MANPOWER AND RURAL DEVELOPMENT:
(ARMTI) AGRICULTURAL AND RURAL MANAGEMENT TRAINING INSTITUTE IN FOCUS

LAWRENCE ORUTA
Department of Economic
Ebonyi State University
Abakaliki
Ebonyi State

&

PAUL NWAEZE
Department of Economic
Ebonyi State University
Abakaliki
Ebonyi State

ABSTRACT
This study is on the manpower and rural Development and (ARMTI) Agricultural and Rural Management Training Institute. The study problem which bordered on the problem of training and the challenges facing the rural development. The study employed the use of questionnaire method to gather its information’s from respondents that comprised of 250 workers, who were gotten from the agricultural and rural management training institute (ARMTI) the data analysis was done using the frequency table and sample percentage. The study findings led to some major study recommendations development on our society.

INTRODUCTION
Manpower training and rural development had become a serious concern of management either in the manufacturing or service industries.

It constitutes a major area of personnel management which every organization always takes seriously. The training of people for specializable task and roles, this involves learning of new skills through apprenticeship, acquisition of knowledge through indoctrination or by formal education institutions. Ekong (2001).

Rural development is defined by Ekong, as a process by which a set of technical, cultural, social and institutional measures are implemented with and for the inhabitants of rural area with the aims of providing their socio-economic conditions in order to achieve harmony and balance both on the regional and national levels” What this entails, however, is the amount and degree of changes occurring among a given rural population and whose conversing effects indicates, in time a rise is the standard of living and favourable change in the way of life of the people concerned. This means, through training and education of people in which relevant skills and knowledge to a comprehensive development of the rural areas even though such effort could integrate ideas like programme of community agricultural extension health and nutrition extension or any of the other programmes - sectors which are carried out in the rural areas or within the rural community through mass educative and relevant training. Ekong (2001) the idea of integrated rural development pre - supposed the recognition of a rural – urban continuum and the implementation that the rural counterpart for it is in this sense that the challenge of rural - urban migration, rural exodus and agricultural land industrial development can be tackled. (Ekong 2001).

Development must be harmonized in such an approach that both sectors can complement each other. Through adequate planning and implementation of conceived noble ideas, economic and social development can be achieved. Sometimes, it is noticeable their training pattern and approach are unplanned and unsystematic in outlook, therefore, made knowledge and skill acquired are to be un transferable at the long run, rural productivity are hindered. The emphasizes here is to bring about
awareness that there is need to meet up with millennium global development target efficiency by repositioning the economy through adequate and timeless training programme effort and resources committed to the development of human - resources is a decision and thought in the right direction.

STATEMENTS OF THE PROBLEM

Training and development of people that will transcend to rural development is the focus of this study.

The greatest challenge facing rural people today is the issue of overcoming their environment. The ability to conquer the environment which will lead them out of poverty life. This is most glaring, particularly in the rural areas where complete absence of government on the ground in terms of modern infrastructure and social amenities most especially electricity, road, pipe - born water, health centers (hospitals), standard educational institution and other things. These above mentioned facilities promote sustainable and good condition of living and in the contrary, the life of people are affected negatively when these facilities are not on ground. This is the case in most typical Nigerian rural areas, resulting to poverty of the people, lack of productivity and poor economic exchange as professionals hesitate to reside in those areas. The effect on them over - all gross domestic product is overwhelming as agro - refineries are jettisons, the challenge in focus is how to ensure rural setting environment friendly to enable required professional of various fields reside among rural people only in that, is true transfer of knowledge, skills and training received can be adequately utilized. It is assumed that over 70% of Nigerians population are involved in rural forming therefore since past government financial policies programme like poverty alleviation programme and others had failed to achieve its set objectives, it is believed that national Economic Empowerment Development strategies (NEEDS) couple with the newly licensed micro-finance credit bank will go long way in finding lasting solution to the ravaging poverty of the people.

It is expected that rural people will take advantage of various government programmes in developing themselves and be involved in the productive class. Training programme must be channeled towards the development of rural area - fardamal programmes are also expected to engage farmers in riverine areas throughout the year. This will ensure on income generation for the low scale farmers.

Preservation of product is are critical area that training is badly needed to make sure all product are not consumed afresh but method and scientific approach in storing product in storing product must be taught the people and improved seeds.

This work however, hopes to tackle supply of manpower (professionals) to the rural areas that will ensure transfer of skills and knowledge received which will transform the rural setting.

Absence of facility, flow of necessary information on improved seed through adequate research findings. Thereby emphasizes on grassroots institution to encourage participation of people that is people show key into government programmes. Access to market their products, open to credit facilities and the use of latest input (i.e. global technology) will bring back the former glory of 1970s agro-based Nigerian economy.

Review of Theories

Theories are bodies of knowledge that have been formulated overtime to explain the basis of a given study.

Osuala, (1998) defined a theory as an attempt at combining and integrating empirical materials for total clarification and unification. Theory guides and stimulates research work, for this purpose different theories would be examined in respect of training.

The study is intended to examined in respect of training on the rural development how training actually translate to development process and stage that would become an efficient work forces capable of transferring knowledge and skills acquired to increase performance. For the benefits of this study the following theories shall be considered.

