



# **Exploring the Training Spectrum: A Case of 60-Hour Long Training in a Year for the Public Servants of Bangladesh**

Mehedi Masud PhD  
Deputy Director

**Bangladesh Public Administration Training Centre  
Savar, Dhaka 1343**

## Table of contents

<b>Foreword</b>	<b>2</b>
<b>Executive Summary</b>	<b>4</b>
<b>Chapter One: Introduction</b>	<b>7</b>
1.0 Introduction	7
1.1 Problem Statement	8
1.2 Research Objectives	10
1.3 Research Question	10
1.4 Rationale of the Study	10
1.5 Scope and limitation of the Study	11
<b>Chapter Two: Critical Review of the Literature &amp; Theoretical Framework</b>	<b>12</b>
2.0 Introduction	12
2.1 The Training Nexus in Public Administration	12
2.2 A Short Historical Background of Training	15
2.3 The Present Scenario of Training	16
2.4 Philosophy of 60-hours Training	17
2.5 Training Effectiveness (TE)	17
2.6 Training Evaluation Models of Training Effectiveness	19
2.7 Theoretical Framework	23
2.7 Definition of Key Terms	25
<b>Chapter Three: Research Methodology</b>	<b>27</b>
3.0 Introduction	27
3.1 Research Approach	27
3.2 Sources of Data and Data Collection Techniques	27
3.3 Data Analysis Techniques	28
3.5 Sample Size	29
<b>Chapter Four: Data Presentation and Discussion</b>	<b>30</b>
4.0 Introduction	30
4.1 Respondents' Profile	30
4.2 60-hour Training Programme Assessment	31
4.3 Assessment of Knowledge and Skill before and after the 60-hour Training	32
4.4 Assessment of Results & Outcome of 60-hour Training	34
4.5 Interviewee's participation in training	35
4.6 Selection criteria in 60-hour training	35
4.7 Feedback from the KIIs and FGDs	36
4.8. Influence of pre-training characteristics on the 60-hour training effectiveness	36
4.8.1 Learning Readiness of the Trainees	36

4.8.2 Pre-training facilitation, Intervention and Activity _____	38
4.8.3 Job-task Analysis _____	40
<b>4.9 Effects of during-the-training characteristics on the effectiveness of 60-hour training _____</b>	<b>41</b>
4.9.1 Environment of Training _____	42
4.9.2 Training Method _____	43
4.9.3 Trainer Performance and Style _____	44
4.9.4 Training Objectives _____	46
4.9.5 Training Contents _____	48
<b>4.10 Effects of Post-training Characteristics _____</b>	<b>50</b>
4.10.1 Transfer of Training _____	50
4.10.2 Transfer Climate _____	52
4.10.3 Evaluation of Training _____	54
<b>Chapter 5: Conclusion and Recommendations _____</b>	<b>57</b>
<b>5.1 Research Gap _____</b>	<b>57</b>
<b>5.2 Findings from pre-training characteristics on the effectiveness of 60-hour training _____</b>	<b>57</b>
Finding 1 _____	58
Finding 2 _____	58
Finding 3 _____	59
Finding 4 _____	59
<b>5.3 Findings from ‘during-the-training characteristics’ on the effectiveness of 60-hour training _____</b>	<b>60</b>
Finding 1 _____	60
Finding 2 _____	60
Finding 3 _____	60
Finding 4 _____	61
Finding 5 _____	61
Finding 6 _____	62
<b>5.4 Findings from post-training characteristics on the effectiveness of 60-hour training _____</b>	<b>62</b>
Finding 1 _____	62
Finding 2 _____	63
Finding 3 _____	63
<b>5.5 Recommendations _____</b>	<b>63</b>
<b>5.6 Theoretical implications _____</b>	<b>67</b>
<b>5.7 Practical Implications _____</b>	<b>67</b>
5.8.1 Theoretical Limitations _____	67
5.8.2 Methodological Limitations _____	68
<b>6.0 Areas for Further Research _____</b>	<b>68</b>
<b>Reference _____</b>	<b>69</b>

## List of Acronyms

APA	Annual Performance Agreement
CIPP	Context, Input Process, Product model
CIRO	Context, input, reaction and outcome
CPT	Career Planning and Training
CTA	Cognitive Task Analysis
DC	Deputy Commissioner
FGD	Focus Group Discussion
HRM	Human Resource Management
KII	Key Informant Interview
MoPA	Ministry of Public Administration
PATP	Public Administration Training Policy
PDR	Public Demand Recovery
SDGs	Sustainable Development Goals
TE	Training Effectiveness
TNA	Training Needs Assessment
UNO	Upazila Nirbahi Officer
VDP	Village Defence Party
NBDs	Nation Building Departments

## Foreword

We live in a world that is different from the one we grew up in. The world is changing at such an accelerated pace that we as trainers need to pause and reflect on the entire system of public sector training. Are we well-equipped to confront the challenges that the future holds? Questions such as these are factors that motivate BPATC to pursue continuous improvement. Research-informed practices are the ones that fuel the continuous improvement process. Research and consultancy is one of the mandates of the Centre.

The mission of the Ministry of Public Administration (MoPA) is to build up an efficient, service-oriented and accountable Public Administration through appointment, training, increasing of institutional efficiency and ensuring effective use of human resources.

Keeping it in view, MoPA has introduced the *60-hour long training programme* at different levels of the government service. However, outcome of this programme has not yet been evaluated. Also, the question remains as to how far this training programme organised so far, has enhanced organisational performance. Designing training properly and delivering it in a suitable manner to enhance organisational performance is crucial for organisations. How the results of 60-hour training lead to increased organisational performance is yet to be ascertained. Very few studies have placed emphasis on linking training performance with individual performance at workplace.

This research on 60-hour long training has addressed this above research gap. I congratulate Mr. Mehedi Masud, PhD on successfully conducting this study and also acknowledge the contribution of our faculty members for their support in this study. It is our strong hope that the study will encourage future research, which will strengthen the effort of current 60-hour research.

Md. Rakib Hossain *ndc*  
Rector (Secretary to the Government)  
BPATC, Savar, Dhaka

## **Acknowledgement**

This research would not have been possible without the financial support of the Bangladesh Public Administration Training Centre (BPATC). I am especially indebted to Mr. Md. Rakib Hossain ndc, Rector (Secretary to the Government), BPATC and present research adviser of this research project, who have been supportive of this research and who worked actively to provide me with guidance. I would also like to express my special thanks of gratitude to Dr. M Aslam Alam, former Rector (former Senior Secretary to the Government), BPATC and previous research adviser who gave me the splendid opportunity to conduct this wonderful research project. I also thank the research assistants who did the laborious job of collecting the data from the districts and sub-districts.

My appreciation also goes out to the respondents, who despite their busy schedule made time for interviews. Faculty members of BPATC also deserve special thanks for their support.

Mehedi Masud PhD  
Deputy Director & Researcher  
May 2021

## Executive Summary

Sixty-hour long training in a year is mandatory for all the government employees to refresh and update their knowledge and skills irrespective of the hierarchies. This study begins with the realisation that appropriate needs-based training effectively capacitates the public servants. Well-designed training programmes can immensely benefit organisations and individuals, in terms of enhanced skills, knowledge and performance. Capacity enhancement of the Bangladesh Civil Service Officials through training to cope with and adapt to an ever-changing environment is a major mandate of the Ministry of Public Administration (MoPA). In line with this, another important mandate of the Ministry of Public Administration is framing policies on training of government servants. Keeping it in view, MoPA has designed a training manual to organise 60-hour long training programme at different levels of the government service and also in ministries, divisions, directorates, training institutes and attached departments as well as in the field administration including, divisional commissioner offices, district administration (Deputy Commissioner), and Upazila (sub-district) level offices. These training programs have potentials to contribute to the performance of an individual employee leading to a sustainable and accountable Bangladesh. In this context, the study explores the effectiveness of the 60-hour long training in a year by mapping how training characteristics influence the effectiveness of the 60-hour long training.

To cope up with ever-changing issues at work, public servants require more skills and new knowledge. Thus, employees have to be frequently updated through training at workplace. With this aim, government of Bangladesh has introduced 60-hour long training in a year at all levels of government employees. However, outcome of this programme has not yet been evaluated in terms of capacity development of public servants. Also, the question remains as to how far this training programme organised so far, has enhanced organisational performance. Designing training properly and delivering it in a suitable manner to enhance organisational performance is crucial for organisations. How the results of 60-hour training lead to increased organisational performance is yet to be ascertained. Very few studies have placed emphasis on linking training performance with individual performance at workplace.

60-hour long training is a continuous professional development programme for the civil servants of Bangladesh. In essence, the government's scope to meet the desired milestones of the Sustainable Development Goals (SDGs) by 2030 and Vision 2041 critically depends on

addressing deficiencies in civil service that can be addressed by needs-based and planned training.

Over the years, Bangladesh Government has been spending money for developing its human capital to deliver services effectively and efficiently, minimising cost and time for its customers. Regardless of that attempt, quality service and delivery process in the Government still confronts challenges. 60-hour long training in a year for the employee of public sector in different public sector organisations across the country has been undertaken to raise their skill and competencies and modify their attitude under the supervision of MOPA. Since its introduction in 2016, the efficacy of 60-Hour long Training programme has not been evaluated. Therefore, this study aims at filling in this gap in literature in public sector, focusing on the trainings offered to employees and its influence on their performance in these organisations.

Interpretive approach has been adopted in this study. Data have been collected from selected upazilas of two districts (Moulvibazar, Habiganj) and three Ministries, namely, Ministry of Public Administration, Ministry of Education and Ministry of Health. The findings of the study show that training characteristics consist of before training, during-the-training and after-the-training characteristics. The characteristics of these three stages of training that influence training effectiveness of the 60-hour training in this study comprise: learning readiness of the trainees, pre-training facilitation and activities, environment of training, training method, performance of trainer and style, training contents, training objectives and results. Research findings suggest the strongest important relationships between the characteristics of training such as pre-training, during-the-training and post-training that in turn contribute to the effectiveness of the 60-hour training. Thus, comprehending the influence of training features/characteristics would help the trainers, designers of training, peers and organisers in designing an effective 60-hour long training programme. Training characteristics of the three distinctive phases used in this research suggested that conducting the evaluation of the said training is a must. Training organisers, facilitators, hence, need to conduct evaluation at three stages, i.e., before training, during-the-training and post-training in order to attain the maximum effectiveness of the 60-hour training. Drawing on insights from the Bushnel's input, process, output model (1990) and context, input process, product model of Stufflebeam (1983), the research has made recommendations about what criteria are more reinforcing and what steps are vital to facilitate policy-makers to apply evaluation standards. The findings of this study indicate that identification of pre-training characteristics is highly significant as it develops the potential for learning and transfer of training that in turn increases the effectiveness of the 60-hour training. Findings also offer an understanding of how *job-task analysis* affects the training



effectiveness of the 60-hour training positively as one of the pre-training characteristics. The study further shows that training is effective when training method covers the combination of three modality – learning by doing, seeing, and hearing. Research findings provide useful and practical implications for trainers and designers of the training when planning a need-based training programme. Furthermore, this research makes contribution to a context for the practice of examining the effectiveness of 60-hour training.

## **Chapter One: Introduction**

### 1.0 Introduction

This study comes on the heels of the training manual prepared in the year 2016, by the Ministry of Public Administration (MoPA) under the curriculum for sixty-hour training program at all levels of public servants. Developing and implementing Human Resource Management (HRM) policy is one important mandate of MoPA (MoPA, 2019). According to Public Administration Training Policy (PATP) (2003), at least, sixty-hour long training in a year is mandatory for all government employees to refresh and enhance their knowledge and skills irrespective of the levels. To execute the provision of PATP, Career Planning and Training (CPT) wing of the MoPA has prepared a Training Manual and Curriculum for sixty-hour long training program at all level of its employees. The manual has given guidelines for conducting regular training on specific issues including the training methodology. However, concerned authorities have the liberty to adjust the course content and schedule according to the specific needs of the officials or the organizations. These training programs have potentials to contribute to the performance of an individual employee leading to a sustainable and accountable Bangladesh. Therefore, this study aims at identifying whether the 60-hour long training offered is effective in influencing employee performance.

Public administration provides the crucial link between citizens and governments. A robust public administration is a precondition for facilitating the smooth delivery of services (e.g. law and order; basic education, healthcare service etc.). A competent civil service is a prerequisite for an efficient public administration. The active role the civil service plays towards a nation's socio-economic progress cannot be underrated. As a result, capacitating this unique human asset through needs-based training is significant to achieve the targeted performance that, in turn, would contribute to timely and effective delivery of public service. Training, orientation and counseling have been treated as a continuous process to develop one's competency development (UN, 2013). Thus, the importance of training in updating the knowledge and skills of the staffs cannot be overlooked.

Human Resource Management (HRM) plays a vital role for organisational development. The focus of HRM is on people. People are vital and unique resources through which organisations can achieve competitive advantage (Armstrong, 2006). These vital resources are capacitated through training. According to Pfeffer (1994), training is essential to provide a skilled and motivated workforce. Literature survey reveals that winning institutions usually devote more money and time in training than the average ones. According to Armstrong (2001), training is a

systematic development of the knowledge, skills and attitudes required by an individual to perform effectively an assigned task or job. Employees must have access to continual training even after they have worked for the organisation for years. Because training focuses on increasing the competence of managers in specific areas of their responsibility (Armstrong, 2006). In transitional societies, public administration is constantly undergoing various modernisation activities, reforms and changes. As a result, public servants must be trained to adapt themselves to address new reality and development. According to Certo and Certo (2006), training helps employees adapt to changes in the workplace. According to the Flippo (1984), training is the act of increasing knowledge and skills of an employee for doing a particular job. Thus, the term training indicates the systematic process involved in improving the knowledge, attitudes, abilities and skills of the employees to perform specific jobs.

The Constitution of the People's Republic of Bangladesh enunciates the basic framework for HRM of the Bangladesh civil service. A plethora of statutory and non-statutory laws, regulations and policies for the management of the public service have been implemented in Bangladesh, according to the provisions of the Constitution (Siddiquee, 2003). According to article 21 (2) of the Constitution, every person in the service of the Republic has a duty to strive at all times to serve the people. Thus, the reading of the constitutional provisions obligates the state as well as the public servants to be aware of the citizen right. All the decisions and actions should be directed to serve public interest. These governance decisions and actions need to be supported by strategic direction, knowledge, skills, competencies, evidences and public service ethos. Training can equip the government employees with necessary knowledge, skills, competencies, service ethos and attitude to attain organisational goals and fulfill stakeholders' needs. "Training is one of the twin pillars on which an integrated human resource development strategy must be based ... [T]raining can be defined as the systematic preparation of individuals to improve their capacity to perform market and socially valued functions, i.e. it comprises the full continuum of education, skill formation processes and training activities" (ILO, 1998; cited in Kirkpatrick & Mann, 1999, p.1).

### 1.1 Problem Statement

Training cannot be considered as a stand-alone and one-off activity. It must be linked to organisational problem solving. In absence of needs-based and continual training, officials often do not know how to handle difficult situations (Younis and Mostafa, 2000). This study begins with the realisation that appropriate needs-based training effectively capacitates the public servants. It is a well-known fact that the basis for HRM is training as it can immensely benefit

the organisations and their members, in terms of enhanced skills, knowledge and performance (Cole, 2002). Training is necessary because no matter how skilled and qualified an employee may be at the time of entry, s/he lacks certain skills/qualities which s/he needs to learn to perform effectively in specific posts (Sapur, 1985). 60-hour long training aims at continuous professional development programme for the civil servants posted both at the ministries and field administration.

At the local administration level, there are around 20 Nation Building Departments (NBDs) where employees deliver different types of services, i.e., disaster management; education, basic health issues, etc. to the people. However, to localise the Sustainable Development Goals (SDGs) by 2030 and effect the transformational change, the traditional world of work demands changes in job skills. Civil servants have to brace for changes as they play a key role in furthering development goals and ensuring citizen service. The sooner they are ready to embrace the changes, the better it is for the country's future. To cope up with those changes at work, public servants require more skills and new knowledge. Thus, employees have to be updated and empowered through training at workplace. Currently, the Government of Bangladesh has designed and introduced 60-hour long training in a year for the government employees at all levels. However, outcome of this programme has not yet been evaluated in terms of capacity development of public servants. Also, the question remains as to how far this training programme organised so far, has enhanced organisational performance. How the results of 60-hour training lead to increased organisational performance is yet to be ascertained. Very few studies have placed emphasis on linking training performance with individual performance at workplace.

60-hour long training is a continuous professional development programme for the civil servants of the people's republic of Bangladesh. This training aims at the capacity development of the public servants, which in turns contributes to the organisational performance. According to Dysvik and Kuvaas (2008), despite the strong assumptions that workplace training influences organisational performance and outcomes, there is a limited number of empirical studies, addressing these issues. In addition, according to Nassazi (2013), although numerous human resource management studies have been conducted, the same cannot be said about employee training of Bangladesh. In essence, the government's scope to meet the desired milestones of the Sustainable Development Goals (SDGs) by 2030 and Vision 2041 critically depends on addressing deficiencies in civil service that can be addressed by needs-based and planned training.

Over the years, Bangladesh Government has been spending money for developing its human capital to deliver services effectively and efficiently, minimising cost and saving time for its customers. Regardless of that attempt, quality service and delivery process in the Government still confronts challenges. 60-hour long training in a year for the employee of public sector in different public sector organisations across the country has been undertaken to raise the skills and competencies and modify the attitude of the public servants under the supervision of MOPA. Since its introduction in 2016, the efficacy of 60-Hour long Training programme has not been explored. Therefore, this study aims at filling in this gap in literature in public sector, focusing on the trainings offered to employees and its influence on their performance in these organisations.

## 1.2 Research Objectives

The general objective of the study is to examine the 60-hour long training programme in a year for the government employees of Bangladesh. The specific objectives are:

- ▶ to explore the effectiveness of the 60-Hour long training programme in a Year
- ▶ to find out the training characteristics that make the 60-hour long training programme in a year effective
- ▶ to analyse the influence of training characteristics on the 60-hour long training programme in a year

## 1.3 Research Question

Based on the above objectives and prevailing scenario of government employees of Bangladesh, the following research questions are formulated:

- ▶ How effective is the 60-hour long training?
- ▶ What are the key training characteristics that make the 60-hour long training effective
- ▶ How training characteristics influence the effectiveness of the 60-hour long Training?

## 1.4 Rationale of the Study

Civil service is an important part of governance. The task of carrying out the state's business is contingent on the civil service. The achievement of the government's Sustainable Development

Goals (SDGs) 2030, Vision 2041 and Digital Bangladesh and many other developmental goals depend on capable civil servants. Here lies the significance of imparting 60-hour training to the civil servants. According to Flippo (1984), the training intervention has the potentials to increase knowledge and skills of an employee for doing a particular job. Thus, civil servants can make a difference in delivering public services efficiently with better skills and relevant knowledge learned through 60-hour training. Bureaucracy is the government's buttress, and therefore the people who are in charge of it are required to ensure the effective governance system necessary for the efficient delivery of goods and services to citizens at grassroots level. In order to ensure this pro-people service delivery, civil servants should be imparted needs-based 60-hour training. Therefore, examining the outcome of the 60-hour training in terms of capacity development of civil servants is highly significant as it leads to organisational performance. Scholars suggest that real changes can only be brought about by the bureaucrats (Perrow, 1972).

