

TRAINERS TRAINING NEED : AN INSTRUCTIONAL SYSTEM APPROACH

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Education and training are two major forces for enhancing human resource development. Appropriate training of extension staff is very crucial for implementation of rural development programme. Ever since the launching of Community Development Programme (1952) and National Extension Services (1953), the training of extension personnel received utmost importance to meet the needs of mammoth manpower. The new development programmes call for the better, competent extension personnel, especially at the grass root level. Of late, Government of India has strengthened training infrastructure at all levels to make the personnel more proficient in their jobs.

In spite of the impressive growth in extension training infrastructure and increasing number of training programmes in different areas, the quality is far from satisfactory (Misra 1990, Patel and Kher 1970, Mohir and Nandapurkar 1992, Bajaj et al. 1993). There is urgent present need to look into the qualitative aspects of training in a wholistic way so as to bring improvement in the process and product both. The high expectations and lofty objectives of extension organisations will remain on paper only if such assessments do not form an inseparable part of training process.

Modern instructional designing requires interaction of subject matter specialist and expert in modern instructional technology. In the training institution, such combinations of expertise are hard to find. In the age of instructional technology as a well-developed discipline and profession, the trainers can not afford to rest on the laurel of their technical degrees alone. Keeping all in mind, a study has been conducted to analyse the trainers' training needs in the instructional skills on the instructional system approach with following specific objectives.

1. To analyse trainers' instructional skills in classroom through observation.
2. To seek trainers' opinions on trainers instructional skills after each session.
3. To study trainers perceptions on overall performance of training.

METHODOLOGY :

The field investigation was carried out at Regional Institute of Rural Development (RIRD), Rudrapur, engaged in the training of grass root level extension personnel and the farmers. Two training programmes entitled 'Training Programme for Assistant Development officers in Integrated Rural Development and other running Programmes' were undertaken for the purpose of investigation.

RESULT AND DISCUSSION

1. Observation of Instructional skills :

The instructional process involves the behavior, which is not so easy to analyse. Observation, the basic method for collecting information becomes as scientific tool for the researcher to the extent that it serves a formulated research purpose. On the basis of review of available literature and pattern of breaking instructional process into skills, suggested by Dosajh (1977), the observation tool developed by Kindsvatter and Wilen

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(1977) was modified for the purpose. The tool consisted of eight major skills, which were further divided into well-defined skills observation. Each sub skill was observed on four point rating scale viz., not evident, slightly evident, moderately evident and fully evident received the scores 1,2,3 & 4 respectively. The training session was kept as the unit for observation. In all, thirty-classroom sessions held in two trainings were observed throughout. The mean weighted score of each sub-skill and skill was calculated and classified in not evident, slightly evident, moderately evident and fully evident.

Table 1. Extent of Instructional skills possessed by the Trainers.

Skill	Entry	Questioning	Content	Presentation	Motivating and supporting behaviour	Discussion	Closure
Not Evident up to 1.00 WMS					Change in sensory focus (1.00) use of Purposeful non verbal behaviour(1.00)		Looking back (1.00)
Slightly evident 1.01 to 2.00 WMS	Personal comments (1.86) Resume (1.36)	Appropriate question level 1.29 group individual Preview (1.06) shock statement (1.10)	Technical level 1.66 follow up questions (1.23) Appropriate verbal level (1.46)	Repetition (1.71)	Purposeful movement (1.59) meaningful Gestures	(1.19) Change in Speech pattern (1.30)	Summarization (1.60) reference to accomplishment (1.03)
Moderately Evident 2.01 to 3.00 WMS	Lesson objectives (2.20)	Participation (2.59)	Lesson Plan (2.36) subject coverage (2.73)	Use of vocabulary (2.96) fluency (2.70), continuity (2.69), sequence theoretic al knowledge (2.83) based on past knowledge (2.86)	Use of trainees Ideas (2.26) promotes talk (2.59) (2.43), explanation (2.93), use of examples(2.06) pace (2.69), clear purpose (2.96)	Adequacy of communication on (2.93) Leadership (2.36) climate of effective voice (2.16) praising trainees (2.03)	Application of learnings (2.10) acceptance (2.53)
Fully evident above 3.01			Practical significance (3.16)	Eye contact (3.09) volume (3.46)		Opportunities to participate (3.23) inter-personal relationship (3.20)	
Pooled mean	1.51	1.49	2.59	2.71	1.61	2.85	1.46

