

Preferences of Extension Personnel about Different Aspects of Training

D.V. Mundhe^{1*}, Swati S. Gaikwad², and R.L. Patil³

Abstract: Training is the process of teaching the new and / or present employees the basic skills they need to effectively perform their job. Alternatively speaking, training is the act of increasing the knowledge and skill of employee for doing his / her job.. This study focused on exploring preferences of extension personnel about different aspects of training. The data were collected from 115 respondents i.e. extension personnel were selected for the study purpose through a paper-based questionnaire. It was observed that most of the extension personnel needed brainstorming (81.73 per cent) as a method of training and desired to receive training at abroad (90.43 per cent). They would like to have medium duration training (77.39 per cent) with theory and practical (95.65 per cent) as a nature of training. Most of them preferred size of trainee group 20 to 25 (93.04 per cent) and printed notes / literature (51.30 per cent) as support material and 62.60 per cent of agricultural scientists desired to receive training every year.

Keywords: Training, extension personnel, preferences

INTRODUCTION

Agriculture is an important sector in the economy of India, as it contributes to 13.7% of national Gross Domestic Product (Ministry of External Affairs, GOI 2015). With increases in population, the pressure on agriculture production is also increasing day by day. This calls for a greater co-ordination between research and extension. Hence, the need for strengthening the extension personnel through the effective training program has become an integral part of the agriculture development strategy. Imagine the development of world without a good network system of training.

Training is the process of teaching the new and / or present employees the basic skills they need to effectively perform their job. Alternatively speaking, training is the act of increasing the knowledge and skill of employee for doing his / her job. Thus, training refers to the teaching and learning activities carried on for the primary purpose of helping

members of an organization to acquire and also to applied the required knowledge, skill and attitude to perform their job effectively.

METHODOLOGY

The present study was conducted in the jurisdiction of Mahatma Phule Krishi Vidyapeeth, Rahuri Dist. Ahamednagar in Maharashtra. The extension personnel of Mahatma Phule Krishi Vidhyapeeth, Rahuri who were working in Krishi Vigyan Kendras, Regional Extension Centers, District Extension Centers and Agriculture Technology Information Center were considered for the study. Thus total 115 respondents i.e. extension personnel were selected for the study purpose.

RESEARCH FINDINGS

Age

Age denotes chronologically completed calendar year by the respondents.

¹ Research Scholar, Department of Extension Education, Post Graduate Institute, MPKV Rahuri-413722 (M.S.) India, Email: swatisg89@gmail.com

Table 1

Distribution of the extension personnel by their age group

| Sr. No. | Age groups in years | Frequency (N = 115) | Percentage |
|---------|--------------------------|---------------------|-------------|
| 1. | Young (Up to 32 years) | 24 | 20.86 |
| 2. | Middle (33 to 45 years) | 65 | 56.52 |
| 3. | Old (46 years and above) | 26 | 22.62 |
| | Total | 115 | 100 |
| | | Mean = 38.99 | S.D. = 7.65 |

Table 1 clearly indicated that majority (56.52 per cent) of the extension personnel respondents were in the middle age group of (33 to 45 years), followed by 22.62 per cent in old age group of (46 years and above) and only 20.86 per cent were in the young age group (up to 32 years).

Educational qualification

Education enhances comprehensive ability and skill of an individual.

Table 2

Distribution of extension personnel by their educational qualification

| Sr. No. | Category | Frequency (N = 115) | Percentage |
|---------|---------------|---------------------|------------|
| 1. | Graduate | 3 | 2.60 |
| 2. | Post graduate | 83 | 72.17 |
| 3. | Doctorate | 29 | 25.23 |
| | Total | 115 | 100.00 |

The data from the table 4 indicated that 72.17 per cent of the extension personnel were holding Post graduate degree, followed by Doctorate degree (25.23 per cent) and only 2.60 per cent were Graduate.

Exposure to training

Training is a process of acquiring specific knowledge and skills to perform job better.

The data from the Table 3 indicated that 43.47 per cent of extension personnel had low exposure to inservice training, 31.30 per cent extension personnel had medium exposure to training and 25.23 per cent extension personnel had high exposure to inservice trainings.

Table 3

Distribution of extension personnel by their exposure to training

| Sr. No. | Category | Frequency (N = 115) | Percentage |
|---------|---------------------------|---------------------|------------|
| 1. | Low (Score up to 5) | 50 | 43.47 |
| 2. | Medium (Score 6 to 14) | 36 | 31.30 |
| 3. | High (Score 15 and above) | 29 | 25.23 |
| | Total | 115 | 100.00 |
| | | Mean =9.95 | S.D. =4.12 |

Exposure of extension personnel to training

From the Table 4 it is observed that about more than half (59.14 per cent) of the respondents received training through seminar, followed by 44.35 per cent through symposium, 36.53 per cent through workshop, 31.30 per cent through conference, 25.22 per cent through summer school and 19.13 per cent through winter school, respectively.

