

Final Research Report

on

Application of Learnings by the Participants of the Training Courses Conducted by RPATCs

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-The Research Team

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Executive Summary

Despite the growing importance of training, the evaluation of training is very rarely done. It is supposed that training helps to build skilled, qualified and capable human resources to ensure organizational performance. It is also thought that training ensures better value for time and money in any organization. To develop knowledge, skills and attitude RPATCs as regional organization of BPATC conduct training programmes and organize seminars/workshops for the employees of different tiers of the government at regional level. In 2013-16 RPATCs have conducted training programmes through 11 training courses excluding seminars/workshops. Literature shows that no empirical study has been conducted to evaluate to what extent the trainees have applied their knowledge, skills and attitude learnt through training courses. From this perspective the present study intends to evaluate how far the trainees are applying the knowledge, skills and attitude they have learnt through training using level 3 of the Kirkpatrick's Four-Level Training Evaluation Model. The study also looks for identifying the barriers in using the knowledge, skills and attitudes they have developed in the training courses.

Both primary and secondary data has been collected for the study. Primary data has been collected through a semi-structured interview schedule. A total 140 respondents have been interviewed; among them 105 were trainees of Modern Office Management Course, ICT and e-Governance Management Course, Basic Office Management Course, and Staff Development Course and 35 were either controlling officers or supervising officers of the trainees. Different records and related documents have been used as secondary sources of data. Moreover, 10 case studies have been conducted with the trainees of RPATCs as per the recommendation delivered in the faculty seminar of BPATC. SPSS has been used in the research work and data has been presented through frequencies, tables, diagrams, etc.

The study shows that 99.05% of the trainees have mentioned that they are using the learnt knowledge, skills and attitude in the work places in different scales which have been supported by 91.43% of the controlling officers/supervisors. It is found that 25.71% of the trainees mentioned that they are being supported by the controlling officers/supervisors to apply the learnt knowledge, skills and attitude whereas 42.86% replied negatively and the rest 31.43% of trainees placed no comment. As sustainability matters, in the case of sustainability of the learnt

knowledge, skills and behavior, responses were almost similar. 97.14% trainees felt that the change in behavior and new level of knowledge is sustained that is supported by 94.28% controlling officers/supervisors. With the enhanced knowledge and skills it is supposed that the performance of the trainees will be improved. Among the trainees 97.14% have observed positive change in their performance due to participation in different training programmes while 85.71% of the controlling officers/supervisors thought the same and 11.43% did not admit this statement. 68.57% of the trainees replied that they received recognition/reward that is basically appreciation for their change of behavior whereas 31.43% replied negatively. It is found from the responses of the trainees that 97.14% of them have received overall organizational support supported by 82.86% of the controlling/supervising officers.

In the case of applying learnt knowledge, skills and attitude the barriers identified by the trainees are mainly lack of logistics, negative mind set up of the colleagues, lack of internet facilities, lack of scope of work, negative organizational culture and lack of ICT knowledge. Among the trainees 24.76% have mentioned that they have deficiency in logistics followed by the same number the stereo mind set up of the colleagues while 10.48% trainees converse about lack of scope to use knowledge and around 5% about lack of internet facilities.

With view to applying acquired knowledge, skills and attitude in the workplaces for behavioral change 31.43% have suggested to ensure proper logistics in the office, 20% for ensuring favorable work environment followed by 9.52% to practice what has been learnt, 3.81% to change of mindset of the employees in the office, 1.90% in each case to create scope to use knowledge, skills and attitude in the office and uninterrupted broadband connection and 0.95% has suggested to ensure posting in the similar place while 26.67% for arranging refreshers courses for better application of the existing learnings. Concurrently 74.29% controlling officers/supervisors have suggested for more practice by the trainees in the office followed by 22.86% for proper logistic support by the office and 20% have recommended for change of mind set of the trainees. Sharing of knowledge and organizational support is also importantly mentioned by 17.14% and 14.29% respectively while 25.71% have recommended for refreshers training.

Based on the findings the research team suggests to ensuring logistics, creating congenial work environment, short training for changing mind set up of the controlling /supervising officers and

other employees, motivating trainees in practicing the learnt knowledge, skills and acquired attitude by the concerned office, writing letters time to time by RPATCs for motivating the trainees through creating a database, gearing up participants in sharing their learnt knowledge, skills and attitude to others in the workplaces, introducing recognition and reward system in all offices for good service delivery, ensuring financial incentives in all offices, introducing NIS award in all offices to motivate the employees for good deeds, making organizational culture more systematic and integrity based to remove the errors in the service delivery system. The researchers also suggest that authority should create more scopes of work for employees so that they can get more scope to be a part of systematic culture. With a view to achieving better results from the imparted training, refreshers training of the duration of 5-8 days may also be arranged for the trainees by the RPATCs. BPATC and Government need to pay proper attention in this regard. The study findings can be used for further development of the training courses. These can also guide in speeding up further research in this field for more evidences.

Acronyms and Elaborations

Acronym	Elaboration
APA	Annual Performance Agreement
ASTD	American Society for Training and Development
BPATC	Bangladesh Public Administration Training Centre
CIPP	Context, Input, Process, Product
DO	Demi-Official Letter
e-Governance	Electronic Governance
GoB	Government of Bangladesh
ICT	Information and Communication Technology
IPO	Input, Process, Output, Outcome
MoE	Ministry of Establishment
MoEdu	Ministry of Education
MoPA	Ministry of Public Administration
MS Access	Microsoft Access
MS Excel	Microsoft Excel
MS PowerPoint	Microsoft PowerPoint
MS Word	Microsoft Word
MTBF	Mid Term Budgetary Framework
NIS	National Integrity Strategy
PATP	Public Administration Training Policy
PPA	Public Procurement Act
PPR	Public Procurement Rules
RPATC	Regional Public Administration Training Centre
RPATCs	Regional Public Administration Training Centres
TQM	Total Quality Management
TVS	Training Validation System

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Chapter 1

Introduction - Setting the Scene

1.1 Prelude

Growing attention is seen in training in the world to improve the performance of human resources to achieve the desired level of effectiveness and to attain organizational success. The significance and value of training have long been recognized. Given today's business climate and the exponential growth in technology with its effect on the economy and society at large, the necessity for training is more evident than ever (McClelland 2002).

Training is responsible for building up skilled, qualified and capable people, which helps organizations to improve their performance and adapt to any new change. This is why successful organizations spend a great deal on the training and development function (Broad & Newstrom 1992 quoted in Cekada 2010). Capacity building and training are prerequisites to economic and social development as recognized by the World Bank (World Bank 2006 quoted in Gordon and Chadwick 2007). For development, employees to attain new knowledge and technology, culture building and organizations arrange different job training courses for improvement of staff performance (Berzegar and Farjad 2011).

Organizations require considering some important issues as they face the future: incessant technological change; the mounting removal of trade barriers; the consequent globalization; the precariousness of customer demand within existing markets (Luoma 2000; Ulrich 1997). These constant changes have challenged organizations to learn how to manage their businesses and services in the context of these continuous unpredictable changes, to learn how to confront these changes quickly and successfully. It is argued that in order for an organization to achieve its objectives and goals, it needs to consider the important role of its employees; it needs highly competent, skilled and trained employees. Considering these issues, like other countries the Government of Bangladesh has placed due attention to the immense requirement of training of its employees. Article 21 of the constitution of the People's Republic of Bangladesh states that every person in the service of the republic has a duty to strive at all times to serve the nation (GoB 2010).

Therefore, service to the people is a constitutional obligation of every public servant of Bangladesh. For rendering better services to the people government has considered training as one of the major instruments for human resource development. Training does not only enhance the knowledge and skills of the public servants but also changes the attitude towards providing better services. Hence, the Government of Bangladesh has declared its firm determination and commitment to gearing up and introducing training activities in order to enhance administrative and management capacity of public servants, augment productivity in all sectors, alleviate poverty, reduce unemployment and achieve sustainable and balance development to meet the challenges of 21st century in the Public Administration Training Policy of 2003 (MoE 2003) which has been reaffirmed in the 7th Five Year Plan of 2016-2020 (GoB 2015).

Governmental agenda detailed in the Vision 2021, Perspective Plan (2010-2021), Seventh Five Year Plan, and development objectives emphasized on other documents include acceleration of pro-poor economic growth, income and employment generation; strengthening human development capacities of the poor; provision of opportunities to protect the poor or the vulnerable. The objectives also include reducing the gender gap in development; improving governance to enhance the voice of the poor in decision-making processes. But the country cannot achieve the set goals and objectives automatically. For this, the government has undertaken certain reform agenda to enhance efficiency and effectiveness as well as the governance of management. The effective implementation of the reform agenda requires efficient public management, effective accountability framework and a stronger system to assess the expected outcome for each and every economic, social and service delivery aspect. This has been intensified at the Bangladesh Public Administration Training Centre through its integrated training policy for the public servants of all levels.

Bangladesh Public Administration Training Centre is mandated to provide training to government, autonomous body and non-government officials. The institution imparts training to government officials usually of grade 9 to upward at the main campus. As part of greater responsibility, BPATC also imparts training to regional level officials and staff usually from grade 8-20 through different training courses at its 4 RPATC's namely Dhaka, Chittagong, Rajshahi and Khulna. These RPATC's spent Tk. 23,81,26,168.00 from 2010-11 financial year to 2014-15 for imparting training to employees of regional levels. RPATCs conduct training

through as many as eleven courses and four workshops/seminars as per the RPATC Training Calendar 2014-15. 1,16,065 employees from earlier class I to class IV have been trained up by the RPATCs till 2013-14 financial years through 3,868 training courses. In the 2014-15 financial year 3,508 employees have received training while 2,873 employees received training from July 2015 to April 2016 through 11 training courses excluding workshops in the 4 RPATCs. It is seen that a mammoth number of employees have received training in the 4 RPATC but to what extent the trainees have applied their knowledge, skills and attitude developed through training courses conducted by the RPATCs have not been evaluated so far the literature shows. Evaluation of training is crucial for ensuring better value for time and money etc. in any organization. The present study, therefore, intends to evaluate how far the trainees are applying the knowledge, skills and attitude they have developed through training in RPATCs using level 3 of the Kirkpatrick's Four-Level Training Evaluation Model of Professor Donald Kirkpatrick. The model was published in 1959 and updated in 1975 and 1994. Level 3 of the model helps to gather tangible information on how trainees apply their learnt knowledge, skills and attitudes after they return on the job receiving training (Kirkpatrick Partners 2009).

1.2 Statement of the Problem

Public servants need capacity development to serve the people. The training policy in Public Administration stressed on awakening talent, skill, developing the creativity and raising the commitment among the persons serving the nation. It is recognized that training is the major instrument for human resource development. The Government, in line with her Public Administration Training Policy (MoE 2003) has declared her firm commitment to gear up and orient training activities. The objectives of PATP are to enhance the capacity of the public service so that a congenial atmosphere is developed among the public servants and an appropriate atmosphere is created in the public offices.

The Seventh Five Year Plan also stresses the efficiency of public servants for economic development and better service delivery to the citizens. As it states, "Effective implementation of programmes and policies in the 7th Plan demands focused attention to good governance, by raising public administration capacity and productivity, while ensuring effectual monitoring and evaluation of public sector programmes. In essence, the Government's scope to meet the desired milestones of Vision 2021 – articulated under the "Perspective Plan of Bangladesh 2010-2021"-

critically depends on addressing key governance challenges, namely, deficiencies in public administration capacity, shortcomings in economic management, and gnawing malfeasance affecting performance across all segments of public administration”(GoB 2015).

In line with the constitution, the Vision 2021, the Perspective Plan (2010-21), mid-term and short-term plans and PATP, BPATC, the apex training institution of the country conducts training both at the main campus at Savar, Dhaka and at the four RPATC’s located in Dhaka, Rajshahi, Chittagong and Khulna divisional headquarters. The RPATCs usually plan and conduct numerous training courses at regional levels according to the needs of regional level government employees (BPATC 2015).

Government has been spending enormous money for imparting training to the employees through RPATC’s but to what extent the trainees are applying the learnt knowledge, skills and attitudes and what are the barriers in applying those have been assessed neither by the MoPA nor by BPATC or by any independent organization although it is a crucial part of any training cycle or processes. Hence, the present study sought to explore these untouched critical issues using Level 3 of the Kirkpatrick’s Four-Level Training Evaluation Model.

1.3 Rationale of the Study

Bangladesh which was a developing country has now been recognized as a lower middle-income country by the World Bank. It has been possible due to the continuous development effort, proper human resource management and good governance in administration despite the huge imbalance between population and the area of the country. The Government cherishes to turn the country into a ‘Digital’ one by implementing the Vision 2021 and thus a middle-income country by 2021. The Government also cherishes to make Bangladesh a developed country by 2041. To fulfill these dreams skilled public servants are must with a view to managing the huge population, effective uses of natural and human resources, managing public and private sectors as well as executing development programs are crucial.

For managing the evolving needs of imparting better training to the employees, the evaluation of training is critically important. Thus the rationale of this study comes from the increasing interest of the training institution to improve the performance of human resources to achieve the desired level of effectiveness and to attain success in the organization. The study expected to know to

what extent the employees are applying their knowledge, skills and attitudes learnt through different training courses in the RPATCs and thus the behavior changes of the trainees. The study also wanted to find out the barriers in applying the knowledge, skills and attitudes in their workplaces. The findings of the study will help in sharing the results of the training courses for the stakeholders in order to support their future policy-making based on evidence.

Therefore, the study is expected to contribute towards further study along with enrichment of knowledge which may also be used in different purposes of BPATC.

1.4 Objectives of the Study

The objectives of the study are:

- a) To explore what extent the employees apply their knowledge, skills and attitudes learnt through the training courses conducted by RPATCs;
- b) To identify the barriers which hinder the employees in using the knowledge, skills or attitudes they have received in the training courses organized by RPATCs.

1.5 Research Questions

- a) To what extent the employees apply their knowledge, skills and attitudes learnt through the training courses conducted by RPATCs?
- b) What are the barriers that hinder the employees in using the knowledge, skills or attitudes they have received in the training courses organized by RPATCs?

