

## **An Effectiveness Study on Policy Level Training Course: A Case from Bangladesh Public Administration Training Centre, Bangladesh**

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### **Authors' contributions**

*This work was carried out in collaboration between both authors. All authors read and approved the final manuscript.*

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### **ABSTRACT**

The civil servants are treated as the principal-agent of the government for providing service and coordinating among different segments of society; it is better to provide appropriate training to them. Bangladesh public administration training centre (bpatc) is providing capacity enhancement training for the civil servants. The study aims attempt: to identify the effectiveness of the existing curriculum of the policy level courses for senior civil servants; to examine training methods whether those are relevant for curriculum delivery as need-based or not, if so then how much; to identify some strong and weak points as a means of 'center of excellence' of bangladesh public administration training centre (bpatc) and to visualize managerial implications and provide policy suggestions for ensuring the effectiveness of policy level training courses for the senior civil servants of bangladesh. This study adopted semi-structured questionnaires developed by the evaluation department of bpatc are assessed and presented in this report to obtain study objectives. Analyzing results found that in training modules, training methods, contents, some academic, and non-academic components at a satisfactory level. Results also provide some managerial implications for the future development of training courses and training content development. Bpatc organizes several training courses, but this study has given focused only on

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senior staff course (ssc). Finally, the study findings have implications to enrich the training curriculum development of policy-level courses and training management for the senior officials as well.

*Keywords: Effectiveness; policy level training; training method; Bangladesh.*

## 1. INTRODUCTION

The Senior Staff Course (SSC) is one of the core courses organized by the Bangladesh Public Administration Training Centre (BPATC), a public sector apex training institution in Bangladesh [1-3]. The Senior Staff Course (SSC) is a training course for senior-level government officers that primarily deals with career-based training. The world is undergoing a rapid change process irrespective of developed and developing countries [4]. The world is encountering new challenges because of political, social, and economic conditions, primarily by civil servants [5]. The government of Bangladesh takes the policy to increase the competency level of civil servants through training to respond to the challenges adequately. Training is how an employee learns all the techniques and skills to perform their job correctly and transfer knowledge and skills to the trainees to satisfy clients (both internet and eternal) by discharging their duties and responsibilities [6].

The training's underlying objective is to develop the civil servants' hidden potentiality and required skills for addressing the present challenges and prepare them for a future leader in public administration [5]. Therefore, providing training aims to ensure better service compared to earlier [7]. However, service can be done through increase the number of administrative employees of government which incur a considerable cost, however, without any sustainable output and objective. Nevertheless, most Developing Countries, such as LDCs, traditionally follow this mechanism to provide better service. Nevertheless, it cannot be achieved without greater efficiency and better performance [8] which can only be achievable through providing appropriate training [9].

The study aims to evaluate the training program and its consequences for civil servants, particularly senior civil servants. Since the civil servants are treated as the principal-agent of the government for providing service and coordinating among different segments of society, it is better to provide appropriate training to them. The urge to provide training to the civil

servant through established civil service training institutions has emerged mainly for the LDCs [10]. Goal 16 of Sustainable Development Goals (SDG)-2030 is also committed to ensuring inclusive and transparent government for providing better services to the citizen [11]. This goal has intimate linking with the objectives of SSC and BPATC overall, as the motivation of training to build efficient and committed civil servants for the nation.

Though the Civil service system differs from country to country, yet they are treated as skilled human resources since their sole responsibility, especially senior officials as a particular member of the society, is to formulate appropriate policies and ensure the implementation of those [12] and holding highest and noteworthy post and position along with actively communicate with the political government [13]. For this reason, government investment is very high in the training sector of the civil servant. Training is one of the main catalysts which make them human capital and workforce. They have been provided need-based training, which is a process of teaching and learning. Through this process, they have learned cognitive knowledge, skills, service rules, attitudes, and norms of the service, which is very important for an administrative professional to discharge their responsibilities effectively.

Mainly, three types of stakeholders are involved with the civil servants' training process: trainees' working organization, participants (trainees), and training institutions. The training can also be categories into different segments based on the need of the participants. For instance, entry-level officials need foundation training [1-3], whereas mid or higher-level officials need skilled-based training. As a result, training modules, curriculum, and method will be different based on the trainees, post and position, and job experience [14]. Even training can be differed based on their careers, such as pre-service training, induction training, on-the-job training, or special training for discharging any particular responsibility for a specific time or period. However, the core philosophy of training is to achieve any specific objective by making civil servants skilled and efficient through imparting

appropriate training, including a need-based curriculum to implement government agenda through ensuring better service.

Globally, the Kirkpatrick model of evaluation has been recognized for assessing training effectiveness in formal and informal training [15]. The Kirkpatrick model was intended to change the outcome of an organization's employees systematically and efficiently [16]. Reaction, learning, behavior, and results are the four-level of the training evaluation model. The four levels of the Kirkpatrick model were designed for appraising the apprenticeship and workplace training [17]. The overall strengths of the Kirkpatrick model are simple system or language in dealing with the outcome of the training, what types of training are required, and complex appraisal procedures [18].

