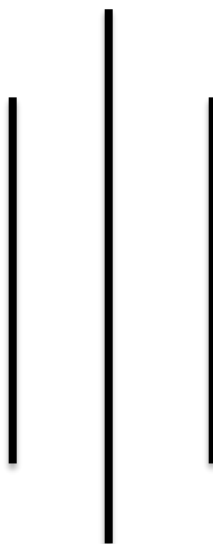A Study On

Effectiveness of Officer Level In-Service Training

Conducted by PFMTC

Submitted to:

Public Finance Management Training Center (PFMTC)
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EXECUTIVE SUMMARY

This study is carried out to assess the effectiveness of 'Officer Level In-service training' conducted by Public Finance Management Training Centre(PFMTC) focusing on enhancement of learning performance (Knowledge, skill and attitude), individual performance (personal competency, individual performance capacity, professionalism, job performance) and organizational performance (productivity of department, goal achievement, organizational outcome) of Account officer of the government of Nepal. The study focuses on the response of 100 trainees using survey questionnaires. The respondents were the government account officials who had participated in the training on the fiscal years 2074/2075, 2075/2076 and 2076/077. All of the responses were gathered from 100 trainees out of total the total list of 161 trainees, which reflects higher rate of response viz. 85 percent.

The overall objective of the study was set to examine the effectiveness of In-service Account officer training conducted by PFMTC to measure the level of understanding and its effect on the performance improvement at the workplace.

Purpose of participation in In-service training:

- The major purpose to participate in the training was asked among 'capacity enhancement', 'getting marks for promotion' and 'nomination from office'. As per the statistics of the responses, the categories mentioned above have received 52%, 47 %, and 1% preferences respectively. This shows clear-cut two motives of respondents towards participation in the training indicating hunger for knowledge and interest in promotion. This is a positive sign that trainees' motive for participation in training for 'capacity enhancement' is greater than the 'promotion' motive which reflects their hunger for learning skills that ultimately can serve the organizational performance and service delivery through training. Two major aim of trainee was somehow addressed as per their response. 76% of respondent view that training affected positively on their career development. However, looking to the promotion status after training, only 20% of the respondents were promoted which also includes the promotion from competitive exam. This is why few respondents in their qualitative response termed training as not helpful for timely promotion Though trainees are cent percent eligible for promotion after training completion, promotion seems slow due to other structural problem not related to learning performance from training. The following points provide the key findings and conclusions of the study.

- **Role of training on learning performance, individual performance and organizational performance:** More than 81% trainee have perceived that training has supported to enhancement of 'knowledge', 'work-based skills' and 'attitude' indicating significant contribution of training to learning performance. Likewise, more than 80% respondents have agreed that 'performance capacity, 'individual competency 'and 'professionalism' is enriched through training showing the positive role of training on individual performance. Similarly, more than 69% of respondents have agreed that training had contributed to 'departmental productivity', 'organizational performance' and 'organizational outcome' showing the positive effect of training to organizational performance.

- **Association between performance (learning, individual, organizational) and training effectiveness:** This study shows that there is a high positive association between learning performance and training effectiveness; between individual performance and training effectiveness and organizational performance and training effectiveness based on the value of Chi-square and correlation coefficient.

- **Overall training effectiveness**: Trainees have responded positively about the impact of training on 'employee the relation', 'stress reduction', 'task completion', 'change acceptance', 'responsibility and accountability,' 'resource utilization', 'knowledge and skill enhancement' and 'career development with more than 61%, showing the positive impact of training on learning, individual and organizational performance. Likewise, 94 % of respondents believe that the training was effective. Qualitative responses have also supported this by positively evaluating training due to job-relevant curriculum, appropriate training method, competent resource person, provision of field observation, and helpful to promotion among others. The overall impression towards officer level in-service training is positive, effective and encouraging.

- **Factors affecting performance (learning, individual and organizational)**: As per responses from respondents, 'training content', 'training coordination', 'quality resource person' and 'training methods' affecting the factor for learning performance. Likewise, affecting factors for individual performance are 'appropriate responsibility and placement', 'regular study habit', 'scientific evaluation of work', 'relation with supervisor and colleague' and 'provision of good incentive and affecting factors for, organization's performance are 'work environment', 'availability of resources', 'use of Information Technology 'employee relationship', 'monitoring and evaluation' among others.

- This study concludes as per the respondents' perception that the training was helpful in increase learning, individual and organizational performance. However, respondent

agreed that organizational performance is determined by the individual, organizational and environmental factors besides training. Thus, organizational factors including appropriate responsibility, work environment, scientific evaluation system, use of information technology, employee relations should be strengthened to establish the proper linkage between learning performance and organizational performance. Recommendations suggested by respondents for the further improvement of officer level In-service training through qualitative and quantitative responses are:

- The respondents recommended improving in Curriculum with the inclusion of contemporary PFM and procurement issues like preparation of bidding documents, variation, price adjustment, financial procedure, and fiscal responsibility along with practical courses focus on the higher-level job descriptions and proper balance between practical and theoretical sessions. In the management part suggestion include: more decentralized training to meet the policy goal of *training for all*, appropriate training method with the maximum use of Information Technology, group work, and extended field visits, provision of residential training and provision of IT engineer for facilitating IT based training.

- On the part of the resource person they have recommended for quality enhancement of internal resource person with training and exposure, maximum use of qualified experts from market and performance-based continuity of resource person. In the training evaluation part, they suggested for provision of fail rather than second and third division and disclosure of marks on the training certificate. In the physical infrastructure part, well equipped physical infrastructure including training hall, computer lab and library along with better logistics have been recommended.
- For increasing the training effectiveness suggestions are made including training need assessment and training impact evaluation on the regular basis to assess the current need and performance of the trainee and feedback should be addressed while course designing and executing the training.

Based on the high and positive association between learning, individual and organizational performance with training effectiveness, it is concluded that organizational performance has been increased by training through enhanced learning performance and individual performance. However, timely improvement in training factor (content, method, resource person,), individual factor (responsibility, motivation, study habit, employee relation, and work evaluation) and organizational factor (work environment, resources, use of IT, autonomy, and teamwork) is   found crucial for the overall effectiveness of training.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Quality of an organization depends on the quality of its human resources (Weiner et al., 2013 as cited in Aziz, S. F. A. 2016). Human resources are used to attain individual and organizational performance through their knowledge and experience. The common notion that no organization can be better than its human capital justifies human resource as the most valuable asset of an organization. Since human resource is regarded as the most crucial resource in organization, the employee training and development is getting prominence as a critical factor in human resource management (Cascio, 2015 as cited in Aziz, S. F. A. 2016). According to Aziz, S. F. A. (2016) Training program is a mechanism that provides employees with updated knowledge, skills and values crucial for organizational performance; thus, it is critical to ensure that whole effort is effective. To Choudhury & Sharma (2019), training is a process of bridging the gap between desired and actual level of performance. It tries to ensure that the organization possesses employee with the right mix of attributes, through allowing proper learning opportunities and driving them to learn, consequently enabling them towards the performance of highest levels of quality and service. They further viewed that effective training enhances the knowledge, skills, attitudes and behavior of employee and consequently their performance. Besides, investment in training should produce an effective and measurable return like any other investment (Choudhury & Sharma, 2019).

Mind tools (2016) defines the effectiveness is the degree to which something is successful in producing a desired result; success. Many researchers have found variables affecting training effectiveness. Meanwhile, the independent variables related to training effectiveness can be classified into personal, training, and organizational characteristic support (Cannon-Bowers et al., 1995; Aziz, 2013 as cited in Aziz, S. F. A. 2016). According to Kirkpatrick (1959; 1996), training should be evaluated at four levels including reaction, learning, behavioral changes, and results. Kirkpatrick's model is an outstanding and widely used model to measure training effectiveness which is referred by many practitioners and researchers (Griffin, 2010, Aziz, 2015 as cited in Aziz, S. F. A. 2016).

The ultimate aim of any training is to improve the performance of the trainee at the workplace with the application of knowledge they acquired by training thereby improving the service delivery goal of the organization. Initially training impacts the existing knowledge, skill and attitude of the trainee and affects the level of performance once the knowledge gained through training is applied to the workplace. Thus, training objective cannot be achieved without positive change in knowledge level after training and enhancement of performance level of the trainee at the work place. Thus training effectiveness should be assessed from learning to performance level. Since Nepal government is making huge investment on training to its employees in line with the policy of training for all, it is high time that its worth and effectiveness should be evaluated.

1.2 Introduction to Public Finance Management Training Center (PFMTC)

The Public Finance Management Training Center (PFMTC) is the leading training center of Government of Nepal under the Ministry of Finance. It has been imparting various trainings for the human resource involved in public finance management viz. revenue administration and financial administration stream to enhance internal resource mobilization and proper management of resources.

The center is playing vital role to enhance the professional competence of the human capital in public finance management sector especially in relation to revenue administration and financial administration. Currently, it has been providing entry level trainings, in service trainings, short-term training and initiating research program as well.

It was established on 12 March 1981 as a Revenue Administration Training Centre (RATC) with the objective of capacity enhancement of human resource involved in revenue and accounting sector of Nepal Government. Later on from April 2018, it has converted as Public Finance Management Training Center (PFMTC) with the inclusion of research activities in the areas of public finance apart from regular training activities.

1.2.1 Objectives of PFMTC

PFMTC has following broad objectives:

i) To enhance the professional competence of the employees of revenue and financial administration of Nepal Government.

ii) To conduct research studies in the areas of public finance, economic and revenue

iii) To conduct Interaction, seminar and workshop on contemporary issues related to revenue and financial administration

(www.pfmtc.gov.np).

In both revenue and accounting stream three types training are conducted by PFMTC namely- In-service training, induction training and short term training for officer level and assistant level employee of Nepal government involved in public finance management. In-service training is the major dimension of PFMTC training and In-service Account officer training is the key category within it which is conducted on the basis of curriculum comprising different modules. The working period of in-service training is 30 days which plays the vital role in performance based promotion of officer level finance employees. The in-service account officer curriculum has three broad objectives: capacity development (enrichment of knowledge, skill and attitude); improvement in performance and service delivery; career development (fulfill the partial requirement of promotion) (www.pfmtc.gov.np).

1.2.2 Curriculum/Modules of Officer Level In-service Training

Officer level curriculum covers following seven (7) modules along with term paper writing and presentation.

Module 1: Public financial Management operation and legal provision

Module 2: Public Finance Management Information Systems (Practical Module)

Module 3: Concept and Principle of Accounting / Government Accounting

Module4: Internal control, Auditing and Arrears settlement

Module 5: Public procurement management

Module 6: Planning and Budgeting System

Module 7: Miscellaneous (RTI, Corruption control, public service values, etc.)

(Source: In service officer level module developed by PFMTC)

1.3 Statement of the Problem

Cannon-Bowers et al. (1995) and Halton (2005) mention that training effectiveness can be determined by evaluating the learning, individual, and organizational performance but not the trainees' reaction as proposed by Kirkpatrick (1959/1996). Similarly to Bersin (2008), learning performance, individual performance, and organizational performance are better measure to evaluate training effectiveness.

Cannon-Bowers et al. (1995) proposed a complex model of training evaluation by explaining the process of developing training from training needs analysis to evaluating the training effectiveness. They argue that trainees' reaction could have effect on training effectiveness but should not be considered as a level in assessing training effectiveness.

Through a study on improving training effectiveness in Nepal, Subedi (2008) revealed training effectiveness was found limited due to thin transfer of learning from the training to the workplace. Training stakeholders such as managers, supervisors, employees, training designers and providers were not found working in coordination for a common goal. He further concluded that post training events were hardly observed and follow-up and tracker studies were not done (Subedi ,2008).

Training is a tool that adds value to the personnel of the organization through enriching their knowledge, skills and attitudes which can be transferred to the workplace towards improvement of the organizational performance and goal achievement. According Salas and Cannon -Bowers (2001) training effectiveness relies upon whether the learned outcomes are applied in the workplace (Salas and Cannon-Bowers 2001 as cited in Cheng & Hampson 2008). For Olsen (1998) training effectiveness is realized when the knowledge gained is actually applied to perform intended job (As cited in Cheng & Hampson 2008). This approach of using learning outcome to actual job is termed as learning transfer approach by Cheng & Hampson (2008). So, ultimate aim of any training is to improve the performance of the trainee at the workplace with the application of knowledge they acquired by training thereby improving the service delivery goal of the organization. Training objective cannot be achieved without positive change in performance level of the trainee at the work place. Hence, broader objective of the training will not be met without regular assessment of the training at the workplace at the performance level of trainees.

Nepal government has been making huge investment for imparting training to its officials for the fulfillment of organizational result through enhancement of learning performance. To Rayamajhi et al, (2011), the Government of Nepal (GoN) has been bearing many costs for providing training to its employees - the cost of resources involved in preparing and delivering the training, the cost of travel and lodging, and the cost of staff being away from the workplace, etc. Moreover, they view that Government needs to know that employees do not only acquire new knowledge, attitudes, and skills from the training but can also use them into enhance job performance (ibid). According to Kirkpatrik and Kirkpatrik, training impact can be assessed at four level comprising Reactions, Learning, Behavior and Results (2006). They further state that there are few researches regarding training effectiveness at the behavior and results level due to cost and complexity involved in this process (ibid). Thus the rationale of the training and value of huge government investment will not be justified without periodic evaluation of training at the performance level.

PFMTC being the prominent government training center of Nepal in the field of public finance, and the decades of its involvement and investment in trainings to the government employees, following pertinent issues need to be studied and analyzed at the earliest:

- Whether the trainings enrich the learning performance?
- Is there any relationship between individual performance and training conducted by PFMTC?
- Is there any association between organizational performance and training provided by PFMTC?
- What factors are affecting the individual and organizational performance beyond training?

Apart from regular training for capacity enhancement and tiny term paper writing as a component of training, no research has been done on effectiveness of training conducted by PFMTC till now. Therefore, this study intends to fulfill this gap by conducting research on training impact of in-service training of officer level. Considering the above scenario this research is designed to study the effectiveness of in-service training of Account officer based on the training conducted from fiscal year 2074/2075 to 2076/77.

1.4 Objective of the Study

The overall objective of this study is to examine the effectiveness of In-service Account officer training conducted by PFMTC on the level of understanding and its effect on the performance improvement at the workplace. The specific objectives are:

- To explore the role of in service training on learning performance, individual performance and organizational performance
- To examine the relationship between learning performance and training effectiveness conducted by the PFMTC
- To find out the relationship between individual performance and training effectiveness provided by PFMTC
- To evaluate the association between organizational performance and training effectiveness provided by PFMTC
- To collect information and provide suggestions for PFMTC and GON for increasing the effectiveness of Account officer in-service training and other training.

1.5 Significance of the Study

In the light of the decades of huge effort and investment for training to its employees by Nepal government, this study will be highly beneficial to gauge the worth of training in terms learning outcome, transfer of knowledge to the workplace and subsequently attainment of the intended organizational result with enriched performance. More specifically, the rationale of this study is listed as below:

- The study helps the training center to provide effective in-service training
- The study supports the training center to design the effective training curriculum
- The study contributes the training department of PFMTC in proper planning and execution of training and development programs;
- The study will support to the other training center of Nepal government;
- Future researchers will also find this work very useful as reference for further studies;

1.6 Limitations of Study

- The research covers only three fiscal years from 2074/075 to 2076/2077
- It covers only In-service training provided by PFMTC.
- It only focus on the single training center of Government of Nepal i.e. PFMTC.
- The research evaluates the data using limited tools and model (Correlation and Chi square test).
- The research applies primary data only.
- The research analyzes only three variables such as learning performance, individual performance, and organizational performance.

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CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Review

We can found various models to evaluate the training effectiveness of employee or organization.

According to Kirkpatrick and Kirkpatrick (2006), training effectiveness can be assessed at four levels: reaction, learning, behavioral changes, and results. In fact, evaluation of training and development implies assessment of the impact of training on trainee's performance and behavior. For them, **Reaction** measures the reaction and satisfaction of trainees towards training events during the training period. **Learning** evaluates the changes in knowledge, skills and attitudes of trainees due to participation in training. **Behavior** assesses the change in on the job behavior or on the job skills due to participation in the training. **Results** indicate the final outcome due to attendance in the training which is measured by improvement in performance or organizational goal achievement. Reaction and learning level impact is evaluated during or immediately after the training. Mostly, training management evaluates the reaction and learning level changes in the trainees while the assessment at the behavior and results are infrequent. Changes in the behavior or performance (results) level should be measured in the workplace. So, many training institutions are usually unable to establish the linkage between training and performance at the workplace.

Hamblin (1974) modifies Kirkpatrick's model. The first three levels in his model are same as Kirkpatrick's model i.e. reaction, learning, job behavior. However, the final level is split into two organization and ultimate value (As cited in Choudhury & Sharma 2019).

Kaufman's(1996) five level learning evaluation models expands the span of training impact evaluation beyond the organization, it incorporates benefits of training to the society and the surrounding environment in the organization ranging from level of Input and Process (Enabling and Reaction), Acquisition, Application, Organization Output, Societal Outcomes(As cited in Choudhury & Sharma 2019).

Daniel (1983) put forward the CIPP Evaluation Model comprising four phases namely: context evaluation, input evaluation, process evaluation and product evaluation which can help to recognize service providers' learning needs and the community's needs (As cited in Choudhury & Sharma 2019).

Philips developed Five-Level Training Evaluation Model comprising Reaction, Satisfaction and Planned Action (Level 1), Learning (Level 2), Application and Implementation (Level 3), Business Impact (Level 4) and Return on Investment-ROI (Level 5). According to Dr. Jack Phillips, when a training program is implemented it should create a chain of impact at these levels beginning at Satisfaction and planned Action and ending in ROI. When business results and ROI are to be measured (Levels 4 & 5), it is also necessary to evaluate the other levels. From the perspective of the organization, the value of the information gathered increases with movement along the chain of impact from Level 1 (Reaction, Satisfaction, and Planned Action) to Level 5 (ROI) (Brewer, 2007).

Aziz (2015) developed a General Training Evaluation Scale (GTES) to test the effectiveness of Malaysian workplace learning in three levels i.e. Learning Performance, Individual Performance, and Organizational Performance based on training effectiveness model by Cannon-Bowers et al. (1995). The researcher concludes that GTES can be used to determine the effectiveness of employees training using a self-report that usually used in survey to determine the overall picture of training effectiveness with minimum expenses, time or energy. Since, GTES includes the evaluation of individual and organizational performance, GTES should be used at least two to three months after the completion of training. Researcher found that this scale can be seen as a more economic manner to determine training effectiveness. Further, GTES can be used in a survey to determine the relationship or comparison between training effectiveness and other variables, such as organizational climate, training characteristic, and employee's criterion to increase the effectiveness of training (Aziz, 2015).

2.2 Empirical Review

Salas, Tannenbaum, Kraiger & Smith-Jentsch(2012) viewed that properly designed, delivered, and implemented training can largely impact its effectiveness because continuous learning and skill development are critical to modern organizations to remain competitive.

According to Surbhi (2015) Training is an essential element to increase competence and productivity of employees so as to keep the business going. The main reason is to develop knowledge and skills of employees as per the requirements of the job and eliminate performance deficiencies (Surbhi, 2015 as cited in EL Hajjar & Alkhanaizi 2018).

To Choudhury & Sharma (2019), training effectiveness refers to the benefits that the company and the trainees receive from training. Benefits for trainees may include learning new skills or behavior. Evaluation goals involve multiple purposes at different levels.

Bhaskar (2018) defines training is the art of increasing the knowledge and skills of an Employee for doing a particular job. The variety of the trainer's features and training environment also affects the training effectiveness (Biswas and Manna, 2018).

Rationally, the General Training Effectiveness Scale can be used as a valid and reliable tool to determine general training effectiveness in order to make early decisions whether to terminate, continue, or improve formal employee training (Aziz A, 2015).

Aziz (2015) argues that there is a need to develop and test a self-report instrument to conclude general training effectiveness. Moreover, Bersin (2008) argues that those terms, such as "individual performance" is a more appropriate term than "behavioral changes" since it distinguishes the effect of training transfer on job performance instead of workplace behavior.

2.3 Research Gap

Despite several studies on training effectiveness nationally and internationally there is dearth of training impact study in the areas of public finance at performance level in general and effectiveness of training conducted by PFMTC in particular. Previous researches gave much focus on management, governance and development and narrowed to learning level evaluation while ignoring performance at individual and organizational level. Among the few empirical studies, impact of other training and organizational environment were not considered. Besides, mixed method approach is employed by only few studies and experienced limited methodological diversity. Since previous research are mostly inclined towards reaction and learning level this research intends to focus more on learning, behavior and result level.

2.4 Theoretical Framework

Alliger's et al. (1997) supported that training can be evaluated using learning, individual, and organizational performance. Holton (2005) argue that reaction does not relate to the achievement of the training's objectives, hence, it should not be considered as training evaluation. Prior researchers found that the learning performance, individual performance, and organizational performance that usually used to determine training effectiveness were significantly correlated (Tracey et al., 2001; Pilati and Borges-Andrade, 2008; Chiaburu and Tekleab, 2005; Scaduto et al., 2008).

