

**An analysis of the context and current training methods used in training of trainers in selected Organisations in the Lusaka District.**

**BY**

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## **AUTHOR'S DECLARATION**

I, Racheal Mfunne Banja, do hereby declare that this piece of work is my own, that all the works of other persons have been duly acknowledged, and that this work has not been previously presented at the University of Zambia and indeed at any other learning institution.

Signed: .....

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**CERTIFICATE OF APPROVAL**

This dissertation by Racheal Mfuné Banja is approved as fulfilling the requirements of the Award of the Degree of Masters of Education in Adult Education of the University of Zambia.

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## **ABSTRACT**

Training of trainers has its origin in the field of adult education and carries along the adult learning principles. However, many practitioners tend to ignore the very core principles that underlie the methods used in training trainers. For this reason, this study sought to analyse the training methods used in the training of trainers in three selected organizations in the Lusaka District. The objectives of the study were to investigate the training methods used in training of trainers by the trainers, to establish the relevance of training methods to trainees' learning style; and to assess the tools used by trainers to monitor the application of their knowledge and skills in their training.

The study comprised 60 participants including four trainers, 54 trainees and two supervisors were purposively drawn from three organizations. Qualitative and quantitative methods were employed to gather and collect the data in response to the purpose of the study and the research objectives. Data were collected through face-to-face interviews with trainers and supervisors and a combination of closed and open-ended questionnaires was used to collect the data from the trainees. Qualitative data was analysed using inductive thematic analysis and quantitative data was analysed using descriptive statistics to establish and compare the training methods used by the trainers.

The study found that the (trainees, trainers and supervisors preferred methods of training which they felt addressed their needs and those of their organizations. The study also established that trainers deployed different methods when training the trainees in a bid to accommodate the diversity among the trainees. For this reason, trainers acknowledge that there was no single method that would make trainees or training sessions successful and effective. The success of a training session was based on the deployment of a variety of training methods in the training sessions.

The study established that workshops employing scenario training, on-the-job training and lecture methods were among the key methods used to conduct the training in the selected organisations. These methods were selected based on the training materials and availability of resources in terms of funds and training personnel. The study also revealed that the training environment played a pivotal role in a training session because some training activities were by nature interactive and as such required an environment that would allow for such activities to take place with little or no interruptions. These methods were also reported to be relevant because they considerably helped the trainees to improve their work performance after training.

The study concluded that different training methods were used but no single method was appropriate for successful training of trainers - but a combination of different methods in respect of the trainee's different training styles. There was also an implicit attempt to contextualise the training methods within the adult learning framework and principles.

## **DEDICATION**

This study is dedicated to my children; Chisomo Yamikani, Lusungu Chikondi and Chimwemwe Chawezi, my father Bentry Vipindo Mfunu, my mother Lorena Kaira Mfunu (late). Mum, I will forever be grateful for your inspiration and encouragement towards education. Your continued push has finally paid off. I also dedicate this study to my sisters, Dr Agnes, F. Massanzi, Fines Ethel Mfunu and Kwangu Fideria Mfunu Chibuta for being my support system.

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## TABLE OF CONTENT

<b>COPYRIGHT DECLARATION</b> .....	<b>i</b>
<b>AUTHOR’S DECLARATION</b> .....	<b>ii</b>
<b>CERTIFICATE OF APPROVAL</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xii</b>
<b>ACRONYMS</b> .....	<b>xiii</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1 Overview .....	1
1.2 Background .....	1
1.3 Statement of the Problem .....	2
1.4 Purpose of the study.....	3
1.5 Objectives of the study.....	3
1.6 Research questions of the study .....	3
1.7 Significance of the study .....	4
1.8 Theoretical framework.....	4
1.9 Delimitation of the study.....	6
1.10 Operational definitions of terms .....	6
1.11 Summary .....	7
1.12 Organisation of the remaining chapters .....	7

<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>8</b>
2.1 Overview .....	8
2.2 Conceptualizing Training.....	9
2.3 General perspective of training of trainers.....	9
2.4 Employee perspective on training methods .....	10
2.5 Methods commonly used in training of trainers in organisations. ....	11
2.5.1 Lecture method .....	12
2.5.2 Mentoring and apprenticeship training method .....	12
2.5.3 Team Training Method.....	13
2.5.4 Hands-on training method .....	13
2.5.5 Case study training method.....	14
2.5.6 On-the-Job Training Method .....	15
2.5.7 Internship Training Method .....	15
2.6 The relevance of training methods on trainee learning style. ....	16
2.7 Monitoring mechanisms tools used to monitor trainee.....	17
2.7.1 Observation/observe your team .....	17
2.7.2 Encourage the use of self-monitoring tools .....	18
2.7.3 Regular reviews.....	19
2.7.4 Feedback .....	19
2.8 Summary .....	20
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>21</b>
3.1 Overview .....	21
3.2 Research Design .....	21
3.3 Target Population .....	22
3.4 Sample size.....	22

3.5 Sampling Procedure.....	23
3.6 Research Instruments .....	24
3.6.1 Interview Guide.....	24
3.6.2 Questionnaires.....	25
3.7 Pretesting of the Research Instruments.....	25
3.8 Validity and Reliability of Instruments.....	26
3.8.1 Validity of instruments .....	26
3.8.2 Reliability of instruments .....	26
3.9 Data Collection Procedure .....	26
3.10 Data Analysis.....	27
3.11 Ethical Considerations .....	27
3.12 Limitations of the study .....	29
3.13 Summary .....	29
<b>CHAPTER FOUR: PRESENTATION OF FINDINGS .....</b>	<b>30</b>
4.1 Overview .....	30
4.2 Training methods commonly used in training of trainers .....	31
4.2.1 Participant preferred choice of training method .....	31
4.2.1.1 Lecture Training Method.....	32
4.2.1.2 Scenario Training Method .....	32
4.2.1.3 On- the- job training method.....	33
4.3 Determination of training methods in an organisation .....	38
4.4 Relevance of training methods on trainee learning style .....	38
4.5 Method of assessment of trainee skills and knowledge .....	41
4.6 Summary .....	46

<b>CHAPTER FIVE: DISCUSSION OF FINDINGS.....</b>	<b>48</b>
5.1 Overview .....	48
5.2 Training methods commonly used in training of trainers .....	48
5.2.1 Participants’ preferred choice of training method.....	48
5.2.1.1 Lecture Training Method.....	49
5.2.1.2 Scenario Training Method .....	50
5.2.1.3 On-the Job- training method .....	51
5.2.1.4 Comparison by gender and choice of training methods. ....	52
5.3. Determination of training method in an organisation .....	53
5.4 Relevance of training methods on trainee learning style .....	55
5.5 Method of assessment .....	56
5.5.1 Comparison by gender and monitoring mechanism tools. ....	58
5.6 Summary .....	59
<b>CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS .....</b>	<b>60</b>
6.1 Overview .....	60
6.2 Summary .....	60
6.3 Conclusions .....	61
6.4 Recommendations.....	62
6.5 Suggestion for Further Research .....	62
<b>REFERENCES.....</b>	<b>63</b>
<b>APPENDICES .....</b>	<b>68</b>

## LIST OF TABLES

Table 1: Demographic characteristics of the participants .....	23
Table 2: Distribution of Respondents by Organization .....	23
Table 3: Distributed and Returned Questionnaires .....	25
Table 4: Training methods commonly used in training of trainers.....	33
Table 5: Comparison of gender and training methods .....	34
Table 6: Comparison by age of trainees and training methods .....	35
Table 7: Comparison by education level of trainees and training methods .....	36
Table 8: Comparison by duration in service of trainees and training methods .....	36
Table 9: Comparison by field of specialization and training methods .....	37
Table 10: Trainees' perception of the effectiveness of training methods .....	40
Table 11: Monitoring mechanism tools for trainees .....	42
Table 12: Comparison by gender and monitoring mechanism tools .....	44
Table 13: Comparison by age and monitoring mechanism tools .....	44
Table 14: Comparison by education level (qualification) and monitoring mechanism tools	45
Table 15 Comparison by duration in service and monitoring mechanism tools .....	45
Table 16: Comparison by field of specialization and monitoring mechanism tools .....	46

## LIST OF APPENDICES

Appendix A: Approval Letter.....	68
Appendix B: Permission Letter.....	70
Appendix C: Permission Letter from Zesco .....	72
Appendix D: Consent Form.....	73
Appendix E: Questionnaire for Trainees.....	75
Appendix F: Interview Guide for Trainers .....	79
Appendix G: Interview guide for Supervisors (Manager).....	80
Appendix H: Demographic characteristics of the participants .....	81
Appendix I: Distribution of respondents by Organization .....	82
Appendix J: Distributed and Returned Questionnaires .....	83
Appendix K: Training methods commonly used in training of trainers .....	84
Appendix L: Comparison by gender of trainees' choice of training methods (N=54) .....	85
Appendix M: Comparison by age of trainees with choice of training methods. (N=54).....	86
Appendix N: Comparison by education level and Training methods (N=54).....	87
Appendix O: Comparison by duration in service and training methods (N=54).....	88
Appendix P: Comparison by field of specialization and training methods (N=54).....	89
Appendix Q: Comparison by gender of trainees and monitoring mechanism tools (N=54).....	90
Appendix R: Comparison by age of trainees with monitoring mechanism tools (N=54).....	91
Appendix S: Comparison by Education Level And Monitoring Mechanism Tools (N=54) .....	92
Appendix T: Comparison by duration in service and Monitoring Mechanism Tools (N=54) .....	93
Appendix U: Comparison by field of specialization and monitoring mechanism tools (N=54) ...	94

## **ACRONYMS**

<b>TOT</b>	Training of Trainers
<b>CPD</b>	Continuous Professional Development
<b>PMS</b>	Performance Management System
<b>WHO</b>	World Health Organization

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

This chapter discusses the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, theoretical framework, limitations of the study, operational definitions of the study and a summary of the chapter.

### **1.2 Background**

Training in an organisation is an effort that is initiated by the organization to foster learning among its employees (George and Scott, 2012). It is a continuous effort that is designed to improve employees' competence and organize performance as a goal to improve employee capacity and performance. Some organizations have a department in charge of training staff, and developing a dedicated staff of trainers who are charged with the responsibility of training and designing programmes that are aimed at meeting organizational needs and that of individual employees. Different training programmes are provided including training of trainers (ToT).

For this reason, ToT has been applied across many disciplines including education, healthcare, health promotion and disease prevention to provide would-be trainers with the necessary knowledge and skills for training others. The popularity of ToT is based on its cost-effectiveness and potential for rapid expansion of local capacity (UNICEF, 2005). Additionally, the development and utilization of local trainers ensure that the curriculum content is culturally relevant and applicable (Hiner et al, 2009). It evolved out of adult education in North America where Youths were trained in community-related issues to go and train fellow youths. After seeing the benefits of this approach, ToT was adopted by the Human Resource Development discipline (which is still adult education) and later in the field of Human Resource Management (Sichula, 2020). The training managers could not meet this demand alone and outsourcing for experts to organize workshops became expensive for most organisations, hence, localising the training by coaching and mentoring the trainers who in turn train others within the organisations (Institute of Human Resource Management,2021).

ToT is a form of adult education for many reasons - the trainees or participants are adults who are employees of the organisations, and the training content is often designed to address needs related

to solving specific work-related matters (Sichula, 2020). It can be applied informally and formally and targets the adults who are in this case the employees of the organization. For this reason, trainers need to understand that adults or trainees learn differently. Therefore, adult education is key in training because it enables the trainers to work with trainees who have diverse backgrounds and experiences. Crossman and Salas (2011) wrote that trainee characteristics are significant factors for learning transfer. This is important because it helps the trainers to know the content and type of method to be used to teach the trainees. The trainers in ToT need to know the methods that can best be used to deliver the training to the trainees for the training to yield the intended results. Apart from that, the trainers need to be aware of the different training methods that can be utilized during the training which should be in line with the learning styles of the trainees (employees). The training to be offered highly depends on the resources that the organisation has set aside and the priority put in place for any form of training to be undertaken by the organization.

In Zambia, training of trainers is provided in the form of non-formal education programmes, adult literacy programmes and Continuous Professional Development (CPD). The literacy skills are provided through training of trainers who believe in a cascade of training in their various cooperative groups to increase their skills and production of both crop and animal farming. These avenues where training of trainers is provided, go hand in hand with the methods that are applied during the training. In government departments CPDs are widely used to improve employee skills and competencies of service delivery especially since the world is a global village and improvement in technology means that the employees need to be kept abreast with the latest technology often using different methods of training. One thing for sure is that the 21<sup>st</sup> Century presents several teaching and learning challenges because of rapid changes caused by increasing technological advancement. Therefore, traditional teaching and learning approaches have been brought under reflection. ToT is not spared, employees have become more informed about several things that relate to employment and skills. Therefore, relying on the traditional methods of conducting ToT for trainers, may not be beneficial.

### **1.3 Statement of the Problem**

Many organizations and companies aim to maximize profits, therefore, the purpose of training trainers is one way to improve the skills and production capacity of employees which is crucial (Brandon Hall Group, 2022). Often managers and supervisors are put on ToT programmes for

improved organizational performance by imparting the acquired knowledge and skills to their junior supervisors (Brandon Hall Group, 2022). However, most ToT programmes tend to ignore the value and importance of adult learning in which the very idea of ToT is rooted. Particularly the methods employed in the ToTs of most training programmes lack interrogation to appreciate the adherence to standards of teaching and learning in adult learning. This gap has been created because a lot of studies within ToT have been focusing on evaluating training programmes in terms of effectiveness efficiency, and employee performance. This study took a departure by analyzing the methods used in ToT to generate an understanding of how the methods reflect the adult learning principles.

#### **1.4 Purpose of the study**

The purpose of the study was to analyse training methods used in training trainers in selected public organisations in the Lusaka district.

#### **1.5 Objectives of the study**

The objectives of the study are to:

1. analyse the training methods used in the training of trainers in selected organisations.
2. establish the relevance of training methods used to trainees' learning styles.
3. assess the monitoring mechanism tools used by trainers to monitor the application of their knowledge and skills.

#### **1.6 Research questions of the study**

The study attempted to answer the following research questions.

1. What training methods are utilized in training trainers in selected organisations?
2. How relevant are the training methods to trainees' learning styles?
3. What monitoring mechanism tools are used by trainers to monitor the application of their knowledge and skills?

## **1.7 Significance of the study**

The findings of this study might be important to Government institutions, private institutions and Non-Governmental Organisations in Zambia, to come up with strategies on how to ensure that correct training methods are utilized effectively in the training. Organisations might use the study to contribute to their day-to-day ToT and employee training in general. This is important because the trainers, trainees, supervisors (managers) and human resource officers who are the stakeholders of the study may appreciate the different types of training methods and how relevant they are to the training of the employees in terms of grasping the content in a training session. In addition, ToTs of this nature might help organisations save on outsourcing for trainers because the experts are within the organization. The study might also contribute to the generation of literature on the topic of training of trainers.

## **1.8 Theoretical framework**

This study adopted the experiential learning theory as a theoretical framework to guide the conceptualization and refinement of the study, data collection and interpretation of findings. This theory was pioneered by David Kolb in the 1970s, drawing on the work of John Dewey, Kurt Lewin and Jean Piaget. Experiential learning theory focuses on the idea that adults are shaped by their experiences and that the best learning comes from making sense of their experiences. According to David Kolb experiential learning theory is about creating knowledge through the transformation of experience. Experiential learning theory promotes a reflective learning style which helps the learner to practice and reflect on the procedures taken to reach the conclusion. This means that experiential learning theory does not encourage memorization of facts and figures; instead, it endeavors to encourage learners to learn by doing. According to Kolb (1984), experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Kolb (1984) cited in McLeod (2017) adds that learning involves the acquisition of abstract concepts that can be applied openly in a series of situations. Kolb (1984:38) had a view that change of new concepts was provided by new experiences when he stated that “Learning is the process whereby knowledge is created through the transformation of experiences.” This type of learning theory can be summarized into four categories, namely. Diverging, assimilating, converging and accommodating learning styles.