Nevertheless, this model has some limitations, too, as the model sometimes fails in the appraisal process of the complex environment of higher education [18]. Another setback of this model is the adaptation in the holistic circumstances of the training organization. However, this model has been popularly used worldwide to evaluate training or learning programs still these days.

Furthermore, Bangladesh Civil Service has inherited from the Indian Civil Service (ICS), after that it was replaced by Pakistan in 1947, and finally, after the independence of Bangladesh in 1971, Bangladesh Civil Service has new-formed. However, the primary duty of the Civil Servants is to implement government policies and agendas. From a legal point of view, the Bangladesh Public Administration (BPATC) is responsible for providing foundation or induction training for all the entry-level civil servants of the country [19]. For the senior Civil servants, the government offers two courses through BPATC such as Senior Staff Course (SSC), for the joint secretary and equivalent officers from Defense Services, and another one is Policy, Planning, and Management Course (PPMC), which is designed for the additional secretary to the government.

Consistent with the BPATC act [20], training and research are the main functions of BPATC [21]. As the apex training institution of the country, BPATC has the legacy of designing and organizing various training programs. It imparts administrative and management training to build up public sector officials with requisite knowledge and skills apart from conducting research.

Experiences show that BPATC has no regular effective institutional development program of its own. Training programs are not based on empirically analyzed training needs. The post-training utilization (PTU) of different courses is not carried out regularly. Though few studies were conducted on PTU of FTC, findings were not reflected correctly in the following foundation training curriculum.

In contrast, PTU for senior-level Courses such as SSC and PPMC has rarely been conducted [22]. So, there is a lack of practice in bridging research and development and curriculum development. However, there are massive allegations regarding the service provided by senior civil servants. Even sometimes, questions were raised related to their skills and competency from diverse corners though the main objective of training provided by BPATC is to make them skilled and competent for providing better services through appropriate policymaking. The main objectives of the senior courses are to increase their mental faculty and widen intellectual capacity for formulating appropriate policy and providing guidance to the junior. As mentioned earlier, there are not many studies about evaluating the policy level courses organized by BPATC and their evaluation process.

Consequently, this initiative was taken for 'Policy Level Training Courses Evaluation outcomes. Many courses are organized by BPATC but found very few are published as means of training outcomes, especially for SSC and PPMC training programs [21] [22]. Thus, this study attempts to identify the effectiveness of SSC in terms of course objectives, existing training methods, curriculum, weak and strong points as means of the center of excellence. In this study, effectiveness has been considered as the success in perspectives of achieving result of the SSC.

## 2. RESEARCH OBJECTIVES

The general objectives of this study are to evaluate the policy-level training courses organized by BPATC for senior civil servants along with trend analysis of training course evaluation for ensuring better service through increasing their competency and greater efficiency. In addition, the specific objectives are:

- a) to identify the effectiveness of the existing curriculum of the policy level courses for senior civil servants;

- b) to examine training methods whether those are relevant for curriculum delivery as need-based or not, if so, then how much;
- c) to identify some strong and weak points as a means of 'center of excellence' of BPATC; and
- d) to visualize managerial implications and provide policy suggestions for ensuring policy-level training courses' effectiveness for the senior civil servants.

## 2.1 Significance of the Study

In particular, the participants of the Senior Staff Course are the policy-level government official from civil and military organizations. Policy formulation and result-based policy evaluation capacity enhancement are required for them. Moreover, government priority activities related to capacity development are also crucial for them. In that case, Bangladesh Public Administration Training Centre imparted a training course for the senior-level civil servant. Therefore, SSC is structured to provide senior officials with advanced knowledge and skills on change management, leadership development, climate change, and fourth industrial revolution issues. More importantly, they have the opportunities to share their experiences and ideas in the areas of global and national context. Finally, gained knowledge from the course would have a considerable contribution to discharge their duties and responsibilities in their day to day activities and significantly contribute in formulating policy in the horizon of home (public and private sectors) and abroad in the development issues.

## 3. POLICY LEVEL COURSE OFFERED BY BPATC

The SSC, one of the core courses, has also been designed for the policy-level officials, especially the joint secretary (Memo: same rank officials from arm forces can also join this course) to the government of Bangladesh. The primary objective of this course is to disseminate the knowledge and skill for understanding the critical issue of governance and development agenda. The participants are inspired to analyze the problems critically and strategically for sustainable solutions [1].

Moreover, the senior officials must have the analytical capabilities and prudence to deal the

modern challenges and represent the country in the global arena. They should also have the courage to initiate innovation, think out of the box, and adaptability and ensure justice in society with together guidance to the junior and implementers. The SSC is structured to provide senior officials with advanced knowledge and skills on management development, climate change, and information and communication technologies. Furthermore, this course allows them to share ideas and experiences in the national and global context. Along with setting course contents, SSC gives opportunities to develop analytical skills and exercises of national and global issues. It is expected that after successful completion of the course, the participants will be able to contribute to the decision-making process more professionally, efficiently, and effectively. The primary purpose of the SSC is to handle the national and global issues and challenges effectively in the public policy process to bring the expected result for the country. The specific objectives of SSC are:

- a) to enhance the capability of participants to analyze the relationship of institutions, systems, and processes of social, political, economic, cultural, and environmental dynamics of the policy process and achieving SDGs;
- b) to improve problem-solving, strategic decision making, and communicating skills of participants;
- c) to develop the capability of participants in dealing with the policymakers and other critical stakeholders for managing 'whole-of-government' and 'whole-of-society' approach in achieving SDGs; and
- d) to enhance the transformative leadership capability for dealing with innovation, change management, negotiation, information, and knowledge management at the individual, group, and organizational levels.