Due to the short period of study time this research applied an adjusted scale which is based on Siti Fardaniah Abdul Aziz's scale with the 3-dimension GTES: Learning Performance, Individual Performance, and Organizational Performance as under:

Independent Variables   Dependent Variable
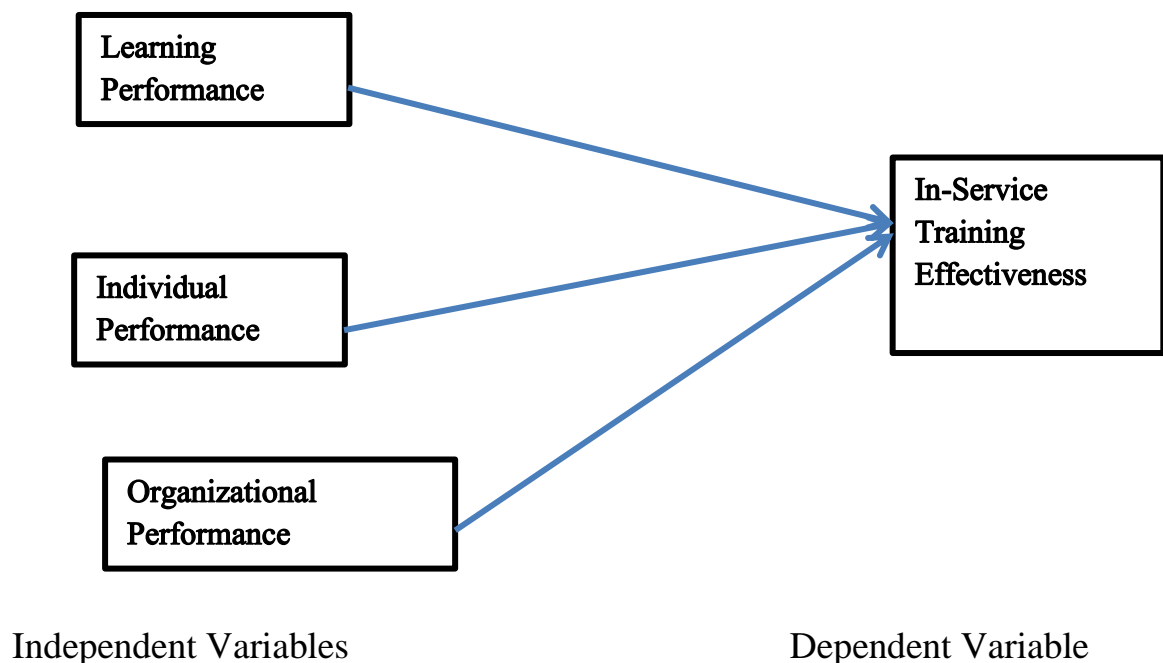
Sources: Aziz (2015)

2.4.1 Operationalization of Variable

2.4.1.1 Learning Performance (Independent Variable)

Learning performance is the improvement or changes in declarative knowledge, procedural knowledge, and metacognition (Kraiger et al., 1993; Colquitt et al., 2000). Bersin (2008) stresses that learning performance is used to measure the achievement of training objectives, especially to improve the capability and qualification of an individual to perform in his or her job. Kraiger et al. (1993) and Kirkpatrick (1959/1996) argue that learning performance is very important because it can determine whether training can educate trainees and provide them with knowledge, skills, and attitude. Aziz (2015) focuses that almost all models of training effectiveness have embraced learning performance as a measurement in training evaluation including those suggested by Kirkpatrick (1959/1996), Holton (2005), and Griffin (2010). Learning performance is usually measured using academic tests (e.g., Bell and Ford, 2007; Tziner et al., 2007); however, some researchers used trainees' perception in self-report (e.g., Stanford, 2000; Chen and Chih, 2012). This is so as researchers like Stehle et al. (2012), have proven that there is no significant difference between learning performance measured by learning test and learning perception if both are measuring the same criterion of learning to achieve the same learning objective (AS cited in Aziz, 2015)

2.4.1.2 Individual Performance (Independent Variable)

Individual performance is a measurement to assess whether what is learned from training is transferred to the workplace (Chiaburu et al., 2010) and can be evaluated using individual improvements in job competencies, efficiencies, and effectiveness (Kirkpatrick, 1959/1996). Baldwin and Ford (1988) argue that the measurement is very important because it is the main reason trainees are sent for training. Meanwhile, Bersin (2008) focuses the worth of exhibiting the training improvements in job performance. Aziz (2015) views that contemporary models of training effectiveness have identified it as the main measurement in training evaluation including those suggested by Kontoghiorghes (2004), Bersin (2008), and Kirkpatrick and Kirkpatrick (2010). Individual performance is usually measured using either trainees' perception in self-report (e.g., Facteau et al., 1995; Nikandrou et al., 2009) or their supervisor's perception in self-report (e.g., Axtell et al., 1997; Tziner et al., 2007). However, it is rarely measured using trainees' job performance record because of its political affect; in which,

Garavan et al. (1997) argue that general record of job performance for promotion is usually rely on supervisor's personal interest instead of actual performance. Interestingly, most HRD researchers including Axtell et al. (1997), Nijman et al. (2006), and Tziner et al. (2007) find that there is no significant difference between individual performance as reported by trainees and their supervisors in training records (As cited in Aziz, 2015).

2.4.1.3 Organizational Performance (Independent Variable)

Kirkpatrik (1996) argues that organizational performance is the improvement or changes in productivity, teamwork, customer satisfaction, and achievement of an organization's goals and reputation due to training outcomes. Besides, Griffin (2012) views that organizational performance is used to determine the impact and profit from training on organizational effectiveness. Further, Phillips (1997) adds some training evaluation can be used to determine organizational performance including the ROI (Return on investment) technique and the tangible and intangible result technique by Kirkpatrick and Kirkpatrick (2010). Further, Brinkerhoff (2006) insists that organizational performance can be evaluated using the effect of training on training function, managers, systems, and senior leaders. Moreover, Giangreco et al. (2009) found that most organizations never evaluated it because of the associated high cost, complexity, and inability to manage (As cited in Aziz, 2015).

2.4.1.4 In-service Training Effectiveness (Dependent Variable)

Alliger et al.,(1997) state that training evaluation is fundamental for judging the success of a training intervention (as cited in Al-Mughairi, 2018). Alvarez et al., (2004) describes training effectiveness as the study of the individual, training and organizational characteristics that affect the training process before, during and after training (As cited in Al-Mughairi, 2018). Training effectiveness refers to the benefits that the company and the trainees receive from training. Benefits for trainees may include learning new skills or behavior. So, evaluation goals involve multiple purposes at different levels Choudhury & Sharma (2019)

According to Cannon –Bowers et al. (1995) and Halton(2005) training effectiveness can be measured by evaluating the learning, individual and organizational performance but not the trainees' reaction as put by Kirkpatrick (1959/1996,As cited in Aziz,2015).Since

GTES measures training effectiveness at three levels i.e., learning performance, individual performance and organizational performance, combinations of all three indicators are taken as training effectiveness for this study. To Brinkerhoff, 2006, Noe, 2010 & Ford, 2014, Kirkpartick's model put an incomplete and partial measure. So, need of development of self- report instrument for measurement of training effectiveness is justified. Aziz (2015) viewed that General Training Effectiveness Scale (GTES) can be used as valid and credible tool to assess general training effectiveness thereby enabling timely decision whether to continue, terminate or improve employee training (Aziz, 2015). GTES is based on HRD theory/model proposed by Cannon Bowers et al. (1995). Meanwhile, Bersin (2008) redefines these measurements into learning performance, individual performance, and organizational performance as a better term to evaluate training effectiveness because for him "individual performance" is a more appropriate term than "behavioral changes" since it differentiates the effect of training transfer on job performance instead of workplace behavior.

Garcia (2005) combines the assessment of reaction, knowledge acquisition (learning performance), knowledge applications (individual performance), and costs and benefits (organizational performance) simultaneously to evaluate training effectiveness; (cited in Aziz, 2015)

Thus, this study will assess all learning, individual and organizational performance for evaluating training effectiveness. Based on Aziz's GTES (2015) and above discussion the dependent variable of this study, training effectiveness is further operationalized as learning performance (enrichment in knowledge, skill and attitude and retention),individual performance,(application of learning for job performance, improvement in competency, efficiency and effectiveness in workplace) and organizational performance(improvement in productivity, team work, organization goal achievement, customer satisfaction and reputation of the organization due to training outcome).

2.4.2 Research Hypotheses

Basically, this research study focuses on in-service training effectiveness of officer level government employees. By using the above theoretical framework following hypothesis are derived:

H1: There is significant relationship between Learning Performance of officer level employees and In-service Training Effectiveness.

H2: There is significant relationship between Individual Performance of officer level employees and In-service Training Effectiveness.

H3: There is significant association between Organizational Performance of officer level employees and In-service Training Effectiveness.

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CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

According to Kerlinger (1986) Research design is a plan, structure a strategy of inquiry to get answers to research problem. It is a complete framework of research which entails hypothesis writing and their operation to analysis of data for the final results (As cited in Kumar, 2014) Thus, it is a strategy or road map for collecting and analyzing data to answer the research questions. Training effectiveness measurement is a qualitative measurement process where different types of Liker scale is utilize to measure the qualitative parameters (Biswas and Manna, 2018).

This study has applied descriptive, correlative and exploratory research design with mixed approach of data collection techniques viz. quantitative and qualitative to meet the study objective.

3.1.1 Descriptive Research Design

Descriptive research is a process of accumulating facts and attempts to describe the situation, events, problems, service or program and also provides information about opinions, behaviors, attitudes and characteristics of population and community (Kumar, 2014). The purpose of descriptive statistics is to summarize and to present numerical information in a manner that is illuminating and applicable. In this research, this technique will be applied to assess (1) Learning Performance, (2) Individual Performance and (3) Organizational Performance.

In inferential statistics, data are analyzed from a sample to make inferences about the larger population. The goal is to answer or test the hypotheses. According to Sekaran(1992), Hypothesis is "a logically conjectured relationship between two or more variables expressed in the firm of testable statements"(As cited in Wolff, H. K. & Pant, P. R.1999,p.20). Thus it makes assumptions about phenomena or relationship between variables thereby facilitating rational decision through hypothesis testing based on observed facts.

3.1.2 Correlative and exploratory research design

The purpose of the correlational design is to show the relationship or association between two or more variables or phenomenon which is measured by correlation analysis. Exploratory research is designed to explore the new area where little is known or to dig out deeply to the issue usually with the application of qualitative mode of inquiry (Kumar, 2014). Correlative and exploratory research design may substantiate the findings of one another with the application of mixed methods. For this study we are mostly focused on descriptive and correlational design and analysis.

Correlation Analysis

Correlation analysis helps to determine the strength of the linear relationship between the two variables. In this study the simple correlation and multiple correlations have been used to show the degree of relationship between learning performance and in-service training effectiveness, individual performance and in-service training effectiveness.

Chi-square Test

The Chi-square test compares the frequencies and tests whether the observed data differ significantly from that of the expected data. It is calculated by the sum of the squared difference between observed (O) and the expected (E) data (or the deviation, d) divided by the expected data.

3.2 Population and sample

According to Parahoo (1997) population is "the total number of units from which data can be collected", such as individuals, artifacts, events or organizations. Moreover, Burns and Grove (2003) describe population as all the elements that meet the criteria for inclusion in a study. Burns and Grove (2003) define eligibility criteria as "a list of characteristics that are required for the membership in the target population".

The population of the study is 161 participants who have completed officer level in-service training during 2074/075 to 2076/077 from Public Finance Management Training Center. Thus, total population of the study is 161participants of in service training conducted by PFMTC. This is a census study. So, it has taken all the population as sample. Survey questionnaires have been sent to 161 trainees and 100 responses were got which covers 85.15% of the request. (List of respondents is in Annex 3)

3.3 Variables and Measurements

There were 7 sections in questionnaire. The first section A was used to collect the basic demographic information about the target respondents (age, gender, training year and service period etc). While the second section B and C were used to obtain the assessment information regarding the independent (learning performance, individual performance and organizational performance) and dependent (assistant level in-service training effectiveness) variables respectively. The other sections provide the information regarding effectiveness of overall training, training content, and training modules. Each of the items was placed on a 5-point Likert scale in a form of statement, where 1 was strongly disagree and 5 was strongly agree. The respondents were asked to indicate their level of agreement with the statements in relation to the independent and dependent variables by selecting the appropriate Likert scale.

3.4 Data Collection

According to Parahoo (1997), a research instrument is "a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills." In other words data are that information collected at a given time. Questionnaire is one of the major data collection techniques in qualitative as well as descriptive research.

This study has relied on Primary data sources. To this end survey questionnaire, with inclusion of few open ended questions were asked with trainees through online method. This study covers the period from fiscal year 2074/075 to 2076/077, comprising 161 trainees who have completed the in-service training of account officer. Survey questionnaire was administered to 161 trainees through email of the trainees as well as with the help of Google form developed by PFMTC. However, out of the 161 email requests only 100 responses were attained (85.15%) comprising 24, 28 and 48 respondents from fiscal year 2074/2075, 2075/2076 and 2076/2077 respectively. Out of total respondents, 6 are female and 94 are male. (Questionnaires are in Annex 1).

The survey questionnaire has used to collect the trainees' opinion regarding effectiveness of officer level in-service training conducted by PFMTC. The survey has collected the views of respondents as how they perceive. A total of 161 questionnaires are distributed among all the trainees. The questionnaires consist mixed questions such as ranking, multiple choice and Likert scale. The questionnaire were developed containing 53

questions, which consisted of section A: General Background; 14 demographic questions; section B: Assessment of Performance; 10 close ended questions, C: Overall Evaluation of Training; 5 close ended questions, D: Impact of Training on organizational and Individual Performance; 8 close-ended questions, Section E: 7 questions including 4 multiple choice questions, section F: 7 close ended questions based on individual modules of trainings and section G: 2 open ended questions.

These days, the corona virus is spreading rapidly worldwide. In Nepal, the infected no of people is growing very rapidly. All the offices are closed and locked down is prevailing across the country. The maintaining physical distance is minimum requirement, and other preventions measures are necessary. In this scenario, the research study could not be possible by field visit and meeting the respondents was almost impossible. Thus, all the questionnaires were distributed digitally by using 'Google Form'. Despite existing lockdown due to Covid-19 pandemic rate was response was encouraging which 85.15%.

Survey Questionnaire

Structured questionnaire was used as it was an effective data collection mechanism in testing hypotheses (Cavana, Delahaye, & Sekaran, 2001). Large amount of data could also be collected from a sizable population in a highly economical way (Saunders, Lewis, & Thornhill, 2009). In this research data was collected by means of questionnaire. The rationale for choosing this method was to obtain different perspectives on the phenomenon under investigation and to prevent researcher bias and approach the phenomenon without preconceived ideas.

3.5 Data Analysis

For data analysis, combination of quantitative and qualitative approach has been used for this study. Quantitative data have been analyzed by statistical tool like percentage, cross tabulation, correlation and Chi-square. Statistical Package for the Social Sciences (SPSS), including both descriptive and inferential statistics, was used for data analysis. The data collected was analyzed using descriptive statistics to obtain the frequencies, chi-square and correlation coefficient.

Qualitative data from open ended question has been analyzed through text analysis of the statement of the respondent. To this end coding, theme building and summarizing have been done in order to execute text and content analysis. Qualitative data is used to substantiate the findings from quantitative analysis.

The following statistical tools have been used to analyze the quantitative data:

Chi-square

It tests the goodness of fit of Observed to Expected frequency (i.e. the significant difference between O and E). It shows the association between variables, thus in this study to test the association between the organizational performance and in-service training effectiveness the chi-square test is used. The formula of the Chi-square is as follows:

$$\chi^2 = \sum \frac{(O-E)^2}{O}$$

Correlation Coefficient:

Correlation shows the degree of relationship between two or multiple variables whether it is positive or negative. In this study correlation analysis will be used to test to examine the relationship between learning performance and in-service training effectiveness. The formula of Simple correlation is as follows:

$$r_{xy} = \frac{N\sum XY - \sum X \sum Y}{\sqrt{N\sum X^2 - \left(\sum X\right)^2} \sqrt{N\sum Y^2 - \left(\sum Y\right)^2}}$$

3.6 Ethical Consideration

During the study ethical issues like informed consent of the respondents, personal integrity, confidentiality and anonymity has been maintained. Respondent's permission was taken before dispatching questionnaire. Name declaration in the questionnaire was optional and they were assured that their statement will not be disclosed other than research purpose. To avoid the biasness of the self-evaluation of the self-executed program efforts like analysis of quantitative and qualitative data, voluntary participation of respondents has been followed.

3.7 Reliability Test

The reliability of the questions contained in the questionnaire was examined by using Cronbach's Alpha test. In accordance with Nunnally (1978), the questions are reliable if the Cronbach's coefficient alpha exceeds 0.70.

***

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 General Background of the Respondents

This study is based on the responses of 100 trainees who completed officer level In-service training from PFMTC from 2074/075- 2076/077. This heading describes the general background information of the respondents. The following information provides the current designation, age, sex, educational background and training information of the respondents. The Table No. 4.1.1 below describes the current designation of respondents:

Table 4.4.1: Current Designation of respondents

Designation	Frequency	Percent
Account Officer	73	73
Audit Officer	6	6
Chief Treasury Comptroller	2	2
Director	4	4
Police Inspector	2	2
Treasury Comptroller	9	9
Under Secretary	2	2
Under Secretary Account	2	2
Total	100	100

Source: Survey Questionnaire, 2021

As per the table no 4.1.1, the maximum 73 participants are 'Account Officer' out of 100 respondents which covers 73 percentage. The minimum participants are from Chief Treasury comptroller, Police Inspector, Undersecretary and Undersecretary Account each of them comprising 2 participants which is 2 percent of whole participant. The following chart gives the summary of the table:

Chart 4.1.1: Current Designation of Respondents
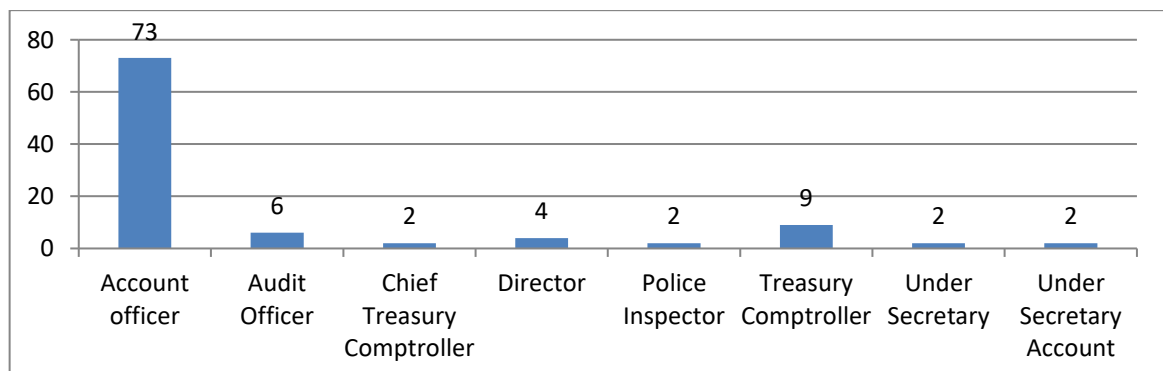
Table 4.1.2: Designation of respondents during training

Designation	Frequency	Percent
Account officer	86	86.0
Audit Officer	11	11.0
Police Inspector	2	2.0
Treasury Comptroller	1	1.0
Total	100	100.0

Source: Survey Questionnaire, 2021

As per the table no 4.1.2, the maximum 86 participants are 'Account Officer' out of 100 respondents which covers 86 percentage. Audit Officer comprises the second maximum number with 11 participants that cover 11 percent. The minimum 1 participant is from 'Treasury comptroller covering one percent of the whole. The following chart gives the summary of the table:

Chart 4.1.2: Designation of respondents during training
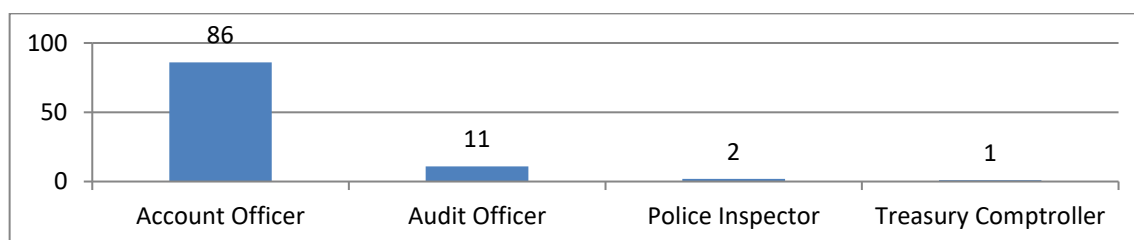
Table 4.1.3: Gender of respondents

Sex	Frequency	Percent
Female	6	6.0
Male	94	94.0
Total	100	100.0

Source: Survey Questionnaire, 2021

As per the table 4.1.3 out of the 100 respondents 94 are male while 6 are female comprising 94 and 6 percent respectively. The no of female respondents are comparatively very low than male respondents. The summary of the table is given by the following chart:

Chart 4.1.3: Gender of respondents
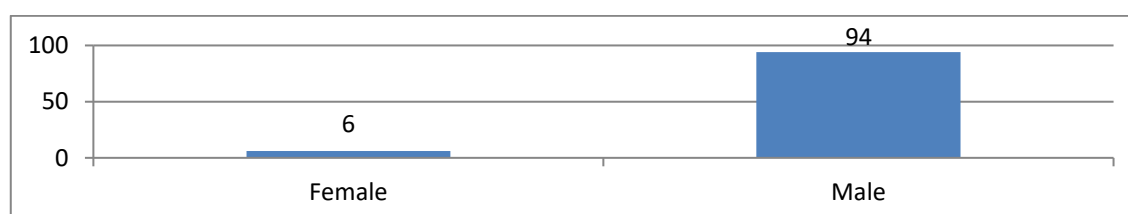
Table 4.1.4: Age of respondents

Age group	Frequency	Percent
30-40	22	22
40-50	31	31
50 above	47	47
Total	100	100

Source: Survey Questionnaire, 2021

As per the table 4.1.4 highest number of respondents, 47 belongs to the age group 50 above, second highest no is 31 which belong to 40 - 50 age group and minimum participants are 22 that belong to 30- 40 age group, comprising 47 percent, 31 percent and 22 percent respectively. Summary of the table is given by the chart below:

Chart 4.1.4: Age of respondents
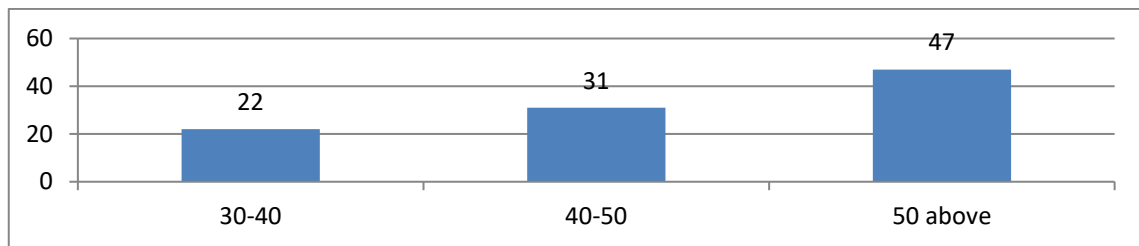
Table 4.1.5: Education Level of respondents

Education level	Frequency	Percent
Bachelor	26	26
Master	74	74
Total	100	100

Source: Survey Questionnaire, 2021

Table shows that maximum 74 respondents   have completed Masters Level of education which covers 74 percent while remaining 26 participants have completed bachelor level representing 26 percent of the total. Summary of the table is given below:

