues affecting their well-being (Hospers, 2013). Engagement is an action dependent on the openness of structures that allows individuals to participate and operate within the network of ties and groups through which they get drawn into communities (Shortall, 2008).

Engaging in income generating activities benefits both the individual and the context. Thus, it is associated with other positive outcomes of individual development, such as skill acquisition and social competencies, and with societal benefit, that contributes to the greater wellbeing (Lerner, Levine, Youniss, Zaff & Michelsen, 2009). Engagement has been defined as a positive, satisfying, work-related situation of the mind characterized by vigor, dedication and absorption (Schaufeli, Salanova, Roma, & Bakker, 2002). What constitutes the characteristics of vigor are mental resilience and high levels of energy while working, how willing one will make effort in a work and perseverance in time of difficulty. Dedication expresses ones' commitment, inspiration, and sense of significance, pride, challenge and enthusiasm. Absorption explains ones' happiness with his work and feel time is running quickly and would be difficult to detached from his or her work, which shows higher concentration in the job (Basikin 2007). The above conditions therefore make rural women highly engaged, committed, feel strong, vigorous during work, optimistic and enthusiastic about their work.

Whenever individuals engaged themselves in a work, they feel that their work is what they will be committed to by devoting enough time and vigorous efforts as an important and meaningful quest which has their complete dedication as well as adequate absorption to be fully engrossed and be attentive. Engaged individuals commit themselves to whatever they do by fully devoting their heads, hearts, and hands in an effort to perform the role (Rich, Lepine and Crawford, 2010). Engagement outcomes generally improves performance, better financial returns (generates greater income) to rural women's engagement (Schaufeli, 2008).

Psychological Empowerment

Psychological empowerment is an increased intrinsic task motivation manifested in a set of four cognitions reflecting an individual's orientation to his or her work role. These cognitions include: meaning, competence, self-determination and impact. Spreitzer (1995) also argued that, these four cognitions combine together to create an overall construct of psychological empowerment. Hence, lack of any single dimension will decrease, but will not completely eradicate, the overall amount of the empowerment felt (Spreitzer, 1996). Little research has explored Psychological empowerment and its relationship with one of the main concepts in motivation research and engagement (Kimura, 2011; Stander & Rothmann, 2010). Though research is limited, studies have found that, psychological empowerment is a significant predictor of engagement (Bhatnagar, 2012; Kimura, 2011; Stander & Rothmann, 2010).

Determinants of Engagement in Income Generating Activities

Individuals who are empowered have a tendency to find meaning in what they do, the feelings of being in control, feelings of having the required capacity to perform the work, are determinants to perform the work roles that influences the work outcome which therefore likely results to engagement (Bakker et al, 2008). Empowerment exists because of the personal convictions that individuals have about their roles (Knol and Van Linge, 2009). From a psychological empowerment perspective, Spreitzer (1995) refers to four personal psychological determinants that might affect behavior – namely, meaning, competence, self-determination and impact. These four determinants can also be regarded as psychological conditions that lead to engagement. Psychological empowerment is a significant predictor of engagement linking it to key drivers such as autonomy, skill variety, and social support (Halbesleben, 2010). Psychologically empowered rural women are engaged towards building their skills that increase their income and sustainability which enhance their living standards.

Meaningfulness results from the feelings that the tasks performed are valued and make a difference. People are self-expressive and creative and therefore, they seek out for work a role which permits them to behave in such a way that expresses their self-concepts. The perception of a significant and profitable condition of a task results to individual engagement in carrying out the assigned roles there by spending more time and efforts towards carrying out their responsibilities (Gilson and Shalley, 2004; Zhang and Bartol, 2010). In a related study it was confirmed that, psychological meaningfulness predicts engagement (May et al., 2004; Rothmann, 2007).

