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Evaluation an Assessment of Training Needs of Technical and Vocational Instructors (TVI's)

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ABSTRACT

Training has become a challenge for the Philippine education system. It has been agreed that both national growth and individual fulfillment are essential. This study was conducted among the Technical Instructors supervised institutions in Region VIII under the Commission on Higher Education. This study was conceived to define the required training methods, training style and training needs in crop production technology, animal production technology, post-harvest technology, management areas, and teaching related problems.
Keywords: training needs; technical and vocational instructors

INTRODUCTION

Background and Objective

This paper provides technical and vocational instructors (TVI's) with the requisite training needs. The most common reason for conducting training is to enhance teaching skills and achieve effective instruction, and expected to have a competitive advantage among tertiary-level teaching faculty. Management, post-harvest technology, animal production technology and crop production technology, represents the planned training activity for TVI's.[(1),(2)] The aim of the study is to identify the desired teaching strategies, training mode, and training needs in the field of crop production technology, animal production technology, crop production technology, and management and the teaching related problems.

Literature Review

Training has become a challenge to the education system, with increasing standards for improved social and economic conditions. Training is an integral part of human activity, which in turn is one of economic and social progress decisive factors. There is no development program complete if the training is neglected. Improving the morale and enthusiasm of employees can have an impressive impact at any institutions.[(1),(2)] According to Tapani and Saloren[(3)] there are several categories of vocational teachers' work including partnership and innovative skills, authentic learning interaction in guidance and counselling, development of pedagogical leadership and teaching and learning scholarships. All stakeholders including international should take note of the training needs in the education and training sectors career development services. This strategy ensures teachers accountability in career guidance that assists in networking and computer skills, providing the learner Modiba and Sefotho with up-to-date, accurate and relevant career guidance.[(4)] Adapting work-integrated into curriculum is an important component of teacher education at TVET. This identifies the industries demand which will improve the training skills. Based on the findings of Batholmeus & Pop[(5)] alignment in the curriculum, such as professional development, the preparation of lectures and the teaching of skills will comply with labor market demands and also meet the objectives of integrated job learning.

METHODS

This study utilized survey research design. It has two requirements first the school is under the oversight of the Higher Education Commission and second the schools offering DAT-BAT curriculum. Complete enumeration was done among schools identified under survey. Questionnaire, was composed to evaluate the desired teaching strategies, training mode, and training needs in the field of crop production technology, animal production technology, post-harvest technology, management and teaching related problems. To determine the association of study variables, descriptive statistics such as frequency counts, percentages, mean ranges, standard deviation, and chi-square correlation was used.

RESULTS

The study revealed that most of the 58 TVI respondents are married. TVI's perceived training needs in animal production technology have shown the need for training in animal nutrition, feeding and feeding

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management. In crop production technology it means that the respondents needed soil management and conservation training. In post-harvest technology respondents felt the necessary training in animal product processing. The selling of agricultural product was found to present the great difficulties for the management field.

Table 1. Training needs in the four major areas as perceived by the instructor respondents

AREAS	MN (4)	%	N (3)	%	SN (2)	%	NN (1)	%	Mean
A. Animal production technology									
Poultry production and mgt.	14	24.1	15	25.9	7	12.1	6	10.3	2.88
Swine production and management	11	19.0	13	22.4	7	12.1	4	6.9	2.82
Ruminant production & mgt.	14	24.1	10	17.2	8	13.8	7	12.1	2.77
Animal nutrition, feeding & feeding mgt.	17	29.3	13	22.4	7	12.1	4	6.9	3.02
Dairy production and mgt.	15	25.9	12	20.7	7	12.1	5	8.6	2.95
Animal health and farm sanitation	15	25.9	18	31.0	6	10.3	4	6.9	3.00
Mean									2.90
B. Crop production technology									
Field crop technology	17	29.3	18	31.0	9	15.5	4	6.9	2.96
Horticultural crop prodn.	16	27.6	21	36.2	5	8.6	5	8.6	3.00
Soil management & conservation	21	36.2	21	36.2	5	8.6	4	6.9	3.12
Plant propagation and nursery	19	32.8	20	34.5	4	6.9	5	8.6	3.08
Integrated pest mgt.	20	34.5	18	31.0	5	8.6	5	8.6	3.10
Farming system	21	36.2	17	29.3	5	8.6	5	8.6	3.08
Mean									3.06
C. Post-harvest technology									
Basic principles in post-harvest technology	20	34.5	20	34.5	5	8.6	3	5.2	3.17
Processing horticultural products	22	37.9	23	39.7	3	5.2	3	5.2	3.18
Processing animal products.	21	36.2	17	29.3	8	13.8	2	3.4	3.22
Mean									3.19
D. Management									
Farm business management	13	22.4	25	43.1	4	6.9	4	6.9	3.00
Agricultural and business finance	16	27.6	17	29.3	8	13.8	5	8.6	3.00
Agricultural marketing	21	36.2	22	37.9	5	8.6	3	5.2	3.18
Mean									3.06

Legend: MN = 4 = 3.51 – 4.00 = Much Needed
N = 3 = 2.51 – 3.50 = Needed
SN = 2 = 1.51 – 2.50 = Slightly Needed
NN = 1 = 1.00 – 1.50 = Not Needed

Laboratory was among the respondents most favored teaching method next is demonstration that provides a hands –on opportunity and the lecture was used to keep up with the latest developments and needs.