Chart 4.1.5: Education Level of respondents
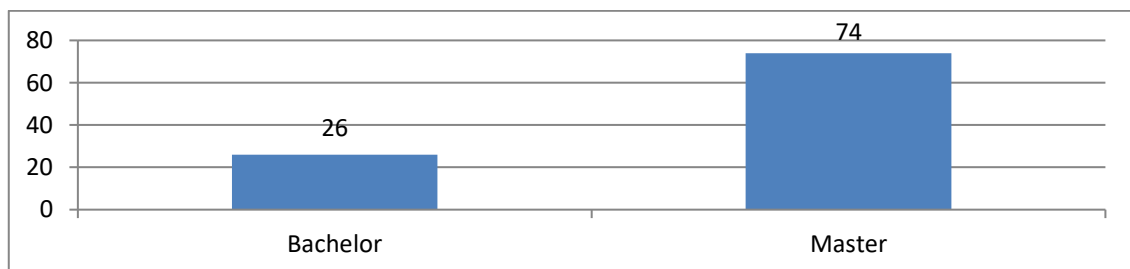
Table 4.1.6: In-Service Training Participants by Year

Year	Frequency	Percent
2074075	24	24
2075/076	28	28
2076/077	48	48
Total	100	100

Table shows that maximum 48 respondent participated in the year 2076 BS while minimum 24 respondents participated in the year 2074 BS reflecting 48 percent and 24 percent of the whole respondent respectively. Following chart provides the summary of the table:

Chart 4.1.6: In service training participants by year
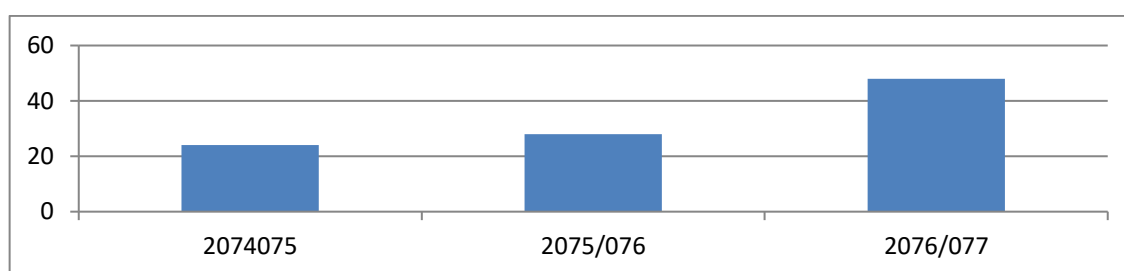
Table 4.1.7: Effect on promotion

	Frequency	Percent
No	80	80
Yes	20	20
Total	100	100

The table shows total 20 no. of respondents are agreed on that in-service training helped to their promotion that covers 20 percent, whereas 80 respondents are not promoted due to the in-service training participation which covers, 80 percent. The following chart gives the summary of the table:

Chart 4.1.7: Effect on promotion
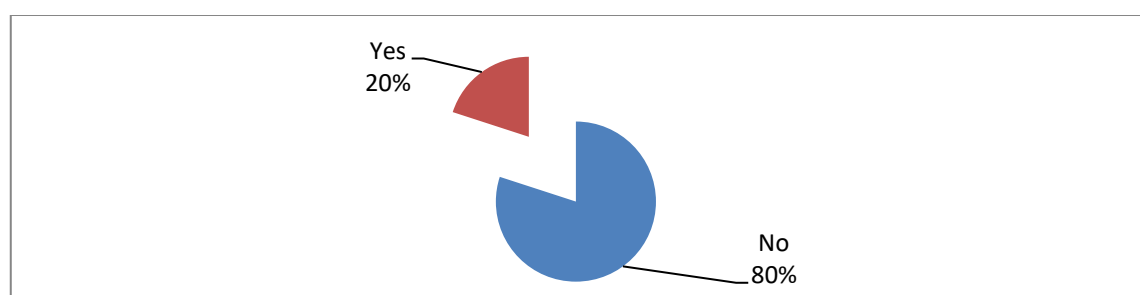
Table No. 4.1.8: Retirement Information

Response	Frequency	Percent
Not Retired	96	96.0
Retired	4	4.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The above table shows that total 4 respondents are retired till the date of research study. Remaining, 96 respondents are in job, which covers 96 percentages of the respondents. The following chart gives the summary of the table:

Chart No. 4.1.8: Retirement Information
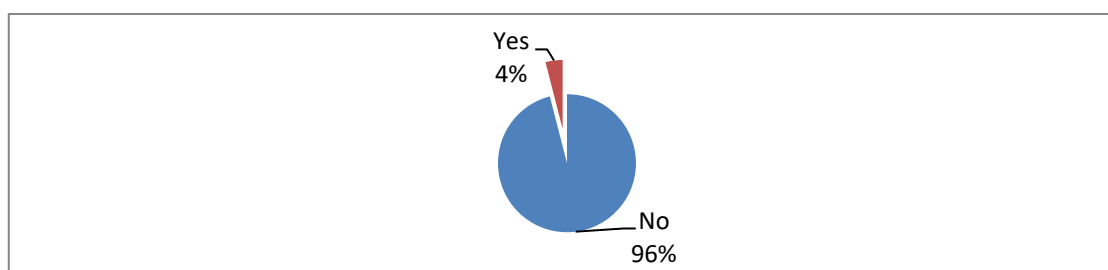
Table 4.1.9: Participation in Long term training after In-service Training

Response	Frequency	Percent
Yes	86	86.0
No	14	14.0
Total	100	100.0

Source: Survey Questionnaire, 2021

Table shows that only 14 numbers of respondents took long term training after In-Service Training which covers 14 percent. Remaining 86 numbers of respondents did not take any long term training after In-Service Training. This shows that 14% of the respondents' individual and organizational performance was affected by those training apart from in service training. The following chart gives the summary of the table:

Chart 4.1.9: Participation in long term training after in service training
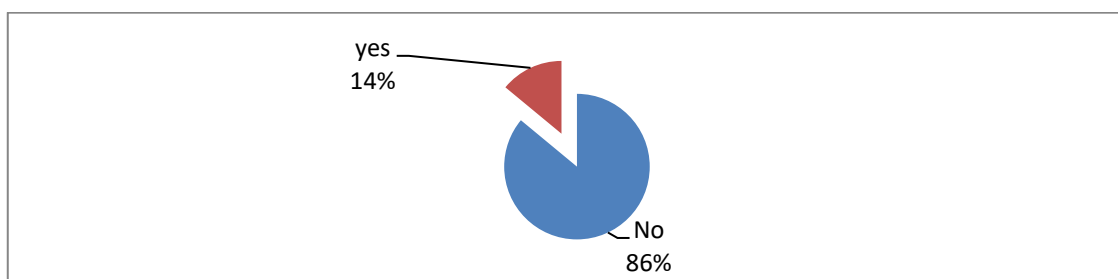
4.2 Assessment of Performance

This section defines the assessment of performance in terms of assessment of learning performance, individual performance and organizational performance. There are 3 questions in learning performance, 4 questions in individual performance and 3 questions in organizational performance.

4.2.1 Assessment of Learning Performance

In this section three questions regarding individual performance were asked and responses are provided below:

Table 4.2.1.1: List down of important things

	Frequency	Percent
Strongly Disagree	6	6.0
Disagree	1	1.0
Neutral	12	12.0
Agree	46	46.0
Strongly Agree	35	35.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 81 respondents are agreed on the statement, which covers 81 percent, whereas, total 7 respondents are disagreed on the statement which covers 7 percent. Remaining 12 respondents provided neutral response. This shows that most of the respondents can recall important topics learned during In-service training. The following chart gives the summary of the table:

Chart 4.2.1.1: List down important things
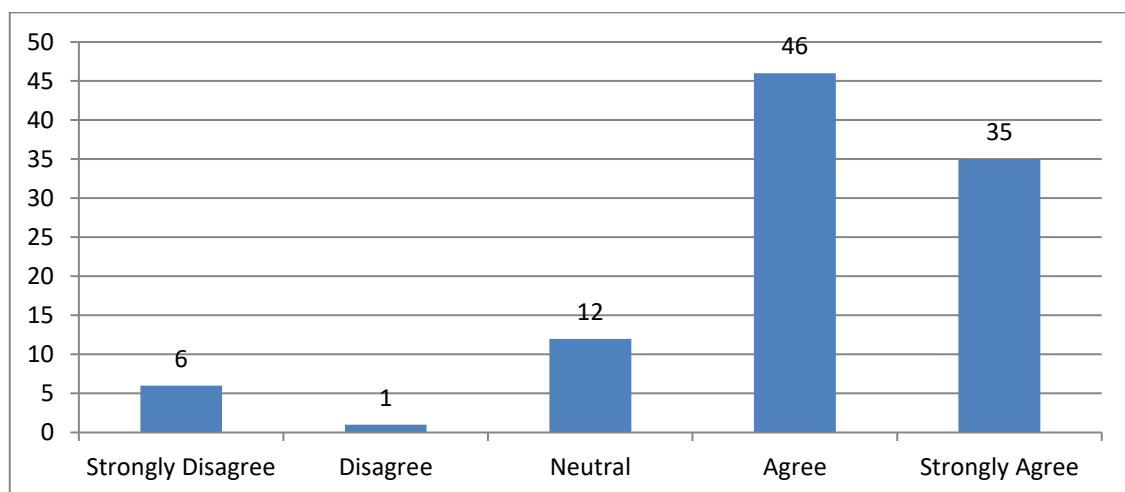
Table 4.2.1.2: Problem Solving Skills

Problem Solving Skills		
	Frequency	Percent
Strongly Disagree	3	3.0
Disagree	2	2.0
Neutral	16	16.0
Agree	44	44.0
Strongly Agree	35	35.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 79 respondents are agreed on the statement, which covers 79 percent. Total 5 respondents are disagreed on the statement, which covers 5 percent. Remaining 16 respondents provided neutral response. This shows that skill acquired from training has helped to most of the respondents to solve certain job problems. The following chart gives the summary of the table:

Chart 4.2.1.2: Problem solving Skills
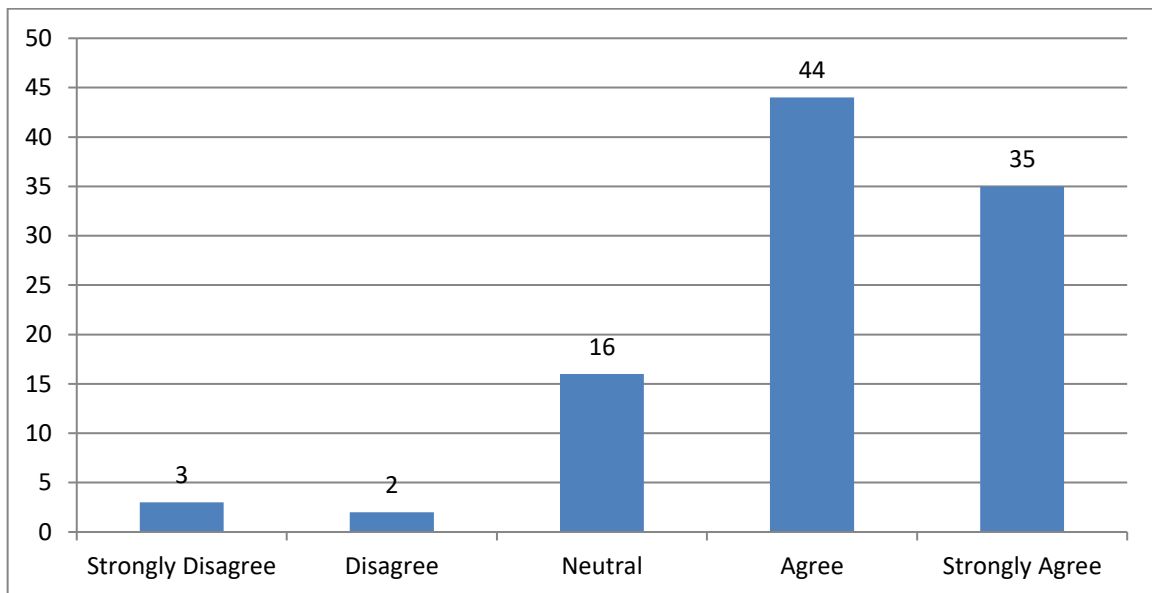
Table 4.2.1.3: Knowledge efficiency

Knowledge efficiency		Frequency	Percent
	Strongly Disagree	4	4.0
	Disagree	3	3.0
	Neutral	12	12.0
	Agree	44	44.0
	Strongly Agree	37	37.0
	Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 81 respondents are agreed on the statement, which covers 81 percent, whereas total 7 respondents are disagreed on the statement, covering 7 percent. Remaining 12 respondents provided neutral response. This shows that 81 percent of respondents accepted that they know how to use training knowledge for efficient work. The following chart gives the summary of the table:

Chart 4.2.1.3: Knowledge efficiency
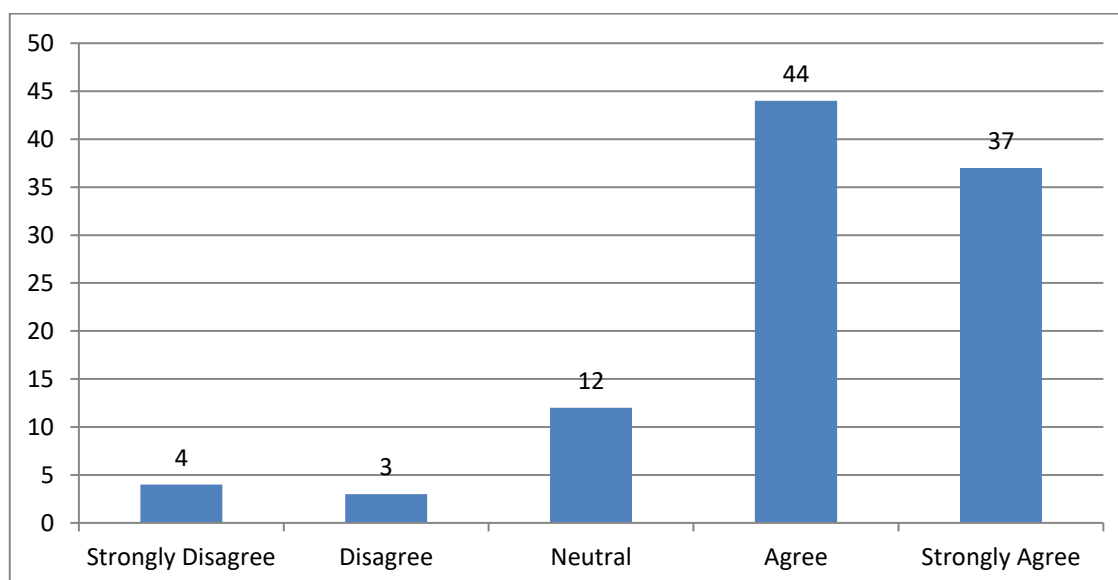
4.2.2 Assessment of Individual performance

In this section four questions regarding individual performance were asked and responses are provided below:

Table 4.2.2.1: Individual Performance Capacity

Individual Performance Capacity		
Response	Frequency	Percent
Strongly Disagree	3	3.0
Disagree	3	3.0
Neutral	9	9.0
Agree	45	45.0
Strongly Agree	40	40.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 85 respondents are agreed on the statement, which covers 85 percent, whereas total 6 respondents are disagreed on the statement, which covers 6 percent. Remaining 9 respondents provided neutral response. This shows that 85 percent of the respondents can perform the skill taught in training. The following chart gives the summary of the table:

Chart 4.2.2.1: Individual Performance capacity
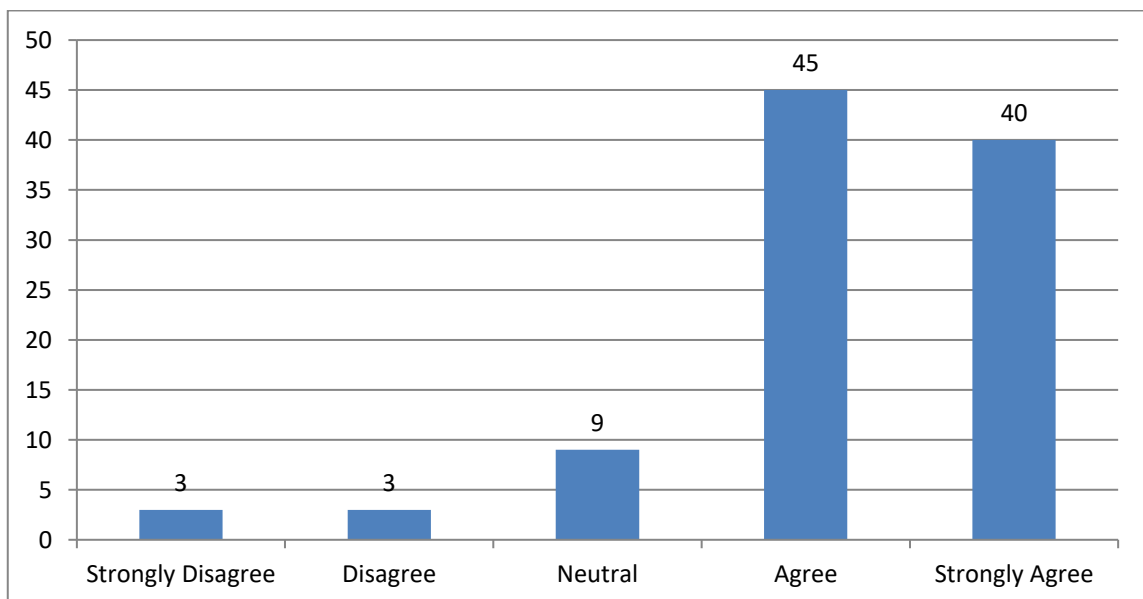
Table 4.2.2.2: Individual Competency

	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	3	3.0
Neutral	10	10.0
Agree	43	43.0
Strongly Agree	42	42.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 85 respondents are agreed on the statement, which covers 85 percent, whereas total 5 respondents are disagreed on the statement, which covers 5 percent. Remaining 10 respondents provided neutral response. Response shows that personal competencies of most of the respondents have increased due to training. The following chart gives the summary of the table:

Chart 4.2.2.2: Individual Competency
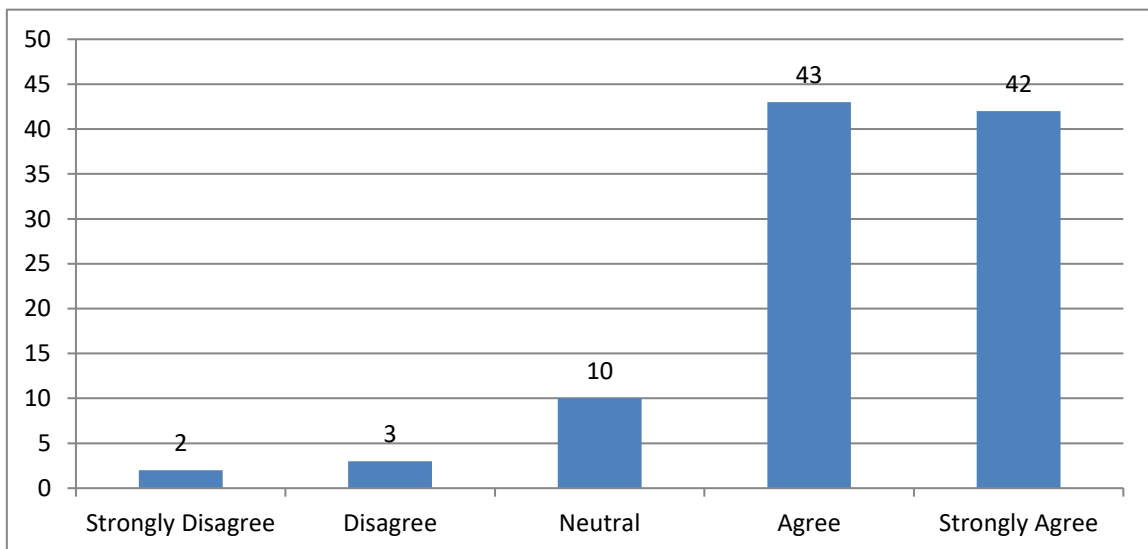
Table 4.2.2.3: Professionalism on job

		Frequency	Percent
	Strongly Disagree	2	2.0
	Disagree	5	5.0
	Neutral	13	13.0
	Agree	36	36.0
	Strongly Agree	44	44.0
	Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 80 respondents are agreed on the statement, which covers 80 percent, whereas total 7 respondents are disagreed on the statement, which covers 7 percent. Remaining 13 respondents provided neutral response. Response shows that 80% of the respondents found them more professional on certain tasks due to training. The following chart gives the summary of the table:

Chart 4.2.2.3: Professionalism on job
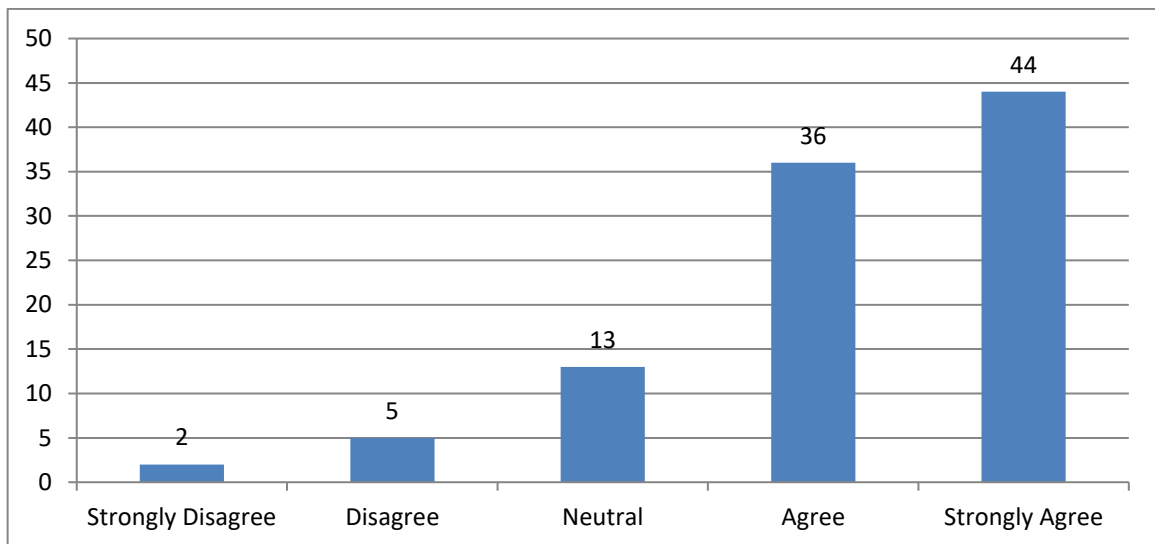
Table 4.2.2.4: Individual Job performance

