



## SELECTION, COMMUNICATION AND MOTIVES OF THE TRYSEM TRAINEES

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### ABSTRACT

If in-service training is to improve instruction, then careful planning must be done. The approach taken in assigning responsibility for the training, selection of trainees and trainers, provision of adequate facilities, and establishment of meeting times can have a tremendous influence on the success of the training.

**KEYWORDS:** TRYSEM Trainee, TRYSEM programme, Communication, Motives.

### INTRODUCTION

These process are developed by selection regarding;

- (i) TRYSEM trainees: Schedule was investigated with the help of a booklet - "National Scheme on Training of Rural Youth for Self-employment (TRYSEM)" and with the help of office bearers who were responsible for the TRYSEM programme.
- (ii) Communication source: This part dealt with the means by which the people were made aware regarding the TRYSEM programme.

Communication sources were classified into three major categories.

- (a) Localite
- (b) Cosmopolite
- (c) Mass media

(iii) Motives of the trainees: To know the opinion of the TRYSEM beneficiaries regarding their attending the TRYSEM programme, instrument developed by Miss Kusum Kothari (1986) was used with necessary modifications wherever needed.

Motives were classified into nine groups and beneficiaries were instructed to express their views about each of the motive. For recording their responses three point continuum as given below was used.

Categories	Score
(a) Most strong	3
(b) Strong	2
(c) Least strong	1

### Skill tests

Skill was operationalized in this study as the ability to perform any job accurately using minimum time and

energy. For the measurement of skill, a performance test was developed. The procedure also followed by Super (1962), Wiessma and Jurs (1976) was used. Three separate skill tests one each for electric motor rewinding, wireman and carpentry were prepared. The respondents were asked to perform the given operation and their performance was observed by investigator and scoring was done with the help of the performance test. The major steps followed in developing the performance test with respect to each of selected trades are given below.

Task analysis: For development of skill tests major tasks under each of the selected trades were identified and defined.

Item construction: Under each of the identified tasks , different items were enlisted depending upon the trades.

Scoring procedure: After splitting each operation into different components and items, it was referred to 20 experts of concerned trade. They were requested to assign marks to each item keeping in view the relative importance and operational difficulty involved in carrying out the particular operation. These marks were to be assigned out of 100 scores for each trade. Performance scores given by judges were tabulated and average of all judges with respect to each item was calculated.

Reliability and validity of the skill tests : The reliability of the three skill tests (electric motor rewinding wireman, carpentry) was measured with the help of test-retest method. The reliability coefficients of the three trades were.

Trades

- a. Ele. motor rewinding
- b. Wireman
- c. Carpentry

The significant values indicate reliability and internal consistency of the skill tests and hence schedules were reliable for use.

**Validity of the skill tests**

The validity of the skill tests depends upon the fidelity with which it measures what is expected to measure. To find out the validity of the skill tests, content and construct validity of the skill tests were examined. Statements were properly selected to cover the whole universe of the content of the skill with the help of relevant literature and the selected statements were presented to a panel of subject matter specialists (SMS) of the respective trades to find out juri validity. Only those items which secured 70-80 per cent concurrence of experts opinion were included in the final tests.

**(A) Schedule for infrastructural facilities:** This instrument was composed of three parts, namely pretraining facilities, during training period facilities and facilities provided after training. Respondents were asked to express each item under particular training facilities as 3, 2, or 1 which were represented as Most Satisfactory, Satisfactory and Not Satisfactory. This three point scale was used for Infrastructural facilities provided to TRYSEM beneficiaries of the selected trades.

**(B) Tool for attitude scale:** Attitude scale: In order to determine the attitude of the TRYSEM beneficiaries towards TRYSEM programme, an attitude scale was developed by investigator for the present study.

According to Thurstone (1946) attitude in this study is "the degree of positive or negative affect associated with some psychological object". Psychological object, in the present study mean the feeling about TRYSEM programme towards which beneficiaries could differ with respect to positive or negative affect. Among the techniques available for construction of attitude scale the Likerts technique of summated rating scale is quite well known. The scale developed in this study was based on the Likert's technique. Following main steps are involved in making attitude scale.