Governments around the world have been spending considerable amount of money on training programmes. Nevertheless, training programmes often struggle to provide a sufficient return on investment (Desimone et al., 2002). This is because either the effectiveness of training (TE) is not systematically performed (Tennant et al., 2002) or it is completely neglected (Rajeev et al., 2009). Ostrom and van Mierlo (2008) suggest that organisations are investing heavily in training, but few report on TE. The obvious reasons for this are time and resource constraints (Kraiger et al., 2004). Training situation in developed countries, however, is comparatively better as they have realized that TE is not just a cost, but an inseparable part of training (Tennant et al., 2002).

The study results benefit the policy-makers to identify the influence of training characteristics (pre-training, during-the-training and post-training stage) on the TE of 60-hour long training. It also helps the policy-makers to determine how training could be improved. Similarly, the findings of this study would help policy makers to focus on performance of employees and service delivery. With this background, this study attempts to explore the efficacy of the 60-hour long training.

### 1.5 Scope and limitation of the Study

This research looked only at the selected public sector organisations, and only investigated 60-hour long training programmes and its effectiveness. Private sector organisations were not used as a sample. Specifically 60-hour training programme for grade 9 and above of government servant was covered in this study.

## **Chapter Two: Critical Review of the Literature & Theoretical Framework**

### 2.0 Introduction

This chapter presents a literature review on the topic of training effectiveness and relevance of training programmes. Based on the research questions, the chapter is structured. The first chapter discusses public administration literature and its training nexus. Sections on evolution of training, effectiveness of training and its implementation follow respectively. Implementation of training implementation is the toughest part of the system because one wrong action can result in the failure of the entire training programme. The success and failure of the training programme, i.e., the TE is assessed by conducting a training evaluation.

### 2.1 The Training Nexus in Public Administration

An employee cannot perform accurately without proper and needs-based training (Garavan, 1997). Trained employees perform well as compared to untrained employees (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). Poorly trained and ill-equipped public servants incur significantly more cost to perform than properly trained public servants do. Training needs to be viewed as an investment not an expense. Training raises the skills level. Thus, training is a vital intervention to equip the government officials with the knowledge and right skills to perform competently. Training is required when there is a gap between the desired performance, and the actual performance, and the reason for that gap is lack of skill or knowledge. According to Weil and Woodall (2005), organisations use training as a way of closing the discrepancy between the current performance and the expected future performance. They further argued that there exists a strong association between training and employee performance. Well-designed training programmes are intended to either improve the performance of the individual's current job, instruct new skills for a new position, or for both the overall growth of the employee and organisation (Bunch, 2007). Employee performance is important for the performance of the organisation. Thus, training is important for the employee development and organisational performance.

Public administration reforms, changes and innovation usually aim at enhancing the effectiveness and usefulness of the civil service, as well as its improvement of professionalism and responsibility. Training is significantly important in terms realising of public administration reforms, changes, innovation for a number of reasons. Indeed, training is required:

- to strengthen the capacity to govern. The lack of training adversely affects a whole range of policies. It is evident that even the most skilled politicians rely on the well-trained administration for the implementation of the policy/programmes;

- to ensure the success of public sector reform. Reforms are poorly implemented or unsuccessful, if they are not supported by the legal apparatus and the institutional mechanisms required for their implementation. The quality of public servants is also of crucial importance in this respect (ILO, 1998).

In order to develop an efficient civil service and to successfully pursue public administration reform, it is imperative to systematically capacitate public servants through training, because that can warrant success in pursuing governance goals. The aim of public administration training is to equip the civil servants with professionalism, relevant management skills, acceptable behavioural pattern and positive attitude. This way, training closes the gap between the real performance and the projected performance.

Literature suggests that to many civil servants, training is considered waste of time, money and manpower. To other, it is panacea to the problems of an inefficient administration. Actually, it is neither. In broader sense, training can be viewed as the one of the important human resources management interventions of maintaining the sustainable development for the country. The forces of globalisation and the effects of fourth industrial revolution have changed the world of work, to a significant extent. The response to it must be integrated, need-based and comprehensive, involving the civil servants based on capacity building training. Vision 2041 of the country aims to make the country prosperous, peaceful, free from hunger and poverty. In order to transform Bangladesh into a developed country by 2041 as enunciated in Vision 2041 and to achieve 'Sustainable Development Goals' (SDGs) by 2030, employee competencies need to be updated on a regular basis. Wright & Geroy (2001) posit that professionalism and competences of the staffs develop through well-designed training programmes. Hence, it not only enhances the employee performance but also updates and refreshes the knowledge, skills and attitude of the employees necessary for the upcoming tasks. Thus, the capacity training for the government employees assumes importance due to the following reasons:

- restructuring and reform of the public administration is constantly ever-increasing, and this obligates government servants to regularly update themselves and ;
- comparatively growing number of competent government servants demands that more diverse skills to be learned by the individuals intending to stay in the public service;



- performance of public officials is under observation by the stakeholders that necessitates improving their efficiency and reducing costs. This requires public servants to be capable of planning their activity strategically (Chlivickas et al. n.d)

Training can help improve performance and capacity in the planning and execution of the development programme as well as improve the quality and quantity of societal products as a crucial input in public administration (Caiden, 1971, p. 264). It is an investment in human resources to ensure continued quality in civil servants, their adaptability to changes, and their ability to grasp contemporary socio-economic problems and is needed as a necessary concomitant to administrative action and a key to national development (Khan and Zafarullah, 1984). Thus, the importance of training is central in the public administration. The role played by ‘training’ in the development and implementation of public policy and programmes is rightly noted by the International Labour Organization (ILO), “Governments .. make adequate investment to maintain and improve the quality of the public sector workforce on an ongoing basis. Continuous staff training is critical to adapt skills for future organisational needs, improve individual job satisfaction, redeploy staff, enhance career and employment prospects and take advantage of technological progress, thereby realizing the objectives of efficient and effective delivery of quality services to meet citizens’ expectations” (ILO, p.1, 1998).

In some countries, in-service training is constitutionally obligatory for the public servants. However, in a number of countries, employee training is regulated either under public service act or by policies and laws. According to the Constitution of Bangladesh (article 21), it is obligatory for the public servants to serve the citizens. To serve the people, public servants have to develop their capacity that in turn would strengthen the capacity of the organisation where they serve. For the development of capacity to deliver services, employees of an organisation should be trained up in proper way. Effective training can meet the varying needs of the organisation to serve the customers. According to Nickels (2009), training promotes self-fulfilment, skills and abilities of employee, leading to reduced operational cost.

Public Administration Training Policy (PATP) has been promulgated in 2003. According to the PATP (2003), it is mandatory for all the public employees to undergo at least 60-hour training in a year to refresh and update knowledge and skills, irrespective of their levels. The objectives of the PATP (2003) inter alia is to: a) equip the public servants at all levels with requisite knowledge, skills and techniques to enable them to make productive use of their potentials, and to ensure balanced and sustainable economic growth and development b) enhance the capacity of the public administrative system to analyse, develop and implement national policies, plans

and programmes and c) build an effective and innovative, accountable and transparent, honest and committed public service capable of delivering quality and cost effective services to the people. In view of this, Ministry of Public Administration (MOPA) took initiatives to prepare a training manual including course design, training methodology, evaluation method and guidelines to comply with the provision of PATP for different level of public employees. The manual was prepared by Career Planning and Training (CPT) Wing of MOPA with specific guidelines for government offices and public sector training institutions in 2016. In this manual, training courses are scheduled as 60-hour long in a year for employees under the MOPA.

## 2.2 A Short Historical Background of Training

The tradition of formal public administration training in Bangladesh dates back to the 18th century. The British East India Company came to India in quest of commercial fortune. The first young recruits to the service of East India Company underwent training on business practices only at Christ's Hospital (Sapur, 1985). The Lord Wellesly, the then Governor-General of India, realizing the importance of systematic training noted, "[N]ot only is mercantile knowledge unnecessary, but Indian civil servants invested with the powers of magistracy are bound by an oath to abstain from every commercial pursuit... The civil servants of East India Company... are, in fact, ...the officers of a powerful sovereign" (Mac Farlane 1844, p.147). He went on to underscore the importance of civil service training and noted that civil service training would be required: "[T]o dispense justice to millions of people of various...to administer a vast and complicated system of revenue.." (Mac Farlane 1844, p.146). Under these circumstances, it became evident that some training must be provided for the Company's civil servants to fit them for their public duties. Lord Wellesly established the Fort William College in the year 1800 in Calcutta in order to impart education and training to the civil and military officials. European professors were appointed at high salaries (1500 rupees per month) (Roebuck, 1819). Lord Dalhousie abolished the Fort William College on 24 January, 1854 (Lowell, 1900). Thereafter, Haileybury College became the entry gate into the civil service of East India. The recruits were obliged to undergo training for four terms, or two years, at the college, and to pass an examination in both European and Oriental subjects at the end of each term (Lowell, 1900). The college used to impart training to the Indian civil servants on the special subjects they needed. The curricula for general education and training were based largely on the courses at Cambridge University. The curricula of training included among other the liberal studies, Law, Mathematics, Political Economy, Classics, and History, as well as Oriental Studies.

Parliament passed the bill to abolish the Haileybury College in 1855. The ICS (Indian Civil service) recruits had to go to Britain for two years following the closing of Hailebury College. The period was later reduced to one year. Bangladesh inherited its civil service from Pakistan which is a direct descendant of the Indian Civil Service.

### 2.3 The Present Scenario of Training

Like other countries, Bangladesh too considers training as an essential input for an effective system of public Administration. In view of the importance of training in increasing job-related skills, the need for training of public administration has been emphasised in the statutory rules and the successive five-year plans of Bangladesh. According to section 7 of Bangladesh Civil Service Recruitment rules, 1981, “a person initially appointed to a Service shall be required to undergo - (a) foundational training for a period not less than four months at the Public Administration Training Centre or at any other ins as may be determined, from time to time, by the Government (Establishment Manual, Volume 1 2009, p.42). It further provides that in the service concerned, a person shall not be confirmed unless he/she has successfully completed the above-mentioned training and passed such departmental examinations as prescribed by the government (GOB, 1989). The Seventh Five Year Plan, 2015 (SFYP 2016-20 p.127) treats training as one of the vital components of development goals of the Government. The SFYP highlights the re-design of comprehensive training modules and manuals for the civil servants.

In order to coordinate, promote and monitor the training activities of the country and to make policy-decisions in matters relating to local as well as overseas training of public servants the government constituted, in January 1981, a broad-based national body known as National Training Council (NTC). The NTC is headed by the Honourable Prime Minister. The primary function of the NTC is to formulate comprehensive training policies, provide guidelines and coordinate training programmes in the public service with a view to contributing to the national development. There is an Executive Committee of the NTC, which acts on behalf of NTC and makes decisions on training-related matters.

Although training in public administration is seen as an important intervention for the development of capable human resources, absence of uniform practice, lack of general guidelines and clear-cut policy instructions caused a gap in the Bangladesh public administration in. To fill the aforesaid gap, the government of Bangladesh formulated “The Public Administration Training Policy”, which came into force on 12 May 2003. This manual is designed to help the government offices and public sector training institutions to implement training courses for all officials. Course contents have been outlined with course objectives and

session schedules. Nevertheless, organising authorities have the liberty to adjust the course contents and schedules according to specific needs of the officials of the organisations. The Manual also states that “this manual is not exhaustive and it will require regular review and update on the basis of changing needs and trends... this manual will help capacity building of public servants and prepare them face increasing challenges in their respective workplace” (MoPA 2016). That means it is based on experiential approach

#### 2.4 Philosophy of 60-hours Training

Sixty-hour long training is an adult training programme. Knowles (1984) advanced five assumptions about the characteristics of adult learning situation. The five assumptions of andragogy are i) self-concept, i.e., adults are self-directed learners ii) adult learner experience, meaning adult learners accumulate a growing reservoir of experience, bringing a wealth of experience iii) readiness to learn, iv) orientation to learning, i.e., adults are problem-centered in their learning v) motivation to learn that is adults are motivated internally. To analyse a philosophically directed practices of the 60-hour training situation, one must consider all those involved, i.e., trainees and trainers and the meaning-giving dimensions associated with the situation of 60-hour training. Both the trainers’ and the trainees’ relationship to knowledge and learning is emphasised in 60-hour training.

Reading of the ‘Training Manual for Sixty hour Training’ clarifies the underlying philosophy of this training. On page five of it, it is clearly stated that “Expectations of the participants will be taken at initial stage and based on that authority/organizers may adjust/change the contents...”(MoPA, 2016). According to the Manual, organising authorities have the liberty to adjust the course contents and schedules according to specific needs of the trainee officials of the organisations. The Manual also states that “this manual is not exhaustive and it will require regular review and update on the basis of changing needs and trends... this manual will help capacity building of public servants and prepare them face increasing challenges in their respective workplace” (MoPA, 2016). That means it is based on experiential approach.

#### 2.5 Training Effectiveness (TE)

TE is the result of a training programme. In the realm of training, effectiveness is the extent to which the objectives of a particular training are met. According to Georgopoulos and Tannenbaum (1957), effectiveness means success which refers to goal-attainment. While they sound similar, effectiveness and efficiency have different connotation. If effectiveness is present, efficiency may not be present. On the other hand, efficiency represents relationship between inputs and outputs (Low, 2000). Roberts (1994, p. 19) defines efficiency as “to the degree of economy with

which the process consumes resources – especially time and money”, while he distinguishes effectiveness as how well the process actually accomplishes its intended purpose. Efficiency is a trap. Thus, it is important to focus on effectiveness. Drucker argues that the concept of efficiency is vague, without effectiveness. Because it is more important to achieve success what is proposed (the effectiveness) than do well in areas that are not necessarily concerned (Drucker, 2001, p.147). For example, for training, an output is represented by the degree of training courses held and number of trainees trained, while the success/achievement can be the fulfillment of training objectives and level of training transfer. Effectiveness, thus, reflects training success with which resources have been used to attain the goals sought. Studies by Homklin et al (2013) define training effectiveness in terms of assessing and evaluating factors in the work environment and individual characteristics that affect training courses. Substantial research is required to explore various factors such as needs-based training design, as they have a strong influence on learning transfer (Homklin et al., 2014). More research is needed on the influence of training characteristics (setting goals, methods of training, evaluation methods, etc.) on the effectiveness of training (Baldwin et al., 2009). Literature survey also reveals that the design of the training and facilitation method and individual characteristics are the significant features which influence the TE (Kontoghiorghes, 2001; Clark et al., 1993). Literature survey also reveals that the design of the training and training delivery style and individual characteristics of trainees are the significant features that influence the TE (Kontoghiorghes, 2001; Clark et al., 1993). This study considers the characteristics of training as a combination of three phases, i.e. pre-training, during-training and post-training. Training characteristics (TC) are defined as atmosphere of the training, quality of the resource persons and style, training material, training methods and goals (Kirkpatrick and Kirkpatrick, 2006); Iqbal et al. 2011). Furthermore, according to Arthur et al. (2003), the quality of the resource persons, content and skills of trainers should be included in the evaluation of the TE.

The effectiveness of a training programme was described by Tracey et al. (2001) as the total sum of training acquisition and transition of learning. Training transition is a key indicator of the quality of training (Baldwin & Ford, 1988). Effectiveness of training involves trainees and institutional characteristics that affect the entire training system (before, during and after training) (Alvarez et al., 2004). According to Pineda (2010) and Warr et al., (1999), previous research on TE focused mainly on post-training measurement of training achievement. However, presently literature proposed measuring TE by evaluation in multiple phases, i.e., prior to training, during training and after training (Tannenbaum and Yukl, 1992). Research studies that dealt with the achievement of post-training only reflect a myopic view (Bates et al. 2007; Baldwin and Ford). Therefore, the effects of training characteristics on the TE have not been

taken into account (Bates, 2004) properly, representing multiple stages. It appears that no attention has been given to the effects of training features on the TE (Bates, 2004). Therefore, evaluating the outcome of learning by isolating these relevant elements is not sufficient (Tannenbaum et al., 1993). In line with this, the 60-hour training research aims to improve the training scenario by taking into account the characteristics of three phases, i.e. pre-training, during-training and post-training along with atmosphere of the training, quality of the resource persons and style, training material, training methods and goals.

The goal of training is to improve the training system, which in turn determines the achievement of training goals and objectives (Homklin et al., 2013). Two basic ideas of the TE are: effectiveness of training and its impact on participants (Borat et al., 2014). TE also applies to the achievement of the objectives of training (Devi and Shaik, 2012). TE is about how much trainees learn in practice, which is then applied to the work tasks (Bates and Coyne, 2005). Assessing trainee quality is also considered successful training. This study, therefore, explores the influence of training features (atmosphere of training, methods of training, performance and activities of instructors, training objectives and training content) on the TE (before, during and after 60-hour training in a year).

The training characteristics that occur before training are important factor. A trainee typically has expectations about the performance of the training and its relation and relevance to the work before engaging in a training programme. Literature reveals that such expectations are triggered by interventions or the trainee readiness at before-the-training phase. Facilitation at the pre-training stage represents intervention and activity or materials that are conducted before a training that has the potential for transfer of learning. This transfer of learning is aimed at enhancing the effectiveness of the training (Mesmer-Magnus and Viswesvaran, 2010; Tannenbaum and Yukl, 1992). In order to ascertain whether the training conducted is effective, organisations usually use the information gathered through the evaluation (Farjad, 2012). Organisations must first choose the evaluation criteria to assess the training effectiveness (Noe, 2016; Arthur et al., 2003). Evaluating the TE is vital as it is able to identify areas where training needs can also be improved (Farzad, 2012). Thus, as has been stated before, attributes that affect training effectiveness are: training goals, training resources, resource person efficiency, training methodology, and atmosphere of training and managerial skills of training (Kirkpatrick, 1996).

