Article

Vocational Training Instructors' Perceptions towards Transfer of Training: A Case Study

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Abstract

This study is about how the participants of short-term training perceive training in the real context. The study is done with the help of an interview, where the participants are the trainers of short-term vocational training programs. The major finding of the training is that the participants have gained information about new methods and media. They perceived the training in a very positive way, and most of them understood the training as a booster of their professionalism. But the training was more focused on the instructional purpose than gaining skills. The main thing is that they realized the preparation and management of the training were very important. This study highlights that the training was more focused on the instructional skills and knowledge, and some presentations were made based on the skills. It also revealed that the implementation of instructional skills-based training in the participants' real workplace is challenging. Management of learning environment, preparation, and delivery are difficult to transfer in a real working situation.

Keywords: short-term training, perception of training, knowledge centric, skills

Introduction

In Nepal, the Council for Technical Education and Vocational Training (CTEVT) has the mandate to develop basic and middle level human resources. The vocational education and training is not just to certify, but it carriers higher value and expectations in terms of developing entrepreneurship and skilled human resources which not only contribute to elevate livelihood of citizens in any country but also pave way for national development. Skilling people is therefore essential for national prosperity. 'One person, one skill, and skill for livelihood' are slogans in the TVET sector. But how is the TVET training? Is it related to the demand of the people, which finally leads to job placement and sustainable livelihoods? The way of being skilled and gaining knowledge and skills through training and its implementation warrants attention.

Training finally has to result in professional development, while the institutional output a byproduct. For this to happen, the training providers and the needs of participants should match. Otherwise, training will have no effect nor have noticeable implementation. Trainees' perceptions towards training, their likes and dislikes, and meeting their needs through the training play a vital role. In this

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study, the perceptions of the trainees towards training have been explored. This study includes a literature review, methodological assumptions, findings, discussions, cross-case analysis, and conclusion.

Problem Statement

The Technical and Vocational Education and Training (TVET) is taken as one of the major facilities to contribute to the development of any nation. This is due to the knowledge, performance, and attitude of the TVET practitioners in the field of different short- and long-term training and education. TVET is focused more on practical education, followed by the performance of the students. Theoretical knowledge is the base, and practical knowledge is the main.

In the context of Nepal, there are different training providers, and the trainers are given some special type of training known as training of trainers (ToT). This helps them use different methods and methodologies in classroom delivery. This focuses on the planning phase to design, develop, implement, and evaluate. The participants who have gained skills and knowledge during the short-term training are equipped with ToT. However, questions persist: Are they really getting the training they need? How effective is the training in terms of technical education? These are worth mulling and considered some of the challenges in the transfer of training.

Also, the training delivery affects transfer of training. In a business world that is changing fast, training is considered one of the most effective tools to enhance employees' knowledge, skills, and behavior (Seyler et al., 1998). Similarly, the motivation of the person to learn and transfer skills to the workplace is another factor (Facteau et al., 1995). Without motivation and transfer of training, the training will not be successful. So, training delivery process is another important aspect (Karim, Huda, & Khan, 2012).

If the training is not as per trainees' needs and interests, the transfer will be difficult. In order to achieve successful training transfer to the workplace, the training program should be relevant to the job (Axtell, Maitlis, & Yerta, 1997). This states that if the training and the working environment do not match, the trainer will not implement it meaningfully. Thus, the major gap that is seen in various literatures is the difference between the perception of training and the practices of training in the real workplace. This helps to explore the training effectiveness and transfer of the training by the participants.

Research Questions

The major research questions are:

1. How do the training participants perceive training?

2. How are the participants managing the training which they have to conduct?

3. What are the challenges in transfer of the training?

Methodology of the Study

I have presented my philosophical positions based on a non-positivistic research paradigm. My actions and beliefs are shaped about the research study through the case study. A case study is presented in it. I believed that my participants were discursive, had the

capacity for linguistic formulation of their ideas, and possessed sufficient knowledge in order to articulate their meanings (Brewer, 2000). The epistemology of my study is subjective and context-oriented. Moreover, in a conversational way, I acquired the experience, feelings, perceptions, and meaning within relative contexts (Creswell, 2012). Furthermore, it included knowledge based on the interview and observations on the perceptions and practices of the participants.

