



**TITI**

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## Editorial

# A Mixed Method Study on Trainees Satisfaction Towards Training Services

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### Abstract

*Training is a means to an end. It is not an end itself. Training is teaching or developing once knowledge, skills, capabilities and performance. In today's world it is believe that training plays a vital role in developing human capabilities. So every training institute or training organization needs to understand their internal strengths, weakness and external opportunities and threats. Training institute for technical instruction (TITI) a pioneer institute in Nepal especially for providing skill based training in technical education and vocational training (TEVT) sector also need to identify its internal strengths, weakness, opportunities and threats. During its 25 years of excellence in training throughout Nepal and abroad its necessary to know TITI trainees satisfaction towards training services.*

*In this context, we pursued to gain an in-depth understanding on satisfaction of trainees towards training services of TITI in respect towards teaching methodology. Kathmandu, Bhaktapur and Lalitpur districts of Kathmandu Valley, Nepal were selected for the study. Eight key participants voluntarily participated in this study where as 343 respondents were surveyed using five points likert scale. A parallel mixed method approach was employed to gain insight into TITI trainee's satisfaction towards TITI training services in respect to teaching methodology.*

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**Key words:** Training, Trainees satisfaction, Training Institute for Technical Instruction.

### Setting the Scene

Human resource management practices are considered as a key business advantage in the face of an increasingly global and competitive environment. Among the human resource management strategies, training plays an important

role in equipping employees to acquire and update needed competencies in today's organizations. Therefore, both private and public sector organizations spend considerable amounts of money on employee training and the employees acquire new competencies through training (Kontoghiorghes, 2002).

In this world of competition, like other business or industrial organization, training institute or organizations also needs some competitive advantage to sustain. For training institute or training provider organizations trainees' satisfaction could be considered as an important tool to maintain a competitive advantage. A training institute should give a special attention to its service quality which can help its institute or training organization to differentiate itself from other institute or training organization, and results to long term competitive advantage (Moore, 1987).

Even though satisfying the wants and needs of trainees is not a new organizational concept for training institutions, trainees orientation has been underemphasized in public training institute compare to profit-oriented organizations. Trainees are the "customers" of a training institute (Huang, 2009). As per Seymour (1993), developing satisfied trainees should be a primary goal of training institute. Developing trainee's satisfaction at training institute or training organization level is crucial. If this is achieved, it will facilitate the strategic objectives of the training institute or training organization more effectively.

The measurement of training satisfaction can be useful to training institute or training organization, to help them to pinpoint their strengths and identify areas for improvement. Satisfaction ratings go beyond teaching assessments, which have a narrow focus, to include broader aspects of the trainees learning experience. To grasp the complexity of that learning experience, it is not enough to know the degree to which trainees are satisfied, it is important to understand the factors that contribute to trainee's satisfaction. So the purpose of this study is to identify aspects of the educational experience that are associated with TITI trainees for overall expression of satisfaction. Understanding how was TITI training perceived by the trainees in TEVT sectors? What were the levels of satisfaction among trainees in TITI and are there any differences in trainees satisfaction based on demographic characteristics.

## Research Questions

- How was TITI training perceived by the trainees in TEVT sectors?
- What were the levels of satisfaction among trainees in TITI in respect to teaching methodology?

## Research Design

This study was field based. It attempts to explore trainee's satisfaction in respect to TITI training. It is therefore explorative in nature. Moreover, it is descriptive and analytical since this study tries to describe and explore the phenomenon under study from several dimensions. To explore the underlying truth in trainees satisfaction, we used "mixed method" (Creswell, 2009; Teddlie & Tashakkori, 2009) design which is a procedure for collecting, analysis and mixing of both quantitative and qualitative data (Creswell, 2009).

## Understanding TITI Training from Trainees Perception

Ram (Pseudonym) was happy from the training and trainers of the (ToT) training programme of TITI. He was also happy from the trainers for the time given by trainers for any academic or training consultations. He says:

*I enjoyed the training a lot. Teaching methodology was appropriate for us. I was a bit introvert but by the training now I am extrovert. It's all by the trainings. I have to give presentations with trainees like me in the class and the timing was also suitable for me.*

From the above narration of Ram we made meaning was that the teaching methodology delivered by the trainer of TITI were satisfactory. Also, from the above narration it can be said that the presentation that the trainees had to deliver helped them become more open or extrovert and the participants of TITI were satisfied from this.