	Frequency	Percent
Strongly Disagree	3	3.0
Disagree	4	4.0
Neutral	13	13.0
Agree	33	33.0
Strongly Agree	47	47.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 80 respondents are agreed on the statement, which covers 80 percent, whereas, total 7 respondents are disagreed on the statement, which covers 7 percent. Remaining 13 respondents provided neutral response. This shows 80 percent respondents believe their job performance has been improved after attending the training. The following chart gives the summary of the table:

Chart 4.2.2.4: Individual Job performance
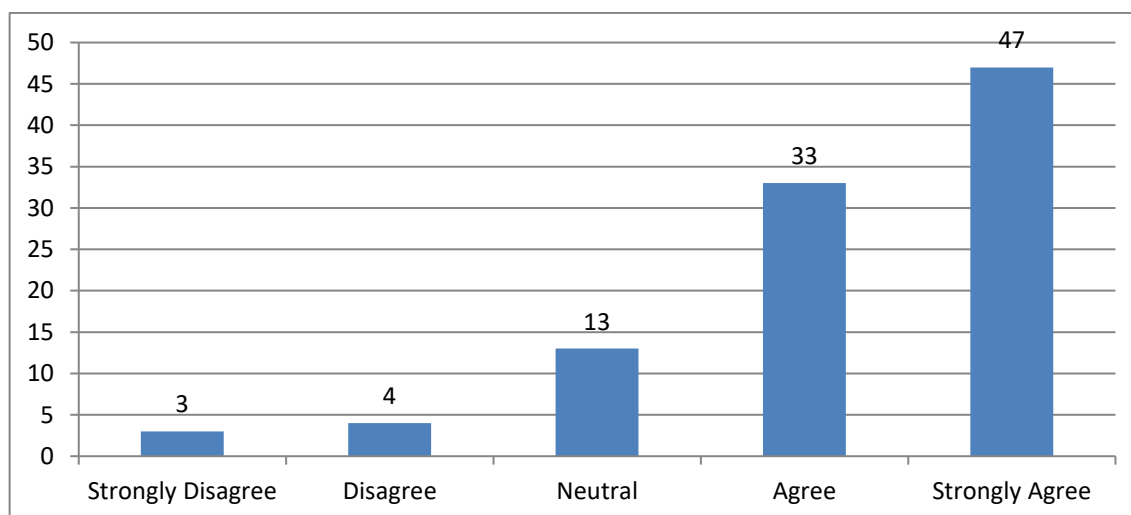
4.2.3. Assessment of Organizational Performance

In this section three questions regarding organizational performance were asked and responses are provided below:

Table 4.2.3.1: Productivity of Department

Productivity of Department			
		Frequency	Percent
	Strongly Disagree	2	2.0
	Disagree	1	1.0
	Neutral	15	15.0
	Agree	44	44.0
	Strongly Agree	38	38.0
	Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 82 respondents are agreed on the statement, which covers 82 percent, whereas, total 3 respondents are disagreed on the statement, which covers 3 percent. Remaining 15 respondents provided neutral response. Response shows that 82 percent of the respondents found improved productivity of organization due to skills learned in the training. The following chart gives the summary of the table:

Chart 4.2.3.1: Productivity of Department
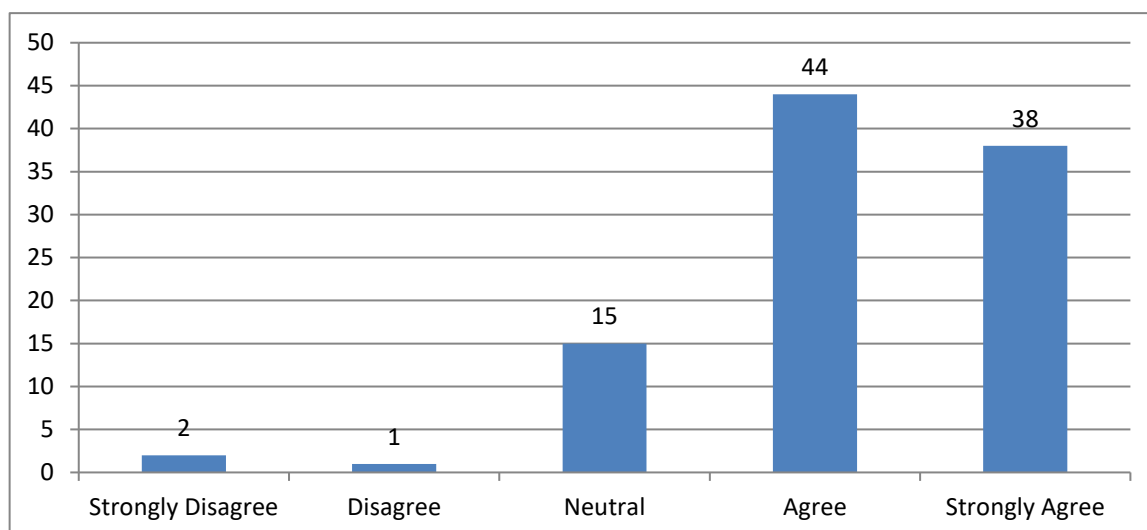
Table 4.2.3.2: Organizational Performance

Organizational Performance		Frequency	Percent
	Strongly Disagree	3	3.0
	Disagree	5	5.0
	Neutral	23	23.0
	Agree	46	46.0
	Strongly Agree	23	23.0
	Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 69 respondents are agreed on the statement, which covers 69 percent, whereas, total 8 respondents are disagreed on the statement, which covers 8 percent. Remaining 23 respondents provided neutral response. Response shows that 69 percent of the respondents found improved organizational performance through job performance due to learning in the training. The following chart gives the summary of the table:

Chart 4.2.3.2: Organizational performance
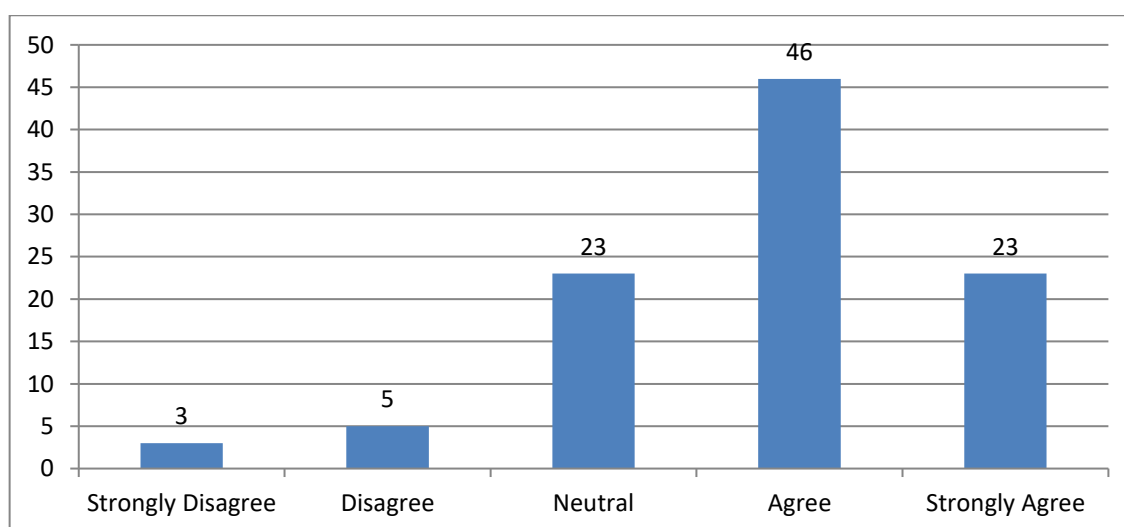
Table 4.2.3.3: Organizational Outcome

Organizational Outcome		Frequency	Percent
	Strongly Disagree	2	2.0
	Disagree	2	2.0
	Neutral	15	15.0
	Agree	43	43.0
	Strongly Agree	38	38.0
	Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 81 respondents are agreed on the statement, which covers 81 percent, whereas, total 4 respondents are disagreed on the statement, which covers 4 percentages. Remaining 15 respondents provided neutral response. This shows 81 percent respondents believe they have contributed on organization's outcome directly or indirectly. The following chart gives the summary of the table:

Chart 4.2.3.3: Organizational Outcome
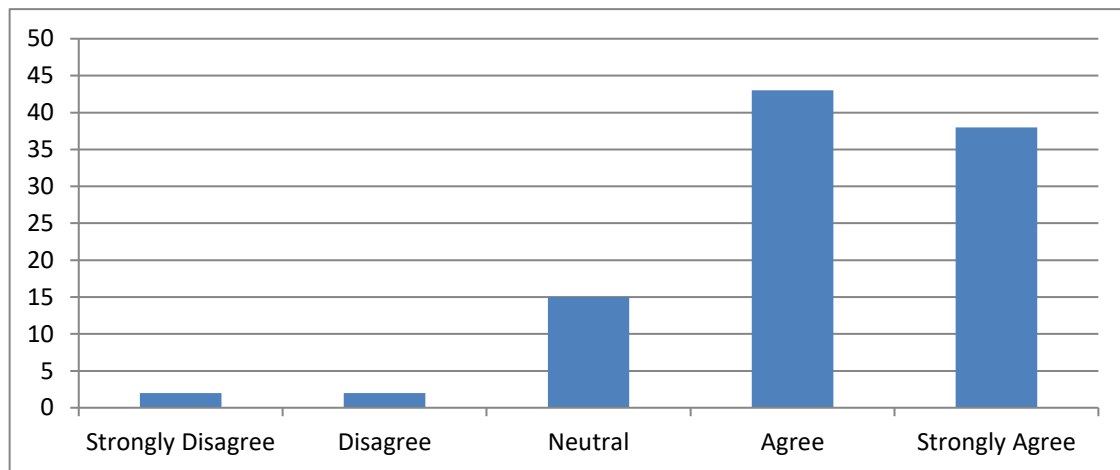
4.3 Overall Evaluation of Training

This section covers five questions regarding overall evaluation of training. First three questions show evaluation of enhancement of knowledge, work-based skills and attitude change. Remaining two questions are related to evaluation of individual performance and organizational performance.

Table 4.3.1: Overall Evaluation on Knowledge

Overall Evaluation on Knowledge		
	Frequency	Percent
Strongly Disagree	3	3.0
Disagree	4	4.0
Neutral	9	9.0
Agree	42	42.0
Strongly Agree	42	42.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 84 respondents are agreed on the statement, which covers 84 percentages, whereas, total 7 respondents are disagreed on the statement, which covers 7 percentages. Remaining 9 respondents provided neutral response. This shows that 84 percent respondents found improvement in knowledge due to participation in training. The following chart gives the summary of the table:

Chart 4.3.1: Overall evaluation on knowledge
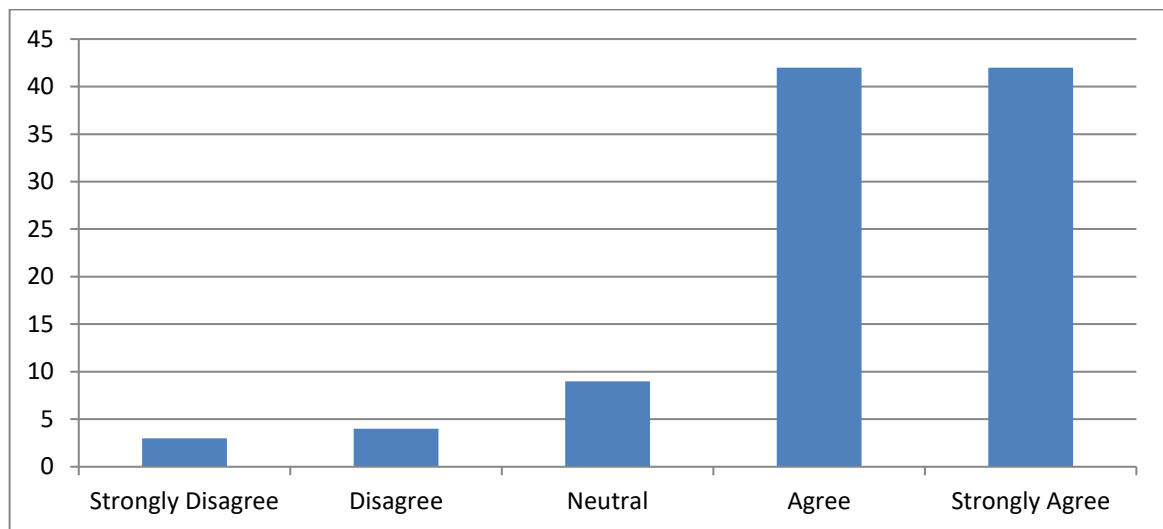
Table 4.3.2: Overall Evaluation on Work based Skills

Overall Evaluation on Work based Skills		
	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	3	3.0
Neutral	14	14.0
Agree	37	37.0
Strongly Agree	44	44.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 81 respondents are agreed on the statement, which covers 81 percent, whereas total 5 respondents are disagreed on the statement, which covers 5 percent. Remaining 14 respondents provided neutral response. Above response indicates 81 percent respondents think in-service training has helped to improve their work-based skills. The following chart gives the summary of the table:

Chart 4.3.2: Overall evaluation on work based skill
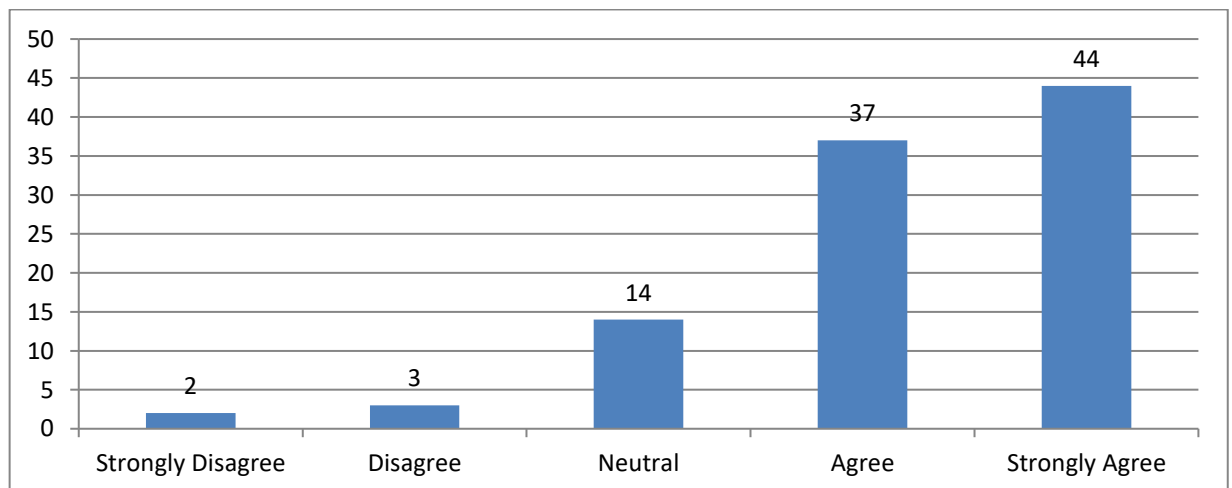
Table 4.3.3: Overall Evaluation on Attitude

Overall Evaluation on Attitude		
	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	2	2.0
Neutral	8	8.0
Agree	45	45.0
Strongly Agree	43	43.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 88 respondents have agreed on the statement, which covers 88 percent, whereas, total 4 respondents are disagreed on the statement, which covers 4 percent. Remaining 8 respondents provided neutral response. This response shows that 88 percent respondents believe training has changed their attitude positively.   The following chart gives the summary of the table:

Chart 4.3.3: Overall evaluation on Attitude
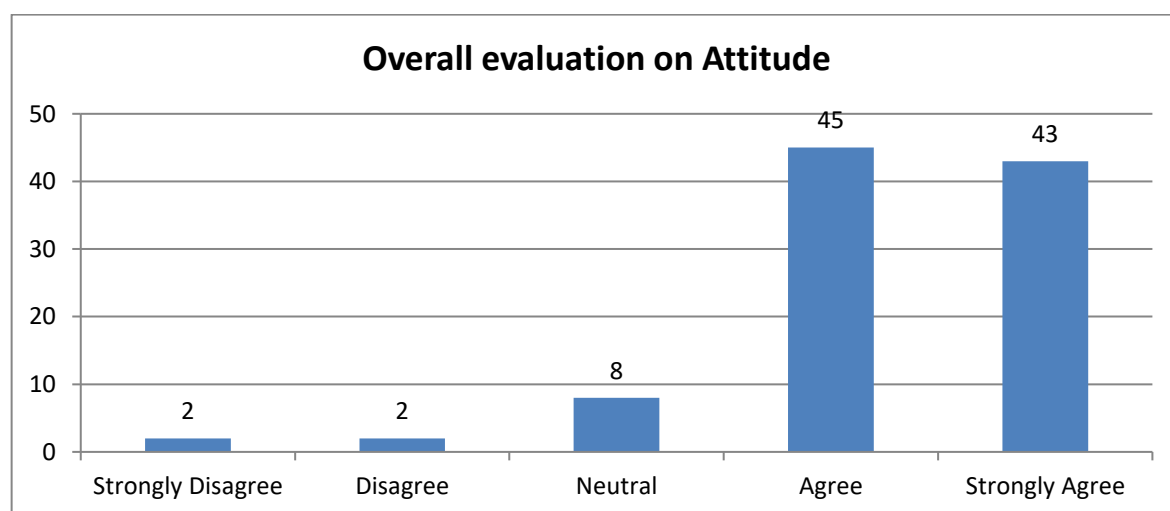
Table 4.3.4: Overall Evaluation on Individual Performance

Overall Evaluation on Individual Performance		
	Frequency	Percent
Strongly Disagree	1	1.0
Disagree	4	4.0
Neutral	11	11.0
Agree	42	42.0
Strongly Agree	42	42.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 84 respondents are agreed on the statement, which covers 84 percent, whereas, total 5 respondents are disagreed on the statement, which covers 5 percent. Remaining 11 respondents provided neutral response. The result indicates 84 percent respondents believe that the training has helped to improve their individual performance. The following chart gives the summary of the table:

Chart 4.3.4: Overall evaluation on Individual performance

Chart: Overall evaluation on Individual performance
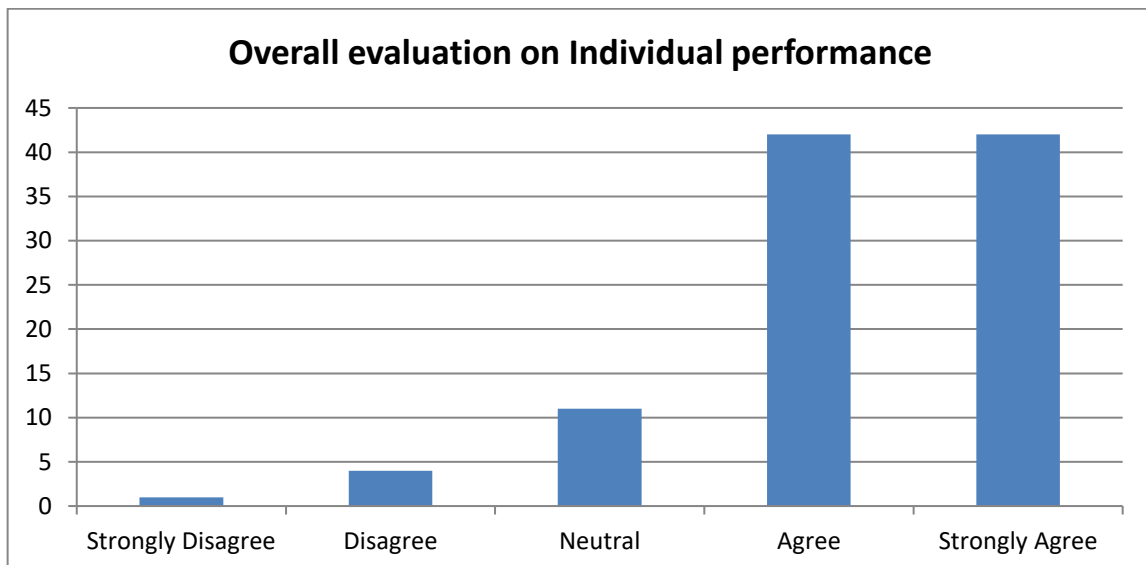
Table 4.3.5: Overall Evaluation on Organizational Performance

Overall Evaluation on Organizational Performance		
	Frequency	Percent
Strongly Disagree	3	3.0
Disagree	3	3.0
Neutral	17	17.0
Agree	44	44.0
Strongly Agree	33	33.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 77 respondents are agreed on the statement, which covers 77 percent, whereas total 6 respondents are disagreed on the statement, which covers 6 percent. Remaining 17 respondents provided neutral response. This indicates 77 percent respondents believe that In-service training has been helpful to increase organizational performance. The following chart gives the summary of the table:

Chart 4.3.5: Overall evaluation on organizational performance 4.3.5
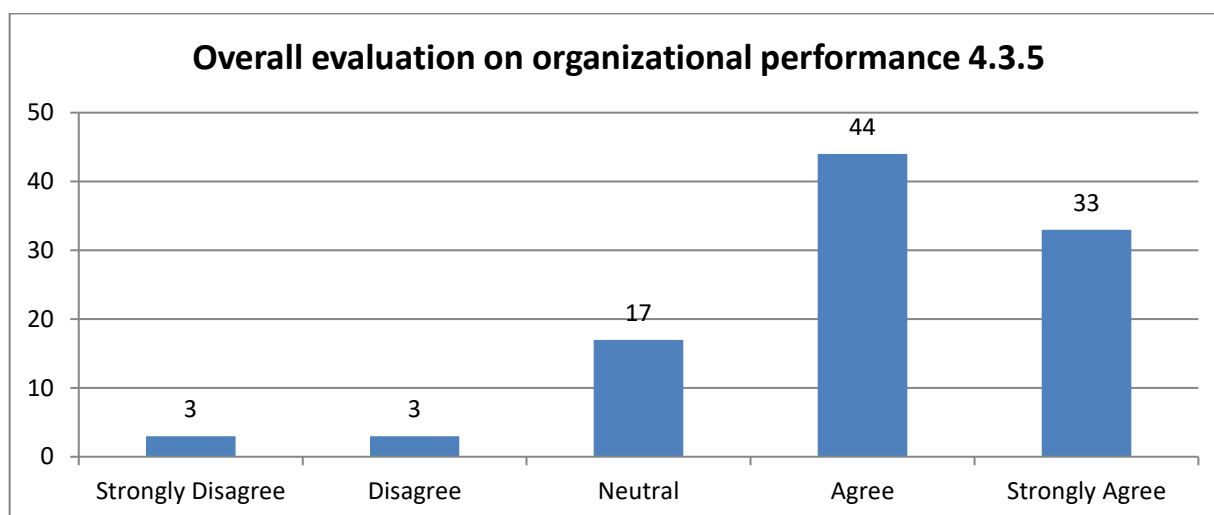
4.4 Impact of Training on Organizational and Individual Performance

This section covers the impact evaluation of training on organizational and individual performance. There are eight questions related to impact evaluation.