## 2.6 Training Evaluation Models of Training Effectiveness

Over the past few decades, several training assessment models have been developed (Passmore and Velez, 2012). Such models have been adopted by organisations to assess the quality of

learning (Topno, 2012). Literature reveals that the goal of training evaluation models is to define the training features capable of testing the effectiveness of training. In general, training evaluation models are of two kinds: goal-based approaches and system-based approaches. The goal-based approach facilitates practitioners to take into consideration the purposes of evaluation. The nature of purposes may be technically and politically motivated (Eseryel, 2002). The system-based approach is concerned with defining the characteristics essential to accomplish goals and presents the major findings to enhance training outcome (Eseryel, 2002). This study follows the system-based approach. The important training evaluation model for evaluating the TE is given below:

**Table 1 Training Evaluation Models of Training Effectiveness**

Sl.	Model	Level	Weakness
1.	The four-level model (Kirkpatrick, 1959)	Reaction, learning, behavior, results	Few activities in pre-training. It is based on dealing with learning and transfer variables
2.	Five levels of evaluation (Kaufman and Kellers, 1994)	Input, process, acquisition, application, organiational payoffs, societal outcomes	Ambiguity over five levels of evaluation aspects
3.	Phillips's model for evaluation (1996)	Satisfaction & Reaction, understanding and learning, application & implementation, measuring business impact, return on investment	Subjective nature of return on investment makes it difficult to measure
4.	Context, input process, product model (Stufflebeam, 1983)	Context, input, process, product,	No information about what criteria are more reinforcing
5.	Input, process, output model (Bushnel, 1990).	Input, process, output, outcomes	Scarcity of knowledge for operation, implementation, and factors that influence evaluation results
6.	Context, inputs, reactions outcomes evaluation model (Warr et al., 1970)	Context, inputs, reactions outcomes	Not adequate information concerning existing training circumstances and no behavioural focus.
7.	Six-Stage Model (Brinkerhoff' ,1987)	Setting of Goal, programme design, Implementation of programme, immediate results, intermediate or usage outcomes, impacts and worth	Appropriate only for certain circumstances. For example, if there is a close relationship between the

			employer and training organisers
8.	Learning outcomes model (Kraiger et al., 1993)	Skill-based, cognitive and affective	Poor framework to assess learning and not sufficiently developed to distinguish between learners at higher cognitive progress levels
9.	Human Resource Development Evaluation and Research Model (Holton, 1996)	Individual performance, learning, organisational results	Mere statement of the influences on outcomes in individual trainee learning. No emphasis on feedback.
10.	Method of Success Case (Brinkerhoff, 2003)	Paying attention and plan a success case study, impact model creation, administration of a survey to gauge success rates, interviews to determine successful and unsuccessful training, formulation of conclusions	Lack of understanding of the problems that trainees will encounter at their job situation

Source: Al-Mughairi (2018), Chang (2010), Jamjoom and Al-Mudimigh (2011), Russ-Eft et al., (1997), Passmore and Vele (2012), Werner and DeSimone (2012), and Topno (2012)

Kirkpatrick's (1959) model is utilised by academics and practitioners, and is more common. Many training evaluation systems have drawn insights from this model (Holton, 1996). Kirkpatrick's model consists of four levels, i.e., reaction, learning, behaviour and results. First level is the level of reaction at which the trainees' reactions are evaluated to understand how they interpret and subjectively assess the importance and consistency of a particular training programme. This can be considered a barometer for examining employee's response and attitude towards a training programme. Evaluating reaction of the trainees provides for the progress of a particular training. Learning level is the second level that scans the extent to which trainees have learned. It's important because knowing what trainees are learning and what they aren't will help trainers improve future training. The third level evaluates how far trainees have changed their behaviour, increased their knowledge and skills based on the training they have received. The last stage, i.e., impact/results assesses the influence of the training on the success of trainees and outcomes at work. However, this model has been criticised for its incompleteness. Because,



Kirkpatrick does not focus on characteristics, context and input before conducting training activities.

However, the training evaluation model of Kirkpatrick is not concerned with the characteristics of training. In addition, it does not attempt to reflect trainees/trainers' influence or organisational characteristics on TE. Therefore, the model of Kirkpatrick offers a simplified version of effective training (Guerci et al., 2010; Bates, 2007).

The model of Kaufman and Keller (1994) includes 'added value' to society. The model also focuses on improving continuously (Watkins et al., 1998). The model of Kaufman and Keller represents the extension of the model of Kirkpatrick. This model extended Kirkpatrick's model by adding a fifth stage, evaluating societal outcomes and the social effect of training. However, the model of Kaufman focuses more on theories (Topno, 2012) and has little association with practice.

Phillips's return on investment model for evaluation (1996) focuses only on investment return. However, the return on investment (ROI) is hard to calculate as it is subjective and other organisational factors that are hard to isolate are the net benefits of training.

Although Stufflebeam's context, input process, product model (CIPP) (1983) is a popular model, it fails to give information about what criteria are more reinforcing. However, his CIPP model is appropriate for evaluating training effectiveness. In training and education settings, the CIPP evaluation model has been used to evaluate numerous training/educational projects and entities (Zhang, Griffith, et al., 2009; Zhang, Zeller, et al., 2008). Because The CIPP evaluation model emphasises "learning-by-doing" to identify correction (Alkin, 2004)

Bushnell's model (1990) is a system-based model. According to this model, a training evaluation model is concerned with scenarios before, during and after training (Bomberger, 2003). In other words, it reflects the entire training system.

Absence of context and input is a major weakness of Kirkpatrick's model. In view of this, Warr et al., (1970) put forward the model of context, input, reaction and outcome (CIRO) model to test managerial training's effectiveness. The CIRO model examines the context and the level of input before conducting training activities (Brewer, 2007). Although the CIRO model places emphasis on the objectives and resource availability, it is not concerned with explaining these measurements (Tzeng et al., 2007).

The six-stage assessment method of Brinkerhoff (1987) comprises 1) goal setting, 2) programme development, 3) programme execution, 4) immediate outcomes, 5) intermediate or application

outcomes and 6) impacts and quality. Model of Six-stage evaluation is close to the model of Kirkpatrick (Phillips, 2003; Bomberger, 2003) except for two stages where Brinkerhoff's model (1987) added two preliminary stages (stage 1: goal setting) and stage 2 (programme design) that facilitates training needs assessment and re-design of training (Holton and Naquin, 2005). However, literature reveals that Brinkerhoff's model (1987) is suitable only for specific contexts, where organisers and employers enjoy close relationship.

The Kraiger, Ford and Salas model (1993) suggests that the assessment of training effectiveness reflects as many as three learning outcomes: cognitive, skill-based and affective outcomes. However, this model is unable to differentiate between learners at higher levels of cognitive progress. It does not focus on determining the cost effectiveness of training. This model places emphasis only on the effects of training on the individual participant, neglecting the effects of training on the organisation (Beech and Leather, 2006).

The HRD assessment model of Holton (1996) reflects the outcomes of training, and also individual and organisational contribution. The three results of this Holton model are identical to Level 2, 3 and 4 in Kirkpatrick's model. This learning method did not focus on feedback loops (Birchall and Karan, 2006).

Brinkerhoff's Method of Success Case (2003) describes the outcomes of training programmes with two groups of participants, namely the most successful participants and the least successful participants in terms of the training programme, knowledge and skills gained. The most and least successful cases were associated with the last part of the model (Brewer, 2007).

This study follows Bushnell's input, process, output model (1990) and Stufflebeam's context, input, process and product model (1983). Reasons for choosing such theoretical underpinning are as follows.

## 2.7 Theoretical Framework

Various theories and models are used for examining training effectiveness in different perspectives. Using any single model, actual effectiveness of a training cannot be evaluated. In view of this, a different study is needed from diverse dimensions as suggested by different theories and models as presented in the above table 1. Thus, drawing on insights from Bushnell's input, process, output model (1990) and Stufflebeam's context, input, process and product model (1983) the author maintains that in order to determine the effectiveness of a training programme the entire training process (pre, during and post-training) needs to be explored. Here, training features are considered as before-the-training practices and activities,

preparation of trainees, training atmosphere/environment, methodology of training, quality and style of instructors, objectives and contents of training. The achievement of the 60-hour long training depends on the implementation of the above-mentioned training features.

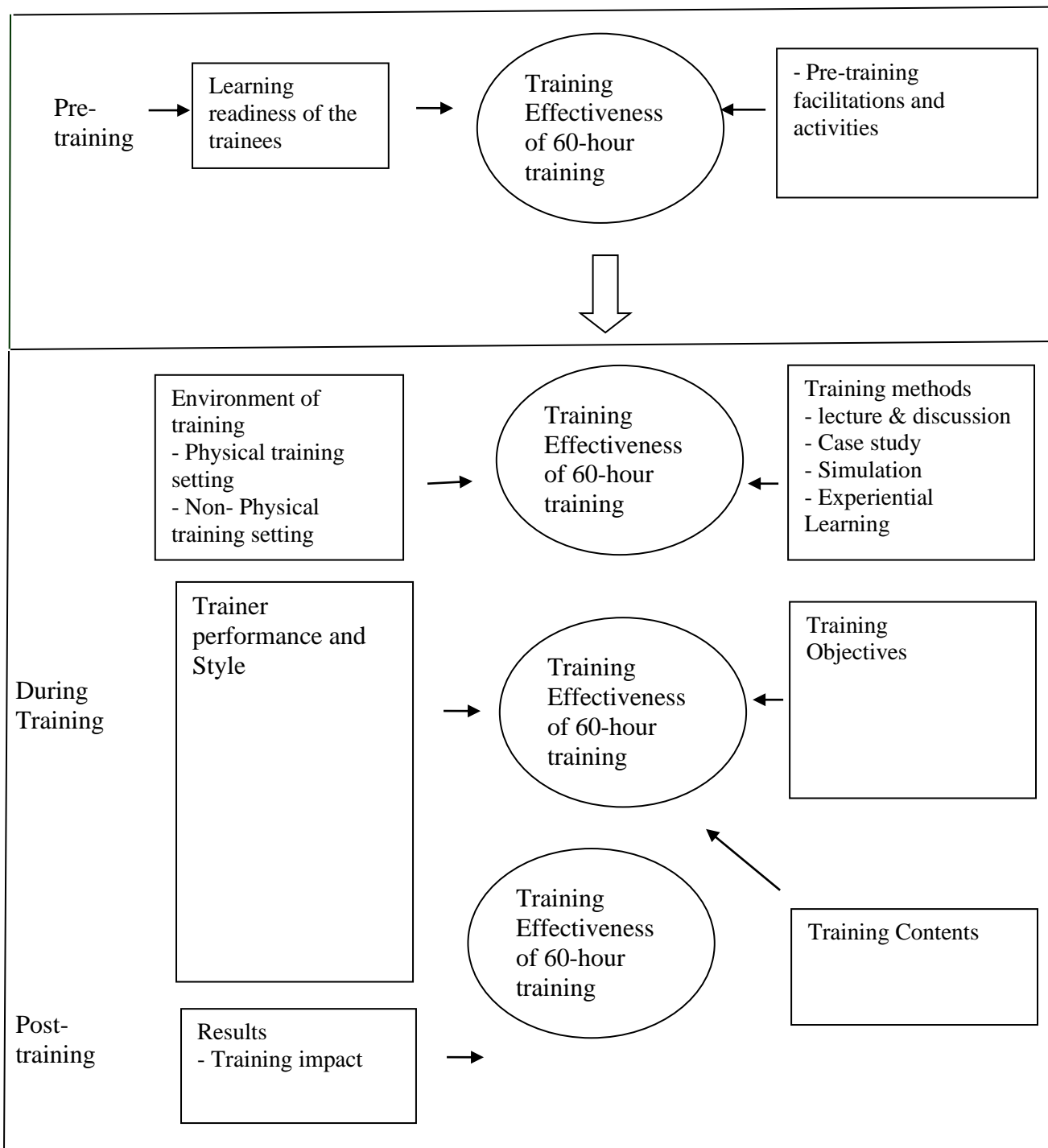


Figure 1 Theoretical framework of the study

Source: Bushnell's input, process, output model (1990) and Stufflebeam's context, input, process and product model (1983)

The theoretical framework above shows that the achievement/effectiveness of training is contingent on factors such as organisations and individuals, the characteristics of training of pre-training, during-the-training and post-training. For testing value and effectiveness of a training, identifying the outcome and assessment criteria is important to analyse the performance (Noe, 2016). This research focuses on exploring the effects of pre-training characteristics (trainee preparation, pre-training facilitation and activities), during the training characteristics (training atmosphere/environment, methodology of training, instructor quality and style, goals and contents of training) and post-training characteristics (impact/results) on the 60-hour long training programme.

## 2.7 Definition of Key Terms

**Facilitation and Interventions at pre-training** encourages the process of learning (Cannon-Bowers, 1998; Tannenbaum and Yukl, 1992). Pre-training interventions represent activities that are done before a training programme begins. Transfer of learning is promoted by it. The main aim of pre-training facilitation and intervention is to increase the training effectiveness (Mesmer-Magnus and Viswesvaran, 2010). Preparatory information and attentional advice can significantly enhance learning from training. These pre-training interventions promote learning from training by making the trainees aware of the training materials, nature and structure of the training programme.

**Environment of training** consists of physical and non-physical training setting and training facilities. Environment of training is training arena for the organisation of a particular course. An effective environment of training represents certain criteria like physical setting and facility, training aid (Van Wart et al., 1993). There is a significant relationship between the training environment and the effectiveness of training. Training environment consists not only of physical environment but also of psychological environment including learning culture. Physical setting and learning culture greatly impact the training effectiveness.

**Training methods** are the activities that a trainer employs as a medium to impart knowledge, skills and information to the participants. Training methods are intended to facilitate trainee learning with an aim to change their working behaviour and attitudes according to the course objectives (Ampaipipatkul, 2004). Studies depict that specific training methods exert specific influence on training effectiveness. Thus, selection of appropriate training method is important. Delivering a training programme depends on the training methods that accomplish the training objectives.

**Trainer performance and style** is critical to the success of a training programme. A trainer is considered a resource person who delivers the objectives of the training and is instrumental in maximising the effectiveness of training (Latif, 2012). Self-evaluation is an effective way to improve trainer performance. According to Kirkpatrick (1967), trainees tend to give good scores to speakers with lively style and poor rating to less dynamic speakers. Apart from the knowledge criterion, the trainer requires soft skills, non-traditional style and a high level of motivation. The qualities of a good trainer can make the training effective. Good trainers are the mentors.

**Training content** plays central role in the training effectiveness. Training content is an important training input. Training content should combine both conceptual and practical aspects, with emphasis on transfer of new knowledge and skills (Gauld and Miller, 2004). Content is a key factor in determining the quality of training that occurs within the government offices. Content can build the authority of any training programme. Training content should be relevant. Relevance of training content is determined by reviewing the training needs and tasks of the employees. Training content is a powerful resource because it reflects the culture of a training organization. Content of training should always be updated, because it is a living document.

**Training objectives** help to make training more effective. Training objectives are the measurable steps required to accomplish the overall goal of a training programme. There are advantages of framing the training objectives when it comes to developing and designing the training programme, such as setting the criteria for measuring effectiveness, selecting the training content and helping to select participants (Doherty and Bacon, 1982). Transmission of training objectives to the trainees can increase trainees' willingness and motivation to learn. Well-constructed training objectives enable trainers to know what they will teach. Thus, framing a set of smart objectives is highly significant.

## **Chapter Three: Research Methodology**

### **3.0 Introduction**

Chapter three presents a description of the methodology that is employed in the study. It spells out the techniques and methods of sampling, data collection, processing, analysis, and the area in which the study is carried out. The chapter also highlights the limitations and problems encountered while collecting data. It details out and justifies the methodology and research adopted here.

### **3.1 Research Approach**

The researcher intends to understand reality by grasping knowledge in a changing context from different points of view of truth (Lincoln & Guba, 2000). Thus, this research adopts interpretivism. Because it attempts to examine government employees' knowledge of 60-hours training in terms of effectiveness from multiple view-points of truth. This research is exploratory not confirmatory. Interpretive research method is employed in this research. Because this research is about public sector training which is a social reality. And social reality is not singular or objective, but is influenced by human experiences and social contexts.

In order to answer the study questions, this study adopts the interpretive research approach. In this kind of a research, unstructured and semi-structured interviews and questionnaires can be used (Ghauri & Grønhaug 2005, pp.112 - 113). Interpretive research helps to obtain the insights about the phenomena in question and is flexible in the sense that it helps in identifying the missing part of what is unknown or partially known (Ghauri & Grønhaug 2005, pp. 202 – 204). Further still, this type of research is said to be more relevant in the context of discovery and thus be able to get access to what was never known before. However, if the research problem is not well understood, there is a possibility that the researcher will be overwhelmed by data due to unnecessary data collection. This will make the analytical part of research more difficult (Ghauri & Grønhaug 2005, pp. 202 - 204).

### **3.2 Sources of Data and Data Collection Techniques**

This research collected data from both primary and secondary sources. The primary data were collected from trainee officials and organizers. For primary sources of data, this research administered semi-structured questionnaire, and conducted Key Informant Interview (KII) and Focus Group Discussion (FGD). Semi-structured questionnaire was administered for the ministry respondents. Semi-structured questionnaire was used as the researchers asked open-ended and probing questions on an important topic of 60-hour training that the elite respondents

(policy level officials) of the ministries might not be straight and candid about if sitting with other respondents in a FGD. Key Informant Interviews (KII) and Focus Group Discussion (FGD) were administered in the districts. KII was used to generate broad range of perspectives on the 60-hour training. Researchers were careful in selecting the key informants who had first-hand knowledge. Face-to-face interviews with the key informants were conducted because they had the proper background and comprehensive knowledge. The KII was appropriate as circumstances prevented employing direct observation of the respondents (Scarborough and Tanenbaum, 1998). FGD is advantageous because of its purposeful use of social interaction in generating data (Merton et al., 1990, Morgan, 1996). Homogeneity of participants (Mishra, 2016) was the primary reason for conducting the FGD. All the respondents were public servants and belonged to Grade 9 and above. They were also concerned with the 60-hour training programme directly. The study was carried out in the public sector, including Ministries, Deputy Commissioner Office and Upazila Nation Building offices in the field administration. Three Ministries, namely Ministry of Public Administration, Ministry of Health and Ministry of Education were included in the study. Among the Districts, some purposively selected Districts namely, Moulvibazar and Habiganj were used for data collection. These two districts were selected because of ease of data accessibility. The study also collected data from the Nation Building Departments (NBDs) organisations/offices that included: Health and Family Planning; Agriculture office; Livestock office; Fisheries office; Cooperative; Food; Answer & VDP and the Department of Public Health Engineering (DPHE).

Some problems encountered while collecting data included unexpected official meetings of the respondents that made the researchers re-schedule the interviews. Also, answering unpredicted phone calls on the part of the respondents impeded the free-flowing conversation between the researchers and the respondents.

Secondary data were collected from web pages, research articles, dissertations, books, journals, reports and policy documents of the Government of Bangladesh.

### 3.3 Data Analysis Techniques

Thematic data analysis technique has been employed. The data collected were coded and transcribed by the researcher. The transcribed data were then repeatedly read and re-read to ensure accuracy. Building on the ideas generated through transcription, the researcher was able to identify relationships between themes, pertinent to the research questions.

### 3.4 Sampling

This research adopts a non-probability sampling design with purposive sampling technique. Purposive sampling is a sample with a specific purpose in mind. This sampling is concerned with selecting knowledgeable and typical members of population as suggested by the literature.

In sample selection, the research is underpinned by the theoretical framework which supports the research questions from the beginning. For this research purposeful sampling is ideal, which is guided a priori by an existing body of social theory on which the research questions are focused (Miles and Huberman, 1994; Curtis et al., 2000). Purposeful sampling was adopted as it facilitated the most effective use of limited resources. Obtaining rich data is possible by adopting purposeful sampling. Another reason for employing purposive sampling is to focus on particular characteristics of a population that are of interest, which in this case is public servants. Moreover, Denzin and Lincoln (2000, 370) observe that: “[M]any qualitative researchers employ.... purposive, and not random sampling methods. They seek out group, settings and individuals where.... the processes being studied are most likely to occur”.