WMS - Weighted Mean Score

The beginning of a training session must be organised carefully to prepare the minds of the participants to absorb the lesson. It involves, to generate enthusiasm, clarity of objectives, resume, special comments of trainers before starting the session to prepare trainers psychologically to respond positively.

Table 1. reveals that the skills of entry viz.,-personnel comments (1.90), resume (1.36), shock statement (1.10) and preview (1.06) in the training were only slightly evident. Only lesson objective (2.20) was found moderately evident. The pooled mean of weighted mean scores (W.M.S.) was 1.51, which indicates that the entry skill in general was only slightly evident. The non-participant observation further revealed that most of the trainers merely mumbled the topic and started their session. Only one or two followed well and organised approach to ask questions, share expectations of trainers about the lesson, inform key points to be covered etc. before starting the actual instruction.

Questioning is most influential training act by which a trainer stimulates trainers' learning and thinking. The skill of questioning promoting thoughtfulness in trainers responses includes the type, the time, from whom the question is made, the way of questioning to make the session interesting and stimulating the minds. The table reveals that the skills of questioning viz. Appropriate verbal level (1.46), appropriate question level (1.29), allowing thinking time (1.26), follow up question (1.23) and group-individual balance (1.13) was slightly evident. Only participation of trainers in questioning (2.59) was moderately evident. The pooled mean (1.49) indicates that questioning skill in overall was slightly evident. It was found during observation that the questions were mainly from the participants' side to satisfy a query or clarify a vague point. Trainers' questions were rare and of low order demanding at the most recall of facts.

Content refers to the amount of subject matter, knowledge to be presented, its sequence, relevance and length to help learners acquire conveniently and purposefully. The table depicts that the sub-components of content viz., based on past knowledge (2.86), theoretical knowledge (2.83), subject coverage (2.73), lesson plan (2.59) and lesson length (2.36) were moderately evident. Technical level (1.66) was slightly evident. Only practical significance (3.16) was fully evident. The pooled mean (2.59) indicates that the content was moderately evident. It was found that the content of training was general, it lacked the principles, concepts and facts. Only 5-6 sessions were observed with some type of broadening the knowledge of trainees.

To hold the attention of audience in an enthusiastic manner throughout exposition of trainer demands the language, confidence, appropriate physical behaviour besides other attributes, in order to present the subject matter in a vibrant and lively manner. The table reveals that the skills of presentation viz., use of vocabulary (2.96), clear purpose (2.96), explanation (2.93), knowledge of subject (2.76), fluency (2.70), clarity (2.69), pace (2.06) were moderately evident. Volume (3.46) and eye contact (3.06) were fully evident whereas repetition (1.73) was only slightly evident. The pooled mean (2.71) indicates that the presentation was only moderately evident. The presentation in the form of dictating the concepts of lesson was observed in most of the sessions without emphasizing the key points. Some sessions were observed poor in manner of presentation with insufficient pace, fluency, continuity and even clarity in vocabulary.

