



Training Need Assessment of Teaching, Research, Extension and Administrative Competencies of Assistant/Associate Professors of Veterinary Colleges of KVAFSU

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10.18805/ag.D-4904

ABSTRACT

The aim of this research was to assess training need of teaching, research, extension and administrative competencies of assistant/associate professors from four veterinary colleges namely Bengaluru, Bidar, Hassan and Shimoga. An exploratory research design was adopted for the study. A total of 60 respondents were selected, fifteen each from four colleges. The result from the study revealed that majority of the respondents are in need of training on design of web-based learning materials (85.00%) in teaching component, in research component majority are in need on skills in formulation of research proposals (88.33%), majority are in need on training of skills in transfer of technology (70.00%) in extension component and in administrative component majority are in need on skills in management of organizational resources (83.33%). Need based training on different component has to be organized by the university. The university should consider the most preferred training methods identified in this study while developing training strategies and while training the professionals of the university. Short duration programmes, repetition of the existing programmes and conducting the training during vacations will help the staff to attend the programmes without affecting their regular works.

Key words: KVAFSU, Professors, Training need.

INTRODUCTION

It is well acknowledged that one of the most important steps in training development is conducting a training needs analysis. The first step in training process focuses on the need assessment. Training need analysis is primarily conducted to determine where training is needed, what needs to be taught and who needs to be trained (Hassan, 2013).

Need analysis begins with problem identification. It is believed that a main step in any training programme is to determine whether training is needed and if so, to specify what that training should provide. Training needs are skills, knowledge and attitudes an individual requires in order to overcome problems, as well as to avoid creating problem situations (Hosein, 2008).

Training is an important activity within an organization which improves employee's performance and provides them the skills and knowledge required to do the job in a professional manner.

Training is an important component of Human Resource Development and it is the systematic instruction by which the desired knowledge, proficiency, attitude and ideas are inculcated and reinforced in an organization. Training helps an individual to acquire knowledge and required skills to perform his/her job and one can make positive changes in his/her attitude towards performance. Training should support organizational mission and goals by ensuring that right people with right skills are in the right place at the right time. Hence, identifying the organizational needs for training and training needs of its members and carefully matching them with the desired organizational resources and outputs

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How to cite this article: Hosure, S., Pavitra, G.N., Pradeepkumar, S., Jagadeeswary, V. and Satyanarayan, K. (2020). Training Need Assessment of Teaching, Research, Extension and Administrative competencies of Assistant/Associate Professors of Veterinary Colleges of KVAFSU. *Agricultural Science Digest*. 40(1): 109-112.

Submitted: 09-03-2019 **Accepted:** 11-12-2019 **Published:** 06-03-2020

assume critical importance. The process of identifying training needs for employees requires careful scrutiny of organization's objectives, personnel and resources. Training needs assessment can help to determine the training efforts needed to capture an opportunity or resolve a problem, prioritize training needs of the employees in the organizations that change over time (Meti, 2013).

Training is a practical and vital necessity of any organization. In a rapidly changing society, employees training and development is not only an activity that is desirable, but also an activity that an organization must commit for resource development so as to maintain a viable and knowledgeable work force.

Training activities focus on learning the skills, knowledge and to have attitudes required to initially perform a job or task or improve upon the performance of current

job or task. The teaching fraternity is vital in molding the future generation to move the country towards progress. This community needs to update their knowledge to impart quality education to the students. To meet the educational needs of the new global organization, lecturers need continuing professional development in order to maintain and upgrade their skills (Akinagbe and Baiyer 2011). Without well trained, qualified and committed teachers, it is impossible to deliver effectively functioning educational systems (Unwin, 2005).

MATERIALS AND METHODS

The current study was undertaken in the KVAFS University involving four veterinary colleges namely Bengaluru, Bidar, Hassan and Shimoga. An exploratory research design was adopted for the study. Total of 60 respondents were selected from four colleges. Out of which fifteen respondents were selected from each colleges through simple random sampling method. The respondents perception towards training needs were assessed using structured questionnaire method. The data collected were analyzed by using statistical tools such as frequency, percentage and chi-square test.

RESULTS AND DISCUSSION

Training needs assessment of teaching component

The training needs required on the teaching component for the assistant/associate professors were given in the Table 1, it revealed that majority of the respondents were in need of training on design of web-based learning materials (85.00%) followed by use of audio visual aids and ICT in teaching (76.66%), integrating elements of e-learning in course (75.00%), effective teaching skills (65.00%), ethics in teaching profession (61.66%), student assessment

techniques (60.00%), suitable teaching methods and classroom management (58.33%), conducting effective examinations (55.00%), management of new courses and up gradation of innovations and new technologies in the subject concerned (53.34%), presentation skills (46.66%), course content & course outline designing (36.67%) and exchange of teaching faculty with other university (1.66%).

The p-value (<0.0001) indicates that there is a statistically significant relationship between the training need assessment of teaching component between training needed and training not needed.

These findings are in partial agreement with the findings of Nisha and Sandeep Kumar (2016) and Hamadneh (2015) where majority of respondents were in need of training on advanced teaching skills.

Training needs assessment of research component

The training needs required on the research component for the assistant/associate professors are given in the Table 2. It revealed that majority of the respondents were in need of skills in formulation of research proposals (88.33%) followed by skills in budget preparation for research projects (86.66%), ethics of scientific research in animal husbandry sector (75.00%), intellectual property rights (70.00%), handling and management of research projects (68.33%), assessing the economic importance of research and diffusion in to the social system (65.00%), source of funding agency and identification of research problems (63.33%), publication procedures (60.00%), skills in utilization of statistical tools for interpretation of data (53.34%), correction / analysis of thesis (50.00%), skills in technical writing (43.34%) and geographica location based research (1.66%).