### 3.5 Sample Size

Sample size in this research is 97. Out of 97, respondents from the ministries were 57, and the remaining 40 respondents were from the field administration. Respondents from the ministries were interviewed using semi-structured questionnaire. Respondents from the Habiganj and Moulvibazar districts were interviewed using Key Informant Interviews (KII) and Focus Group Discussion (FGD). As many as 3 FGDs comprising 15 respondents and 5 KIIs were conducted in Habiganj. Also, in Moulvibazar 3 FGDs comprising 15 respondents and 5 KIIs were conducted.

Table 1: Description of Respondents

<b>Types of Respondents</b>	<b>Study sample</b>	<b>Instrumentation</b>
Officials from Ministries (MoPA, Health, Education)	57	Semi-structured Questionnaire
Officials from Habiganj District	20	FGD & KII
Officials from Moulvibazar District	20	FGD & KII
<b>Total Respondents</b>	<b>97 (57+40)</b>	



## Chapter Four: Data Presentation and Discussion

### 4.0 Introduction

Chapter Four is concerned with the presentation of the data, findings and discussion of findings based on the 97 respondents. This chapter discusses the data and information collected from the respondents. Then it goes on to analyse and interpret the data.

### 4.1 Respondents' Profile

Table: 2 Characteristics of Respondents

<b>Background characteristics</b>	<b>Number</b>	<b>%</b>
<b>Sex</b>		
Male	70	72.16
Female	27	27.84
<b>Age group</b>		
40 & below	65	67.01
41-50	22	22.68
Above 50	10	10.31
<b>Cadre type</b>		
Admin	58	59.79
Professional & Technical	32	32.99
Misc	7	7.22
<b>Service year</b>		
5 and less	20	20.61
6-10	51	52.58
11 and above	26	26.81
<b>Academic Qualification</b>		
Bachelor's	16	16.49
Master's	80	82.48
Above Master's	1	1.03
<b>Location (district and Ministries)</b>		
Habiganj	20	20.62
Moulvibazar	20	20.62
MoPA	17	17.54
MoE	19	19.58
MoH	21	21.64
<b>Total</b>	<b>97</b>	<b>100</b>

Source: Field Data from Semi-structured Questionnaire 2020

Table 2 presents the demographics and other characteristics of the respondents. Data on age, gender, level of education, type of cadre, place, and years of service were collected. A total of 97 officials were selected as respondents. As the table shows, more than three-fourths of the interviewees were male and remaining 27.84% were female. The low number of female reflects that 60-hour training had less female participation.

“..However this trend is currently changing as increasing number of Female officials are participating in the 60-hour training.” – (course co-coordinator)

In terms of the age, the highest percentage of 67.01% belonged to 40 & below age group. 10.31% of respondents were above 50 years and remaining 22.68% was of middle age. This shows high participation from younger age in 60-hour training programme. Since BCS (administration) cadre dominates 60-hour training programme, there is high participation from them. Of the 97 respondents in total, nearly three-fifths came from BCS (administration) cadre, 32.99% were from professional and technical cadre, and the lowest 7.22% from other services. The youngest respondent was 26 years old, and the older was 57 years old. All of the respondents have at least a Bachelor’s degree, no one was identified with intermediate, and eighty respondents have Master’s degree. One was identified with PhD.

In terms of service year, more than half (52.58 per cent) of the total respondents had 6-10 years of service experience while 26.81% of the respondents had the service experience of 11 and above and remaining 20.61% had service experience of five years and less.

#### 4.2 60-hour Training Programme Assessment

Respondents were requested to evaluate the following items in the stated scale. Here, 4= Strongly Agree; 3=Agree; 2=Disagree; 1=Strongly Disagree. This is recoded into 2 scale measurement as; Strongly Agree + Agree= 2 (high) and Strongly Disagree + Disagree=1(low). 1 represents the smaller scale and 2 represents the higher.

Table 3: Assessment of 60-hour Training Effectiveness (before and during)

S.N	Items	1 (low)		2 (high)	
		N	%	N	%
1	Pre-training facilitation was proper	17	29.83	40	70.17
2	Training programme was designed as per trainees’ needs	12	21.06	45	78.94
3	Objective of the training programme was clearly defined	19	33.33	38	66.67
4	Relevance of training contents at work	27	47.37	30	52.63

5	Methods of training sessions were appropriate	14	24.57	43	75.43
6	Trainers were well prepared and updated with knowledge	22	38.6	35	61.40
7	Physical environment was suitable	28	49.13	29	50.87

*Source: Field Data from Semi-structured Questionnaire 2020*

Nearly two-thirds of the total respondents expressed their view that intervention and facilitation at the pre-training stage of the 60-hour training was satisfactory. It was found that participants supplied in the pre-training stage with information on training goal orientation do better than the ones who were not supplied with. Participants rated highly the training design of the 60-hour programme (78.94%) and had a high opinion because training design met their expectation. Most of the respondents (66.67%) expressed that the ‘Objective of the training programme was clearly defined’. In other words, they experienced that objectives were achieved to a great extent. Training contents were considered as training input. More than half of the respondents (52.63 %) considered training contents useful and relevant. This means majority of respondents liked the 60-hour training course as they enjoyed the training contents. It is important for the organisations to have suitable training methods as nearly two-thirds of the respondents stated that methods of training sessions were appropriate. Even trainers who are deeply acquainted with a subject have to plan for the training session correctly; this was reflected by 61.40% of the total respondents when they stated, trainers were well-prepared and updated with knowledge. It is important to note that only 50.87% of the total respondents expressed satisfaction about the suitability of the physical environment. The other half (49.13%) of the respondents, despite having the unsuitable physical environment, expressed their satisfaction concerning the above other items of the table 3.

#### 4.3 Assessment of Knowledge and Skill before and after the 60-hour Training

Respondents were requested to evaluate the following items in the stated scale before and after training related to Knowledge and Skill according to the following scale. Here, 4= Highly Increased; 3= Increased; 2= Moderately Increased; 1= Less Increased. This is recoded into 2 scale measurement as; Highly Increased + Increased = 2(high) and Moderately Increased + Less Increased =1(low). 1 represents the smaller scale and 2 represents the higher.

Table: 4 Knowledge, Skill and Attitude (KSA) Effectiveness before and after the 60-hour Training.

Before Training				Items	After Training			
1 (Low)		2 (High)			1 (low)		2 (high)	
N	%	N	%		N	%	N	%
40	70.17	17	29.83	Training facilitates performing job or any part of it	18	31.58	39	68.42
38	66.67	19	33.33	Attitude towards client or service recipient	17	29.83	40	70.17
41	71.92	16	28.08	Motivation for work performance	15	26.32	42	73.68
39	68.42	18	31.58	Conception is well understood regarding job contents	17	29.83	40	70.17
42	73.68	15	26.32	Ability to understand the task	8	14.04	49	85.96

*Source: Field Data from Semi-structured Questionnaire 2020*

The above table depicts the comparative picture of the 60-hour training before and after the training. As is evident from the above table, the scenario before the 60-hour training was poor in all of the items and all improved after the intervention of the 60-hour training. The majority of the respondents (70.17%) expressed highest dissatisfaction and rated ‘Training facilitates performing job or any part of it’ poorly before the training. Only 29.83% of the respondents rated ‘Training facilitates performing job or any part of it’ highly before the training. In other words, 70.17% of the respondents conveyed that in terms of knowledge, skills and attitude ‘Training did not facilitate performing job or any part of it’ before the 60-hour training was conducted. However, after the training, the scenario of knowledge, skills and attitude improved conclusively and the rating for ‘Training facilitates performing job or any part of it’ increased to 68.42%. Only 31.58% of the respondents answered in the negative. ‘Attitude towards client or service recipient’ was as low as 66.67% before the training but it increased to 70.17% after the training. Only 29.83% of the respondents answered in the negative regarding ‘Attitude towards client or service recipient’ after the 60-hour training was conducted. As many as 41 respondents representing 71.92% of the respondents expressed that ‘Motivation for work performance’ was low before the training but it increased after the training which was 73.68%. Majority of the respondents (68.42%) believed that ‘Conception is well understood regarding job contents’ was low before the training. However, after the training it increased to 70.17%. Most of the respondents (73.68%) expressed that they had poor ‘Ability to understand the task’ before the training. Conversely, 85.96 % of the respondents believed that their ‘Ability to understand the task’ increased after the training. Only 14.04% of the respondent had difficulty regarding

‘Ability to understand the task’ after the training. By analysing the above table one can effortlessly discern the sharp increase of KSA after the 60-hour training was delivered. Thus, training is inseparably linked with the improvement of KSA. KSA is highly significant as it represents the learning outcome. Employers need employees to fit in and get along well in terms of KSA in the workplace. Actually, workplace performance is the combination of KSA. The 60-hour training has been rated highly by the respondents in terms of KSA. In other words, the above table clearly attributed reasons for poor KSA to the absence of the 60-hour training. The KSA improved noticeably after the 60-hour training was conducted. Because 60-hour training intervention happened. The knock-out effect is easily evident here.

#### 4.4 Assessment of Results & Outcome of 60-hour Training

Under this category, the result of trainees related to their workplace is evaluated. This is the effect at the work place because of attending the 60-hour training programme. The responses were collected on 4 scale rating and further recoded into 2 scales. ‘1’ denotes low scale and ‘2’ denotes higher or greater scale.

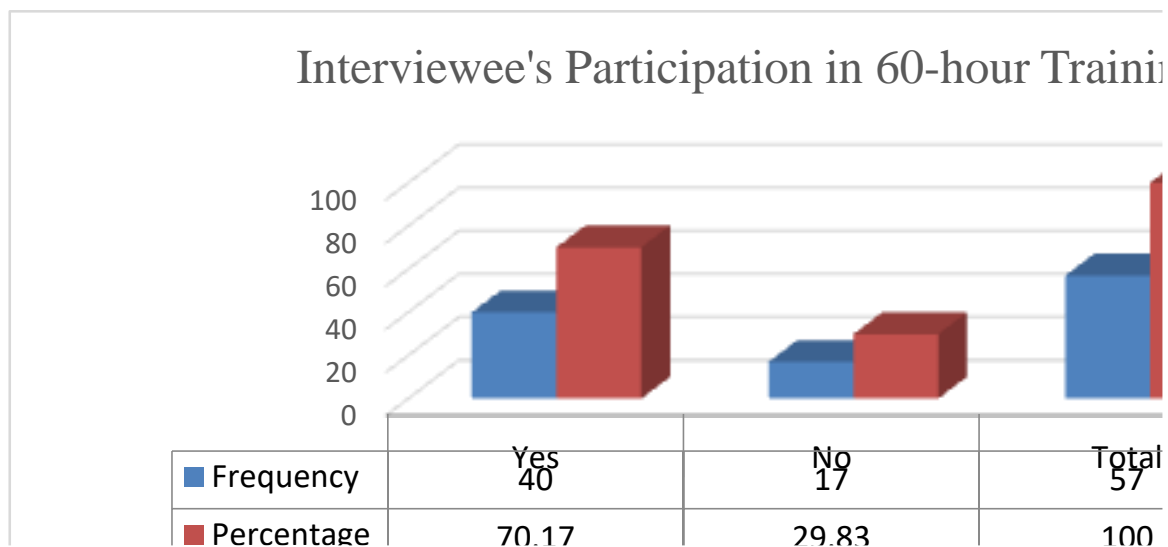
Table 5: Trainees’ response on outcome level

S.N	Items	1 (low)		2 (high)	
		N	%	N	%
1	Training Transfer Environment Favorable for applying KSA learnt from training at workplace	39	68.42	18	31.58
2	Fulfilling of trainee expectation	17	29.83	40	70.17
3	Applying Interpersonal relationship skills in work place	14	24.57	43	75.43

*Source: Field Data from Semi-structured Questionnaire 2020*

Two-thirds of the total respondent expressed their view that the training transfer environment was not favorable for applying the KSA learned from the 60-hour training. Despite having unsuitable environment, 70.17 % of the respondents rated ‘Fulfilling of trainee expectation’ highly. More than two-thirds believed that 60-hour training helped them to apply ‘Interpersonal relationship skills in work place’. One question might arise, if training transfer environment was not favorable, then how majority of the trainees rated ‘Fulfilling of trainee expectation’ highly or how they found ‘Applying Interpersonal relationship skills in work place’ useful. These answers were sought in the feedback as received from the KIIs and the FGDs.

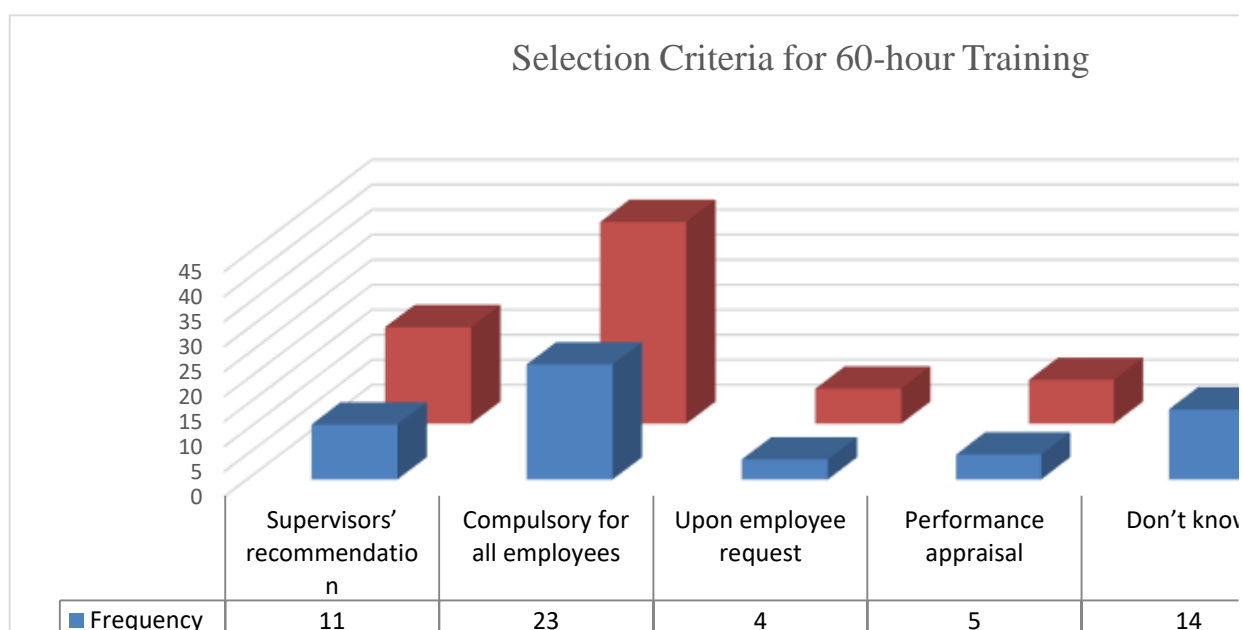
#### 4.5 Interviewee's participation in training



**Figure: 1** Respondents' Participation in 60-hour Training

The above chart shows that 40 respondents representing a 70.17% have undergone training on 60-hour with the respective government organisations. The remaining 17 respondents, representing a 29.83%, depict that they have not gone through any sort of training. This implies that the case government organisations should target training for all staff. Alternatively, it could be so that training is targeted for specific employees from specific job levels or task-related job training.

#### 4.6 Selection criteria in 60-hour training



**Figure: 2** Selection Criteria for 60-hour Training

Figure 2 above illustrates the results from the question about how the respondents were selected for the 60-hour training. This indicates that a substantial number (11) of these respondents were selected to participate and, thus, undergo training upon supervisors' recommendation. This proportion of respondents is represented by 19.29%. As many as 23 respondents were selected for training under the criteria of 'Compulsory for all employees' and this is represented by a 40.35%. It is however surprising that although other employees were selected based on their supervisors recommendation, 4 respondents representing 7.01%, were selected under the criteria of 'upon own request' to undergo the 60-hour training. A big number (14) of the response rate (24.56%) came from the respondents who were not aware of why they were selected for training. This implies that the 60-hour training approach employed is only understood by the superiors leaving the trainees unaware of the entire training process. As many as 4 respondents representing (8.77%) was selected under the criteria of 'performance appraisal'.

#### 4.7 Feedback from the KIIs and FGDs

This section discusses the feedback from the KIIs and FGDs conducted in the field administration. The thematic analysis applied to the transcripts resulted in significant themes/patterns. These patterns have been labelled as effects of training characteristics before during and after. These primary labels have been further categorized into multiple labels, findings of which are discussed below. Firstly, it discusses the findings from the research questions that deal with the effectiveness of the 60-hour long training and the influence of training characteristics on the effectiveness of the 60-hour long training.

#### 4.8. Influence of pre-training characteristics on the 60-hour training effectiveness

Data from participants reveal that pre-training characteristics include *learning readiness of the trainees in the pre-training stage, facilitation and activities at the pre-training stage, job-task analysis and cognitive task-analysis*. Each criterion of the pre training characteristics is discussed below.

##### 4.8.1 Learning Readiness of the Trainees

Learning readiness is the extent to which trainees are prepared to participate in trainings (Devos et al., 2007). Learning readiness is supported in the literature, as a significant predictor of effective training at the work place (De Rid et al., 2013; Karan & Birchall, 2006).

Interviewees recounted that trainees' pre-training perception or opinion on the 60-hour training programme is significant. Interview data revealed that if trainees find their work-related 60-hour training useful, they are more likely to apply the knowledge and skills learned from the training programme to their jobs. Thus, applicability of the learnt knowledge and skills is the vital criteria of the training effectiveness. When requested to elucidate the 'learning readiness' in the pre-training stage one participant from the Deputy Commissioner's Office adumbrated:

“Trainees should be provided with adequate information on the training so that trainees can apply the new knowledge or skill at the job. Thus, trainees need to be informed before the training about all the aspects of the training. Before the training, I need to have a good understanding of how it would fit my job related development that would eventually lead to the effectiveness of the training”.

The respondent raised the discourse of situated learning. He placed emphasis on the discourse of 'situated learning' (Lave & Wenger, 1991) through the prospective 60-hour long training since he intended to 'apply the new knowledge or skill at the job'. Knowledge acquisition and development is part of the learning process in the 60-hour long training.

In the 'situated learning', knowledge is acquired situationally and through relationship between trainers and trainees (Stein, 1998). Traditional learning represents out-of-context experiences such as lectures and books. Situated learning, on the other hand, takes place through the relationships between people. In the 60-hour long training, trainers and trainees know each other as most of them are colleagues. 60-hour long training is the work-related training. Thus, situated elements of learning are embedded in work practices. Situated learning environment allows trainees to observe the task before it is attempted. It provides access to expert performance. Situated learning is situated in the activity and practice and occurs with a community of practice, i.e., work place setting.

Once the trainees are communicated the aim and objective of the training programme, they will develop behavioral readiness for learning. Hence, trainees' readiness for learning is indicative of training effectiveness (Noe, 2010). Training effectiveness is contingent on the learning readiness of trainees, attitudes and reactions to training before they actually attend a training programme (Chung, 2013).



