

Training need assessment and problem analysis

Rejula K.

Extension, Information and Statistics Division
ICAR- Central Institute of Fisheries Technology, Cochin
rejulak@gmail.com

Training needs

The assessment of training needs is pre-requisite to any type of training for successful implementation of the training objectives. In Agricultural extension, it is the most important activity undertaken for human resource development and capacity building of different stakeholders like farmers, fishers, extension personnel, researchers, department officials' students etc. The gap between what is going on now with regard to the work/job performance of the trainee and what should go on now (or) in the future indicates the future need for training Johnson (1967). The gap if any, needs to be addressed by the trainer's organization.

Dimensions of need

There are four dimensions of need, as identified by David Deshler (1979) such as felt need, expressed need, normative need, comparative need and inequity in the availability of services, all other things being equal. A training need exists when an individual lacks the knowledge and skills to perform an assigned task satisfactorily (Dugan Laird, 1978).

Training Need Assessment (TNA)

Training need identification is a tool used to identify the required educational courses or activities to be implemented for the employees for enhancing work productivity (Singh *et al.*, 2011). TNA help to recognise current problems and future challenges which can be solved through training. TNA also help to enhance professional competency for performing assigned job in an organization. There are different methods and techniques used by the researchers to study the training needs of people intending for knowledge or skill enhancement. The training needs may be determined in terms of analysis of intended organisational change, existing work problems and man power wastage data. Training needs could be in the areas of skill, knowledge and change in attitudes.

Scales for measuring TNA

Scales are developed on a context specific method. The steps involved are collection of need items, scoring techniques and ranking (Ramulu 1992).

A. Knowledge test

Here training need may be defined as the gap between the existing knowledge and desirable knowledge of the trainees regarding any subject matter. In this method TN is studied by administering a structured knowledge test. Knowledge test consist of items like multiple choice questions and open-ended questions regarding various aspects of the subject under consideration. Score will be given to right answer as defined by the researcher and total score for a respondent will be calculated. A training need quotient value is calculated by identifying the gap between the required knowledge (what out to be) and the existing knowledge (what is).

B. Training Need Index

In this method researcher need to identify the dimensions of training need first. Based on the dimensions need items are identified with help of experts in the field and also through literature review (scales can be developed by self or existing scales can be used based on the

context). Response categories are prepared and then data is collected from the respondents. Training need index is then calculated by dividing total score by maximum obtainable score, and by multiplying with 100. It is a more accurate method than direct questioning method.

C. Direct questioning

Identify areas of training. Fix a response continuum based on people's perception and assign score to each category

D. Matrix Ranking- An important PRA tool to assess preferences

Direct matrix ranking refers to placing different challenges in the field in the order of importance like I, II, III etc. according to their severity with regard to a reason. 3-5 key informants are required for data collection. Interview schedules have to be prepared having matrices to enable a range of different items to be assessed against selected criteria. Separate matrices have to be prepared for each technology and the key informants should indicate the reasons for their behavior. The pooled matrix table has to be prepared for each technology and scores are added up for each column. The final rank will be used to infer which technology got the maximum score for a particular criterion as perceived by the farmers.

E. Problem tree

The aim of the problem tree analysis is to create a structural analysis of the causes and effects of an issue or problem. A focal problem, will be identified first and then in-depth analysis of causes and the consequences are done.

References

1. Rajwinder Singh.2011. Development of need-based training module for farmers regarding farm forestry. Unpublished MSc thesis submitted to Department of Extension Education, College of Agriculture, Punjab Agricultural University, Ludhiana.
2. Sandipamu, Raahalya. 2020. Training need analysis of Agricultural Officers (AOs) of Department of Agriculture Development and Farmers' Welfare Kerala" Unpublished MSc thesis submitted to Department of Agricultural Extension, College of Agriculture, Vellayani, Kerala Agricultural University
3. Assessment of training needs. Development of e-Courses for B.Sc (Agriculture). <http://ecoursesonline.iasri.res.in/Courses/Extension%20Methodologies%20for%20Transfer%20of%20ag.%20Tech/Data%20Files/lect18.html>
4. V. Mahesh, P.S. Swathi Lekshmi, Dilip Ananda Pawar, Daliyamol, Alok Kumar and P. Prakash.2017. Matrix Ranking- An important PRA tool to assess farmer's preferences and priorities. Agricultural research communication centre. Volume 37 Issue 2 June 2017.