In my study, the ontology was about the trainee's reality, perception, and practices about training, which exist in the form of multiple natures of knowledge, and means multiple realities, covering several opinions, perceptions, beliefs, knowledge, and understandings (Creswell, 2012) regarding the training.

The participants are the trainers who have taken ToT. The snowball sampling and random sampling were followed. The selection of the participants was made on the basis of their participation in the training. The participants are those who have taken ToT and are working as trainers. The number of females in the TVET sector is less than that of males because of traditional beliefs (Ngure, 2012). CTEVT also focuses on gender and inclusion policies, so the female participants were chosen as the participants of the study.

Participants of the Study

The first participant is Resha (pseudonym), who is in a tailoring occupation and belongs to a middle-class society. She has been tailoring for the last 5 years. She is from Palpa and has been residing in Bhaktapur for the

last 7 years. At first, she came to Kathmandu, seeking a job after completing the School Leaving Certificate (SLC) examination. But she could neither study further nor get a good job. She was staying with her uncle and aunt in the beginning. Later, she had to struggle much for the accommodations and the job. She got a job as a helper at a school. She was suggested by some friends that she took the training in tailoring, and she did it. Now, she is working as a tailoring trainer and is always busy training new participants. This shows how females have to struggle and adjust to society.

The second participant is Usha (pseudonym). She is originally from Jhapa and has been living in Kathmandu with her parents. She has done Bachelor's in Hotel Management and is developing her career as a trainer. At first, when she was planning to choose hotel management, she shared that it was a big decision for her parents to allow her to study hotel management. She also shared that after the completion of her study, they were not willing to help her find a good job in the relevant field. She has faced barriers and challenges as a female all the time in her career. Her parents do not want her to work in a hotel, as their understanding of a hotel is conservative. So, after she completed her hotel management study, they tried to convince her to change subject and choose her career in some other fields.

The third participant is Binita (pseudonym), who is from Bhaktapur. She is also from a middle-class family. She has a brother and a sister. Her parents are farmers, but the farming is not sustainable for their livelihood. From a young age, she started helping her parents in the field. She had to drop out of school after eighth Grade because of her poor financial

condition. Doing some household work and helping parents, she knew from her friends that vocational training is provided to the needy ones by a project. She then joined the training by meeting every requirement. Before joining the training, she had taken a beautician training. Beautician training is skill-based training, so she needed ToT for instructional skills development.

Reena (pseudonym), from Baglung, is a 26-year-old girl. She has come to Kathmandu for her career after completing the SLC examination. But she couldn't get a good job. Even the salary was very low, as she worked at a school as a helper (sweeper). She remembers, "I was unable to sustain myself with the salary I got and had no option but to struggle more." Then she found a friend with whom she shared the room to lessen her financial burden. But it was not sufficient either. She recalled that she was even unable to contact her parents, for she did not have enough money to support her parents to buy a phone set. She knew that vocational training was provided to the females on a need basis for different skills, and it was free. Then she joined 3 months of tailoring training with the hope that she could make tailoring her profession. She also knew that ToT was necessary for her and continued seeking opportunity for it. Later on, she got a chance to join the ToT and got a good opportunity to make her career bright. Now she is a trainer of tailoring at her own tailoring training service, and it has been a way of her livelihood.

All four participants were selected as per the notice announced by the training organization, which was published in a national media and also updated on the institute's website.

They applied by mentioning experiences and education. Later, they were s elected. As per training schedule, they took training on different dates. Among the participants in the training, the study participants were selected.

Perception and Management of Training

Their perception of the training is based on their participation in it. In perception, how the participants perceive the trainers, the available materials, training environment, training methods, and delivery system of the training were observed. The management of overall training from the beginning to the end and its planning and preparation were noted. Here, perception is only about the training and its management within the training period and environment.

Training is perceived differently by different participants. During the training, different methodologies were used; the way of delivery was used; and the training manual, course information, and the content were used. If we see Kirkpatrick's model of training measure success (1983), the first measure is the reaction level. It means how the trainees react after the training. This is the first level of training (Kirkpatrick,1994), and it is the immediate feedback of the training too. This level helps to know how the trainee felt about the training. Also, adult learning strategies help to achieve advanced results.

