



Research Article

RELATIONSHIP BETWEEN PROFILE VARIABLES AND SELECTED INDICATORS OF SAMETI TRAININGS EFFECTIVENESS: A STUDY IN UTTARAKHAND

HANEEF R.¹, KASHYAP S.K.¹ AND AHMAD T.*²

¹Department of Agricultural Communication, G. B. Pant University of Agriculture and Technology, Pantnagar, 263153, Uttarakhand, India

²College of Forestry, VCSG Uttarakhand University of Horticulture and Forestry, Ranichauri, Tehri Garhwal, 249 199, Uttarakhand, India

*Corresponding Author: Email - ahmedmaliktaufiq@gmail.com

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Abstract: This study investigates relationship between profile variables of trainees and selected indicators of Trainings effectiveness. Present study conducted in Uttarakhand state, total 10 training programmes conducted by SAMETI were selected purposively under the present study. Out of total 107 trainees 73 trainees gave the responses. In order to provide answer to selected research questions, analytical research design was used. The Study results positive correlation between total duration of trainings received and level of learning which implies that as total duration of trainings received increases, level of learning also increases. Achievement motivation of the trainees had positive and non-significant relationship with perceived usefulness of content. Findings had positive and significant relationship with level of learning at five percent level of significance. Positive relationship implies that higher the achievement motivation of trainees, higher is the level of learning. Majority of the trainees suggested field visits as the most preferred training method.

Keywords: SAMETI (State Agriculture Management & Extension Training institute), Training, Trainees, Effectiveness, Analytical Research Design

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Introduction

Training is viewed as a systematic approach of learning and development that improves individual, group and organization [1]. It is an integral part of agricultural development process also improves the capacity to assimilate a new technology and to teach others those new skills and constantly update their knowledge. Therefore, training has assumed a crucial significance in the present context and is the only way of keeping pace with ever-expanding and developing educational technology with its consequential impact on the production and sustainable farming. So, the assessment of effectiveness of trainings is important. Mohir and Nandapurkar (1992) [2] in their study on performance of Gram Sewak Training Program concluded that more than 30% of the respondents were not quite satisfied with the planning of training programs. Many trainings are being conducted by SAMETI-Uttarakhand every year but the effectiveness of these trainings is still unexplored therefore the questions regarding level of learning and its usefulness are still unanswered. Training needs are closely linked to learning: the target population is looked at more closely to determine the actual content, context and delivery method of performance intervention [3].

The vision of SAMETI is to see self-reliant and healthy rural population with rich agricultural knowledge and good marketing intelligence [4]. The ultimate goal of the institute is to empower the farming community for improved management of production resources and agricultural operations for better living [5].

Material and Methods

The investigation was conducted in G.B. Pant University of Agriculture and Technology of Uttarakhand state. SAMETI in Uttarakhand is located at Directorate of Extension Education, Govind Ballabh Pant University of Agriculture and Technology, Pantnagar, U. S. Nagar. Training cell of State Agricultural Management and Extension Training Institute is engaged in conducting training program for middle level and grass root level agriculture and allied subject extension functionaries.

A list of training programs to be conducted by SAMETI was collected from the training cell. Total 26 trainings were to be conducted during this period. The total 10 trainings were taken under this research. All the trainees who participated in the selected ten trainings conducted were selected purposively for the present study. Total 107 trainees participated in selected trainings who were contacted for data gathering. Out of 107 trainees total 73 trainees gave the responses. In order to provide answer to selected research question, analytical research design was used [6].

Relationship between Profile Variables and Selected Indicators of Trainings Effectiveness

Relationship between socio-personal, psychological and professional characteristics (age, gender, educational qualification, total work experience, work experience at present post, number of trainings received, total duration of trainings received, achievement motivation) and selected indicators for trainings effectiveness have been presented. The relative contribution of socio-personal, psychological and professional characteristics of the trainees on the training's effectiveness has been analyzed with the help of correlation coefficient. The significance of correlation coefficient was tested at 5 percent and 1 percent levels of significance. An attempt was made to see whether socio-personal, psychological and professional characteristics have any relationship with selected indicators of effectiveness or not and has been analyzed and presented [Table-1]. The data presented in [Table-1] reveals that there was a positive and non-significant correlation between age and perceived usefulness of content of training by trainees. Age was found to be negatively and non-significantly correlated with the level of learning. Educational qualification has a positive and significant relationship with the perceived usefulness of content at both one percent and five percent level of significance. Positive relationship indicates that higher the educational qualification of trainees higher is the perceived usefulness of content.