Diverging learning style In this style of learning learners view things from different perspectives. These learners gather information and use imagination to find solutions to problems. In other words, they view problems or situations from various points of view. Kolb (1984) cited Mcleod (2017) observes that learners of diverging learning styles enjoy working in groups and that they listen with an open mind. This means they are ready to learn from each other and that they respect each other's opinions. Experiential learning theory promotes learning that involves working together in teams as a part of the process. In respect of this, the theory is well placed in this study because the study findings bring out the significance of teamwork as shown by the choice of the scenario training method which allows the participants to collectively analyse a given situation before concluding. This theory is well placed in this study because it supports knowledge retention of learners. Experiential learning theory promotes learning that involves working together in teams as a part of the process.

Assimilating learning style involves a concise, logical approach. In this style ideas and concepts are more important than people. The focus of these learners is good clear explanations than practical opportunity. Kolb (1984) cited in Mcleod (2017) adds that learners under assimilating excel at understanding broad information and shaping it in a clearer and logical way. In this style learners are more interested in ideas and concepts and less on people. Learners under assimilating learning style have a preference in reading, exploring analytical models and having time to think things through. The learners under this style they watch and think through their ideas and ensure that they are presented in a more logical way for easier understanding.

Converging learning style involves learners solving problems and these kind of learners find solutions to practical issues. Kolb (1984) cited in Mcleod (2017) adds that the learners like to experiment with new ideas, simulate and work with hands-on applications.

Accommodating learning style is hands-on and governed by instincts rather than reasoning. The learners under accommodating learning style use people's investigation and prefer to take a practical experiential approach. The learners under this style are attracted to new challenges and experiences to carry out the plans. In other words, this style tends to focus on other peoples' information than their own analysis.

Kolb's theory of experiential learning was found to be appropriate for this study considering that adults have lots of experiences from which they draw knowledge and references. Experiences of adult learners help to facilitate learning. Knowles (1984) adds that as a person matures he or she accumulates a growing reservoir of experience that becomes an increasing resource for learning. Besides that, they can use their experiences as a resource that they may share with others (Malone, 2014) and relate new knowledge and information to their prior experiences (Zhao, 2004), which can be an asset for their learning (Canadian Literacy and Learning Network, 2016). Experiential learning theory promotes active participation of the trainees in the learning process. Apart from that experiential learning theory helps the learners to reflect upon their experience after the participation stage by developing and firming the knowledge that they have gained. In other words, experiential learning considers the successes and failures of the learning process, doing so helps to make some improvement for the next learning activity. Furthermore, experiential learning theory assumes that ideas are not fixed immutable fundamentals of thought but are formed and reformed through experience (Kolbs, 1984). This study draws from this viewpoint by Kolb in that according to this study knowing a persons' learning style helped the trainers to orient the learners according to their preferred method. In any learning environment it is important for trainers to make use of all the types of learning styles that best suit a given situation and a persons' learning style preferences. The experiences of adult learners are important because they act as a focal point for new learning.

### **1.9 Delimitation of the study**

In this study, only trainees, trainers and supervisors in the three selected organisations in Lusaka District of Lusaka province were sampled.

### **1.10 Operational definitions of terms**

**Training of trainers:** According to Fiering (2014) training of trainers is a programme where individuals in specific fields receive training in given subjects and instructions on how train, monitor and supervise others in the approach.

**Adult education:** As defined by Gboku and Lekoko (2007) cited in Kanukiya (2020) refers to all adult educational activities provided to learners through a variety of channels, including face-to-face interactions and distance-

learning education, using both print and non-print teaching and learning materials or aids.

**Training method:** Training method is a set of systematic procedures, activities or techniques that are designed to impart Knowledge, abilities, skills and attitudes to participants that have direct utility in enhancing their job performance (Martin, Kolomitro and Lam, 2013).

**Trainer:** Trainer is any person who is experienced in the area of specialization and shares knowledge and skills to the participants.

**Trainee:** A trainee is any person seeking to learn the materials or content.

### **1.11 Summary**

This chapter has presented the background to the study, problem statement, purpose, research objectives and research questions, its significance, the theoretical framework, delimitation, as well as limitations and operational definitions of key terms.

### **1.12 Organisation of the remaining chapters**

Chapter two which follows presents a review of research-based literature related and relevant to the problem under discussion in this study. Chapter three presents the methodology used in the study, while chapter four presents the findings. Chapter five is the discussion while chapter six presents the conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter focuses on the review of literature on the analysis of training methods used in training of trainers in selected organisations in Lusaka district.

Literature review serves a number of purposes in a dissertation. Miles, Huberman & Saldana (2014) record that literature review is aimed at describing, clarifying and evaluating relevant literature. Ziwa (2014) postulates that a review of related literature entails identifying, selecting, reading, analyzing and evaluating different scholars' works related to the researcher's study. The chapter reviewed and analysed related documents including books, dissertations, educational journals and websites. This section further highlighted the arrangement of the chapter.

The following themes are used to discuss the literature that was reviewed on the subject under study.

- i. Conceptualisation of training of trainers
- ii. Employee perspectives on training methods
- iii. Methods and strategies used in training of trainers in organisations
- iv. The relevance of training methods on trainee learning styles
- v. Assesemts Types of monitoring mechanisms tools used to monitor employee's effectiveness.

The review of the literature helps the researcher to engage in critical analysis of how different authors conceptualise training with the view of reaching a more meaningful definition that will ultimately shape the study. Furthermore, the review of literature helps the researcher to identify research gaps. Studies have been done in other parts of the world especially the West to establish the importance of training of trainers on the employees. In Zambia literature on the topic is scanty. Although much research has been done globally on evaluation of training of trainers, much of the studies focus on the importance of training.

## **2.2 Conceptualizing Training**

Training today has become a central part of any organization's operations. The need for training has forced organisations to work hard by ensuring that adequate supply of personnel is done effectively. This has come as a result of an increase in competition and technology. Organizations need to organize training systems in order to utilize human resource.

Training is all about upgrading the present employees to accept more responsibility within the organization using a properly designed training system. According to Mohamoud et al (2010) as cited in Jenberu, (2013), training is the act of increasing the skills of an employee for doing a particular job. From this definition one can conclude that training is a technique concerned with the development of skills and knowledge in a particular discipline. In other words, training enhances a persons' skills and imparts knowledge to change person's attitude and values towards particular direction.

Training of trainers is a process of improving and acquiring new skills, knowledge and abilities for purposes of training others to perform their tasks, competently, effectively and efficiently (Sichula, 2020). Training of trainers aims at building a pool of competent trainers who can teach the content to other people.

## **2.3 General perspective of training of trainers**

Training of Trainers has been used globally to educate, impact and rapidly build capacity of large numbers of people in both rural and urban communities. The most common discipline where ToTs are widely used is in the field of health where a cascade of health workers are trained in short space of time in order to meet the huge demand for the service. In Ghana for example, ToT has been used to educate midwives and nurses on neonatal resuscitation techniques (Enweronu- Laryea, Engmann, Osafo & Bose, 2009) as well as helped faculty members from health science institutions nation-wide to teach human rights to their students (Ewert, Baldwin-Ragaven & London, 2011). Malawi used ToT to educate village women on Health promotion and risk reduction in pregnancy using low literacy techniques (Genmaro, Thyangathyanga, Kersbbaumer & Thompson, 2001). In the United States of America (USA) ToT was utilized in teaching civic engagement to students, staff and faculty in an American Black College (Peterson & Whisenton, 2014). Apart from civic engagement, training of trainers was also used to teach nutrition in an after-school program in

order to improve nutrition levels among them especially children (Gustin, Reiboldt & Carson, 2016). From this background, it can be deduced that ToT is predominately in various fields as a method of increasing the capacity of human resource as well as avoiding relying on same people to provide the trainings in content to people provided the master trainer understands the learning styles of the trainees. The global perspective of training of trainers gives the general overview of how ToT has been used and applied in various fields to address the issue of human resource at different levels. Having looked at the global view of ToT the researcher will now discuss the related literature according to themes as stated in the outline.

## **2.4 Employee perspective on training methods**

Methods of delivery play an important role in training in that it helps the trainers to keep the trainees interested in the topic being shared, brings in effective learning among the trainees and it further brings about good results for the organisation when good training methods are used. For this reason, whichever training method is utilized, it should yield high return on investment.

Training methods are always viewed from two perspectives: Employee perspective which entails that training methods should be in support of theory and practice for better learning and employer perspective depend on the needs and requirements from the needs analysis, employers decide on the training method based on the material to be delivered which focus on the resources available, time and budget allocated towards training in the organisation (Jevena,2017). Organisations are at liberty to use several of methods such as matrix and delivery method matrix. Decisions on the type of training method is dependent on the materials, resources and audience (participants) of the training which could be management, middle management or the general staff of the organisation.

Training methods come in different shapes and sizes, this means that each team, section and organisation can only chose a training method depending on the particular need that requires to be addressed. The decision for training method is largely dependent on the need for learning, resources, costs and time. Vinesh (2014) posits that many companies are not meeting the training needs of employees (trainees) as the result of this, there is a gap between the required and the acquired skills. This means that some skills acquired add no value to an employee day to day job activity hence making it difficult to achieve the organizational and individual goals. The training needs as highlighted by Vinesh (2014) are basically in terms of availabilities, methods and the

areas of training to be focused on. The preferred training method is difficult to be selected because training of trainers is offered based on the nature of the job. For example, employees in a company that deals with fixing cars of different models may require different methods of training in understanding the engines and how it functions. The method to be deployed in this case would be the one that meets the needs of the employees. Sohail, Ahmad, Iqbal, Haider & Hamad (2014) carried out a research and from their findings most employees considered training as an integral part of the organisation because it addressed task-specific skills and knowledge which are directly used as per required job.

## **2.5 Methods commonly used in training of trainers in organisations.**

The United Nations has been at the center of a long-term effort by successive programs in various countries to promote equality, economic stability and alleviate poverty amongst other things, by providing adult education programs to eradicate illiteracy. The education of an individual is important and has been said to be one of the most important accomplishments in an individual's life. Oftentimes, it has been considered to be the means by which people and societies will be able to secure economic stability and independence, attain success in life and achieve a level of peace and respect for one another in countries and in the world (Adult Education Conference, CONFINTEA V, UNESCO, 2003). Adult education plays a significant role in ensuring that people are conscientized in ways that may bring about personal, organizational and societal development. In order to achieve this, it's important to understand that adult education works with adults and adults have way of responding to any learning activity because they are peculiar in nature. For this reason, for any organization to attain a successful training of employees there should be a deliberate move in understanding who employees are (understanding employees as adult learners). Knowles, Holton III & Swanson (2005) add that the peculiarity of adult learners should always be considered whenever training is being conducted because adults and children learn differently.

Training is one mechanism vital to any organisation and when used properly it could bring visible change in performance (ILO, 2003). For this reason, training is not a one off activity, therefore, institutions and organisations need to continuously develop their employees' skills and promote workplace learning which improves efficiency, effectiveness and competencies of the employee. In addition, trainings are considered effective and meaningful when right training method are used in the learning journey. The nature of method depends on the content in the training materials and

availability of resources in an organisation (costs for running a training). Therefore, training methods should be used for the right purpose, audience and budget (finances) in order for the organisations and institutions to achieve their intended goal. Trainers however, know and understand that no one single method is adequate for one particular training. Therefore, multiple methods in a training session are effective because they meet different learning styles of the trainees. In other words, the organisation needs to carry out cost benefit analysis before implementing a training (Mirza, 2004). These methods may be used in a training depending on the requirement from the needs analysis. ToT trainers are at liberty to choose a method to be used in the training session and below are some of the training methods discussed in details;

### **2.5.1 Lecture method**

Lecture method involves the dissemination of training materials by a trainer to a group of trainees by means of verbal instruction (Zhang, Zhao, Zhau & Nunamaker; 2004). This means that lecture method is widely used to get huge amount of information to a lot of people in a short space of time. Sichula (2020) adds that lecture method can be categorised as expository teaching which belongs to traditional teaching methods known as a teacher-centered. Lecture method belong to traditional training method where the trainer takes an active role in a training session and trainees are passive in that they just receive information and knowledge that is transmitted to them by the trainer (Hamilton- Ekeke, 2007). According to Sichula expository teaching is used more creatively by combining with other interactive strategies. The trainees in the lecture method of training are expected to grasp the content given through instructions by the trainer during training session.

### **2.5.2 Mentoring and apprenticeship training method**

Mentoring and apprenticeship training method is kind of method that involves a one-on-one partnership between the novice employee with a senior employee. Mentoring and apprenticeship training method is therefore, the ability to provide long term gains to employees with the view of helping them learn particular tasks and skills. Mentoring and apprenticeship focus on the relationship between an employee and a more experienced professional such as a supervisor or old-timer employee. This means that mentorship is there to provide support and guidance to less experienced employees whereas apprenticeship is for the development of job skills (Andrews & Chilton, 2000). Simon and Wardlow (1989) cited in Banja (2017) conducted a study on mentorship

in which they compared the effect of mentorship on employees. The outcome of the study was that newly qualified teachers needed a mentor to work with until they were able to work on their own. They concluded that employees with mentors experienced fewer problems during their service delivery than their non-mentored counterparts. Zerzan, Hess, Schur, Phillips & Rigotti (2009) postulate that mentorship serves the trainee in two ways; Psychological support and Career facilitation. This means that an employee needs both psychological and career facilitation in order for them to achieve their personal and organizational goals.

### **2.5.3 Team Training Method**

The team training method has a big and important role to play in training of employees in an organisation by ensuring that employees connect as a team. Goldstein & Ford, 2002; Baldwin & Magjuka, 1997 cited by Delise, Gorman, Brooks & Rentsch (2010) defined team training as planned effort designed to develop team performance by supporting individuals in the attainment of new information, skills and attitudes that are vital for their performance in team environment. Delise et al (2010) further add that team training is specifically a category of training that is directed to the entire team aimed at improving the performance of the team as a unit. This means that team training does not focus on individual employee rather focus on connecting team members and make them more engaged in their training and work. For example, in a training scenario, a trainer might give a situation to trainees which require everyone to engage into critical thinking by putting their thoughts together in establishing the solution or possible alternative to the situation at hand. This training method helps employees to work together as a team in order to achieve group goal. In other words, this method helps team members to respect each other's opinion and work towards a common goal as team. In this method each and every member is important and plays a significant role in achieving the set goal of an organisation.

### **2.5.4 Hands-on training method**

Hands-on training method includes any experiential training that focused on the individual needs of the employee. Its conducted directly on the job. Hands-on training can help employees fit perfectly into their upcoming or current role while enhancing their current skills. Hands-on training method is applicable immediately to the employees' job. This method allows the trainees to practice what is being taught. This method is linked to experiential learning in that an employee is

put at the center of what they need to know. This can further be illustrated using a Chinese proverb which says when 'I hear and I forget' 'I see and I remember' 'I do and I understand' experiential learning in the workplace is a hands-on type of training that helps employees understand key information by directly performing the task or skills at hand. Therefore, experiential learning is an opportunity to revolutionize how organisation ought to train their employees and develop leaders from within. Studies show that offering repeated opportunities for practice of new information and skills vastly improves learning both in what is learnt and the quality of the application. Adults retain knowledge longest when they are given an opportunity to practice what they learn, (Kelly, 2010). For this reason, instructions should be task-oriented, taking into account the wide range of different backgrounds. ToT promotes cascading training, therefore, the trainees must be allowed to practice what they are being taught. For example, 'practice makes perfect'. Sichula (2020) adds that adults or trainees prefer task-oriented and relevant training to their professions and daily activities. Therefore, trainees need to be treated as responsible people because the knowledge acquired through training will be of great help to their profession and service delivery. The training atmosphere should create open dialogue and communication among themselves and the trainer.

