

Trainees Satisfaction Towards Training Service: A Parallel Mixed Method Approach



Amit Koirala, Basanti Roshan Pradhan Shrestha,
Dipak Babu Aryal and Raju Bajracharya



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PARALLEL MIXED METHOD APPROACH**

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PREFACE

Training Institute for Technical Instruction (TITI) is pleased to present this research report “*Trainees satisfaction towards training services: a parallel mixed method approach*”. This study is first in its kind to undertake the perception of TITI trainees regarding training services provided by TITI.

The study was carried out in Kathmandu valley covering Kathmandu, Bhaktapur and Lalitpur districts with 343 respondents and eight participants. This research assesses the perception of TITI training graduates regarding training service quality of TITI. This report also provides information on TITI Trainees experience on TITI training and trainers behavior.

Training institute for technical instruction is confident that the report will be shared across with concern stakeholders, which will be a useful and analytical tool for institutional reform. This report will also serve as a valuable source of information for researchers and those working in area of training and development, technical and vocational education and training (TVET) sector. TITI would like to offer sincere thanks to all those involved in this study, especially Research and Development Department of TITI and its research team for conducting this scientific research.

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II

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The successful completion of this study is an outcome of the collaborative efforts of Training Institute for Technical Instruction (TITI). This study was initiated, designed and carried out in 2015. We are indebted to all the staff of TITI for their guidance and support in bringing this study to completion.

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We are most obliged to Ms. Akim Shrestha (Executive Director, TITI), Mr. Durga Prasad Upadhya (Training Director, TITI) and Mr. Pramod Bhakta Acharya (Administration Chief, TITI) for their insightful scholarly support.

We express our heartfelt gratitude to institutional ethical review committee who review and approved the study. We would like to acknowledge the tireless effort put in by each and every members of the study team.

Finally, the participants and respondents who received the study team with understanding and patience and shared their perception and personal experience in this study are gratefully acknowledged. This study would not have been possible without their voluntary and enthusiastic participation.

The Study Team

ACRONYMS

ADB	:	Asian Development Bank
ADRA	:	Adventist Development and Relief Agency International
CTEVT	:	Council for Technical Education and Vocational Training
DFID	:	Department for International Development
GIZ	:	Technical Cooperation-Federal Republic of Germany
ILO	:	International Labour Organization
IS	:	Instructional Skill
ISTD	:	Indian Society for Training and Development
JTD	:	Journal of Training and Development
MOE	:	Ministry of Education
MToT	:	Masters Training of Trainers
NCED	:	National Centre for Educational Development
NSTB	:	National Skill Testing Board
SDC	:	Swiss Agency for Development and Cooperation
SDP	:	Skills Development Project
TEVT	:	Technical Education and Vocational Training
ToT	:	Training of Trainers
TOT –G	:	Training of Trainers General
TITI	:	Training Institute for Technical Instruction
TVET	:	Technical and Vocational Education and Training
UNDP	:	United Nations Development Programme
UNICEF	:	United Nations Children’s Fund
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNFPA	:	United Nations Funds for Population Activities
VET	:	Vocational Education and Training

EXECUTIVE SUMMARY

In this study, we pursued to gain an in-depth understanding on satisfaction of trainees towards training services of Training Institute for Technical Instruction (TITI). For this, we had three research questions, viz. (a) How was TITI training perceived by the trainees in TEVT sectors? (b) What were the levels of satisfaction among trainees in TITI? and (c) Are there any differences in trainees satisfaction based on demographic characteristics?

Kathmandu, Bhaktapur and Lalitpur districts of Kathmandu Valley 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.

Participant's narrative experience supports Kirkpatrick level one, two and three level of training evaluation. The common understanding of our participants was that all the participants were satisfied from the training programme conducted by TITI. Participants were also satisfied from the teaching methodology and trainers of TITI conducts training in an interactive way respecting the dignity of the participants. Similarly participants expressed their satisfaction on training sessions, training environment, class size, physical infrastructure of TITI and the training resources and materials provided to them. Participants were also satisfied with the constructive and developmental feedback and the enthusiasm and knowledge level of TITI trainers.

From the quantitative analysis of the data it is also found that majority of the respondents were highly satisfied and satisfied from the training programme conducted by TITI. Majority of the respondents also expressed their highly satisfied and satisfied from the teaching methodology, training session, training environment, class size, physical infrastructure and the training resources and material provided by the trainers of TITI. Likewise crosstabulation data according to demographical variables also indicates that respondents where highly satisfied and satisfied from TITI training, its training environment, resource material and overall training programme.

TABLE OF CONTENTS

	Page No.
<i>PREFACE</i>	I
<i>ACKNOWLEDGEMENT</i>	II
<i>ACRONYMS</i>	III
<i>EXECUTIVE SUMMARY</i>	IV
<i>TABLE OF CONTENTS</i>	V
<i>LIST OF TABLES</i>	VII
<i>LIST OF FIGURES</i>	IX
CHAPTER 1: INTRODUCTION	1-3
Setting the Scene	1
Statement of the problem	2
Research Questions	2
Scope of the Study	2
Limitations of the Research	2
Significance of the Study	3
CHAPTER II: LITERATURE REVIEW	4-7
Conceptual Review	4
Empirical Review	4
TEVT and Skill Training Providers in Nepal	5
Technical and Vocational Education and Training Policy, 2012	6
Theoretical Review	6
Conceptual Framework	7
CHAPTER III: RESEARCH METHODOLOGY	8-12
Philosophical Underpinnings	8
Research Design	8
Study population and Sample	8
Target population and sampling in QUANTATIVE Phase	8
Target population and sampling in QUALITATIVE Phase	9

VI

Tools and Techniques for Data Collection/Generations for Qualitative Phase	9
Observation	10
Interview	10
Recording of Information	10
Tools for Data collection for Quantitative Phase	11
Data Processing and Analysis for Qualitative Phase	11
Analysis and Presentation of Data for Quantitative Phase	11
Credibility/ Quality Standards for Qualitative Phase	11
Reliability and validity for Quantitative Phase	11
Ethical Consideration	12

CHAPTER IV: UNDERSTANDING TITI TRAINING FROM TRAINEES PERCEPTION	13-16
---	--------------

CHAPTER V: LEVEL OF SATISFACTION AMONG TRAINEES OF TITI	17-33
--	--------------

CHAPTER VI: DIFFERENCES IN TRAINEES SATISFACTIONS BASED ON DEMOGRAPHIC CHARACTERISTICS	34-54
---	--------------

CHAPTER VII: THEORITICAL INTERFACE	55-56
---	--------------

CHAPTER VIII: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	57-64
--	--------------

Key Findings	57
Conclusion and Recommendations	63

References	65-66
------------	-------

Appendix I	67-70
------------	-------

Appendix II	71
-------------	----

LIST OF TABLES

	Page No.
Table 1: Distribution of respondents by Gender	17
Table 2: Distribution of respondents by Age Group	18
Table 3: Distribution of respondents with area of engagement/employment	19
Table 4: Who sponsor your training?	20
Table 5: Teaching methodology was appropriate	21
Table 6: The trainers respected the rule of confidentiality when I disclosed information to them	22
Table 7: Trainers created comfortable learning environment	23
Table 8: When I had a problem, trainer showed a sincere interest in solving it	24
Table 9: The course provided by TITI was relevant	25
Table 10: The trainers dealt with me in a courteous manner	26
Table 11: The trainers provided feedback about my performance	27
Table 12: The group size helped the trainees to understand better	28
Table 13: TITI runs excellent quality programs	29
Table 14: The training programme run by the institute is reputable	30
Table 15: TITI administration staffs communicate well with trainees	31
Table 16: TITI has ensured gender access and equity	32
Table 17: Would you recommend TITIs training or TITI?	33
Table 18: Teaching methodology in respect to gender was appropriate	34
Table 19: The Instructional resources were adequately provided by the Trainer in respect to gender	35
Table 20: The group size in respect to gender helped the trainees to understand better	36
Table 21: TITI runs excellent quality programs in respect to gender	37
Table 22: Satisfaction with TITI in response to gender	38
Table 23: Trainers created comfortable learning environment in respect to ethnicity	39
Table 24: The course provided by TITI was relevant in respect to ethnicity	41
Table 25: The trainers provided feedback about my performance in respect to ethnicity	42
Table 26: The proportion between theory and practice was appropriate in respect to ethnicity	43
Table 27: The training program run by the institute is reputable in respect to ethnicity	45

VIII

	Page No.
Table 28: Satisfaction with TITI in respect to ethnicity	46
Table 29: Trainers created comfortable learning environment in respect to age group	47
Table 30: The course provided by TITI was relevant in respect to age group	49
Table 31: The class size in respect to age group helped the class to be more interactive (Physical infrastructure).	50
Table 32: The proportion between theory and practice was appropriate in respect to age group	51
Table 33: The training programme run by the institute in respect to age group is reputable	53
Table 34: Satisfaction with TITI in respect to age group	54

LIST OF FIGURES

		Page No.
Figure 1:	Distribution of respondents by Ethnicity	17
Figure 2:	Distribution of respondents by Current professional status	18
Figure 3:	Types of training taken from TITI	20
Figure 4:	Trainer allocated sufficient time for consultation	21
Figure 5:	The timing of class was suitable	22
Figure 6:	Trainers were always ready to respond to my request for assistance	23
Figure 7:	When trainer promised to do something by certain time, they did so	24
Figure 8:	The Instructional resources were adequately provided by the Trainer	25
Figure 9:	Trainers had the knowledge to answer my questions relating to the course content	26
Figure 10:	The trainers demonstrated the ability to speak clearly and appropriate volume	27
Figure 11:	The class size helped the class to be more interactive (Physical infrastructure).	28
Figure 12:	The proportion between theory and practice was appropriate	29
Figure 13:	TITI has a professional Image	30
Figure 14:	It is easy to contact TITI	31
Figure 15:	Overall, I am satisfied with TITI	32
Figure 16:	Trainers created comfortable learning environment in respect to gender	35
Figure 17:	The class size in respect to gender helped the class to be more interactive (Physical infrastructure)	36
Figure 18:	The proportion between theory and practice was appropriate in respect to gender	37
Figure 19:	The training program run by the institute is reputable in respect to gender	38
Figure 20:	Teaching methodology was appropriate in response to ethnicity	39
Figure 21:	The Instructional resources in respect to ethnicity were adequately provided by the Trainer	40
Figure 22:	The trainers dealt with me in a courteous manner in respect to ethnicity	41
Figure 23:	The group size in respect to ethnicity helped the trainees to understand better	43
Figure 24:	TITI runs excellent quality programs in respect to ethnicity	44
Figure 25:	TITI has a professional Image in respect to ethnicity	45

X

	Page No.
Figure 26: Teaching methodology in respect to age group was appropriate	47
Figure 27: The Instructional resources in respect to age group were adequately provided by the Trainer	48
Figure 28: The trainers provided feedback about trainee's performance in respect to age group	49
Figure 29: The group size in respect to age group helped the trainees to understand better	51
Figure 30: TITI runs excellent quality programs in respect to age group	52
Figure 31: TITI in respect to age group has a professional Image	53

CHAPTER-I

Introduction

Setting the Scene

Training is a means to an end. It is not an end in itself. The purpose of any vocational skills training intervention should be to prepare individuals for livelihood with potentials of earning for their living by being engaged in specific occupation/s in the formal or informal sector of economy therefore the outcome of skill training must be employment or self-employment (Subedi, 2008). In today's world human resource management practices are considered as a key business advantage in the face of 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 and time on employees training through which the employees acquire new competencies (Kontoghiorghes, 2002).

In this competitive business world, like other business or industrial organization, training institute or organizations also need some competitive advantage to sustain itself. For training institute or training provider organizations trainees' satisfaction could be considered as an important factor to maintain the competitive advantages. A training institute should give special attention to its service quality, which helps the 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 a 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 TITI training was perceived by trainees in the TEVT sectors? What were the levels of satisfaction among trainees in TITI and are there any differences in trainees satisfaction based on demographic characteristics.

Statement of the problem

Every training institution needs to understand its internal strength and weakness, and external opportunities and threats. In Training Institute for Technical Instruction (TITI), trainees come from different cultural backgrounds. Thus, their expectation and perception of satisfaction may differ. Trainee's satisfaction plays a crucial role for the success of a training institute. As argued by Berry (1995), service is one of the important factors enhancing value, and can positively influence a college's success. The trainee's perception about satisfaction can act as an essential tool to help enhance the service quality. So this implies to the training institute also and it is relevant to TITI as TITI plays an important role in delivering training services in technical education and vocational training sector throughout Nepal. As TITI is playing an apex role in delivering technical training throughout Nepal, there is no relevant research conducted to know the status of trainees' satisfaction and perception, which is also the gap of this research. So to fulfill this gap, this study tries to examine the trainee's satisfaction towards the training provided by TITI.

Research Questions

- How was TITI training perceived by the trainees in TEVT sectors?
- What were the levels of satisfaction among trainees in TITI?
- Are there any differences in trainees satisfaction based on demographic characteristics?

Scope of the Study

This study mainly focuses on the perception of trainee's satisfaction towards training quality delivered by TITI. In this study, the participants' interview were conducted in the Kathmandu valley. Target group were the graduates trainees of TITI from 15th July 2012 to 3rd April 2015.

Limitations of the Research

This study does not represent the entire population of the trainees who took training from TITI throughout Nepal or abroad. Thus, the primary limitation is the scope, sample size and the participants. The research was conducted among the training graduates of TITI within the Kathmandu

Valley; therefore, the study may not be generalized for other parts of Nepal. There may be other variables related to training quality which were not included in this study.

Significance of the Study

As there is a tough competition going on all over the world especially in the field of training, quality of training service and trainees satisfaction plays a crucial role for success. This research is conducted to determine the quality of training delivery and trainees' satisfaction among the training graduate of TITI. The research and findings may benefit both TITI and TITI's training graduates. Quality of training and graduates satisfaction plays a crucial role, so this research will determine service quality delivery and graduates satisfaction among the graduates of TITI. Findings can be served as guidelines to develop the quality based on seven dimensions including non-academic aspects, academic aspects, design, delivery, and assessment, group size, reputation, access and program issues.

CHAPTER-II

LITERATURE REVIEW

Conceptual Review

UNESCO (2008) states that Vocational education and training (VET) programmes help learners to acquire skills, knowledge and attitudes needed to enter into the world of work. VET programmes contribute to poverty alleviation as well as to the social and economical inclusion of marginalised communities. Furthermore, they can play an important role in promoting a country's economic growth. UNESCO (2008) furthermore states that VET programmes can last from a couple of weeks to several years. Usually, a VET programme is composed of a theoretical and a practical part. In some cases a VET programme also includes an apprenticeship in a business or on a farm where learners gain hands on experiences in their specific vocational field.

Ozerbas (2014) states that In its broadest meaning, vocational and technical education and training is the process of balanced development of individual in intellectual, emotional, social, economic and personal aspects by helping to gain knowledge, skills, manner and professional practice needed for an occupation imperative for personal and social life.

Saad and Mat (2014) states that training is generally regarded as a subset of human resource development. Training can be referred to as a structured learning experience. Training activities such as seminars and workshops are normally centered on improving specific skill. Training is regarded as a tool for human resources development; on the other hand, training can be regarded as a short term.

Saad and Mat (2014) furthermore states that training is an aspect of human resources development function of the organization and is also a process that applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively. Hughe (1988) also perceive that training as a powerful agent that brought about organizational expansion, development of capability and performance improvement.

Empirical Review

Subedi (2008) conducted a research on transfer of training with the purpose of examining the extent of transfer and to identify factors influencing it in the context of civil and corporate

sector organizations of Nepal. Cross sectional descriptive research included stratified random samples of organizations from four development regions of Nepal was implied. The research shows that the actual rate of transfer of training proportionately depends upon the extent of pre-training knowledge, training-job irrelevance and rate of incomprehension from any course or program. The overall rate of the extent of employee training effectiveness currently occurring in the organizations of Nepal (56.89%) remained inconclusive due to the nonexistence of any norm or standard to compare at present in Nepal. The extent of transfer of training provided to the employees of the organizations belonging to the corporate sector (non-government) is higher than that of civil sector (government) organizations in Nepal.

Simons (2012) conducted a qualitative research to understand the training satisfaction on the banking sector of Ghana. The findings of the research try to explore that training helps to enhance human capital in banking sector of Ghana. Trainees were satisfied from the training and were implying in their workforce. Researcher further more states that training had built the working environment in the banking sector of Ghana and overall banking sector are benefited from the training.

Xi (2012) also conducted a qualitative research to understand the graduate's satisfaction towards the training provided by the universities in Thailand. Five major universities were purposively taken for the study. The study reveals that the graduates were satisfied from the skills provided by the universities in different training programme. Graduates expressed their feelings that the training programme must be increased beside the academic activities. Training programme helps to increase the technical skills which is fruitful to sharpen their knowledge beside their academic discourse. The study also concludes that if academic discourse are taken in a training module than the graduates learners more and enhance their skill which is highly necessary in 21st century.