Motivating and supporting behaviour is a factor content presentation, which strongly influence the way trainers could relate themselves with the trainers. It involves planned use of behaviour, which have salutary effect on climate and trainers about the trainer's

personality such as appropriate gestural movement, voice inflection to match the change in stimuli. The table depicts that the sub-skills of motivating and supporting behaviour viz., promotes trainers talk (2.59), use of trainers ideas (2.26), effective voice (2.16) and praising trainers (2.03) were moderately evident. The purposeful movement (1.59), change in speech pattern (1.30) and meaningful gestures (1.19) were slightly evident. However, change in sensory focus, changes mode and use of purposeful non-verbal behaviour were not evident. The pooled mean (1.61) indicates that the skill was only slightly evident. The non-participant observations further revealed that the efforts to hold attention of trainers was rarely made trainers often talked while sitting with hardly any physical attempt to change the mood. The trainers were seen as moving in and out of class during sessions-enough due to indicate ennui. There was hardly any move to seek trainers' input on the issue being discussed even though the trainers were elders with long experience. Trainers even talked themselves when trainers talked.

The discussion is of great importance in trainings by helping in recognition of an issue of problem. The trainers' role here is one of facilitator and of providing higher level of thoughts to involve everyone by making the things understandable. The sub-skills of discussion viz., adequacy of communication (2.93), climate of acceptance (2.53) and leadership (2.36) were moderately evident. The opportunities to participate (3.23) and interpersonal relationship (3.23) were fully evident. However, satisfaction with roles (1.00) and quality of product (1.00) were not applicable. The pooled mean (2.85) indicates that the skill was moderately evident. The discussion although was observed moderately evident, but lacked trainers' initiative to achieve consensus through discussion. There was no effort on the part of trainer to form groups and assign role.

Closure of session involves the reinforcement of important learning outcomes by providing a summary of major points and a springboard to the follow up activities for comprehending the broader conceptualization. The skills of closure viz., summarization (1.40), integration within unit (1.60) and reference to accomplishment (1.03) were slightly evident. The application of learnings (2.10) was moderately evident and looking back (1.00) was not at all evident. The pooled mean (1.46) indicates that the skill was only slightly evident. The observations made it clear that hardly any effort was made by trainers to make the session meaningful by referring to accomplishment and integrating within the unit, the objectives set forth. To the contrary, the trainers left the class abruptly, while the participants were still busy in discussion.

In order to organic, clarify and illustrate major themes in presentation, the trainer needs skill in handling teaching aids according to suitability of content. The first hand observation reveals that no teaching aids was used except chalkboard that too unplanned. Use of pointer or coloured chalks was missing. As the sitting arrangement was in oval shape, so the trainees sitting close to chalk board had to labour hard to see the black board, besides, they had to wait for the trainer to move aside to get a full view of the writing on black board. Thus, the use of teaching aid was very poor, unsystematic and unplanned.

2. Opinions of Trainees on Instructional Skills of Trainers :

Observation, though a very useful tool to analyse instructional by pinpointing existing level of skill, may be coloured by the natural biases on the part of researcher. In order to mitigate error to some extent the check was put through opinions of trainers. The opinions

of trainers were collected on different set of indicators on instructional process, which can be easily understood and recorded instantly by the trainers. In total, 22 indicators related to the skills of entry, questioning, content, presentation, discussion, closure and use of teaching aids were included for seeking the opinions of trainers on five point rating scale after each and every session. Total 294 sheets with all 22 indicators filled well were analysed. On the basis of mean and standard deviation, the indicators were classified in slightly evident (below 2.79 weighted mean score), moderately evident (2.79 to 3.65 WMS) and fully evident (above 3.65 WMS).

Table 2. Trainees opinions on trainers' Instructional skills.

S.No.	Instructional skill of trainer	Weighted mean score	Level of evidence
1.	Lesson Introduction	2.95	Moderate
2.	Handling of question-answer	3.23	Moderate
3.	Lesson plan	3.03	Moderate
4.	Lesson length	2.93	Moderate
5.	Subject coverage	3.44	Moderate
6.	Practical significance	3.59	Full
7.	Relevance	3.44	Moderate
8.	Trainers Expression power	3.38	Moderate
9.	Use of vocabulary	3.41	Moderate
10.	Fluency	3.46	Moderate
11.	Continuity	3.19	Moderate
12.	Sequence	3.31	Moderate
13.	Clarity	3.47	Moderate
14.	Explanation	3.58	Full
15.	Knowledge of subject matter	3.40	Moderate
16.	Use of examples	3.13	Moderate
17.	Eye contact	3.58	Full
18.	Voice audibility	3.99	Full
19.	Participation of trainees	3.16	Moderate
20.	Emphasis on key points	2.25	Slight
21.	Summarization techniques	2.18	Slight
22.	Use of teaching aids	2.61	Slight

