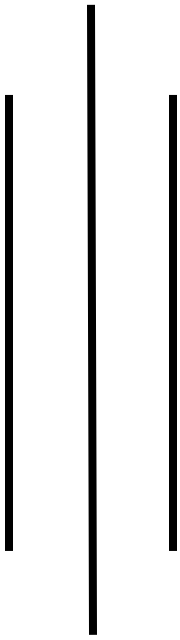
A Study

On

Effectiveness of Assistant Level In-Service Training Comducted by PFMTC



Submitted to:

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Hariharbhawan, Lalitpur

July, 2021

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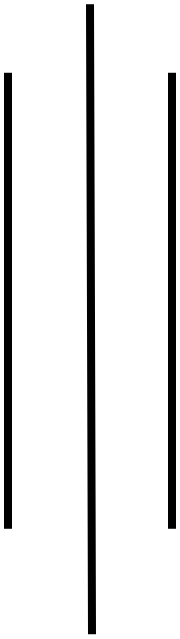

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Submitted by:

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Assistant Level Research Team of PFMTC

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Executive Summary

The research study is done to examine the effectiveness of assistant level in-service training provided by PFMTC. In this study, the general training effectiveness scale is used to measure the effectiveness of training in different level of performance consisting learning, individual and organizational performance.

The study adopted survey questionnaire method with inclusion of few open-ended questions to collect data from trainees who received assistant level in-service training from fiscal year 2074/075 to 2076/077. The total respondents are 133 in this research study.

The most of the respondent's shows their interest towards participation in training is to enhance their knowledge and promotion. Moreover, the 61.7 percentages respondents agreed that they took part in training due to enhance their work-based capacity. However, 33.1 percentages respondents agreed on promotion objective. The result shows, that the no of trainings are not sufficient for assistant level staff in finance group, though employee's desire for training is very high. Whereas, they get opportunity for training at the time of promotion only, they hardly get the opportunity in other need base trainings.

Total 99.2 percentages respondents believe that assistant level in-service training was effective. It is also justified from the qualitative responses which states the reason of effectiveness as job relevant curriculum, appropriate training method, competent resource person, provision of field observation, platform for knowledge and skill update and helpful to job performance and promotion among other.

Based on the high and positive association between learning, individual and organizational performance with training effectiveness, it is concluded that organizational performance has been increased by training by growing learning performance and individual performance.

Findings from the study reveal that there is association between learning performance, individual performance, organizational performance and training effectiveness. This was statistically supported by the chi-square test. This is significant in all three hypotheses. The positive correlation among them also confirms this assertion.

Based on the finding, the study concludes that the assistant level in-service training provided by PFMTC was effective. However for further improvement, training should focus on practical exercise, revised curriculum with specific content is needed and professional trainers should be managed. Further, the training center should focus on decentralized training as well. In addition, the logistic support also plays the vital role in effective training.

Finally, it is recommended that the PFMTC should revise their training curriculum on practical basis in work level. Likewise, expert group of trainers should be developed. A mechanism should be created for proper assessment and evaluation of employee performance after training as this will ensure that only employees who require training are sent on training. This type of research study should be done in future for continuous improvement of PFMTC

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Training effectiveness is fundamentally an evaluation that inspects the level to which training enhanced the employee's skill, knowledge, and behavior inside the association (Choudhary and Sharma, 2019). Moreover, training is a process of bridging the gap between desired and actual level of performance. The main reason is to develop knowledge and skills of employees as per the requirements of the job and eliminate performance problems (Surbhi, 2015).

Quality of an organization depends on the quality of its human resources (Weiner et al., 2013). Human resources are used to attain individual and organizational performance through their knowledge and experience. The common notion that no organization can be better than its human capital justifies human resource as the most valuable asset of an organization. Since human resource is regarded as the most crucial resource in organization, the employee training and development is getting prominence as a critical factor in human resource management (Cascio, 2015).

According to Aziz, S. F. A. (2016) Training program is a mechanism that provides employees with updated knowledge, skills and values crucial for organizational performance; thus, it is critical to ensure that whole effort is effective.

Mindtools (2016) defines the effectiveness is the degree to which something is successful in producing a desired result; success. The most well-known and used model for

measuring the effectiveness of training programs was developed by Donald Kirkpatrick (Mindtools, 2016). Kirkpatrick discussed the specific relevance of four steps to measuring training effectiveness.

Training programs are usually conducted by organizations to develop the employees' performance, and new employees after their selection will also be involved in these programs to be accustomed to rules, policies, and procedures of the organization.

The ultimate aim of any training is to improve the performance of the trainee at the workplace with the application of knowledge they acquired by training. Thus, training objective cannot be achieved without positive change in knowledge level after training and enhancement of performance level of the trainee at the work place. Thus, training effectiveness reflects from trainees' performance level. Since, Government of Nepal is investing large amount of budget in development of human capital through many capacity enhancement programs such as workbased trainings, skill improvement trainings, international shorterm trainings etc. The effectiveness of these types of program should be examined timely basis to develop sound human capital.

1.2 Organizational Profile of Public Finance Management Training Center (PFMTC):

The Public Finance Management Training Center (PFMTC) is the prominent training center of Government of Nepal under the Ministry of Finance. It has been providing massive trainings to personnel working in revenue and financial administration to enhance internal resource mobilization and proper management of resources. Recently, the PFMTC has been certified by International Organization for Standardization by ISO 2015 in 2075/076.

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

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

Objectives of PFMTC

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

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

iii) To conduct Interaction, seminar and workshop on contemporary issues related to revenue and financial administration (www.pfmtc.gov.np).

In both revenue and accounting stream three types training are conducted by PFMTC namely –in-service training, induction training and short term training for officer level and assistant level employee of Nepal government involved in public finance management. In-service training is the major dimension of PFMTC training. The working period of in-service training is 30 days. This plays the vital role in performance based promotion of assistant level finance employees. The assistant level in-service training

modules have been developed and on the basis of those modules the training has been conducting.

Objectives of In-service Training:

It has three broad objectives:

- Capacity development (enrichment of knowledge, skill and attitude);
- Improvement in performance and service delivery;
- Career development (fulfill the partial requirement of promotion) (www.pfmtc.gov.np).

Modules of assistant level in-service training

Module 1: Operation of Financial Administration

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

Module 3: Concept and Principle of Accounting System,

Module 4: Internal control, Auditing and Arrears settlement

Module 5: Public procurement management

Module 6: Planning and Budgeting System

Module 7: Miscellaneous (**Source: Assistant level module developed by PFMTC)**

1.3 Statement of the Problem

An analytical study on effectiveness of training program was undertaken by Ramachandran (2010) on public sector employees. The outcome of the study showed that there was a difference of employee perception on the basis of demographic characteristics and training effectiveness.

Cannon-Bowers et al. (1995) and Holton (2005) believe that training effectiveness can be determined by assessing the learning, individual, and organizational performance but not the trainees' reaction as proposed by Kirkpatrick (1959/1996). Meanwhile, Bersin (2008)

redefines these measurements into learning performance, individual performance, and organizational performance as a better term to evaluate training effectiveness.

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

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

The Government of Nepal (GoN) has been bearing many costs for providing training to its employees - the cost of resources involved in preparing and delivering the training, the cost of travel and lodging, and the cost of staff being away from the workplace, etc. (Rayamajhi et al, 2011). Further, they add Government needs to know that employees do not only acquire new knowledge, attitudes, and skills from the training but can also put them into practice.

As PFMTC is the prominent government training center of Nepal, and since the decades trainings are being provided to the finance employees. However, there is no any research study on the effectiveness of trainings provided by PFMTC. Thus, It is difficult to say whether the trainings provided by PFMTC are in right track or not. In other words, the trainings methods, contains and modality are effective for further trainings or not. Hence,

to examine the effectiveness of in-service training is the major research problem of this study.

1.4 Objective of the Study

On the basis of this research purposes and problem questions are listed.

Table 1. 1 Objective of the Study

Research Objectives	Research Questions
The general research objective is: To examine the effectiveness of assistant level in-service training provided by PFMTC.	The general research question is: Whether the in-service training provided by PFMTC is effective or not?
The specific research objectives are as follows: 1. To examine the relationship between individual performance and assistant level in-service training effectiveness. 2. To examine the relationship between individual performance and assistant level in-service training effectiveness. 3. To evaluate the association between organizational performance and assistant level in-service training effectiveness. 4. To collect the information and provide suggestion for upcoming training programs.	The specific research questions are as follows: 1. Whether the trainings enhance the learning performance? 2. Is there any relationship between individual performance and training provided by PFMTC? 3. Is there any relationship between individual performance and training provided by PFMTC?

1.5 Rationale of Study

The research study will be very helpful to the PFMTC to develop new modality of in-service training for upcoming days. The study has been undertaken with the explicit objective of conducting annual research program of 2077/078. The study is significant on the ground that it will benefit to training center, trainers as well as trainees; it sheds more light on the theoretical framework of General Training Effectiveness Scale (GTES) developed by Aziz in 2015. In GTES, there is well defined the concept of learning performance, individual performance and organizational performance and training effectiveness. It will be supported training center to develop new ideas regarding training methods, which is very useful for trainees to learn new things. Therefore, the research work is a contribution to the existing body of knowledge. More specifically, the rationale of this study is listed as below:

- The study helps the training center to provide effective in-service training
- The study supports the training center to design the effective training curriculum
- The study contributes the training department of PFMTC in proper planning and execution of training and development programs;
- The study will support to the other training center of Government of Nepal.

1.5 Scope of the study

A study of this nature ought to be carried out in assistant level in-service trainings conducted by PFMTC. This study will look at the in-service training organized by PFMTC over three fiscal years only.

1.6 Limitation of the study

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

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter consists of extensive explanation and discussion of the theoretical foundation and review of prior empirical studies pertaining to training effectiveness of in-service training provided by PFMTC.

2.2 Theoretical Review

According to **Kirkpatrick (1959/1996),** training effectiveness can be evaluated using the four levels: reaction, learning, behavioral changes, and results. Evaluation of training and development means assessment of the impact of training on trainee's performance and behavior. For them, **Reaction** measures the reaction and satisfaction of trainees towards training events during the training period. **Learning** evaluates the changes in knowledge, skills and attitudes of trainees due to participation in training. **Behavior** assesses the change in on the job behavior or on the job skills due to participation in the training. **Results** indicate the final outcome due to attendance in the training which is measured by improvement in performance or organizational goal achievement. Reaction and learning level impact is evaluated during or immediately after the training. Mostly, training management evaluates the reaction and learning level changes in the trainees while the assessment at the behavior and results are infrequent. Changes in the behavior or performance (results) level should be measured in the workplace. So, many training

institutions are usually unable to establish the linkage between training and performance at the workplace.

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

Kaufman's (1996), five level evaluation models extends the scope of training impact evaluation beyond the organization; it includes how training benefits the society and the surrounding environment in the organization Input and Process (Enabling and Reaction), Acquisition, Application, Organization Output, Societal Outcomes.

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

Aziz (2015) developed a General Training Evaluation Scale (GTES) to test the effectiveness of Malaysian workplace learning in three levels i.e. Learning Performance, Individual Performance, and Organizational Performance based on training effectiveness model by Cannon-Bowers et al. (1995).

The researcher concludes that GTES can be used to determine the effectiveness of employees training using a self-report that usually used in survey to determine the overall

picture of training effectiveness with minimum expenses, time or energy. Since, GTES includes the evaluation of individual and organizational performance, GTES should be used at least two to three months after the completion of training. Researcher found that this scale can be seen as a more economic manner to determine training effectiveness. Further, GTES can be used in a survey to determine the relationship or comparison between training effectiveness and other variables, such as organizational climate, training characteristic, and employee's criterion to increase the effectiveness of training (Aziz, 2015).

2.3 Empirical Review

Salas et al.(2012) viewed that properly designed, delivered, and implemented training can largely impact its effectiveness because continuous learning and skill development are critical to modern organizations to remain competitive.

Surbhi (2015), states that training is an essential element to increase competence and productivity of employees so as to keep the business going. The main reason is to develop knowledge and skills of employees as per the requirements of the job and eliminate performance deficiencies (Surbhi, 2015 as cited in EL Hajjar & Alkhanaizi2018).

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

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

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

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

2.4 Theoretical Framework

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

2.4.1 Operationalization of Variable

Learning Performance

Learning performance is the improvement or changes in declarative knowledge, procedural knowledge, and metacognition (Kraiger et al., 1993; Colquitt et al., 2000). Bersin (2008) stresses that learning performance is used to measure the achievement of training objectives, especially to improve the capability and qualification of an individual to perform in his or her job. Kraiger et al. (1993) and Kirkpatrick (1959/1996) argue that learning performance is very important because it can determine whether training can educate trainees and provide them with knowledge, skills, and attitude. Aziz (2015) focuses that almost all models of training effectiveness have embraced learning performance as a measurement in training evaluation including those suggested by Kirkpatrick (1959/1996), Holton (2005), and Griffin (2010). Learning performance is usually measured using academic tests (e.g., Bell and Ford, 2007; Tziner et al., 2007); however, some researchers used trainees' perception in self-report (e.g., Stanford, 2000; Chen and Chih, 2012).

Individual Performance

Individual performance is a measurement to determine whether what is learned from training is transferred to the workplace (Chiaburu et al., 2010) and can be evaluated using individual improvements in job competencies, efficiencies, and effectiveness (Kirkpatrick, 1959/1996). Baldwin and Ford (1988) argue that the measurement is very important because it is the main reason trainees are sent for training.

Meanwhile, Bersin (2008) stresses the importance of exhibiting the training improvements in job performance. Aziz (2015) argues that contemporary models of

training effectiveness have identified it as the main measurement in training evaluation including those suggested by Kontoghiorghes (2004), Bersin (2008), and Kirkpatrick and Kirkpatrick (2010). Individual performance is usually measured using either trainees' perception in self-report (e.g., Facteau et al., 1995; Nikandrou et al., 2009) or their supervisor's perception in self-report (e.g., Axtell et al., 1997; Tziner et al., 2007).

However, it is rarely measured using trainees' job performance record because of its political affect; in which, Garavan et al. (1997) argue that general record of job performance for promotion is usually rely on supervisor's personal interest instead of actual performance. Interestingly, most HRD researchers including Axtell et al. (1997), Nijman et al. (2006), and Tziner et al. (2007) find that there is no significant difference between individual performance as reported by trainees and their supervisors in training records.

Organizational Performance

Kirkpatrik (1996) argues that organizational performance is the improvement or changes in productivity, teamwork, customer satisfaction, and achievement of an organization's goals and reputation due to training outcomes. Further, Griffin (2012) argues that organizational performance is used to determine the impact and profit from training on organizational effectiveness. Further, Phillips (1997) adds some training evaluation can be used to determine organizational performance including the ROI (Return on investment) technique and the tangible and intangible result technique by Kirkpatrick and Kirkpatrick (2010). Moreover, Brinkerhoff (2006) suggests that organizational performance can be evaluated using the effect of training on training function, managers, systems, and senior leaders. Meanwhile, Giangreco et al. (2009) found that most

organizations never evaluated it because of the associated high cost, complexity, and inability to manage.

Training Effectiveness

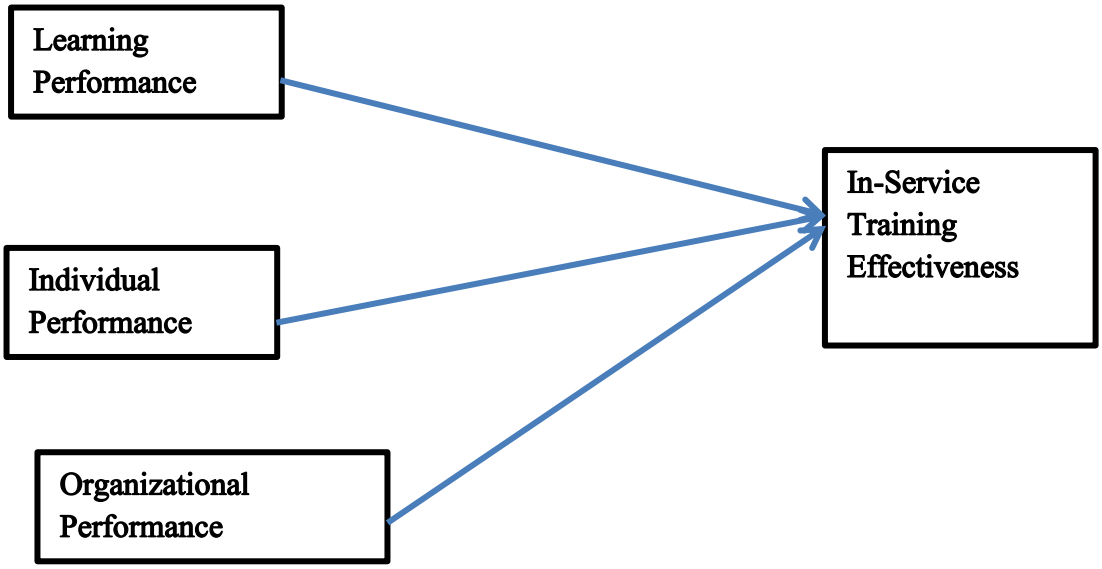
While training evaluation is a systematic process of assessing the outcomes of training programs (King, et al., 2001), training effectiveness is a study of characteristics of the individual, training and organizational that affects training processes, before, during and after training (Alvarez et al., 2004). According to Alvarez et al. (2004), training effectiveness focuses on the learning system as a whole thus providing a macro view of training outcomes whereas, training evaluation focuses only on the learning outcomes therefore it provides a micro view of training results. Many past studies have been done on the relationship between training effectiveness and performance.

For instance, De Meuse, Hostager and O'Neill (2007) examined the effectiveness of workplace diversity training on employee performance. The findings revealed that workplace diversity training had a positive impact on the employees. Haslinda and Mahyuddin (2009) investigated the effectiveness of training and development in the public sector. They found similar results as De Meuse et al. (2007), suggested that training programs conducted in the public sector helped the employees to contribute significantly to their organization by applying the knowledge and skills learned in the training.

Other past studies related to evaluating training effectiveness are Ehrhardt, et al. (2011); and Kirkpatrick (1998). Based on the empirical evidences found in these studies, the researchers admitted that it is important for each training program to receive positive feedback from the participants with regards to satisfaction. If training programs fail to

show a reasonable return on the organization's time and money investment, probably the organizations will discontinue investing more time and money in training and consequently the future training programs will be at risk. Therefore, training evaluation is essential to ensure the effectiveness of a training program.

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



Independent Variables Dependent Variable

Sources: Aziz (2015)

Basically, this research study focuses on in-service training effectiveness of assistant level government employees. Among these factors, learning performance, individual performance, organizational performance and training effectiveness, the researcher hypothesized three independent variables will be significantly related to the dependent variable. By using the above theoretical framework following hypothesis are developed:

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

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

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

2.5 Research Gap

There is limited study in training effectiveness of public sector found in the context of Nepal. A study conducted by Nepal Administrative Staff College in which impact of professional course on management and development on class III officers of Government of Nepal. Other few studies are done in the context of Nepal. But, numbers of studies are found in training effectiveness in international context. However, this is the first study conducted by PFMTC under the Ministry of Finance. This study is done in different modality with focusing greater sample size and examines the effectiveness on the basis of trainee's performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology of the study. Research methodology is the overall plan associated with the study. It can be explained as road map or blue print of research. The methodology provides a basic framework on which the study is founded. This chapter is divided into six sections. The first section provides a description of research design used in the study. Second section deals with nature and sources of data, while third section describes the population and sample selection of enterprises for the purpose of study. The fourth section deals with method of analysis and the variables used in the study and their measurement criteria are described in the fourth section.