Table 4

Exposure of extension personnel to training

| Sr. No. | Type of Training | Frequency (N = 115) | |
|---------|------------------|---------------------------|-------|
| | | Training received Freq | % |
| 1. | Summer school | 29 | 25.22 |
| 2. | Winter School | 22 | 19.13 |
| 3. | Workshop | 42 | 36.53 |
| 4. | Conference | 36 | 31.30 |
| 5. | Symposium | 51 | 44.35 |
| 6. | Seminar | 68 | 59.14 |

Annual income

Annual income is a major determinant of economic status of individual.

Table 5

Distribution of extension personnel by their annual income

| Sr. No. | Category | Frequency (N = 115) | Percentage |
|---------|---------------------------------|---------------------|------------|
| 1. | Low (Up to 7 lakh) | 48 | 41.74 |
| 2. | Medium (7.01lakh to 10.99 lakh) | 39 | 33.91 |
| 3. | High (11 lakh and above) | 28 | 24.35 |
| | Total | 115 | 100.00 |

From Table 5 it was noticed that 41.74 per cent of the extension personnel belonged to low income group, followed by 33.91 per cent were had a medium annual income 24.35 per cent had high annual income, respectively.

Contribution in print and electronic media

Contribution in print media

It refers to the number of research articles, books, folders, leaflets and popular articles in which respondents had made contribution.

The data from Table 6 is indicated that 60.00 per cent of extension personnel had medium contribution in print media, 20.87 per extension personnel had high contribution in print media, while only 19.13 per cent had low contribution in print media.

Table 6
Distribution of extension personnel as per their Contribution in print media

| Sr. No. | Category | Frequency (N = 115) | Percentage |
|----------------------------|----------------------------|---------------------|------------|
| 1. | Low (Up to 296 score) | 22 | 19.13 |
| 2. | Medium (297 to 385 score) | 69 | 60.00 |
| 3. | High (386 score and above) | 24 | 20.87 |
| Total | | 115 | 100.00 |
| Mean = 341.24 S.D. = 45.52 | | | |

Contribution in Electronic media

It refers to the number of CDs, VCDs, TV talks and Radio talks in which respondents had made contribution.

Table 7
Distribution of extension personnel by their Contribution in electronic media

| Sr. No. | Category | Frequency (N = 115) | Percentage |
|-------------------------|----------------------------|---------------------|------------|
| 1. | Low (Up to 116 score) | 25 | 21.74 |
| 2. | Medium (117 to 152 score) | 68 | 59.13 |
| 3. | High (153 score and above) | 22 | 19.13 |
| Total | | 115 | 100.00 |
| Mean=134.2 S.D. = 18.30 | | | |

The data from Table 7 indicated that about three fifth (59.13 per cent) of extension personnel had medium contribution in electronic media, followed by 21.74 per cent observed to had low contribution in electronic media and only 19.13 per cent extension personnel had high contribution in electronic media.

Preference of extension personnel to different aspects of training

An attempt has been made to study the different aspects of training and suggestions by the respondents.

From Table 8 it was observed that the extension personnel suggested different aspects of training viz., method of training, nature of training, number of trainees, support material required for training, venue of training, duration of training and frequency of training. They also suggested and gave performance on these aspects as below.

Table 8
Distribution of extension personnel according to the various aspect of training

| Sr. No. | Particulars | Frequency(N = 115) | Percentage | Rank |
|---------|------------------------|--------------------|------------|------|
| I. | Methods of training | | | |
| 1. | Lecture | 56 | 48.69 | III |
| 2. | Group discussion | 86 | 74.78 | II |
| 3. | Brainstorming | 94 | 81.73 | I |
| 4. | Programmed instruction | 37 | 32.17 | VII |
| 5. | Workshop | 48 | 41.73 | V |
| 6. | Seminar | 53 | 46.06 | IV |
| 7. | Conference | 42 | 36.52 | VI |

(contd... Table 8)