Table 2. Perception on the necessity of training based on teaching strategies

Teaching strategies	VMP (4)	%	P (3)	%	SP (2)	%	NP (1)	%	Mean
Workshop	22	37.9	22	37.9	4	6.9	2	3.4	3.28
Demonstration	24	41.4	21	36.2	3	5.2	2	3.4	3.35
Lectures	1	1.7	17	29.3	30	51.7	2	3.4	3.27
Laboratory	23	39.7	19	32.8	2	3.4	3	5.2	3.38
Research	25	43.1	16	27.6	10	17.2	2	3.4	3.25
Experiments	19	32.8	17	29.3	9	15.5	2	3.4	3.20

Legend: VMP = 4 = 3.51 – 4.00 = Very Much Preferred
P = 3 = 2.51 – 3.50 = Preferred
SP = 2 = 1.51 – 2.50 = Slightly Preferred
NP = 1 = 1.00 – 1.50 = Not Preferred

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The chosen mode of training is graduate school, and summer institutes were like making their spare time for useful tasks too. Of the respondents the weekdays and weekends were the least favored.

Table 3. Preferred mode of training by the instructor respondents

Mode of Training	MP (4)	%	P (3)	%	FP (2)	%	NP (1)	%	Mean
Summer institutes	26	44.8	9	15.5	8	13.8	4	6.9	3.22
Graduate school	24	41.4	16	27.6	5	8.6	3	5.2	3.26
Weekend seminars/workshop	9	15.5	9	15.5	15	25.9	5	8.6	2.59
Week-day seminars/workshop	12	20.7	11	19.0	9	15.5	6	10.3	2.70

Legend: MP = 4 = 3.51 – 4.00 = Much Preferred
P = 3 = 2.51 – 3.50 = Preferred
SP = 2 = 1.51 – 2.50 = Fairly Preferred
NP = 1 = 1.00 – 1.50 = Not Preferred

The findings revealed that the problems most encountered by the respondents were lack of textbooks and reference, inadequate laboratory rooms and materials, lack of in-service training and inadequate laboratory tools and equipment.

Table 4. Problems encountered by the instructor respondents

Problems	Frequency	Rank
Shortage of textbooks and references	44	1
Inadequate laboratory rooms and materials	37	2
Lack of in-service training	36	3.5
Inadequate laboratory tools and equipment's	36	3.5
Irregular attendance of the students	31	5
Inadequate teaching aids	28	6
Assignment to other unrelated subjects	22	7
Evaluation of students achievement	15	8
Uncomfortable/inappropriate chairs	14	9.5
Poor ventilation and lighting	14	9.5
Class too large to manage	12	11
Very heavy teaching load	11	12
Misbehavior among students	9	13

Multiple Response

DISCUSSION

Of the respondents only one is in provisional status through strict application of the rules of the Civil Service Commission. The respondents had a technical training in discharging their work-experienced duties. Most respondents lacked the basic knowledge and technical aspects of the production of animal products because they did not have those areas in their undergraduate curriculum. Perception of the need for laboratory training has been the most favored techniques it is very effective for them, they can quickly learn and apply to the students. Students at the presentation will learn more about this. Also favored were experiments and research they felt they could make teaching more efficient with the right preparations when using different teaching methods.

CONCLUSION

The findings revealed that in the program there are 10 teacher-respondents whose majors are not related to farming. In the four mayor areas, most of the instructor's respondents lacked in service training which makes them inadequate to handle the subject matter. Lack of funds in purchasing of textbooks, guides, resources and equipment are the problems which the TVI frequently faces. As for teaching methods, respondents favored the conventional lecture approach to perform laboratory and demonstration. It is suggested that a similar and further study be conducted to gather more knowledge that could lead to the development of the training system and the quality of technical and vocational instructors in CHED supervised institutions as they covered only 6

CHED supervised institutions in the area. School heads will enable TVI's to effectively and technologically develop themselves by giving them study leave and sending them to seminars and training relevant to the four curriculum areas. The TVI's should be further fitted with textbooks, teaching manuals, instructional equipment, and information on the four main areas to enhance the standard of the curriculum. To be successful, instructors must have on-going in service training for program goals. Lastly, the results could inform administrators to conduct trainings, provide better procedures and skills on how to meet their development goals.

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