3.2 Research Design

According to Kerlinger (1986) Research design is a plan, structure a strategy of inquiry to get answers to research problem. It is a complete framework of research which entails hypothesis writing and their operation to analysis of data for the final results. Burns and Grove (2003) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Likewise, Parahoo (1997) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed”. Further, Polit et al (2001, 167)

define a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”.

This study focuses on the descriptive research designs and causal relationship to deal with the effectiveness of assistant level in-service training conducted by PFMTC. The descriptive research design developed with the aim of studying the subject of research in detail. It collects and presents the fact and figures in a certain situation. The goal of a descriptive study is to describe relevant aspects of the training effectiveness from learning performance, individual performance and organizational performance. The association among different factors and in-service training effectiveness are analyzed and to collect the data, different questionnaire is distributed having multiple choice question, likert scale question and open-ended question.

Holloway and Wheeler (2002) refer to qualitative research as “a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live”. Burns and Grove (2003) describe a qualitative approach as “a systematic subjective approach used to describe life experiences and situations to give them meaning”.

This research study is based on the mixed methodology, combining both the qualitative and quantitative research methods. It is because the mixed method provides the opportunity to avoid limitations or bias associated with the single method. It allows exploring quantitative method using the numerical data from the survey. The survey covers large numbers of respondents and gives overall picture to draw the findings. Quantitative method using questionnaire survey has provided the statistical data to examine the association between learning performance, individual performance and

organizational performance. In this research, researchers use the quantitative approach to explore the behavior, perspectives, experiences and feelings of trainees and emphasize the understanding of in-service training effectiveness of PFMTC. The rationale for using a qualitative approach in this research was to explore and describe the opinion of trainees on usefulness of in-service training on their current job performances.

A qualitative approach was appropriate to capture the opinions of the trainees on training methods, resource person, coordinating team, training modules etc. Hence, this research was a cross-sectional, mixed method study investigating whether there is association among learning performance, individual performance, organizational performance and training effectiveness. Survey research strategy was in use whereby the primary data source for the research was collected using self-administered questionnaires.

3.2.1 Descriptive Research and Causal relationship

According to Burns and Grove (2003:201), descriptive research "is designed to provide a picture of a situation as it naturally happens". It may be used to justify current practice and make judgment and also to develop theories. A causal comparative research design is a research design that seeks to find relationship between independent and dependent variables after an action or event has already occurred. Hence in this research, the researcher's goal is to determine whether the independent variable affects the dependent variable or not. For the purpose of this study, descriptive causal comparative research has used to obtain a picture of assistant level in-service training effectiveness provided by PFMTC.

The goal of descriptive statistics is to summarize and to present numerical information in a manner that is illuminating and useful. In this research, this technique will be used to

evaluate (1) Learning Performance, (2) Individual Performance and (3) Organizational Performance. In inferential statistics, data are analyzed from a sample to make inferences in the larger collection of the population. The purpose is to answer or test the hypotheses. A hypothesis (plural hypotheses) is a proposed explanation for a phenomenon. Hypothesis tests are thus procedures for making rational decisions about the reality of observed effects.

Correlation Analysis

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

Chi-square Test

The Chi-square test compares the frequencies and tests whether the observed data differ significantly from that of the expected data. More specifically, this research uses the chi-square test for the measure of association.

3.2.2 Nature and Sources of Data

This study utilizes both the primary and secondary sources of data. The overall association between learning performance, individual performance, organizational performance and training effectiveness are evaluated using primary data. Appropriate statistical instrument such as correlation, chi-square etc. has used.

Secondary Data

The study has focused secondary data as well; the data are taken from training center (PFMTC) database. The data has been covered ranges from fiscal year 2074/075 to 2076/77 BS. The details of in-service training participants and other related factual information are used as secondary data from the annual report of PFMTC.

Primary Data

The study mainly relies on data from primary sources. The survey questionnaire has used to collect the trainees opinion regarding effectiveness of assistant level in-service training conducted by PFMTC. The survey has identified the views of respondents as how they perceive. A total of 198 questionnaires are distributed among all the trainees. The questionnaires consists mixed questions such as ranking, multiple choice and likert scale. One table questions were about respondent profile and demographic information.

The questionnaire were developed containing 53 questions, which consisted of section A: General Background; 14 demographic questions; section B: Assessment of Performance; 10 close ended questions, C: Overall Evaluation of Training; 5 close ended questions, D: Impact of Training on organizational and Individual Performance; 8 close-ended questions, Section E: 7 questions including 4 multiple choice questions, section F: 7 close ended questions based on individual modules of trainings and section G: 2 open ended questions.

These days, the corona virus is spreading rapidly worldwide. In Nepal, the infected no of people is growing very quickly. All the offices are closed and locked down in across the

country. The maintaining physical distance is minimum requirement, and other preventions measures are necessary. In this scenario, the research study could not be possible by field visit and meeting the respondents was almost impossible. Thus, all the questionnaires were distributed digitally by using 'Google Form'. The challenge was that all respondents' e-mail address was not received from PFMTC database. So, with the help of available contact numbers out of 265 respondents 198 respondents' e-mail has received and questionnaires were sent to them.

Among them, total 152 respondents responded in Google form which is 57.35 percentages whereas only 133 questionnaires found valid after downloading all the required information through system which is returned at achieving a response rate of 50.18 percentages. Although covid pandemic locked down was there, the response rate is 67.17 percentages which is more than 50 percentages of total distribution. This is comparatively high though some respondents are suffering from Covid 19 as well.

Table 3. 1 Response Rate of Questionnaire

S.N.	Types of respondents	Distributed	Returned	Valid	Response Rate (%)
1.	Training Participants in 2074/2075, 2075/076, 2076/077	198	151	133	67.71

Sources: Survey Questionnaire 2021

3.3 Population and Sample

3.3.1 Population

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

The criteria in this study were:

- All the assistant level participants of in-service training provided by PFMTC.

The population of the study covers all the assistant level in-service training participants of FY 2074/075, 2075/076 and 2076/077. There were total 265 participants in three fiscal years; however the available data is only of 198 respondents. So, total 198 respondents are the the population of the study. Secondary data are taken from the database of PFMTC.

3.3.2 Sample

Polit et al (2001) define a sample as “a proportion of a population”. In this research study all the trainees of 2074/075, 2075/076 and 2076/077 are taken as sample. In other words, this is census study whereas all the population is covered. However, due to covid pandemic locked down, some respondents were out of contact and some were suffering from covid 19. Thus, total 198 trainees were in contact with reserch team. Out of 198 questionnaires distributed only 133 returned as valid form. So, 67.17 percentages sample

can be analyzed. Whereas a carefully selected sample can provide data representative of the population from which it is drawn.

3.4 Variables and Measurements

There were 7 sections in questionnaire. The first section A was used to collect the basic demographic information about the target respondents (age, gender, training year and service period etc). While the second section B and C were used to obtain the assessment information regarding the independent (learning performance, individual performance and organizational performance) and dependent (assistant level in-service training effectiveness) variables respectively. The other sections provide the information regarding effectiveness of overall training, training content, and training modules.

Each of the items was placed on a 5-point Likert scale in a form of statement, where 1 was strongly disagree and 5 was strongly agree. The respondents were asked to indicate their level of agreement with the statements in relation to the independent and dependent variables by selecting the appropriate Likert scale.

3.5 Data Collection

According to Parahoo (1997), a research instrument is "a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills." In other words data are that information collected at a given time. Questionnaire is one of the major data collection techniques in qualitative as well as descriptive research. In this study the data are obtained from doing questionnaire survey from the respondents. Moreover, in current study only respondents are taken into account, who participated assistant level in-service training conducted by PFMTC. The most important information for this study is that

individuals are requested to put their opinion regarding effectiveness of in-service training in given questionnaire (Appendix-1).

Questionnaire Survey

Structured questionnaire was used as it was an effective data collection mechanism in testing hypotheses (Cavana, Delahaye, & Sekaran, 2001).

Large amount of data could also be collected from a sizable population in a highly economical way (Saunders, Lewis, & Thornhill, 2009). In this research data was collected by means of questionnaire. The rationale for choosing this method was to obtain different perspectives on the phenomenon under investigation and to prevent researcher bias and approach the phenomenon without preconceived ideas.

3.5.1 Data Analysis

The following tools will be used to analyze the data:

Chi-square

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

Correlation Coefficient:

Correlation shows the degree of relationship between two or multiple variables whether it is positive or negative. In this study correlation analysis was used to test to examine the relationship between learning performance and in-service training effectiveness.

Data Analysis Technique

Statistical Package for the Social Sciences (SPSS), including both descriptive and inferential statistics, was used for data analysis. The data collected was analyzed using descriptive statistics to obtain the frequencies, chi-square and correlation coefficient.

3.6 Ethical Considerations

This relates to moral standards that the researcher should consider in all research methods in all stages of the research design. This study has followed certain ethical standards as the standardization of the research requires trustfulness, objectivity and the relevancy. Considering this, the study would not disclose the information. The researcher followed three principles of the Belmont Report, namely beneficence, respect for human dignity as well as justice (Polit et al 2001:75). Participants in a study should be protected from adverse situations. They should be assured that information that they provide to the researcher or their participation will not be used against them. The researcher-participant relationship should not be exploited (Polit et al 2001).

The principle of human dignity principle includes the right to self-determination and full disclosure (Polit et al 2001, 77). According to the Right to self-determination principle, participants have the right to decide whether to participate without incurring any penalty (Polit et al 2001). So in this research participants were approached and the purpose of the study was explained. No remuneration was offered and they were informed of the opportunity to withdraw at any stage of the research. Verbal and written consent were obtained.

Individuals who refused to participate were not forced. According to the right to full disclosure principle, full disclosure means the researcher has fully explained the nature of the study, and the person's right to refuse participation. Self-determination is dependent on full disclosure (Polit et al 2001). The researcher shared the aim and purpose of study with the participants. Likewise, the right to privacy principle information provided by participants will be shared without their will (Burns & Grove 2003:172). The purpose of a research design is to maximize valid answers to a research question.

3.7 Reliability Test

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

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter represents data presentation and analysis. The analysis results from SPSS program were separated into two sections: descriptive analysis, and inferential analysis. The following table describes the trainee's information from the database of PFMTC.

Table 4. 1 Trainee's Details

Training Year	In-service Training Period	No. of Male	No. of Female	Total
2074/075	2074/04/17-2074/05/30	30	4	34
2074/075	2074/06/22-2074/8/04	32	6	38
2075/076	2075/04/09-2075/05/15	64	12	76
2075/075	2075/09/12-2075/10/18	26	3	29
2075/076	2075/09/19-2075/10/25	27	2	29
2076/077	2076/08/06-2076/09/13	21	9	30
2076/077	2076/10/27-2076-12/06	25	4	29
	Total	225	40	265

Source: PFMTC database

The above table shows the total no. trainings conducted in 2074/075, 2075/076 and 2076/077 respectively. There are total 225 male participants and 40 female participants. There are two trainings conducted in FY 2074/075, three trainings were conducted in FY 2075/076 and two trainings were conducted in FY 2076/077. However due to Covid 19 pandemic locked down, among the distributed 198 form the valid responses was received from 133 respondents that cover 67.17 percentages respondents which were sent through Google form. The following information provides the name, organization, current designation, age, sex, educational background and training information of the respondents.

4.1.1 General Background of the Respondents

The table no. 4.1.2 describes the responses on' **Current Designation of Respondents:**

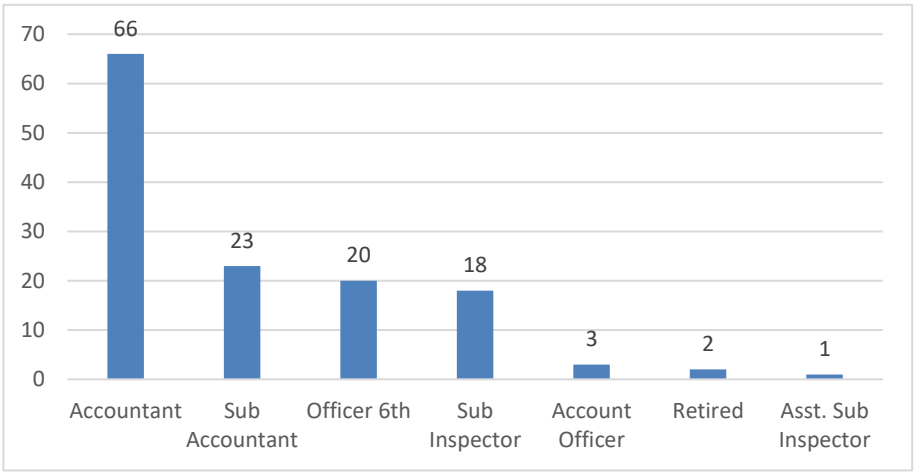
Table 4.1. 1 Current Designation of Respondents

	Frequency	Percent
Accountant	66	49.6
Sub Accountant	23	17.3
Officer 6th	20	15
Sub Inspector	18	13.5
Account Officer	3	2.3
Retired	2	1.5
Asst. Sub Inspector	1	0.8
Total	133	100

Sources: Survey Questionnaire 2021

As per the table no 4.1.1, the maximum 66 respondents are 'Accountant' out of 133, which covers 49.6 percentage. The minimum 1 respondent is 'Asst. Sub inspector' out of 133 respondents that covers 0.8 percentages. The following chart gives the summary of the table:

Chart 4.1. 1 Current Designation of Respondents



The table no. 4.1.2 describes the responses on **'Designation of Respondents during the training'**:

Table 4.1. 2 Designation of Respondents during the training

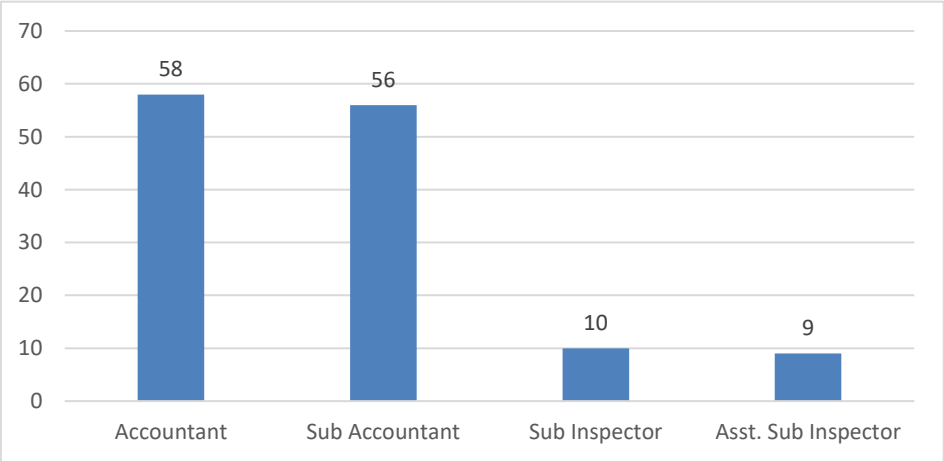
	Frequency	Percent
Accountant	58	43.6
Sub Accountant	56	42.1
Sub Inspector	10	7.5
Asst. Sub Inspector	9	6.8
Total	133	100

Sources: Survey Questionnaire 2021

As per the table no 4.1.2, the maximum 58 respondents are 'Accountant' out of 133 respondents, which covers 43.6 percentage. The second maximum 56 respondents are the 'Sub Accountant' out of 133 respondents that covers 42.1 percentages. The minimum 9 respondents are 'Asst. Sub inspector' out of 133 respondents that covers 6.8 percentages.

The following chart gives the summary of the table:

Chart 4.1. 2 Designation of Respondents during the training



The table no. 4.1.3 describes the **'Gender of Respondents'.**

Table 4.1. 3 Gender of Respondents

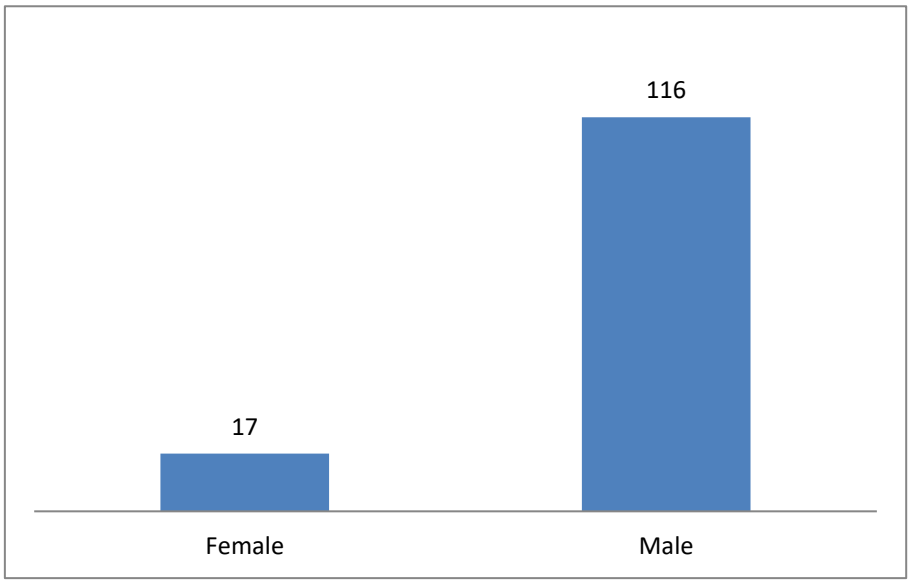
	Frequency	Percent
Female	17	12.8
Male	116	87.2
Total	133	100.0

Sources: Survey Questionnaire 2021

As per the table no 4.1.3, There are 17 Female respondents, which covers 12.8 percentage and 116 Male respondents, which covers 87.2 respondents which covers 87.2 percentage. The no of female respondents is comparatively very low than male respondents.

The following chart gives the summary of the table:

Chart 4.1. 3 Gender of Respondents



The table no. 4.1.4 describes the **'Age of Respondents':**

Table 4.1. 4 Age of Respondents

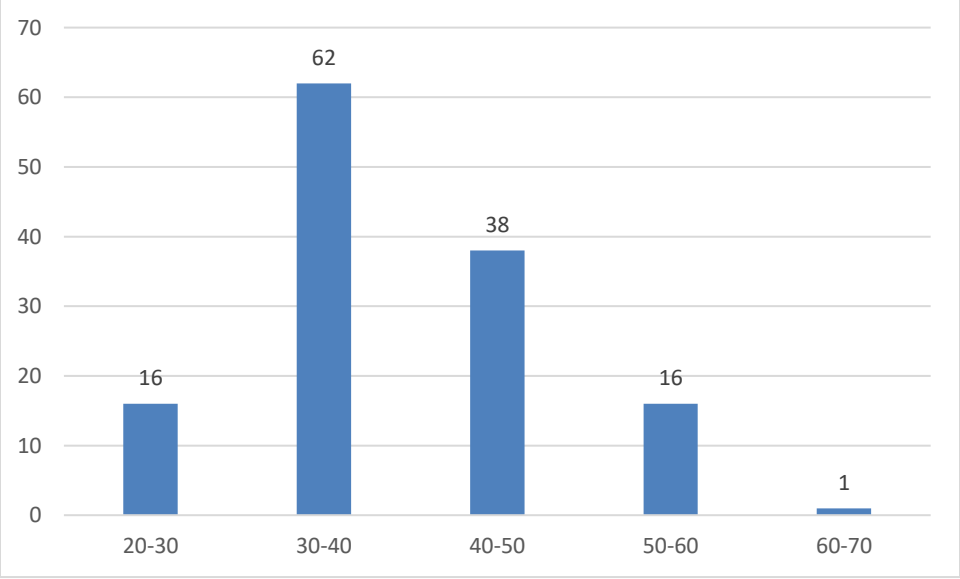
Age Class	No. of Participants	Frequency Percentage
20-30	16	12.0
30-40	62	46.6
40-50	38	28.6
50-60	16	12.0
60-70	1	0.8
Total	133	100.0

Sources: Survey Questionnaire 2021

There are mixed aged group respondents. The younger respondent's age is 24 and the elder respondent's age is 60. The maximum 62 participants lie in '30 to 40' age group, which covers 46.6 percentages whereas in '60 to 70' age group there is only 1 respondent.