The table 2 reveals that use of teaching aids and closure of session were only slightly evident, whereas lesson introduction, presentation, content, handling question answers and participation of trainers were moderately evident. No skill was reported as fully evident. However, some sub-components of presentation viz., eye content and voice audibility were fully evident.

Eventhough, it is neither prudent nor feasible to compare the observation of researcher with the opinions of trainers but it may serve as cross check. The trainers' opinions on most of the training skills and their sub-components support the researcher's observations. However, the trainers opinions were slightly different than researcher's observations as far as lesson introduction and handling of question are concerned. One reason of the difference may be the set of criteria used to rate the skill. The observer's parameters are well defined and idealistic whereas the trainers opinion have been taken on single statement, though for the reasons of convenience.

3. Reactions of Trainees on overall performance of training :

In order to understand and quantify overall performance, it is essential to know the level of content, quality of trainers' interaction, nature of programme organisation and arrangement. Each of these aspects of training were further sub-divided and the reactions of participants were sought on five point scale. The weighted mean score of each sub-item was calculated and on the basis of mean and standard deviation the sub-items were classified in three categories of satisfactory, fair and unsatisfactory.

i. **Trainers** : Table 3 reveals that the trainers were satisfied with the relation/behavior of trainers with trainees, whereas the use of teaching aid was rated as unsatisfactory. The other aspects related to the trainers viz., discipline in sessions, language of trainers, trainers' knowledge of subject matter, training methodology, speed of trainers in training, ability of trainers to motivate trainees and training plan were rated as fair.

Table 3. Reactions of trainees regarding trainers

S.No.	Aspects of trainees	Weighted Mean Score	Category
1.	Relation with trainers	4.40	Satisfactory
2.	Discipline in class	4.13	Fair
3.	Language of trainers	3.95	Fair
4.	Knowledge of subject matter	3.54	Fair
5.	Training methodology	3.54	Fair
6.	Speed of training	3.45	Fair
7.	Ability to motivate trainees	3.36	Fair
8.	Training plan	3.27	Fair
9.	Use of teaching aids	1.59	Unsatisfactory

ii. **Content** : The overall reactions and content were sought in terms of content coverage and utility. Coverage referred both, the treatment of technical content during the lesson according to objective as also at the level of trainers.

Table 4. Reactions of trainees on content of training

S.No.	Topic	Perceived coverage		Perceived utility	
		WMS	Extent	WMS	Extent
1.	Alternate sources of energy	4.42	Full	3.42	Moderate
2.	Training for village Development	4.14	Full	3.28	Moderate
3.	T.A. rules	4.00	Full	4.00	High
4.	Dry land farming	3.71	Moderate	2.71	Least
5.	Plant protection techniques	3.57	Moderate	3.42	Moderate
6.	Biogas	3.50	Moderate	3.40	Moderate
7.	Cultivation of cereal crops	3.45	Moderate	3.50	Moderate
8.	Smokeless chulas	3.42	Moderate	3.57	Least
9.	IRDP & Extension	3.40	Moderate	3.31	Moderate
10.	Communication Approach				
11.	TRYSEM	3.35	Moderate	3.40	Moderate
12.	Govt. servant conduct rules	3.31	Moderate	3.54	High
13.	Rural development programme and their implementation	3.19	Moderate	3.09	Moderate
14.	Leave rules	3.13	Moderate	3.26	Moderate
15.	Dry toilet facilities	3.13	Moderate	3.40	Moderate
16.	Objectives of IRDP	3.13	Moderate	3.13	Moderate
17.	Minimum need programme	3.06	Moderate	3.06	Moderate
18.	Importance of economic register	3.00	Moderate	3.13	Moderate
19.	JRY and other plans	2.93	Moderate	3.06	Moderate
20.	DWCRA & ANP	2.81	Least	2.63	Least
21.	Gardening techniques	2.45	Least	3.36	Moderate
	Environment programme	2.45	Least	2.81	Least