### **2.5.5 Case study training method.**

A case study is a documentation of events which have occurred in the organisation or business firm. Michiel, Leenders, Louise, Maiffette and James (nd) cited in Shivakumar (2010) defined a case as a description of a real situation and explanation that is usually a challenging situation which necessitates analysis of the situation and the environment and eventually leads to decision making by the people involved in the analysis. According to Shivakumar (2012) case study training method is used to facilitate the trainees to develop their decision and analytical skills. This method helps to develop the communication and interpersonal skills of the trainees and enhances the managerial skills of trainees. The case study training method allows the trainees to view the cases to analyse facts and make a decision based on what has been viewed. In other words, the case study training method helps to develop the analytical and problem-solving skills of trainees. This means that the trainees are allowed to analyse issues according to the occurrence of events by ensuring that there is no judgement of opinions of others instead the analysis should stimulate one to develop their own perspective on the case or situation. Trainers use case study training methods to build skills in analysis and problem-solving of the trainees. For this reason, the case study method of training

allows the trainees to assimilate better what was taught because the relevance of information becomes more realistic when they learn through case studies. Trainees are allowed to step in the shoes of managers faced with the decision-making situation, thus prompting them to understand the vagueness and difficulty faced by most management. Therefore, this training method can help trainees develop new skills and alternative strategies for solutions to their problems.

### **2.5.6 On-the-Job Training Method**

The on-the-job training method is used in organizations during the training of trainers. This method proves to be effective in that it allows the employees to concentrate on the training while working. Organizations prefer this training method because it is done within the working environment. The on-the-job training method helps employees to learn the job in an actual working environment in a real-life situation and not a simulated environment. On-the-job training methods promote coaching and mentorship in that supervisors work directly with the trainees. The on-the-job training method utilizes a brainstorming technique where various experts are called upon to find a solution to a common problem. These experts are a group of professionals in their various fields, and for this reason, various viewpoints are brought forth which help to reach a constructive solution to any problem that may arise within the training atmosphere in an organisation. Nassazi (2017) posits that the purpose of the on-the-job training method is to provide the trainees with task specific knowledge and skills in their area. This method helps the trainees to become effective in service delivery hence minimizing the migration and transfer of employees.

### **2.5.7 Internship Training Method**

Internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. According to Beggs, Ross and Goodwill (2008), the internship training method provides learning opportunities to trainees to experience professional practice and activities associated with knowledge application. This helps the trainees to understand the theoretical standing in terms of knowledge attained while completing the theory part of learning and practical aspects of the specific profession one may be in. For example, internship as a training method is used to help trainees integrate the theoretical aspect of training into something more real and practical.

## **2.6 The relevance of training methods on trainee learning style.**

Training is an ongoing and continuous process that every organisation should deploy to achieve better employee performance. Through training of trainers' employees can improve service delivery. Mozael (2015) observes that training helps employees through the improvement of their attitudes and behaviour towards work. For this reason, training of trainers aims at upgrading employee skills that are required for the particular job. Training of trainers ensures that the employees gain knowledge and skills needed on the job market, especially in this era when technology has taken center stage in the world of work. In other words, training of trainers helped employees to adapt to the new demands of the ever-changing work environment. The relevance of training methods in any training of trainers' workshop plays a significant role in ensuring that the trainee (employee) receives the knowledge that would help him or her on their job. In other words, any success of a trainee in job performance will help to boost their morale and enhance more positive attitude towards work-related activity. The effectiveness of trainee performance is highly dependent on the method used when providing the training. The training method selected depends on the cost, content and time needed for the training to be done. The study conducted by Mahadevan and Yap (2019) concluded that job performance is linked to the form of training that a trainee might be going through. From their study called "Impact of Training Methods on Employee Performance in Direct selling Organisation, Malaysia". The study viewed training methods as cardinal to the training of employees and their effectiveness. The study further showed that on-the-job training and off-the-job training were preferred by both the employee and employer depending on the content being delivered.

On-the-job training enabled the employees to perform the tasks while learning at the same time. On-the- job training is supported by classroom structured instruction such as lecture method and hands-on method where the trainees can perform the task practically. The on-the-job training provided immediate feedback to the employee on the performance whether one is on track or not and it further provided an opportunity for remedies in case the task is not performed according to the set standard. Off-the-job training on the other hand gave an opportunity for the employees to focus on the training without any disturbance. Shafini, Syamimi, Amalia, Rapidah and Sakina (2016) add that employee pay more attention when they attend training outside their working atmosphere because the employees focus on the training without being disturbed with work

operations found in the working environment. Training offered outside the working environment sometimes may pose huge workload for employees as they take a break from work related activities and focus on the training, as a result performance may be compromised in the process.

## **2.7 Monitoring mechanisms tools used to monitor trainee**

Organisations use different types of monitoring mechanism to monitor employees' effectiveness before and after training to verify whether the gaps identified before training and content taught in the training has been grasped. This assertion is supported by the study carried out by Mvula (2016) after training concluded that the performance of employees should be assessed on success of the tasks assigned to them (employees) and causes of failure should be taken note of and recorded for future reference. Monitoring performance of employees in any organisation is very important because spells out knowledge, skills, behaviours and attitudes of employees towards work or task. In other words, monitoring performance makes a difference in identifying the successes and failures of the organisation in terms of service delivery. Monitoring performance of employees gives the organisation through the human resource managers the ability to assess employee efficiency and how to improve workplace overall productivity. This objective will highlight tools involved in the monitoring mechanism of the training of employees in organisation. It important therefore, to note that the tools that will be discussed used in the monitoring mechanism can apply in the pre-training and post-training analysis.

There are a number of monitoring tools that are used in organisations to monitor performance of employees and some of them are listed and discussed below; observation, encourage the use of self-monitoring tools. Regular reviews (regular evaluation), feedback and creation of work plans.

### **2.7.1 Observation/observe your team**

Observation as a tool entails that the trainer or supervisor observe the team working with him or her directly or indirectly. Observation is described as the technique of obtaining data through direct contact with a persons or group of persons and this is done in a natural state as undisturbed as possible (Potter, 1996). Marshall and Rossman (1989) cited in Kawulich (2012) add that observation is the systematic description of the occasions, behaviours and work of art in a social setting. This technique is the most effective and straightforward way to monitor performance by observing the employee working in their respective places. A study by Atkinson and Bolt (2010)

concluded that observation in teaching helped to improve teaching performance. Observation was applied formally and informally and observed by an expert in the area. This process was equally to be applied in training of trainers in organisations. Observation in this regard includes observing how employees relate to each other, and interact with clients, supervisors and so on. Observation is effective in observing the strengths and weaknesses of each employee. Frank Cushing's work with the Zuni Pueblo people, Beatrice Potter Webby carried out research using observation to study poor neighbourhoods in London and her study has been used to collect data to study various cultures (Kawulich, 2012). These studies set a standard for conducting observations today in different fields and training inclusive. In training trainers, observation technique helps to identify the employees who could be struggling with tasks given in terms of meeting organizational goals.

### **2.7.2 Encourage the use of self-monitoring tools**

Apart from observation, organisations also monitor employee performance through self-monitoring tools. Self-monitoring tools can be a very useful method to facilitate independence and skills development (Bellini & Peters, 2008). In other words, self-monitoring occurs when an individual keeps track to check whether or not he or she has completed or he or she is in the process of completing or has gotten off track with targeted skills or behaviour. An example of a self-monitoring tool at a workplace is a scorecard which helps to stay focused and observing how often one gets off task with non-work related activities. This tool is efficient in that it provides an opportunity for the organisation to come up with a checklist and activity logs which help to monitor their own goals and deadlines. The self-monitoring tool helps the trainees (employees) to take note of the gaps in their service delivery. For example, self-monitoring tool was used to point out to the employees on the things not attended to in a particular day or week. In ToT self-monitoring tool play a significant role in ensuring that the trainees who would be trainers track their activities, knowledge and skills which will be used to train others. The self-monitoring tool further helped trainees to make adjustments in terms of time allocated to each activity to achieve set goals of the organisation. Therefore, self-monitoring tools in organisations provide checks and balances on the trainees in their working environment.

### **2.7.3 Regular reviews**

Regular review is another tool that is used in monitoring the employees in the training of trainers. Carrying out regular reviews helps to check in with employees by creating a strong understanding of strengths and weaknesses. This means that if an employee is having challenges in achieving a particular goal and yet can achieve other tasks allocated to them, then through regular reviews the immediate supervisor may adjust the work plan to enable an employee to perform well. These reviews help the organisation assess whether poor service delivery from employees can be rectified by providing some kind of training to enhance employee performance. The supervisors are charged with the responsibility of ensuring he or she identify the employees that can benefit from a mentor especially those that require supervision. A mentor in this regard works hand in hand with an employee who needs help until one can stand on his or her own. Several researchers including Dreher and Ash (1990) and Fagenson-Eland (1989) as cited in Greiman (2002) have stated that the presence of a mentor was found to be associated with a collection of positive career outcomes for mentees, including more career satisfaction, higher incomes and more promotions. Training alone is not enough for employees to master the skills needed for their jobs. Lankau & Sandura (2007;95) support this assertion thus;

Learning from training programmes and books will not be sufficient to keep pace with the required competencies for success in today's fast-paced work environments. Individuals often must look to others to learn new skills and keep up with the demands of their jobs and professions. Mentorship serves as a forum such personal learning in the organisation.

Therefore, mentoring is inevitable as it improves socialization, and performance, provides support and complements other professional development activities.

### **2.7.4 Feedback**

Monitoring the performance of employees requires feedback. Feedback is important and should be given often whether positive or negative because it enables the employees to pull up their effort in service delivery. A study carried out by Mvula (2016) acknowledges the importance of feedback as a form of communication because employees are allowed to learn about their flaws in duty delivery and how they can be mitigated. Therefore, feedback encourages the employees to become free with their supervisors and share their concerns. Doing so helps employees to know when they

are doing well. Ongoing feedback and coaching address strengths as well as areas for improvement. Monitoring the performance of employees is more effective when it is done correctly and early than waiting for the time of evaluation. This means that management should take feedback seriously as it helps in achieving individual and organizational goals.

## **2.8 Summary**

The literature reviewed has revealed global and local training methods used in the training of trainers trends. The literature reveals several things. The literature reviewed in this chapter has demonstrated the role of training trainers in organisations as a tool for training more trainers with a manageable budget. For organisations to benefit from training of trainers, they need first to identify their needs as an organisation and the need for training of trainers in their organisation which focuses on training the cascade of trainers which focused on reducing the cost of outsourcing for trainers from other organisations. Literature has further revealed that the training methods in training trainers are more effective when the trainers and supervisors identify the learning styles of would-be trainers who are the trainees in this case.

A review of the literature has established further that training methods are an important consideration when coming up with a training programme. Further, the literature identified several training methods that are necessary for smooth training. There is also evidence in the literature that training methods go hand in hand with the learning styles of trainees in a training session. From the literature, there are several learning styles and these learning styles depend on the content being taught which helps the trainees understand easily the material with less difficulty. In addition, the literature has also established the relevance of learning styles to training performance.

The next chapter discusses the methodology that helped generate the data collected for this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

The previous chapter reviewed the literature on training methods used in training trainers that were considered to be of direct relevance to the current study according to the research objectives. The current chapter describes the methodology that was used to achieve the objectives. The chapter explains the target population and the sample size, the sampling techniques, the instruments for data collection; their reliability and validity, the methods of data analysis and ethical clearance and a comprehensive summary of the chapter.

#### **3.2 Research Design**

The research design is the researchers' overall strategy for answering the research question. This study used the convergent design. Adu and Okeke (2022, 103) explain that a convergent design is "...combines qualitative and quantitative data to provide a comprehensive analysis of the research problem." Using this design, both quantitative and qualitative data were collected, and compared, and the results were used to provide answers to the research questions. In addition, this design was found suitable based on Creswell (2012) that when the researcher is dealing with research problems whose questions are designed to arouse different types of data, a convergent design that comprises quantitative or qualitative methods is ideal. Therefore, this study used convergent design to obtain a more complete understanding by eliciting detailed quantitative and qualitative information from the viewpoints of the trainees, trainers and supervisors on the training methods used in training of trainers in the three stated organisations. Additionally, the convergent design was chosen because of its many advantages for the researcher such as its cost-effectiveness and rapid turnaround in collecting data from a range of respondents. Furthermore, the combination of qualitative and quantitative data was preferred in this study because it provided more enriched results in ways that one form of data could not allow (Creswell and Plano-Clark, 2011; Brewer and Hunter, 2006; Creswell, 2003; Tashakkori and Teddlie, 1998). In other words, the choice and combination of qualitative and quantitative methods generated the process of comparison and the process of merging data. Sami (2016) adds that utilizing different methods works together as an efficient design. In other words, the design enabled the identification of convergence of qualitative

and quantitative data hence contributed to results that complemented each other (Santos, Erdmann, Meirelles, Lanzoni, Cunha & Ross, 2017; NECO, 1997).

On the other hand, qualitative data and its analysis helped the researcher to explain and link the statistical outcomes by exploring participants' views in depth and comparing the two data sets to make interpretations and come to a conclusion. Linake, Maphosa & and Kunene (2022) explain that the qualitative research approach explores and recognize the meaning of individuals or groups attributed to social or human problem from their viewpoint.

In this study, efforts to contribute towards the development of a better understanding of training methods were undertaken using a qualitative and quantitative approaches ( Okeke and Adu, 2022). Creswell (2012) affirms that this design is popular and effective in educational research and both qualitative and quantitative data were collected at the same period. Maxcy (2003) explains that this design builds the knowledge by emphasizing the fact is 'what works'. For this reason, the researcher believed that using this approach would particularly be useful in answering the research questions. Therefore, the researcher in this vein was involved in collecting in-depth information from the trainers, trainees and supervisors on the training methods used in training trainers in their respective organisations.

### **3.3 Target Population**

The target population of this study included the human resource personnel in the three selected organizations in Lusaka District in Lusaka Province which consisted of trainers, trainees and supervisors (managers). The researcher targeted this population because it forms the accessible population that comprises elements and subjects that serve the interests of the study. It also enabled the researcher to obtain relevant data that answered the research questions. This is in line with what Alvi (2016: 10) has noted that the target population should encompass "all the members who meet the particular criterion specified for a research investigation."

### **3.4 Sample size**

The sample size consisted of 60 participants from three selected organisations in the Lusaka District. Tables 1 and 2 shows that the participants were drawn from three organisation and their distribution was as follows; 4 were trainers, 2 were supervisors and 54 were trainees (employees).

A total of 54 trainees participated in the study with 35 (64.8%) being male and 19 (35.2%) being female. Two trainers were male while 2 were female. Lastly, two supervisors 1 male and 1 female participated in the study.

The demographic categories of respondents in the study are further summarized in Tables 1 and 2.

**Table 1: Demographic characteristics of the participants**

	<b>TRAINERS</b>	<b>SUPERVISORS</b>	<b>TRAINEES</b>
<b>GENDER</b>			
MALE	2	1	35
FEMALE	2	1	19
<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>54</b>

**Table 2: Distribution of Respondents by Organization**

<b>Category</b>	<b>Organisation 1</b>	<b>Organisation 2</b>	<b>Organisation 3</b>	<b>Total</b>
<b>Trainees</b>	14	22	24	60

*This distribution gave a combined return rate of 90%*

### **3.5 Sampling Procedure**

The study used both non-probability and probability sampling procedures. The non-probability sampling technique used in this study was expert purposive sampling procedure. According to Simuchimba (2005) and Creswell (2005) in purposive sampling, participants or study sites are carefully chosen. Expert purposive sampling is a non-probability sampling technique where the sample members are selected based on their knowledge and expertise regarding a research subject. The focus of purposive sampling was on the in-depth exploration of the subject under study. A purposive selection of organisations was found to be appropriate for this study. The decision to include a particular organisation in the sample depended on the number of trainees/employees present at that organisation, the area of specialization and their level of qualification at a particular

organisation. This was deemed important in the study because analysis of the training methods in training of trainers in organisations and experiences as a trainee could be affected by any of these three variables.

Similarly, expert purposive sampling procedure was used to select managers (supervisors) and trainers based on their expertise and envisaged specialised skills. Purpose selection of organizations was found to be appropriate for this study. The decision to include a particular organisation depended on the number of personnel. This was considered important in this study because training methods in training trainers play an important role in workers' performance. Probability sampling was another technique that the researcher used to choose the sample.

The selection of trainees was done using simple random sampling. Simple random sampling is a random method of selecting the sample. This method enabled the researcher to assign numbers or letters to the sample and then randomly chose them and the numbers chosen were included in the sample.

### **3.6 Research Instruments**

The study used an interview guide and questionnaires which were designed by the researcher to collect the required data. The following are the instruments that were used to gather data.

