



EFFECT OF TRAINING AND DEVELOPMENT ON AGRICULTURAL DEVELOPMENT PROGRAMME EXTENSION WORKERS IN OGUN STATE, NIGERIA.

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Abstract

The study examined the Effect of Training and Development on Agricultural Development programme Extension Workers in Ogun State, Nigeria. Proportionate sampling technique was employed in selecting the sample size of 98 respondents from a total population of 303 extension workers, structured questionnaire of five-point rating scale was used for data collection. Data obtained was analyzed using descriptive and inferential statistics such as mean, standard deviation and Pearson product moment correlation. Findings reveals that the mean age was 39.99 years, (57.1%) of the respondents were male, (78.6%) of the respondents were married, (52.0%) of the respondents were Bsc holders. The mean years of working experience was 10 years while mean monthly income was #94,381.63, majority (69.4%) of respondents perceived that there is increase in the knowledge and skills of the employee after training. Some of the constraints identified were improper health and safety measures in training venues (34.7%), Acquiring training from obsolete center (22.4%), inadequate skills by the trainer (21.4%). Furthermore, a positive and significant relationship existed between areas of training received by extension staff ($r= 1$, $P=0.043$) and job performance. The result concluded that extension staff have positive perception towards training, by involving them in a well-designed training and development programme, with training policy. Effective management and implementation of training and development programme is highly recommended to the management of Ogun State Agricultural Development Programme.

Keywords: Training and Development, Extension Workers, Job Performance

Introduction

Training and development together is that section of human resource management that are basic to each other and complete each other, they are depending on the other, it means both of them can be offered to the employee at the same time with the total aim of increasing products (Shukur, 2015), and this is done by improving and supporting current employee skills (training) and plans for the future (Abd Zebari, 2015). Training and development could be offered together or can be directed, each one separated from the other, it not essential for them to occur in the same time (Surarchith, 2015). Both of them are basic forgetting an accepted human resource management. Anwar, (2017) states, that an organization tries to support their employee abilities to hit the target, while developing the staffs, which are supposed to get more responsibilities and future plans that they were employed for, and take part in the organization according to their efficiency. Anwar, (2016) states that trained staffs are best prepared for the coming years, to build bright future while working hard for it in the current. They will be the main source of energy to their organization, and anything cannot stop what they planned for it (Abdulla *et al.*, 2017). Aniobi S. C and Ewuim N, C, found out that TETFund Interventions in Nigerian Universities have positively increased the provision of office spaces, lecture halls, laboratories and libraries in needed for optimal performance of the academics.

Development: It's that section of human resource management that seeks change in direction of the current status of staffs and the whole organization to support more growth and it's for general



purpose (Climis, 2017). Development theory deals with the issues happening now, the situations in this time, and to revise them in case if there exists a defect, or there may not be any defect just to improve and support the staff working quality to reach the aimed goal as planned for, Or otherwise there may be a current problem detected during this development process, then efforts made to return them into a state of normality and even seeking better performance and involving management and changes so that they can be updated (Qadir, 2017). Training and development may show the hidden skills and make maximum use of it to assist in a greater effectiveness in the organization (Gardi *et al.*, 2020), Training is one of the great tools to establish organization conditions which leads to strive for better personnel performance. Despite the fact that training and development is embraced in Nigeria's agricultural sector in recent times, especially, in the use of advanced technology. It still has issues of employees still not performing up to standard operating procedure in the work environment. Some employees have not enhanced their skills and abilities to enable them to be effective and efficient on their job duties. Overtime, there have been complaints from the agricultural institutions that offer training and development programmes about some employees' performance and attitude towards the job, it has however been an issue to ponder on that despite several trainings undergone in the organization there are still some employees that their performance has not improved (Gardi, 2021). It is against this background that this study provided answers to the following research questions: What are the socioeconomic characteristics of the respondents? What is the respondent perception towards training and development? What are the areas of training received by the respondents? What are the respondents' training needs in their study area?

Broad objective

In providing answers to these questions, the study examined the Influence of Training and Development on Extension Staff's Job Performance. Specifically, the study is to:

- a) describe the socio-economic characteristics of the respondent in the study area
- b) determine the respondents' perception towards training and development in the study area.
- c) identify the respondents' area of trainings received.
- d) identify the respondents' areas of training needs.

