THE RELATIONSHIP BETWEEN TRAINING AND PERFORMANCE OF ACADEMIC MEMBERS OF STAFF IN INSTITUTIONS OF HIGHER LEARNING: A CASE OF NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION

By

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A Dissertation submitted in partial fulfilment of the requirements for the degree of Master of Public Administration (MPA).

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DECLARATION

I, KAREN CHULU, hereby declare that the work presented in this dissertation is the result of my research work and that it has not previously been submitted for a degree, diploma or other qualification at this or another university.

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APPROVAL

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Examiner 3…… Signature…… Date……....

Chairperson,
Board of
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ABSTRACT

Higher Education Authority (HEA) is mandated to coordinate the development of higher education in Zambia and promote quality assurance in the sector. It is a requirement under this Act that institutions of higher learning such as NIPA must have well qualified and experienced academic members of staff to teach, research and engage in community service (Republic of Zambia, 2013). In an attempt to comply with the requirements of Higher Education Act, NIPA started to encourage its academic members of staff to upgrade their qualifications in line with the HEA requirements. The general objective of this research is to examine the relationship between of training and employee performance academic members in institutions of higher learning, a case of National Institute of Public Administration (NIPA). The research adopted a mixed methods approach, involving both qualitative and quantitative methods. A sample of 106 was engaged, comprising six key informants and 100 students pursuing diploma programmes. Interview guides and questionnaires were used to collect data. Narrative analysis was used to analyse qualitative data while SPSS was used to analyse quantitative data.

First, the findings suggest that there is a positive relationship between training and the ability of lecturers to communicate the content of the subject well, provide students with opportunities to ask questions, make the subject interesting, treat students with respect and allocate marks fairly. However, the evidence also shows that there is a negative relationship between training and teaching such as lecturers missing lectures during scheduled sessions, not being available to attend to students during office hours, not encouraging students to work hard and not having the best interactions with students.

Second, the findings show that there is a positive relationship between training and the ability of supervisors of students' research papers to give guidance on topic phrasing, guide students on literature review, guide students on writing of research methodology, guide students on developing research instruments, give guidance on data analysis and knowledge of the supervisor regarding the issues being researched on by students. The research recommends that in order to improve the training and performance of academic members of staff, NIPA should invest more in the training of academic members of staff in order to enhance their ability to teach and supervise students' research papers.

Keywords: Academic Members of Staff, Training, Relationship, Employee Performance, Institution of Higher Learning

DEDICATION

To my husband and children

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ABBREVIATIONS

BSD	Business Studies Division
DLD	Distance Learning Division
GRZ	Government of Republic of Zambia
HEA	Higher Education Authority
HEI	Higher Education Institution
LSD	Legal Studies Division
MoE	Ministry of Education
MSD	Management Studies Division
NIPA	National Institute of Public Administration
PSRP	Public Service Reform Programme
SPSS	Statistical Package of the Social Science
ZAQA	Zambia Qualifications Authority

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1. Introduction

The purpose of this chapter is to introduce the dissertation and the background of the research. To achieve its purpose, the chapter presents the background of the research, statement of the problem, research objectives, significance of research and the conceptual framework. The chapter presents the structure of the dissertation, and ends with a conclusion.

1.2. Background

The Government of the Republic of Zambia (GRZ) in 1993 initiated the Public Service Reform Program (PSRP) which focused on the restructuring of government institutions, management of human resources, capacity strengthening of local authorities and the decentralisation of government to the local level. Within the context of the PSRP, the National Institute of Public Administration (NIPA) was one of the institutions that was identified for commercialisation (NIPA, 2001a).

In 1998, NIPA was transformed into a semi-autonomous public institution under the NIPA Act No. 15 of 1998. The transformed NIPA started operations under a new mandate on 1st January 2000.This included the following: First, the government annual grants to NIPA were significantly reduced and alternative sources of revenue to finance operations and growth had to be sought. Second, NIPA had to look outside the traditional market (which was the government) for clients in the area of management and business training, socio-economic research and consultancy services. Thirdly, as a way of improving its revenue base, rather than focusing on the in-service training programmes, NIPA decided to introduce new programmes at certificate and diploma levels in order to cater for the evolving needs of the public, private, community based organisations, non-governmental sector as well as school leavers. (NIPA, 2001b).

In order for NIPA to further widen its revenue base and remain afloat, it continued to diversify its programme offerings by introducing bachelor's degree programmes in 2014 and master's degree programmes in 2018. These programmes are in the fields of public administration, human resource management, law, business administration, computer science, and public relations (NIPA, 2015, 2019).

However, according to the Higher Education Act No. 4 of 2013 of the laws of Zambia, the Higher Education Authority (HEA) is mandated to coordinate the development of higher education in Zambia and promote quality assurance in the sector. In order to achieve quality education, it is a requirement under this Act that institutions of higher learning such as NIPA must have well qualified and experienced academic members of staff to teach, research and engage in community service (Republic of Zambia, 2013). In an attempt to comply with the requirements of Higher Education Act, NIPA started to encourage its academic members of staff to upgrade their qualifications in line with the HEA requirements. In this regard, academic members of staff with diploma needed to upgrade to bachelor's degree in order to teach at diploma level. Those with bachelor's degree needed to upgrade to master's degree in order to teach at bachelor's degree level. Those with master's degree needed to upgrade to doctoral level in order to teach at master's degree and doctoral levels (NIPA, 2018).

1.3. Problem Statement

From the background, an impression is created that an academic member of staff needs to have a higher academic qualification than the programme they are teaching in order for them to perform better. However, it is not clear whether there is a positive relationship between training and performance of academic members of staff in institutions of higher learning. By relationship between training and performance of academic members of staff, we refer to a situation where teaching and supervision of research papers improves as the lecturer obtains higher academic qualifications. The specific type of training being considered in this research involves an academic member of staff progressing from being a bachelor's degree holder to master's degree holder. As such, it is expected that teaching and supervision of research papers by academic members of staff with a master's degree is better than those with bachelor's degrees. This expectation is based on the Higher Education Authority Act No. 4 of 2013's requirement that academic members of staff should be well qualified and experienced to teach, research and engage in community service. This requirement is supported by NIPA Recruitment and Promotions Policy for Academic Members of Staff which requires academic members of staff to have higher academic qualifications in the programs they are teaching (NIPA, 2018).

However, there is no evidence to support the assumption that teaching and supervision of students' research papers by academic members of staff with higher academic qualifications is better than those with lower qualifications.

1.4. Research Objectives

1.4.1. General Objective

The general objective of this research is to examine the relationship between training and performance of academic members of staff in institutions of higher learning.

1.4.2. Specific Objectives

The specific objectives of the research are as follows:

i. To examine the relationship between training and teaching at the National Institute of Public Administration.
ii. To analyse the relationship between training and supervision of research papers at the National Institute of Public Administration.

1.5. Significance of Research

The significance of this research is that it has provided information on the relationship between training and performance of academic members of staff in institutions of higher learning. Training is important because it enables employees to learn new information as well as re-learn and reinforce existing knowledge and skills. The acquisition of new knowledge and skills by employees is important to organisations for several reasons. First, employees will be more effective in meeting or exceeding the expectations of stakeholders. Second, employees once trained, can perform their tasks more efficiently. Third, training enables employees to tackle more challenging tasks. Fourth, once employees are trained, they are able to generate more output. Fifth, their abilities to set goals and maintain a positive outlook increases. Sixth, individuals develop more sense of who they are as professionals as they contribute to organisational growth and success (Long et al., 2016).

Institutions of higher learning were chosen for this research because they provide their students with new knowledge and skills and prepare them for different economic activities in order to enhance national development. Academic members of staff were chosen for this study because they are key stakeholders in teaching and supervision of students undertaking research projects.

Further, the study has provided information that will benefit scholars and decision makers in understanding the relationship between training and performance of academic members of staff. First, it will help them understand the relevance of training and how to resolve the

challenges faced in training programmes. Second, the study will provide useful information on training programmes that can improve teaching and supervision of research papers. In the long run, the information will help policy makers to identify measures that would improve training of academic members of staff in Institutions of higher learning.

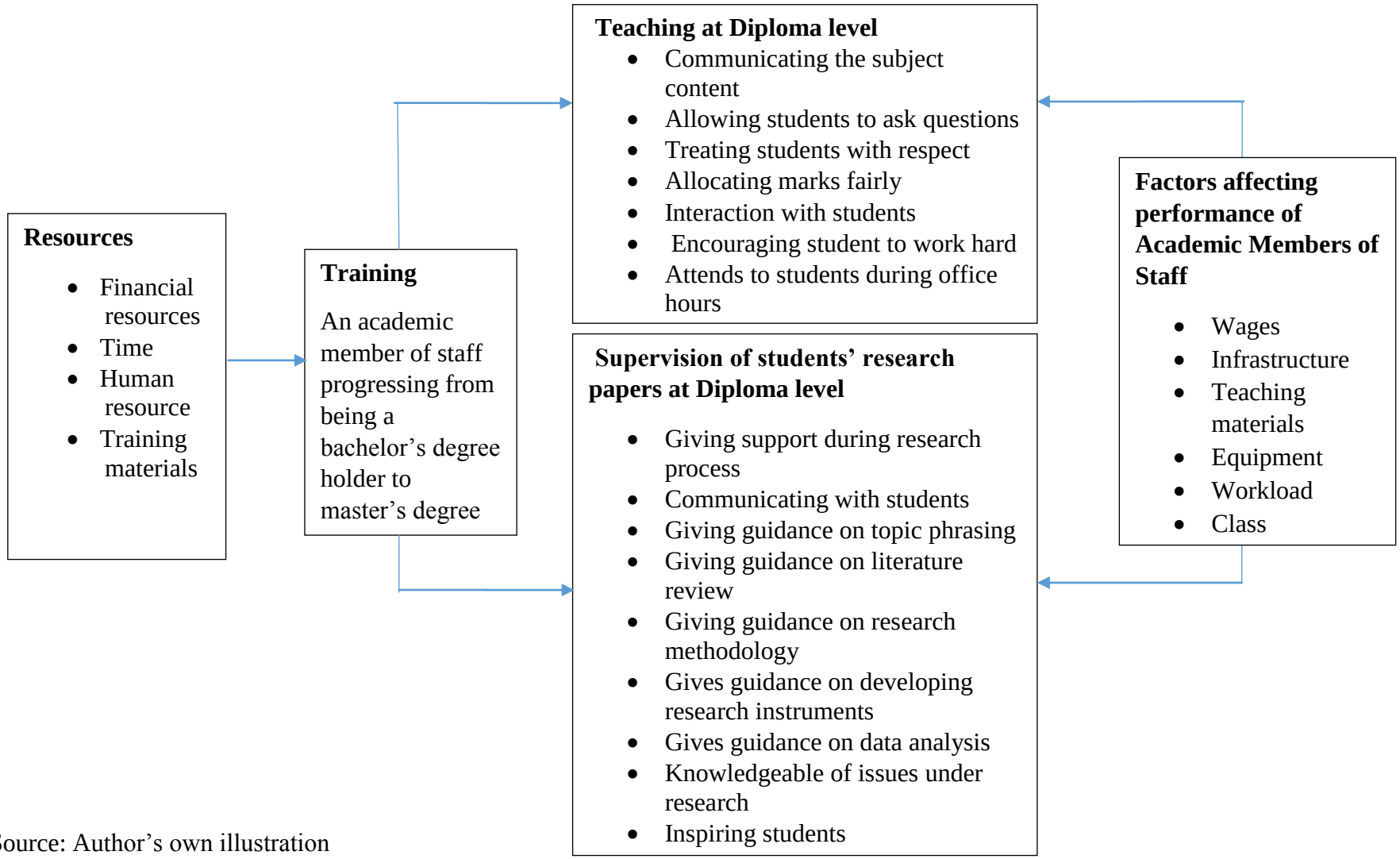
1.6. Conceptual framework

The conceptual framework guiding the research is presented in Figure 1.6.1. shows the relationship of the key concepts in the research. The first concept in this research is training which is taken to means an academic member of staff progressing from being a bachelor's degree holder to master's degree holder. For this training to take place, appropriate resources must be in place. This include financial resources human resources, time and training materials. If these resources are not there, then an academic member of staff will not be able to obtain a master's degree.

The second relationship of the key concepts is between training and teaching. Teaching is taken to mean communicating the subject content, interacting with students, encouraging student to work hard, attending to students during office hours, allowing students to ask questions, treating students with respect and allocating marks fairly. In this regard, an academic member of staff who has a master's degree will teach better than one without a master's degree. The third relationship is between training and supervision of research papers. Supervision of research paper refers to giving support during research process, being knowledgeable in the field of their specialisation, communicating with students, giving guidance on topic phrasing, giving guidance on literature review, giving guidance on research methodology, giving guidance on developing research instruments, giving guidance on data analysis, being knowledgeable of issues under research and inspiring students. In this regard, an academic member of staff with a master's degree will supervise better in the supervision of research paper than one without a master's degree.

However, there are factors that affect the performance of academic members of staff despite them being trained. These factors include wages, infrastructure, teaching materials, equipment workload and class attendance by students. For example, if the wages for academic members of staff are high, then their teaching would be better than those without a master's degree. On the other hand, if the wages are low, then teaching of academic member of staff with master's degree might be poor.

Figure 1.6.1: A Model of the Conceptual Framework of the relationship between training and performance of academic members of staff at institutions of higher learning



Source: Author's own illustration

1.7. Structure of the Dissertation

This dissertation has been divided into six chapters. Chapter One is the introduction. This introductory chapter presents the background to the research, the statement of the problem, the general and specific objectives, the significance of the research and the conceptual framework. It ends with a presentation of the structure of the dissertation and conclusion.

Chapter Two is the literature review and presents the literature that has been reviewed in this research, is on the relationship between training and performance of academic members of staff.

Chapter Three presents the methodology used in this research. Specifically, it looks at the type of research, location of research, research approach, research design, the sources of data, the population and sample size, the sampling methods, the data collection methods, the reliability of data, the validity of data, the data analysis techniques, the ethics that were applied when conducting the research and limitations of the research.

Chapter Four analyses the relationship between training and teaching. The chapter examines the relationship between training and the lecturers' ability to communicate the subject content, provide students with opportunities to ask questions, make the subject interesting, treat students with respect, allocate marks fairly and the attributes of lecturers. It then presents the factors affecting academic members of staff during their teaching duties.

