

EFFECTIVENESS OF SKILL TRAINING OF RURAL YOUTH PROGRAMME IMPLEMENTED BY KVKs

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ABSTRACT

Five Krishi Vigyan Kendras (KVKs) of Assam, viz., Lakhimpur, Dhemaji, Baksa, Udalguri and Karbi Anglong were purposively selected for the study on the effectiveness of Skill Training of Rural Youth (S.T.R.Y.) programme implemented by KVKs in Assam, as it was conducted through these five KVKs in the first phase. A sample size of 120 respondents was selected by using purposive sampling technique and by taking 80% of the trainees trained under each of the selected KVKs. The data were collected by means of personal interview schedule and through personal observation for critical skills. The statistical tools, viz., frequency, percentage, mean, standard deviation, Pearson product moment correlation coefficient, t-test and chi-square test were employed for analyzing the collected data. Majority (62.50%) of the trained youths had medium level of training effectiveness. Out of ten independent variables considered under study, six variables, viz., annual income, achievement motivation, learning motivation, economic motivation, motivation to transfer learning and self-efficacy were found to have a significant and positive relationship with training effectiveness.

Keywords: krishi vigyan kendra, skill training, rural youth, training effectiveness

INTRODUCTION

In today's fast-paced economy, the uplift of a nation depends not only on the active participation of youths in agriculture but also on the quality of skill they possess (Vegad *et al.*, 2021 and Gaikwad *et al.*, 2020). Hence, it is imperative to train and develop the youths skillfully that may help transform agriculture into a lucrative entrepreneurial activity. In order to cater to the needs of the rural youths, the Govt. of India has been initiating many skill development programmes. One such Flagship programme of the Govt of India is the Skill Training of Rural Youth (STRY). It was initially implemented in ten identified states of Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Manipur, Mizoram, Odisha and Uttar Pradesh (National Institute of Agricultural Extension Management, 2017). In Assam, the scheme was implemented through Krishi Vigyan Kendras (KVKs) in five districts of Baksa, Dhemaji, Dima Hasao, Lakhimpur & Udalguri. Since a few youths have been trained under STRY, it was felt necessary to find out in which way the trained rural youths have been benefitted from the programme to further implement their activities effectively for their self-employment in rural areas. As stated by Machles (2003), evaluating the effectiveness

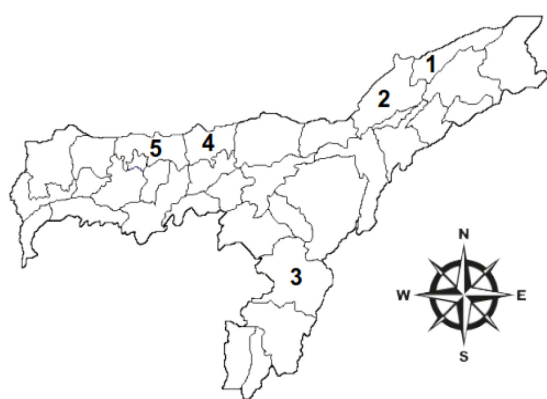
of training can identify the areas where training needs improvement and may also give an insight on various ways to improve it. Therefore, this study was conducted with an aim to analyze the real effectiveness of the STRY scheme.

OBJECTIVES

- (1) To assess the training effectiveness in terms of gain in knowledge, gain in skill and application of learning
- (2) To analyze the relationship between the training effectiveness and the socio-economic and psychological characteristics of the trained youth

METHODOLOGY

The study was carried out during the period from 2017 to 2019 with a sample of 120 respondents by using purposive sampling technique and by taking 80% of the trainees trained under each of the selected KVKs of Assam, viz., Lakhimpur, Dhemaji, Baksa, Udalguri and Karbi Anglong. The data were collected by means of personal interview schedule and through personal observation for critical skills. For the present study, the analytical research design was followed.



- 1 – Dhemaji (under KVK, Dhemaji);
- 2 – Lakhimpur (under KVK, Lakhimpur);
- 3 – Dima Hasao (under KVK, Karbi Anglong);
- 4 – Udalguri (under KVK, Udalguri);
- 5 – Baksa (under KVK, Baksa)

Fig. 1. Map of Assam showing the districts covered under study

In the present study, the “training effectiveness” of rural youth trained under STRY training programme was selected as the dependent variable. It was measured in terms of three dimensions, viz., gain in knowledge, gain in skill and application of learning. To measure the overall training effectiveness, a Training Effectiveness Index (TEI) was used with the following formula:

$$TEI = \frac{(K+S+A)}{ActualTotalScore} \times 100$$

where,

TEI = Training Effectiveness Index

K = Score of knowledge gained

S = Score of skill developed

A = Score of application of learning

The independent variables included in the present study were age, education, annual income, gender, operational land holding, achievement motivation, learning motivation, economic motivation, motivation to transfer learning and self efficacy.

