

## Students' Satisfaction on Training cum Workshop Programme on Thesis Writing and General Research Skill Development

Bal Ram Duwal, PhD\*

DOI: <https://doi.org/10.3126/jnbs.v13i1.34726>

Received on 17 April 2020

Accepted on 30 November 2020

### ABSTRACT

*Faculty of Management, Tribhuvan University's Master of Business Studies level is not fully based on a research course that's why for many students thesis writing task is being the first attempt in their academic life. This study aims to determine students' satisfaction with the training cum workshop programme on their thesis writing and general research skills development and to assess the model that determines general satisfaction with the programme. Results showed that the participants are only satisfied to some extent with the training cum workshop programme. It was discovered that students show their disagreement on time allocated for every session, about following the time schedule by resource persons, resource persons' use of practical ways, examples, and exercises in the session. However, they felt the method of thesis format, American Psychological Association styles of citation, and referencing are useful and the programme is going to help them more productively in near future. The step-wise regression model has also been used to set the model. The fitted model has been found to be significant. The model adequacy test has also been performed which shows the data satisfied the assumption of multicollinearity, normality of residuals, and homoscedasticity while no outliers were identified. The study between trained students and non-trained students' perceptions after the completion of their dissertation work can be carried out by future research. Likewise, a longitudinal study before the programme and after the thesis work can be performed in this area too.*

**Keywords:** Research skills, satisfaction, teaching pedagogy, thesis writing

---

\*Dr. Duwal is an Assistant Professor at the Central Department of Management, Tribhuvan University.  
Email: [balramduwal@gmail.com](mailto:balramduwal@gmail.com)

## 1. INTRODUCTION

Research is an important part of the implication of theoretical knowledge to contribute to the area of knowledge as well as to find out some resolution issues. Research-based learning assumed that students will learn more if they come into contact with research. Research has significant values in higher education so almost all universities demand some kind of research work during the study period. It is argued that students when involved in research-based learning are bound to learn more and better than they would without the integration of research (Gupta, 2017).

Tribhuvan University, Faculty of Management (FOM) as a pioneer management institution of Nepal has also adopted the research activities in its curriculum from the undergraduate level. For master level students need to submit a thesis/graduate research report.

The exercise that the students go through during the research process and writing process becomes practical training for them that shall be highly beneficial to them in gaining practical knowledge. Therefore, realizing the importance of writing at the master level, thesis writing, or project work writing has been made compulsory in the MBS program (Shrestha, 2004). FOM believes that the thesis assignment provides an opportunity for students to show their gained skills and knowledge to organize and conduct a research project. It is an individual undertaking, and the final responsibility for its successful planning and completion rests with a person, however supervisory guidance will be given (Faculty of Management, 2015). So, doing research work has become an important aspect in the syllabus of all the programs under FOM.

Research work demands some technical skills and in-depth knowledge of the research area. Still, FOM, TU's MBS level is not fully based on a research course that's why for, many students thesis writing task is being the first attempt in their academic life and consequences exist to be the poor quality on research. The Central Department of Management (CDM), TU as a leading management institution of TU seems aware to produce fruitful and effective research work from beginner researchers or thesis students. For that purpose, CDM has been organizing the 'Training cum Workshop Programme on Students' Thesis Writing and General Research Skills Development' annually. CDM has also conducted a 'Data Analysis Workshop using Software' for the students of the MBS programme (Central Department of Management, 2018).

Writing is challenging for researchers, especially for newcomers, who also need publications to advance their careers (Albert, 2000). Inadequate training in scientific writing can make postgraduate students and established researchers reluctant to write (Galipeau et al., 2015). Dissertations have always been a problematic area for students. Students registered for a taught Master's programme not only have to cope with their core subject areas, but they are also required, largely through independent study, and within tight time constraints, to

complete a substantial dissertation project (Biggam, 2011). So, many master's degree thesis students feel difficult on writing a dissertation.

The objective of the training was to achieve a change in the behavior of trained personalities. Training is a process of learning a sequence of programmed behavior. It is the application of knowledge. It gives people an awareness of the rules and procedures to guide their behavior (Pokhrel, 2016). Training is defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills (Campbell, Dunnette, Lawler, & Weick, 1970) as cited in (Noe & Schmitt, 1986). DeCenzo and Robbins (2010) argued that training is a learning experience in that it seeks a relatively permanent change in an individual that will improve this or her ability to perform on the job.

