Adorn Traditional Marketing knowledge with vocational training for the Empowerment of Rural People

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Education & Training

Education and training are the essential pillars of empowerment which shall be made available to rural population. Education and training in suitable vocation are arranged to equip the trainees with skill and knowledge for the sustainable development of rural people. The traditional knowledge inherited from the ancestors is being practiced in day today life to meet the growing demand of the market. Due to change in lifestyle in the society, demand and taste for new products have been surfaced and entail the rural people to enhance their knowledge and skill in managing the manufacturing technology and marketing techniques. One of the major functions of managing the business is decision making based on the analysis of existing situation.

Kishor Raj P. et all, 1999, found that education was found to be an important variable influencing the involvement of women in farm decision making. Chandra, Shiv, 1999, pointed out that the variety of in-service training programme, including skill based training and auxiliary training (management training) induced tremendous change in the health system in the State of Rajasthan during mid-nineties.

Empowerment

Empowerment is to provide skill and knowledge to rural people in addition to their existing capacity. John H. Dobbs, 1993, empowerment gives power to set their own plan, gaining skills, building self-confidence, solving problems, and developing self-reliance. Empowerment of rural people can be realized only when programme provides the following:
1. Gaining new skill and knowledge
2. Awareness of one’s own capability and opportunities and Building self confidence

Traditional Knowledge on Marketing

Importance of rural people knowledge is also emphasized in many of the studies for rural development. The most important source of knowledge for agricultural development is rural people themselves and the time-tested systems of production that embody their knowledge. An understanding of rural people and their production systems should be an integral part of agricultural education.

It is essential to understand local knowledge to be used to implement development scheme. Van Crowder L, 1999 stated that understanding the contributions that local people can make to solve their own problems is the key to sustainable rural development.

Rural people naturally acquire traditional skill from their parents or from others by virtue of their position fixed by the culture of the society. Marilee Karl, 1997stated that rural women generally have knowledge of the various uses of a great many plants, animals and forest products. Their management of ecosystems and plant and animal resources is often based on knowledge preserved by women over the centuries. They were able to manage plant and animal resource for fuel, fodder,
clothing, household items, medicinal purposes, and sources of income and the creation of complementary systems of mixed farming.

Vandana Shiva, 1996, stated that women knowledge is based on sophisticated cultural and scientific practices. In many societies women hold primary responsibility for household food provision and other household tasks such as repairs.

Zwiefel H, 1995 observed that women are the main producers of cassava in Africa, Asia and Latin America, and are almost entirely responsible for its processing. They continued to test and experiment with old and new varieties and discuss their qualities, planting or cooking potential with her new family.

Anderson S, 1995, stated that women in south-east Mexico are looking after breeds of local hen, as well as local breeds of turkey, duck and broilers. These include egg production, ease of sale, broodiness, appearance, heat and cold tolerance, growth rate and eating qualities. The women can easily distinguish the breeds and species on each of the characteristics.

These studies reinforced the necessity of adorning the traditional knowledge on marketing techniques for the sustainability rural people livelihood.

**Need for marketing Knowledge**

Paul, Satya, 1998, found that the factors identified as responsible for their low earning from Integrated Rural Development (IRDP) are lack of management and entrepreneur skill required, procurement of poor quality assets, high risk and low production of IRDP assets and lack of infrastructure facilities. The performance of IRDP can be enhanced by providing better marketing facilities in the rural area.

Prasad, 1999, also found that lack of training facilities in management, production and marketing, inadequate infrastructure facilities like low shed, problem of obtaining credit and market management are some of the problems faced by Indian women.

All these above facts and reasons support the importance of enhancing marketing knowledge of rural population.

**Research study**

A study has been undertaken to understand the need for harnessing marketing knowledge with vocational training. The aim of the study is to assess the need for enhancing traditional knowledge in Marketing along with vocational training for rural people.

**Methodology**

The present research was conducted by collecting primary data from trainees who attended short term training. Sampling methods and Interview schedule were used for this study. Hypotheses were used to analyze the content of curricula of training and empowerment through the training.

**The Sample**

The purposive sampling is used to select the Institutions in Tamil Nadu, India. The trainees have been selected by using simple random sampling for the purpose of study. The sample size of beneficiaries is 480 from 23 Institutions. Demographic variables of beneficiaries were classified as:

- Age group in years: 15-20, 21-25, 26-30, 31-40
Educational group: Illiterate, School Up to 8th std, 9th – 10th std, +2, Certificate, ITI trade, Diploma, Degree/PG,
Income groups in Rs: Almost nil, Below 5000, 5000-10000, 10000-15000, 15000-20000, Above 20000

Statistical techniques

The following statistical techniques such as Simple Average, Standard deviation, Likert’s scaling techniques, Analysis of variance (ANOVA), ‘F’ test, ‘t’ test and Chi-square test were calculated.

Classification

The respondents expressed their opinion on the adequacy of course content in the training in five point scale - Highly adequate, adequate, Can’t say, inadequate, Highly inadequate. The ratings given by the respondents are classified into three groups, low, medium, high scores by using X + or - 1 SD classification where X is overall mean score and SD is standard deviation of respective variables

Hypotheses

Hypotheses are framed to assess the opinion of trainees on the adequacy of the course content.