TEVT and Skill Training Providers in Nepal

General Federation of Nepalese Trade Unions (2011) states that The council for Technical Education and vocational Training (CTEVT) is the apex body for the purpose of formulating TEVT policies, coordinating programs, developing and expanding TEVT and ensuring quality of TEVT in the country under the act 1989. Besides this, Tribhuvan University, Kathmandu University, Training Institute for Technical Instruction (TITI), Department of cottage and small industry (DCSI), cottage and Small industry Development board (CSIDB), Department of Labor and Employment Promotion (DOLEP) are also other potential TEVT providers. Other line agencies/ ministries, non-governmental organizations and private sectors including Employment Fund, F-skill, Winrock International, and Alliance Nepal are also providing skill training.

Technical and Vocational Education and Training Policy, 2012

Technical and Vocational Education and Training Policy 2012 is effective in Nepal, which is the modification of Technical and Vocational Skill Development Policy, 2064. TVET Policy 2012 has following three key objectives 1) Ensure access and equity to those who are interested to participate in TVET programs through massive expansion of the programs. 2) Provide market based quality TVET programs and recognize the prior learning and 3) Coordinate TVET providers and stakeholders for effective and efficient use of resources.

In regards to achieve the objectives the key policies are 1) Massive expansion of TVET programs 2) Inclusion and access in TVET programs 3) Firm integration of TVET programs and pathways 4) Quality and relevancy of TVET programs and 5) Sustainable financing in TVET (Lamichhane, 2013).

Theoretical Review*Value percept theory*

According to the value percept theory, satisfaction is an emotional response that is triggered by a cognitive evaluative process in which the perceptions of an offer are compared to one's values, needs, wants or desires. This theory suggest that both constructs (expectations and values) are needed in explaining customer satisfaction. The Value-Percept theory postulates satisfaction as the fulfillment of consumer desires, values, or wants, as similar to their expectations (Westbrook & Reilly, 1983).

Equity Theory

According to the equity theory, satisfaction exists when consumers perceive their output/input ratio as being fair (Swan & Oliver, 1989). Equity models are derived from the equity theory (Adams, 1963), and are based on the notion of input-output ratio, which plays a key role in satisfaction (Oliver & Swan, 1989). According to this theory, parties to an exchange will feel equitably treated (thus, satisfied), if in their minds, the ratio of their outcomes to inputs is fair (Oliver & DeSarbo, 1988).

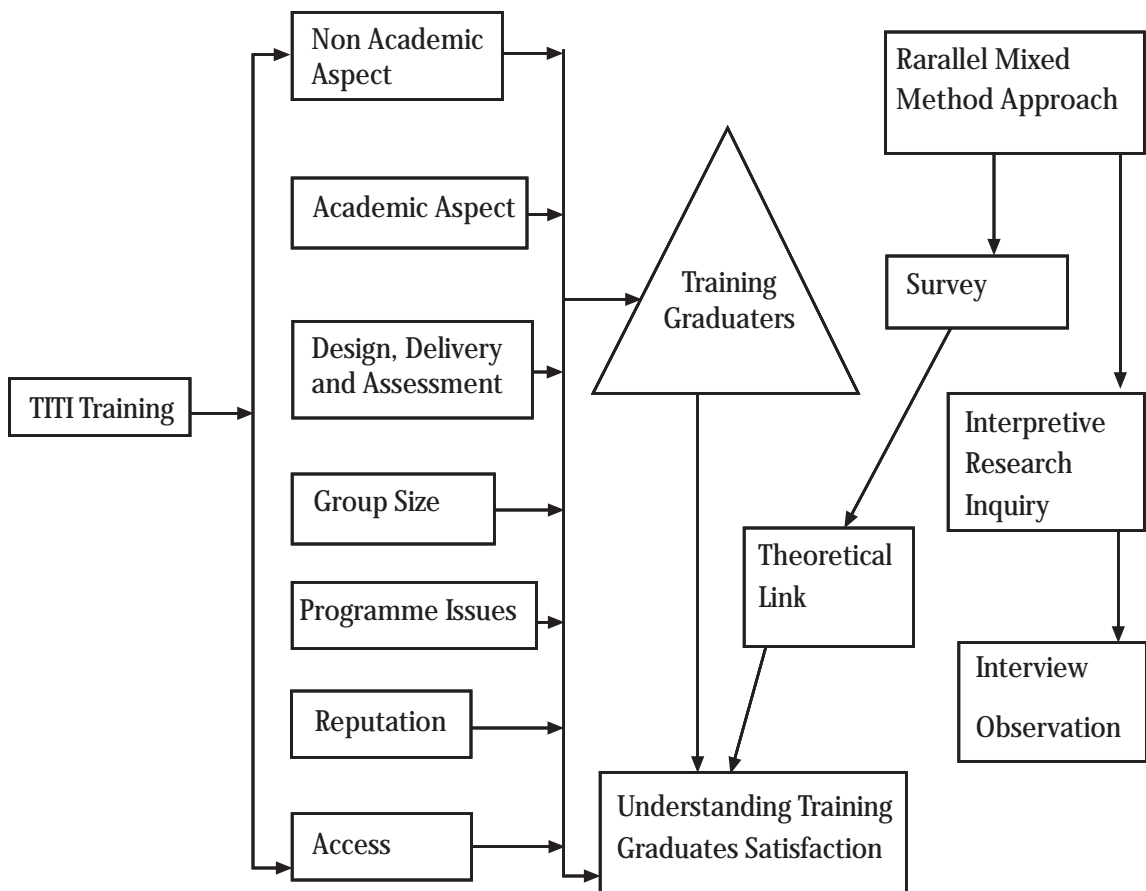
The Person-Situation-Fit Concept

Satisfaction can also be explained by the Person-Situation Fit concept (Pearce & Moscardo, 1984). This concept argues that people deliberately seek situations, which they feel match their personalities and orientations. The implication of this idea may become particularly appropriate to tourist settings or some of the visiting settings where individuals make a conscious choice to visit a specific destination (Reisinger & Turner, 1997).

Conceptual Framework

Our study was about training graduates satisfaction towards training services. It tried to create knowledge in respect to trainee’s satisfaction towards TITI training service or quality standard.

We applied parallel mixed method approach in exploring field realities of TITI trainees. The field realities were interpreted within the satisfaction theories and also supported by relevant literatures. We have collected data by survey questionnaire, in-depth interview and participant observations. We have generated different themes that reflect the understanding of TITI trainees in respect to training service quality of TITI.



CHAPTER-III

RESEARCH METHODOLOGY

Philosophical Underpinnings

This research uses a mixed-methods approach and a transformative research paradigm. Ontologically, we believe there is a single objective reality as well as multiple subjective truths. Epistemologically, we believe that reality can be accessed in a collaborative, interactive, and dialectical way with research participants. Regarding the axiology, this study considers ethics as an inherent component of any study in contexts of adversity, such as the “respect for cultural norms of interaction” and “beneficence in terms of the promotion of human rights and increase in social justice” (Mertens 2010). We had also attempted to facilitate our participants by including them from the very beginning, from the development of the research purpose and research questions, to data collection, data analysis, and interpretation.

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 was a procedure for collecting, analysis and mixing of both quantitative and qualitative data (Creswell, 2009).

Study population and Sample

As we were clear about our study using survey and narrative inquiry methodology, it was necessary to identify our strategies for selecting samples for both quantitative and qualitative approaches. Our study had two methodologies, where we have two different sections to describe population and sample selection in case of quantitative and qualitative study.

Target population and sampling in QUANTATIVE Phase

All 2416 training graduates form TITI inside the Kathmandu Valley, who had taken TITI’s training from 15th July 2012 to 3rd April 2015 were effective population chosen for the study. The list of trainees and their contact were derived from TITI management information system. To know the

trainees satisfaction we developed a questionnaire through literature review and expert advice, suggestion and feedback. This questionnaire were used to interview with the respondents. To determine the sample size from the entire population we followed the formula of Yamane (1967).

The formula is

$$No = \frac{N}{1 + Nxa^2}$$

Where,

No= sample size

N= total population= 2416

a= level of significance= 0.05

343.18

No= 343

From the above calculation, the actual sample size to represent the whole population will be (n)=343 and simple random sampling techniques were applied for data collection.

Target population and sampling in QUALITATIVE Phase

For our study, eight key participants were selected for the interview. The participants were TITI training graduates who had taken the training from TITI at Sanothimi, Bhaktapur. We have also observed the participants daily teaching learning activities and working environment in their relevant field.

Tools and Techniques for Data Collection/Generations for Qualitative Phase

As explained earlier, this study consists of two major methodology; survey and narrative inquiry. Therefore, the study consists of two different data collection tools and techniques. At first we will present data collection through narrative inquiry which will be followed by survey methodology.

Brewer (2005) discuss that ethnography research have the objectives to understand social meaning and activities of participants so the researcher is directly involved in the natural setting. Participant observation, in-depth interview, use of personal documents and discourse analyses of natural language are the methods to analyze social meaning, observe behavior and to work closely with participants in natural setting (Brewer, 2005).

In our study, we have applied the interview and observation techniques in different time period for generating data and information. Firstly, we observed and captured information of interaction between community, working environment and participants; and also collected their behavioral activities and response during the interaction. Besides this, we have also conducted interview with participants and their working peers. The techniques in use for this study for the generation of information are as follows;

Observation

For observation, we were engaged in field and take field notes where we have acted as non-participant or sometimes as complete participant for observing and recording the behavior and activities of participants through an unstructured or semi structured way (Creswell, 2011). We were present as participant observer to see the activities from emic perspective and collect the information as insider observer.

Interview

In qualitative interviews, Creswell (2011) discuss that there are different ways to conduct interview like face-to-face, telephone which will generally contain few open-ended and unstructured questions to collect the views and opinions from the participants.

Fetterman (2010) describes the type of interview like structured, semi structured, informal, retrospective interviews and as ethnographer; we need to be clear on pros and cons of each interview type for information generation and analysis before applying in field.

We have conducted face-to-face interview with participants based on developed guidelines. I had also consulted with our expert to finalize the guideline, which helps to maintain the ethics and confidentiality of participants.

Recording of Information

Atkinson and Hammersley (2007) states that during the field observation and interview, the most important task is to make field notes to record the data. Field note can be taken whether by handwritten or by using electronic device like laptop that covers the issues related to study. In our study for qualitative data generation, we have recorded/collected the information by handwritten and updated the information in computer on the same day. The collected information were tallied with guidelines that helps to identify the missing part and also collected the missing part in next visit.

Transcription is the second step of our activity which were done based on field notes. Atkinson and Hammersley (2007) also describes that in ethnographic work, transcription is a time-consuming activity that takes five times more than of recorded time because the detailed format is often used by discourse analyst to produce the information which is collected from ethnographic work.

We have done transcription of field notes in the same day which helped to reduce the chance of

losing the information collected from field. Based on transcription, we categorized the information, did the analysis and linked it with theoretical perspectives.

Tools for Data collection for Quantitative Phase

For the collection of data, closed ended questionnaire were used. The questionnaire were based on the five point Likert scale. The questionnaire were developed from various literature and were again revised in accordance to the expert's feedback. Similarly the questionnaires were again piloted and necessary revisions were made.

Data Processing and Analysis for Qualitative Phase

All the information mentioned in the guideline were edited first for consistency. The recorded and transcribed data and information were entered in the computer and desired tables were taken out. The variables such as: education level, age groups, economic status, possession of communication, marital status etc. will be considered while presenting and analyzing the information and data.

Analysis and Presentation of Data for Quantitative Phase

The data obtained from the survey were listed in descriptive form. Further cross tabs were utilized for the analysis of the data. The main focus was to see the status of trainees' satisfaction and also in relation to different demographic variables.

Credibility/ Quality Standards for Qualitative Phase

Yin (as cited in Creswell, 2011) suggests qualitative researchers need to document the procedures of their case studies and to document as many of steps of the procedures as possible. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes (ibid).

For ensuring content validity of the instrument, we have shared the draft guidelines to experts for expert analysis regarding the relevancy of each item. We have noted the case study as reflective writing and also triangulate the information from participants' information and specify theoretical relationship and substantiate by literature. The findings was linked with theory and conceptual framework.

Reliability and validity for Quantitative Phase

Reliability is related to our tool which we use to collect the data for the analysis and interpretation. For our research, we have tested for the internal consistency. We have gone for the piloting use Cronbach's alpha test for the internal consistency. Based on the alpha value (0.8), we have reviewed the questionnaire and gone for the research.

Validity is related to the result. Whether our result is very near to the thing that we intended to measure or not is validity. It is the measurement of meaningfulness of the research. Scholars have divided validity basically into three types. They are construct validity, content validity and criterion validity. To ensure the construct validity, we had reviewed some literature. Similarly, by triangulating the results we have ensured the construct validity. Similarly, for the content validity too, triangulations were done to ensure it. For the criterion validity, the results that were obtained in our research were the result of standard sampling method and standard statistical procedure. So, we ensured our criterion validity as well.

Ethical Consideration

According to Parahoo (1997) there are ethical issues at every stage of the research process and he argues that there are ethical considerations, even regarding whether or not a topic should be researched. We have not harmed our participants and respondents and the data collected from them were used by their informed permission. We have not violated their privacy in our research.

CHAPTER-IV

Understanding TITI Training from Trainees Perception

In the previous chapter we have presented our mixed method research design, study method, site selections and its rational, nature and sources of our data, our study participants and respondents, ethical consideration, data generation technique and our reliability, validity, credibility or quality standard. In this chapter, we have presented the eight participants' perception towards TITI training. The information was gathered during the interview with the participants and the information given by each participants were included in our observation.

Ram 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 it can be clearly said 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 remembers his training and says he enjoyed a lot. He says:

I liked the way they taught 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 it can be said that the teaching methodology and content delivery technique of TITI trainers were in an interactive way and the trainers respected he trainees an 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 likes the comfortable learning environment.

Gita 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 to do something for them they always kept the promise.

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. Those training materials are still helping me to sharpen my training programme.

From the above narration of Gita it states 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 says that the course provided by TITI was relevant for her. She furthermore added:

Trainers had so many knowledge and were 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 that participants were 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 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 skills 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, it can be said 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 says that he enjoyed the group work activities during the training which helped him to be clearer about different contents 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, it can be said 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 is 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 has 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, it can be stated 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 is also happy with TITI training and she says:

I liked TITI trainings. I got an opportunity to 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 experience, I felt that there was gender access and equity.

From the above narrative inquire with one of our participants Ms. Radha, we made meaning 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.

Conclusion and chapter summary

From the above narrative inquiry it can be understood that the training programs of TITI is 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 conducts 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. As Buckley and 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 and 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 Krickpatric behavior level of evaluation (Buckley & Caple, 2009).

CHAPTER-V

LEVEL OF SATISFACTION AMONG TRAINEES OF TITI

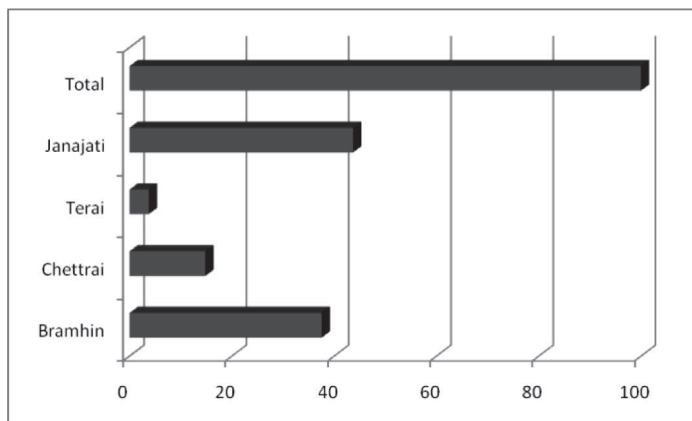
In previous chapter we have presented narrative inquiry of our participants and their perception towards TITI training. In this chapter, we have presented the level of satisfaction among trainees of TITI. The information was gathered by survey questionnaire and is presented in descriptive statistics.

Table 1
Distribution of respondents by Gender

	Frequency	Valid Percent
Male	172	50.1
Female	171	49.9
Total	343	100

The above table 1 states that out of the total respondents i.e. 343, 50.1 percent are male and the remaining 49.9 percent female. From the following data it can also be stated that TITI has been providing equal opportunity in respect to gender.

Figure 1
Distribution of respondents by Ethnicity



The above figure 1, states that out of the total respondents i.e. 343, 43.7 percent of the trainees were of Janajati where as 37.6 percent where of Bramhin. Similarly 14.9 percent were Chhetrai and remaining 3.8 percent where from Terai. So from this data it can also be stated that majority of Janajati group received training from TITI where as Terai community are found to be minimum i.e. 3.8 so more priority should be given to community from the Terai region.

Table 2
Distribution of respondents by Age Group

	Frequency	Valid Percent
20-29 Years	127	37.0
30-39 Years	129	37.6
40-49 Years	61	17.8
50-59 Years	23	6.7
60 and above Years	3	0.9
Total	343	100

The above table 2 states that out of the total respondents i.e. 343, majorities of the trainees were of age 30-39 years where as only 0.9 percent were aged 60 years and above. Similarly, 20-29 years were of 37 percent, 40-49 years were of 17.8 percent and 50-59 years were of 6.7 percent. So from the data it can be stated that more 74.6 percent of the trainees where from 20-39 years of age which is also known to be the active working age group and are able to learn and transfer their knowledge that they have learned from the training provided by TITI.