#### 4.8.2 Pre-training facilitation, Intervention and Activity

Pre-training facilitation and intervention represents activities that are done before a training programme. Pre-training intervention is defined as the facilitation or materials that are initiated before training. Identification of training activities or materials is highly significant as it develops the potential for learning and transfer of learning that in turn increases the outcomes and effectiveness of training (Mesmer-Magnus and Viswesvaran, 2010; Tannenbaum and Yukl, 1992). Pre-training facilitation, activities and action, pre-training materials have the potential for training efficiency and effectiveness as well as learning transfer (Tannenbaum and Yukl, 1992). Pre-training facilitation, interventions and activity are undertaken to influence trainees' pre-training beliefs so that they can learn and apply the content of 60-hour long training. If trainees believe that they can learn knowledge and skills from 60-hour long training programmes (high pre-training self-efficacy), they will devote efforts to learning (Bandura, 1977). On the other hand, it is also reported in the literature that participants experiencing negative pre-training issues did not benefit much from the training. Literature also suggests that participants supplied in the pre-training stage with information on training goal orientation do better with indicators of cognition-related skills than participants not supplied with a before training goals (Mesmer-Magnus and Viswesvaran (2010). Training research has found a robust support on the positive effect of pre-training self-efficacy on training effectiveness.

What emerged from the interview data on the meaning of pre-training interventions and activities were: a) *preparatory information* b) *advanced preparation*. Majority of the respondents indicated that the above characteristics have profound influence on the effectiveness of the 60-hour training. These are the factors that can facilitate or hinder training effectiveness. When asked to elaborate, the FGD observation (respondents from UNO office, Agriculture Department, Ansar & VDP) was as follows:

“Preparatory information is important. How the trainees are notified about the training matters. Effective communication on the benefits of training, prior to training is needed. Before the training, trainees must have good understanding of how it would fit his/her job-related development. Any mismatch can lead to poor training effectiveness”.

The above quotation raises the assumption of training strategy. According to Salas & Cannon-Bowers, (2001), of the four training strategies, the first strategy deals with conveying different categories of facts, data and information and to the participants. It is reported in the literature that information about the training package is as important as the package itself. Notifying the

trainees about the training beforehand is central to the effectiveness of the 60-hour long training. Literature reveals that advanced notification that highlights “follow-up” is responsible for increasing participants’ intention to apply whatever they learn. Advanced notification also reduces trainee anxiety (Martocchio, 1992). It is also found that before the training starts, decisions on what aspects to train, how to learn, and how to conduct and assess training should be communicated to the trainees. Such initiatives then substantiate the understanding of how training would fit his/her job-related development.

When asked, why and how the pre-training preparatory information is conveyed to the trainees, one respondent from District Fisheries Office elaborated:

“Usually a welcome letter/letter of acceptance is mailed to the trainees before the 60-hour training begins. The letter contains important information such as training norms, major contents, attendance requirements and duration of the course. Also, the course management sends SMS and phones the trainees.”

The above account reveals the significance of conveying the preparatory information to the trainees at the pre-training stage. Thus, appropriate and efficient communication before the start of training not only focuses on the advantages of training but also increases the effectiveness of the 60-hour programme. The effective communication mechanism also influences the cognitive readiness of the trainees. Cognitive readiness includes pre-training knowledge, skills, and abilities (Chung, 2013) regarding the 60-hour training. Acceptance letters also increases the trainees’ desire to learn the contents of the 60-hour training programme before they participate in a training programme (Facteau et al. 1995).

Data from the respondents opened the line of discourse that trainees’ internal learning process should be stimulated before the training by identifying the relevant materials and prior relevant knowledge. In the 60-hour long training, majority of the trainees belong to the age group 40-50. Research suggests that older learners initiate learning processes less spontaneously than do younger learners and require assistance and facilitation of organisational processing (Sauzéon et al., 2006; Hulicka & Grossman, 1967, Witte et al., 1990).

Regarding the stimulation of the internal learning process of the trainees, FGD discussion (representatives from District Livestock Office, Upazila Agriculture Office, Upazila Family Planning Office) reflected that it is necessary to explore an effective instructional tool that focuses the trainees’ attention on the important aspects of the material. One respondent also expressed the following view:

“As older adult trainees, we have age-related memory loss. We need to refresh our memory. If we receive a training preview prior to the training, it will be effective in promoting our learning. It is one of the most effective ways to prepare for 60-hours training. An outline of training contents supplied to us, before the training would benefit us much”.

Training preparation should be done in advance. The above quotation points to the assumption of ‘Advanced Organiser’. An advanced organiser is an outline or framework of training content (Mayer, 1979), supplied to the trainees, prior to the training. Trainees of the 60-hour training are mostly older adults. A contemporary study by Wolfson (2010) revealed that advanced organiser as a learning tool benefited the older learners more than the younger learners. The essential purpose of the advanced organiser is to provide a framework for the to-be-learned material and to harmonize the integration of new information with trainees’ present knowledge (Wolfson, 2010). Also, 60-hour trainees have background knowledge on the training topics, since their work itself is related with 60-hour training. Advanced organisers focus on helping learners select, organize, and integrate information with their existing knowledge structure (Mayer, 1979).

#### 4.8.3 Job–task Analysis

Respondents described that good analysis of job-task roles that are required for performing the job is important. Job analysis serves the dual purpose of increasing the performance of the employees to perform their job while enhancing the KSA of the employees essential for the futuristic job. Therefore, training curricula based on job analysis lead to better job performance. As a consequence, 60-hour long training is a vital intervention to equip the government employees with the updated information, knowledge and right set of skills. Thus, data found a match with the assumption of job-task analysis. The majority of the respondents, interviewed, conveyed positively about the importance of the job-task analysis. One respondent from UNO Office stated:

“A job-task analysis is the foundation of successful training. Today we have reviewed the tasks again and broken tasks down into a series of smaller steps to finalize the modules of the 60-hour long training. For example, today on 10.10.19, a meeting has been held at MoPA to review the course contents of the 60-hour training, where the job-task was reviewed and analyzed. This process is essential to design the training”

This respondent placed emphasis on the merits of job-task analysis and advanced that conducting a systematic job-task analysis is a must as job-task analysis information should be used to determine what and what should not be included in training. Thus, it is the blueprint for the training. DeVries et al. (1980) observed that job-task analysis the process of breaking down a job into tasks and its component sub tasks and then identifying precisely what skills and knowledge a trainee needs to acquire in order to accomplish each subtask.

Also, cognitive task analysis (CTA) can be employed to initiate the cognitive process of the trainees of the 60-hour long training. The complexity of the job performed by employees and the knowledge aspect of the job have led to developing a technique called cognitive task analysis (CTA) (Zsombok & Klein, 1997). CTA is a tool used to identify the cognitive processes in a job (Cooke, 1999). Sixty-hour long training curriculum, especially the one associated with grade 9 and above is highly knowledge-based, requiring a cognitive strategy. Moreover, as majority of the trainees of the 60-hour long training belong to experienced older adult group having long-term memory, CTA would help them. Ritter et al., (2007) advance that one of the objectives of cognitive learning is to put the newly information upon the present one in long-term memory. Literature survey shows that CTAs can have a positive impact on training design (Hoffman & Lintern, 2006; Klein & Militello, 2001). Sixty-hour training curriculum is perfect to put for CTA. The job nature of trainees (grade 9 and above) of the 60-hour training requires knowledge and cognitive strategy as they are older trainees. Thus, it is better to conduct a CTA when jobs are knowledge-oriented. CTA is also required when there is a need to uncover the key cognitive elements of a job. (Salas et al. 2012). CTA is requirement for ensuring the effectiveness of the 60-hour training as it intends to unpack the expertise of the trainees.

#### 4.9 Effects of during-the-training characteristics on the effectiveness of 60-hour training

Interview data revealed several clusters of meaning about during-the-training characteristics. The majority of respondents expressed that a significant relationship exists between characteristics during training and the TE. Characteristics of during-the-training phase continue to exert influences in designing the training and its delivery. Emerged from the interview data are the following: environment of training, training methods, performance and style of trainers and training objectives. Respondents identified these above characteristics as the during-the-training characteristics.

Respondents held that the environment of training should facilitate the training to accomplish the effectiveness. Specific standard and criteria have to be considered in the training

environment. When asked to describe and justify the characteristics, the respondents identified the following connotation for each of the during-the-training characteristics:

#### 4.9.1 Environment of Training

The environment of training includes “all the physical surroundings, psychological or emotional conditions, and social or cultural influences affecting the growth and development of an adult engaged in an educational enterprise” (Emmons and Wilkinson 2001; Hiemstra 199, quoted in Hackbart et al.. 2010, p. 97). Researchers advance that the training atmosphere influences the outcomes of the programme (Franceschini and Terzago, 1998).

According to respondents, training environment consists not only of physical environment but also of psychological environment. One respondent asserted:

“Relevance of the physical setting and physical condition of training rooms should not be ignored. Good condition of training rooms such as adequate space, sufficient lighting, ventilation, tranquility, modern training equipments positively impact on the 60-hours training effectiveness. Also, there are social and psychological aspects of training environment. Training is necessarily interactive and a two-way traffic. Trainers and training organizers must ensure a supportive learning culture, interaction, and positive attitude for successful training outcome”.

Embodied in the above account are the essential during-the-training characteristics of the 60-hour training, fulfilling of which leads to maximum training effectiveness. The physical and psychological characteristics of training environment have been stated here. Training should be interactive and not a one-way traffic. Bronfenbrenner (1981) advances the psychological, social and ecological dimension for training and learning. Thus, psychological and social aspects such as learning culture, interaction, and positive attitude have immense influence on the effectiveness of the 60-hour training. This learning culture and interaction/exchange is mediated by training aid/equipment and materials. Training sessions, thus, based on supportive learning culture and positive attitude combined with modern training aid/equipments and technology are usually effective. Because using training aid/equipments saves time, adds interest and helps trainees learn sustainably, resulting in effective training. Adequate space, sufficient lighting and ventilation are also important.

Kirkpatrick and Kirkpatrick (2006) recommended the use of audiovisual training aids for a number of reasons: 1) facilitating interpersonal communication between trainers and their

audience; 2) attracting the attention of trainees; and 3) promoting a positive atmosphere. In traditional classrooms, trainers have limited space for their movement and their interaction with their students. According to Müller (2008), the teacher's movement can produce interaction with and between the students. Thus, both the physical, social and psychological aspects greatly influence the training effectiveness.

#### 4.9.2 Training Method

Ampaipipatkul (2004, p. 4) defined training method as “the methods or activities that a trainer or instructor employ[ed] as a medium to convey knowledge, experience or information to the participants in order to facilitate their learning which might lead them to change their working behaviour and attitudes according to the course objectives”. Training method is a collection of structured practices, exercises, or techniques designed to communicate expertise, skills, capacity, and attitude to trainees directly related to their success. Extant studies provide theoretical and empirical evidence for a corelationship between methods of training and effectiveness of training. Training methods have a significant effect on training (Basarob and Root, 1992; Indira, 2008). Studies depict that specific training methods exert specific influence on training effectiveness. Chen et al. (2007) argues that effective training programme is contingent on effective training methods that support the participation of trainee.

Reflections and conversation with the respondents show the significance of defining the suitable mode for the trainees in view of the sensory modality by which new information is learned (Lujan and Dicarlo, 2006). One respondent from Upazila Fisheries Office had this following account to share:

“Training is effective when training method covers the combination of three modality – *learning by doing, learning by seeing, and learning by hearing*”.

Implicit in the above quotation is the diversity of training methods. The variety of training methods can serve to increase the curiosity of trainees and thus boost their enthusiasm for learning. The respondent identified the following sensory modality when they characterised the training method: ‘learning by doing, learning by seeing, and learning by hearing’ for the acquisition of training content. Learning by doing is about engaging in an activity in which trainees internalise content of training by performing the task. Learning by seeing is about understanding and remembering training content by sight and picture. Auditory learners prefers learning through listening. Learning by hearing concerns a situation where the trainees acquire training content by hearing. They work on listening strategies.

From the interview data it emerged that the training methods used in the 60-hour training are not innovative and are limited with lectures being the common method. According to the manual, the training methods of the 60-hour training are exercise, practice-based and workshop. In other words, training methods of the 60-hour training is based on experiential learning. However, in reality, these training methods are not used frequently. Mostly, trainers use lecture method. This hinders the application of new learning.

The above account reflects the relevance and applicability of training methods. The 60-hour training is a work-related training. The 60-hour training focuses on the work – the trainer is primarily a worker/job-holder and the work is the first priority. It is a hands-on method of imparting the skills. Thus, lecture as a training method has serious limitations here. Rather, exercise, practice-based sessions, job shadowing and learning by doing should be the best methods in this situation. Trainers get to impart training in the actual set up of the work, giving the trainees the feel of the working style right from day one. Thus, selection of appropriate training method is important. Prior research suggests that methods of training have positive effects on learning (Burke et al., 2006). 60-hours training would be effective when participants get trained in a classroom using a mock-up workstation based on experiential learning. Nikandrou et al. (2009) advance that method of training have the ability to affect usefulness of the training.

#### 4.9.3 Trainer Performance and Style

Trainers, in order to do their job effectively, have to perform a multitude of roles. However, what unites all trainers is that they are the facilitators of learning processes. Training effectiveness cannot be achieved without appropriate facilitation, knowledge and skills of the trainers. The trainer is defined as a person with a set of fundamental skills and background knowledge necessary to implement the training effectively. A trainer is a person who is basically in charge for achieving the training goals; he also influences the training effectiveness (Latif, 2012). Brown and McCracken (2009) maintain that the instructor extracts from the students total participation and effectively conducts training. The bottom line is that trainers are key to the implementation of the training successfully. Main drivers in the training system are the trainers (Herschbach, 1997).

From the interview data, it emerged that trainers are not ordinary persons. Trainers are gifted with certain qualities. The qualities of a good trainer can make the 60-hour training effective.

Good trainers are the mentors. One respondent from the Deputy Commissioner Office had this point to share:

“There is a saying that the average trainer tells, the good trainer explains, the superior trainer demonstrates, and the great trainer inspires. This is a 60-hour training programme. Capable trainers must have good interpersonal skills, including knowledge. We are all adult learners. Trainers have to adopt non-traditional style is here. The communication of the trainer has great impact on the trainee satisfaction. Trainers must foster a learning environment by motivating the trainees. For example, a trainer explained and conducted a role-play on how to manage the election, including legal framework, election administration, code of conduct for political parties and candidates, complaints and appeals of the election. He also shared the voting, counting and tabulation”.

Embedded in the above quotation is the trainer performance, style and characteristics. 60-hour training is an on-the-job training where adult and informed participants attend. Thus, apart from the knowledge criterion, the trainer requires soft skills and a high level of motivation. Here, trainers need to have great interpersonal skills. The adult learning situation requires trainers to find ways to motivate adults to participate, and finding a connection between the trainees and their goals is one of the best ways to do that. Understanding how best to train up adults can help trainers develop more effective training programmes. The respondent also shared how a trainer competently described the whole election management with real life examples. Thus, at the end of the session participants felt quite confident of conducting the election. The trainer is a person with basic social or psychological qualification (Bergo et al., 2006). Adults learn best when adults are respected. Therefore, training style should be characterized by mutual respect, trust, confidence, comfort, collaboration, and freedom to participate. Apart from interpersonal communication skills, a number of respondents posted in the ministries referred to using training aid for the trainers.

One respondent from the Ministry of Education adumbrated:

“There is a relation between the salary/honourarium of trainers and the quality of training. Training differs significantly from other professions in that the training job requires knowledge, communications skill, mentoring skills and unique training content. Salary/honourarium for trainers has simply not increased enough. Higher salary/honourarium for trainers would have a significant impact on their quality”.



The above quotation resonates with the need to reform public pay and honorarium policy. Low public sector salary/ honourarium is a problem in attracting qualified trainers. Honourarium given to trainers in exchange for their service should be commensurate with their academic profile and performance. If the compensation is fair, then the trainers will be motivated to improve their performance in the future. According to OECD (1997, p.23), “[P]otential trainers should be identified within the academic sphere; the expertise of associations should be utilised as well. An adequate pay structure .... be implemented to ensure that teaching the public service is not regarded as the domain of a ‘spent’ élite, but that it is in the general interest of all societal and political groups”. Thus, an adequate pay structure, commensurate with the academic qualification and expertise should be ensured to attract the trainers. However, the activities in this area have been ad hoc mostly in nature. Real salary/remunerations are significantly affected by the rate of inflation and increases in the consumer price index. In 2019, consumer price index for Bangladesh was 179.7 index. Consumer price index of Bangladesh increased significantly from 53.9 to 179.7 between 2000 and 2019 (Knoema, 2019). To address the above issues, civil service censuses should be conducted. Civil service censuses are often regarded as a first step in gathering data required to make necessary adjustments in public pay and remuneration policy. Such censuses should be conducted to adjust salary and honourarium for inflation.

#### 4.9.4 Training Objectives

Conversation with the government officials exposed that they require 60-hour long training for a number of reasons including the need to minimise the difference between actual performance and anticipated performance and respond to the changing circumstances. The training objectives of 60-hour long training are to address this. The training objectives must match knowledge and competence requirement of the trainees. According to I-Tech (2010), the training objective is a statement of what the trainees will learn as a result of engaging in a training activity. Majority of the respondents also shared that framing training objectives is one of the most critical steps in the training design process. When asked about this, one respondent from District Livestock Office expressed:

“Determining the proper training objectives helps to make training more effective. Training objectives aim at describing the specific outcomes that the training modules are intended to achieve. That is, training objectives need to focus on what the trainees will be expected to do after the training. The objectives of the 60-hour long training are practical. Objectives of the 60-hour long training are usually achieved because trainees can practice and apply the learnt knowledge and skills to the workplace.”

The above account indicates the benefit of framing smart training objectives. Well-constructed training objectives enable trainers to know what they will teach, participants to know what they will learn. Thus, training objectives are the clearly defined statements concerning what the participants must be able to achieve once the training is complete. Respondents adumbrated that improved employee performance is an indicator of the fulfilled objectives. They also shared that they learnt what was expected from the training and they were also able to transfer the training to the workplace. Thus, the role of training objectives is pivotal in making the training effective. Therefore, Miller (2002) posits that trainer must know how to make training interactive and useful by setting the training objectives beforehand. Regarding the training objective for the deputy secretary level of the 60-hour long training, one respondent from M/O Health shared:

“The training objective should be reviewed on a regular basis. In our case, it can be recast as; a) sharpen skills in the specific tasks for efficient functioning of the office; b) improve work behavior so that officials functions better to fulfill their potential and; c) develop innovative ideas to support the stakeholders”.

The respondent indicated two important abstract issues. First, the respondent laid bare the assumption of training needs analysis (TNA) when he mentioned, “[T]he training objective should be reviewed on a regular basis”. Training objectives are framed on the basis of the TNA. TNA helps to determine whether or not training is needed and if so, what type of training. Revised TNA leads to revised training objectives. There is a strategic part of TNA. According to the strategic component of TNA, it is necessary to perform a strategic review annually to ensure that resources are correctly distributed and that training activities, organisational requirement and training goals are clearly aligned (Salas et al., 2012). Noe and Colquitt (2002) maintained that properly communicating the training objectives to the trainees can increase trainees’ willingness and motivation to learn.