Hypothesis of the study was stated in null form and tested.

HO: There is no significant relationship between the areas of training received and the respondents' job performance.

Research Methodology

Survey research design was adopted for this study; the area of the study was Ogun State ADP, located in South-west geopolitical zone of Nigeria. The targeted population was all the staff of Ogun State ADP totaling 303 in the three agricultural zonal offices. Proportionate random sampling technique was employed in selecting the respondents considering Krejcie & Mrogan (1970) table of determining sample size; 102 respondents were used as a sample. Instrument for data collection was structured questionnaire of five-point rating scale. The Instrument consists of section A personal data while B, C and D contains of 18 items questions related to the research questions. The instrument was validated by experts. The researcher with the help of trained research assistant administered and retrieved the filled questionnaires from the respondents. The data collected was analyzed using percentages, means and standard deviation. The researcher decided for any mean above 2.50 is agreed while mean less than 2.50 is regarded as disagreed.

Results and Discussion

Personal characteristics of respondents

The results on socio-economics characteristics of respondents is presented in Table 1: The mean age of the respondents was 39.9 years. It could be inferred from the findings that majority of the respondents in the study area are still young and vibrant which means they are in their productive age. This study is quite in line with that of Ibeun (2012) who described that more than half of the employees in agricultural organizations in South West Nigeria are within the age range of 31 – 40 years. 57.1% of the respondents were male while 42.9% of the respondents were female. This



implies that majority of the respondents were male, this could be as a result of the emphasis placed on men by the society as being responsible for their household (wives and children) thereby making women dependent. This result is in agreement with the findings of Banmeke and Ajayi (2010) who revealed that the number of male in agricultural institutes of Southwest Nigeria were more than the female. Majority (68.4%) of the respondents were Christians and 31.6% were Muslims, this reveals that respondents have some form of spirituality. Majority (78.6%) are married while 15.3% were single. This reveals that the respondents' level of responsibilities will increase due to dual responsibilities posed by being a working father or mother. This sense of responsibility may increase their level of commitment to their jobs. This assertion is in line with the position of Oladejo *et al.* (2008) who opined that marriage confers some level of responsibilities and commitment on people. Furthermore, the result indicates that more than half (52.0%) of the respondents had Bachelor's Degree, 18.4% had HND while 23.5% and 6.1% had MSc and OND/NCE respectively. This implies that respondent in the study area had one form of tertiary education or the other. This could lead to higher level of job performance at work. This is in congruence with Amangala (2013) who reported that higher educational qualification means higher rank and more responsibilities which subsequently increase job commitment. The mean income of the respondents was ₦94,381.63 monthly. It could be inferred from the findings that employees are high income earners compared to other sectors and this could influence their job performance at work and less conflict at home if they have some level of comfort and able to meet their basic needs which includes food, clothing and shelter. The mean years of work experience and family size are 10.24years and 4.11 respectively. This result showed that the respondents have established themselves and have been in the organization long enough to know the effects of employees' training and development on job performance. The findings further showed that most (68.4%) of the respondents are village Extension Agents (VEA) whose area of specialization is animal science (30.6%) and have attended five (5) different trainings on the average.

Table 1: Percentage Distribution of respondents by socio- economic characteristics. N=(98)

Variables	Frequency	Percentage	Mean	S.D
Age				
<=30	21	21.4	39.99	10.424
31 -40	43	43.9		
41-50	8	8.2		
51+	26	26.5		
Total	98	100		
Sex				
MALE	56	57.1		
FEMALE	42	42.9		
Total	98	100		
Religion				
CHRISTIANITY	67	68.4		
ISLAM	31	31.6		
Total	98	100		
Marital Status				
SINGLE	15	15.3		
MARRIED	77	78.6		
DIVORCED	1	1.0		
WIDOWED	5	5.1		
Total	98	100		
Education				
OND/NCE	6	6.1		



