# Training Needs of the Teaching Faculty of Veterinary Profession

**P. R. Nisha[1] and N. K. Sudeepkumar[2]**

[1]Department of V and AH Extension Education, Veterinary College and Research Institute,
Orathanadu 614 625, Thanjavur District, Tamil Nadu, India
[2]University Publication Division, Tamil Nadu Veterinary and Animal Sciences University,
Chennai 600 051, Tamil Nadu, India

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**ABSTRACT** In a rapidly changing society, training and development of human work force is an activity that an organisation must commit to maintain a viable and knowledgeable work force. The cost of training contributes to about 90-95 percent of the total programme costs. Hence a study was conducted to understand the training needs of the teaching faculty of Veterinary profession, in delivering their maximum potential in their working atmosphere at Madras Veterinary College. The study revealed that the staff required training in the recent advances in their field of specialization, formulation of research projects, communication skills and team building. The study revealed that the age of the teaching faculty had a negative and significant association with the training needs, indicating that the younger faculty was interested in learning more for improving their performance in the organization.

## INTRODUCTION

"People are the most valuable asset" which all would agree with. Yet, the reality for many organizations is that their staff remain undervalued, under trained, under-utilized, poorly motivated and consequently perform well below their true capability

The theoretical discipline of Human Resource Management takes a positive view of workers, assuming that virtually all wish to contribute to the enterprise productively. The main obstacle to their endeavor are lack of knowledge, insufficient training, and failures of process.

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 organisation must commit for resource development so as to maintain a viable and knowledgeable work force. The cost of training includes direct cost like costs due to design, development and delivery of training and indirect losses due to production loss and travel time which contribute as much as 90-95 percent of the total programme costs. Hence, assessment of needs is vital for the development of a cost effective human capacity.

In this context, the teaching fraternity is vital in moulding the future generation to move the country towards progress. This community need 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 (Akinnagbe and Baiyer 2011). Without well trained, qualified and committed teachers, it is impossible to deliver effectively functioning educational systems (Unwin 2005). Knowing the difference between where lecturers are now, and where they want to be plays an important role in determining the contents of a training programme. Applying need analysis before a lecturer-training programme defines fields in which they need to develop their skills. This also provides a baseline against which the training accomplishment can be measured. Need analysis begins with problem identification and definition. 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). Hence a study was conducted to understand the training needs of the teaching faculty of Veterinary profession, in delivering the maximum potential in their working atmosphere.

*Address for correspondence:*
Dr. P. R. Nisha
Department of V and AH Extension Education,
Veterinary College and Research Institute,
Orathanadu 614 625,
Thanjavur District, Tamil Nadu, India
*E-mail:* nisha_pr@hotmail.com

## METHODOLOGY

Teaching faculty of Madras Veterinary College formed the universe of the study. Sixty respondents were taken for the study by purposive sampling method based on their length of service in the categories of Assistant Professor, Associate Professor and Professor. A questionnaire was prepared in consultation with experts and from previously conducted research work. The questionnaire included details on eight characteristics of the faculty which would explain their profile and a set of 20 areas to assess the training needs. Considering the nature of work of the teaching faculty, the training needs were measured in the areas of education, research, extension, administration and other activities using a five point continuum of most needed to least needed. This was scored 5 to 1 respectively. Theoretical scores ranged from 20 to 100. Average score for training need was calculated for each respondent and ranked. The same was used for correlation analysis.

## RESULTS AND DISCUSSION

The study conducted on the profile of the respondents revealed the following characteristics (Table 1).