Herzberg Two-Factor Theory
Traditional Approach
Strategic Theory

FREDERICK HERZBERG'S TWO - FACTORS THEORY

The present thinking among social scientist is that the ability to motivate people is not so much a gift as it is the application of theories derived from the study of human behaviour whose focus is to understand why people behave the way they do (Thomas, 2002).
Herzberg's (1959) consequence of his research work was the motivation hygiene theory which presents a definition of mankind's total needs. The theory identified two types of human nature which revolves around two sets of needs. One is the positive satisfaction, which is also referred as content factors that psychological growth provides ("motivation"). The content factors are intrinsic to the work achievement, recognition, responsibilities or the work it's the possibility of growth, etc. They are called satisfies or the motivators. These are things that motivate people to work at fail capacity. Herzberg believed that this set of job condition operate primarily to build strong motivation and high job satisfaction and productivity level but their absence usually prove serious dissatisfying.

The other needs of Herzbery are the extrinsic factor also known as the context factor (Hygiene) and in order to avoid physical deprivation and the physical and emotional discomfort that accompanies it. However, the need to avoid deprivation causes on individual to take action and example of such are salary, working condition, company policy, supervision, quality of interpersonal relation and the environment of work.

According to him, this hygiene factors may satisfy, but may not necessary motivate. The extrinsic factors are external rewards that occur after or way form work providing a direct satisfaction at the time the work is performance they are related to job dissatisfaction. However, based as they are on avoidance, these do not provide the individual with a sense of growth. Therefore, factors like responsibility and advancement stand out strongly as the major reasons involved in productivity high job attitude. The known intrinsic factors among others are internal rewards that occurred at the time of performance of work because of act of rewarding. A worker that experience intrinsic factors will be self motivated because the job is rewording. The question is how did he (Herzberg: 1959) arrived at this and what did he do?

Herzberg found that employee work per two reasons: for profit, in order to avoid physical deprivation and to enjoy the happiness and the meaning that achievement provides (Herzbery, 1959).

Employee looks to have their intrinsic needs fulfilled in the work place. By adding behavioural technology of indigenous incentives compensation, we can fulfill the human needs associated with psychological growth.

The content growth opportunities may have been the consequence or the result of good compensation will tap the unlimited human potentials associated with positive feelings (Herzberg, 1959).

Herzberg theory has not been without criticism leveled against the motivation hygiene theory. The critics maintained that the theory has a lot of inherent condition vroom (1964) identified such a contradiction, as the cause of job satisfaction and dissatisfaction are different.

Nevertheless, two factor theory is very relevant to his study in spite of several aspect of the theory is un-measurable success has been recorded.

Manpower attention to several organization of the world acknowledge that employees can only be truly motivate through their job intrinsic factors by giving them responsibility and apply their initiative in challenge their creative process to action. In this case, job it becomes rewording and the organization attain its set goal objectives.

Contrary to the use of content factors organizations that have always concentrated on the application of hygiene factors to motivated employees only achieve success in the short-run.

TRADITIONAL APPROACH

The major theory which underscores all training activities are commonly referred to as the psychologist have developed a number of important principle of learning. The principles are originally developed within the psychological laboratory.

However, the author of this work is concerned about the traditional approach to training and development how it brings about and reinforces organizational department of work place.

The management and development of my content is viewed in term of appropriate training programmes that are designed to meet the team spirit of the workforce.

It is the idea of the theory that individual worker learns to organize and co-ordinate their team to perform task and the executives learn to have the big picture equally known as the institutional demands (vision of the organization) the informational approach to human resources development over that time has added greater value and impact on group learning. Organization employees have the privilege of been exposure to skillful and experienced supervisor officers that would serve an instructor to them on how to go about their work.

Hall (1996) acknowledges that in this way in depth study on the job task occurred because individual employee has a challenging and inescapable responsibility to work for a target objective.
Obviously, training of this nature intend to bring to close gap in enabling employees to have desired standard of the organization which in turn brightening the attitudes, feelings and self development.

In the long run, group participants of a designed programme usually processed common goals of the organizational productivity, Thomas (2002) said every result is a consequence of behaviour and sincere training in its formal of motivation which is expected to have a change in emphasizes ability.

Training therefore, has shown that to have important role in the quality of work, life and employees sense of belonging.

**STRATEGIC THEORY**

Strategic theory (systematic) had been an ideal that most organization would regard as rationality and efficiency.

The origin of the theory explains more on cost effectiveness and training needs are recognized to avoid unnecessary and wasteful spending, objectives involving standards and get out to achieve priority. Articulated programmes are designed and carried out results are evaluated to ensure validity this only goes to emphasis that programme unfailingly meets specifics objectives alongside business goals.

Grundy (1994) offered learning insight that given the global technology and organization that fail to educate and train its team to standard of other completing organization may experience low productivity and patronage.

A four incurring model stage is used to represent strategic theory diagrammatically.

A Four Stage training Models

<table>
<thead>
<tr>
<th>Identified training need and specify objective</th>
<th>Design a programme</th>
<th>Implement a programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate Training</td>
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</table>

**Source**: Thomas, Knccoy (2002)

This diagram above demonstrate impractical the working of a well human resource development programme.

