

## Development of Active Validation Mechanism For Undergraduate Students Regarding Creation of Training Manual

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Received on: 11-07-2023

Accepted on: 15-08-2023

### Abstract

The brief booklet for execution of the expected task through evaluated designed under the guidance of the related experts that enhance the quality of and improve and enhance the task (Collins English Dictionary, 2020). The training manual highlighted the creative and social development related to the activity base training that involves the obtainer. The existing research study aimed to develop active validation mechanism for undergraduate students regarding creation of training manual. The researcher was used quantitative approach by the nature. Thirty (30) undergraduate students and twenty (10) manual development field related experts selected through purposes. The researcher used the different instruments for data collection. 1) Questionnaire for validation of research instruments, 2) Questionnaire for students for training need assessment, 3) Manual for training of students. The data were collected through multiple sources. The training manual was validated through the experts and training sessions Researcher also follow the steps of "How to Create Effective Training Manuals" by (Lanigan, 2010). The researcher was validated the developed manual through experts' opinions, pre, posttest and evaluation form. All the experts responded that the activities included in training manual are according need of tolerance. The results of pre and post-test elaborate the positive result of the training. The evaluation of the training was described very positive results of the training.

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**Keywords:** Undergraduate Students, training manual, validation, Mechanism

#### **Introduction**

The brief booklet for execution of the expected task through evaluated designed under the guidance of the related experts that enhance the quality of and improve and enhance the task (Collins English Dictionary, 2020). The training manual highlighted the creative and social development related to the activity base training that involves the obtainer. Many peoples think that the training manual process is not popular to enhance the learning capabilities of student. But the training manual enhance the traditional way of learning, it is only way to clear the objective of the any learning environment as well understand how to achieve the future outcomes (Firth & Kimpston, 1973).

Although the lesson plan is essential for improving teaching and learning capacity, in practice, the implementation of lesson plan in the classroom is rarely practiced in the classroom (Garrison & Kanuka, 2004). The literature often reports that having no knowledge of making lesson plan is the main challenge to make and implement lesson plan-induced session in the classroom. Generally, mostly teachers at undergraduate level have no understating about required training toward making effective lesson plan. In broader sense the experimental way of work valuable for teachers as well student to enhance their learning. The effective learning environment creates good outcomes. Through quality method and material the training manual enhance the students hidden thoughts that directly related to created and inventive attitude (Iqbal et al., 2021).

The quality of the education totally depends on the selection of material and methods. This decade all the students required interest base learning environment e.g. creativity and activity base. All the educational institution tries to give the best result in nationwide and become a popular for advance level learning. The main aim of the study is to develop active validation mechanism for undergraduate students regarding creation of training manual.

#### **Review Related Literature**

Developing a training manual is an important part in designing a formal training program. A formal training manual ensures consistency in the presentation of the training program. Another major advantage is that all the training information on skills, processes, and other information necessary to perform the tasks is together in one place. Implementation of such complex models requires an understanding of programmatic core components essential to producing positive outcomes. To promote this understanding, evaluators can work collaboratively with organization staff and leaderships to gather information on program implementation, adaptations, organizational buy-in, and project outcomes (Mooss et al., 2015).

The mostly program that related to effective training manual always become successful due to its components, implementation and also pragmatic way of work. The implementation processes directly enhance the environment, involvement, leadership, time management, organization of material and methods. The success of the training manual totally dependent on their effectiveness (Johnson et al., 2004). The instructor is directly responsible for the effectiveness of the training manual. The use of technology, different approaches, interventions, creativity base material, pragmatic activities, tools, handouts, clear objectives,

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required audio video aids and field related instructor are the essential need of the training program (Blase & Fixsen, 2013).

#### **Research Methodology**

There were 4 holiday was included in 14 days training sessions. Researcher also follow the steps of “How to Create Effective Training Manuals” by (Lanigan, 2010). The training manual clearly outlines the training sessions with general objectives and specific objectives of the training manual, a spectacular sessions regarding training manual that consists on activities, approaches e.g. pedagogy and andragogy, uses of technology, strategies and material, and Instructors credibility and also included the material that consists in annexures including handouts, stationaries, audios and videos. Ten (10) experts, seven (7) males and three (3) females in the field of education were selected for validation of training manual. The age range was 30 to 60 year. The experience range was 8 to 24 year in the field of education. The researcher used purposive sampling technique to select the experts. There were 30 students involved in the training. The training was evaluated through pre-test and post-test score and evaluation form.