The feelings of meaningfulness by rural women participants of IGAs will trigger their engagement towards the activities. As they perceived that this program is significant in income generating, in anticipation to be self-reliant poor rural women engage in the activities which will help them to generate income and contribute to their family wellbeing. Thus, it is expected that meaning dimension of psychological empowerment to be positively related to engagement. Therefore hypothesizing that Meaning dimension of psychological empowerment is positively related to Engagement in IGAs

Self-determination are self-endorsed goals that enhance individuals internalized autonomy which resulted to engagement (Ryan and Deci, 2001; Ryan, Huta and Deci, 2008). Self-determination was described as “an individual’s sense of having choice in imitating and regulating action” (Spritzer, 1999, p.41). Self-determination leads to ‘greater flexibility, creativity, initiative, resilience and self-regulation’ (Thomas and Velthouse 1990: 673). When an individual has a certain degree of autonomy and can shape desired outcomes through his or her behaviors, the individual is likely to focus on an idea or a problem longer and more persistently (Deci and Ryan, 1991; Spreitzer, 1995). Self-determination to these women is the ability to build self-confidence regarding changes in their life in relation to their self-evaluation as a person of some worth in which is linked to beliefs, about their capabilities to manage circumstances and special tasks. It was expected that self-determination will be positively related to individual engagement. Thus, hypothesizing Self-determination dimension of psychological empowerment is positively related with Engagement.

Competence, was equated with self-efficacy, and described as “an individual’s belief in his or her capability to perform activities with skill” (Spritzer, 1999; p.40). Engaged individuals see themselves as able to deal completely with the demands of their work (self-efficacy). Llorens, Salanova, Bakker & Schaufeli, 2007; Maslach, Schaufeli and Leiter, (2001) found a strong correlation between self-efficacy and confidence in one’s ability and engagement. The higher an individual’s level of self-efficacy, the more committed to achieve difficult goals and the more persistent to succeed. They also exhibit initiative, high effort, and persistence when they encountered difficulties (Bandura, 1977), a necessary trait in engagement process. Rural women develop a sense of personal capability to learn new skills or to pursue a specific goal that encourages their engagement in IGAs and therefore can perhaps, reflect in their own belief that they are able to succeed and take charge in action that will leads to achieving their desired goals. Thus, it is expected that, competence dimension of psychological empowerment will be positively related to individual engagement. Therefore hypothesizing Competence dimension of psychological empowerment is positively related with Engagement in IGAs

Impact implies to an involvement and individuals feeling of contributing towards a goal achievement or making a difference through their involvement (Spreitzer et al., 1997). Impact implies a sense of progression towards a goal and individuals’ belief that their actions will help achieve the systems goal which contributes to their engagement. In engaging in an innovative and creative activity willingly, rural women may need to feel that they have the power to influence their

activities, its processes and the environments in a meaningful way. That is, for rural women to be engaged they have to move towards autonomy and be able to decide on their own. IGAs can be a complementary process that increases the women's knowledge, self-esteem, power of decision making, self-confidence and widening their social networks which gives them the tools and skills they need to engage more effectively and successfully in formal activities and to informally influence decisions and policies that affect their lives. Hence, it is expected that impact dimension of psychological empowerment to be positively related to engagement. Accordingly it was hypothesized that impact dimension of psychological empowerment is positively related with Engagement in IGA.

METHODOLOGY

Study Area

The study was conducted in Yobe State located in the North Eastern region of Nigeria and is mainly an agrarian state with its headquarters at Damaturu. It lies between Latitude $12^{\circ}00'N$ and Longitude $11.30^{\circ}E$, covering a land area of about 45,502 square kilometers (km^2), with a population of about 2,321,591 people (NPC, 2006). The State shares boundaries with Borno State to the East, Bauchi and Gombe states to the South and Jigawa state to the West. It also, shares international borders with the Republic of Niger to the North.

The soil type is generally sandy and the annual temperature ranges between $39^{\circ}C$ to $40^{\circ}C$. The rainy season begins between May, with mean annual rainfall between 900mm - 1500mm which spread up to October, depending on the year and the hot season is between March to April. The climate favors the production of a wide variety of crops, which includes Legumes (groundnuts and beans), Cereals (maize, millet, sorghum and rice), Solanaceous crops (peppers, tomato, garden eggs).



Figure 1: Map of Nigeria Showing the Study Area

Source: Google map

Sampling Technique and Data Collection

This study uses simple random sampling technique to select the required sample for the study. Simple random sampling is a probability sampling technique that gives each individual within a population an equal and independent chance of being selected (Ary, Jacobs, Irvine, & Walker, 2013). The aim of sampling is for constituting a representative out of the actual number of the population. It is a set of individuals selected from a population, usually intended to

represent the population in a search study (Herzberg, F., Mausner, B., & Snyderman, 2011). The main objective of a sample survey is to make an interference about the population using information contain in the sample.

