

**Evaluating Effectiveness of In-service Training Program:
A Study on Professional Course on Management and
Development (PCMD)**

By

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MPPG 4th Batch

December 2015



Master in Public Policy and Governance (MPPG)
Department of Political Science and Sociology
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Abstract

Training has experienced a rapidly changing scenario especially from past decade. Training programs have emerged in recent years as a more in depth and comprehensive mechanisms for strengthening the people's knowledge skills and performance. In public sector the importance of training is more significant since they are directly linked with public service delivery. Government makes a huge investment for this purpose so skilled & trained manpower can be produced and they can improve their performance. So it is very vital to know whether that expenditure of government has become sound investment or not. It is the time to evaluate the effectiveness of the training program to know how these training are helping the officials.

The present study was carried out with the aim of assessing effectiveness of PCMD training program which is conducted by NASC for the class III officers of Government of Nepal. Different connotations are found for describing effectiveness but in this context, effectiveness means improvement in KSA and work performance. This study conducts an assessment of the participants of PCMD, their supervisor, subordinate/coworkers, service receivers and trainers for measuring effectiveness of PCMD. It aims to answer four research questions that evaluate effectiveness in reaction level, learning level, behavior level and outcome level. A mixture of quantitative and qualitative methods has been used for this study. Questionnaire survey, semi structured and in-depth interview, observation have been used for data collection. In this prospective, 40 trainees were requested to fill the questionnaire. Similarly 7 supervisors, subordinates/coworkers of trainees, 10 service receiver and 6 trainers/facilitators were administered with interview checklist. To see the relationship between dependent and independent variables, cross tabulation with correlation test has been performed. Descriptive and analytical approaches were adopted for interpreting data in line with the set objectives. The krikpatrik model, CIRO model, Noes Model of motivational influences on the effectiveness of training and Goldstein & Ford's model of learning and transfer have been used to build up analytical framework for this study. All the respondents were public officials except service receivers. This study was carried on five districts. Respondents from Kathmandu valley was more than others and female were significantly low. Trainees were traced back to their workstation for their response which was bit difficult due to poor data records and tough situation because of post disaster phase and blockade in Nepal-Indian border. This is basically an impact evaluation of the trainees.

First, effectiveness was evaluated on each individual level. Later, result was merged and summarized to determine the exact effectiveness. Findings showed that PCMD was less effective in learning level but effective on reaction, behavior and outcome level. As whole, PCMD training was found to effective to less extent. This means PCMD training was partially effective. This quantitative finding was validated from qualitative data and observation from different stakeholders. Training Context and age of the training was found with negative relation with effectiveness of PCMD. Young trainees were likely to rate PCMD more effective. Similarly it was found that trainers' characteristics affect the learning of trainees. Training input was found with negative relation though it has small significant. Gender of the trainees has nothing much to do with effectiveness of PCMD. Interestingly, it was found that majority of the employees participate in PCMD for their career incentives. They participated with the aim of securing marks for promotion. Most of the trainees and other stakeholder suggested for timely upgrade of PCMD course and practical orientation. At the same time, they highlighted the need of competent resource person and TNA program. Majority of trainees had complain on food and cafeteria issue.

As a final result, PCMD has found to be partially effective. Various issues were found for further improvements. There is immense challenge & opportunity for better and comprehensive PCMD

KEY WORDS

Impact evaluation, training evaluation, effectiveness of training, PCMD, government training, trainees' intention, training, evaluating effectiveness

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Abbreviations

ASK/KSA: Attitude, Skills and Knowledge

NASC: Nepal Administrative Staff College

PSTD: Public Service Training Department

PCMD: Professional Course on Management and Development

GoN: Government of Nepal

HRM: Human Resource Management

TADA: Travelling and Daily Allowances

MPPG: Master of Public Policy and Governance

SAARC: South Asian Association for Regional Cooperation

TNA: Training Need Assessment

RP: Resource Person

CDO: Chief District Officer

DOFE: Department of Foreign Employment

ICT: Information, Communication and Technology

TU: Tribhuwan University

NORHED: The Norwegian Programme for Capacity Development in Higher Education and Research for Development

PART 1

Introduction

1.1 Background and Context

Training is expensive. Without training it is more expensive– Pundit Jawaharlal Nehru

Taylor (1961) as cited in (Bhatia, 2014) conceptualized training as a means to bring about a continuous improvement in the quality of work performed; it would equip them with necessary knowledge, skill, abilities and attitude to perform their jobs. The Oxford Advanced Learner's Dictionary (2008) defines training as "the process of learning the skills that you need to do a job". Training has to address the gap between existing and required knowledge and skills. Buckley and Caple (2009) define training as 'a planned and systematic effort to modify or develop knowledge/skill/attitude through experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realize their potential.'

Training is systematic, conspicuous and planned acquisition of ASKs; attitudes (i.e., *what we need to feel*), skills (i.e., *what we need to do*), and knowledge (i.e., *what we need to know*) that together lead to improved performance in a particular environment. It is about a permanent change in people's behaviors and action (Kabir&Baniamin,2012). Both the private and public sectors, regardless of types or nature, agree that training and development is necessary and vital to the growth and development of the business (Noe, 2002). Effective training creates an environment where trainees can

- Learn the requisite ASKs
- Practice applying the learned ASKs, and
- Receive constructive and timely feedback to improve performance in future.

(Kabir & Baniamin, 2012)

Human resource management (HRM) literature viewed training and development as an important activity that contributes to an organization's overall effectiveness in human resources management and that training and development is required to build and sustains an organization's competitive advantage via skills and knowledge enhancement.(Beardwell&

Holden, 2003; Cascio, 1998; Cherrington, 1995; Dessler, 2005; Ivancevich, 2003; Mondy & Noe, 2005; Noe, Hollenbeck, Gerhardt & Wright, 2006; Torrington & Hall, 2000; Yong, 2003), as quoted in (Ling, 2007). Training and development is an expensive investment. The Indian government & the local industry are continuously increasing their investments in training to upgrade the skills of employees (Bhatia, 2014). Similarly other countries from SAARC are also investing huge for training programs for human resource development.

Government spends huge resources for providing training to the employees so that they acquire new knowledge, attitudes, and skills from the training and also put them into practice. This all effort is to improve the performance and provide better service to citizens. GoN bears many costs (directly and indirectly) for long period training. Obviously time of government officials itself is high cost for government. So it is important to know how these programs are helping the officials. Training is usually concentrating on enabling an employee to perform his current job effectively and efficiently and the evaluation is done to check whether it contributes to current strategic goals or not. (Bhatia, 2014). Evaluation of training and development involves assessing whether it is achieving its objectives, it is effective or not. 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. Benefits for the company may include increased sales and more satisfied customers. However, it is very difficult to measure the effectiveness of training and development because of its abstract nature and long term impact on the trainees and the organization (Prasad, 2005) as cited by (Topno, 2012).

Professional Course on Management and Development” (PCMD) is a thirty days working day in-service training program targeted to class III officers of Nepal Government, who are in service. Class III officers are the Section Officers. The training is conducted by Public Service Training Department (PSTD) of Nepal Administrative Staff College (NASC). With the aim of imparting knowledge and skills on contemporary dynamics of management and development dimensions, the PCMD is designed for the class III officers of GoN. Since, they have vital roles to play in executing and managing the routine and development activities successfully in their respective organizations (NASC, 2011)

The PCMD training is primarily designed to class III officers of GoN with the objective of developing core competencies to perform their roles efficiently and to contribute towards effective implementation of development programs as well as improvements in public service delivery. This one month training is one of the most training for the Section officers which is vital for further career development. It means certain number is awarded to trainees after successful completion of the training which is important for further promotion.

Introduction to Nepal Administrative Staff College (NASC)

NASC, a premier national-level institution, was established as an autonomous institution on 27 September 1982 (11 Aswin 2039) under the Nepal Administrative Staff College Act, 1982. It has three broad objectives.¹

- Provide necessary training for the employees of the Government of Nepal and Public Enterprises;
- Identify measures for enhancing the capability of administration of the Nepal Government and management of public enterprises to contribute towards development program of the country; and
- Undertake problem-oriented research, consulting and information service programs for preparing training materials and making training more useful

Training Policy: NASC's training policies are as follows:

- To associate training program as an integral part of personnel administration;
- To associate training program with the development activities of the Government of Nepal and Public Enterprises.
- To associate trainings with career development by improving development oriented knowledge and skills of employees of the Government of Nepal and Public Enterprises.

Module of PCMD training Program

The PCMD is clearly organized into two streams- management and development. The management stream is to help trainees to understand the basic components of management

¹ accessed [online] from <http://www.nasc.org.np/general-information> dated 8/2/2015

for the positive behavioral change and improve service delivery. The management module also aims to contribute develop positive mind-set by awakening the self and interpersonal relationship. The development stream aims at imparting knowledge of contemporary development issues and practices in Nepalese context enriched by global references. The governance module interlinks the management stream with development stream by transforming the management skills to reach the development goals endorsed by the nation. Finally, the research methods and project work module helps participant to investigate and analyze the contemporary management, governance and development issues scientifically. (NASC, 2011)

Following are the seven modules for PCMD²

Module I: Managing Self and Interpersonal Relationship

Module II: Managing Staff Performance

Module III: Managing Financial Resources

Module IV: Governance and Service Delivery

Module V: Approaches to Development

Module VI: Development Planning

Module VII: Research Methods and Project Works

One of the main goals of training programs is to build strong, competent and qualified personnel in both the private and public sectors (Healy 2001).

The PCMD has the following specific objectives:

- Identify the key techniques of self-management and interpersonal relationship;
- Demonstrate their ability in managing staff performance for achieving organizational objectives;
- Manage systems, procedures and resources for effective office management;
- Explain the concept and issues, of federalism, governance and transition management for effective service delivery;
- Explain the concept and approach to development as well as the issues and consideration for development;

² NASC PCMD Training Module 2014/15

- Spell out planning process, identify and select projects and facilitate effective implementation; and
- Explain basic research approaches, and carry out project works.³

1.2 Statement of Problem

Few questions will arise when one talks about effectiveness of training. Is the training worthwhile? Or has it become a sound investment? Or to put it another way, that you and your organization is getting value for your spending? Has the training met the needs of the organization and the individuals within it? And ‘Could the time and resources which have been committed to the training have been used in a better way?’ Only proper evaluation can provide the answers you need so that you can prove that both the people involved and the organization itself are getting a return on their investment. (Reay 1995)

The effect of PCMD training program in terms of ASK development of training participant (govt. employee) and its effect on the job performance and is worth investigating when one looks at the overview in the background of this study. The rationale describes more why evaluation of effectiveness of training is necessary. The huge spending or investment of the GoN in such training program becomes justified only when it achieved the objective that has been set. In other word, it is important to know, either the training program is helping our public officials or it is being as *training for sake of training* .It is important to ensure that training effort is not wasted. Tennant et al. (2002) found that “wasted training” is a common problem in organizations due to a lack of appropriate assessment of training effectiveness. To know the exact scenario how the training program is being effective, this demands the evaluation on effectiveness of training program.

Huang (2001) as cited by ling (2007) mentioned that in most studies relating to training effectiveness, the focus was on establishing the relationship between training system or practices or factors (individual and organizational) with training effectiveness, with emphasis on objective, content, organizational factors, expenditures, duration of training, coverage of employees, delivery methods, profitability, growth and overall organization performance.it was found that the traditional measures such as feedback of the training programs, number of

³ Adopted from PCMD training brochure

employees trained in various training programs, training costs, and number of training days are the more popular measures when compared to impact measures such as learning during training, transfer of training, performance improvements because of training, and cost and benefit analysis of training and development programs (Srimannarayana, 2011).

Various studies can be found which uses simple pre-posttest and happy sheets for measuring the effectiveness but only doing these things cannot measure the actual effectiveness of the training program. For so, this demand the evaluation on effectiveness of training program in various level; reaction, learning, behavior, output, and also in terms of training context, training process and input of the training. Sackett and Mullen (1993) cited as ling (2007) found that both the correlation and quasi-experimental or experimental design could be used to assess the effectiveness of training program. Unfortunately, they found that most researches on training effectiveness had focused only on correlation design or a simple pre-posttest design. Bass and Vaughan (1966) cited in (ling, 2007) had suggested that a rigorous experimental design be used to evaluate the effectiveness of training where possible. Thus there is need to focus on experimental studies to strengthen research in field of measuring effectiveness. So this study contributes in this area. Salas et al. (2001) recommended that longitudinal studies be used to assess and measure training effectiveness over a period of time. As cited as Ling (2007) This study therefore uses longitudinal study to evaluate the effectiveness of training program which will reduce the Hawthorne effect which is often present in simple pre-posttest designs.

Despite of the huge investment in training program why the result is not as expected? Why the service delivery is not improved? Why the performance of public employees is not enhanced? Why there is no change in behavior? Either there is something lacking in the training program or also there might be possibility of wrong result drawn from the studies which measures the effectiveness of training program. Thus, this demands another study which actually can search for the reason of above questions and can evaluate the effectiveness of training program.

1.3 Scope of the Study

This study concentrates on PCMD for gazzeted class III officers of Nepal Government) and their performance in work place. Further, it incorporates the supervisor subordinates, co-workers of the trainees and the service client who receives service from the trainees.

1.4 Significance of the Proposed Study

The Government of Nepal (GoN) spends lots of resources and bears various costs for providing training for the employees. For example, cost of travel and lodging, cost of staff being away from workplace, allowance, TADA. These all are the investment of the government so that employees can acquire new knowledge, skills and attitudes from the training program (NASC, 2011). It is very important to know the status of the investment to know whether it is worth or not? Or to know how effective the investment has become? And this can be done by evaluating the effectiveness of the training program. Training is an investment in employees productivity and retention by providing for career progression and employees job satisfaction over the long time (Bowes, 2008) as cited by (Topno, 2012). Therefore the organization needs to know whether their investment is being spent effective or not Topno (2012). It means examining the investment whether it has become sound or not? Domenick and Gillis (2005) as cited on (Alamati, 2013) reminded that training is a business initiative and the value of training cannot be known until it is measured. Therefore, to ensure that training and development efforts bear fruit, assessment of training effectiveness is required. It is also important that the learned things from the training program are actually put in practice in workplace. Salas et. al (2001) as cited by ling (2007) thus asserted that training evaluation helps to determine whether the training has been effectively transferred on the job. This was emphasized by Grensing-Pophal (2004) that it is important to assess training effectiveness and that training effectiveness should be tied in with actual work performance Ling (2007).

The main objective of most of the training is to improve knowledge, skills and attitudes (ASKs) and by which they can perform better in their work place which improve organization performance and improve service delivery. So to know how training has helped in above described points, evaluating the effectiveness of training is important. Training

evaluation, mostly done on classrooms by use of happy sheets and pre and posttest cannot measure the actual effectiveness. Unless the impact of the training is evaluated at the workplace, its effectiveness and appropriateness are less known. Therefore, an assessment of training impact on the performance of the employees is required (NASC, 2011). Staff development program or training program is a process designed to improve job understanding, promote more effective job performance, and establish future goals for career growth. Since this training program contains career reward number which is necessary for further career development, so it is interesting to know that does the participants join training program for securing marks for promotion only? Or also for the real objectives that training program and GoN has set. The interest of study is to check whether and how this training has really helped in their work place? This study also tries to search the actual reason for their presence in this training. Many studies argue that most of the training programs in developing countries have failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives. Healy (2001) states that various training programs were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, and were not directed towards achieving any specific objectives. He further explains that these training programs are not responsive to the needs of the employees and also there was no coordination among the different stakeholder within these organizations.