The following chart gives the summary of the table:

Chart 4.1. 4 Age of Respondents



The table no. 4.1.5 describes **'Service Period in Current Job'.**

Table 4.1. 5 Service Period in Current Job

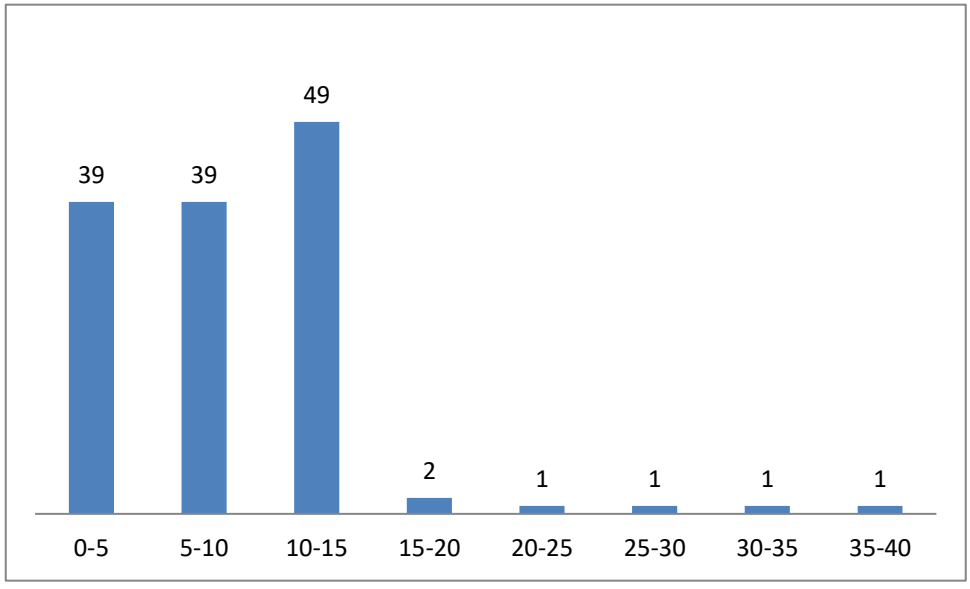
Service Period Class	Frequency	Percent
Below 5	39	29.32
5-10	39	29.32
10-15	49	36.84
15-20	2	1.50
20-25	1	.8
25-30	1	.8
30-35	1	.8
35-40	1	.8
Total	133	100.00

Sources: Survey Questionnaire 2021

As per the table 4.1.5, the maximum 49 participants lie in '30 to 40' age group, which covers 46.6 percentages whereas in '60 to 70' age group there is only 1 participant.

The following chart gives the summary of the table:

Chart 4.1. 5 Service Period in Current Job



The table no. 4.1.6 describes the **'Level of Education'.**

Table 4.1. 6 Level of Education

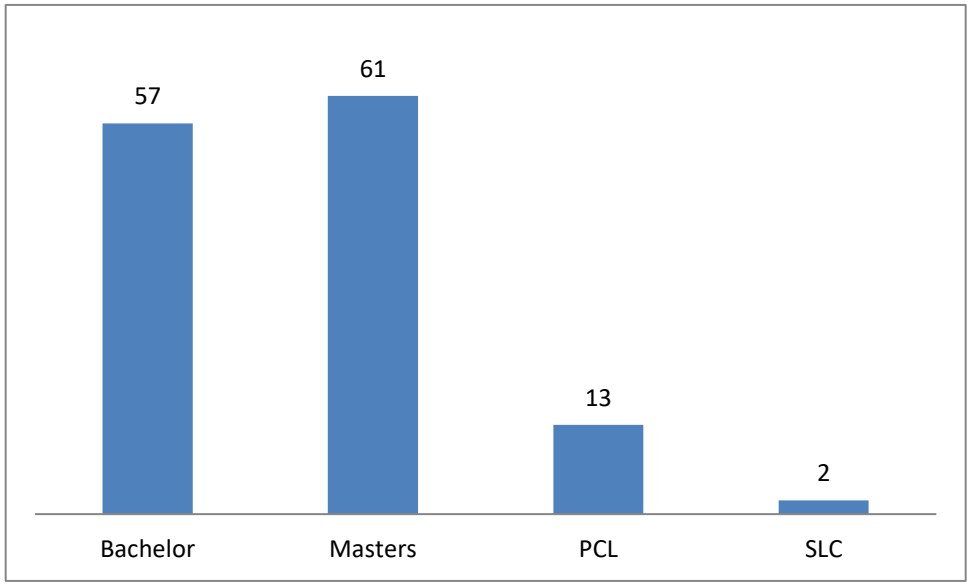
	Frequency	Percent
Bachelor	57	42.9
Masters	61	45.9
PCL	13	9.8
SLC	2	1.5
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows the maximum 61 respondents have completed their 'Masters' level studies, which covers 45.9 percentages. Whereas, the minimum 2 respondents have completed their 'SLC' level studies, which covers 1.5 percentages.

The following chart gives the summary of the table:

Chart 4.1. 6 Level of Education



The table no. 4.1.7 describes the responses on **' Effect on Promotion'.**

Table 4.1. 7 Effect on Promotion

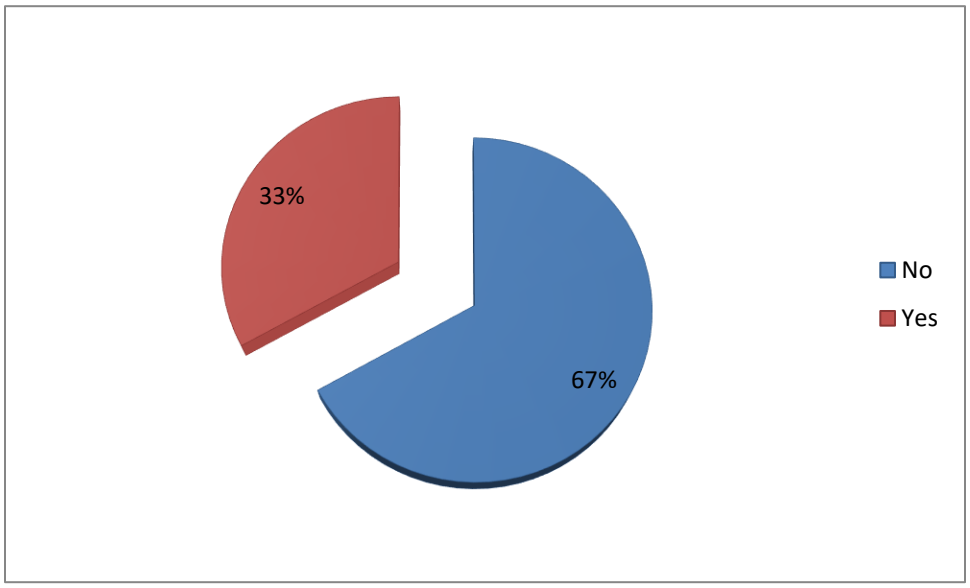
Response	Frequency	Percent
No	89	66.9
Yes	44	33.1
Total	133	100

Sources: Survey Questionnaire 2021

The above table shows total 44 no of respondents are agreed on that in-service training helped to their promotion that covers 33.1 percentages, whereas 89 respondents are not promoted due to the in-service training participation which covers, 66.9 percentages.

The following chart gives the summary of the table:

Chart 4.1. 7 Effect on Promotion



The table no. 4.1.8 describes ' **Retirement Information '.**

Table 4.1. 8 Retirement Information

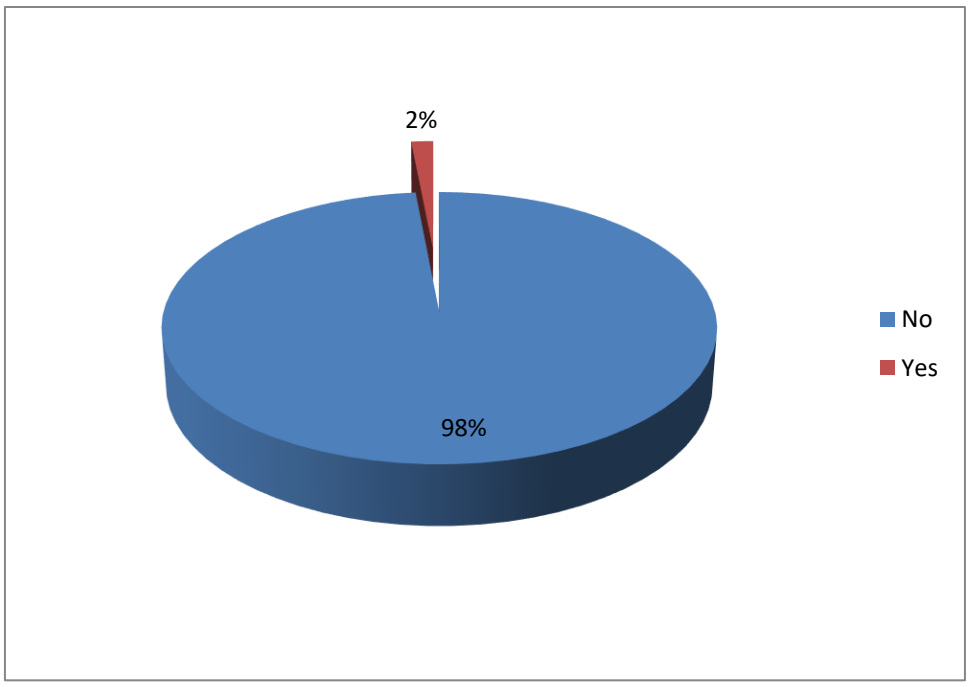
Response	Frequency	Percent
No	131	98.5
Yes	2	1.5
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows that total 2 respondents are retired till the date of research study. Remaining, 131 respondents are in job, which covers 98 percentages of the respondents.

The following chart gives the summary of the table:

Chart 4.1. 8 Retirement Information



4.2 Assessment of Performance

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

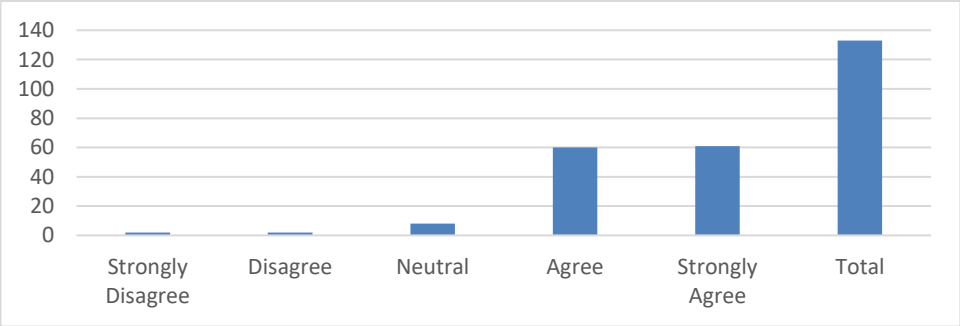
4.2.1 Assessment of Learning Performance

Table 4.2.1. 1 Perception on List down important things

	Frequency	Percent
Strongly Disagree	2	1.5
Disagree	2	1.5
Neutral	8	6.0
Agree	60	45.1
Strongly Agree	61	45.9
Total	133	100.0

The table shows that 121 respondents are agreed on the statement, which covers 91 percentages. Likewise, total 4 respondents are disagreed on the statement, which covers 3 percentages. Remaining 8 respondents provided neutral response. It shows 91 percentage respondents believe they can list down all the important things emphasized in the training. The following chart gives the summary of the table:

Chart 4.2.1. 1 Perception on List down important things



The table no. 4.2.1.2 describes ' **Perception on Problem solving skills '.**

Table 4.2.1. 2 Perception on Problem solving skills

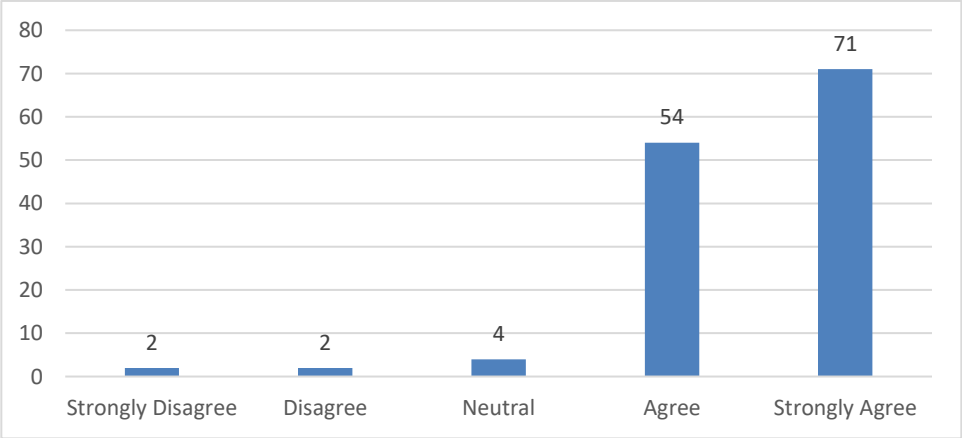
	Frequency	Percent
Strongly Disagree	2	1.5
Disagree	2	1.5
Neutral	4	3.0
Agree	54	40.6
Strongly Agree	71	53.4
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 125 respondents are agreed on the statement, which covers 94 percentages.Likewise, total 4 respondents are disagreed on this statement, which covers 3 percentages. Remaining 4 respondents provided neutral response. It shows 94 percentages respondents believe that they can solve job problems by using learned skills.

The following chart gives the summary of the table:

Chart 4.2.1. 2 Perception on Problem solving skills



The table no. 4.2.1.2 describes ' **Perception on Knowledge efficiency '.**

Table 4.2.1. 3 Perception on Knowledge efficiency

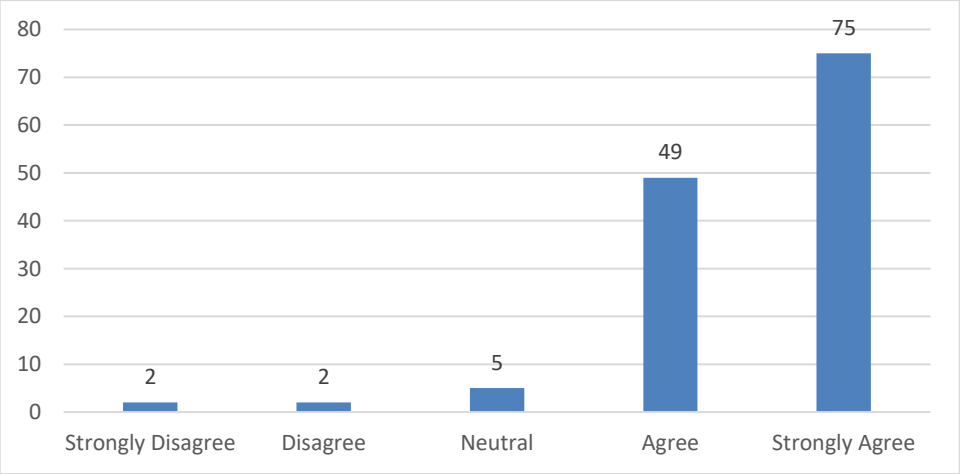
	Frequency	Percent
Strongly Disagree	2	1.5
Disagree	2	1.5
Neutral	5	3.8
Agree	49	36.8
Strongly Agree	75	56.4
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 124 respondents are agreed on the statement, which covers 93.2 percentages. Likewise, total 4 respondents are disagreed on this statement, which covers 3 percentages. Remaining 5 respondents provided neutral response. Moreover, 93.2 percentages respondents consider they can use their gained knowledge more efficiently.