#### **3.6.1 Interview Guide**

Interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation (Taylor, 2005). An interview guide was used to collect information on the training methods that are used in training trainers from the trainers and managers (supervisors). The researcher in this study conducted one-to-one in-depth interviews with trainers and supervisors for approximately forty minutes to have more insight into training methods used from their point of view. This is in line with the views of Morris (2015). In this particular study, the researcher solicited information from trainers and supervisors because they held supervisory positions and were assumed to have the needed information on how trainees or employees perform in their area of duty.

Furthermore, the interview guide was helpful when interpreting all the non-verbal cues and visual cues which are often not so vivid when the interview is not done in person. For instance, the researcher was able to tell whether or not the trainers and supervisors were attentive to their expressions and intonation as they spoke. DiCicco-Bloom and Crabtree (2006) affirm that in-depth interviews allow for a personal and intimate encounter in which open, direct, verbal questions are used to elicit detailed narratives and stories and hence have the potential to generate substantial information relevant to a given study.

### 3.6.2 Questionnaires

In this particular study, questionnaires were administered to trainees which generated valuable information on the area of study. This is in line with the views of Harlacher (2016). The study used a mixture of closed-ended and open-ended questions. Closed-ended questions provide the researcher with quantitative or numerical data, whilst open-ended questionnaires provide qualitative or text information. The questionnaire was preferred because it was advantageous as it allowed the participants to respond at their convenience. Furthermore, the questionnaire provided confidentiality to the respondents and also saved time during data collection and analysis.

Table 3 shows the number of questionnaires distributed and returned.

**Table 3: Distributed and Returned Questionnaires**

CATEGORY	DISTRIBUTED	RETURNED	PERCENTAGE
TRAINEES	60	54	90%

*The returned questionnaires gave a combined rate of 90%*

### 3.7 Pretesting of the Research Instruments

Pretesting the data collection instrument was considered an important step in this study because it helped the researcher to test the validity of the instruments. This is in line with De Klerk and Van Wyk (2022). The researcher tried out the instruments in the field using two organisations in the Ndola district that had similar characteristics to the study sample. All the instruments were pilot-tested with respective and relevant organisations that mirrored the respondents of the actual study in terms of the desired characteristics. These were trainers, trainees and supervisors who did not

participate in the main study. The distribution of participants during the pilot study was as follows: 8 trainers, 6 supervisors and 15 trainees. Pre-testing of instruments helped the researcher to test the validity and reliability of the research instruments. In other words, pre-testing of the instruments provided an opportunity for the researcher to clarify vague questions. For example, in your view, what should be the role of a training trainers' workshop at your organisation?

### **3.8 Validity and Reliability of Instruments**

#### **3.8.1 Validity of instruments**

Validity in this study, therefore, is the degree to which questions were asked and the resultant findings of the study accurately represented the views of the respondents, in this case, the views of trainers, trainees and supervisors on the training methods used in training of trainers. To enhance the validity of the findings, the data collected were verified by using triangulation and respondent validation. Triangulation was done by comparing different kinds of data from different instruments to see whether they collaborated. Participant validation was done by verifying the results with participants and by relating the findings with evidence from available literature. In other words, in order to ensure that the findings were valid, the researcher cross-checked the participants' responses with those of other participants obtained through different instruments. This corresponds with De Klerk and Van Wyk (2022). For example, data collected through interviews from trainers were cross-checked with data from trainees through the self-administered questionnaire.

#### **3.8.2 Reliability of instruments**

Reliability of research instruments is about the accuracy and precision of measurement procedure. In this study, measures of a theoretical concept in questionnaire instrument were used to collect data on views of trainers, trainees and supervisors on training methods used in training of trainers. This was in agreement with the statement for Msabila and Nalaila (2013).

### **3.9 Data Collection Procedure**

This section outlines the steps the researcher took in the research process. Data was collected during the first quarter and second quarter of 2022. The researcher secured clearance from the Ethical Clearance Committee of the University of Zambia (see Appendix K); thereafter the researcher obtained permission from the head offices of the organisations under study

(see Appendices K). During the visits to the organizations managers were informed about the nature and importance of the study and how their participation and that of other staff would help achieve the aims of the study. The researcher distributed the questionnaires in person and conducted the interviews. Data collection lasted three months.

In summary both qualitative and quantitative data were collected around the same time. The study being a mixed method study, the researcher conducted interviews first because the responses from the interviews helped the researcher to enhance the quality of the questionnaire.

### **3.10 Data Analysis**

In this study, both quantitative and qualitative methods of data analysis were used considering that some research questions endeared themselves to use of quantitative methods of analysis, while other questions inclined themselves to the use of qualitative methods of analysis.

Qualitative data from both the self-administered questionnaires and the interviews with trainees, trainers and supervisors were analysed using thematic analysis. The researcher collected qualitative data, transcribed all the interviews, and then proceeded to analyse the information to come up with a number of codes, themes and patterns and for that reason the most significant were reported as guided by Creswell (2009).

Using the Statistical Package for the Social Sciences (SPSS) version 26.0. computer programme for windows, quantitative data were analysed to obtain frequencies and percentages that were presented in the form of tables. In addition, the SPSS was used to analyse quantitative data by way of the Chi-Square ( $X^2$ ) to establish associations between variables of interest. These were age, gender, education level, field of specialization, duration in service and their relationship with training methods and monitoring mechanism tools.

### **3.11 Ethical Considerations**

The researcher took into consideration all the ethical requirements done in all social science research because study involved direct contact with respondents (Babbie, 2013; Cullen, 2005). The ethical consideration of the University of Zambia calls for researchers to follow the ethical requirements before commencing the study and these include: Institutional permissions and approval, Informed consent, Voluntary participation, Confidentiality, and Anonymity,

(a) Institutional permissions and approval

As explained in the procedure for data collection, the researcher got ethical clearance from the University of Zambia Ethics Committee for Humanities and Social Sciences. In addition, the researcher sought for permission from the head offices of the three selected organizations. For the researcher to conduct research in these organizations and interact with the participants (trainees, trainers and supervisors) permission was needed and this permission was granted accordingly (*See Appendix K*).

(b) Informed consent

According to Nijhawan et al (2013: 134), “Informed consent is described as a code of conduct through which a participant, after being adequately informed about the process, the content and proposed outcomes of the research, voluntarily assents to participate.” In this study informed consent was sought from the participants by informing them what the study was all about. This served as a basis for establishing confidence between the researcher and the participants. (*See Appendix L*).

(c) Voluntary participation

Participants have every right to terminate their participation during the research study. Voluntary participation, according to McMillan and Schumacher (2014:130), “means that participants cannot be compelled, coerced, or required to participate.” Additionally, Maree (2020) suggests to researchers to inform each and every participant about their right to withdraw at any point should they wish not to carry on with assessment or interviews. In this study the researcher conveyed this information to the participants (*See Appendix M*).

(d) Confidentiality, privacy and anonymity

Confidentiality demands that no one has access to the participants’ personal details apart from the researcher while anonymity means that participants cannot be recognized from the answers given (McMillan & Schumacher 2014). In this study, participants were advised not to write their names on the research instruments and no organizations have been named in this study. Additionally, every response concerning this study was treated with high levels of confidentiality. The researcher also ensured that privacy of participants was not abrogated. This means that although the researcher may have known who may have provided the information or was able to identify participants from the information given, the researcher has in no way made the connection known

publicly. The researcher exercised confidentiality and no information was made available either directly or indirectly to unauthorized individuals. For this reason, participants remained anonymous in order to maintain confidentiality and ensure that no harm came on the way of a participant as a result of their participation in this study. It was the responsibility of the researcher to ensure that confidentiality was adhered to and that all information obtained was strictly confidential.

### **3.12 Limitations of the study**

Limitations identify potential weaknesses of the study. Msabila and Nalaila (2013) defined limitations as setbacks that might hinder the effectiveness of the research process that are out of the researcher's control. To start with, the nature of organisations where data was collected were parastatal organisations. Being quasi-government institutions, access for research purposes was extremely difficult to achieve. For this reason, the study was restricted to three organisations in Lusaka District of Lusaka Province. The sample of 54 trainees may seem small for a mixed method research; however, the researcher made sure that quality data was collected from the three organisations. This was made possible by, among other things, ensuring that multiple responses were captured during data collection and that these responses created the rich data from which conclusions were drawn. In this view, the researcher used in-depth interviews to get more information from the interviewees.

### **3.13 Summary**

This chapter has presented the approach adopted for data collection and data analysis for the study and the basis on which these were selected. The study combined quantitative and qualitative research techniques to collect data necessary to resolve the research problem. In addition, the quantitative and qualitative procedures of analyzing the collected data have been presented and justification given for their choice.

The next chapter presents the data collected. Together with the initial literature review, the data presented in chapter four provided a starting point, for contributing towards the development of better understanding of the training methods used in training of trainers

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Overview

This study was conducted to analyse the training methods used in training of trainers in selected organisations in Lusaka District. This chapter presents findings of the study collected through questionnaires and in-depth interviews. The quantitative information was obtained using questionnaires (*see Appendix A*) from all the subpopulations and has been presented using tables. Statistical tests were conducted to determine possible associations between variables. In order to maintain qualitative methods, and indicate the deep thoughts and feelings of the respondents on what their experiences were on the training methods used when training trainees in their organisations, qualitative information has been presented using verbatim derived from the interview transcripts with the supervisors and trainers from the three (3) organisations under study. An interview schedule (*see Appendices B & C*) with questions based on objectives and research questions of the study, was used to conduct the interviews and collect information. In the presentation each organisation has been presented as organisation 1, 2 &3 and this apply to all research participants in the study (supervisors, trainers and trainees). The findings have been presented in line with the objectives of the study and were guided by the following four (3) research questions:

1. What training methods are utilized in training of trainers in selected organisations?
2. How relevant are the training methods to trainees learning styles?
3. What monitoring mechanism tools are used trainers to monitor the application of their knowledge and skills?

In answering the research questions, the following themes were identified:

- a. Training methods commonly used in training of trainers.
- b. Determination of training methods in an organisation.
- c. Relevance of training methods on trainee learning style.
- d. Methods of assessment

The findings regarding these themes are presented in detail in the sections that follow.

## **4.2 Training methods commonly used in training of trainers**

*The research question of the study was, ' What training methods are utilized in training of trainers in selected organisations?'*

As a starting point to establishing training methods used in training of trainers, trainers and supervisors were asked to state whether their organisation had a training policy and what it said in general. All the three organisations had a training policy that govern trainings of their staff and that it catered for all staff in the organisation regardless of their level of qualification. Four (4) trainers and two (2) supervisors confirmed the existence of the training policy and reported that the training policy provided guidelines on the type of training to be offered within and outside the organisation to the employees when the need arises. Similarly, trainees reported as follows; 22 (36.67 %) respondents agreed that the organisation had a training policy, 28 (46.67 %) respondents had no idea if the training policy existed and 4 (6.67%) respondents did not state their position.

The training policy highlights the importance of training staff to promote productivity and efficiency in service delivery. For example, one supervisor from Organisation 1 had this to say;

*The organization's training policy emphasizes that every employee has to be trained according to the departmental needs. In other words, the training policy spells out who should attend particular training once implemented. The organisation further provide training to every employee to acquaint them with the organisation system.*

In another example, the supervisor from Organisation 2 had this to say;

*Training policy is more visible to newly recruited staff and those who have been promoted to help them familiarize with the system and the policy indicates the period of training and if the training will be sponsored.*

In another example, the trainer from Organization 1 had this to say;

*Training policy is structured, therefore, training is conducted according to the needs of the organisation.*

### **4.2.1 Participant preferred choice of training method**

Having established the existence of a training policy in all three organisations, the researcher attempted to find out the preferred choice of training methods of the participants. The participants indicated several preferred methods of training and these included; Teamwork (Team assignment), Lecture method, On-the-job method, Hands-on method, internship training method, mentorship

and apprenticeship training method, case study training method, classroom-based instruction method, Scenario method, Face-to-face method and Visual aids method.

#### **4.2.1.1 Lecture Training Method**

The first preferred method was the lecture method. The lecture method focuses on the content being shared. This method is common when the content being shared is technical and requires a lot of explanation from the trainer's (expert) point of view. One trainer stated that;

*The lecture method of training allows trainers to cover a wide range of content in a limited time and many of us trainers use it when reaching out to a large group of trainees at the same time.*

#### **4.2.1.2 Scenario Training Method**

Trainers deploy different methods of engaging the trainees in a training session as mentioned above. Trainers use scenarios as a preferred training method because it requires the trainees to handle real-life situations which may be life-threatening at times. For example, rude customers. The trainees will be required to provide ways of handling such a customer without exchanging bad words. The trainers had this to say about the scenario as a method of training:

##### **From Organisation 1 the trainer had this to say;**

*This method is good because it helps the trainees to brainstorm the solution to an anticipated situation.*

*Another trainer from Organisation 3 said it helps the trainees to engage in problem-solving as they need to decide in the shortest time possible.*

The other preferred method by the trainers is Face to face interaction and physical interaction has the same meaning in a training environment. Face-to-face as a training method is preferred by some trainers because; in this method, the trainer interacts and communicates while visible to one another. The trainers had this to say

*It helps the trainer to bond with trainees and vice versa.*

*Another trainer said, the trainers can identify boredom among the participants as they take part in the training.*

*The third trainer said face to face helps the trainers to identify the non-verbal cues among the trainees.*

During training, it is the responsibility of the trainers to engage the trainees in the training process. For this reason, trainers prefer face-to-face interactions because it helps the trainees to remain focused follow the content and apply it as required.

#### **4.2.1.3 On- the- job training method**

The other preferred method was the on-the-job training method. On-the-job training method focused on training employees in their working environment. The trainers had this to say:

*Trainees are allowed to work with an expert in the field*

Another trainer said,

*The on-the-job training method allowed the trainer to monitor the trainees as they are being trained by ensuring that they practice what is being taught.*

To obtain the viewpoints of trainees on the preferred method of training the trainees were asked to indicate the type of training methods they preferred in a training session. In other words, what were their preferred training methods? The responses are given in Table 4.

**Table 4: Training methods commonly used in training of trainers.**

<b>Methods</b>	<b>Responses of trainees</b>	
	<b>Frequency</b>	<b>Percentage</b>
Lecture Training Method	34	63
Case Study Training Method	13	24.1
Team Work Training Method	36	66.7
Mentorship and Apprenticeship	21	38.9
Hands-On Training method	27	50
Classroom Based Instruction	15	27.8
On-the-Job-Training method	28	51.9
Internship Training Method	10	18.5

From the responses they gave, the trainees' preferred methods of training were various and included the following; Lecture training method, Case study training method, Teamwork training

method, Mentorship and Apprenticeship training, Hands-on training method, Classroom-based instruction, On-the-job training method and Internship.

Table 4 above shows that trainees were aware that there were a variety of training methods available for them. The teamwork training method had a higher score of 66% showing that some trainees preferred this method because it allowed them to build on each other’s strengths and work towards supporting each other by recognizing the potential that one had. The second highest score for a training method was the Lecture training method with 63% and the lowest was an internship with 18.5%.

Further, the researcher wanted to determine if there were any statistically significant differences between the choice of training method and gender, age, education level and duration of service by making comparisons between the groups. To make this comparison a non-parametric test (the Chi-Square) was conducted to establish the association. The statistical tests were run at a significant level of 0.05. Significant levels (p-value) which were less than or equal to 0.05 were significant. Tables 4,5,6,7, 8 and 9 show the summary of the Chi-Square test results obtained on the preferred training methods of trainees.

**Table 5: Comparison of gender and training methods**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Lecture training method	1.780	1	0.087
2.	Case study training method	0.43	1	0.836
3.	Teamwork training method	0.075	1	0.784
4.	Mentorship and Apprenticeship training method	3.179	1	0.075
5.	Hands-on training method	1.367	1	0.242
6.	Classroom-based instruction method	0.406	1	0.524
7.	On-the-job training method	0.052	1	0.820
8.	Internship training method	3.123	1	0.047

**Significance  $p \leq 0.05$        $n=54$**

Table 5 shows that there was a significant association between internship training methods and gender ( $\chi^2 = .047$ ,  $p= 3.123$ ). More female respondents (31.6%) than male respondents (11.8%)

agreed that the internship training method helped them learn the content and skills. However, Gender was not associated with the lecture training method (p-value > 0.05), case study training method (p-value > 0.05), teamwork training method (p-value > 0.05), mentorship and apprenticeship training method (p-value > 0.05), hands-on-training method (p-value > 0.05), classroom-based instruction method (p-value > 0.05), and on-the-job training method (p-value > 0.05).