Table-1 Relationship of selected socio-personal, psychological and professional characteristics with selected effectiveness indicators

| SN | Socio-personal, psychological and professional characteristics | Correlation coefficient (r) and t value | | | |
|----|--|---|-------------|-------------------|--------------|
| | | Perceived usefulness of content | | Level of learning | |
| 1 | Age | 0.1009 | (0.8545) NS | -0.0936 | (-0.7922) NS |
| 2 | Educational qualification | 0.3072 | (2.7201)* | 0.2362 | (2.048)** |
| 3 | Total work experience | 0.2943 | (2.5947)** | -0.1230 | (-1.0443) NS |
| 4 | Work experience at present post | 0.0711 | (0.6006) NS | 0.2645 | (2.3109)** |
| 5 | Number of trainings received | 0.3064 | (2.7122)* | 0.2398 | (2.0814)** |
| 6 | Total duration of trainings received | 0.2337 | (2.0253)** | 0.3156 | (2.8025)* |
| 7 | Achievement motivation | 0.0736 | (0.622) NS | 0.2517 | (2.1914)** |

*0.01% level of significance at df (n-2), **0.05% level of significance at df (n-2), NS- non significant

Education was found to have a positive correlation with level of learning and was found significant at five percent level of significance. Positive relationship indicates that as educational level of trainee's increases, the level of learning also increases. It was found that total work experience has a positive and significant relationship with the perceived usefulness of content at five percent level of significance. Positive relationship indicates that as total work experience increases perceived usefulness of content also increases. Total work experience was found to have a negative and non-significant relationship with the level of learning. It is evident from the table that there existed a positive and non-significant relationship between work experience at present post and perceived usefulness of content.

Suggestions of Trainees for making Training More Effective

Suggestions of trainees are very important for making future trainings effective for all the stakeholders who are involved in planning and organizing training programmes. For this an attempt has been made to take trainees' suggestions on different aspects of training such as content, training need of trainers, methodology, time and duration and trainees' strength. The suggestions of trainees have been classified and presented in various sections as follows:

Training content

The suggestion of trainees regarding training content has been presented in this section. In this, trainees were asked that if they are again given a chance to attend training then on which topics, they would like to receive training. They were asked to give the name of subject of their choice.

Among all the topics listed, four topics were identified which were considered important by almost all the trainees on which they would like to attend training in the future. The topics identified were vegetable farming, apiculture, soil conservation and organic farming. Thus, on the basis of findings, it can be concluded that there is a need to review and revise the existing training curricula in the light of need and interest of the trainees and the topics felt important by them should get proper weight age in the training curricula.

Training need of trainers to increase their work efficiency

The suggestions of trainees regarding whether trainers need to increase their work efficiency has been presented in [Table-2]. In this, the trainees were asked did the trainers need to increase their work efficiency.

Table-2 Suggestion of trainees regarding whether trainers need to increase their work efficiency, (N=73)

| Did trainers need to increase their work efficiency | Frequency | Percentage |
|---|-----------|------------|
| Yes | 4 | 5.48 |
| No | 69 | 94.52 |
| Total | 73 | 100 |

It is observed from the Table that almost all the trainees (94.52 percent) reported that trainers have adequate work efficiency and they don't need any training to increase their work efficiency. Merely 5.48 percent trainees suggested that trainers need training in areas of use of audio-visual aids and theory to increase their work efficiency. Therefore, it can be concluded that the work efficiency of all the trainers were found to be good by the trainees.

Training methods

To get the suggestions of trainees regarding training methods, they were asked to mention their preference about training methods from the list of training methods provided. To judge the relative importance of listed training methods trainees were

asked to rank each training method on six-point continuum i.e. from rank I to rank VI according to its importance. Finally weighted mean score was calculated to conclude the relative importance of each training method. The suggestions of trainees regarding training methods has been analyzed and presented [Table-3].

Table-3 Distribution of trainee's suggestions regarding training methods, (N=73)

| SN | Training methods | Trainees preference (N=73) | | | | | | WMS |
|----|-------------------------|----------------------------|----|-----|----|----|----|------|
| | | I | II | III | IV | V | VI | |
| 1 | Lecture | 12 | 13 | 19 | 12 | 9 | 8 | 3.76 |
| 2 | Practical | 14 | 28 | 16 | 8 | 2 | 5 | 4.39 |
| 3 | Group discussion | 4 | 7 | 2 | 31 | 18 | 11 | 2.83 |
| 4 | Question-answer session | 4 | 4 | 9 | 8 | 18 | 30 | 2.32 |
| 5 | Field visit | 32 | 17 | 6 | 4 | 3 | 11 | 4.52 |
| 6 | Demonstration | 7 | 4 | 21 | 10 | 23 | 8 | 3.15 |

It is clear from the above Table that the field visits were the most preferred method with weighted mean score 4.52. The methods that secured second, third and fourth positions were practical (WMS=4.39), lecture (WMS=3.76) and demonstration (WMS=3.15) respectively. It is further clear that the training methods that secured fifth and sixth positions were group discussion and question-answer session with weighted mean score 2.83 and 2.32 respectively.