Hari (Pseudonym) remembers his training and says he enjoyed a lot. He says:

*I liked the way they teach in an interactive way. Trainers respect trainees and trainee's confidentiality. Trainers were always ready to give constructive and developmental feedback when needed. Trainers created a comfortable learning environment for us so that I could learn different instruction skill and now I am applying it with my trainees.*

From the above narrative of Hari we made meaning that the teaching methodology and content delivery technique of TITI trainers were in an interactive way and the trainers respected the trainees and trainees' confidentiality. From the above statement it can be stated that the participants were happy and satisfied from the trainers of TITI. TITI trainers also provided constructive and developmental feedback. By this it is clear that the participants were satisfied with the trainers like the comfortable learning environment.

Gita (Pseudonym) is also happy and excited to take more trainings from TITI. She says:

*Trainers were always ready to do the task. I liked their unique feature, when they promised not only to one trainees but also all the trainees they kept it. When I had any problem in any matter during the training, trainers were always ready to solve it. I also like the training book and other material that they provided during the training. That training materials are still helping me to sharpen my training programme.*

From the above narration of Gita we made meaning was that she was very happy and satisfied with the trainers of TITI and liked the trainers unique feature i.e. they were always ready to do the task and if the trainers promised to do something and they do it. She was also satisfied with the trainers in the overall training programme and the training manual provided by TITI.

Madhu (Pseudonym) says that the course provided by TITI was relevant for her. She furthermore added:

*Trainers had so many knowledge and are highly*

*intellectual. They had lots of information within the context and also from outside. Most importantly despite of having so much knowledge and despite being highly intellectual, the trainers were always humble to us.*

From the above narration of Madhu, we made meaning was that she was satisfied with the TITI trainers knowledge level and intellectual potentiality. She was satisfied with the information provided by the trainers and by their humble behaviors.

Govinda (Pseudonym) likes the trainers' demonstration and presentation skills. He furthermore added:

*They speak clearly and were able to make us understand. Every point or topic were explained using visuals like power point slides or flipcharts. They provided feedback about my presentation skill which I really liked. Also, I liked TITI training classroom which helped me to participate actively during group work activities*

From the above statement of one of our participant Mr. Govinda, we made meaning was that participants were satisfied with the platform skill of the trainers and their constructive feedback. Similarly from the above narration it can be said that the participants were satisfied with the physical environment of TITI i.e. the classrooms and the surrounding environment which helped trainees to participate actively in group work.

Raju (Pseudonym) says that he enjoyed the group work activities during the training which helped him to be clearer about different content during the training. He furthermore added:

*TITI runs excellent quality of training. I enjoyed the training. It was an excellent combination of theory and skill performance.*

From the above narrative inquiry of one of our participants Mr Raju, we made meaning was that participants were satisfied with the excellent quality

of trainings provided by TITI. Participants enjoyed the training programme and were also satisfied with the excellent combination of theory and skill performance.

Mukesh (Pseudonym) was happy with TITI training and says TITI training is excellent and reputable. He says:

*I feel happy when others look at my TITI training certificate and ask how they can get a training from TITI. TITI have a big image in vocational training. I also like TITI staff because of their cooperation which made me able to take the training.*

From the above narrative inquiry of one of our participants Mr. Mukesh, we made meaning was that the participants were happy and satisfied with TITI image in the sector of vocational training. Participants were also satisfied with TITI staffs and their cooperation.

Radha (Pseudonym) is also happy with TITI training and she says:

*I liked TITI trainings. I got an opportunity meet many individuals from different field and increase both my professional and social network. I only had friends in the nursing field, but after the training from TITI I now have friends from different discipline like engineering, agriculture etc. I am satisfied with TITI trainings and like how equal access is given to all groups and gender. Honestly in my trainings I felt that there was gender access and equity.*

From the above narrative inquire with one of our participants Ms. Radha, we made meaning was that participants were satisfied with TITI trainings. TITI trainings helps participants to build good rapport with people from different discipline and participants were satisfied by how TITI gives equal access to all groups and gender.

