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Assessment of trainee feedback and its influence on training effectiveness

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Abstract

The study assess farmers feedback and evaluate the effectiveness of the training program towards agricultural extension training programmes. A total of 131 farmers who attended training at the Directorate of Extension Education, Dr. Yashwant Singh Parmar University of Horticulture and Forestry, Nauni, Solan, Himachal Pradesh. Findings revealed that training sessions often involved too lengthy and lacked proper planning. Participants also noted that there is lack of adequate motivation and encouragement during sessions. Farmers reported improved performance and expressed enjoyment after attending the training programme. The programmes were credited with enhancing both the productivity and quality of farm outputs. The overall finding suggests that the most of farmers believe that the extension training help to increase productivity and quality of farm quantity.

Keywords: Training, programme, agricultural extension, farmers, feedback and evaluation

Introduction

Training helps organizations overcome laziness or inefficiency that can result from routine work. It is an organized way through which employees gain knowledge and skills for a specific purpose. Training aims to create lasting improvements in employees' abilities and job performance. Traditionally, the personnel department focused on hiring, but now it also ensures that new employees get proper training to perform their roles well. In the modern workplace, training is essential to keep employees updated with the latest technology and methods. Every organization should have a structured training program for the growth and development of its staff. Training focuses on teaching specific job-related skills, while development is about improving the overall personality and capabilities of employees. Both are valuable to the organization and the employees—they build career security, confidence, and efficiency, and help staff adapt to technological changes or business demands.

Types of Training

Training can be broadly divided into two categories: On-the-job and Off-the-job training.

On-the-job Training (OJT)

This type of training happens in the actual workplace using real tools, machines, and systems. Employees learn while doing their jobs. Some common types include:

- **Induction Training:** Orientation for new employees to help them understand the organization's rules, policies, and culture.
- **Job Instruction Training:** Trainers demonstrate job tasks, observe employees, and provide additional training if required.
- **Vestibule Training:** Training is given on equipment similar to what is used at work but in a training environment.
- **Refresher Training:** Updates existing employees on

new developments or techniques to keep their skills current.

- **Apprenticeship Training:** Employees learn under the supervision of experienced workers for a set time to gain hands-on experience.
- **Institutional Training:** Conducted jointly by educational institutions and industries to combine theoretical study with practical work, such as internships.
- **Job Rotation:** Employees are rotated across different tasks or departments to broaden their skills and find the best job fit.
- **Coaching:** Involves guidance and feedback from a more experienced person to improve an individual's performance and confidence.
- **Mentoring:** A senior member supports a junior employee in developing professional and interpersonal skills.

Off-the-job Training

This training takes place away from the work environment. It includes:

- **Classroom Lectures:** Trainers deliver lessons on management or administrative topics.
- **Audio-Visual Training:** Uses videos, films, or presentations to help trainees understand topics better.
- **Simulation:** Employees practice on models or machines that resemble real ones to gain experience safely.
- **Case Studies:** Employees analyze real or hypothetical situations to develop problem-solving and decision-making skills.
- **Role Playing:** Trainees act out real workplace scenarios to improve communication and interpersonal skills.
- **Programmed Instruction:** Step-by-step learning using books, manuals, or interactive systems with immediate feedback.
- **Management Games:** Group activities that simulate business scenarios to develop teamwork and strategic thinking.

Farmers' Training

Farmers' training helps farmers learn and practice new techniques to improve productivity and decision-making. It usually involves experts guiding farmers in suitable locations and timeframes.

Types of Farmers' Training

- **Preparatory Workshop:** Short sessions involving agricultural technicians and extension workers to plan and share pest control or crop management methods.
- **Basic Field Experiments:** Hands-on trials where farmers test and analyze crop management techniques.
- **Concept-Specific Learning:** Short lessons focusing on a single topic or concept.
- **Agro-Ecosystem Analysis:** Group exercises where farmers observe, discuss, and justify their farming decisions.
- **Team Building and Social Psychology:** Activities that enhance teamwork, communication, and decision-

making.

- **Evaluation:** Pre- and post-training tests to assess what farmers have learned.

Training in agriculture helps farmers become better entrepreneurs, adopt new technologies, and make smarter decisions. Institutions like Dr. Y.S. Parmar University of Horticulture and Forestry and Krishi Vigyan Kendras (KVKs) in Himachal Pradesh organize these programs to transfer technology and improve farmers' incomes.

Other institutions include

- **Chaudhary Sarwan Kumar Agricultural University, Palampur:** Conducts refresher, national-level, and resource management training programs.
- **Central Potato Research Institute (CPRI), Shimla:** Provides specialized agricultural training.

Advantages of Training

- Boosts employee confidence, motivation, and teamwork.
- Improves communication and decision-making.
- Encourages career growth and retention of knowledge.
- Increases efficiency and customer satisfaction.

Disadvantages of Training

- Involves significant costs, time, and resources.
- Extended sessions may tire or bore employees.
- Poorly skilled trainers may deliver ineffective training.
- Trained employees might leave for better opportunities.
- Repetitive or theoretical sessions can reduce interest and engagement.

Main objective of the study

To analyze the farmers feedback and evaluate the effectiveness of the training program.