The following chart gives the summary of the table:

Chart 4.2.1. 3 Chart no. 4.2.1.3 Knowledge Efficiency



The table no. 4.2.2.1 describes '**Perception on Individual Performance Capacity'.**

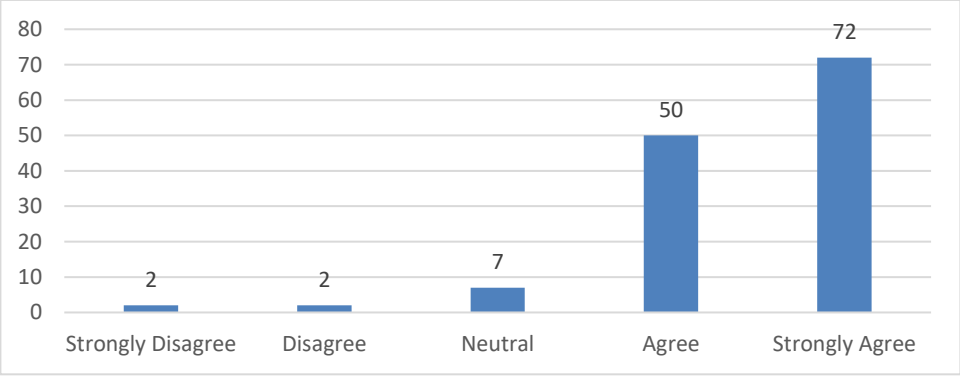
Table 4.2.2. 1 Perception on Individual Performance Capacity

	Frequency	Percent
Strongly Disagree	2	1.5
Disagree	2	1.5
Neutral	7	5.3
Agree	50	37.6
Strongly Agree	72	54.1
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 122 respondents are agreed on the statement, which covers 91.7 percentages. Likewise, total 4 respondents are disagreed on the statement, which covers 3 percentages. Remaining 7 respondents provided neutral response. This shows 91.7 percentages respondents believe they have capability to perform their developed skills on job. The following chart gives the summary of the table:

Chart 4.2.2. 1 Perception on Individual Performance Capacity



The table no. 4.2.2.2 describes '**Perception on Individual Competencies'.**

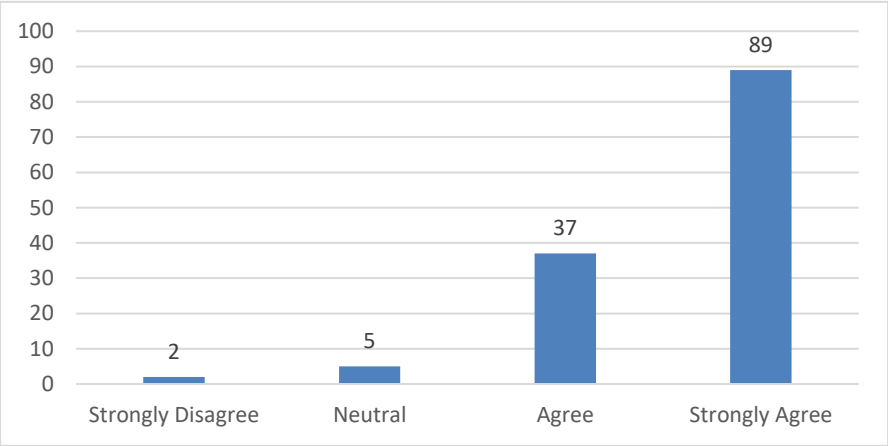
Table 4.2.2. 2 Perception on Individual Competencies

	Frequency	Percent
Strongly Disagree	2	1.5
Neutral	5	3.8
Agree	37	27.8
Strongly Agree	89	66.9
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 126 respondents are agreed on the statement, which covers 94.7 percentages. Likewise, total 2 respondents are disagreed on the statement, which covers 1.5 percentages. Remaining 5 respondents provided neutral response. This shows 94.7 percentages respondents believe their improved competencies due to the participation on training. The following chart gives the summary of the table:

Chart 4.2.2. 2 Perception on Individual Competencies



The table no. 4.2.2.3 describes **Perception on Professionalism on job.**

Table 4.2.2. 3 Perception on Professionalism on job

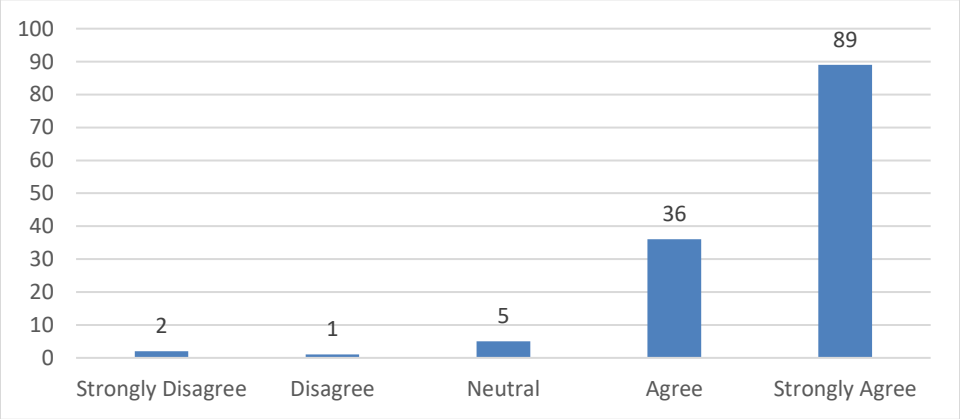
	Frequency	Percent
Strongly Disagree	2	1.5
Disagree	1	.8
Neutral	5	3.8
Agree	36	27.1
Strongly Agree	89	66.9
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 125 respondents are agreed on the statement, which covers 94 percentages. Likewise, total 3 respondents are disagreed on the statement, which covers 2.3 percentages. Remaining 5 respondents provided neutral response. This shows 94 percentages respondents believe that after attending the training they became more professional on tasks.

The following chart gives the summary of the table:

Chart 4.2.2. 3 Perception on Professionalism on job



The table no. 4.2.2.4 describes **Perception on Individual Job performance.**

Table 4.2.2. 4 Perception on Individual Job performance

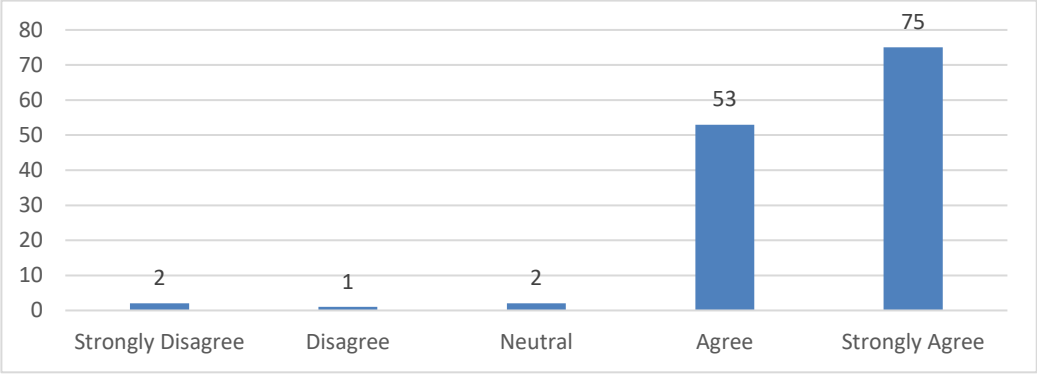
	Frequency	Percent
Strongly Disagree	2	1.5
Disagree	1	.8
Neutral	2	1.5
Agree	53	39.8
Strongly Agree	75	56.4
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 128 respondents are agreed on the statement, which covers 96.2 percentages. Likewise, total 3 respondents are disagreed on the statement, which covers 2.3 percentages. Remaining 2 respondents provided neutral response. This shows 96.2 percentages respondents believe their job performance has been improved after attending the training.

The following chart gives the summary of the table:

Chart 4.2.2. 4 Perception on Individual Job performance



4.2.3. Organizational Performance

The table no. 4.2.3.1 describes **Perception on Productivity of Department.**

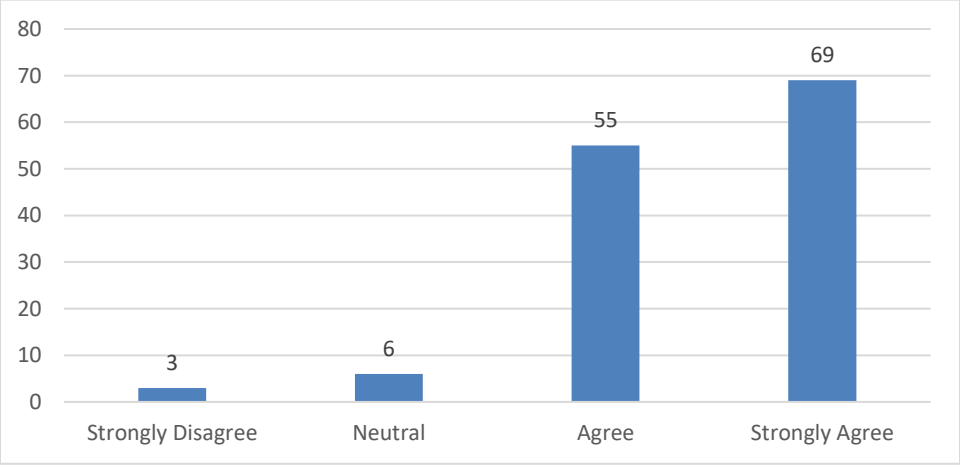
Table 4.2.3. 1 Perception on Productivity of Department

	Frequency	Percent
Strongly Disagree	3	2.3
Neutral	6	4.5
Agree	55	41.4
Strongly Agree	69	51.9
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 124 respondents are agreed on the statement, which covers 93.2 percentages. Likewise, total 3 respondents are disagreed on the statement, which covers 2.3 percentages. Remaining 6 respondents provided neutral response. Result show that 93.2 percentages respondents believe about productivity of their department has been improved after training. The following chart gives the summary of the table:

Chart 4.2.3. 1 Perception on Productivity of Department



The table no. 4.2.3.2 describes **Perception on Organizational Performance.**

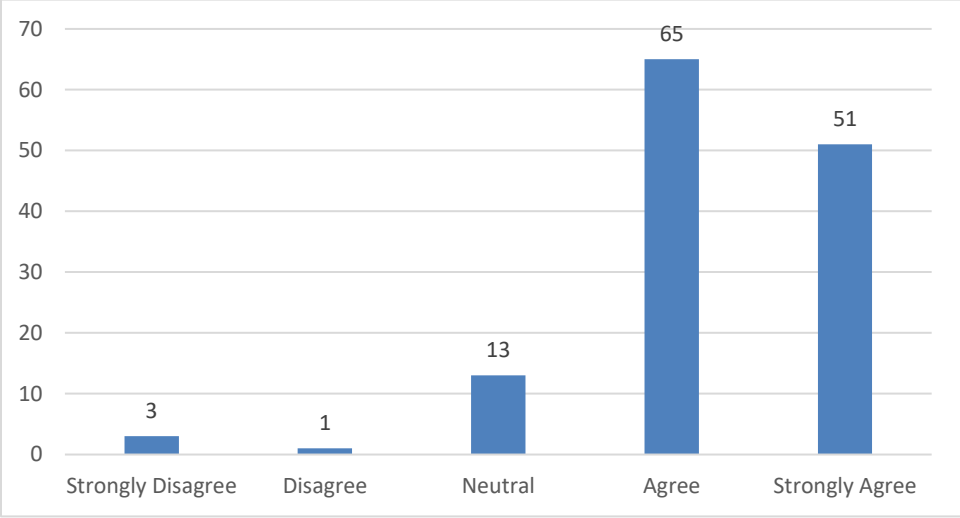
Table 4.2.3. 2 Perception on Organizational Performance

	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	1	.8
Neutral	13	9.8
Agree	65	48.9
Strongly Agree	51	38.3
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 116 respondents are agreed on the statement, which covers 87.2 percentages. Likewise, total 4 respondents are disagreed on the statement, which covers 3 percentages. Remaining 13 respondents provided neutral response. These show 87.2 percentages respondents believe due to their learned skill organization's performance has been improved. The following chart gives the summary of the table:

Chart 4.2.3. 2 Perception on Organizational Performance



The table no. 4.2.3.3 describes **Perception on Organizational Outcome.**

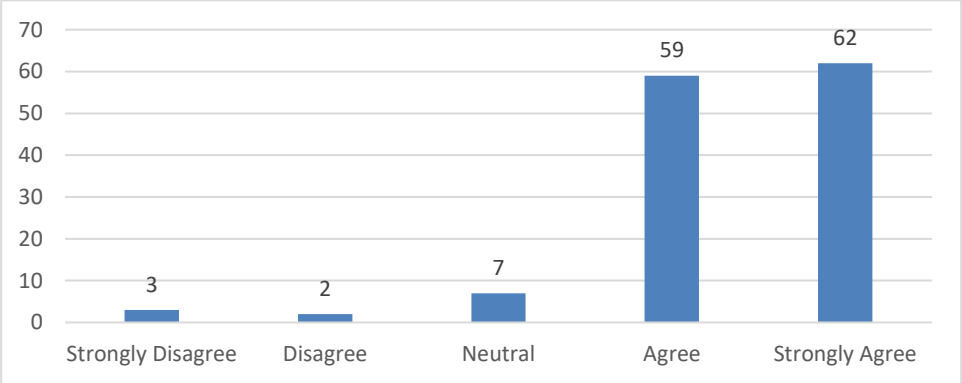
Table 4.2.3. 3 Perception on Organizational Outcome

	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	2	1.5
Neutral	7	5.3
Agree	59	44.4
Strongly Agree	62	46.6
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 121 respondents are agreed on the statement, which covers 91 percentages. Likewise, total 5 respondents are disagreed on the statement, which covers 3.8 percentages. Remaining 7 respondents provided neutral response. This shows 91 percentages respondents believe they have contributed on organization's outcome directly or indirectly. The following chart gives the summary of the table:

Chart 4.2.3. 3 Perception on Organizational Outcome



4.3 Overall Evaluation of Training

This section covers five questions regarding overall evaluation of training. First three questions show evaluation of enhancement of knowledge, work-based skills and attitude

change. Remaining two questions are related to evaluation of individual performance and organizational performance.

The table no. 4.3.1 describes '**Overall Evaluation on Knowledge'.**

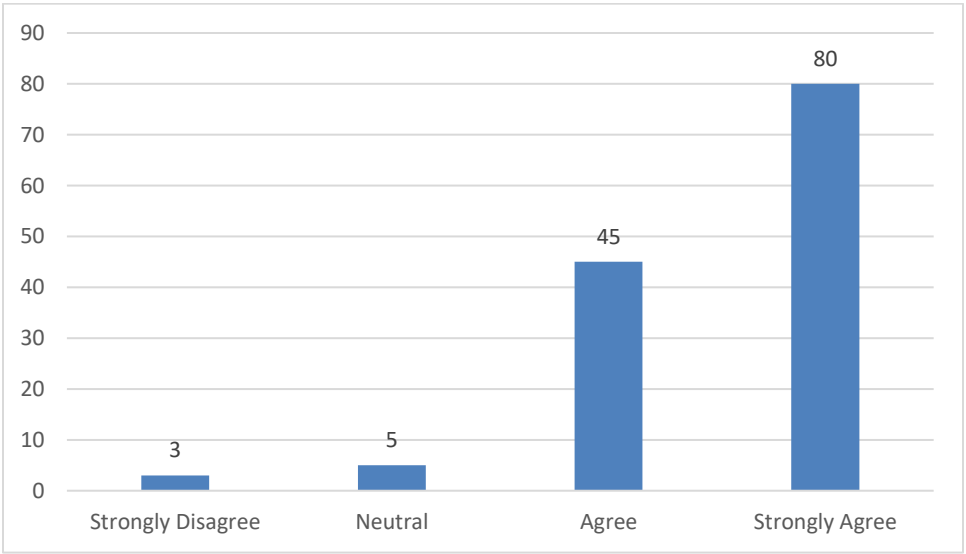
Table 4.3. 1 Overall Evaluation on Knowledge

	Frequency	Percent
Strongly Disagree	3	2.3
Neutral	5	3.8
Agree	45	33.8
Strongly Agree	80	60.2
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 125 respondents are agreed on the statement, which covers 94 percentages. Likewise, total 3 respondents are disagreed on the statement, which covers 2.3 percentages. Remaining 5 respondents provided neutral response. This shows 94 percentages respondents think that in-service training helped to grow the knowledge. The following chart gives the summary of the table:

Chart 4.3. 1 Overall Evaluation on Knowledge



The table no. 4.3.2 describes '**Overall Evaluation on Work-based Skills'.**

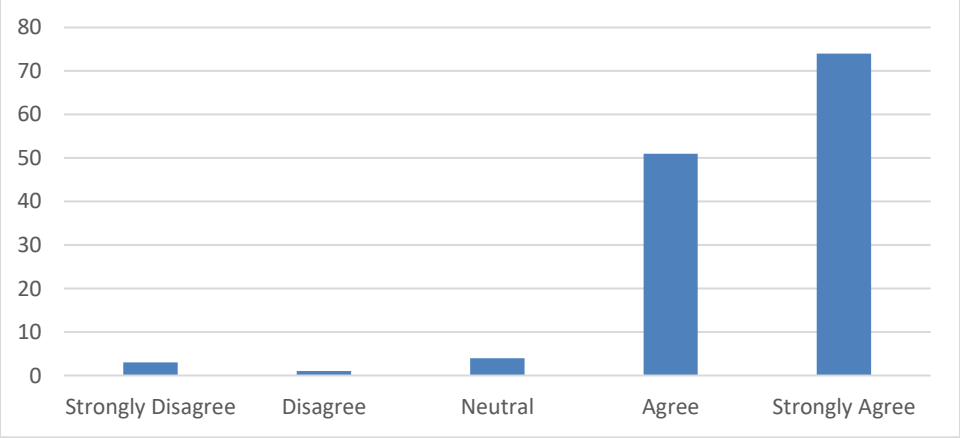
Table 4.3. 2 Overall Evaluation on Work-based Skills

	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	1	.8
Neutral	4	3.0
Agree	51	38.3
Strongly Agree	74	55.6
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 125 respondents are agreed on the statement, which covers 94 percentages. Likewise, total 3 respondents are disagreed on the statement, which covers 2.3 percentages. Remaining 5 respondents provided neutral response. This indicates 94 percentages respondents think in-service training has helped to improve their work-based skills. The following chart gives the summary of the table:

Chart 4.3. 2 Overall Evaluation on Work-based Skills



The table no. 4.3.2 describes '**Overall Evaluation on Attitude'.**

Table 4.3. 3 Overall Evaluation on Attitude

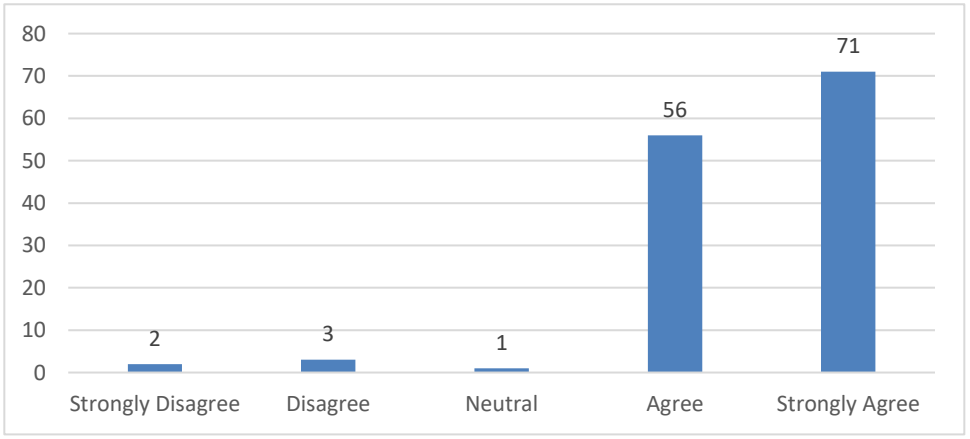
	Frequency	Percent
Strongly Disagree	2	1.5
Disagree	3	2.3
Neutral	1	0.8
Agree	56	42.1
Strongly Agree	71	53.4
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 127 respondents are agreed on the statement, which covers 95.5 percentages. Likewise, total 5 respondents are disagreed on the statement, which covers 3.8 percentages. Remaining 1 respondent provided neutral response. This indicates 95.5 percentages respondents believe training has transformed their attitude positively.