Very few studies have been conducted in the area of satisfaction and effectiveness of the training and workshop. Cooley and Lewkowicz (2018) had researched the University of Hong Kong and found that the workshops for research students need to cover style and expression, organization, grammar and referencing, and writing the literature review. It is argued that one approach, which can assist the student to overcome the definition of the research problem, and the planning and writing of the first draft of the thesis problems was the workshop; research skills can be developed through practical guidance, group-support, discussion, and reflection which occur in the workshop context. Practical guidance and psychological support which come from workshops can reduce the postgraduate student's problems, and thus be a factor in assisting the completion of the dissertation on time or reducing the likelihood that the student will fail to complete the thesis at all. (Zuber-Skerritt & Knight, 1986)

Dar, Jabeen, Jadoon, and Dar (2016) in their article revealed that there is a positive impact of faculty training and development practices on the performance of faculty members, which ultimately affects the overall performance of the university positively.

Dissatisfied learners can hardly do well in their studies, and this leads to poor performance. Educators should integrate variables affecting learner satisfaction to increase learner persistence (Chang, 2013).

The effectiveness of training represents the efficient use of resources, though it depends on many factors such as learning environment, physical environment, teaching pedagogy, instructor, students' ability, the feasibility of programme schedule, etc. The learning environment includes interactions with teachers, students, principals, and learning activities. Many factors that affect teaching-learning activities include teachers' qualifications, experience, availability of teaching-learning resources, physical facilities, students' own cognitive, and other abilities, and their socio-economic environment (Mahato, 2015).

Hakuduwal (2019) found that the teaching pedagogy and learning environment of research methodology training has a significant impact on faculties' research skill development, whereas the training schedule of research methodology training has no

significant impact on faculties' research skill development. Students were satisfied with the format and the contents of the course, and those who responded to the follow-up survey considered that the course had improved their knowledge, attitudes, and skills about scientific writing and publishing. Courses are particularly important in countries without strong traditions in a scientific publication.

Fernandez, Garcia, Seres, and Bosch (2018) concluded that students were satisfied with the format and the contents of the course, and those who responded to the follow-up survey considered that the course had improved their knowledge, attitudes, and skills about scientific writing and publishing. It is observed that the satisfaction of training and workshop programme is dependent on many variables, though few variables such as programme schedule, teaching pedagogy, learning environment, and research skill developments are considered in this study.

The perceived general satisfaction of students from the training cum workshop programme is required to evaluate whether such type of research methodology training is fruitful and effective for students or not. Hence, the main objective of this research is to determine students' satisfaction with the training cum workshop programme on their thesis writing and general research skills development. Also, this research aims to assess the model that determines general satisfaction with the programme.

## **2. METHODOLOGY**

The following sections describe the research design, the questionnaire administered to the respondents.

Central Department of Management at Tribhuvan University (CDM-TU) conducted an intensive 3-day (June 3-5, 2020) training program for MBS 4<sup>th</sup> semester students. The main objectives of the programme were to provide basic advice about topic selection for the thesis work, to present the structure and contents of scientific thesis work, and to give knowledge on data analysis with software. The programme imparted this knowledge over 15 hours with a total of 9 sessions each of duration 1.5 hours except half an hour refreshment time on each day. The training pedagogy of the session was combining lectures with individual and group exercises based on real examples. The programme schedule for the first day covered advice for topic selection, proposal writing and thesis format, and the introduction chapter of the thesis. The schedule for the second day covered the literature review, methodology and results (analysis, major findings, and discussion). The third day's programme covered, summary and conclusion, referencing and citation as well as Statistical Package for the Social Sciences (SPSS) sensitization. There was involvement contribution of all the faculties of CDM-TU.

There were 230 participants from MBS 4<sup>th</sup> semester students. Participants were divided into four groups and the number of students in each group or class was ranged

between 50 and 60. In each classroom, 30 questionnaires were randomly distributed to the participants as a sample.

The developed structured questionnaire on 5 point Likert scales indicating 1 as strongly agree, 2 agree, 3 agree to some extent, 4 disagree and 5 strongly disagree was distributed to 120 participated students. Among them 110 respondents submitted the questionnaire however due to incomplete information only 100 responses were fit for analysis, resulting a response rate of 83.33 percent.