Figure 2
Distribution of respondents by Current professional status

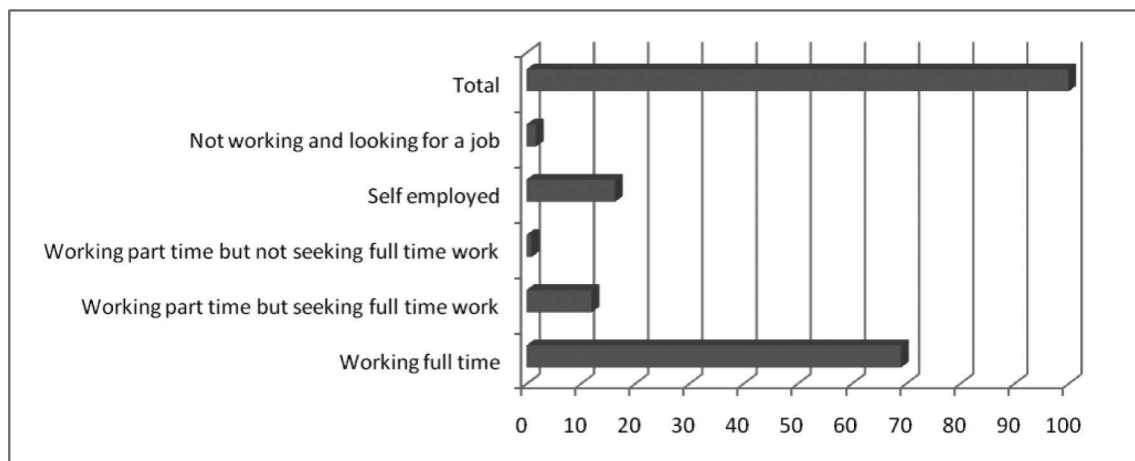


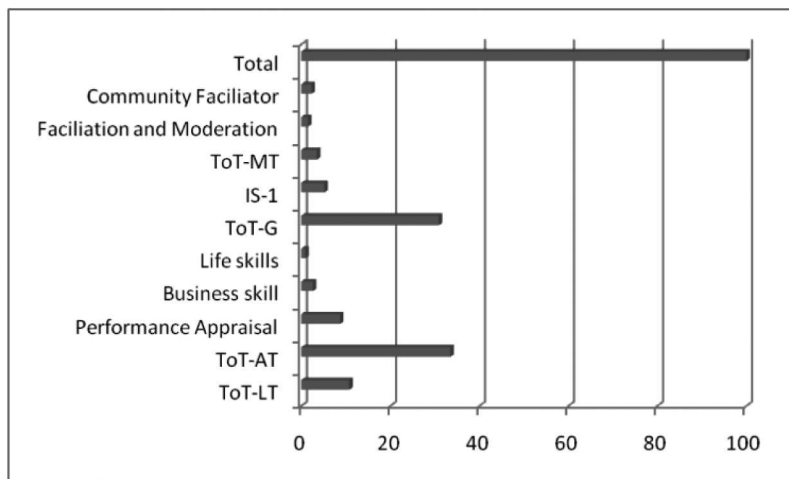
Figure 2 states that out of the total respondents i.e. 343, majorities of the trainees of TITI i.e. 69.1 are working full time where as only 1.7 percent of the trainees are not working and seeking for the job. Similarly 16.3 percent are self-employed, 12 percent are working part time but seeking full time work and the remaining 0.9 percent are working part time but not seeking full time work. So from the following data it can be said that the majority of trainees are working full time i.e. 69.1 percent and 16.3 percent are self-employed. This indicates that there is more probability that the trainees will transfer the knowledge, skill and attitude learned from TITI back to their occupation or their training or instruction classes.

Table 3
Distribution of respondents with area of engagement/employment

	Frequency	Valid Percent
Administration	17	5.0
Public health	12	3.5
Nursing	35	10.2
Education/ECD	29	8.5
Agriculture	20	5.8
Engineering	92	26.8
Hotel Management	6	1.7
Dentistry	6	1.7
Beautician	52	15.2
Tailoring	22	6.4
Vetnery	3	0.9
Management Trainer	20	5.8
Hospitality Management	9	2.6
Electrician	7	2.0
Forestry	3	0.9
Security	3	0.9
Plumbing	3	0.9
Automobile	2	0.6
Mechanical Instructor	2	0.6
Total	343	100

The above table 3 states that out of the total respondents i.e. 343, majority of the participants i.e. 26.8% were from engineering background, whereas least number of the participants were instructors in the automobile and mechanical sector i.e. 0.6%. Similarly public health, nursing, education/ECD, and agriculture were 3.5%, 10.2%, 8.5% and 5.8% respectively. Likewise hotel management and dentistry 1.7%, beautician 15.2%, tailoring 6.4%, vetnary 0.9%, management trainer 5.8%, hospitality management 2.6%, electrician 2.0%, forestry 0.9%, security and plumbing 0.9% respectively.

Figure 3
Types of training taken from TITI



The above figure 3 states that out of the total respondents i.e. 343, majorities of the respondents have taken ToT-AT i.e. 33.5% where as only 0.9% of the respondents have taken life skills training. Similarly ToT-LT had 10.8%, performance appraisal 8.7%, business skill 2.6%, ToT-G 30.9%, IS-1 5.2%, ToT-MT 3.5%, facilitation and moderation 1.5% and community facilitator 2.3%.

Table 4
Who sponsor your training ?

	Frequency	Valid Percent
Self	6	1.7
Government	145	42.3
NGO/INGOs	61	17.8
Institution	127	37.0
Others	4	1.2
Total	343	100

The above table 4 states that out of the total respondents i.e. 343, majority of the respondents i.e. 42.3% were sponsored by the government whereas only 1.2 %, were sponsored by others means or ways. Similarly NGO/INGO sponsored 17.8 %, self-sponsored 1.7 % and institutional sponsored were 37.0 %.

Figure 4
Trainer allocated sufficient time for consultation

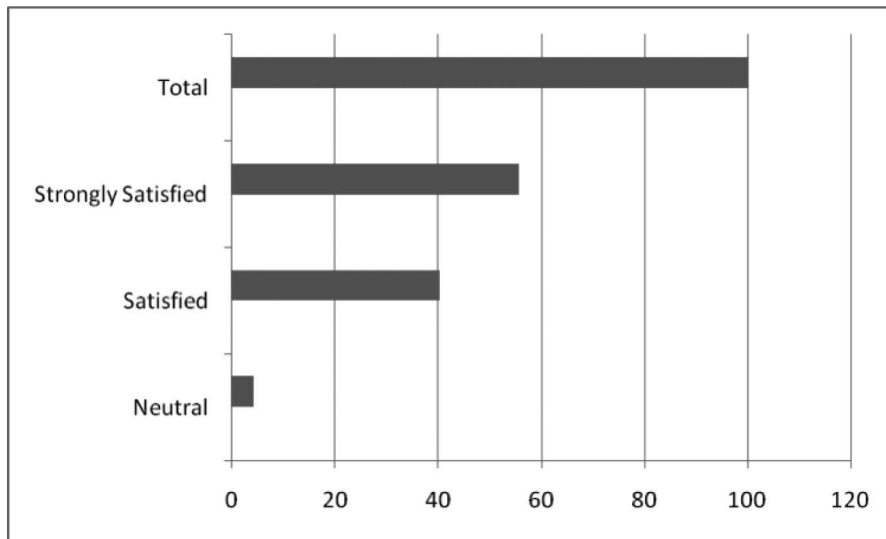


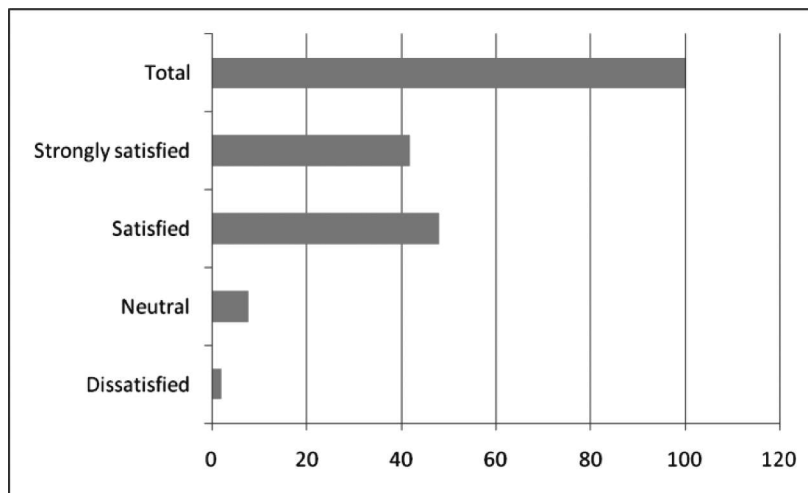
Figure 4 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 55.7 were strongly satisfied with the trainers who allocate respondents for the consultation. Similarly 40.2 % of the respondents were satisfied with the trainers who allocate respondents for the consultation. Likewise 4.1 % of the respondents gave neutral answer. So from the following data it can be said that most of the respondents were satisfied with the trainers for the consultation of their training activities and learning.

Table 5
Teaching methodology was appropriate

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

The above table 5 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 49.6 % were strongly satisfied with 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.

Figure 5
The timing of class was suitable



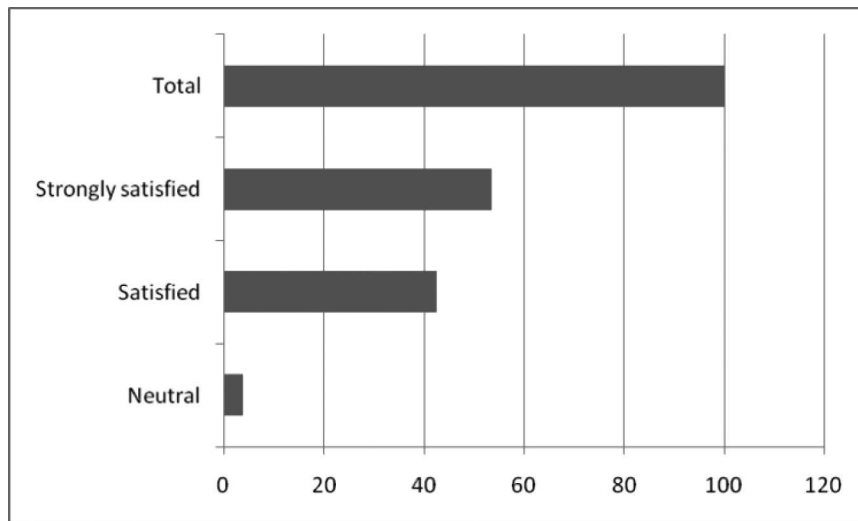
The above figure 5 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 48.1 % are satisfied with the timing of classes of TITI likewise 42 % were strongly satisfied with TITI class timing. Similarly 1.9 % were neutral about the timing of the class whereas only 2% were dissatisfied with the timing of the class. From the above data it can be said that the timing of the class for training as scheduled by TITI is satisfactory.

Table 6
The trainers respected the rule of confidentiality when I disclosed information to them

	Frequency	Valid Percent
Strongly Dissatisfied	3	0.9
Neutral	17	5.0
Satisfied	138	40.2
Strongly satisfied	185	53.9
Total	343	100

The above table 6 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 53.9 % were satisfied from the trainer that they respected the rule of confidentiality. Similarly, 40.2 %, 5 % and remaining 0.9 % were satisfied, neutral and strongly dissatisfied with the trainer in regards of respecting the rule of confidentiality respectively. So from the above data it can be stated that majority of the respondents were strongly satisfied and satisfied from the trainer regarding confidentiality of the trainees.

Figure 6
Trainers were always ready to respond to my request for assistance



The above figure 6 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 53.6 % were strongly satisfied with the trainers that the trainer of TITI were always ready to respond to trainees for any request for assistance. Similarly 42.6 % and 3.8 % were satisfied and neutral with the trainers about the readiness of the trainers to respond to trainees for any request for assistance. So from the data it can be said that majority were strongly satisfied and satisfied with the trainers for any request for assistance.

Table 7
Trainers created comfortable learning environment

	Frequency	Valid Percent
Strongly Dissatisfied	3	0.9
Neutral	23	6.7
Satisfied	99	28.9
Strongly satisfied	218	63.6
Total	343	100

The above table 7 states that out of the total respondents i.e. 343, majorities of the respondent i.e.63.6 % were strongly satisfied from the trainers for creating a comfortable learning environment. Similarly 28.9 %, 6.7 % and 0.9 % were satisfied, neutral and strongly dissatisfied respectively with the environment created by the trainers for comfortable learning. So here it can be stated that TITI trainers had created comfortable learning environment for trainees.

Figure 7
When trainer promised to do something by certain time, they did so

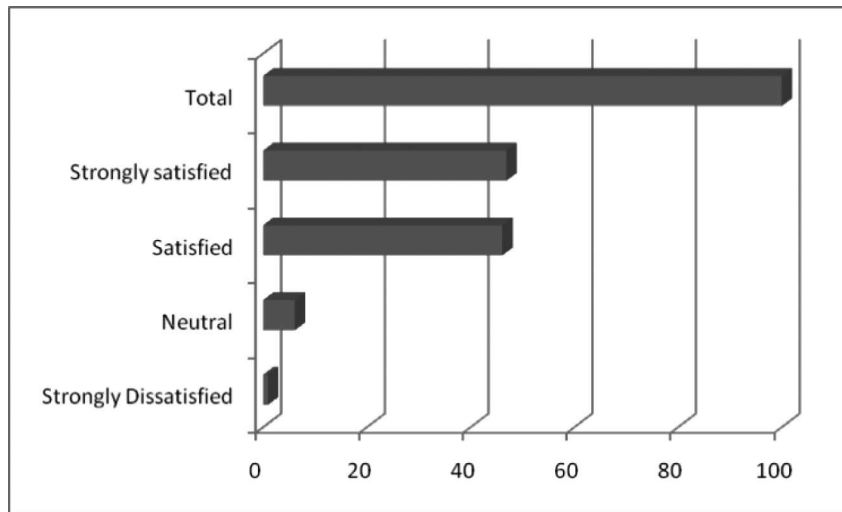


Figure 7 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 46.9 % of the respondents were strongly satisfied with the trainers that when they promise to do something by certain time and they do so. Similarly, only 0.9 % were strongly satisfied with the trainer in this regard. Likewise 46.1 % and 6.1 % were satisfied and neutral with the trainer. So from the above data it can be stated that majority of the trainees are strongly satisfied and satisfied from the trainers saying that when the trainers promise to do something by certain time they do so.

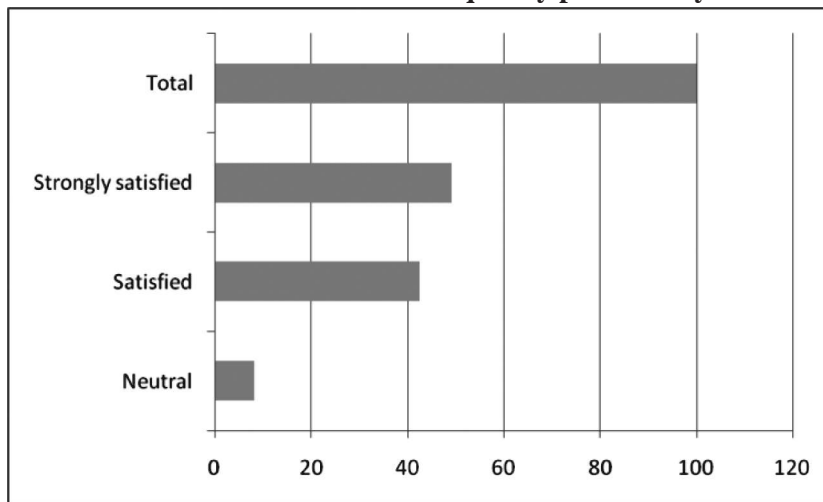
Table 8
When I had a problem, trainer showed a sincere interest in solving it

	Frequency	Valid Percent
Strongly Dissatisfied	3	0.9
Neutral	16	4.7
Satisfied	137	39.9
Strongly satisfied	187	54.5
Total	343	100

The above table 8 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 54.5 % of the respondents are strongly satisfied from the trainers when trainees had some problem trainer showed a sincere interest in solving it, whereas only 0.9 % of the respondent reported strongly dissatisfied from the trainers in this matter. Similarly 39.9 % and 4.7 % of the respondents stated they were satisfied and neutral from the trainers respectively. So from the above data it states that majority of the trainees of TITI were strongly satisfied and satisfied with the trainers of TITI who according to the trainees showed a sincere interest in solving any problems of the trainees.

Figure 8

The Instructional resources were adequately provided by the Trainer.



The above figure 8 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 49.3 % reported that the instructional resources were adequately provided by the trainer during the training programme, whereas only 8.2 % reported to be neutral with the instructional resources provided by the trainer during the training programme. Similarly 42.5 % were satisfied with the instructional resources that were provided by the trainer during the training programme. So from the data it can be stated that majority of the respondents or trainees were strongly satisfied and satisfied with the instructional resources that were provided by the trainer during the training programme of TITI.