1.6 Scope of the Study

The study has covered all the RPATC's for data collection and analysis but due to time and resource constraint, it was not possible to cover all the trained up personnel for data collection. Participants of 10 training courses from the RPATCs have been chosen through purposive sampling for data collection. Level 3 of the Kirkpatrick's Four-Level Training Evaluation Model has been applied in the research work. Level 1, Level 2 and Level 4 have not been used in the study. But what the trainees have learnt from the courses relevantly sorted out in the study. The study has covered relevant policies, course contents, organizational vision, mission, and expectations in order to explore tangible information. The scope of the study also extended to suggest recommendations for the decision makers to implement for better organizational

performance. It may also draw key attention for further research in evaluating training courses conducted by the RPATCs.

1.7 Methodology, Sample Size and Data Collection Techniques of the Study

Level 3 of the Kirkpatrick's Four-Level Training Evaluation Model has been applied in the study. Qualitative and Quantitative approach has been used for the study. Both primary and secondary data has been used for the research work. Primary data has been collected through a semi-structured interview schedule. The researchers have also carried out a content analysis of the training courses. The interview schedule for collection of data has been finalized after a pre-test. Total 140 respondents have been interviewed for collecting data as the primary source. Data has been collected from 105 participants received training in the financial year of 2013-14 and 2014-15 through using purposive sampling technique and also from their 35 controlling officers/supervisors at the workplaces. 10 training courses of four categories have been covered for data collection. The training courses which have been covered for the study are: a. Modern Office Management Course for class-1 and class-2 officers and the equivalents (4 courses) b. ICT and e-governance course for class-1 and class-2 officers and the equivalents (4 courses) c. Basic Office Management Course for class-III employees (1 course) and d. Staff Development Course for class IV employees (1 course) held in the aforementioned financial years conducted by 4 RPATCs.

Different records and related documents have been used as secondary sources of data. Moreover, 10 case studies have been conducted with the trainees of the 4 RPATCs.

All data has been quantified and thereafter analyzed through frequencies, tables, diagrams, etc. Higher level statistical software SPSS has been used in the research work.

1.8 Limitations of the Study

Level 3 of the Kirkpatrick's Four-Level Training Evaluation Model has only been applied in the study which covers to what extent the trainees apply the learnt knowledge, skills and attitudes achieved from the training courses and thus the behavioral changes of the trainees. So, it does not focus a complete evaluation. Another limitation of the study is that it could not cover all the trainees for interviewing. 105 trainees from the 10 courses of 4 categories and 35 controlling/supervising officers of the trainees have been possible to bring under interview network.

A Review of Selected Literature

2.1 Necessity of Training and Government's Priority in Bangladesh

The Government desires to turn the country into a middle-income country by 2021 and also cherishes to make Bangladesh a developed one by 2041. The Perspective Plan (2010-21) states “Vision 2021 calls for Bangladeshi socio-economic environment to be transformed from a low-income economy to the first stages of a middle-income nation by the year 2021, when poverty would have all but disappeared, where society would be full of caring and educated, people living healthy and happy lives. In line with constitutional obligations and international commitments to human rights, Bangladesh in 2021 shall be a country in which (i) every citizen has equal opportunities to achieve his/her fullest potential; (ii) all citizens enjoy a quality of life where basic health care and adequate nutrition are assured; (iii) all citizens have access to a modern, technical, and vocational education tailored to meet the human resource needs of a technologically advancing nation; (iv) sustainability of development is ensured through better protection from climate change and natural disasters; (v) there is respect for the principles of democracy, rule of law, and human rights; (vi) gender equality is assured; so are the rights of ethnic populations and of all other disadvantaged groups including persons with disability; and (vii) the diversity and creativity of all people are valued and nurtured” (GoB 2012). Implement of Vision 2021, the Perspective Plan and the underlying five-year development plans and the SDGs 2030 of UN will not be possible without fundamental reforms of core institutions, improvement in public administration capacity and a strong anti-corruption strategy. Hence, it is to be said from a practical point of view that capacity building relies on the quality of institutions.

Training has also been emphasized on the Seventh Five Year Plan as it states (GoB 2015), “Effective implementation of programs and policies in the 7th Plan demands focused attention to good governance, by raising public administration capacity and productivity. In essence, the Government's scope to meet the desired milestones of Vision 2021 – articulated under the Perspective Plan of Bangladesh 2010-2021- critically depends on addressing key governance challenges, namely, deficiencies in public administration capacity, shortcomings in economic

management, and gnawing malfeasance affecting performance across all segments of public administration.”

Precisely, to fulfill the dreams of the nation requires good governance, competent employees and corruption-free administration with a view to managing huge population, best use of resources, managing public and private sector as well as executing development agenda detailed in the vision 2021, Perspective Plan (2010-2021), Seventh Five Year plan, SDGs for 2030 of the UN and in other policy documents. To achieve the national goals, Government has emphasized on capacity development of the employees. In building capacity of the public employees, BPATC and its RPATCs play the key role through imparting training to them. The present study intends to find out the application of learnings by the participants received training conducted by 4 the RPATCs.

2.2 Training Programmes of RPATCs

BPATC envisions to become a centre of excellence for developing patriotic, competent and professional civil servants dedicated to public interest through imparting quality training and development programmes, conducting research, publishing books and journals and extending consultancy services for continuous improvement of public service delivery system, establishing effective partnership with reputed institutions of home and abroad for developing organizational capacity and promoting a culture of continuous learning to foster a knowledge-based civil service (BPATC 2015).

RPATCs are mandated to impart training to the support staff and officials of the Government at the regional level as well as to organize workshop/seminars on contemporary issues with a view to improving knowledge, skills, efficiency and managerial ability of the officers and staff working at field level. They conduct specialized courses for officers and staff of various government, semi-government and autonomous organizations. The training courses are mostly skill oriented. Employees of private sector organizations may also participate in the training courses either on payment or at free of cost as per decision made by BPATC. The clients of RPATCs are junior to mid-level officers, support staff of earlier class III and IV. The duration varies from 1 day to 3 weeks. Some of the courses are held more than once in a training calendar. RPATC training courses are to expose participants to the real-life situation with regard to their

respective workplaces. Usually, BPATC designs the training courses for RPATCs but RPATCs are permitted to redesign and update course contents and reschedule course conducting time to accommodate the changing requirements and demands of the clients. All four RPATCs have IT facilities and other modern materials for imparting training.

2.3 RPATC Training Courses

The Training Calendar of RPATCs 2014-15 (BPATC 2014) and related reports show that they have conducted the following courses:

Table 1: RPATC Training Courses Name, Duration and Category of Employees

Sl.	Name of Course	Duration	Category of Employees (Earlier Class)	Remarks
1.	Modern Office Management Course	12 days	Class I and II officers and the equivalents	Courses are the same for all RPATCs and contents are also the same for all courses.
2.	Financial Management Course	12 days	Class I and II officers	
3.	Conduct and Discipline Course	5 days	Class I and II officers	
4.	ICT and e-Governance Management Course	12 days	Class I and II officers and the equivalents	
5.	Communicative English Course	12 days	Class I officers and the equivalents	
6.	Basic Office Management Course	19 days	Class III Employees	
7.	Computer Application and English Language Course	19 days	Class III Employees	
8.	Basic Conduct and Discipline Course	5 days	Class III Employees	
9.	Basic Financial Management Course	19 days	Class III Employees	
10.	Staff Development Course	5 days	Class IV Employees	
11.	Computer Literacy Course	5 days	(SSC passed) Class IV Employees	

Besides the courses, RPATCs have conducted 4 workshops on Right to information, Women and Child Rights, MTBF, PPA 2006 and PPR 2008.

2.4 Selected Training Courses for the Study and their Contents

Based on the courses conducted by RPATCs, four categories of courses and total 10 courses have been selected for the study:

Table 2: Selected Training Courses for the Study

Sl.	Name of Course	Duration	Category of Employees	Date of Course Held	Participants Attended the Course
1.	Modern Office Management	12 days	Class I and II officers and the equivalents	27 April-08 May 2014 in Dhaka and Rajshahi RPATC, 07-18 September 2014 in Chittagong RPATC and 26 April-07 May 2015 in Khulna RPATC	Dhaka 34 Chittagong 29 Rajshahi 23 Khulna 15
2.	ICT and e-Governance Management	12 days	Class I and II officers and the equivalents	April 12-23, 2015 in Dhaka and Khulna RPATC, 10-21 May 2015 in Chittagong RPATC, 15-26 June 2014 in Rajshahi RPATC.	Dhaka 43 Chittagong 30 Rajshahi 45 Khulna 28
3.	Basic Office Management	19 days	Class III Employees	April 5-23, 2015 in Dhaka RPATC	Dhaka 55
4.	Staff Development	5 days	Class IV Employees	May 18-22, 2014 in Dhaka RPATC	Dhaka 45
Total trainee					= 347

2.4.1 Objectives and Contents of Modern Office Management Course

2.4.1.1 Objectives of the course:

- a) To enhance participants' knowledge and skills with regard to the proper applications of government systems and rules;
- b) To enable participants to identify and analyze the communication process and behavior patterns of management practices; and
- c) To equip participants to utilize information communication technology in office management.

2.4.1.2 Contents of Modern Office Management Course

Table 3: Contents of Modern Office Management Course

Module Name	Contents	Session Code	Total Session
Official Rules	Salient features of the Constitution of Bangladesh	01.01	07
	General conditions of Service	01.02	
	Recruitment, Training and Promotion procedures	01.03	
	The Government Servants (Conduct) Rules, 1979	01.04	
	The Government Servants (Discipline and Appeal) Rules, 1985	01.05-06	
	Leave Rules, 1959	01.07	
Official Procedures	Introduction to Secretariat Instruction, 2008	02.01	09
	Forms of Written Communication (Official Letter, DO and Office Memorandum)	02.02	
	Writing Note, Draft and Summary	02.03	
	Rules of Business, 2008	02.04	
	Conducting Meeting, Preparing Working Paper and Writing Minutes	02.05-06	
	Office Inspection	02.07	
	Citizen Charter	02.08	
	Office Manner and etiquette	02.09	
Organizational Process	Human Resource Management and Planning	03.01	09
	Managerial Leadership	03.02	
	Motivation, Supervision and Coordination	03.03	
	Team Building	03.04	
	Decision Making Process	03.05	
	Delegation of Administrative and Financial Authority	03.06	
	Time Management	03.07	
	Performance Evaluation and Annual Confidential Report (ACR) writing	03.08	
	TQM for Modern Office Management	03.09	
Financial Rules and Procedures	General Financial Rules	04.01	08
	Treasury Rules	04.02	

Module Name	Contents	Session Code	Total Session
	Public Procurement Act, 2006 and Public Procurement Regulations 2008	04.03	
	Budget and Budgetary process of Bangladesh	04.04	
	Audit and settlement of audit objections	04.05	
	Pay fixation	04.06	
	Pension and gratuity	04.07	
	General Provident Fund, Benevolent Fund and Group Insurance Rules	04.08	
Information and Communication Technology	MS Word	05.01-02	07
	MS PowerPoint	05.03-04	
	MS Excel	05.05-06	
	Email and Internet Browsing	05.07	

2.4.2 Objective and Contents of ICT and e-Governance Management Course

2.4.2.1 Objectives of the course:

To enable participants to use ICT effectively and efficiently for official purposes.

2.4.2.2 Contents of ICT & e-Governance Management Course

Table 4: Contents of ICT and e-Governance Management Course

Module Name	Contents	Session Code	Total Session
Essential ICT Skills	Operating System	01.01	27
	Familiarization with keyboard and practicing typing tutor	01.02-05	
	Essential ICT Skill: MS Word	01.06-09	
	Essential ICT Skill: MS PowerPoint	01.10-13	
	Essential ICT Skill: MS Excel	01.14-16	
	Essential ICT Skill: MS Access	01.17-21	
	Essential ICT Skill: Browsing the Internet and using email	01.22-23	
	Using Bangla Keyboard	01.24-27	
e-Governance and ICT Development	ICT for Development: Policy of the Government of Bangladesh and challenges	02.01	04
	ICT as a means for good governance and service delivery	02.02	
	Improving service delivery through ICT	02.03	

Module Name	Contents	Session Code	Total Session
	in Bangladesh		
	Basic Networking: Hardware and Software	02.04	
PC Hardware and Troubleshooting	Basics of ICT: Computer Hardware and Software	03.01	05
	Installation, auto hardware detection and assembling	03.02	
	Identification of Hardware and Software related problems	03.03	
	Solution of hardware and software related problems	03.04	
	Solution of Network related problems	03.05	

2.4.3 Objectives and contents of Basic Office Management Course

2.4.3.1 Objectives of the course

- a) To provide participants with detailed ideas of the working procedures of Ministry/Division/Department/Directorate/Semi-Government and Autonomous Bodies;
- b) To acquaint participants with different aspects and procedures of personnel and office management; and
- c) To enhance participants knowledge and skills on elementary issues related to financial management.