This arrangement favour of the job learning method to entrance training adequacy of the organization employees.

Separate training activities are identified without necessarily have to suffer the day to day work activities and evaluation is made convenient.

Training needs, assessment and analysis is all about identifying gaps between performance work and required standard of work which training solution would able to bring about.

Donally, (1987) in his theory identified three possible level of assessment. This he called organization, occupation and individual.

The theorist expressly analyzed that having identified the three, a clear and specific objective while designing and evaluation of the event can be inauguration.

This design helps to flow relevant information down the hierarchy i.e the individual concern whose training needs are assessed against the established standards.

Evaluation provides feed back to trainers as to where adjustment is needed to improve trainer's aptitude. The overall important of this help to provide data which will prove that trainer actually meets set objective at least to justify training expenditure.
Branley (1999) viewed evaluations of employee from strategies theory occur through the process in which managers emphasis should be in taking responsibility to encourage the real transfer of knowledge and skill acquired during learning and training in the workplace. In this view training should take conscience of the reality of organization context.

Characteristic of Organization Context:
I. Training activity must be practice to productivity target.
II. Training activity must include budgets, attitudes abilities and climate.
III. Describe change should be recognized from the outset of training activities.
IV. Training should be designed and delivered for derived change. Finally, knowledge has revealed that reasons that drivers training activity in human resources management can be internal or external.

It is evident that organizations usually based their training and development on the needs. However, theories are to provide opportunity, to improve attitude, feelings are employee development in life that such employee will fit into the job, maximum productivity target will be attained.

Process of a place, this rather translates to a comprehensive development of the rural areas.

Aina (2001) describes training as a process of getting people to do work and task in a way it should be done to give direction and analytical procedures. This is to say, manpower training remain a critical factor in the acquisition of required technological know-how which of performance in overcoming the challenges of environment. The immediate problem of man is the inability to overcome and conquer its physical environment due to illiteracy and lack of adequate material information.

Training and development programme aim people must be well planned and detail bearing in mind latest technique otherwise will fall if not well-focused. Bottomely (1983) maintains that training is congruent to knowledge and skill acquisition while development is about change in attitude and behaviour of an individual. Bottomely strongly stand that training and development of people equip them with great ideas needed to perform job and can be redeployed in the invent of redundancy. A creative person that is open to necessary training will make the indispensable. Therefore, the development of rural areas open the people to opportunity and advantage of taping the benefit of the environment only in training programme which carry people along in such height of success is achieved.

TRAINING POLICY

Organization training policy usually is included in the human resources policies. Its policy statement are set out on what the organization is willing to do in terms of developing its workforces. The role of training is therefore determined by over all purpose of the organization. However, organization policy varies according to their tradition of growing their own managers internally to sustain their needs. Thus, others depend in contracting out their training to external provides such as colleges, training institutes and private consultant (Ubeku, 1984).

By the same token, some organization adopts a midway position, providing induction training and job training internally, which contracting out management and supervisory training. However, the responsibility of training is in the discretion of the management share among the following categories:
1. Personnel managers
2. Training manager
3. Training officer
4. Instructors
5. Live manager
6. Supervisor

The teamwork of the above categories of managers help to achieve success in training programme -what is essential and most important is level of preparation and material for information before and exercise of training programme (Bankole 2002).

CONCEIVING EFFECTIVE TRAINING PROGRAMME

Before conceiving a training programme, a through insight which considers area of need is of utmost importance. Also, probability for a success and what the outcome will be, should be measured very importantly. Such training programme according to Akinagbe (1987) will require the following:
1. Employing a training institution - A trainer is one that develops employee's skills, knowledge and attitude required of him to enable such employee to high level of job efficiency.

2. A consulting firm - A professional body with record of training person, index can be given in task of planning, organization and evaluating the training scheme.

BASIC TRAINING AND DEVELOPMENT TECHNIQUES
Training serves the immediate need and development serves the future needs of the people.
Training method relevant to rural development that form part of the focuses among others are:-

APPRENTICE PROGRAMME
The method focuses on the developing the skill of craftsmanship, artician and in general, the informal sector - located in the rural area. The use of modern tools for handwork and farming most especially the fadamal farming along the riverine area. They are taught how to handle modern tools and techniques to ensure maximum productivity.

SPECIAL COURSE
This is whereby employee (people) are updated, those without formal education especially in the rural setting. They are taught course live blue - printing, reading, mathematics, seed transplanting, fertilizer application etc. this is intended to help develop their mental application to environment where they can help themselves and become less dependent on society for survival.

COACHING
This method is used both for operatives as well as management staff.

When adopted for executives, it enables, then the privilege of contact for interaction and efficiency.

However, it is not without shortcomings such as tendencies to rubber stamp current management styles and practices in the organization. Its success expectancy also is a section of coaching ability of instructors (teachers).

UNDERSTUDY ASSIGNMENT
This is a development strategy accession that an executive staff steps into a superior officer of this duty just for short period of time.

The officer usually is exposed to the technicalities of the work also giving him the privilege to know how to solve various managerial challenges that are lively to confront him in his future higher endeavours.