**Item collection:** The first step in developing attitude scale, a large number of statements related to TRYSEM programme were gathered from relevant literature, books, bulletins, articles, journals and holding discussions with the subject matter experts, as well as with the office bearers related to TRYSEM programme and their personal experience.

A tentative list of the items was drafted keeping in view the applicability of items suited to the area of the study. The statements were edited and scrutinized in the light of

Reliability coefficient

- |  |      |
|--|------|
|  | 0.63 |
|  | 0.68 |
|  | 0.70 |

criteria as suggested by Thurstone (1946) and Wang (1932). These statements were framed in such a way that they could express positive or negative attitude. In order to get five point judgement, five alternative response categories ranging from "Strongly agree (SA), to Strongly disagree (SDA)" were assigned to each statement. The statements collected regarding TRYSEM programme were discussed with subject matter experts, they were requested to add or delete any statement which they deemed fit for the conclusion. They were also asked to check the statements for being favourable or unfavourable towards TRYSEM programme. Again the statements were rewritten in the light of the criticism and comments of the experts. In this way, finally 32 statements were retained. Efforts were made to select more or less equal number of positive and negative statements and these statements were administered for the selected trainees under study and their responses were worked out.

**Item selection:** Item selection is an important step in constructing valid and reliable scale (Edward, 1957). To do so, 16 items were administered to selected trainees of the 3 trades of TRYSEM programme. Their reactions to each items were marked on the five point continuum ranging from "Strongly agree" to "Strongly disagree" and the numerical values from five to one were assigned to the five categories of responses for the positive items. The scoring system was reversed for the negative items. The score of an individual respondent on the scale was computed by summing up the weightage of individual items. The frequency distribution of scores based upon the responses concerning all the statements were obtained. According to Edward (1957) 25 per cent of the subjects with the highest total score and 25 per cent of the subject with the lowest total score were taken assuming that these two groups (high and low) would provide the criterion group in items of evaluating the individual statements. For evaluating the responses of high and low groups of the individual statements, the critical ratio value was worked out by using the formula and procedure given by Edward (1957). All the positive and negative items were then subjected to statistical analysis and then their critical ratio value was worked out (Appendix 5). The 't' value of items 16 out of 32 statements was found to be significant (more than 1.75) at 5 per cent level of significance.

**Reliability of attitude scale:** According to Kerlinger (1967) "Reliability is the accuracy of measuring instrument" The test retest method of reliability was used for testing reliability of attitude scale. The reliability coefficient for attitude scale was 0.72.

**Test-retest method:** In this technique the same scale was applied twice to the same TRYSEM beneficiaries after 10 days interval and the results so obtained were compared and correlation coefficient was obtained by using Pearson Product Correlation.

**Validity of attitude scale:** As the content of the attitude scale was developed on the basis of a large number of items as well as the opinion of the experts working in the field of TRYSEM programme, it was assumed that the scores obtained by administering this attitude scale will measure that is intended to measure. Further, 16 items were finally selected as their t values were significant. Hence, in this way scale is also valid.

#### **Schedule for strong and weak points of the programme**

**(A) To know strong and weak points of the TRYSEM programme:** A separate schedule was constructed by the investigator with the help of office bearers of the TRYSEM programme.

**(B) Tool for suggestions:** To know which (item) component of the TRYSEM programme has been realised more important and how the programme can be made still more effective.

Suggestions were categorized into 3 categories.

<u>Categories</u>	<u>Score</u>
Most important	3
Important	2
Least important	1

#### **CONCLUSION**

Today fabricating organizations can't disregard the way that the critical component of their asset limit is their kin, consequently extraordinary consideration ought to be given to employees' enrollment, choice, maintenance and inspiration since they are among the significant variables that decide the flourishing, achievement and generally speaking execution of fabricating organizations. Since the investigations inspected above zeroed in predominantly on USA, European and Asia nations, there is a need of crying basic examination on the impact of employees' enrollment, choice, maintenance and inspiration in assembling organizations, particularly in African nations.

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