2.4.3.2 Contents of Basic Office Management Course

Table 5: Contents of Basic Office Management Course

Module Name	Contents	Session Code	Total Session
Personnel Management	General Conditions of Service	01.01	12
	Recruitment, Seniority and Promotion Rules	01.02-03	
	The Government Servants (Conduct) Rules, 1979	01.04	
	The Government Servants (Special Provision) Ordinance 1979, The Public Servants (Dismissal on Conviction) Ordinance 1985, The Public Employees (Punctual Attendance) Ordinance, 1982	01.05	

Module Name	Contents	Session Code	Total Session
	The Government Servants (Discipline and Appeal) Rules, 1980	01.06	
	Leave Rules	01.07	
	Joining Time	01.08	
	Government Servants Welfare Measures	01.09	
	Accommodation Rules, Instructions relating to the use of Government Transports	01.10	
	Ethics, Manner and Etiquettes	01.11	
	Role of Government Servant in dressing, cleanliness and environmental development	01.12	
File and Record Management	Office Procedures (Receipt of daily mails, distribution and diarizing, opening a new file, referencing and indexing)	02.01	06
	Submission of files and movement of files, classification and preservation of files and records	02.02	
	Weeding and destruction of files, different registers, maintenance and preservation of registrars	02.03	
	Issuance of letters, use of stamps and maintenance of accounts	02.04	
	The Archive Act	02.05	
	Service Book maintenance	02.06	
Administrative Communication	Forms of written communication (Office letter, Demi-Official Letter & Office Memorandum writing).	03.01	06
	Writing Office Order, Circular, Press Note etc.	03.02	
	Writing Note and Un-official Note	03.03	
	Summary Writing, Preparation and Drafts	03.04	
	Techniques of writing reminder and its issuance	03.05	
	Use of Telephone, Fax, E-mail	03.06	
Store Management	Purchasing and Preservation of goods	04.01	07
	Distribution and maintenance of accounts of stationeries	04.02	
	Writing Tender Notice, Preparation of	04.03-04	

Module Name	Contents	Session Code	Total Session
	comparative statements and work orders		
	Purchase and Distribution of Dresses and Liveries of the Government	04.05	
	Maintenance of Furniture and Equipment	04.06	
	PPA-2006/PPR-2008	04.07	
Financial Management	Important Aspects of Financial Rules	05.01	15
	Treasury Rules	05.02	
	Responsibilities of Departmental Heads and Drawing and Disbursing Officers	05.03	
	Pay Fixation Rules	05.04	
	Travel Allowances Rules	05.05	
	Pension Rules	05.06	
	Preparation of Bills	05.07	
	Writing and Maintenance of Cash Book and other Registers	05.08	
	Maintenance of Government Accounts and Auditing System	05.09	
	Raising of Audit objection and its disposal	05.10	
	General Provident Fund Rules, Group Insurance and Benevolent Fund Rules	05.11	
	Time Scale, Charge Allowance, Advance, Encashment of Leave, Subsistence Grant, Lump Grant, Fees and Honorarium	05.12-13	
Budget, Classification of Budget, Preparation and Approval of Budget Estimate	05.14-05.15		
Computer Application in Office Work	Introduction to Computer: Hardware components and operating system	06.01-02	20
	Familiarization with keyboard and practicing typing tutor	06.03-06	
	MS Word	06.07-10	
	MS Excel	06.11-13	
	MS PowerPoint	06.14-16	
	Using Bangla Keyboard	06.17-19	
	E-mail & Net Surfing	06.20	

2.4.4 Objectives and Contents of Staff Development Course

2.4.4.1 Objectives of the Staff Development Course

- a) To provide participants with knowledge regarding some basic regulations; and
- b) To increase participants awareness about etiquettes and manners.

2.4.4.2 Contents of the Staff Development Course

Table 6: Contents of Staff Development Course

Module Name	Contents	Session Code	Total Session
Important Rules and Service Norms	General Conditions of Services	01.01	14
	Recruitment, Seniority and Promotion Rules	01.02	
	The Government Servants (Conduct) Rules, 1979	01.03	
	The Government Servants (Discipline and Appeal Rules), 1985	01.04	
	The Public Employee (Punctual Attendance) Ordinance, 1982	01.05	
	The Government Servants (Special Provision) Ordinance, 1979	01.06	
	Leave Rules, 1959	01.07	
	Pension Rules	01.08	
	Welfare measures of Government Employees	01.09	
	Instructions regarding dresses and liveries of Class IV employees	01.10-11	
	Duties and responsibilities of Class IV employees	01.12	
	Principles regarding behavior with superiors and other people	01.13	
	Ethics, Manner and Etiquettes	01.14	
	Computer Application	Introduction to Computer: Hardware Components	
Familiarization with keyboard and Practicing Typing Tutor		02.02-06	
MS Word		02.07-12	

2.5 Training Evaluation Approaches/Models and the Selected Model for the Study

Measuring effectiveness and impact of training is crucial with a view to receiving a good return. To set the measurable output/outcomes of any training programmes there are a number of recognized approaches/models/methods for training evaluation.

Mainly there are six general approaches to educational evaluation (Bramley1991; Worthen & Sanders 1987). They are as follows:

- Goal-based evaluation
- Goal-free evaluation
- Responsive evaluation
- Systems evaluation
- Professional review and
- Quasi-legal

The Goal-based and systems-based approaches are principally used in the evaluation of training (Philips 1991). Different frameworks for the evaluation of training programmes have been proposed under the influence of these two approaches. The most influential framework has come from Kirkpatrick (Carnevale & Schulz 1990; Dixon 1996; Gordon 1991; Philips 1991, 1997). Kirkpatrick's work generated a great deal of subsequent work (Bramley 1996; Hamblin 1974; Warr et al. 1978).

Kirkpatrick's model (1959) follows the goal-based evaluation approach and is based on four simple questions that translate into four levels of evaluation. These four levels are widely known as the reaction, learning, behavior, and results. Under the systems approach, the other most influential models include Context, Input, Process, Product (CIPP) Model (Worthen & Sanders 1987); Training Validation System (TVS) Approach (Fitz-Enz 1994); and Input, Process, Output, Outcome (IPO) Model (Bushnell 1990). Comparison of several system-based models with a goal based model is summarized in Table - 7.

Table 7: Comparison of Several System-based Models (CIPP, IPO, & TVS) with a Goal-based Model (Kirkpatrick's) to Evaluation

Kirkpatrick (1959)	CIPP Model (1987)	IPO Model (1990)	TVS Model (1994)
1. Reaction: to gather data on participants reactions at the end of a training program	1. Context: obtaining information about the situation to decide on educational needs and to establish program objectives	1. Input: evaluation of system performance indicators such as trainee qualifications, availability of materials, appropriateness of training, etc.	1. Situation: collecting pre-training data to ascertain current levels of performance within the organization and defining a desirable level of future performance
2. Learning: to assess whether the learning objectives for the program are met	2. Input: identifying educational strategies most likely to achieve the desired result	2. Process: embraces planning, design, development, and delivery of training programs	2. Intervention: identifying the reason for the existence of the gap between the present and desirable performance to find out if training is the solution to the problem
3. Behavior: to assess whether job performance changes as a result of training	3. Process: assessing the implementation of the educational program	3. Output: Gathering data resulting from the training interventions	3. Impact: evaluating the difference between the pre- and post-training data
4. Results: to assess costs vs. benefits of training programs, i.e., organizational impact in terms of reduced costs, improved quality of work, increased quantity of work, etc.	4. Product: gathering information regarding the results of the educational intervention to interpret its worth and merit.	4. Outcomes: longer-term results associated with improvement in the corporation's bottom line- its profitability, competitiveness, etc.	4. Value: measuring differences in quality, productivity, service, or sales, all of which can be expressed in terms of dollars.

Source: Eseryel, D 2002

2.5.1 Evaluation by Kirkpatrick's Four-Level Training Evaluation Model

In the study Level 3 of the Kirkpatrick's Four-Level Training Evaluation Model has been applied to evaluate the training courses conducted by RPATCs of BPATC. Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the ASTD, first published his Four-Level Training Evaluation Model in 1959 in the US Training and Development Journal. The model was later on updated in 1975 and again in 1994 at the time of his best known-work "Evaluating Training Programs"

Level 1 measures how the trainees reacted to the training. It is expected that the training will be a valuable experience; trainees will feel good to the instructor, the topic, the material, its presentation, and the venue.

Level 2 measures what the trainees have learned. How much has their knowledge increased as a result of the training? The measurement starts from the list of specific learning objectives of the training programme. It can be started in different ways on the objectives and depending on whether interested in changes to knowledge, skills, or attitude. It is important to measure this because knowing what trainees are learning and what they are not will help in improving future training.

Level 3 shows how far the trainees have changed their behavior based on the training they received. This level looks at how trainees apply the learnt knowledge, skills and attitude or information. It is essential to realize that behavior can only change if conditions are favorable. When we look at the behavior of the trainees and find that no behavior change has taken place, then we assume that trainees have not learned anything and that the training was ineffective. However, just because the behavior has not changed, it does not mean that trainees have not learned anything. It may happen because their boss would not let them apply new knowledge, or maybe they have learned everything they have been taught, but they have no desire to apply the knowledge themselves.

At level 4 the final results of the training are evaluated. This includes outcomes that the organization has determined to be good for the organization or business, good for the employees, or good for the bottom line (Kirkpatrick Partners 2009; Mind Tools No date).

Among the 4 Levels, Level 3 has been applied in the study to evaluate the behavior change of the trainees as they have received training in the RPATCs.

Discussion and Analysis

Based on Kirkpatrick's Four-Level Training Evaluation Model, the study was designed to evaluate the achievement of the 3rd level which looks for how far the trainees have changed their behavior based on the training they received in the RPATCs. Particularly it tried to find out how the trainees apply the learnt knowledge, skills and attitudes in the workplaces. What the trainees have learnt from the courses relevantly sorted out in the study. Two sets of interview schedule were prepared considering the extent of the use of the learnings, ability to teach their knowledge, skills or attitudes and their awareness regarding the changed behavior, etc. after training.

Interview Schedule Set 1 was developed for the participants of the training courses conducted by the RPATCs and Set 2 was developed for the controlling/supervising officers of the trainees at their workstations. Set 1 covers the knowledge learned, skills developed and attitude changed from the training as well as their scales of application, observance of performance improvement, dissemination of the learned knowledge, skills and attitude to others etc. It has tried to find out either overall organizational culture is supportive for any behavioral change along with recommendations. Set 2 covers the use of knowledge, skills and attitude by the trainees, their capability to train others, change of behavior as well as performance improvement in the workplaces and receiving support, recognition or reward from the boss along with overall organizational culture followed by recommendations. Moreover, 10 case studies have been conducted covering trainees of 4 RPATCs with a view to getting extra data and detail picture to enrich the study.

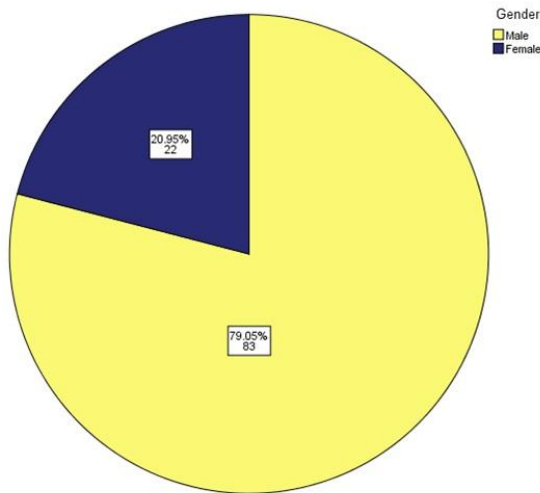
3.1 General Findings about the Respondents

Effective evaluation of any training programme mostly depends on the fair analysis of the respondents' learnings from the courses. From this perspective, the study was conducted to ensure gender parity, service status, workstation, geographical location of the participants of different courses and their controlling officers/supervisors and the time of organizing courses conducted by RPATCs.

3.1.1 Respondents by Gender

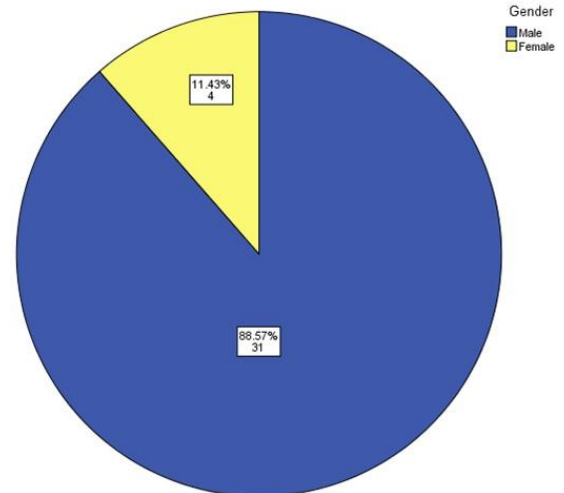
To ensure gender parity both male and female trainees and their controlling officers/supervisors were interviewed. Figure 1 shows that among the trainees 79.05% were male and 20.95% were female.

Figure 1: Gender wise representation of the trainees



Source: Interview of Trainees, 2017

Figure 2: Gender wise representation of the controlling officers/supervisors



Source: Interview of Controlling Officers/ Supervisors, 2017

On other hand, among the controlling officers/supervisors 88.57% were male and 11.43% were female (Figure 2).

3.1.2 Respondents by Designation and Working Stations

The trainees were selected from different categories which include steno typist, steno typist cum computer operator, junior assistant, office assistant, office secretary, assistant manager to assistant general manager, account assistants, accountants, accounts officers, teachers, assistant director to regional director, and sub-assistant engineers to executive engineers. Controlling officers/supervisors were also interviewed from a wide range. It includes headmistress, principal, superintendent, deputy registrar, deputy director to regional director and senior assistant secretary to the joint secretary.

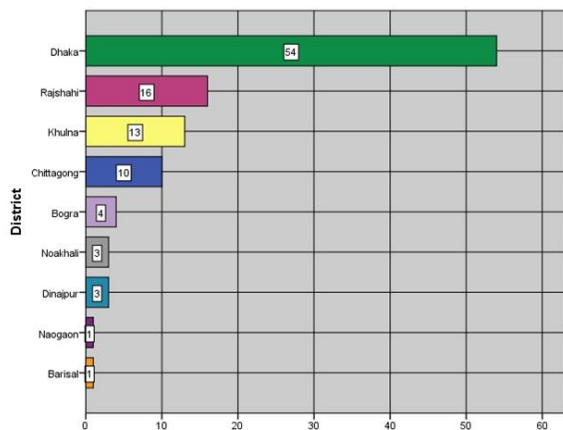
Trainees have responded from a wide range of organizations. It includes the officials from different departments, institutions as well as ministries which include Government Transport

Pool, Department of Government Accommodation, Bangladesh Betar, Bangladesh Tariff Commission, Trading Corporation of Bangladesh, Bangladesh Children Academy, Bangladesh Chemical Industries Corporation, Bangladesh Railway, Bangladesh Land Port Authority, Bangladesh Inland Water Transport Authority, Bangladesh Standards and Testing Institution, Bangladesh Textile Mills Corporation, Bangladesh Parjatan Corporation, Department of Public Works, Livestock, Agriculture, Food, Environment, Cooperatives, Family Planning, Office of the Deputy Commissioner, Ministry of Finance, Ministry of Road Transport and Bridges, Ministry of Information, Ministry of Women and Children Affairs, Ministry of Shipping, Ministry of Social Welfare, Ministry of Civil Aviation and Tourism, Ministry of Water Resources, and Power Division. A number of trainees/employees have also been selected from different educational institutions namely Rajshahi University, Bogura Azizul Haque College, etc. for the interview.