Human Capability Theory

According to Lichtenberg (2009), "capability" refers to the range of functioning that an individual is free to accomplish. According to Sen (1999), capacity is "the substantive freedom to achieve alternate functioning combinations." Sen believes that human

growth is a function of people and their actions. Sen suggests the terms "capability" and "functioning," among others, to understand people and their behavior.

The human development paradigm in development policy circles has its roots in human capability theory (Fukuda-Parr, 2003). The focus on people's actual abilities—that is, their capabilities—is the fundamental feature of the capability approach (Robeyns, 2003). According to the capacity approach, each person's uniqueness and independence are valuable. Likewise, trainers who have completed the program are free to interpret and use the knowledge in their respective work environments. By distinguishing between the capability level and the functional level of the problem, the capability approach offers a fresh and valuable viewpoint on the training participants who are practicing and executing the training.

This implies that it is helpful for comprehending teachers' perspectives on training as well. Likewise, this methodology enables researchers to examine how these trainers are using their acquired knowledge and abilities in the actual workplace. It also provides guidance on identifying the risks and impediments faced by trainers who have encountered difficulties when implementing training transfers. The main goal of this strategy is to provide these trainers, who are keen to advance in their careers, with the flexibility they deserve. The abilities and performance of the participants are examined in my study. When opportunities are given in line with abilities, training implementation is evident, and the transfer of knowledge becomes effective.

Resha: Tailoring as Her Occupation

Among them, Resha (pseudonym) was working in Kathmandu. I thought she would be the first participant in my study and asked in detail where she was working and if she could provide me with time for my purpose. She agreed on it, and I planned to meet her. She requested that I meet her at her tailoring center located at Balkot, Bhaktapur. She provided me the time on Sunday, 11:00 a.m., and also shared the location.

I went to meet her as scheduled. She offered me a cup of tea. I accepted it and asked her what type of training was going on. She informed that she was providing short-term training in tailoring for the participants. I asked her if she needed time for preparation. She responded she had already prepared for the next session. She added that she had planned to deliver the theoretical courses within one hour and the practical session in another one hour. But sometimes, the theoretical and practical parts go together.

During my observation, what I saw and felt was that the materials were prepared well. Some of the materials were reused. She had also prepared the assignments to provide with her students. First, she presented the topic with an introduction, followed by the display of the materials. She then presented her skills on how to perform the task to make that product. Sometimes she would show how to take the measurements of the client to prepare the specific clothes, prepare the drafts of the clothes, and sometimes the process of cutting the drafted dress. After doing this, she makes her students do the exercise and guides them. But what I have observed is that the materials were not enough to make them practice, and she was not able to guide all of them.

I asked how she was feeling after her participation in the training. She replied that she learned some methodological parts better after the training. She said, "Training is very effective in terms of making the work simpler by doing all the activities step by step for the participants of the training." Perception is the subjective evaluation of the training (Hussey, 2009), which is relevant to my research participants and their understanding of the training. The first thing is how the participants have perceived training and how they could implement it in their workplace. She said that the training was excellent, and if the training environment could be copied and maintained in the workplace, it would be implemented better. This shows us that perception is the most important aspect of the training. The difference between perception and reality is important because perceptions can become realities (Alipour & Saehi 2009). This is imperative for the participants when perceptions are negative. Nisbett (2003) also highlights that perceptions take shape, and judgments on training's effectiveness and relevancy are made by the time perceptions are formed.

I further inquired with her about the effectiveness of the training. She replied that she felt the training was very effective for her in terms of learning and practicing the skills. She has perceived training in a different way. She said that before coming to the training, she had a mindset that she would be taught and learn what was in her profession, but she got it very differently. She explained training as a part of her profession, as tailoring is the main profession and providing training to tailors is part of that. She further shared, "Training is a supporting aid for the trainer as I learn new skills and knowledge to be

more professional." Also, she claimed that the training provided by the organization has been very helpful for her. So, as said by Jackson and Bushe (2007), training for adults is a way ahead for the improvement of professions because training in itself is a professional act of gaining knowledge and skills and improving attitude.

She said that the schedule was well managed and distributed earlier, which was a positive point. Likewise, there was a system of ground rules, and the materials that were needed for the training were provided in advance. This has made her take notes and write down the key points of discussion during the class. The class environment and climate were not managed, as there was no heating system in the winter season, and the participants were suffering from biting cold. The physical environment consists of two major components: the physical component and the psychosocial component (Kilgour, 2006). The physical component includes all physical aspects, such as classrooms, teaching materials, and learning facilities, both inside and outside classroom (Arthur, 2011). Similarly, the psychosocial component is related to the interaction that occurs between students and students, students with teachers, and students with the environment. If the environment had been well managed, the overall situation would have been much better.