The target population of this study is rural women participants of income generating activities, organized by the State Ministry of Women Affairs Damaturu. The study covers the beneficiaries of the program 2016 to 2017. There are 90, 103, 57, 86 and 114 participants in each of the 5 classes respectively, so the population of this research was obtained by adding the total number of women participants in each class which is 450.

According to Hashim, Oman, and Alhabshi, (2015) determining an appropriate sample size is crucial, in order to achieve the objectives of any research. As such, this research uses Cochran, (1977) to determine an appropriate sample size. The larger the sample size the more it is a representation of the population and, the better the degree of accuracy in generalization and data analysis (Ary, Jacobs, Irvine & Walker, 2013).

Sample size according to (Bartlett, Kotrlik, & Higgins, 2001):

To calculate the sample size, the formula is expressed as;

$$\text{Sample size} = n_1 = \frac{n_0}{1 + \frac{n_0}{N}}$$

Where

$$n_0 = \frac{(CI)^2 (p)^2}{d^2}$$

$N = 450$ (Population size)

$CI = 1.96$ for 95% confidence interval

$p = 0.5$ for 50% of the assume proportion, since there is no initial estimate of p

$d = 0.05$, 5% for α level

Therefore

$$n_0 = \frac{(1.96)^2 (0.5)^2}{(0.05)^2} = \frac{3.8416 * 0.25}{0.0025} = \frac{0.9604}{0.0025}$$

$$n_0 = 384.16$$

$$\text{Sample size} = n_1 = \frac{n_0}{1 + \frac{n_0}{N}} \text{ Where } n_0 = 384.16$$

Substitute the value of n_0 and p in the formula to arrive at the sample size.

$$\begin{aligned} \text{Sample size} = n_1 &= \frac{n_0}{1 + \frac{n_0}{N}} = \frac{384.16}{1 + \frac{384.16}{450}} = \frac{384.16}{1 + 0.853688} \\ &= \frac{384.16}{1.853688} = 207 \end{aligned}$$

The sample size according to Cochran, (1977), is 207

Literature reveals that there is tendency to encounter problems when trying to retrieve back the distributed questionnaire, especially in a survey research. Many researchers who use survey method experiences below 100% respond

rate (Bartlett et al., 2001). This will permit the researcher to add 50% of an unreturned to increase the sample size and to replace some of the questionnaire that might not be retrieved and thereby enhancing the sample to adequately represent the population of the study.

50% of the sample size is:

$$\frac{50}{100} \times 207 = 104$$

Total sample size used in this research was 207 + 104 = 311. Therefore, proportionate sampling was adopted to get the percentages and samples of each Income Generating Project Classes (IGP) in the ministry.

$$\text{Knitting } \frac{90}{450} \times 100 = 20\% = \frac{22}{100} \times 311 = 62.2$$

$$\text{Sewing } \frac{103}{450} \times 100 = 22.89\% = \frac{22.89}{100} \times 311 = 71.19$$

$$\text{Local detergent making } \frac{57}{450} \times 100 = 12.67\% = \frac{12.67}{100} \times 311 = 39.40$$

$$\text{Body lotion making } \frac{86}{450} \times 100 = 19.11\% = \frac{19.11}{100} \times 311 = 59.43$$

$$\text{Poultry keeping } \frac{114}{450} \times 100 = 25.33\% = \frac{25.33}{100} \times 311 = 78.78$$

Table 1: Indicates the Population and Sample Distribution of IGAs in Yobe State, Nigeria.

No	IGAs	Total population	Percentage population	Total sample
1	Knitting	90	20	62.2
2	Sewing	103	22.89	71.19
3	Detergent Making	57	12.67	39.40
4	Body Lotion Making	86	19.11	59.43
5	Poultry Keeping	114	25.33	78.78
	Total	450	100	311

After the validation and reliability of the instruments were proven, the questionnaire was set for distribution and the collection takes the period of 3 weeks. This study is a quantitative survey, it employed a self-administered questionnaire. The questionnaire has four parts and each part measures a specific construct. A total of 311 questionnaires were distributed to the selected samples, 267 were returned. This gives an average response rate of 85%, an acceptable return rate according to standard cited in Weigold and Russell, (2013) five questionnaires were excluded due to incompleteness. This makes the total number of useable questionnaire to 262 which are 84%, an acceptable response rate according to Weigold.