It is evident from table 4 that only three topics viz-T.A. rules, training for rural development and alternate sources of energy were rated as fully covered. The topics namely DWCRA and ANP, gardening techniques and environmental programmes were covered to the least extent and the rest of the topics were covered moderately. The data of perceived coverage at the end of training supports the data collected after each session and the observation of training sessions. In all the three cases the coverage of topics was found to be of moderate level.

The opinions of trainees obtained on the perceived utility of topics in table 4 depicts that the trainees rated, TA rules, government servant conduct rules as highly useful and the environmental programme, dryland farming, DWCRA & ANP and smokeless chullas as least useful. Rest other topics were rated as moderately useful.

iii. **Training programme organisation** : Table 5 indicates trainees' opinion about the organisation of training programme depicts that the number of trainees attending training programme were rated most unsatisfactory whereas other aspects viz., duration of training programme, time management, balance of scientific and practical topics, month/season of training programmes, and use of training methodologies were rated as moderate/fair level by trainees.

Table 5. Trainees reactions on organisation of training programme

S.No.	Aspects of training	Weighted Mean score	Category
	programme organisation		
1.	Duration of training	3.35	Fair
2.	Time Management	3.18	Fair
3.	Balance of theory & practical	3.13	Fair
4.	Month/season of training	3.00	Fair
5.	Use of training methodologies	2.86	Fair
6.	Number of trainees	1.94	Unsatisfactory

iv. **Logistics** : Table 6 reveals that the sitting arrangement in class and lodging facilities were rated satisfactory whereas the tea during the training, meal facility and drinking water facility were rated most unsatisfactory. The other aspects viz., lighting facility, fans, cleanness of classroom, toilet facilities and transportation facilities as fair by the trainees.

Table 6. Trainees reactions on logistics

S.No.	Aspects of logistics	W M S	Category
1.	Sitting arrangement in class	4.33	Satisfactory
2.	Lodging facilities	4.25	Satisfactory
3.	Lighting facility	4.09	Fair
4.	Fan	4.00	Fair
5.	Cleanness of learning space	3.57	Fair
6.	Toilet facility	3.19	Fair
7.	Transport facility	3.04	Fair
8.	Drinking water facility	1.71	Unsatisfactory
9.	Meal facility	1.25	Unsatisfactory
10.	Tea during sessions	1.09	Unsatisfactory

Overall rating of trainees on trainers, training programme organisation and logistics were as fair. But some of the aspects in between were rated unsatisfactory. The trainees were dissatisfied with use of teaching aids which supports researchers' observations. Although, the trainees rated lodging facilities as satisfactory, the researcher observed that more than 60 percent did not use the lodging facilities at the centre and stayed somewhere else. So, the logistics at training centre needs to be looked into.

CONCLUSION

The trainers were observed deficient in most of the instructional skills considered as crucial for generating interest and facilities acquisition of learning viz., entry, questioning, discussion, closure and motivating and supporting behaviour. The use of teaching aids was at its lowest ebb. Based on the findings of study it can be suggested that the content need to be modified to include more relevant topics with emphasis on practical aspects. Training organisation should look into various aspects of logistics because it is quite important aspect of training providing appropriate environment to undergo trainees about training and training organisation. Besides, realistic planning of training with more involvement and interest of trainers is called for, to make this important training more effective. The trainers should be trained in skills of instruction and pedagogy in order to fulfill high expectations and lofty objectives of the training organisations.

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