This arrangement, however, is designed to equip such officer to see the whole quality of the job. Nevertheless, the drawback is such thick it could create serious problems that might derailed the smooth operation of the organization. The tenure however, is short and worth this purpose.

JOB PROTECTION
This involves moving and assigning managerial trainers to one activity to another or one department to another. The whole essence is to broaden their supervisory and non-supervisor skills, knowledge and experience, above all to make them familiar with the work-lead of the organization.

Bankole (2002) maintained that the trainees purposely are to be acquainted with different organization activities that is aimed to expand their knowledge and skills.

Job rotation enables job enlargement as a specialist becomes a generalist. It allows greater understanding of either institution within organization based on human reserving need.

The problems associated with this method are that it increases training cost and productivity is reduced within the period of moving staff from one job to another. However, talent knock for being industrious and motivation of individual staff may be opened to coldness. The sound as a potential danger for job rotation. Also where few trainees are involved, it is not financially experiment to undertake of the job development programme.

This is one kind of programme that take place outside the actual job environment. This include training institutes and training centre where adequate facilities and provides for the facilities to enable effective trainee to ensure effective performance (Bankole 2000).
Trainer may be in house personnel, a consultant or both. It is often centered on junior, middle management and chief executive are also involved.

Training programme sometimes, may take place outside the country where the organization is situated (i.e. overseas courses). The essence of this kind of training is to help widen the trainee's job knowledge and experience beyond what can be learnt within the job atmosphere.

- **Programme Instruction:**
  This is a teaching and learning method aim at the area of the subject matter reduced to small but details and organically arranged into logically sequences on either video or audio cassettes for the purpose of convenient and easy understanding.

- **Classroom Instruction:**
  This is most traditional form of teaching this is effect acknowledge the transfer of knowledge, fact, figure and relevant information from the instructors to a large audience group (the trainees). The system however, is applied when concepts, theories, attitude to be learnt. Nevertheless, this system is seen to be one of the cheapest form of training hence minimum cost can cover large training.

- **Simulation and Training:**
  This is training activity of producing conditions which are similar to real ones. The exercise is developed and modeled carefully on realistic atmosphere in which trainers practices and receive feedback. This method is mostly used for jobs in which the risk and costs of mistake can be very expensive (e.g. airline pilots) simulation is a form of training often used in management training in which direct observation and feedback are not there, managerial decision are take as real situations.

- **Conference Method:**
  This is mature and more formal in approach to classroom lecture. Here a manager assembles from different work and organizations for interaction and cross-fertilization of ideas on matters that are on economic depression. Labour unrest, inflationary rate and shortage or raw materials. This help to widen their scope of knowledge and skills thereby enhancing their output, of this method is commitment based, participants are highly involved, resulting to change of attitude.

PROBLEMS OF TRAINING IN NIGERIA

Training is important to the achievement of organization goals, but it is not without challenges in Nigeria situation.

Some of these problems are highlighted by some author and examples of writes are as follow. Ubeku (1994), Bankole (2002) and matammi (1996) works out line below.

1. Complete neglect of local problem realities and issues of the point or programme design for training.
2. Training programme is foreign oriented in Nigeria.
3. A number of qualified experts we have is inadequate.
4. The training materials being used mostly are irrelevant hence it has no serious impact in the national objective and policy.
5. Training facilities available in Nigeria are in-sufficient.
6. Organization failed often to carry out training evaluation.
7. The real challenge is that skills transfer result in tracing programme does not translate.

EVALUATION OF TRAINING AND DEVELOPMENT

In training cycle, evaluation in ranks to be the final platform (stage) that make organization determines the level to which the objectives of the training programme has attained. Aina (1992) evaluation of training programme said the writer has to be in term of objectives which the management set for its and the expectation it holds.

Hamblin (1970), sees evaluation as any attempt to obtain relevant information (feedback) on the effects of a tracing programme, and to assess the value of in light of that information while Ubeku (1994) assessed evaluation as the value worth of a training program.

The moment a training programme is carried out, its value to the organization must be assessed if not, it might look like a lecture theatre with examination (Ojo, 1997).

Evaluation is not precisely the same as validations through the two are sometime interchangeably applied. The authors stressed that one aspect of evaluation that refers to the assessment of progress is the achievement of programme objectives (Beachi, 1980).
Hambling (1974) comments on participant reaction, which is measured on how well the trainers and trainer react to programme. Trainers learn the principle, facts and techniques include in the training programme. However, change is participant and impact. The impact of programme on organizational effectiveness which explains tangible result of training (i.e. cost reduction and wastage, labour turnover and absenteeism, improvement is productivity etc). Kirkpartick (1983) developed a set of four (4) criteria for training evaluation, namely:

I. Reactions
II. Learning
III. Job Behaviour
IV. Result

a) Reaction: Participants views about the training programme are put together that is, trainee's impression about training method, training facilities, training material and content.

b) Learning: At this point, trainer ability to learn the facts, principled and approaches contained in the training program and determined whether trainers have learnt new knowledge, skills and put an improved attitude. Learning measure are carried out with paper and pencil test administered before and after.

c) Job Behaviour: This is the employees change in job behaviour due to training already attained on the job, this usually is observe and experience by the employees themselves and other colleagues around them.

d) Result: Evaluation of workers training is necessary to improve performance because in examines the overall results that were achieved in form of increased productivity, low rate of labour turnover and proper handling of high - technology equipment.