The following chart gives the summary of the table:

Chart 4.3. 3 Overall Evaluation on Attitude



The table no. 4.3.4 describes **Overall Evaluation on Individual Performance.**

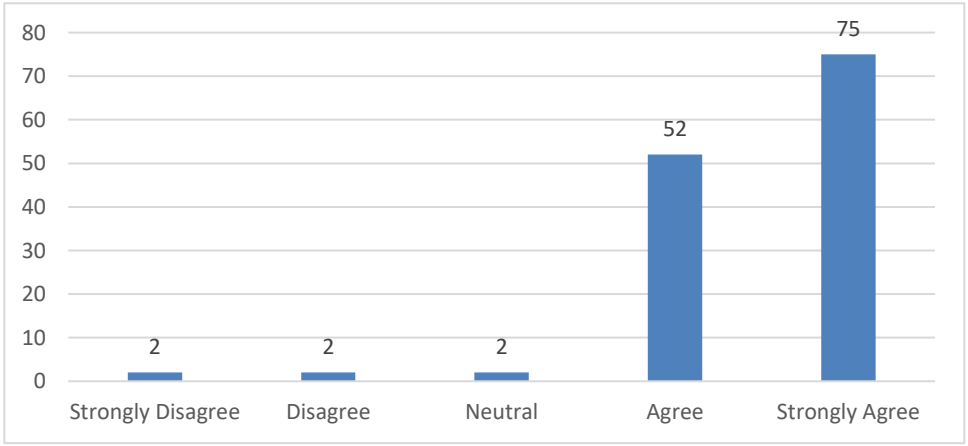
Table 4.3. 4 Overall Evaluation on Individual Performance

	Frequency	Percent
Strongly Disagree	2	1.5
Disagree	2	1.5
Neutral	2	1.5
Agree	52	39.1
Strongly Agree	75	56.4
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 127 respondents are agreed on the statement, which covers 95.5 percentages. Likewise, total 4 respondents are disagreed on the statement, which covers 3 percentages. Remaining 2 respondents provided neutral response. The result indicates 95.5 percentages respondents believe that the training has helped to improve their individual performance. The following chart gives the summary of the table:

Chart 4.3. 4 Evaluation on Individual Performance



The table no. 4.3.5 describes **Overall Evaluation on Organizational Performance.**

Table 4.3. 5 Overall Evaluation on Organizational Performance

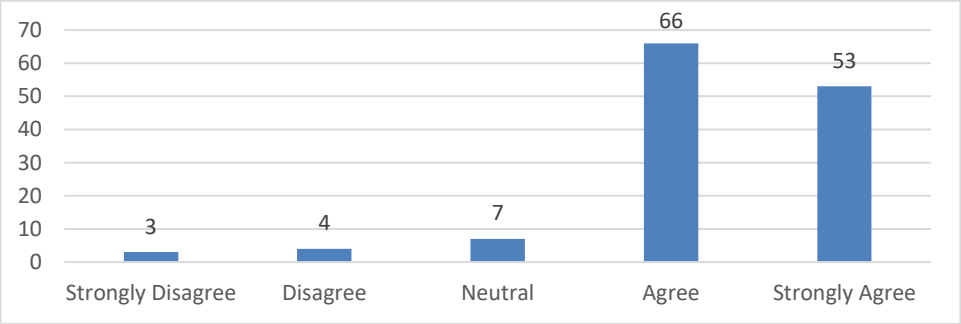
	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	4	3.0
Neutral	7	5.3
Agree	66	49.6
Strongly Agree	53	39.8
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 119 respondents are agreed on the statement, which covers 89.4 percentages. Likewise, total 7 respondents are disagreed on the statement, which covers 5.3 percentages. Remaining 7 respondents provided neutral response.

The following chart gives the summary of the table:

Chart 4.3. 5 Overall Evaluation on Organizational Performance



4.4 Impact of Training on Organizational and Individual Performance

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

The table no. 4.4.1 describes the responses on **Impact on Employees Relation.**

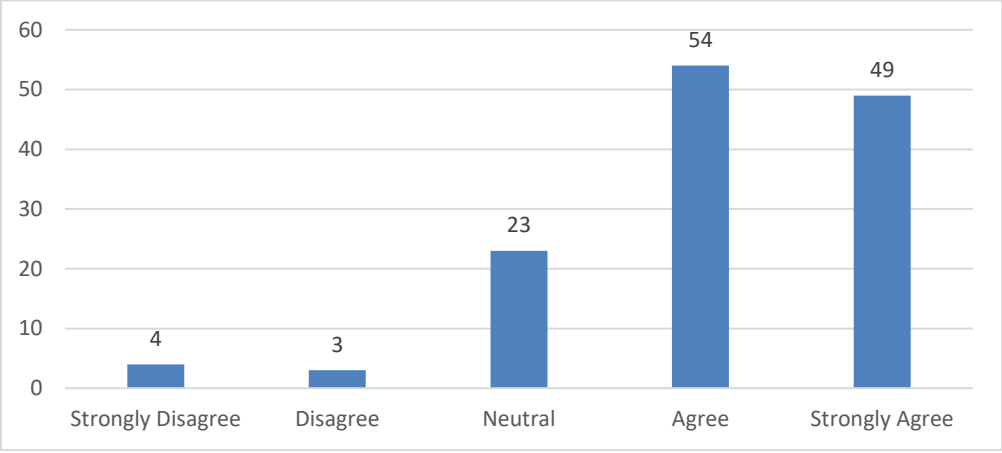
Table 4.4. 1 Impact on Employees Relation

	Frequency	Percent
Strongly Disagree	4	3.0
Disagree	3	2.3
Neutral	23	17.3
Agree	54	40.6
Strongly Agree	49	36.8
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 103 respondents are agreed on the statement, which covers 77.4 percentages. Likewise, total 7 respondents are disagreed on the statement, which covers 5.3 percentages. Remaining 23 respondents provided neutral response. This indicates 77.4 percentages respondents believe that the relationship between employees has been enhanced after training. The following chart gives the summary of the table:

Chart 4.4. 1 Impact on Employees Relation



The table no. 4.4.2 describes the responses on **Impact on Stress Reduction.**

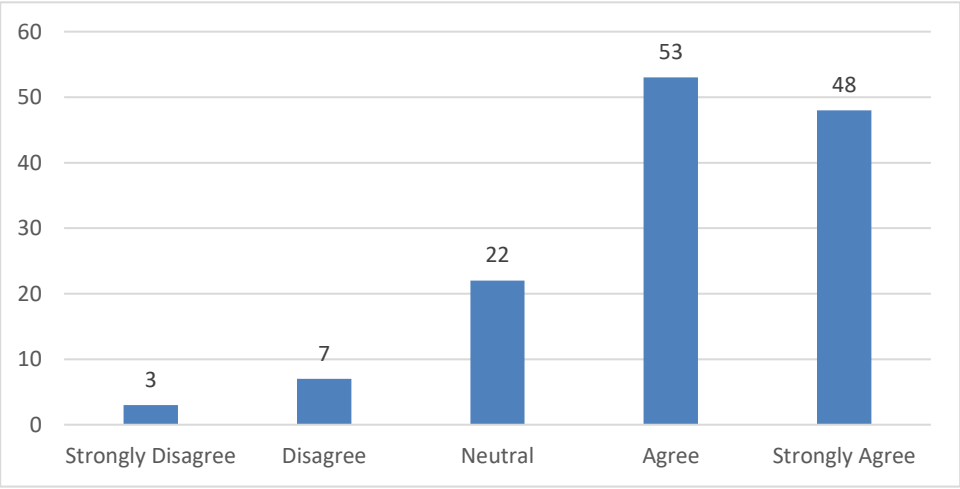
Table 4.4. 2 Impact on Stress Reduction

	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	7	5.3
Neutral	22	16.5
Agree	53	39.8
Strongly Agree	48	36.1
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 101 respondents are agreed on the statement, which covers 75.9 percentages. Likewise, total 10 respondents are disagreed on the statement, which covers 7.6 percentages. Remaining 22 respondents provided neutral response. This indicates 75.9 percentages respondents believe that controversy and stress have been reduced after training. The following chart gives the summary of the table:

Chart 4.4. 2 Impact on Stress Reduction



The table no. 4.4.3 describes the responses on **Impact on Task Completion.**

Table 4.4. 3 Impact on Task Completion

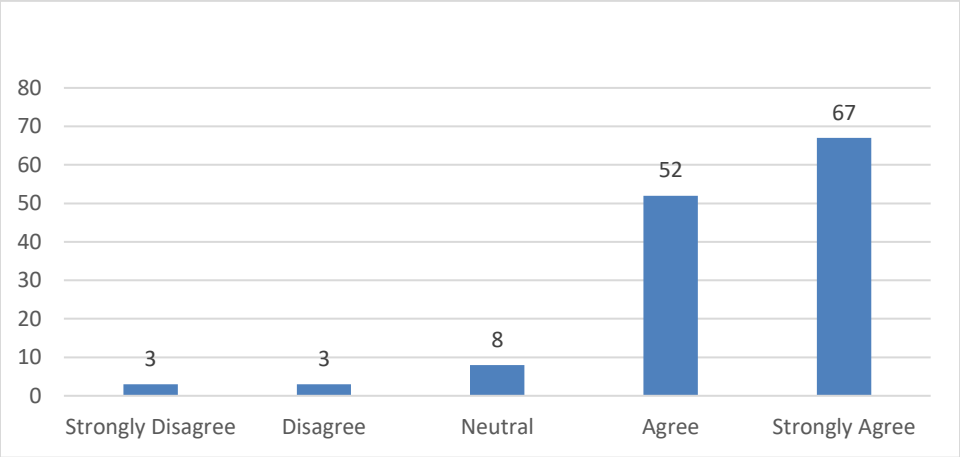
	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	3	2.3
Neutral	8	6.0
Agree	52	39.1
Strongly Agree	67	50.4
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 119 respondents are agreed on the statement, which covers 89.5 percentages. Likewise, total 6 respondents are disagreed on the statement, which covers 4.6 percentages. Remaining 8 respondents provided neutral response. This indicates 89.5 percentages respondents believe that the daily tasks have been completed on time after training.

The following chart gives the summary of the table:

Chart 4.4. 3 Impact on on Task Completion



The table no. 4.4.4 describes the responses on **Impact on Acceptance of Change.**

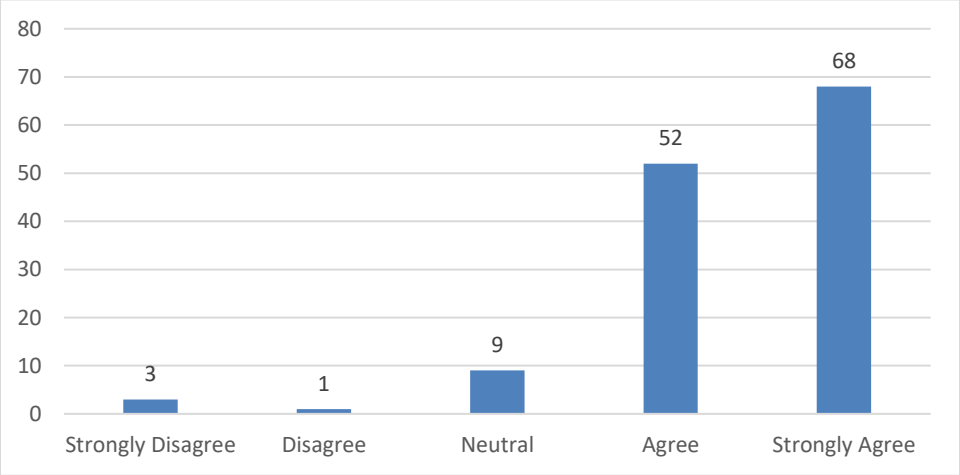
Table 4.4. 4 Impact on Acceptance of Change

	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	1	.8
Neutral	9	6.8
Agree	52	39.1
Strongly Agree	68	51.1
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 120 respondents are agreed on the statement, which covers 90.2 percentages. Likewise, total 4 respondents are disagreed on the statement, which covers 3.0 percentages. Remaining 9 respondents provided neutral response. This indicates 90.2 percentages respondents believe that the change acceptance habit has been developed after the training. The following chart gives the summary of the table:

Chart 4.4. 4 Impact on Acceptance of Change



The table no. 4.4.5 describes the responses on **Impact on Transparency and Responsibility.**

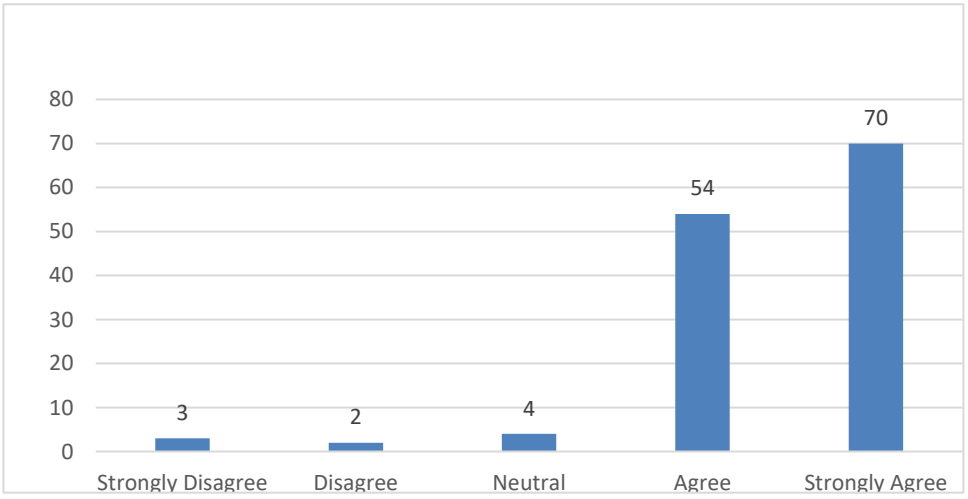
Table 4.4. 5 Impact on Transparency and Responsibility

	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	2	1.5
Neutral	4	3.0
Agree	54	40.6
Strongly Agree	70	52.6
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 124 respondents are agreed on the statement, which covers 93.2 percentages. Likewise, total 5 respondents are disagreed on the statement, which covers 3.8 percentages. Remaining 4 respondents provided neutral response. This indicates 93.2 percentages respondents believe that the levels of transparency and responsibility have been increased. The following chart gives the summary of the table:

Chart 4.4. 5 Impact on Transparency and Responsibility



The table no. 4.4.6 describes the responses on **Impact on Utilization of Resources.**

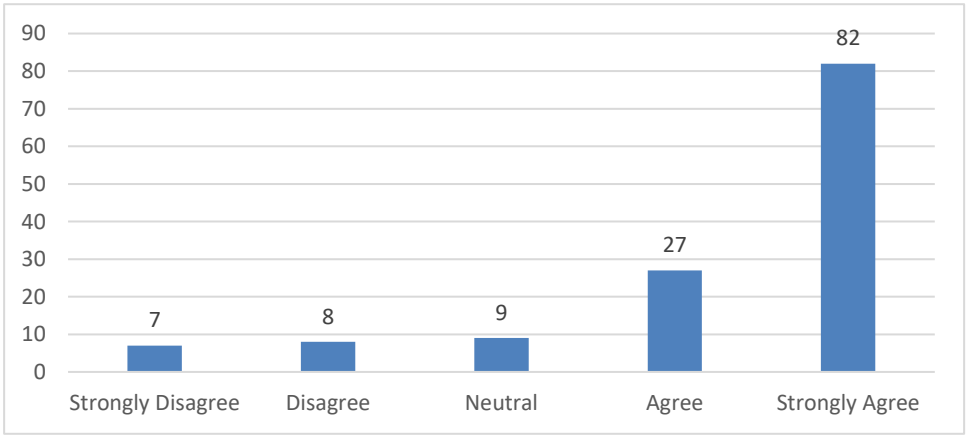
Table 4.4. 6 Impact on Utilization of Resources

	Frequency	Percent
Strongly Disagree	7	5.3
Disagree	8	6.0
Neutral	9	6.8
Agree	27	20.3
Strongly Agree	82	61.7
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 109 respondents are agreed on the statement, which covers 82 percentages. Likewise, total 15 respondents are disagreed on the statement, which covers 12.8 percentages. Remaining 9 respondents provided neutral response. This indicates 82 percentages respondents believe that the use of office resources in personal purpose has been reduced after training. The following chart gives the summary of the table:

Chart 4.4. 6 Impact on Utilization of Resources



The table no. 4.4.7 describes the responses on **Impact on Knowledge and Skill Upgradation.**

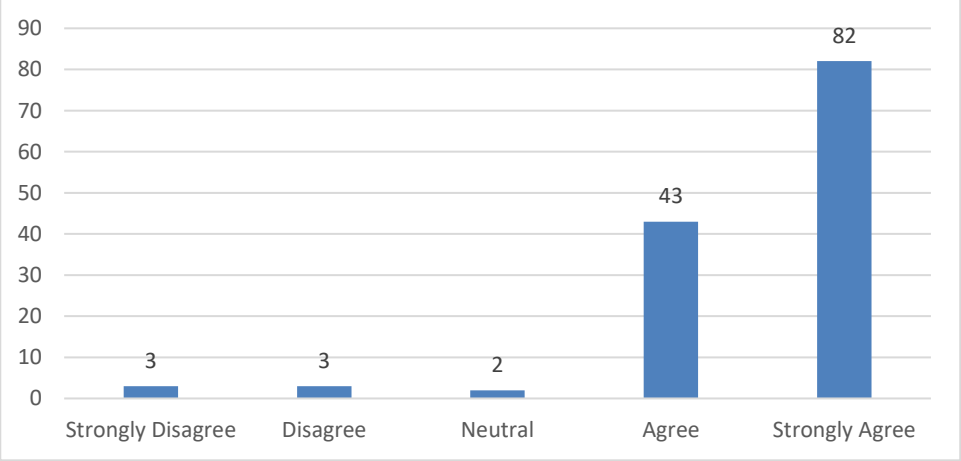
Table 4.4. 7 Impact on Knowledge and Skill Upgradation

	Frequency	Percent
Strongly Disagree	3	2.3
Disagree	3	2.3
Neutral	2	1.5
Agree	43	32.3
Strongly Agree	82	61.7
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 125 respondents are agreed on the statement, which covers 94 percentages. Likewise, total 6 respondents are disagreed on this statement, which covers 4.6 percentages. Remaining 2 respondents provided neutral response. This indicates 94 percentage respondents believe that the knowledge and skill have helped to accomplish better official performance. The following chart gives the summary of the table:

Chart 4.4. 7 Impact on Knowledge and Skill Upgradation



The table no. 4.4.8 describes the responses on **Impact on Career Development**

Table 4.4. 8 Impact on Career Development

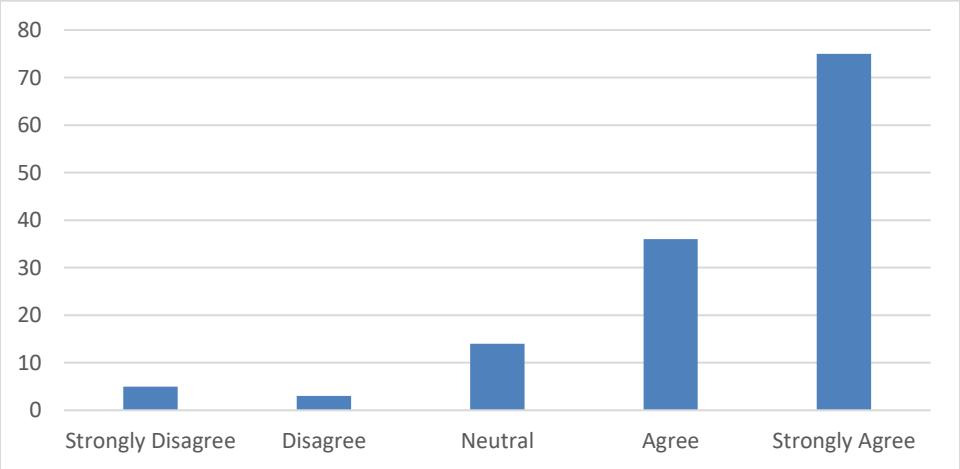
	Frequency	Percent
Strongly Disagree	5	3.8
Disagree	3	2.3
Neutral	14	10.5
Agree	36	27.1
Strongly Agree	75	56.4
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 111 respondents are agreed on the statement, which covers 83.5 percentages. Likewise, total 8 respondents are disagreed on the statement, which covers 6 percentages. Remaining 14 respondents provided neutral response. This shows 83.5 percentages respondents believe that training has helped in career development.

The following chart gives the summary of the table:

Chart 4.4. 8 Impact on Career Development



4.5 Assessment of Learning and Performance Environment

This section defines the overall assessment of learning and performance environment; in this regard there are six question patterns. The first question includes four sub questions and sixth question includes two sub questions.