Table 4.4.1: Impact on Employees Relation

Impact on Employees Relation		
	Frequency	Percent
Strongly Disagree	3	3.0
Disagree	6	6.0
Neutral	30	30.0
Agree	35	35.0
Strongly Agree	26	26.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 61 respondents are agreed on the statement, which covers 61 percent, whereas, total 9 respondents are disagreed on the statement, which covers 9 percent. Remaining 30 respondents provided neutral response. This indicates 61 percent respondents believe that the relationship between employees has been enhanced after training. The following chart gives the summary of the table:

Chart 4.4.1: Impact on Employee Relation
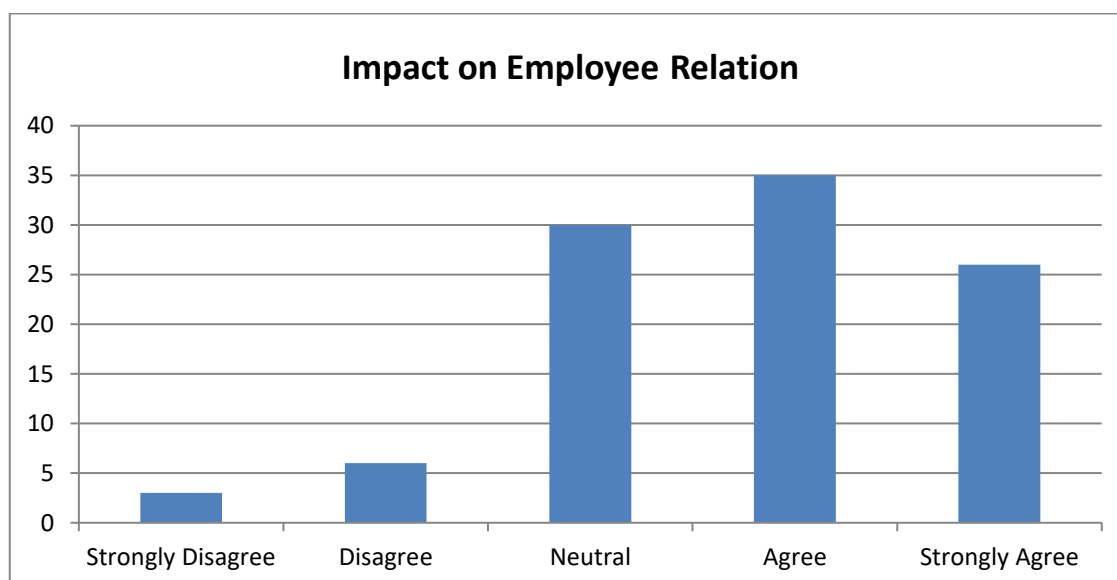
Table 4.4.2: Impact on Stress Reduction

Impact on Stress Reduction			
		Frequency	Percent
	Strongly Disagree	2	2.0
	Disagree	8	8.0
	Neutral	28	28.0
	Agree	41	41.0
	Strongly Agree	21	21.0
	Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 62 respondents are agreed on the statement, which covers 62 percent, whereas, total 10 respondents are disagreed on the statement, which covers 8 percent. Remaining 28 respondents provided neutral response. This indicates 62 percent respondents believe that controversy and stress have been reduced after training .The following chart gives the summary of the table.

Chart 4.4.2: Impact on Stress Reduction
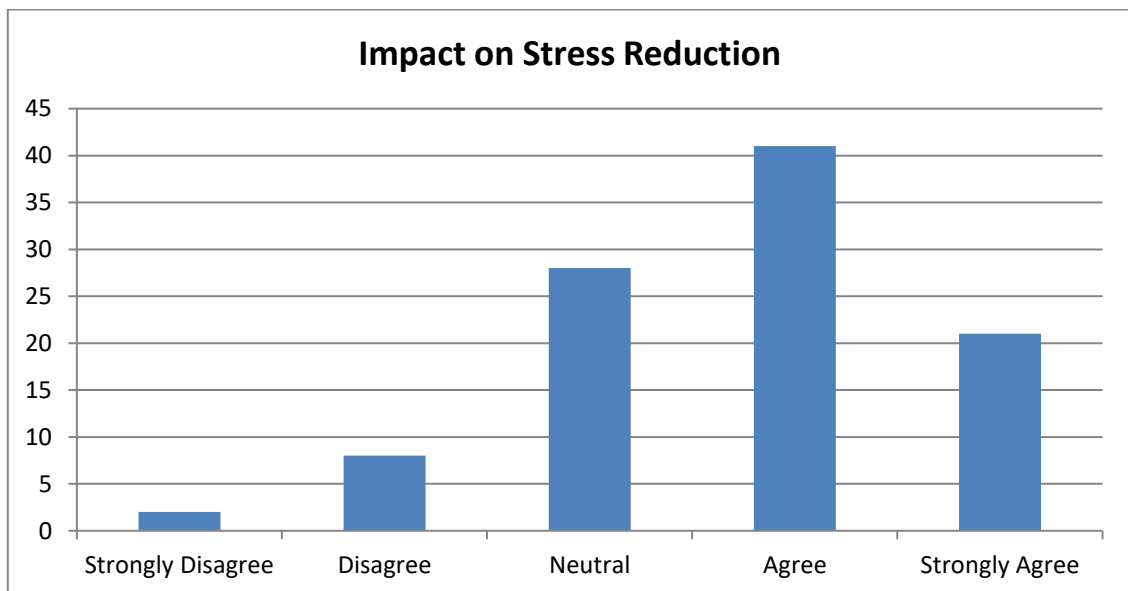
Table 4.4.3: Impact on Task Completion

Impact on Task Completion		
	Frequency	Percent
Strongly Disagree	2	2.0
Disagree	5	5.0
Neutral	12	12.0
Agree	42	42.0
Strongly Agree	39	39.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 81 respondents are agreed on the statement, which covers 81 percent, whereas, total 7 respondents are disagreed on the statement, which covers 7 percent. Remaining 12 respondents provided neutral response. The result indicates 81 percent respondents believe that the daily tasks have been completed on time after training. The following chart gives the summary of the table

Chart 4.4.3: Impact on Task Completion
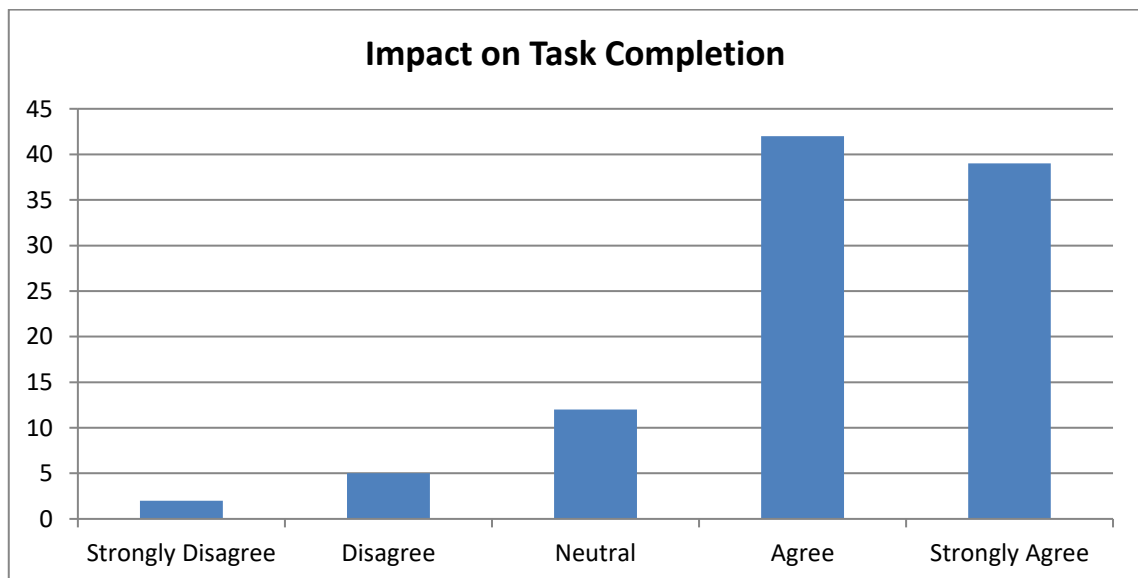
Table 4.4.4: Impact on Acceptance of Change

Impact on Acceptance of Change			
		Frequency	Percent
	Strongly Disagree	4	4.0
	Disagree	2	2.0
	Neutral	10	10.0
	Agree	42	42.0
	Strongly Agree	42	42.0
	Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 84 respondents are agreed on the statement, which covers 84 percent, whereas, total 6 respondents are disagreed on the statement, which covers 6 percent. Remaining 10 respondents provided neutral response. This indicates 84 percent respondents believe that the change acceptance habit has been developed after the training. The following chart gives the summary of the table:

Chart 4.4.4: Impact on Acceptance of Change
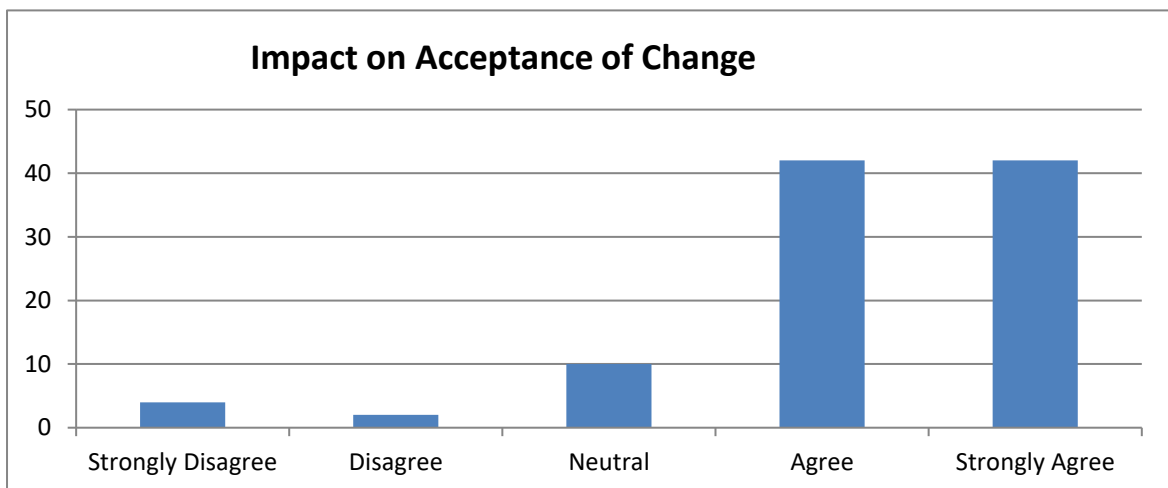
Table 4.4.5: Impact on Transparency and Responsibility

Impact on Transparency and Responsibility		
	Frequency	Percent
Strongly Disagree	4	4.0
Disagree	2	2.0
Neutral	11	11.0
Agree	49	49.0
Strongly Agree	34	34.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 83 respondents are agreed on the statement, which covers 83 percent, whereas, total 6 respondents are disagreed on the statement, which covers 6 percent. Remaining 11 respondents provided neutral response. This indicates 83 percent respondents believe that level of motivation, transparency and responsibility have been increased. The following chart gives the summary of the table:

Chart 4.4.5: Impact on Transparency and Responsibility
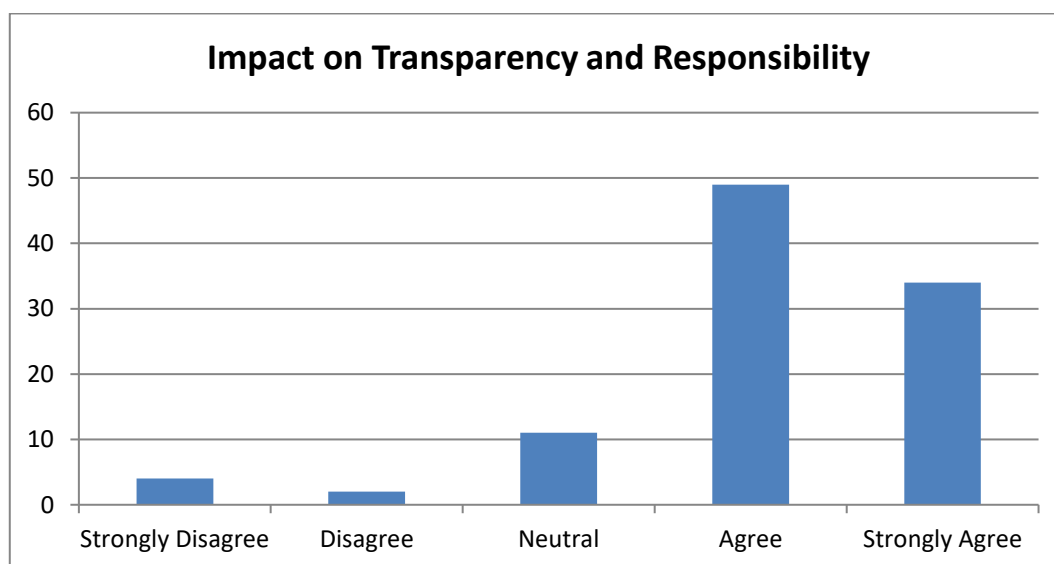
Table 4.4.6: Impact on Resource Utilization

Impact on Resource Utilization		
	Frequency	Percent
Strongly Disagree	5	5.0
Disagree	3	3.0
Neutral	13	13.0
Agree	30	30.0
Strongly Agree	49	49.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 79 respondents are agreed on the statement, which covers 79 percent, whereas, total 8 respondents are disagreed on the statement, which covers 8 percent. Remaining 13 respondents provided neutral response. This indicates 79 percent respondents believe that the use of office resources in personal purpose has been reduced after training. The following chart gives the summary of the table:

Chart 4.4.6: Impact on Resource Utilization
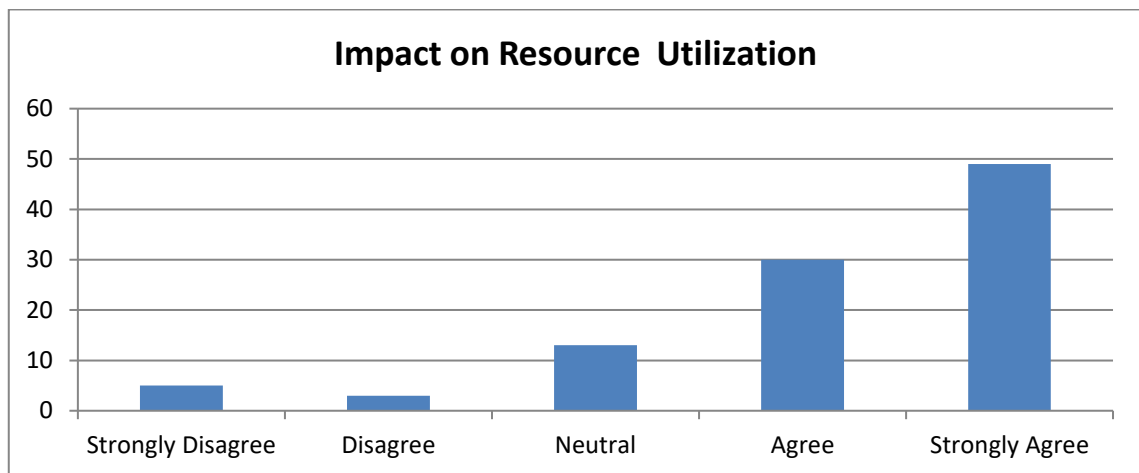
Table 4.4.7: Impact on Knowledge and Skill Enhancement

Impact on Knowledge and Skill Enhancement		
	Frequency	Percent
Strongly Disagree	2	2.0
Neutral	11	11.0
Agree	42	42.0
Strongly Agree	45	45.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 87 respondents are agreed on the statement, which covers 87 percent, whereas, total 2 respondents are disagreed on the statement, which covers 2 percent. Remaining 11 respondents provided neutral response. This indicates 87 percent respondents believe that increased knowledge and skill have helped to accomplish better official performance. The following chart gives the summary of the table:

Chart 4.4.7: Impact on Knowledge and Skill Enhancement
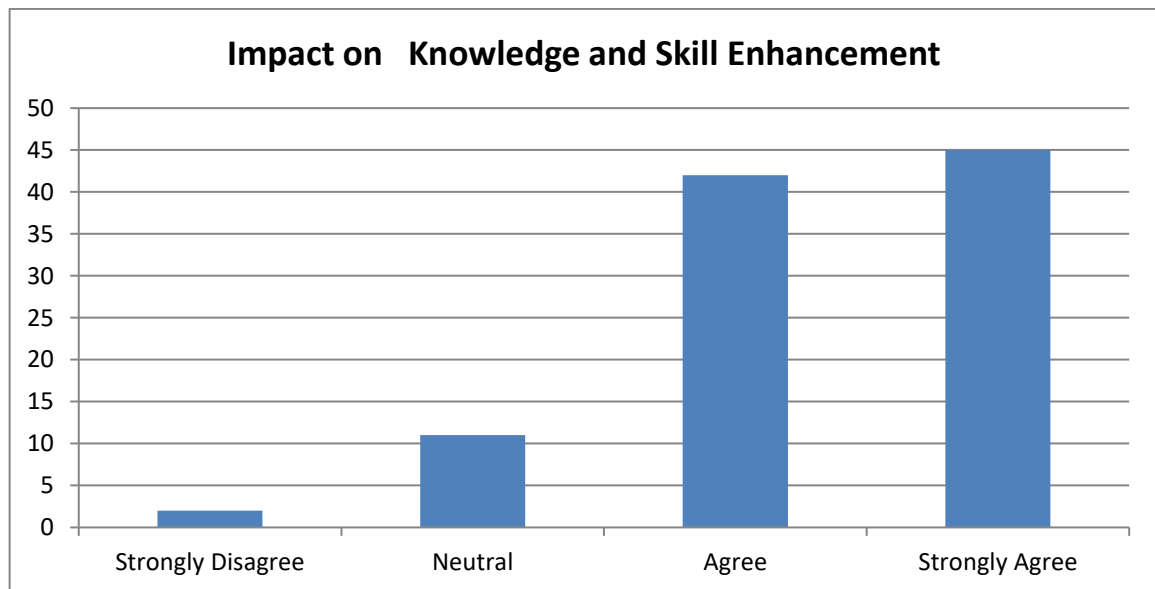
Impact on Career Development		
	Frequency	Percent
Strongly Disagree	9	9.0
Disagree	2	2.0
Neutral	13	13.0
Agree	31	31.0
Strongly Agree	45	45.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 76 respondents are agreed on the statement, which covers 76 percent, whereas, total 11 respondents are disagreed on the statement, which covers 11 percent. Remaining 13 respondents provided neutral response. This show 76 percent respondents believe that training has helped in career development .The following chart gives the summary of the table:

Chart 4.4.8: Impact on Career Development
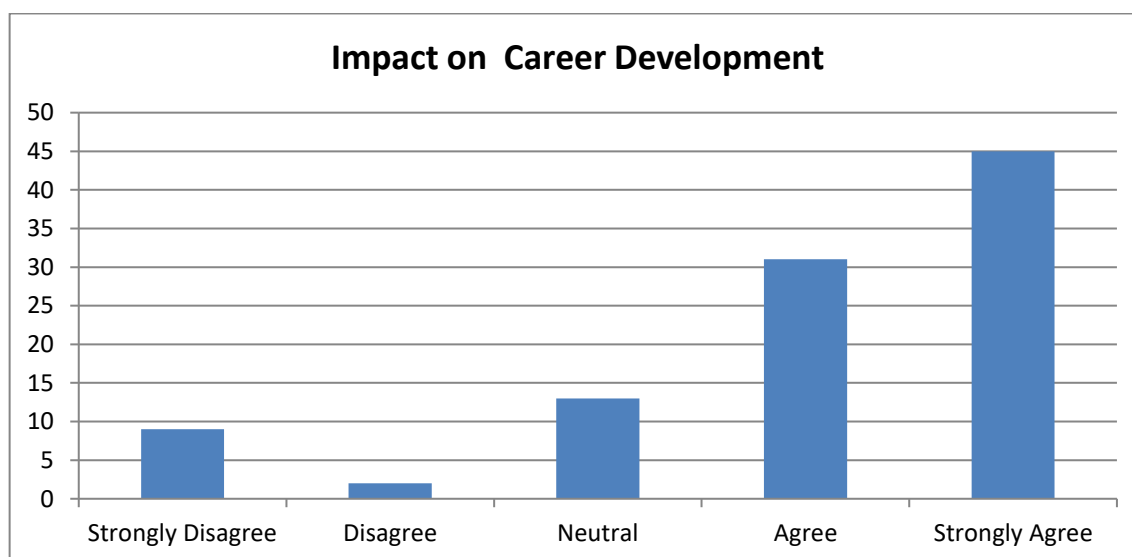
4.5 Assessment of Learning and Performance Environment

This section highlights the responses regarding questions related to environment role or affecting factors for learning, individual and organizational performance.

4.5.1 Learning   Performance

This section describes the role of training content, training coordination, quality of resource person and training method on learning performance.