THE ANALYSIS OF TRAINING AND DEVELOPMENT PROGRAMME

In broad sense, the benefit of training and developmental programme enhances productivity, efficiency and change in work behaviour to both the management and employee at large, Aina (1992) argued that training and development are immeasurable to both the management and the trainer in term of harvest or grain, also maintainer that some are tangible measure directly in naira while others are intangible. The author also believed that training and development, decreased breavage and absenteeism and turn around in entire productivity.

However, employees also derived some benefit too, which appears in form or increase earning power, opportunity for advancement and enhancement of self respect, strong sense of security and realization of economic independence.

To the end, training and development are cost effective, hence they facilitate the development of improved work methods from within and produce reserves for the cost running organization this has enabled higher productivity and underscore efficiency.

THEORETICAL FRAMEWORK

Social scientist, theologians and even novelist have advance grand theories of social change. These theories allow us at least, compare new ideas about social change with those that have been in used for many decades. Therefore, this study is said to adopt Frederick herzberg's two - factors theory.

Frederick Herzberg' Two - Factors Theory

The present thinking among social scientist is that the ability to motivate people is not so much a gift as it is the application of theories derived from the study of human behaviour whose focus is to understand why people behave the way they do (Thomas 2002).

In applying Frederick Herzberg's two - factors theory to this research work for the motivation hygiene theory which presents a definition of mankind total needs. The theory identified two types of human nature which revolves round sets of needs. One is the positive satisfaction which is also referred as content factors that psychological growth provides. It clearly state that motivating of workers, we need to know their needs so as to help them in solving some of their problems so as to motivate workers towards work. Frederick Herzberg's two - factors theory is been apply to help the (ARMTI)

Agricultural and rural management training institute achieve their lay down goal.

DESIGN OF STUDY

The survey method was used for this study. The research work is based on a good study survey into Agricultural and Rural Management Training Institute in Ilorin which is the capital of Kwara State
AREA OF STUDY

The area of study is the municipal area which is located at Ilorin city in Kwara State. Agricultural and Rural Management Training Institute (ARMTI) was established in 1980 and was constituted into a parastatal of the then federal resources through decree 37 with a world bank loan. Kwara State consists of areas like, Ilorin, Offa, Oro, Edidi, Omo-aran, Ifo, ajase-ipo, Ilo-offa, erin-ile, esie, these are the Yoruba speaking areas while some parts are known to be Fulani which comprise of the ruling parts. In Kwara State it is been ruled by the minority which are the Fulani (Emir of Ilorin).

The mission and mandate of the institute is to improve management practices in the Agricultural rural sector of the economy through the appropriate management interventions. Their main subsistent economy is Agriculture.

SCOPE OF THE STUDY

A complete and comprehensive research on agricultural and rural management training institute is been made for adequate findings on manpower training and it's rural development, which is situated in the city of Ilorin in Kwara State. (North central).

POPULATION OF THE STUDY

This study concentrated on the workers working in Agricultural and Rural Management Training Institute (ARMTI). The workers are predominantly of traditional and modern occupational roles. The population estimate of these workers working at Agricultural and rural management training institute is about 310. It should be noted that all workers are studied while in their relevant working place and they may not necessarily be residing around the working place.

SAMPLE SIZE

A sample is a proportion of a population selected for observation and analysis with a view of making references about the population. The sample size used in this research work is 250 workers.

SAMPLE TECHNIQUE

The study sample includes 250 workers (146 males and 104 females) in ARMTI Agricultural and Rural Management Training Institute. We have 100 senior staffs and 150 junior staffs.

And all the frequency sum up to 250 respondents in all and they were gotten through simple random sampling

INSTRUMENT OF DATA COLLECTION

The instrument used to collect data is both interview and questionnaire method in gathering data forms the sample respondents.

Osuala (1992) used questionnaire as the instrument for collection, description and data attitude. Hence, the questionnaire contains a number of questions having bearing with the research subject. Basically, the concept of using questionnaire came about because questionnaire is cheap and time saving which is suitable to get information relevant from the respondents for the purpose of the study. Given the characteristic, questionnaire ensures independent responses and provides for the confidentiality of the respondents identity.

The questionnaire combines both open and closed ended questions easy for the respondents to answer.

ADMINISTRATION OF INSTRUMENT FOR DATA COLLECTION

The researcher administered the questionnaire with the help of the research assistance for the traditional occupation respondents both the researcher and research assistant administered it while for the modern occupations respondents filled it themselves. The researchers and research assistant encountered less problems in selecting the sampling units to fill the questionnaires. The following are some of the major problems the researcher and research assistant encountered during the data collection process.

I. Problem of co-operation: Both the researcher and research assistant heard to convince a number of respondents to fill the questionnaire. Much of this trouble came from the illiterate staffs and some were demanding for money before response.

II. Problem of ensuring some question: Both the researcher and research assistance experienced some problems with some respondent on questions of literacy level, mainly semi - skill workers.
METHOD OF DATA ANALYSIS
Each of the questions in the questionnaire gathered from the respondent was properly represented in the data collected, frequency, counts and the percentage of respondents on the research objectives are to be calculated in percentage.