| Sr. No. | Particulars | Frequency(N = 115) | Percentage | Rank |
|---------|-------------------------------------|--------------------|------------|------|
| II. | Nature of training | | | |
| 1. | Theory | 15 | 13.04 | III |
| 2. | Practical | 88 | 76.52 | II |
| 3. | Both theory and practical | 110 | 95.65 | I |
| III | Number of trainees | | | |
| 1. | Up to 20 | 12 | 10.43 | II |
| 2. | 20 to 25 | 107 | 93.04 | I |
| 3. | Above 25 | 8 | 6.95 | III |
| IV. | Support material required | | | |
| 1. | CDs/ DVDs | 56 | 48.70 | II |
| 2. | Printed notes / Literature | 59 | 51.30 | I |
| V. | Venue of training | | | |
| 1. | At own university campus | 45 | 39.13 | IV |
| 2. | Recognized training institutes | 109 | 94.78 | I |
| 3. | Other state agricultural university | 88 | 76.52 | III |
| 4. | Abroad | 104 | 90.43 | II |
| VI. | Duration of training | | | |
| 1. | Short duration (up to 3 days) | 10 | 8.69 | III |
| 2. | Medium duration (4 to 10 days) | 86 | 74.78 | I |
| 3. | Long duration (above 11 days) | 29 | 25.23 | II |
| VII. | Frequency of training | | | |
| 1. | Monthly | 52 | 45.21 | IV |
| 2. | Seasonally | 55 | 47.82 | III |
| 3. | Half Yearly | 69 | 60.00 | II |
| 4. | Yearly | 72 | 62.60 | I |

Methods of training

Regarding method of training it was observed that majority of the respondents preferred brainstorming (81.73 per cent), followed by group discussion (74.78 per cent), lecture method (48.69 per cent), seminar (46.06 per cent), workshop (41.73 per cent), conference (36.52 per cent) and programmed instructions (32.17 per cent) as a method of training.

Nature of training

Regarding nature of training large majority (95.65 per cent) of respondents stated that they would preferred both theory and practical in training programme. About 76.52 per cent preferred only practical in training programme, while 13.04 per cent preferred only theory for training.

Number of trainees

With reference to the size of trainees majority (93.04 per cent) preferred a group of 20 to 25 trainees per training programme, followed by 10.43 per cent preferred trainees group up to 20 and only 6.95 per cent respondents preferred above 25 trainees group.

Majority of respondents opined for support material in terms of printed notes / literature (51.30 per cent) and CDs / DVDs (48.69 per cent) during training programme.

Venue of training

With respect to the venue of training majority (94.78 per cent) of the respondents preferred 'Recognized

training institute' for receiving training. A significant proportion (90.43 per cent) preferred training in abroad / foreign countries, while, 76.52 per cent preferred other State Agriculture Universities for training. Only 39.13 per cent of them desired to have training at their own university campus.

Duration of training

Majority of respondents (74.78 per cent) preferred medium duration (4 to 10 days) of training, followed by 25.23 per cent respondents preferred long duration (above 11 days) of training and only 8.69 per cent respondents preferred short duration (up to 3 days) of training.

Frequency of training

With respect to frequency of training majority of respondents (62.60 per cent) desired to receive training yearly, while, 60.00 per cent respondents preferred training half yearly, 47.82 percent respondents preferred training seasonally and 45.21 per cent respondents preferred training in every month.

It was observed that most of the extension personnel needed brainstorming (81.73 per cent) as a method of training and desired to receive training at abroad (90.43 per cent). They would like to have medium duration training (77.39 per cent) with theory and practical (95.65 per cent) as a nature of training. Most of them preferred size of trainee group 20 to 25 (93.04 per cent) and printed notes / literature (51.30 per cent) as support material and 62.60 per cent of agricultural scientists desired to receive training every year.

CONCLUSION

It was observed that most of the extension personnel needed brainstorming (81.73 per cent) as a method of training and desired to receive training at abroad (90.43 per cent). They would like to have medium duration training (77.39 per cent) with theory and practical (95.65 per cent) as a nature of training. Most of them preferred size of trainee group 20 to 25 (93.04 per cent) and printed notes / literature (51.30 per cent) as support material and 62.60 per cent of agricultural scientists desired to receive training every year.

References

- Ahire, M.C. (2005), Classroom teaching performance and training preferences of university teachers. Unpublished Ph.D (Agri.) Thesis, G.B. Pant University of Agriculture and Technology, Pantnagar.
- Hanif, S.R. (2015), Training needs of agricultural assistants working in the state department of agriculture. Unpublished M.Sc. (Agri.) Thesis, M.P.K.V., Rahuri.
- Kadam, S.S. and Nirban, A.J. (2004), Training needs of academic staff members of Private Agricultural Colleges of Konkan Region. *Asian Journal of Extn. Edn.* 23 (2) : 107-111.
- Krishnamurthy, A.T., Basavaraju, H.K. Sanath Kumar, V.B. and Nataraju (2009), Training need assessment of extension functionaries of Chickmagalur district. *Mysore J. Agric. Sci.* 43(3): 518-521.
- Potawade, B.D. (2012), Training needs of scientist of Agricultural University. Unpublished M.Sc. (Agri.) Thesis, MPKV, Rahuri.
- Prabhakar, A.S. (2001), Agricultural education in next millennium Strategies for development. *University News.* 39(24): 7-9.
- Waman, G.K. (2004), Training needs of the extension personnel working in single window system of agriculture department. *Rural India.* 67(8): 162-164.