Chapter Five analyses the relationship between training and supervision of research papers. Specifically, the chapter looks at the relationship between training and supervisors' ability to give guidance on topic phrasing, guide on literature review, give guidance on writing research methodology, give guidance on developing research instruments, give guidance on data analysis, supervisors' availability, supervisors' knowledge of the issues being researched on by students, attributes of supervisors and factors affecting academic members of staff during their research supervision of students' research papers.

Chapter Six is the summary of conclusion and recommendations. It gives the overall conclusions, makes recommendations in terms of policy recommendations, the areas of future research and summarise the chapter. The appendices are provided at the end to present the data collection tools used.

1.8. Conclusion

In conclusion, this chapter has introduced the dissertation and presented the background of the research. It has shown that the introduction of the PSRP and the requirements by HEA made NIPA request academic members of staff to acquire higher academic qualifications so that they are able to perform the function of teaching and supervision of research papers. The chapter has also stated the research problem which is that it is not clear whether there is a positive relationship between training and performance of academic members of staff in institutions of higher learning. The chapter also presented the objectives of the research. The general objective of the research is to examine the relationship between training and performance of academic members of staff in institutions of higher learning. The chapter has also presented the significance of the research which is to provide information on the relationship between training and performance of academic members of staff in institutions of higher learning. In addition, the chapter has presented the conceptual framework guiding the research. The key concepts in this research are resources, training, teaching, supervision of research papers and factors affecting performance of academic members of staff. Furthermore, the chapter has presented the structure of the dissertation, which contains six chapters.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

The purpose of this chapter is to review literature on the relationship between training and employee performance in institutions of higher learning. To do this, the chapter is divided into six sections. The first section is the introduction. The second section is a review of literature on the relationship between training and teaching. The third section is a review of the literature on the relationship between training and supervision of research papers. The fourth section focuses on the lessons drawn from the literature. The fifth section focuses on the gaps in the literature. The final section is the conclusion.

2.2. Literature on the relationship between training and teaching

To begin with, it is important to mention that there are no studies that have been conducted concerning the relationship between training and teaching in institutions of higher learning in Zambia. However, lessons can be drawn from studies conducted in other African countries. Kombo and Kakuba (2020) present a journal article on *Human Resource Training and Development: An investigation into relationship between in-service training and quality of teaching practices in secondary schools*. Their study was conducted in secondary schools in Uganda. The study used a mixed method approach. Quantitative data was collected using questionnaires that were administered to teachers in the secondary schools that were surveyed. With respect to qualitative data, this was collected using semi- structured interviews with Heads of Schools, District Educational Officers, Teacher Training-Coordinator, Director-Teacher Training from the Ministry of Education. The study revealed that there is a strong relationship between seminar, refresher course training and quality of teaching practices.

Mustafa et al. (2020) in their study titled: *Evaluating the Effects of Training to Improve Teaching Skills of Health Sciences Educators* in Sudan. The study employed a qualitative cross-sectional design. It consisted of direct observations of teaching, focus group discussions with students and semi-structured interviews with managers of teaching institutions. The findings of direct observations revealed that the learning and teaching course has positive effects on the trainers' ability to have clear, well-stated learning objectives; their presentation skills; and their use of different teaching methods. Further, the observations showed that trainers who attended the learning and teaching courses now encourage the students to ask

questions and provided them with timely feedback about their learning. Furthermore, focus group discussions revealed that students were generally satisfied with trainers' performance regarding the stated learning outcomes, curricula design, use of a range of teaching methods and assessment methods. The findings from in-depth interviews with managers of training institutions revealed that they were satisfied with the trainers' performance regarding the development of training materials, learners' assessment, supervision, and evaluation of training.

Rahman et al. (2011) in their journal article titled: *Relationship between Training and Effectiveness of Teaching* in Islamabad. The study employed descriptive research method. A questionnaire was used to collect data from teachers and students. The study found that teachers that were trained had a positive attitude towards the teacher training and effectiveness in classroom situation including actual instruction/academic work, classroom, management, evaluation procedures assignment and developing human relationships with students, principles and society in general. The results of the study also indicated that there is a significant co-relation between teachers training and student test result.

Norwani et al. (2017) in their study titled: *The relationship between in-service training and teaching skills with student achievement* in Malaysia. The study employed a descriptive analysis method in secondary schools in the state of Perak, Malaysia. Data was collected through questionnaire that was administered to teachers from the selected schools. The study found that there was no significant relationship between in service training with teaching skills and no significant relationship between teaching skills and students' achievement.

Mufidah et al. (2021) looked at the *Effect of training and teaching experience on teacher's performance* in Indonesia. The study utilised quantitative research method. A questionnaire was used to collect data from the teachers that were sampled for this study. The study revealed that training has a significant effect on teacher performance. Further, the study found that teaching experience has significant impact on performance.

Talukder et al. (2021) looked at *Primary science teaching in Bangladesh: A critical analysis of the role of the DPEd program to improve the quality of learning in science teaching* in Bangladesh. A mixed method research design was employed for this study. The study utilised survey questionnaires, interviews and observations to consult a wide range of stakeholders. In order to collect quantitative data, the study employed two questionnaires, one for the teachers' survey and another for the students' survey. Semi-structured face to face interviews

were conducted with key informants. Selected science classes from the sampled primary schools were observed using the semi structured observation schedule. The study revealed that the present practice of learning and teaching science is mostly teacher centred with little active pupil participation, limited opportunity for hands on activity and discussion. Further, the study revealed that the major barriers for teachers' to teach science effectively were large class sizes, insufficient materials, lack of teacher's knowledge and skills, absence of assessment for learning strategies, inadequate opportunities for professional development and poor quality of support from the stakeholders. Furthermore, the study revealed that the current Directorate of Primary Education (DPEd) program consist of limited focus on hands on activities, insufficient learning assessment capacity of the instructors, and a lack of teacher monitoring in placement schools during training.

Ahmmed et al. (2022) in their study titled: *Effectiveness of Need-Based Teacher's Training Program to Enhance Online Teaching Quality* in Bangladesh. The study employed a mixed method research. Quantitative data was collected using a questionnaire that were administered to respondents at selected primary and secondary level institutions. Qualitative data was collected from the key informants utilising one to one semi-structured interviews. The findings highlight that less familiarity with online teaching tools, lack of digital skills, unstable internet connectivity, and difficulties with time management, insufficient teaching materials, lack of satisfaction, heavy workload, and poor self-confidence were the key barriers to online teaching. Further, the study revealed that need-based teacher training program was considerably effective in improving online teaching quality by increasing teachers' technological skills, confidence, satisfaction, motivation, time management skill, and behavioural changes.

Sedova et al. (2016) looked at *Teacher professional development as a means of transforming student classroom talk* in Czech Republic. This study adopted a mixed method approach and the data was collected through the use of video recordings, audio recording of the interview guides with individual teachers, group discussions were also used to collect data at the workshops, questionnaires and tests where administered on the students so as to collect data. Four indicators of dialogic teaching were measured: student talk with reasoning, teachers' open questions of high cognitive demand, teacher uptake, and open discussion. An analysis of video recordings made before and after the programme showed a change in classroom discourse and an increase in the amount of student talk with reasoning, attributed to changes

in teacher communication behaviour. The participants were teachers in lower secondary schools who took part in a one-year action research teacher development programme.

Gore et al. (2017) looked at the *Effects of professional development on the quality of teaching: Results from a randomised controlled trial of Quality Teaching Rounds* in Australia. The study employed a mixed method approach. This study tested a pedagogy-based, collaborative Professional development approach for impact on quality of teaching that involved teachers from selected schools. The study found significant positive effects on teaching quality. These effects were sustained six months later. Qualitative data was used to illustrate mechanisms underpinning the success of the intervention.

Brouwer et al. (2022) studied the *Effect of a person-centred, tailor-made, teaching practice-oriented training programme on continuous professional development of STEM lecturers in* Netherlands. A mixed qualitative and quantitative method was used. Semi-structured interviews with five representative participants, five years after obtaining the University Teaching Qualification (UTQ), showed a long-term effect. All five interviewed lecturers followed their intentions and some even exceeded them. The study found that a significant proportion of participants showed a shift in their ambitions for their further professional development toward the competence of organising teaching.

2.3. Literature on the relationship between training and supervision of research papers

To begin with, it is important to mention at the outset that there is no literature on the relationship between training and quality of supervision of research papers in institutions of higher learning in Zambia and the rest of the world. However, lessons can be drawn from experiences in other sectors, regarding the relationship between training and employee performance. Nassazi (2013) in her thesis project titled: *Effects of Training on Employee Performance,* in the telecommunication industry in Uganda. The study employed a mixed method approach. Quantitative data was collected using a questionnaire that was administered to employees of the three major telecommunication companies in Uganda. Qualitative data was collected using semi-structured face to face interviews with key informants from the three major telecommunication companies in Uganda. The study revealed that performance can be seen through productivity, efficiency, effectiveness, quality and profit over a period of time. They asserted that training is important for better results in an institution.

Halidu (2015) in his study the *Impact of Training and Development on workers' productivity via the TETFund Academic Staff Training and Development 2010 Sponsorship* focusing on experiences in universities in Nigeria. Retrospective design through indirect observation was employed for this study. Data was collected from both primary and secondary sources. The results show that training and development programmes improve employees' skills and performance at work, enhance their technical skills/expertise to face the challenges of the modern era, and are therefore effective tools to sustain and improve university workers' productivity.

Elijah (2020) in a study titled: *Effect of employee training on performance of academic staff of some selected tertiary institutions in Nasarawa State namely, Nasarawa State Polytechnic, Lafia (Naspoly), College of Education Akwanga (COEA) and Nasarawa State University Keffi (NSUK) over a period 2011 to 2017* in Nigeria. The study adopted a survey method. The data used in the research was obtained using questionnaire that was administered to academic staff that were sampled from selected tertiary institutions. The result of the analysis revealed some of the major factors that impact negatively on staff training of the institution selected to include; high cost/poor funding of training, negative attitude and behaviour of academic staff towards training, improper planning and implementation, technological innovation and creativity, poor budgetary provision and improper consideration for training needs had grossly affected the quality of staff training over the years. The study further revealed that effective methods of staff training used in the institutions were workshops, seminars, conferences and in-service training which were suitable and effective but wrongly implemented. A significant relationship between training and employee's performance was also identified by the study.

Nwanzu and Okolo (2017) in their study titled: *The influence of training and development on job performance of non-academic staff of Delta State Polytechnic*, in Nigeria. The design of this study was ex post facto and data collection tool was a questionnaire that was administered to non-academic staff. The study found that among non-academic staff of the polytechnic, training and development made significant difference in their job performance.

Paul and Audu (2019) looked at: *The effects of Training of Academic Staff on employees' Performance in the Federal Polytechnics in Nigeria.* The study employed a quantitative research method. A structured, closed-ended questionnaire with a 5-point Likert scale was adopted to get data from academic staff. Findings revealed that the training of academic staff

has a significant effect on employees' productivity, enhanced timeliness in service delivery and work quality.

Al-Mzary et al. (2015) conducted a study on *Training and its impact on the performance of employees at Jordanian Universities from the perspective of employees.* First, the study assessed the attitudes of administrative employees. Second, the study examined the impact of raining on employee job performance at Yarmouk University in Jordan. The study used a mixed method approach. The study revealed that training courses are related to the training needs of employees. They further showed that there is a strong relationship between effective training and employee job performance and that training in the long run improves job performance of employees.

Yeow et al. (2012) looked at *The Effects of Training among Academic Staff in Private Higher Learning Institutions* in Malaysia. The study employed a quantitative research method. Questionnaires were used to gather the data from academic staff that were sampled. The study found that there is a strong correlation between training and performance.

Shafiq and Hamza (2017) in their study titled: *The effect of Training and Development on the Employee Performance in Private Company,* focusing on private sector experiences in Malaysia. The study employed a quantitative exploratory research. Data was collected using a likert - scale questionnaire administered to employees at a private company in Malaysia. The study found that on-the- job training and off- the-job training has an insignificant impact on employee performance. Further, the study revealed that only job enrichment and job rotation impacted employee performance significantly.

2.4. Lessons drawn from literature

There are three lessons that can be drawn from the literature on the relationship between training and performance of workers. First, the literature indicate that training improves the teachers' performance (Kombo and Kakaba, 2020; Mustafa et al., 2020; Rahman et al., 2011; Mufidah et al., 2021; Sedova et al., 2016; Gore et al., 2017; Brouwer et al., 2022). Second, the literature shows that training improves the performance of worker in other sector apart from the education sector (Nassazi, 2013; Halidu, 2015; Elijah, 2020; Nwanzu and Okolo, 2017; Paul and Audu, 2019; Al-Mzary et al., 2015; Yeow et al., 2012). Third, the literature shows that there are some factor that affect the relationship between training and employee performance. These factors are lack of appropriate teaching materials, lack of teachers' knowledge and skill, lack of self-confidence, lack of support from stakeholder, lack of

equipment, lack of motivation, inadequate opportunities for professional development and heavy workload (Talukder et al., 2021; Ahmmed et al., 2022).

2.5. Gaps in the literature

The gaps in the literature are three. First, the literature focuses more on the secondary school level in as far as training and quality of teaching is concerned in Africa and Asia. There is little literature that looks at the relationship between training and employee performance in institutions of higher learning. The little literature available on higher learning focuses on the performance of non-academic members of staff based on a study conducted in the middle-east. There is no literature in this area on Zambia in particular and Africa in general. Second, there is no literature on the relationship between training and supervision of students' research paper in Zambia and elsewhere. Third, the available literature on training and employee performance is mostly outside the education sector.

2.6. Conclusion

In conclusion, the reviewed literature shows that there is a positive relationship between training and the performance of employees in organisations that were studied by different scholars. The literature shows that training improves the teachers' performance. Further, literature also shows that training improves the performance of workers in other sectors apart from the education sector. The literature also indicates that there are some factors that affect the relationship between training and employee performance such as lack of appropriate teaching materials, teachers' knowledge and skill and inadequate resources to facilitate training. There is no literature in this area on Zambia in particular and Africa in general. There is no literature on the relationship between training and supervision of research papers in Zambia or elsewhere. The available literature on training and employee performance is mostly outside the education sector. Although the literature provides these insights, to start with there is little that has been written about the relationship between training and teaching as well as the relationship between training and supervision of research papers by academic members of staff in institutions of higher learning in Zambia. This is the gap that this research attempts to fill by focusing on the relationship between training and performance of academic members of staff at NIPA.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the methodology that was employed for this research. It looks at the type of research, location of research, research approach, research design, the sources of data, the population and sample size, the sampling methods, the data collection methods, the reliability of data, the validity of data, the data analysis techniques, the ethics that were applied when conducting the research, the limitations of the research and the conclusion.