The p-value (<0.0001) indicates that there is a statistically significant relationship between the training need

Table 1: Training needs assessment of teaching component.

Teaching Component	Needed %	Chi Square Value	Not Needed %
Effective teaching skills	65.00	50.05	35.00
Suitable teaching methods	58.33		41.67
Course content & Course outline designing	36.67		63.33
Student assessment techniques	60.00		40.00
Classroom management (handling a large class, problem solving skills, time management, discussion, Students psychology)	58.33		41.67
Use of Audio visual aids and ICTs in teaching	76.66		23.34
Conducting effective examinations	55.00		45.00
Management of new courses	53.34		46.66
Ethics in teaching profession	61.66		38.34
Integrating elements of e-learning in course	75.00		25.00
Design of web-based learning materials	85.00		15.00
Presentation skills	46.66		53.34
Up gradation of Innovations and new technologies in the subject concerned	53.34		46.66
Others (a) Exchange of teaching faculty with other university	1.66		

P Value= <0.0001

Table 2: Training needs assessment of research component.

Research Component	Needed %	Chi Square Value	Not Needed %
Identification of research problems	63.33	56.73	36.67
Skills in formulation of research proposals	88.33		11.67
Handling and Management of research projects	68.33		31.67
Skills in Technical writing	43.34		56.66
Skills in budget preparation for research projects	86.66		13.34
Ethics of scientific research in Animal husbandry sector	75.00		25.00
Skills in utilisation of Statistical tools for interpretation of data	53.34		46.66
Publication procedures	60.00		40.00
Intellectual property rights	70.00		20.00
Correction / Analysis of thesis	50.00		50.00
Assessing the economic importance of research and diffusion in to the social system	65.00		35.00
Source of funding agency	63.33		36.67
Others a) Geographical location based research	1.66		

P Value= < 0.0001

Table 3: Training needs assessment of extension component.

Extension Component	Needed %	Chi Square Value	Not Needed %
Planning & organising training programmes	68.33	34.00	31.67
Planning and budgeting extension programmes	61.66		38.34
Communication skills	53.34		46.66
Monitoring and evaluation of programmes	48.34		51.66
Skills in Transfer of technology	70.00		30.00
Leadership, team co-ordination & group mobilisation skills	65.00		35.00
Designing of extension materials	28.34		71.66
Public speaking skills	56.66		43.34
Marketing led extension skills	66.66		33.34

P Value= < 0.0001

assessment of research component between training needed and training not needed.

These findings are in line with the findings of Nisha and Sandeep Kumar (2016) and in partial agreement with the findings of Hassan (2013) and Hamadneh (2015) where majority of respondents were in need of training in formulation of research proposals.

Training needs assessment of extension component

The training needs required on the extension component for the assistant/associate professors are given in the Table 3. It revealed that majority of the respondents were in need of training of skills in transfer of technology (70.00%) followed by planning and organizing training programmes (68.33%), marketing led extension skills (66.66%), leadership, team co-ordination & group mobilization skills (65.00%), planning and budgeting extension programmes (61.66%), public speaking skills (56.66%), communication skills (53.34%), monitoring and evaluation of programmes (48.34%) and designing of extension materials (28.34%).

The p-value (<0.0001) indicates that there is a statistically significant relationship between the training need assessment of extension component between training needed and training not needed.

These findings are similar with the findings of Nisha and Sandeep Kumar (2016) where majority were in need of planning and organizing training programmes.

Training needs assessment of administration component

The training needs required on the administration component for the assistant/associate professors were given in the Table 4, it revealed that majority of the respondents were in need of skills in management of organizational resources (83.33%), skills in managing relationships within the organization (80.00%), managing finances (78.33%), accounting & budgeting skills (70.00%), record maintenance (65.00%), skills in conducting and managing meetings (56.66%), general administration & office management (55.00%), staff management skills (53.34%) and team building skills (45.00%).

The p-value (<0.0001) indicates that there is a statistically significant relationship between the training need assessment of administrative component between training needed and training not needed.

These findings are in partial agreement with the findings of Nisha and Sandeep Kumar (2016).

Table 4: Training needs assessment of administrative component.

Administration Component	Needed %	Chi Square Value	Not Needed %
General administration & Office management	55.00	38.84	45.00
Team building skills	45.00		55.00
Accounting & budgeting skills	70.00		30.00
Staff management skills	53.34		46.66
Skills in conducting and managing meetings	56.66		43.34
Managing finances	78.33		21.67
Record maintenance	65.00		35.00
Skills in management of organizational resources	83.33		16.67
Skills in managing relationships within the organization	80.00		20.00

P Value= < 0.0001

CONCLUSION

Training on teaching component, research component, extension component and administrative component has to be organized based on the preferred need of professionals by the university. The university should consider the most preferred training methods in each component while developing training strategies and while training the professionals. Short duration programmes, repetition of the same programmes and conducting the training during vacations will help the staff to attend the programmes without affecting their regular works.

RECOMMENDATIONS

- ✓Regular seminars, presentation on a particular topic at department level by the staff members will help in refreshment of the subject.
- ✓Younger staff may be deputed for attending seminars, trainings to know about the latest development in their fields.
- ✓Organizing University-State department meetings periodically will help in identifying problems.
- ✓Information on the funding organizations, their format of proposal can be put on the intranet site of the university and periodically updating the site will be helpful for the staff to send proposal.
- ✓Regular meetings to update the staff's knowledge on the rules and regulations of administration, budget handling, purchases, etc. has to be undertaken.
- ✓Training on information technology, writing proposals,

communication skills, administration and stress management has to be organized.

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