**Table 6: Comparison by age of trainees and training methods**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Lecture training method	1.809	1	0.771
2.	Case study training method	2.918	1	0.572
3.	Teamwork training method	3.057	1	0.548
4.	Mentorship and Apprenticeship training method	1.797	1	0.773
5.	Hands-on training method	2.688	1	0.611
6.	Classroom-based instruction method	1.129	1	0.890
7.	On-the-job training method	6.215	1	0.184
8.	Internship training method	4.919	1	0.296

**Significant  $p \leq 0.05$      $n=54$**

Table 6 shows that there was no significant association between the preferred method of training and age ( $p > 0.05$ ). These training methods were; Lecture training method ( $p= 1.809$ ), Case study training method ( $p=2.918$ ), Teamwork training method ( $p=3.057$ ), Mentorship and apprenticeship ( $p=1.797$ ), Hands-on training method ( $p=2.688$ ), Classroom-based instruction ( $p=1.129$ ), On-the-job training method ( $p=6.215$ ) and Internship training method ( $p=4.919$ ). These results show that despite differences in age, each trainee expressed similar views about the choice of training method.

**Table 7: Comparison by education level of trainees and training methods**

Sn	Variables	P Value	Df	X <sup>2</sup>
1.	Lecture training method	1.601	1	0.449
2.	Case study training method	0.884	1	0.643
3.	Teamwork training method	0.181	1	0.913
4.	Mentorship and Apprenticeship training method	0.328	1	0.849
5.	Hands-on training method	0.639	1	0.727
6.	Classroom-based instruction method	3.136	1	0.208
7.	On-the-job training method	0.614	1	0.736
8.	Internship training method	2.266	1	0.322

**Significant  $p \leq 0.05$        $n=54$**

Table 7 shows that there was no significant association between the preferred method of training and educational level ( $p > .05$ ). These training methods were; Lecture training method ( $p= 1.601$ ), Case study training method ( $p=0.884$ ), Teamwork training method ( $p=0.181$ ), Mentorship and apprenticeship ( $p=0.328$ ), Hands-on training method ( $p=0.639$ ), Classroom-based instruction ( $p=3.136$ ), On-the-job training method ( $p=0.614$ ) and Internship training method ( $p=2.266$ ). These results show that regardless of their educational level when it came to the preferred method of training each trainee expressed their views about the preferred method of training. Therefore, there was no significant association between the choice of training methods and educational level.

**Table 8: Comparison by duration in service of trainees and training methods**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Lecture training method	19.501	1	0.301
2.	Case study training method	18.665	1	0.348
3.	Teamwork training method	20.984	1	0.227
4.	Mentorship and Apprenticeship training method	18.002	1	0.389
5.	Hands-on training method	18.668	1	0.348
6.	Classroom-based instruction method	16.987	1	0.455
7.	On-the-job training method	16.453	1	0.492
8.	Internship training method	14.077	1	0.662

**Significant  $p \leq 0.05$        $n=54$**

Table 8 shows that there was no significant association between preferred method of training and duration in service ( $p > .05$ ). These training methods were; Lecture training method ( $p= 19.501$ ), Case study training method ( $p=18.665$ ), Teamwork training method ( $p=20.984$ ), Mentorship and apprenticeship ( $p=18.002$ ), Hands-on training method ( $p=18.668$ ), Classroom-based instruction ( $p=16.987$ ), On-the-job training method ( $p=16.453$ ) and Internship training method ( $p=14.077$ ). These results imply that despite the differences in the number of years one has worked, each group of trainees expressed similar views about the preferred method of training. Therefore, these show that there is no significant association between the preferred method of training of trainees and the duration of service.

**Table 9: Comparison by field of specialization and training methods**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Lecture training method	8.945	1	0.062
2.	Case study training method	5.578	1	0.233
3.	Team work training method	6.332	1	0.176
4.	Mentorship and Apprenticeship training method	5.692	1	0.223
5.	Hands-on training method	6.169	1	0.187
6.	Classroom based instruction method	6.594	1	0.159
7.	On-the-job training method	3.055	1	0.549
8.	Internship training method	3.710	1	0.447

**Significant  $p \leq 0.05$        $n=54$**

Table 9 shows that there was no significant association between choice of training methods and field of specialization ( $p > .05$ ). This relates to all 8 items as shown in table 6. These training methods were; Lecture training method ( $p= 8.945$ ), Case study training method ( $p=5.578$ ), Team work training method ( $p=6.332$ ), Mentorship and apprenticeship ( $p=5.692$ ), Hands on training method ( $p=6.169$ ), Classroom based instruction ( $p=6.594$ ), On-the-job training method ( $p=3.055$ ) and Internship training method ( $p=3.710$ ). These results show that in spite of the differences in the field of specialization one is working in, each group of trainees expressed similar views about the preferred method of training. Therefore, these show that there is no significant association between the preferred method of training of trainees and the field of specialization.

### **4.3 Determination of training methods in an organisation**

The study also asked the supervisors and trainers why determination of the training method was important. The aim of establishing this was to find out if the reasons could help attain organizational goals and objectives through training. The supervisors and trainers had this to say;

One supervisor from organisation 1 said that the choice of training method in an organisation was determined by;

*The outcome of the previous training and training needs assessment identified among members of staff.*

*Sometimes employees suggest what training method to be used especially when the topic of concern is known.*

Another supervisor from organisation 2 said;

*Determination of the training method depend on the category of people to be trained, time required for training, training environment and cost of running the particular training. For example, the personnel to be trained could people who have worked before and may only need few days of raining and newly recruited may require more time of training to familiarize them to the new working environment.*

The 2 trainers from organisation 1 and 3 further said that the environment of training also determines the training method.

*The environment of training should permit the use of visual aids to enhance learning and assimilation.*

### **4.4 Relevance of training methods on trainee learning style**

*The second research question was, ' How relevant are the training methods on trainee learning styles?'*

From the point of view of the supervisors, trainees usually face difficulties or struggles to provide and deliver quality services to customers when the content of training is inadequate. Training of trainers in general without attending to specific needs of the organisation may prove difficult and

affect efficiency in service delivery. The supervisors always ensure that the correct training of trainers is given to the would be trainers from various departments in order to improve efficiency. For this reason, the focus of the supervisor is to ensure that results are replicated after the training.

Supervisors interviewed had this to say;

From organisation 1 the supervisor said;

*Training methods have helped to improve performance of employees in the area of team work and team assignment. The employees are able to work together as a team to achieve the set objectives.*

From organization 2 the supervisor had this to say;

*Training methods have helped the staff to know how to respond to an aggressive customer or situation. For example, a training method like Scenario trains the staff on how to handle different situations that come with negativity.*

*In another example, the supervisor added that there is improvement in performance among the employees because they now understand the importance of training that promote efficiency and effectiveness in service delivery. For example, customer service department attend to customers concerns in a more professional manner after the training on how to manage different clients.*

*Both supervisors acknowledge that training methods have helped them to identify employees who are facing challenges in their work related activities. Such an employee is attached to a mentor who further helps him or her to understand.*

From the point of view of the trainer, the trainer from organisation 3 has this to say;

*After the training as trainers we depend on feedback from the supervisors who work directly with the employees to state if there are challenges experienced after the training.*

In order to get more information, the researcher further asked the trainees as to whether the training methods used during the training resulted into improved performance and their response were; 81.5% (44) trainees agreed that the training methods resulted into improved performance and 18.5% (10) said there was no change after the training.

The trainees were further asked to rate the effectiveness of training methods used in training of trainers in the three organisations and their responses are in the table 7 below;

**Table 10: Trainees’ perception of the effectiveness of training methods**

Effectiveness of training methods	Frequency
Very Effective	21
Effective	24
Fairly Effective	05
Hardly Effective	04

From the above responses, the trainees indicated the rating of effectiveness of training methods in training of trainers used in their organization. The trainees had options to select from considering how the training methods increased effectiveness and these include very effective, effective, fairly effective and hardly effective. According to the trainees’ response in terms of rating effective had 24 which was the highest score followed by very effective with 21 then fairly effective with 5 and hardly effective with 4.

The trainees were asked to justify their choice of answer and those who said it was effective had this to say:

*The methods used by trainers are effective and progressive. In other words, the methods used have proved to increase our (employee) understanding in the organization and job performance. This means that as a trainee and would be trainer am helped to apply the methods and content taught to my day to day activities that are related to my job.*

Another trainee had this to say;

*It helps me to improve in the work culture by ensuring that I protect and handle well organisation property. The training methods have also helped me to work effectively by ensuring that I interpret somethings according to my job description and meet deadlines such as submitting weekly and monthly reports on time.*

*The training methods give us personal and corporate growth in terms of knowledge and skills. In other words, hands on training is difficult to forget.*

On the other hand, for those who said it was fairly effective, from organisation 2, the trainee said;

*The training methods were fairly effective because there were gaps in the monitoring process.*

*Another one said it produced results in some areas. In other words, the trainee is not fully baked in terms of knowledge and skills.*

From organisation 3 the trainee had this to say;

*Time for training is not adequate for in house trainings as a result the training materials are compressed to fit in the limited time allocated.*

The views of the trainees that selected hardly effective is represented in the following view by a trainee from organisation 3 had this to say;

*There is poor follow up after the training has been conducted. In other words, supervisors rarely follow up on trainees to ensure that they are implementing what has been taught.*

#### **4.5 Method of assessment of trainee skills and knowledge**

*The third research question of the study was, 'what monitoring mechanism tools are used by trainers to monitor the application of knowledge and skills?'*

The monitoring method was employed to observe the application of skills and knowledge acquired by the participants. All the three organisations had tools which included observation guide, checklists, and regular reviews which they used to assess the application and skills of employees before and after training. The tools of assessment help to identify the gaps and lapses among employees. One of the questions that was asked to the trainees was to state the importance of monitoring tools to their organisations. In terms of monitoring tools as a method of assessment before and after training, three trainees had this to say;

Trainee from organization 1 had this to say;

*Monitoring mechanism tools provides checks and balances and highlight areas of concern.*

Another trainee from organization 2 had this to say;

*Monitoring mechanism tools help to track performance of employees. For example, handling of difficult clients.*

The trainee from organization 3 said;

*Monitoring mechanism tools helped them to improve performance because it provided self-evaluation on how each individual was performing in terms of achieving organizational objectives.*

In order to obtain the views of the trainees on the monitoring mechanism tools, the researcher asked trainees to indicate the types of monitoring mechanism tools that they used as a method of assessing their knowledge and skills before and after the training. There responses are given in table 11 below.

**Table 11: Monitoring mechanism tools for trainees**

Tools		
	Percentage	Frequency
Observation	57.4%	31
Self-Monitoring tools (Check list)	40.7%	22
Regular reviews	44.4%	24
Feedback	59.3%	32
Work Plan	42.6%	23

From the above responses the trainees indicated a number of options on monitoring mechanism tools that are used for assessment. The options are multiple and include the following; observation, self- monitoring tools (check list), regular reviews, feedback and work plans.

Trainers on the other hand believed that assessment of employees was very important if they were to be effective in their service delivery.

For example, one trainer had this to say;

*For trainees who are unable to perform on their duties or tasks are attached to a mentor or supervisors or service centers so that they have the hands on experience. In short the trainees are attached to appropriate fields and feedback is given according to each job description.*

Having looked at the monitoring tools for assessing the application of knowledge and skills from the trainee point of view, the researcher further asked supervisors and trainers the monitoring mechanism tools that they used to assess application of knowledge and skills before and after the training.

Supervisors organisation 1 had this to say;

*Performance Management System (PMS) helps to track the performance of employees in a consistent manner that is measurable. This system uses both technology and methodology to ensure employees work according organizational goals and objectives. An example of PMS is balanced scorecard which is aligned across departments by linking departmental objectives to that of the overall organization.*

*In order to assess the performance of trainees (employees) before and after the training, sometimes a questionnaire is used to determine the level of knowledge among the trainees. Further added that a questionnaire gives a true picture of what is on the ground.*

Another supervisor from organization 2 had this to say;

*Mistry shopping which includes the following: scenario, checklist and suggestion box and that it is used both before and after the training to identify gaps.*

The researcher further enquired from the supervisors how they monitored the application of knowledge and skills of employees after the training and they had this to say;

*Commercial managers have daily and weekly meetings called green area meeting. From these meetings issues are picked from the flaws in the officers after the training.*

*Mistry shopping is also used after the training to see whether the trainees learnt something in the training. Mistry shopping is more practical in terms of application of*

*materials into reality. Mistry shopping is done randomly without the employees knowing that they are being observed.*

Furthermore, the researcher wanted to determine if there were any statistically significant difference between the monitoring mechanism tools and gender, age, education level, field of specialization and duration in service by making comparisons between the groups. To make this comparison a non-parametric test, the Chi-Square was conducted. The statistical tests were run at a significance level of 0.05. Significance levels (p value) which were less than or equal to 0.05 were significant. Tables 12,13,14,15 and 16 shows the summary of the Chi-Square tests results obtained on the monitoring mechanism tools of trainees.

**Table 12: Comparison by gender and monitoring mechanism tools**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Observation	1.950	1	0.163
2.	Self-monitoring tools (checklist)	3.573	1	0.050
3.	Regular reviews	0.07	1	0.933
4.	Feedback	0.00	1	0.983
5.	Work plan	0.396	1	0.529

**Significant  $p \geq 0.05$        $n=54$**

Table 12 shows that there was significant association between monitoring mechanism tools and gender ( $\chi^2$ ,  $p=.050$ ). More female respondents (57.9%) than male respondents (31.4%) agreed that self-monitoring tools (checklist) helped them to assess their performance. Gender was not associated with observation (p value > 0.05), regular reviews (p value > 0.05), feedback (p value > 0.05) and work plan (p value > 0.05),

**Table 13: Comparison by age and monitoring mechanism tools**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Observation	5.706	1	0.222
2.	Self-monitoring tools (checklist)	1.435	1	0.838
3.	Regular reviews	1.613	1	0.806
4.	Feedback	2.322	1	0.677
5.	Work plan	6.194	1	0.185

**Significant  $p \geq 0.05$        $n=54$**

Table 13 shows that there was no significant association between monitoring mechanism tools and age ( $p > .05$ ). These monitoring tools were; Observation ( $p = 5.706$ ), Self-monitoring tools (checklist) ( $p = 1.435$ ), Regular reviews ( $p = 1.613$ ), Feedback ( $p = 2.322$ ), Work plan ( $p = 6.194$ ). These results indicate that in spite of the differences in age that one has attained, each group of trainees articulated related views about the monitoring mechanism tools. Therefore, these show that there is no significant association between the monitoring mechanism tools and age.

**Table 14: Comparison by education level (qualification) and monitoring mechanism tools**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Observation	5.134	1	0.077
2.	Self-monitoring tools (checklist)	1.170	1	0.557
3.	Regular reviews	1.184	1	0.553
4.	Feedback	0.373	1	0.830
5.	Work plan	0.376	1	0.829

**Significant  $p \geq 0.05$        $n = 54$**

Table 14 shows that there was no significant association between monitoring mechanism tools and educational level ( $p > .05$ ). These monitoring mechanism tools were; Observation ( $p = 5.134$ ), Self-monitoring tools (checklist) ( $p = 1.170$ ), Regular reviews ( $p = 1.184$ ), Feedback ( $p = 0.373$ ) and Work plan ( $p = 0.376$ ). These results show that regardless of the educational level of trainees (employees) when it came to monitoring mechanism tools, each trainee expressed their views on the monitoring mechanism tools. Therefore, there was no significant association between the monitoring mechanism tools and educational level.