Descriptive and explanatory research designs have been used to analyze the data on students' perception of training cum workshop programme on their thesis writing and general research skills development perception study in CDM-TU. Descriptive analysis is used to explain the respondents' profile and for the different factors influencing the general satisfaction of the participants. Correlation is used to measure the degree of correspondence between variables. Whereas, to examine the model, the explanatory research design was employed in the study.

### ***Model Specification***

In this paper, satisfaction from the training cum workshop programme was taken as the dependent variable whereas programme schedule, teaching pedagogy, materials and exercise, learning environment and thesis writing, and general research skills development is taken as the independent variables.

The regression model for the study is:

$$SAT = \beta_0 + \beta_1 PS + \beta_2 TME + \beta_3 LENV + \beta_4 RSD + \varepsilon$$

Where,

SAT= Satisfaction

PS= Program schedule

TME= Teaching pedagogy, materials, and exercise

LENV= Learning environment

RSD = Research skill development

$\beta_0$ =Constant term

$\beta_1$ to $\beta_4$ = Coefficient

$\varepsilon$  = Error term

### ***Model Adequacy Tests***

For the test of the reliability of the built model, several measures of model adequacy tests have been considered in this study. The test includes a statistical significance test for the

overall model, statistical significance tests for the estimated coefficients, a residual analysis for the model, and a multicollinearity diagnosis.

The statistical significance for the overall model is carried out by the F-test while the t-test is done for the same purpose in case of estimated coefficients.

### 3. RESULTS AND DISCUSSION

#### Respondents Profile

Demographic information was collected in five different areas specifically, gender, age, permanent address, previous schooling, and specialization subject.

Table 1

#### *Demographic Profile of the Respondents*

| Demographic variables         | Percent |
|-------------------------------|---------|
| <i>Gender</i>                 |         |
| Male                          | 46.0    |
| Female                        | 54.0    |
| <i>Age</i>                    |         |
| Below 25                      | 80.0    |
| 26-30                         | 20.0    |
| <i>Permanent address</i>      |         |
| Province No.1                 | 24.0    |
| Province No.2                 | 8.0     |
| Bagmati Province              | 26.0    |
| Gandaki Province              | 16.0    |
| Lumbini Province              | 11.0    |
| Karnali Province              | 1.0     |
| Sudurpaschim Province         | 14.0    |
| <i>Previous schooling</i>     |         |
| Government                    | 66.0    |
| Private                       | 32.0    |
| Others and mix                | 2.0     |
| <i>Specialization subject</i> |         |
| Finance                       | 75.0    |
| Account                       | 21.0    |
| Marketing                     | 1.0     |
| General management            | 3.0     |
| Total                         | 100.0   |

Tribhuvan University is renowned as a national level university, where students from all the parts of the country admit to quench the thirst for higher education. It is found that

students from all seven provinces are studying in the CDM-TU, however, students from Bagmati province seem highest in number i.e. 26 percent, followed by Province no.1 with 24 percent students in CDM-TU. Few students are found from province no. 6.

Among the respondents, 46 percent were male students and 54 percent were female students. Most of the respondents i.e. 80 percent were below 25 years which indicates that the higher portion of students seems regular and fresh batch. The above 30 years were not recorded in the study. The majority of students i.e. 66 percent were from government schools and colleges and 32 percent were from private schools and colleges, whereas only two percent were recorded as their previous schooling as a mix of both government and private schooling. From the data, it can be concluded that CDM is a better option for government schooling students.

In Nepal, the majority of management students choose finance as their specialization subject at graduation level. Specialization in the finance area is a charming and demanding subject area for most MBS students in the case of CDM-TU with a record of 75 percent. Whereas Marketing and General Management is selected by very few students. The reflection of the entire domestic job market in the country can be found in the subject selection. Booming banking and insurance sector in the country, lack of manufacturing industries might be the major reason for a few numbers of students in marketing and general management subject. The very lower number of students in these subjects may create a manpower shortage in this sector in the coming future.

### 3.1. Perception on Program Schedule

The participants' perception on program schedule arranged by CDM-TU is described in Table 2. The time schedule is strictly followed covers mean of 3.12 with standard deviation of 1.258, it shows time schedule was not followed by the resource person during the session. Students expressed that sufficient time was not allocated for refreshment in between the sessions. Other statements mean value is greater than 2.5, which indicates they hardly agreed with the statements.