Table 9

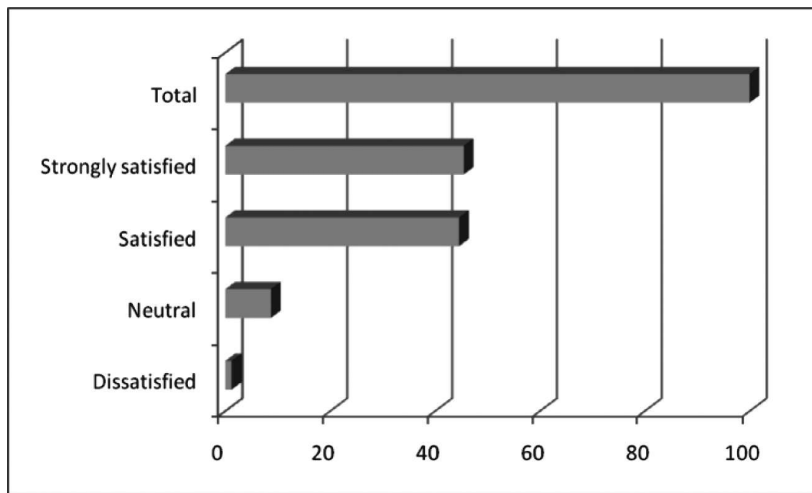
The course provided by TITI was relevant.

	Frequency	Valid Percent
Neutral	10	2.9
Satisfied	146	42.6
Strongly satisfied	187	54.5
Total	343	100

The above table 9 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 54.5 % were strongly satisfied with the course provided by TITI which was relevant to them, whereas 2.9 % of the respondents reported to be neutral about TITI course and its relevancy. Similarly 42.6 % were satisfied with TITI course and its relevancy. So from the above data it can be stated that TITI training course is relevant since majority of the respondents reported to be strongly satisfied and satisfied.

Figure 9

Trainers had the knowledge to answer my questions relating to the course content



The above figure 9 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 45.5 % were strongly satisfied with the trainers regarding their knowledge to answer trainee’s questions relating to course content, whereas only 1.2 % were dissatisfied with the trainers. Similarly 44.6 % and 8.6 % of the respondents were satisfied and neutral respectively with the trainers regarding their knowledge to answer trainee’s questions relating to the course contents. So from the above data it can be stated that majority of the respondents were strongly satisfied and satisfied with the trainers regarding their knowledge to answer trainees questions relating to the course content. So here it can be said that the trainers of TITI were competent in knowledge level.

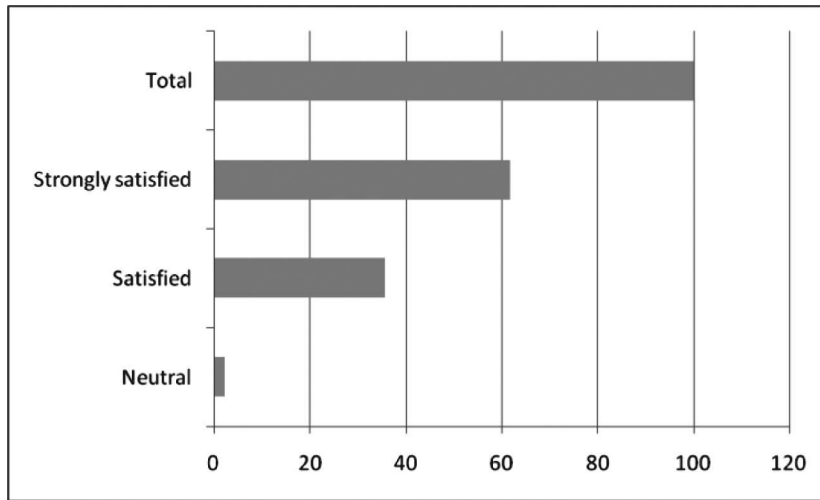
Table 10

The trainers dealt with me in a courteous manner.

	Frequency	Valid Percent
Dissatisfied	3	0.9
Neutral	17	5.0
Satisfied	96	28.0
Strongly satisfied	227	66.1
Total	343	100

The above table 10 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 66.1 % were strongly satisfied with the trainers saying the trainers dealt with the trainees in a courteous manner, whereas only 0.9 % were dissatisfied. Likewise 28.0 % and 5.0 % were satisfied and neutral respectively with the trainers in this regard. So from the above data it can be stated that majority of the trainers were courteous with trainees.

Figure 10
The trainers demonstrated the ability to speak clearly and appropriate volume



The above figure 10 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 61.8 % were strongly satisfied with the trainers in regard to their demonstration and communication skill whereas only 2.4 % respondents reported to be neutral. Similarly 35.5 % of the respondents reported satisfied with the trainers. So from the above data it can be stated that TITI trainers have appropriate and audible ability to speak clearly and in appropriate volume.

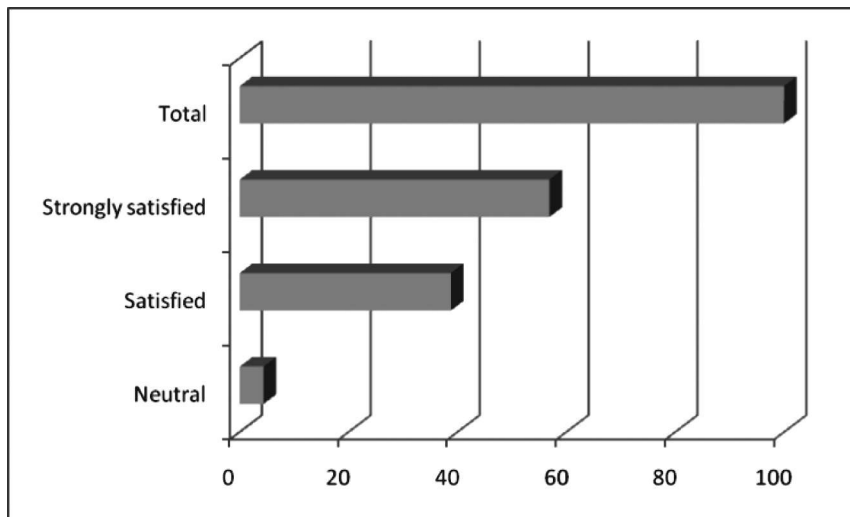
Table 11
The trainers provided feedback about my performance

	Frequency	Valid Percent
Dissatisfied	3	0.9
Neutral	16	4.7
Satisfied	115	33.5
Strongly satisfied	209	60.9
Total	343	100

The above table 11 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 60.9 % were strongly satisfied with the feedback provided by the trainers about trainee's performance whereas only 0.9% were dissatisfied with the trainer's feedback. Similarly 33.5% and 4.7 % were satisfied and neutral respectively with the trainer's feedback on their performance. So from the above data it can be said that majority of the trainees were strongly satisfied and satisfied with the feedback provided by the trainers of TITI.

Figure 11

The class size helped the class to be more interactive. (Physical infrastructure)



The above figure 11 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 56.9 % were strongly satisfied with the class size of TITI whereas only 4.4 were neutral in respect to the class size of TITI. Similarly 38.8% were satisfied with the class size of TITI. So from the above data it can be said that majority of the trainees were satisfied with the class size of TITI which helped trainees to become more interactive.

Table 12

The group size helped the trainees to understand better.

	Frequency	Valid Percent
Neutral	19	5.5
Satisfied	122	35.6
Strongly satisfied	202	58.9
Total	343	100

The above table 12 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 58.9 % were strongly satisfied with the group size made by the trainers during the training sessions whereas only 5.5 % were neutral about the group size. Similarly 35.5 % of the respondents reported to be satisfied with the group size made by the trainers of the TITI. So from the above data it can be said that majority of the trainees were strongly satisfied and satisfied with the group made by the trainers of TITI during training sessions.

Figure 12
The proportion between theory and practice was appropriate.

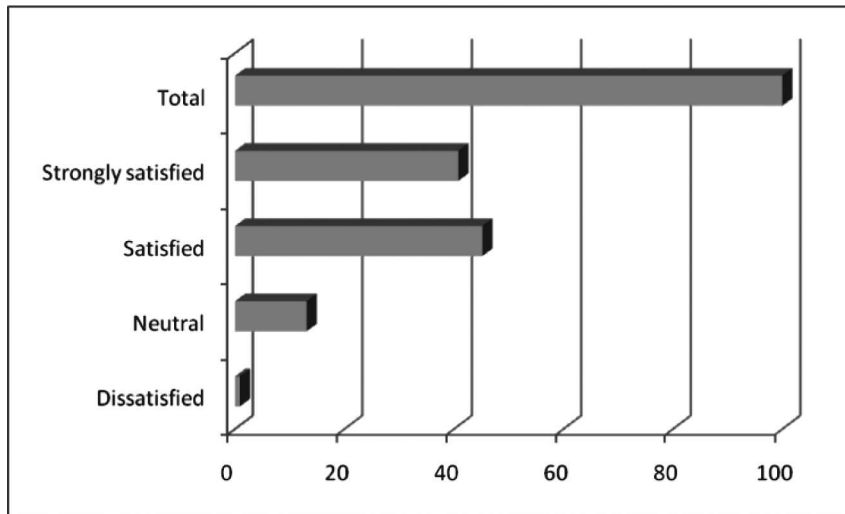


Figure 12 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 45.2 % were satisfied with the amount of theory and practice ratio delivered during the training program where as only 0.9 % were dissatisfied. Similarly 48.8 % and 13.1 % were strongly satisfied and neutral respectively about the proportion between theory and practice. From the following data it can be revealed that majority of the respondents were satisfied and strongly satisfied with TITI training in regards to the proportion between theory and practice.

Table 13
TITI runs excellent quality programs

	Frequency	Valid Percent
Neutral	17	5.0
Satisfied	157	45.8
Strongly satisfied	169	49.2
Total	343	100

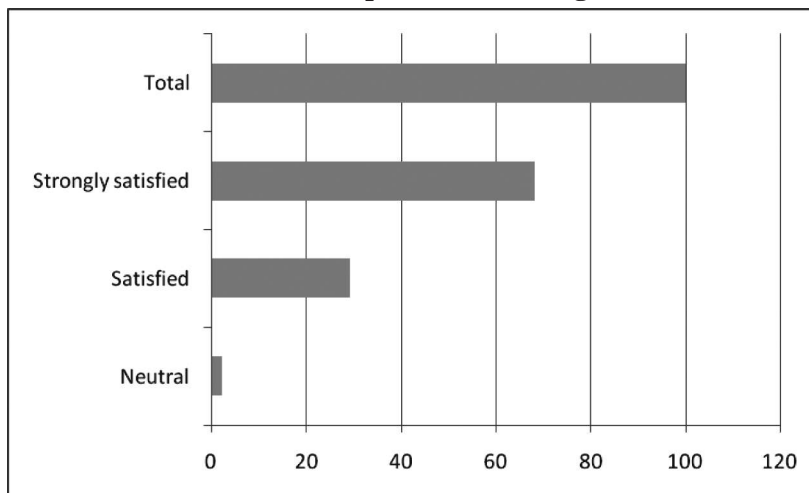
The above table 13 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 49.2 % were strongly satisfied with TITI's training and reported that TITI runs excellent quality training program whereas only 5 % were neutral about the excellent quality training program of TITI. Similarly 45.8 % of the respondents reported satisfied in respect that TITI runs excellent quality training programs. From the above data it can be stated that TITI runs excellent quality programs.

Table 14
The training programme run by the institute is reputable

	Frequency	Valid Percent
Neutral	15	4.4
Satisfied	115	33.5
Strongly satisfied	213	62.1
Total	343	100

The above table 14 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 62.1 % were strongly satisfied with the reputation of TITI training programs, whereas only 4.4 % were neutral about the reputation of TITI training programs. Similarly 33.5 % were satisfied with the reputation of the TITI training programs. So from the above data it can be stated that the training programs of TITI is reputable.

Figure 13
TITI has a professional Image



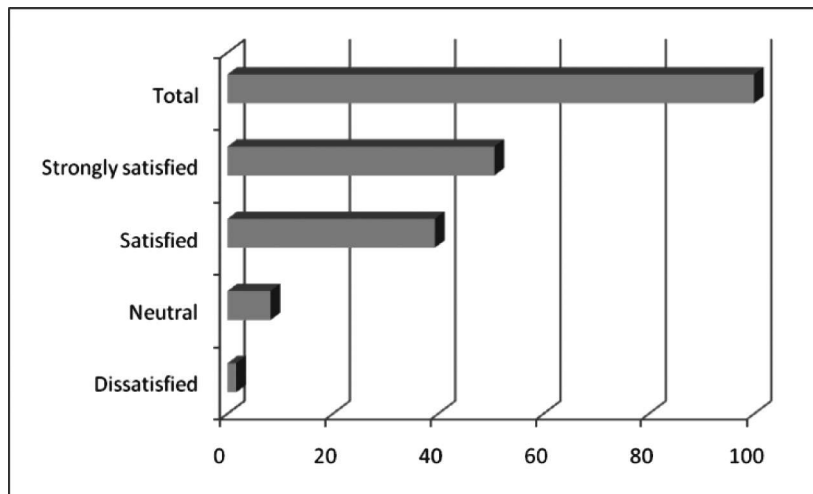
The above figure 13 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 68.2 % reported to be strongly satisfied with TITI's professional image, whereas only 2.3 % reported to be neutral in this matter. Similarly 29.4 % of the respondents reported to be satisfied with TITI's professional Image. So from the above data it can be stated that TITI has a professional image.

Table 15
TITI administration staffs communicate well with trainees.

	Frequency	Valid Percent
Dissatisfied	3	0.9
Neutral	33	9.6
Satisfied	141	41.1
Strongly satisfied	166	48.4
Total	343	100

The above table 15 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 48.4 % were strongly satisfied with the communication skill of TITI administration staff. They stated that the staff of TITI communicated with the trainees in a professional manner, whereas only 0.9 % of the respondents reported dissatisfied in this issue. Similarly 41.1 % and 9.6 % reported satisfied and neutral respectively with how TITI administration staff communicated with the trainees. So it can be said that TITI administration staffs communicates well with trainees and possesses very good communication skill.

Figure 14
It is easy to contact TITI



The above figure 14 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 50.7 % reported that it was easy to contact TITI, whereas only 1.7 % were dissatisfied in this regard. Likewise 39.4 % were satisfied and remaining 8.2 % were neutral in this issue. So from the above data it can be said that it is easy to contact TITI.

Table 16
TITI has ensured gender access and equity

	Frequency	Valid Percent
Dissatisfied	2	0.6
Neutral	16	4.7
Satisfied	134	39.1
Strongly satisfied	191	55.7
Total	343	100

The above table 16 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 55.7 % reported strongly satisfied on the issue that TITI has ensured gender access and equity whereas only 0.6 % were dissatisfied with TITI regarding gender access and equity. Likewise 39.1 % and 4.1 % reported satisfied and neutral respectively on gender access and equity issue. So from the above data it can be stated that TITI has ensured gender access and equity.

Figure 15
Overall, I am satisfied with TITI.

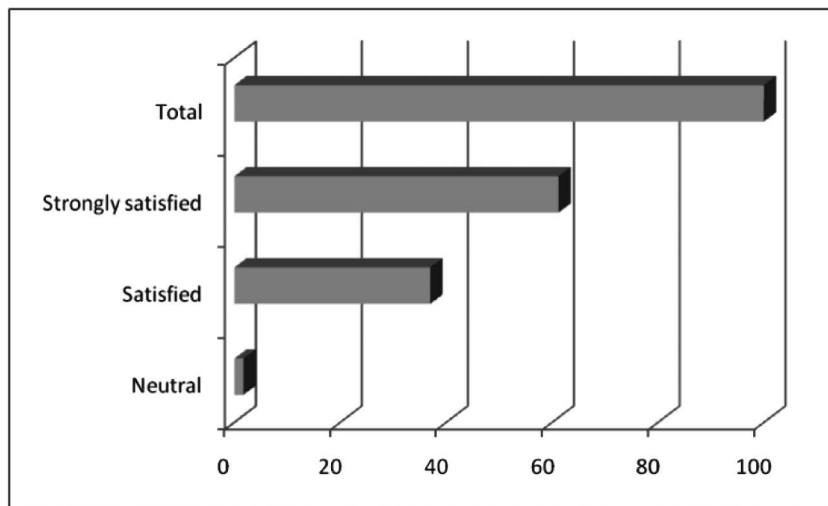


Figure 15 states that out of the total respondents i.e. 343, majorities of the respondents i.e.61.2 % were strongly satisfied with TITI whereas only 1.7% were neutral with TITI. Likewise 37 % were satisfied with TITI. So from the above data it can be stated that majority of the respondents were strongly satisfied and satisfied with TITI.

Table 17
Would you recommend TITIs training or TITI ?

	Frequency	Valid Percent
Definitely recommend	321	93.6
Probably recommend	22	6.4
Total	343	100

The above table 17 states that out of the total respondents i.e. 343, majorities of the respondents i.e. 93.6 % reported that they would definitely recommend TITI's training or TITI whereas the remaining 6.4 % reported that they would probably recommend TITI's training. So from the above data it can be said that TITI training program is strongly satisfactory.