Second, the respondent established the missing link between the training objectives and job responsibilities. As the 60-hour training is a work-related training, and conducted at the trainees’ workplace, the job itself becomes an integral part of the training. The training objective then is to sharpen skills in the specific tasks such as *Secretariat Instruction, Annual Performance Agreement (APA) and Change Management* etc. Researchers and academics such as Carliner (2003), Kozlowski et al., (2001), and Kirkpatrick and Kirkpatrick (2006) posit that training objectives need to be constructed pragmatically so as to help participants comprehend how the training objectives relate to their job duties and responsibilities.

#### 4.9.5 Training Contents

Majority of the respondents shared that contents/curricula have been developed based on the target audience and that was done in 2016. Content is a key factor in determining the quality of training that occurs within the government offices. It is reported in the literature that content is important because it intends to:

- form the basis for training and assessment activities
- relate to the overall training goals and objectives

Previous studies indicate that the training programme's content would be successful if it emphasises concepts and methods as well as learning transition (Gauld & Miller, 2004). The content of training consists of training materials, such as handouts, training manuals, photographs, summaries, etc. (Carliner, 2003; Charney and Conway, 2005).

Conversation with deputy secretaries working in the ministries revealed dilemmatic issues of the 60-hour training. One deputy secretary from MoPA maintained:

“We are the mid-level officers. We are the government's working horses responsible for implementing the policy. Along with the senior bureaucrats, we also supervise the policy implementation. We are engaged with the implementation of the policies as project directors and deputy project directors. There should be important topics on project management skills. However, in the 60-hours training contents, there is a topic on preparation of project concept paper/TPP/DPP. Deputy Secretaries don't prepare TPP/DPP. Our subordinates prepare them. This topic should be deleted. Instead, topics such as ‘Monitoring and Evaluation of Projects’ and ‘Challenges of Project Management’ etc. should be selected as topics”.

The respondent's expressions revealed that relevance of training content is highly significant. Relevance of training content is determined by reviewing the tasks of the employees. Thus, through job-task analysis, tasks can be reviewed again and broken tasks down into a series of smaller steps to finalise the modules of the 60-hour long training. Relevant training contents can stimulate learning interest by showing the trainees the content's real-world connections that involves trainees in activities that inspire their creative applications.

Switzer et al. (2005) indicate that inadequate training materials in the training environment produce bad outcomes. Thus, content matters. It is a central component to every course. According to Davis (1993), in order to develop a relevant set of topics for a training course,

creating a list of all the content areas that are relevant to the subject of the course is a must. All it boils down to the fact that the choice of topics and their organisation is important in that it supports the training objectives for the course.

A number of respondents suggested to update the 60-hour training content for of the District Administration. According to a FGD held in the District Administration:

“The 60-hour training content for the officers of the District Administration is reasonable. However, it should be reviewed off and on. 60-hour training content is a living document that should grow and adapt with the external environment and the new scenario of the government. We feel that in the 60-hour training content for district administration, a topic titled ‘PDR Act’ should be included. In the field administration, we confront various types of disputes relating to debt which are payable to the government or any other person rather than the government. How to settle and determine various types of disputes relating to debt is a matter to learn. We need training on this issue to prevent crisis”.

The above argument unequivocally reflects the assumption that training content should be in tune with changing business environment as the 60-hour training content is a living document. 60-hour training programme will thrive if it embraces change, adapts training content, and train their employees to navigate the complexities of the market. 60-hour training content is a dynamic document because it can be updated according to the needs of the time; the training content must be at the centre of this growth and evolution, with skilled training professionals leading the way. Training content must keep evolving and responding to changing situations. Thus, the respondent suggested for the inclusion of the PDR Act (Public Demand Recovery Act) in the 60-hour training content for the officers of the District Administration. The objective of the PDR ACT is to settle and determine various types of disputes relating to debt which are payable to the government or any other person rather than the government. Officers working in the field, especially the assistant commissioners and executive magistrates are concerned with the quasi-judicial task.

Echoing the above spirit of updating of the 60-hour training content, majority of the respondents followed that three years have passed since the introduction of 60-hour training. Meanwhile, new scenarios have emerged in the governmental system. An act called ‘সরকারি চাকরি আইন ২০১৮’ has been promulgated. Civil servants need to know the latest development concerning the acts, rules and regulations. Because if they do not understand them, they can not apply them.

One respondent working in the UNO office pointed out:

“Grievance Redress System plays an important role in making grievance redressal more effective for the public service delivery. Grievance handling is a very sensitive area in the field administration. It is a platform for aggrieved parties to appeal to us if they are dissatisfied with a service. Focal points who are in charge of grievance redress system should be trained up in the Grievance Redress System”.

The respondent raised a call for reforms in the training content of the 60-hour training programme. 60-hour training content should have a service focus. In the theoretical literature, little attention has been paid to how to deliver better service to the citizens by dealing with grievances. Grievance Redress System (GRS) plays a key role in delivering government services and goods. There should be a discussion on how to deal with public grievance, staff grievance and official grievance. Strong collaboration and partnership between GOs and NGOs should be established that would create nation-wide awareness on grievance redress mechanism. Thus, the respondents proposed to introduce the GRS in the 60-hour training content for the officers of the District Administration. Article 21 the Constitution provides that every person serving the Republic has a duty to strive to serve the people at all times.

#### 4.10 Effects of Post-training Characteristics

Post-training characteristics incorporate the results/impact/outcome of the training programme. Outcome stage of Bushnell’s model incorporates the enduring outcomes of training, which are related with organisational performance, such as profit-making, satisfaction of customers and production increase (Bushnell, 1990; Jain, 2014). According to Stufflebeam’s CIPP model (1983) the product stage assesses the training impact with its training objectives (Brewer, 2007).

Discussion with respondents reveals that *training transfer*, *transfer climate* and *evaluation of training* constitute the most important post-training characteristics. Effects of each of the three post-training Characteristics are discussed below.

##### 4.10.1 Transfer of Training

Majority of the respondents were of the view that results of the training are the most important factor. Respondents asserted that the support from the organisation, supervisors and peers contributed to the positive training transfer. They can impact directly on whether trained skills are passed to the workplace. Respondents placed emphasis on the post-training organisational

support for implementing the outcome of training. One respondent from the ministry of Health and Family Welfare had this account to share:

“In the case of 60-hour training, trainers are mostly the supervising authority. The role of supervisory support is highly significant for the transfer of training. In this case, organisational sharing and support is positively related to post training outcomes as trainers are basically colleagues and supervisors. If there is negative response from the peers and supervisors, the training transfer is not possible”.

Firstly, ingrained in the above observation are the implications of the 60-hour training in terms of transfer of training and organisational support. This training focuses on the skills and knowledge – the trainer is primarily a knowledge-worker. It is a hands-on method of transferring the skills. Learning results are known to be the aim to pass training and skills to the job situation (Yamkovenko and Holton, 2010; Hutchins et al., 2013). Based on organisational support, such as peer support and supervisory support, the use of trained knowledge and skills can be transferred back on the job. In this case, the organisational support climate must ensure that trainees have supportive context to practice and apply what they learn in training.

Secondly, the above quotation reveals the negative role of opposition from the peers. Co-workers who did not participate in the 60-hours training might feel disadvantaged and consequently their hostile attitude adversely affected the motivation of the trainees to apply their learned knowledge and skills on the workplace.

A 60-hour trainee from the field administration was asked this following question: In contrast to non-trained officials, have you found any improvements in trainees who underwent 60-hour trainee ? In her own word:

“Motivational aspect, team spirit and job performance of officials who underwent 60-hour trainee are better than non-trained officials. I found some positive changes in their knowledge, behavior and attitude towards the service seeker”.

However, some responses were not positive. One respondent from the field administration had this account to share:

“Frankly speaking, it is immaterial whether or not the training purpose is matched, whether or not my organisational expectations are met by this training. I took part in the 60-hour training for securing the marks”.

The above two quotes revealed a mixed picture of the 60-hour training in terms of the training transfer. The first quote points to the assumption that training is the act of increasing knowledge and skills of an employee for doing a particular job (Flippo, 1984). Thus, emphasis has been on the issue of competency-based training which will lead to successful training outcome. Competency framework can identify the minimum competencies required to perform effectively the job.

The second quote reflects the other side of the 60-hour training. Data from the respondents reveal that fulfillment of mandatory 60-hour training quota has become a priority in the field administration. Participants of the Foundation Training Courses, who are sent to Deputy Commissioners' Office under Field Attachment Programme (five weeks of field attachment programmed) are enrolled in the 60-hour training programme. District evaluation committee (DEC) headed by the Deputy Commissioner (DC) evaluates the participant's performance. This serves the dual purpose - fulfillment of mandatory 60-hour training quota and fulfillment of Field Attachment Programme. However, this type of 60-hour training effort becomes less effective as it is tagged with the Field Attachment Programme. This adversely affects the ownership of the 60-hour training participants.

#### 4.10.2 Transfer Climate

Rouiller and Goldstein (1993) proposed the transfer climate construct. They claim that the degree to which trainees view the post-training environment (including the supervisor) as endorsing the training skills has a significant effect on whether those skills are being exercised and translated to the job tasks. Facticeau et al., (1992) advanced that organisational transfer climate such as the sub-ordinate and peer support is instrumental in the success of training transfer. One respondent had this account to share:

“However, when the new supervisor took over, the organisational climate was likely to change. Training results might start to falter as a consequence of new way of working. For example, when I was undergoing the 60-hour training, my new boss instructed me and asked for a progress report of some assigned job. So, I had to be away from the training for a couple of hours. It caused disturbance”

However, the second quotation signifies the consequences of wrong transfer climate in the non-transfer of training skills to workplace as the respondent commented, “[S]o, I had to be away from the training for a couple of hours. It caused disturbance”. The respondent adumbrated that if a supervisor wants a trainee to be sent out of training sessions and then instructs him/her to perform official business during training hours, the individual trainee would miss the instruction

time. This would deprive the trainees of leveraging their knowledge, skills and attitude (KSA) for improving the individual performance. Thus, wrong transfer climate may lead to non-implementation of training transfer. Trainees would fail to transfer the knowledge and skills immediately after the training. Employees who do not practice what they have learned during training, make the training ineffective.

Another respondent was of the view that transfer climate affects training effectiveness of the 60-hour training. When asked to elaborate, he commented:

“Successful training is not a one-off event but a process that considers important factors after training. Positive climate and contexts determine whether the trained skills are applied back on the job. For example, when I tried to introduce ‘5S’ in my office, I was encouraged by my supervisor. Introducing ‘5S’ is a sort of innovation as it is a new concept in Bangladesh. That particular supervisor used to conduct ‘innovation in service delivery’ in the 60-hours training programme. He had an innovation mindset. Thus, successful transfer of training happened and it is an indicator of the training effectiveness”.

The respondent raised the catalytic role of transfer climate of the 60-hour training programme in enhancing the responsive governance image of bureaucracy. The respondent brought to the surface the transfer climate discourse, which was initiated by the 60-hour training programme to look at management issues in a creative way. The 60-hour training programme has been effective in counterbalancing the collection of formal rules and multilayered hierarchies that appear to undermine public innovation (Halvorsen et al., 2005, cited in Sørensen & Torfing, 2012, p. 2) such as ‘5 S’. Thus, 60-hour training is effective only when the post-training characteristics such as transfer climate facilitate the transfer of training to the job-tasks.

The above quotation also invokes the assumption of the 60-hour training outcome in terms of transfer climate and culture. Tracey et al. (1995) carried out a significant study to examine the influence of the post-training climate environment (i.e., the transfer atmosphere)—particularly the role of supervisory support. They found that organisational transfer climate and culture contributed directly to post-training outcomes. According to Kontoghiorghes (2004), transfer is expedited by both a positive climate and work environment, in particular, environmental elements such as high job engagement and knowledge sharing, job design variables, i.e., flexibility, autonomy, and an organisational commitment to quality. In this case, the implementation of ‘5S’ was possible because the transfer is facilitated by both a supportive climate and organisational culture. According to Rouiller and Goldstein (1993), organisational



climate consists of conditions and effects that can either impede or help promote training transfer. Organisational transfer climate is described as working conditions influencing the generalisation and retention of knowledge and skills gained during training (Holton et al. 1997; Machin & Fogarty, 2004). Thayer and Teachout (1995) presented a transfer model of training transfer that advances a transfer-enhancing activities and climate for transfer as the influencing variables of training transfer.

#### 4.10.3 Evaluation of Training

Evaluating training effectiveness at multiple stages of the training programme is a critical factor. Kennedy et al., (2014) argues that evaluating training should focus on assessing training effectiveness in terms of how learned knowledge is reflected on the job situation and how that contributes to the organisation. A majority of the participants commented that evaluation of training is the key to unlocking the benefits of training. The fundamental goal of all training programmes including 60-hours training is to equip the employees with the skills and knowledge they require to perform their job. One respondent recounted:

“The success of the training depends on the application of the learnt skills and knowledge by the participants to the workplace. That’s where training evaluation comes in. By evaluating the process and results of the 60-hours training training programme, we get a clear picture of what the training actually accomplished. The old saying is certainly true in this case: what gets measured gets improved”.

Another respondent had this account to share:

“Training evaluation of 60-hours training is important as it allows us to continue organising training that works and to modify or discontinue training that does not work. We should evaluate 60-hours training at multiple levels”.

The above observation raises the important discourse of training evaluation as it facilitates assessing the effectiveness of the 60-hours training. Training evaluation is highly significant as it determines the usefulness of training. With the data and statistics collected via the evaluation, an organisation can determine whether the training organised was effectual (Farjad, 2012). However, to ensure the maximum effectiveness, “we should evaluate 60-hour training at multiple levels” – as the respondent suggested. By this, the respondent adumbrated that there should be pre-training, during-the-training and post-training evaluation of the 60-hour training. It has been found that nearly two-thirds of the total respondents expressed their view that intervention and facilitation at the pre-training stage of 60-hour training was satisfactory. It was

found that participants, supplied in the pre-training stage with information on training goal orientation do better than the ones who were not supplied with. Participants were highly satisfied with the training design of the 60-hours programme (78.94%) and had a high opinion because training design met their expectation. Most of the respondents (66.67%) expressed that objectives of the 60-hour training were achieved to a great extent. More than half of the respondents considered training contents constructive and pertinent. This means majority of respondents liked the 60-hour training course as they enjoyed the training contents. Nearly two-thirds of the respondents stated that training methodologies were appropriate. It is important to note that only 50.87% of the total respondents expressed satisfaction about the suitability of the physical environment.

The scenario before the 60-hour training was not satisfactory in all of the items and all improved after the intervention of the 60-hour training. The majority of the respondents (70.17%) expressed highest dissatisfaction and rated 'Training facilitates performing job or any part of it' poorly before the training. Only 29.83% of the respondents rated 'Training facilitates performing job or any part of it' highly before the training. In other words, 70.17% of the respondents conveyed that in terms of knowledge, skills and attitude 'Training did not facilitate performing job or any part of it' before the 60-hour training was conducted. However, after the 60-hour training intervention, the scenario of knowledge, skills and attitude improved convincingly and the rating for 'Training facilitates performing job or any part of it' increased to 68.42%. Only 31.58% of the respondents answered in the negative. 'Attitude towards client or service recipient' was as low as 66.67% before the training but it increased to 70.17% after the 60-hour training. Only 29.83% of the respondents answered in the negative regarding 'Attitude towards client or service recipient' after the 60-hour training was conducted. As many as 41 respondents representing 71.92% of the respondents expressed that 'Motivation for work performance' was low before the training but it increased after the training which was 73.68%. Majority of the respondents (68.42%) believed that 'Conception is well understood regarding job contents' was low before the training. However, after the training it increased to 70.17%. Most of the respondents (73.68%) expressed that they had poor 'Ability to understand the task' before the training. Conversely, 85.96 % of the respondents believed that their 'Ability to understand the task' increased after the training. Only 14.04% of the respondent had difficulty regarding 'Ability to understand the task' after the training. By analysing the above table one can effortlessly discern the sharp increase of KSA after the 60-hour training was delivered. Thus, training is inseparably linked with the improvement of KSA. KSA is highly significant as it represents the learning outcome. Employers need employees to fit in and get along well in terms of KSA in the workplace. Actually, workplace performance is the combination of KSA.

The 60-hour training has been rated highly by the respondents in terms of KSA. In other words, the above table clearly attributed reasons for poor KSA to the absence of the 60-hour training. The KSA improved noticeably after the 60-hour training was conducted. Because 60-hour training intervention happened. The knock-out effect is easily evident here.

Currently, the 60-hour training is not evaluated, which is a major weakness in terms of ascertaining whether or not this training is effective. Feedback from the participants necessitated the evaluation of 60-hour training at multiple levels (Formative evaluation and summative evaluation) that can make the training effective. Before-the-training, during-the-training and after-the-training assessment is not conducted for the 60-hour training. This is one of the weaknesses of the 60-hour training. Studies have also recommended assessing training effectiveness by conducting tests at pre-training, during-the-training and post-training stage (Ford and Kraiger, 1995; Cannon-Bowers et al., 1995). Therefore, this study examined the pre-training, during-the-training and the post-training characteristics to explore the effectiveness of the 60-hour training.

## **Chapter 5: Conclusion and Recommendations**

This study aims to examine the training effectiveness of the 60-hour training by mapping the training characteristics. Training characteristics consist of pre-training characteristics, during-the-training characteristics and post-training characteristics. The attributes that influence training outcomes in this study comprise: learning readiness of the trainees, facilitation and interventions at pre-training stage, environment of training, training method, performance and style of trainers, training objective, training contents and results (Bushnell's input, process, output model, 1990); CIPP model of Stufflebeam, 1983; Kirkpatrick, 1996)

### **5.1 Research Gap**

The area of training effectiveness model lacks in-depth research and sufficient evaluation models. It may be attributed to the fact that organisations only evaluate the effectiveness of the training at the end of the training programme. There is a gap in the extant literature because there is a body of research suggesting that previous research dealt mainly with assessing training effectiveness at the end of the training programme. Previous training evaluation research focused primarily on evaluating the effectiveness of training after training (post-test only) (Warr et al., 1999). Thus, further empirical research is needed. This work was therefore carried out with an emphasis on what happened before, during and after the 60-hour training.

Less empirical work has been conducted to explore the influence of characteristics of training on the outcome of training (Bates, 2004). Hence, further empirical studies need to be conducted to examine the influence of training characteristics (before, during and after the 60-hour training) on 60-hours training effectiveness. As a result, this research explored the training effectiveness of the 60-hour training by mapping the training characteristics (pre-training characteristics, during training characteristics and post-training characteristics).

In view of the literature review in chapter 2, this research proposed a theoretical framework in section 2.6. The conceptual framework's rationale was to respond to the research questions discussed in Chapter 1. The theoretical framework was validated through respondents. In light of the research questions, the main findings of this study are as follows:

### **5.2 Findings from pre-training characteristics on the effectiveness of 60-hour training**

Conversation with the respondents revealed that facilitation and interventions at pre-training stage, i.e., pre-training features had great influence on the effectiveness of 60-hour long training.