Training evaluation refers to a system for measuring the intended outcomes of training which is concerns with issues of measurement, design learning objectives, and the attainment of desired knowledge, skills, and abilities. (Kabir & Baniamin, 2012). They further states that, ultimately, training evaluation asks, “Did the training work?” and effective evaluation models are necessary to inform trainers and researches of the added value of their training program. The reason to evaluate the training is to determine the effectiveness of a training program which also helps to find are they really theoretical and not directed to specific objectives and needs of employees as Healy (2001) stated. Most of the training is evaluated only at learning level but this study tries to evaluate at work situation and also their performance. Only by this, the real investment of training program can be known. This study tries to see the effectiveness on different levels; Context, Reaction, Learning, behavior and outcomes.

Mentz (1997) argues that improving public service and the quality of its delivered services is strictly contingent on the effectiveness of the training programs that are provided to its employee's. It is important to conduct similar or same studies after certain time frame to know the new issues within the same domain (Al-Nuseirat & Biygautane, 2014)

This study is significant for reasons:

First, this examines the effectiveness of PCMD in relation to change in KSA and work performance of employee of GoN. This will account for the impact of in-service training program on their development of KSA and performance.

Secondly, findings will make contributions to collect information for improving NASC forthcoming training course; and encourage both GoN and NASC to make timely study regarding this domain.

Thirdly, the contribution of this study is to the existing literature on training effectiveness and evaluation. This debates about the concepts of training effectiveness and evaluating effectiveness of training program

1.5 Research Objectives

The main objective of this study is to evaluate PCMD training program in term of understanding the training contents and its implication in job performance for improved service delivery. In other words, this study tries to evaluate the effectiveness of PCMD. The specific objective of this study is to

- examine the trainees in terms of knowledge, skills and attitude (ASK) after PCMD.
- assess the level of understanding and application of training contents covered by the PCMD at the post-training situation (performance)
- determine the effect of individual characteristic of trainees on training effectiveness
- determine the relationship between factors affecting PCMD and effectiveness of PCMD

1.6 Research Questions

1. What is the impact of PCMD on participant's KSA? (effectiveness on learning level)
2. What is the impact of PCMD on participant's job performance and ability in their work place? (effectiveness on outcome level)
3. How individual characteristics affects effectiveness of the PCMD
4. What is the relation between factors affecting PCMD and effectiveness of PCMD

1.7 Limitation of the Study

- This study does not represent all in-service trainings provided by the NASC for class III officers of the GoN. The only focus was on PCMD and participants of PCMD of past five batches from now.
- This study doesn't analysis in term of financial basis. It doesn't measure cost-benefit economic return or ROI of training program. To put it simple, this study doesn't evaluate effectiveness from financial point of view.
- This study doesn't fully control the impact of other training programs after receiving PCMD
- Due to time and other constrains this study doesn't see the behavioral part of trainees in detail.
- Due to post disaster phase⁴ and blockade⁵ it was very difficult to undertake the research especially at data collection. This might have some effect on the respondents and on their responses. Researcher has visited different parts of the country for this purpose but was unable to incorporate respondents from that area. This limits the respondents only from 5 districts.

⁴ Nepal suffered from massive earth quake in April 2015 which took lives of nearly 10000 people and thousands were injured.

⁵ Nepal is suffering from serious blockage in Nepal-India boarder since Sept. 2015 which limits the supply of medicine, fuels and other various necessary items.

PART 2

Literature Review

2.1 Training and Training Cycle

Goldstein (1980) defines training as "The acquisition of skills, concepts or attitudes that result in improved performance in an on-job situation." Training is the systematic development of the attitudes/knowledge/skill behavior patterns required by an individual in order to perform adequately a given task or job. To put it simple, training is a process of planned and systematic effort to achieve the desired result. We have discussed more about training in part 1, Background and Context. Training itself is a cycle and involves different stages. Different cycle and various stages can be found. For this purpose of the study, we consider following training cycle.

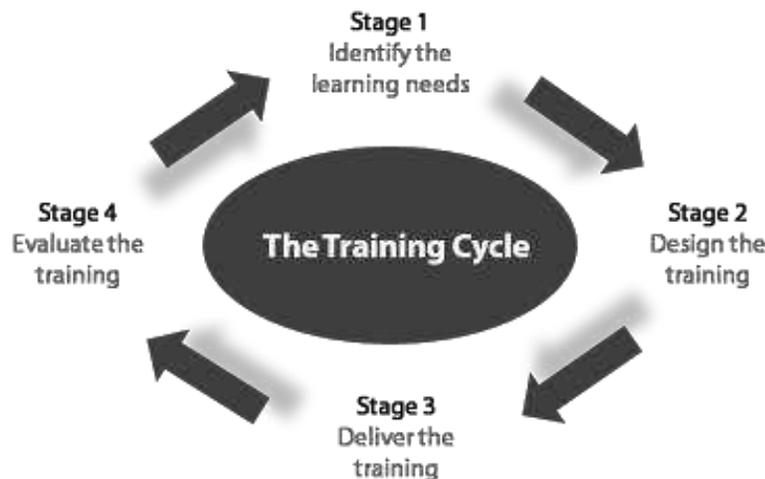


Fig: 1 Training cycle source: Compilation from notes

Training starts from identifying the real needs. This is also referred as Training needs assessment (TNA) and is the very first stage of training cycle. Based on the need derived from the stage 1, training will be designed. While designing the training it is very important to know about the learning objectives and about your client/audience. Stage 3 is what we normally understand by training. The implementation of the design takes place in this stage. It is the delivery to clients/audience. Stage 4 is evaluation of what was delivered in stage 3.

Training Evaluation

Actual training will be over after third stage. But, *when it's over its not over*. The next stage is evaluation which measures the effectiveness of training. Whether the learning objectives

are met or not? Whether the training has become worth or not? Has the training satisfied the needs of clients? Did the training contribute to organizational prosperity? Is the learning achieved being used in real work situation? Now these questions seek answer from evaluation. The purpose of evaluation is also for feedback and intervention for upcoming training program. The comparison and the evaluation of the achievements might be used to enhance the Training Need Assessment (Perdue et al., 2002).

But the question is what to evaluate? How to evaluate? When to evaluate? Indeed, the evaluation in the training process has become a basic tool-kit in determining the effectiveness of a training program (Mann and Robertson, 1996). Training is a plan, process and product which can be evaluated in different phases and in different levels; For example, phases can be pre evaluation, ongoing evaluation, post evaluation. Post evaluation is further done into; evaluation just after training completion and evaluation at work place. Similarly, levels for evaluation can be reaction, learning, behavior and outcomes as described by Krikpatrick & Krikpatrick (2014) and CIRO model which have 4 levels named; context, input, reaction and outcomes. This study focus on post training phase using various levels as discussed by Krikpatrick and CIRO model. This also incorporates other models which are described in upcoming theoretical framework.

2.2 Existing Research works and Literatures

People use the term 'evaluation' in different ways, but if we refer to the dictionary definition, that is: getting to know the value of something is evaluating. Reay (1955) explains evaluation as a process of using the outcome of assessment, testing and measuring in its widest sense to make one or more informed value judgments. Searching the value of the training program is not an easy task and value searching mechanism differs from people to people. Various studies and researches are found which measures the effectiveness of training but most of the existing literatures are focused only on single dimension of training since there are multiple that need to be looked for finding the real effectiveness. And only few researches evaluate the effectiveness of training in performance level.

NASC has conducted a study which measures the impact of professional course on management and development on performance of class III officers of GoN and also on

impact of advance course on management and development of class II officers. Using quantitative (descriptive and multivariate statistic) and qualitative tools they came with interesting result that very few join training program with the objective of updating knowledge. Most of them join training for the incentives which is available by completing the training program although they appreciated the training curriculum, arrangement and course design, still room of improvement was found regarding training materials, evaluating system and resources person. The important finding of this study was the training was successful to impart theoretical knowledge. Transfer of learning of participant in their work place was found low. (NASC, 2011) This study was more focused on the performance side and uses Kirkpatrick's four level of evaluation.

Ramachandran (2010) as cited in (Topno, 2012) has made an analytical study on effectiveness of training program of different cadre of employees working in a public sector organization. The result reveals that employees differed in effectiveness of training program on the basis of demographic characters. It is also inferred that experience and education of the employees of the organization is predominating and determining factor in training program.

A study of Amos (2013) investigates with a view to finding out the impact of staff training and development programs on teachers' effectiveness in secondary schools in the study area. Survey research design was employed for the study in 49 secondary school of the local government. The findings showed that in-service training programs had contributed tremendously to students' academic achievement with a significant value. It was also found that in-service training programs had positive impact on teachers teaching methods in the classrooms

Ling (2007) did a quasi-experimental design using Solomon's 4-group experimental design as the basic research instrument which was developed to assess the extent of effectiveness of a conceptual skill training program where participants were drawn from the private sector, encompassing middle and senior level managers from both the manufacturing and service industries. Results indicated that the group that had undergone the specific conceptual skill training had shown marked improvement in terms of acquisition of knowledge and had also

implied that what was learnt was able to be applied at work. The findings of the study supported the contention that training intervention in a specific conceptual skill will lead to training effectiveness, even after a period of time. This design is better able to attribute changes in knowledge, skill, and behavior to specific training interventions, thereby providing evidence to organizations with regards to the value of training and development.

Arvind & Haque (2008) did study on effectiveness of training. The study was focused on the impact of Locus of Control, Trainer's Effectiveness and Design of Training on learning in a training program conducted in a government training institute. It was observed that Internal Locus of control, trainer's effectiveness and training design have positive correlation with learning, whereas external locus of control has negative correlation with learning. The study was conducted in government training institute in India on 30 junior management level employee. Pre-posttest were taken and Locus of Control questionnaire was also administered to the participants. Reaction was also obtained on the quality of Training Design and Trainer's Effectiveness. The data obtained have been analyzed using simple correlation between Locus of Control, Trainer's Effectiveness, Training Design, and learning.

Nepal Administrative Staff College did study on training program which was carried out to assess the impact of Advanced Course on Management and Development (ACMD) on enhancing the knowledge and improving performance of Class II officers of Government of Nepal. The aim was to assess the impact of the PCMD on behavior and performance of trainees and improvement in the service delivery. For this study, they adopted survey method to collect data in different parts of the country. Both qualitative and quantitative tools were used. The study found some gaps between understating the training contents and its application in work place. Kirkpatrick's four level of evaluation was used as an analytical framework along with subjective judgment. (NASC, 2012)

An intensive study of Hashim (2001) found that evaluation of training is an elusive concept especially when it comes for practice. The practice of evaluation in training has received a lot of criticism. This criticism is largely explained by the unsystematic, informal and adhoc evaluation that has been conducted by training institution. In most cases, this type of evaluation gives the result which is as expected by the training provider.

Training is one of the most pervasive methods for enhancing individual productivity and improving job performance in the work environment (Goldstein and Ford 2002; Gupta and Bostrom 2006) as quoted in (Alipour & Shahnava, 2009) Training effectiveness must cause behavior change (i.e. skill transfer for job performance), thereby resulting in organizational performance (Goldstein and Ford 2002). The results of this study done by Alipour & Shahnava (2009) showed that *on the job training* strongly affects to more creativity, achieving organizational objectives and improves work quality. Five point Likert's scale questionnaire was designed and developed among the 120 top managers in Tehran province. The results of this study showed that on the job training has positive affect on managers' creativity, achieving organizational objectives, economic benefits. With such advantages that training dedicates to organizations, any organization those have high ambitions, have to conduct such training for achieving those benefits.

In another study by Srimannarayana (2011), the questionnaire has been administered among 105 HR/ training professionals working in different sectors of employment in India and interestingly found that about 3/4th of the respondents have considered that performance improvement made because of training is the extremely valuable measure of training. This is followed by transfer of learning inputs on the job (70.48%). The study concludes that measuring training and development has not matured to a substantial level in India. It confines to traditional measures such as collecting feedback from the participants, measuring number of employees trained per year, training costs, training days, and percent of amount spent on training, but not impact measures.

A research was done during 2010 by Michael Anastasiou in the hotel industry in Larnaca-Cyprus (Anastasiou 2011). The aim of this study was to assess the achievements and effectiveness of training and also addresses the impact of training program on improving service quality standards and participants' (employee) skills. The evaluation concerns the Content, Input, Reaction and Outcomes (CIRO Model) of training. A survey was used and questionnaires were piloted on HRMs in order to secure the validity and the reliability of the research instrument. A sample size of 352 (n= 352) employees participated in the research. Findings showed that training was effectively implemented and acknowledged by all participants, highlighting the role of front-line supervisors as training facilitators and agents

of learning. (Anastasiou, 2011). However it was found that Training Need Assessment (TNA) and training evaluation policy doesn't exist there. A pilot study was deployed in order to maintain the validity and the reliability of the investigation. For the training content 54 % employees responded positively. And for the training input 25% responded negatively and 57% in positive and remaining remained neutral. 47% of them have negative reaction during training which is significant. In case of outcomes of training, 55% had positive response with 26 % on negative. The final findings shows that training was effectively implemented as, 52 % responded positively and 19% on neutral view. Remaining was the negative.

Different studies have evaluated the effectiveness of the training in different perspectives. Some of them focus on learning level, some on performance and some evaluate effectiveness in terms of change in knowledge, skills and attitude and other measures in terms of training context, module and training input. Gopal (2008) examines the evaluation of effectiveness of executive training programs in Electronic of India Ltd. Scholar carried out evaluation of training in two ways. (1) Individual program wise evaluation and (2) Overall evaluation of all programs.

Empirical studies, surveys, pre-post testing, questionnaire, observation are the common things found on various literatures. There are studies which focus on factors contributing to training effectiveness. Also some researches showed how to measure or evaluate effectiveness of training program. Effectiveness has been defined differently according to the demand of the study and interest of researchers. Some of the studies have taken very short time to observe the participants and in some cases, effectiveness is only measured from trainee perspective which misses the supply side. In this case, there might be a question on the result drawn from the studies. Most of the studies came with result missing another significant portion of training. Very little study has been found which incorporate both the demand and supply side of training in case of evaluating the effectiveness of training program. In this case, even government training institutes are lacking. This study tries to see the effectiveness of training from various dimensions; from learning to performance level, from training input to outcome level, from both demands to supply side, from individual to organizational side.