CHAPTER-VI

DIFFERENCES IN TRAINEES SATISFACTIONS BASED ON DEMOGRAPHIC CHARACTERISTICS

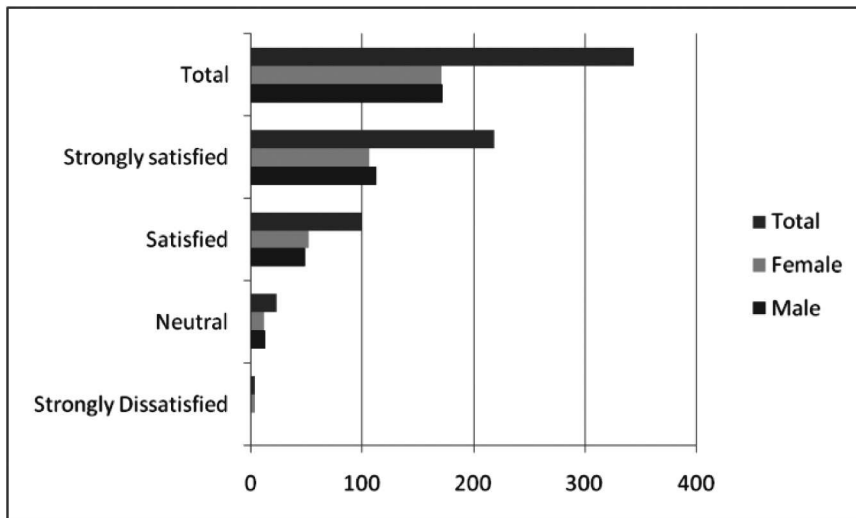
In previous chapter we have presented the level or status of TITI trainee's satisfactions. In this chapter, we present our third research question "Are there any differences in trainees satisfaction based on demographic characteristics like gender, ethnicity and age group?" The information was collected using survey questionnaire and cross tabulation analysis was done using SPSS software to know if there are any differences in trainees satisfactions based on demographic characteristics.

Table 18
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 18 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 the 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 both male and female were strongly satisfied and satisfied with the teaching methodology of TITI.

Figure 16
Trainers created comfortable learning environment in respect to gender



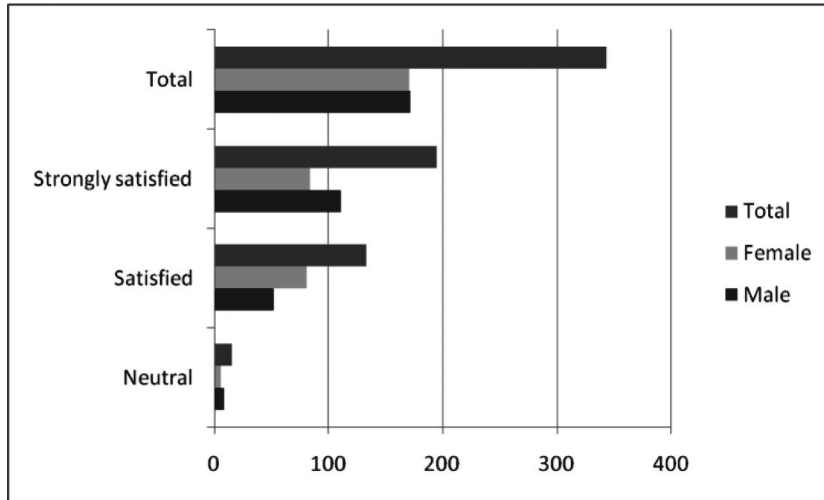
The above figure 16 states that out of the total male respondents i.e. 172, 112 male respondents were strongly satisfied, 48 satisfied whereas the remaining 12 respondents were neutral. Similarly out of the total female respondents i.e. 171, 106 respondents reported strongly satisfied, 51 satisfied, 11 neutral and remaining 3 respondents were strongly dissatisfied. From the above data it can be stated that majority of the respondents both male and female were strongly satisfied and satisfied with the learning environment created by the trainers of TITI.

Table 19
The Instructional resources were adequately provided by the Trainer in respect to gender

Gender	Neutral	Satisfied	Strongly satisfied	Total
Male	17	74	81	172
Female	11	72	88	171
Total	28	146	169	343

The above table 19 states that out of the total male respondents i.e. 172, 81 male respondents were strongly satisfied, 74 satisfied whereas the remaining 17 respondents were neutral. Similarly out of the total female respondents i.e. 171, 88 respondents reported strongly satisfied, 72 satisfied and remaining 11 respondents were neutral. From the above data it can be stated that majority of the respondents both male and female were strongly satisfied and satisfied with the instructional resources that were provided by the trainer of TITI.

Figure 17
The class size in respect to gender helped the class to be more interactive (Physical infrastructure)



The above figure 17 states that out of the total male respondents i.e. 172, 111 male respondents were strongly satisfied, 52 satisfied were as remaining 9 respondents were neutral. Similarly out of total female respondents i.e. 171, 84 respondents reported strongly satisfied, 81 satisfied and remaining 6 respondents were neutral. From the above data it can be stated that majority of the respondents both male and female were strongly satisfied and satisfied with the physical infrastructure of the class size and agreed that it helped the trainees to be more interactive.

Table 20
The group size in respect to gender helped the trainees to understand better

Gender	Neutral	Satisfied	Strongly satisfied	Total
Male	13	63	96	172
Female	6	59	106	171
Total	19	122	202	343

The above table 20 states that out of the total male respondents i.e. 172, 96 male respondents were strongly satisfied, 63 satisfied were as remaining 13 respondents were neutral. Similarly out of the total female respondents i.e. 171, 106 respondents reported strongly satisfied, 59 satisfied and remaining 6 respondents were neutral. From the above data it can be stated that majority of the respondents both male and female were strongly satisfied and satisfied with the group size created by the trainers of TITI which helped the trainees to understand better.

Figure 18
The proportion between theory and practice was appropriate in respect to gender

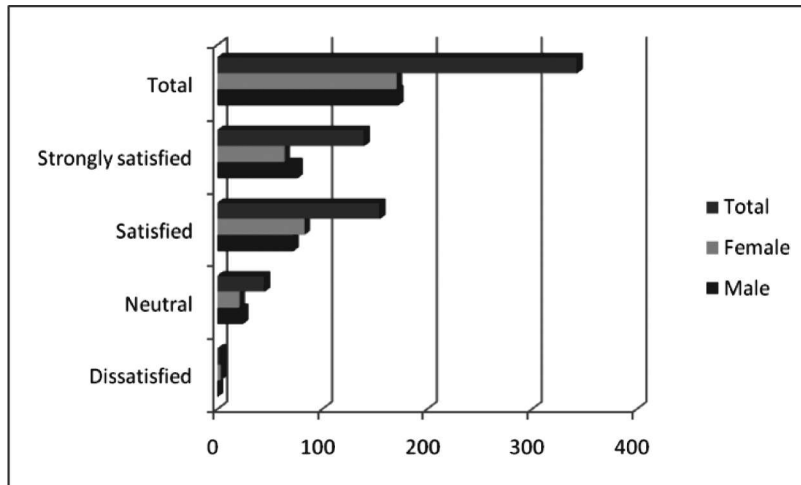


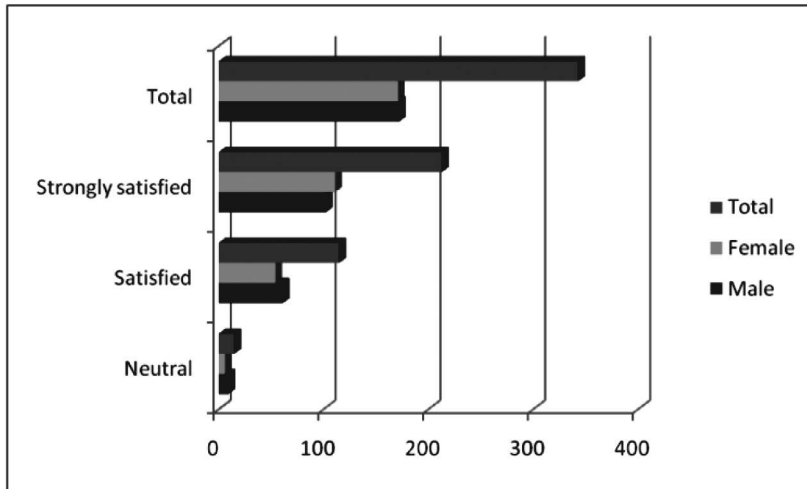
Figure 18 states that out of total male respondents i.e. 172, 76 male respondents were strongly satisfied, 72 satisfied whereas the remaining 24 respondents were neutral. Similarly out of total female respondents i.e. 171, 64 respondents reported strongly satisfied, 83 satisfied 21 neutral and the remaining 3 respondents were dissatisfied. From the above data it can be stated that majority of the respondents both male and female were strongly satisfied and satisfied with the proportion between theory and practice being appropriate during the training sessions of TITI.

Table 21
TITI runs excellent quality programs in respect to gender

Gender	Neutral	Satisfied	Strongly satisfied	Total
Male	14	75	83	172
Female	3	82	86	171
Total	17	157	169	343

The above table 21 states that out of the total male respondents i.e. 172, 83 male respondents were strongly satisfied, 75 satisfied were as remaining 14 respondents were neutral. Similarly out of the total female respondents i.e. 171, 86 respondents reported strongly satisfied, 82 satisfied and the remaining 3 respondents were neutral. From the above data it can be stated that majority of the respondents both male and female were strongly satisfied and satisfied with TITI and its excellent quality program.

Figure 19
The training program run by the institute is reputable in respect to gender



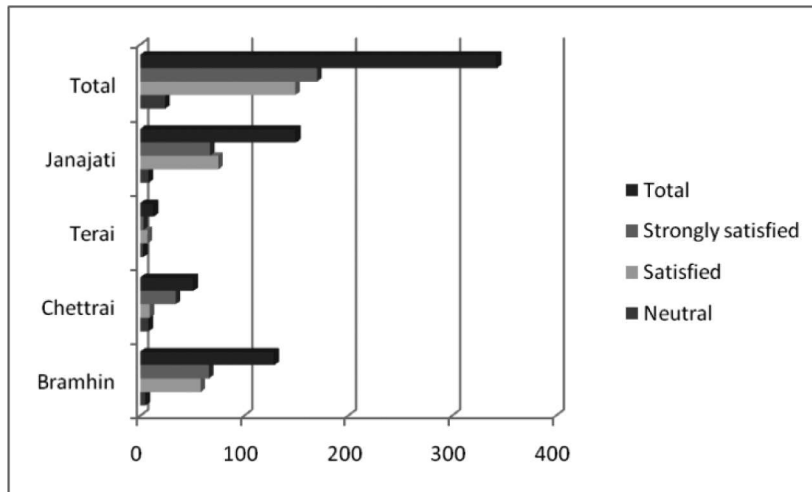
The above figure 19 states that out of the total male respondents i.e. 172, 102 male respondents were strongly satisfied, 61 satisfied were as remaining 9 respondents were neutral. Similarly out of total female respondents i.e. 171, 111 respondents reported strongly satisfied, 54 satisfied and remaining 6 respondents were neutral. From the above data it can be stated that majority of the respondents both male and female were strongly satisfied and satisfied with the reputation of TITI’s training programs.

Table 22
Satisfaction with TITI in response to gender

Gender	Neutral	Satisfied	Strongly satisfied	Total
Male	3	56	113	172
Female	3	71	97	171
Total	6	127	210	343

The above table 22 states that out of the total male respondents i.e. 172, 113 male respondents were strongly satisfied, 56 satisfied whereas the remaining 3 respondents were neutral. Similarly out of the total female respondents i.e. 171, 97 respondents reported strongly satisfied, 71 satisfied and remaining 3 respondents were neutral. From the above data it can be stated that majority of the respondents both male and female were strongly satisfied and satisfied with TITI.

Figure 20
Teaching methodology was appropriate in response to ethnicity



From the above figure 20 it states that out of the total Bramhin respondents i.e. 129, 66 respondents were strongly satisfied, 58 satisfied and remaining 5 reported to be neutral. Likewise out of the total Chettrai respondents i.e. 51, 34 reported strongly satisfied, 9 satisfied and remaining 8 reported to be neutral. Similarly out of the total Terai respondents i.e. 13, 3 reported strongly satisfied, 7 satisfied and the remaining 3 reported to be neutral. Likewise out of the total Janajati respondents i.e. 150, 67 reported strongly satisfied, 75 satisfied and the 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 with the teaching methodology of TITI.

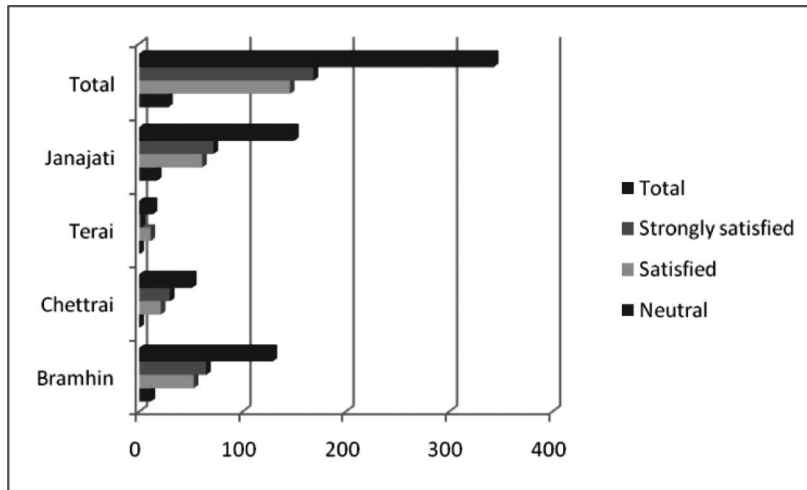
Table 23
Trainers created comfortable learning environment in respect to ethnicity

Ethnicity	Strongly Dissatisfied	Neutral	Satisfied	Strongly satisfied	Total
Bramhin	3	12	27	87	129
Chettrai	0	5	21	25	51
Terai	0	0	8	5	13
Janajati	0	6	43	101	150
Total	3	23	99	218	343

From the above table 23 it states that out of total the Bramhin respondents i.e. 129, 87 respondents were strongly satisfied, 27 satisfied, 12 neutral and the remaining 5 reported to be strongly dissatisfied. Likewise out of the total Chettrai respondents i.e. 51, 25 reported strongly satisfied, 21 satisfied and the remaining 5 reported to be neutral. Similarly out of the total Terai respondents i.e. 13, 5 reported strongly satisfied and remaining 8 reported to be satisfied. Likewise out of out of the total Janajati respondents i.e. 150, 101 reported strongly satisfied, 43 satisfied and remaining 6 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 with the comfortable learning environment created by the trainers of TITI.

Figure 21

The Instructional resources in respect to ethnicity were adequately provided by the Trainer



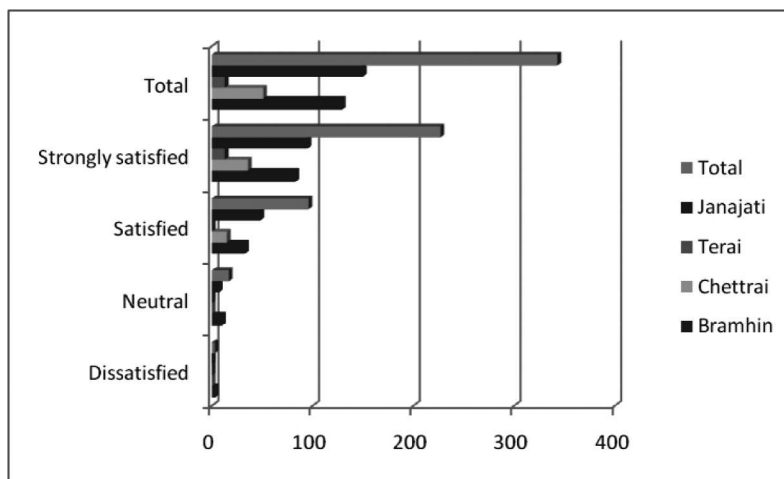
The above figure 21 states that out of the total Bramhin respondents i.e. 129, 87 respondents were strongly satisfied, 27 satisfied and the remaining 12 reported to be neutral. Likewise out of the total Chettrai respondents i.e. 51, 25 reported strongly satisfied and 21 reported to be satisfied. Similarly out of the total Terai respondents i.e. 13, 5 reported strongly satisfied and remaining 8 reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 101 reported strongly satisfied, 43 satisfied and remaining 6 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 with the instructional resources provided by the trainer of TITI.

