

Constraints Faced by Extension Personnel while Attending Trainings in Punjab Agricultural Management and Extension Training Institute in Punjab State

Jyotishree Anshuman^{1*}, Rupinder Kaur², Vipin Kumar Rampal³,
Shreya Kar⁴ and Badigi Pavan Naik¹

¹Ph.D. Scholar, Department of Agricultural Extension,
Odisha University of Agriculture and Technology (Odisha), India.

²Professor, Directorate of Extension Education,
Punjab Agricultural University (Punjab), India.

³Deputy Director (Trg.), KVK, Patiala (Punjab), India.

⁴M.Sc. Scholar, Department of Extension Education,
Punjab Agricultural University (Punjab), India.

(Corresponding author: Jyotishree Anshuman*)

(Received: 24 March 2023; Revised: 27 April 2023; Accepted: 23 May 2023; Published: 20 June 2023)

(Published by Research Trend)

ABSTRACT: Training is recognized as the procedure of acquiring particular skills to enhance job performance. It enables individuals to attain the necessary qualifications and proficiency in carrying out tasks more effectively when compared to their previous capabilities. However, constraints on training for extension personnel include limited resources and funding, time constraints due to demanding work schedules, and lack of access to training facilities, which can hinder their professional development and ability to effectively serve their communities. The study entitled “Constraints faced by extension personnel while attending trainings in Punjab Agricultural Management and Extension Training Institute in Punjab state” was undertaken with the objective of studying the professional competence of extension personnel. The study included sample who had undergone competency development training programs conducted by the Punjab Agricultural Management and Extension Training Institute (PAMETI) between 2017 and 2018. A total of five training programs were selected through purposive sampling, and within each program, 24 trainees were randomly chosen. Therefore, a sample of 120 trainees from PAMETI in Ludhiana was included in this study. Fear of handling ICT tools, practical aspects, field visits and demonstrations, lack of fund and difficulty in adjusting with heterogenous group were the most severe constraint among personal constraints, organisational constraint, economic constraint and social constraint respectively as perceived by the trainees of PAMETI.

Keywords: Constraints, Extension Personnel, PAMETI.

INTRODUCTION

Agriculture is a vital sector in the economy of India, as it adds 20.2 percent to the Gross Value Added (GVA) of the country (NSO, 2021). As the population continues to grow, the agricultural industry faces mounting pressure to meet the increasing demand. This necessitates enhanced collaboration between research and extension efforts. To effectively serve the community, extension personnel must consistently update their knowledge and skills. Consequently, it is crucial for the extension service to offer regular and practical training opportunities for its personnel. Training is regarded as the systematic acquisition of specialized skills aimed at enhancing job performance. It enables individuals to attain the necessary qualifications and expertise to excel in their respective roles, surpassing their previous level of proficiency (Dahama, 1979). The process of enhancing an individual's knowledge, skills, and attitude to

effectively carry out a particular job is known as training. As circumstances evolve, individuals also require the acquisition of new knowledge, skills, and attitudes to adapt to a changing environment. Boyatzis (1982) defines competency as an inherent attribute of an individual that leads to successful and exceptional job performance.

The individuals responsible for designing an organization's development plans must prioritize the effectiveness of training as a crucial factor (Yaqoot *et al.*, 2017). Consequently, enhancing the capabilities of extension personnel through well-executed training programs has become an essential component of agricultural development strategies.

In the realm of agricultural development, extension personnel play a pivotal role in disseminating knowledge and technical expertise to farmers, empowering them with the latest practices and technologies. The Punjab Agricultural Management and Extension Training Institute (PAMETI) in Punjab State,

India, stands as a vital institution dedicated to equipping extension professionals with the necessary skills and knowledge to effectively serve farmers and rural communities. However, despite the critical role of training programs offered by PAMETI, there exists a pressing need to understand and address the constraints faced by extension personnel during their training (Singh & Sinha 2019; Sharma & Verma 2021).

Constraints faced by the extension personnel while attending the training is a very important aspect to look for improvement and smooth conducting of training. According to Davis & Sulaiman (2014), it was determined that a significant number of trainings were inadequately conducted, monitored, and evaluated. Numerous factors impact the effectiveness of training, including managerial support, peer encouragement, sufficient resources, and the existence of consequences for applying the training in the job field (Sanjeev Kumar & Yanan 2011). However, constraints can be categorized into economical, organizational, social, personal etc. Lack of confidence, fear of handling ICTs, lack of experience, financial problems, lack of motivation, and poor health perceived as personal constraints. Field visits and demonstrations" are not conducted on a regular basis due to organisational constraints; economic constraints include a lack of funds and an insufficient training budget; social constraints include belief in the traditional system and difficulty adjusting to heterogeneous groups. As a result, these constraints must be overcome in order for the training programme to be effective. In this context, this research paper seeks to shed light on the constraints faced by extension personnel attending trainings at PAMETI in Punjab State. By understanding and addressing these constraints, we can foster an enabling

environment for extension professionals to enhance their knowledge and skills, ultimately empowering them to deliver effective extension services to farmers and rural communities.