HND	18	18.4		
BSc	51	52.0		
MSc	23	23.5		
Total	98	100		
Work Experience				
<=10	67	68.4	10.24	10.251
11 -20	6	6.1		
21 -30	20	20.4		
31+	5	5.1		
Total	98	100		
Household Size				
<=3	27	27.6	4.11	1.251
4 -5	58	59.2		
6+	13	13.3		
Total	98	100		
Monthly Income				
<=100000	69	70.4	94381.63	51861.879
100001 – 200000	25	25.5		
200001+	4	4.1		
Total	98	100		
Specialization				
AGRONOMY/CROP	18	18.4		
ANIMAL SCIENCE	30	30.6		
SOIL SCIENCE	3	3.1		
AGRIC.	16	16.3		
ECONOMICS				
AGRIC.	20	20.4		
EXTENSION				
HOME	4	4.1		
ECONOMICS				
NON-AGRIC	7	7.1		
RELATED				
Total	98	100		
Training Attended				
<= 5	74	75.5	5.00	4.164
6-10	16	16.3		
11-15	3	3.1		
16+	5	5.1		
Total	98	100		
Cader				
VEA	67	68.4		
BEA	24	24.5		
ZEO	2	2.0		
SMS	3	3.1		
BWIA	2	2.0		
Total	98	100		

VEA= Village Extension Agent, BEA= Block Extension Agent, ZEO= Zonal Extension Officer, SMS= Subject Matter Specialist and BWIA= Block Women In Agriculture.

Area of training received

Based on the findings, Table 2 shows the result of Area of training received. (84.7%) of the respondents Agreed that they had received training on communication skills. Also, (83.7%) of the respondent agreed that had received training on fishery management. (81.6%) of the respondent agreed that they had received training on training of trainers. Furthermore (57.1%) of the respondents Disagreed that they had not received training on greenhouse (35.7%), indicated that they had not received training on programme planning. On the other hand, (34.7%) of the respondents indicated they are yet to receive training on assessment of farm productivity.

This implies that majority of respondents had received training on communication skills, fishery management, training of trainers. While majority of the respondents are yet to receive the same stated training. The result show that majority (84.7%) of the extension workers received training on communication skills, communication is the most essential aspect in extension activity for effective transfer of knowledge or technical know-how of an innovation from research centers to farmers. The influence of these trainings on the performance of the extension agents could be enormous if one considers the importance attached to stakeholders training by many of the donor agencies. The result is in accordance with work (Murphy and Carson-Warner, 2013; Joshua Y, 2023) who said Communication skills acquisition was rated high by the respondents as the focus of the training. The success of an extension worker is determined by his ability to communicate good ideas to farmers. To have a meaningful technology transfer and adoption with positive result from extension agent to farmers there must be effective communication. All actions, activities and interactions that take place involve communication.

Table 2: Areas of Training Received. N=(98)

VARIABLE	A	DA
Greenhouses	42(42.9)	46(57.1)
Fishery management	82(83.7)	16(16.3)
Assessment of farm productivity	64(65.3)	34(34.7)
Training of trainers	80(81.6)	18(18.4)
Programme planning	63(64.3)	35(35.7)
Communication skill	83(84.7)	15(15.3)

Source field, survey, 2022

A; Agree, DA; Disagree

Ranking of staff's training needs

Table 3 shows the result of the findings on ranking of staff's training needs in the study area. The respondents (36.7%) indicated data analysis as their 1st ranking of staff training needs priority. (24.5%) of the respondent indicated market information services as their 3rd ranking of staff training needs priority. In contrast (27.6%) of the respondents indicated Ict use of Extension for the 2nd ranking of staff training needs priority. (13.7%), of the respondents indicated communication skills for the 10th ranking of staff training needs priority. Furthermore (23.5%), of the respondents indicated training of trainers for the 4th ranking of staff training needs priority. (17.3%), of the respondents indicated use of computers for the 9th ranking of staff needs priority. Furthermore, (15.3%) of the respondents indicated programme planning for the 8th ranking of staff needs priority. This implies that, the respondents' priority of training needs includes; Data Analysis, Market information services, Ict use in extension, Communication skills, training of trainers and use of computer needs rapt attention in the study area. This is in line with the view of Joshua Y, (2023) who reported that data analysis, market information services and Training of trainers were rated high as training need of extension workers because of its potential to increase the overall impact of an



extension program exponentially by reaching more people in diverse locations and with distinct needs. These findings indicate that the areas in which respondents expressed training needs are very relevant to knowledge and skills required for executing extension programmes as well as responding to farmers' needs. Extension agents' competence should be in accordance with the task areas in which they will be assigned to operate in order to perform successfully.