2.3 Theoretical Framework

Various theories and model are being used for evaluating training and its effectiveness. As discussed earlier, different theories attempt to evaluate the training and effectiveness of the training in different perspectives. Kirkpatrick's model tries to see the training and its impact at four levels named *Reaction*, *Learning*, *Behavior*, and *Result*. (Kirkpatrick & Kirkpatrick, 2006). Reaction is the first impression of the trainees towards the program. Learning is the testing of changes in KSA of participants of trainees. Behavior is related with implementation of their learning on work place and finally result is fulfillment of targeted outcome. The *fig 2* shows levels of evaluation and explains what is done in each individual level.

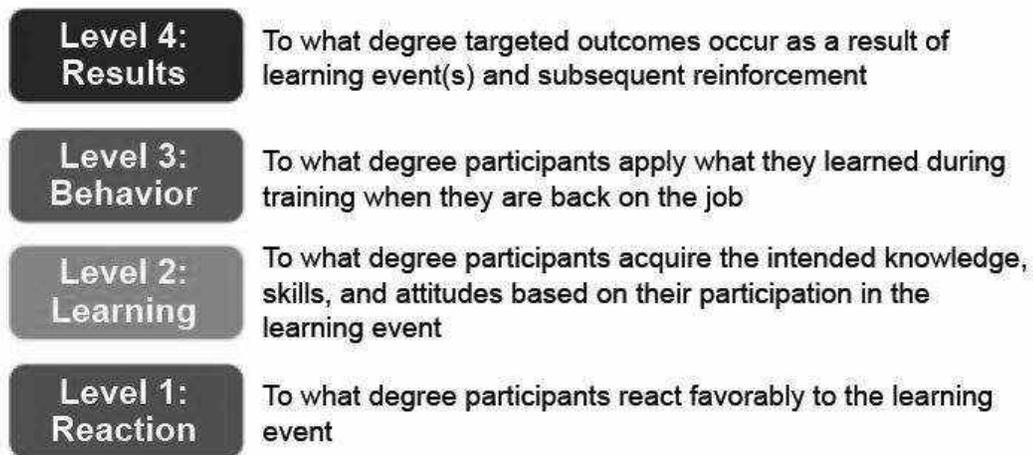


Fig: 2 the Kirkpatrick Model source: Kirkpatrick & Kirkpatrick

In 1970, the CIRO model for the evaluation of managerial training was proposed (Warr, Bird & Rackson, 1970). The CIRO model is used by many organizations in measuring and determining the effectiveness of a training program (Cooper, 1994). This model was based on the evaluation of four aspects of training: context, input, reaction and outcomes. According to Tennant, Boonkrong and Roberts (2002), this model focuses on measurement both before and after the training has been carried out. The main strength of the CIRO model is that the objectives (context) and the training equipment (input) are considered. Reaction in CIRO is similar as in Kirkpatrick's model. Similarly, result in Kirkpatrick model and Outcome in CIRO model seems similar in many cases. Figure 3 describes about the stages of this model.

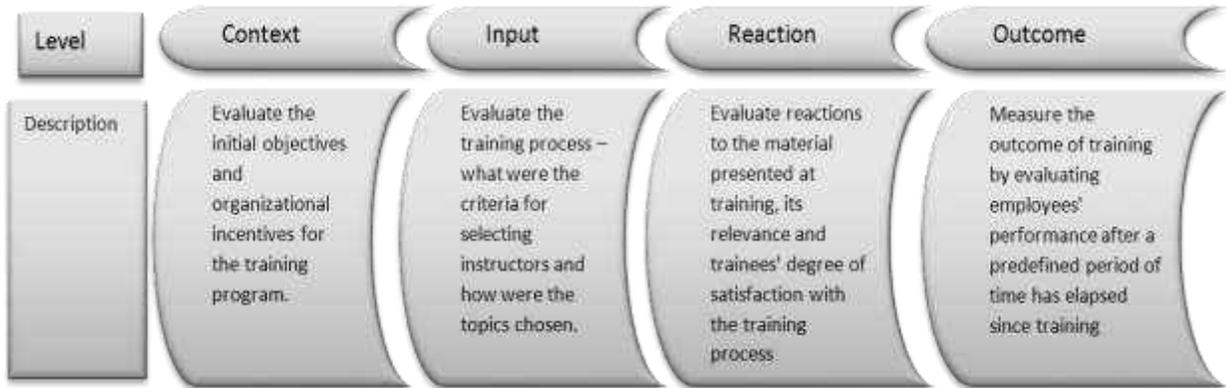


Fig: 3 CIRO Model

Source: <http://www.ccp.co.il>

Noe (1986) as cited in (Arvind & Haque, 2008) proposed a model of the motivational influences on the effectiveness of training programs (fig 4). The dependent variables for the model include the multiple measures of training effectiveness described by Kirkpatrick (1967). This model shows how the training results are drawn with relation to different issues. Fig 4 shows the flow of relation between those issues.

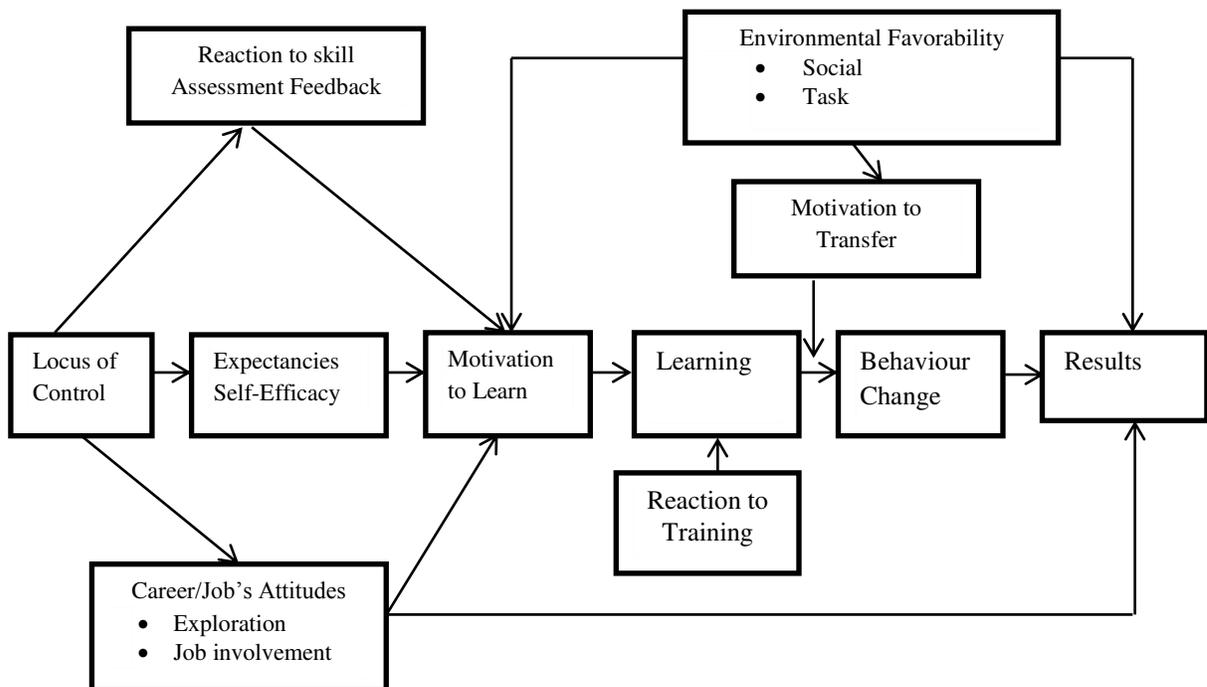


Fig:4 Noe's model of motivational influences on the effectiveness of training

Motivation theories and expectancy theory also get attracted when we study participants' pre training motivation, participants' willingness to learn etc. These theories states about the effects of motivation on performance and variables behind the motivation. Georgopoulos,

Mahoney, and Jones (1957), Victor Vroom (1964), and Lyman Porter and Edward Lawler (1968) as quoted in (Bilkis, 2011). They made a study aimed at identifying factors associated with high and low levels of productivity and dealt only with the motivation–productivity relationship

Goldstein and Ford (2002) also proposed a model of learning and transfer outcomes, which further demonstrates links between critical areas necessary for transfer outcomes. As shown in model (Fig 5), success of training depends hugely on the objectives of training, content, methods, and the need for the training.

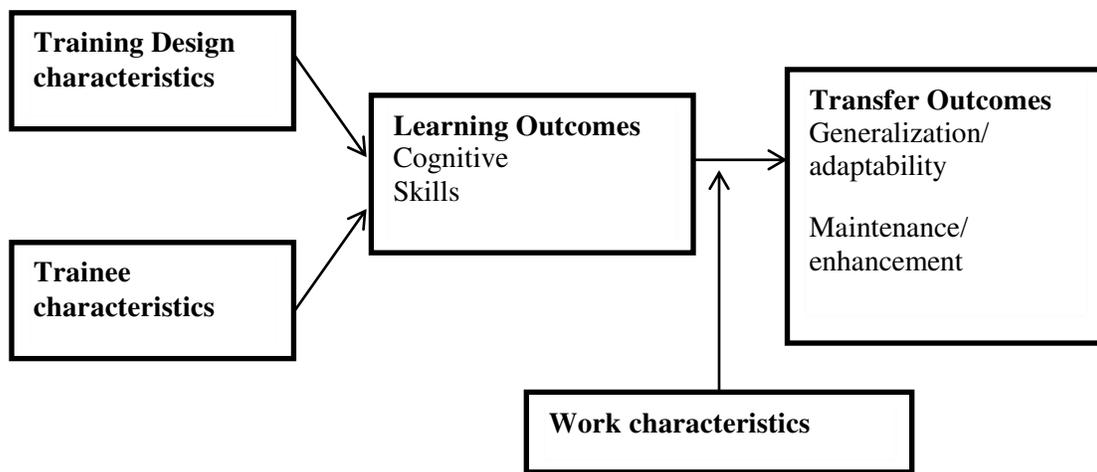


Fig: 5 Goldstein& Ford's model of learning and transfer

These factors indirectly affect transfer outcomes because they impact on learning outcomes occurring during the training session. The extent of transfer of learning outcomes to the workplace (transfer outcomes) also depends on factors within workplace (work characteristics) (Arvind & Haque, 2008). Lynton and Pareek (2000) stated that a circumspect procedure is required for starting the design process. It is similar to that required for developing the overall strategy: within its narrower confines, it must include all the key components and provide for successively finer approximation.

2.4 Analytical Framework

Using any single model, actual effectiveness of training cannot be evaluated. If done also, the real picture is less likely to result. For this, study is needed from different dimension as suggested by different theories as models as presented in figure below where the mix of

various models and theories results a new framework which measures the effectiveness of PCMD.

By analyzing the various theories, models and literatures following variables has been identified for Analytical Framework.

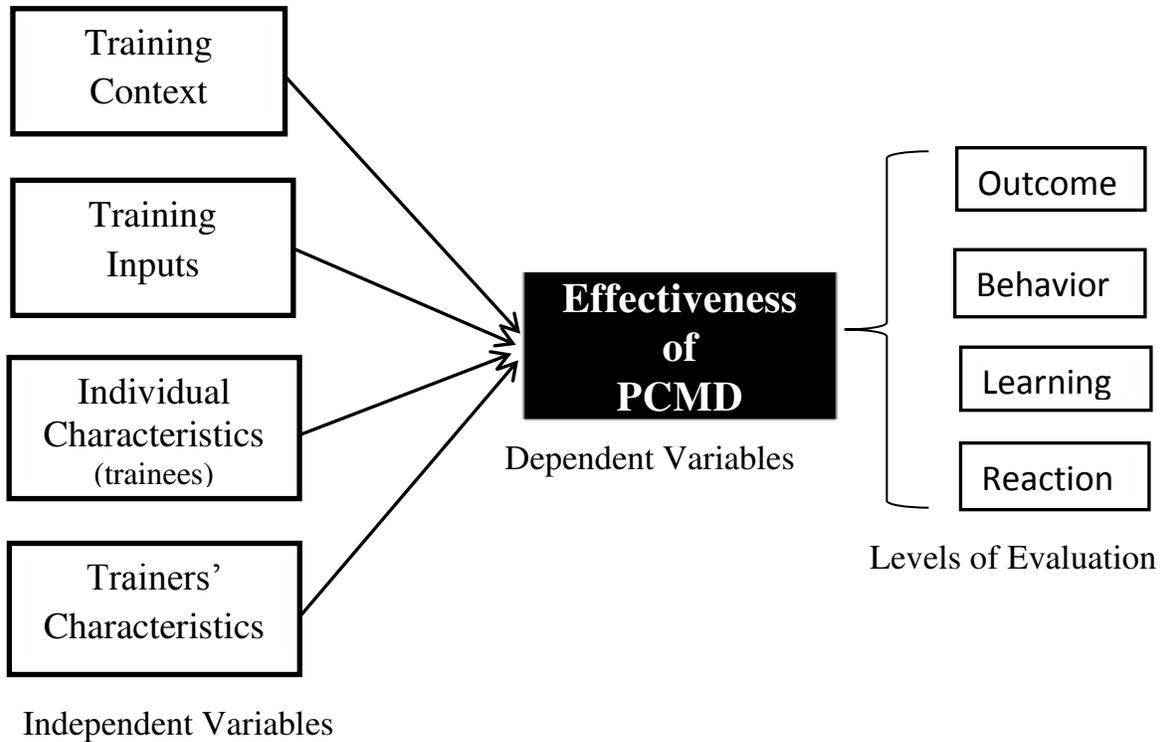


Fig 6: Diagram of Analytical Framework

2.5 Variables and Indicators

Table 1: variables and indicators

Independent Variables	Indicators/Issues	Dependent Variable	Levels of Evaluation	Indicators/Issues
Training Context	<ul style="list-style-type: none"> - Involvement in TNA program - Training objective matching with organization need and objectives - Fulfillment of Training objective 	Effectiveness of PCMD	Reaction	<ul style="list-style-type: none"> - Training Materials and other resources - Trainees expectation - accommodate Individual learning style - Most & least appreciated training element - Organization of training
Training Inputs	<ul style="list-style-type: none"> -Training Module/content -Training Methodology 		Learning	<ul style="list-style-type: none"> -Self assessment on training modules
Trainer Characteristics	<ul style="list-style-type: none"> -Age, Experience -Delivery style of trainer - Enthusiasm, time management 		Behavior	<ul style="list-style-type: none"> -Trainees awareness about their behavior change (self-assessment) -Reaction of Supervisor, Subordinate and coworkers - Reaction from clients
Trainees Characteristics	<ul style="list-style-type: none"> - Age, sex, years of service experience, Cadre type, Academic qualification -trainees' intention of participation in training 		Outcome	<ul style="list-style-type: none"> - Relevancy to work -Working Environment -Clients reaction - no. of complains - Errors & mistakes in work place

2.6 Definition of Key Term

Training Effectiveness is defined as a measurement of observable changes in knowledge, skills, and attitude after the training been conducted (Bramley, 1996) as cited by (ling 2007). Here, effectiveness of training is measured in terms of development in KSA and on performance enhancement.