Regarding the best practices that she has seen, "the way of introducing each other was very good and impressive." She further added, "I have never done the introduction in that way; one has to introduce his/her friends instead of his/her own." She also mentioned that she was applying it to her training. The context

and the content were very clear and concise, and the facilitators were also very friendly to the participants. She said that none of the trainers showed negative attitude; they were friendly and helpful. This shows that there is no gap between the trainer and trainee, which has made the learning environment fruitful. From this, it is concluded that the trainer's behavior, training materials, methods, classroom environment, training preparation, and pre-existing information on what is going to be taught are necessary to make training effective.

Usha: Determination in Hospitality

After meeting and interviewing the first participant, I asked her if she knew the other participants in the training. She recalled it and provided me with her name and the location of the training institute. I searched for her contact number in the details of the training reports, called her, and shared my purpose of calling her by giving reference to Resha as she gave the location. I shared my purpose for willing to meet her and asked about her willingness and time. She agreed and was ready to share her perceptions and experiences of ToT, saying that she would help me in this regard as my participant. After a short discussion to set the climate, she shared that she shifted her job and also the location. She gave me her new location. I asked her when we could meet, to which she replied that we could meet after a week. So, we fixed date and time for meeting. I went to her training center to meet her on the scheduled date and time.

She extended me a warm welcome. She introduced me to other staff members of her training center. Then we started talking about the training and its usefulness. She

is providing training on hotel management, basically cook training. She provides training in the morning. She used to give almost full time to the students to guide them, but sometimes, it becomes difficult for her, as she is engaged in other works too. The training session is sometimes one hour; if the module is too long and should be completed within a single setting, she manages time accordingly. She said, "The time for the training depends on practical and theory sessions; the session time varies."Responding how she perceived the training, she said most of the training approaches were new to her. The training design was done so effectively that she was able to understand what was being taught. She thought that the training was more focused on how to teach than the content of the knowledge and skills they had gained. While focusing on the training content, most of the content is about the delivery process of the training. The schedule was made accordingly. But sometimes, according to her, the schedule was not followed up properly, as the classes were altered with the availability of trainers. The trainers listed in the schedule were not in the classes. This indicates that the poor preparation and management of the training providers also changed the name list. She also added that the education materials and information provided before the training were very helpful and informative, as the ToT is essential and relevant to provide further training by the participants to their trainees. If the training programs are relevant to the job (Kontoghiorghes, 2002), transfer and application will be effective. Some of the participants were not carrying materials like pens and copies, so the materials provided before the start of session were very useful.

She further added that the physical environment in the classroom was very

good. She said, "The temperature was good enough for the classroom purpose, and the classroom was managed in U shape, which made it easy to see all the friends in the classroom." This makes me recall Harris and Chrispeels (2006), who found that the classroom environment has a significant effect on the transfer of training. She added, "The way of ice breaking, the way of making ground rules, and the way of making group division were very interesting."

The best part that she liked was the competence of the trainers and their effective performances. She told me that the trainers had sound knowledge and skills on the content and participatory facilitation skills. The introduction part was very interesting, according to her experience. So, not only the classroom environment but also the trainer's attitude, skills, and knowledge have a positive impact on the training (Blair, 2008). The presentation skills of the trainers and their way of giving feedback were positive, as the feedback started with positive things and alternatives were provided to change their way of doing activities. She said she is also able to give feedback in the way she has learned. Earlier, she was just providing feedback in the way she felt, but now she knows that the feedback is what should be changed in the other presentation. So, she is thankful to the training provider.

The key findings from her experiences are that the classroom environment plays a vital role (Baryamureeba & Nahamya, 2014) in enhancing, promoting, and encouraging students' learning in all academic settings (Fraser & Pickett, 2010). The feedback and its ways to receive and give are also interesting, and positive motivation is provided. Also, the materials prepared by

the trainers are praiseworthy. The opening of the training and the materials provided have really motivated her to take part, but she still thinks that the training could have been more effective with proper management.