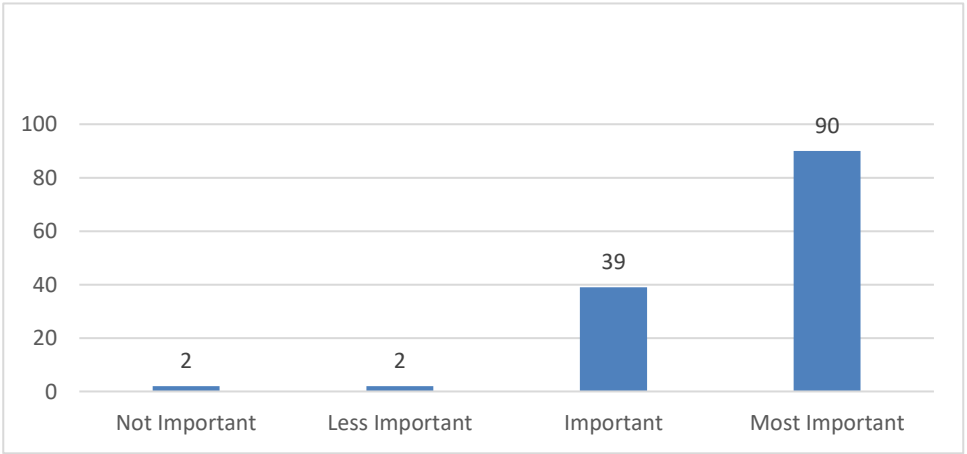
The table no. 4.5.1 describes the responses on **Role of Training Content.**

Table 4.5.1. 1 Role of Training Content

	Frequency	Percent
Not Important	2	1.5
Less Important	2	1.5
Important	39	29.3
Most Important	90	67.7
Total	133	100.0

The table shows that 129 respondents think that training content plays the important role in learning, which covers 83.5 percentages. Whereas, total 2 respondents think training content is not important for learning, which covers 1.5 percentages. Remaining 2 respondents believe this is less important. This result indicates 83.5 percentages respondents believe that the role of training content plays the major role in learning effectiveness. The following chart gives the summary of the table:

Chart 4.5.1. 1 Role of Training Content



The table no. 4.5.1 describes the responses on **Role of Training Coordination.**

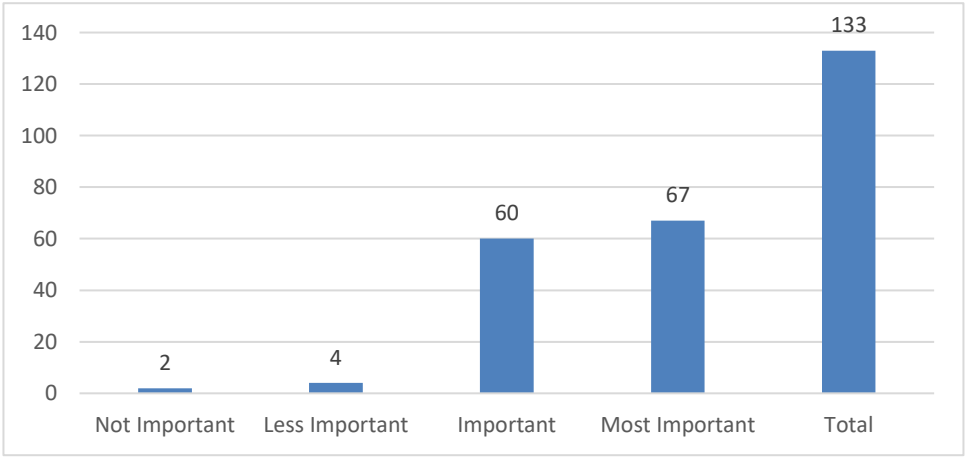
Table 4.5.1. 2 Role of Training Coordination

	Frequency	Percent
Not Important	2	1.5
Less Important	4	3
Important	60	45.1
Most Important	67	50.4
Total	133	100

Sources: Survey Questionnaire 2021

The table shows that 127 respondents think that training coordination plays the important role in learning, which covers 95.5 percentages. Whereas, total 2 respondents think training coordination is not important for learning, which covers 1.5 percentages. Remaining 4 respondents believe this is less important. The result indicates 95.5 percentages respondents believe role of training coordination plays the major role in learning effectiveness. The following chart gives the summary of the table:

Chart 4.5.1. 2 Role of Training Coordination



The table no. 4.5.1.3 describes the responses on **Role of Quality Resource Person**.

Table 4.5.1. 3 Role of Quality Resource Person

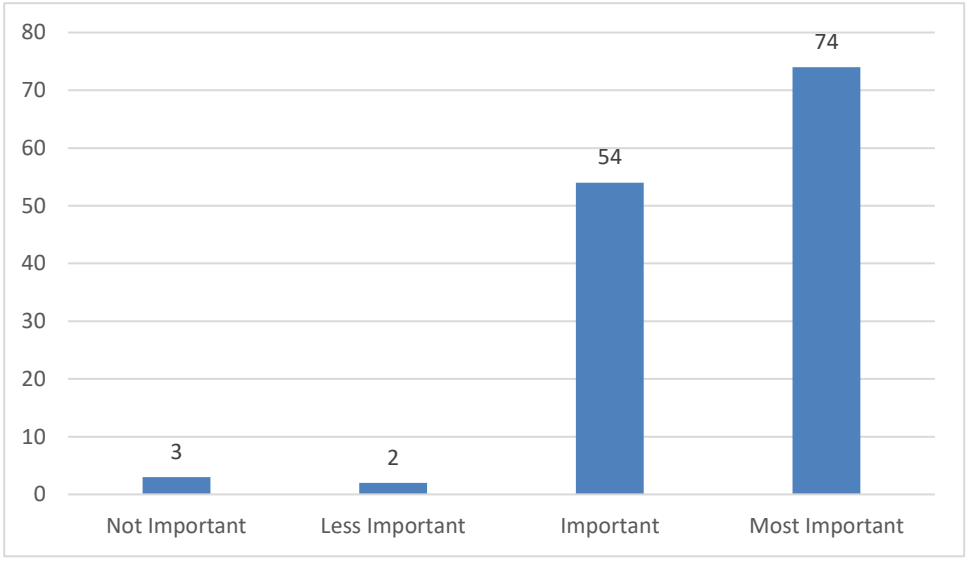
	Frequency	Percent
Not Important	3	2.3
Less Important	2	1.5
Important	54	40.6
Most Important	74	55.6
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 128 respondents think that training coordination plays the important role in learning, which covers 96.2 percentages. Whereas, total 3 respondents think training coordination is not important for learning, which covers 2.3 percentages. Remaining 2 respondents believe this is less important.

The following chart gives the summary of the table:

Chart 4.5.1. 3 Role of Quality Resource Person



The table no. 4.5.1.4 describes the responses on **Role of Training Methods**

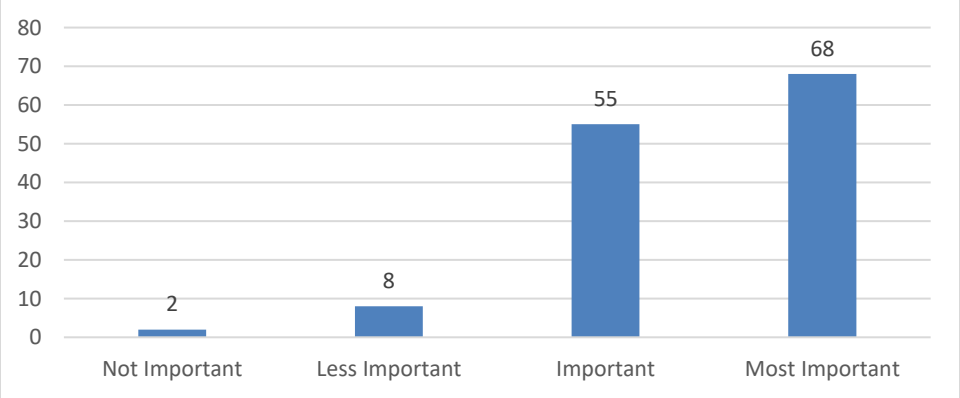
Table 4.5.1. 4 Role of Training Methods

	Frequency	Percent
Not Important	2	1.5
Less Important	8	6.0
Important	55	41.4
Most Important	68	51.1
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows that 123 respondents think that training coordination plays the important role in learning, which covers 92.5 percentages. Whereas, total 2 respondents consider quality resource person is not important for learning, which covers 1.5 percentages. Remaining 2 respondents believe this is less important. The result indicates 92.5 percentages respondents believe that the training method play the major role in learning performance besides training. The following chart gives the summary of the table:

Chart 4.5.1. 4 Role of Training Methods



4.5.2 In this section, there were two multiple choice questions. In each question there were five choices and three had to be chosen. First question was related to factors

affecting individual performance besides training and second question was belonged to factors affecting organizational performance besides training.

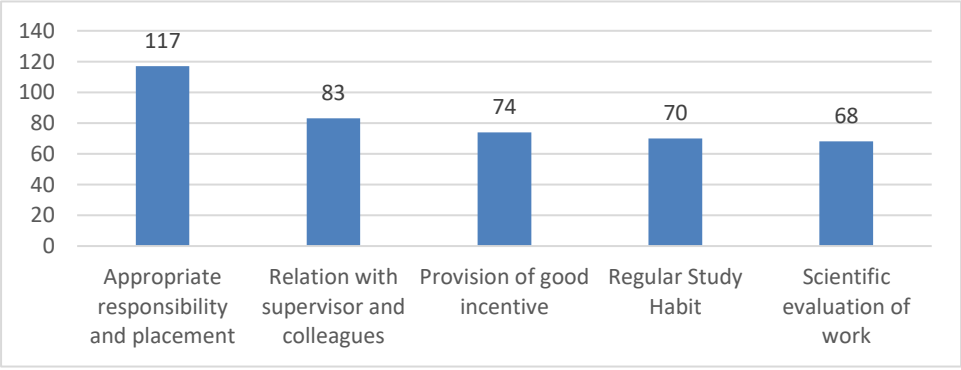
The table no. 4.5.2.1 describes Factors affecting individual performance besides training

Table 4.5.2. 1 Factors affecting individual performance besides training

Factors	Frequency	Percentage
Appropriate responsibility and placement	117	87.97
Relation with supervisor and colleagues	83	62.41
Provision of good incentive	74	55.64
Regular Study Habit	70	52.63
Scientific evaluation of work	68	51.13

The above table shows, maximum 117 respondents believe 'Appropriate responsibility and placement' plays greater role to enhance the individual performance, which covers 87.97 percentages. Further, 83 respondents think 'Relation with supervisor and colleagues' is also important factor to improve individual performance. Moreover, 74 respondents consider the 'Provision of good incentive', 70 respondents consider 'Regular study habit' and 68 respondents consider the 'Scientific evaluation of the work' as a supporting factor to increase individual performance besides training. The following chart gives the summary of the table:

Chart 4.5.2. 1 Factors affecting individual performance besides training



The table no. 4.5.2.2 describes **Factors affecting organization's performance besides training.**

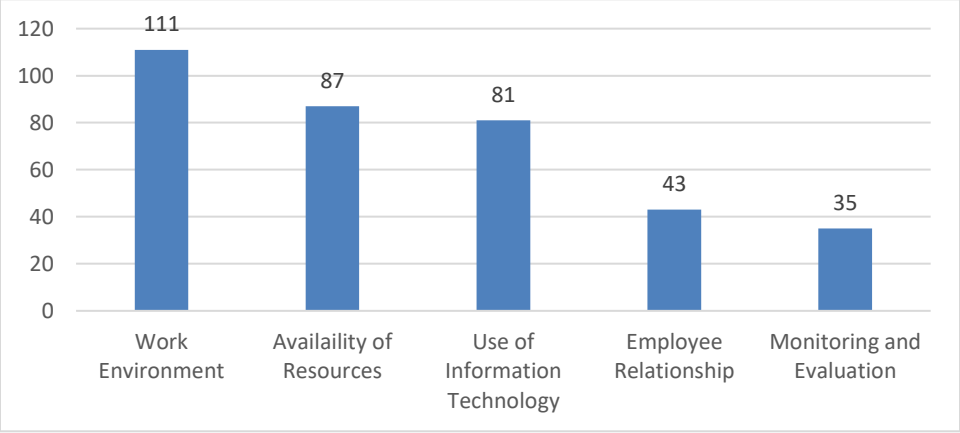
Table 4.5.2. 2 Factors affecting organization's performance besides training

Factors	Frequency	Percentage
Work Environment	111	83.46
Availability of Resources	87	65.41
Use of Information Technology	81	60.90
Employee Relationship	43	32.33
Monitoring and Evaluation	35	26.32
Autonomy	25	18.80

Sources: Survey Questionnaire 2021

The above table shows, maximum 111 respondents believe 'Work Environment' plays major role to improve the organizational performance besides training, which covers 83.46 percentages. Further, 87 respondents think 'Availability of Resources' is also important factor to improve organizational performance. Moreover, 81 respondents consider the 'Use of Information Technology', which covers 60.90 percentages. Whereas, 43 respondents consider 'Employee relationship', 35 respondents consider the 'Monitoring and evaluation' and 25 respondents consider as a supporting factor to increase organizational performance, which covers 32.33 percentages, 26.32 percentages and 18.80 percentages respectively. The following chart gives the summary of the table:

Chart 4.5.2. 2 Factors affecting organization's performance besides training



The table no. 4.5.3.1 describes the responses on **Purpose of Participation in Training**

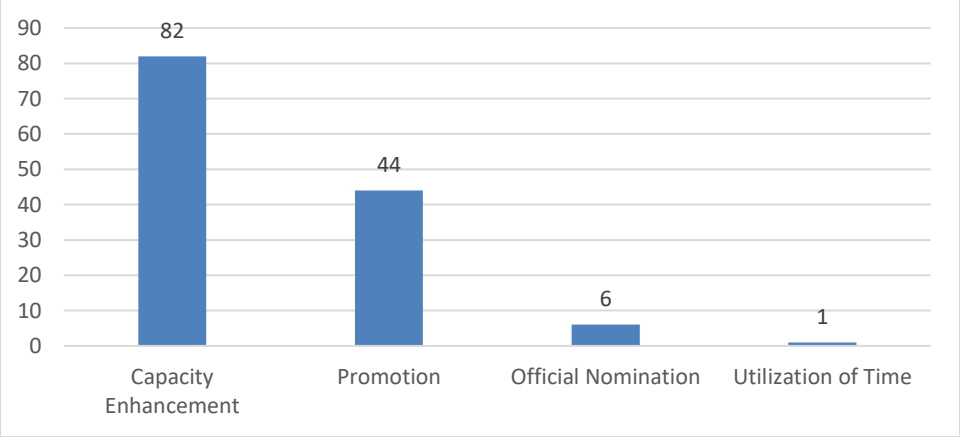
Table 4.5.3. 1 Purpose of Participation in Training

	Frequency	Percent
Capacity Enhancement	82	61.7
Promotion	44	33.1
Official Nomination	6	4.5
Utilization of Time	1	.8
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows respondents interest on training. The maximum 82 respondents consider 'Capacity enhancement' is the main reason for the participation in in-service training, which covers 61.7 percentages. Likewise, 44 respondents consider 'Promotion' is the main reason for their participation that covers 33.1 percentages. Whereas, 1 respondent consider 'Utilization of time' is the reason for participation that covers only 0.8 percentages. The following chart gives the summary of the table:

Chart 4.5.3. 1 Purpose of Participation in Training



The table no. 4.5.3.2 describes the responses on **Perception on Effectiveness of Training**

Table 4.5.3. 2 Perception on Effectiveness of Training

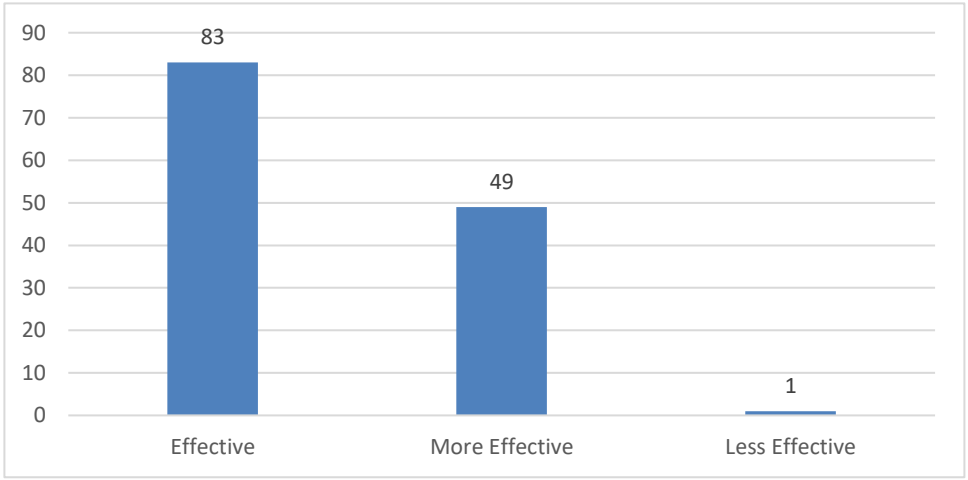
	Frequency	Percent
Effective	83	62.4
More Effective	49	36.8
Less Effective	1	.8
Total	133	100.0

Sources: Survey Questionnaire 2021

The table shows response on effectiveness of in-service training provided by training center. The maximum 132 respondents believe the training is 'Effective' that covers 99.2 percentages. Whereas, 1 respondent thinks the training is less effective, which covers only 0.8 percentages. This data justifies the findings of results mentioned above.

The following chart gives the summary of the table:

Chart 4.5.3. 2 Perception on Effectiveness of Training



The successive part of table 4.5.4 provides the causes of in-service training effectiveness. As per the responses, the causes of effectiveness lie under the curriculum, resource person, institutional arrangement etc. The following box reflects the key causes of effectiveness:

Box 4. 1 Cause of training effectiveness

- Effective Training curriculum
- Appropriate training method
- Supportive coordinating team
- Support in Promotion
- Enhance knowledge, skill & attitude
- Quality of resource person
- Increase job performance
- Enrichment of PFM related issues
- Build up good relation among trainees and trainers
- Increase in motivation level
- Build up professionalism
- Well-equipped physical infrastructure
- Sound training environment

Sources: Survey Questionnaire 2021

However, there are some different responses with compared as above. For instance, poor physical infrastructure, Unmanageable training content and more focus on theoretical issues lie under this category.