Table 2

*Perception on Program Schedule*

| Statement  | Mean | S.D.  |
|--|------|-------|
| The selection of program days (June 3-5) is appropriate.                   | 2.64 | 1.106 |
| The daily time allocation (10.30 a.m.-3.30 p.m.) is adequate and suitable. | 2.48 | 1.193 |
| The subject matter of the training is arranged in a good sequence.         | 2.52 | 1.078 |
| There is sufficient time for refreshment in between the sessions.          | 2.89 | 1.333 |
| The schedule is strictly followed.   | 3.12 | 1.258 |

### 3.2. Perception of Teaching Pedagogy, Materials and Exercise

Table 3 shows the mean value of statements related to teaching pedagogy, materials, and exercise. Students do not seem to agree with the given statement. Moreover, the mean value of "the time allocated for every session is enough" is 3.25 with a standard deviation of 1.149, which signifies that the time allocated for every session is not enough.

Table 3

*Perception of Teaching Pedagogy, Materials and Exercise*

| Statement  | Mean | S. D. |
|--|------|-------|
| The time allocated for every session is enough.  | 3.25 | 1.149 |
| The material of the workshop provided by the facilitator is very helpful to learn.           | 2.88 | 1.122 |
| The delivery technique of resource persons is remarkable.                                    | 2.69 | .884  |
| The use of teaching material is matched with the subject matter.                             | 2.61 | 1.072 |
| There is support to clarify the contents and individualized attention from resource persons. | 2.84 | 1.002 |

### 3.3. Perception of Learning Environment

Students opined that they were near to agree to some extent with the given statement related to the learning environment. However, the mean value of the statement "the resource persons have to use practical ways, examples, and exercises in the session" is 3.05 with a standard deviation of 0.968 which revealed that resource persons need to use practical ways, examples, and exercises in the session.

Table 4

*Perception of Learning Environment*

| Statement  | Mean | S. D. |
|--|------|-------|
| The arrangement of the classroom is helpful to learn.  | 2.58 | 1.103 |
| The number of participants in a class is suitable (i.e. Class size).   | 2.60 | 1.231 |
| The logistics support such as notes, reference materials, multimedia, drinking water, tiffin, and sanitation are sufficient. | 2.68 | 1.081 |
| The resource persons use practical ways, examples, and exercises in the session.   | 3.05 | .968  |
| The facilitator provides sufficient support to learn in the classroom.   | 2.80 | .974  |

### 3.4. Perception of Thesis Writing and General Research Skills Development

In this thesis writing and general research skills development domain, the perception of participants is slightly inclined towards agreeing on the given statement relative to other domains. "The method of thesis format, APA styles of citation, and referencing are very useful has a mean value of 2.34 with a standard deviation of 0.997, which is the lowest mean value in this domain. It means participants opined that the method of thesis format, APA style of citation, and referencing is useful for them. Similarly, the program is going to help me more productively in near future have a mean value of 2.42 with a standard deviation of 0.987, it pointed out that such kind of training cum workshop will enhance productivity in near future on their general research skill development area.

Table 5

#### *Perception of Thesis Writing and General Research Skills Development*

| Statement  | Mean | S. D. |
|--|------|-------|
| It helped me to select a suitable thesis topic and write a thesis background.        | 2.78 | 1.124 |
| It increased the confidence level of the literature review and methodology.          | 2.59 | 1.016 |
| The data analysis tools have increased my research skill.                            | 2.91 | 1.102 |
| I am acquainted with findings, discussion, conclusion, and implication.              | 2.96 | .764  |
| The method of thesis format, APA styles of citation, and references are very useful. | 2.34 | .997  |
| The program is going to help me more productively in near future.                    | 2.42 | .987  |

### 3.5. Perception of General Satisfaction about the Programme

Table 6 shows the response of the participants on general satisfaction with the training cum workshop programme. Where I would like to join further training in the same learning settings has the lowest mean value of 2.60 and a standard deviation of 1.247. It means they will join in further training in improving learning settings. It is observed that the participants are only satisfied to some extent with the training cum workshop which is supported by the mean value of statement related to general satisfaction about the programme.