Table 4.5.1: Role of Training Content

Role of Training Content		
	Frequency	Percent
Not Important	1	1.0
Less Important	7	7.0
Important	45	45.0
Most Important	47	47.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 92 respondents think that training content plays important role in learning, which covers 92 percentages. Whereas, total 1 respondent think training content is not important for learning, which covers 1 percent. Remaining 7 respondents believe this is less important. This result indicates 92 percent respondents believe that the role of training content plays major role in learning effectiveness. The following chart gives the summary of the table:

Chart 4.5.1: Role of Training Content

49
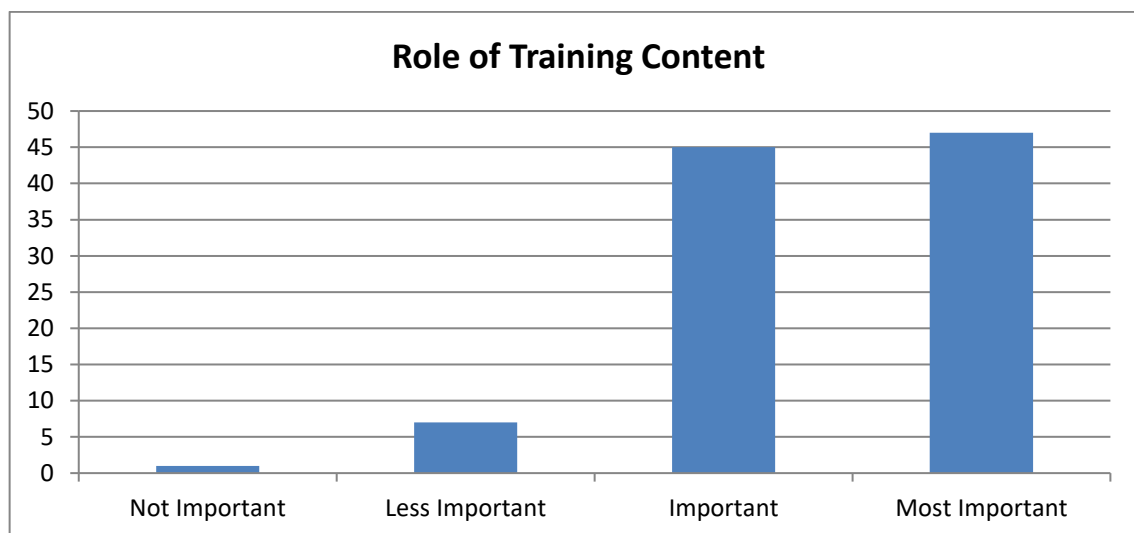
Table 4.5.2: Role of Training Coordination

Role of Training Coordination			
		Frequency	Percent
	Not Important	1	1
	Less Important	4	4
	Important	51	51
	Most Important	44	44
	Total	100	100

Source: Survey Questionnaire, 2021

The table shows that 95 respondents think that training coordination plays important role in learning, which covers 95 percentages. Whereas, total 1respondent think training coordination is not important for learning, which covers 1 percent. Remaining 4 respondents believe this is less important. The response indicates 95 percent respondents believe that training coordination plays major role in learning effectiveness. The following chart gives the summary of the table:

Chart 4.5.2: Role of Training Coordination
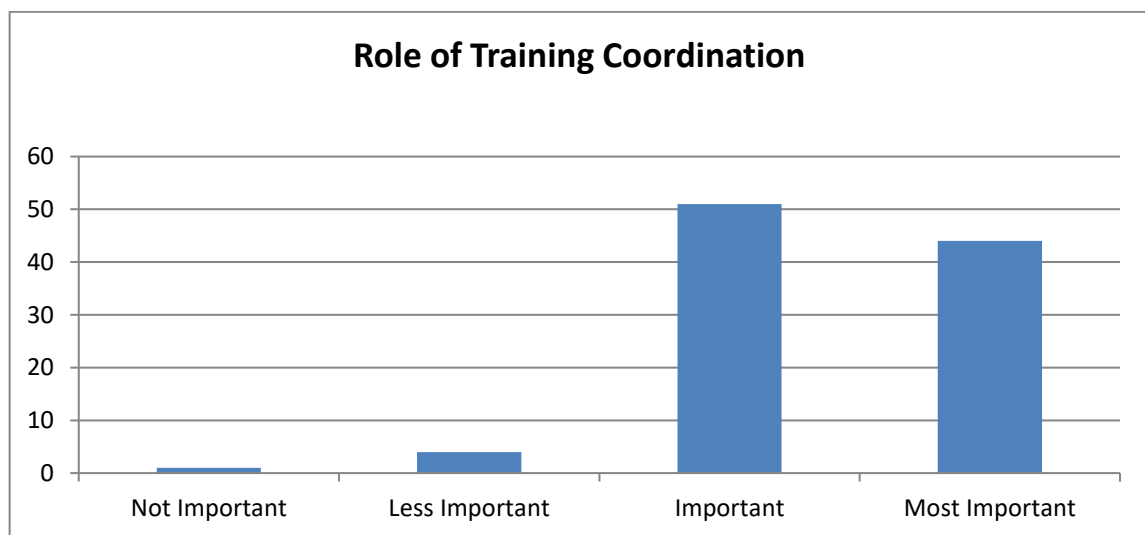
Table 4.5.3: Role of Quality resource person

Role of Quality resource person		
	Frequency	Percent
Not Important	3	3.0
Less Important	3	3.0
Important	38	38.0
Most Important	56	56.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 94 respondents think that quality of resource person plays the important role in learning which covers 94 percent. Whereas, total 3 respondents think quality of resource person is not important for learning which covers 3 percent. Remaining 3 respondents believe this is less important. Above response shows 94 percent respondents believe that 'quality of resource person' plays vital role in learning effectiveness. The following chart gives the summary of the table:

Chart 4.5.3: Role of quality resource person

Table 4.5.4: Role of Training Methods

Role of Training Methods		
	Frequency	Percent
Not Important	2	2.0
Less Important	13	13.0
Important	37	37.0
Most Important	48	48.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows that 85 respondents think that training methods plays the important role in learning, which covers 85 percent. Whereas, total 2 respondents consider training method is not important for learning, which covers 2 percent. Remaining 2 respondents believe this is less important. The result indicates 85 percent respondents believe that the training method play the major role in learning performance. The following chart gives the summary of the table:

Chart 4.5.4: Role of Training Methods
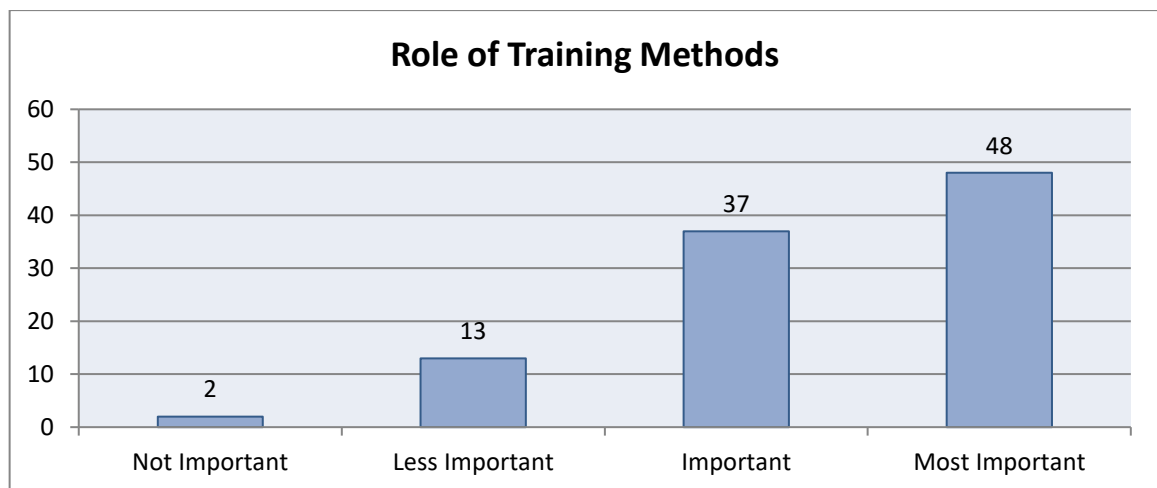
4.5.2 Individual and organizational Performance

In assessment of learning and performance environment, there were two multiple choice questions. First question was related to factors affecting individual performance besides training and three choices had to be chosen out of five options. Whereas, second question was belonged to factors affecting organizational performance besides training and three choices had to be chosen among six options.

Table 4.5.2.1: Factors affecting individual performance besides training

Factors affecting individual performance besides training		
Factors	Frequency	Percentage
Appropriate responsibility and placement	91	91
Relation with supervisor and colleagues	54	54
Provision of good incentive	34	34
Regular Study Habit	57	57
Scientific evaluation of work	55	55

Source: Survey Questionnaire, 2021

The above table shows, maximum 91 respondents believe 'Appropriate responsibility and placement' plays greater role to enhance the individual performance which covers 91 percent. Further, 57 respondents think 'Regular Study Habit' is also important factor to improve individual performance. Moreover, 55 respondents consider the 'scientific evaluation of work', 54 respondents consider Relation with supervisor and colleagues' and 34 respondents consider the 'Provision of good incentive' as a supporting factor to increase individual performance. The following chart gives the summary of the table:

Chart 4.5.2.1: Fcators affecting individual Performmance besides training

Fcators affecting individual Performmance besides training
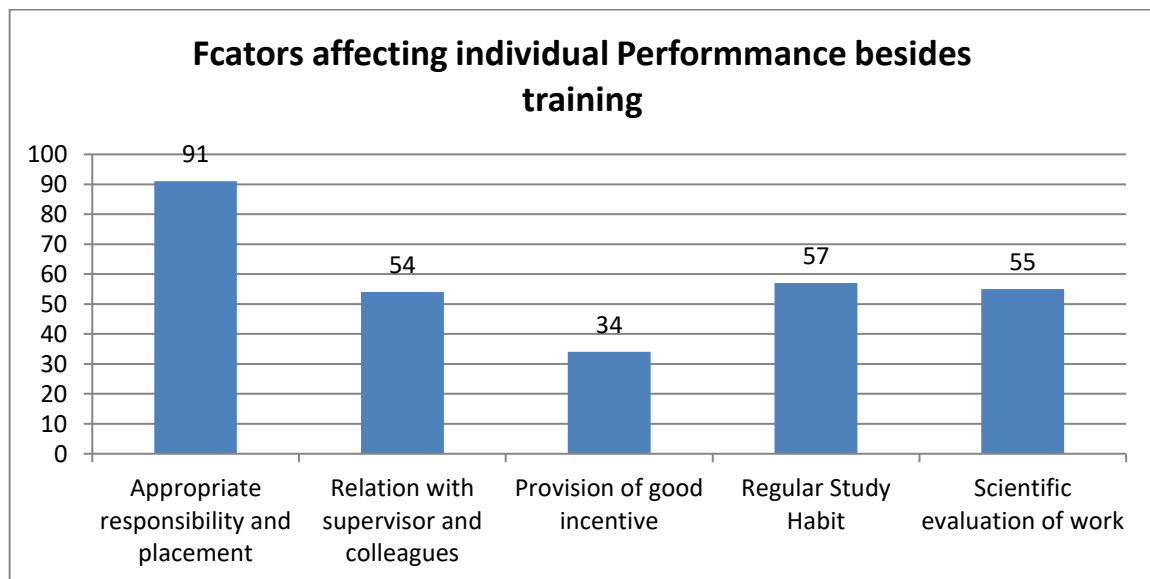
Table 4.5.2.2: Factors affecting organization's performance besides training

Factors affecting organization's performance besides training		
Factors	Frequency	Percentage
Work Environment	90	90
Availability of Resources	57	57
Use of Information Technology	55	55
Employee Relationship	41	41
Monitoring and Evaluation	27	27
Autonomy	23	23

Source: Survey Questionnaire, 2021

The above table shows, maximum 90 respondents believe 'Work Environment' plays major role to improve the organizational performance besides training, which covers 90 percent. Further, 57 respondents think 'Availability of Resources' is also important factor to improve organizational performance. Moreover, 55 respondents consider the 'Use of Information Technology', which covers 55 percent. Whereas, 41 respondents consider 'Employee relationship', 27 respondents consider the 'Monitoring and evaluation' and 23 respondents consider 'Autonomy' as a supporting factors to increase organizational performance, which covers 41 percent, 27 percent and 23 percent respectively. The following chart gives the summary of the table:

Chart 4.5.2.2: Factors affecting Organizational performance besides training

Factors affecting Organizational performance besides training
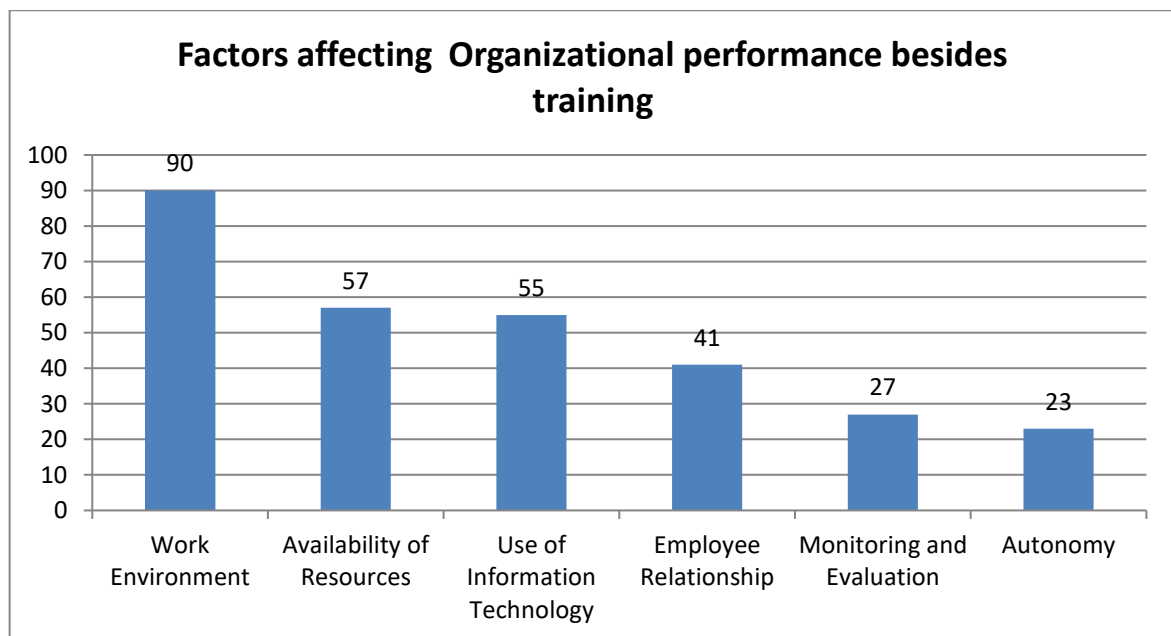
Table 4.5.3: Purpose of participation in training

Purpose of participation in training		
	Frequency	Percent
Capacity enhancement	52	52.0
Nomination from office	1	1.0
Promotion	47	47.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows reasons towards respondent's interest on training. The maximum 52 respondents consider 'Capacity enhancement' is the main reason for the participation in in-service training which covers 52 percent. Likewise, 47 respondents consider 'Promotion' is the main reason for their participation that covers 47 percent. Whereas, 1 respondent consider 'Nomination from office' is the reason for participation that covers only 1 percent. The following chart gives the summary of the table:

Chart 4.5.3: Purpose of participation in training
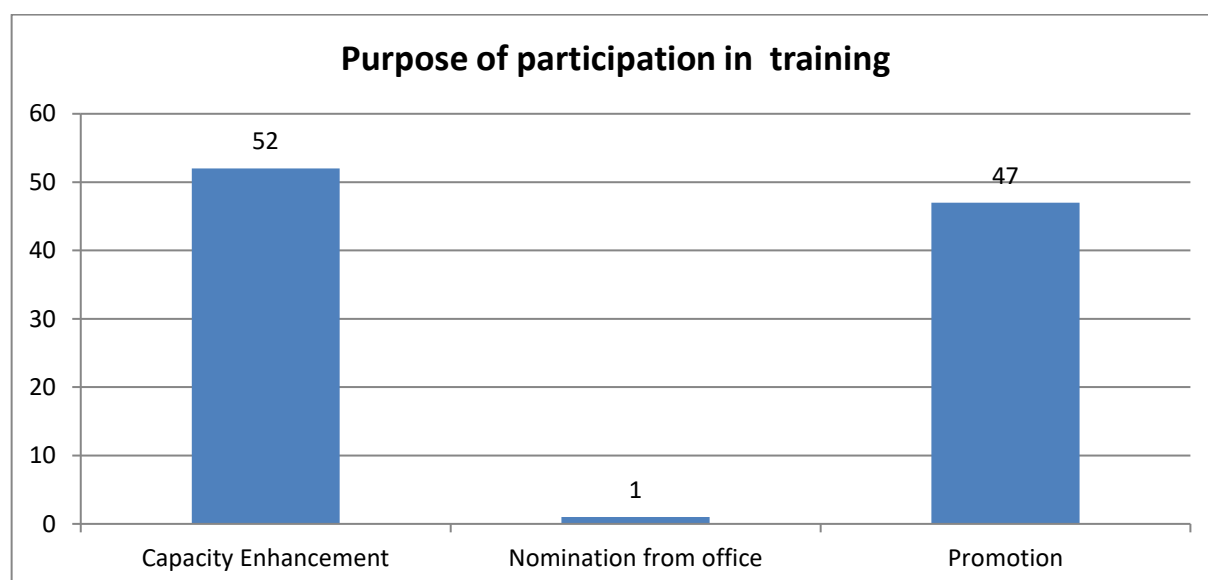
Table 4.5.4: Effectiveness of Training

Effectiveness of Training		
	Frequency	Percent
More Effective	17	1.0
Effective	77	5.0
Less Effective	5	77.0
Not Effective	1	17.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The table shows response on effectiveness of in-service training provided by training center. The maximum 94 respondents believe that training is 'Effective' which covers 94 percent. Whereas, 5 respondents thinks the training is less effective and 1 respondent think ineffective which covers only 5 percent and 1 percent respectively. This data justifies the findings of results mentioned above. The following chart gives the summary of the table:

Chart 4.5.4: Effectiveness of   Training
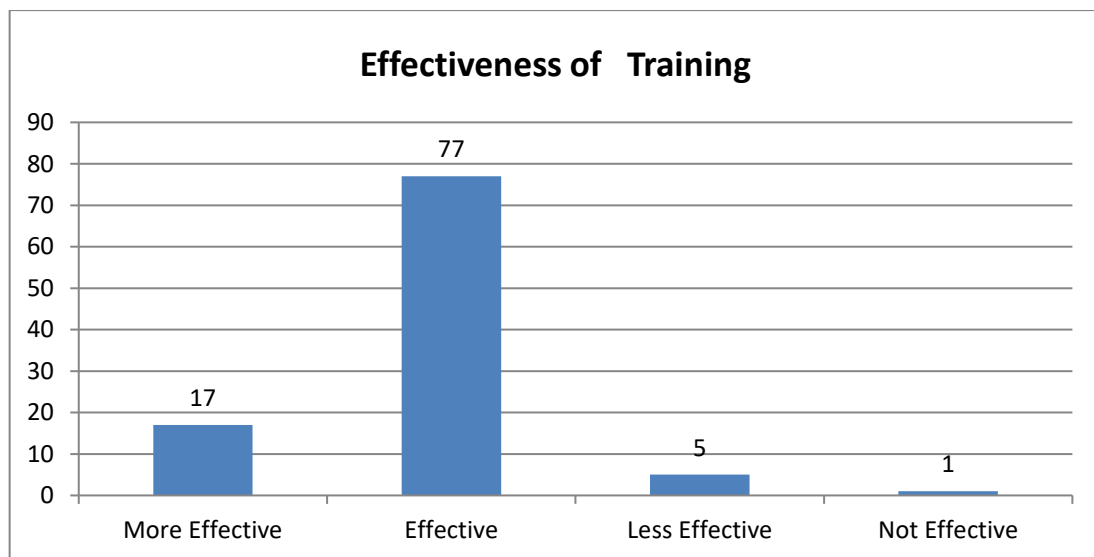
Regarding the effectiveness of training, four open ended question were asked to the respondents that comprises what reason they found to think training as effective and not effective, strengths of the training conducted by PFMTC and the measures to make In-service training effective. The following boxes provide the details of respondent's responses.

Box 4.1 Causes of training effectiveness

Causes of training effectiveness
• Refresher Training opportunity
• Appropriate and job related Training curriculum
• Appropriate and modern training method
• Provision of field visit/observation
• Platform for knowledge and skill sharing
• Helpful to job performance and problem solving
• Time management
• updated knowledge of   laws, system and process
• Competent resource person
• Friendly coordinating team
• Helpful for promotion

Source: Survey Questionnaire, 2021

From the responses of respondent key factor of training effectiveness are related to appropriate curriculum, training methods, resource person, institutional management and friendly management team among other.

Box 4.2 Causes of training ineffectiveness

Causes of training ineffectiveness
• Traditional curriculum, contents and methods
• Weak preparation of resource person
• Curriculum is not appropriate for higher level job description.
• More theoretical courses
• Less Focus on bidding documents, Price adjustments, variation, financial procedure and fiscal responsibility with exercise.
• Not helpful for promotion after training
• Junior trainer than trainee
• Unmanageable training contents
• Training center has no own building

Source: Survey Questionnaire, 2021

Regarding causes of training ineffectiveness respondents' views refer to traditional curriculum, more theoretical classes, and weak preparation from resource person and training being not helpful to timely promotion.

Box 4.3 Strengths of training

Strengths of training
• Appropriate curriculum
• Effective training methods / interactive
• Skillful Trainers
• Helpful to promotion
• Familiarity with new issues/Trends
• Individual case study : enhancement of report writing & presentation skill
• Provision of field visit/observation
• Time management
• Disciplined environment
• Sufficient physical infrastructure and logistics
• Canteen management
• Supportive coordinating team
• Sufficient and timely training material
• Increase in motivation level
• Daily Review of sessions

Source: Survey Questionnaire, 2021

From the view of respondents, key strengths are appropriate curriculum, training method, contribution to promotion, qualified resource person, physical infrastructure, supportive management and disciplined environment among other.

Box 4.4: Recommendations for training effectiveness

Recommendations for training effectiveness
• Reform in Curriculum :
• Use of appropriate training method
• Management of qualified expert from market
• There should be provision of fail rather than 2nd and 3rd division
• Balanced practical and theoretical session
• Provision of Residential training for out of valley trainee
• Distribution of Certificate with marks
• Provision of training after new placement
• Extension of training and field visit period
• Continuity of resource person based on session performance
• Training should be focus on upgrading position
• Transfer based on training performance / right man in right place
• There should be well equipped training hall and library
• At least undersecretary level trainer for officer level training.
• Decentralized training
• Provision of residential training.

Source: Survey Questionnaire, 2021

In the view of respondents, measures to improve training effectiveness are reform in curriculum with practical content, appropriate training methods, qualified resource person from market, decentralized training model, well equipped training hall and extension of training period among other.