**Table 15 Comparison by duration in service and monitoring mechanism tools**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Observation	20.338	1	0.314
2.	Self-monitoring tools (checklist)	24.315	1	0.145
3.	Regular reviews	18.785	1	0.406
4.	Feedback	20.885	1	0.285
5.	Work plan	16.965	1	0.526

**Significant  $p \geq 0.05$        $n = 54$**

Table 15 shows that there was no significant association between monitoring mechanism tools and duration in service ( $p > .05$ ). These monitoring mechanism tools were; Observation ( $p= 20.338$ ), Self-monitoring tools (checklist) ( $p=24.315$ ), Regular reviews ( $p=18.785$ ), Feedback ( $p=20.885$ ) and Work plan ( $p=16.965$ ). These results imply that in spite of the differences in the number of years one has worked, each group of trainees expressed similar views about the monitoring mechanism tools. Therefore, these show that there was no significant association between monitoring mechanism tools and duration in service.

**Table 16: Comparison by field of specialization and monitoring mechanism tools**

Sn	Variables	P value	Df	X <sup>2</sup>
1.	Observation	10.019	1	0.637
2.	Self-monitoring tools (checklist)	4.542	1	0.338
3.	Regular reviews	5.767	1	0.217
4.	Feedback	3.281	1	0.512
5.	Work plan	2.026	1	0.731

**Significant  $p \geq 0.05$        $n=54$**

Table 16 shows that there was no significant association between monitoring mechanism tools and field of specialization ( $p > .05$ ). These monitoring mechanism tools were; Observation ( $p= 10.019$ ), Self-monitoring tools (checklist) ( $p=4.542$ ), Regular reviews ( $p=5.767$ ). These results imply that in spite of the differences in the field of specialization, each trainee expressed similar views about the monitoring mechanism tools. Therefore, these show that there is no significant association between the monitoring mechanism tools and field of specialization.

#### **4.6 Summary**

This chapter has presented the findings of the study on the analysis of the training methods used in training of trainers in three organizations located in Lusaka district. The findings of the study revealed that all the three organisations have a training policy that spells out the training provisions of the respective organization. The study further established that the trainers, trainees and supervisors had preferred methods of training depending on content being covered, the category of trainees and the cost of mounting the training. The preferred methods helped trainees to become effective and progressive in service delivery.

The study also revealed that monitoring mechanism tools provided checks and balances of employees and helped supervisors to monitor the application of knowledge and skills of employees before and after the training using self-evaluation.

The findings have also shown that all the subpopulations in the sample revealed that training time was short as a result it posed challenges to both the trainees and trainers. A detailed discussion of these findings is presented in the subsequent chapter.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS**

#### **5.1 Overview**

The purpose of this study was to analyse the training methods used in training of trainers in organisations in Lusaka district. This chapter discusses the findings of the study. The findings have been discussed in line with the research questions as presented in chapter 4.

#### **5.2 Training methods commonly used in training of trainers**

*The first research question of the study was, 'What training methods are utilized in training of trainers in selected organizations?'*

It was clear from the findings of this study that all organizations had a policy on training. It must be noted that 36.67% of respondents (22 trainees, 4 trainers and 2 supervisors) confirmed the existence of a training policy and agreed that the training policy was meant to help employees (trainees) undergo trainings appropriate to their field in order to enhance performance and increase productivity. However, it must be noted that 46.67% of respondents (trainees) were not aware of the training policy and this seemed to be due to the fact that employees (Trainees) did not take time to study the organizational policy that had all information concerning trainings offered by the organization at different levels.

The existence of the training policy in these organisations is very important because it spells out types of trainings to be offered to employees at any given stage. Accordingly, the existence of the training policy in the organisations has contributed greatly to employee performance in that the trainings had to some extent met the needs of the employees. The existence of training policy played a pivotal role in supporting employee training in these organisations and this finding is supported by Lawetta and Obuzor (2020) who in their study revealed that the training policy of an organization should be clearly stated in the organizational policy that promotes employee productivity and service delivery.

##### **5.2.1 Participants' preferred choice of training method**

It was clear from the findings of this study that the choice of training methods was indicated according to the preference of respondents. Regarding the preferred choice of training methods,

there was general agreement among respondents (Trainees, Trainers and Supervisors) that training methods used by organisations in training of trainers were in form of workshops whenever there was an emerging issue that required employees to be updated in terms of skills and knowledge.

From the trainers' perspective, trainers acknowledged the fact that there was no single method to make trainees or a training session successful and effective. It was the responsibility of trainers to ensure that a variety of training methods are used during the training session especially those methods that valued the learning styles of trainees in a training session. In order to engage trainees in a workshop, trainers had to deploy variety of training methods and incorporate the adult education principles that helped the trainers to learn how to relate with trainees who are the equals in a training session and respondents of this study had preferred methods of training and they were as follows; on-the-job training method, lecture training method, scenario training method and case study training method and many others.

#### **5.2.1.1 Lecture Training Method**

Lecture training method was one of the methods that supervisors, trainees and trainers preferred to use. The findings showed that lecture training method had a second highest score with 63% of trainees who agreed that lecture training method was a good method of training because the trainer used the method to equip the trainees with information concerning the materials. This study's findings agrees with the work of Zhang, Zhao, Zhou and Nunamake (2004) which state that lecture training method involved dissemination of training materials by trainers to a group of trainees using verbal instructions. In addition, the study carried out by Sharma (n.d) also agrees with the findings of this study that lecture training method was economical and saved time because the trainer was able to cover wide materials in a short time.

In lecture training method, the trainers acknowledged the fact that trainees came with experience. Knowles (1980) posits that experiences help to form our learning by working hard in order to achieve a goal. In my view, trainees (learners) use their experience as a resource that they share with their fellow trainees and relate new knowledge and information to their previous experience. For this reason, the trainers need to ensure that they incorporate training methods with the learning style according to Kolb in order for trainees to learn well. Lecture training method work in collaboration with accommodating learning style. According to Kolb accommodating learning

style encourages trainees to listen to lectures, read about the topic of training and use their experience to come with a plan that would be effective in their service delivery.

From this researcher's perspective, lecture training method saves on time especially that the trainees are adults who use their life and work experience to form learning which is embedded in the adult education principles that support the experience of adult learning. The experiences of adult learners are important because they act as a focal point for new learning. The trainers further preferred this lecture training method when the materials being covered was wide and technical. However, it is important to note that trainers tend to ignore the fact that the trainees are adult learners who have experience which can be used as a focal point for learning new things. In most cases trainers acts as teachers instead of being facilitators of the training. Furthermore, trainers tend to focus more on the material to be covered during the training.

#### **5.2.1.2 Scenario Training Method**

Another preferred training method was scenario training method. The supervisors and trainers preferred scenario training method because they came up with a real life situation that required the trainees to think, analyse and brainstorm for solutions in a specified time frame. This method allowed trainees to brainstorm the different solutions by weighing the merits and demerits of each solution. This training method is linked to adult education principle called problem centered principle. According to Knowles (1980) problem centered is simply moving away from the focus on subject-centeredness to problem-centeredness. In this regard, adult learners wants to learn practical skills that would help solve problems that they come across in the world of work. Scenario training method is such an example of problem-centeredness. In other words, Scenario training method created an opportunity for the trainees to work in groups or teams to find a solution to a given situation. This method was preferred by the supervisors and trainers because the trainees were the employees who had the know-how about the subject matter. This meant that the trainees had knowledge, skills and abilities that allowed them to communicate to each other as a team and perform tasks that required incorporation of each members' contribution. For example, one supervisor observed that employees from customer service department required constant in house and external training because of the diverse clientele that the department dealt with. In this regard, the trainer used this method to monitor how well equipped the trainees were after the training by

exposing the trainees to different situations such as a mob of people complaining about poor services, angry customer.

Scenario training method can be linked to team work training method as indicated in the literature. From the findings it shows that team work training method had a highest score of 66.7%. Trainees felt that team work training method helped them to work together regardless of their qualification, age and gender. According to the trainees, this method helped them to connect to each other during the discussion. In other words, team work training method as a planned effort works at developing team performance through supporting individuals in the attainment of new skills that are important to their work environment. The focus of team work training method was on problem solving. This is the same way scenario training method works in a training environment where trainees engage into finding solutions to given situations. The supervisors were in favor of this method because it allowed the employees to engage into critical thinking that allowed them (employees) to think through their ideas and contributions with an open mind. In addition, the trainers felt that scenario training method helped them to identify the training needs among the employees and these needs were established through Mistry shopping or suggestion boxes that suggested grey areas. This training method works in collaboration with assimilating learning style. According to Kolb (1984) assimilating learning style that promote concise and logical thinking. The trainers ensured that trainees gave clear explanations of their ideas to enable others understand with less difficulties.

However, it must be noted that some TOT practitioners tend to ignore the fact that adult learners believe in problem solving skills which addresses their day to day activities that are in line with their job. In other words, some trainers and supervisors tend to believe that tool box or fixed solutions are the best to address different situations that may arise in the line of duty.

### **5.2.1.3 On-the Job- training method**

On-the Job- training method was another preferred method chosen by supervisors and trainees because training was being done within the working environment. The supervisor mentioned that the trainees were being trained while working through coaching and mentorship. From the findings of this study, supervisors felt that this method gave an opportunity to trainees to apply different techniques such as brainstorming and job rotation. These techniques helped trainees to improve on performance because he or she had chance to work in different departments. For example,

Customer service dealing with clients and accounts dealing with fellow employees accounting issues. The supervisors confirmed that on-the-job training method was good because the trainees improved in service delivery. The trainees also felt that on-the-Job training method was good and in their response 51.9% chose this method as having helped them in their work related activities. A study carried out in South Africa by Jinsite (n.d) shows that 40% of employers voted for on-the-job training method for increased productivity and 35% boosted employee morale in the organisation concerning training and development. What was observed was that, this method promoted creativity among the trainees (employees) in that they (trainees) were able to think outside the box and prescribed solutions that helped the organisation to handle challenges.

What was clear about this training method was that the trainers and supervisors in organisations were at liberty to choose training methods that matched the people to be trained. From the researchers point of view the trainers were at liberty to use any method provided he or she has knowledge and understands the learning styles as mentioned in the theoretical frame work explanation. The findings showed that trainers understood that the trainees were adults and learnt in a peculiar way.

It must be noted that on-the-job training method had more advantages because trainees were being trained at the same time working. From the researchers' point of view, this method is more demanding for the trainees as it increases the work load for trainees which in the end affect their output. However, the TOT practitioners find it more challenging to train trainees in their working environment because of failure to understand that adult learners are task oriented and as such need activities that are based on tasks.

#### **5.2.1.4 Comparison by gender and choice of training methods.**

The study now discusses the statistical data obtained from the trainees. Among other findings, the study revealed a significant association between gender and choice of training method. The results established a relationship between gender and internship training method ( $X^2 = 0.047$ ,  $P=3.123$ ) with more female respondents (31.6%) than male respondents (11.8%) agreeing that internship training method helped them to learn the content and skills. This could be explained by the fact that female trainees in the organisations found it easy to be trained under internship training method where they worked with professionals to improve their skills compared to the male

counterpart who chose to work independently. This can be explained by the fact that in these organizations female staff developed their skills and knowledge through working with professionals who were able to help them refine their skills than the male counterpart. Trainees felt that internship built the staff confidence through networking with others of different backgrounds and experience in the field of work. The male counterpart felt that networking was somehow wasting their time when it came to decision making.

However, gender was not associated with lecture training method, case study training method, mentorship and apprenticeship training methods, on-the-job-training method, team working training method.

It is important to note that there was no significant association between age and choice of training method (Table 6), between educational level and choice of training method (Table 7), between duration in service and the choice of training methods (Table 8) and between field of specialization and choice of training methods (Table 9). These results imply that the choice of training methods by the trainees was not significantly influenced by their age, educational level, field of specialization and duration in service.

### **5.3. Determination of training method in an organisation**

In view of the variety of training methods that are at the disposal of trainers, organizations also have a role to play when it comes to selecting a training method that would help in attaining organizational goals and objectives. The study revealed that the determination of the training methods in training of trainers training was done by reviewing the following; cost of using training methods, time needed for the training and training environment.

In the three organisations under study, it was revealed that cost of using training methods in training of trainer training was very important because it gave a clear picture of how much funds were needed to run the particular workshops. Costing played an important role in ensuring that quality and best results were obtained after the training. The cost was revealed in terms of materials and personnel involved in training. Furthermore, the organisations through trainers were able to determine the time required for the training of the staff depending on the content. This was important because adult learners require ample time for them to learn and replicate the same results. The available time helped the organisations to plan ahead of time and factor in all costs.

In addition, the study further revealed that the training environment in any training session was cardinal because some training activities were interactive. For this reason, the environment needed to be enabling for such activities with less or no interruptions. This is in accordance with the adult education principles done by Malcolm Knowles called self-concept. This principle believe that learners should be in control of their learning. This means that the trainers are to view the trainees as capable learners. The self-concept encourages activities that promote the capability and collaboration. For this reason, activities that are capable and collaborative should provide the opportunity for learners to demonstrate their abilities. In this regard, trainees are encouraged to participate in group activities like group project that show that learners are in control. Kolb & Kolb (2005) learning by doing is associated with experiential learning which states that learning comes by way of transformation of experience. This agrees with Malcolm Knowles' principles of adult education that states that as a person matures he or she accumulates a growing reservoir of experience that becomes an increasing resource for learning and relate new knowledge and information to their prior experiences (Zhao, 2004). Additionally, the fore mentioned can be summarized in four categories of learning styles which promote reflective learning suggested by Kolb (1984).

From the results of this study, it was noted that the determination of training method went beyond the cost and environment in which the trainings were to be done. Training methods in training of trainers played an important role in ensuring that the content was conveyed to trainees who are later to train others and replicate the results. For this reason, organisations needed to take into consideration different factors and make comparisons of different methods in order to meet the learning styles of trainees as indicated by Kolb in his experiential learning theory. Furthermore, it was the responsibility of the trainers and supervisors to be familiar with the different training methods that incorporate trainees learning styles. Gregoric (1985) cited in Sarabdeen (2013) supports the above mentioned statement that trainee preference of learning style should be matched with instructional materials for better learning outcome.

However, failure to understand that trainees and trainers are equals in the training environment, has made training of trainers to be viewed as one sided as it focuses more on the trainer disregarding valuable experience of learners.

#### **5.4 Relevance of training methods on trainee learning style**

*The second research question was; How relevant are the training methods on trainees learning style?*

To answer the second question, the researcher established the relevance of training methods on trainee learning style. From there responses 81.5% trainees said training methods were relevant to trainee learning style and 18.5% had no idea whether the training methods were relevant to them. From the findings, it is clear that training methods are relevant on trainee learning style because the methods helped the trainers to understand the category of learners they were dealing with in order to use correct methods and learning styles that match each category of learners in terms of behaviour, way of thinking, line of duty. Therefore, it is the responsibility of trainers and organizations to recognise the learning diversity and individualize the approaches during the training (Sarabdeen, 2013). This is very important because the trainees are people of diverse backgrounds, therefore, their learning styles inevitably differ from one trainee to the other.

In addition, the researcher further asked trainees to rate the effectiveness of training methods in training of trainers in their organization and from the findings, it was discovered that the trainees felt that effective was good and had high score of 24 followed by very effective with 21 and the least being hardly effective with 4. The trainees where asked to justify their response and from the findings the trainees said the methods used by trainers were effective and progressive in that, the methods have proved to have increased employee understanding and job performance. What this entails is that trainees who are the would be trainers are helped to apply the methods and content taught to their daily activities that are in line with their duties.

Furthermore, the training methods used in training of trainers in organisations was rated according to personal and corporate growth in terms of knowledge and skills. This meant that hands on training made the trainees to grasp the content and material with less difficulties. This is in line with the learning style as illustrated by Kolb (1984) as cited in Mcleod (2017) using experiential learning theory which works at two levels: a four stage cycle of learning and four separate learning styles that involves the acquisition of abstract concepts that is applied openly in a series of situations. According to Kolb (1984) knowledge is created through the transformation of experiences both positive and negative.

However, it is important to note that the relevance of training methods to trainee learning style is basically ones' approach or ways of learning. For this reason, some trainers fail to distinguish the different learning styles that trainees have, making it difficult for trainees to understand and replicate the training. Sarabdeen (2013) affirms that understanding the learning styles of trainees (employees) help to train them to be self-leaners as they have to train others at the end of the day. Peterson (2020) further adds that self-directed learning is meaningful when the trainer understands the learning styles of how adults learn. In a study by Kelly (2010), individuals are most effective when they are taught in their personal learning style. Training of trainer makes use of learning styles in order to foster learning (Kelly, 2010). The implication of this is that learning styles incorporate presentation methods, trainers need to engage as many of these styles as possible in order to be effective to a group of diverse participants.