Table 24
The course provided by TITI was relevant in respect to ethnicity

Ethnicity	Neutral	Satisfied	Strongly satisfied	Total
Bramhin	5	55	69	129
Chettrai	0	19	32	51
Terai	3	5	5	13
Janajati	2	67	81	150
Total	10	146	187	343

From the above table 24 it states that out of total the total Bramhin respondents i.e. 129, 69 respondents were strongly satisfied, 55 satisfied and the remaining 5 reported to be neutral. Likewise out of the total Chettrai respondents i.e. 51, 32 reported strongly satisfied and 19 reported to be satisfied. Similarly out of the total Terai respondents i.e. 13, 5 reported strongly satisfied, 5 satisfied and remaining 3 reported to be neutral. Likewise out of the total Janajati respondents i.e. 150, 81 reported strongly satisfied, 67 satisfied and remaining 2 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 with the relevancy of the course provided by TITI.

Figure 22
The trainers dealt with me in a courteous manner in respect to ethnicity



From the above figure 22, it states that out of the total Bramhin respondents i.e. 129, 83 respondents were strongly satisfied, 33 satisfied, 10 neutral and the remaining 3 reported to be dissatisfied.

Likewise out of the total Chettrai respondents i.e. 51, 36 reported strongly satisfied and 15 reported to be satisfied. Similarly out of the total Terai respondents i.e. 13, all the 13 respondents reported to be strongly satisfied. Likewise out of the total Janajati respondents i.e. 150, 95 reported strongly satisfied, 48 satisfied and remaining 7 reported to be neutral. So 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 with the courteous manner of the trainers of TITI.

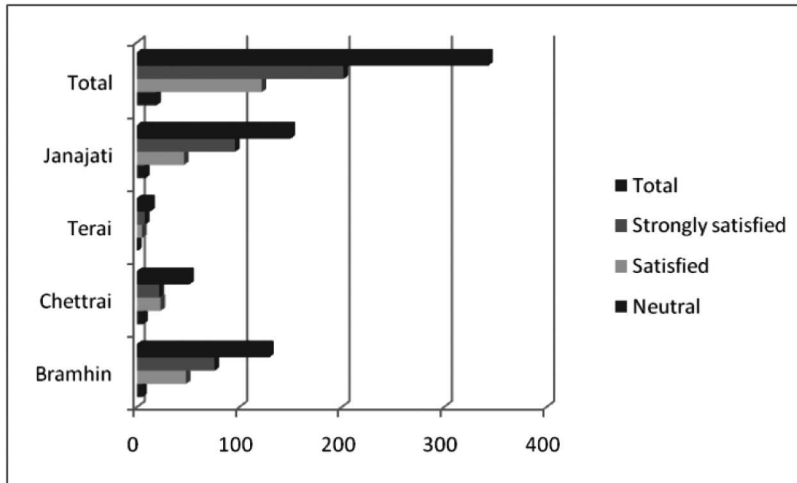
Table 25**The trainers provided feedback about my performance in respect to ethnicity**

Ethnicity	Dissatisfied	Neutral	Satisfied	Strongly satisfied	Total
Bramhin	3	10	46	70	129
Chettrai	0	0	19	32	51
Terai	0	0	2	11	13
Janajati	0	6	48	96	150
Total	3	16	115	209	343

From the above table 25, it states that out of the total Bramhin respondents i.e. 129, 70 respondents were strongly satisfied, 46 satisfied, 10 neutral and remaining 3 reported to be dissatisfied. Likewise out of the total Chettrai respondents i.e. 51, 32 reported strongly satisfied and 19 reported to be satisfied. Similarly out of the total Terai respondents i.e. 13, 11 reported strongly satisfied and 2 respondents reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 96 reported strongly satisfied, 48 satisfied and remaining 6 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 with the feedback provided by the trainers of TITI to the trainees about their performance.

Figure 23

The group size in respect to ethnicity helped the trainees to understand better



From the above figure 23, it states that out of the total Bramhin respondents i.e. 129, 76 respondents were strongly satisfied, 48 satisfied and remaining 5 reported to be neutral. Likewise out of the total Chettrai respondents i.e. 51, 22 reported strongly satisfied, 23 reported to be satisfied and remaining 6 respondents reported to be neutral. Similarly out of the total Terai respondents i.e. 13, 8 reported strongly satisfied and remaining 5 reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 96 reported strongly satisfied, 46 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 with the group size prepared by the trainer of TITI which also helped trainees to understand better during the training session.

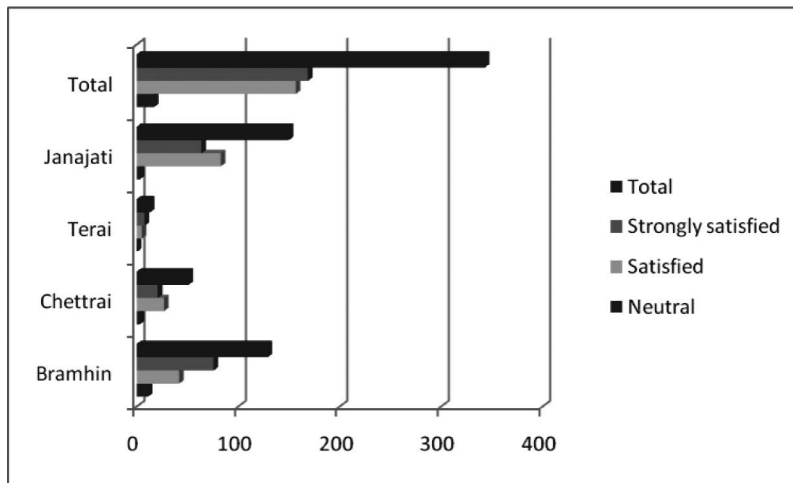
Table 26

The proportion between theory and practice was appropriate in respect to ethnicity

Ethnicity	Dissatisfied	Neutral	Satisfied	Strongly satisfied	Total
Bramhin	0	4	62	63	129
Chettrai	3	8	20	20	51
Terai	0	3	6	4	13
Janajati	0	30	67	53	150
Total	3	45	155	140	343

From the above table 26, it states that out of the total Bramhin respondents i.e. 129, 63 respondents were strongly satisfied, 62 satisfied and remaining 4 reported to be neutral. Likewise out of the total Chettrai respondents i.e. 51, 20 reported strongly satisfied, 20 satisfied, 8 neutral and 3 reported to be dissatisfied. Similarly out of the total Terai respondents i.e. 13, 4 reported strongly satisfied, 6 satisfied and the remaining 3 reported to be neutral. Likewise out of the total Janajati respondents i.e. 150, 53 reported strongly satisfied, 67 satisfied and the remaining 30 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 with the proportion between theory and practice provided by the trainers of TITI to trainees during the training period.

Figure 24
TITI runs excellent quality programs in respect to ethnicity



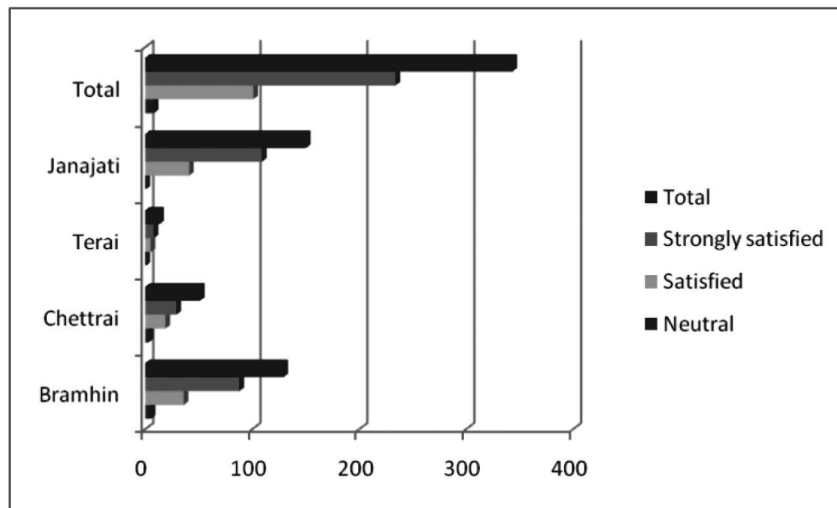
From the above figure 24, it states that out of the total Bramhin respondents i.e. 129, 76 respondents were strongly satisfied, 42 satisfied and remaining 11 reported to be neutral. Likewise out of the total Chettrai respondents i.e. 51, 21 reported strongly satisfied, 27 satisfied and 3 reported to be neutral. Similarly out of the total Terai respondents i.e. 13, 8 reported strongly satisfied and remaining 5 reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 64 reported strongly satisfied, 83 satisfied and remaining 3 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 with the quality of TITI programs.

Table 27
The training program run by the institute is reputable in respect to ethnicity

Ethnicity	Neutral	Satisfied	Strongly satisfied	Total
Bramhin	9	25	95	129
Chettraai	3	19	29	51
Terai	0	6	7	13
Janajati	3	65	82	150
Total	15	115	213	343

From the above table 27, it states that out of the total Bramhin respondents i.e. 129, 95 respondents were strongly satisfied, 25 satisfied and remaining 9 reported to be neutral. Likewise out of the total Chettraai respondents i.e. 51, 29 reported strongly satisfied, 19 satisfied and 3 reported to be neutral. Similarly out of the total Terai respondents i.e. 13, 7 reported strongly satisfied and remaining 6 reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 82 reported strongly satisfied, 65 satisfied and remaining 3 reported to be neutral. . From the above data it can be stated that majority of the respondents according to ethnicity (Bramhin, Chettraai, Terai and Janajati) were strongly satisfied and satisfied with the reputation of TITI training programs.

Figure 25
TITI has a professional Image in respect to ethnicity



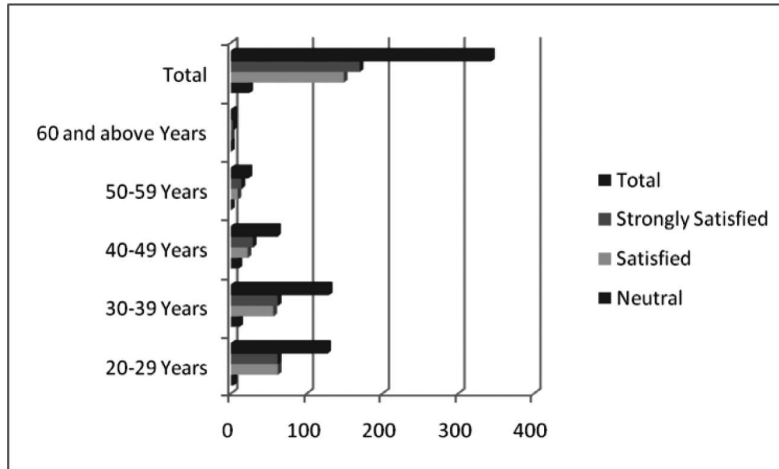
From the above figure 25, it states that out of the total Bramhin respondents i.e. 129, 88 respondents were strongly satisfied, 36 satisfied and remaining 5 reported to be neutral. Likewise out of the total Chettrai respondents i.e. 51, 29 reported strongly satisfied, 19 satisfied and remaining 3 reported to be neutral. Similarly out of the total Terai respondents i.e. 13, 8 reported strongly satisfied and 5 respondents reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 109 reported strongly satisfied and remaining 41 reported to be satisfied. . 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 with TITI and also stated that TITI has a professional image.

Table 28
Satisfaction with TITI in respect to ethnicity

Ethnicity	Neutral	Satisfied	Strongly satisfied	Total
Bramhin	0	51	78	129
Chettrai	3	23	25	51
Terai	0	6	7	13
Janajati	3	47	100	150
Total	6	127	210	343

From the above table 28, it states that out of the total Bramhin respondents i.e. 129, 78 respondents were strongly satisfied and remaining 51 reported to be satisfied. Likewise out of the total Chettrai respondents i.e. 51, 25 reported strongly satisfied, 23 satisfied and remaining 3 reported to be neutral. Similarly out of the total Terai respondents i.e. 13, 7 reported strongly satisfied and remaining 6 respondents reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 100 reported strongly satisfied, 47 satisfied and remaining 3 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 with TITI.

Figure 26
Teaching methodology in respect to age group was appropriate



The above figure 26, it states that out of the total respondents of age group between 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 between 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 between 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 between 50-59 years 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.

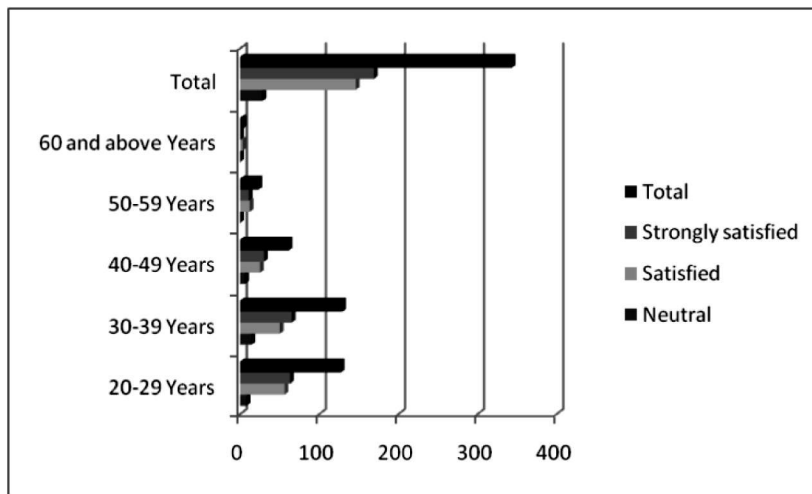
Table 29

Trainers created comfortable learning environment in respect to age group					
Age Group	Strongly Dissatisfied	Neutral	Satisfied	Strongly satisfied	Total
20-29 Years	3	3	33	88	127
30-39 Years	0	10	42	77	129
40-49 Years	0	10	16	35	61
50-59 Years	0	0	8	15	23
60 and above Years	0	0	0	3	3
Total	3	23	99	218	343

The above table 29, it states that out of the total respondents of age group between 20-29 years i.e. 127, 88 were strongly satisfied, 33 satisfied, 3 neutral and remaining 3 reported to be strongly dissatisfied. Similarly out of the total age group between 30-39 years i.e. 129, 77 reported to be strongly satisfied, 42 satisfied and remaining 10 reported to be neutral. Likewise out of the total age group between 40-49 years i.e. 61, 35 respondents reported to be strongly satisfied, 16 satisfied and remaining 10 reported to be neutral. Similarly out of the total age group between 50-59 years i.e. 23, 15 respondents reported to be strongly satisfied and remaining 8 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 trainers of TITI who created comfortable learning environment for the trainees of diverse age group.

Figure 27

The Instructional resources in respect to age group were adequately provided by the Trainer



The above figure 27 states that out of the total respondents of age group between 20-29 years i.e. 127, 63 were strongly satisfied, 56 satisfied and remaining 8 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 65 reported to be strongly satisfied, 50 satisfied and remaining 14 reported to be neutral. Likewise out of the total age group of age 40-49 years i.e. 61, 30 respondents reported to be strongly satisfied, 25 satisfied and remaining 6 reported to be neutral. Similarly out of the total age group of age 50-59 years i.e. 23, 11 respondents reported to be strongly satisfied and remaining 12 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 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 instructional resources provided by the trainer of TITI.

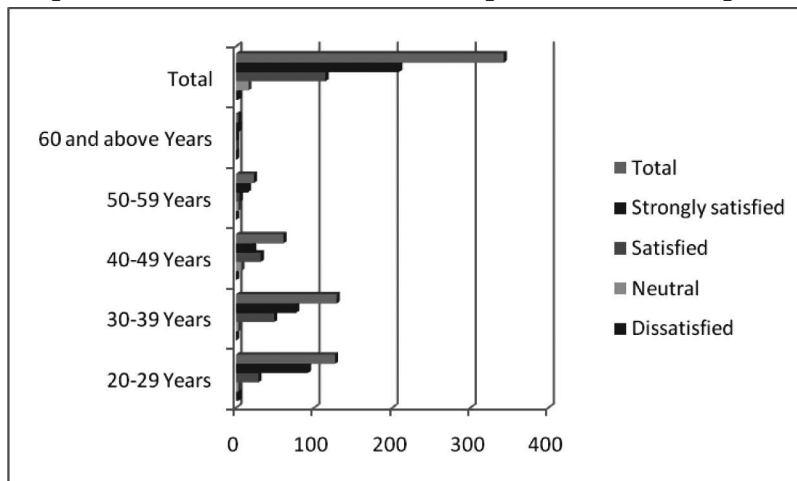
Table 30
The course provided by TITI was relevant in respect to age group.

Age Group	Neutral	Satisfied	Strongly satisfied	Total
20-29 Years	3	52	72	127
30-39 Years	3	57	69	129
40-49 Years	4	22	35	61
50-59 Years	0	12	11	23
60 and above Years	0	3	0	3
Total	10	146	187	343

The above table 30 states that out of the total respondents of age group between 20-29 years i.e. 127, 72 were strongly satisfied, 52 satisfied and remaining 3 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 69 reported to be strongly satisfied, 57 satisfied and remaining 3 reported to be neutral. Likewise out of the total age group of age 40-49 years i.e. 61, 35 respondents reported to be strongly satisfied, 22 satisfied and remaining 4 reported to be neutral. Similarly out of the total age group of age 50-59 years i.e. 23, 11 respondents reported to be strongly satisfied and remaining 12 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 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 relevancy of course provided by the TITI.

