

## International Journal of Agriculture Extension and Social Development

Volume 8; Issue 10; October 2025; Page No. 626-628

Received: 04-08-2025  
Accepted: 09-09-2025

Indexed Journal  
Peer Reviewed Journal

### Farmers' Views on Agricultural Training and Extension Programs

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DOI: <https://www.doi.org/10.33545/26180723.2025.v8.i10i.2595>

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#### Abstract

The present study was conducted to investigate farmer's perceptions towards agricultural extension training programmes. The sample comprised of 131 trainees who attained training at Dr Yashwant Singh Parmar University, Directorate of extension Education. Findings reported that the information provided during the training session are relevant. Most of the farmers agreed that training needs are realistic, useful and on training programme. Respondents also agreed that their performance has increased after attending training programmes. Training programme increase both farm productivity and quality of farm productivity. The overall findings suggest that the most of farmers were satisfied with the extension training programme which helps to increase productivity and quality of farm quantity.

**Keywords:** Training, programmes, agricultural, extension education, farmers perception

#### Introduction

Training plays a vital role in helping organizations overcome inefficiency and monotony that may result from routine tasks. It is a systematic process through which employees acquire the knowledge and skills required for specific purposes. The goal of training is to create lasting improvements in employees' performance and abilities. Earlier, the personnel department's primary role was recruitment, but now it also ensures that employees receive proper training to perform effectively. In today's workplace, continuous training is essential to keep employees updated with modern technologies and methods. A well-structured training program supports both employee and organizational growth. While training focuses on job-specific skills, development aims to enhance an individual's overall personality and capabilities. Together, they boost confidence, competence, adaptability, and career stability while building efficiency to meet new technological or business challenges.

Training is generally divided into two main types: on-the-job and off-the-job training. On-the-job training occurs within the actual work environment, allowing employees to learn by performing their duties using real tools and equipment. It includes various methods such as induction training, which familiarizes new recruits with organizational culture and policies; job instruction training, involving job demonstrations and supervision; vestibule training, conducted in a simulated setup resembling the real

workplace; refresher training, which updates employees on new techniques; and apprenticeship training, where workers gain practical experience under expert supervision. Institutional training merges classroom learning with industrial practice, while job rotation broadens skills by assigning employees to different roles. Coaching and mentoring focus on personal guidance, performance improvement, and professional development through the support of experienced individuals. In contrast, off-the-job training takes place away from the workplace and includes classroom lectures, audio-visual learning, simulations for safe practice, case studies for decision-making, role-playing to enhance communication, programmed instruction for stepwise learning, and management games that develop teamwork and strategic abilities. Additionally, farmers' training programs equip agricultural workers with modern techniques to improve productivity and informed decision-making. These may include preparatory workshops for technicians and farmers, field experiments, focused concept learning sessions, agro-ecosystem analysis discussions, team-building activities, and evaluation processes to assess progress. Institutions like Dr. Y.S. Parmar University of Horticulture and Forestry, Krishi Vigyan Kendras, Chaudhary Sarwan Kumar Agricultural University, and the Central Potato Research Institute conduct such programs to promote agricultural advancement. Though training enhances motivation, confidence, communication, teamwork, decision-making, and career growth while

improving efficiency and customer satisfaction, it also has drawbacks such as high costs, time consumption, potential disinterest from lengthy sessions, poorly skilled trainers, and the risk of trained employees leaving for better opportunities.

Main objective of the study is to assess the level of perception and importance of extension training programs.

### Research Methodology

Research is a systematic and planned process used to find solutions to specific problems. Research methodology refers to the set of methods, tools, and logical steps used to generate new knowledge from existing information. The research process involves identifying the problem, setting clear objectives, choosing suitable methods, collecting and analyzing data, and interpreting the results to draw conclusions.

Study was focus on farmers perception regarding training programs organized by the Directorate of Extension Education, Dr. Y.S. Parmar University of Horticulture and Forestry (UHF), Nauni, Solan, Himachal Pradesh. Convenience sampling method is used to select participants, total 131 farmers was taken as a sample size. Data was collected from two main sources — primary data, obtained through personal interviews using structured questionnaires, and secondary data, collected from existing records and related sources. To analyze the responses, percentages were calculated, and the arithmetic mean was used to evaluate participants' opinions based on a five-point Likert scale, where 1 means Strongly Disagree, 2 means Disagree, 3 means Neutral, 4 means Agree, and 5 means Strongly Agree. The standard deviation was used to measure the variation in responses — a smaller value indicated more uniform opinions. The coefficient of variation helped compare differences in variability between data sets. Statistical analysis was performed using MS Excel and SPSS software. A Likert Scale is a type of rating method that measures people's attitudes or opinions by asking them to rate their level of agreement with given statements. This scale, also known as the Total Weighted Score method, is based on how well each statement can distinguish between

strong and weak opinions among respondents.

### Results and Discussion

The study titled Farmers' Views and importance of Agricultural Training and Extension Programs aimed to examine farmers view on agricultural training programs and their perception on the sessions conducted. The research included 131 respondents, and the data were analyzed using percentage methods, mean, and standard deviation.