Table 3: Ranking of Staff's Training Needs Priority in The Organization. N=(98)

S/N	Variables	1	2	3	4	5	6	7	8	9	10	11	Rank
1	Data analysis	36(36.7)	16(16.3)	7(7.1)	3(3.1)	16(16.3)	2(2.0)	4(4.1)	3(3.1)	1(1.0)	5(5.1)	4(4.1)	1 st
2	Market information service	24(24.5)	15(15.3)	12(12.2)	9(9.2)	13(13.3)	8(8.2)	3(3.1)	1(1.0)	4(4.1)	5(5.1)	4(4.1)	3 rd
3	Ict use in extension	27(27.6)	11(11.2)	11(11.2)	7(7.1)	10(10.2)	3(3.10)	6(6.1)	4(4.1)	8(8.2)	4(4.1)	7(7.1)	2 nd
4	Communication skills	13(13.7)	13(13.3)	13(13.3)	14(14.3)	16(16.3)	1(1.0)	7(7.1)	8(8.2)	4(4.1)	1(1.0)	8(8.2)	10 th
5	Training of trainers	23(23.5)	8(8.2)	13(13.3)	7(7.1)	15(15.3)	4(4.1)	5(5.1)	5(5.1)	8(8.2)	2(2.0)	8(8.2)	4 th
6	Use of computer	17(17.3)	12(12.2)	7(7.1)	17(17.3)	6(6.1)	7(7.1)	10(10.2)	1(1.0)	3(3.1)	8(8.2)	10(10.2)	9 th
7	Program planning	15(15.3)	13(13.3)	8(8.2)	10(10.2)	11(11.2)	5(5.1)	12(12.2)	2(2.0)	8(8.2)	4(4.1)	10(10.2)	8 th
8	Educational process of human development	20(20.4)	14(14.3)	5(5.1)	10(10.2)	11(11.2)	8(8.2)	3(3.1)	4(4.1)	6(6.1)	8(8.2)	8(8.2)	6 th
9	Research	22(22.4)	8(8.2)	8(8.2)	9(9.2)	8(8.2)	7(7.1)	8(8.2)	6(6.1)	3(3.1)	10(10.2)	8(8.2)	5 th
10	Extension education	20(20.4)	12(12.2)	5(5.1)	12(12.2)	11(11.2)	7(7.1)	8(8.2)	3(3.1)	3(3.1)	9(9.2)	9(9.2)	6 th
11	Agricultural administration	18(18.4)	7(7.1)	7(7.1)	10(10.2)	11(11.2)	9(9.2)	8(8.2)	9(9.2)	3(3.1)	7(7.1)	9(9.2)	7 th

Source: Field Survey, 2022.

Strength: 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1



Employee perception to training and development

The finding in Table 4 indicates employees' perception to training and development of extension staff's in the study area. The result shows the respondents on how they perceive training and development. (69.4%) of the respondents Strongly agreed that there is increase in the knowledge and skills of the employee after training, (54.1%) of the respondents Agreed that training and development enhances improved team spirit of employees, (52.0%) of the respondents Agreed that it gives consistence on the job for employees. (17.3%) of the respondent were indecisive if truly training reduces labour turnover particularly among established staff. (9.2%) of the respondents disagreed that training reduces labour turnover. And also, (2.1%) of the respondents Strongly disagreed that good working and conducive environment is created after proper training programme, from the findings, it can be deduced that extension staff of Ogun state Agricultural Development Programme perceived that training and development programme is effective and there is a need for employees to have access to various training programmes. The result shows that there is high level of perception to training and development. Most times if the training materials are not explicit enough, trainees may find it difficult to comprehend what the training is all about. This finding on the perception of extension agents could be viewed in line with the submission of Joshua, Y. (2023) who reported a positive perception of training content and delivery from the majority of the respondents in the study area. Considering the agents' response to the perceptual statements, it is clear what their past, present and imagined future expectations for touching or effective extension service. Perception of a group of people therefore, could be a factor in the success or failure of the group members towards the object perceived.