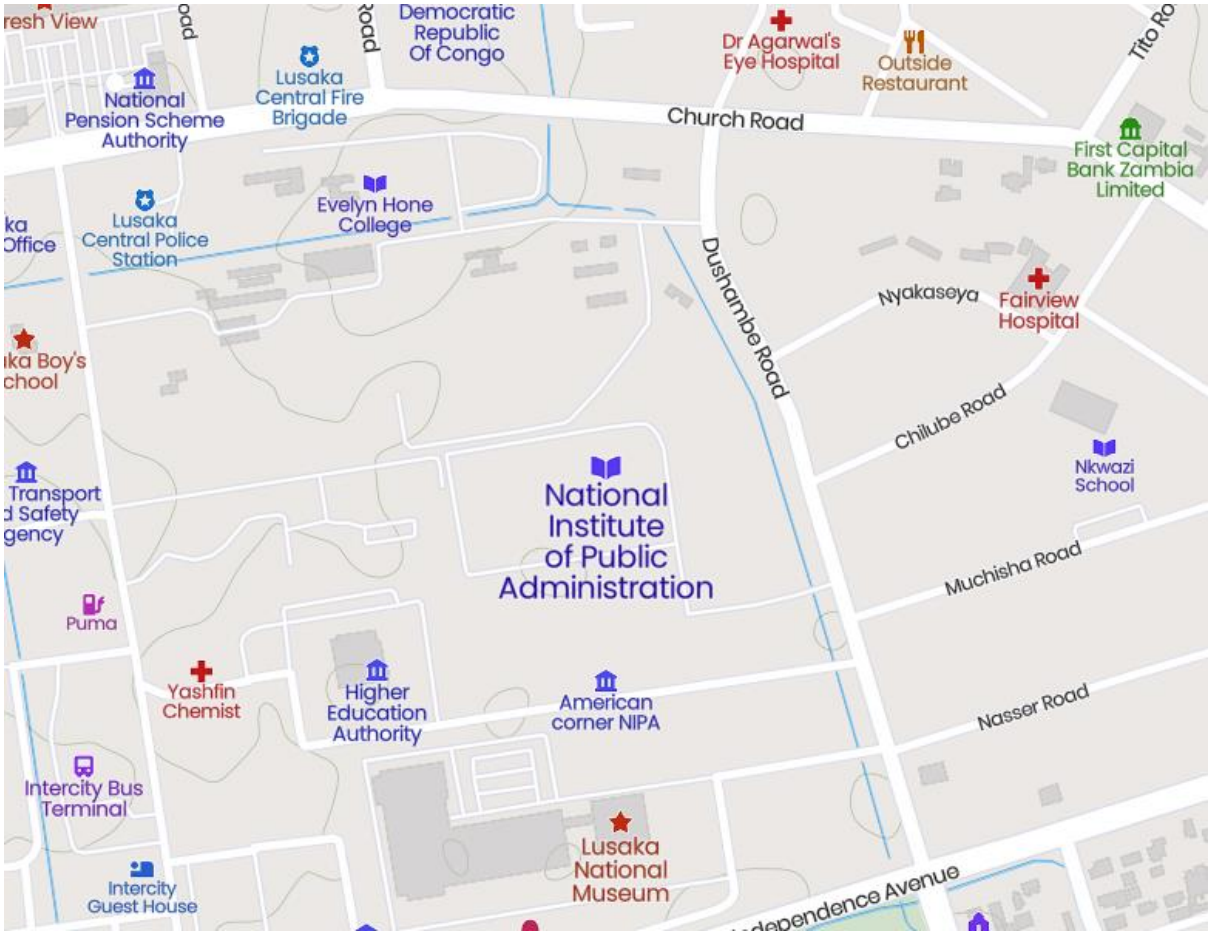
3.2. Type of Research

The type of research that was conducted was a correlational research. This type of research involves establishing a relationship or association between variables but cannot determine causality (Carr et al., 2021; Creswell and Clark, 2017; Black, 2001). In this regard, this research tried to establish whether there is a mutual relationship between training and performance of academic members of staff in institutions of higher learning. To establish this, a comparison was made between the performance of academic members of staff with master's degree and those with bachelor's degree. Correlational research was chosen because it helps to determine whether there is a statistically significant correlation between training and performance levels and the direction of the relationship such as positive, negative or no correlation (Carr et al., 2021; Black, 2001).

3.3. Location of the Study

The study was conducted at NIPA which is located in Lusaka District. NIPA was chosen because it is one of the higher learning institutions that introduced degree programmes. Further, the newly introduced degree programmes have proved to be popular to those students who did diploma programmes with the Institute in the past.

Figure 3.3.1: Map showing the location of NIPA



Location of NIPA from: https://mapcarta.com/N5087935930/ Accessed: 17/01/2022

3.4. Research Approach

This study used a mixed methods research approach. A mixed methods research approach combines both qualitative and quantitative research in collecting and analysing data in order to comprehend a particular research phenomenon (Creswell and Clark, 2017). This approach allowed for the collection of data from various stakeholders involved in selecting training programmes that are pursued by academic members at NIPA and beneficiaries of the same training (Creswell and Clark, 2017). In this study, qualitative approach focused on collecting in-depth information to probe and gain insights into the appropriateness of the process of selecting training programmes for academic members (Baxter and Jack, 2008). The quantitative approach focused on collecting quantifiable data, which is data that can be transformed into tables, percentages and graphs. These data focused on examining the relationship between training and teaching, and supervision of students' research papers (Leavy, 2017). Mixed methods research also helped in bringing about comprehensive

understanding of the phenomenon under investigation since it was able to combine qualitative and quantitative data (Leavy, 2017).

3.5. Research Design

The research used was non-experimental design. A non-experimental design does not involve the manipulation of any variables (Carr et al., 2021; O'Dwyer and Bernauer, 2014). This research design was adopted because it allowed the researcher not to attempt to manipulate the variables or control the environment but rather collect data on existing variables such as training and performance of academic members of staff in institutions of higher learning and examined their relationship (O'Dwyer and Bernauer, 2014). The specific type of non-experimental design used in this research was a case study. A case study is a research method that involves an in-depth and comprehensive investigation of a specific phenomenon, event, situation, or individual within its natural context (Yin, 2018; O'Dwyer and Bernauer, 2014). This particular case study collected in-depth information on the relationship between training and performance of academic members of staff with master's degree in comparison with those with bachelor's degree at NIPA. The major reason why the case study method was adopted for this research is that it allowed the researcher to collect more information on the behaviour of the social unit under investigation (Madimutsa, 2019). In this regard, this case study collected in-depth information on the behaviour of lecturers with master's degrees towards teaching students teaching students enrolled at diploma level and supervision of students at the same students. Madimutsa (2019) further indicates that a case study helps the researcher to identify the challenges faced by the social unit as it interacts with the environment. In this regard, this research attempted to establish factors that affect the relationship between training and performance of academic members of staff. The research was conducted between November and December, 2019.

3.6. Sources of Data

The research obtained data from primary sources. Primary data is data that has never been analysed before. Primary data gives a better understanding of the research problem as it comes from the concerned and reliable respondents, and as such, is considered to be original (Kothari, 2004). The sources of this type of data in this research were academic members, human resource officer and students from NIPA who have a stake in training and employee performance.

3.7. Population and Sample Size

The target population from which the sample was drawn was 390, comprised of 8 management officials, 8 lecturers with master's degree and 374 students at second and third year levels of study in diploma programmes. From this population a total sample of 106 was drawn, this sample was made up of one management official (Human Resource Officer), five lecturers and 100 students. The 100 students were in two categories. One category had 50 students who provided information on teaching. The other category had 50 students who provided information on the supervision of research papers. In this regard, 100 students were included in the sample so that they can provide information on how lecturers with bachelor and master's degrees teach and supervise students' research papers. These 100 students were picked by taking into consideration the argument of the Central Limit Theorem (CLT). The CLT argues that a random sample equal to or greater than 30 will have characteristics similar or almost similar to those of the population from which the sample is drawn (Weiers, 2011). The human resource officer was included in the sample so that he can provide information on how training is done. The five lecturers with master's degree were included in the sample so that they can provide information on how they perform their duties of teaching and supervision of research papers.

3.8. Sampling methods

This research utilised multi-stage sampling method to draw the sample. The first stage involved stratifying the diploma courses or subjects at NIPA into two strata. One stratum comprised courses taught by lecturers with master's degrees. The other stratum comprised courses or subjects taught by lecturers with lower qualifications. The benefits of stratified sampling include among others ensuring that specific groups are represented, even proportionally in the samples (Teddlie and Yu, 2007). In each stratum, simple random sampling method in particular the lottery technique was used to select 10 courses, (five courses taught by master's degree holders and five courses taught by bachelor degree holders). All the names of courses were written down on pieces of paper, put in a box, then shuffled and picking the sample. This technique gave equal chances to all courses to be in the sample and hence, research results can be generalised (Teddlie and Yu, 2007).

The second stage involved selecting students from the sampled courses using class lists generated from the Student Records Management System (SRMS). The sample of 100 students were divided as follows: 50 students doing research papers and 50 Students that are doing the taught part. The third stage involved dividing the first group of 50 students into two

groups of 25 each. One group was composed of those supervised by bachelor's degree holders while the other group comprised those supervised by the master's degree holders. Then the second group of 50 students doing the taught part were also divided into two groups of 25 each. One group was composed of those taught by bachelor's degree holders while the other group comprised those taught by master's degree holders. A random sampling technique was used to select 25 students from the class lists for the taught part. The same procedure was applied for the research paper. Using random sampling gives every unit in the stratum the same chance of being selected (Black, 2002). Employing multi-stage sampling in a research gives the researcher an opportunity to choose the sample carefully (Lohr, 2010).

The five academic members of staff with master's degree holders and one official from the human resources department were purposively selected. Creswell and Clark (2011) contend that purposive sampling method involves the identification and selection of individuals or groups of individuals that are proficient and well informed with the phenomenon of interest. On the one hand, academic members of staff were selected because they are the ones in charge of teaching and supervision of student research paper. On the other hand, a human resources official was selected because they are key stakeholders in the management of training and employee performance at NIPA.

3.9. Data Collection Methods

Qualitative data was collected using semi – structured interviews, which were conducted with one key informant from human resource department and five academic members of staff. Semi structure interviews are important because questions can be prepared in advance and they give the respondents the freedom to express themselves freely (Adams, 2015). In this regard, the research probed and gained insights into the relevance and challenges of training programmes pursued by academic members at NIPA. Questionnaires were used to obtain data from the 100 students. A questionnaire helps to obtain quantifiable information about the issue under investigation (Johnson and Christensen, 2014). In this regard, quantifiable information on the extent to which training improves the quality of delivering lectures and supervision of student research papers was collected.

3.10. Reliability of Data

This research used internal consistency as a method of assessing reliability. Internal consistency involves the use of questions in a research instrument that are logically related and their responses should be logically related too (Garson, 2013; Mwanje, 2001). Internal consistency was used to assess the reliability of both qualitative and quantitative data. To achieve this goal, the research instruments were designed in such a way that the questions are logically related. After data collection, the responses from each informant or respondent were checked for their logical relationship. In cases where the informant or respondent was found to be contradictory in his/her responses, such data was rejected. Only responses that were not contradictory with the corresponding questions were taken to be reliable. These are the data that were presented and analysed in this research.

3.11. Validity of Data

The type of validity measured in this research was content validity. This involves the use of a research instrument which represents the full content of the subject under investigation (Garson, 2013). The research instruments used in this research were structured in a way that they covered the key aspects of the phenomenon under investigation. This involved measuring training in terms progressing from being a bachelor's degree holder to a master's degree holder. The components of performance of academic members of staff that were covered in the interview guide and questionnaire are teaching and supervision of student research papers. In this regard, teaching was measured in terms of the ability to communicate the subject content, lecturer's ability to provide students with opportunities to ask questions, treat students with respect**,** allocate marks fairly**,** interact with students**,** encourage students to work hard and attend to students during office hours. For supervision of research papers, it was measured in terms of supervisor's ability to give guidance on topic phrasing, literature review, writing research methodology, developing research instruments, data analysis, being knowledgeable of the issues under research and inspiring students. Content validity was measured for both qualitative and quantitative data.

3.12. Data Analysis Techniques

Quantitative data was analysed using Statistical Package of the Social Sciences (SPSS). This computer programme was used to help generate percentages, tables and frequencies among others for quantifiable data in relation to teaching and supervision of students' research papers by academic members of staff with master's degrees compared to those with bachelor's degree on. On the other hand, qualitative data was analysed using narrative

analysis. Narrative analysis is a method used to in qualitative research to examine stories and personal accounts. It involves searching for structures and patterns in the text, breaking down the text into controllable categories and logically drawing inferences on the available evidence (Mwanje, 2001). This research created the following categories: the relationship between training and the ability of academic members of staff to teach, and supervise students' research papers, factors affecting the relationship between training and performance of academic members of staff in Institutions of higher learning.

3.13. Research Ethics

Several ethical issues were applied to this research. The following are the research ethics that were observed: obtaining permission to conduct the research at NIPA was made in writing, all potential research respondents were spoken to about the objectives of the research, sampling methods and data collection methods, research subjects were allowed to ask any questions about the research, respondents were asked for their consent and told that their participation in the research is voluntary. Further, respondents were told they have the right to withdraw their consent whenever they felt like doing so. The data collected during the research was kept confidential, the anonymity of all the respondents in the research was maintained. In line with this obligation, job titles were used to identify the key informants and honesty and integrity was maintained in the process of data collection, analysis and presentation.

3.14. Limitations of the Research

In the process of conducting this research, a number of challenges were encountered. First, the limitations of this research relates to the nature of the research design. Since the type of research that was conducted was a case study of the National Institute of Public Administration (NIPA) in Lusaka district, it has limited power to be extended to other institutions of higher learning. This is because NIPA and its academic members of staff are not representative of all institutions of higher learning in Zambia. Second, the views of immediate supervisors of lecturers (i.e. Heads of Departments and Heads of Sections) were not included in the in the research. However, the exclusion of this category of informants from the research did not affect the quality of the collected data. This is because an effort was made to include students in the sample who were the direct beneficiaries of the services offered by lecturers. In this regard, students were better placed than Heads of Department and Heads of Sections to establish whether the lecturers were performing their duties well or not.