Training Evaluation is defined as a systematic process of collecting data and information to determine whether training was effective or not (Goldstein & Ford, 2002). Kirkpatrick explained training evaluation by evaluation it on four stage including reaction, learning and behavioral change. For this purpose of this study definition from (Bramley, 1996) is taken. However actual evaluation model would be based Kirkpatrick's four levels of evaluation and CIRO model.

Individual Characteristics of Trainees are defined as the trainees' personal characteristics such as age, gender, academic qualification, cadre type, years of working experience, trainees' intention to participate on training, individual learning style. Trainee characteristics (e.g. personality, trainee ability, motivation effects) were originally identified by training practitioners as factors affecting transfer of training (Baldwin and Ford, 1988). For the purpose of this study, (Baldwin and Ford, 1988) explanation would be used along with some addition on it.

Trainers' Characteristics for this study are defined as trainers' personal traits such as trainers' age, experience, enthusiasm, delivery style.

Trainee's Reaction: Reaction would evaluate how participants feel about the program they attended (Topno, 2012). It is the first impression to the training. Reaction here tries to address the following questions; did they feel the training was worth time? What are the strength and weakness? What is their reaction on training material and infrastructure? Did the training meet their expectation? Did the training accommodate their personal learning styles? To make it simple, this is overall trainee reaction (i.e., *what trainee's think of the training?*)

Learning: Learning here tries to see; changes in KSA (knowledge skill and attitude). What is different they learn before than of the training period. It is comparison between pre and post training period. To make it simple this is about *what trainees learned?*

Behavior: The behavior would evaluate the extent to which their job behavior had changed as a result of attending the training (Topno 2012). Did the trainees themselves aware of their behavior change? What is different in behavior after training? It measures on-the-job behavior to see if training transfers into on-the-job skills. To make it simple it is about *How trainees behavior changes? Has the learning implemented at works?*

Outcomes: It is the final result that occurred because participants attended the training. It is measured by the improvement in the service delivery. Was your work efficiency increased? Did the training help to motivate towards yours work? Is your way of dealing with service clients have changed? How you are handling complains? How is your relation with subordinates, superiors and colleagues? Did you find any differences in your working way after training? In other words, it is the achievement of organization's goals as the result of training. To put it simple it is *impact on output level. Did this improve the organization effectiveness? What are the tangible outcomes?* Outcomes can be: initial, medium and long term. Here, this study only sees initial and medium outcomes.

Training context: means evaluating the initial training objectives and organization incentive for training program. It involves evaluation of training and development needs analysis and formulating objectives in the light of these needs

Training Inputs: input which are used for training except training materials and training aids. It basically covers training content, modules, and training methodology.

In-service Training: is defined as the training program that is attended during his/her service period (during job period). This training program is basically designed for those who have running service and it is expected to help them in terms of their KSA change and performance after the training.

PART 3

Methodology

3.1 Research Approach

This chapter deals with the details of the methodology which is carried out prior, during and after field work. Flow of the work is shown in the figure 7 below. In an appropriate research method there should be three points which are: answering to the research question, current state of knowledge and the nature of the variables involved in research (Bennett, 1983:85 cited on Aminuzzaman, 1991:34). Aminuzzaman also states that using any single method in social research is not always enough to respond to the research need rather a combination of methods is more useful to bring desired level of methodological sophistication. There are three types of methodologies to carry out any research: quantitative, qualitative and mixed. The study employed an exploratory mixed method using qualitative and quantitative methods to conduct the research. Though, more focus is given for quantitative method. This study has used the self-administered questionnaire survey based on a purposive sampling method keeping in view of getting cooperation from busy government officials and of course the service seekers. Both types of data were gathered from primary and secondary sources using various methods as discussed on upcoming related topic (*see 3.3 sample size*). The flow of the research is presented in the figure below.

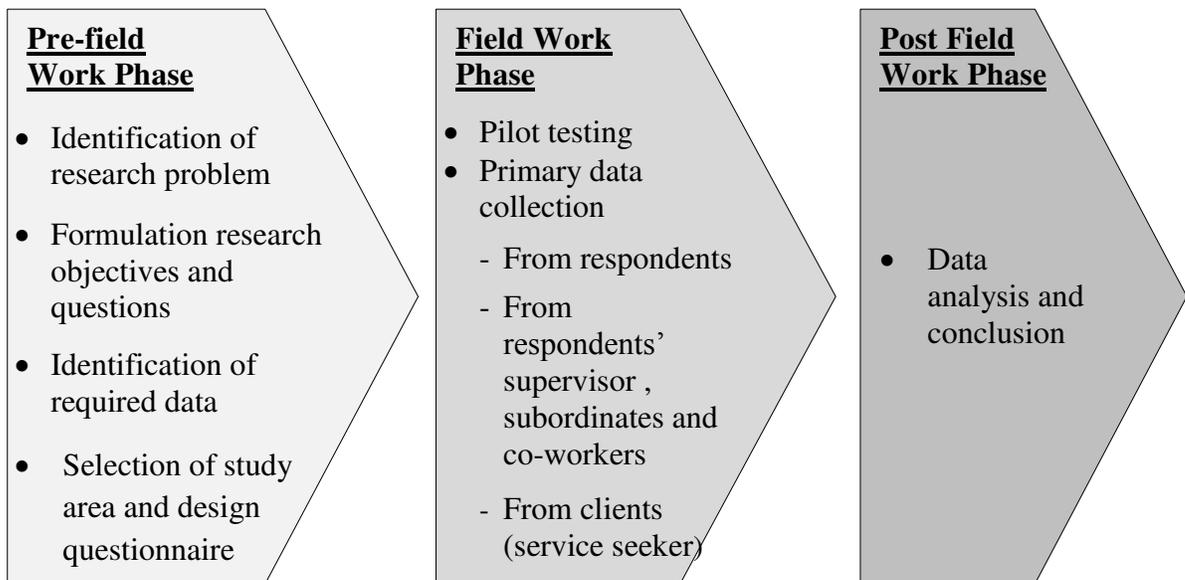


Fig7: Research approach

Source: derived from authors compilation

3.2 Study Area and Target Groups

This study was carried out in different areas of Nepal. This was based on posting of the trainees (respondents). This study has covered Kathmandu valley which constitutes the largest number of government and corporate offices and located centrally and this includes three districts; Kathmandu, Lalitpur and Bhaktapur. Beside Kathmandu valley, Chitwan and Palpa are the study area of this research. In total, this study encompasses 5 districts from center and western region.

Table 2: Population by Gender and location

District	Gender		Total
	M	F	
Kathmandu	18	8	26
Lalitpur	4	1	5
Bhaktapur	2	2	4
Chitwan	2	1	3
Palpa	1	1	2
Total	27 (67.5%)	13 (32.5%)	40

Source: Field Survey 2015

3.3 Sample size

The study populations were those government employees who have been exposed to PCMD training course of NASC from 2068 BS to 2072 BS (Aug 2011 AD to Sept 2015 AD). NASC record shows that a total number of 277 trainees have completed the PCMD training and sample drawn from that is approximately 14.5 percent of the total trainees. A total of 40 respondents were taken for questionnaire survey. Besides this, their supervisor subordinates or coworkers and clients of their working organization, trainers and related key personnel of different hierarchy were interviewed.

Table 3: population by study method

Types of Respondents	Study sample	Study methods
Trainees	40	Questionnaire Survey
Immediate supervisor	7	Structured Interview
Immediate subordinates/ co-workers	7	Structured Interview
Clients (service receivers)	10	In depth Interview
Resource persons/training facilitators	6	Interview
Total Respondents (to be surveyed and interviewed)	70 (40+30)	

3.4 Sample Design

Purposive sampling was applied for choosing the batch of trainee participant from various batches. The batches from 2011 August to 2015 September was chosen. Systematic random sampling was applied for selecting the respondents.

3.4.1 Sample Design of Trainees

Systematic random sampling was applied for selecting the respondents. Using the sample interval of 1:7, a total number of 40 respondents were selected. In case of unavailability of identified trainees, s/he was replaced by another respondent by using snow ball technique on same area meeting the selection criteria. It was found that the number of respondents outside the Kathmandu valley remained considerably low and so is the number of female.

3.4.2 Sample Design of Supervisors, Subordinate/coworkers, Service Receivers and Trainers

Supervisors were selected among those who have close monitoring and supervision on the trainees. Seven supervisors were selected. For subordinates/co-workers, those were selected who are closely working with and under his/her supervision for considerable duration. A total of seven subordinates/coworkers were interviewed. Clients were interviewed among those who received service from the trainee. For this also seven service receiver were taken. Service receivers were interviewed from front line offices where there is higher flow of service seekers. Similarly in trainers heading, five trainers were interviewed that includes training coordinators, resource person of that particular training program and executive director of NASC.

3.5 Sources of Data

The primary data needed for this study are collected through questionnaire survey and interview from different respondents at Kathmandu valley, Chitwan and Palpa on the basis of defined methods above (see table 3). Secondary data is based on existing literature, reports and other published materials. The researcher mainly relies at NASC, its published and unpublished records and publication for secondary data.

3.6 Reliability of the Data and Ethical Concern

Researcher tried to take utmost care on various demographic factors such as age, gender, location of the respondents to ensure the true representation. The field work was administered by the researcher personally. In some case, he seeks help from his friends for assisting in data collection. Researcher has acknowledged ethical and moral issues. Consent of participant was taken from various means i.e. email, phone before administering the questionnaire. Confidentiality of the information and identity was ensured to respondent and they were encouraged to provide true and real experiences. Their view and information has been represented in the report by using the pseudo name. Researcher himself is the staff of NASC but was not exposed with the respondents before which ensure their privacy and confidentiality.

Data gathered were rechecked and crossed checked with the secondary data and records where possible. Sometimes discussions and informal talk have been made on the research topic with the respondents by the researcher to know their views on the issue, and that has been checked whether their views are reflected on the questionnaires. This study has included various rank of hierarchy in administration i.e. supervisors, coworkers, subordinates. Check list administered with supervisor, coworkers/subordinates and clients help to validate the information taken from the trainees (respondents) in work station.

3.7 Data Processing and Analysis

Both qualitative and quantitative methods were adopted to analyze and interpret data. Quantitative analysis was done using statistical tool; SPSS 20. Percentage, table, charts, mean, cross tabulation were used to present data in quantitative manner. Qualitative data were used to support the quantitative findings and further clarify behavioral aspects, observation, phenomenal realities and experiences of the respondents of the study. Both methods supported and complimented each other in the research.

PART 4
Data Presentation and Analysis

4.1 Introduction

This chapter deals with the presentation and analysis of the data based on the questionnaire survey of 40 respondents and at the same time qualitative data collected from various sources are discussed. The first aim of this chapter is to discuss about the data and fact collected from the field and next is analysis and interpretation of the data in brief. This study is based on the responses of participants who have completed PCMD training from 5 years past from now.

4.2 Respondents' Profile

Table 4: characteristics of respondents

Background characteristics	Number	%
Sex		
Male	27	67.5
Female	13	32.5
Age group		
40 & below	18	45
41-50	14	35
Above 50	8	20
Cadre type		
Admin	25	62.5
Technical	4	10
Police	2	5
Misc.	9	22.5
Service year		
5 and less	11	27.5
6-10	22	55.0
11 and above	7	17.5
Academic Qualification		
Intermediate	0	0
Bachelors	8	20
Masters	32	80
Above masters	0	0

Location (district)		
Kathmandu	26	65.0
Lalitpur	5	12.5
Bhaktapur	4	10.0
Chitwan	3	7.5
Palpa	2	5.0
Total	40	100

Source: Field Survey 2015

The demographic and other characteristics of the respondents are presented in the table 4. Information was collected on age, gender, education level, cadre type, location, service year including their name and organization name. Name of the respondents was optional. This information was collected using the questionnaire to the respondents who once were trainee of PCMD training program.

A total number of 40 respondents were taken for questionnaire survey. As the table shows, more than two third of the respondents were male and nearly one third were female. The low number of female reflects that PCMD training has less female participation.

“..however this trend is currently changing as we can notice increasing number of female officials in PCMD training.” –[training co-coordinator, PCMD training]

Regarding the age, the highest percentage of 45 belonged to 40 & below age group. 20% of respondents were of above 50 and remaining was of middle age. This shows high participation from younger age in PCMD training program. Since administration cadre dominates the PCMD training program, there is high participation from them. NASC records shows increase participation from various cadres. .Out of the total 40 respondents, more than three fifth were from administration cadre, 22.5% were from miscellaneous, 10% from technical cadre and lowest 5 % from police. The youngest respondent was of 27 years and elder was of 55. All the respondents have at least bachelor degree, nobody was found with intermediate and above masters. Four fifth of the total respondents has master degree and remaining one fifth had bachelor.

Regarding the service year, more than half (55%) of the total respondent had service experience of 6-10 years. 27.5 % of the respondent were found with the service experience

of 5 and less' and remaining and 17.5 % have experience of more than eleven years. Kathmandu, Lalitpur, Bhaktapur and Chitwan from center region and Palpa from western region were covered in this study. Majority of the respondents were from Kathmandu valley which constitute 3 districts; Kathmandu, lalitpur and Bhaktapur. Almost all center level govt. organization lies in Kathmandu valley and huge number of participation is found at PCMD from this location which increase the respondent from this area.

4.3 Evaluating Effectiveness of PCMD at Different Levels

Training effectiveness here is a measurement of observable changes in KSA and job performance after the training in the trainees. Here, effectiveness is evaluated at four various levels; Reaction, Learning, Behavior and Outcome. Evaluating the training effectiveness at only one level cannot give the true picture of evaluation, therefore as Kirkpatrick and CIRO model suggest having multiple levels in evaluation, this section deals evaluating effectiveness as the combination of the results drawn from those levels.

4.3.1 Reaction

Reaction, in this study evaluates how trainees feel about the training program in different aspects. Reaction from the respondents was collected in 4 scale measurement; *Completely-4, to a large extent-3, to some extent-2 and not at all-1*. This is recoded into 2 scale measurement as; *completely + to a large extent= 2(high) and not at all+ to some extent=1(low)*. 1 represents the smaller scale and 2 represent the higher. The following table

Table 5: trainees response on reaction level

S.N	Variables	1 (low)		2 (high)	
		N	%	N	%
1	Satisfaction with training materials and resources	7	17.5	33	82.5
2	Training session accommodate personal learning style	20	50	20	50
3	PCMD fulfilling trainees expectation	13	32.5	27	67.5
4	Organization of training	8	20	32	80

Source: Field Survey 2015

Table shows that majority of the respondent's i.e. 82.5% are highly satisfied with training materials & resources and remaining are less satisfied. Equal distribution is found in case of accommodating the personal learning style in training session. 67.5% believes that PCMD has fulfilled their expectation on higher extent. A huge portion of 80% found the

organization of the training is excellent. Merging the variables of Reaction and recoding into 2 scales of ‘Low’ and ‘High’ produces the following result.

Table 6: Evaluating effectiveness of PCMD at reaction level

Rating on Reaction	Frequency	%
Low	14	35
High	26	65
Total	40	100.0

Table 6 shows the reaction of respondents. Nearly two third of the total respondents has given high scale rating whereas remaining represented low scale. This means majority of the respondents has positive impression about PCMD. This can be generalized as PCMD training was effective at reaction level.