The study revealed that nearly two-thirds (68.3 percent) of the respondents were male and the rest female. Majority (81.7 percent) of the respondents were below 50 years category and the rest were above 50 years. More than three-fourths (75.0 percent) of the respondents had moderate service period of up to 20 years of experience and the rest (13.3 percent) of the respondents had higher experience of 21 to 30 years. About one-tenth (11.7 percent) of the respondents had more than 30 years of experience. Nearly two-thirds (66.7 percent) of the respondents had attended less than five trainings, one-fourth (26.7 percent) of the respondents had attended 5 to 10 trainings and only 6.1 percent of the respondents had attended more than 10 trainings. The study also showed that nearly two-thirds (65.0 percent) of the respondents had attended less than 10 seminars, workshops, conferences, etc. and the rest had attended more than 10 seminar. Nearly two-thirds (66.7 percent) of the respondents  were promoted from Assistant Professor to Associate Professor, by recruitment through open advertisement . The rest by

**Table 1: Profile of the veterinary teaching faculty (n= 60)**

| S. No. | Characteristics | Frequency | Percentage |
|---|---|---|---|
| 1. | *Gender* | | |
| | Male | 41 | 68.3 |
| | Female | 19 | 31.7 |
| 2. | *Age* | | |
| | Upto 40 years | 25 | 41.7 |
| | 41 to 50 years | 24 | 40.0 |
| | 51 to 60 years | 11 | 18.3 |
| 3. | *Designation* | | |
| | Assistant Professor | 20 | 33.3 |
| | Associate Professor | 27 | 45.0 |
| | Professor | 13 | 21.7 |
| 4. | *Experience* | | |
| | Upto 10 years | 17 | 28.3 |
| | 11-20 years | 28 | 46.7 |
| | 21-30 years | 8 | 13.3 |
| | Above 30 years | 7 | 11.7 |
| 5 | *Training Attended* | | |
| | Upto 5 | 40 | 66.7 |
| | 6  to 10 | 16 | 26.7 |
| | Above 10 | 4 | 6.6 |
| 6 | *Seminar, Workshop, etc. Attended* | | |
| | Upto 10 | 39 | 65.0 |
| | Above 10 | 21 | 35.0 |
| 7 | *Promotion (Asst to Assoc. Professor)* | | |
| | Recruited | 18 | 66.7 |
| | CA | 9 | 33.3 |
| | Regular | 9 | 33.3 |
| | Delayed | 18 | 66.7 |
| | *Promotion (Assoc. to Professor)* | | |
| | Recruited | 5 | 38.5 |
| | CA | 8 | 61.5 |
| | Regular | 8 | 61.5 |
| | Delayed | 5 | 38.5 |
| 8. | *No. of Transfers* | | |
| | Upto 2 | 31 | 51.7 |
| | 3 to 5 | 19 | 31.7 |
| | Above 5 | 10 | 16.6 |

career advancement through internal circulation of which 66.7 percent of the respondents perceived that they had delayed promotion considering the minimum eligibility. In the case of promotion from Associate Professor to Professor level, more than one-half (61.5 percent) of the respondents were recruited, and the rest had career advancement of which more than one-half (61.5 percent) of the respondents had regular promotion.

The training needs of the respondents were studied in the areas of education, research, extension, administration and general aspect and the results are tabulated in Table 2.

The study revealed that education was the most priority in the training needs since all the staff belonged to the college were teaching con-

**Table 2: Training needs of the veterinary faculty of Madras Veterinary College (n= 60)**

| S. No. | Need | Total score | Average score | Area average score |
|--------|------|-------------|---------------|--------------------|
| *I Education* | | | | |
| 1 | Refreshment of the subject periodically | 235 | 3.9 | 4.09 |
| 2 | Advances in related field | 287 | 4.8 | |
| 3 | Teaching skills | 228 | 3.8 | |
| 4 | Use of information technology | 245 | 4.1 | |
| 5 | Students psychology | 222 | 3.7 | |
| *II Research* | | | | |
| 1 | Formulation of research projects | 241 | 4.0 | 3.82 |
| 2 | Identification of research problems | 244 | 4.1 | |
| 3 | Time management | 221 | 3.7 | |
| 4 | Scientific report writing | 210 | 3.5 | |
| *III Extension* | | | | |
| 1 | Planning and organising training programmes | 215 | 3.6 | 3.59 |
| 2 | Evaluating training | 215 | 3.6 | |
| 3 | Communication skills | 218 | 3.6 | |
| 4 | Developing Village Improvement Plan | 216 | 3.6 | |
| 5 | Monitoring and Evaluation | 205 | 3.4 | |
| 6 | Transfer of technology | 222 | 3.7 | |
| *IV Administration* | | | | |
| 1 | Office management and general administration | 228 | 3.8 | 3.73 |
| 2 | Team building | 232 | 3.9 | |
| 3 | Developing leadership | 230 | 3.8 | |
| 4 | Accounts and Reconciliation | 206 | 3.4 | |
| *V   General* | | | | |
| 1 | Managing stress / conflict | 227 | 3.8 | 3.81 |