3.15. Conclusion

In conclusion, this chapter presented the methodology that was employed for this research. The chapter has explained the type of research that was employed for this study was a correlational research. In this regard, this research tried to establish whether there is a mutual relationship between training and the performance of academic members of staff in institutions of higher learning. The chapter has stated that the study was conducted at NIPA which is located in Lusaka District. The chapter has also stated that a mixed methods research approach was employed for this study. Further, the research used non-experimental design. In addition, the specific type of non-experimental design used in this research was a case study. The chapter has further stated that the research obtained primary data from academic members, human resource officer and students from NIPA who have a stake in training and employee performance. Furthermore, the chapter has stated that this research utilised multi-stage sampling method to draw the sample. Qualitative data was collected using semi-structured interviews with key informants. Questionnaires were used to collect quantifiable information from students. This research used internal consistency as a method of assessing reliability. The type of validity measured in this research was content validity. In as far as data analysis is concerned, the chapter has stated that quantitative data was analysed using Statistical Package of the Social Sciences (SPSS), whereas qualitative data was analysed using content analysis. The chapter has also stated that the research observed several ethical considerations such as obtaining permission to conduct the research at NIPA and speaking to all potential research respondents about the objectives of the research, sampling methods and data collection methods. Finally, the chapter presents the limitations of the research and the conclusion.

CHAPTER 4

RELATIONSHIP BETWEEN TRAINING AND TEACHING IN INSTITUTIONS OF HIGHER LEARNING

4.1. Introduction

The purpose of this chapter is to present and discuss findings relating to the first specific objective which reads: To examine the relationship between training and teaching at National Institute of Public Administration. To achieve its purpose, the chapter is divided into ten (10) sections. The first section is the introduction. The second section looks at background characteristics of the sample for this research. The third section looks at the relationship between training and the lecturers' ability to communicate the subject content. The fourth section examines the relationship between training and the lecturers' ability to provide students with opportunities to ask questions. The fifth section analyses relationship between training and the lecturers' ability to make the subject interesting. The sixth section looks at the relationship between training and the lecturers' ability to treat students with respect. The seventh section analyses the relationship between training and the lecturers' ability to allocate marks fairly. The eighth section looks at the relationship between training and the attributes of lecturers. The ninth section presents the factors affecting the relationship training and teaching. Finally, a conclusion is given.

4.2. Background characteristics

The informants or respondents were in two categories. These were key informants and students. Their background characteristics are presented below.

4.2.1. Background characteristics of key informants

The key informants for this research were 6, comprising of one management official (Human Resource Officer) and five academic members of staff. They were drawn from the following divisions; two from Management Studies Division (MSD), one from Legal Studies Division (LSD), one from Business Studies Division (BSD), one from Distance Learning Division (DLD), and one Human Resources Official from Administration Department. This sample consisted of 5 males and 1 female and they are married. This means that the sample of key informants were dominated by males.

4.2.2. Background characteristics of students

4.2.2.1. Teaching

The 100 students that were sampled were in two categories. One category had 50 students who provided information on teaching. Their background characteristics are presented in the tables 4.1, 4.2, 4.3, 4.4 and 4.5. The other category had 50 students who provided information on the supervision of research papers. 50 students pursuing diploma programmes were sampled concerning teaching for this research. These 50 students were divided into two groups. 25 of these were taught by lecturers who hold master's degree whereas, the other 25 students were taught by lecturers who hold bachelor's degree.

Table 4.1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	28	56.0	56.0	56.0
	Female	22	44.0	44.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

The results show that of the 50 respondents that were surveyed concerning teaching at NIPA, 28(56%) were male and 22(44%) were female. The findings show that the majority of respondents in this survey were male.

Table 4.2: Age of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 30 years	41	82.0	82.0	82.0
	31 - 45 years	9	18.0	18.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

These results show that of the 50 respondents surveyed, 41 (82%) were aged between 18 and 30 years old, whereas 9 (18%) were between 31 and 45 years of age. The results from Table 4.2 show that the majority of the respondents that participated in the survey were aged between 18 and 30 years. This shows that NIPA has a relatively youthful student population.

The following courses or subjects were investigated during the research; Communication Skills, Human Resource Management, Labour Law, Maths & Statistics as well as Operations and Production Management.

Table 4.3: Highest academic qualification held by course/subject lecturer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	25	50.0	50.0	50.0
	Master's Degree	25	50.0	50.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

When asked about the highest qualification of their lecturers 25(50%) responded that their lecturers had bachelor's degree and the other 25(50%) responded that their lecturers had master's degree. This means that the highest academic qualifications held by course or subject lecturer at NIPA were master's degree and bachelor's degree.

Table 4.4: Gender of Course/Subject Lecturer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	43	86.0	86.0	86.0
	Female	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

In as far as the gender of the course or subject lecturer was concerned, of the 50 students that were surveyed, 43(83%) said their lecturer was male, 7(14%) said their lecturer was female. This shows that the majority of course or subject lecturers at NIPA are male. This shows NIPA has a lot of male lecturers on its establishment when compared to female lecturers.

Table 4.5: Student's Mode of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Time	35	70.0	70.0	70.0
	Part Time	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

With regard to the mode of study of the 50 respondents surveyed, 35(70%) said they were on full time and 15(30%) were on part time mode of study. This shows that the majority of respondents were on full time mode of study. Clearly the results, show that NIPA has a lot of students pursuing its programmes on full time compared to other mode of study such as part time.

4.2.2.2. Supervision of students' research papers

50 students pursuing diploma programmes were sampled for supervision of research papers for this research. Their background characteristics are presented in the tables 4.6, 4.7, 4.8, 4.9 and 4.10. These 50 students were divided into two groups. Of the 50 respondents, 25 were supervised by lecturers who hold a master's degree whereas the other 25 respondents were supervised by lecturers with a bachelor's degree.

Table 4.6: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	27	54.0	54.0	54.0
	Female	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

The results from Table 4.6 show that of the 50 respondents that were surveyed concerning the quality of research supervision at NIPA, 27(54%) were male and 23(46%) were female. This means that majority of respondents were male.

Table 4.7: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 30 years	28	56.0	56.0	56.0
	31 - 45 years	20	40.0	40.0	94.0
	46 - 60 years	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

These results from Table 4.7 show that of the 50 respondents, 28 (56%) were aged between 18 and 30 years old, 20(40%) were between 31 and 45 years of age and 2(4%) were between 46 and 60 years of age. This clearly shows that majority of respondents were aged between 18 and 30 years. This implies that NIPA has youth student population.

Table 4.8: Highest academic qualification held by the supervisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	25	50.0	50.0	50.0
	Master’s degree	25	50.0	50.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

The results from Table 4.8 show that of the 50 respondents that were surveyed concerning the highest qualification academic qualification held by the supervisor, 25(50%) said they were supervised by bachelor’s degree holder and 25(50%) were supervised by master’s degree holders. Table 4.8 clearly shows that the students that were surveyed for this study were equally supervised by both holders of bachelor’s and master’s degrees.

Table 4.9: Gender of the Supervisor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	34	68.0	68.0	68.0
	Female	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

The results from Table 4.9 show that of the 50 respondents that were surveyed concerning the gender of their supervisor, 34(68%) said they were supervised by a male supervisors and 16(32%) were supervised by female supervisors. Table 4.9 clearly show that the majority of supervisors of research papers are males.

Table 4.10: Student's Mode of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Time	27	54.0	54.0	54.0
	Part Time	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

Source: Field Data

In as far as the mode of study was concerned, the results from Table 4.10 show that of the 50 respondents, 27(54%) said they were on full time and 23(46%) were on part time, responded to being on distance mode of study. This shows that the majority of respondents were on full time mode of study.

4.3. Training and Lecturer's ability to communicate the subject content

The interviews conducted with academic members of staff progressing from bachelor's degree to master's degree show that there is positive relationship between training and their ability to communicate subject content clearly and comprehensively. The majority of interviewees reported that training at master's degree level has improved their ability to structure lectures, articulate complex ideas, and simplify complex concepts to facilitate student understanding. Academic member of staff 3, mentioned that through training at master's degree level, they learned techniques to break down complex topics into smaller, digestible pieces, making it easier for students to grasp the content.

Further, evidence from the interviews supports the existence of a positive relationship between training and the lecturer's ability to communicate the subject content. One interviewee, academic member staff 5, shared an example of incorporating visual aids and multimedia resources learned during training at master's degree level to enhance their ability to explain abstract concepts effectively. Another interviewee, academic member of staff 1, mentioned that training in active listening and questioning techniques improved their interactions with students, fostering meaningful discussions and creating a supportive learning environment.

In this regard, progressing from bachelor's degree to master's degree plays a crucial role in enhancing lecturers' communication skills. Through training at master's degree level, academic members of staff develop the ability to convey subject content clearly and comprehensively, making the learning experience more engaging and accessible for students.

Table 4.11 presents the students' perspective regarding the relationship between the highest academic qualification held by course/subject lecturer and lecturer's ability to communicate course/subject content well.

Table 4.11 The relationship between the highest academic qualification held by course/subject lecturer and lecturer's ability to communicate course/subject content well

		Does Lecturer communicate course/subject content well?		
		Yes	No	Total
Highest academic qualification held by course/subject lecturer	Bachelor's Degree	12	13	25
	Master's Degree	19	6	25
Total		31	19	50

Source: Field Data

Table 4.11 shows that a majority of lecturers (52% of 25 lecturers) who had a bachelor's degree as their highest academic qualification were not able to communicate the subject content well. This was the opposite of the lecturers who had a master's degree as their highest academic qualification. Only 24% of 25 lecturers with a master's degree could not communicate the subject content well. This means that there is a positive relationship between training and teaching by academic members of staff in institutions of higher learning. From Table 4.11, it can be noted that 76% of 25 lecturers with master's degrees were able to communicate the subject content well compared to 48% of the 25 lecturers with bachelor's degree as their highest academic qualification. This means that training from bachelor's degree to master's degree improves the ability of a lecturer to communicate the subject content to students enrolled at diploma level by 28%. The findings from both academic members of staff and students are supported by findings from Sudan, where Mustafa et al. (2020) found that there was a significant relationship between training and the trainers' ability to communicate the subject content well through having clear and well stated learning objectives as well as presentation skills. The finding is also similar to experiences in

other developing countries outside Africa such as Indonesia (Mufidah et al, 2021). Even developed countries such as Australia, share similar experiences (Gore et al., 2017). In this regard, effective communication is a fundamental aspect of teaching. As such, academic members of staff who have progressed from bachelor's degree to master's degree are able to communicate the subject content to students. Both academic members of staff and students are in agreement that there is a positive relationship between training and lecturers' ability to communicate the subject content well.

The findings from both academic members of staff and students suggest that training at master's degree level plays an important role in improving the ability of lecturers to effectively communicate subject content. The results from students indicate that lecturers who have trained up to master's degree level are more effective in communicating subject content than those with bachelor's degree only. The interviewed academic members of staff also confirmed that training at master's degree level had improved their communication skills, particularly in areas such as simplifying complex concepts and explaining technical terms. This implies that effective communication is essential for promoting learning and academic success. The findings suggest that there is a positive relationship between training and the lecturers' ability to communicate the subject content well and this may in turn positively influence student learning outcomes.

4.4. Training and Lecturer's ability to provide students with opportunities to ask questions

The interviews that were conducted with academic members of staff progressing from bachelor's degree to master's degree show a positive relationship between training and the lecturer's ability to provide students with opportunities to ask questions. Interviewees reported that training at master's degree level has enhanced their confidence in handling and responding to student inquiries effectively. They mentioned that training helped them develop techniques to create an inclusive classroom environment that fosters curiosity and encourages students to voice their questions and concerns.

Academic member of staff 5, shared that training at master's level helped them establish a non-judgmental atmosphere, where students felt supported and comfortable asking questions, leading to more fruitful discussions and enhanced learning experiences. In this respect, progressing from bachelor's degree to master's degree plays a critical role in equipping lecturers with effective question-and-answer techniques.

Table 4.12 presents the students' perspective regarding the relationship between the highest academic qualification held by course/subject lecturer and the Lecturer's ability to provide opportunities to ask questions when he/she is teaching.

Table 4.12: The relationship between the highest academic qualification held by course/subject lecturer and the Lecturer's ability to provide opportunities to ask questions when he/she is teaching

Academic Qualification		Does Lecturer provide opportunities to ask questions when he/she is teaching?		Total
		Yes	No	
Highest academic qualification held by course/subject lecturer	Bachelor's Degree	14	11	25
	Master's Degree	18	7	25
Total		32	18	50

Source: Field Data

The data from Table 4.12, show that of the 25 participants that had a lecturer with a bachelor's degree teaching them, 14 (56%) stated that the lecturer was able to provide opportunities to ask questions when he/she is teaching, whereas 11 (44%) stated that their lecturer was not able to provide opportunities to ask questions when he/she is teaching. The other 25 participants, that had a lecturer with a master's degree teaching them, 18 (72%) stated that the lecturer was able to provide opportunities to ask questions when he/she is teaching, whereas 7 (28%) stated that their lecturer was not able to provide opportunities to ask questions when he/she is teaching. The data shows that although more than 50% in both groups have lecturers that allow them to ask questions, the situation for lecture with master's degree was far much better then bachelor's degree holders. This finding, therefore, means that there is positive relationship training and the lecturers' ability to provide opportunities to ask questions when they are teaching students. This finding shows that training from bachelor's degree to master's degree improves the ability of the lecturer to provide students enrolled in diploma programmes the opportunity to ask questions by 16%. The findings from both academic members of staff and students are supported by findings from Sudan, where Mustafa et al. (2020) also observed that there is significant relationship between training and the trainers' ability to encourage students to ask questions and provided them with timely feedback about their learning. In this regard, providing students with opportunities to ask

questions is an essential component of effective teaching. Academic members of staff who have progressed from bachelor's degree to master's degree are more likely to provide students with these opportunities. They are able to create an environment that is conducive to learning and encourage students to ask questions. This can lead to better student engagement and a deeper understanding of the subject matter. Both academic members of staff and students are in agreement that there is a positive relationship between training and lecturers' ability to communicate the subject content well.

The findings from both academic members of staff and students suggest that there is a positive relationship between training and the lecturers' ability to provide students with opportunities to ask questions. The results from students suggests that lecturers who have trained up to master's degree level tend to be more effective in encouraging and responding to students' questions compared to those with bachelor's degree only, which ultimately enhances teaching and learning. The interviewed academic members of staff stated that training at master's degree level has enhanced their confidence in handling and responding to student inquiries effectively. The findings also highlight the importance of creating a safe and open environment for students to ask questions, which requires training at master's degree level for lecturers to improve their communication and teaching skills.