The other reason mentioned by trainees was that follow-ups after training were rarely conducted. The trainees felt that failure to make follow ups on trainees after training by supervisors affected their performance that the trainees in some cases were unable to replicate the same results of the previous training.

### **5.5 Method of assessment**

*The third research question of the study was, 'what monitoring mechanism tools are used to monitor employees' effectiveness?'*

It was clear from the findings of this study that all the three organisations had methods of assessment used to measure performance of employees (trainees) before and after the training. The majority of trainees 59.3% chose feedback. Feedback as a method of assessment had high score because the trainees felt that it helped them to improve performance. Feedback was important whether positive or negative. Feedback plays an important role in the learning process because the trainees who are the adults have diverse experience and goals. From the findings of this study, it was revealed that feedback helped the trainees to develop a mind that can improve the trainee's knowledge and skills through their day to job related activities. The findings of this study agrees with the study carried out by Mvula (2016) in Zambia that showed feedback as being a form of communication that gave opportunity to learn about flaws and how they can be resolved.

The second highest scored was observation with 57.3%. The trainees felt that observation as a method of assessment was good because it enabled supervisors to observe and identify those who had challenges. The study done by Atkinson & Bolt (2010) support that observation in teaching helped to improve teaching performance. For this reason, the supervisors were able to assess the extent of the problem and attach a trainee to a service center where he or she was required to do hands on work. Literature supports that observation was cardinal because it allowed supervisors to observe trainees in their natural working environment.

The other method of assessment was regular reviews with 44.4%. From the findings of this study the trainees felt that regular reviews with their supervisors helped them to create strong understanding of their strengths and weaknesses and through this the supervisors were able to advise whether the workload for a trainee was too much and adjustments were made in order to help the trainees to achieve their departmental and organizational goals. Regular reviews encouraged organisations to appoint mentors to work with trainees that had challenges until they were able to work on their own or with minimum supervision. This position agrees with the findings of Banja (2017) who said that mentorship of newly qualified teachers was cardinal in that it helped the newly qualified teachers to understand the school system. This principle can be applied even in training of trainers in the area of regular reviews where a mentor takes time to guide the mentee on daily basis in order to help him or her understand their role when it comes to service delivery. The respondents felt that it was important to have regular reviews because it enabled them to work with an expert who helped them to identify the flaws that they could not identify themselves.

Furthermore, the organizations used Performance Management System (PMS) as well as a method of assessment that helped them to track and measure performance of each trainee in a consistent manner. From the findings the supervisors felt that PMS was good because it was consistent in terms of measuring performance in a standard way. In addition, PMS uses a balance score card which links departmental objectives to the organizational goals. For this reason, PMS is done by trainees themselves indicating their performance based on their competences and learners were able to collaborate among themselves because an opportunity was given for them to demonstrate their skills. The findings further indicate that PMS uses technology and methodology for a sure way of achieving organizational goals and objectives.

In order to improve on method of assessment of trainees, supervisors also used Mistry shopping which include; scenario and suggestion boxes. The supervisors and trainers felt that Mistry shopping brought out the real gaps among the trainees because a random scenario was conducted without the would be trainees knowing that they were being assessed on their competences and knowledge on how to handle different circumstances at the work place.

### **5.5.1 Comparison by gender and monitoring mechanism tools.**

The study now discusses the statistical data obtained from the trainees. Among other findings, the study revealed a significant association between gender and monitoring mechanism tools. The results established a relationship between gender and self-monitoring tools (check list) ( $X^2 = 0.050$ ,  $P=3.573$ ) with more female respondents of (57.9%) than male respondents (31.4%) agreeing that self-monitoring tools helped them to assess their own performance (Table 12). This can be explained by the fact that in these organizations the staff developed the practice of assessing themselves by checking whether one was on track or not. Trainers mentioned that self-monitoring tools built self-confidence of the staff through self-evaluation. This agrees with Bellini & Peter (2008) who said self- monitoring tools aid independence and skills development of the trainees who are the staff of these organisation.

However, gender was not associated with observation, regular reviews, feedback and work plan monitoring tools.

It is important to note that there was no significant association between age and monitoring mechanism tools (Table13), between educational level and monitoring mechanism tools (Table14), between duration in service and monitoring mechanism tools (Table 15) and between field of specialization and monitoring mechanism tools (Table 16). These results imply that each trainee understood that monitoring mechanism tools were essential and that the tools helped them to identify gaps in their service delivery and once this was done. Each trainee was required to find ways of bridging the gap by ensuring that there was improvement in service delivery whenever self-evaluation was done. This was important because each one needed to improve to show that there was progress in terms of knowledge and skills. It is important to understand that organisations consider self-monitoring as important and as such every trainee conducts it based on their targets as individuals and departments in the organisation.

## 5.6 Summary

The discussion of the results of this study has shed light on the objectives of the study. An analysis of the results presented in chapter four has clearly brought to light the training methods used in training of trainers in the three organizations.

It is clear from the findings of this study that respondents in the three subpopulations (trainers, trainees and supervisors) had preferred methods of training which they felt addressed their needs and the needs of the organisation. The most significant methods chosen by respondents were; team work method, lecture method, on-the-job method, scenario training method and case study training method. The study established that these methods were selected by respondents based on the availability of resources such as funds and personnel.

The findings of this study revealed that the training environment was fundamental because some learning activities were interactive and as such needed an environment that would allow for such activities to take place with minimum interruptions. The organizations also took into consideration the different methods that promote learning using different learning styles of trainees. This is in accordance with the experiential learning theory which guided this study. It was further revealed that there must be relevance of training methods to trainee learning style. From the findings, it was clear that the training methods are relevant on trainee learning styles because the trainers are able to understand the different categories of learners using Kolb's experiential learning theory that encourages the trainers to use methods that apply the different learning styles of trainees.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

The purpose of this study was to analyse training methods used in training of trainers in three selected public organisations in Lusaka district of Lusaka province.

#### **6.2 Summary**

The previous chapter presented a discussion of the findings of the study on the training methods used in training of trainers in organisations.

The findings of the study were as follows:

The study revealed that there was no one single method to make trainees or training session successful and effective. It was revealed that it was the responsibility of the trainers to ensure that a variety of methods are used during the training session by utilizing the methods that promote and value the learning styles of trainees.

The study further established that the training methods are relevant on trainee learning styles because the methods helped the trainers to understand the categories of learners the trainers were dealing with in a training session. This was important in that it enabled the trainers to use correct methods that matched each category of learners in terms of behavior, way of thinking and line of duty. Trainers and supervisors were encouraged to recognise the learning diversity and individualize the approaches in a training session.

Most importantly, the findings have shown that training methods work hand in hand with learning styles of trainees. For this reason, the trainers should understand the different learning styles and adult education principles at their disposal in order for the trainings to be more effective and interesting.

From the findings of this study all the three organisations had methods of assessment used to measure performance of employees (trainees) before and after the training. From the trainees' perspective, they felt that feedback was a good method of assessing them because it helped them

improve their performance. Feedback played an important role in trainees' performance whether positive or negative because it pointed out areas that had flaws and how they could be resolved.

From the findings, it was established that the methods of assessment played an important role in the organisations because it enabled supervisors to monitor and identify those who had challenges. For this reason, the supervisors were able to evaluate the extent of the problem and those identified were attached to a service center where he or she was required to do hands on work. Apart from that, organizations were encouraged to appoint mentors to work with trainees who had challenges until they were able to work on their own or with less supervision. This helped supervisors and trainees to create strong understanding of their strengths and weaknesses and through this the supervisors were able to advise whether the grey areas identified were caused by workload and if there was need, adjustments were made in order to help the trainees to achieve their departmental and organizational goals.

In addition, the findings of the study also established that organizations through the supervisors used Mistry shopping as a method of assessment which included; scenario and suggestion boxes. The supervisors and trainers felt that Mistry shopping brought out the real gaps among the trainees because a random scenario were conducted without the would be trainees knowing that they were being assessed on their competences and knowledge on how to handle different situations at the work place.

### **6.3 Conclusions**

From the findings of this study it appears reasonable to infer that training of employees is to a large extent dependent on the expertise of the individual trainer. Different trainers can use different methods to identify weaknesses in specific delivery by employees. It seems there are loopholes in the understanding of training of trainers among supervisors.

It is clear from the findings that training methods are many and better understood when used with understanding. A successful training is not based on one single method but a variety of them which addresses different needs of the trainees regardless of their age, gender educational level and years of experience. From the literature discussed so far, and from the findings of the current study, it is clear that trainers have a huge responsibility of ensuring that a variety of training methods are used

to meet different needs. It was similarly clear that the training methods work in collaboration with the learning styles that enhance learning.

From the literature discussed, the methods of assessment play an important role in training of trainers because trainees are helped by providing feedback in a quickest way possible whether positive or negative. It is clear from the findings that feedback as a method of assessment provided an opportunity for challenges to be addressed by all stakeholders involved.

#### **6.4 Recommendations**

The findings of the study revealed the views of trainers, trainees and supervisors of the three organisations on training methods in training of trainers. Based on these findings, the following recommendations were made:

1. Supervisors and trainers should use a variety of training methods that address the different categories of learners using adult education principle
2. Supervisors and trainers to emphasize the relevance of learning style in a training session that addresses the diverse learners.
3. Organisations through supervisors should identify mentors to help those with challenges.

#### **6.5 Suggestion for Further Research**

1. Research on the internal and external factors affecting training of trainers programmes in organizations.
2. Research on harmonization of training methods to promote uniformity among employees in parastatal organisations.

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# APPENDICES

## Appendix A: Approval Letter



**THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**

Great East Road Campus | P.O. Box 32379 | Lusaka 0101 | Tel: +260-211-290 258/291 777  
Fax: (+260)-211-290 258/253 952 | E-mail: [director.drgsa@unza.zm](mailto:director.drgsa@unza.zm) | Website: [www.unza.zm](http://www.unza.zm)

### APPROVAL OF STUDY

22<sup>nd</sup> November, 2021

**REF NO.HSSREC-2021-NOV-001**

Racheal Mfuno-Banja  
The University of Zambia  
School of Education  
P.O. Box 32379  
**LUSAKA**

Dear Mrs. Banja,

**RE: "ANALYSIS OF THE TRAINING METHODS USED IN TRAINING OF TRAINERS IN  
SELECTED ORGANISATIONS IN LUSAKA DISTRICT"**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2021-NOV-001
Approval and Expiry Date	Approval Date: 22 <sup>nd</sup> November, 2021	Expiry Date: 21 <sup>st</sup> November, 2022
Protocol Version and Date	Version - Nil.	21 <sup>st</sup> November, 2022
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

#### **Conditions of Approval**

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.

- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



*Dr. J. I. Ziwa*

**DR. J. I. Ziwa**

**ACTING CHAIRPERSON  
THE UNIVERSITY OF ZAMBIA HUMANITIES AND  
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies  
Assistant Director (Research), Directorate of Research and Graduate Studies  
Assistant Registrar (Research), Directorate of Research and Graduate Studies

## Appendix B: Permission Letter



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG  
LEARNING**

Telephone: 260-1-292709  
Telegramme: UNZA Lusaka  
hod.aecs@unza.zm

P.O. Box 32379  
Lusaka, Zambia

29<sup>th</sup> November, 2021

**TO WHO IT MAY CONCERN**

Dear Sir/Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH:  
RACHEAL MFUNE BANJA**

This serves to attest that Racheal Mfune Banja is a bonafide postgraduate student at the University of Zambia in the School of Education, Department of Community Education and Lifelong Learning. She is pursuing a Master of Education in Adult Education degree.

She is seeking permission to conduct research at your organisation/firm. The title of her research is: **Analysis of the training methods used in training of trainers in selected organisations in Lusaka district**. The study has been cleared and approved by the University of Zambia Humanities and Social Sciences Research Ethics Committee.

Your positive consideration of this request would be greatly appreciated.

  
Moses Changala, Ph.D

**HEAD, DEPARTMENT OF COMMUNITY EDUCATION AND LIFELONG  
LEARNING**

## Appendix C: Permission Letter from Zesco



Powering the Nation & the Region

**Our Ref:** A200/HRD/1628/2022

10 March 2022

Ms Racheal Mfune- Banja  
The University of Zambia  
School of Education  
P.O. Box 32379  
**LUSAKA**

### **REQUEST TO CONDUCT RESEARCH – MS RACHEAL MFUNE-BANJA**

Reference is made to your letter to us, wherein you requested ZESCO Management to grant you permission to carry out research entitled **"Analysis of the Training Methods used in Training of Trainers in Selected Organisations in Lusaka District."**

This serves to inform you that permission has been granted to you to undertake the above-mentioned research under the following terms and conditions:

1. That all information regarding the research should be handled with all the confidentiality it deserves and shall be used for academic purposes only.
2. The final report should be availed to the office of the undersigned before submission to your school for a go ahead in writing.
3. A copy of the final report shall be retained by ZESCO Limited for future reference.
4. You are only permitted to hand out questionnaires and do research under the Office and guidance of the Head of Customer Service, Manager- National Call Centre Manager, Manager - Utilities, Manager – SHEQ (Lusaka Division) and Principal Human Resource Officer-Transmission, Operations and Trading at Head Office, in Lusaka.

Please fill in the attached form to indicate whether or not you are agreeable to these Terms and Conditions and return a copy to the office of the undersigned.

Yours Sincerely  
**ZESCO LIMITED**

**MWANSA N. LOMBE (MRS)**  
**MANAGER – HUMAN RESOURCE DEVELOPMENT**

**CC:** Director – Human Capital and Development  
Head of Customer Service  
Manager – National Call Centre  
Manager Utilities  
Manager – SHEQ (Lusaka Division)  
Principal Human Resource Officer – Transmission  
Training File

MNL/tmz



All correspondence to be addressed to the Managing Director  
ZESCO Limited, Stand No. 6949 Great East Road, P.O. Box 33304, Lusaka-Zambia  
Tel: +260-211-361111, E-mail: zesco@zesco.co.zm  
www.zesco.co.zm



# Lusaka Water Supply and Sanitation Company Ltd.

Telephone +260 211 257579 / 257580 / 257581  
+260 211 257582 / 257583 / 250666  
Telefax +260 211 252578 / 251549  
E-mail lwsc@lwsc.com.zm

All Correspondence to be addressed  
to the Managing Director

Stand # 871/2  
Kalemo Road, Rhodes Park  
P. O. Box 50198  
Lusaka, Zambia

18<sup>th</sup> August 2022  
HRS/0430/0430/AMHR/MC-my

Ms. Rachel Mfune - Banja  
**LUSAKA**

Dear Madam,

**RE: REQUEST FOR RESEARCH DATA**

Reference is made to the above subject.

We acknowledge receipt of your letter dated 8<sup>th</sup> June 2022 regarding the request to collect data on Information for Academic research in our organization.

We are pleased to inform you that your application has been approved on condition that:

- i) You confirm that you will observe our Covid-19 safety mitigation measures.
- ii) A hard copy of the final research report is submitted to Lusaka Water Supply and Sanitation Company.
- iii) The data to be collected from our organisation is used purely for academic purposes and treated as confidential.
- iv) During this period of data gathering, you will be under the supervision of the Head Human Resources Staff Development.

Should you have any need for further clarification, please do not hesitate to contact the undersigned.

Yours faithfully,

  
Ngoza C. Nkwabilo (Mrs)  
**DIRECTOR HUMAN RESOURCE & ADMINISTRATION**

CC: File

Appendix D: Consent Form

UNZAREC FORM 1b



THE UNIVERSITY OF ZAMBIA  
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES  
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

Telephone: +260-211-290258/293937  
Fax: +260-211-290258/293937  
E-mail: dres@unza.zm

P. O. Box 32379  
Lusaka, Zambia

HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

CONSENT FORM

(Translated into vernacular if necessary)

TITLE OF RESEARCH: Analysis of the training methods used in training of trainers in selected organisations in Lusaka district

REFERENCE TO PARTICIPANT INFORMATION SHEET:

- 1. Make sure that you read the Information Sheet carefully, or that it has been explained to you to your satisfaction.
- 2. Your permission is required if tape or audio recording is being used.
- 3. Your participation in this research is entirely voluntary, i.e. you do not have to participate if you do not wish to.
- 4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
- 5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdrawal.
- 6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
- 7. The information collected in this interview will be kept strictly confidential.
- 8. If you choose to participate in this research study, your signed consent is required below before I proceed with the interview with you.