Table 6  
*Perception on General Satisfaction about the Programme*

| Statement  | Mean | S. D. |
|--|------|-------|
| I am very satisfied with this programme.   | 2.83 | .829  |
| This programme meets my learning needs and expectations.   | 2.81 | .884  |
| I would recommend this programme to others.  | 2.73 | 1.238 |
| I feel this programme is effective with different learning settings (a combination of lecture and workshop). | 2.84 | 1.042 |
| I would like to join further training in the same learning settings.   | 2.60 | 1.247 |

**Reliability Test**

The reliability of the questionnaires was tested through Cronbach’s Alpha Coefficient. It revealed the reliability statistics as 0.905 for which is very good, indicating that the questionnaire was reliable and can be set as tool for the research. However, programme schedule domain's alpha coefficient is 0.635, indicating poor strength of association. The remaining other domain's Cronbach's alpha shows the good strength of association.

Table 7  
*Resulted factors, Reliability, and Statistics*

| Factor description  | Cronbach's Alpha | No of items | Mean  | SD     | Min   | Max   |
|---|------------------|-------------|-------|--------|-------|-------|
| Program schedule(PS)  | 0.635            | 5           | 2.730 | .70803 | 2.480 | 3.120 |
| Teaching pedagogy, materials, and exercise (TME)              | 0.657            | 5           | 2.854 | .68216 | 2.610 | 3.250 |
| Learning environment (LENV)                                   | 0.759            | 5           | 2.742 | .76768 | 2.580 | 3.050 |
| Thesis writing and general research skills developments (RSD) | 0.815            | 6           | 2.667 | .72436 | 2.340 | 2.960 |
| General satisfaction with the programme (SAT)                 | 0.811            | 5           | 2.762 | .80136 | 2.600 | 2.840 |
| Overall   | 0.905            | 26          |       |        |       |       |

Table 7 demonstrates that teaching pedagogy, materials, and exercise (TME) have the highest mean value of 2.854 with a standard deviation of 0.68, which means participants were neutral in this domain. General satisfaction with the programme (SAT) has a mean value of 2.762 and a standard deviation of 0.80. Likewise, the learning environment (LENV) has a mean value of 2.74 with 0.77 standard deviation followed by the programme schedule (PS) has a mean value of 2.73 with 0.71 standard deviations. Similarly, thesis writing and general research skill development (RSS) have the lowest mean value of 2.67 with a standard deviation of 0.72. The mean values of all factors were between 2.667 to 2.884, which expresses that students' perceptions were agreed to some extent in all the study areas. It indicates that in all dimension, program organizer has to rethink on program schedule and

time allocated to every session. Teaching pedagogy, materials, and exercise required modification, and the learning environment should be improved. Participants demonstrated the help of the programme to enhance thesis writing and general research skill development. Overall participants indicate they were satisfied with the programme.

### 3.6. Relationship Between General Satisfaction About the Programme and its Determinants

The researcher has examined the relationship between general satisfaction about the programme and its determinants by using Pearson correlation.

Table 8

#### *Correlations Matrix*

|      |                     | SAT    | PS     | TME    | LENV   | RSD |
|------|---------------------|--------|--------|--------|--------|-----|
| SAT  | Pearson Correlation | 1      |        |        |        |     |
| PS   | Pearson Correlation | .481** | 1      |        |        |     |
|      | Sig.                | .000   |        |        |        |     |
| TME  | Pearson Correlation | .558** | .448** | 1      |        |     |
|      | Sig.                | .000   | .000   |        |        |     |
| LENV | Pearson Correlation | .580** | .519** | .519** | 1      |     |
|      | Sig.                | .000   | .000   | .000   |        |     |
| RSD  | Pearson Correlation | .676** | .516** | .546** | .535** | 1   |
|      | Sig.                | .000   | .000   | .000   | .000   |     |

*Note.* The asterisk signs (\*\*) indicates that the results are significant at 1 percent level.

Table 8 reveals that all the determinant variables are positively correlated with general satisfaction with the programme (SAT), which are significant at the 0.01 level.

### 3.7. Statistical Modeling

In this study, the backward stepwise regression model is used to associate independent variables with SAT. At the model no further models were produced, indicating that model was the best combination that could be derived using backward stepwise regression.

### 3.8. Regression Analysis

Table 10 depicts the model summary, providing the adjusted R Square values for the model. Since the adjusted R Square in the model is 0.53, expressing 53% of the variation in the dependent variable was explained by the set of independent variables.

The statistical significance test for the overall model is done by calculating the F value. The overall regression model is highly significant with  $F=28.863$  and  $p=0.000$ .