4.5. Training and Lecturer's ability to make the subject interesting

Interviews with academic members of staff progressing from bachelor's degree to master's degree shows a positive relationship between training and the lecturer's ability to make the subject interesting for students. Interviewees consistently mentioned that training at master's degree level had a positive influence on their teaching practices and enabled them to develop creative and captivating approaches. They reported that training helped them infuse enthusiasm and passion into their teaching, thereby fostering student curiosity and interest.

For example, academic member of staff 5, mentioned how training at master's level provided them with strategies to incorporate student-centered activities, such as group projects and debates, which encouraged active participation and fostered critical thinking skills. These approaches not only made the subject more interesting but also enhanced student collaboration and problem-solving abilities. In this regard, progressing from bachelor's degree to master's degree plays a crucial role in enhancing the lecturers' ability to make subjects interesting and engaging. Interviews with academic members of staff suggests that training can significantly influence student interest and engagement.

Table 4.13 presents the students' perspective regarding the relationship between highest academic qualification held by course/subject lecturer and Lecturer's ability to make the subject interesting.

Table 4.13: The relationship between highest academic qualification held by course/subject lecturer and Lecturer's ability to make the subject interesting

Academic Qualification		Does this Lecturer makes the subject interesting?		
		Yes	No	Total
Highest academic qualification held by course/subject lecturer	Bachelor's Degree	13	12	25
	Master's Degree	18	7	25
Total		31	19	50

Source: Field Data

Of the 25 participants that were taught by a lecturer with a bachelor's degree, 13 (52%) stated that the lecturer was able to make the subject interesting, whereas 12 (48%) stated that their lecturer was not able to make the subject interesting. The other 25 participants that were taught by lecturer with a master's degree, 18 (72%) stated that the lecturer was able to make the subject interesting, whereas 7 (28%) stated that their lecturer was not able to make the subject interesting. Even though the results in Table 4.13 show more than 50% in both groups have lecturers that make the subject interesting, the majority of lecturers who hold a master's degree are by far much better at being able to make the subject interesting compared to those holding bachelor's degrees. This finding, therefore, means that there is a positive relationship between training and the lecturers' ability to make the subject interesting. This finding shows that training from bachelor to masters improve the lecturer's ability to make the subject interesting by 20%. The findings from both academic members of staff and students are supported by findings from Sudan, where Mustafa et al. (2020) further found that students were generally satisfied with the trainers' ability to make use of a range of teaching methods in order to make the subject interesting. In this respect, academic members of staff who have progressed from bachelor's degree to master's degree are able to use innovative teaching methods and techniques that make the subject more interesting to students. This can help to enhance student motivation and engagement, leading to better learning outcomes. Both academic members of staff and students are in agreement that there is a positive relationship between training and lecturers' ability to communicate the subject content well.

The findings from both academic members of staff and students indicates that there is a positive relationship between training and the lecturers' ability to make the subject interesting to students. The results show that students who were taught by lecturers with a master's degree found the subject more interesting compared to those who were taught by lecturers with a bachelor's degree only. This finding is in agreement with the interviews conducted with academic members of staff, interviewees consistently mentioned that training at master's degree level had a positive influence on their teaching practices and enabled them to develop creative and captivating approaches. This implies that training at master's degree level can enhance the lecturers' ability to make the subject interesting, which can lead to better engagement and understanding of the subject by the students.

4.6. Training and the Lecturer's ability to treat students with respect

The findings from interviews with academic staff progressing from bachelor's degree to master's degree shows that there is a positive relationship between training and lecturer's ability to treat students with respect. Interviewees consistently highlighted how training at master's degree level has enhanced their awareness of cultural differences and sensitivities, enabling them to create an inclusive and respectful classroom environment. They reported that training at master's degree level provided them with practical strategies and tools to foster respectful interactions with others.

Academic member of staff 4, mentioned how training at master's level helped them adopt a student-centered approach, by actively involving students in decision-making processes and valued their perspectives. By adopting such approaches, lecturers demonstrated their respect for students' opinions, fostering a sense of mutual respect within the learning environment. In this respect, progressing from bachelor's degree to master's degree plays a crucial role in promoting respectful and inclusive classroom environments. By training lecturers to communicate with students in a respectful and supportive way, and to value diverse perspectives and experiences, students are more likely to feel safe and valued in the classroom, which can enhance motivation and engagement. Interviews with academic members of staff show a positive relationship between training and lecturers' ability to treat students with respect as well as fostering positive relationships with students.

Table 4.14 presents the students' perspective regarding the relationship between highest academic qualification held by course/subject lecturer and the lecturer's ability to treat students, with respect.

Table 4.14: The relationship between highest academic qualification held by course/subject lecturer and the lecturer's ability to treat students, with respect

Academic Qualification		Does this Lecturer treat you, as Student, with respect?		Total
		Yes	No	
Highest academic qualification held by course/subject lecturer	Bachelor's Degree	16	9	25
	Master's Degree	20	5	25
Total		36	14	50

Source: Field Data

Table 4.14, shows that of the 25 participants that had a lecturer with a bachelor's degree teaching them, 16 (64%) stated that the lecturer was able to treat students, with respect, whereas 9 (36%) stated that their lecturer was not able to treat students, with respect. The other 25 participants, that had a lecturer with a master's degree teaching them, 20 (80%) stated that the lecturer was able to treat students, with respect, whereas 5 (20%) stated that their lecturer was not able to treat students, with respect. Although, the data in Table 4.14 shows that more than 50% in both groups have lecturers that treat students with respect, the majority of lecturers who hold a master's degree are by far much better at treating students with respect compared to those holding bachelor's degrees. This finding, therefore, means that that there is a positive relationship between training and the lecturers' ability to treat students with respect. This means that training from bachelors to master's degree improves the ability to treat students with respect by 16%. The finding from both academic members of staff are supported by the finding of Rahman et al. (2011) in Islamabad who found that teachers that were trained had a positive attitude towards teaching and were able to cultivate human relationships with students and treated them with respect. In this respect, treating students with respect is a critical aspect of teaching. Academic members of staff who have progressed from bachelor's degree to master's degree are better equipped to create an environment that is respectful and conducive to learning. They are able to use appropriate communication strategies that promote mutual respect between themselves and their students. This can lead to better student engagement and improved learning outcomes. Both academic members of staff and students are in agreement that there is a positive relationship between training and lecturers' ability to students with respect.

The findings from both academic members of staff and students suggests that there is a positive relationship between training and the lecturers' ability to treat students with respect. The results show that students who were taught by lecturers with a master's degree by lecturers with a master's degree reported higher levels of respect from their lecturers. This finding is consistent with the interviews conducted with academic members of staff, interviewees consistently highlighted how training at master's degree level have enhanced their awareness of cultural differences and sensitivities, enabling them to create an inclusive and respectful classroom environment. This implies that training at master's degree level can enhance the way lecturers relate to their students, which, in turn, could lead to improved student satisfaction and performance.

4.7. Training and the Lecturer's ability to allocate marks fairly

Interviews with academic members of staff progressing from bachelor's degree to master's degree highlight that there is a positive relationship between training and their ability to allocate marks fairly. Interviewees reported that training at master's degree level improved their understanding of assessment principles and helped them develop strategies to assess student work objectively. They mentioned that training at master's degree level provided them with clarity on grading criteria, enabling them to communicate expectations to students more effectively.

Academic member of staff 4, shared an instance where training helped them develop a more consistent and standardized approach to grading, ensuring fairness across different sections of a course. Another interviewee, academic member of staff 1, shared some insights on the incorporation of peer assessment and self-assessment techniques learned through training. These practices allowed students to be actively involved in the evaluation process, promoting transparency and empowering them to take ownership of their learning. By implementing these strategies, lecturers were able to assess students' work more comprehensively and allocate marks in a fair and objective manner. In this regard, the evidence shows that progressing from bachelor's degree to master's degree enhances lecturers' understanding of fair assessment practices, enabling them to allocate marks more fairly.

Table 4.15 presents the students' perspective regarding the relationship between highest academic qualification held by course/subject lecturer and the lecturer's allocation of marks to students fairly.

Table 4.15: The relationship between highest academic qualification held by course/subject lecturer and the lecturer's allocation of marks to students fairly

Academic Qualification		Does this Lecturer allocate marks to students fairly?		Total
		Yes	No	
Highest academic qualification held by course/subject lecturer	Bachelor's Degree	11	14	25
	Master's Degree	18	7	25
Total		29	21	50

Source: Field Data

Table 4.15, show that of the 25 participants that had a lecturer with a bachelor's degree teaching them, 11(44%) stated that the lecturer was able to allocate marks to students fairly, whereas 14 (56%) stated that their lecturer was not able to allocate marks to students fairly. The other 25 participants, that had a lecturer with a master's degree teaching them, 18 (72%) stated that the lecturer was able to allocate marks to students fairly, whereas 7 (28%) stated that their lecturer was not able to allocate marks fairly. The data shows that majority of the lecturers with master's degrees as their highest academic qualification are able to allocate marks fairly to students whereas the opposite is the case with lecturers who have bachelor's degrees. This finding, therefore, means that there is a positive relationship between training and the lecturers' ability to allocate marks fairly to students. In this regard training from bachelor to master's degree improves the ability to allocate marks fairly by 28%. The findings from both academic members of staff and students are supported by findings from Sudan, where Mustafa et al. (2020) found that there was a significant relationship between training and the trainers' ability to assess learners' works and evaluation of training. Allocating marks fairly is an important aspect of effective teaching. Academic members of staff who have progressed from bachelor's degree to master's degree are more likely to use appropriate grading methods and techniques that are fair to all students. They are able to use appropriate evaluation tools and methods that take into consideration the unique needs and abilities of each student. Both academic members of staff and students are in agreement that there is a positive relationship between training and lecturers' ability to allocate marks fairly.

The findings from both academic members of staff and students suggest that there is a positive relationship between training and lecturers' ability to allocate marks fairly. The results show that students who were taught by lecturers with a master's degree reported fair allocation of marks to them whereas the opposite is the case with lecturers who have bachelor's degrees. This finding is consistent with the interviews conducted with academic members of staff, who reported that training at master's degree level improved their understanding of assessment principles and helped them develop strategies to assess student work objectively. This implies that training at master's degree level enhances lecturers' understanding of fair assessment practices, enabling them to allocate marks more fairly.

Table 4.16 presents the students' perspective regarding the relationship between highest academic qualification held by course/subject lecturer and the lecturer's problem with marking.

Table 4.16: Problem with marking

		Problem with marking				
		Stingy with marks	Sometimes marks wrongly	Does not put comments on student work	Delays in giving feedback on submitted work	Total
Academic qualification	Bachelor's Degree	6	4	1	3	14
	Master's Degree	4	1	1	1	7
Total		10	5	2	4	21

Source: Field Data

Of the 14 participants that had a lecturer with a bachelor's degree teaching them they cited the following reasons as the problem with marking; 6 stated that the lecturer was stingy with marks, 4 stated that the lecturer sometimes marks wrongly, 1 stated that the lecturer does not put comments on student work and 3 stated that lecturer delays in giving feedback on submitted work. The other 7 participants, that had a lecturer with a master's degree teaching them cited the following reasons as the problem with marking; 4 stated that the lecturer was stingy with marks, 1 stated that the lecturer sometimes marks wrongly, 1 stated that the lecturer does not put comments on student work and 1 stated that lecturer delays in giving

feedback on submitted work. It can be noted from the results in Table 4.16 that the number one problem with marking is lecturers being stingy with marks. The data shows that majority of the lecturers with bachelor's degrees as their highest academic qualification are unable to allocate marks fairly to students whereas the opposite is the case with lecturers who have master's degrees. This finding, therefore, means that training has a positive influence on the lecturers' ability to allocate marks fairly to students.

4.8. Training and Attributes of Lecturer

The attributes of lecturers will be considered next. The details of these attributes are presented and discussed below.

4.8.1 Best Attributes

Table 4.17 presents the students' perspective regarding the relationship between highest academic qualification held by course/subject lecturer and best attributes of lecturer.

Table 4.17: Training and Best attributes of lecturer

		Best attributes of this lecturer				
		Best interaction with students	Explains subject content well	Encourages students to work hard	Available to attend to students during office hours	Total
Academic qualification	Bachelor's Degree	6	9	2	8	25
	Master's Degree	5	18	1	1	25
Total		11	27	3	9	50

Source: Field Data

Table 4.17, shows that training has a positive influence on just one attribute, which is explaining the subject content well. For the rest of the attributes, training has a negative influence. Bachelor's degree holders are doing better than master's degree holders in a number of areas. With regards to ability to interact with students, 6 out of 11 lecturers (representing 54.5%) who have the best interaction with students are bachelor's degree holders while 45.5% are master's degree holders. The situation is worse for master's degree

holders when it comes to availability to attend to students during office hours, where 88.9% of the 9 lecturers who are available are bachelor's degree holders while 11.1% are master's degree holders. The data shows that majority of the lecturers with a master's degree as their highest academic qualification are not doing better with respect to best interaction with students; encouraging students to work hard and being available to attend to students during office hours when compared to those with bachelor's degree as their highest qualification. This finding, therefore, means that there is a negative relationship between training and the lecturers' ability to best interact with students; encourage students to work hard and being available to attend to students during office hours. The major reason to explain this situation is that lecturers' with master's degree tend to have little time to attend to students' concerns. For example, 5 out of 25 students taught by lecturers with master's degree indicated that the lecturers rush through the lectures. They were also seven out of 25 students taught by lecturers with master's degree who indicated that some of the lecturers miss lectures during scheduled sessions. This implies that trained lecturers tend to have more opportunities to attend piece work session elsewhere.

4.9. Factors affecting the relationship between training and teaching

The interviews with academic members of staff revealed that there are six factors affecting the relationship between training and teaching for academic members of staff at NIPA. These factors include settling down for lessons by students, teaching aids, part time lecturers, transport, workload, and class attendance by students. The first factor is delays by students to get settled for lessons. Academic Member 1 said that inadequate desks and chairs for students make them take longer to settle down for lessons in each session.

The second factor is lack of teaching aids. An academic member mentioned that there is a challenge of "lack of teaching aids such as computers, projectors and whiteboards" (Academic Member 2)

The third factor is over reliance on part time lecturers by the Institute, who in most cases do not attend classes when scheduled due other commitments elsewhere. One academic member mentioned that "reliance on part-time lecturers that are not loyal to the institute and this has created more work for full time academic members of staff who are expected to step in when these part time academic members are not available" (Academic Member 3).