From the above data it can be concluded that trainees prefer practical oriented training methods more than the theoretical methods. Therefore, the organizers of the trainings should pay more attention to the practical approach while conducting the trainings. These findings are in conformity with findings of Bakshi (1993) [7] who also found that trainees preferred practical approach to training.

Duration of training

The suggestions of trainees' regarding duration of training programmes have been presented in [Table-4]. The suggestions of trainees' regarding duration of training programme presented in the above Table indicates that training programme of one week has been preferred most by the trainees with maximum weighted mean score i.e. 3.78. The training programme of three days and more than one week were on second and third position with weighted mean score 3.38 and 3.34 respectively. Training programme of one day or two days were on the lower side as suggested by trainees and secured fourth and fifth positions with weighted mean score 1.72 and 2.76 respectively. Therefore, it can be concluded that the training programme of one-week duration was preferred by the trainees and it might be due to the fact that one day and two days training may not provide adequate knowledge and skill to the trainees.

Table-4 Distribution of trainees' suggestions regarding duration of training (N=73)

| SN | Duration of training programme | Trainees' preference (N=73) | | | | | | WMS |
|----|--------------------------------|-----------------------------|----|-----|----|----|----|------|
| | | I | II | III | IV | V | VI | |
| 1 | One day | 4 | 3 | 8 | 12 | 46 | | 1.72 |
| 2 | Two days | 9 | 15 | 10 | 28 | 11 | | 2.76 |
| 3 | Three days | 12 | 19 | 27 | 15 | 0 | | 3.38 |
| 4 | One week | 35 | 9 | 12 | 12 | 5 | | 3.78 |
| 5 | More than one week | 13 | 27 | 16 | 6 | 11 | | 3.34 |

Time of training

The suggestions of trainees regarding time of conducting training programme have been presented in [Table-5]. From the data in the Table it can be concluded that on the basis of weighted mean score the month of February with highest weighted mean score 9.86 was suggested most appropriate by the trainees. The months of March and April were also suggested by the trainees with weighted mean score 8.52 and 8.32 respectively.

Table-5 Distribution of trainee's suggestions regarding time of conducting of training, (N=73)

| SN | Month of training | Trainees preference (N=73) | | | | | | | | | | | | WMS |
|----|-------------------|----------------------------|----|-----|----|----|----|-----|------|----|----|----|-----|------|
| | | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | |
| 1 | January | 3 | 1 | 2 | 0 | 3 | 10 | 7 | 19 | 6 | 13 | 9 | 0 | 5.19 |
| 2 | February | 29 | 13 | 7 | 7 | 5 | 4 | 0 | 1 | 4 | 1 | 2 | 0 | 9.86 |
| 3 | March | 7 | 16 | 10 | 17 | 2 | 1 | 5 | 6 | 4 | 2 | 1 | 2 | 8.52 |
| 4 | April | 9 | 11 | 21 | 4 | 5 | 1 | 8 | 2 | 4 | 1 | 2 | 5 | 8.32 |
| 5 | May | 2 | 0 | 3 | 1 | 4 | 3 | 3 | 5 | 6 | 16 | 9 | 21 | 3.69 |
| 6 | June | 0 | 0 | 7 | 2 | 9 | 7 | 5 | 13 | 6 | 12 | 3 | 9 | 5.19 |
| 7 | July | 1 | 2 | 4 | 3 | 6 | 4 | 13 | 7 | 5 | 4 | 8 | 16 | 4.84 |
| 8 | August | 5 | 4 | 8 | 1 | 7 | 20 | 9 | 0 | 12 | 2 | 1 | 4 | 6.89 |
| 9 | September | 7 | 1 | 0 | 10 | 1 | 11 | 14 | 8 | 9 | 0 | 4 | 8 | 6.10 |
| 10 | October | 5 | 18 | 8 | 3 | 1 | 5 | 0 | 4 | 11 | 4 | 8 | 6 | 6.93 |
| 11 | November | 3 | 5 | 2 | 6 | 23 | 1 | 5 | 2 | 6 | 8 | 10 | 2 | 6.38 |
| 12 | December | 2 | 2 | 1 | 19 | 7 | 6 | 4 | 6 | 0 | 10 | 16 | 0 | 6.04 |

The months of October (WMS=6.93), August (WMS=6.89), November (WMS=6.38), September (WMS=6.10) and December (WMS=6.04) also secured weighted mean score more than 6.00 which indicate that trainees also suggested these months for conducting training. The months of June, January, July and May secured weighted mean score below 6.00 which indicates that these months are not appropriate for conducting trainings from trainees' point of view. From above data it can be concluded that all the trainees have different choice as far as time of conducting training is concerned however most of the trainees preferred to have trainings in winter season. These findings are in line with the findings of Dhingra (1992) [8] and Bakshi (1993) who also reported winter season as most appropriate season for organization of trainings.