4.6 Evaluation of Specific Module

In this section, the questions regarding training modules are placed. There are seven modules in assistant level in-service training, on the basis of those modules the training

session conducts. The modules are listed in ‘Annex'. Thus, response upon individual modules is described as follows:

The table no. 4.6.2 describes the responses on **Effectiveness of Module 1.**

Table 4.6. 1 Effectiveness of Module 1

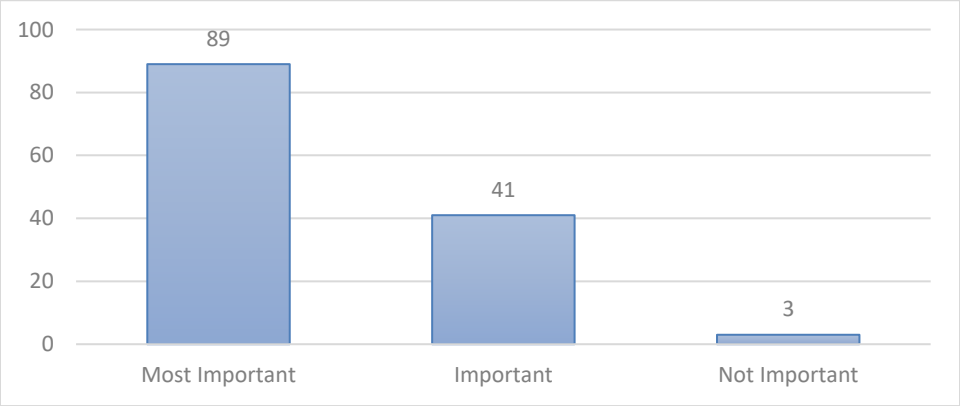
	Frequency	Percent
Most Important	89	66.9
Important	41	30.8
Not Important	3	2.3
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows that maximum 130 respondents consider 'Module 1 is important for learning, it covers 97.7 percentages. Likewise, 3 respondents stand for not important option, which covers 2.3 percentages.

The following chart gives the summary of the table:

Chart 4.6. 1 Effectiveness of Module 1



The table no. 4.6.2 describes the responses on **Effectiveness of Module 2**

Table 4.6. 2 Effectiveness of Module 2

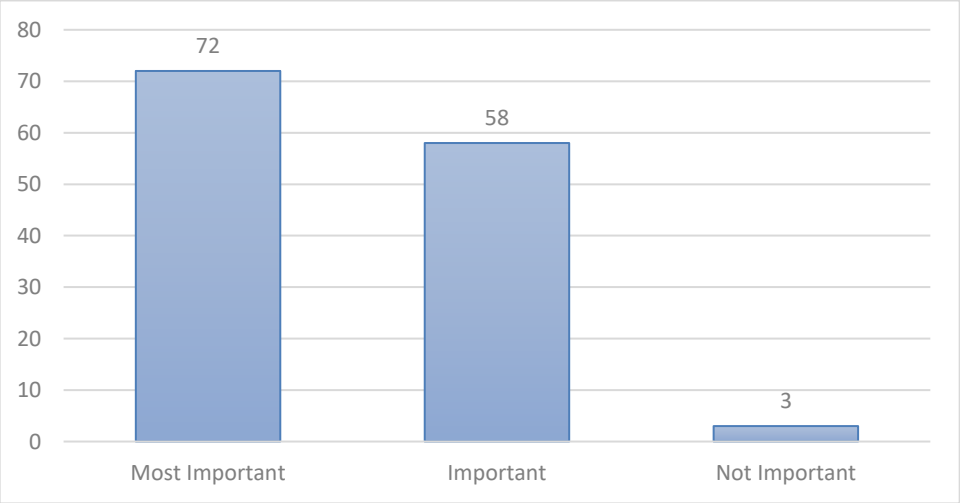
	Frequency	Percent
Most Important	72	54.1
Important	58	43.6
Not Important	3	2.3
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows that maximum 130 respondents consider 'Module 2' is important for learning, it covers 97.7 percentages. Likewise, 3 respondents state for not important option, which covers 2.3 percentages.

The following chart gives the summary of the table:

Chart 4.6. 2 Effectiveness of Module 2



The table no. 4.6.3 describes the responses on **Effectiveness of Module 3**

Table 4.6. 3 Effectiveness of Module 3

Effectiveness of Module 3

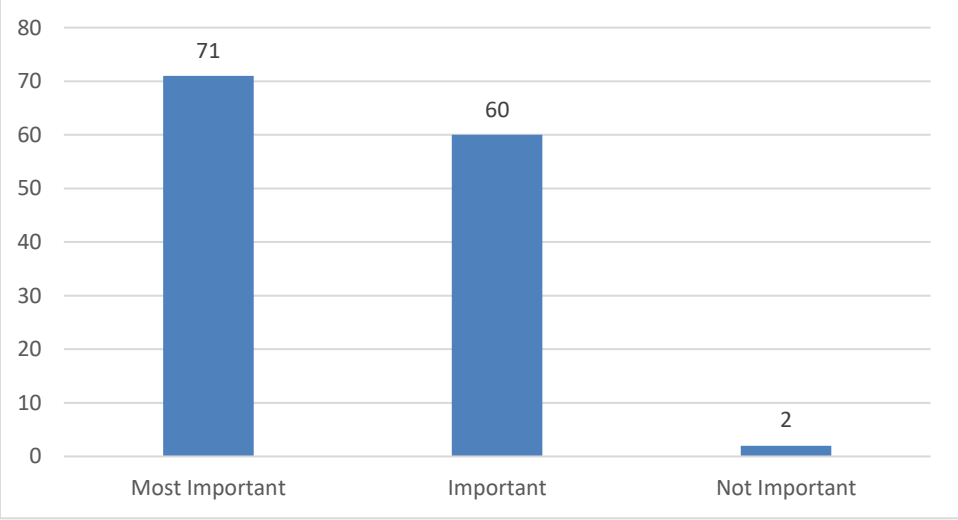
	Frequency	Percent
Most Important	71	53.4
Important	60	45.1
Not Important	2	1.5
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows that maximum 131 respondents consider 'Module 3' is important for learning, it covers 98.5 percentages. Likewise, 2 respondents stand for not important option, which covers 1.5 percentages.

The following chart gives the summary of the table:

Chart 4.6. 3 Effectiveness of Module 3



The table no. 4.6.4 describes the responses on **Effectiveness of Module 4.**

Table 4.6. 4 Effectiveness of Module 4

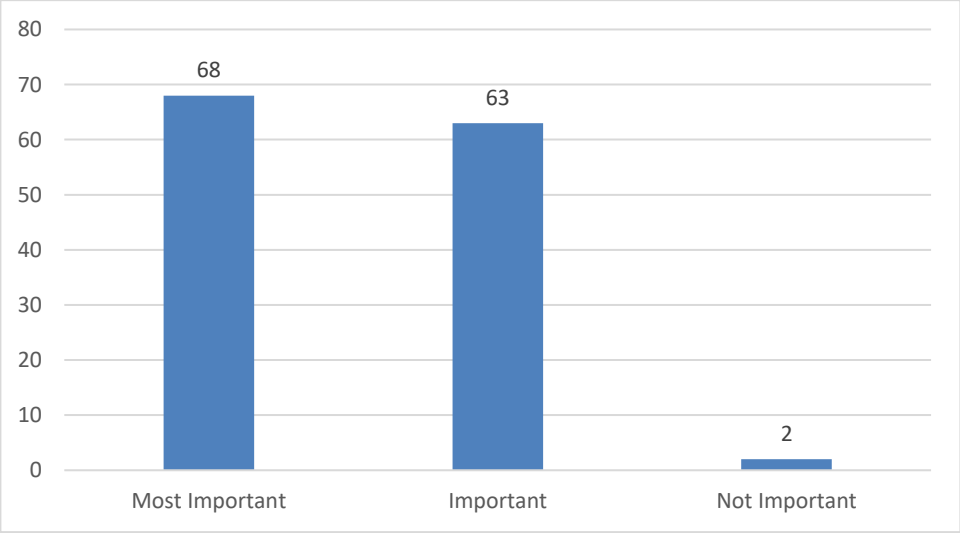
	Frequency	Percent
Most Important	68	51.1
Important	63	47.4
Not Important	2	1.5
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows that maximum 131 respondents consider 'Module 4' is important for learning, it covers 98.5 percentages. Likewise, 2 respondents state for not important option, which covers 1.5 percentages.

The following chart gives the summary of the table:

Chart 4.6. 4 Effectiveness of Module 4



The table no. 4.6.2 describes the responses on **Effectiveness of Module 5.**

Table 4.6. 5 Effectiveness of Module 5

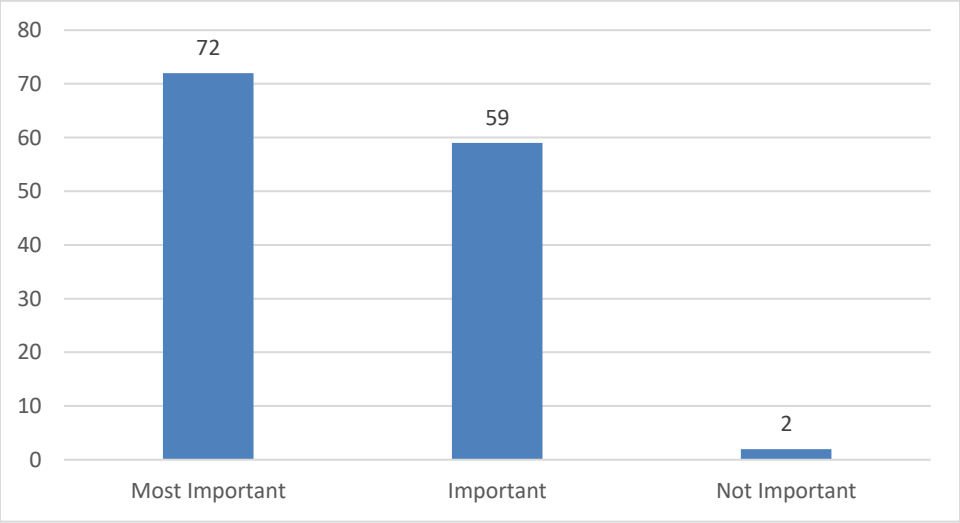
	Frequency	Percent
Most Important	72	54.1
Important	59	44.4
Not Important	2	1.5
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows that maximum 131 respondents consider 'Module 5' is important for learning, it covers 98.5 percentages. Likewise, 2 respondents stand for not important option, which covers 1.5 percentages.

The following chart gives the summary of the table:

Chart 4.6. 5 Effectiveness of Module 5



The table no. 4.6.6 describes the responses on **Effectiveness of Module 6.**

Table 4.6. 6 Effectiveness of Module 6

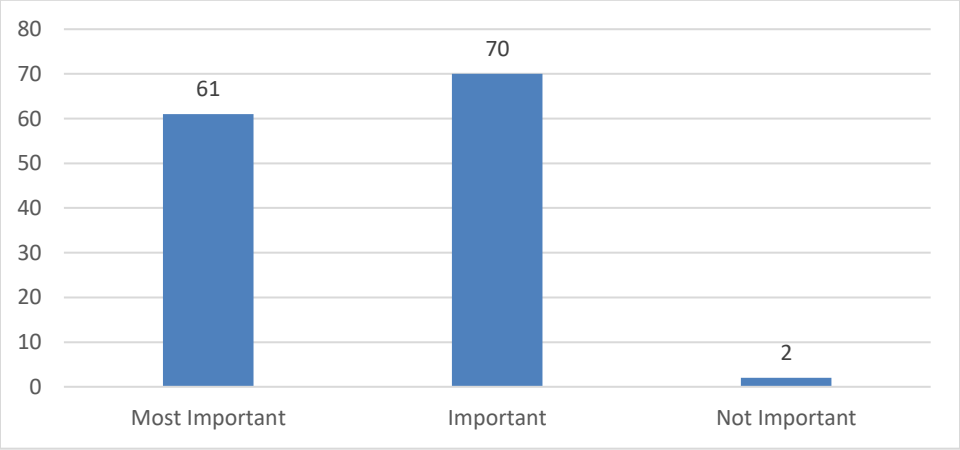
	Frequency	Percent
Most Important	61	45.9
Important	70	52.6
Not Important	2	1.5
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows that maximum 131 respondents consider 'Module 6' is important for learning, it covers 98.5 percentages. Likewise, 2 respondents stand for not important option, which covers 1.5 percentages.

The following chart gives the summary of the table:

Chart 4.6. 6 Effectiveness of Module 6



The table no. 4.6.7 describes the responses on **Effectiveness of Module 7.**

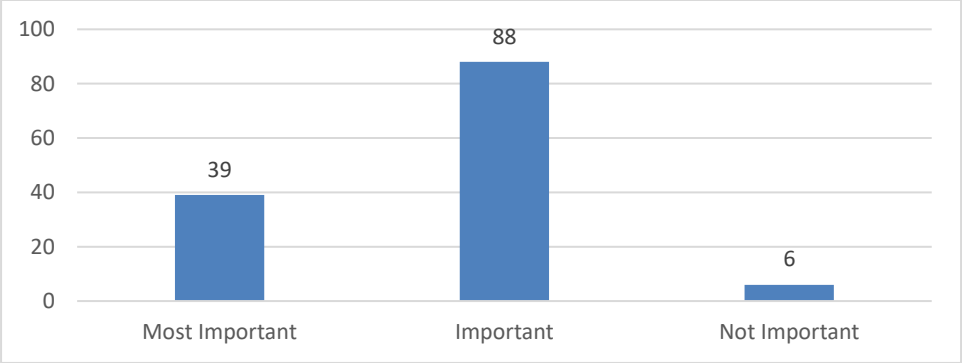
Table 4.6. 7 Effectiveness of Module 7

	Frequency	Percent
Most Important	39	29.3
Important	88	66.2
Not Important	6	4.5
Total	133	100.0

Sources: Survey Questionnaire 2021

The above table shows that maximum 127 respondents consider 'Module 7' is important for learning, it covers 95.5 percentages. Likewise, 6 respondents stand for not important option, which covers 4.5 percentages. The following chart gives the summary of the table:

Chart 4.6. 7 Effectiveness of Module 7



The respondents were asked to provide strengths of the training by using open end questions. As per the received responses, the strengths of effectiveness lie under the training session, quality resource person, institutional arrangement etc.

The following box reflects the key strengths of effectiveness:

Box 4. 2 Strengths of Training

- Experienced trainers
- Well-designed curriculum
- Practical sessions
- Time management
- Disciplined environment
- Group discussion
- IT oriented training: CGAS, RMIS, SuTRA
- Balanced theory and practical sessions
- Recent trends in PFM
- Helpful coordinating team
- Trainee focus methods
- Mixed group i.e., civil and security staff
- Appropriate selection of trainers

Sources: Survey Questionnaire 2021

The respondents were asked to provide recommendations for improvement of the training by using open end questions. As per the received responses, the recommendations for improvement lie under the training session, quality resource person, institutional arrangement etc. The following box reflects the key recommendations for improvement:

Box 4. 3 Recommendation for effective training

- Focus on practical exercise
- Revised curriculum
- Manage the professional trainers
- Focus on decentralized training
- Refreshment training in every 2 years
- At least one week field visit/observation tour
- Group based case study
- Content should be specific
- Extension of Session hour: at least 2 hours for one session
- Provision of service entry training
- Residential training for out of valley trainees
- Sufficient Logistics (Library, Cafeteria, Computer lab)
- There should be IT officer in every training
- Friendly behavior of Trainers
- Training duration should be increased

Sources: Survey Questionnaire 2021

4.7 Inferential Data Analysis

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

Table 4.7. 1 Variables Questions

Learning Performance	Q13	I can list down all the important things emphasized in this training.	Training Effectiveness	Q23	Do you agree that in-service training has helped you to grow your knowledge?
	Q14	I know how to solve certain job problems using the skills taught in this training.		Q24	In-service training has helped in your work-based skills, do you agree?
	Q15	I know how to work more efficient using the knowledge learned in this training.		Q25	In-service training has transformed your attitude positively, do you agree?
Individual Performance	Q16	I have the capability to perform the skills taught in this training		Q26	In-service training has helped to upgrade your performance at work, do you agree?
	Q17	My personal competencies have improved after attending this training.		Q27	In-service training has upgraded the performance of your organization, do you agree?
	Q18	I am being more professional in certain tasks after attending this training.			
	Q19	My job performance has improved as a result of applying the skills emphasized in this training.			
Organization Performance	Q20	The productivity of my department has improved due to the skills that I learned and used in this training either directly or indirectly.			
	Q21	What I have learned in this training has improved my job performance and subsequently my organizational			

		performance.			
	Q 22	I have contributed to improving my organization's reputation due to the outcome of this training either directly or indirectly.			

Sources: Survey Questionnaire 2021

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

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

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

Table 4.7. 2 Association between 'Learning Performance' and 'Training Effectiveness'

S.N.	Association between 'Learning Performance' and 'Training Effectiveness'	Chi-square	Sig (p-value)	Correlation Coefficient
1	I know how to solve certain job problems using the skills taught in this training. In-service training has helped in your work-based skills, do you agree?	217.183	.000	0.737

2	I know how to work more efficient using the knowledge learned in this training. Do you agree that in-service training has helped you to grow your knowledge?	165.485	.000	0.724
3	I can list down all the important things emphasized in this training. In-service training has transformed your attitude positively, do you agree?	171.595	.000	0.548

The above table shows the association between learning performance and training effectiveness. P-values in all cases are less than 1 percent which means, the value of chi-square is significant. This infers there is a high positive association between learning performance and training effectiveness. In a similar fashion, the correlation coefficient also supports the association mentioned above. The correlation coefficient of first and second questions are 0.737 and 0.724, this shows that there is high degree of positive correlation between 'Learning Performance' and 'Training Effectiveness'. Whereas, the correlation coefficient of third question is 0.584, this shows there is moderate degree of positive correlation between two variables.

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

The following table shows the association between whether there is any association between individual performance and training effectiveness.

Table 4.7. 3 Association between 'Individual Performance' and 'Training Effectiveness'

S.N.	Association between 'Individual Performance' and 'Training Effectiveness'	Chi-square	Sig	Correlation Coefficient
1	I have the capability to perform the skills taught in this training. In-service training has helped in your work-based skills, do you agree?	159.071	.000	0.649
2	My personal competencies have improved after attending this training. In-service training has helped to upgrade your performance at work, do you agree?	195.339	.000	0.705
3	I am being more professional in certain tasks after attending this training. In-service training has helped to upgrade your performance at work, do you agree?	267.434	.000	0.796
4	My job performance has improved as a result of applying the skills emphasized in this training. In-service training has helped to upgrade your performance at work, do you agree?	280.513	.000	0.787

Sources: Survey Questionnaire 2021

The above table shows the association between learning performance and training effectiveness. P-values in all cases are less than 1 percent which means, the value of chi-square is significant. This infers there is a high positive association between learning performance and training effectiveness. In a similar fashion, the correlation coefficient also supports the association mentioned above. The correlation coefficient of the first, second and third questions are 0.705, 0.796 and 0.787, this shows that there is high

degree of positive correlation between 'Individual Performance' and 'Training Effectiveness'. Whereas, the correlation coefficient of first question is 0.649, this shows there is moderate degree of positive correlation between two variables.

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

The following table shows the association between whether there is any association between organization performance and training effectiveness.