Instrumentation

Instrument refers to a systematic and standardized tool for collecting data. This study is a quantitative survey, it employed a self-administered questionnaire. The questionnaire has three parts and each part measures a specific construct. Table 2 and 3 below shows the instrumentation, measurement and the number of items in each variable used in this study.

Table 2: Construct and Structure of the Instruments

Scale	Items	Variables	Source	literature	Cronbach's alpha (a)
Meaningfulness	3	Meaningfulness	Spreitzer	.72	.83
Self-determination	3	Self-determination	(1995)		.87
Competence	3	competence			.82
Impact	3	impact			.94
UWES 9	6	Vigor	Schaufeli	.86	.90
	5	Dedication	Bakker and		.86
	6	Absorption	Salanova,(2002)		.82

Table 3: Name and Number of Items and Type of Variables

No	Name of variables	Number of Items	Type of variables
1	Meaningfulness	3	Independent
2	Self-determination	3	Independent
3	Competence	3	Independent
4	Impact	3	Independent
5	Vigor	6	Dependent
6	Dedication	5	Dependent
7	Absorption	6	Dependent
	Total	29	

RESULTS AND DISCUSSIONS

The demographic characteristic of the respondents (Table 1) indicates that the ages of the respondents ranged from 15 to 25 years with a mean of 31.87 and a standard deviation of 7.63. More than half of the respondents (62%) were below 35. For marital status, majority of the respondents that is 157 (59.9%) were married while 74 (28.2%) were divorced and 31 (11.2%) are widowed. For the educational background level, 114 respondents (43.5%) went through informal/adult education school, 103 respondents (39.3%) primary school and 45 (17.2%) secondary school. Based on the analysis one can say that since majority of the respondents had informal/ adult education, it is most likely that they need to participate in income generating activities. Those who engage in sewing do the majority constitute 30.5%, local detergent making 17.6%, body lotion making 18.3%, poultry keeping 17.9% and 15.6% engage in knitting.

Table 4: Demographic Characteristics of the Respondents (n= 262)

No.	Demographic Factors	Freq	Percent	Mean	SD	Min.	Max.
1	Age	87	33.2	31.87	7.63	15	59
	15 – 25	78	29.8				
	26 – 35	62	23.7				
	36 – 45	35	13.4				
2	Marital Status	157	59.9				
	Married	74	28.2				
	Divorced	31	11.2				
	Widowed						
3	Educational Level	114	43.5				
	Informal/Adult	103	39.3				
	Primary	45	17.2				
	Secondary						

4	Nature of IGAs	80	30.5				
	Sewing	46	17.6				
	Local detergent making	48	18.3				
	Body Lotion	47	17.9				
	Poultry keeping	41	15.6				
	Knitting						

Engagement in Income Generating Activities Determinants

Measurement Model was used to determine the factors responsible for rural women engagement in IGAs. Besides, the Measurement Model analysis Table 5 shows the correlation matrix for the analysis of the relationships between the variables.

Meaningfulness

The Pearson correlation analysis was conducted to examine the relationship between meaningfulness and engagement. The results indicate that, there is a significantly moderate and positive relationship between meaningfulness of the activities and engagement in IGAs ($r = .547$, $p < .05$). This indicated that, the higher the meaningfulness, the higher the engagement. This finding is in line with Laschinger et al., (2013); Janik and Rothmann, (2015) who found that, meaningful work foster motivation there by resulting in engagement. A significant and profitable job results in engagement where by activity roles are carried out keenly (Hon, & Chan, 2013; Zhang & Bartol, 2010)

Table 5: Correlation Matrix of Engagement Determinants

Variables	Y	X ₁	X ₂	X ₃	X ₄
Y (Engagement)	1				
X ₁ (Meaningfulness)	.547**	1			
X ₂ (Self-determination)	.558**	.565**	1		
X ₃ (Competence)	.280**	.282**	.249**	1	
X ₄ (Impact)	.079	.207*	.209*	.552**	1

Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed).

Self-Determination

The Pearson correlation analysis of self-determination and engagement. The results show that there is a significantly moderate and positive relationship between self-determination and engagement ($r = .558$, $p < .05$). The results indicate greater engagement in IGAs is associated with greater self-determination. In a related study it was confirmed that, a degree of independence can shape results as individuals will concentrate more on their roles if were autonomous (Meyer, Becker, and Vandenberghe, 2004; Vansteenkiste, and Ryan, 2013).