MATERIALS AND METHODS

Ex-post facto design was used for this study also called as after the fact research (Kerlinger, 1964). The respondents were selected using both purposive and random sampling method. The sample in this study were trainees who had participated in different competency development training programs conducted by PAMETI between 2017 and 2018. From the list provided by PAMETI, a random selection was made of trainees from five specific training programs, which were purposively chosen. Ultimately, a total of 120 trainees affiliated with PAMETI, PAU, Ludhiana were contacted to collect the final data for this research. The constraints are an obstacle or hindrance faced by trainees during various training programme. It was studied with structured and open-ended questions. Structured questionnaire was administered to the respondents and scores on different categories of constraints such as Personal constraints, organisational constraints, economic constraints and social constraints was obtained. The responses were obtained on a five point continuum of highly severe, most severe, moderately severe, least severe and not at all a constraint, with corresponding score of 5,4,3,2 and 1. Later on, scores for each problem were aggregated and mean score was calculated. Higher the mean value for the problem showed its importance.

RESULT AND DISCUSSION

Table 1: Distribution of trainees according to constraints faced by them (n=120).

Sr. No.	Constraints		Aggregate Score	Mean score	Rank
1.	Personal Constraints	Lack of confidence	343	2.85	VI
		Fear of handling ICT tools	495	4.12	I
		Lack of experience	400	3.33	IV
		Financial problems	481	4.01	II
		Lack of motivation	386	3.21	V
		Poor health	458	3.8	III
2.	Organisational Constraints	Poor management	430	3.58	III
		Training hall	401	3.34	V
		Library	444	3.70	II
		Audio visual aids	414	3.45	IV
		Practical aspects, field visits and demonstrations	488	4.06	I
		Training institute facilities	355	2.95	VI
3.	Economic Constraints	Insufficient training budget	429	3.56	I
		TA was not paid	394	3.28	II
4.	Social Constraints	Routinisation of attending training	390	3.25	IV
		Difficulty in changing traditional and belief system	431	3.59	III
		Difficulty in adjusting with heterogeneous groups	487	4.06	I
		Family problems	438	3.65	II

A. Personal constraints

Fear of handling ICT tools was ranked I as the most severe personal constraint followed by personal financial problems, poor health, lack of Experience, lack of motivation and lack of confidence ranked as II, III, IV, V, VI respectively. Trainees often face a knowledge gap in operating advanced and updated technologies within training programs. Given the regular updates and advancements in technology, it becomes crucial for trainees to acquire updated knowledge at regular intervals to effectively utilize these tools.

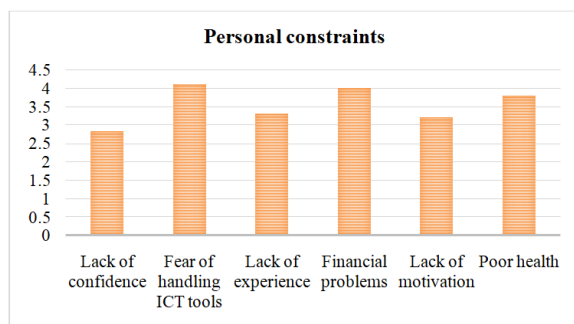


Fig. 1. Distribution of trainees according to personal constraints.

B. Organisational constraints

Practical aspects, field visits and demonstrations was ranked I as the most severe organisational constraint followed by library facilities, poor management, audio-visual aids, training hall and training institute facilities ranked as II, III, IV, V, VI respectively. To effectively engage with farmers at the field level, it is crucial for trainees to possess in-depth knowledge regarding practical-level issues, field visits, and demonstrations. These aspects play a vital role in enhancing the experience and skills of extension personnel when dealing with farmers in real-world scenarios. Therefore, incorporating practical components into training programs becomes essential for skill development.

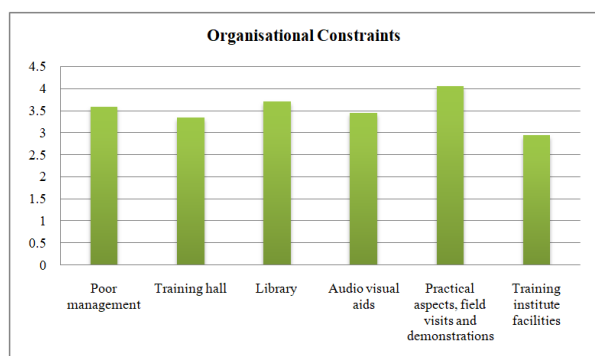


Fig. 2. Distribution of trainees according to organisational constraints.

C. Economic constraints

Insufficient training budget was identified as the primary economic constraint, ranking highest in severity, while the “TA was not paid” ranked second. The availability of necessary facilities and equipment directly impacts the effectiveness of training programs.

Budgetary constraints were seen hindering the provision of adequate resources, thereby affecting the quality and outcomes of the training initiatives.