DATA PRESENTATION AND ANALYSIS
This is done in percentage distribution of the respondents responses to the questions asked. A total of three hundred questionnaires were administered and only two hundred and fifty questionnaires were properly filled and returned, twenty-five were poorly filled while twenty-five were not returned.

SOCIO-ECONOMIC BACKGROUND OF RESPONDENT
The herein after table presents personnel characteristic of the respondent based on sex, age, educational qualification department, working experience etc.

Table 4.1: Frequency distribution of respondent based on sex

<table>
<thead>
<tr>
<th>SEX</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>146</td>
<td>58.4</td>
</tr>
<tr>
<td>FEMALE</td>
<td>204</td>
<td>41.6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)
The above table describes that 58.4% (146) of the respondents are males and 41.6% (104) of the respondents are females.

Table 4.2: Frequency distribution of respondents based on age

<table>
<thead>
<tr>
<th>AGE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-30</td>
<td>58</td>
<td>23.2</td>
</tr>
<tr>
<td>31-40</td>
<td>72</td>
<td>28.8</td>
</tr>
<tr>
<td>41-50</td>
<td>62</td>
<td>24.9</td>
</tr>
<tr>
<td>51 and above</td>
<td>58</td>
<td>23.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)
Table 4.2 shows that 23.2% (58) of the respondents are aged 18-30years, 28.8% (72) are between the age bracket of 31-40years, 24.8% (62) of them are found within the age group of 41-50years the remaining 23.2% (58) of the respondents were above 50 and above years.
Table 4.3: Frequency distribution of respondents based on education qualification

<table>
<thead>
<tr>
<th>Education qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC/SSCE</td>
<td>58</td>
<td>23.2%</td>
</tr>
<tr>
<td>OND/NCE</td>
<td>58</td>
<td>23.2%</td>
</tr>
<tr>
<td>HND/B.SC</td>
<td>72</td>
<td>28.8%</td>
</tr>
<tr>
<td>M.SC/MBA/PH.D</td>
<td>62</td>
<td>24.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

Table 4.3 in the above 23.2% (58) of the respondents were SSCE/WASC holder, 23.2% (58) of the respondents were OND/NCE qualification 28.8% (72) of the total respondents were HND/B.SC degree 24.8% (62) posses M.SC/MBA/PH.D degree. Those variations of the respondent's qualification play an important role in organization productivity in the area of training and learning.

Table 4.4: Frequency distribution of respondents based on department

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension management</td>
<td>65</td>
<td>26</td>
</tr>
<tr>
<td>ADEM</td>
<td>58</td>
<td>23.2%</td>
</tr>
<tr>
<td>AFRC</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>Other specific</td>
<td>67</td>
<td>26.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

In the above table 4.4 extension manager control 26% (65) respondents ADEM have about 23.2% (58), respondents of AFRC has 24% (60) and total respondents of 26.8% (67) is of other duties respectively.

Table 4.5: Frequency distribution of respondents based on length of service in the organization.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less 3 years</td>
<td>45</td>
<td>18</td>
</tr>
<tr>
<td>4-7years</td>
<td>86</td>
<td>34.4%</td>
</tr>
<tr>
<td>8-11 years</td>
<td>74</td>
<td>29.6%</td>
</tr>
<tr>
<td>12years and above</td>
<td>45</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)
Table 4.5 shows that 18% (45) of the respondents worked less than 3 years with the organization. 34.4% (85) have been working with the organization between 8-11 years and lastly 18% (45) have worked for over 12 years and above.

**SECTION B**

This section is concerned with the analysis of the respondents perception as regards to training facilities and development programmes in the organization.

**Table 6:** Frequency distribution of respondents on the basis of whether they enjoy doing their job.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>210</td>
<td>84</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>Can't say</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Researcher's Survey (2011)*

In the above table 4.6 84% (210) opined to have enjoyed their job and training facility, nil % (0) response to No while 16% (40), can't say whether they do enjoy doing their job.

**Table 7:** Frequency distribution of respondents on the basis of categories of staff

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>210</td>
<td>84</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>Can't say</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Researcher's Survey (2011)*

In the table 4.7 above junior of staff constitute 26% (65), supervisor has about 23.2% (58), senior staff shared 26.8% (67) while the total response of 24% (60) were made up of management staff.

**Table 8:** Frequency distribution of training and development programme need of the employees.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Researcher's Survey (2011)*

Table 4.8 enumerated the importance of training as opinion poll shows that everybody irrespective of the job design need training for performance of duties 100% (86) shared the idea that training is very important.
Table 9: Frequency distribution of respondents based on the beneficiary of training programme.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>150</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>72</td>
<td>28.8</td>
</tr>
<tr>
<td>Neutral</td>
<td>28</td>
<td>11.2</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

Table 4.9 in the above presented 60% (150) agreed to have benefited in the training programme within organization, 28.8% (72) had not benefited from training programme, while, 11.2% remained undecided.

However, more staff had benefited from various training organization.

Table 10: Frequency distribution of respondents of those that like their present job.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>250</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Neutral</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

Date obtained from table 4.10 shows that 100% (250) of the respondents agreed that training indeed improves skill and knowledge of trainees a lot of take away value.