VOLUNTARY CONSENT

I have read (or have had explained to me) the information about this research as contained in the Participant Information Sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participant's name (Print)

Participant's signature: ...

Date: 05 April 2022

Researcher Conducting Informed Consent (Printed) Rachel Mfumo-Banja

Signature of Researcher: ...

Date: 05/04/2022

Signature of parent/guardian: ...

Date: ...

## Appendix E: Questionnaire for Trainees

### Questionnaire for Trainees

Dear Respondent, I am a Master's student at the University of Zambia conducting a study on the topic: Analysis of the training methods used in training of trainers in selected organisations in Lusaka district.

You are kindly requested to give your answers to all the questions in the questionnaire by filling in the information appropriately. Please be frank and honest as all the information will be treated in the strictest confidence.

Tick in the box (✓) against the answer you have chosen or write a few lines as required. There are no wrong or right answers.

#### Section A. Personal details

1. Sex:

- i. Male  ( )      ii. Female  ( )

2. Age

- i. 20-25 years  ( )  
ii. 26-31 years  ( )  
iii. 32-37 years  ( )  
iv. 38-43 years  ( )  
v. 44 years and above  ( )

3. What is your highest qualification?

- i. College diploma  ( )  
ii. University degree  ( )  
iii. Other (please specify) .....

4. What is your field of specialization (e.g. Accountancy, Engineering) .....

5. How long have you worked in this current organization?

- i. Less than 5 years  ( )
- ii. 5-10 years  ( )
- iii. 11-16 years  ( )
- iv. 17-22 years  ( )
- v. 23years and above  ( )

**Section B. Types of training methods**

6. Is there a training policy in your organisation?

- i. Yes  ( )
- ii. No  ( )
- iii. Not aware of any policy  ( )

7. If there is a policy on training in your organisation, what are the major objectives of this policy?

- a. ....
- b. ....
- c. ....

8. Have you attended any training of trainers' workshop?

- i. Yes  ( )
- ii. No  ( )

9. Please tick (✓) in the box against the answer you have chosen, to indicate the training methods you strictly follow when conducting training of trainers at your organisation.

Training methods in Training of trainers	Tick here
i. Lecture training method	<input checked="" type="checkbox"/> ( )
ii. Case study method of training	<input checked="" type="checkbox"/> ( )
iii. Teamwork training method	<input checked="" type="checkbox"/> ( )

- iv. Mentorship and Apprenticeship training method
- v. Hands-on training method
- vi. Classroom based instruction
- vii. On-the-Job training method
- viii. Internship training method
- xi. Other, specify .....

10. Please tick (✓) in the box against the answer you have chosen, to indicate whether the training methods used during the training has resulted into your improved performance, where Yes = 2; No = 1.

- i. Yes
- ii. No

**Section C. Monitoring mechanism tools**

11. Please tick (✓) in the box against the answer you have chosen, to indicate the different types of monitoring tools that your supervisor frequently uses to monitor your effectiveness as an employee.

- a. Observation
- b. Self-monitoring tools (Checklist)
- c. Regular reviews
- d. Feedback
- e. Work plans
- f. Any other specify.....

12. Why do you think monitoring mechanism tools are important in your organisation?

.....  
 .....

13. How do you rate the effectiveness of the training methods used in training of trainers in your organization? Tick (✓) in the appropriate box to your right hand side where

Very Effective= 4; Effective =3; Fairly Effective = 2; Hardly Effective = 1

**Tick here**

- i. Very Effective ( )
- ii. Effective ( )
- iii. Fairly Effective           ( )
- iv. Hardly Effective           ( )

14. Explain the choice of your answer in question 13 above

.....  
.....  
.....  
.....

15. What would you recommend to management with regard to training of trainers in your organisation?

.....  
.....  
.....

**Thank you very much for your cooperation in completing this questionnaire.**

## **Appendix F: Interview Guide for Trainers**

### **Interview guide for Trainers**

Dear Respondent,

I am a Master's student at the University of Zambia conducting a study on the topic: Analysis of the training methods used training of trainers in selected organisations in Lusaka district.

1. Give me an overview of the training policy in your organisation.
2. What factors affect the smooth implementation of this policy in your organisation?
3. What training methods do you use when training the trainees in your organisation and why?
4. As a trainer, are there training methods that you prefer using in a training session, if so why?
5. What determines the choice of a training method as you plan to conduct a training in your organisation?
6. Are there challenges that you experience as a result of using some training methods?
7. What monitoring mechanism tools do you use to monitor the application of knowledge and skills of trainees before and after a training in your organisation?
8. If you could change anything about the status of training methods in training of trainers in your organisation, what would you change?
9. Give reasons for your change in question 8?

**Thank you for your cooperation**

## Appendix G: Interview guide for Supervisors (Manager)

### Interview guide for Supervisors (Managers)

Dear Respondent,

I am a Master's student at the University of Zambia conducting a study on the topic: **Analysis of the training methods used in training of trainers in selected organizations in Lusaka district.**

1. Give me an overview of the training policy in your organization.
2. What factors affect the smooth implementation of this policy in your organization?
3. What measures has your organization put in place to ensure that training of trainers is well incorporated in the organization's goal or targets?
4. What training methods does your organization use when training the trainees?
5. What determines the training method selection in your organization as you train your employees?
6. What challenges have you experienced as a result of using some training methods?
7. What monitoring mechanism tools do you use to monitor the application of knowledge and skills before a training in your organization?
8. What method of assessment do you use to measure the effectiveness of training methods on trainee performance?
9. Do you have enough experienced trainers to provide mentorship to employees that are struggling to perform according to organizational expectations?
10. What support systems are in place to help employees struggling to perform to organization expectation?
11. What type of monitoring mechanism tools do trainers use to monitor the application of knowledge and skills of employees before and after the training in your organization?
12. If you could change anything about the status of training methods in training of trainers in your organization, what would you change?
13. Give reasons for your change in question 12?

**Appendix H: Demographic characteristics of the participants**

TRAINERS			SUPERVISORS		TRAINEES	
GENDER	Frequency	%	Frequency	%	Frequency	%
<b>MALE</b>	2	50	1	50	35	64.8
<b>FEMALE</b>	2	50	1	50	19	35.2
<b>TOTAL</b>	<b>4</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>54</b>	<b>100</b>

## Appendix I: Distribution of respondents by Organization

<b>Category</b>	<b>Organisation 1</b>	<b>Organisation 2</b>	<b>Organisation 3</b>	<b>Total</b>
<b>Trainees</b>	14	22	24	60

## Appendix J: Distributed and Returned Questionnaires

<b>CATEGORY</b>	<b>DISTRIBUTED</b>	<b>RETURNED</b>	<b>PERCENTAGE</b>
<b>TRAINEES</b>	60	54	90%

**Appendix K: Training methods commonly used in training of trainers**

<b>Methods</b>	<b>Responses of trainees</b>	
	<b>Frequency</b>	<b>Percentage</b>
Lecture Training Method	34	63
Case Study Training Method	13	24.1
Team Work Training Method	36	66.7
Mentorship and Apprenticeship	21	38.9
Hands On Training method	27	50
Classroom Based Instruction	15	27.8
On-the-Job-Training method	28	51.9
Internship Training Method	10	18.5

**Appendix L: Comparison by gender of trainees' choice of training methods (N=54)**

<b>Choice of training methods</b>	<b>Gender</b>					
	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	No	Yes	No	Yes	No	Yes
	Count	Count	Count	Count	Count	Count
Lecture training method	-	-	-	-	-	
Case study training method	26	08	15	04	41	12
Team work training method	12	22	06	13	18	35
Mentorship and Apprenticeship	26	08	10	09	36	18
Hands on training method	20	14	08	11	28	22
Classroom based instruction	26	08	13	06	39	14
On-the-job training method	15	19	09	10	24	29
Internship training method	30	04	13	06	43	10

**Appendix M: Comparison by age of trainees with choice of training methods. (N=54)**

Choice of training methods	20-25		26-31		32-37		38-43		44& above		Total	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
	count	Count	Count	count	count	count	count	count	count	count	count	count
Lecture training method	03	02	05	07	04	07	05	06	04	10	21	32
Case study training method	04	01	10	02	10	01	08	03	09	05	41	12
Team work training method	03	02	07	05	08	03	07	04	11	03	17	36
Mentorship and Apprenticeship training method	03	02	07	05	09	02	07	04	10	04	36	17
Hands on training method	03	02	06	06	08	03	05	06	06	08	28	25
Classroom based instruction	04	01	09	03	08	03	09	02	09	05	39	14
On-the-job training method	04	01	06	06	03	08	03	08	08	06	24	29
Internship training method	03	02	10	02	09	02	11	0	10	04	43	10
Others	00	05	00	12	00	11	1	11	00	14	01	53

**Appendix N: Comparison by education level and Training methods (N=54)**

<b>Choice of training methods</b>			<b>Level of education</b>					
	<b>College Diploma</b>		<b>University Degree</b>		<b>Others</b>		<b>Total</b>	
	No	Yes	No	Yes	No	Yes	No	Yes
	Count	Count	Count	Count			Count	Count
Lecture training method	04	09	10	17	07	06	21	32
Case study training method	09	04	21	06	11	02	41	12
Team work training method	04	09	09	18	05	08	18	35
Mentorship and Apprenticeship	08	05	19	08	09	04	36	17
Hands on training method	07	06	14	13	08	05	29	24
Classroom based instruction	09	04	18	09	12	01	39	14
On-the-job training method	06	07	11	16	07	06	24	29
Internship training method	12	01	22	05	09	04	43	10
Others	00	13	00	27	01	13	01	53

**Appendix O: Comparison by duration in service and training methods (N=54)**

Choice of training methods	Less than 5 years		5-10		11-16		17-22		23 & above		Total	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
	Count	Count	Count	count	count	count	count	count	count	count	count	count
Lecture training method	09	11	09	05	02	06	01	07	00	01	21	30
Case study training method	15	03	12	02	05	03	06	02	01	02	39	13
Team work training method	08	12	07	07	02	06	00	08	01	02	18	35
Mentorship and Apprenticeship training method	14	06	08	07	05	03	11	10	03	00	41	17
Hands on training method	14	06	08	06	03	05	02	06	01	02	28	25
Classroom based instruction	13	07	13	01	04	04	07	01	02	01	39	14
On-the-job training method	10	10	07	07	03	05	04	04	00	03	24	29
Internship training method	16	04	03	01	07	01	05	03	02	01	33	10
Others	01	20	00	14	00	08	00	08	00	03	01	53

**Appendix P: Comparison by field of specialization and training methods (N=54)**

Field of specialization	Accounts		Accounts and Finance		Admin		BkAdmin		Education		Engineering		Human Resource		Information Science		Lines Work		Sales and marketing		Procurement		Psycho Social Counseling		Social Science		Total		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
Lecture	8	1	0	1	1	1	1	1	2	1	0	13	11	3	0	0	1	1	0	2	0	0	1	1	0	1	2	32	20
Case Study	2	7	1	0	1	1	0	3	0	1	5	16	1	2	0	1	0	1	1	1	0	1	0	1	1	3	12	41	
Teamwork	7	2	1	0	2	0	2	1	0	1	17	7	2	1	1	0	0	1	1	1	0	1	0	1	2	2	35	18	
Webinar	6	3	0	1	0	2	0	3	0	1	9	16	0	3	0	1	0	1	0	2	0	1	0	1	1	1	16	35	
Handson	7	2	0	1	1	1	1	2	0	1	10	4	0	3	0	1	0	1	2	1	1	0	0	1	2	0	24	18	
ClassromB	3	6	0	1	2	0	0	3	0	1	6	16	1	2	0	1	1	0	0	2	0	1	0	1	1	1	14	37	
Onfilejob	7	2	1	0	1	1	2	1	0	1	14	24	2	1	0	1	0	1	1	1	0	1	0	1	1	2	28	37	
Internship	3	6	0	1	0	2	0	3	0	1	5	16	0	3	0	1	0	1	0	2	0	1	0	1	1	1	9	42	
Other	9	0	1	0	2	0	3	0	1	0	24	0	3	0	1	0	1	0	2	0	1	0	1	0	1	1	50	1	

**Appendix Q: Comparison by gender of trainees and monitoring mechanism tools (N=54)**

<b>Monitoring mechanism tools</b>	<b>Gender</b>					
	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	No	Yes	No	Yes	No	Yes
	Count	Count	Count	Count	Count	Count
Observation	19	16	05	14	24	30
Checklist	24	11	08	11	32	22
Regular reviews	18	17	10	09	28	26
Feedback	13	22	07	12	20	34
Work plan	19	16	12	07	31	21

**Appendix R: Comparison by age of trainees with monitoring mechanism tools (N=54)**

Monitoring mechanism tools	20-25		26-31		32-37		38-43		44& above		Total	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
	Count	count	Count	count	Count	count	count	count	count	count	count	count
Observation	00	05	03	09	05	06	06	06	07	07	21	33
Self-evaluation (checklist)	04	01	07	05	07	04	06	06	08	06	32	22
Regular reviews	02	03	07	05	07	04	05	07	07	07	28	26
Feedback	01	04	06	06	05	06	04	08	04	10	20	34
Work plans	03	02	10	02	06	05	04	08	08	06	31	23
Others	00	05	00	12	00	10	00	11	01	13	01	51

**Appendix S: Comparison by Education Level And Monitoring Mechanism Tools (N=54)**

<b>Monitoring mechanism tools</b>	<b>Level of education</b>							
	<b>College Diploma</b>		<b>University Degree</b>				<b>Total</b>	
	No	Yes	No	Yes	No	Yes	No	Yes
	Count	Count	Count	Count	Count	Count	Count	Count
Observation	04	09	08	19	09	05	21	33
Self-evaluation (checklist)	07	06	15	12	10	04	32	22
Regular reviews	06	07	13	14	09	05	28	26
Feedback	05	08	09	18	06	08	19	34
Work plan	07	06	15	12	09	05	31	23
Others specify	0	12	0	26	01	13	01	51

**Appendix T: Comparison by duration in service and Monitoring Mechanism Tools (N=54)**

Monitoring Mechanism Tools	Less than 5 years		5-10		11-16		17-22		23 & above		Total	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
	Count	count	Count	count	count	count	count	count	count	count	count	count
Observation	04	17	09	05	04	04	04	04	03	00	24	30
Checklist	14	07	10	04	03	05	03	05	02	01	32	22
Regular Reviews	12	09	10	04	03	05	02	06	01	02	28	26
Feedback	08	13	07	07	02	06	03	05	00	03	20	34
Work Plan	13	08	09	05	04	04	03	05	02	01	31	23
Others	00	21	00	14	01	07	02	06	00	03	03	51

**Appendix U: Comparison by field of specialization and monitoring mechanism tools (N=54)**

Field of specialization	Accounts		Accounts and Finance		Admin		BAdmin		Education		Engineering		Human Resource		Information Science		Liveserv		Sales and Marketing		Procurement		Psycho Social counselling		Social Science		Total			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	
Observation	3	6	1	0	2	0	2	1	1	0	6	6	1	2	0	1	1	0	2	0	0	1	1	0	3	0	33	19		
CheckList	6	3	0	1	2	0	1	2	0	1	6	10	2	1	0	1	1	0	1	1	0	1	0	1	0	1	3	1	22	31
Regular Review	6	3	1	0	1	1	1	2	1	2	0	1	9	6	0	1	0	1	2	0	1	0	0	1	4	0	35	27		
Feedback	5	4	1	0	1	1	0	3	0	1	0	6	2	1	1	0	1	0	1	1	0	1	0	1	4	0	34	19		
WorkPlan	4	5	0	1	1	1	0	3	0	1	0	11	1	2	0	1	1	0	2	0	0	1	0	1	3	1	22	31		