Table 4.7. 4 Association between 'Organization Performance' and 'Training Effectiveness'

S.N.	Association between 'Organization Performance' and 'Training Effectiveness'	Chi-square	Sig	Correlation Coefficient
1	The productivity of my department has improved due to the skills that I learned and used in this training either directly or indirectly. In-service training has upgraded the performance of your organization, do you agree?	187.392	.000	0.730
2	What I have learned in this training has improved my job performance and subsequently my organizational performance. In-service training has upgraded the performance of your organization, do you agree?	236.253	.000	0.743
3	I have contributed to improving my organization's reputation due to the outcome of this training either directly or indirectly. In-service training has upgraded the	276.603	.000	0.778

	performance of your organization, do you agree?			
4	Daily tasks have been completed on time. In-service training has upgraded the performance of your organization, do you agree?	208.728	.000	0.718
5	Development of an attitude that accepts change easily. In-service training has transformed your attitude positively, do you agree?	166.474	.000	0.648
6	Upgraded knowledge and skill have helped to accomplish official performance much better. In-service training has helped in your work-based skills, do you agree?	246.019	.000	0.796
7	The relationship between the organization and employee has enhanced. In-service training has upgraded the performance of your organization, do you agree?	199.002	.000	0.719
8	The level of motivation, transparency, and responsibility has uplifted. In-service training has upgraded the performance of your organization, do you agree?	188.398	.000	0.699

Sources: Survey Questionnaire 2021

The above table shows the association between learning performance and training effectiveness. P-values in all cases are less than 1 percent which means, the value of chi-square is significant. This infers there is a high positive association between learning performance and training effectiveness. In a similar fashion, the correlation coefficient also supports the association mentioned above. The correlation coefficient of the first,

second, third, fourth, sixth, and seventh questions are 0.730, 0.743, 0.778, 0.718, 0.796, and 0.719, this shows that there is high degree of positive correlation between 'Learning Performance' and 'Training Effectiveness'. Whereas, the correlation coefficients of fifth and eighth questions are 0.584, this shows there is moderate degree of positive correlation between two variables. This represents, the respondents believe that effective training helped to improve productivity of organization.

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

At the end, the following tables provide the reliability of the responses. In other words, Cronbach's alpha test provides the information that the responses given by the respondents are logical. Table no. 4.7.4 shows reliability analysis on the basis of questions of dependent and independent variable.

Table 4.7. 5 Reliability Analysis table variable basis

Variables	No of Items	Cronbach's Alpha
Learning Performance	3	0.905
Individual Performance	4	0.908
Organizational Performance	3	0.922
In-Service Training Effectiveness	5	0.939

Sources: Survey Questionnaire 2021

From above table, it can be seen that coefficient of the variables ranged from 0.905 to 0.939; hence all variables have satisfied the required minimum level of reliability.

Table no. 4.7.5 shows reliability analysis on the basis of different section of questionnaire

Table 4.7. 6 Reliability Analysis table questionnaire section basis

Variables	No of Items	Cronbach's Alpha
Assessment of Performance	10	0.960
Overall Evaluation of Training	5	0.939
Impact of Training on Organizational and Individual Performance	8	0.917
Assessment of Learning and Performance Environment	5	0.823
Evaluation of Specific Module	7	0.837

Sources: Survey Questionnaire 2021

From above table, it can be seen that coefficient of the variables ranged from 0.837 to 0.939; hence all variables have satisfied the required minimum level of reliability.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This Chapter summarizes the results of descriptive and inferential analyses detailed in the previous chapter, followed by an extensive discussion of major findings on the research objectives and hypotheses. Managerial implications of the study, and recommendations for future research have also been included in this chapter. Lastly, this chapter provides the overall conclusion of the entire research study.

5.2 Summary of Statistical Analysis

The Public Finance Management Training Center (PFMTC) is the prominent training center of Government of Nepal under the Ministry of Finance. It has been providing massive trainings to personnel working in revenue and financial administration to enhance internal resource mobilization and proper management of resources.

This chapter summarizes the entire research study of assistant level in-service training effectiveness conducted by PFMTC. This entire research is all about the effectiveness of training program. The PFMTC is the prominent training center of Government of Nepal under the Ministry of Finance. It has been providing massive trainings to personnel working in revenue and financial administration to enhance internal resource mobilization and proper management of resources.

Training effectiveness is a study of characteristics of the individual, training and organizational that affects training processes, before, during and after training (Alvarez et al., 2004). According to Alvarez et al. (2004), training effectiveness focuses on the learning system as a whole thus providing a macro view of training outcomes whereas, training evaluation focuses only on the learning outcomes therefore it provides a micro view of training results. This study examines how the in-service affects the trainee's performance in work and what level their performance help to change the productivity of organization.

The researcher analyzed the data regarding the individual performance, learning performance and organizational performance in the fourth chapter. As the general training effectiveness scale is developed to measure the effectiveness of training in different level of performance. In GTES, there is well defined the concept of learning performance, individual performance and organizational performance and training effectiveness. So, the purpose of this research survey was to examine the beliefs and attitude associated with in-service training of assistant level. Respondents highly expressed the preferences to the training components analyzing separately gender wise, education level wise, and age group wise separately in chapter 5.

Hence from this research study, this is summarized that there highly association in learning performance, individual performance and organizational performance to the effectiveness of assistant level in service training conducted by PFMTC. It is summarized that most of the respondents have those kinds of attitude and nature. Almost all the respondents agreed upon the statements such as the respondents can do the job in better way after the training, they agreed that they have capabilities to do daily task efficiently.

They also believe on due to the training the knowledge required in daily task is enhanced and work based skills has been improved.

In general background section, one question was asked about their long duration training after in-service training. The result shows just 13.53 percentages respondents attended the different trainings after in-service training participation. Those training were about computer, IT based training and others. This means no other trainings can play the role in their performance.

Out of the total respondents, 17.29 percentages are from the training year 2074/075, 51.88 percentages are from the training year 2075/076 and 30.83 percentages are from training year 2076/077. This shows the no. of participants of in-service trainings is comparatively more in 2075/076 than other training year.

Out of the total respondents, 45.86 percentages have completed their masters' level of education, 43.61 percentages have completed their bachelor level of education, 9.02 percentages have completed proficiency certificate level and 1.50 percentages completed their school leaving certificate level of education. This result shows assistant level finance group employees are well educated. Likewise, there are respondents having 24 years age to 60 years age. It shows the way of thinking pattern should be different; however most of the respondents are similar perception on in-service training.

Out of 100 percentages, total 33.1 percentages respondents expressed their feelings as they participated in training for the purpose of promotion and the in-service training helped to them to get promote in next level job. From the one year experience in current position there are respondent having 35 year experiences. The pattern of service period shows that there is no specific rule for nomination for in-service training.

The 12.78 percentages were female respondents 87.22 percentages were male respondents out of 100. It shows, in assistant level finance group there are no. of male staffs are very high with compared as female staffs.

Out of total respondents more than 80 percentages believe that the assistant level in-service training has helped to upgrade their individual as well as organization' performance. However, some of them were not satisfied with the traditional lecture method and poor infrastructure of previous premises. They are included in recommendations section.

5.3 Major Findings and Conclusions

This chapter summarizes the entire research study of effectiveness of assistant level in-service training conducted by PFMTC. The overall objective of the study was to examine the effectiveness of assistant level in-service training conducted by PFMTC on the level of understanding and its effect on the performance improvement at the workplace.

The research team adopted survey questionnaire method with inclusion of few open-ended questions to collect data from trainees who received in service training from fiscal year 2074/075 to 2076/077. Reponses were gathered from 133 respondents out of total 198 email request which reflects more than 67 percentage responses. The findings and conclusion according to the objectives are explained as follows:

5.3.1 Association between learning performance and in-service training effectiveness:

This research shows that there is a high positive association between Individual performance and training effectiveness. As per Table 4.7.2, less than 1 percent of P-values in all cases reveal that, the value of chi-square is significant. Moreover, high and

moderate degree positive value of correlation coefficient also supports association between those two variables. Hence hypothesis H1: There is significant relationship between learning performance of assistant level employees and in-service training effectiveness has been accepted.

5.3.2 Association between individual performance and in-service training effectiveness:

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

5.3.3 Association between organizational performance and training effectiveness:

This research concludes that there is a high positive association between organizational performance and training effectiveness. As per Table 4.7.3, less than 1 percent of P-values in all cases reveal that, the value of chi-square is significant. Moreover, high and moderate degree of positive correlation coefficient shows association between those two variables. Therefore, our hypothesis regarding those variables, H3: There is significant association between organizational performance of assistant level employees and in-service Training Effectiveness has been accepted. As a result, it is concluded that training usefulness can changed the performance of trainee's and the organizations' as well.

5.3.4 Purpose of participation in In-service training:

As per Table 4.5.3, major purpose of the trainee to participate in the training was for ‘capacity enhancement’ which stood at 61.7 percentages and 33.1 percentages attended the training with the object of getting marks for ‘promotion’, 4.5 percentage respondents participated due to ‘nomination by office’ and 1 respondent (0.8 percentage) participated due to 'utilization of resources' out of 133 respondents. This indicates the most of the respondent's motives towards participation is to enhance their knowledge and promotion. This is a positive result that trainees’ motive for participation in training for ‘capacity enhancement’ is greater than ‘promotion’ motive which reflects their desire for learning which ultimately can serve the organizational performance and effective service delivery. The result shows, that the no of trainings are not sufficient for assistant level staff in finance group, though employee's desire for training is very high. Whereas, they get opportunity for training at the time of promotion only, they hardly get the opportunity in other need base trainings.

Role of training on Learning Performance: Training content is a crucial factor for learning performance which is supported by 83.5% of respondents as per Table 4.5.1. Further, trainees appreciated the curriculum by rating all the seven modules as important with slight dissatisfaction by terming it as not important for higher position and more theory based. While responding to module wise effectiveness questions in Table 4.6.1 to Table 4.6.9, most of the respondents termed the entire seven modules as important. For Module 1, 2, 3, 4, 5, 6 and 7, more than 90 percentages of respondents consider them as important respectively. So, it is concluded that training content has contributed positively to learning performance.

Further, study shows that the 'learning performance' of trainees in terms of knowledge, skill and attitude has been improved by in-service training. As per Table 4.2.1.1, in response to the question can they list down important things taught in training? 91 percentage of the respondents agreed on the statement and 3 percentages disagreed which shows their better learning performance. Moreover, as per Table 4.2.1.2 and 4.2.1.3 responses regarding if they learned 'problem solving skills' and 'knowledge efficiency gain' 94 % and 93.2 % respondents agreed on the statement while 3 percentages respondents disagreed on the statement showing positive effect of training on learning performance. Besides, as per Table 4.3.1, 4.3.2 and 4.3.3 response against overall evaluation of training on 'knowledge', 'work based skills' and 'attitude' improvement, 94 %, 94% and 95.5% percentages agreed on the statement whereas 2.3, 2.3 and 3.8 percentages respondents disagreed on the statement which shows the effective learning.

Role of training on Individual Performance: The study result revealed that Individual performance has been increased through skilled taught in In-service training with minor disagreement. As per Table 4.2.2.1, 4.2.2.2, 4.2.2.3 and 4.2.2.4, in response to the questions regarding role of training to increase their 'performance capacity', 'individual competency', 'professionalism on certain job' and 'individual job performance' 91.7 , 94.7, 94 and 96.2 percentages respondents agreed positively on the statement whereas 3, 1.5, 2.3 and 2.3 percentages respondents disagreed on the statement. Moreover, responses from overall evaluation of individual performance as per Table 4.3.4, 94 percentages of respondents agreed training as helpful to improve 'individual performance' while 2.3 percentages respondents disagreed on the statement. It shows that training has contributed significantly on increasing individual performance.

Role of training on organizational performance: The study finding also cautiously disclosed that organizational performance and outcome have been increased through knowledge and skill gained from in-service training. As per Table 4.2.3.1, 4.2.3.2 and 4.2.3.3, responding to questions regarding improvement in 'departmental productivity', 'organizational performance' and 'organizational outcome' by the use of skill learned in training, 93.2 , 87.2, and 91 percentages respondents agreed on the statement while 2.3, 3 and 3.8 percentages respondent disagreed on the statement. Moreover, as per Table 4.3.5 pertaining to another question on overall evaluation of organizational performance, 89.4 percentages agreed positively whereas 5.3 percentages disagreed the role of training knowledge on organizational performance. This shows the positive contribution of training on organizational performance.

Overall training effectiveness: Training effectiveness refers to combination of learning, individual and organizational performance as operationalized in theoretical framework and it can be affected by training, individual and organizational factors. As per Table 4.4.1 to 4.4.8, responses were collected from 8 questions regarding impact of training on Individual and organizational performance. Responses about impact of training on 'employee relation', 'stress reduction', 'task completion', 'change acceptance', 'responsibility and accountability,' 'resource utilization', 'knowledge and skill up gradation' and 'career development' 77.4, 75.9, 89.5, 90.2, 93.2, 82, 94, and 83.5 percentages of respondents agreed on the statement positively while 5.3, 7.6, 4.6 , 3, 3.8, 12.8, and 6 percentages of respondents disagreed on the statement respectively showing positive impact of training on learning, individual and organizational performance.

From the received quantitative responses regarding training effectiveness, 99.2 percentages respondents believe that training was effective. It is also justified from the qualitative responses which states the reason of effectiveness as job relevant curriculum, appropriate training method, competent resource person, provision of field observation, platform for knowledge and skill update and helpful to job performance and promotion among other. Only 1 respondent, 0.8 percent respondent disagreed on that training was ineffective due to traditional methods, more theoretical courses, poor IT infrastructure, low quality of resource person etc. This is the important feedback for the PFMTC and overall impression towards assistant level in-service training was positive, effective and encouraging.

Factors affecting performance (learning, individual and organizational): In the section E of questionnaire under 'assessment of learning and performance environment' role of different factors were asked to respondents. As per Table 4.5.1.1, 4.5.1.2, 4.5.1.3 and 4.5.1.4, responses were got from 4 questions regarding role of training environment on learning performance. Responses about role of 'training content', 'training coordination', 'quality resource person' and 'training methods' on learning performance revealed that 83.5%, 95.5, 96.2, 94 and 92.5 percentages termed these factor important while 1.5, 1.5, 2.3 and 1.5 percentages rated them as less important respectively. Result shows that those factors are crucial for learning performance.

As per Table 4.5.2.1 in response to factors affecting individual performance besides training 'appropriate responsibility and placement', 'relation with supervisor and colleague', 'provision of good incentive' 'regular study habit', and 'scientific evaluation

of work' were chosen by 87.97%, 62.41%, 55.64%, 52.63% and 51.13% respondents. The result shows the role of other factors besides training in individual performance.

Similarly as per Table 4.5.2.2 in response to factors affecting organization's performance besides training 'work environment', 'availability of resources', 'use of Information Technology' 'employee relationship', 'monitoring and evaluation' and 'autonomy' were selected by 83.46%, 65.41%, 60.90%, 32.33% ,26.32% and 18.80% respondents from 3 choices given to them out of 6 options. This shows the role of other factors in organizational performance besides training. The result shows just 13.53 percentages respondents attended the different trainings after in-service training participation. Those training were about computer, IT based training and others. This means as per majority percentages no other trainings can play the role in their performance during this period.

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

mechanism for monitoring and evaluation of trainees' performance at organizational level should be established.

Based on the high and positive association between learning, individual and organizational performance with training effectiveness, it is concluded that organizational performance has been increased by training by growing learning performance and individual performance. Furthermore, Cronbach's alpha test provides the information that the responses given by the respondents are logical.

5.4 Further Research and Recommendations

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

- All the seven modules of assistant level in-service training are termed as important from the Module wise responses. Hence these modules should be continued with updates on PFM issues and problem solving skills.
- There should be revision and reform in curriculum with inclusion of contemporary Public Financial Management (PFM) and procurement issues like preparation of bidding documents, variation, price adjustment, financial procedure and fiscal responsibility along with practical courses and exercises.
- Use of appropriate training method with the maximum use of Information Technology, group work and extended field observation and training period should be considered.

- Professional resource person should be arranged rather repetitions of in-house resource person. Further, continuity of resource person for further session should be performance based not the contact base.
- The practical and theoretical sessions should be given equal priority while designing training sessions. Actual work level problem solving tools can be used.
- There should be provision of training after new placement so that they learn about office specific problem and challenges.
- The extension of session hour is needed. Currently there is the session for one and half hour.
- There should be well equipped physical infrastructure including training hall, computer lab and library along with better logistics management.
- There should be provision of residential training for trainees participated from out of the valley so that their participation can be increased.
- Though trainees' interest on participation in in-service training for capacity enhancement rather the promotion, the need based training for assistant level employees should be provided frequently.
- Decentralized Trainings are needed in near future.
- There should be training need assessment on the regular basis to incorporate the current need and requirement of the trainee and their demand and feedback should be addressed at the timing of designing the course of training.
- Quality of internal resource person should be enhanced through providing refresher training, IT training and exposure visits. Roster of External expert in different

thematic areas of PFM, management, development and governance, should be managed and updated.

- Training impact evaluation should be conducted on the regular basis to examine the post training performance of the trainee along with appropriate training monitoring and evaluation mechanism.
- The IT team should be needed for supporting activities.
- Organizational factors including appropriate responsibility, work environment, scientific evaluation system, use of information technology, resource availability and employee relation should be strengthened to establish the proper linkage between learning performance and organizational performance.
- A mechanism should be created for proper assessment and evaluation of employee performance after training as this will ensure that only employees who require training are sent on training. In this research study, three performance variables learning performance, individual performance and organizational performance were selected as independent variable, in future research it is recommended to include other than these variables in conducting similar study. The methodology can be changed in future research, for instance direct observation of trainee at work center, peer review study, comparative study with different training center, etc.

As, PFMTC is International Organization for Standardization (ISO) certified organization, so further research can be done on different quality components as well. For the future research the PFMTC may research on 'Effectiveness of Induction Training', 'Effectiveness of Virtual Training' which was held during lockdown etc. The present study, which is done in assistant level in-service level context, it will be able to contribute

to the other research as a reference in the future research studies. This research study is the first research study in the history of training center, so it can be a milestone for further research.

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ANNEX 1

Questionnaire

Public Finance Management Training Center

Assessing the Effectiveness of In-Service Training

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

Section A: General Background

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

A.10	Did in-service training help to promote in your current position?			
A.11	Are you retired from public service job? If Yes when did you retire? (Years)			
	Have you taken any other long period training course after completion of in-service training?			
	If yes, which training and when did you received that training?			
	How long was the training course (in days)?			

Section B: Assessment of performance

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

B.5	My personal competencies have improved after attending this training.					
B.6	I am being more professional in certain tasks after attending this training.					
B.7	My job performance has improved as a result of applying the skills emphasized in this training.					
B.8	The productivity of my department has improved due to the skills that I learned and used in this training either directly or indirectly.					
B.9	What I have learned in this training has improved my job performance and subsequently my organizational performance					
B.10	I have contributed to improving my organization's reputation due to the outcome of this training either directly or indirectly.					

Section C: Overall Evaluation of Training

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

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

Section D: Impact of training on organizational and individual performance

S.N.	**How far do you agree with the changes in followings after training?**	**Completely Disagree**	**Disagree**	**Neutral**	**Agree**	**Completely Agree**
D.1	The relationship between the organization and employee has enhanced.					
D.2	Controversy and stress regarding Financial Administration with employees has been reduced.					
D.3	Daily tasks have been completed on time.					
D.4	Development of an attitude that accepts change easily.					

D.5	The level of afflatus, transparency, and responsibility has uplifted.					
D.6	No resources of the office have been used for personal use.					
D.7	Upgraded knowledge and skill have helped to accomplish official performance much better.					
D.8	Training has helped in career development.					

Section E: Assessment of Learning and Performance Environment

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

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

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

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

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

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

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

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

- Most Effective
- Effective
- Less Effective
- Not Effective

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

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

.....

Section F: Evaluation of Specific Module

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

Section G: Overall impression

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

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……

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