Research Methodology

Research is a systematic process aimed at finding solutions to specific problems. Research methodology refers to the tools, methods, and logical techniques used to discover new knowledge by building upon existing information. The process generally involves identifying and defining the problem, stating objectives, selecting appropriate methods, collecting and analyzing data, and finally interpreting the findings to prepare a report. The population for this study consisted of farmers who participated in training programs organized by the Directorate of Extension Education, Dr. Y.S. Parmar University of Horticulture and Forestry (UHF), Nauni, Solan, Himachal Pradesh. Sampling is the process of selecting a representative portion of the population for study. For this research, respondents were chosen using the convenient sampling technique, ensuring easy access to participants who had attended the training. A total of 131 farmers were included as the sample size for the present study. Data collection refers to the systematic process of gathering relevant information or variables to answer research questions and evaluate outcomes. Both primary and secondary data were collected for this research. Primary data was obtained through personal interviews with farmers using a structured questionnaire. Mathematical instruments

are used for measuring percent. The arithmetic mean has been applied to study the opinion of sample respondents on 5-point likert scale for different statements. The arithmetic mean has been calculated by assigning numerical value to the quantitative statements. These values has been assigned for the qualitative respondents as one for Strongly disagree, two for Disagree, three for neutral, four for Agree and five for Strongly Agree. The standard deviation measures the absolute dispersion (or variability of distribution; the greater the amount of dispersion or variability), the greater the standard deviation, the greater will be the magnitude of the deviation of the values from their mean. A small standard deviation means a high degree of uniformity of the observation as well as homogeneity of the series. Coefficient of Variance refers to a statistical measure of the distribution of data points in a data series around the mean. It represents the ratio of the standard deviation to the mean. The coefficient of variation is a helpful statistic in comparing the degree of variation from one data series to the other, although the means are considerably different from each other. The statistical analysis was carried out for each observed character using MS -Excel and SPSS. The following statistical analysis was used to analyses the data. A Likert Scale is a type of rating scale used to measure attitudes or opinions. With this scale respondents are asked to rate items on a level of agreement. Likert scale is a summated scale based on the item analysis approach. In this each statement is evaluated on its ability to discriminate

between respondents with high and low scores. This method is also known as Total Weighted Score method.

Results and Discussion

The present study was conducted on the title assessment of trainee feedback and its influence on training effectiveness carried out in Solan district with a sample of 131 respondents. Both primary and secondary data were utilized in the research. The primary data were collected using a structured questionnaire.

The study observed that 79.38% of the respondents were male farmers, while 20.62% were female, showing that male participation in agricultural training programs was significantly higher. In terms of age distribution, the majority of respondents (55.72%) fell within the 31-50 years age bracket, followed by 37.40% in the 19-30 years category, indicating that middle-aged farmers were more actively engaged in training activities. Regarding educational background, more than half of the farmers (53.43%) had education levels below matriculation, while the remaining respondents had attained intermediate or graduate qualifications. When classified by occupation, most respondents (73.28%) were engaged primarily in agriculture, followed by 14.50% in private employment, 11.45% in business, and only 0.76% in government service. This distribution emphasizes that agriculture remains the dominant livelihood in the region, consistent with socio-economic analyses of farmers in Solan district.

Table 1: Farmer's views about training session

Sr. No.	Complaints	Score					Mean
		5	4	3	2	1	
1.	Takes too much time of farmers	69 (52.67)	16 (12.21)	1 (0.76)	27 (20.61)	18 (13.74)	3.69
2.	Training session are unplanned	73 (55.72)	22 (16.79)	4 (3.05)	20 (15.26)	12 (9.16)	3.94
3.	Boring and not useful	82 (62.59)	23 (17.55)	9 (6.87)	4 (3.05)	13 (9.92)	4.19
4.	Training staff are not cooperative	89 (67.93)	16 (12.21)	2 (1.52)	6 (4.58)	18 (13.74)	4.16
5.	Lack of motivation and encouragement by other farmers	71 (54.19)	19 (14.50)	2 (1.52)	17 (12.97)	22 (16.79)	3.76
6.	Irregularity of trainee attendance	70 (53.43)	23 (17.55)	7 (5.34)	10 (7.63)	21 (16.03)	3.84
7.	Lack of adequate resources	81 (61.83)	14 (10.68)	9 (6.87)	11 (8.39)	16 (12.21)	4.01

Note: The values in the bracket are in percentage.

5 - Strongly Agree, 4 - Agree, 3 - No response, 2 - Disagree and 1 - Strongly Disagree

Findings of the study revealed that a large proportion of farmers felt that training sessions were too lengthy and often unplanned, which reduced engagement. Many participants indicated a lack of motivation and peer encouragement during sessions. However, most farmers disagreed that there was a shortage of essential resources or materials in the training environment, suggesting sufficient logistical support. The majority agreed that the information delivered was relevant, realistic, and practically useful for farming improvement. Participants also acknowledged performance improvement and productivity gains after training, both in the quantity and quality of farm output. Lastly, most respondents reported that they enjoyed attending the training sessions, as these contributed positively to their agricultural knowledge and motivation. These findings affirm that farmer training programs in Solan district have been effective in enhancing agricultural performance, though improvements in planning, duration, and motivational strategies could further strengthen their impact.

Table 2: Quality of training programme

Quality of training programme	Frequency	Percent
Very good	83	63.35
Good	37	28.24
Normal	10	7.63
Bad	0	0
Worst	1	0.76
Total	131	100.00

Table 2 reveals that 63.35 per cent respondents have rated the overall quality of trainings as very good, 28.24 per cent as good, 7.63 per cent respondents rated them as normal and 0.76 per cent respondents reported them as worst.

Conclusion

The overall finding suggests that the most of farmers believe that the extension training help to increase productivity and quality of training session was good. Most of the farmers enjoy the training session and all respondents have positive

experience of training. Majority farmers are interested to get training from this institute again.

Therefore, it is suggested that the training session should be more planned so that they become more useful, encouraging and motivational to the trainees. There is need to improve extension services and provide adequate resources to the trainees by which training becomes more effective, enhance their information and provide relevant information.

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