

Relationship of the Role Perception of Trainers in KVKs with their Personal Traits

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ABSTRACT

This study was conducted in two purposively selected KVKs Dariapur (RaeBareli) and Tharion (Fatehpur) of Uttar Pradesh. All the trainers of these KVKs were directly involved in training programmes selected for the study. Data were collected personally with help of pretested interview schedule and the obtained data were analyzed with the help of correlation coefficient to measure the relationship between dependent variables (role perception) and independent variables (personal traits) of trainers. It was found from the study that the planning and supporting activities dimensions of role perception were positively and significantly correlated with academic qualification, experience, communication ability and quality of the trainers. The trainers' academic qualification, communication ability and quality, expertise in preparation & use of training materials were positively and significantly associated with organizing training. The trainers' experience, communication ability and quality, expertise in preparation & use of training materials were found to be positively and significantly correlated with motivation. The trainers' academic qualification, experience, communication ability and quality, expertise in preparation & use of training materials were positively and significantly correlated with training materials and training dimensions. The trainers' academic qualification, experience, were found to be positively and significantly correlated with evaluation dimension of role perception.

Key words: Personal traits, dimensions of role perception, correlation

It is important to examine how trainers perceive their assigned duties and responsibilities. The responsibility of conducting training programmes with appropriate steps like planning, organizing, identification of constraints, preparation & selection of training materials and evaluation of programmes, help in enhancing the knowledge and skills of the client. It is, therefore, essential that for each course, the trainers are sound in technical knowledge of their subject, well versed with the skills to be taught and have an expertise in modern training methodologies. Training is one of the important aspects of human resource development. The expectations, needs and ways of thinking influence how an individual interprets what is observed. Keeping these above facts in view, a study was conducted with specific objective as: to study the relationship between the role perception (different dimensions) of the trainers of KVKs and their personal traits.

METHODOLOGY

The present study was conducted in two

purposively selected KVKs Dariapur (RaeBareli) and Tharion (Fatehpur) of Uttar Pradesh. These KVKs fall under the jurisdiction of C.S. Azad University of Agriculture & Technology, Kanpur and are located in two different situations. All the trainers total 17 trainers (9 trainers of KVK Rae Bareli and 8 trainers of KVK Tharion) of these KVKs were directly involved in training programmes selected and interviewed personally with the help of structured pre tested interview schedule for collecting the necessary data. The obtained data were analyzed with the help of correlation coefficient. The Karl Pearson's following formula of correlation coefficient was used to find out the relationship between role perceptions (different dimensions) of KVKs trainers and their personal traits

$$r = \frac{\sum XY}{\sqrt{(\sum X)^2 (\sum Y)^2}}$$

Where, r = Coefficient of correlation

X, Y = Variables

$$X = X - \bar{X}, \quad Y = Y - \bar{Y}$$

RESULTS AND DISCUSSION

Relationship of planning (Role perception) with personal traits of trainers : Table 1 indicates that planning dimension of role perception was positively and significantly correlated with academic qualification of trainers of both the KVKs. In KVK Rae Bareli the trainers’ age and experience were found to be positively and significantly correlated with planning. In KVK Fatehpur the trainers’ communication ability and communication quality were found to be positively and significantly correlated with planning. Other independent variables of trainers of both the KVKs were found to be non-significant with planning dimension under role perception. Thus, it can be inferred that the trainers increase with age, academic qualification, experience,

communication ability and communication quality have better role perception.

Relationship of organizing training(role perception)with personal traits of trainers : It is clear from the Table 1 that in both KVKs (Dariapur and Tharion) trainers’ academic qualification was positively and significantly associated with organizing training. The trainers’ communication ability, communication quality and expertise in preparation and use of training materials were also found to be positively and highly significant with organizing training of KVK Dariapur (Rae Bareli). In KVK Tharion (Fatehpur) trainers’ communication ability and expertise in preparation and use of training materials were found to be positively and significantly correlated with organizing training dimension. Thus, the

Table 1. Relationship of planning & Organizing (Role perception) with personal traits of trainers

