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

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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 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 (Akinnavge 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

| 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
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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 utilization 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 & organizing 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

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 administrative 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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