Competence

Table 4.7 revealed that, there is a significant low and positive relationship between competence and engagement ($r = .530$, $p < .01$) therefore, H3 is supported. The results indicates the higher the competence, the greater the engagement among the rural women in IGAs due to the direct relationship between the two constructs.

Impact

However, the Pearson correlation analysis in Table 4.7 shows that, there is no significant relationship between impact and engagement ($r = .079$, $p > .05$), so, H4 is not supported. In line with the proposed hypothesis in respect to this relationship, the result suggested that there is no significant relationship between impact and engagement.

Conclusively, the correlational analysis shows that there is a significant high and positive correlation between meaningfulness and engagement, indicating that, the higher the meaningfulness of the activity to the rural women, the higher their engagement in IGAs; a significant positive and high correlation between self – determination and engagement thus the more autonomous this rural women are the more they are engaged; a significant low and positive correlation between competence and engagement indicating that, the higher the competence level, the higher the engagement among the rural women in IGAs; and there is no significant correlation between impact and engagement, indicating that as far as the rural women were not given the chance to have influence on their activities there is little likelihood that they will be strongly engaged in IGAs.

CONCLUSIONS

This research is a quantitative study. The respondents were chosen using simple random sampling technique. A structured self-administered questionnaire was given to the sample size of 262 rural women who participate in IGAs organized by the Yobe state ministry of women affairs Damaturu in Nigeria. Psychological empowerment of rural women significantly determines their engagement in IGAs for the improvement of their socio-economic wellbeing as indicated by theories and researches. Engagement is seen as vital to rural women development and for this study meaningfulness, self-determination, competence and impact indicates how psychological empowerment is effective in determining engagement. The data were analyzed through the use of SPSS and Structural Equation Modelling (SEM). Based on the correlation result, the relationships between meaningfulness, self-determination, competence, and engagement are positively significant. However, there is no significant relationship between impact and engagement.

This study urges rural advancement practitioners and researchers to carefully address and evaluate the current income generating strategies adopted in developing countries so as to clearly identify the policy instruments that can be used in promoting activities in such a manner that assists in the reduction of rural poverty and fosters growth of the rural women (Carletto et al., 2007). Practitioners should understand the antecedents of empowerment so that due consideration should be given for rural women engagement in IGAs. The creation of rural advancement policies will be beneficial in understanding of the details of rural women income generating activities and their relationship to poverty and inequality the women are experiencing. Government agencies based on this study can enhance its programs in providing training to develop rural women capacity for income generating activity. Such program should be directed towards building meaningfulness in the participant regarding the specific activity, their self-determination to enhance commitment to the vocation and developing their competence for sustainable and quality engagement as well as to give them the autonomy to have control over the skills they are learning.

To curtail the lack of engagement among rural women the ministry should create a good environment by encouraging a good trainer and trainee relationship so that they will feel engrossed and psychologically present at the activity which will foster their engagement. Findings from this study will give the ministry a blueprint on which antecedent

of empowerment needs to be given more consideration. The ministry should take into account the personality aspect of these rural women into consideration as so as to make the activities meaningful, which will boost their competence and self-determination as well as allow them to have an autonomy this will increase the chances of engagement.

This study is not without limitations, the study is limited to examining the concept of engagement in an informal setting as mostly previous studies were done in a work context. The sample for the study is the rural women participants of the IGAs organized at the ministry of women affairs premises, a small department; as such generalizability of the result from the study to other ministries is not applicable. Measures from this study are self-reports which means the respondents filled the questionnaires themselves without the researcher's intrusion. The limitations to Self-report can be social desirability bias leading to over-reporting of physical activity which is highly a complex cognitive task. Therefore proxy reports are limited by the researchers as we have the opportunity to observe the physical activity of the respondents.

A comprehensive framework need to be introduced to study the four antecedents of psychological empowerment with engagement as more studies need to be done especially in the developing countries there is need for studies on the factors responsible for engagement of rural women in IGAs on another category of women so as to ascertain its generalization. Secondly, there is need for another study on previous rural women who participated in the program, as this study focused on present participants so as to determine whether the program has achieved its aims.