Table 10 shows the unstandardized coefficients of the model which provides evidence of the unique individual contributions of each independent variable to the dependent variable. The VIF data suggests that collinearity is no problem as the figures are well below 10.0 for each variable. Thus, the regression equation can be produced as:

$$SAT = 0.062 + 0.073(PS) + 0.213(TME) + 0.236(LENV) + 0.468(RSD)$$

Table 10

*Regression Results of Relationship of Different Variables with General Satisfaction*

| Model   | Unstandardized coefficients |            |       | Sig. | Collinearity statistics |       |
|---|-----------------------------|------------|-------|------|-------------------------|-------|
|   | Beta                        | Std. Error | t     |      | Tolerance               | VIF   |
| (Constant)                                    | .062                        | .275       | .227  | .821 |                         |       |
| Programme schedule                            | .073                        | .098       | .749  | .456 | .639                    | 1.566 |
| Teaching pedagogy, materials and exercise     | .213                        | .103       | 2.062 | .042 | .617                    | 1.620 |
| Learning environment                          | .236                        | .094       | 2.516 | .014 | .589                    | 1.698 |
| Thesis writing and research skill development | .468                        | .101       | 4.634 | .000 | .571                    | 1.750 |
| R square = 0.54                               |                             |            |       |      |                         |       |
| F- Value = 28.863                             |                             |            |       |      |                         |       |
| P-Value = 0.0000                              |                             |            |       |      |                         |       |

*Note.* Dependent variable is “General satisfaction about the programme.”

The statistical significance of the test for estimated coefficients is done by calculating the t-value for each independent variable fitted in the model. In this model regression coefficients are significant, namely, PS at  $p=0.456$ , TME at  $p=0.042$ , LENV at  $p=0.014$  and RSD at  $p=0.000$ .

Residual analysis for the model is done via residual plots such as histogram considering regression standardized residuals and scatterplot considering regression standardized residuals and regression standardized predicted value and detection of outliers by calculating Mahalanobis distance. Figure 1 in Appendix A shows the histogram of regression standardized residuals which indicates the patterns of errors are normally distributed. Examining the scatterplot (Figure 2 in Appendix A), the residuals are scattered randomly around zero implying that the errors have constant variance. As no case diagnostics table was produced no outliers had been detected by SPSS. The histogram and scatterplot of residuals showed very acceptable distributions given only 100 cases.

#### 4. CONCLUSION

A standard multiple regression was performed between general satisfaction about the programme as the dependent variable and program schedule, teaching pedagogy, materials and exercise, learning environment and thesis writing, and general research skills development as independent variables. The adjusted squared multiple correlations were significantly different from zero ( $F=28.863m$   $p>0.001$ ) and 53% of the variation in the dependent variable was explained by the set of independent variables. All the independent variables except programme schedule were found to uniquely and significantly contribute to the prediction of general satisfaction with the programme, namely teaching pedagogy, materials and exercise, learning environment and thesis writing, and general research skills development. The data satisfied the assumption of multicollinearity, normality of residuals, and homoscedasticity while no outliers were identified.

Teaching pedagogy i.e. curriculum aspects has its significant impact on students' achievement which supports the findings of Mahato (2015). The learning environment has a positive impact on students' achievement which is in line with (De Cenzo & Robbins, 2010; Mahato, 2015). Likewise, the result of the study is consistent with the result of several studies (Dar et.al; 2016; Hakuduwal, 2019). Notably, the students were satisfied with the program format and the contents of the program as concluded by Fernandez et. al. (2018).

This study was done immediately after the completion of the final session of the programme. At that time, it was observed that very few students have begun their research work and they are not facing the real challenge of doing research work. Their expectation was also high from the programme. Few are listed as follows: sufficient time for SPSS session to handle it independently, a limited number of participants in session so that they could easily interact with resource person, highly focus should be given on practical implication of research methodology and 'magic' bullet should be provided to complete dissertation. Performance less than the expectation leads to dissatisfaction which is also the main reason for not finding highly satisfied participants.

Students show their disagreement mainly on the following statement; enough time allocation for every session, strict follow of the schedule by resource persons, and use of practical ways, such as examples and exercises in the session, by the resource persons. To increase the satisfaction level of the participants, the organizer needs to incorporate major feedbacks provided by the students such as: focus on workshop activities, allocate sufficient time for SPSS orientation session as well as each of the other sessions, enroll only a limited number of participants for effective interaction with resource person and organize such programme before proposal submission. Many students have also suggested conducting the thesis topic selection program before the research methodology training cum workshop program.