Figure 28

The trainers provided feedback about trainee’s performance in respect to age group



The above figure 28 it states that out of the total respondents of age group of age 20-29 years i.e. 127, 92 were strongly satisfied, 29 satisfied, 3 neutral and remaining 3 reported to be dissatisfied. Similarly out of the total age group of age 30-39 years i.e. 129, 77 reported to be strongly satisfied, 49 satisfied and remaining 3 reported to be neutral. Likewise out of the total age group of 40-49 years i.e. 61, 22 respondents reported to be strongly satisfied, 32 satisfied and remaining 7 reported to be neutral. Similarly out of the total age group of 50-59 years i.e. 23, 15 respondents reported to be strongly satisfied, 5 satisfied and remaining 3 respondents reported to be neutral. 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 trainers feedback in respect to trainees performance.

Table 31

The class size in respect to age group helped the class to be more interactive. (Physical infrastructure)

Age Group	Neutral	Satisfied	Strongly satisfied	Total
20-29 Years	5	49	73	127
30-39 Years	3	51	75	129
40-49 Years	7	19	35	61
50-59 Years	0	14	9	23
60 and above Years	0	0	3	3
Total	15	133	195	343

The above table 31, it states that out of the total respondents of age group of age 20-29 years i.e. 127, 73 were strongly satisfied, 49 satisfied and remaining 5 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 75 reported to be strongly satisfied, 51 satisfied and remaining 3 reported to be neutral. Likewise out of the total age group of age 40-49 years i.e. 61, 35 respondents reported to be strongly satisfied, 19 satisfied and remaining 7 reported to be neutral. Similarly out of the total age group of age 50-59 years i.e. 23, 9 respondents reported to be strongly satisfied and remaining 14 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 physical infrastructure i.e. class size of TITI that helped trainees to be more interactive.

Figure 29

The group size in respect to age group helped the trainees to understand better

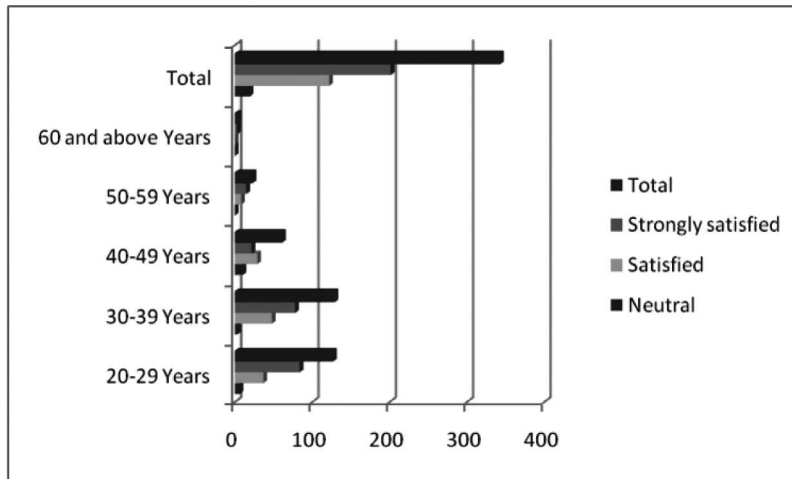


Figure 29 states that out of the total respondents of age group 20-29 years i.e. 127, 84 were strongly satisfied, 37 satisfied and remaining 6 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 78 reported to be strongly satisfied, 48 satisfied and remaining 3 reported to be neutral. Likewise out of the total age group of age 40-49 years i.e. 61, 22 respondents reported to be strongly satisfied, 29 satisfied and remaining 10 reported to be neutral. Similarly out of the total age group of age 50-59 years i.e. 23, 15 respondents reported to be strongly satisfied and remaining 8 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 group size created by the trainers which helped them to understand better.

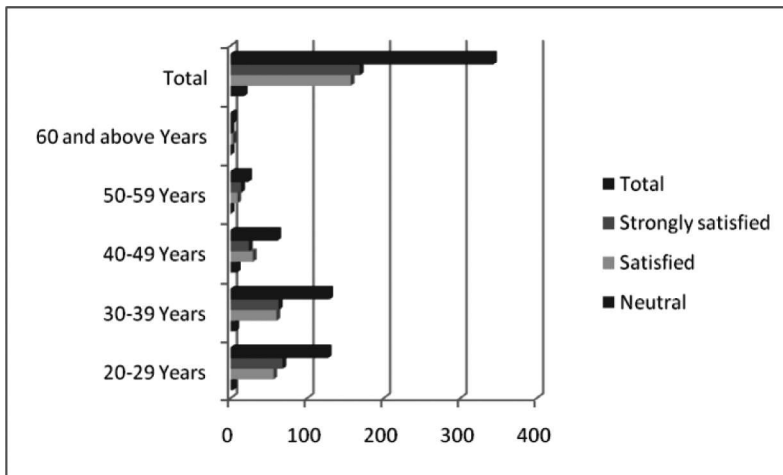
Table 32

The proportion between theory and practice was appropriate in respect to age group

Age Group	Dissatisfied	Neutral	Satisfied	Strongly satisfied	Total
20-29 Years	0	14	60	53	127
30-39 Years	0	26	54	49	129
40-49 Years	3	5	32	21	61
50-59 Years	0	0	6	17	23
60 and above Years	0	0	3	0	3
Total	3	45	155	140	343

The above table 32 states that out of the total respondents of age group 20-29 years i.e. 127, 53 were strongly satisfied, 60 satisfied and remaining 14 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 49 reported to be strongly satisfied, 54 satisfied and remaining 26 reported to be neutral. Likewise out of the total age group of 40-49 years i.e. 61, 21 respondents reported to be strongly satisfied, 32 satisfied, 5 neutral and remaining 3 reported to be dissatisfied. Similarly out of the total age group of 50-59 years i.e. 23, 17 respondents reported to be strongly satisfied and remaining 6 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 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 proportion of theory and practice given by the trainers of TITI during the training session.

Figure 30
TITI runs excellent quality programs in respect to age group



The above figure 30 it states that out of the total respondents of age group of age 20-29 years i.e. 127, 68 were strongly satisfied, 56 satisfied and remaining 3 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 63 reported to be strongly satisfied, 60 satisfied and remaining 6 reported to be neutral. Likewise out of the total age group of 40-49 years i.e. 61, 24 respondents reported to be strongly satisfied, 29 satisfied and remaining 8 reported to be neutral. Similarly out of the total age group of 50-59 years 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 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 quality of training programs run by TITI.

Table 33
The training programme run by the institute in respect to age group is reputable

Age Group	Neutral	Satisfied	Strongly satisfied	Total
20-29 Years	9	45	73	127
30-39 Years	3	38	88	129
40-49 Years	3	26	32	61
50-59 Years	0	3	20	23
60 and above Years	0	3	0	3
Total	15	115	213	343

The above table 33, it states that out of the total respondents of age group of age 20-29 years i.e. 127, 73 were strongly satisfied, 45 satisfied and remaining 9 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 88 reported to be strongly satisfied, 38 satisfied and remaining 3 reported to be neutral. Likewise out of the total age group of 40-49 years i.e. 61, 32 respondents reported to be strongly satisfied, 26 satisfied and remaining 3 reported to be neutral. Similarly out of the total age group of 50-59 years i.e. 23, 20 respondents reported to be strongly satisfied and remaining 3 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 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 reputation of TITI’s training programs.

Figure 31
TITI in respect to age group has a professional Image

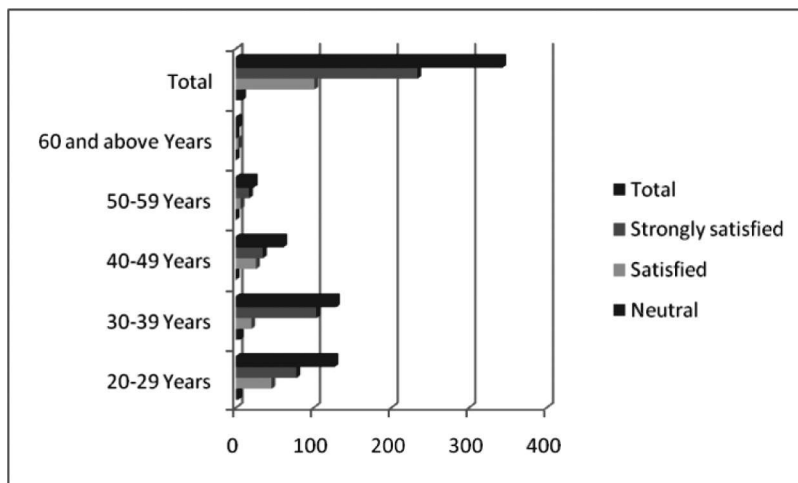


Figure 31 states that out of the total respondents of age group 20-29 years i.e. 127, 78 were strongly satisfied, 46 satisfied and remaining 3 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 104 reported to be strongly satisfied, 20 satisfied and remaining 5 reported to be neutral. Likewise out of the total age group of 40-49 years i.e. 61, 35 respondents reported to be strongly satisfied and remaining 26 respondents reported to be satisfied. Similarly out of the total age group of 50-59 years i.e. 23, 17 respondents reported to be strongly satisfied and remaining 6 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 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 professional image of TITI.

Table 34
Satisfaction with TITI in respect to age group

Age Group	Neutral	Satisfied	Strongly satisfied	Total
20-29 Years	3	51	73	127
30-39 Years	0	36	93	129
40-49 Years	3	29	29	61
50-59 Years	0	8	15	23
60 and above Years	0	3	0	3
Total	6	127	210	343

The above table 33, it states that out of the total respondents of age group 20-29 years i.e. 127, 73 were strongly satisfied, 51 satisfied and remaining 3 reported to be neutral. Similarly out of the total age group of age 30-39 years i.e. 129, 93 reported to be strongly satisfied and remaining 36 respondents reported to be satisfied. Likewise out of the total age group of 40-49 years i.e. 61, 29 respondents reported to be strongly satisfied, 29 satisfied and remaining 3 reported to be neutral. Similarly out of the total age group of 50-59 years i.e. 23, 15 respondents reported to be strongly satisfied and remaining 8 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 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 overall performance of TITI.

CHAPTER-VII

THEORITICAL INTERFACE

This chapter presents the interface of different theories with TITI trainee's perception and level of satisfaction. It also shows the connection between TITI trainee's perception and level of satisfaction. As inference is conclusion and interpretation that are made on the basis of the collected data, it makes sense out of the result of data analysis (Teddlie & Tashakkori, 2009).

Two separate teams were responsible for collecting the qualitative and quantitative data. From the narrative inquiry it was found that our participants were also satisfied with TITI's training program. It was found that they were happy and satisfied with the enthusiasm and knowledge level of TITI trainers who were always ever ready to respond any quires of the participants. When looking at the quantitative data it was found that majority of our respondents were satisfied and highly satisfied with the enthusiasm and the level of knowledge of TITI trainers. Similarly majority of our respondents were highly satisfied and satisfied with the TITI trainers who were always ready to respond any queries of the trainees. Similarly our participants enjoyed the group work provided by the trainers and also said that TITI have excellent training quality with gender access and equity. If you look again at the quantitative data then it can be said that majority of our respondents were highly satisfied and satisfied with the group work provided by the trainers of TITI and also considered TITI's training as excellent along with gender access and equity.

From the narrative inquiry it can be stated that TITI trainings are excellent and trainees were highly satisfied and satisfied, which is again valid by the quantitative survey because majority of our respondents were strongly satisfied and satisfied with TITI trainings. Likewise, the trainees appreciated the venue, training style, timing and the resources provided by TITI. If we look again at our survey data then we can see that the majority of our respondents are strongly satisfied and satisfied with the training venue, training style, timing of training and resource material provided by TITI.

On the basis of Kirkpatrick's four level of training evaluation, TITI trainee's posse's level one,

two and three. In Kirkpatrick's four level of training evaluation, level one falls under reaction level in which TITI trainees liked and enjoyed the training. They also considered the training to be relevant for them, they liked the venue, the teaching learning style, timing, and domestics. They also felt ease and comfort of experience and also perceived practicability and potential for applying the learning (Buckley & Caple, 2009).

Similarly on level two of training evaluation in respect to Kirkpatrick's training evaluation as cited by Buckley and Caple (2009) trainees of TITI also stated that they learnt what was intended to be taught, trainee experienced 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 when they went back on their job and the skills and knowledge were also relevant which is again stated by Kirkpatrick's behavior level of evaluation (Buckley & Caple, 2009).

Likewise looking towards the theory, TITI trainee's satisfaction is also proven by equity theory of customer satisfaction. Equity theory of customer satisfaction suggests that the ratio of outcomes to inputs should be constant across participants in an exchange. As applied to customer satisfaction research, satisfaction is thought to exist when the customer believes that his/her outcomes to input ratio is equal to that of the exchange person (Oliver & Swan, 1989). Here in respect to the equity theory, TITI trainees also believes that TITI training possess high level of satisfaction and also expressed their satisfaction through the narrative inquiry. Here the trainees were satisfied and expressed their satisfaction and were willing to take more training from TITI. Here the trainees also revealed that the training were more fruitful in their working area and credited TITI, which is also revealed by equity theory of customer satisfaction (Oliver & Swan, 1980).

CHAPTER-VIII

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Key Findings

This section explores the key finding of our research questions 1) trainees perceptions towards TITI training, 2) level of satisfaction among trainees of TITI, and 3) are there any difference in trainees satisfaction based on demographic characteristics. On the basis of findings of this study, conclusion and recommendations are also provided.

Trainee's perceptions towards TITI trainings

From the narrative inquiry of this study it can be said that training programs of TITI is satisfactory. All the participants were satisfied from the training programs conducted by TITI. Participants were also satisfied with the teaching methodology and the timing of trainings of TITI i.e. from 9:30 AM to 4:45 PM. Similarly common understandings of our participants were that TITI conducts training in an interactive way respecting the dignity of the participants. It was also clear that our participants were satisfied with the training, the training environment, class size, physical infrastructure of TITI and also the training resources and materials provided to them. In addition, our participants were also satisfied with the constructive and developmental feedback provided by the trainers during training session.

From the above narrative inquiry our participants were also satisfied with the enthusiasm and knowledge level of TITI trainers. The common understanding of our participants was that TITI trainers were always ever ready to respond to any quires of the participants. Similarly our participants enjoyed the group work provided by TITI trainers and also said TITI have excellent training quality with gender access and equity. From the above narrative inquiry it can be state that TITI training is excellent and trainees were satisfied too.

Levels of satisfaction among trainees of TITI

Out of the total respondents i.e. 343, majorities of the respondents i.e. 55.7% were strongly satisfied with the trainers who allocated respondents for consultation. Similarly 40.2% of the respondents

were satisfied with the trainers who allocated respondents for consultation. Likewise 4.1 % of the respondents gave neutral answer. 49.6 % were strongly satisfied with the teaching methodology of TITI. Similarly 43.4% were satisfied and the remaining 7% were neutral about the teaching methodology of TITI. 48.1 % were satisfied with the timing of the class of TITI, likewise 42 % were strongly satisfied with the class timing of TITI. Similarly, 1.9 % were neutral about the timing of the class whereas only 2% were dissatisfied with the timing of the class.

Out of the total respondents i.e. 343, majorities of the respondents i.e. 53.9 % were satisfied with the trainer that they respected the rule of confidentiality. Similarly, 40.2 %, 5 % and remaining 0.9 % were satisfied, neutral and strongly dissatisfied respectively with the trainer in this regard. 53.6 % were strongly satisfied with the trainers who were always ready to respond to trainees for any request for assistance. Similarly 42.6 % and 3.8 % were satisfied and neutral with the trainers in this regard. 63.6 % were strongly satisfied with the trainers that they created comfortable learning environment. Similarly 28.9 %, 6.7 % and 0.9 % were satisfied, neutral and strongly dissatisfied respectively with the environment created by the trainers for comfortable learning. 46.9 % of the respondents were strongly satisfied with the trainers who if promised to do something by certain time, did it. Similarly only 0.9 % were strongly satisfied from the trainer that if they promise to do something by certain time and they did so. Likewise 46.1 % and 6.1 % were satisfied and neutral respectively in this regard.

Out of the total respondents i.e. 343, majorities of the respondents i.e. 54.5 % were strongly satisfied with the trainers who showed sincere interest in solving any problems of the participants during the training, whereas only 0.9 % of the respondent reported strongly dissatisfied. Similarly, 39.9 % and 4.7 % of the respondents were satisfied and neutral respectively with the trainers who when trainees had some problem showed a sincere interest in solving it. 49.3 % reported that the instructional resources were adequately provided by the trainer during the training program, whereas only 8.2 % reported to be neutral about the instructional resources provided. 42.5 % were satisfied with the instructional resources that was provided by the trainer during the training program. 54.5 % were strongly satisfied with the course content of TITI and said it was relevant to them. 2.9 % of the respondents reported to be neutral on TITI course and its relevancy. Similarly 42.6 % were satisfied with TITI course and its relevancy.