The statistical tools employed for analyzing data and drawing inferences included frequency, percentage, mean, standard deviation, Pearson product moment correlation coefficient, t-test and chi-square test.

RESULTS AND DISCUSSION

Socio-economic and psychological characteristics of the respondents

Table 1 : Distribution of respondents according to the socio-economic and psychological characteristics (n=120)

Sr. No.	Characteristics	Category	Frequency (Percentage)
1	Age	Low (19 to 21 years)	31 (25.83)
		Medium (22 to 32 years)	59 (49.17)
		High (33 to 35 years)	30 (25.00)
2	Education	Class 5 and above	19 (15.83)
		High School passed	35 (29.17)
		Higher Secondary passed	47 (39.17)
		Degree and above	19 (15.83)
3	Annual income	Low (Below ₹ 40,408.02)	13 (10.83)
		Medium (₹ 40,408.02 to ₹ 2,25,988.64)	90 (75.00)
		High (Above ₹ 2,25,988.64)	17 (14.17)
4	Gender	Male	104 (86.67)
		Female	16 (13.33)

Sr. No.	Characteristics	Category	Frequency (Percentage)
5	Operational land holding	Marginal farmer (Below 1 ha)	83 (69.17)
		Small farmer (1 to 2 ha)	29 (24.17)
		Semi-medium farmer (2 to 4 ha)	7 (5.83)
		Medium farmer (4 to 10 ha)	1 (0.83)
6	Achievement motivation	Low (Below 75 score)	23 (19.17)
		Medium (75 to 94 score)	75 (62.50)
		High (Above 94 score)	22 (18.33)
7	Learning motivation	Low (Below 23 score)	18 (15.00)
		Medium (23 to 29 score)	73 (60.83)
		High (Above 29 score)	29 (24.17)
8	Economic motivation	Low (Below 21 score)	25 (20.83)
		Medium (21 to 25 score)	42 (35.00)
		High (Above 25 score)	53 (44.17)
9	Motivation to transfer learning	Low (Below 25 score)	31 (25.83)
		Medium (25 to 29 score)	56 (46.67)
		High (Above 29 score)	33 (27.50)
10	Self-efficacy	Low (Below 22 score)	19 (15.83)
		Medium (22 to 27 score)	79 (65.83)
		High (Above 27 score)	22 (18.33)

The findings presented in Table 1 revealed that majority (59%) of the respondents belonged to the age group of 22-32 years, with majority (86.67%) being male and most of them (39.17%) had education up to higher secondary level. Majority (69.17%) of the respondents were marginal farmers and annual income for highest percentage of respondents (75%) ranged between ₹ 40,408 – ₹ 2,25,989. It was found that majority (62.50%, 60.83%, 46.67% and 65.83%) of the respondents had medium level of achievement motivation,

learning motivation, motivation to transfer learning and self-efficacy respectively, and majority (44.17%) had high level of economic motivation.

Training effectiveness of the respondents

Training effectiveness is a measure of three dimensions such as knowledge gained, skill developed and application of learning by the trained youths.

(n=120)

Table 2 : Distribution of respondents according to the dimensions of training effectiveness

Sr. No.	Dimension	Category	Score range	Frequency (Percentage)
1	Gain in knowledge	Low	Below 64	12 (10.00)
		Medium	64 to 93	77 (64.17)
		High	Above 93	31 (25.83)
2	Gain in skill	Low	Below 56	6 (5.00)
		Medium	56 to 88	92 (76.67)
		High	Above 88	22 (18.33)
3	Application of learning	Low	Below 39	34 (28.33)
		Medium	39 to 77	70 (58.33)
		High	Above 77	16 (13.33)

From the data presented in Table 2, it can be inferred that majority (64.17%, 76.67% and 58.33%) of the respondents had medium level of gain in knowledge, gain in skill and application of learning respectively. It may be

because the trainees might have found difficulty in following each and every technical aspects imparted by the trainers. There may also be a lack of adequate individual hands-on skill exercises for the trainees. Further, there may be lack of

external help and support to the trained youths post training. As a result, most of the trainees might have to rely over their own resources for the application of acquired knowledge and skill. In the long run, a few of the trainees also might have to give up after practicing the respective enterprise for a few months. Thus, as evident in Table 3, more than half of the respondents (62.50%) had medium level of overall training effectiveness.