Table 11: Frequency distribution of respondents based on types of training programme.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower staff training</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Middle staff training</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>Management staff training</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td>All of the above</td>
<td>180</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

Table 11 shows that 4% (10) opined that lower staff training are undertaken middle staff were 8% (20), management training had 16% (40) however, all of the above training programme shared total of 180% (72) shows that all of the staff training programme are undertaken.
Table 12: Frequency distribution of respondents of training programme in ARMTI for staff.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a year</td>
<td>40</td>
<td>17</td>
</tr>
<tr>
<td>Twice a year</td>
<td>70</td>
<td>28</td>
</tr>
<tr>
<td>Thrice a year</td>
<td>80</td>
<td>32</td>
</tr>
<tr>
<td>Can't say</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

Data obtained from table 4.12 shows that once a year training is 17% (40), twice a year had 28% (70), thrice a year were 32% (80). The total of 24% (60) of the respondents specified that I can't say due to availability of funds.

Table 15: Frequency distribution of respondents as whether they agree with training method of ARMTI

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly agree</td>
<td>158</td>
<td>63.2</td>
</tr>
<tr>
<td>Agreed</td>
<td>92</td>
<td>36.8</td>
</tr>
<tr>
<td>Disagreed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Highly disagreed</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

Table 4.15 shows that 63.2% (168) highly agreed with the training method while 36.8% (92) only agreed. Nevertheless, method can be improved upon due to global technology which means change is constant.

Table 16: Frequency distribution of how training programme has helped to achieve client needs/goals.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High extent</td>
<td>149</td>
<td>59.6</td>
</tr>
<tr>
<td>Low extent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Average</td>
<td>101</td>
<td>40.4</td>
</tr>
<tr>
<td>Not at all</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)
Data obtained from table 4.16 shows that 59.6% (149) believed to high extent training facilities has helped to achieved clients goal, 40.4 % (101) also felt that achievement of clients goal were of average others had no representation of opinion.

Table 17: Frequency distribution of respondents (clients) to various training programme.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>164</td>
<td>65.6</td>
</tr>
<tr>
<td>Good</td>
<td>80</td>
<td>32</td>
</tr>
<tr>
<td>Fair</td>
<td>6</td>
<td>2.4</td>
</tr>
<tr>
<td>Poor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

Data obtained shows that 65.6% (164) agreed to very high extent is the clients responses to all the training programmes. 32% (80) equally believed that clients responses work good, 2.4% (6) maintained it was fair while poor went for nil.

Table 18: Frequency distribution of respondents on ARMTI appraisal of relevant programme and performance.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly satisfied</td>
<td>92</td>
<td>36.8</td>
</tr>
<tr>
<td>Satisfied</td>
<td>81</td>
<td>32.4</td>
</tr>
<tr>
<td>Unsatisfied</td>
<td>26</td>
<td>10.4</td>
</tr>
<tr>
<td>Undecided</td>
<td>51</td>
<td>20.4</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher's Survey (2011)

In the table presented above in figure 4.18 shows that ARMTI training programme is highly appreciated as 36.8% (92) were highly satisfied, 32.4% (81) satisfied, 10.4% (26) not satisfied and 20.4% (51) respondents were undecided. When we consider highly satisfy and satisfy percentage we can conclude that it is of great value to the development of people and rural needs that with transform the society into global relevance.

Table 19: training scope of ARMTI 2006-2011

<table>
<thead>
<tr>
<th>ARMTI Training Programme</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and management of agricultural and rural development</td>
<td>1234</td>
<td>25</td>
</tr>
<tr>
<td>Human Resources Development and General Management</td>
<td>592</td>
<td>12</td>
</tr>
<tr>
<td>Agricultural financial and Rural Credit management</td>
<td>494</td>
<td>10</td>
</tr>
<tr>
<td>Entrepreneurship and small/medium Enterprise Development and management</td>
<td>395</td>
<td>8</td>
</tr>
</tbody>
</table>
ARMTI training programmes cover the above label table. Beside regular training seminar and conference on topical issues. Figures 4.17 show that agricultural and rural development has about 25% (1,234) trainees for period of seven (7) years while human resource and management hail 112% (592) participants. In the area of agricultural finance and rural credit management participant were 10% (494) and also entrepreneurship and small/medium enterprise management trained 8% (395), management information system and data process had 11% (543), Gender issues and youth development witness 4% (197) this represented most ignored aspect in the programme research management has 8% (395), Rural infrastructure and institution development also trained 10% (494) participant. Finally extension management had 12% (592) in year under - review, the total trainees over the period of seven (7) years from 1999-2005 was 4,936 trainees.

While it is correct to state that the various programme are efforts in the right direction, we should not equally forget that given the population of Nigeria, and above all, for the sake of the development of rural setting the member of trainees is for below what is required for the growth our economy especially, the gross domestic product (GDP).

In the area of planning and management of agricultural and rural development, the figure compared with others, is fair enough there is a lot room to improve in the area of finance and credit management, especially, the management of fund and business management in general.

The adage that "youths are the future leaders of tomorrow" is nothing but truth. The management of the youth of training programmes where by they can be meaningfully engaged and exploit their God given.