sumes most of the time followed by research. The stress and conflict management were also a major area of training need, since the teachers were involved in many activities in the college. The next area of priority was given to administration since they were involved in managing the affairs at department level. Extension was given the last priority, since the staff being in the college devoted less time to extension than other areas.

The study showed that in education, the staff required training in the recent advances in their field of specialization and training in the areas of information technology. Thus indicating that the staff has understood the use of 'IT' as a source for collecting information, store the required information, as well as using it for multimedia presentation for effective teaching. They also needed periodic refreshment of the subject, teaching skills and student's psychology which got a score of needed to more needed.

In the areas of research, staff required training on formulation of research projects, and identification of research problems as more needed to most needed areas of research. They also needed training in time management and scientific report writing.

Training in areas of team building, developing leadership, office management and general administration was required by the staff. They also needed training in accounts and reconciliation. Since each department had a separate head of account and managed their administrative activities that might be the reason for training needs in those areas. Managing stress was also an important training need as felt by the respondents.

With regard to extension, transfer of technology, communication skills, planning and organizing training programme and development of a village improvement plan were the areas of training needs. They also needed training on monitoring and evaluation of the programmes. The staffs were involved in disseminating new technologies for the farmers, training in transfer of technology, organizing and conducting training programmes, communication skills improvement, these all were the training needs perceived.

Since the teachers of the college were involved in teaching, research, extension and administrative activities might be the reason for requiring training in the areas of stress and conflict management. The role of agriculture in global food security; application of problem-based

learning; planning and delivering lessons to utilize higher order thinking skills; teaching leadership skills and development of teamwork and student collaboration; were identified as the five most important in-service training needs for preparing agriculture teachers to be effective educators (Davis and Jayaratne 2015). The in-service needs of Natural Science teachers were the acquisition of knowledge and skills in science subjects, generic pedagogical knowledge and skills and planning of science instruction (Ernest et al. 2015)

In order to understand the relationship of the training needs of the teaching faculty to their characteristics, correlation analysis was carried out.

The training need index of the respondents was calculated and it was correlated with their various characteristics (Table 3).

**Table 3: Zero order correlation between the characteristics of teaching faculty and their training needs**

| S. No. | Variables | Correlation "r" value |
|---|---|---|
| 1 | $(x_1)$Gender | 0.2350[NS] |
| 2 | $(x_2)$Age | -0.3006[*] |
| 3 | $(x_3)$Designation | -0.1535 [NS] |
| 4 | $(x_4)$Experience | -0.2254 [NS] |
| 5 | $(x_5)$Training attended | -0.0230 [NS] |
| 6 | $(x_6)$Seminar, workshop, etc. Attended | 0.1340 [NS] |
| 7 | $(x_7)$Promotion | -0.1410 [NS] |
| 8 | $(x_8)$Transfer | -0.2112 [NS] |

NS  = not significant   [*] = Significant at 5 percent level

The study revealed that the age of the teaching faculty had a negative and significant association with the training needs, indicating that the younger faculty was interested in learning more for improving their performance in the organization. The remaining characteristics did not have significant association with the training needs.

## CONCLUSION

Training on information technology, writing proposals, communication skills, administration and stress management has to be organised. 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.

Organising University – State department meetings periodically will help in identifying problems. Documentation of the field situations and problems and presentations during meetings will help them to understand the problems and propose suitable proposals to solve the problems of the field; will make research meaningful. Information on the funding organisations, 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 organised. 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.

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