The study between trained students and non-trained students' perceptions after the completion of their dissertation work can be carried out by future research. Likewise, pre-workshop programme and post-workshop improvement studies can be carried in the future. Longitudinal studies such as the first questionnaire collection immediately after each program and follow-up questionnaire collection a few years later or after completion of thesis work can be performed in this area too.

Finally, some strengths of this study merit attention. To our knowledge, this is the first report of a systematic evaluation of students' satisfaction and improvements in general research skill development acquired through a programme of these characteristics in Nepal though every year many colleges run such types of programme for their students.

## REFERENCES

- Albert, T. (2000). Writing for journals: A paradigm lost? *J Epidemiol Community Health* 54,642–643
- Biggam, J. (2011). *Succeeding with your master's dissertation: A step-by-step handbook* (2<sup>nd</sup> ed.). New York: McGraw-Hill.
- Central Department of Management, T. U. (2018). *CDM Bulletin*. Kathmandu: Central Department of Management, Tribhuvan University.
- Chang, K.Y. (2013). *Factors affecting student satisfaction in different learning deliveries* (Unpublished doctoral dissertation), Illinois State University.
- Cooley, L., & Lewkowicz, J. (2018). *Establishing thesis writing workshops for postgraduate research students*. Retrieved from <http://cei.ust.hk/files/public/uhku01243-250.pdf>
- Dar, S., Jabeen, N., Jadoon, Z. I., & Dar, I. S. (2016). Faculty development programs and their effect on individual and organizational performance in Pakistan. *Pakistan Vision*, 17(2), 318-364.
- DeCenzo, D. A., & Robbins, S. P. (2010). *Fundamentals of human resource management* (9th ed.). New Delhi: Wiley.
- Faculty of Management, T. U. (2015). *Requirements and guidelines for the preparation of MBM research project report*. 2015. Retrieved from [http://www.fomecd.edu.np/dhurbas/MBS\\_and\\_MBM\\_Thesis\\_Format\\_470490.pdf](http://www.fomecd.edu.np/dhurbas/MBS_and_MBM_Thesis_Format_470490.pdf)
- Fernandez, E., Garcia, A. M., Seres, E., & Bosch, F. (2018). Students' satisfaction and perceived impact on knowledge, attitudes and skills after a 2-day course in scientific writing: A prospective longitudinal study in Spain, *BMJ open*, 8(1). doi:10.1136/bmjopen-2017-018657
- Galipeau, J., Moher, D., Campbell, C., Hendry, P., Cameron, D. W., Palepu, A., & Hébert, P. C. (2015). A systematic review highlights a knowledge gap regarding the effectiveness of health-related training programs in journalology. *Journal of Clinical Epidemiology*, 68(3), 257-265.

- Gupta, P. (2017). *Role and need of research in higher education*. Retrieved from <http://edtechreview.in/trends-insights/insights/2741-research-in-higher-education>
- Hakuduwal, K. (2019). Impact of research methodology training on research skill development of faculties. *Bagiswori Journal*, 1(1), 7-17
- Mahato, S. (2015). An empirical investigation of student achievement in different learning environments. *International Journal of Management and Applied Science*, 1(9), 276-279.
- Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personnel Psychology*, 39(3), 497-523.
- Pokhrel, L. (2016). Effectiveness of training and development in Nepal : With special references to Higher Education Examination Board. *The Nepalese Management Review*, 16(1), 260-270.
- Shrestha, S. (2004). Thesis writing in MBS: Procedures and practices. *The Journal of Nepalese Business Studies*, 1(1), 23-26.
- Zuber-Skerritt, O., & Knight, N. (1986). Problem definition and thesis writing: Workshops for the postgraduate student. *Higher Education*, 15(1/2), 89-103.