The Pretest and Posttest were designed for students to know their achievements from the training and effectiveness of the training. There were five (5) questions included in pretest and posttest. The evaluation form, there were 30 students participating in training sessions. The evaluation of training comprises on following steps; 1) Nature of training, 2) Duration of training, 3) activities of training, 4) methodology and techniques, 5) uses of technologies, 6) innovative things in the training. At the end of students training sessions an evaluation was conducted through the questionnaire to know the effectiveness of training. These questions included level of training, nature of training, durations of training, methodologies and strategies of training, uses of technologies in training. The final process to obtain the evaluation results by using questionnaire to know about the usefulness of the training manual. The questionnaire consisted on level of training, nature of training, durations of training, methodologies and strategies of training, uses of technologies in training.

#### **Structure of Training Manual**

The proposed training manual consisted on two steps. The detail of steps is as under:

##### **Step-I Development of Training Manual**

##### **Step-II Conduct of Training**

###### ***Step-I***

The training manual objectives were included from the outcomes of the need assessments. The manual was developed on the basis of need assessment through different ways such as questionnaire and interviews. The developed manual comprises on general objectives of the training manual, specific objectives of the training manual, contents of the training, sessions regarding training manual, different approaches, strategies and material, selection criteria and uses of technology. The developed manual is user friendly and flexible which can help to cater the current needs of students. The trainer can modify it according to needs of trainees.

###### ***Step-II***

Following training strategy will be used in the training:

- A. Instructor Introduction about His/ Her Self

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- B. Discuss Current Practice of Tolerance/Intolerance/Violence (Globally)
  - C. The strategy for training is based on three sessions that consist on different approaches and activities. Each session consists on annexures and required stationaries.
  - D. Pedagogy placed the importance on the role of the teacher in education. The teacher decides what students should learn, how students are taught, and when the teaching and learning process will begin. It consists on; teacher-oriented, learners have dependent personalities, learning is subject-oriented and extrinsic motivation is an essential factor to learning
  - E. The instructor and students can jointly plan the learning process and adjust a session based on learning interests and activities. Establish a physically and psychologically conducive learning atmosphere.
  - F. Self-Concept, Role of Experience, Readiness to Learn, Orientation to Learning, Internal Motivation and Need to Know and also use the different approaches that related to both approaches e.g. knowledge sharing, classroom discussions, case studies, group work, individual work, pair work, presentations, brainstorming, reading literature and discussions will be some of the instructional strategies to be used during the training sessions.
  - G. The invertor uses the different technologies base thing during the session.
  - H. The strategy also recommends the use of well experience trainers.
- Dignity and respect for students are the important part of the training

**Research Finding**

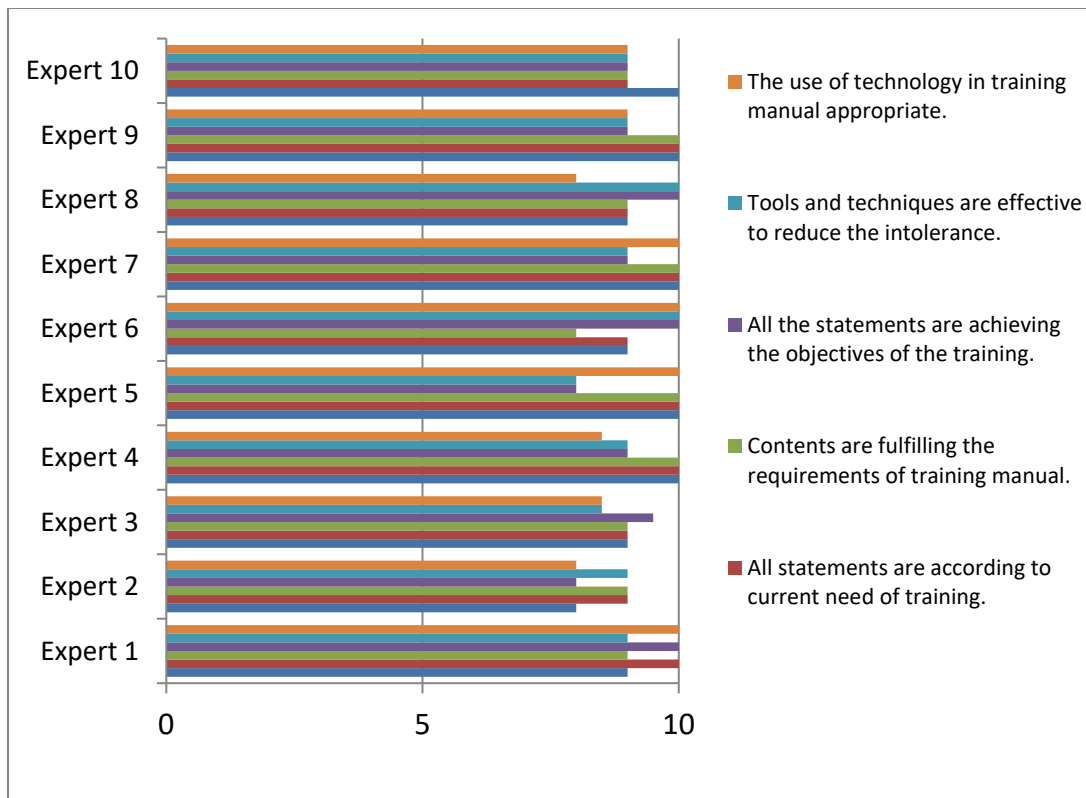
Validation of Training manual

Expert's opinions

There were 10 experts involved for validation of training manual. All the experts had experiences toward to research and development of training. There were eight questions in the questionnaire.