4.3.1.1 Most Appreciated and Least appreciated Elements of Training

Under this category, we collected information on 2 aspects. Respondents were asked to recall five elements of PCMD training program which they appreciated most and least. All trainees except one responded for the topic of most appreciated. Most appreciated training elements of PCMD were; field visit and report, case study, group works, NASC environment. Trainees liked and valued the session on interpersonal relation, presentation skills, stress management, time management and motivation.

“This is third time I visited NASC. I really like the environment and cheerful officials of the NASC. The most useful things NASC has given me is presentation skills and working with groups” [Partima, trainee , Kathmandu]

When asked about the least appreciated elements, 8 respondents replied as N/A (not applicable). This might have logic, either they appreciated all elements or they don’t really want to point out least appreciated elements. Still, majority of respondents pointed food and cafeteria issue as least appreciated. Another complains was on training session which they found too theoretical. A group of respondents support this view by adding some more points; repeated hands out, outdated information. Similar kind view was given by a trainee. (See 4.6.1) A trainee from Lalitpur expressed his opinion about PCMD. In his own word:

“..the training should incorporate current subject matters. Energetic and skilled manpower are needed as resource person. I suggest updating hands out and materials regularly and also try to be more practical”

4.3.2 Learning

For measuring effectiveness of PCMD at learning level, self- assessment on seven different modules w done. They were asked to rate their response according to evaluation of their changes experienced on KSA because of attending the PCMD training. They were asked to do so in comparison to the pre-training period. We did a detail study of understanding and application of the content covered in PCMD according to modules. There were seven modules: *M1: Managing Self and Interpersonal Relationship, M2: Managing Staff Performance, M3: Managing (office) Financial Resources, M4: Public Policy, Governance and Service Delivery, M5: Approach to Development, M6: Development Planning, M7: Research Methods and Project Works.* The response of respondent was taken in Likert 5 scales rating which were further recoded into 2 scales of ‘Low’ and ‘High’. Low and high denotes low and high change experienced on KSA after PCMD respectively.

Table 7: trainees response on training modules

Module	1 (Low)		2 (High)		Total	
	N	%	N	%	N	%
M1	15	37.5	24	62.5	40	100
M2	27	67.5	13	32.5		
M3	25	62.5	15	37.5		
M4	19	47.5	21	52.5		
M5	19	47.5	21	52.5		
M6	19	47.5	21	52.5		
M7	23	57.5	17	42.5		

Source: Field Survey 2015

The above table shows the result from respondents on seven different modules. Under this category, we collected information on the seven modules that trainees were exposed during the PCMD training program. For module 1, 4,5 and 6, a clear majority was seen on high scale. That is, majority of the respondents evaluate their learning above the average rating. In other words, they experienced high changes on their knowledge, skills and attitude on those selected modules. Low scale ratings were found on module 2, module 3, and module 7.

Table 8: evaluation effectiveness of PCMD at learning Level

Rating on Learning	Frequency	%
Low	23	57.5
High	17	42.5
Total	40	100.0

Table shows evaluation of effectiveness of PCMD at learning level. This is calculated after merging seven modules and recoding it into 2 scale measurement i.e. 1 (low), 2(high). Under this category, 57.5% respondents evaluated as they have experienced low changes on KSA and. In other words majority of the respondents thinks that they have learned or updated themselves to a less extent. Simply, PCMD has been less effective in this level.

Learning has a relation with training input, training context, trainer’s characteristics, age of trainees and intention of trainees. Surprisingly negative correlation was found between training input and learning. (see A3.1 on appendix 3). It means trainees have found high learning though they are less satisfied with training inputs. Age of trainees (see A3.2 on appendix 3) and training context (see A3.3 on appendix 3) are also negatively correlated with learning. Young trainees have learned more as compared to trainees with higher age. A positive correlation was found between trainer’s characteristics and learning (see A3.4 on appendix 3). Those trainees, who rated resources person as *satisfactory or below*, were more likely to rate less on learning. 66.67% of the respondents who rated trainers as *satisfactory or below* found that they have experience less change on their existing KSA. In other words, trainers can influence learning of the trainees. The enthusiasm, way of delivery, time management and the content covered are some characteristics of RPs that influence learning of trainees. Trainer’s characteristics are more important than training context and training input in determining the learning level of trainees. Better the trainers, better the learning. From the above discussion we can say that trainer’s characteristic is one of the major variables for training to be less effective in learning level.

Another important point to discuss is intention of the participants for training. What is the primary objective of attending the training? Is it really for updating current KSA? or for securing marks for promotion? This has important relation with learning. Those whose

intention is only for marks were likely to learn less and vice versa. The intention of the trainees was captured by indirect questions and explanation (see 4.7.4). A negative correlation was found between *learning* and ‘*presence in PCMD if it was short period*’. Those who denied their presence for PCMD if it was of short period were found with less rating in learning. As we are discussing with intention of trainees it was found that whose intention was for securing marks they learned to less extent. This is another reason for PCMD to be less effective at learning level.

4.3.3 Behavior

This level would evaluate the extent to which trainee’s job behavior had changed as a result of attending PCMD. In this level, respondents are asked to self-assess their behavior. For further evaluation in this level, check list from supervisor, subordinate and clients was also administered. The trainees were administered with questionnaires that have response on 3 scales.

Table 9: trainees response on behavior level

Find changes in behaviour?	Frequency	%
No	0	0
I don’t know	11	27.5
Yes	29	72.5
Planning to change	Frequency	%
No	3	7.5
I don’t know	6	15
Yes	31	77.5
Total	40	100.0

Source: Field Survey 2015

Interestingly, nobody said they didn’t found any changes in behavior after PCMD The result showed that strong majority of 72.5 % trainees has found positive changes in their behavior after attending PCMD training. Either the remaining trainees were confused about their change or there is a chance that they had encounter change but don’t believe that change as a result of attending PCMD. Three-fourth of total trainees gave positive result that they were planning to bring changes in behavior in the future as a result of PCMD. These questions

were asked in order to identify whether they were carrying the influence of the training in behavior or not. This made one thing clear that PCMD has strong influence over behavior of trainees. Here we, evaluate effectiveness of PCMD at behavior level. We merge and recode the responses into 2 scales and produce summative average. Result is shown in table below.

Table 10: Evaluating effectiveness of PCMD at behavior level

Change in Behaviour	Frequency	%
No	13	33
Yes	27	67
Total	40	100.0

The result shows that PCMD was effective at behavior level. Majority of the respondents gave positive response in this level .Two third of the respondents either found changes in behavior or planning to change. Still, one third is confused about the changes on their behavior. They didn't find any changes or confuse about their changes. So PCMD at behavior level is found to be effective.

4.3.3.1 What Do You Plan Differently in the Future?

Open ended question was asked to the respondents who want to change behavior in future. Five respondents remained silent in this case. Majority of trainees replied that they wanted to improve interpersonal relationship. A bulk of other respondents supported this and said they will try to be more friendly & effective in communication at work place. Similarly some trainees want to change their behavior & attitude positively while some respondent want to improve on stress management. Majority of young respondents said that they will try to be more accountable.

“..For me, stress management and positive thinking were most effective topic of PCMD. Stress management session has helped me lot in work place. Also, I'm trying to be more friendly and accountable to clients at work place.” [RamHari, trainee, Chitwan]

4.3.3.2 Observation of Supervisor, Subordinates/Co-workers

Seven supervisors, seven coworkers/subordinates were interviewed about their observation on trainees after PCMD. They were the one who are working closely with the trainees and know better about them. Supervisors and subordinates/co-workers were asked about the difference they notice on trainees in comparison to pre training period. What they observed on trainees is summarized here. Supervisors have noticed some visible difference between trained and non-trained employees in work place. Supervisors were provided with check list asking to measure the difference in this field. They observed a certain level of positive changes in following fields. Most of the supervisor came up with positive response.

- *Motivation level*
- *Commitment*
- *Work performance*
- *Behavior*
- *Attitude*
- *Team work*

Supervisors noticed that trainees were motivated and are friendly than before. They have become a good team player with better interpersonal skills. Their efficiency has been increased in work place and tends to provide fast and better services as compared to pre training period. A supervisor from Lalitpur told:

“..trained employee knows the value of time and work. I found them very motivated immediately after returning to organization after completing the training. Later, the motivation level goes on diminishing” [Sagar, supervisor, Lalitpur]

Another supervisor from Chitwan shared his views. In his words:

“..Changes are obvious after training. Trained manpower is more efficient in performing their duty and they are more responsible. Certain knowledge and performance level will changed by this training. Since this kind of training are theoretical and only focuses on knowledge rather than skills. So, almost no changes were noticed in skills part but I observed some improvement in behavior” [Damodar, undersecretary supervisor, Kathmandu]

Some supervisor were confused on the judgment and argued that it is very difficult to measure such subjective things. They told that huge change cannot be expected from this

kind of training since most of the employees participated for their career incentives. A joint-secretary from national planning commission shared his view:

“.. I found marginal improvement in the employees as compared to pre training period. No specific change is noticed. Training should be real time, more practical and skill oriented to expect visible change in trainees.”[Gopi, Supervisor, Kathmandu]

In the view of coworkers/subordinates, motivation and energy level is the visible change in the trainees. They act as a good guide and encourage working on team. Majority of coworkers/subordinates has also almost same response like supervisors on the field stated above. They also observed that trainees have upgraded knowledge after training. The difference they noticed between trained and non-trained officials is on their behavior. But it is very difficult to be sure that changes is only because of training.

A subordinate of trainee from Lalipur replied with following statement on question: have you noticed any changes in trainee X in comparison to non-trained employees? In her own words:

“.. Her motivation level, work performance, and team work is better than non-trained employees. I found some positive changes in her behavior and attitude towards the officials and service seeker”[Samjana subedi, subordinate, lalitpur]

“..After PCMD training, he keeps focusing on positive attitude & stress handling. He shares examples of those topics and motivate us in a convincing way.”[Ragunath, coworker, Kathmandu]

However, all the responses are not positive. A Coworker expressed his view as:

“..Frankly speaking, I don't expect much from this type of training. I ve also participated, every one participates, and you know WHY? [jagadish, co-worker, Bhaktapur]

It was interesting to search the answer of WHY? In his interview, he was indicating that everybody joins such training for securing marks for promotion. If there was no any career incentive than only very few employee would have join the training.

Although there were some non-positive comments, overall observation of supervisor, subordinate/co-workers was positive. Changes were noticed to certain extent in the trainees after PCMD. They observed such changes in the area of motivation, behavior & attitude, energy level, commitment to work as compared to non-trained employee and pre training period

Supervisors, subordinated/coworkers cannot exactly evaluate the effectiveness of PCMD, they can only do so by judging the trainees with whom they work closely. On that basis, we did final inquiry about effectiveness of PCMD. Huge portion expressed their view as “Partial effective” and further suggest that if more focus is given on TNA and practical exposure related to job then PCMD will be highly effective

4.3.4 Outcome

Under this category, the result of trainees related to their workplace is evaluated. This is the effect in the work place because of attending the PCMD training program. Following the outcomes, we asked whether the environment of workplace was favorable for applying KSA learnt from PCMD. How relevant were those contents of PCMD on work place? Another important question was; has PCMD training program helped you to do your job or any part of it better than before training? The responses were collected on 4 scale rating and further recoded into 2 scales. ‘1’ denotes low scale and ‘2’ denotes high or greater scale.

Table 11: trainees response on outcome level

S.N	Variables	1 (low)		2 (high)	
		N	%	N	%
1	Environment Favorable for applying KSA learnt from training at workplace	30	75	10	25
2	Relevancy of training content at work	11	27.5	29	72.5
3	Training helping doing job or any part of it better than before	13	32.5	27	67.5

Source: Field Survey 2015

Three fourth of the total respondent expressed their view that the environment was not favorable for practicing the KSA learned from PCMD. Despite of having unfavorable environment, 72.5 % of the respondent found the training content were relevant to their

work. More than two third believed that PCMD training has helped them to do their job or any part of it better than before. One question might be raise like if the environment was not favorable how majority of the trainees find the training content relevant to work or how they find that PCMD training has helped on their job?

The table 12 shows that PCMD has been effective in outcome level since more than three fifth of the total respondents produced favorable outcome.

Table 12: evaluating effectiveness of PCMD at outcome level

Outcomes	Frequency	%
Low	15	37.5
High	25	62.5
Total	40	100.0

62.7% of the total respondents have rated high in this level. Despite of being relevant and easing on the work job why more than one third has rated low scale in outcome? The answer is two third of the total respondents found the working environment was not favorable for applying the KSA learned from PCMD training. Another response for this question is, majority of the trainees found that they tried (or planned to do) to implement their learning but either organization didn't have resources or the organization itself was not favorable (*see 4.3.4.1*).

Effectiveness in outcome level was also measured from another perspective. Here, we collected information through interview checklist from supervisor and subordinates/coworkers of trainees. Seven Coworker/subordinates were asked to evaluate the trainees in terms of errors and mistakes he/she did on work place as compared to pre and post training period. They were provided with rating of 3 scales; *decreased, decreased to some extent* and *stable*. Interview was taken without the presence of the trainee so that the replies remain unbiased. All, except one, subordinates/coworkers observed that errors and mistakes were decreased to certain extent as compared to pre training period. Supervisors were also asked with the same question as it was for subordinates/coworkers. Surprisingly almost similar result came from supervisor in response of number of errors and mistakes. Majority of them found errors and mistakes were decreased than before. One additional

inquiry was done with supervisor/chief of organization i.e. *complain against trainees in work place in comparison to pre and post training*. A large portion among the supervisor observed that complain has been decreased than pre-training period. Few supervisors replied as number of complain were stable. The first objective of this section was to figure out the level of accuracy he/she developed after the training. Second objective was to evaluate the trainees in terms of *number of complain* against him/her in comparison to pre and post training period. The combination of these two helps to evaluate PCMD at outcome level. This is again subjective measurement where impact of the other issue in this matter cannot be measured. There is no guarantee that the accuracy he/she developed and the decreased number of complain is because of PCMD. Still, we have tried to be precise on discussion. To see more on observation from supervisor, subordinates/coworker *see 4.3.3.2*.

4.3.4.1 Attempts To and Restriction in Change⁶

Under this category, seven alternatives were presented in front of the trainees and they were asked to provide their option which matches the most in response of their initiatives at work place after completing PCMD. This was the measure in outcome level. We have listed some common activities and possible restriction in the work place. The objective of this particular section was to find the change attempt that trainees have tried and of course, the restriction encountered throughout the process. The table below displays those alternative and response from trainees.