Potentials is crucial now the unemployment index is very high.

It is in rural development programme which support self-help, self - Employ and redefining of ones self that restive youth will find an answer to erring question of white collar job.

Nevertheless, development of rural infrastructure will either hinder or help the engagement of rural people. Good road networks, electricity, portable water, viable health system and market for agricultural product will create enabling environment hereby checkmate rural urban migration. The lives of the rural people is possible to have meaning if government will not relax in its effort in providing credit facilities through micro finance bank around, I do hope the nation will soon witness 10% growth rate of our economy.

**FINDINGS**

From the finding, there is high relationship between training and rural development and in terms of rural productivity in the engagement of rural farmers.

Obviously, most rural settler are self-employed, and predominantly farmers, some equally get involved in petty trading. Reasons being that the group of people only required little capital to do their businesses therefore become expedient in doing what they do best.

The study equally established high relationship between training and performance in the use of new technology know-how and in the application of insecticide to control weed, application of fertilizer and practices of extension farming. Based on the findings, ARMTI offers has imparted positivity in
providing succor to rural farmers by providing data, information and necessary uncreative to boast their capacity building.

**CONCLUSION**

From the foregoing, the research findings have no doubt have really confirmed to a great extent that rural development in Nigeria and other parts of world depend largely on the level of researches made base or centre on the development of rural infrastructure couple with provision for table water availability and affordable health centre. Transfer of skills, knowledge and capacity building will assure the overall achievement of national goals.

Rural people cannot be fully productivity without necessary technical know-how to go with right attitude in their legitimate profession. In view of this timely and most needed training capable for transforming the society, human potential will be achieved fully.

This research work only attempts to make its mark in reshaping the body of knowledge through its own contributions. Therefore, in the quest for high productivity and efficient use of human and natural resources, redefine some will actualize the dream of our rural dweller thereby increasing productivity, quality of health and reduction of stress which will cut down mentality rate in third-world countries.

However, going by the total frequency of training programmes during the year under-review, allotment of youth development left more to be desired if they are truly to succeed the present generation of leaders in future. The various workshops and seminars are not on ground enough to carry along rural people (youths), while it may be true that the funds are not there, does not justify below pass-mail attention given to youth development.

**RECOMMENDATION**

In view of research findings one can only see that the poor state of rural areas of our society is caused by total absence of government programmes in the various rural communities environment. Improved seeds and fertilizer be made available onto farmers not through middle sellers.

The youth should start their own small businesses provided there is improvement in access to finances.

The development for monitoring programmes for young entrepreneurs by assisting young entrepreneurs with marketing skills and by developing business part for entrepreneurs will go along way.

Innovative financing schemes, such as ventures capital funds (for example, for young entrepreneur) as well as micro-finance scheme (small-holder farmers considering agro processing investment) must be provided.

Government must identify a number of strategies sector, tackles the bottom-neck there and allows entrepreneurs to raise growth in rural areas. State and local government institution need to set aside some funds each year to support such entrepreneurial start up.

This is achievable is some farms of public partnership where we complement funds from the private sector by setting aside some money in the budget each year.

ARMTI must assume some role of go-between by providing necessary data material information.

Nothing worthwhile can be achieved without thorough planning and commitment of fund to such programme.

Political authors through the policy statement must ensure that funds are directed towards rural electrification of rural areas.

Energy productivity will create millions of jobs for the peoples who are engaged in self-employment, such as petty traders, local hunters could farm alongside.

Rural areas should open up by building good road - network this will help the rural farmers access the market for their products.

Rural areas must be designed to accommodate professionals who will transfer necessary skills and knowledge of the people except they live among the people merely mailing data will only work with records of failure.

Creation of enabling environment by repealing of state land use decree's let people have access to land cheap two exponentially increase productivity.

Regular seminars and workshop as currently in use in ARMT1 should be organized from time to time because technology is dynamics or changing on daily basis. Therefore, rural people should be open to relevant knowledge of their environment. Improved seeds and fertilized be made available onto farmers not through middle sellers.
Government did well in inauguration and licensing of micro-finance banking that is making loans available to people without collateral should be spread. Also, future programme should integrate people and private sectors for success realization.

The stakeholder both public and private sectors in conjunction with state and local government institutions must join hand in developing and eradicating poverty in rural areas.

This can be achieved by making available reliable data of those in need of jobs and in what area.

The youths must begin to start their own small businesses provided there is improvement in access to finances.

The development for monitoring programmes for young entrepreneurs by assisting young entrepreneurs with marketing skills and by developing business part for entrepreneurs will go along way.

Innovative financing schemes, such as ventures capital (for example, for young entrepreneurs) as well as micro finance scheme (small-holder farmers considering agro-processing investment) must be provided.

Government must identity a number of strategies sectors, tackles the bottom neck there and allows entrepreneurs to raise growth in rural areas. State and local government institutions need to set aside some funds each year to support such entrepreneurial start up.

This is achievable in some forms of public private partnership where we complement funds from the private sector by setting aside some money in the budget each year.

ARMTI must assume some role of go-between by providing necessary data material information needed by government for effective planning.
REFERENCES