The analysis of expert's opinion is as under:

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**Figure 1 Experts Opinions**

The figure 1 indicated that the responses of experts toward the factors and sub factors are according to training need assessment of students toward tolerance however all statements are according to current need of training while contents are fulfilling the requirements of training manual furthermore all the statements are achieving the objectives of the training moreover tools and techniques are effective to reduce the intolerance while the use of technology in training manual appropriate.

**Pre-Test and Post-Test**

There were 30 students involved in the training. The training was evaluated through pre-test and post-test score of the students. In the beginning pre-test was given to the students and post-test was also given at the end of the training. The pre and post-test were based on the contents of the training. Pretest and Posttest were designed for students to know their achievements from the training and effectiveness of the training. There were 5 questions in pretest and posttest. Each student had to complete in 30 minutes. Total score of pre-test and post-test was 40. The scores of pre-test and post-test specified the effects of training. All the students showed attention to complete the assignment. The difference on the basis of pre and posttest showed improvement and interest of the students.

The detail analysis of each student is presented in below table which indicates the training has positive effects on students.

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Table 1  
 Showing the difference between pre-test and post-test score of students

Numbers of Participants	Pre Test	Post Test	Difference	% Improvement	Mean	SD
1	15	28	13	81.25	21.5	6.5
2	20	31	11	68.75	25.5	5.5
3	13	21	8	50	17	4
4	15	22	7	43.75	18.5	3.5
5	16	26	10	62.5	21	5
6	17	23	6	37.5	20	3
7	20	36	16	100	28	8
8	12	32	20	125	22	10
9	10	33	23	143.75	21.5	11.5
10	8	29	21	131.25	18.5	10.5
11	17	30	13	81.25	23.5	6.5
12	14	31	17	106.25	22.5	8.5
13	15	32	17	106.25	23.5	8.5
14	17	35	18	112.5	26	9
15	13	23	10	62.5	18	5
16	16	26	10	62.5	21	5
17	12	29	17	106.25	20.5	8.5
18	11	32	21	131.25	21.5	10.5
19	10	25	15	93.75	17.5	7.5
20	9	26	17	106.25	17.5	8.5
21	7	24	17	106.25	15.5	8.5
22	11	28	17	106.25	19.5	8.5
23	14	24	10	62.5	19	5
24	15	29	14	87.5	22	7
25	16	31	15	93.75	23.5	7.5
26	17	28	11	68.75	22.5	5.5
27	13	27	14	87.5	20	7
28	15	29	14	87.5	22	7
29	18	32	14	87.5	25	7
30	10	28	18	112.5	19	9

The table 1 indicated that there was improvement of all 30 point in post-test with total score of 40. At the end of the training sessions, students were given the evaluation sheet on which students showed their reaction toward training.

**Evaluation of Students Training**

The final process to obtain the evaluation results by using questionnaire to know about the usefulness of the training manual. The questionnaire consisted on level of training, nature of training, durations of training, methodologies and strategies of training, uses of technologies in training.

The evaluation of the training was conducted at the end day. The report of evaluation is as

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under:

- 1) The training objectives were cleared
- 2) Inspire the students to reduce the intolerant
- 3) The instructor was the good communicator
- 4) The overall quality of the training was high.
- 5) Trainers welcomed questions and responded well.
- 6) How useful were these parts of the workshop
  - Presentation
  - Activities
  - Material
  - Methodologies
  - Handouts
  - Duration
  - Use of Technology
- 7) Innovative things of the training.
- 8) Write any additional comments or suggestions about this training.

Table 2

*Evaluation of students training*

Sr.	Statement	Very Useful		Useful		Not Useful	
		<i>f</i>	%	<i>f</i>	%	<i>F</i>	%
1	The training objectives were clear	26	86.7	3	10	1	3.3
2	Inspire the students to reduce the intolerant	25	83.3	5	16.7	0	0
3	The instructor was the good communicator	24	80	6	20	0	0
4	The overall quality of the training was high	23	76.7	5	17.7	2	6.7
5	Trainers welcomed questions and responded well.	26	86.7	4	13.3	0	0

The table 2 indicated that 86.7% students support the statement “The workshop objectives were clear to me” however 83.3% students strongly agree with the statement “Encourage the students to reduce the intolerant” furthermore 80% students strongly agree with the statement “The instructor was the good communicator” while 76.7% students in favor of the statement “The overall quality of the training I received was high” however 86.7% support the statement “The Trainer welcomed questions and responded to them appropriately.