The fourth factor is lack of transport for use by both academic members and students. One of the academic members indicated that there is a challenge of "lack of transport at times to

enable lecturers and students move from the two campuses that is Burma Road and Main Campuses" (Academic Member 3). The Human Resource Official that was interviewed confirmed that transport was a factor affecting the relationship between training and teaching by academic members of staff at NIPA.

The fifth factor is work overload. One academic member said that there are "too many courses to teach compared to the time allocation and less time to prepare and update work" (Academic Member 4).

The sixth factor is irregular attendance of classes by students. One academic member stated that "indiscipline among students and non-attendance of classes regularly by some students" is a challenge facing lecturers at the institute (Academic Member 5).

The evidence above shows that there several factors that influenced the relationship between training and teaching at the National Institute of Public Administration. This finding is supported by the findings of Talukder et al., (2021) and Ahmmed et al., (2022). These findings suggest that a holistic approach is needed to improve the quality of teaching at the institution. This approach should take into consideration the factors such as desks and chairs, teaching aids, part time lecturers, transport, workload and class attendance by students that influence the relationship between training and teaching. Additionally, institutional support, manageable teaching load, and access to modern teaching facilities are also essential factors that affect the relationship between training and teaching.

4.10. Conclusion

In conclusion, findings from both academic members of staff and students show that there is a positive relationship between training and teaching by academic members of staff at NIPA. The findings show that there is a positive relationship between training and ability of lecturers to communicate the content of the subject well, provide students with opportunities to ask questions, make the subject interesting, treat students with respect and fairness in the allocation of marks. Apart from that, there is no relationship between training and the way in which all lecturers conduct themselves in class because all lecturers rush through lectures. In addition, there is a negative relationship between training and teaching. For example, findings from students reveal lecturers missing lectures during scheduled sessions, not being available to attend to students during office hours, not encouraging students to work hard and not having the best interactions with students. Furthermore, the interviews with academic members of staff revealed that there are six factors affecting the relationship between training

and teaching for academic members of staff at NIPA. These factors include settling down for lessons by students, teaching aids, part time lecturers, transport, workload, and class attendance by students.

CHAPTER 5

THE RELATIONSHIP BETWEEN TRAINING AND SUPERVISION OF STUDENTS' RESEARCH PAPERS IN INSTITUTIONS OF HIGHER LEARNING

5.1. Introduction

The purpose of this chapter is to present and discuss findings relating to the second specific objective which reads: To analyse the relationship between training and supervision of students' research papers by academic members of staff at National Institute of Public Administration. To achieve its purpose, the chapter is divided into eleven (11) sections. The first section is the introduction. The second section looks at the relationship between training and supervisors' ability to give guidance on topic phrasing. The third section analyses the relationship between training and supervisors' ability to give guidance on literature review. The fourth section analyses the relationship between training and supervisors' ability to give guidance on writing research methodology. The fifth section looks at the relationship between training and supervisors' ability to give guidance on developing research instruments. The sixth section analyses the relationship between training and supervisors' ability to give guidance on data analysis. The seventh section looks the relationship between training and supervisors' availability. The eighth section looks at the relationship between training and supervisors' knowledge of the issues being researched on by students. The ninth section looks at the relationship between training and attributes of supervisors. The tenth section presents the factors affecting the relationship between training and supervision of students' research papers. Finally, a conclusion is given.

5.2. Training and Supervisor's ability to give guidance on topic phrasing

The interviews conducted with academic members of staff progressing from bachelor's degree holder to master's degree holder, show that there is positive relationship between training and supervisor's ability to give guidance on topic phrasing.

One respondent, academic member of staff 3, emphasized the importance of training at master's degree level in sharpening the skills of academic members of staff to guide students effectively. He stated that as supervisors through training they have developed a better understanding of the significance of well-phrased research topics and how they influence the overall research paper.

Another interviewee, academic member of staff 4, shared their experience of how training improved their ability to assist students in refining their research topics. As academic members of staff they noted that training at master's degree level exposed them to different approaches to topic phrasing, enabling them to offer valuable feedback on students' research proposals and refine their topic statements to be more precise and concise.

The evidence collected from these interviews supports the notion that there is a positive relationship between training and supervisors' ability to provide guidance on topic phrasing. Training at master's degree level equips academic members of staff with the knowledge and techniques necessary to assist students in formulating well-defined research topics that align with the research objectives and contribute to the existing body of knowledge.

Table 5.1 presents the students' perspective regarding relationship between academic qualification held by the supervisor and the supervisor's ability to give guidance on topic phrasing.

Table 5.1: The relationship between academic qualification held by the supervisor and the supervisor's ability to give guidance on topic phrasing

Academic Qualification		Did your supervisor give you guidance on topic phrasing?		
		Yes	No	Total
Highest academic qualification held by the supervisor	Bachelor's degree	11	14	25
	Master's degree	19	6	25
Total		30	20	50

Source: Field Data

Table 5.1 shows that of the 25 participants that had a supervisor with a bachelor's degree supervising them, 11 (44%) stated that the supervisor was able to give them guidance on topic phrasing, whereas 14 (56%) stated that their supervisor was not able to guide them on topic phrasing. For the 25 participants that had a supervisor with a master's degree supervising them, 19 (76%) stated that the supervisor was able to give them guidance on topic phrasing, whereas 6 (24%) stated that their supervisor was not able to guide them on topic phrasing. This means that there is a positive relationship between training and supervision of students' research papers by academic members of staff in institutions of higher learning. From Table 5.1, it can be noted that 76% of the supervisors with master's degree were able to guide students on topic phrasing compared to 44% of the supervisors

with bachelor's degree as their highest qualification. This means that training from a bachelor's degree to master's degree improves the ability of a supervisor to guide students on topic phrasing by 32%. Both academic members of staff and students are an in agreement that there is a positive relationship between training and the ability of a supervisor to guide students on topic phrasing.

The findings from both academic members of staff and students suggest that training at master's degree level plays an important role in improving the ability of a supervisors' to guide students on topic phrasing. The results from students indicate that lecturers who have trained up to master's degree level are able to guide students on topic phrasing better than those with bachelor's degree only. The interviewed academic members of staff also confirmed that training at master's degree level has helped them to develop a better understanding of the significance of well-phrased research topics and how these influenced the overall research paper. Further, the interviewees stated that training at master's level has enabled them to offer valuable feedback on students' research proposals and refine their topic statements to be more precise and concise. In this regard, there is positive relationship between training and supervisor' ability to provide effective guidance on topic phrasing. By equipping academic members of staff with the necessary knowledge and skills, training at master's degree level ensures that academic members of staff can guide students in formulating research topics that are focused, coherent, and aligned with the research objectives. This, in turn, contributes to the overall worth of students' research papers.

5.3. Training and the Supervisor's ability to guide students on literature review

The interviews conducted with academic members of staff progressing from bachelor's degree holder to master's degree holder, reveal that there is a positive relationship between training and the supervisors' ability give guidance to students on literature review.

One interviewee, academic member of staff 2, emphasized the importance of training at master's degree level in equipping supervisors with the necessary skills to guide students in conducting a comprehensive literature review. They noted that training exposed them to different approaches to literature review and provided them with valuable tools and techniques for selecting, evaluating, and synthesizing relevant literature.

Another interviewee, academic member of staff 1, shared their experience of how training improved their ability to provide feedback on students' literature review drafts. They noted that training at master's degree level helped them develop a better understanding of the

importance of clear and concise writing in a literature review, which enabled them to offer valuable feedback to students to improve their literature review.

The evidence collected from these interviews supports the notion that there is a positive relationship between training and the supervisors' ability to provide guidance on literature review. Training at master's degree level gives academic members of staff the necessary knowledge and techniques to guide students in conducting a comprehensive literature review, ensuring that the research paper is well-grounded in relevant literature.

Table 5.2 presents the students' perspective regarding relationship between academic qualification held by the supervisor and the supervisor's ability to give guidance to students in their literature review.

Table 5.2: The relationship between academic qualification held by the supervisor and the guidance that students receive in their literature review

Academic Qualification		Did you receive good guidance in your literature review?		
		Yes	No	Total
Highest academic qualification held by the supervisor	Bachelor's degree	11	14	25
	Master's degree	18	7	25
Total		29	21	50

Source: Field Data

Table 5.2 shows that of the 25 participants that had a supervisor with a bachelor's degree supervising them, 11 (44%) stated that the supervisor was able to give guidance to students in their literature review, whereas 14 (56%) stated that their supervisor was not able to give guidance to students in their literature review. The other 25 participants that had a supervisor with a master's degree supervising them, 18 (72%) stated that the supervisor was able to give guidance to students in their literature review, whereas 7 (28%) stated that their supervisor was not able to give guidance to students in their literature review. This means that there is a positive relationship between training and supervision by academic members of staff in institutions of higher learning. From Table 5.2, it can be noted that 72% of the supervisors with master's degree were able to guide students in their literature review compared to 44% of the supervisors with bachelor's degree as their highest qualification. This means that training from a bachelor's degree to master's degree improves the ability of a supervisor to guide students in their literature review by 28%. Both academic members of staff and

students are an in agreement that there is a positive relationship between training and the ability of a supervisor to guide students in their literature review.

The findings from both academic members of staff and students that training at master's degree level plays an important role in improving the ability of a supervisors' to guide students in their literature review. The results from student suggest that lecturers who have trained up to master's degree level are able to guide students in their literature review better than those with bachelor's degree only. The interviewed academic members of staff also confirmed that training at master's degree level exposed them to different approaches to literature review and provided them with valuable tools and techniques for selecting, evaluating, and synthesizing relevant literature. In addition, interviewees reported that training at master's degree level helped them develop a better understanding of the importance of clear and concise writing in a literature review, which enabled them to offer valuable feedback to students to improve their literature review. In this regard, training significantly enhances supervisors' ability to provide effective guidance on literature review. By equipping academic members of staff with the necessary knowledge and skills, training at master's degree level ensures that they can guide students in conducting a thorough literature review that is comprehensive, accurate, and well-written.

5.4. Training and Supervisor's ability to give guidance on writing of research methodology

In interviews conducted with academic staff members progressing from bachelor's degree holders to master's degree holders, show that there is a positive relationship between training and the supervisors' ability to guide students on research methodology.

One respondent, academic member of staff 5, noted that training at master's degree level had a positive influence on the supervisors' ability to guide students in developing appropriate research methodologies. As academic members of staff, they stressed that training at master's degree level exposed them as supervisors' of student research papers to various research methods and techniques and provided them with the necessary skills to assist students in selecting appropriate research methods and procedures.

Another interviewee, academic member of staff 3, shared their experience of how training at master's degree level had improved their ability to provide feedback on students' research methodology sections. They noted that training helped them develop a better understanding of the importance of clear and concise writing in a research methodology, enabling them to

provide valuable feedback to students to improve their research methodology. The evidence collected from these interviews supports the notion that there is positive relationship between training and the supervisor's ability to guide students in developing appropriate research methodologies.

Table 5.3 presents the students' perspective regarding relationship between academic qualification held by the supervisor and the supervisor's ability to give guidance to students in their literature review.

Table 5.3: The relationship between the highest academic qualification held by the supervisor and supervisor's ability to guide students on writing of research methodology

Academic Qualification		Was the guidance from your supervisor helpful at the stage of writing your research methodology?		
		Yes	No	Total
Highest academic qualification held by the supervisor	Bachelor's degree	13	12	25
	Master's degree	23	2	25
Total		36	14	50

Source: Field Data

Table 5.3 shows the 25 participants that had a supervisor with a bachelor's degree supervising them, 13 (52%) stated that the guidance from the supervisor was helpful at the stage of writing the research methodology, whereas 12 (48%) stated that their supervisor was not able to give them helpful guidance at the stage of writing the research methodology. The other 25 participants that had a supervisor with a master's degree supervising them, 23 (92%) stated that the supervisor was able to give them helpful guidance at the stage of writing the research methodology, whereas 2 (8%) stated that their supervisor was not able to give them helpful guidance at the stage of writing the research methodology. This means that there is a positive relationship between training and supervision by academic members of staff in institutions of higher learning. The data shows that although more than 50% in both groups have supervisors that give students helpful guidance at the stage of writing the research methodology, the percentage for those supervised by master's degree holders is by far larger

than the other group who are supervised by bachelor's degree holders as their highest academic qualification, i.e. 92% versus 52%. This finding, therefore, means that training has a positive relationship between training and supervisors' ability to give students helpful guidance at the stage of writing the research methodology. This finding shows that training from bachelor's degree to master's degree improves the ability of supervisors to give helpful guidance to students at the stage of writing research methodology by 40%. Both academic members of staff and students are an in agreement that there is a positive relationship between training and the ability of supervisors to give helpful guidance to students at the stage of writing research methodology.

The findings from both academic members of staff and students suggest that training at master's degree level plays crucial role in improving the ability of supervisors to give helpful guidance to students at the stage of writing research methodology. The results from students suggest that although more than 50% in both groups have supervisors that give students helpful guidance at the stage of writing the research methodology, the percentage for those supervised by master's degree holders is by far larger than the other group who are supervised by bachelor's degree holders as their highest academic qualification. The interviewed academic members of staff also confirmed that training at master's degree level exposed them as supervisors' of student research papers to various research methods and techniques and provided them with the necessary skills to assist students in selecting appropriate research methods and procedures. Further, interviewees noted that training at master's degree level has helped them develop a better understanding of the importance of clear and concise writing in a research methodology, enabling them to provide valuable feedback to students to improve their research methodology. In this regard, training significantly enhances supervisors' ability to provide effective guidance on research methodology. By equipping academic members of staff with the necessary knowledge and skills, training ensures that they can guide students in developing appropriate research methodologies that are reliable, valid, and credible.

5.5. Training and the Supervisor's giving guidance on developing research instruments

The interviews conducted with academic staff members progressing from bachelor's degree to master's degree, reveal that there is a positive relationship between training and the supervisor's ability to give guidance on developing research instruments.

One respondent, academic member of staff 2, noted that training at master's degree level had a positive influence on their ability to guide students in developing valid and reliable research instruments. They emphasized that training at master's degree level exposed them to various research instrument development techniques and provided them with the necessary skills to identify potential sources of bias in research instruments.

Another interviewee, academic member of staff 5, shared their experience of how training at master's degree level had improved their ability to provide feedback on students' research instruments. They noted that training at master's degree level had helped them develop a better understanding of the importance of clear and concise wording in research instruments, enabling them to provide valuable feedback to students to improve their research instruments.