Table 3 : Distribution of respondents according to training effectiveness (n=120)

Category	Score Range	Frequency (Percentage)	Mean Score (\bar{x})	Standard Deviation (S.D.)
Low	Below 57	26 (21.67)	69.58	12.34
Medium	57 to 82	75 (62.50)		
High	Above 82	19 (15.83)		

Relationship between training effectiveness and the selected socio-economic and psychological characteristics of the respondents

From the correlation coefficient (r) and ‘t’ values obtained in Table 4, it was observed that age and operational land holding of the respondents did not have significant relationship with training effectiveness. It may be due to the reason that there was not much age-difference among the trained youths. On the other hand, the trainees might not know the effective utilization of land for the application of whatever knowledge and skills acquired in the training. However, as evident from Table 4, a positive and significant relationship was found between effectiveness of trained youths and their annual income, achievement motivation, learning motivation, economic motivation, motivation to transfer learning and self-efficacy. Similar findings were reported by Jondhale *et al.* (2000), Homklin (2014), D’Souza (2015) and Phukan (2017). It may be because trainees with a good financial condition may easily utilize a part of their annual income from other sources in the application of the

Table 5. Relationship between education and training effectiveness of the respondents (n=120)

Sr. No.	Education	Training effectiveness			Total	χ^2 value
		Low	Medium	High		
1	Class 5 and above	04	14	1	19	9.83 ^{NS}
2	High school passed	12	19	4	35	
3	Higher secondary passed	08	31	8	47	
4	Degree and above	02	11	6	19	

^{NS} Non-significant

Besides, from the chi-square test shown in Table 5, it was inferred that education of the respondents had no significant association with training effectiveness. This finding is not in line with the findings reported by Singh and Verma (1998), Lambe (2000), Topale (2007) and D’Souza (2015). This may be due to the reason that the STRY training

programme being skill-oriented has little demand for formal education of the trainees. Similarly, from Table 6, it was observed that gender of the respondents had no significant association with training effectiveness. This may be due to the reason that there were not enough female respondents among the participants of STRY training programme to find

Table 4 : Relationship between independent variables containing ratio and interval scale and the training effectiveness (n=120)

Sr. No.	Variables	‘r’ value	‘t’ value
X ₁	Age	0.140 ^{NS}	1.53
X ₂	Annual income	0.346**	4.01
X ₃	Operational land holding	0.166 ^{NS}	1.83
X ₄	Achievement motivation	0.334**	3.85
X ₅	Learning motivation	0.434**	5.23
X ₆	Economic motivation	0.231*	2.58
X ₇	Motivation to transfer learning	0.314**	3.60
X ₈	Self-efficacy	0.452**	5.50

* Significant at 0.05 level of probability

** Significant at 0.01 level of probability

^{NS} Non-significant

to understand the value of knowledge and learning, which may lead to greater chances of acquiring a positive outcome from the training programme. Trainees with high economic motivation may perceive training as a means of attaining maximum economic profit out of farming situation and hence, they may try to give their best effort in acquiring and implementing the knowledge and skill imparted in training programme. Trainees with high motivation to transfer learning tend to learn and acquire the knowledge and skill with utmost zeal so that it can be applied effectively in their farming situation. Trained youths with higher self-efficacy have the potential to show a better performance with the use of acquired knowledge and skill in the practical field, as the confidence on their own ability prepares them to face any kind of obstacle to achieve success in life.

(n=120)

Table 6 : Relationship between gender and training effectiveness of the respondents (n=120)

Gender	Training Effectiveness			Total	χ^2 value
	Low	Medium	High		
Male	20	67	17	104	2.73 ^{NS}
Female	06	08	02	16	

^{NS} Non-significant

an appropriate relationship between gender and training effectiveness.

CONCLUSION

From the study, it may be concluded that the training imparted by the KVKs through STRY programme in Assam has been moderately effective, as majority of the trained youths were found to have medium level of training effectiveness in terms of gain in knowledge, gain in skill and application of learning. Besides, out of ten independent variables considered under study, six variables, viz., annual income, achievement motivation, learning motivation, economic motivation, motivation to transfer learning and self-efficacy had a positive and significant relationship with training effectiveness. On the other hand, age, education, gender and operational land holding had a positive and non-significant relationship with training effectiveness.

POLICY IMPLICATIONS

The STRY programme in the first phase of implementation in Assam had certain lacunas, that may be fulfilled in the subsequent phases:

- (1) As majority of the trained youths had medium level of application of learning, proper follow up of the certified trainees besides monitoring and evaluation may be needed post training.
- (2) As the number of female trainees were very negligible compared to the number of male trainees, it may be an indication that the selected training area was not suitable for the women. So, separate training areas for male and female, or the same training for male and female separately may be conducted, as there could be a difference in the level of skills required for male and female trainees.

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CONFLICT OF INTEREST

All authors declare that they have no conflict of interest.

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