4.6 Evaluation of Specific Module

In this section, the questions regarding training modules are placed. There are seven modules in officer level in-service training, on the basis of those modules the training session conducts. The modules are listed in 'Annex 2'. Thus, response upon individual modules is described as follows:

Table 4.6.1: Effectiveness of Module 1

Effectiveness of Module 1		
	Frequency	Percent
Most Important	48	48.0
Important	50	50.0
Not Important	2	2.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The above table shows that maximum 98 respondents consider 'Module1' is important for learning that covers 98 percent, whereas 2 respondents stand for not important option, which covers 2 percent. The following chart gives the summary of the table

Chart 4.6.1: Effectiveness of Module 1
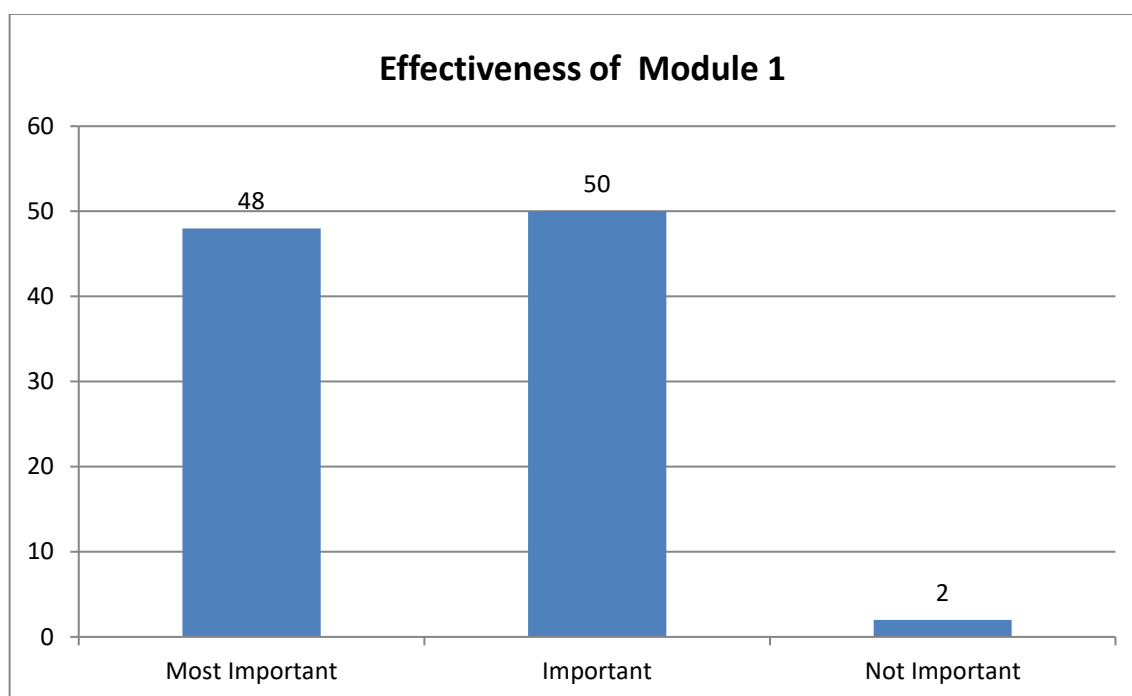
Table 4.6.2: Effectiveness of Module 2

Effectiveness of Module 2		
	Frequency	Percent
Most Important	41	41.0
Important	53	53.0
Not Important	6	6.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The above table shows that maximum 94 respondents consider 'Module 2' is important for learning which covers 94 percent, whereas, 6 respondents state for not important option, that covers 6 percent. The following chart gives the summary of the table:

Chart 4.6.2: Effectiveness of Module 2
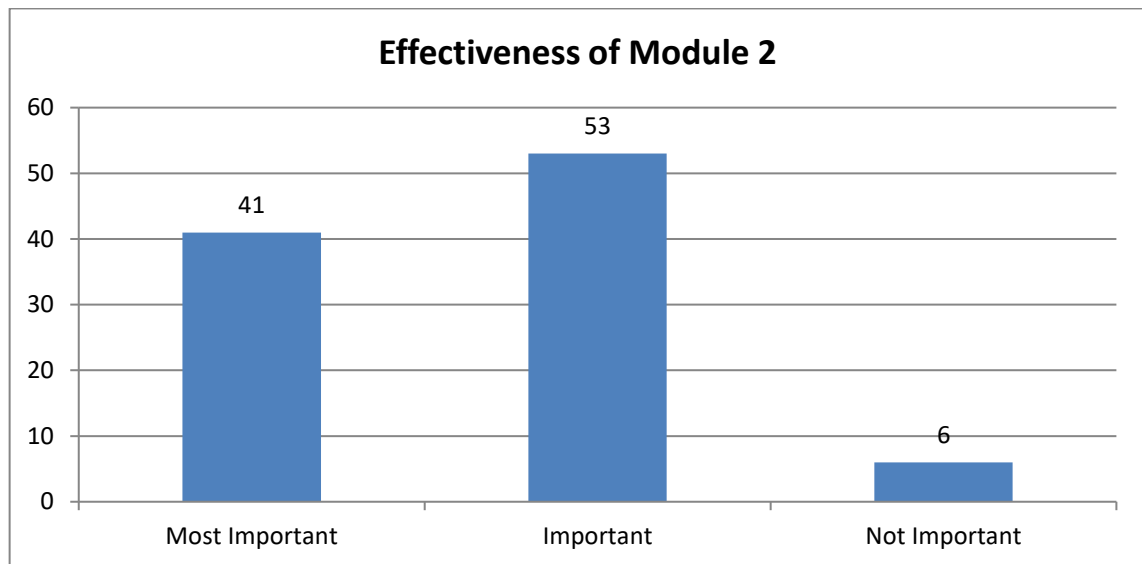
Table 4.6.3: Effectiveness of Module 3

Effectiveness of Module 3		
	Frequency	Percent
Most Important	43	43.0
Important	55	55.0
Not Important	2	2.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The above table shows that maximum 98 respondents consider 'Module 3' is important for learning that covers 98 percent, whereas 2 respondents stand for not important option, which covers 2 percent. The following chart gives the summary of the table:

Chart 4.6.3: Effectiveness of Module 3
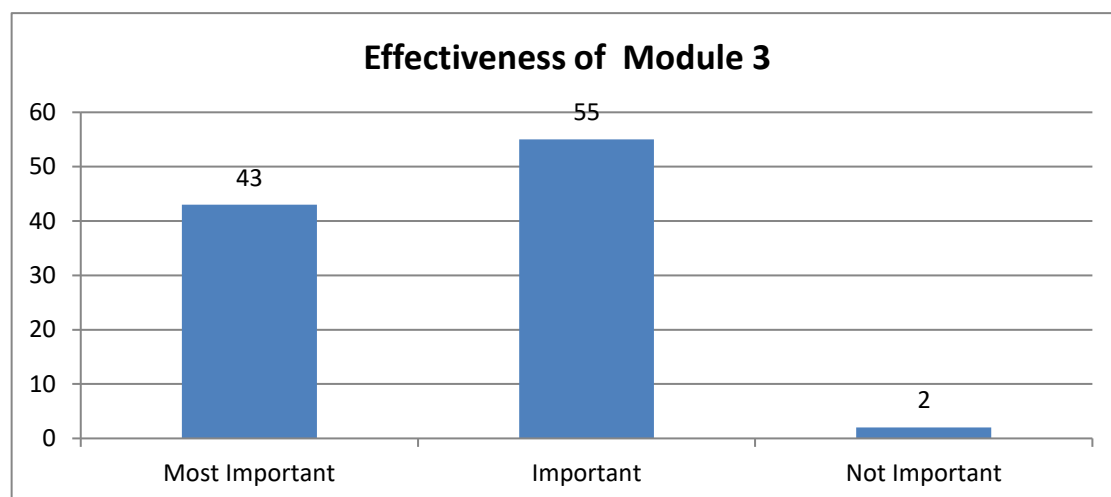
Table 4.6.4: Effectiveness of Module 4

Effectiveness of Module 4		
	Frequency	Percent
Most Important	39	39.0
Important	58	58.0
Not Important	3	3.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The above table shows that maximum 97 respondents consider 'Module 4' is important for learning that covers 97 percent, whereas 3 respondents state for not important option which covers 3 percent. The following chart gives the summary of the table:

Chart 4.6.4: Effectiveness of Module 4
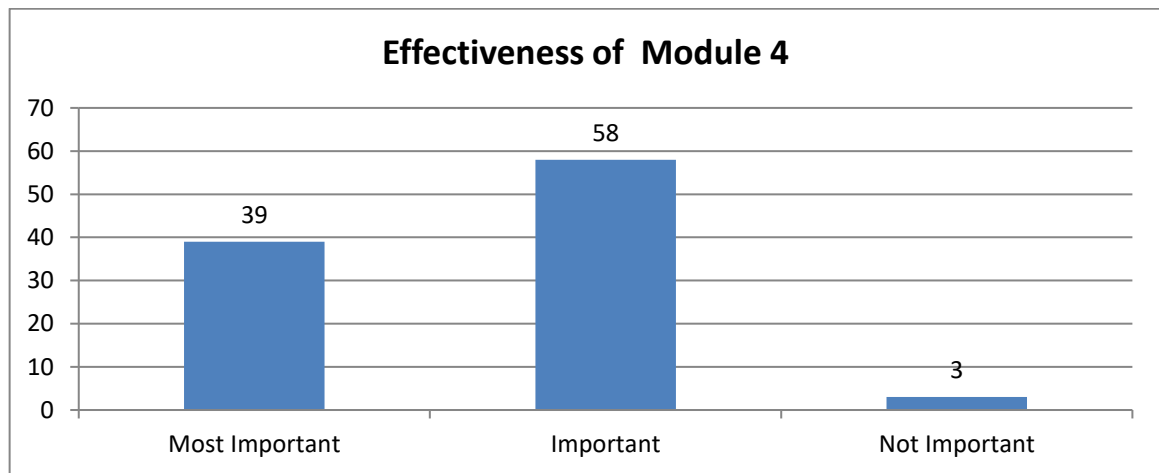
Table 4.6.5: Effectiveness of Module 5

Effectiveness of Module 5		
	Frequency	Percent
Most Important	46	46.0
Important	50	50.0
Not Important	4	4.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The above table shows that maximum 96 respondents consider 'Module 5' is important for learning that covers 96 percent, whereas 4 respondents stand for not important option, which covers 4 percent. The following chart gives the summary of the table:

Chart 4.6.5: Effectiveness of Module 5
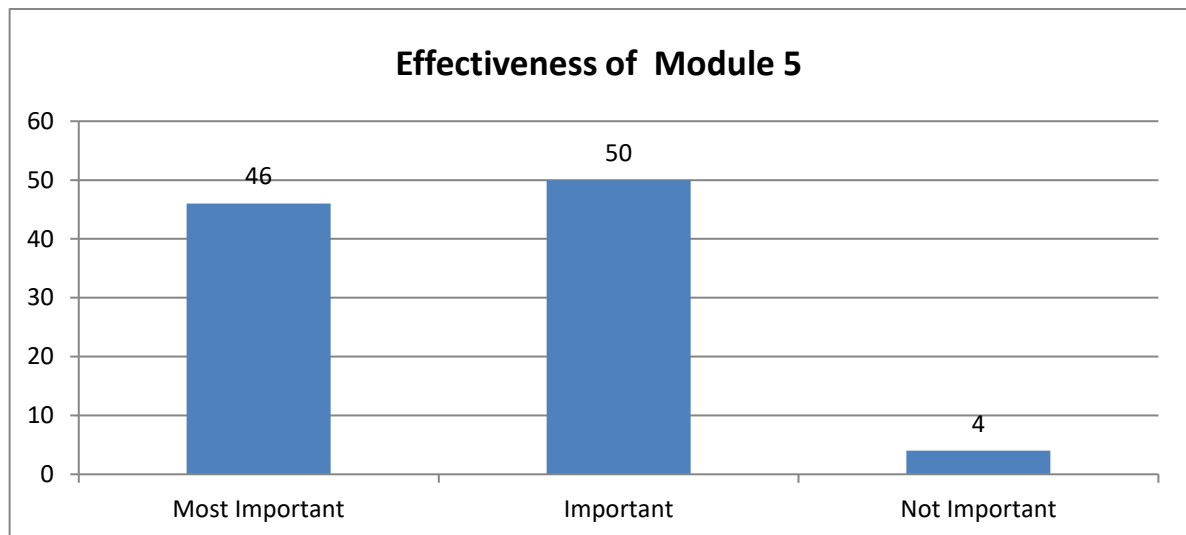
Table 4.6.6: Effectiveness of Module 6

Effectiveness of Module 6		
	Frequency	Percent
Most Important	34	34.0
Important	64	64.0
Not Important	2	2.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The above table shows that maximum 98 respondents consider 'Module 6' is important for learning that covers 98 percent, whereas 2 respondents stand for not important option which covers 2 percent. The following chart gives the summary of the table

Chart 4.6.6: Effectiveness of Module 6
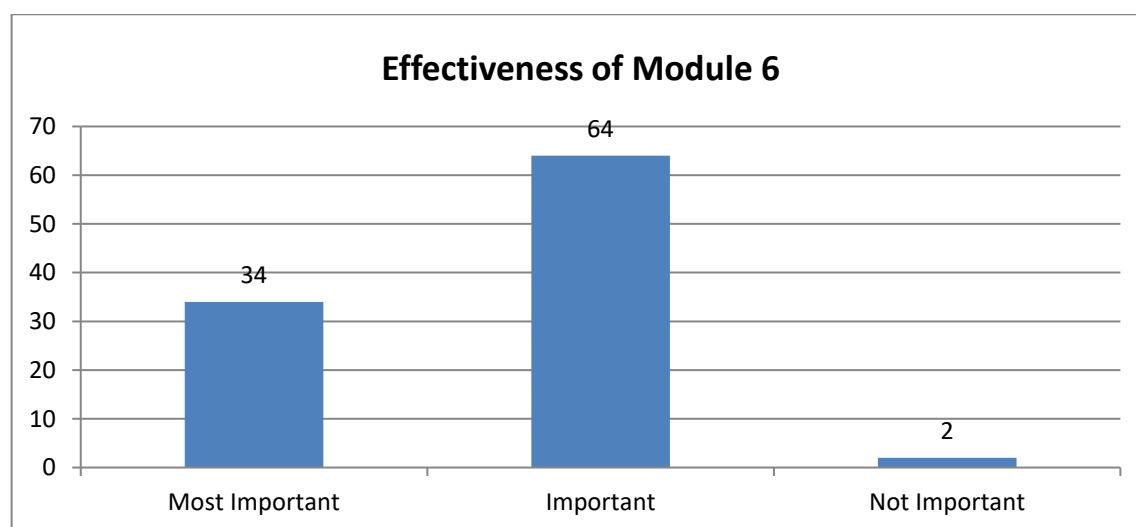
Table 4.6.7: Effectiveness of Module 7

Effectiveness of Module 7		
	Frequency	Percent
Most Important	43	43.0
Important	55	55.0
Not Important	2	2.0
Total	100	100.0

Source: Survey Questionnaire, 2021

The above table shows that maximum 98 respondents consider 'Module 7' is important for learning that covers 98 percent, whereas 2 respondents stand for 'Not important option' which cover 2 percent. The following chart gives the summary of the table:

Chart 4.6.7: Effectiveness of Module 7
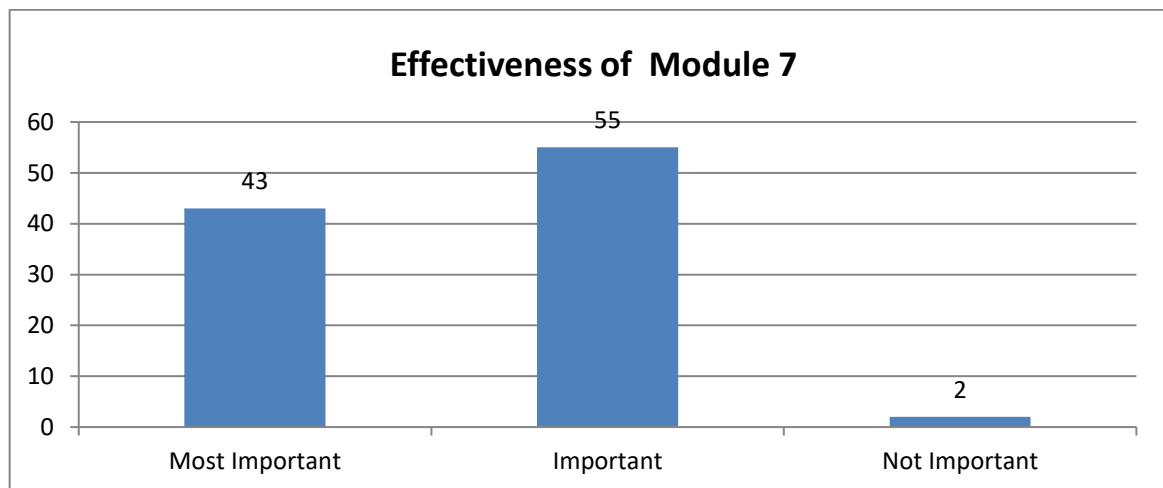
4.7 Inferential Data Analysis

There are three independent variables and one dependent variable, the following table shows the variable information:

Independent Variables			Dependent Variable		
Learning Performance	Q 13	I can lists down all the important things emphasized in this training.	Training Effectiveness	Q 23	Do you agree that in-service training has helped you to grow your knowledge?
	Q14	I know how to solve certain job problems using the skills taught in this training.		Q 24	In-service training has helped in your work-based skills, do you agree?
	Q 15	I know how to work more efficient using the knowledge learned in this training.		Q 25	In-service training has transformed your attitude positively, do you agree?
Individual Performance	Q 16	I have the capability to perform the skills taught in this training		Q 26	In-service training has helped to upgrade your performance at work, do you agree?
	Q 17	My personal competencies have improved after attending this training.		Q 27	In-service training has upgraded the performance of your organization, do you agree?
	Q18	I am being more professional in certain tasks after			

		attending this training.			
	Q 19	My job performance has improved as a result of applying the skills emphasized in this training.			
Organizational Performance	Q 20	The productivity of my department has improved due to the skills that I learned and used in this training either directly or indirectly.			
	Q 21	What I have learned in this training has improved my job performance and subsequently my organizational performance.			
	Q 22	I have contributed to improving my organization's reputation due to the outcome of this training either directly or indirectly.			

In this research, Chi-square and Coefficient of correlation test is used for analyzing the inferential data. The Chi-square shows the association between dependent and independent variables. The correlation of coefficient shows the degree of relationship between two variables either it is positive or negative.

4.7.1 Association between 'Learning Performance' and 'Training Effectiveness'

The following table tries to shows whether there is any association between learning performance and training effectiveness.

Table 4.7.1: Association between 'Learning Performance' and 'Training Effectiveness'

S. N.	Association between 'Learning Performance' and 'Training Effectiveness'		Chi-square	Sig	Correlation Coefficient
	Learning Performance - Questions	**Training Effectiveness - Questions**			
1	I know how to solve certain job problems using the skills taught in this training. In-service training has helped in your work-based skills, do you agree?		124.018	.000	0.633
2	I know how to work more efficient using the knowledge learned in this training.　　Do you agree that in-service training has helped you to grow your knowledge?		115.093	.000	0.699
3	I can list down all the important things emphasized in this training. In-service training has transformed your attitude positively, do you agree?		60.466	.000	0.525

Source: Survey Questionnaire, 2021

- The above table shows the association between learning performance and training effectiveness. P-values in all cases are less than 1 percent which means, the value of chi-square is significant. This infers there is a high positive association between learning performance and training effectiveness. In a similar fashion, the correlation coefficient also supports the association mentioned above. The correlation coefficient of the first, second and third questions are 0.633, 0.699 and 0.525 this shows that there is moderate positive correlation between 'Learning Performance' and 'Training Effectiveness'.

4.7.2 Association between 'Individual Performance' and 'Training Effectiveness'

The following table tries to show whether there is any association between individual performance and training effectiveness.

Table 4.7.2: Association between 'Individual Performance' and 'Training Effectiveness'

S. N.	Association between 'Individual Performance' and 'Training Effectiveness'		Chi-square	Sig	Correlation Coefficient
	Individual Performance -Questions	Training Effectiveness - Questions			
1	I have the capability to perform the skills taught in this training. In-service training has helped in your work-based skills, do you agree?		105.708	.000	0.495
2	My personal competencies have improved after attending this training. In-service training has helped to upgrade your performance at work, do you agree?		145.486	.000	0.663
3	I am being more professional in certain tasks after attending this training. In-service training has helped to upgrade		148.377	.000	0.717

S.N.		Chi-square	Sig	Correlation Coefficient
4	My job performance has improved as a result of applying the skills emphasized in this training. In-service training has helped to upgrade your performance at work, do you agree?	120.919	.000	0.685

Source: Survey Questionnaire, 2021

The above table shows the association between individual performance and training effectiveness. P-values in all cases are less than 1 percent which means, the value of chi-square is significant. This infers there is a high positive association between learning performance and training effectiveness. In a similar fashion, the correlation coefficient also supports the association mentioned above. The correlation coefficient of the third question is 0.717 which shows that there is high degree of positive correlation between those variables. Whereas, the correlation coefficient of first, second and fourth questions are 0.495, 0.663 and 0.685, which shows there is moderate degree of positive correlation between those two variables.

4.7.3 Association between 'Organization Performance' and 'Training Effectiveness'

The following table tries to show whether there is any association between organizational performance and training effectiveness.