The evidence collected from these interviews suggests that there is positive relationship between training and supervisors' ability to guide students in developing valid and reliable research instruments. Training at master's degree level equips academic members of staff with the necessary knowledge and skills to identify potential sources of bias in research instruments, determine appropriate sample sizes, and ensure that the data collected is accurate and relevant.

Table 5.4 presents the students' perspective regarding relationship between the highest academic qualification held by the supervisor and the supervisor's ability to give the necessary guidance at the stage of writing research instruments.

Table 5.4: The relationship between the highest academic qualification held by the supervisor and the supervisor's ability to give the necessary guidance at the stage of writing research instruments

Academic Qualification		Did you receive the necessary guidance at the stage of writing your research instruments?		
		Yes	No	Total
Highest academic qualification held by the supervisor	Bachelor's degree	13	12	25
	Master's degree	20	5	25
Total		33	17	50

Source: Field Data

Table 5.4 shows that of the 25 participants that had a supervisor with a bachelor's degree supervising them, 13 (52%) stated that the supervisor was able to give the necessary guidance

at the stage of writing research instruments, whereas 12 (48%) stated that their supervisor was not able to give the necessary guidance at the stage of writing research instruments. The other 25 participants that had a supervisor with a master's degree supervising them, 20(80%) stated that the supervisor was able to give the necessary guidance at the stage of writing research instruments, whereas 5 (20%) stated that their supervisor was not able to give the necessary guidance at the stage of writing research instruments. This means that there is a positive relationship between training and supervision by academic members of staff in institutions of higher learning. The data shows that although more than 50% in both groups have supervisors that gave them the necessary guidance at the stage of writing research instruments, the percentage for those supervised by master's degree holders is by far larger than the other group who are supervised by bachelor's degree holders as their highest academic qualification, i.e. 80% versus 52%. This finding, therefore, means that training has a positive relationship between training and supervisors' ability to give students helpful guidance at the stage of writing the research instruments. This finding shows that training from bachelor's degree to master's degree improves the ability of the supervisor to give helpful guidance to students at the stage of writing research instruments by 28%. Both academic members of staff and students are an in agreement that there is a positive relationship between training and the ability of the supervisor to give helpful guidance to students at the stage of writing research instruments.

The findings from both academic members of staff and students suggest that training at master's degree level plays a critical role in improving the ability of the supervisor to give helpful guidance to students at the stage of writing research instruments. The results from students' suggest that although more than 50% in both groups have supervisors that gave them the necessary guidance at the stage of writing research instruments, the percentage for those supervised by master's degree holders is by far larger than the other group who are supervised by bachelor's degree holders as their highest academic qualification. The interviewed academic members of staff also confirmed that training at master's degree level exposed them to various research instrument development techniques and provided them with the necessary skills to identify potential sources of bias in research instruments. Further, the interviewees stated that training at master's degree level had helped them develop a better understanding of the importance of clear and concise wording in research instruments, enabling them to provide valuable feedback to students to improve their research instruments. In this regard, training at master's degree level significantly enhances supervisors' ability to

provide effective guidance on developing research instruments. By equipping academic members of staff with the necessary knowledge and skills, training at master's degree level ensures that they can guide students in developing valid and reliable research instruments that are appropriate for the research question being investigated.

5.6. Training and Supervisor's ability to give guidance on data analysis

The interviews conducted with academic members of staff progressing from bachelor's degree holders to master's degree holders, shows that there is a positive relationship between training and the supervisors' ability to give guidance on data analysis.

One respondent, academic member of staff 4, emphasized that training at master's degree level had a significant impact on their ability to guide students in conducting appropriate data analysis. They noted that training at master's degree level exposed them to various data analysis techniques and statistical methods, enabling them to provide valuable guidance to students in selecting the most suitable techniques for their research.

Another interviewee, academic member of staff 3, shared their experience of how training at master's degree had improved their ability to provide feedback on students' data analysis plans. They highlighted that training at master's degree level had helped them develop a better understanding of statistical analysis and interpretation, enabling them to provide valuable feedback to students and ensure the accuracy and reliability of the data analysis.

The evidence collected from these interviews supports the notion that there is a positive relationship between training and the supervisors' ability to provide guidance on data analysis. Training at master's degree level equips academic members of staff with the necessary knowledge and skills to guide students in conducting appropriate data analysis, selecting suitable techniques, and interpreting the results. This, in turn, contributes to the overall quality of students' research papers.

Table 5.5 presents the students' perspective regarding relationship between the highest academic qualification held by the supervisor and the supervisor's ability to give adequate guidance at the stage of data analysis.

Table 5.5: The relationship between the highest academic qualification held by the supervisor and the supervisor's ability to give adequate guidance at the stage of data analysis

		Did you receive adequate guidance from your supervisor at the stage of data analysis?		
		Yes	No	Total
Highest academic qualification held by the supervisor	Bachelor's degree	14	11	25
	Master's degree	17	8	25
Total		31	19	50

Source: Field Data

Table 5.5 shows the 25 participants that had a supervisor with a bachelor's degree supervising them, 14 (56%) stated that the supervisor was able to give adequate guidance at the stage of data analysis, whereas 11 (44%) stated that their supervisor was not to give adequate guidance at the stage of data analysis. The other 25 participants that had a supervisor with a master's degree supervising them, 17 (68%) stated that the supervisor was able to give adequate guidance at the stage of data analysis, whereas 8 (32%) stated that their supervisor was not able to give adequate guidance at the stage of data analysis. This means that there is a positive relationship between training and supervision by academic members of staff in institutions of higher learning. The data shows that although more than 50% in both groups have supervisors that gave them the necessary guidance at the stage of data analysis, the percentage for those supervised by master's degree holders is larger than the other group who are supervised by bachelor's degree holders as their highest academic qualification, i.e. 68% versus 56%. This finding, therefore, means that training has a positive influence on the supervisors' ability to give students adequate guidance at the stage of data analysis. This finding shows that training from bachelor's degree to master's degree improves the ability of the supervisor to give adequate guidance to students at the stage of data analysis by 12%. Both academic members of staff and students are an in agreement that there is a positive relationship between training and the ability of the supervisor to give adequate guidance to students at the stage of data analysis.

The findings from both academic members of staff and students seem to suggest that training at master's degree level plays an important role in improving the ability of the supervisor to give adequate guidance to students at the stage of data analysis. The results from students'

seem to indicate that although more than 50% in both groups have supervisors that gave them the necessary guidance at the stage of data analysis, the percentage for those supervised by master's degree holders is larger than the other group who are supervised by bachelor's degree holders as their highest academic qualification. The interviewed academic members of staff also confirmed that training at master's degree level exposed them to various data analysis techniques and statistical methods, enabling them to provide valuable guidance to students in selecting the most suitable techniques for their research. Further, the interviewees stated that training at master's level has helped them develop a better understanding of statistical analysis and interpretation, enabling them to provide valuable feedback to students and ensure the accuracy and reliability of the data analysis. In this regard, training at master's degree level enhances supervisors' ability to provide effective guidance on data analysis. By equipping academic members of staff with the necessary knowledge and skills, training at master's degree level ensures that they can guide students in conducting appropriate data analysis, selecting suitable techniques, and interpreting the results accurately. This contributes to the overall quality of students' research papers.

5.7. Training and Supervisor's availability

Table 5.6 presents the students' perspective regarding relationship between the highest academic qualification held by the supervisor and the supervisor's availability for research supervision.

Table 5.6: The relationship between the highest academic qualification held by the supervisor and the supervisor's availability for research supervision

Academic Qualification		Was your supervisor available when you needed his/her supervision?		
		Yes	No	Total
Highest academic qualification held by the supervisor	Bachelor's degree	14	11	25
	Master's degree	14	11	25
Total		28	22	50

Source: Field Data

Table 5.6 shows that of the 25 participants that had a supervisor with a bachelor's degree supervising them, 14 (56%) stated that the supervisor was available for research supervision, whereas 11 (44%) stated that their supervisor was not available for research supervision. The experiences for both groups were the same, where 56% of the supervisors in both groups

were available to supervise the students while 44% were not available. This shows that training from bachelor's to master's degree does not improve supervisor's availability.

5.8. Training and Supervisor's knowledge of the issues being researched on

Interviews with academic staff members who were progressing from bachelor's degree to master's degree holders revealed that there is a positive relationship between training and supervisors' knowledge of research topics.

One interviewee, academic member of staff 1, highlighted that training at master's degree level played a significant role in expanding their understanding of research topics. They mentioned that training allowed them to delve deeper into their area of expertise, gain exposure to related research fields, and broaden their knowledge base. As a result, they were better equipped to guide students in selecting appropriate research directions and to provide relevant resources and references.

Another interviewee, academic member of staff 4, shared their experience of how training at master's degree level improved their familiarity with students' research topics. They emphasized that training at master's degree level facilitated interactions with colleagues from diverse research backgrounds, which broadened their exposure to different research areas. Academic member of staff 4, mentioned that this exposure enabled them to better comprehend and engage with students' research topics, fostering more productive discussions and guidance.

The evidence from these interviews suggests that there is a positive relationship between training and the supervisors' understanding and familiarity with students' research topics. Training at master's degree level expands academic members of staff knowledge base, exposes them to diverse research areas, and enhances their ability to provide informed guidance and support to students.

Table 5.7 presents the students' perspective regarding relationship between the highest academic qualification held by the supervisor and the supervisor's knowledge of the issues that students were researching on.

Table 5.7: The relationship between the highest academic qualification held by the supervisor and the supervisor's knowledge of the issues that students were researching on

Academic Qualification		Did your supervisors look knowledgeable of the issues you were researching on?		
		Yes	No	Total
Highest academic qualification held by the supervisor	Bachelor's degree	16	9	25
	Master's degree	22	3	25
Total		38	12	50

Source: Field Data

Table 5.7 shows that of the 25 participants that had a supervisor with a bachelor's degree supervising them, 16 (64%) stated that the supervisor was knowledgeable of the issues that students were researching on, whereas 9 (36%) stated that their supervisor was not knowledgeable of the issues that students were researching on. The other 25 participants that had a supervisor with a master's degree supervising them, 22 (88%) stated that the supervisor was knowledgeable of the issues that students were researching on, whereas 3 (12%) stated that their supervisor was not knowledgeable of the issues that students were researching on. This means that there is a positive relationship between training and supervision by academic members of staff in institutions of higher learning. The data shows that although more than 50% in both groups have supervisors that were knowledgeable on the issues that students were researching on, the percentage for those supervised by master's degree holders is larger than the other group who are supervised by bachelor's degree holders as their highest academic qualification, i.e. 88% versus 64%. This finding, therefore, means that training has a positive influence on the supervisors' ability to be knowledgeable on the issues that students were researching on. This finding shows that training from bachelor's degree to master's degree improves the ability of supervisors to be knowledgeable on the issues that students were researching by 24%. Both academic members of staff and students are an in agreement that there is a positive relationship between training and the ability of supervisors to be knowledgeable on the issues that students were researching.

The findings from both academic members of staff and students seem to suggest that training at master's degree level plays a vital role in improving the ability of supervisors to be knowledgeable on the issues that students were researching on. The results from students

seem to indicate that although more than 50% in both groups have supervisors that were knowledgeable on the issues that students were researching on, the percentage for those supervised by master's degree holders is larger than the other group who are supervised by bachelor's degree holders as their highest academic qualification. The interviewed academic members of staff also confirmed that training at master's degree level facilitated interactions with colleagues from diverse research backgrounds, which broadened their exposure to different research areas. Further, the interviewees stated that training exposure at master's level has enabled them to better comprehend and engage with students' research topics, fostering more productive discussions and guidance. In this regard, training at master's degree level enhances supervisors' understanding and familiarity with students' research topics. By expanding their knowledge base and exposure to diverse research areas, training at master's degree level equips academic members of staff with the necessary expertise to guide students effectively. This leads to more informed and insightful supervision, ultimately contributing to the worth and relevance of students' research papers.

5.9. Training and Attributes of Supervisors

The attributes of supervisors will be considered next. The details of these attributes are presented and discussed below.

5.9.1. Best Attributes

Table 5.8 presents the students' perspective regarding relationship between the highest academic qualification held by the supervisor and best attributes of supervisor.

Table 5.8: Best attributes of Supervisor

		Best attributes of Supervisor				
		Gives support and guidance during the research process	Knowledgeable in the field of their specialisation	Has excellent communication skills	Provides motivation and inspiration	Total
Academic Qualification	Bachelor's Degree	13	4	3	5	25
	Master's Degree	14	6	4	1	25
Total		27	10	7	6	50

Source: Field Data

Table 5.8, shows that training has a negative impact on one attribute, which is providing motivation and inspiration to students. With regard to the rest of the attributes, it has a positive influence. Master's degree holders are doing better than bachelor's degree holders in a number of areas. First, with regard to giving support and guidance during the research process, 14 out 27 supervisors (representing 52%) who give support and guidance during the research process, are master's degree holders while 48% are bachelor's degree holders. Second, with regard to being knowledgeable in the field of their specialisation, 6 out of 10 supervisors (representing 60%) who are knowledgeable in the field of their specialisations, are master's degree holders while 40% are bachelor's degree holders. Third, with regard to having excellent communication skills, 4 out 7 supervisors (representing 57%) who having excellent communication skills, are master's degree holders while 43% are bachelor's degree holders. The data shows that majority of the lecturers with a master's degree as their highest academic qualification are doing better with respect to giving support and guidance during the research process, being knowledgeable in the field of their specialisations and having excellent communication skills when compared to those with bachelor's degree as their highest qualification. This finding, therefore, means that there a positive relationship between and supervisors' ability to give support and guidance during the research process, being knowledgeable in the field of their specialisations and also by having excellent communication skills. Both academic members of staff and students are an in agreement that there is a positive relationship between training and developing desirable attributes in supervisors.

5.10. Factors affecting the relationship between training and supervision of students' research papers

The interviews with academic members of staff revealed that there are four factors affecting the relationship between training and supervision of students' research papers by NIPA. These factors include workload, research literacy, consultation of research supervisors, and time allocated for research supervision. The first factor is work overload. One Academic member commented that, "in addition to the teaching load that we have, each semester we are allocated with a lot of students for research supervision" (Academic Member 1). The Human Resource Official that was interviewed confirmed that workload was a factor affecting the relationship between training and supervision of students' research papers by academic members of staff at NIPA.

The second factor is lack of knowledge among students of the different approaches to research. One Academic member stated that, "students are unable to differentiate between qualitative and quantitative approaches to research". Another Academic member said that, "probably, this could be explained in part by the level at which research is taught and the time it takes for students to conduct research." (Academic Members 2 and 5).