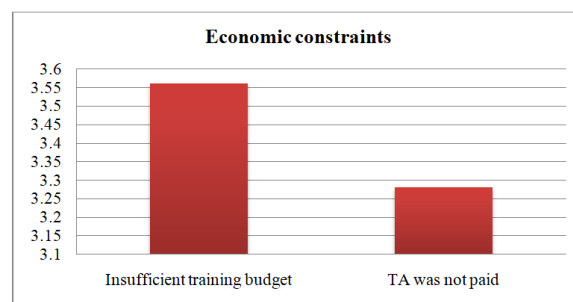


Fig. 3. Distribution of trainees according to economic constraints.

D. Social constraints

The most severe social constraint identified was the difficulty in adjusting with heterogeneous group, followed by family problems, difficulty in changing traditional and belief system, and the routinisation of attending training ranked as the second, third, and fourth constraints respectively. The diversity in age, education levels, and backgrounds among trainees sometimes create difficulties during training, inhibiting the open expression of views before juniors and seniors. The presence of a heterogeneous group often poses obstacles in achieving optimal training effectiveness.

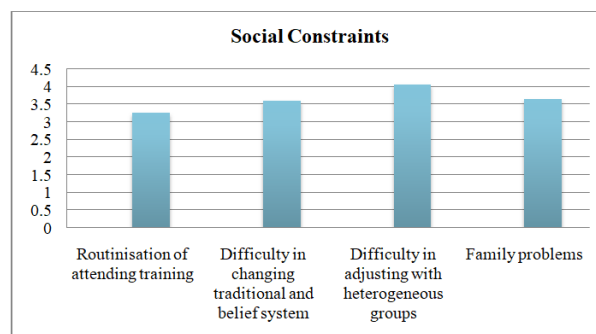


Fig. 4. Distribution of trainees according to Social constraints.

CONCLUSIONS

Training is a process which enhances the knowledge, attitude and skill of an individual. Today's agricultural development necessitates well-trained, adaptable extension personnel for which effective training is very important. Through this study the major constraints that affects the effectiveness was revealed. Fear of handling ICT tools, practical aspects, field visits and demonstrations, lack of fund and difficulty in adjusting with heterogenous group were the most severe constraint faced by the trainees. Therefore, for a better and smooth conduction of trainings all these constraints must be given importance. The institution must look towards these constraints for the effectiveness and satisfaction of the trainees.

FUTURE SCOPE

Research findings are of paramount importance for policy makers as they serve as crucial inputs for their

decision-making processes. By comprehending the challenges encountered by Extension personnel, policy makers are better equipped to devise effective strategies that address and overcome these constraints.

Acknowledgement. I would like to sincerely express my profound gratitude and extend my heartfelt thanks to Dr. Rupinder Kaur, Professor at the Directorate of Extension Education, PAU, for her invaluable guidance as my primary research guide. I am also deeply appreciative of Dr. Vipin Kumar Rampal, Deputy Director (Training) at KVK, Patiala, for his valuable co-guidance throughout the completion of my research work. Furthermore, I would like to express my gratitude to my parents, seniors, juniors, and batchmates for their unwavering support and assistance during my research endeavors. Their contributions have been instrumental in ensuring the successful completion of my research work.

Conflict of Interest. None.

REFERENCES

- Boyatzis, R. (1982). *The Competent Manager: A Model for Effective Performance*. John Wiley & Sons, New York.
- Dahama, O. P. (1979). *Extension and Rural Welfare*. Ram Prasad and Sons, New Delhi, India.
- Davis, K. & Sulaiman, R. (2014). The new extensionist: Roles and capacities to strengthen extension and advisory services. *Journal of International Agriculture and Extension Education*, 21(3).
- Kerlinger, F. N. (1964). *Fundamentals of Behavioural Research*. Prism Books Private Limited, New Delhi.
- National Statistical Office (NSO) (2021). Ministry of Statistics and Programme Implementation, Government of India. Retrieved from <https://www.pib.gov.in/PressRelease>.
- Sanjeev Kumar, V. & Yanan, H. (2011). A study of determinants of training effectiveness in Kedah state development corporation. *Review of Management*, 2(1), 18–34.
- Sharma, R. & Verma, R. (2021). Assessing Constraints in Agricultural Extension Training Programs: Evidence from Haryana, India. *Indian Journal of Extension Education*
- Singh, A. & Sinha, S. (2019). Challenges Faced by Agricultural Extension Personnel: A Study in Punjab, India. *Journal of Extension Education*.
- Yaqoot, E. S., Wan Mohd Noor, W. S. & Mohd Isa, M.F. (2017). Factors Influencing training effectiveness: Evidence from public sector in Bahrain. *Acta Universitatis Danubius. Economica*, 13(2), 31-44.

How to cite this article: Jyotishree Anshuman, Rupinder Kaur, Vipin Kumar Rampal, Shreya Kar and Badigi Pavan Naik (2023). Constraints Faced by Extension Personnel while Attending Trainings in Punjab Agricultural Management and Extension Training Institute in Punjab State. *Biological Forum – An International Journal*, 15(6): 545-548.