Table 13: assessment on trainees attempt or restriction to change

Activities	%
1. you tried (or planned to do) but was not practical for your situation	15
2. you tried (or planned to do) but your supervisor didn't support or show interest	15
3. you tried (or planned to do) but your coworkers/subordinates didn't support or show interest	0
4. you tried (or planned to do) but that didn't work	0
5. you tried (or planned to do) but organization was not favorable	17.5
6. you tried(or planned to do) but organization didn't have resources	25
7. can't remember/ Not Applicable	27.5
Total	100.0

Source: Field Survey 2015

⁶ This alternative and measures were adopted form the study of NASC in 2011 for this study

The largest portion (under this category) of the trainees were failed to recall their initiatives. Either they can't remember what exactly they have done or none of these were the alternatives they initiated for. There might be a chance of selecting N/A option by the trainee if his/her initiatives are not exactly listed. If a change initiative was successful then they are also likely to select N/A option. The changes they initiated itself is of subjective nature and difficult to exactly quantify. One fourth of the total trainees couldn't succeed on their initiation due to insufficient resources in the organization they are working. 17.5% of the total trainees blamed their organization where the knowledge & skills they learned during PCMD was inapplicable. 15% found the situation was not practice and remaining same percentage found their supervisor responsible. This result was verified through discussion with the trainees themselves, their subordinates/coworkers and supervisors.

4.3.4.2 Professionalism or expertized developed

Respondents were asked to provide their view on open ended question; *please specify what professionalism you developed or in what area you feel you are expertized after PCMD training?* A small proportion of the trainees remained silent while replying this question. The most stated area was positive attitude and interpersonal relationship. A bulk of trainees responded that they have enriched their expertise in report writing and on presentation skills. Development planning and planning & budgeting are another widely present area which trainees thought they have gained professionalism. Some trainees were really happy to have exposure on stress and stress handling and another small portion were advocating service delivery as the most interesting area in which they feel they are expertized. Another important effect was observed that many of them have developed themselves as a trainer.

4.3.4.3 Observation from service receiver/clients

Ten service receiver/ clients were interviewed about their observation of the trainee in that particular office. They were asked to give their view about the officers in that office in listed area. Later, they were asked to evaluate the trainee in comparison to other officers. This was done on front line offices where service seekers are found. It was a more difficult to find the client who has visited multiple time in that office. Clients can only evaluate if s/he has taken

service from that official before and after the training. We managed to get those clients after multiple attempts.

A service receiver we interviewed in CDO office shared her observation. In his words;

“..this is second time I’m getting service from him. His communication is better than before. One thing would like to mention about him is he has impressive query handling” [Rita Rijal, service receiver at CDO office, Kathmandu]

Ragav, a bike owner who was found at traffic police office expressed his view as:

“..That officer is almost same as others only difference is that he is a good communicator “[Ragav adhikari, Service receiver, Kathmandu]

A single training cannot bring drastic change. However, the discussion made with the service receiver helped to identify the difference in following areas

- *Cooperation*
- *Communication*
- *Quick ness in service*
- *Behavior*
- *Attitude*
- *Timely service delivery*

Service receiver has mixed observation. Majority of them observed improvement in communication and cooperation, while some complained that quickness of service is same as before i.e. slow. Most of the service receiver replied as “*partial timely*” in response of question in timely service delivery. We can notice some who were confused and tend to give all positive response thinking that we are from same office. After we convince them as we are doing study then their response was changed.

Nirajan, manpower personnel who was found in department of foreign employment told that he has already visited more than 2 times for same work. He blamed the organizational structure for untimely service delivery. On replying our two questions; *how do you evaluate the X trainee in comparison to other officers?, Have you felt any differences on service delivery as compared to previous time?* He replied:

“..his behavior is good. He is cooperative as well but he has problem on convincing clients. He failed to understand from client’s point of view. I felt little change on

service delivery since he only cannot improve all the things.’ [Nirajan Ghimire, service reciver at DOFE]

Mixed responses were found on outcome level. Most of them admitted that there was improvement in interpersonal and communication, query handling area. While some rated low on quickness of service. As we discussed already this is subjective measurement and it is very difficult to be sure that the change is only because of the training. There might be impact of other factors which we cannot measure and control. Still we tried to be precise on interview and discussion

4.4 Effectiveness of PCMD

As discussed earlier, effectiveness is evaluated on different four levels. All the result of the four levels are already merged and recoded into ‘low’ and ‘high’. This section will summarize the result of all levels and this will provide result whether PCMD has been effective or not. The following table shows individual rating of each level and final rating after recoding.

Table 14: Evaluation of effectiveness at different level

Levels of evaluation	1 (Low)		2 (High)	
	N	%	N	%
Reaction	14	35	26	65
Learning	23	57.5	17	42.5
Behaviour	18	45	22	55
Outcomes	15	37.5	25	62.5
Total	40	100.0	40	100.0

In above table, if we look into reaction and outcomes, more than 62% respondents found that PCMD has become effective in reaction and outcome level. Majority respondents though that PCMD was also effective at behavior level. Self-assessment on seven different modules was done to evaluate effectiveness in learning level on the rating of 5 scales. Surprisingly, learning is the only level where result of lower rate is higher than higher scale. Majority of the respondents found PCMD training at learning level was effective to lower extent. To put it simple, they believe that they have learned or updated themselves less from this training. It means adjustment on course module is needed. This might demand some modification on

methodology part as well since this has direct link to trainee’s way of learning. We, now merge all result of four levels and recode it as single entity called ‘Effectiveness’. ‘1’ denotes effectiveness on low extent *and* ‘2’ denotes effectiveness to high extent.

Table 15: effectiveness of PCMD

Effectiveness of PCMD	Frequency	%
Low	22	55
High	18	45
Total	40	100.0

It is very difficult to evaluate effectiveness since measuring effectiveness is not fully objective. There are lots of subjective issues to consider. Still, we tried to evaluate effectiveness of PCMD based on 4 different levels so that more accurate result can be drawn. We had considered average rating into lower scale. This creates some differences in the result of effectiveness. Since *average rating* has been taken into *low scale* from the starting recoding, we would like to maintain the consistency and continue the same in this heading also.

More than half respondents (55%) has rated that PCMD training has become effective to lower extent. It means simple majority of trainees thought that training program has become partial effective. There is another 45 % of population who strongly believes that PCMD training had become effective to higher extent. This result is drawn after calculating the effectiveness in each four level and finalize after merging and recoding into 2 scales of low or high. Again, if we incorporate average rating into higher scale then, we’ll get different picture. In that case PCMD would be effective to high extent. Final results showed that PCMD training has become effective to low extent. In other word partially effective. This result is also validated by calculation the overall impression of the trainees (*see 4.8 overall impression*) which produce the result that PCMD was partial successful in addressing the needs of trainees. Supervisors, subordinates/coworkers of the trainees have also observed PCMD as partially effective. (*See 4.3.3.2 Observation of Supervisor, Subordinates/Coworkers*). Informal chitchat and discussion with trainees and other stakeholder also validates this result. A final conclusion can be drawn from all the discussion and information that PCMD has been partially effective and there are various rooms for improvements.

4.5 Training Context and Effectiveness of PCMD

Training context means evaluating organization objectives and needs with training objectives. It also measures whether training objective has been fulfilled or not? Respondents were also asked about their involvement in training need assessment. Respondents were administered with questions asking the fulfillment of training objective and other related questions. Responses from respondents were gathered on 4 scales rating. This was further recoded into 2 scales; *low matched and highly match*. More than half of the total respondents felt training context has highly matched with training context. It means training context was matched with their organizational needs & objective of trainees to great extent. Remaining 45% respondents found poor matching of training context. It means training didn't match with their requirement. Majority believed that training context was positive for them and their organization. In order to see the relation we produce bivariate distribution between training context and effectiveness of PCMD

Table 16: bivariate distribution between training context and Effectiveness of PCMD

Training Context	Effectiveness of PCMD		Total	
	1 (Low %)	2 (High %)	%	N
Low	33.33	66.67	100	18
High	22.72	77.28	100	22
Total	27.5	72.5	100	40

Correlation coefficient 0.118 *

*Significance at <0.05

Positive correlation was found between training context and effectiveness of PCMD. ($r=0.118$, $p>0.05$) with small significance. More than two third of the total respondents who found training context highly matched rated PCMD as effective to high extent. This is 52.5% of the total respondents and remaining 47.5% have different explanation than this. When training context is matched then trainees feel ownership in the training because it was designed to meet their needs and requirements. That's why trainees who found training context matched to higher extent were more likely to rate training as effective.

A trainee, who was quite open in discussion with us, shared his view which is quite interesting. He requested not to quote him for his saying. In his own words:

“..To be honest, it doesn’t matter for me whether training objective matched or not, whether my organizational need are addressed by this training or not. I participated for the marks, he participated for same thing and they also participated for same thing though they are not saying this.”

4.5.1 TNA Participation

Training need assessment is done before designing the training. Senior government officers, past trainees, potential trainees, faculties from universities, experts, officials from NASC and related stakeholder from different hierarchy join this comprehensive discussion. Respondents were asked whether they have ever participated on TNA program of PCMD at any period of time and the response was collected into 3 scales.

Table 17: assessment on trainees participation on TNA program of PCMD

Scale	Frequency	Percent
I don’t know	7	17.5
No	26	65.0
Yes	6	15.0
Missing	1	2.5
Total	40	100.0

When respondents were inquired about their participation on TNA program of PCMD, surprisingly huge majority (82.5 %) of the respondent didn’t say ‘Yes’. This means either they hadn’t participated on TNA program or they don’t know about it.

“Is there any such program for PCMD? I’ve never heard about it”- Bipin Kumar, trainee, Lalitpur)

Table 17 above displays that only 15 % of the respondent has participated on TNA program of PCMD. A single trainee didn’t respond to this question. Result showed that less contribution of the trainees has been discovered while designing the PCMD training program. If the PCMD training has not able to be effective as expected then this might be strong reasons since this will reduce trainee’s ownership in training program.

4.6 Training Input and Effectiveness of PCMD

Training content/modules and training methodology were considered as training input. It is those except that training aids and materials. Trainees were asked about their response on training module and methodology via questionnaire on rating of 4 scales the following table shows those responses in 2 scales after recoding. Low denotes ‘useful or effective to less extent’ and high denotes “useful or effective to high extent. Table 18 displays the distribution.

Table 18: trainees response on training input

Training Input	%
Low	37.5
High	62.5
Total	100.0

In the above distribution, a big portion of the respondents found training input useful and effective. 62.5% has rated high for training input. This means majority of respondents liked the course of PCMD and its methodology. Bivariate distribution is created between training input and effectiveness of PCMD to analyze the relation between these two variables

Table 19: bivariate distribution between training input and effectiveness of PCMD

Training Input	Effectiveness of PCMD		Total	
	1 (Low %)	2 (High %)	%	N
Low	26.67	73.33	100	15
High	28	72	100	25
Total	27.5	72.5	100	40

Correlation coefficient -0.14*

*Significance at <0.05

Following explanation can be generated from the above table

- 73.33% respondents of those who rated training input was less effective found PCMD effective to large extent. (27.5 % of total)
- 28% respondents of those who rated training input was highly effective found PCMD less effective.(17.5 % of total)
- 10 % of total respondent rated both variables to lower extent.
- 45 % of total respondents rated both variables to higher extent.

73.33% respondents of those who believed training input was less effective found PCMD training effective to high extent. Those who were less satisfy with training input were more likely to rate PCMD as effective. Training input was found negatively correlated ($r=-0.118$, $p>0.05$) with the effectiveness of PCMD. This is small negative correlation but does not have enough significance because we cannot neglect that 45% of total respondent who found training context and PCMD both effective

4.7 Trainers’ Characteristics and Effectiveness of PCMD

Trainers characteristics is the traits of the trainers which includes trainer’s age, experience, enthusiasm, delivery style, time management etc. Trainers are taken into two category; trainers from NASC and outside NASC. Trainees are asked to rate trainers’ characteristics and responses are taken in 4 scales which are further recoded into 2 scales. Low denotes ‘satisfactory or below’ and high’ denotes ‘excellent and above average’

Table 20: bivariate distribution between trainers characteristics and effectiveness of PCMD

Trainers Characteristics	Effectiveness of PCMD		Total	
	1 (Low %)	2 (High %)	%	N
Low	33.33	66.67	100	18
High	22.72	77.28	100	22
Total	27.5	72.5	100	40

Correlation coefficient 0.118*

*Significance at <0.05

Table 20 draws results on rating on resource person of PCMD. A simple majority of 55 % found trainers’ characteristics were excellent whereas 45 % (18 out of 40) has rated satisfactory or below than this. Boring lectures, repeated hands out, outdated information were found as least appreciated elements of training. Although majority admired RPs, they have some reservation and disappointment with some trainers. Their blame was directed towards some resource person of NASC who hardly update their training content. This might be the reason for those unhappy faces with the trainers. Here, I recall the words of a trainee from Lalitpur (see 4.3.1.1). Another participant from PCMD expressed his observation as:

“..the hands out and slides he (indicating name of RP) presented was of decade before. I didn’t found any difference on what he taught 6 years ago and what he

taught in this PCMD. It was teaching rather than training.” [Netra, trainee, Kathmandu]

Following explanation were produced from the above table

- 77.28% respondents of those who found excellent trainers’ characteristics rated PCMD effective to large extent. (42.5 % of total)
- 33.33% respondents of those who found trainers characteristics was satisfactory or below rated PCMD less effective.(15 % of total)
- 30 % of total respondent found trainers characteristics satisfactory or below and PCMD effective
- 12.5 % of total respondents found excellent trainers’ characteristics and PCMD effective to low extent.

Result displays that trainers’ characteristics is positively correlated with effectiveness of PCMD ($r=0.118$, $p>0.05$). A small positive correlation is found but it is significant at small level. Trainees who found excellent trainers’ characteristics were more likely to rate PCMD as effective to high extent. This statement is true for 57.5% of total respondents remaining have different explanation. Trainers can influence the learning of trainees. A positive correlation was found between trainer’s characteristics and learning (*see A3.4 on appendix 3*). It means better trainers can lead to better learning and this leads to training to be more effective

4.7.1 Age Group of Trainers Who were Effective in Conducting Training Session

To find out which age groups of trainers were effective, respondents were asked “which age group of trainers you find effective in conducting training session?”

Table 21: trainees response on age group of trainers who are effective in training

Age group of trainers	Frequency	%
40 & below	30	75
41-50	7	17.5
Above 50	3	7.5
Total	40	100.0

It was interesting to know that three fourth of the total trainees found that younger trainers were effective. One third trainees gave mixed responses on two categories. This analysis results that younger trainers were more effective than trainers of higher age. This has important message to NASC while selecting the resource person. This suggests NASC to have high number of younger trainers for effective training sessions.

“..Frankly speaking, most of old aged resource person are not interesting at all. They use same old slides and handouts that has already been presented in various session. I think they should first update themselves, their materials and their examples, how can I concentrate on such boring session? [Khagnedra, trainee from Kathmandu]

4.7.2 Observation of Trainers/ Facilitators/Resource persons

Six trainers/ RPs were selected and interviewed about their observation on PCMD. Those people were selected who were involved and exposed with PCMD directly. They were questioned about PCMD training & its effectiveness. Additionally, we asked them for suggestion for further improvement of PCMD. Most of them responded that PCMD is knowledge based training rather than on skill though there are some modules for skills part. They agreed that PCMD has not been able to be effective to that level which is expected to be. According to them, it is partial effective and NASC is continuously trying to make it more effective. They have observed some changes in trainees in field of motivation, behavior, teamwork and communication.