S.No. Personal traits	Krishi Vigyan Kendra Planning (Role perception)		Krishi Vigyan Kendra Organizing (Role perception)	
	Rae Bareli	Fatehpur	Rae Bareli	Fatehpur
1. Age	0.6793*	0.3962	0.4132	0.4633
2. Caste	0.2939	0.1342	0.3238	0.0693
3. Academic qualification	0.6677*	0.7617*	0.6780*	0.7089*
4. Experience	0.7320*	0.3909	0.3911	0.4432
5. Family type	0.3406	-0.5637	0.3374	-0.6076
6. Family size	-0.0921	-0.2177	-0.1415	-0.3271
7. Family education	0.4381	0.4441	0.5097	0.4844
8. Communication ability	0.5284	0.8235*	0.9346**	0.7740*
9. Communication quality	0.5998	0.7928*	0.9365**	0.6027
10. Expertise in preparation and use of training material	0.5619	0.7002	0.8523**	0.7766*

* Significant at 5 per cent level of significance
 ** Significant at 1 per cent level of significance

trainers having more academic qualification, communication quality, communication ability and expertise in preparation and use of training materials have better role perception in organizing training.

Relationship of motivation (Role perception) with personal traits of trainers : Data in Table 2 indicate that the trainers’ experience and expertise in preparation and use of training materials were found to be positively and significantly correlated with motivation of both KVKs. In KVK Dariapur (Rae Bareli) trainers’ age, academic qualification had positive and significant correlation with motivation. Trainers’ communication ability and communication quality had positive and highly significant correlation with motivation. The trainers’ (KVK Fatehpur) communication ability was found to be positively and significantly correlated with motivation. Thus, it may be inferred that trainers with more

experience, communication ability, communication quality and expertise in preparation and use of training materials have more skill and ability in motivation under role perception.

Relationship of training materials (role perception) with personal traits of trainers : Table 2 reveals that in both the KVKs trainers’ academic qualification, experience and expertise in preparation and use of training materials were found to be positively and significantly correlated with role perception. Other independent variables of trainers were found to be non significant with training materials of both KVKs. Thus, it may be stated that the trainers having more qualification, experience and expertise with A.V. aids showed better skill in preparation & use of training materials.

Relationship of training (role perception) with

Table 2. Relationship of motivation & Training material (Role perception) with personal traits of trainers

S.No.	Personal traits	Krishi Vigyan Kendra Motivation (Role perception)		Krishi Vigyan Kendra Training material (Role perception)	
		Rae Bareli	Fatehpur	Rae Bareli	Fatehpur
1.	Age	0.7381*	0.3563	0.6648	0.1407
2.	Caste	-0.4094	-0.1615	0.3297	0.3137
3.	Academic qualification	0.7629*	0.6489	0.7901*	0.7978*
4.	Experience	0.6854*	0.7836*	0.6681*	0.7195*
5.	Family type	0.3591	-0.2713	0.2401	-0.2978
6.	Family size	-0.0513	-0.1810	-0.0857	0.0555
7.	Family education	0.3014	0.1468	0.1631	0.2286
8.	Communication ability	0.8718**	0.7184*	0.6603	0.6749
9.	Communication quality	0.8722**	0.6532	0.6264	0.6799
10.	Expertise in preparation and use of training material	0.7863*	0.7844*	0.6826*	0.7748*

* Significant at 5 per cent level of significance

** Significant at 1 per cent level of significance

personal traits of trainers : Data presented in Table 3 show that in both the KVKs trainers' academic qualification, age and expertise in preparation and use of training materials had positive and significant correlation with training dimension whereas in both the KVKs trainers' communication ability and communication quality were found to be highly significant and positively correlated with training dimension. Other independent variables of trainers were found to be non-significantly correlated with training dimension. Thus, it can be inferred that trainers with better academic qualification, communication ability, communication quality and expertise in preparation and use of training materials had better role perception regarding training dimension.

Relationship of reporting (role perception) with personal traits of trainers : Table 3 shows that in both the KVKs trainers' academic qualification,

experience, expertise in preparation and use of training materials and communication ability were found to be positively and significantly correlated with reporting dimension. The relationship of other independent variables of trainers with role perception regarding reporting was found to be non-significant. Thus, it may be stated that trainers possess more academic qualification, experience; communication ability and expertise in preparation and use of training materials have better skill and ability in reporting.

