# STRENGTHENING THE IN SERVICE TRAINING PROGRAMS

#### OF THE

## DEPARTMENT OF AGRICULTURE SRI LANKA

A Thesis Presented to
The Faculty of Education, Health and Professional Studies
The University of New England
Australia

In Partial Fulfilment of the Requirements for the Degree of Master of Education (Hons)

by

S. Kulunusen Yasakethu, B.Sc. (Agriculture), Sri Lanka

1996

#### **DECLARATION**

I certify that the substance of this thesis has not already been submitted for any degree and is not being currently submitted for any other degrees.

I certify that to the best of my knowledge any help received in preparing this thesis, and all sources used, have been acknowledged in this thesis.

••

S. Kulunusen Yasakethu

15 August, 1996

#### **ACKNOWLEDGMENTS**

I wish to express my gratitude to all those who assisted me in numerous ways in the preparation of this thesis.

First and foremost grateful appreciation is extended to my supervisor Dr. Darryl Dymock, for his valuable advice, comments, assistance and constant encouragement which guided me throughout the study.

Thanks are also goes to Mr. Barrie Brennan, Dr. Margaret somerville and all other staff in the Department of Administration and Training who assisted in many ways.

Special thanks are extended and a debt of gratitude is acknowledged to my wife Rammi, and son Lasith, who encouraged me throughout the course of this study, and displayed patience and understanding support at all times.

Finally I wish to thank my friends, Abey, Bashini, Judy, Kanags, and Thilak, who gave their fullest support during the period of stay in Armidale.

### **CONTENTS**

DECLARATION i
ACKNOWLEDGMENTSii
TABLE OF CONTENTS iii
LIST OF TABLES vii
LIST OF FIGURES viii
ABSTRACTix
CHAPTER 1 - INTRODUCTION
Introduction
Background to the study 3
Aims of the study 6
Significance of the study7
Methodology 10
Limitations 12
Structure of the thesis

### CHAPTER 2 - REVIEW OF RELATED LITERATURE

Introduction	. 14
Who is an adult?	.1 5
Differences between learning in childhood and in adulthood	. 17
Changes relating to learning in adulthood	28
Teaching-learning theories	3 5
Characteristics of the adult educator	4 ()
Training methods	43
Principles of adult education	4 4
Summary	48
CHAPTER 3 - THE BACKGROUND TO HRDC TRAINING PROGRAMS	
Introduction	49
Role of the HRDC	50
Purposes of the HRDC	51
Present situation of ISTI training programs	52
Types of training programs offered	54
Training process	57
The training model	58

of the new model 60
Problems in planning phase 60
Problems in preparation phase 66
Problems in presentation phase 69
Other constraints in training learning situation74
Problems encountered in present training situation 77
<b>Summary</b> 78
CHAPTER 4 - ESTABLISHING A BASIS FOR STRENGTHENING TRAINING PROGRAMS
TRAINING PROGRAMS
TRAINING PROGRAMS  Introduction

#### LIST OF TABLES

		PAGE
2.1.	Summary of adult learning principles	46
3.1.	Staff of the extension division	62
3.2	Main categories of technical staff of the ISTI	71
3.3	Total number of graduate staff and number trained at post graduate level	72

### LIST OF FIGURES

		PAGE
2.1	The continuum model of motivation	27
3.1	Locations of Regional Research Centres and In Service Training Institutes Sri Lanka	53
3.2	The training model introduced by the HRDC	59
3.3	Planning phase	61
3.4	Different categories of the officers trained at ISTI Gannoruwa in 1990	63
3.5	Flow chart for the planning and preparation of training, extension and research programs	65
3.6	Preparation phase	67
3.7	Presentation phase	69
4.1	Planning phase	82
4.2	Preparation phase	92
4.3	Presentation phase	97

#### **ABSTRACT**

The Department of Agriculture (DOA) is responsible for the generation and dissemination of research findings for the farming community. The need for better training is felt by all levels of agricultural field staff. To accomplish this, In Service Training Institutes (ISTIs) of the DOA provide the additional knowledge and skills required by the officers of the DOA and other officers of agricultural related organisations. But the training programs conducted by the ISTIs over the last few years have not shown a significant contribution towards improving the knowledge and the skills of the learners. The DOA thought this weakness was due to the lack of a proper training development process, so the DOA introduced a new training model. The progress is still not up to the expected level, however.

The literature relating to the adult learning principles was studied and compared with the present training situation. By analysing the present training situation it has been clearly shown that the problems are not because of the training model but due to the way of implementing this model. This study has identified several implementation problems pertaining to the each phase of the training model, and revealed that those problems could be overcome by implementing the training model according to generally accepted adult learning principles.

### CHAPTER - 5 RECOMMENDATIONS AND CONCLUSION

Introduction	108
Recommendations	109
Possible problems and limitations	113
Additional recommendations	116
Conclusion	118
BIBLIOGRAPHY	120
APPENDICES	123
1. Training programs available at 1871s	124
2. Officers trained at ISTIs from 1990 - 1995	125
3 Organisation chart - Department of Agriculture Sri Lanka	126
4. Organisation chart - Human Resources Development Centre	127
5. Organisation chart In Service Training Institute	128
6. Training programs conducted at ISTI Gannoruwa 1st Quarter 1995	129
7. Summary of the training programs conducted at	
ISTIGannoruwa - 1st Quarter 1995	130
8. Lesson plan	131