Out of the total respondents, 45.5 % were strongly satisfied with the trainers regarding their knowledge to answer trainee's questions related to the course content, whereas only 1.2 % were dissatisfied with the trainers in this regard. Similarly 44.6 % and 8.6 % of the respondents were

satisfied and neutral respectively. 66.1 % were strongly satisfied with the trainers ability to deal with them in a courteous manner, whereas only 0.9 % were dissatisfied. Likewise 28.0 % and 5.0 % were satisfied and neutral respectively. 61.8 % were strongly satisfied with the trainers' ability to demonstrate and speak clearly in appropriate volume, whereas only 2.4 % respondents reported neutral in this matter. Similarly 35.5 % of the respondents reported satisfaction with the trainers that the trainers demonstrated how to speak clearly and in appropriate volume. Out of the total respondents, 60.9 % were strongly satisfied with the feedback provided by the trainer about trainee's performance, whereas only 0.9% were dissatisfied with the trainer's feedback. Similarly 33.5% and 4.7 % were satisfied and neutral respectively with the trainers feedback. Out of the total respondents, 56.9 % were strongly satisfied with the class size of TITI whereas only 4.4 % were neutral in respect to the class size of TITI. Similarly 38.8% were satisfied with the class size of TITI. 58.9 % were strongly satisfied with the group size made by the trainers of TITI during training sessions, whereas only 5.5 % were neutral about the group size. Similarly 35.5 % of the respondents reported satisfied with the group size made by the trainers of the TITI. 45.2 % were satisfied with the theory and practice session delivered during the training program, whereas only 0.9 % were dissatisfied with the theory and practice session of the TITI training program. Similarly, 48.8 % and 13.1 % were strongly satisfied and neutral respectively in this matter.

49.2 % were strongly satisfied with TITI training and reported that TITI runs excellent quality program, whereas only 5 % were neutral. Similarly, 45.8 % of the respondents reported satisfied with TITI training programs and said TITI runs excellent quality trainings. 62.1 % were strongly satisfied with the reputation of the TITI training programs, whereas only 4.4 % were neutral. Similarly, 33.5 % were satisfied with the reputation of TITI training programs. 68.2 % reported to be strongly satisfied with TITI's professional image, whereas only 2.3 % reported to be neutral. Similarly, 29.4 % of the respondents reported to be satisfied with TITI's professional image. 48.4 % were strongly satisfied with the communication skill of TITI administration staff, whereas only 0.9 % of the respondents reported dissatisfaction. Similarly, 41.1 % and 9.6 % reported to be satisfied and neutral respectively with how TITI administration staff communicated with them.

Out of the total respondents, 50.7 % reported that it was easy to contact TITI, whereas only 1.7 % were dissatisfied. Likewise 39.4 % were satisfied and remaining 8.2 % were neutral about this issue. 55.7 % reported were strongly satisfied about how TITI ensured gender access and equity, whereas only 0.6 % were dissatisfied. Likewise 39.1 % and 4.1 % reported to be satisfied and neutral respectively about how TITI ensured gender access and equity. 61.2 % were strongly

satisfied with TITI whereas only 1.7% were neutral with TITI. Likewise 37 % were satisfied with TITI. Out of the total respondents i.e. 343, majorities of the respondents i.e. 93.6 % reported that they would definitely recommend TITI's training or TITI to others, whereas the remaining 6.4 % said they would probably recommend TITI's training or TITI to others.

Any differences in trainees satisfaction based on demographic characteristics

From the quantitative data analysis it was found that out of the total male respondents i.e. 172, 94 were strongly satisfied, 59 were satisfied and the remaining 19 reported to be neutral about the teaching methodology of TITI being appropriate. Similarly out of the total female respondents i.e. 171, 76 were strongly satisfied, 90 satisfied and the remaining 5 reported to be neutral about TITI teaching methodology of TITI being appropriate. Likewise majority of the respondents both male and female were strongly satisfied or satisfied with the instructional resources that were provided by the trainer of TITI.

Similarly out of the total male respondents i.e. 172, 111 male respondents were strongly satisfied, 52 satisfied and the remaining 9 respondents were neutral with the issue related to the physical infrastructure and the class size which helped the trainees to be more interactive. Similarly out of total female respondents i.e. 171, 84 respondents reported strongly satisfied, 81 satisfied and the remaining 6 respondents were neutral about how the physical infrastructure of the class size that helped trainees to be more interactive. Likewise majority of the respondents, both male and female were strongly satisfied and satisfied with the proportion between theory and practice sessions during the training session being appropriate. Likewise majority of the respondents according to gender both male and female were strongly satisfied and satisfied with how TITI runs excellent quality programs. Similarly majority of the respondents according to gender both male and female were strongly satisfied and satisfied with the reputation of TITI training programs.

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

respondents according to ethnicity (Bramhin, Chettrai, Terai and Janajati) were strongly satisfied and satisfied with the trainers for creating a comfortable learning environment.

Out of the total Bramhin respondents i.e. 129, 65 respondents were strongly satisfied, 53 satisfied and remaining 11 reported to be neutral with the instructional resources provided by the trainer of TITI. Likewise out of the total Chettri respondents i.e. 51, 30 reported strongly satisfied and 21 reported to be satisfied with the instructional resources provided by the trainer of TITI. Similarly out of the total Terai respondents i.e. 13, 2 reported strongly satisfied and remaining 11 reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 72 reported strongly satisfied, 61 satisfied and remaining 17 reported to be neutral with the instructional resources provided by the trainer of TITI. Similarly majority of the respondents according to ethnicity (Bramhin, Chettrai, Terai and Janajati) were strongly satisfied and satisfied with the relevancy of the course provided by TITI and with the courteous manner of TITI trainers.

Likewise out of the total Bramhin respondents i.e. 129, 70 respondents were strongly satisfied, 46 satisfied, 10 neutral and the remaining 3 reported to be dissatisfied with the feedback provide by the trainers about their performance. Likewise out of the total Chettrai respondents i.e. 51, 32 reported strongly satisfied and 19 reported to be satisfied. Similarly out of the total Terai respondents i.e. 13, 11 reported strongly satisfied and 2 respondents reported to be satisfied. Likewise out of the total Janajati respondents i.e. 150, 96 reported strongly satisfied, 48 satisfied and remaining 6 reported to be neutral with the feedback provided by the trainers about their performance. Similarly majority of the respondents according to ethnicity (Bramhin, Chettrai, Terai and Janajati) were strongly satisfied and satisfied with the group size prepared by the trainer of TITI which also helped trainees to understand better during the training session. Out of the total Bramhin respondents i.e. 129, 63 respondents were strongly satisfied, 62 satisfied and the remaining 4 reported to be neutral with the proportion between theory and practice provided by the trainer of TITI to trainees during the training sessions. Likewise out the total of Chettrai respondents i.e. 51, 20 reported strongly satisfied, 20 satisfied, 8 neutral and 3 reported to be dissatisfied with the proportion between theory and practice provided by the trainers of TITI to trainees during the training. Similarly out of the total Terai respondents i.e. 13, 4 reported strongly satisfied, 6 satisfied and remaining 3 reported to be neutral with the proportion between theory and practice provided by the trainers of TITI to trainees during training period. Likewise out of the total Janajati respondents i.e. 150, 53 reported strongly satisfied, 67 satisfied and remaining 30 reported to be neutral with the proportion between theory and practice provided by the trainers of TITI to trainees during training. Likewise majority of the respondents according to ethnicity (Bramhin, Chettrai, Terai

and Janajati) were strongly satisfied and satisfied with the phrase; “TITI runs excellent quality programs” and with the reputation of TITI training programs. Similarly majority of the respondents in respect to ethnicity also stated highly satisfied and satisfied with TITI’s professional image. Out of the total Bramhin respondents i.e. 129, 78 respondents were strongly satisfied and remaining 51 reported to be satisfied with TITI. Likewise out of the total Chettraai respondents i.e. 51, 25 reported strongly satisfied, 23 satisfied and remaining 3 reported to be neutral with TITI. Similarly out of the total Terai respondents i.e. 13, 7 reported strongly satisfied and remaining 6 respondents reported to be satisfied with TITI. Likewise out of the total Janajati respondents i.e. 150, 100 reported strongly satisfied, 47 satisfied and remaining 3 reported to be neutral with TITI.

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 with the teaching methodology of TITI. Similarly out of the total respondents of age group 30-39 years i.e. 129, 62 reported to be strongly satisfied, 56 satisfied and remaining 11 reported to be neutral with the teaching methodology of TITI. Likewise out of the total respondents of age group 40-49 years i.e. 61, 29 respondents reported to be strongly satisfied, 22 satisfied and remaining 10 reported to be neutral with the teaching methodology of TITI. Similarly out of the total respondents of age group 50-59 i.e. 23, 14 respondents reported to be strongly satisfied and the remaining 9 respondents reported to be satisfied with the teaching methodology of TITI. Likewise out of the total respondents of age group 60 years and above i.e. 3, all the respondents reported to be strongly satisfied with the teaching methodology of TITI. Similarly 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 trainers of TITI who created a comfortable learning environment for the trainees who were of diverse age group and also with the instructional resources provided by the trainer of TITI. Likewise 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 relevancy of the courses provided by TITI.

Out of the total respondents of age group 20-29 years i.e. 127, 92 were strongly satisfied, 29 satisfied, 3 neutral and remaining 3 reported to be dissatisfied with the trainers’ feedback in respect to trainees performance. Similarly out of the total age group of age 30-39 years i.e. 129, 77 reported to be strongly satisfied, 49 satisfied and remaining 3 reported to be neutral with the trainers’ feedback in respect to trainees’ performance. Likewise out of the total age group of 40-49 years i.e. 61, 22 respondents reported to be strongly satisfied, 32 satisfied and remaining 7 reported to be neutral with the trainers’ feedback in respect to trainees’ performance. Similarly out of the total

age group of 50-59 i.e. 23, 15 respondents reported to be strongly satisfied, 5 satisfied and remaining 3 respondents reported to be neutral with the trainers' feedback in respect to trainees' performance. Likewise out of the total respondents of age group 60 years and above i.e. 3, all the respondents reported to be strongly satisfied with the trainers' feedback in respect to trainees' performance. Similarly 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 physical infrastructure i.e. class size and also group size of TITI that helped trainees to be more interactive. Out of the total respondents of age group 20-29 years i.e. 127, 53 were strongly satisfied, 60 satisfied and remaining 14 reported to be neutral with the proportion of theory and practice give during training session by the trainers of TITI. Similarly out of the total age group of age 30-39 years i.e. 129, 49 reported to be strongly satisfied, 54 satisfied and remaining 26 reported to be neutral with the proportion of theory and practice give during training session by the trainers of TITI. Likewise out of the total respondents of age group of 40-49 years i.e. 61, 21 respondents reported to be strongly satisfied, 32 satisfied, 5 neutral and remaining 3 reported to be dissatisfied with the proportion of theory and practice give during training session by the trainers of TITI. Similarly out of the total respondent of age group 50-59 i.e. 23, 17 respondents reported to be strongly satisfied and remaining 6 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 satisfied with the proportion of theory and practice given during training session by the trainers of TITI. Similarly, majority of the respondents from all age groups were strongly satisfied and satisfied saying that the training programs of TITI were excellent and reputable. Finally all the age groups were strongly satisfied and satisfied with the professional image of TITI and with the overall performance of TITI.

Conclusion and Recommendations

Trainee's satisfaction is always vital for any training institute and TITI is no exception. Trainee's satisfaction is one of the measures to identify the quality of training delivery by training institute (Moore, 2001). From the study it can be concluded TITI training is reputable and excellent. From the qualitative study in respect to understand TITI trainees' perception, it was found that most of the participants were satisfied with the trainings provided by TITI. It can be said that every participant enjoyed the training and also expressed that the training was relevant to them. Participants were satisfied and happy with the overall aspects of TITI including the learning environment, resources and the capability of TITI trainers.

Also, from the quantitative data it was found that majority of the respondents were highly satisfied

and satisfied with TITI training. It was found that the majority of respondents from different age groups, ethnicity and gender (Male and Female) were also highly satisfied and satisfied with TITI trainings, training delivery, resources, feedback, proportion of theory and practices, venue and class timings. From the study it was also found that majority of our respondents were highly satisfied and satisfied with the gender access and equity maintained by TITI. From this study it can be concluded that the training provided by TITI is excellent and of high level. The training content was also considered relevant by the trainees.

Likewise from the study it was understood that TITI training mostly used the skill/concept card for the trainings. So it can be stated that the trainings are limited to the skill/concept cards. Although new skill/concept cards are being developed continuously, but some skill/concept cards were published over a decade ago so timely revision of these cards are necessary. Similarly most of the group works and activities that are repeated in most of the training programs. To make TITI trainings excellent in days to come, innovative ideas and new activities for group works and other assignments must be updated in a continuous manner.

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Appendix 1
QUESTIONNAIRE FOR
TRAINEES' SATISFACTION TOWARDS TRAINING SERVICES: A PARALLEL MIXED
METHOD APPROACH

Questionnaire No.:

Note: During the interview keep things simple and informal. Put questions clearly. Don't be in a hurry. Respect people's time. Try and sit down along with the respondent rather than across from her / him and do not hide what you are recording from the respondent.

INTRODUCTION AND RESPONDENT¹ CONSENT
--

Namaste my name is I work for TITI Nepal. We are conducting a survey in (Location) to learn about the *Trainees' satisfaction towards training services: a parallel mixed method approach*. You have been chosen by chance to participate in this survey.

I want to assure you that all of your answers will be kept strictly confidential and will be used only as a data for this survey. I will not keep a record of your name or address. You have the right to stop the interview at any time, or to skip any questions that you do not wish to answer. There are no right or wrong answers.

Do you have any questions?

The interview takes approximately minutes to complete. Do you agree to be interviewed?

NOTE WHETHER RESPONDENT AGREES TO INTERVIEW OR NOT

[] Does not agree to be interviewed ----- Thank participant for his/her time and end.

[] Agrees to be interviewed ----- Is this place and time okay for you?

I certify that I have read the above consent procedure to the participants.

Interviewer's name and signature _____

Date of interview _____

¹ The survey participants will be called respondents

Personal Information:

(Given Name) (Middle Name) (Surname/Family Name)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Present Address:

Permanent Address:

Gender: Male Female..... Others.....

Caste/Ethnicity:

Date of Birth: (Date Format: DD/Month/Year)

1. Which one of the following best describes your current professional status?

- a. Working full time
- b. Working part time but seeking full time work
- c. Working part time but not seeking full time work
- d. Self employed
- e. Not working and looking for a job
- f. Others, please specify.....

2. Area of Engagement/ Employment

.....

3. Please categorize the type of organization you currently working at.

- a. Public
- b. Private
- c. NGO/INGOs
- d. Self entrepreneur
- e. Others, Please specify.....

4. Please tell me which training you have taken from TITI.

.....

5. Please tell me who sponsored your training

- a. Self
- b. Government
- c. NGO/INGOs
- d. Institution
- e. Others

1= Strongly Dissatisfied 2= Dissatisfied 3= Neutral 4= Satisfied 5= Strongly Satisfied

Academic aspects

S.N.		1	2	3	4	5
1.	Trainers allocated sufficient time for consultation					
2.	Teaching methodology was appropriate.					
3.	The timing of class was suitable.					
4.	The trainers respected the rule of confidentiality when I disclosed information to them.					
5.	Trainers were always ready to respond to my request for assistance.					
6.	Trainers created comfortable learning environment.					
7.	When trainer promised to do something by certain time, they did so					
8.	When I had a problem, trainer showed a sincere interest in solving it.					

Design, delivery and assessment

9.	The Instructional resources were adequately provided by the Trainer.					
10.	The course provided by TITI was relevant.					
11.	Trainers had the knowledge to answer my questions relating to the course content.					
12.	The trainers dealt with me in a courteous manner.					
13.	The trainers demonstrated the ability to speak clearly and appropriate volume.					
14.	The trainers provided feedback about my performance.					

Class size

15	The class size helped the class to be more interactive. (Physical infrastructure)					
16	The group size helped the trainees to understand better.					

Programme Issues

17	The proportion between theory and practice was appropriate.					
18	TITI runs excellent quality programs.					

Reputation

19	The training programme run by the institute is reputable.					
20	TITI has a professional Image					

Access

21.	TITI administration staffs communicate well with trainees.					
22.	It is easy to contact TITI.					
23.	TITI has ensured gender access and equity.					
24.	Overall, I am satisfied with TITI.					

Recommendations

25. Would you recommend TITI's training or TITI?

- a. Definitely recommend
- b. Probably recommend
- c. Not sure
- d. Probably not recommend
- e. Definitely not recommend

Thank you! Have a nice day

Appendix II

Semi structured Interview Questions (Interview Schedule)

Training satisfaction towards training services: a parallel mixed method approach

1. Which training have you taken from TITI?
2. Can you say your current professional status?
3. Can you say who sponsor your training?
4. How do you feel the training of TITI? Please describe your experience of training on the basis of academic aspect that you have gained from TITI training?
5. Please share your feelings on design, delivery and assessment taken by trainers of TITI during training period.
6. Please share your feeling in respect to training venue and group size during training programme.
7. How were the proportion of theory and practice given by trainers of TITI during training programme?
8. How is your feeling about training programme run by TITI?
9. Share some of your experience with TITI administration staff that you have encounter.
10. Would you recommend TITI training or TITI? Why?



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