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**6) How useful were these parts of the training**

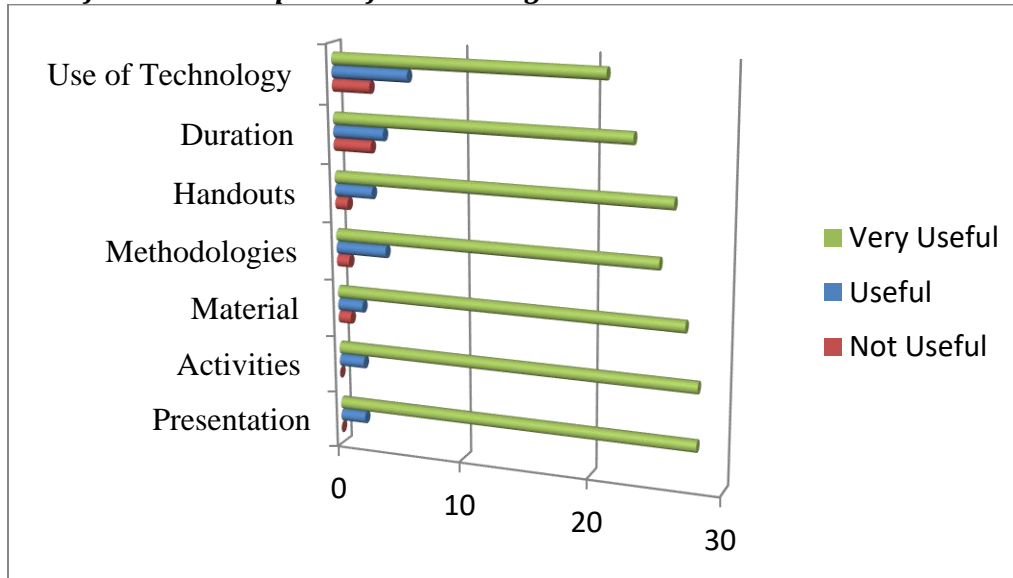


Figure 2 How useful were these parts of the training

The figure 2 indicated that the responses of the participants regarding the different parts of the training e.g. presentation 93.3%, Activities 93.3%, Material 90%, Methodologies 83.3%, Handouts 86.6%, Duration 76.6%, very useful and 13.3% useful, however the use of technology 70% very useful and 20% useful.

**7) Innovative things of the training**

All the students gives the views of following every features are best of the training e.g. Use of technology, teaching strategies, activity and handouts of the training.

**8) Comments by the students**

Overall the training was very productive and useful for students. The mood of the training is totally friendly and discussion base. All the environment of the training based on tolerance. Training was focused on practical work, learning through games and activities.

**Discussion**

There are many purposes behind the absence of qualified shows in schools, for example, one of the significant difficulties to expanding the instructive norms in Pakistan is absence of prepared proficient educating students. The lack of advance studies, active teaching paradigm and rationale base teaching creating unacceptable circumstance. The role of teacher is very important to create the active learning environment in classroom atmosphere (Ashraf & Ashraf, 2015). The currents study elaborated that practical work, learning through games and activities are very effective. The results also indicated that there was improvement of all students at the end of the training sessions. Presentation handouts, material, use of technology and duration of time was very essential for the active training. When we start to creating manual we must try to done start and end analysis that consisting on different tasks, AV aids, activities, material and methods time duration. We must create the learning environment by using at least time. We must try to check the performance of the students



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through formative assessment and also diagnose the students step by step. Try to new and easy to pick methodology that student should easily obtain the sense of the presented task and attain advance level skill to increase the capability toward designed manual and fulfill the requirement of the manual objectives (Lanigan, 2010).

#### **Conclusion**

1. The study also concluded that practical work, learning through games and activities are very effective. All the students showed the interest in all training session. Students get benefit of training while working in their practical life and solve their routine base matters.
2. This research concluded that training sessions are appropriate for this training. Students can get benefit of training sessions while studying in universities and solve their routine problems. The training manual used in the training was user friendly and proved its effectiveness in pilot study.
3. The research concluded that there was improvement of all students at the end of the training sessions.
4. The research concluded that the moods of the training were totally friendly and discussion base. All the environment of the training based on tolerance. Training was focused on practical work, learning through games and activities.
5. The research concluded that the activities, presentation handouts, material, use of technology, and duration of time was appropriate.
6. The study concluded that the quality of training was very helpful for to reduce the intolerance.

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