REFERENCES

1. Abramsky, T., Watts, C. H., Garcia-Moreno, C., Devries, K., Kiss, L., Ellsberg, M., Heise, L. (2011). What factors are associated with recent intimate partner violence? Findings from the WHO multi-country study on women's health and domestic violence. *BMC Public Health*, 11(1), 109. Doi: 10.1186/1471-2458-11-109
2. Adams, A. M., Rabbani, A., Ahmed, S., Mahmood, S. S., Al-Sabir, A., Rashid, S. F., & Evans, T. G. (2013). Bangladesh Innovation for Universal Health Coverage 4: Explaining equity gains in child survival in Bangladesh Scale, speed, and selectivity in health and development. *The Lancet*, 382(4), 2027–2037. Doi: 10.1016/S0140-6736(13)62060-7
3. Akpan, G. E., & Akpan, U. F. (2012). Electricity Consumption, Carbon Emissions and Economic Growth in Nigeria. *International Journal of Energy Economics and Policy*, 2(4), 292–306.
4. Akpan, U. P., Ibu, J. O., & Nyebuk, D. E. (2012). Gender and age specific prevalence and associated risk factors of type 2 diabetes mellitus in Uyo metropolis, South Eastern Nigeria. *Diabetologia Croatia*, 41(1), 17–28.
5. Aleke, Bartholomew and Egwu, Patricia, "Strategic Women Empowerment through ICT Innovation Adoption: Case of Smallholder Rice Farmers in Nigeria" (2015). UK Academy for Information Systems Conference Proceedings 2015. 29. <http://aisel.aisnet.org/ukais2015/29>. Page 2.
6. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2013). *Introduction to research in education* (9th ed.). Boston: Cengage Learning
7. Bakker, A. B., & Bal, P. M. (2010). Weekly work engagement and performance: a study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83(1), 189–206. Doi: 10.1348/096317909X402596
8. Bandura, A. (1977). Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. Doi:

- 10.1037/0033-295X.84.2.191
9. Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*, 19(1), 43–50. Doi: 10.1109/LPT.2009.2020494
 10. Bhatnagar, J. (2012). Management of innovation: role of psychological empowerment, work engagement and turnover intention in the Indian context. *The International Journal of Human Resource Management*, 23(June 2013), 928–951. Doi: 10.1080/09585192.2012.651313
 11. Charity, N. (2011). Empowerment and women's participation in development processes: A study of Nsukka community (Unpublished master's thesis). University of Nsukka, Enugu state, Nigeria.
 12. Cochran, W. G. (1977). *Sampling technique*. New York, USA: Wiley and sons. Ekpenyong, C. E.,
 13. Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19(2), 109–134. Doi: 10.1016/0092-6566(85)90023-6
 14. Fakhri, O. A. (2015). Agricultural services support Programme and socio-economic empowerment of rural women in Zanzibar, Tanzania (Unpublished Doctoral dissertation). University of Agriculture Sokoine, Tanzania.
 15. Fletschner, D., & Kenney, L. (2014, March). Rural women's access to financial services: credit, savings, and insurance. *Gender in agriculture* 11(7), 187-208.
 16. Hashim, M. J., Osman, I., & Alhabshi, S. M. (2015). Effect of Intellectual Capital on Organizational Performance. *Procedia - Social and Behavioral Sciences*, 2(11), 207–214. Doi:10.1016/j.sbspro.2015.11.085
 17. Herzberg, F., Mausner, B., & Snyderman, B. B. (2011). *The motivation to work* (12thed.). New Brunswick (U.S.A) and London (U.K). Transaction Publishers.
 18. Hon, A. H., & Chan, W. W. (2013). Team creative performance: The roles of empowering leadership, creative-related motivation, and task interdependence. *Cornell Hospitality Quarterly*, 54(2), 199–210.
 19. Hospers, G.-J. (2014). Policy Responses to Urban Shrinkage: From Growth Thinking to Civic Engagement. *Journal of European Planning Studies*, 22(7), 1507–1523. Doi:10.1080/09654313.2013.793655
 20. Janik, M., & Rothmann, S. (2015). Meaningful work and secondary school teachers' intention to leave. *South African Journal of Education*, 35(2), 1–13. Doi:10.15700/saje.v35n2a1008
 21. Kaber, N., Sudarshan, R., & Milward, K. (2013). *Organizing women workers in the informal economy: beyond the weapons of the weak*. New York, U.S.A: Zed Books Ltd.
 22. Karci, A. (2015). Chain Rule for Fractional Order Derivatives. *Universal journal of engineering Sciences*, 3(4), 53–63. Doi: 10.11648/j.si.20150306.11
 23. Y. Uma Jyothi & N. Sunitha, Communication Pattern of Tribal Women of Andhra Pradesh in Income Generating Activities, *International Journal of Educational Science and Research (IJESR)*, Volume 7, Issue 4, July-August 2017, pp. 95-100