**Appropriateness of teaching methodology**

	Frequency	Valid Percent
Neutral	24	7.0
Satisfied	149	43.4
Strongly satisfied	170	49.6
Total	343	100

The above table states that out of the total respondents i.e. 343 majorities of the respondents i.e. 49.6 % were strongly satisfied from the teaching methodology of TITI. Similarly 43.4% were satisfied

and remaining 7% were neutral about teaching methodology of TITI. From this data it can be stated that TITI teaching methodology is appropriate.

**Teaching methodology in respect to gender was appropriate**

Gender	Neutral	Satisfied	Strongly Satisfied	Total
Male	19	59	94	172
Female	5	90	76	171
Total	24	149	170	343

The above table states that out of the male total respondents i.e. 172, 94 male were strongly satisfied, 59 male were satisfied and remaining 19 male reported to be neutral. Similarly out of total female respondents i.e. 171, 76 were strongly satisfied, 90

satisfied and remaining 5 reported to be neutral. From the above data it can be stated that majority of the respondents according to gender both male and female were strongly satisfied and satisfied on appropriate teaching methodology of TITI.

**Teaching methodology in respect to ethnicity was appropriate**

Ethnicity	Neutral	Satisfied	Strongly satisfied	Total
Bramhin	5	58	66	129
Chettrai	8	9	34	51
Terai	3	7	3	13
Janajati	8	75	67	150
Total	24	149	170	343

From the above table it states that out of total Bramhin respondents i.e. 129, 66 respondents were strongly satisfied, 58 satisfied and remaining 5 reported to be neutral. Likewise out of Chettrai respondents i.e. 51, 34 reported strongly satisfied, 9 satisfied and remaining 8 reported to be neutral. Similarly out of Terai respondents i.e. 13, 3 reported strongly satisfied, 7 satisfied and remaining 3 reported to be neutral.

Likewise out of Janajati respondents i.e. 150, 67 reported strongly satisfied, 75 satisfied and remaining 8 reported to be neutral. From the above data it can be stated that majority of the respondents according to ethnicity (Bramhin, Chettrai, Terai and Janajati) were strongly satisfied and satisfied on the appropriate teaching methodology of TITI.

**Teaching methodology in respect to ethnicity was appropriate**

Age Group	Neutral	Satisfied	Strongly Satisfied	Total
20-29 Years	3	62	62	127
30-39 Years	11	56	62	129
40-49 Years	10	22	29	61
50-59 Years	0	9	14	23
60 and above Years	0	0	3	3
Total	24	149	170	343

The above table states that out of the total respondents of age group 20-29 years i.e. 127, 67 were strongly satisfied, 62 satisfied and remaining 3 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 62 reported to be strongly satisfied, 56 satisfied and remaining 11 reported to be neutral. Likewise out of the total age group of 40-49 years i.e. 61, 29 respondents reported to be strongly satisfied, 22 satisfied and remaining 10 reported to be neutral. Similarly out of the total age group of 50-59 i.e. 23, 14 respondents reported to be strongly satisfied and remaining 9 respondents reported to be satisfied. Likewise out of the total respondents of age group 60 and above years i.e. 3, all the respondents reported to be strongly satisfied. From the above data it can be stated that majority of the respondents according to age groups (20-29 years, 30-39 years, 40-49 years, 50-59 years and 60 and above years) were strongly satisfied and satisfied with the teaching methodology of TITI.

### **Concluding Summary**

From the above narrative inquiry we understood that the training programs of TITI are satisfactory. The common understanding of our participants was that all the participants were satisfied from the training programme conducted by TITI. Our participants were also satisfied from the teaching methodology and also the timing of TITI i.e. from 9:30 AM to 4:45 PM. The common understanding of our participants was that TITI trainers conduct training in an interactive way respecting the dignity of the participants. Similarly our participants also enjoyed the training sessions and the training environment. They were satisfied with the class size of each training, physical infrastructure of TITI and the training resources and materials provided to them. Our participants were also happy with the constructive and developmental feedback provided to them by the trainers during training session.