3.1.3 Respondents by Locations

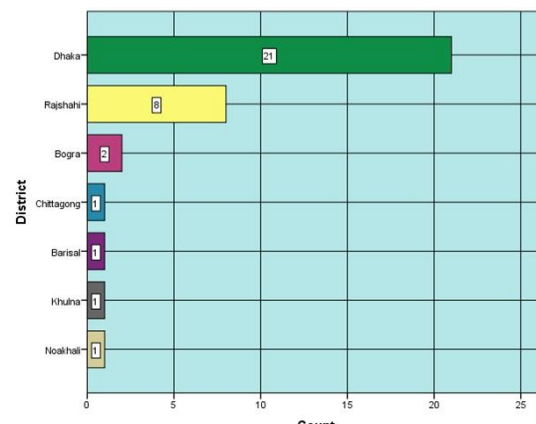
Respondents were interviewed from different areas of the country. Trainees have been interviewed from Dhaka, Rajshahi, Khulna, Chattogram, Bogura, Noakhali, Dinajpur, Naogaon, Barishal whereas controlling officers/supervisors were interviewed from Dhaka, Rajshahi, Chattogram, Khulna, Bogura, Noakhali and Barishal district. Among the trainees, 54 were interviewed from Dhaka, 16 from Rajshahi, 13 from Khulna, 10 from Chattogram and the rest 12 from other 5 districts. Among the controlling officers/supervisors, 21 were interviewed from Dhaka, 8 from Rajshahi and the rest 6 from other 5 districts (Figure 3 and 4).

Figure 3: District wise representation of the trainees



Source: Interview of Trainees, 2017

Figure 4: District wise representation of the controlling officers/supervisors

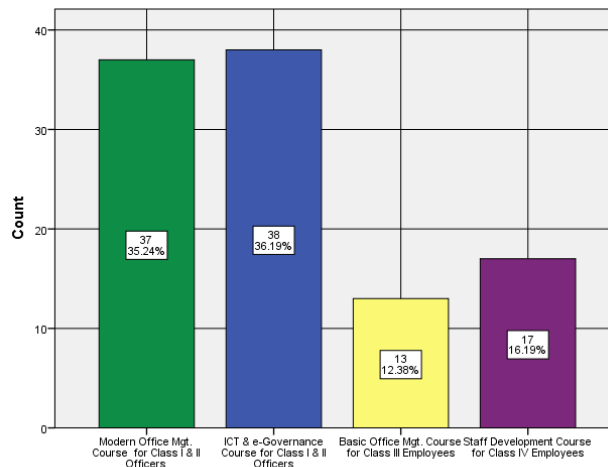


Source: Interview of Controlling Officers/Supervisors, 2017

3.1.4 Respondents by Courses

Literature shows that RPATC conducts 11 training courses. The courses are Modern Office Management, Financial Management, Conduct and Discipline, ICT and e-Governance Management, Communicative English, Basic Office Management, Computer Application and English Language, Basic Conduct and Discipline, Basic Financial Management, Staff Development and Computer Literacy. Among them, the participants were interviewed who had participated in any of the 4 courses namely Modern Office Management, ICT & e-Governance Management, Basic Office Management and Staff Development Course. The Figure shows that out of 105 participants 37 were from Modern Office Management which was 35.24%, 38 were from ICT & e-Governance was 36.19%, 12.38% were the participant of Basic Office Management and the rest 16.19% participated in the Staff Development Course (Figure 5).

Figure 5: Trainees by Courses



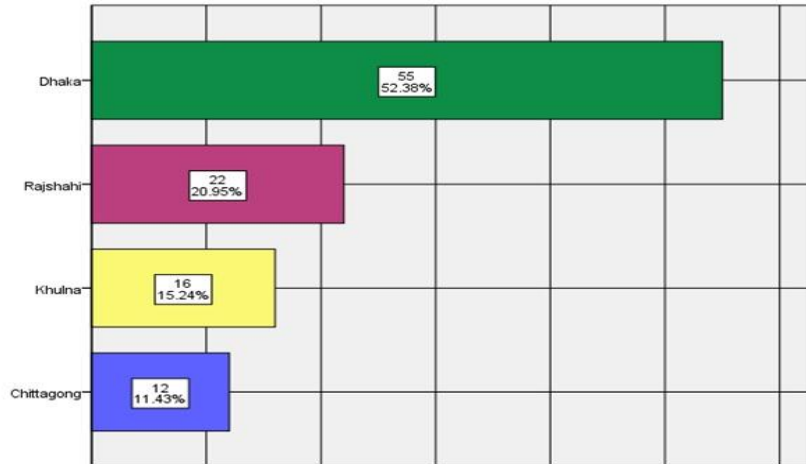
Source: Interview of Trainees, 2017

3.1.5 Trainees by RPATCs

Despite the regional organization of BPATC, quality of training may vary from RPATC to RPATC due to some obvious reasons. So, it is crucial to cover all the RPATCs for fair and objective evaluation of any training programmes. From this perspective, participants from the training programmes conducted by different RPATCs were interviewed. Among them, 52.38%

were from RPATC Dhaka, 20.95% from RPATC Rajshahi, 15.24% from RPATC Khulna and 11.43% from RPATC Chattogram (Figure 6).

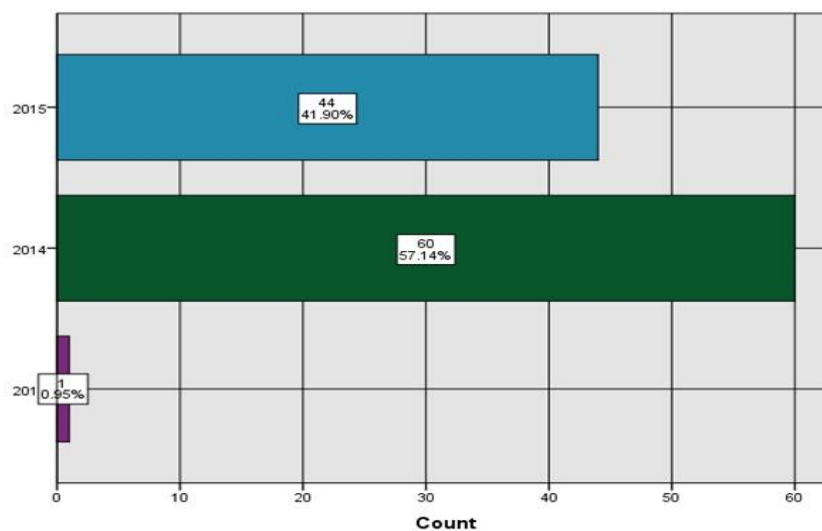
Figure 6: RPATC wise representation of the trainees



Source: Interview of Trainees, 2017

Trainees were interviewed who had participated in the training courses held from July 2013 to June 2015 (Figure 7). Among them mostly 57.14% had participated in 2014, 41.90% had participated in January to June of 2015 and 0.95% had participated in July to December of 2013. Thus the trainees covered 2 financial years i.e. 2013-14 & 2014-15.

Figure 7: Trainees by Year



Source: Interview of Trainees, 2017

3.2 Change of Knowledge, Skills and Attitude through Training

3.2.1 Knowledge Learnt from the Training

Level 2 of the Kirkpatrick's model describes what the trainees learned from the training either in the form of knowledge, skills or attitude which is supposed to contribute to change the behavior of the trainees. From this perspective, the participants were asked pertinently about the knowledge learned from their respective courses as much as they can recall. Literature shows that the courses were designed for the officials of different levels. As a result, there were duplications of contents in a few cases. Multiple answers were taken into considerations. Views regarding the knowledge gathered from the training by the trainees are summarized in Table - 8.

Table 8: Knowledge Learnt from Different Training Programmes*

Course Name	Knowledge Areas	No. of Responses	Percentage
Modern Office Management Course	Office/Service Rules	34	91.89
	Decision making	6	16.21
	Team building	12	32.43
	Time management	4	10.81
	TQM	2	5.40
	Office manner and etiquette, ethics	9	24.32
	Office procedure	16	43.24
	Financial rules	21	56.75
	Microsoft office/computer	21	56.75
	Graphics	2	5.40
	e-mail, internet, Skype	4	10.81
ICT and e-Governance Management Course	Microsoft office/computer	36	94.73
	Internet browsing, e-mail	26	68.42
	ICT Policy	22	57.89
	Hardware	5	13.15
	e-filing	3	7.89
	e-Governance	8	21.05
	Database	1	2.63
	Troubleshooting	2	5.26
	IP	1	2.63
Portal	1	2.63	
Basic Office Management Course	File Management	7	53.85
	Financial Management	5	38.46
	Microsoft Office	9	69.23
	Use of Computer	1	7.69
	Forms of Communication	9	69.23
	Receive Letter	2	15.38
	Note writing, Minutes and Summary	4	30.76

	Office manner and etiquette, ethics	4	30.76
	Use of phone, fax, e-mail	3	23.07
	Service Rules	13	100
	Store/stationary Management	7	53.85
Staff Development Course	Following the instructions of the controlling officers/seniors	1	5.88
	Service Rules	16	94.11
	Duties and responsibilities of Class IV employees	15	88.23
	Neat and cleanliness	2	11.76
	Office manner and etiquette, ethics	15	88.23
	Use of Computer	1	5.88
	Ms word	9	52.94
	How to use plates, glasses	1	5.88
	Dress code	11	64.70

*Note: Multiple answers have been considered.

Source: Interview of Trainees, 2017

Responses show that 91.89% of the trainees from Modern Office Management Course have learnt the issues related to office/service rules followed by in each case 56.75% trainees who have learnt the issues of financial rules and Microsoft Office/computer related issues whereas 43.24% have learnt about office procedure, 32.43% of the trainees have learnt about team building and 10.81% in each case have learnt on time management and e-mail, internet, Skype.

In the ICT and e-Governance Management Course highest 94.73% trainees have learnt issues on Microsoft Office/computer, 68.42% on internet browsing, e-mail while 57.89% have gained knowledge on ICT Policy, 21.05% on e-Governance and 5.26% on Trouble Shooting.

It is found that 100% trainees of the Basic Office Management Course have learnt about service rules, 53.85% in each case have learnt about file management and store/stationary management, 69.23% in each case have learnt about forms of communication and Microsoft Office, 30.76% in each case have learnt note writing, minutes and summary writing; and office manner, etiquette and ethics while 23.07% have learnt about the use of phone, fax, e-mail.

The table shows that 94.11% trainees of the Staff Development course have learnt about service rules, 88.23% in each case about their duties and responsibilities and office manner, etiquette and

ethics; 64.70% about their dress code. They have also learnt issues related to cleanliness and following the instructions of the seniors.

3.2.2 Skills Developed through Training

No matter how much knowledge someone has if it cannot be applied practically. Especially employees are to apply skills in day to day activities like file management, official communications as well as using ICT. From this perspective, the participants were asked about the skills they have developed from different courses. Responses made by the trainees are summarized in table 9.

Table 9: Skills developed by the trainees*

Course Name	Skills Developed from Training	No. of Responses	Percentage
Modern Office Management	Office Management	27	72.97
	Communication	10	27.03
	Team Building	5	13.51
	Decision making	3	8.10
	ICT (internet browsing, e-mail etc.)	6	16.21
	Microsoft Office	7	18.91
	Purchasing	2	5.40
	Leadership	1	2.70
ICT and e-Governance Management	ICT (internet browsing, e-mail, Skype etc.)	25	65.78
	Microsoft Office	16	42.10
	Communication	7	18.42
	Troubleshooting	3	7.89
Basic Office Management	Office Management	13	100
	Communication	2	15.38
	Microsoft Office	4	30.76
	ICT (internet browsing, e-mail etc.)	1	7.69
Staff Development	Communication	16	94.11
	Handling clients	2	11.76
	Microsoft Office	1	5.88

*Note: Multiple answers have been considered.

Source: Interview of Trainees, 2017

Among the respondents in the Modern Office Management Course 72.97% trainees viewed that they have achieved office management skills, 27.03% communication skills, 18.91% Microsoft Office skills, 16.21% ICT skills while 13.51% achieved team building skills.

In the ICT and e-Governance Management Course 65.78% trainees have acquired ICT Skills (internet browsing, e-mail, Skype etc.), 42.10% Microsoft Office Skills while 7.89% Trouble shooting skills.

The trainees of the Basic Office Management Course also acquired various skills. All of them (100%) said that they have achieved office management skills, 30.76% Microsoft Office Skills and 15.38% communication skills from the course.

Among the respondents of the Staff Development Course 94.11% trainees have achieved communication skills, 11.76% handling clients and 5.88% trainees have achieved Microsoft Office Skills.

3.2.3 Change of Attitude due to Training

Participants were asked about to what extent attitudinal change has been occurred due to participation in the training programmes. The responses are summarized in Table -10.

Table 10: Attitude changed due to participation in the training*

Types of Attitude	No. of Responses	Percentage
A positive view on different issues	2	1.90
Inquisitiveness to gather knowledge	1	0.95
Eagerness to present through Multimedia Class	1	0.95
Friendly attitude with colleagues	4	3.80
Inquisitiveness to learn more by using technology	1	0.95
Pro people service oriented attitude	46	43.80
Disciplining the mind	17	16.19
Essence of punctuality	11	10.48
Service delivery through ICT	10	9.52
Devotion to work	8	7.62
Motivation to corruption-free service delivery	4	3.80

*Note: Multiple answers have been considered.

Source: Interview of Trainees, 2017

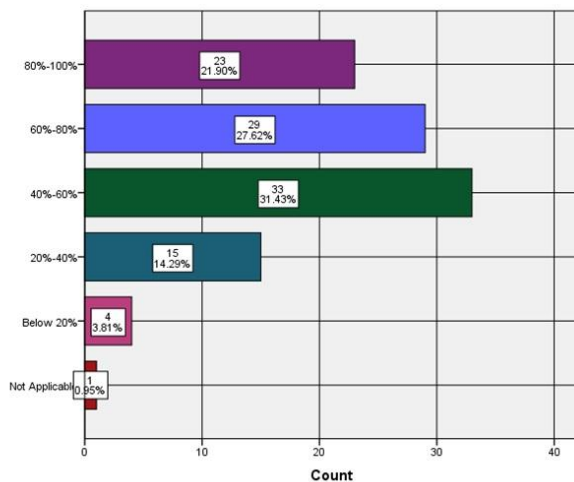
The result shows that mostly 43.80% have mentioned that due to training pro people service oriented attitude have been developed, 16.19% have been able to discipline the mind followed by improvement in punctuality by 10.48% of the trainees. Rest of the trainees have mentioned that they are keen to learn more, interested to use multimedia as well as technology to ensure service delivery through ICT.