## Appendix I

### Histogram of regression standardized residuals and Scatterplot

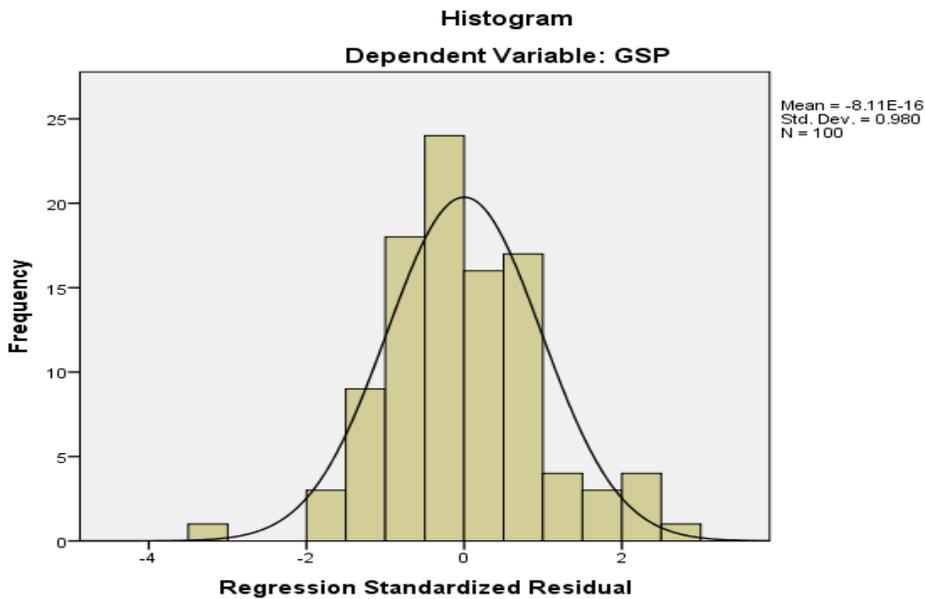


Figure 1. Histogram of regression standardized residuals.

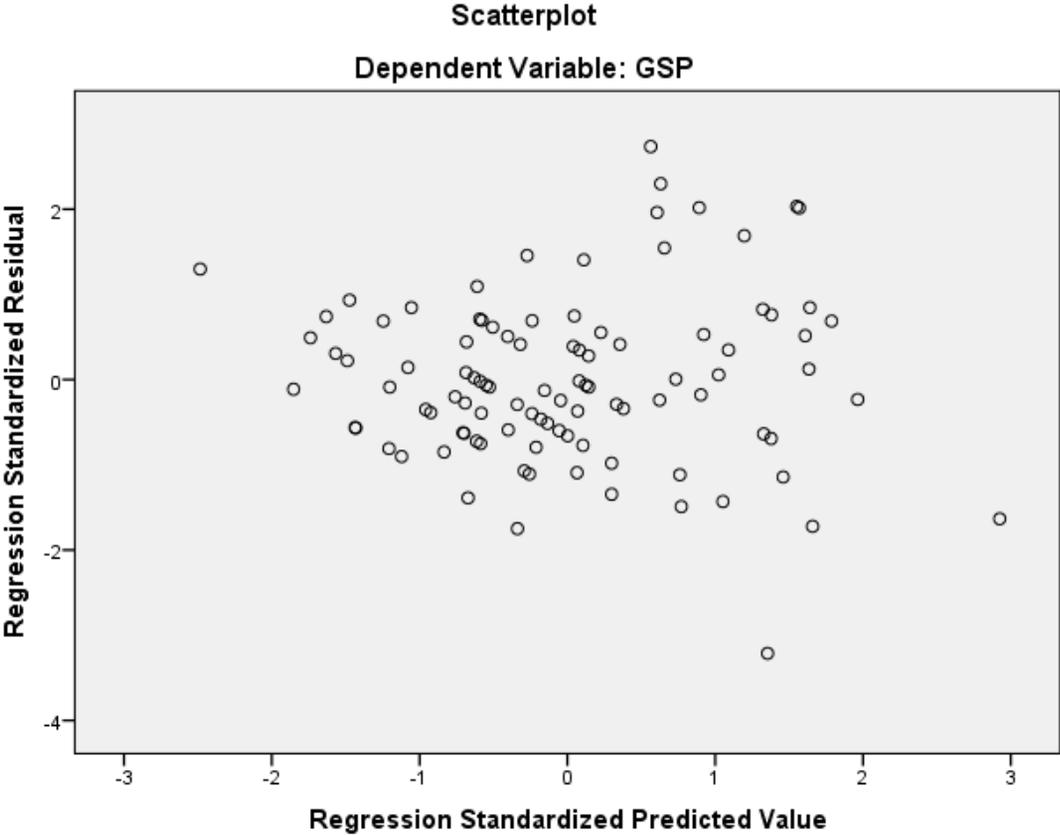


Figure 2. Scatterplot.