24. Kimura, T. (2011). Empowerment, PO fit, and work engagement: a mediated moderation model. *European Journal of Economics, Finance and Administrative Sciences*, 38(2), 44–58.
25. Laschinger, H. K. S., Wong, C. A., & Grau, A. L. (2013). Authentic leadership, empowerment and burnout: A comparison in new graduates and experienced nurses. *Journal of Nursing Management*, 21(3), 541–552. Doi: 10.1111/j.1365- 2834.2012.01375.x
26. Llorens, S., Schaufeli, W., Bakker, A., & Salanova, M. (2007). Does a positive gain spiral of resources, efficacy beliefs and engagement exist? *Computers in Human Behavior*, 23(1), 825–841. Doi: 10.1016/j.chb.2004.11.012
27. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.
28. Meyer, J. P., Becker, T. E., & Vandenberghe, C. (2004). Employee commitment and motivation: a conceptual analysis and integrative model. *The Journal of Applied Psychology*, 89(6), 991–1007. Doi: 10.1037/0021-9010.89.6.991
29. Nikkhah, H. A., Redzuan, M., & Abu-Samah, A. (2011). The Effect of Non- Governmental Organizations (NGO)'s Approaches on Women's Empowerment in Shiraz, Iran. *Journal of Human Ecology*, 34(3), 179–187.
30. Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of psychology*, 52(1), 141-166.
31. Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: A self-determination theory perspective on eudemonia. *Journal of Happiness Studies*, 9(1), 139–170. Doi: 10.1007/s10902-006-9023-4
32. Ryan, R. M., & Deci, E. L. (2008). *Self-determination theory and the role of basic psychological needs in personality and the organization of behavior: personality, theory and research*. (3rd Ed.) New York: Guilford Press.
33. Schaufeli, W. B., Salanova, M., Gon Alez-ro, V. A., & Bakker, A. B. (2002). The Measurement of Engagement and Burnout: a Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, 3(1), 71–92. Doi: 10.1023/a: 1015630930326
34. Shortall, S. (2008). Are rural development programmes socially inclusive? Social inclusion, civic engagement, participation, and social capital: Exploring the differences. *Journal of Rural Studies*, 24(4), 450-457.
35. Spreitzer, G. M. (1995). Psychological empowerment in the workplace: dimensions, measurement, and validation. *Academy of Management Journal*, 38(5), 1442–1465.
36. Spreitzer, G. M. (1996). Social Structural Characteristics of Psychological Empowerment. Source: *The Academy of Management Journal*, 39(2), 483–504. Doi: 10.2307/256789
37. Stander, M. W., & Rothmann, S. (2010). Psychological empowerment, job insecurity and employee engagement. *SA Journal of Industrial Psychology*, 36(1), 1–8. Doi.10.4102/sajip.v36i1.849
38. Umoru, D. (2013). Employment and Economic Growth in Nigeria: A Bounds Specification. *Journal of Economics and Sustainable Development*, 4(5), 49-62.

39. UNCTAD, W. (2011). Price Volatility in Food and Agricultural Markets: Joint Policy Responses. Reports contributions by FAO, IMF, UN HLTF, WFP, World Bank, the WTO and IFPRI.
40. Vansteenkiste, M., & Ryan, R. M. (2013). On psychological growth and vulnerability: Basic psychological need satisfaction and need frustration as a unifying principle. *Journal of Psychotherapy Integration*, 23(3), (263.), 1–44.
41. Weigold, A., Weigold, I. K., & Russell, E. J. (2013). Examination of the equivalence of self-report survey-based paper-and-pencil and internet data collection methods. *Psychological Methods*, 18(1), 53-70.
42. Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: the influence of psychological empowerment, intrinsic motivation, and creative process management. *Academy of Management Journal*, 53(1), 107–128.