3.3 Application of Knowledge, Skills and Changed Attitude in the Workplace

Having the idea about knowledge gathered, skills developed and attitude changed from the training courses the trainees were asked either they have been able to apply their knowledge, skills and attitude in the workplaces. Simultaneously controlling officers/supervisors were also asked whether the trainees are using their acquired knowledge, skills and attitude in the work places after coming back from the training courses or not. In both the cases, responses were very positive and almost similar in nature. 99.05% of the trainees have mentioned that the knowledge, skills and attitude acquired from the training are being applied by them in the workplaces which have been supported by 91.43% of the controlling officers/supervisors.

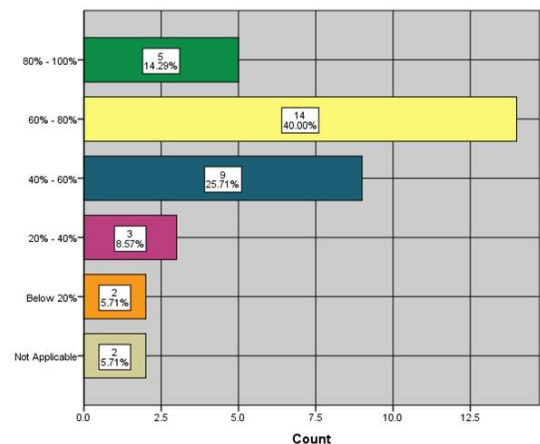
Among the trainees 21.90% think that they are able to apply their learnings from 80%-100%, 27.62% think that they can apply their learnings from 60%-80%, 31.43% opined that they can use the learnings from 40%-60% and 14.29% opined about the use of learnings from 20%-40%. It is found that trainees are applying their learnings at various levels (Figure 8).

Figure 8: Trainees' view about the use of acquired knowledge, skills and attitude



Source: Interview of Trainees, 2017

Figure 9: Controlling officers/Supervisors' view about the use of knowledge, skills and attitude of the trainees



Source: Interview of Controlling Officers/Supervisors, 2017

Among the controlling officers/supervisors 14.29% think that trainees are able to apply their knowledge, skills and attitude gathered from the training from 80%-100%, 40% think that they can apply their learnings from 60%-80%, 25.71% think that they can use the learnings from 40%-60% and 8.57% opined about the application of the training outcome from 20%-40% (Figure 9). On the other hand, 3.81% trainees think that they can apply their learnings acquired from the training below 20% while 5.71% controlling officers/supervisors think that trainees can apply their knowledge, skills and attitudes acquired from the training below 20%. It is found that opinions of both the respondents are almost similar here and can be assumed that some of the trainees cannot use their learnings at minimum level due to various barriers and challenges in the workstations.

3.4 Barriers Faced by the Trainees in Applying their Training Outcomes

Participants face different sorts of barriers in the workplaces when they apply their learnt knowledge, skills and changed attitude from the training. Barriers faced by the trainees are summarized in Table 11.

Table 11: Barriers faced by the trainees in applying the training outcomes in workplaces*

Barriers Identified	No. of Responses	Percentage
Lack of logistics	26	24.76
Negative mindset of the colleagues	26	24.76
Lack of scope to use the knowledge	11	10.48
Lack of internet facility	5	4.76
Lack of scope of work	3	2.86
Negative organization culture	2	1.90
Lack of ICT knowledge	2	1.90
Lack of e-governance initiatives in the office	1	0.95
Lack of skilled resource persons	1	0.95
Lack of contingency	1	0.95
Disability	1	0.95

*Note: Multiple answers have been considered.

Source: Interview of Trainees, 2017

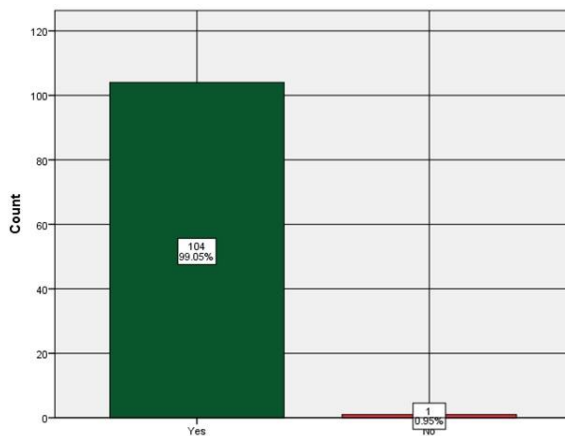
The table shows that barriers identified by the trainees are mainly lack of logistics, negative mind set of the colleagues, lack of internet facilities, lack of scope of work, negative organizational

culture and lack of ICT knowledge. Among them, 24.76% have mentioned that they have a deficiency in logistics followed by the stereo mindset of the colleagues to use the knowledge, skills and attitude gained from the training. 10.48% trainees have mentioned the lack of scope to use the knowledge whereas around 5% faces the problem with internet facilities.

3.5 Change of Behavior due to Participation in the Training

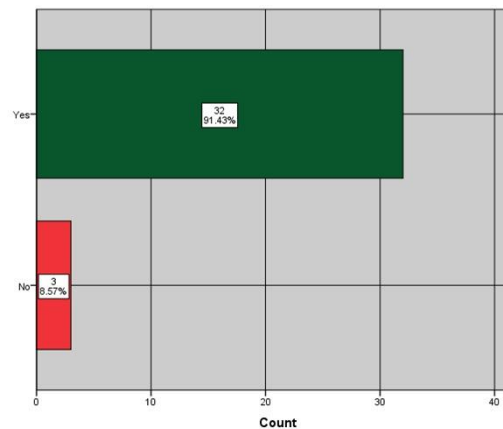
Subsequently, trainees were asked whether they have been able to change their behavior due to participation in the training programme or not. Similarly, the controlling officers/supervisors were also asked either the behavior of the trainees has been changed or not. It was found that among the trainees 99.05% have replied positively that their behavior, knowledge and skill level has been changed while among the controlling officers/supervisors 91.43% have opined that they have found a behavioral change of the trainees (Figure 10 and 11). The researchers also found a behavioral change of the trainees in the work environment during data collection and visit. It is found that the training has put a positive impact on the trainees.

Figure 10: Trainees’ view on behavioral change due to training



Source: Interview of Trainees, 2017

Figure 11: Controlling officers/Supervisors view on behavioral change of the trainees



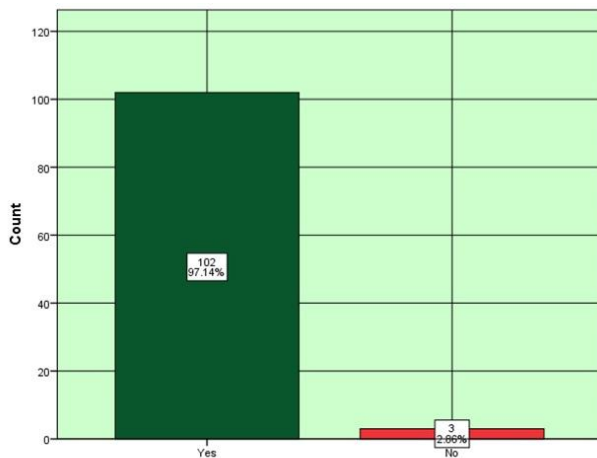
Source: Interview of Controlling Officers/Supervisors, 2017

Regarding sustainability, of the changed level of knowledge and behavior, responses were almost similar. 97.14% trainees felt that the change in behavior and a new level of knowledge they achieved is sustained which is supported by 94.28% controlling officers/supervisors. From these findings, it can be understood that the impact of the training is noteworthy where few of the trainees disregard to knowledge or skills and go back to their old behaviors.

3.6 Performance Improvement due to Training

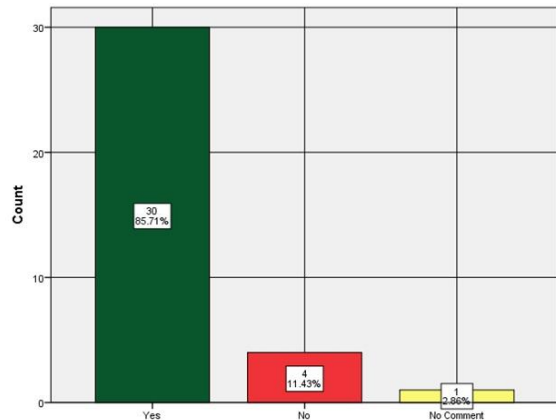
It is supposed that training will help to improve the knowledge, skills and attitude of the employees which should lead to performance improvement. From this perspective, the trainees were asked either they detect any improvement of performance or measurable change during discharging their duties or not. Among the trainees, 97.14% have detected a positive change in their performance due to participation in the training which is supported by 85.71% of the controlling officers/supervisors whereas 11.43% of the controlling officers/supervisors did not admit this statement (Figure 12 and 13).

Figure 12: Trainees' view on performance improvement



Source: Interview of Trainees, 2017

Figure 13: Controlling officers/Supervisors' view on performance improvement of the trainees

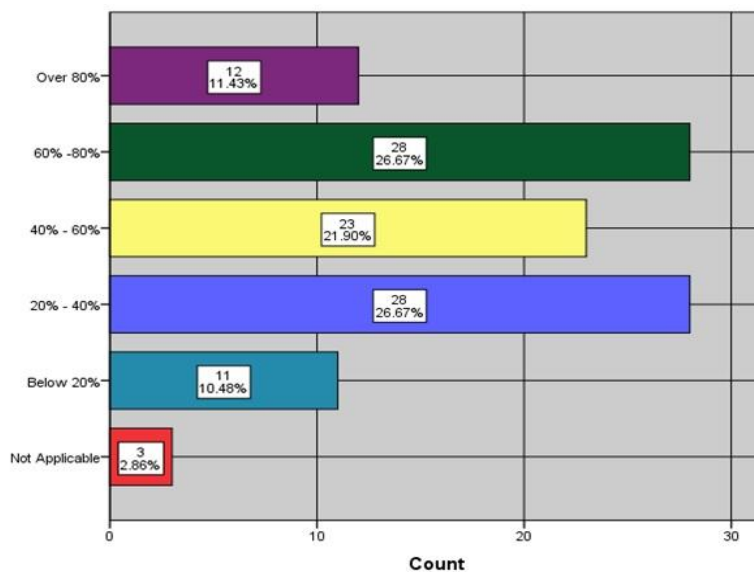


Source: Interview of Controlling Officers/Supervisors, 2017

Among the trainees, 11.43% think that their level of performance has increased over 80%. 26.67% each have mentioned that the level of performance has increased from 20%-40 and 60%-

80%, 21.90% think that the level of performance has increased from 40%-60% where 10.48% think that the level of performance has improved below 20% (Figure 14) and it indicates that there are barriers in applying the learnings as well as challenges for the trainees which needs to be addressed for better results. It is assumed that if the challenges or barriers can be overcome, trainees will be able to use their learnings to a great extent so that organizations can have more outputs.

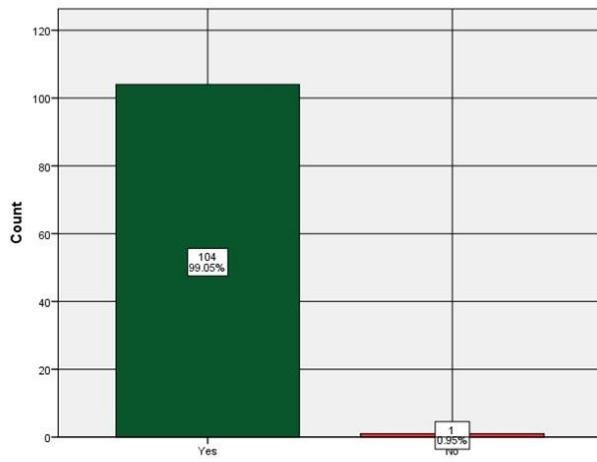
Figure 14: Trainees' opinion on the level of performance improvement



Source: Interview of Trainees, 2017

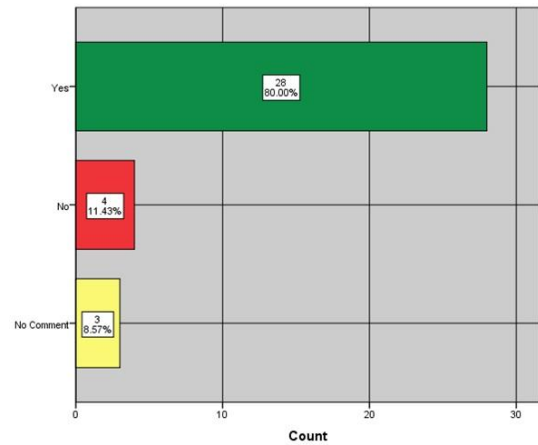
Having the idea of the performance improvement, the trainees were asked either they were aware of their change in behavior, knowledge and skills level. Responses show that 99.05% of the trainees were aware of their changed behavior and only 0.95% trainee replied negatively (Figure15). The participants' view is supported by 80% of the controlling officers/supervisors. Conversely, 11.43% controlling officers/supervisors did not find any behavior change of the trainees while 8.57% had no comment on this issue (Figure 16). It is thus found that few of the trainees do not apply the learnings or disregard it or the behavior change is not sustained.