Preparing trainees before the training is highly important. Providing trainees with required information before the training and assisting them to achieve the training objectives is important in accomplishing the training effectiveness. Pre-training interventions represent activities that are done before a training programme begins. It helps to aid the transfer of training. The objective of pre-training intervention is to increase the usefulness of the training (Tannenbaum and Yukl, 1992).

Meanwhile, the findings indicate that facilitation and intervention at pre-training stage such as *learning readiness of the trainees*, *preparatory information* and *advance organisers* have profound influence on the effectiveness of the 60-hour training. Findings also offer an understanding of how *job-task analysis* affects the training effectiveness of the 60-hour training positively as one of the pre-training characteristics. Findings from the pre-training characteristics are discussed below.

#### Finding 1

##### 5.2.1 Influence of Pre-training Activity on 60-Hour Training

An interesting finding is that learning readiness is triggered by behavioural readiness. Behavioural readiness consists of trainees' pre-training ideas, perception or opinions on the 60-hour training programme that influences the effectiveness of the 60-hour training. The willingness of trainees to learn is related to the degree to which people are able to take part in training (Holton, 2005, p. 45). Findings suggest that participants are more likely to apply the knowledge and skills to their jobs, learned from the training programme, when they find the 60-hour training useful in terms of their job. Trainees find the 60-hour training useful when they have pre-training ideas, perception or opinions, communicated to them, prior to the training. Consequently, they develop behavioral readiness for learning. More than three-fifth of the total respondents found that 60-hour training was highly useful to their work once they had pre-training ideas. Hence, training effectiveness of 60-hours training is largely achieved by trainees' readiness for learning (Noe, 2010).

#### Finding 2

##### 5.2.2 Influence of Preparatory Information on Cognitive Readiness

Findings also suggest that preparatory information in the pre-training stage of 60-hours training, facilitated by the effective conveying of information is highly significant. The trainees of the 60-hours training should be notified before the training. Effective conveying of information on the benefits of training, prior to training thus makes the 60-hours training effective. Conveying of information also influences the cognitive readiness of the trainees. On the part of 60-hour

training, Cognitive preparation requires the pre-training awareness, abilities and skills (Chung, 2013). Acceptance letters/welcome letters sent by the organisers of the 60-hour training also increases the trainees' desire to learn, before they participate in a training programme (Facteau et al. 1995). This appropriate communication prior to training not only focuses on the benefits of training but it also enhances the effectiveness of the 60-hour training.

### Finding 3

#### 5.2.3 Advanced Preparation: The Learning Tool

Findings suggest that trainees need to refresh their memory as they are older adults. For this, they need a training preview prior to the training, in the form of the advanced preparation that is also called 'advanced organiser' in the training literature. An advanced organiser is an outline or framework of training content (Mayer, 1979), supplied to the trainees, in the pre- training stage. Trainees of the 60-hour training are mostly older adults. Indeed, in a recent study, Wolfson (2010) found that advanced organiser as a learning tool benefited the older learners more than the younger learners. The essential purpose of the advanced organiser is to harmonise the integration of new information (to-be-learned material) with trainees' present knowledge (Wolfson, 2010). Also, 60-hour trainees do have existing knowledge, since their work itself becomes a key part of 60-hour training.

### Finding 4

#### 5.2.4 The Usefulness of Cognitive Task Analysis (CTA): A Prelude to Effective 60-hours Training

Findings reveal that job-task analysis is the foundation of successful training. Tasks can be checked and modified at regular intervals through job-task analysis to finalise the modules of the 60-hour long training. Relevant training contents can stimulate learning interest by showing the trainees the content's real-world connections that involves trainees in activities that inspire their creative applications. Findings also suggest Cognitive Task Analysis (CTA) is a prerequisite for ensuring the effectiveness of the 60-hour training as it intends to unpack the expertise of the trainees. CTA is used for unleashing the cognitive processes involved in performing a job (Cooke, 1999). Sixty-hour long training's content for grade 9 and above is highly knowledge-based, requiring a cognitive strategy. Moreover, as majority of the trainees of the 60-hour long training belong to experienced older adult group having long-term memory, CTA would help them in activating cognitive processes.

### 5.3 Findings from ‘during-the-training characteristics’ on the effectiveness of 60-hour training

Findings indicate that there is a significant relationship between the during-the-training characteristics and the training effectiveness. Respondents identified environment of training, methods of training, performance and style of trainers, training objectives, training content and lack of proper attention to 60-hour training as the during-the-training characteristics.

#### Finding 1

##### Design of the Training Setting: Physical and Non-Physical Elements

Findings suggest the significance of the physical setting, social and psychological aspects of training environment. Training is necessarily interactive and a two-way traffic. Trainers and training organisers must ensure a good physical setting, positive learning culture and interaction, for successful training outcome. This learning culture and interaction/exchange should be supported by training aid/equipment and materials. Because using training aid/equipments saves time, adds interest and helps trainees learn sustainably, resulting in effective training. Adequate space, sufficient lighting and ventilation are also important. Kirkpatrick and Kirkpatrick (2006) also recommends the use of audio-visual aids in training programmes for better outcomes in the training.

#### Finding 2

##### Training Method: The Lack of Combination of Three Modalities

Findings reveal that the training methods used in the 60-hour training are conventional and limited with lectures. According to the manual, the training methods of the 60-hour training are exercise, practice-based and workshop. In other words, training methods of the 60-hour training should be based on experiential learning. However, in reality, these training methods are not used frequently. Therefore, training method needs to cover the combination of three modality – *learning by doing, learning by seeing, and learning by hearing*. The 60-hour training is an ongoing work-related training. It focuses on the work – the trainer is primarily a doer and the work is the first priority. It is a hands-on method of teaching the skills. Thus, lecture as a training method has serious limitations here. Rather, exercise, practice-based sessions and learning by doing, learning by seeing, and learning by hearing are the best methods in this situation.

#### Finding 3

##### Human Relations and Soft Skills as the Important Attribute of Trainer Performance and Style

Findings show that trainers should be capable of exhibiting human relations and leadership skills. Trainer performance influences the effectiveness of the 60-hour training. Trainers with strong interpersonal skills are able to achieve best results. Moss's (1993) identified successful trainer personality includes preparation and empathy for the trainees. Feedback from the respondents reveals that capable trainers perform a multitude of roles, including empathy building and lesson planning. Since the trainees are all adult learners, trainers need to adopt non-traditional style is here. Thus, apart from the knowledge criterion, the trainer requires soft skills and a high level of motivation. Nikadrou et al. (2009) advanced that the trainers' quality and performance influence the training effectiveness. Trainer performance and style results in transfer of training. The quality, performance and style of the trainers can influence the reaction of the trainee and the ultimate effectiveness of the 60-hour long training.

#### Finding 4

##### Poorly Constructed Training Objectives Lead to Poor Training Effectiveness

Findings support that the objectives of the 60-hour long training are practical. Objectives of the 60-hour long training are usually achieved because trainees can practice and apply the learnt knowledge and skills to the workplace. Findings also reveal that training objectives must focus on what the trainees will be expected to do after the training. Poor training objectives lead to poor effectiveness. Previous studies support that training goals have a major impact on training achievement; thus, training goals that are poorly framed have a negative impact on training results (Buckley and Caple, 2004; Goldstein and Ford, 2002).

#### Finding 5

##### Training Content: Redesigning the Content

Researchers such as Diamantidis and Chatzoglou (2014) have identified an important connection between the quality of the training contents and its application to tasks (learning results). In other words, the training transfer in the workplace is influenced by training content (Bates et al., 2007; Velada et al., 2007). Training content makes it happen because it is a living document. Findings also revealed that content of the 60-hour training should be in tune with changing business environment as the 60-hour training content is a living document. Thus, findings of the research suggest inclusion for the 'সরকারি চাকরি আইন ২০১৮', PDR Act, Monitoring and Evaluation of Projects' and 'Challenges of Project Management' and GRS. Benefits of framing smart training content are numerous. Well-constructed training content enable trainers to know what they will train, how they will train, and participants to know what they will learn. Thus, improved employee performance is an indicator of the transferred knowledge in the light of



training content. Research suggests that the adequacy of learning material is necessary to assess which expertise will be applied to the workforce (Yamhill and McLean, 2005; Hutchins, 2009).

#### Finding 6

##### Lack of Proper Attention to 60-hour Training

One important reason behind the low effectiveness of training is lack of attention to training (Kauffeld and Lehmann, 2010). Since 60-hour Training is organised at workplace, participants often get called away from the sessions by their supervisors and they get engaged in the file works. Subsequently, participants are unable to pay attention to the sessions as they miss the sessions. According to the policy of 60-hour training, every selected participant is required to attend the training programme. In the sessions, trainees are taught a variety of new skills, including leadership skills, problem solving, team management, ICT skills and communication skills, to name a few. Attention plays a vital role in training. Without good attention, training transfer is likely to be incomplete and ineffective. Thus, attention span must not be abused.

#### 5.4 Findings from post-training characteristics on the effectiveness of 60-hour training

##### Finding 1

##### Transfer of Training: A Determinant of Training Effectiveness of 60-Hours Training

Literature suggests that the effectiveness of training depends on transfer of training. Transfer of training is the extent to which knowledge, skills and attitudes learned in the training are applied on the job over a certain time period (Bates et al., 2012; Blume et al. 2009).

Both the positive and negative role about the transfer of training was found in this study. Supervisor and peer support was cited as facilitator to training transfer, which have also been evidenced in other researches (Meyer et al. 2007). Respondents recounted that supervisors played the role of the mentors in the 60-hours training.

Also, the negative role of opposition from peers in training transfer was identified in the study. As participants suggested that in the transfer process, they might receive non-cooperation, opposition or hostile behavior from their colleagues. Colleague's non-cooperation and unwelcoming attitude weakened trainees' motivation to apply their learned knowledge back on the job situation. Again, such non-co-operation and negative attitude had undesirable effects on the trainees, such as poor morale and anxiety (Hutchinson, 2010). The reasons for non-cooperation from colleagues were found as follows: Firstly, the nomination criteria for the 60-hours training are informal; secondly, transferring learned knowledge and skills might increase

colleagues' workload can result in non-transfer of the new knowledge. Thus, effective transfer of training is contingent on the co-operation from the co-workers.

## Finding 2

### The Catalytic Role of Transfer Climate: Career-related Training Outcome

Positive transfer climate and context determine whether the trained skills can be applied back on the job. It has been found that transfer is facilitated by both a supportive climate and work environment. It has been found that when supervisors and co-workers establish the link between the career development and the career-related training, the transfer climate becomes positive. Management needs to demonstrate that they are prepared to reinforce learning and provide appropriate tools and equipment. As suggested by one of the respondents that the introduction of the 5S was promoted by the management. Thus, transfer climate plays the catalytic role and leads to the maximum achievement of 60-hours training. Failure to do so will substantially impede transfer. Also, the consequences of wrong transfer climate would result in the non-transfer of training skills to workplace as the respondent commented, “[S]o, I had to be away from the training for a couple of hours. It caused disturbance”. Thus, right transfer climate is a must for transfer of training.

## Finding 3

### Evaluation of Training: What Gets Measured Gets Improved

Training evaluation refers to the systematic collection of data in order to answer the question(s) of whether learning objectives were achieved and/or whether accomplishment of those objectives resulted in enhanced performance on the job (Kraiger, 2002; Kraiger et al., 1993).

It has been found in the study that no initiative has been taken by the authority to evaluate the 60-hours training. There was no feedback mechanism for the 60-hours training, neither in the pre-training stage, nor in the during-the-training and nor in the post-training stage. However, a large body of researches finds that training evaluation has the following benefits: a) justifying the cost and benefits of training; b) giving feedback; c) transfer of learning; d) determining the effectiveness of training (Grove and Ostroff, 1991; Phillips and Chagalis, 1990; Baldwin and Ford, 1988; Kirkpatrick and Kirkpatrick, 2006)

## 5.5 Recommendations

Recommendations from the different stakeholders including the researcher have been presented.

- The positive role of peers in the 60-hour training: Colleague's non-cooperation and unwelcoming attitude weakened trainees' motivation to apply their learned knowledge back on the job situation. Support from colleagues, peers and supervisors positively affects and promotes the transfer of training. When trainees are supported by colleagues before, during and after the training, trainees are more likely to apply their learning learned from the 60-hour training. Therefore, colleague's cooperation should be ensured.
- 60-hour training as an urgent imperative: Civil service training is a vital tool for capacity building. A marked difference exists between the trained and untrained employees. In any organisation, the most important intervention to efficiency is training. 60-hour training imparts job-related knowledge and skills to employees so that they can perform correctly and efficiently. When civil servants undergo 60-hour training, they acquire new practical knowledge, insights and skills; they become more efficient, productive and dynamic. All the civil servants need to undergo 60-hour training in different batches. This will optimise their potential.
- Considering 60-hour training content as a living document: Content relevancy is a potential challenge to the 60-hour training. Training content should be revised and updated according to the needs of the job. Also, it is important to weigh the wants of the 60-hour trainees against the requirement of the organisations and various stakeholders. Therefore, it is important to know the functions that the various roles perform in order to create an updated training content. Prudent updating of training content is becoming increasingly necessary in this fast-changing environment. Keeping 60-hour training up-to-date with modern and reliable content would result in improved efficiency and performance. Since an organisation is the accumulation of its employees' achievements, organisations should regularly update the contents of 60-hour training to ensure that employees perform at their best in an ever-changing world of work. Thus, contemporary issues and new trends should be incorporated. 60-hour training should be in tune with changing business environment.
- Developing feedback mechanism/evaluation for the 60-hour training: 60-hour training has no feedback mechanism. There is no feedback mechanism neither in the pre-training stage, nor in the during-the-training and nor in the post-training stage. It is true that feedback is a "consequence" of performance. Training programmes without periodic feedback system may be ineffective. Thus, there should be a provision for evaluating the 60-hour training based on proper feedback/evaluation mechanism. Training evaluation entails determining whether or not it is successful in terms of achieving its objectives and transferring it to job site. This training evaluation is significant for 60-hour training, since they relate the present actions to future outcomes.

- Making a structured performance database for the 60-hour training: The coordinated output data would help the government cut costs and time as well. Before the 60-hour training programme begins, this data essentially tracks the previous performance data. This performance database should be developed based on the organised collection of structured information and data on the trainees' feedback on 60-hour training program in post-training situation. After the completion of 60-hour training program, trainees' feedback on their job performance in post-training situation would make a valuable database. The subsequent course management team of 60-hour training can access the database for future course design.
- Establishing a control group as an alternative evaluation method in the 60-hour training: A control group should be established consisting of staffs that do not attend the 60-hour training but are requested to participate in the evaluation. The evaluation method should compare the end result of the 60-hour trained staff and the control group for their performance in the workplace. This comparative study represents an effective tool for understanding the nuances of the 60-hour training. Comparing what happens when different course management teams conduct 60-hour training, provides useful information about the consequences of the same course in multiple settings.
- 60-hour training at the other nation building offices: 60-hour training is mandatory for all the government offices, including ministries and field administration. However, only the Deputy Commissioners' offices at the field administration level were found to conduct the 60-hour training on a regular basis. Other nation building offices should also conduct it regularly. When all the district and upazila nation building offices in the field administration can conduct the 60-hour training sequentially, the far-reaching influence of the 60-hour training on the public servants would be perceived on a greater scale across 64 districts. Thus, these offices should consider holding this training annually with due importance. This training will equip the staffs with skills, leading to the better understanding of their duties which, in turn boost their confidence.
- Updated Training methodology: Trainers must understand that training is different from teaching. Authority should appreciate that imparting KSA to participants requires certain strategies. These strategies for imparting KSA are called the training methodology. Traditional training methodology such as lectures, books and discussion leads to traditional learning, which is out of context experience. The generic objective of 60-hour training course is to impart knowledge, skills and attitudes (KSA). To address these, multiple training methodologies need to be incorporated into an integrated whole. In practice, training methodologies used in the 60-hour training are conventional and limited with lectures.

However, according to the manual, the training methods of the 60-hour training are exercise, practice-based and workshop. In other words, training methods of the 60-hour training should be based on experiential learning. More case studies, game-based training, job shadowing, simulation, experiential learning and workshops should be adopted. The above training methodology enables a trainee to closely watch others perform a particular task in a real-world setting. Consequently, a trainee can witness first-hand details of the job.

- Supervisors should not call the trainees away from the sessions: 60-hour training participants should not miss out on the training sessions. As 60-hour training is an OJT, supervising authority often call the participants away from the sessions and they give tasks and assignments to the trainees. Subsequently, trainees are unable to pay attention to the sessions as they miss the sessions. Trainee presence is an important criterion in terms of the interaction between the trainers and the trainees and interaction among the trainees.
- Selection of Good trainers: To ensure the effectiveness of the 60-hour training, it is necessary to select expert and relevant trainers. Good trainers should possess adequate knowledge of trainees' tasks, roles, and also technical knowledge of the training topics. High-quality trainers should be able to use a variety of training methodology. Fulfilling trainees' learning needs is an important criterion of a good trainer.
- Remuneration of trainers: Low public sector salary/ honourarium is a problem in attracting qualified trainers. Honourarium given to trainers in exchange for their service should be commensurate with their academic profile and performance. Real salary/remunerations are significantly affected by the rate of inflation and increases in the consumer price index. Civil service censuses should be conducted to address the issues of remuneration. Civil service censuses are often regarded as a first step in gathering data required to make necessary adjustments in public pay and remuneration policy.
- Cognitive Task Analysis (CTA): CTA should be done to ensure the effectiveness of the 60-hour training as trainees are mostly adults. Sixty-hour long training's content for grade 9 and above is highly knowledge-based, requiring a cognitive strategy. CTA is used by analysts to capture reliable and full explanations of decisions and cognitive processes.
- Training Needs Analysis (TNA): TNA should be conducted regularly before designing and implementing the 60-hour training. TNA is significant as it is concerned with the process of identifying KSA gaps before they become an organisational problem. Organising training programmes without TNA is a futile exercise. Thus, TNA is the basis of all training programmes.

- **Advanced Organisers:** Trainees should be provided adequate information concerning the training so that trainees can apply the new knowledge or skill at the job. Thus, trainees need to be informed before the training about all the aspects of the training

## 5.6 Theoretical implications

This study contributed empirically to the area of effectiveness of training assessment through the creation of a theoretical framework that explored the influence of training features/characteristics on the effectiveness of 60-hour training in the public sector in Bangladesh before, during and after training. This research is a significant assessment of impact of training characteristics on training effectiveness.

No empirical studies dealt with exploring the influences of features/characteristics of training on 60-hour training effectiveness before, during and after training, which are considered significant in a variety of contexts, such as Bangladeshi public sector. This research also has made analytical contributions to the training field by playing a catalytic role in public sector training in the area of training evaluation in Bangladesh.