A resource person from NASC shared his observation. In his own word

“..PCMD has certain implication regarding knowledge broadening and skill. The course & syllabus are designed in such a way that it covers both the topic from management & development, that’s why participants from various backgrounds can be benefitted and get an ample opportunity to robust their self-development”[Krishna, NASC]

Another senior faculty claimed that, training from NASC emphasize mainly on knowledge aspects so it need to focus on this aspect only rather than making the course unnecessarily hybrid. On replying our question, he further suggested that NASC should drop out

unnecessary theoretical topic and should increase those topics which are essential for trainees' work situations. His intention was on practical orientation. This view was supported by other RPs as well. Executive director of NASC was inquired about PCMD and its effectiveness. He shared his observation towards the PCMD training. According to him,

"..we are continuously evaluating the effectiveness of training program via participants immediate response, reactive feedback and impact evaluation. PCMD is found to be effective but there are rooms for further improvement. We always acknowledge feedback and suggestion from stakeholders for further improvement. NASC is focusing on need assessment to identify the exact need and act accordingly to make it more effective." [Punya Prasad Neupane, Executive director of NASC]

4.8 Trainees' Characteristics and Effectiveness of PCMD

Individual traits such as age, gender, cadre type, intention for participation, presence on new training, service year, and academic qualification were taken as trainees' characteristics. We also tried to see if there is any difference between those who has taken other training after PCMD. If there were no significant career incentive would the trainees have joined the PCMD? This is the interesting issue that researcher wanted to know since long time.

4.8.1 Age of Trainees and Effectiveness of PCMD

Age of the respondent was collected in 3 scales which are further recoded as 'Young' and 'Old'. Out of total respondents, 55% of the total respondents were of age more than 40. (See 4.2). To know the result of how age of trainees affects effectiveness of PCMD, we produce bivariate analysis. Here, we tried to see the relation between these 2 variables after recoding the age into 'younger' and 'older'. The result is displayed in table below.

Table 22: bivariate distribution between age of trainee and effectiveness of PCMD

Age of trainee	Effectiveness of PCMD		Total	
	1 (Low %)	2 (High %)	N	%
Young	22.22	77.80	18	100
Old	31.8	68.2	22	100
Total	27.5	72.5	40	100

Correlation coefficient -1.07 *

*Significance at <0.05

77.8% of the young respondents rated PCMD as effective to large extent. Young trainee were likely to rate PCMD effective as compared to old. Although the reason is not clear, table 22 helps to generate few messages. Negative correlation was found between age of trainee and effectiveness of PCMD ($r = -1.07$, $p > 0.05$). This relation is not at significant level because 47.5 % of the total respondents shared different explanation with effectiveness of PCMD.

Still, it is interesting to know that younger trainees found PCMD effective as compared to trainee with higher age. There are few possible reasons. First reason is, young trainees might have participated for the first time for this type of training but higher aged trainees might have exposed already. Generally, people often find training interesting and effective if that is his/her first time. Second reason might be learning ability. Thorndike(1927) as cited in NASC(2011) argues that the learning ability decline along with the increase in age. The theory of adult learning claims that different biological factors compounded by socio-cultural factors affect the ability of the individual to learn. Merraim(2001) as cited in NASC 2011. Negative correlation was found between ‘age and’ ‘learning’ which says old aged trainees found that they have learned or updated to lower extent as compared to younger. (see A3.2 on appendix 2) Third, the intention to participate in the training should examine carefully. If the intention is only for career incentive then it doesn’t matter whether training is effective or not. Employees with higher age tend to participate in the training with the aim of securing marks for promotion rather than updating knowledge. (NASC , 2011)

4.8.2 Participation in Other Training After PCMD and Effectiveness of PCMD

As already mentioned on limitation this study doesn’t fully control the impact of other training. Still, it was important to control the impact to some extent so that we could fairly find the impact of PCMD. We tried to control the impact by classifying the respondents according to their presence in new training after PCMD and by seeing its relation with effectiveness of PCMD. Majority of trainees responded that they have not participated on other training after completing PCMD. Forty percentages of the total trainees admitted their participation on new training after completing PCMD training. In order to see relationship, bivariate distribution is produced between effectiveness of PCMD and participation of respondents in new training after PCMD. This helps to assess the influence of others training.

Table 23: bivariate distribution between trainees participation on new training and effectiveness of PCMD

Participated on new training after PCMD	Effectiveness of PCMD		Total	
	1 (Low %)	2 (High %)	%	N
Yes	26.66	73.34	100	15
No	28	72	100	25
Total	27.5	72.5	100	40

Correlation coefficient -0.14*

*Significance at <0.05

Small negatively correlation was found between those two variables. Respondents participated in new training after PCMD were likely to rate PCMD as effective to high extent in compare to those who did not participated.

PCMD is designed through a comprehensive interaction with past trainees, senior government officials, potential trainees, NASC officials and related stakeholders. Very few training is designed following this type of model. This process has given a type of ownership to the trainees which they might have realized after participating in other training. (NASC, 2011). As a result, PCMD is found effective and useful as compared to other training.

4.8.3 Gender and Effectiveness of PCMD

Nearly one third of the respondents were female and remaining male. As we already discussed about the number low number of female. We tried to know how gender is related with effectiveness of PCMD.

Table 24: bivariate distribution between gender and effectiveness of PCMD

Gender of trainees	Effectiveness of PCMD		Total	
	1 (Low %)	2 (High %)	%	N
Male	22.22	77.78	100	17
Female	38.46	61.54	100	13
Total	27.5	72.5	100	40

Correlation coefficient 0.118 *

*Significance at <0.05

Small positive correlation was found between gender and effectiveness of PCMD. Male are more likely to rate PCMD as more effective as compared to female. More than three fourth

the total male has rated PCMD effective to high extent. Table draws another relation also where more than three fifth of the female has rated PCMD as effective. The low number of female sample in the study might have some effect in the result.

4.8.4 Intention of Trainees for Participation in PCMD

Following the above heading, we asked the respondent about their presence in the training if PCMD was of short period i.e. less than a month. This was an important question which has hidden answer. One thing is clear that training like PCMD which is of duration of one month contains certain marks which are necessary for their career incentive (Promotion). We asked this question for clearing the views in this heading.

Table 25: response of trainee for participation on PCMD if it was of short period

Participation in PCMD if it was of short period	Frequency	%
I don't know	9	22.5
No	19	47.5
Yes	12	30.0
Total	40	100.0

Surprisingly 70% of the total trainees didn't say 'yes' in reply to above question. They either were confused or they didn't want to participate in PCMD if it was of short period. It means most of the trainees' intention was not to update and learn the content of PCMD. It would not be wrong to say they participated on PCMD for securing marks for their promotion.

I know your intention for this question; let me be frank to you. Short training doesn't contain any marks but I need to secure marks for my promotion. I would have definitely participated if PCMD being short course contained marks for my career incentives. [pradip, trainee, palpa]

A trainee, who was quite open in discussion, shared his view which is quite interesting. He requested not to quote him for his saying. In his words:

"..To be honest, it doesn't matter for me whether training objective matched or not, whether my organizational need are addressed by this training or not. I participated

for the marks, he participated for same thing and they also participated for same thing though they are not saying this.”

Expectation of most of the trainees should be fulfilled if their intention were securing marks for promotion. Let’s see another result where we asked trainees about their fulfillment of expectation. ‘Partially’ means fulfillment to low extent and completely means fulfillment to higher extent. (*rating above average*).Table 26 displays the result.

Table 26: expectation fulfillment of trainees

Fulfilled trainees expectation	Frequency	%
Partially	12	30
Completely	28	70
Total	40	100.0

Interestingly, strong majority of 70% replied that their expectation was completely fulfilled. The result of these two tables supports each other for the logic of trainees’ participation in PCMD training .Almost all trainees unanimously admitted that they participated for securing marks for promotion while having informal talk with them. At the same time, there were some young trainees who answered that their objective was to learn and update themselves.

The following saying by one of the participant from PCMD training reflects the view:

My intention for this training was clear. I had two reasons to participate in this training. First, I need marks for promotion but for that I have enough time to join upcoming program. Second, I need a break from routine job and wanted to upgrade myself” [Yadab, trainee, Palpa]

4.9 Overall Impression of PCMD

To know the overall impression from the trainee’s point of view, we administered a question asking them to express their view on training as a whole. This is the broad rating of all the elements of PCMD from participant’s perspective. Responses from trainees were taken in 3 scales rating. Table 27 below displays the overall impression of trainees from PCMD.

Table 27: overall impression of trainee for PCMD

Overall Impression of PCMD	%
Completely successful to address your needs	20
Partially successful to address the needs	75
Not successful to address your needs	2.5
Missing	2.5
Total	100.0

Three fourth of the total respondents found that PCMD was partially successful to address their needs. 20% found it completely successful. It means 95% of the total respondents have expressed positive response. One trainee remained silent and another single trainee has rated as “not successful”. In other words, strong majority of total trainees believes that PCMD was partially effective.

4.10 Conclusion

The above presentation and analysis of data has addressed the main research question of this study. To evaluate the effectiveness of PCMD, dependent variable- effectiveness of PCMD was analyzed with four set of independent variables; *training context, training inputs, trainer’s characteristics, trainee’s characteristics*. Effectiveness of PCMD was evaluated in four different levels namely *reaction, learning, behavior and outcome*, so that real result can be drawn. Results showed that PCMD was effective on reaction level, behavior level and outcome level. In case of learning level, majority found PCMD was less effective. A generalization can be made at this issue; whatever trainees have learned it has been implemented to high extent. As a conclusion, most of the trainees rated PCMD as effective to low extent. (average and below rating). This means PCMD was found to be partially effective

PART 5

Summary and Conclusion

5.1 Introduction

This chapter presents the summary of the study, discusses about results by linking the research question with findings. And finally makes the concluding remarks. The main aim of this study was to evaluate the effectiveness of PCMD which was provided by NASC for class III officer of GoN. As mentioned in chapter one, the main issued behind this study was to map the impact of PCMD in various level. This study has tried to see the impact of PCMD on trainees at different stage so that evaluation was done at *reaction, learning, behavior and outcome* level. The main assumption of this study is that PCMD have impact on training participants but measuring the impact in short period was not an easy task. Since PCMD itself was not long period training and skill oriented training, it was not wise to expect huge change from this training program. This study was depended on trainees' perception, supervisor and coworker's response, service receiver's reaction and observation of training facilitators but it was more influenced by trainees' perception.

Both of the qualitative and quantitative techniques of research methods have been used to carry out this research. Primary data was collected using survey method from five districts. Interviews as well as observation from various stakeholders were conducted. Researcher seeks secondary data from content analysis, reports and publications of NASC, journals, and other existing research works. Finally, data and information are organized, presented and analyzed in Part 4.

5.2 Linking research question with findings

The main objective of this study is to examine how effective PCMD has become in term of understanding the training content and its implication in job performance. In short, to evaluate the effectiveness of PCMD in various level. Given the background, the researcher tries to address the following research questions?

R1. Impact of PCMD on trainees KSA? (effectiveness on learning level)

There were seven different modules in PCMD. Detail study was conducted to find understanding and application of those contents covered in PCMD through Self-assessment

by trainees. Each module has set of issues they have been exposed during PCMD. Trainees were asked to rate on presented issue on the likert scales with five categories. They were asked to do so in comparison to pre training period. Mixed results were found as response to those seven modules. Final result on learning showed that majority of trainees has experienced low changes in their existing KSA. In simple word, PCMD was effective to less extent in learning level. (see 4.3.2)

*R2. Impact of PCMD on participant's job performance and ability in their work place?
(effectiveness on outcome level)*

The result of trainees related to their work and work place was evaluated. Researcher tried to measure the effect in work place because of completing the PCMD program. In this level of evaluation, primary response was taken from trainees themselves which was further supported by the observation of supervisors, subordinates/coworkers and service receivers. More than three fifth of the total respondent found PCMD was highly useful to their work and work place. Majority of them also found that they tried/planned to implement the learning of PCMD but either organization was not favorable or they don't have enough resources. Supervisors, subordinates/coworkers have found that errors & mistakes were decline to certain extent as compared to pre training. Supervisors/Chief of organization further stated that there was improvement on numbers of complain against those trainees. Similarly, majority of service receiver observed changes in the some issue; cooperation & communication, Attitude, Quickness in service. So as a conclusion for this question PCMD was found to be effective in outcome level. (see 4.3.4)

R3 Relation between factors affecting PCMD and effectiveness of PCMD

Training context, training inputs, trainers' characteristics and individual characteristics of trainees were identified as factors that have relation with effectiveness of PCMD. Relation with individual characteristics of trainees is described in R4. Training context was found to be positively correlated with effectiveness of PCMD though it was not at significant level. There was also other effect who really doesn't share positive relation. But as results showed, those who found training context matched with trainees and their organizational requirement were more likely to rate training effective. (see 4.4)

Surprisingly, small negative correlation was found between training input and effectiveness of PCMD. Those who were less satisfied with training input were more likely to rate PCMD as effective. There were other explanations with relation to effectiveness of PCMD (see 4.5). Trainers' characteristics were found to have positive correlation with effectiveness of PCMD. Those who found excellent trainer's characteristics were more likely to rate PCMD training more effective (see 4.6).

R4. Effect of Individual characteristics of trainees in effectiveness of PCMD.

Individual traits such as age of trainee, gender, cadre type, service year, academic qualification, intention for participation, participation on new training were taken as trainees' characteristics. However, researcher has taken age, gender, intention for participation and participation on new training for analysis.

Negative correlation was found between age of trainees with effectiveness of PCMD. Results showed that young trainees rated PCMD as effective to a high extent. In case of gender, males are more likely to rate PCMD as more effective as compared to females but again it should be noticed that the number of females in PCMD was significantly low. Similarly, respondents who participated in new training after PCMD were likely to rate PCMD as effective in comparison to those who did not participate. It was found that most of the trainees' intention to participate in PCMD was for career incentives (see 4.7).

5.3 Suggestions and Recommendations

Suggestions and recommendations from trainees, trainers, supervisors of trainees, subordinates/coworkers of trainees, service seekers and other related stakeholders from different hierarchies were taken. This also includes observation from researcher himself.

- NASC was suggested to improve food and cafeteria issues. Most of the participants complained that this issue was not satisfactory
- NASC has to update training content on a timely manner. It was recommended to incorporate contemporary issues and new trends

- In case of Resource persons, they were suggested to update and upgrade themselves according to current ecology and government system. NASC has to improve the quality of internal RPs by various means such as exposé visit, training etc.
- Some sessions were too boring and theoretical. Practical orientation on training is suggested. To make training interesting and effective, RPs was recommended to make session interactive and newness in delivery. Training should be more field based and practical. It actually should be training rather than teaching.
- In order to examine the effectiveness NASC should regularly perform follow up and impact study.
- It is recommended to conduct TNA program regularly by informing the related stakeholders before designing and implementing the training.
- In order to make training effective and precise , NASC was suggested to focus on some core area rather than sequencing everything and making it hybrid
- Participation of female employees and trainees from outside Kathmandu valley should be encouraged. And long training program should be residential.
- A proper record and database management system should be maintained.
- It was found that trainee’s major intention for participation was career incentives not for updating themselves so a proper mechanism should be there to acknowledge this issue.