Figure 15: Trainees' view on awareness level regarding behavioral change



Source: Interview of Trainees, 2017

Figure 16: Controlling Officers/Supervisors view of awareness on behavioral change

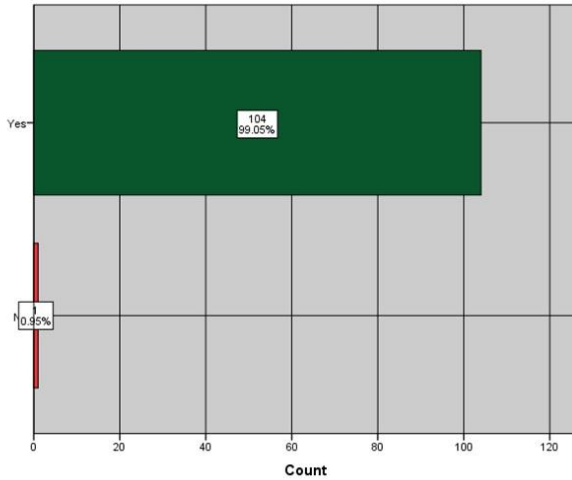


Source: Interview of Controlling Officers/Supervisors, 2017

3.7 Dissemination of Training Outcomes to Others

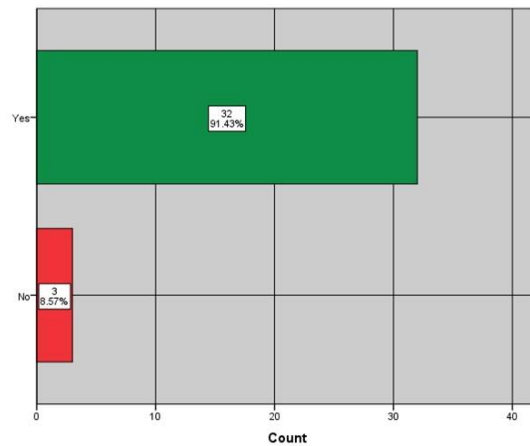
No matter to what extent someone has gained knowledge, skills and changed their attitude from any training, workshop or seminar if it cannot be applied effectively and efficiently. From this perspective, the trainees were asked either they are able to teach training outcomes to others or not. 99.05% of the trainees replied positively which is supported by 91.43% controlling officers/supervisors (Figure 17 and 18). Among the controlling officers/supervisors 8.57% replied negatively. Responses of the controlling officers/supervisors show that some of the trainees cannot disseminate their learnings. But it is enthusiastic that trainees disseminate their learnings to their subordinates or colleagues or others in the offices to different levels.

Figure 17: Trainees ability to teach the training outcomes to others



Source: Interview of Trainees, 2017

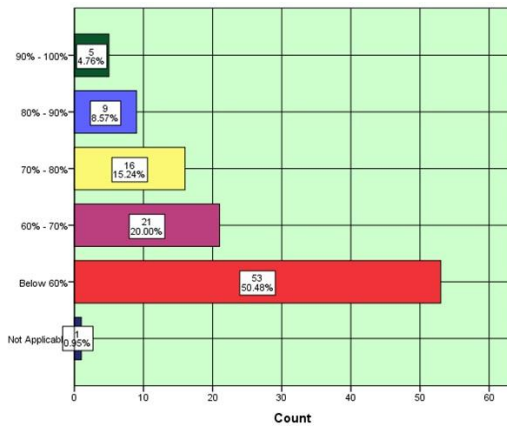
Figure 18: Controlling Officers/Supervisors' view on trainees' ability to teach the training outcomes



Source: Interview of Controlling Officers/Supervisors, 2017

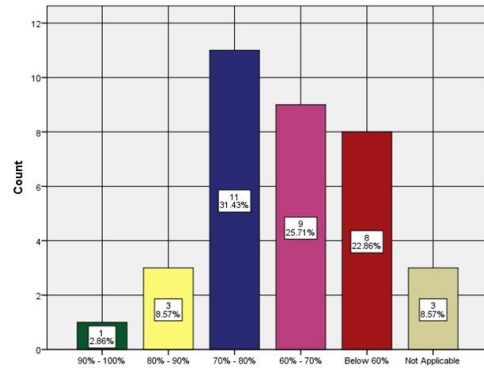
Regarding transfer of training outcomes among the trainees 4.76% think that they are able to teach the learnt knowledge, skills and attitude from 90-100% which is supported by 2.86% of the controlling officers/supervisors while 8.57% of the trainees think that they are able to teach the knowledge and skills achieved from the training from 80-90%. Among the trainees, 20% think that they are able to teach the acquired knowledge and skills to others from 60-70% that is opined by 25.71% of the controlling/supervising officers. Among the trainees, 15.24% think that they are able to teach the acquired knowledge and skills from 70-80% and it is supported by 31.43% of the controlling/supervising officers. Around 50% trainees viewed that they are able to teach the acquired knowledge, skills and attitude below 60% and 22.86% controlling/supervising officers bear the same opinion (Figure 19 and 20). It is found here that half of the trainees have the ability to disseminate over 60% of the learnings to other employees that are the crucial success of the training. If the learnings are shared or disseminated, that can be more sustained and thus bring many results for the organization as well as for the government who spend money for the trainees to have a better country.

Figure 19: Level of transfer of training outcomes to others



Source: Interview of Trainees, 2017

Figure 20: Controlling Officers/Supervisors view on the transfer of training outcomes

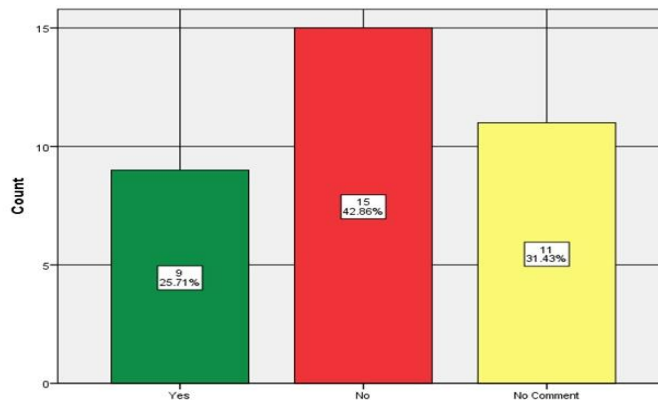


Source: Interview of Controlling Officers/Supervisors, 2017

3.8 Supports from the Controlling/Supervising Officers

As the government offices mostly follow a structured approach guided by set rules and regulations so it is crucial to have the support of the supervising or controlling officials to make any real change in the workplace with the knowledge gathered, skills achieved and attitude changed from the training.

Figure 21: Trainees view on support for behavior change

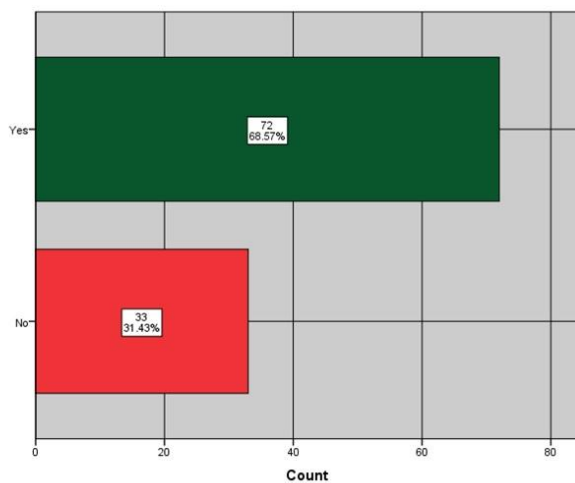


Source: Interview of Trainees, 2017

3 types of responses were found on support for behavior change by the trainees from their controlling officers/supervisors (Figure 21). It is found in this regard that 25.71% of the trainees responded positively whereas 42.86% replied negatively and the rest 31.43% trainees put no comment regarding the support of the controlling/supervising officers. It indicates that more than two-thirds of the trainees face barriers for behavior change in the workplaces.

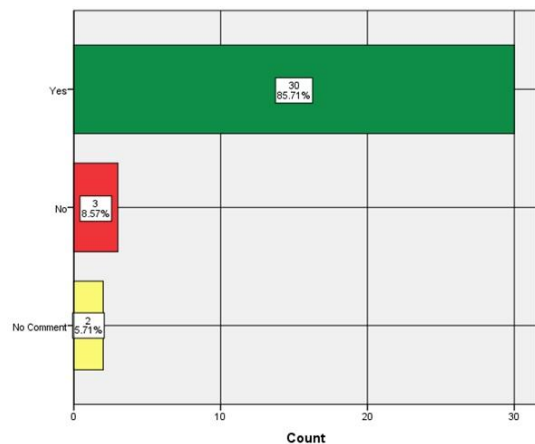
Literature shows that for effective performance management system coordination among the performance information system, performance evaluation system and performance incentive system is crucial. Without effective evaluation and proper incentive system, it cannot work efficiently and effectively. Evaluation and incentives based on training and its application is not an exception. From this perspective to have a comparative idea both the trainees and their controlling officers/supervisors were asked on the issue. In response, 68.57% of the trainees replied that they receive recognition or reward for their behavior change from the boss or organization whereas 31.43% replied negatively. In contrast, 85.71% of the controlling officers/supervisors have mentioned that the trainees receive recognition or reward for their behavior change from the boss or organization whereas 8.57% replied negatively and the rest 5.71% had no comment (Figure 22 and 23).

Figure 22: Trainees’ view on recognition or reward for behavior change



Source: Interview of Trainees, 2017

Figure 23: Controlling/Supervising officers’ view on recognition or reward for behavior change

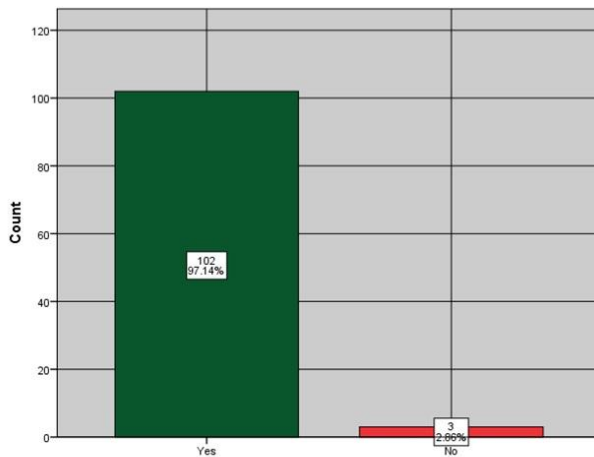


Source: Interview of Controlling Officers/ Supervisors, 2017

The trainees who replied positively, among them 94.44% (64 trainees) said that they basically receive appreciation when they perform well, 6.94% (5 trainees) have mentioned that they receive financial incentives up to Tk. 3000/00 to 1-month basic salary, 1.38% (1 trainee) received mental support while 2.78% (2 trainees) received NIS reward.

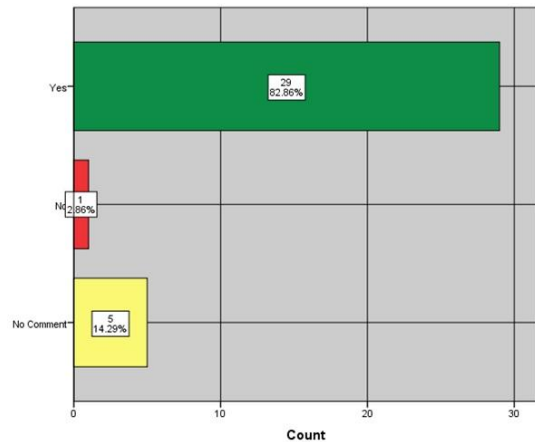
Having the idea on support, recognition or reward for their behavior change from the boss or organization both the trainees as well as their controlling/supervising officers were asked either the overall organizational culture is supportive for any behavior change in the workplaces.

Figure 24: Trainees' view on organizational supportiveness for their behavior change



Source: Interview of Trainees, 2017

Figure 25: Controlling Officers/Supervisors' view on organizational supportiveness for behavior change

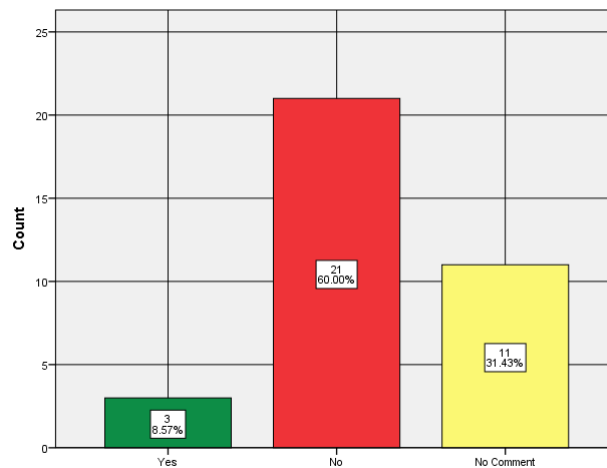


Source: Interview of Controlling Officers/Supervisors, 2017

Responses show that 97.14% trainees think that overall organizational culture is supportive which is also supported by 82.86% of the controlling/supervising officers. Despite overall positive remarks around 15% of the controlling/supervising officers had no comment on it (Figure 24 and 25). Those who replied negatively the barriers identified by them are lack of logistics, lack of budget, lack of internet facilities, lack of washroom facilities, lack of incentives, corrupt organizational culture etc. in applying their learnt knowledge, skills and attitude. Therefore a step may be taken to improve the organizational culture in line with the National Integrity Strategy and Annual Performance Agreement.

Controlling officers/supervisors were also asked whether they notice any disregard to skills or knowledge by the trainees in the workplaces what they have learnt in the training courses and go back to their old behaviors. Among the controlling officers/supervisors, 60% have mentioned that the trainees do not disregard the learnt knowledge, skills and attitude, 8.57% have mentioned that the trainees disregard the lessons learnt and go back to their old behaviors whereas 31.43% have no comment on it (Figure 26).

Figure 26: Controlling Officers/ Supervisors view on disregard to the skills or knowledge by the trainees



Source: Interview of Controlling Officers/Supervisor, 2017

It is found from the responses of the controlling officers/supervisors that disregard to skills or knowledge or returning to old behaviors happen due to not having the desire to apply the lessons learnt, negative organizational culture and also a little bit ineffectiveness of the training. They viewed that these types of trainees need intensive and long period training.

3.9 Suggestions from Trainees and Controlling Officers/Supervisors

As key stakeholders, the trainees were asked to suggest with a view to applying acquired knowledge, skills and attitude in the workplaces for behavioral change. Multiple suggestions were delivered by them for using the lessons learnt. The recommendations made by the trainees are summarized in Table 12.