The third factor is failure by students to consult their supervisors. One academic member mentioned that "students only want to meet supervisors at their own convenience claiming that they are busy with work for the organisations they work for, even when they are fully aware of the scheduled times and days in a week" (Academic Member 3).

The fourth factor is inadequate time allocated for research supervision. One of the academic members mentioned that, "there is very little time allocated for research supervision due to other competing need such teaching and many meetings at Divisional and Institute levels" (Academic Member 4).

The evidence from these interviews suggests that workload, research literacy, consultation of research supervisors, and time allocated for research supervision affect the relationship between training and supervision of students' research papers. In this regard, various factors can influence the relationship between training and the supervision of students' research papers. This implies that institutions of higher learning should consider these factors and provide adequate support and resources to supervisors to ensure a positive relationship between training and supervision to enhance students' research papers.

5.11. Conclusion

In conclusion, findings from both academic members of staff and students show that there is a positive relationship between training and supervision of students' research papers by academic members of staff at NIPA. The findings show that there is a positive relationship between training and ability of supervisors to give guidance on topic phrasing, guide students on literature review, guide students on writing of research methodology, guide students on developing research instruments, give guidance on data analysis and being knowledgeable of the issues being researched on by students. In addition, the finds show that there is a positive relationship between training and the supervisors' ability to give support and guidance during the research process and being knowledgeable in the field of their specialisations. In addition, the interviews with academic members of staff revealed that there are four factors affecting the relationship between training and supervision of students' research papers by NIPA.

These factors include workload, research literacy, consultation of research supervisors, and time allocated for research supervision.

CHAPTER 6

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of this chapter is to present conclusions and recommendations of the dissertation. In order to achieve its purpose, the chapter begins with a presentation of summary of conclusions. Thereafter, recommendations are given.

6.2 Summary of Conclusions

The conclusions are presented in line with the objectives of the research. The first objective of the study was to analyse the relationship between training and teaching. The evidence show that there is a positive relationship between training and teaching by academic members of staff in institutions of higher learning. The evidence specifically shows that there is a positive relationship between training and teaching such as communication of the content of the subject well, providing students with opportunities to ask questions, making the subject interesting, treating students with respect and fairness in the allocation of marks. Apart from that, there is no relationship between training and teaching at all when it comes to the manner in which all lecturers conduct themselves in class because all lecturers rush through lectures. In addition, there is a negative relationship between training and teaching such as lecturers missing lectures during scheduled sessions, not being available to attend to students during office hours, not encouraging students to work hard and not having the best interactions with students. Furthermore, the interviews with academic members of staff revealed that there are six factors affecting the relationship between training and teaching for academic members of staff at NIPA. These factors include settling down for lessons by students, teaching aids, part time lecturers, transport, workload, and class attendance by students.

The second objective of the study was to analyse the relationship between training and supervision of students' research papers. The evidence show that there is a positive relationship between training and supervision of students' research papers by academic members of staff in institutions of higher learning. Specifically, the evidence show that there is positive relationship between training and supervision of students' research papers such as giving guidance on topic phrasing, guiding students on literature review, guiding students on writing of research methodology, guiding students on developing research instruments, giving guidance on data analysis and knowledge of the supervisor regarding the issues being

researched on by students. In addition, the evidence show that there is a positive relationship between training and supervisors' ability to give support and guidance during the research process and being knowledgeable in the field of their specialisations. In addition, interviews with academic members of staff revealed that there are four factors affecting the relationship between training and supervision of students' research papers by NIPA. These factors include workload, research literacy, consultation of research supervisors, and time allocated for research supervision.

6.3. Recommendations

The recommendations are in two categories. These are policy recommendation and areas of future research

6.3.1. Policy Recommendations

To ensure that training of academic members of staff is enhanced, the following recommendations should be considered by either policy makers at national level, NIPA and other stakeholders in the higher education space;

1. NIPA should invest in developing a clear staff development for academic members of staff with the involvement of all relevant stakeholders among others such as NIPA Governing Council, NIPA Management, Academic Members, Ministry of General Education, Zambia Qualification (ZAQA) and Higher Education Authority (HEA).
2. NIPA should establish a staff development fund to facilitate financial support to all academic members to enable them pursue training programmes.
3. NIPA should develop home grown programmes in teaching methodologies as well as research supervision based on the needs of the Institute that caters for both full and part-time academic members in order to enhance teaching and supervision of students' research papers
4. NIPA should ensure that all academic members pursue postgraduate programmes that are accredited by HEA.
5. NIPA should put in place mechanism to monitor and evaluate training programmes pursued by academic members.

6.3.2. Areas for Future Research

Although this research provided insights on the relationship between training and performance of academic members of in institutions of higher learning with respect to the teaching and supervision of research papers, and since the type of research that was conducted was a case study of the National Institute of Public Administration (NIPA) in Lusaka district, it has limited power to be extended to other institutions of higher learning. This is because NIPA and its academic members are not representative of all institutions of higher learning in Zambia. Further, the research did not examine the relationship between training and community service by academic members of staff. This is the focus for future research.

6.4. Chapter Summary

This chapter has presented the conclusions and recommendations of the dissertation. The chapter began with a presentation of conclusions. Several conclusions were presented. First, the research has revealed that there is positive relationship between training and teaching in in institutions of higher learning. Second, the research has shown that there is positive relationship between training and supervision of students' research papers. Thereafter the chapter has presented policy recommendations and areas for future research. Finally, the chapter summary is given.

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APPENDICES

APPENDIX I

INTERVIEW GUIDE FOR LECTURERS WITH MASTERS DEGREE AT NIPA

Dear informant,

My name is Karen Chulu and I am a student at the University of Zambia. I am conducting a research on **The Relationship Between Training and Performance of Academic Members of Staff in Institutions of Higher Learning - A Case of National Institute of Public Administration (NIPA).** This is to enable me to partially fulfil the requirements of the degree of Master of Public Administration (MPA).

You have been selected as an informant and I will be very thankful if you can spare a few minutes of your time to answer a few questions. The information you are going to give will be confidential and is entirely for the purpose of my MPA dissertation. Please be as open and as honest as possible in answering the questions.

PART 1. BACKGROUND INFORMATION

Date of interview:

……..

Start time of interview:

……..**.....**

1. Gender:
   1. Male ( )
   2. Female ( )
2. Marital Status……...
3. What is your position……
4. Department……..

PART 2. TRAINING PROGRAMMES PURSUED BY ACADEMIC MEMBERS

5. Was your master's degree programme approved by NIPA management before you pursued it?

   1. Yes ( )

   2. No ( )

6. If yes to question 5, what process did you follow to have this training programme approved by NIPA management?

   ……

   ……

7. What challenges did you face in this process?

   ……

   ……

8. If No to question 5, why was your master's programme not approved by NIPA Management before you pursued it?

   ……

……

……

9. Is your master's degree appropriate for the work you do at this institute?

1. Yes

2. No

10. Give examples of the appropriateness or inappropriateness of the master's degree that you acquired.

PART 3. TEACHING

11. Has your master's degree helped to improve your teaching?

1. Yes

2. No

12. If yes to question 11, how?

……

……

……

13. If No to question 11, explain.

……..

……..

14. What factors affect your teaching at this institute?

……

……

……

PART 4. SUPERVISION OF STUDENTS' RESEARCH PAPERS

15. Has your master's degree helped to improve your supervision of research papers for students?

1. Yes
2. No

16. If yes to question 15, how?

……

……

……

17. If No to question 15, explain.

……

……

……..

18. What factors affect your supervising of research papers for students?

……

……

PART 5. RECOMMENDATIONS

19. What do you think should be done to improve the training of academic members of staff at this institute?

……

……

……

20. What do you think should be done to improve the performance of academic members at this institute?

……

……....

……

……

End time of interview…….

Duration of interview……...

End of interview

Thank you for your time

APPENDIX II

INTERVIEW GUIDE FOR HR OFFICIAL AT NIPA

Dear informant,

My name is Karen Chulu and I am a student at the University of Zambia. I am conducting a research on **The Relationship Between Training and Performance of Academic Members of Staff in Institutions of Higher Learning - A Case of National Institute of Public Administration (NIPA).** This is to enable me to partially fulfil the requirements of the degree of Master of Public Administration (MPA).

You have been selected as an informant and I will be very thankful if you can spare a few minutes of your time to answer a few questions. The information you are going to give will be confidential and is entirely for the purpose of my MPA dissertation. Please be as open and as honest as possible in answering the questions.

PART 1. BACKGROUND INFORMATION

Date of interview:

……

Start time of interview:

……..**.....**

2. Gender:

   1. Male ( )

   2. Female ( )

2. What is your position…….……

PART 2. TRAINING PROGRAMMES PURSUED BY ACADEMIC MEMBERS.

3. What kind of training programmes are available to academic members?

   (i) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)
   (ii) Education conferences or seminars (where academic members and/or researchers present their research results and discuss educational problems)
   (iii) Qualification programme (e.g. a degree programme).
   (iv) Observation visits to other institutions
   (v) Participation in a network of academic members formed specifically for the professional development of academicians
   (vi) Individual or collaborative research on a topic of interest to you professionally
   (vii) Mentoring and/or peer observation and coaching, as part of a formal institutional arrangement

4. What is the process of selecting training programmes pursued by academic members at this institute?

   .....

   .....

5. What challenges do you face in the process of selecting training programmes for academic members at this institute?

   ……

   ……

6. What challenges do you face in sending academic members for further training?

   ……

   ……

   ……

7. Are the training programmes pursued by academic members appropriate for the duties they perform?

   ……

   ……

   ……

8. Give examples of the appropriateness or inappropriateness of these training programmes.

   ……

   ……

   ……

   ……..

9. What do you think should be done to improve the training of academic members at this institute?

   ……

   ……

   ……

   Duration of interview

   ……

End of Interview

Thank you for your time

APPENDIX III

QUESTIONNAIRE FOR DIPLOMA STUDENTS - TEACHING

Dear respondent,

My name is Karen Chulu and I am a student at the University of Zambia. I am conducting a research on **The Relationship Between Training and Performance of Academic Members of Staff in Institutions of Higher Learning - A Case of National Institute of Public Administration (NIPA).** This is to enable me to partially fulfil the requirements of the degree of Master of Public Administration (MPA).

You have been selected as a respondent and I will be very thankful if you can spare a few minutes of your time to answer a few questions. The information you are going to give will be confidential and is entirely for the purpose of my MPA dissertation. Please be as open and as honest as possible in answering the questions.

Instructions: Tick in the spaces provided or fill in the blank spaces.

PART 1. BACKGROUND INFORMATION

1. Gender of student
    1. Male ( )
    2. Female ( )
2. Age of student
    1. 18- 30 years ( )
    2. 31-45 years ( )
    3. 46-60 years ( )
    4. 61 and above ( )
3. Name of course/subject under investigation

    ……..

4. Highest academic qualification held by the course /subject lecturer.
    1. Bachelor's degree ( )
    2. Master's degree ( )
    3. Doctoral degree ( )
5. Gender of course/subject Lecturer
    1. Male ( )
    2. Female ( )
6. Student's Mode of Study
    1. Full Time ( )
    2. Part Time ( )
    3. Distance ( )

PART 2. TEACHING

7. Does the lecture for the course/subject mentioned in question 3 communicate well the Content of the subject?
    1. Yes ( )
    2. No ( )

8. Does this lecture provide opportunities to ask questions when he/she is teaching?

    1. Yes ( )

    2. No ( )

9. Does this lecture make the subject interesting?

   1. Yes ( )

   2. No ( )

10. Does this lecture treat you, as a Student, with respect?

   1. Yes ( )

   2. No ( )

11. Does this lecturer understand your learning needs?

   1. Yes ( )

   2. No ( )

12. Does this Lecture allocate marks to students fairly?

   1. Yes ( )

   2. No ( )

13. If No to 12, what is the problem with his/her mark allocation?

   ……..

   …….

14. What do you consider to be the best attribute of this Lecturer?

   ……..

   ……..

15. What do you consider to be the worst attribute of this lecturer?

   …….

   ……

16. What do you think should be done to improve the quality of teaching at this institute?

……

……

End of Questionnaire

Thank you for your time

APPENDIX IV

QUESTIONNAIRE FOR DIPLOMA STUDENTS-QUALITY OF SUPERVISION OF RESEARCH PAPERS

Dear respondent,

My name is Karen Chulu and I am a student at the University of Zambia. I am conducting a research on **The Relationship Between Training and Performance of Academic Members of Staff in Institutions of Higher Learning - A Case of National Institute of Public Administration (NIPA).** This is to enable me to partially fulfil the requirements of the degree of Master of Public Administration (MPA).

You have been selected as a respondent and I will be very thankful if you can spare a few minutes of your time to answer a few questions. The information you are going to give will be confidential and is entirely for the purpose of my MPA dissertation. Please be as open and as honest as possible in answering the questions.

Instructions: Tick in the spaces provided or fill in the blank spaces.

PART 1. BACKGROUND INFORMATION

8. Gender of student
    3. Male ( )
    4. Female ( )
9. Age of student
    5. 18- 30 years ( )
    6. 31-45 years ( )
    7. 46-60 years ( )
    8. 61 and above ( )
10. Highest academic qualification held by the supervisor

    ……
11. Gender of the supervisor
    1. Male ( )
    2. Female ( )

5. Student's Mode of Study

1. Full Time ( )
2. Part Time ( )
3. Distance ( )

PART 2: SUPERVISION OF STUDENTS' RESEARCH PAPERS

6. Did your supervisor give you guidance in topic phrasing?
    1. Yes ( )
    2. No ( )
7. Did you receive good guidance in your literature review?
    1. Yes ( )
    2. No ( )

8. Was the guidance from your supervisor helpful at the stage of writing your research methodology?

   1. Yes ( )

   2. No ( )

9. Did you receive the necessary guidance at the stage of writing your research instrument (Interview guides and/or questionnaires)?

   1. Yes ( )
   2. No ( )

10. Did you receive adequate guidance from your supervisor at the stage of data analysis?

    1. Yes ( )

    2. No ( )

11. Was your Supervisor available when you needed his/her supervision?

    1. Yes ( )

    2. No ( )

12. Did your Supervisor look knowledgeable of the issues you were researching on?

    1. Yes ( )

    2. No ( )

13. What do you consider to be the best attribute of your supervisor?

    ……

    …….

14. What do you consider to be the worst attribute of your supervisor?

    ……

    …….

15. What do you think should be done to improve the quality of supervision of research Paper at this institute?

……

……

End of Questionnaire

Thank you for your time