Relationship of evaluation (role perception) with personal traits of trainers : Table 4 indicates that both the KVKs trainers' academic qualification, age and communication ability had positive and significant correlation with evaluation dimension. Trainers' of KVK Fatehpur experience was found to be positively and significantly correlated with evaluation dimension. Other

Table 3. Relationship of training & Reporting (Role perception) with personal traits of trainers

S.No.	Personal traits	Krishi Vigyan Kendra Training (Role perception)		Krishi Vigyan Kendra Reporting (Role perception)	
		Rae Bareli	Fatehpur	Rae Bareli	Fatehpur
1.	Age	0.6731*	0.2827	0.2700	0.3938
2.	Caste	0.1749	-0.0931	0.4485	-0.2390
3.	Academic qualification	0.7172*	0.7107*	0.6983*	0.7259*
4.	Experience	0.4673	0.2992	0.7854*	0.7739*
5.	Family type	0.1206	-0.5100	0.1492	-0.2619
6.	Family size	-0.0482	-0.2288	-0.3411	-0.1410
7.	Family education	0.1936	0.3418	0.1766	0.1761
8.	Communication ability	0.9387**	0.8815**	0.7909*	0.8111*
9.	Communication quality	0.9433**	0.8364**	0.6176	0.6977
10.	Expertise in preparation and use of training material	0.7846*	0.7748*	0.7941*	0.8023*

* Significant at 5 per cent level of significance

** Significant at 1 per cent level of significance

independent variables of trainers were found to be non-significantly correlated with evaluation dimension. It can be inferred that trainers with more academic qualification and experience have better analyzing power so that they can evaluate a training programme more critically and in a better way.

Relationship of supporting activities(role perception)with personal traits of trainers : Table 4 reveals that in both KVKs trainers’ experience, communication ability and communication quality were found to be positively and significantly correlated with supporting activities. In KVK Rae Bareli trainers’

academic qualification had positive and significant correlation with supporting activities. While KVK Rae Bareli trainers’ age was found to be negatively and significantly correlated with supporting activities. Other independent variables of trainers were found to be non-significantly correlated with role perception regarding supporting activities. This may be due to that experienced trainers might have better knowledge and having more communication ability and quality. The above findings are in conformity with the findings of Dudhani and Jalihal (1987), Gowda et al. (1989), Gowda et al. (1995) and Pandey (1998).

Table 4. Relationship of Evaluation & Supporting activities (Role perception) with personal traits of trainers

S.No.	Personal traits	Krishi Vigyan Kendra Evaluation (Role perception)		Krishi Vigyan Kendra Supporting activities (Role perception)	
		Rae Bareli	Fatehpur	Rae Bareli	Fatehpur
		1.	Age	0.7316*	0.7578*
2.	Caste	-0.5151	0.3377	-0.5847	0.0000
3.	Academic qualification	0.7847*	0.7253*	0.7907*	0.3443
4.	Experience	0.6307	0.7716*	0.6687*	0.7184*
5.	Family type	0.1420	-0.5650	0.2656	-0.4303
6.	Family size	-0.0568	-0.0556	-0.1008	-0.1390
7.	Family education	0.2031	0.3517	0.2160	0.1061
8.	Communication ability	0.6788*	0.7070*	0.7127*	0.8288*
9.	Communication quality	0.5638	0.6778	0.7170*	0.8088*
10.	Expertise in preparation and use of training material	0.5690	0.4623	0.6617	0.4629

* Significant at 5 per cent level of significance

** Significant at 1 per cent level of significance

CONCLUSION

It may be concluded that trainers increase with academic qualification; age, experience, communication ability and quality have better role perception in planning of the training programme. The trainers having more academic qualification, communication ability and quality and expertise in preparation & use of training materials have better role perception in organizing training. The trainers with more experience, communication ability and quality and expertise in preparation & use of training materials have more skill and ability in motivation. The trainers having high qualification, experience and

expertise with A.V. aids showed better skill in use of training materials. The trainers having more academic qualification, experience, communication ability and quality and expertise in preparation & use of training materials had better role perception regarding training and reporting dimensions. The trainers with more academic qualification and experience have better analyzing power so that they can evaluate a training programme more critically and in a better way. The trainers having more experience, communication ability and quality, might explain better regarding supporting activities of role perception.

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