Table 12: Suggestions by the trainees on using acquired knowledge, skills and attitudes in the workplaces*

Areas of Suggestions	No. of Responses	Percentage
Ensure proper logistics in the office	33	31.43
Ensure favorable work environment	21	20.00
To practice what has been learnt	10	9.52
Change of mindset of the employees in the office	4	3.81
Communication process & behavior patterns of office need to be changed	2	1.90
Create scope to use knowledge, skills and attitude in the office	2	1.90
Ensure the uninterrupted broadband connection	2	1.90
Need division of work	1	0.95
To use books for information and solution of problems	1	0.95
Include other employees for training	1	0.95
Become strict to principles by the office	1	0.95
Ensure posting in a similar place	1	0.95
Arrange refreshers course	28	26.67

*Note: Multiple answers have been considered.

Source: Interview of Trainees, 2017

The table shows that among the trainees 31.43% have suggested to ensuring proper logistics in the office, 20% for ensuring favorable work environment followed by 9.52% to practice what learnt, 3.81% to change of mindset of the employees in the office, 1.90% in each case to create scope to use knowledge, skills and attitude in the office and uninterrupted broadband connection and 0.95% have suggested to ensuring posting in a similar place while 26.67% for arranging refreshers courses for better application of the existing learnings.

Simultaneously the Controlling Officers/Supervisors were also asked to propose suggestions on how trainees can use their acquired knowledge, skills and attitude in the workplaces for behavioral change. Their suggestions have been summarized in Table 13.

Table 13: Recommendations by the Controlling Officers/Supervisors on using acquired knowledge, skills and attitudes of the trainees*

Issues Suggested	No. of Responses	Percentage
Need more practice by the trainees in the office	26	74.29
Proper logistic support by the office	8	22.86
Change of mindset of the trainees	7	20.00
Share the knowledge to others	6	17.14
Ensure organizational support	5	14.29
Arrange training for all employees	2	5.71
Allocate the same work and follow up	1	2.86
Monitor the use of acquired knowledge and skills	1	2.86
Ensure financial incentives	1	2.86
Action plan by trainees	1	2.86
Ensure e-Governance in the office	1	2.86
Counseling to trainees	1	2.86
Refreshers training for the trainees	9	25.71

*Note: Multiple answers have been considered.

Source: Interview of Controlling Officers/Supervisors, 2017

Considering the multiple suggestions it was found that mostly 74.29% of the controlling/supervising officials suggested for more practice by the trainees in the office followed by 22.86% for proper logistic support by the office and 20% recommended for a change of mindset. Sharing of knowledge and organizational support is also prominently mentioned by 17.14% and 14.29% respectively while 25.71% have recommended for refresher training.

3.10 Case Studies

In order to have better understanding and more data 10 case studies have been conducted combining trainees of all RPATCs which are as follows:

Case Study 1: Application of Learning's by Abul Kalam Azad

Effective evaluation of training helps to further improvement of the training programmes. It is supposed that the observations of the trainees can help to improve the effective implementation of the training. Md. Abul Kalam Azad, Office Assistant, Ministry of Industry has participated in

the Staff Development Course in 2014 in Dhaka RPATC. From the training, he came to know about dress code, service rules and their duties and responsibilities. He viewed that the learnt knowledge, skills and attitudes are being used by him up to 60-80%. He has developed communication skill from the training. He thinks that his skill level has developed and he has improved his performance up to 60-80%. He thinks that he can teach the lessons learnt from 60-70% to others. He has also received National Integrity Award in 2015-16 financial years from his organization. Despite such achievements and satisfaction from the training, he thinks that in the training module more practical sessions should be incorporated and should have more scope for practice by the trainees after returning to the office.

Case study 2: Application of Learning's by Sujan Chandra Pal

Mr. Sujan, an Accountant working in the Ministry of Planning joined the service on 2 March 2014 and attended the Basic Office Management Course held during April 5 to 23 of 2015 in Dhaka RPATC. He learnt a lot of matters i.e. service rules, ethics, manner, etiquette, file management, forms of written communication, purchase laws, pay fixation, pension rules, MS Words, PowerPoint, internet and Bangla typing from the training course and developed skills on communication, office management and computer typing. He has been able to use the learnt knowledge, developed skills and pro-people attitude in the working place 60-80% and thus his behavior changed resulted in 60-80% performance improvement. He is aware of his change in behavior receiving limited support both from controlling officer and organization. He believes that support, recognition or reward can boost employees in changing behavior in gaining organizational purposes using acquired learnings. Therefore, his organization should introduce a reward system for good deeds that can act as a motivator. He believes that practice, dissemination, support of controlling as well as supervising officials can help appropriately in sustainable behavioral change.

Case study 3: Application of Learning's by Khondaker Mahmud Pasha

A young officer Mr. Mahmud Pasha working as Assistant Director in the Department of Environment under Ministry of Environment and Forests joined the service in 2013 and attended the Modern Office Management Course during 27 April to 8 May 2014 in Dhaka RPATC. Mr. Mahmud assessed himself as good learner from the mentioned training course as said he learnt

office rules like general conditions of service, conduct rules, discipline and appeal rules, leave rules, forms of written communication, note writing, motivation, team building, general financial rules, public procurement laws, pay fixation, pension rules, GP fund, MS word, e-mail, internet browsing etc. and developed communication skills, management skills, ICT skills and consequently improved pro-people attitude for quick service delivery. He applies hard and soul the lessons learnt from the training in different activities of their office and he thinks that his performance improved 60-80% through utilizing learnings and disseminating it to other staff. He thinks main barriers towards applying the learnings are negative attitude, unwillingness, lack of practice etc. He gets support and appreciation from his controlling and supervising officers and also from the organization in applying the learnings. He views that positive competition, fairness, scope to train others and incentives can extend the use of achieved knowledge, developed skills and attitude. It is found from observation at the time of interview that the behavior of the trainee has been changed significantly and he is aware of it that should be sustained.

Case study 4: Application of Learnings by Md. Alamgir Hossain

Training may only fruitful when trainees change their behavior through the application of lessons learnt in the training courses as observed by Mr. Alamgir, a Chemist working in the Meteorological Training Institute of Meteorological Department situated at Agargaon, Dhaka. He joined in the department on 22 January 1991 and after long time attended the Modern Office Management Course organized by Dhaka RPATC. The trainee thinks that despite facing barriers like lack of logistics, lack of good organizational support or modernization, limited field of application of the learnings, he tries to improve his performance limitedly by means of developed skills on communication, team building and computer skills. It is found from observation and interview that the trainee is aware of the impact of the training to him. He believes that scope of work for applying the lessons learnt, suitable logistics, good internet connection and appropriate organizational support could bring more result.

Case study 5: Application of Learning's by Rokhsana Parvin

Application of the lessons learnt by the trainees is critically important for behavioral change and performance improvement in the workplace. Rokhsana Parvin, Assistant Registrar of Rajshahi University, joined in her post in 2012 has participated in Modern Office Management Course at

Regional Public Administration Training Centre, Rajshahi in 2014. With a view to finding the effectiveness of the training along with the application of the knowledge learnt, skills developed and attitude changed from the training it was observed that it has contributed to enrich her knowledge, eagerness to work honestly with the changed mindset. Despite her learnings on service rules, financial rules, writing notes and issues related to office management and change of attitudes, she can apply the lessons learnt from 60-80% in the workplace. In the application of the learnt knowledge, skills and attitudes the barriers she faced are lack of logistic support, lack of support from controlling and supervising officers which limits her performance improvement. She suggested for more practice, ensure support of the controlling and supervising officers as well as to arrange refresher's course. She feels that ensuring logistic support could contribute to the better service delivery at the workplace.

Case study 6: Application of Learning's by Shahana Tabassum

Training is required for building up a skilled and capable employee, which helps organizations to improve their performance and acclimatize to any new change. Therefore booming organizations spend a lot of money on training activities. The government of Bangladesh has also been spending much money through RPATCs. To create a competent staff, Shahana Tabassum, Office Super of Khulna Development Authority (KDA) was sent to RPATC Khulna by the authority in the 'ICT and e-Governance Course' held on 12 April to 23 April 2015. Shahana joined in the service on 10 September 1996 as a computer operator and later on, she was promoted as Office Super. She told that she had learnt MS Excel, internet browsing, ICT Policy of the Government and a little bit troubleshooting from the training course and her ICT and communication skills has increased and consequently the attitude of quick service delivery through ICT has been developed. She informed that she had been able to apply the acquired knowledge, skills and attitude in the office work from 60-80% facing the challenge of the slow development of ICT based work culture in the organization. She believed that her behavior changed positively, performance improved 60-80% and can teach 60-70% of the learnings to other employees in the workplace. Her controlling and supervising officers are supportive in using the learnings. While she did good works, she received appreciations from her boss. Reward system has not been introduced in her entity. Shahana suggests that ICT based work culture needs to be increased with a view to utilizing learnings from the training course.

Case study 7: Application of Learnings by Md. Rabiul Morshed

Mr. Md. Rabiul Morshed, Deputy Senior Executive of Trading Corporation of Bangladesh (TCB) joined service on 21 July 2008 and currently working in Khulna attended the Modern Office management Course during 26 April to 7 May 2015 in Khulna RPATC. He enriched himself about office memo, DO letter, note writing, office manner and etiquette, team building, time management, financial rules, internet browsing etc. from the training course and improved skills like office management, internet browsing and also developed pro-people attitude facing barriers like lack of logistics and lack of staff. He assumed that 40-60% learnings are being used by him in his job that helps him to change behavior positively confirming sustainability and improved his performance around 40-60%. He said, "I am happy to have the scope to teach the learnt new knowledge, skills and attitude to my employees." He said that he is able to teach others around 50% of his learning's in the workplace and his controlling officer (Chief Officer at TCB) is supportive in changing behavior through appreciation. He thinks that he will be more capable of delivering services to people when his organization will have more dynamism and increase the scope of work. He believes that practice, dissemination of learnings, proper logistics and scope of work can help to suitably use the learnings of the training course. He suggests that the contents of the course need to be upgraded and elaborate as well as the duration of the course may be increased.

Case study 8: Application of Learnings by Md. Nasir Ahmed

Despite different types of problems, Mr. Nasir Ahmed, Assistant Family Planning Officer of Dighalia Upazila under Khulna district is highly interested to learn various issues related to service delivery to the citizens. Therefore, he attended the ICT and e-Governance Course organized by Khulna RPATC in the period of 12 April to 23 April 2015. He enriched himself refreshing the topics like MS Word, PowerPoint and internet browsing and learnt about the ICT Policy of the Government. Thus he improved his knowledge level and skills on communication for e-service delivery through the use of ICT. He highly applauded the RPATC. He believes that his performance increased around 60-80% by utilization of learnings getting support and appreciation from his controlling officer. He believes that it has been possible to change his behavior due to positive organizational culture. He also believes that practice, dissemination of knowledge, skills and attitude can create opportunity in wide use of the learnings from the training course.

Case study 9: Application of Learnings by Md. Hasanuzzaman

Mr. Hasanuzzaman was SAS Superintendent in the Divisional Controller Office of Khulna and at that time attended the ICT and e-Governance Training course organized by RPATC Khulna from 12 April to 23 April 2015. He has been promoted later on as Upazila Accounts officer in February 2017 and posted at Fultala Upazila and consequently working there now. He learnt detail about Excel, PowerPoint, internet browsing, ICT Policy of the Government as well as website and use the learnings around 70-80% in the workplace facing limitations of logistics and manpower. He disseminates his learnings to his colleagues in the office and thus improves the standard of work for the clients. He believes that his performance has been increased nearly 40-60% and developed the attitude of e-service delivery. He thinks that appreciation for good deeds and organizational support work as a motivator for sustainable behavioral change. It is also noted from him that practice and proper logistics including having the manpower and good net connection can expedite the use of learnings from the training course.

Case study 10: Application of Learning's by Shamima Aktar Khatun

To improve the performance to achieve the desired level of effectiveness and to attain success in the institution and managing the sprouting requirements of delivering better teaching to the students critically needs training as felt by Ms. Shamima. The trainee who joined as an assistant teacher on 12 June 2012 believes that she learnt some important issues like MS Word, Power Point, ICT Policy of the Government, e-mail and internet browsing through participation in the ICT and e-Governance Course organized by Chittagong RPATC. She thinks that she had developed her computer and internet browsing skill that help her in improving her performance but she could use her learnt knowledge and skills along with digital mindset in teaching if the classrooms were made digital and all correspondences regarding her profession were based on ITC. The trainee believes that after the training her behavior changed and she is aware of it and disseminates the learnings around 50% to her colleagues and students. Her institution head is supportive in sharing and disseminating the learnings that motivate her to improve performance. She thinks that the duration of the course needs to be increased and contents should be more upgraded that could enrich her to a great extent.

Salient Findings and Observations

As it is supposed that training helps to develop new knowledge and skills and change attitude so the study looks for to what extent the trainees are using the knowledge, skills and attitude achieved in the training courses. With the enhanced knowledge, skills and attitude to what extent the behavior of the trainees have been changed and is being sustained in the workplaces and what are the barriers in applying the learnings are tried to find out in the study. From these perspectives both the trainees' and controlling officers/supervisors' views have been summarized herewith as key findings. In that case, multiple answers were considered in many fields. In some cases, comparisons have been made between the trainees and controlling officers/supervisors views.

- The study finds out that 99.05% of the trainees apply the knowledge, skills and attitude gained from the training while 91.43% of the controlling officers/supervisors have mentioned that the knowledge, skills and attitude acquired from the training by the trainees are being used in the workplaces. It is found that regarding the use of learnings opinions of both the trainees and their controlling officers/supervisors are almost very close.

On level of application 21.90% trainees think that they are able to apply their knowledge, skills and attitude from 80%-100% gathered from the training followed by 27.62% who think that they can apply their learnings from 60%-80%, 31.43% can use the learnings from 40%-60% and 14.29% opined about the application of learnings from 20%-40% facing diverse barriers. It is observed that the use of learnings happens at different scales due to diverse barriers and organizational culture.

Conversely, 14.29% of the controlling officers/supervisors think that the trainees are able to apply their knowledge, skills and attitude gathered from the training from 80%-100% followed by 40% who think that they can apply their learnings from 60%-80%, 25.71% can use the learnings from 40%-60% and 8.57% opined about the application of learnings from 20%-40%. Here it is found that 3.81% trainees think that they can apply their learnings acquired from the training below 20% while 5.71% controlling officers/supervisors think so. These findings indicate that many of the trainees cannot use

their learnings at minimum level due to various barriers and challenges in the workstations.