Here I want to quote Janak Raj Gautam, undersecretary, ministry of labor and employment. We have taken permission to quote him. According to him

“..If you give sherbet⁷ to child and ask the taste of lemon then they will say “Sweet”. Actually the taste of lemon is “Sour” not sweet. The taste of lemon is ruined by sherbet. Training now has become almost like sherbet. Actually they should be given lemon to know the exact taste. Later, you can offer sherbet.

He was using the metaphor to suggest that training should be like Lemon. He was indicating that focus of training should be on some core area which can provide real taste of training rather than sequencing everything and making it sherbet which don’t have real taste.

⁷ Sherbet is liquor for drinking made by sugar, lemon juice and water.

5.4 Conclusion

This research made an attempt to evaluate the effectiveness of professional course on management and development (PCMD) which was conducted for class III officer of government of Nepal. As discussed already, this study was carried at four levels reaction, learning, behavior and outcomes. PCMD has been effective on reaction level, behavior level and outcome level but failed at learning level. It was also found most of the trainees' intention to participate in PCMD was to secure marks for promotion which might be the strong reason for training to be less effective in learning level. Despite of complains and dissatisfaction, majority respondents claimed that their expectation was fulfilled. The results derived from this study were validated by different qualitative means. Finally, this study concludes that PCMD has been found to be partially effective and it has lots of room for further improvement.

5.5 Future scope for research

The research was constrained by limitation on time, scope and resources. This research incorporates only five districts. Due to Post disaster phase and blockage researcher was not able to incorporate respondents from diversified location. It would be better to incorporate respondent from all development regions. Only four independent variables were identified. More variables could be identified that affect the effectiveness of PCMD. In this study, the behavioral part is not studied deeply, so it would be better to see the behavioral aspect of the trainees in details. Future research can be based on the aspect discussed above.

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Appendices

Appendix 1: Trainee survey questionnaire

Evaluating Effectiveness of Professional Course on Management and Development (PCMD)

Dear Sir/Madam,

We would like to request you for your valuable time and effort on the subject of research. The purpose of this study is to assess the extent to which those who attended the training program on 'Professional Course on Management and Development' have retained the knowledge and have applied the principles and techniques that they learned into their workplace. The results of the survey will help us to evaluate the effectiveness of the program and identify the ways in which it can be made more practical for those who will attend in the future. Please be frank and honest in your answers.

Disclaimer: *The data gathered through this questionnaire would be used exclusively for the purpose of research only. Your name is strictly optional and information you have provided will not used in other than the research purpose. The only reasons we ask is that we might want to follow up on your answers to get more comments and suggestions from you.*

Section 1: Trainee's Characteristics

Date:

Q. N.	Questions	Options	Coding	Remarks
101	Name of the respondent (optional)		
102	Name of your organization			
103	Cadre Type		
104	Location (District)		
105	Sex	Male Female	1 2	
106	Age		
107	Service years (in current position)		
108	Academic Qualification (highest level)		
109	Have you taken any other training course after completion of PCMD?	Yes No	1 2	
110	If yes, please mention which training have you received?		
111	If the training program was of short period (less than a month) would you have joined it?	Yes No I don't know	3 2 1	

Section 2: Trainees' Reaction

Q. N.	Questions	Options	Coding	Remarks
201	Please mention three elements of this training program you most appreciated.	a)..... b)..... c).....		
202	Please mention three elements of this training program you least appreciated.	a)..... b)..... c).....		
203	How satisfied are you with the training material and resources? (trainings aids, handout, training room)	Completely To a large extent To some extent Not at all	4 3 2 1	
204	To what extent training sessions accommodate your personal learning style?	Completely To a large extent To some extent Not at all	4 3 2 1	
205	To what extent did the PCMD training fulfill your expectation?	Completely Very well Partially Not at all	4 3 2 1	
206	How did you find the organization of the training program?	Excellent Very good Good poor	4 3 2 1	

Section 3: Learning

In this section we request you to evaluate the changes you experienced on knowledge, behavior and skills because of attending the PCMD program (the following areas) in comparison to the pre-training period. Please indicate the extent which you agree with the responses given in the scale of 1 to 5. For example, if you have experienced a lot of changes compared to pre-training period your response would be 5 and gradually declining. Please mention NA/ If topics were not relevant you (either because the topics were not included in the training when attended or you could not recall),

Q. N	Contents	Scale on changes experienced after the training in comparison to before the training					
		5	4	3	2	1	N/A
Managing Self and Interpersonal Relationship							
301	Understanding and identifying self-strengths						
302	Managing stress in individual and organizational level						
303	Applying Interpersonal relationship skills in work place						
Managing Staff Performance							
304	Understanding and develop job design and description						
305	Understanding and applying monitoring & feedback of staff performance						

306	Applying grievance handling methods and skills						
Managing (Office) Financial Resources							
307	Understanding the principles of budgeting						
308	Understanding the skills of accounting						
309	Understanding the auditing skills						
(Public Policy) Governance and Service Delivery							
310	Understanding the process of public policy making						
311	Understanding the concept of good governance and inclusive governance.						
312	Application of good governance principles						
313	Understanding the concept of Service delivery and accountability						
Approach to Development							
314	Understanding the concept of development perspective						
315	Understanding the importance of Information Communication Technology (ICT) application						
316	Understanding the concept of environment management and green economy						
Development Planning							
317	Understanding the process of formulation of development plans and annual plan						
318	Understanding the concept of conflict sensitivity in development						
319	Applying techniques of project implementation, monitoring and evaluation						
Research Methods and Projects Works							
320	Understanding the process of scientific research						
321	Applying the research methods and techniques						
322	Applying the report writing skills						

Section 4: Behavior

401	Did you find any changes in your behavior after PCMD?	Yes I don't know No	3 2 1	
402	Do you plan to change some of your behavior in the future?	Yes I don't know No	3 2 1	
403	If answer is 'yes' in QN 406, what do you plan to do differently in the future? <i>(Use separate sheet to record if necessary)</i>		

Section 5: Outcomes

501	Was the environment favorable for applying the Knowledge, Skill Attitudes (KSA) learnt from training in your work performance that you planned to do?	Highly favorable Moderately favorable Favorable to some extent Not favorable	4 3 2 1	
502	How relevant were the contents/topics of training to your work?	Highly relevant Relevant To some extent Not relevant	4 3 2 1	
503	Has this training helped you do your job better or any part of it compared to before training?	To a great extent Moderately To some extent Not at all	4 3 2 1	
504	Can you remember any activity you tried to implement but could not because of the following reasons?	504.1 you tried/planned to implement but was not practical for your situation 504.2 you tried/planned to do but your supervisor didn't support or show interest 504.3 you tried/planned to do but subordinate/co-workers didn't show interest (support) 504.4 you tried but that didn't work 504.5 you tried but organization was not favorable 504.6 you tried but organization didn't have resources 504.7 can't remember/ NA		
505	Please specify what professionalism you developed or in what area you feel you are expertized after PCMD training?	<p>.....</p>		

Section 6: Training Context

601	Have you ever participated on Training Need Assessment (TNA) program of PCMD?(at any time period)	Yes No I don't know	3 2 1	
602	To what extent your organizational needs and training objectives match with training objectives of PCMD?	Highly matched Moderately matched To some extent Not at all	4 3 2 1	
603	Did the training meet the objectives stated at the beginning of training?	Completely To a large extent Just adequately inadequately	4 3 2 1	

Section 7: Training Input

701	How do you rate the training content and course/module of PCMD?	Very useful Useful To some extent useful Not at all	4 3 2 1	
702	Which training module you find more useful among seven modules? (multiple tick)	a) Managing Self and Interpersonal Relationship b) Managing Staff Performance c) Managing (Office) Financial Resources d) (Public Policy) Governance and Service Delivery e) Approach to Development f) Development Planning g) Research Methods and Projects Works h) All of above		
703	How effective you found the methodology used in training?	Highly Effective Effective to a large extent Reasonably effective Infective	4 3 2 1	

Section 8: Trainers Characteristics

801	How do you rate the resource persons of the NASC in conducting the training? (<i>enthusiasm, Delivery, content covered, time management</i>)	Excellent Very good Satisfactory Need to improve	4 3 2 1	
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802	How do you rate the resource persons outside of the NASC in conducting the training? <i>(Delivery, content covered, time management)</i>	Excellent Very good Satisfactory Need to improve	4 3 2 1	
803	Which age group of trainers you find more effective in conducting training session?	55 & above 45-55 35-45 35 & below	4 3 2 1	

Section 9: Suggestions and Overall Impression

Q.N	Questions	Options	Coding	Remarks
901	If you have any suggestions/feedback or any comment about PCMD not covered in this questionnaire please mention.		

Q. N.	Questions	Options	Coding	Remarks
902	How was your overall impression about the PCMD?	<ul style="list-style-type: none"> • It was completely successful to address your needs. • It was partially successful to address your needs. • It was not successful to address your needs. 	1 2 3	

Thank you for your time, cooperation and help.

Appendix 2: Interview Checklist

Checklist for Supervisors

Dear Sir/Madam,

We would like to request you for your valuable time and effort on the subject of research. The purpose of this study is to assess the extent to which those who attended the training program on 'Professional Course on Management and Development' have retained the knowledge and have applied the principles and techniques that they learned into their workplace.

1. How do you evaluate the employee after PCMD training in following area?

Motivation level	Increased <input type="checkbox"/>	Increase to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Commitment	Increased <input type="checkbox"/>	Increase to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Work performance	Increased <input type="checkbox"/>	Increase to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Behavior	Positive change <input type="checkbox"/>	Pos. change to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Attitude	Positive change <input type="checkbox"/>	Pos. change to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Team work	Increased <input type="checkbox"/>	Increase to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Errors and mistakes	Decreased <input type="checkbox"/>	Decreased to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
no. of complains	Decreased <input type="checkbox"/>	Decreased to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>

2. Have you noticed any positive changes in Trainee (X) in comparison to pre-training (or with non-trained employees)?

3. How do you differentiate trained and non-trained employees of your organization?

4. How do you evaluate the effectiveness of PCMD training?

5. What suggestions would you provide for the further improvement of PCMD?

Checklist for Co-workers/ Subordinates

Dear Sir/Madam,

We would like to request you for your valuable time and effort on the subject of research. The purpose of this study is to assess the extent to which those who attended the training program on 'Professional Course on Management and Development' have retained the knowledge and have applied the principles and techniques that they learned into their workplace.

1. How do you evaluate your co-worker (supervisor) after PCMD training in the following area?

Motivation level	Increased <input type="checkbox"/>	Increase to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Commitment	Increased <input type="checkbox"/>	Increase to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Work performance	Increased <input type="checkbox"/>	Increase to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Behavior	Positive change <input type="checkbox"/>	Pos. change to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Attitude	Positive change <input type="checkbox"/>	Pos. change to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Team work	Increased <input type="checkbox"/>	Increase to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Errors and mistakes	Decreased <input type="checkbox"/>	Decreased to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>

2. Have you noticed any positive changes in Trainee (X) in comparison to pre-training (or with non-trained employees)?

3. What suggestions would you provide for the further improvement of PCMD

Checklist for Trainers /Facilitators/Coordinators

Dear Sir/Madam,

We would like to request you for your valuable time and effort on the subject of research. The purpose of this study is to assess the extent to which those who attended the training program on '**Professional Course on Management and Development**' have retained the knowledge and have applied the principles and techniques that they learned into their workplace.

1. How do you evaluate the trainees as compared to first and last day of training in following area?

Motivation level	Increased <input type="checkbox"/>	Increased to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Performance	Increased <input type="checkbox"/>	Increased to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Behavior	Positive change <input type="checkbox"/>	Pos. change to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Attitude	Positive change <input type="checkbox"/>	Pos. change to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Team work	Increased <input type="checkbox"/>	Increased to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>
Cooperation & Communication	Increased <input type="checkbox"/>	Increased to certain extent <input type="checkbox"/>	Stable <input type="checkbox"/>

More Comments (optional):

2. How do you evaluate the effectiveness of PCMD training?

5. What suggestions would you provide for the further improvement of PCMD?

Checklist for Service Receiver/Clients

Dear Sir/Madam,

We would like to request you for your valuable time and effort on the subject of research. The purpose of this study is to assess the extent to which those who attended the training program on 'Professional Course on Management and Development' have retained the knowledge and have applied the principles and techniques that they learned into their workplace.

1. How do you rate the qualities of officers in this office?

Behavior	very good	<input type="checkbox"/>	good	<input type="checkbox"/>	poor	<input type="checkbox"/>
Attitude	positive	<input type="checkbox"/>	neutral	<input type="checkbox"/>	negative	<input type="checkbox"/>
Cooperation	highly cooperative	<input type="checkbox"/>	cooperative	<input type="checkbox"/>	less cooperative	<input type="checkbox"/>
Communication	very good	<input type="checkbox"/>	good	<input type="checkbox"/>	poor	<input type="checkbox"/>
Quickness	very quick	<input type="checkbox"/>	quick	<input type="checkbox"/>	slow	<input type="checkbox"/>
Timely service delivery	Exact on time	<input type="checkbox"/>	partial timely	<input type="checkbox"/>	not in time at all	<input type="checkbox"/>

2. How do you evaluate the performance of X (trainee) in comparison to other officers? (*see Q1 as reference*)

3. Do you feel any difference on service delivery by X(trainee) compared to previous time?

Appendix 3

A3.1 Bivariate distribution between Training Input and Learning

Rating on training Input	Rating on Learning		Total	
	1 (Low %)	2 (High %)	%	N
Low	53.33	46.67	100	15
High	60	40	100	25
Total	57.5	42.5	100	40

Correlation coefficient -0.065 *

*Significance at <0.05

A3.2 Bivariate distribution between Age of trainee and Learning

Age of trainee	Rating on Learning		Total	
	1 (Low %)	2 (High %)	%	N
Young	50	50	100	18
Old	63.63	36.37	100	22
Total	57.5	42.5	100	40

Correlation coefficient -137 *

*Significance at <0.05

A3.3 Bivariate distribution between Trainers Characteristics and Learning

Trainers Characteristics	Rating on Learning		Total	
	1 (Low %)	2 (High %)	%	N
Satisfactory or below	66.67	33.33	100	18
Excellent	50	50	100	22
Total	57.5	42.5	100	40

Correlation coefficient 0.68 *

*Significance at <0.05

A3.4 Bivariate distribution between Training Context and Learning

Rating Trainers Context	Effectiveness of PCMD		Total	
	1 (Low %)	2 (High %)	%	N
Low	50	50	100	18
High	63.63	36.34	100	22
Total	57.5	42.5	100	40

Correlation coefficient -1.37 *

*Significance at <0.05