## 5.7 Practical Implications

Glaser (1978) advises that the interpretive research findings should address how this research affects practitioners. The research provides useful and practical implications in designing effective training programmes for facilitators, training designers and organizers. The findings of this study suggest remarkable relationships between the characteristics of training such as pre-training, during-training, and post-training. Moreover, this study highlights the different stages of the training features that can affect training effectiveness of the 60-hour training. Therefore, understanding the influence of training characteristics would help the trainers, organisers and supervising authority in designing a proper 60-hour training programme. Training features of the three phases used in this research suggested that the evaluation of training is a must. Therefore, training professionals should conduct training assessments before, during and after training in order to achieve the maximum usefulness of the 60-hour training.

## 5.8 Research Limitations

### 5.8.1 Theoretical Limitations

This work has drawbacks that need to be researched in future research. First, this work only explores the effect of training characteristics/features on the effectiveness of 60-hour training in

the public sector, which may restrict generalisability. It is likely that the characteristics will be dissimilar in organisations that are outside the public sector. Thus, further examination is required to solidify the general applicability of the theoretical framework.

Secondly, this work simply explored general influences of features/characteristics of training like *learning readiness of the trainees, facilitation and activities at pre-training stage, and job-task analysis, cognitive task-analysis, environment of training, training methods, performance and style of trainers, training objectives, transfer of training, transfer climate and evaluation of training* that have an important bearing on the effectiveness of 60-hour training. Therefore, future research may investigate the effects of different training characteristics such as *training leadership*.

### 5.8.2 Methodological Limitations

Research analysis was carried out on the basis of the influence of training characteristics on the effectiveness of training in the public sector in Bangladesh, which limits research generalisability (Cole et al., 2006). It is uncertain whether the same trend in different cultures would have the same effects.

### 6.0 Areas for Further Research

Time and resource limitations have played their part in limiting this work within a narrow 60-hour training area rather than extending conceptual testing across the entire bureaucracy, i.e. all levels of the civil service. Further work can be carried out to seek wider theoretical sampling, which in this analysis was not possible.

Additionally, the theoretical framework of this study should be examined in other types of private organisations in order to improve generalisability. It is likely that employees who serve in private organisations will react differently. In addition, future research areas may concentrate on developing a theoretical model for additional elements of training, such as training leadership.

## Reference

- Ampaipipatkul, W. 2004, 'A study of content and training methods for a five-day trainer course' (An unpublished master's thesis), viewed 03 January 2018 <http://www.li.mahidol.ac.th/thesis/2547/cd364/4436194.pdf>
- Armstrong, M. 2001, *A Hand Book of Human Resource Practice*, Kogan Page, London, UK.
- Armstrong, M. 2006, *Strategic Human Resource Management: A Guide to Action*, 3rd Edition, Kogan Page, London, UK.
- Bandura, A. 1977, 'Self-efficacy: Toward a unifying theory of behavioral change', *Psychological Review*, vol. 84, no.2, pp. 191-215.
- Baldwin, T., & Ford, J. K. 1988, 'Transfer of training: A review and directions for future research'. *Personnel Psychology*, vol. 41, no.1, pp, 63-105.
- Bates, R. A. Holton, E.F. III, Hatala, J. P. A. 2012, 'A revised learning transfer system inventory: factorial replication and validation', *Human Resource Development International*, vol. 15, no. 5, pp. 549–69.
- Bergo, C., Bogdándi, I., Fischer, U. Ch., Gombkötö, E. H., Jung, C., Košir, M., Michaelis, T., Morand-Aymon, B., Nägele, D., Passa, A., Paulos, C., Ries, J. and Salovaara, A. 2006, *Training Concept for the promotion of social and personal skills in socially disadvantaged young adults as a basic condition for lifelong learning*, viewed 04 January 2018 [http://www.pro-skills.eu/manual/ProSkills\\_Manual\\_English.pdf](http://www.pro-skills.eu/manual/ProSkills_Manual_English.pdf).
- Subedi, B. S. 2004, 'Emerging Trends of Research on Transfer of Learning', *International Education Journal*, vol. 5, no. 4, pp. 591-599.
- Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. 2009, 'Transfer of training: a meta-analytic review', *Journal of Management*, vol. 36, no.4, pp. 1065–1105.
- Carliner, S. 2003, *Training Design Basics*, American Society for Training and Development, Alexandria, VA, USA.
- Celestin, B. N. and Yufen, S. 2018, 'The Influence of Pre-training Factors on Motivation to Transfer Learning at the Post Training Stage' *Human Resource Research*, vol. 2, no. 1, pp.1-17, DOI, <https://doi.org/10.5296/hrr.v2i1.12483>.
- Certo, C. S. and Certo, T. S. 2006, *Modern Management*, 10th edition, Prentice Hall, New York, USA.
- Chen, G. & Klimoski, R. 2007, 'Training and development of human resources at work: Is the state of our science strong?' *Human Resource Management Review*, vol. 17, no. 2, pp. DOI: 10.1016/j.hrmr.2007.03.004.
- Chlivickas, E., Marcelien, K. & Vaitenkovaite, R. 2002, *Civil Servants ' Training Strategy as a Precondition for Improving the Quality of Public Administration ( Lithuania ' s*



- Example*), viewed 03 January 2018  
<https://pdfs.semanticscholar.org/f32e/69e00f2e771fc9e0ea868dae0e11344bbd90.pdf>.
- Chung, Y. 2013, 'Trainee Readiness for Diversity Training', *Journal of Diversity Management*, Vol. 8, no. 2, pp. 77-84.
- Cole, G.A. 2002, *Personnel and human resource management*, 5th Edition, York Publishers, London.
- Cooke, N. J. 1999, 'Knowledge elicitation', in F. T. Durso (eds.), *Handbook of applied cognition*, pp. 479–509, Wiley, New York.
- Davis, B. G. 1993, *Tools for teaching*, Jossey-Bass, San Francisco.
- Desimone, R. L., Werner, J. M., and Harris, D. M. 2002, *Human resource development* 3rd edition, Harcourt College, Harbor Drive, Orlando.
- De Rijdt, C., Stes, A., van der Vleuten, C., & Dochy, F. 2013, 'Influencing variables and moderators of transfer of learning to the workplace within the area of staff development in higher education: Research review', *Educational Research Review*, vol. 8, pp. 48-74.
- Devos, C., Dumay, X., Bonami, M., Bates, R., Holton III, E. 2007, 'The Learning Transfer System Inventory (LTSI) translated into French: internal structure and predictive validity', *International Journal of Training and Development*, vol. 11, no. 3, pp.181-199.
- DeVries, P.B. Jr., Eschenbrenner, A.J. Jr, & Hendrick, W. R. 1980, *Task Analysis Handbook*, Air Force Systems Command, Brooks Air Force Base, Texas.
- Drucker, P. 2001, *Eficiența factorului decizional ("The efficiency of the decision makers")*, Bucuresti, Editura Destin.
- Dysvik, A. & Kuvaas, B. 2008, 'The relationship between perceived training opportunities, work motivation and employee outcomes', *International Journal of Training and Development*, vol. 12, no. 3, pp. 138-157.
- Elangovan, A. R., & Karakowsky, L. 1999, 'The role of trainee and environmental factors in transfer of training: An exploratory framework', *Leadership and Organization Development Journal*, vol.20, no. 5, pp. 268-27
- Facteau, J. D., Dobbins, G. H., Russell, J. E. A., Ladd, R. T., & Kudisch, J. D. 1995, 'The influence of general perceptions of the training environment on pretraining motivation and perceived training transfer', *Journal of Management*, vol. 21, no. 1, pp. 1–25.
- Farjad, S. 2012, 'The evaluation effectiveness of training courses in University by Kirkpartick Model', *Periodica - Social and Behavioral Sciences*, vol. 46, pp. 2837 -2841.
- Flipppo, E.B. 1984, *Personnel Management*, 6th Edition, McGraw Hill Book Company, New York.

- Franceschini, F., and Terzago, M. 1998, 'An application of quality function deployment to industrial training courses', *International Journal of Quality and Reliability Management*, vol. 15, no. 7, pp. 753-768.
- Georgopoulos, B. S. and Tannenbaum, A. S. 1957, 'A Study of Organizational Effectiveness'. *American Sociological Review*, vol. 22, no. 5, pp. 534-540.
- GoB (Government of Bangladesh) 2009, *Establishment Manual*, Volume 1.
- Grove, D, and Ostroff , C. 1991, 'Training evaluation', in Wexley, K.N. (ed.), *Developing Human Resources. ASPA Handbook of Human Resource Management*, BNA Books, Washington, DC.
- Hackbarth, G., Dow, K. and Janvrin, D. J. 2010, *The Influence of Training Environment on Trainee Expertise*, viewed 03 February 2018 [http://lib.dr.iastate.edu/acct\\_pubs/4](http://lib.dr.iastate.edu/acct_pubs/4).
- Hoffman, R. R., & Lintern, G. 2006, 'Eliciting and representing the knowledge of experts', in K. A. Ericsson et al., (eds.) *Cambridge handbook of expertise and expert performance*, pp. 203–222, Cambridge University Press, New York.
- Holton, E. F. I., Bates, R. A., & Ruona, W. E. A. 2000, 'Development of a generalized learning transfer system inventory', *Human Resource Development Quarterly*, vol. 11, no. 4, pp. 333-360.
- Hutchinson, M. Wilkes, L. Jackson, D. and Vickers, M. H. 2010, 'Integrating individual, workgroup and organizational factors: testing a multidimensional model of bullying in the nursing workplace'. *Journal of Nursing Management*, vol. 18, no. 2, pp. 173–81.
- ILO (International labour Organization) 1998, *Human Resource Development in the Public Service in the Context of Structural Adjustment and Transition*, viewed 06 April 2018, <http://lib.ewubd.edu/sites/default/files/Harvard%20Referencing%20Style%20Guide%20Final.pdf> .
- I-Tech (International Technical and Education Centre for Health) 2010, *Writing Good Learning Objectives*, viewed 08 April 2019, <https://targethiv.org/sites/default/files/file-upload/resources/TIG%204%20Learning%20Objectives%202010.pdf>.
- Kirkpatrick, C., Mann, P. 1999, 'Knowledge, training and development: An overview', *public Administration and Development*, vol. 19, pp.1-3.
- Kirkpatrick, D. L. 1996, "Great ideas revisited: Techniques for evaluating training program", *Journal of Training and Development*, vol. 19, pp. 1-3.
- Kirwan, C., & Birchall, D. 2006, 'Transfer of learning from management development programmes: Testing the Holton model, *International Journal of Training and Development*, vol. 10, no. 4, pp. 252-268.
- Knowles, M. S. 1984, *The Adult Learner: A Neglected Species*, 3rd edition, Gulf, Houston.

- Kozlowski, S.W.J., Gully, S.M., Brown, K.G., Salas, E., Smith, E.A., and Nason, E.R. 2001, 'Effects of training goals and goal orientation traits on multi-dimensional training outcomes and performance adaptability', *Organizational Behavior and Human Decision Processes*, vol. 85, no. 1, pp. 1–31.
- Lewis, C.T., Garcia, J. E. & Jobs, S. M. 1990, *Managerial Skills in Organization*, Allyn & Bacon, London.
- Low, J. 2000, 'The value creation index', *Journal of Intellectual Capital*, vol. 1, No. 3, pp. 252 – 262, DOI 10.1108/14691930010377919.
- Lujan, H. L., & DiCarlo, S. E. 2006, 'First-year medical students prefer multiple learning styles', *Advancements in Physiology Education*, vol. 30, pp. 13-16.
- Mac Farlane, C. 1844, *Our Indian Empire Its History and Present State From the Earliest Settlement of the British in Hindostan to the Close of the Year 1843*, Volume II, Charles Knight and Compay, London.
- Machin, M. A., & Fogarty, G. J. 2004, 'Assessing the antecedents of transfer intentions in a training context', *International Journal of Training and Development*, vol. 8, no. 3, pp. 222-236.
- Nassazi, A. 2013, 'Effects of training on employee performance evidence from uganda', Master's Thesis, vaasan Ammattikorkeakoulu University of applied sciences, Finland, Viwed 8 December, 2019, <https://core.ac.uk/download/pdf/38098025.pdf>.
- PATP (Public Administration Training Policy) 2003, Government of Bangladesh, Dhaka.
- Pfeffer, J. 1994, *Competitive Advantage through People*, Harvard Business School Press, Boston, MA.
- Perrow, C. 1972, *Complex Organizations: A Critical Essay*, Scot, Foresman & Co IL.
- Raymond, J. S. 2010, *Human Resource Management*, John Wiley & Sons, London.
- Ritter, F. E., Nerb, J., Lehtinen, E., & O'Shea, T. M. (Eds.) 2007, *In order to learn: How the sequence of topics influences learning*, Oxford University Press, London.
- Decenzo, D. A., Robbins, P. S., and Verhulst, S. L. 1999, *Fundamentals of Human Resource Management*, John Willy & Sons, Toronto.
- Sripirabaa, B., Sridevi. K. 2010, 'An investigation of the training practices in a Garment Manufacturing Unit', *Journal of Indian Management and strategy*, 8M, vol. 15, no.1, pp 4-14.
- GoB (Government of Bangladesh) 1989, Personnel Manual, O&M Wing, Ministry of Establishment, Chapter 8, p. 46.
- Hulicka, I., & Grossman, J. 1967, 'Age group comparisons of the use of mediators in paired-associate learning', *Journal of Gerontology*, vol. 22, pp. 46-51.

- Kauffeld, S., & Lehmann, N.W. 2010, 'Sales training: Effects of spaced practice on training transfer', *Journal of European Industrial Training*, vol. 34. no.1, pp. 23–37.
- Kirkpatrick, D. L. and Kirkpatrick, J. D. 2006, *Evaluating training programs: the four levels*, 3rd edition, Berrett-Koehler Publishers, San Francisco, CA
- Kirkpatrick, D. L., and Kirkpatrick, J. D 2016, *Kirkpatrick's Four Levels of Training Evaluation*, Berrett-Koehler Publishers, San Francisco
- Klein, G., & Militello, L. G. 2001, 'Some guidelines for conducting a cognitive task analysis', in E. Salas (ed.), *Human/technology interaction in complex systems*, Vol. 1, pp. 161–197. Elsevier, London, England.
- Knoema, 2019, Bangladesh - Consumer Price Index, viewed 08 April 2020, <https://knoema.com/atlas/Bangladesh/topics/Economy/Inflation-and-Prices/Consumer-price-index>
- Lave, J. and Wenger, E. 1991, *Situated Learning: Legitimate peripheral participation*, Cambridge University Press, Cambridge.
- Merton R.K., Fiske M. & Kendall P.L. 1990, *The Focused Interview: A Manual of Problems and Procedures*, 2nd edition. Free Press, New York.
- Meyer E, Lees A, Humphris D, Connell NA 2007, 'Opportunities and barriers to successful learning transfer: impact of critical care skills training', *Journal of Advanced Nursing*, vol. 60, no. 3, pp. 308–16.
- Mishra, L. 2016, 'Focus Group Discussion in Qualitative Research', *TechnoLEARN* vol. 6, no. 1, pp. 1-5
- Morgan, D. 1996, 'Focus groups', *Annual Review Sociology*, vol. 22, pp. 129–152.
- Müller, W. 2008, 'Der Lehrer auf der Bühne des Klassenraums. Wirkungen der Raumregie' [Teacher on Stage of the Classroom. Effects of the Stage Directions], *Pädagogik*, vol. 60, pp.26-30.
- Nickels, D. 2009, *The effects of training on employee performance*, viewed 03 January 2019, <http://blogs.payscale.com/compensation/2009/09/effects-of-training-on-employee-performance.html> 8.
- OECD (Organization for Economic Co-operation and Development) 1997, *Country Profiles of Civil Service Training Systems*, Sigma papers No. 12, viewed 03 January 2020, <https://www.oecd-ilibrary.org/docserver/5kml6g5hxl6-en.pdf?expires=1618223091&id=id&accname=guest&checksum=ADCCE8C733A0C9E311B462A4A62CC139>

- Phillips, J.J. and Chagalis, G.P. 1990, 'Evaluation of HRD Programs: Quantitative and Qualitative', in Nadler, L. and Nadler, Z (eds). *The handbook of human resource development*, pp. 33- 35, John Wiley & Sons, New York.
- Roebuck, T. 1819, *The annals of the College of Fort William From the Period of its Foundation to the Present Time*, The Hindostani Press, Calcutta.
- Sapru, R. K. 1985, *Civil Service Administration in India*, Deep and Deep Publication NewDelhi.
- Sauz on, H., Claverie, B., & N'Kaoua, B. 2006, 'Age differences in the organization and acquisition-forgetting processes in a multi-free-recall task', *Current Psychology Letters: Behaviour, Brain and Cognition*, vol. 18, no. 1, pp. 1-11.
- Salas, E., Tannenbaum, S. I. and Kraiger, K. & Smith-Jentsch, K. 2012, 'The science of training and development in organizations: what matters in practice', *Psychological Science in the Public Interest*, vol. 13, no. 2, pp.74-101.
- Siddiquee, N.A. 2003, 'Human resource management in Bangladesh civil service: Constraints and contradictions', *International Journal of Public Administration*, vol. 26, no. 1, pp. 35–60
- Storr, L. and Hurst, K. 2001, 'Developing a quality assurance framework for in-service training and development', *Quality Assurance in Education*, vol. 9, no. 3, pp. 132 – 138.
- Tracey, J. B., Hinkin, T. R., Tannenbaum, S., & Mathieu, J. E. 2001, 'The influence of individual characteristics and the work environment on varying levels of training outcomes', *Human Resource Development Quarterly*, vol. 15, no. 2, pp.153-70.
- Thayer, P. W., & Teachout, M. S. 1995, *A climate for transfer model (AL/HR-TP-1995-0035)*: Technical Training Research Division, Armstrong Laboratory, Brooks Air Force Base TX.
- Witte, K.L., Freund, J.S., & Seby, R.A. 1990, 'Age differences in free recall and subjective organization', *Psychology and Aging*, vol. 5, pp. 307-309.
- Workforce.com, (May 22, 2006), "Special report: Training and Development)
- Wright, P. and Geroy, D.G. 2001, 'Changing the mindset: the training myth and the need for Word class performance', *International Journal of Human Resource Management*, vol. 12, no. 4, pp. 586-600
- Kirkpatrick, C and Man, P 1999, 'Knowledge, training and development: an overview public administration and development', *Public Administration Development*, vol. 19, pp.1-3
- Roberts, Lon 1994, *Process Reengineering: the Key to Achieving Breakthrough Success*, Milwaukee, Wisconsin, ASQC Quality Press.
- Salas, E., & Cannon-Bowers, J. A. 2001, 'The science of training: A decade of progress',

Annual Review of Psychology, vol. 52, pp.471–499.

Scarborough, E. and Tanenbaum, E. 1998, *Research Strategies in the Social Sciences: A Guide to New Approaches*, Oxford University Press, New York.

Younis, T. A. and Mostofa, I. M. D. 2000, *Accountability in Public Management and Administration in Bangladesh*, Ashgate Publishing Company, Burlington.

Zhang, G., Griffith, R., Metcalf, D., Zeller, N., Misulis, K., Shea, D., & Williams, J. 2009, *Assessing service and learning of a service-learning program in teacher education using mixed-methods research*. Paper presented at the American Education Research Association Annual Conference, San Diego, CA.