Table 4: Employee Perception of Training and Development. N=(98)

S/N	VARIABLE	SA	A	UD	D	SD
1	There is increase in the knowledge and skills of the employee after training	68(69.4)	28(28.6)	-	-	2(2.0)
2	Productivity is increased	47(48.0)	48(49.0)	2(2.0)	-	1(1.0)
3	Wastage is drastically reduced	43(43.9)	42(42.9)	6(6.1)	5(5.1)	2(2.0)
4	Training prepare employee for higher position	46(46.9)	39(39.8)	11(11.2)	2(2.0)	-
5	Helps employee to improve when new technologies is introduced	49(50.0)	45(45.9)	3(3.1)	1(1.0)	-
6	Helps employee to improve performance in their presence position	47(48.0)	43(43.9)	6(6.1)	-	2(2.0)
7	Training reduces labour turnover particularly among the established staff or employee	24(24.5)	45(45.9)	17(17.3)	9(9.2)	3(3.1)
8	Training improves general/overall productivity of the organization	38(38.8)	53(54.1)	7(7.1)	-	-
9	Training helps to create good communication skills between employees and management	43(43.9)	45(45.9)	6(6.1)	2(2.0)	2(2.0)
10	Good working and conducive environment is created after proper training programme	31(31.6)	45(45.9)	16(16.3)	4(4.1)	2(2.1)
11	Addresses weakness of the employee	47(48.0)	13(13.3)	2(2.0)	-	2(2.0)
12	Gives consistence on the job for employee	31(31.6)	51(52.0)	12(12.2)	3(3.1)	1(1.0)
13	Employee satisfaction is achieved	29(29.6)	52(53.1)	13(13.3)	2(2.0)	2(2.0)
14	Enhance improved team spirit of employees	33(3.7)	53(54.1)	10(10.2)	2(2.0)	-
15	Helps organization to be more successful at attracting and retaining employee	33(33.7)	51(52.0)	6(6.1)	6(6.1)	2(2.0)
16	Employee are encourage to take initiative and do things on their own with less supervision	39(39.8)	44(44.9)	9(9.2)	5(5.1)	1(1.0)
17	Training boost efficiency on the job	48(49.0)	43(43.9)	5(5.1)	-	2(2.0)
18	Training stimulate staff to perform better	40(40.8)	52(53.1)	5(5.1)	-	1(1.0)
19	Training helps to identify problem associated with work easily	40(40.8)	49(50.0)	6(6.1)	2(2.0)	1(1.0)



20	Training encourages worker to experiment new methods and try out creative ideas	40(40.8)	48(49.0)	7(7.1)	1(1.0)	2(2.0)
21	Training improves abilities on assigned duties	39(39.8)	50(51.0)	7(7.1)	1(1.0)	1(1.0)
22	Training enhances commitment to my organization	30(30.6)	53(54.1)	10(10.2)	4(4.1)	1(1.0)
23	Staff can work without close supervision	31(31.6)	45(45.9)	16(16.3)	4(4.1)	2(2.0)

Source: Field Survey, 2022. S= Strongly Agree A= Agree U= Undecided D= Disagree
Respondents' job performance

Table 5 shows the results on the findings of extension staff job performance in the study area. (50.0%), (5.2%), (56.1%), (55.1%), (54.1%), (52.0%), of the respondents indicated that a well-structured training and development programme and its effectiveness management and implementation has an influence on staff performance in the following way respectively:

- i. Attending the training and development program has given me a better understanding of my job responsibilities.
 - ii. After attending the training and development program, my speed of achieving targets has increased.
 - iii. After attending training program, my speed of achieving targets has increased.
 - iv. After being trained, I clearly express my ideas and information.
 - v. Training has improved my skills to work with others at work.
 - vi. Training and development session has played a significant role in improving performance.
- This implies that a well-structured training and development programme and its effective management and implementation has an influence on staff performance. This result shows that there is high level of job performance.