The current research was conducted in the Solan district with a total sample of 131 participants. The study consist of both primary and secondary data. Primary data were gathered through a well-structured questionnaire administered to the respondents.

The study found that a majority of the participants, 79.38%, were male farmers, while 20.62% were female, indicating a much higher involvement of men in agricultural training programs. In terms of age, most respondents (55.72%) were between 31 and 50 years old, followed by 37.40% in the 19-30 age group, showing that middle-aged farmers took part more actively in the training sessions. With regard to education, over half of the farmers (53.43%) had studied below the matriculation level, while the rest had completed intermediate or graduate education. When categorized by occupation, 73.28% of respondents were primarily engaged in farming, 14.50% worked in private jobs, 11.45% ran businesses, and only 0.76% were employed in government service. This pattern highlights that agriculture continues to be the main source of livelihood in the Solan district, aligning with its broader socio-economic profile.

**Table 1:** Importance of farmer training

| Training program is beneficial for farmers | Frequency | Percent |
|--------------------------------------------|-----------|---------|
| Yes                                        | 128       | 97.70   |
| No                                         | 2         | 1.52    |
| Can't say                                  | 1         | 0.76    |
| Total                                      | 131       | 100.00  |

Results revealed that 97.70 per cent respondents viewed training programmes as beneficial and indicated the importance of trainings for the farmers.

**Table 2:** Perception towards training session

| Sr. No | Perception                                                                                  | Score          |               |             |             |             | Mean |
|--------|---------------------------------------------------------------------------------------------|----------------|---------------|-------------|-------------|-------------|------|
|        |                                                                                             | 5              | 4             | 3           | 2           | 1           |      |
| 1      | The information provided by trainer during the training session are relevant                | 99<br>(75.57)  | 28<br>(21.37) | 0<br>(0)    | 3<br>(2.29) | 1<br>(0.76) | 4.68 |
| 2      | Training needs identified are realistic and useful                                          | 94<br>(71.75)  | 34<br>(25.95) | 1<br>(0.76) | 1<br>(0.76) | 1<br>(0.76) | 4.67 |
| 3      | Training result in better performance                                                       | 102<br>(77.86) | 27<br>(20.61) | 1<br>(0.76) | 1<br>(0.76) | 0<br>(0)    | 4.75 |
| 4      | Do you enjoy the training session                                                           | 98<br>(74.80)  | 32<br>(24.42) | 1<br>(0.76) | 0<br>(0)    | 0<br>(0)    | 4.74 |
| 5      | Training session was a positive experience                                                  | 102<br>(77.86) | 29<br>(22.13) | 0<br>(0)    | 0<br>(0)    | 0<br>(0)    | 4.77 |
| 6      | Training program helped to increase both the farm productivity and quality of farm quantity | 95<br>(72.51)  | 28<br>(21.37) | 7<br>(5.34) | 1<br>(0.76) | 0<br>(0)    | 4.65 |

The study revealed that most farmers felt that the training provided by the trainers was relevant to their needs, with 75.57% strongly agreeing and 21.37% agreeing with the statement. The mean score of 4.68 indicated that respondents generally found the training content appropriate

and applicable. Similarly, 97.7% of participants agreed or strongly agreed that the training needs identified were realistic and useful, with a mean score of 4.67 reflecting this positive perception. A large majority of respondents (98.47%) also agreed that training led to better performance,

as shown by a mean score of 4.75, suggesting a strong inclination toward favorable outcomes. Furthermore, nearly all participants (98%) found the training sessions enjoyable, supported by a mean score of 4.74. Every respondent described the training experience as positive, supported by a mean value of 4.77. Additionally, 93% of farmers believed that the training program helped improve both the productivity and quality of their farm outputs, with a mean score of 4.65, further emphasizing the overall constructive impact of the training initiatives.

**Table 3:** Satisfied with present method of training

| Satisfied with present method of training | Frequency | Percent |
|-------------------------------------------|-----------|---------|
| Yes                                       | 123       | 93.89   |
| No                                        | 8         | 6.10    |
| Total                                     | 131       | 10.00   |

The table 3 show that the 93.89 per cent respondents say yes or they are satisfied with present method of training and 6.10 per cent respondents say no or they are not satisfied with the present method of training.

### Conclusion

Based on the findings, it can be concluded that the majority of farmers had a highly positive perception of the agricultural training programs. Almost all respondents acknowledged that the training sessions were beneficial, relevant, and well-suited to their practical needs. The high levels of agreement across various aspects—such as the usefulness of training needs, improvement in performance, and overall satisfaction—indicate that the programs effectively contributed to enhancing farmers' knowledge, skills, and productivity. Most participants found the training enjoyable, meaningful, and positively impactful on both the quality and quantity of their farm outputs. Furthermore, the overwhelming satisfaction level of 93.89% reflects the success of the current training methods. Overall, the study clearly demonstrates that the training programs have been effective in achieving their objectives and are valued by the farming

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