

ABSTRACT

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DEVELOPMENT OF THE TRAINING PATTERN FOR THE TRAINERS IN RURAL DEVELOPMENT

By

WITTAYATORN TOKEAW

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Chairman: Assistant Professor Dr. Boonsom Waraegsiri

Department/Faculty: Department of Agricultural Extension,
Faculty of Agricultural Business

The objectives of this research were 1) to examine training for rural development trainers in various organizations in Chiang Mai; 2) to improve training patterns for rural development trainers; and 3) to evaluate such training patterns.

To achieve the first objective, the research covered personal data of trainers, their opinions on factors affecting the success of training, their needs for training contents as well as problems and obstacles concerning the training for rural development trainers. The data was collected by means of interview schedules from 87 trainers in 18 organizations. The findings revealed that most of the respondents are male, 40 years old on average. Most of them hold a Bachelor's degree in Agricultural Extension or Political Science. They had average working experience of 15 years and have been trained in rural development; they have been trainers for 6-10 years and provided training for 10-20 times. Those who have never been trained in rural development have undergone training in relevant areas. All respondents had similar opinions, at a high level, on three factors affecting the success of training i.e. trainees, including their background knowledge,

enthusiasm, desire to progress in work, willingness to accept other people's opinions, and knowledge application; trainers, including knowledge, ability, and personality; and training patterns, including training content coverage, content simplification, training techniques, training reinforcement, practice, and feedback. All of the respondents had similar opinions, at a high level, on 17 aspects of essential contents of the training i.e. the trainers' speaking principles and techniques, psychology of influence, techniques of humors, personality, impromptu problem solving, training management, questioning-answering principles, learning psychology, trainee-center principles, good trainership, trainer's working procedures, learning assessment, learning activity design, trainership format, importance of trainers, principles of trainer-center knowledge transfer, and concept sequencing in knowledge transfer. The respondents also had similar opinions on problems concerning the training for rural development trainers i.e. the training consisting of more lectures than practices and unavailability of mentors during training.

To achieve the second objective, the training patterns were improved by means of action research. Qualitative data was gathered by working together with an organization to obtain an improved training pattern which was put into practice by organizing a training course in rural development for 25 trainers of the Social Security Offices in Lamphun, Chiangrai, Chiang Mai and Lampang provinces with the application of the three-step POE training process i.e. planning, operation, and evaluation.

Planning is the step of identifying necessities and needs for training, consisting of 6 activities: 1) determination of factors affecting the success of training; 2) setting up objectives and training procedures; 3) training needs analysis; 4) planning training contents; 5) specifying trainers; and 6) preparing a training site and equipment.

Operation is the step of setting up learning activities, composed of 3 activities: 1) knowledge transfer; 2) attitude improvement ; and 3) skill improvement.

Evaluation is the step of training assessment, consisting of 6 activities: 1) assessment of trainees' reaction; 2) knowledge; 3) skills; 4) attitudes; 5) satisfaction with training; and 6) problems.

To achieve the third objective, training evaluation forms were used before and after a training course provided to 25 trainees, most of whom are female, 36 years old on average, have worked for an average of 12 years, and hold a Bachelor's degree in Business Administration or Management. Five activities were conducted at this stage: 1) pre- and post-training knowledge assessment: the trainees were found to have increased knowledge after training; 2) attitude assessment: the trainees had better attitudes towards trainership; 3) skill assessment: the trainees' skills were increased; 4) training satisfaction assessment: the trainees were more satisfied with the training; and 5) problem assessment: the trainers had fewer problems concerning trainership.