Table 5: Respondents' job performance. N= (98)

S/N	VARIABLES	SA	A	UD	D	SD
1	Attending the training and development program has given me a better understanding of my job responsibilities.	49(50.0)	45(45.9)	1(1.0)	-	3(3.1)
2	Now, I know well that what skills are to be used to perform my job task.	42(42.9)	47(48.0)	3(3.1)	-	1(1.0)
3	The job knowledge gained during training and development has increase my performance at work.	42(42.9)	47(48.0)	898.2)	-	1(1.0)
4	Training and development session has played a significant role in improving performance.	44(44.9)	51(52.0)	2(2.0)	-	1(1.0)
5	The skills and knowledge gained through training enable me to deliver quality services to the customer	44(44.9)	50(51.0)	2(2.0)	1(1.0)	1(1.0)
6	After training, I meet the target quota and goals more easily than before.	38(38.8)	49(50.0)	9(9.0)	2(2.0)	-
7	After attending the training and development program, my speed of achieving targets has increased.	30(30.6)	59(60.2)	5(5.1)	4(4.1)	-
8	Training has improved my skills to work with others at work.	38(38.8)	53(54.1)	7(7.1)	-	-
9	After being trained, I clearly express my ideas and information.	34(34.7)	54(55.1)	5(5.1)	5(5.1)	-
10	I find my job quite interesting	39(39.8)	51(52.0)	6(6.1)	2(2.0)	-
11	My knowledge and skills has improved after attending the training programme.	36(36.7)	55(56.1)	6(6.1)	1(1.0)	-
12	There are many opportunities for career development after completing the training programme.	35(35.7)	49(50.0)	10(10.2)	2(2.0)	2(2.0)



13	Attending the training program has given me a better understanding of my job responsibility.	29(29.6)	57(58.2)	7(7.1)	4(4.1)	1(1.0)
14	Now, I know very well that what skills are to be used to perform my job task.	31(31.6)	56(57.1)	8(8.2)	3(3.1)	-
15	The job knowledge gained during training has increased my performance at work.	40(40.8)	46(46.9)	8(8.2)	3(3.1)	1(1.0)
16	After training I met the target quotas and goals more easily than before.	32(32.7)	54(55.1)	7(7.1)	4(4.1)	1(1.0)
17	After attending training program, my speed of achieving targets has increased.	35(35.7)	55(56.1)	5(5.1)	3(3.1)	-
18	Training has improved my skills to work with others at work	40(40.8)	49(50.0)	6(6.1)	3(3.1)	-
19	After attending the training program, my contribution towards achieving the organizational goal has increased.	35(35.7)	58(59.2)	2(2.0)	2(2.0)	1(1.0)

**Source: Field Survey, 2022. SA= Strongly agree
A= Agree U= Undecided D= Disagree S= Strongly disagree**



Hypothesis Testing

Test of relationship between types of training received and job performance

This hypothesis was stated that there was a significant relationship ($P < 0.05$) between types of training and job performance and it was tested using Pearson Product Moment Correlation (PPMC).

The result in Table 6 indicated that there was a positive relationship between types of training of extension staff ($r = 1$, $P = 0.043$) and job performance. This result implies that extension staff will improve for better if there is a well-structured training and development programme, with a well-designed policy, With Effective management and implementation of training and development schemes.

Table 6: Test of relationship between areas of training received and job performance

Variable	R-Value	P-Value	Decision
Areas of Training	1	0.043	S

Source: Field Survey, 2022. Note: S-Significant, NS-Not significant
P-value, 0.05=Significant

Conclusion and Recommendations

The study impresses on the importance of training and development as the key contributor to the job performance of employees to the growth of organizations. It is concluded that training and development was designed to motivate employees as it aligned with the vision and mission of the ministry. Therefore, employees have high level of job performance. Well trained employees increase organizational loyalty and more likely to talk positively about their organization, help others, and go beyond the reasonable expectations on their job. It can be concluded therefore, that to a large extent, workers are comfortable with the way training and development was conducted. Therefore, higher level of job performance was related to well-designed training and development. Based on the findings of the study, the following recommendations were made:

- Human resource managers should make room for some input from extension staff regarding their training needs to ensure selection is fair and reflective of these needs.
- Organization should ensure effective training design to enhance the status and fulfillment needs of the employee.
- The management should ensure that training is considered a priority as it is a major confidence booster for staff and directly improves their overall performance.

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