Trainees' strength

Suggestions of trainees regarding appropriate number of trainees in the sessions of training have been presented in [Table-6]. It is clear from the Table that the most appropriate number of trainees for training suggested by the trainees is up to 25 trainees with maximum weighted mean score of 3.28 whereas 26 to 50 trainees and 51 to 75 trainees with weighted mean score 2.76 and 2.27 respectively were suggested as second and third option by the trainees. Total 76 to 100 trainees in a training session was on the lower side as suggested by trainees with weighted mean score 1.67 only. Thus, it can be concluded that trainees prefer to learn in a smaller group. The findings are in conformity with the findings of Bakshi (1993) who also reported that the optimum size of group for farmers training should be twenty-five.

Table-6 Distribution of trainees' suggestion regarding number of trainees for training, (N=73)

| SN | Number of trainees | Trainees' preference (N=73) | | | | WMS |
|----|--------------------|-----------------------------|----|-----|----|------|
| | | I | II | III | IV | |
| 1. | Up to 25 trainees | 44 | 13 | 9 | 7 | 3.28 |
| 2. | 26 to 50 trainees | 19 | 28 | 16 | 10 | 2.76 |
| 3. | 51 to 75 trainees | 7 | 17 | 38 | 11 | 2.27 |
| 4. | 76 to 100 trainees | 3 | 15 | 10 | 45 | 1.67 |

Work experience at present post and level of learning were found to have a positive and significant relationship at five percent level of significance. Positive relationship implies that as work experience at present post increases level of learning also increases. Number of training received had positive and significant relationship with perceived usefulness of content at one percent level of significance. Positive relationship indicates that the increase in number of trainings received leads to increased perceived usefulness of content. It was also found that number of trainings received had positive and significant relationship with level of learning at five percent level of significance. The positive correlation indicates that the increase in number of trainings received leads to higher level of learning.

It was found that there is a positive and significant relationship between total duration of previous trainings received and perceived usefulness of content at five percent level of significance. Positive relationship implies that as total duration of trainings received increases, perceived usefulness of training content also increases. Total duration of training received has positive and significant relationship with level of learning at one percent level of significance. Positive

correlation implies that as total duration of trainings received increases, level of learning also increases.

Achievement motivation of the trainees had positive and non-significant relationship with perceived usefulness of content. It also had positive and significant relationship with level of learning at five percent level of significance. Positive relationship implies that higher the achievement motivation of trainees, higher is the level of learning.

These findings clearly indicate that most of the selected independent variables had positive and significant relationship with perceived usefulness of content and level of learning except age which had non-significant relationship with both the dependent variables, total work experience which had negative and non-significant correlation with level of learning and work experience at present post and achievement motivation which had positive and non-significant relationship with perceived usefulness of the content.

Conclusion

The variable age was found positively and non-significantly correlated with perceived usefulness of content of training by trainees. Educational qualification showed a positive and significant relationship with the perceived usefulness of content at one percent level of significance. Education also demonstrated a positive correlation with level of learning and is found significant. Total work experience had a positive and significant relationship with the perceived usefulness of content. Total work experience had a negative and non-significant relationship with the level of learning. There existed a positive and non-significant relationship between work experience at present post and perceived usefulness of content. Work experience at present post and level of learning had a positive and significant relationship. Number of trainings received had positive and significant relationship with perceived usefulness of content. Number of trainings received had positive and significant relationship with level of learning. There was a positive and significant relationship between total duration of previous trainings received and perceived usefulness of content. Total duration of training received had positive and significant relationship with level of learning.

Application of research: Achievement motivation of the trainees had positive and non-significant relationship with perceived usefulness of content. It also had positive and significant relationship with level of learning. As far as suggestions are concern, trainees expressed willingness to attend training on vegetable farming, apiculture, soil conservation and organic farming. Majority of the trainees suggested field visits as the most preferred training method. The trainees suggested organizing one-week training programs preferably in month of February, March and April.

Research Category: Agricultural Communication

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****Research Guide or Chairperson of research: Dr S. K. Kashyap**

University: G. B. Pant University of Agriculture and Technology, Pantnagar,
263153, Uttarakhand, India

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