From the above narrative inquiry our participants were also satisfied from the enthusiasm and knowledge level of TITI trainers. The common

understanding of our participants was TITI trainers were always ready to respond to any queries of the participants. Similarly our participants enjoyed the group work activities and also said TITI have excellent training quality with gender access and equity. From the above narrative inquiry it can be stated that TITI training is excellent and trainees were satisfied too. On the basis of Kirkpatrick four level of training evaluation TITI trainee's posse's level one, two and three. Buckley & Caple (2009) also argued on the basis of Kirkpatrick four level of training evaluation level, one falls under reaction level in which TITI trainees liked and enjoyed the training and they also consider that the training was relevant to them. They like the venue, the style, timing, and domestics. They also felt at ease and were comfortable with the training experience gained at TITI and also perceived practicability and potential for applying the learning (Buckley & Caple, 2009).

Similarly on level two of training evaluation in respect to Kirkpatrick training evaluation as cited by Buckley & Caple (2009), trainees of TITI also stated that they learnt what was intended to be taught, trainee experience what was intended for them to experience and there were change in the trainees after the training, in the direction or area that was intended. Likewise on level three or behavioral level TITI trainees also put their learning into effect after going back on their job and the skills and the knowledge that were also relevant which is again stated by Kirkpatrick behavior level of evaluation (Buckley & Caple, 2009).

From the above quantitative data we can say the teaching methodology of TITI was satisfactory because majority of our respondents were highly satisfied and satisfied. Out of the total respondents i.e. 343 majorities of the respondents i.e. 49.6 % were strongly satisfied from the teaching methodology of TITI. Similarly 43.4% were satisfied and remaining 7% were neutral about teaching methodology of TITI. Similarly teaching methodology in respect to gender majority of our respondents were highly satisfied and satisfied. Out



of the male total respondents i.e. 172, 94 male were strongly satisfied, 59 male were satisfied and remaining 19 male reported to be neutral. Similarly out of total female respondents i.e. 171, 76 were strongly satisfied, 90 satisfied and remaining 5 reported to be neutral.

Like wise out of total Bramhin respondents i.e. 129, 66 respondents were strongly satisfied, 58 satisfied and remaining 5 reported to be neutral in respect to teaching methodology. Likewise out of Chettrai respondents i.e. 51, 34 reported strongly satisfied, 9 satisfied and remaining 8 reported to be neutral in respect to teaching methodology. Similarly out of Terai respondents i.e. 13, 3 reported strongly satisfied, 7 satisfied and remaining 3 reported to be neutral in respect to teaching methodology. Likewise out of Janajati respondents i.e. 150, 67 reported strongly satisfied, 75 satisfied and remaining 8 reported to be neutral in respect to teaching methodology. From the above data it can be stated that majority of the respondents according to ethnicity (Bramhin, Chettrai, Terai and Janajati) were strongly satisfied and satisfied on the appropriate teaching methodology of TITI.

Similarly out of the total respondents of age group 20-29 years i.e. 127, 67 were strongly satisfied, 62 satisfied and remaining 3 reported to be neutral in respect to teaching methodology. Similarly out of the total age group of age 30-39 years i.e. 129, 62 reported to be strongly satisfied, 56 satisfied and remaining 11 reported to be neutral in respect to teaching methodology. Likewise out of the total age group of 40-49 years i.e. 61, 29 respondents reported to be strongly satisfied, 22 satisfied and remaining 10 reported to be neutral in respect to teaching methodology. Similarly out of the total age group of 50-59 i.e. 23, 14 respondents reported to be strongly satisfied and remaining 9 respondents reported to be satisfied in respect to teaching methodology. Likewise out of the total respondents of age group 60 and above years i.e. 3, all the respondents reported to be strongly satisfied in respect to teaching methodology. From the above data it can be stated that majority of the respondents according

to age groups (20-29 years, 30-39 years, 40-49 years, 50-59 years and 60 and above years) were strongly satisfied and satisfied with the teaching methodology of TITI. So looking both qualitative and quantitative data we made meaning was that trainees were satisfied with TITI training and being more specific they were also satisfied with the teaching methodology of TITI during its training period.

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