Hypotheses on Adequacy of course content of the training
1. “There is no significant difference among the various age groups with respect to their average levels of adequacy of course content of the training”.
2. “There is no significant difference between male and female groups with respect to their average levels of adequacy of course content of the training”.
3. “There is no significant difference between married and unmarried groups with respect to their average levels of adequacy of course content of the training”.
4. “There is no significant difference among the various educational groups with respect to their average levels of adequacy of course content of the training”.

1. Age and course content

Relationship of age of respondents with their opinion on the adequacy of course content was analyzed.

Hypothesis No. 1 states” There is no significant difference among the various age groups with respect to their average levels of adequacy of course content of the training”.

<p>| Table 1 - ‘F’ test for age and course content |</p>
<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>252.095</td>
<td>3</td>
<td>84.032</td>
<td>12.480 **</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3205.103</td>
<td>476</td>
<td>6.733</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3457.198</td>
<td>479</td>
<td>** 1%Significant</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that the calculated F value is greater than table value at 1% level. Hence the hypothesis No. 1 ” There is no significant difference among the various age groups with respect to their average levels of adequacy of course content of the training” is rejected.

It can be inferred that significant difference is obtained among the various age groups in their average levels of adequacy of course content of the training.
2. Male and Female and Adequacy of course content
Opinion on the adequacy between Male and female sections were analyzed.

Hypothesis No. 2 states” There is no significant difference between male and female groups with respect to their levels of adequacy of course content of the training.” Table 2 reveals that the calculated F value is greater than table value at 1% level. Hence the hypothesis No. 2 ”There is no significant difference between male and female groups with respect to their levels of adequacy of course content of the training” is rejected. It can be inferred that significant difference is obtained between male and female groups in their average levels of adequacy of course content of the training.

Table 2 - ‘t’ Test for Male and Female and adequacy level of course content

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE ADEQUACY LEVEL</td>
<td>89</td>
<td>12.63</td>
<td>2.9441</td>
<td>3.975</td>
<td>478</td>
<td>**</td>
</tr>
<tr>
<td>OF COURSE CONTENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEMALE ADEQUACY LEVEL</td>
<td>391</td>
<td>13.86</td>
<td>2.5739</td>
<td>3.975</td>
<td>478</td>
<td></td>
</tr>
</tbody>
</table>

** 1% Significant

3. Education and course content
Relationship between education of respondents and adequacy of course content of the training was studied.

Hypothesis No.3 states ”There is no significant difference among the various educational groups with respect to their average levels of adequacy of course content of the training”.

Table 3 - ‘F’ test for education and adequacy level of course content

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>262.129</td>
<td>6</td>
<td>43.688</td>
<td>6.468</td>
<td>**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3195.069</td>
<td>473</td>
<td>6.755</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3457.198</td>
<td>479</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant

Table 3.B shows that the calculated F value is greater than table value at 1% level. Hence the hypothesis No.3” There is no significant difference among the various educational groups with respect to their average levels of adequacy of course content of the training” is rejected. It can be inferred that significant difference is obtained among various educational groups in their average levels of adequacy of course content of the training.

4. Annual income and course content
Analysis on the relationship between income of respondents and adequacy of course content of the training was analyzed.

Hypothesis 4 No. states” There is no significant difference among the various income groups with respect to their average levels of adequacy of course content of the training”.

Table 4 – ‘F’ Test for annual income and adequacy level of course content

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>322.343</td>
<td>5</td>
<td>64.469</td>
<td>9.748</td>
<td>**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3134.855</td>
<td>474</td>
<td>6.614</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3457.198</td>
<td>479</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** 1% Significant
Table 4 shows that the calculated F value is greater than table value at 1% level. Hence the Hypothesis No. 4 "There is no significant difference among the various income groups with respect to their average levels of adequacy of course content of the training” is rejected. It can be inferred that significant difference is obtained among various income groups in their average levels of adequacy of course content of the training.

Summary of Findings

Researcher has observed that all groups, age, male and female, education, and income, expressed significant differences among themselves over the adequacy of course content of the training.

Conclusion

Marketing Mix is widely acceptable formula for academicians, corporates and consultants. A thorough knowledge on Product, Price, Place and Promotion is essential to market a product in competitive world. The concepts of marketing mix have to be properly taught to rural business people to enlighten them to apply not only on their products but also on themselves. For example Branding and Positioning are crucial steps to capture the minds of customers. Like a product, villagers have to design the personal branding and positioning to tell how valuable they are to the customers. While selling agricultural products, farmers with the support of personal attributes, are expected to develop confidence on their services, uniqueness, quality in the minds of consumers.

Rural people are in need of understanding the marketing strategies which may be listed from their perspective.

- Understanding the market requirement (product) due to socio economic cultural and technological changes
- Identification and mastering in the suitable technology to survive in the changed situation.
- Identifying new customers, new market instead of confining in the local market
- Overcoming middle men in the market
- Enhancing personal qualities – manner of speech, politeness, negotiation skills listening habits, etc

Basic ideas on the marketing strategies may have to be included in the curriculum of the training to pave the way for the rural people to stand on their own to meet the livelihood of their family.