- It is found that among the trainees 99.05% have replied positively that their behavior, knowledge and skill level has been changed due to take part in the training while among the controlling officers/supervisors 91.43% have opined that they have found a behavioral change of the trainees. The researchers also found a behavioral change of the trainees in the work environment during data collection and visit. It can, therefore, be understood that the training has put a positive impact on the trainees except in a few cases.
- With the enhanced knowledge, skills and attitude it is supposed that the performance of the trainees will be improved. Among the trainees, 97.14% have observed a positive change in their performance due to participation in the training programmes which is supported by 85.71% of the controlling officers/supervisors whereas 11.43% of the controlling officers/supervisors did not admit this statement.

The Study shows that 11.43% of the trainees think that their performance has increased over 80%, 26.67% in each case have mentioned their performance has increased from 20%-40% and 60%-80% while 21.90% think that their performance has increased from 40%-60% and 10.48% think that their performance has increased below 20%.

From these findings, it can be realized that the performance of the trainees has increased at different levels and the differences occur due to different barriers and circumstances which have been identified in the study.

- Awareness regarding change of behavior is critical and it is found from the study that 99.05% of the trainees are aware of their changed behavior and only 0.95% trainee has replied negatively. The participants' view is supported by 80% of the controlling officers/supervisors whereas 11.45% replied negatively and 8.57% of the controlling officers/supervisors set no comment on this issue. It is thus implicit that there are barriers impeding the awareness of the trainees.
- In the case of sustainability of the learnt knowledge, skills and behavior 97.14% trainee feel that their change in behavior and the new level of learnings is sustained which is supported by 94.28% controlling officers/supervisors. From these findings, it can be understood that the impact of the training is positively significant where few of the trainees disregard to knowledge or skills and go back to their old behaviors.

- It is found that 4.76% trainees think that they are capable to teach the knowledge, skills and attitude learnt from the training from 90-100% which is supported by 2.86% of the controlling/supervising officers and 8.57% of the trainees think that they are able to teach the knowledge and skills achieved from the training from 80-90%. Among the trainees, 15.24% think that they are able to teach the acquired knowledge and skills from 70-80% that is leniently supported by 31.43% of the controlling/supervising officers. Responses show that around 50% trainee think that they are able to teach the acquired knowledge and skills below 60% to others which are opined by 22.86% of the controlling/supervising officers. It is vital to note here that many of the trainees are disseminating their learnings to others that are imperative for any training programme.
- Regarding supportiveness of the controlling/supervising officials for a behavioral change of the trainees in the workplace, 3 types of responses were found. It is found that 25.71% of the trainees responded positively whereas 42.86% replied negatively and the rest 31.43% of the trainees placed no comment in this matter. It indicates that more than two-thirds of the trainees face barriers for behavior change in the workplaces.
- 68.57% of the trainees received recognition or reward for their behavior change from the boss or organization whereas 31.43% replied negatively. In contrast, 85.71% of the controlling/supervising officers have mentioned that the trainees received recognition or reward for their behavior change from the boss or organization whereas 8.57% replied negatively. The trainees who replied positively, among them 94.44% said that they basically receive appreciation when they perform well, 6.94% have mentioned that they received financial incentives up to Tk. 3000/00 to 1-month basic salary, 1.38% received mental support while 2.78% received NIS reward. It is recognized that recognition or reward acts as a motivator in changing behavior, therefore, strong steps may be taken in this regard.
- Despite overall positive remarks on organizational supportiveness by both the trainees and their controlling/supervising officers (97.14% and 82.86%) around 15% of the controlling/supervising officers put no comment on it. Those who replied negatively the barriers identified by them are lack of logistics, lack of budget, lack of internet facilities, lack of washroom facilities, lack of incentives, corrupt organizational culture etc. in applying their learnt knowledge, skills and attitude. Therefore a step may be taken to

improve the organizational culture in line with the National Integrity Strategy and Annual Performance Agreement.

- 60% controlling officers/supervisors have mentioned that trainees do not disregard the learnings, 8.57% mentioned that trainees disregard the lessons learnt and go back to their old behaviors whereas 31.43% deposited no comment on it. Disregard to skills or knowledge or returning to old behaviors happen due to not having the desire to apply the lessons learnt, negative organizational culture and also a little bit ineffectiveness of the training. They viewed that these types of trainees need intensive and long period training.
- In the case of applying knowledge, skills and attitude the barriers identified by the trainees are mainly lack of logistics, negative mindset of the colleagues, lack of internet facilities, lack of scope of work, negative organizational culture and lack of ICT knowledge. Among the trainees, 24.76% have mentioned that they have deficiency in logistics followed by the same number the stereo mindset up of the colleagues in using the knowledge, skills and attitude gained from the training while 10.48% trainees verbalized about lack of scope to use the knowledge and around 5% about lack of internet facility. It is observed in many organizations that the trainees do not have enough scope to apply their learnings due to organizational weaknesses and systems.
- As a key stakeholder, trainees have diverse suggestions with a view to applying acquired knowledge, skills and attitude in the workplaces for behavioral change at the desired level overcoming the barriers. Among the trainees 31.43% have suggested to ensure proper logistics in the office, 20% for ensuring favorable work environment followed by 9.52% to practice what has been learnt, 3.81% to change of mindset, 1.90% in each case to create scope to use knowledge, skills and attitude in the office and uninterrupted broadband connection and 0.95% have suggested to ensure posting in the similar place while 26.67% for arranging refreshers courses for better application of the existing learnings.

Concurrently it is found that mostly 74.29%controlling officers/supervisors have suggested for more practice by the trainees in the office followed by 22.86% for proper logistic support by the office and 20% recommended for a change of mindset. Sharing of knowledge and organizational support is also notably mentioned by 17.14% and 14.29% respectively while 25.71% have recommended for refreshers training.

Recommendations

Based on the discussion and analysis as well as the suggestions made by the trainees and their controlling/supervising officers the research team recommends the following with a view to ensuring the desired result from the training courses through the application of learnt knowledge, skills and changed attitude by the trainees:

- Logistic supports such as computer, laptops, printers, internet connectivity, vehicles, stationeries etc. should be ensured in all offices as well as uninterrupted internet facilities should be ensured in the workplaces for efficient and effective use of the lessons learnt from the training. Authorities, therefore, should take proper steps to increase budget where insufficiency prevail and ensure logistics for their employees.
- Friendly working environment should be ensured including neat and clean office room, usable washroom and improve the overall work environment.
- For changing the mindset of the controlling/supervising officers and other employees of the offices short training can be arranged.
- The participants should be motivated for engaging themselves in practicing the learnt knowledge, skills and acquired attitude by the concerned offices. RPATCs can also motivate trainees through writing letters time to time by creating a database and also solve their problems in applying the lessons learnt.
- Trainees should have the scope for applying the learnings. Therefore, concerned office authorities need to create scope to apply the learnings for the participants and should give posting the right people in the right place and allocate similar work.
- Participants should be geared up in sharing their learnt knowledge, skills and attitude to others in the workplaces by their bosses.
- Recognition and reward system should be introduced in all offices for good service delivery. Financial incentives may also be ensured in all offices. NIS award may be introduced in all offices to motivate the employees in good deeds using their learnings.

- Organizational culture should be more systematic and integrity based to remove the errors in the service delivery system. Authority of offices should be active in creating scopes of work so that employees can get more scope to be a part of a systematic culture.
- With a view to achieving better results from the imparted training, refreshers training of the duration of 5-8 days may be arranged for the trainees by the RPATCs. BPATC and Government need to pay proper attention in this regard.
- Trainees who disregard to skills or knowledge or returning to old behaviors may be identified and sent to a longer period and intensive training.
- RPATCs and BPATC authority may take steps to increase the duration of the training and upgrade the contents for good learning and thus bring more effectiveness.

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Appendix-I

Bangladesh Public Administration Training Centre

Savar, Dhaka-1343

www.bpatc.org.bd

Set-1: For the participants of the training courses of class 1 and class 2 officials

Research Title: Application of Learnings by the Participants of the Training Courses Conducted by RPATCs

[The information/data provided by the interviewees will be used only for research purposes and the name of the respondents will not be disclosed. Maintaining confidentiality of data is a moral and ethical obligation of researchers]

Name of the Respondent:

Sex:

Designation:

Name of the institution/office currently working:

Address of the workplace:

Year of Joining in the present service:

RPATC training course name: Modern Office Management/ICT & e-governance Course for class 1 & 2 officers/Basic Office Management Course for class III employees/Staff Development Course for class IV employees

Time schedule of the course:

RPATC name: Dhaka/Rajshahi/Chittagong/Khulna

[Please put tick mark (√) where applicable]

1. Would you please mention the knowledge you have learnt from the training course conducted by the RPATC?

- a.
- b.
- c.
- d.
- e.

2. Can you please point out the skills you have achieved from the training course conducted by the RPATC?

- a.
- b.
- c.
- d.
- e.

3. What sorts of attitude have been acquired by you from the training course conducted by the RPATC? Please mention in brief.

- a.
- b.
- c.

4. Would you please tell whether you have been able to apply/use your acquired knowledge, skills and attitude in the office work learnt from the training course?

Yes

No

If the answer is 'Yes', then how much of the acquired knowledge, skills and attitudes are being used by you in the workplace?

- a. 80-100%
- b. 60-80%
- c. 40-60%
- d. 20-40%
- e. Bellow 20%

5. If the answer of question No. 4 is 'Yes', then what are the barriers you find in using the acquired knowledge, skills and attitudes at your workplace? Please specify.

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

6. Do you think that your behavior, knowledge and skill level have been changed positively in the workplace after the training you attended?

Yes	No
-----	----

If the answer is 'Yes' then do you think that the change in behavior and a new level of knowledge is sustained?

Yes	No
-----	----

7. Do you observe any performance improvement or measurable change when backed in your roles?

Yes	No
-----	----

If the answer is 'Yes', then please say how much performance improved?

- a. below 20%
- b. 20-40%
- c. 40-60%
- d. 60-80%
- e. Over 80%

8. Are you aware of your change in behaviour, knowledge and skill level?

<input type="checkbox"/>	<input type="checkbox"/>
Yes	No

9. Are you able to teach the learnt new knowledge, skills, or attitudes to other people?

<input type="checkbox"/>	<input type="checkbox"/>
Yes	No

If the answer is 'Yes', then how much of the new knowledge, skills or attitudes you can teach other people? Please specify.

- a. 90-100%
- b. 80-90%
- c. 70-80%
- d. 60-70%
- e. Bellow 60%

10. Would you please tell whether your controlling officer or supervisor is supportive of any behavior change in the workplace?

<input type="checkbox"/>	<input type="checkbox"/>
Yes	No

If the answer is 'No', then what are the reasons you find in the part of the controlling officer or supervisor? Please mention.

a.

- b.
- c.
- d.

11. Do you receive any recognition or reward for your behavior change from the boss or organization?

Yes

No

12. Do you think that the overall organizational culture is supportive of any behavior change in the workplace?

Yes

No

If the answer is 'No', then what are the barriers you find in the organization in applying your learnt knowledge, skills and attitude in the work environment? Please specify.

- a.
- b.
- c.

13. Would you have any suggestions/recommendations with a view to using acquired knowledge, skills or attitude in the workstation?

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

Thank you very much for kind cooperation.

Signature and Name of Interviewer with Date

Appendix-II

Bangladesh Public Administration Training Centre

Savar, Dhaka-1343

www.bpatc.org.bd

Set-2: For the controlling/supervising officials of the trainees

Research Title: Application of Learnings by the Participants of the Training Courses Conducted by RPATCs

[The information/data provided by the interviewees will be used only for research purposes and the name of the respondents will not be disclosed. Maintaining confidentiality of data is a moral and ethical obligation of researchers]

Name of the Respondent:

Sex:

Designation:

Name of the office currently working:

Address of working place:

Year of Joining in the present service:

Trainee(s) name:

Trainee(s) course name:

RPATC name of the training: Dhaka/Rajshahi/Chittagong/Khulna

[Please put tick mark (√) where applicable]

1. Would you please tell whether the trainee(s) are using their acquired knowledge, skills, or attitude in the workplace after back from the training course?

Yes

No

If the answer is 'Yes', then how much the acquired knowledge, skills and attitudes are being used by them in the workplace?

- a. 80-100%
- b. 60-80%
- c. 40-60%
- d. 20-40%
- e. Bellow 20%

2. Do you think that the behavior, knowledge and skill level of the trainee(s) have been changed positively in the workplace after the training they attended?

Yes

No

If the answer is 'Yes', then do you think that the change in behaviour and the new level of knowledge is sustained?

Yes

No

3. Do you think that the trainee is able to teach the learnt new knowledge, skills, or attitudes to other people?

Yes

No

If the answer is 'Yes', then how much the trainee(s) are able to teach the new knowledge, skills or attitudes to other people? Please specify.

- a. 90-100%
- b. 80-90%
- c. 70-80%
- d. 60-70%
- e. Bellow 60%

4. Have you noticed any behavior change of the trainee(s) in the workplace after their training?

 Yes No

If 'No', then what are the reasons behind it you think?

- a. The trainees have not learnt anything
- b. The training was ineffective
- c. The trainees learned everything in the training but they have no desire to apply the knowledge themselves
- d. Organizational culture is not set up for any behavioral changes
- e. Any other reason (please specify).....

5. Do you observe any performance improvement or measurable change of the trainee(s) when backed in their roles?

 Yes No

6. Is the trainee aware of their change in behaviour, knowledge and skill level? Please give your opinion.

 Yes No

7. Do the trainees receive any recognition or reward for their behavior change from the boss/organization? Please give your opinion.

 Yes No

8. Do you think that the trainees disregard the skills or knowledge that they have learned and go back to their old behaviors?

 Yes No

9. Do you think that the overall organizational culture is supportive for any behavior change in the workplace?

 Yes No

If the answer is 'No', then what are the barriers you find in the organization in applying the learnt knowledge, skills and attitude of the trainee(s) in the work environment? Please specify.

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

10. Would you have any suggestions/recommendations with a view to using acquired knowledge, skills or attitude of the trainee(s) in the workstation?

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

Thank you very much for kind cooperation.

Signature and Name of Interviewer with Date