Binita: Success after Failure

Binita is another participant who lives in Bhaktapur for her livelihood. She was also a participant in the training. I called her, as I got her phone number on the list of training participants. In our first communication, she was very impressed and excited to know my purpose. She had never thought that these vocational trainings would be the area of research. As I asked her when she had taken the training, she responded that she had taken it three years before and was also interested in taking other trainings that she found to be genuinely helpful. We scheduled the date and time to meet. She said that she was ready any time and day. So, I proposed a date to which she agreed.

I went to her office. I had not even imagined that a ToT trainee would be in such a well-managed and well-equipped training hall. The hall was very clean with sufficient light, and the chairs and tables were arranged in a U shape. There was a separate place to keep the training materials. She offered me tea and started to ask me why I chose beauticians like her. I shared my purpose in brief, as she had already known something about it. I asked her how much she paid for rent and how much she earned. I was surprised to hear the income she generates from the parlor- it was huge money. Similarly, I asked her why she did not advertise this business, and she said, "Our society regards negatively to the people working in the beauty parlor. It hasn't yet been accepted as a decent profession."

She shared her past experience and how she struggled and came to this position. With her earning, she is now able to support her family.

Now she is doing well in training and also in marketing- she has so many customers and trainees. Most of her customers come through references from her existing customers. Wheatley (2006) also suggests that training is associated with constructive goals and the student's orientation. She gives credit to the ToT training, which made her able to share her knowledge and skills with her participants. It has really been a boon for her. She said that, to participate in the training, she had faced huge struggle. She asked people to select her, but there was a selection examination that she should have passed. She asked for help, but finally she passed the selection examination and got the training. She was very happy to participate in the training, as it was mandatory for the youths who have taken short-term training and wish to be trainers in the same field. If they did not have taken ToT, they would not be able to be trainers in skill-based training. When she said this, her eyes were welled up with tears. I listened to her attentively and counseled her to control her emotions. She said, "The training has been a good weapon to fight against stereotypical society and to be independent." This shows that technical training has empowered her to run livelihood comfortably.

Regarding the training, she said, "The training was very fruitful, which gave me the opportunity to be a trainer, and we have learned a lot of things during the training." She also shared, "I learned so many new things, like making groups and introducing each other's presentations with attention in the training." According to her, the way the training was delivered as per the schedule was very good. The ice-breaking, which is the start of the training, was the most interesting section. She further reacted that the resources and the training materials provided to the participants at the beginning of the training with the training manual were very impressive. Dessler (2008) emphasizes human resource development with the capability of skills and knowledge, which is also affected by the environment and materials in the training. The best practices that were seen during the training were: "The two-page skill cards that were provided to the participants covered almost all the content, and the activities during the presentation of those topics were very meaningful and knowledgeable, which were directly associated with the topics." She further mentioned, "I had learned more from the activities than from the skill cards and the content delivered because the skill cards were just the base and the activities were additional materials to make the content of the skill cards clear." This shows that the activities are very impressive, and they are for the participants who can easily understand the first step.

The trainer's skill in engaging participants and making interactive presentations was very good. She said that she was also able to make the participants engage and make the sessions participatory. She added, "The course evaluation form and the debriefing were the best that I knew from the training, and I am implementing them in my daily sessions." This shows that the participant's perception of training has been very positive, and they perceive training as a tool to make changes to what they did not know earlier.

Reena: Passion of Beauty and Work

After the discussion with the third participant, Binita, she suggested me to meet Reena, who is her friend. They both have taken the ToT class in the same group. In a group of ToT class, participants come from different fields, while Binita and Reena are from the same field. I asked for her contact details so I could call her. At first, she did not respond, and I contacted her again. This time, she replied. I told her that I got her contact information through her friend Binita whom I met earlier. I also briefly explained the purpose of contact. She said that she was busy for 2-3 days, as that was the wedding season and she had a lot of bridal make-up in schedule. So, she asked me to visit her parlor after 4 days.

I went to her parlor as agreed where she was waiting for me. I entered her parlor with a smile and greeting which she reciprocated. We started talking about how she was doing. She said that she was busy with her work and that it was difficult to manage time for this meeting. She offered me a cup of tea. The tea talks continued, and I asked how she managed time for the preparation of the training. She said that she was busy with the preparation and delivery of the class, as materials were necessary during the training, which she learned from. She knew the essence of the management of the training. Time, material distribution, and introduction were the things that she thought were important during the training.