Table 4.7.3: Association between 'Organization Performance' and 'Training Effectiveness'

S.N.	Association between 'Organization Performance' and 'Training Effectiveness'		Chi-square	Sig	Correlation Coefficient
	'Organization Performance' - Questions	'Training Effectiveness'- Questions			

1	The productivity of my department has improved due to the skills that I learned and used in this training either directly or indirectly. In-service training has upgraded the performance of your organization, do you agree?	146.195	.000	0.644
2	What I have learned in this training has improved my job performance and subsequently my organizational performance. In-service training has upgraded the performance of your organization, do you agree?	190.231	.000	0.809
3	I have contributed to improving my organization's reputation due to the outcome of this training either directly or indirectly. In-service training has upgraded the performance of your organization, do you agree?	148.503	.000	0.686
4	Daily tasks have been completed on time. In-service training has upgraded the performance of your organization, do you agree?	137.857	.000	0.700
5	Development of an attitude that accepts change easily. In-service training has transformed your attitude positively, do you agree?	128.983	.000	0.676
6	Upgraded knowledge and skill have helped to accomplish official performance much better. In-service training has helped in your work-	183.074	.000	0.801

	based skills, do you agree?			
7	The relationship between the organization and employee has enhanced. In-service training has upgraded the performance of your organization, do you agree?	158.519	.000	0.721
8	The level of motivation, transparency, and responsibility has uplifted. In-service training has upgraded the performance of your organization, do you agree?	151.457	.000	0.764

Source: Survey Questionnaire, 2021

The above table shows the association between organizational performance and training effectiveness. P-values in all cases are less than 1 percent which means, the value of chi-square is significant. This infers there is a high positive association between organizational performance and training effectiveness. In a similar fashion, the correlation coefficient also supports the association mentioned above. The correlation coefficient of second, fourth, sixth, seventh and eighth questions are 0.809,0.700,0.801,0.721 and 0.764, this shows that there is high degree of positive correlation between 'organizational performance' and 'Training Effectiveness'. Whereas, the correlation coefficient of first, third and fifth questions are 0.644, 0.686 and 0.676, this shows there is moderate degree of positive correlation between two variables.

As per methodology, the first hypothesis is 'There is significant relationship between learning performance and training effectiveness'. The table 4.7.1 provides the information accepts this hypothesis (H1). Likewise, the second hypothesis is 'There is significant relationship between individual performance and training effectiveness'. The table 4.7.2 provides the information accepts this hypothesis (H2). Further, the second hypothesis is 'There is significant relationship between organizational performance and training effectiveness'. The table 4.7.3 provides the information accepts this hypothesis (H3). In

conclusion, above results, show the association between 'Performance' and 'Training Effectiveness'.

At the end, the following tables provide the reliability of the responses. In other words, Cronbach's alpha test provides the information that responses given by the respondents are logical. Table 4.8 shows reliability analysis on the basis of questions of dependent and independent variable.

Table 4.8: Reliability Analysis table variable basis

Variables	No of Items	Cronbach's Alpha
Learning Performance	3	0.906
Individual Performance	4	0.879
Organizational Performance	3	0.922
In-Service Training Effectiveness	5	0.938

Source: Survey Questionnaire, 2021

From above table, it can be seen that coefficient of the variables ranged from 0.879 to 0.938; hence all variables have satisfied the required minimum level of reliability.

Table no. 4.9 shows reliability analysis on the basis of different section of questionnaire

Table 4.9: Reliability Analysis table questionnaire basis

Variables	No of Items	Cronbach's Alpha
Assessment of Performance	10	0.958
Overall Evaluation of Training	5	0.938
Impact of Training on Organizational and	8	0.917
Assessment of Learning and Performance	5	0.827
Evaluation of Specific Module	7	0.838

Source: Survey Questionnaire, 2021

From above table, it can be seen that coefficient of the variables ranged from 0.838 to 0. 958, hence all variables have satisfied the required minimum level of reliability.

∗∗∗

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Major Findings and Conclusion

This section   summarizes the entire research study of effectiveness of officer level in-service training conducted by PFMTC. The overall   objective of   the   study was to examine the effectiveness of   In-service Account officer training conducted by PFMTC on the level of understanding and its effect on the performance improvement at the workplace. The specific objectives were:

- To describe the   role of   in service training on learning performance, individual performance and organizational performance

- To examine the relationship between learning performance and training effectiveness of the training conducted by PFMTC

- To find out the relationship between individual performance and training effectiveness of the training conducted by PFMTC

- To evaluate the association between organizational performance and training effectiveness provided by PFMTC

- To collect information and provide suggestions for PFMTC and GON for increasing the effectiveness of Account officer in-service training and other training.

To this end, we adopted survey questionnaire method with inclusion of few open ended questions to collect data from trainees who received in service training from fiscal year 2074 to 2076. Reponses were gathered from 100 trainees out of total 161 email request which reflects more than 85 percent response. The research team has faced one major limitation among other that we did not possesses any baseline study reflecting the level of pre-training knowledge, skills and attitudes of the trainees. This constrained us to totally rely on the perception of respondents.

The findings and major conclusions of this study are listed as following:

5.1.1 Purpose of participation in In-service training

As per Table 4.5.3, major purpose of the trainee to participate in the training was for 'capacity enhancement' which stood at 52% and 47 % percent attended the training with the object of getting marks for 'promotion', whereas 1 percent respondent participated due to 'nomination by office' out of 100 respondents. This shows clear cut two motives of respondents towards participation in the training indicating hunger for knowledge and interest for promotion. This is a positive sign that trainees' motive for participation in training for 'capacity enhancement' is greater than 'promotion' motive which reflects their hunger for learning skills which ultimately can serve the organizational performance and service delivery through training. Furthermore, looking to the promotion status after training Table 4.5.3 shows that only 20% are promoted which also includes promotion by written competition. Though trainees are 100% eligible for promotion after training completion, promotion seems slow due to other structural problem not related to learning performance from training.

5.1.2 Role of training on Learning Performance

Training content is a crucial factor for learning performance which is supported by 92% of respondents as per Table 4.5.1. Further, trainees appreciated the curriculum by rating all the seven modules as important with slight dissatisfaction by terming it as not important for higher position and more theory based. While responding to module wise effectiveness questions in Table 4.6.1 to Table 4.6.9, most of the respondents termed the entire seven modules as important. For Module 1, 2, 3, 4, 5, 6 and 7, 98 %, 94%, 98%, 97%, 96%, 98% and 98% of respondent consider them as important respectively. So, it is concluded that training content has contributed positively to learning performance.

Further, study shows that the 'learning performance' of trainees in terms of knowledge, skill and attitude has been improved by in-service training. As per Table 4.2.1.1, in response to the question *can they list down important things taught in training?* 81 percent of the respondents agreed on the statement and 7% disagreed which shows their better learning performance. Moreover, as per Table 4.2.1.2 and 4.2.1.3 responses regarding if they learned 'problem solving skills' and 'knowledge efficiency gain' 79 % and 81 % respondents agreed on the statement while 5% and 7% respondents disagreed on the statement showing positive effect of training on

learning performance. Besides, as per Table 4.3.1, 4.3.2 and 4.3.3 response against overall evaluation of training on 'knowledge', 'work based skills' and 'attitude' improvement, 84 %, 81% and 88% percent respondent agreed on the statement whereas 7%, 5% and 4% respondents disagreed on the statement which shows the effective learning.

5.1.3 Role of training on Individual Performance

The study result revealed that Individual performance has been increased through skilled taught in In-service training with minor disagreement. As per Table 4.2.2.1, 4.2.2.2, 4.2.2.3 and 4.2.2.4, in response to the questions regarding role of training to increase their 'performance capacity', 'individual competency', 'professionalism on certain job' and 'individual job performance' 85 %, 85%, 80% and 80% respondent agreed positively whereas 6%,5%,7% and 7% respondents disagreed on the statement. Moreover, responses from overall evaluation of individual performance as per Table 4.3.4, 84 % of respondents agreed training as helpful to improve 'individual performance' while 5% respondents disagreed on the statement. It shows that training has contributed significantly on increasing individual performance of the trainee with slight disagreement.

5.1.4 Role of training on organizational performance

The study finding also cautiously disclosed that organizational performance and outcome have been increased through knowledge and skill gained from in-service training. As per Table 4.2.3.1, 4.2.3.2 and 4.2.3.3, responding to questions regarding improvement in 'departmental productivity', 'organizational performance' and 'organizational outcome' by the use of skill learned in training, 82%, 69%, and 89% respondents agreed on the statement while 3%, 8% and 4 % respondent disagreed on the statement. Moreover, as per Table 4.3.5 pertaining to another question on overall evaluation of organizational performance, 77% agreed positively whereas 6% disagreed the role of training knowledge on organizational performance. This shows the positive contribution of training on organizational performance with slight reservations.

5.1.5 Association between learning performance and training effectiveness

This study shows that there is a high positive association between learning performance and training effectiveness. As per Table 4.7.1, less than 1 percent of P-values in all cases show that,

the value of chi-square is significant. Moreover, high degree positive and moderate degree positive value of correlation coefficient also supports association between those two variables. Thus hypothesis of the study *H1: There is significant relationship between Learning Performance of officer level employees and In-service Training Effectiveness* has been accepted

5.1.6 Association between individual performance and training effectiveness

This research shows that there is a high positive association between Individual performance and training effectiveness. As per Table 4.7.2, less than 1 percent of P-values in all cases reveal that, the value of chi-square is significant. Moreover, high degree positive and moderate degree positive value of correlation coefficient also supports association between those two variables. Hence our hypothesis *H2: There is significant relationship between Individual Performance of officer level employees and In-service Training Effectiveness* has been accepted.

5.1.7 Association between organizational performance and training effectiveness

This research concludes that there is a high positive association between organizational performance and training effectiveness. As per Table 4.7.3, less than 1 percent of P-values in all cases reveal that, the value of chi-square is significant. Moreover, high degree positive and moderate degree positive value of correlation coefficient also supports association between those two variables. Therefore, our hypothesis regarding those variables, *H3: There is significant association between Organizational Performance of officer level employees and In-service Training Effectiveness* has been accepted.

5.1.8 Overall training effectiveness

Training effectiveness refers to combination of learning, individual and organizational performance as operationalized in theoretical framework and it can be affected by training, individual and organizational factors. As per Table 4.4.1 to 4.4.8, responses were collected from 8 questions regarding impact of training on Individual and organizational performance. Responses about impact of training on 'employee relation', 'stress reduction', 'task completion', 'change acceptance', 'responsibility and accountability,' 'resource utilization', 'knowledge and skill up enhancement' and 'career development' 61%, 62%, 81%,80%, 83%,83%,79%, 87% and 76% of respondents agreed on the statement positively while 9%, 10%, 7%, 6%, 6%, 8%, 2%

and 11% disagreed on the statement respectively   showing positive impact of training on learning, individual and organizational performance.

From the received quantitative responses regarding training effectiveness, 94 percent respondents believe that training was effective. It is also justified from the qualitative responses which states the reason of effectiveness as job relevant curriculum, appropriate training method, competent resource person, provision of field observation, platform for knowledge and skill update and helpful to job performance and promotion among other. Moreover, 6% respondent who termed training ineffective due to traditional curriculum and methods, more theoretical courses, less suitable courses for higher position, weak preparation of resource person and less helpful for promotion. Thus, the overall impression towards officer level in service training was positive, effective and   encouraging.

5.1.9 Factors affecting performance (learning, individual and organizational)

In the section E of questionnaire under 'assessment of learning and performance environment' role of different factors were asked to respondents. As per Table 4.5.1, 4.5.2, 4.5.3 and 4.5.4, responses were got from 4 questions regarding role of training environment on learning performance. Responses about role of 'training content', 'training coordination', 'quality resource person' and 'training methods' on learning performance revealed   that 92%, 95%, 94%, 94% and 85%   termed these factor important while 8%, 5%, 6% and 15% rated them as less important respectively. Result shows that those factors are crucial for learning performance.

As per Table 4.5.2.1 in response to factors affecting individual performance besides training 'appropriate responsibility and placement', 'regular study habit', 'scientific evaluation of work', 'relation with supervisor and colleague' and 'provision of good incentive' were chosen by 91%, 57%, 55%, 54% and 34% respondents. This shows the role of other factors besides training in individual performance.

Similarly as per   Table 4.5.2.2 in response to factors affecting organization's performance besides training 'work environment', 'availability of resources', 'use of Information Technology' 'employee relationship', 'monitoring and evaluation' and 'autonomy' were selected by 90%,

57%,55%, 41% ,27% and 23% respondents from 3 choices given to them out of 6 options. This shows the role of other factors in organizational performance besides training.

As per Table 4.1.9, 14 % of the respondents were participated in other long term training after In-service training. This shows that 86% of the respondents' individual and organizational performance was mostly affected by in-service training while 14% of respondents' individual and organizational performance may be affected by other training along with in-service training. This is a limitation in the sense that amount effect of other training on individual and organization performance could not be assessed.

This study concludes from respondents' perception that the training was helpful in increase learning, individual and organizational performance. However, respondent agreed that training effectiveness in terms of organizational performance is not only depending on learning performance but individual, organizational and environmental factors besides training are also influential for organizational goal achievement and better service delivery. Those decisive factors agreed by respondents are appropriate responsibility and placement, work environment, availability of resources, scientific evaluation of work, use of information technology, regular study habit and relation with supervisor and colleague among other. Thus, there should be focus on improving organizational and environmental factor for applying training knowledge in workplace so that worth of huge government investment on training could be justified. To this end mechanism for monitoring and evaluation of trainees' performance at organizational level should be established.

Based on the high and positive association between learning, individual and organizational performance with training effectiveness, it is conclude that organizational performance has been increased by training through enhanced learning performance and individual performance. However, timely improvement in training factor (content, method, resource person,), individual factor (motivation, study habit, employee relation, team work) and organizational factor (work environment, resources, use of IT, autonomy) is   found crucial from the study for overall effectiveness of training.

As per result of Cronbach's Alpha, the responses are reliable. Furthermore, Cronbach's alpha test provides the information that responses given by the respondents are logical.

5.2 Recommendations

Based upon our analysis of quantitative and qualitative responses from the respondents following recommendations are suggested for the further improvement of officer level In-service training:

- All the seven modules of officer level In-service training are termed as important from the Module wise responses. Hence they should be continued with timely amendment on PFM issues and problem solving skills.

- There should be timely update and reform in Curriculum with inclusion of contemporary Public Financial Management (PFM) and procurement issues like preparation of bidding documents, variation, price adjustment, financial procedure and fiscal responsibility along with practical courses and exercises.

- Use of appropriate training method with the maximum use of Information Technology, group work and extended field observation and training period should be considered.

- Management of qualified expert from market rather than in-house trainer should be considered. Further, continuity of resource person for upcoming training should be based on session performance. At least undersecretary level trainer should be managed for officer level training.

- There should be proper balance between   practical and theoretical sessions with the inclusion of contemporary PFM issues and updated laws and procedures.

- In the training evaluation part, there should be provision of fail rather than second and third division so that failed candidate obtain first division from next training thereby facilitating their promotion. Besides, training certificate should disclose marks obtained in the evaluation exam.

- There should be provision of training after new placement so that they learn about office specific problem and challenges.

- Training should be focus on the job description and issues of   higher position rather than existing position.

- Transfer of the trainees based on training performance should be transfer criteria so that right person in right place principle can be materialized.

- There should be well equipped physical infrastructure including training hall, computer lab and library along with better logistics management.

- There should be provision of residential training for trainees participated from out of the valley so that their participation can be increased.

- Decentralized training model should be emphasized at least at the province level for inclusive training to meet the policy goal of *training for all*.

- Despite trainees' motive for participation in training for capacity enhancement is larger than promotion, their training passion for knowledge and capacity enhancement should be increased so that they can ultimately serve organizational performance and service delivery through knowledge ,skill and attitude improvement. To this end training policy should be reviewed to make it performance and service oriented rather than only focusing on marks and promotion.

- There should be training need assessment on the regular basis to incorporate the current need and requirement of the trainee and their demand and feedback should be addressed while course designing and executing the training.

- Quality of internal resource person should be enhanced through providing refresher training, IT training and exposure visits. Roster of External expert in different thematic areas of PFM, management, development and governance, should be managed and updated.

- Training impact evaluation should be conducted on the regular basis to examine the post training performance of the trainee along with appropriate training monitoring and evaluation mechanism.

- There should be the position of IT engineer and computer operator at PFMTC for better management of the training, addressing regular technological issues and for facilitating modern IT based training.

- Organizational factors including appropriate responsibility, work environment, scientific evaluation system, use of information technology, resource availability and employee relation should be strengthened to establish the proper linkage between learning performance and organizational performance.

5.3 Implications for future research

In this research study, three performance variables learning performance, individual performance and organizational performance were selected as independent variable, in future research it is recommended to study relationship within those independent variables. Furthermore, variables other than these can be included for similar study. The methodology can be changed in future research, for instance direct observation of trainee at work place, peer review study, comparative study with different training center, etc. As, PFMTC is International Organization for Standardization (ISO) certified organization, so further research can be done on different quality components as well. Future research area for PFMTC includes: research on 'Effectiveness of Induction Training', 'Effectiveness of Virtual Training' which was held during lockdown etc. This officer level in-service study will be able to contribute to the other research as a reference in the future. Being the first research in the life of this training center, this study will serve as a foundation for future research.

<p style="text-align:center">***</p>

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ANNEX 1: Questionnaire

Public Finance Management Training Center

Assessing the Effectiveness of In-Service Training

The purpose of this study is to assess the effectiveness of in-service training for officer level finance employees for the fiscal year 2074/075 to 2076/077. Moreover, it is covered to which those who attended the in-service training on that period, retained the knowledge and applied the principles and techniques that they learned into their workplace. The results of the study will help training center to assess the effectiveness of the program and identify the ways for the improvement of the training quality. Please be frank and honest in your answers. Your name is strictly optional and information you have provided will not use in other than the research purpose. The questionnaire is based on General Training Effectiveness Scale developed by Aziz (2015).

Thank you for your cooperation!

Section A: General Background

S.N.	Questions	Options	Coding	Remarks
A.1	Name of the Respondents			
A.2	Name of the Organization			
A.3	Designation now			
A.4	Designation during training			
A.5	Sex			
A.6	Age (Completed Years)			
A.7	Service Years (in current position)			
A.8	What is your highest level of completed education?			
A.9	In-service training Year:			
A.10	Did in-service training help to promote in your current position?			

A.11	Are you retired from public service job? If Yes when did you retire? (Years)			
	Have you taken any other long period training course after completion of in-service training?			
	If yes, which training and when did you received that training?			
	How long was the training course (in days)?			

Section B: Assessment of performance

S. N.	Statements	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
B.1	I can lists down all the important things emphasized in this training.					
B.2	I know how to solve certain job problems using the skills taught in this training.					
B.3	I know how to work more efficient using the knowledge learned in this training.					
B.4	I have the capability to perform the skills taught in this training					
B.5	My personal competencies have improved after attending this training.					

S.N.		Completely Disagree	Disagree	Neutral	Agree	Completely Agree
B.6	I am being more professional in certain tasks after attending this training.					
B.7	My job performance has improved as a result of applying the skills emphasized in this training.					
B.8	The productivity of my department has improved due to the skills that I learned and used in this training either directly or indirectly.					
B.9	What I have learned in this training has improved my job performance and subsequently my organizational performance					
B.10	I have contributed to improving my organization's reputation due to the outcome of this training either directly or indirectly.					

Section C: Overall Evaluation of Training

S.N.	Statements	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
C.1	Do you agree that in-service training has helped you to grow your knowledge?					

S.N.		Completely Disagree	Disagree	Neutral	Agree	Completely Agree
C.2	In-service training has helped in your work-based skills, do you agree?					
C.3	In-service training has transformed your attitude positively, do you agree?					
C.4	In-service training has helped to upgrade your performance at work, do you agree?					
C.5	In-service training has upgraded the performance of your organization, do you agree?					

Section D: Impact of training on organizational and individual performance

S. N.	How far do you agree with the changes in followings after training?	Completely Disagree	Disagree	Neutral	Agree	Completely Agree
D.1	The relationship between the organization and employee has enhanced.					
D.2	Controversy and stress regarding Financial Administration with employees has been reduced.					

D.3	Daily tasks have been completed on time.					
D.4	Development of an attitude that accepts change easily.					
D.5	The level of afflatus, transparency, and responsibility has uplifted.					
D.6	No resources of the office have been used for personal use.					
D.7	Upgraded knowledge and skill have helped to accomplish official performance much better.					
D.8	Training has helped in career development.					

Section E: Assessment of Learning and Performance Environment

E.1. What is the role of following training components for effective learning?	Most Important	Important	Less Important	Not Important
Role of training content in learning effectiveness				
Role of training coordination in learning effectiveness				
Role of resource person quality in learning effectiveness				
Role of training methods in learning effectiveness				

E.2. which is the main factor that plays a role in upgrading an individual's performance besides training program? (Select any three)

- Appropriate responsibility and placement , (   )
- Relation with supervisor and colleagues, (   )
- Provision of good incentive ,(   )
- Regular Study Habit, (   )
- Scientific evaluation of work, (   )

E.3. which is the main factors that playes a role in upgrading an organizationl's performance besides training program? (Select any three)

- Work Environment, (   )
- Availability of Resources, (   )
- Use of Information Technology, (   )
- Employee Relationship, (   )
- Monitoring and Evaluation, (   )
- Autonomy (   )

E.4. What was the major objective to participate in-service training by the Training Center?

- Capacity Enhancement (   )
- Promotion (   )
- Official Nomination (   )
- Utilization of time(   )

E.5. Was the training provided by the Training Center effective?

- Most Effective
- Effective
- Less Effective
- Not Effective

E.5.1 In case of effectiveness, state the reasons why they were effective.

....

E.5.2   In case of less- effectiveness, state the reasons why they were less-effective.

....

Section F: Evaluation of Specific Module

S.N.	On the basis of learning, how effective do you find the Modules of the training?	Most Effective	Effective	Not Effective
F.1	Module 1: Operation of Financial Administration			
F.2	Module 2: Public Finance Management Information Systems (Practical Module)			
F.3	Module 3: Concept and Principle of Accounting System,			
F.4	Module 4 : Internal control, Auditing and Arrears settlement			
F.5	Module 5 : Public procurement management			
F.6	Module 6: Planning and Budgeting System			
F.7	Module 7: Miscellaneous			

Section G: Overall impression

G.1. What were the strong aspects of the in-service training provided by the Training Center?

....

G.2. What kinds of improvements should take place in order to make in-service training more effective?

....

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Annex 2: Modules of Officer Level In-Service Training

Module 1: Public financial Management operation and legal provision

Module 2: Public Finance Management Information Systems (Practical Module)

Module 3: Concept and Principle of Accounting / Government Accounting

Module4: Internal control, Auditing and Arrears settlement

Module 5: Public procurement management

Module 6: Planning and Budgeting System

Module 7: Miscellaneous (RTI, Corruption control, public service values, etc.)

 (Source: In service officer level module developed by PFMTC)

Annex 3: Respondents of Survey Questionnaire

S.No.	Fiscal year	No of respondents	Male	Female	Remarks
1	2074/2075	24	23	1	
2	2075/2076	28	26	2	
3	2076/2077	48	45	3	
	Total	100	94	6	

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