The training session in which she participated was very interesting for her, as it was in a new environment with well-equipped furniture, systems, and materials, and the way of presenting and delivering messages was different. The way of performing the tasks was step-by-step which helped her learn easily. She has learned that the training was different from what she had thought. From the beginning, she felt that the training was good. She shared, "When I was selected for the training, I went to the training and got good insights into the training purpose and its method." She said, "Earlier, I thought that training was only about how things and materials work in terms of skills." But now, she knows that training is about the acquisition of knowledge and skills (Gould & Miller, 2004) and their application. This shows that her mentality of how she would define training has changed, and she is able to define training in her own way.

The best practice that she liked in the training was ice-breaking and introducing a friends.−The materials provided to her were also sufficient, and the interactive way of teaching was good for her. "The physical setting and classroom environment, including temperature, were also created in such a way that everyone could see each other and interact," says Reena. She further added, "While entering the training venue, the environment was very refreshing, as the classroom setting was U-shaped; the materials presented on the pin board and the flip charts were hanging on the walls." Thus, perception of learning and its transfer at work are factors affecting the motivation of the trainee to learn and the transfer of training (Burke & Hutchins, 2007). Before going to the training, she was unaware of this. Likewise, she found the facilitation skills of the trainers, the activities they do, and managing the classroom environment with fun and humor to be effective. She said, "During the 10-day training, I didn't feel boring even a single day. I enjoyed all the

sessions and also learned at least one skill in a session." This shows the effectiveness of the training for her.

She said, "I spend more time preparing training materials. I don't like to enter the class without materials." She emphasized without materials, the class can not be effective. Akinsanmi (2008) also agrees that the use of the instructional materials makes newly discovered facts firmly glued to student's memory. The memory of the participants also helps them conduct the task or skill in an effective way. So, she has tried to highlight the importance of visuals in the teaching and learning activities.

Cross Case Analysis

Table 1

Perception and Management of the Participants Towards Training

Participant	Perception and management of the training
Resha	- got new idea about methods - ground rules and materials were provided - felt the training to be effective - unmanaged classroom atmosphere
Usha	- training approaches were new - schedule not followed properly - good physical environment of the class - ground rules and ice-breaking were presented interestingly - trainers' positive attitude
Reena	- making groups, and introducing each other were new - resource materials were enough - introduction with gain attention - skill cards as valuable products - trainers skill of engaging and making participants interactive
Binita	- new way of introducing each other - materials, well equipped room - effective way of presentation and class delivery by the participants - U shaped classroom, instructional materials - trainers motivating the participants with positive feedback

From the cross-case analysis, it is known that different participants perceived training delivery differently. All the participants said that the training materials—introduction, group division, and ground rules—were very impressive, which was new for them, as they were unaware of the instructional materials before joining the training. The training methodology was also new for them. The classroom was managed in U shape so that each participant could see each other. The class delivery was made very interactive and participatory with group discussions and introductions. But the training schedule, the trainer's attitude, and making them engaged in the work were found to be different. The trainers were also changed, which caused dissatisfaction among the participants. This shows that the training management was not done properly, as the participants felt some changes during the training.

Findings

The four participants are from different backgrounds. They have struggled to get jobs for their livelihood, and short-term training helped them fulfill their needs. Vocational training has been a boon for them. The participants, after receiving the short-term training, also took ToT program. They perceived the training as a way forward to develop confidence. They felt the training delivery was one of the essential parts of the effective transfer of the training.

The training has helped them become more professional. Regarding the perception of the training, they have perceived it in a very positive way, and most of them perceived it to boost their professionalism. But the training was focused more on the instructional purpose than gaining skills. The main thing is that they realized the preparation and management of the training were very important. The materials provided to them were well managed. The environment was friendly, and a learning environment was provided to them. The well-managed rooms and furniture added value to their learning.

The work environment, classroom setting, preparation and planning are prerequisite to effective delivery. The participants have internalized the fact that preparation before conducting the training is essential. But the challenge is that the implementation of the training in different scenarios is difficult. Managing the working environment, planning on how they are trained, and choosing different delivery styles and methods are the major issues in the transfer of the training.

Discussion

The participants of the study perceived training differently. Training evaluation provides a micro-picture of training results, as it only considers learning outcomes (Alvarez, Salas, & Garofano, 2004). The participants' perceptions of the training delivery were mixed. The training provided by the organization has been very helpful for the participants. Some of them liked the delivery skills and way of delivering with different activities. Planning, preparation and management of the training (Nasaza,

2016) were the main learnings from the training. Perception is a cognitive event by which a person gives meaning to each situation or stimulus according to his or her values, beliefs, and attitudes (Klimoski & Donahue, 2001). This has a direct impact on the performance of the participants (Otuko et al., 2013) in the training and after returning to their workplace.

The assumptions that the participants made prior to the training and their feelings during the training almost matched. But some of the participants thought that the training would be focused on skills related to their occupation, which did not match reality. The difference between perception and reality is important (Alipour & Saehi 2009) in training. Following the training, the participants' primary changes were in how the training was delivered, how satisfied the students were, how they provided feedback, and how they expressed what they had learned. If the changes are not seen in the training, it directly causes the failure of the organization and also lacks its productivity (Abernathy, 2001).

As a result, the training has a bigger effect and has altered how it is delivered. According to Kirkpatrick (1996), the Kirkpatrick model emphasizes that one or more areas of knowledge, abilities and attitude are the most noticeable things following training with verifiable gains. According to Abernathy (2001), if the training is not well received and no visible improvements are made in the workplace, the organization will fail and productivity will suffer, demotivating both the personnel and the management as a whole.

Enhancing employee performance requires training and development (Diab, & Ajlouni, 2015) since it produces a highly competent workforce and supports employees' personal development. The participants have felt the changes during the training in their performance level and presentation style. De Meuse, Hostager, and O'Neill (2007) examined the effectiveness of workplace diversity training on employee performance. The participants felt better performing after returning to their organization or starting a new job. Ampomah (2016) also claimed that training and development are key factors in improving employee performance in organizations.

The learning on different dimensions of training has helped the participants develop confidence. Participating in the training has helped in enriching capabilities of the participants (Baryamureeba & Nahamya, 2014). In a similar vein, the participants felt that the psychosocial component and the learning environment were essential. The general state of affairs would have been significantly better if the environment had been properly handled. Physical and psychological elements make up the two main parts of the physical environment (Kilgour, 2006). All physical elements, including classrooms, instructional resources, and learning spaces both inside and outside the classroom, are included in the physical component (Arthur, 2011) to make the training delivery better. The situation and significance of the work environment (Kontoghiorghes, 2002) help to face the challenges in training. The challenges faced by the participants directly affect their learning. It also hampers the learning situation and the environment.

The application of the training in the workplace is the transfer of training. The participants have applied what they have learned in the TOT, but applying all the components is not easy. Training transfer is the degree to which trainees apply what is learned to their workplace (Pidd, 2004). The transfer atmosphere, support, opportunity and follow-up are the major barriers to the training transfer. The model of the transfer process (Qureshi, Butto, & Tunio, 2017) shows that trainee characteristics, training design and work environment are the main components in the transfer of the training.

Conclusion

All four participants have stated that the training was beneficial, but they are also not fully satisfied with some approaches and strategies they had anticipated learning during the program. It appears that participants who genuinely require instructional training are not being served by the way in which the training is now delivered, but rather according to the goals of the training providers. During the implementation phase, the training should place emphasis more on developing skills than knowledge.

This study has determined that effective training delivery requires careful planning, preparation and management. In addition, a trainer's motivation and sense of self-worth might contribute to the effectiveness of the training they offer. After completing instructional skills-based ToT program, there have been a number of modifications. Following the session, the participants' professionalism and self-assurance increased. The media, techniques, and delivery style are also modified. However, the training

provider institute's learning environment, classroom setting, and classroom ambiance present challenges for the implementation and transfer of the training in their working environment.

Additionally, the female participants are choosing traditional careers over atypical ones since traditional careers are generally better paid and more socially accepted. It demonstrates that, initially, the TVET industry needs to raise knowledge about accepting women who choose to switch from traditional to nontraditional careers. The study finds that, following the instructions, every participant is working and performing better. Women can use technical education as a method of achieving a sustainable life if they are given necessary skills and knowledge in the relevant field. This ultimately leads to TVET being used for the sustainable development of the country.

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