To build a prosperous, developed, and exploitation-free nation, a contingent of civil servants needs to be shaped with a specific degree of professionalism and integrity and a good knowledge of national and global issues. The senior civil servants must possess analytical insights into constructs, functions, and responsibilities in an appropriate manner across all public administration settings to attain the vision 2021, Agenda 2030, vision 2041, and above all, the Bangladesh Delta Plan 2100.

## 4. METHODOLOGY

The BPATC Act-2018 decrees that the Mandate of BPATC includes the right of Training, Research, and Consultancy [18]. In the training part, BPATC carries out training for civil servants through the Senior Staff Course (SSC) for discharging its responsibility and duties.

### 4.1 Participants

Bangladesh Public Administration Training Centre organizes several training courses for the civil servants, and Senior Staff Course is one of them. For this research purpose, the study has focused on policy-level training courses, primarily on SSC courses; participants who participated in SSC from 2015 to 2018 are considered respondents.

### 4.2 Data

The research strategy for this study was to engage a quantitative approach for analyzing data derived from the selected course of the Bangladesh Public Administration Training Centre. For this study, the targeted population was drawn from participants of SSC courses. The course-end evaluation semi-structured questionnaires were administered during some specific time. Filled-in questionnaires were collected from the Evaluation department from BPATC and feedback questionnaire developed by the evaluation department. The study considered 70<sup>th</sup>-84<sup>th</sup> batches (from March 2015 to January 2018) of SSC were purposively selected for data analysis, and data were taken from a filled-in questionnaire by the SSC participants and analyzed. Each participant has participated in the course end evaluation questionnaire part; thus, the data derived and analyzed for this study is valid.

### 4.3 Training Evaluation-Kirkpatrick Model

Commonly, Donald Kirkpatrick's four learning evaluation models have been used for training course evaluation (Kirkpatrick, 1996). This study has a limitation with only two stages: reaction and learning; other levels are not considered, such as behavior and results. Boulmetis and Dutwin [23] argued that training course evaluation is a systematic process of collecting and analyzing data to identify whether training objectives are being obtained and to what extent objectives are achieved [23]. Thus, the study has seen specific training objectives according to bathes of training courses regarding SSC.

As per the policy level training cycle, it is said that training program evaluation is essential, and based on trainees' feedback training program should be redesigned and delivered. Thus this study is based on trainees' feedback views in qualitative and quantitative ways [24-26]. Stufflebeam [27] agreed on evaluation as a study designed and conducted to assist some trainees' or targeted audience to appraise an object's worth and merit [27-28]. This study evaluated some strong and weak points and presented as the trainees' participants found and room for developing the said training program.

### 4.4 Data Analysis Approaches

As this study received a filled-in questionnaire from Bangladesh Public Administration Training Centre, data and information are presented in a tabular format and calculate the frequency number of percent values; finally, values are presented in a graphical mode using an excel sheet.

## 5. RESULTS AND DISCUSSION

The study findings have been incorporated, whereas the data has been presented in tables and graphs. The SSC is a significant course for senior civil servants of the country offered by BPATC. The duration of this course is 55 days (45 days at BPATC+ 10 Days Foreign Exposure Visit). The ultimate purpose of the course is to provide participants with insight into the dynamics of the country's socio-cultural, politico-economic, and natural environment to contribute more effectively in formulating pragmatic policies, strategies, plans, and programs implementing development programs of the country government.

### 5.1 Course Effectiveness Based on Different Indicators

This policy-level training course is designated for the senior level (Joint Secretary level officials) government officials. This course is also very much residential in nature. Participated trainees are undergone several training modules with appropriate training methods. End of the training course, participants went for a structured questionnaire survey. Based on their views, the concerned department prepared a report from raw data. As a secondary source of data collection, this study is compiled data and prepared a table and graph. Tables along with

output findings are presented in the following section.

### **5.2 Training Objective Effectiveness Measurement**

BPATC sets course objectives in an academic meeting with faculty members along with feedback given by the participants. The course objectives effectiveness measurement is done based on participants' views after completion of the course.

Table 1 and Fig. 1 found that course numbers 76<sup>th</sup> and 83<sup>rd</sup> are scored less effective than other courses. Therefore, the result revealed that participants are benefited from this SSC course. Participants enhanced their capability to analyze the relationship of institutions, systems, and processes of social, political, economic, cultural, and environmental dynamics. Moreover, as an output of SSC, participants have improved their capability in problem-solving, decision-making, dealing with different kinds of stakeholders, and enhanced communication skills.

### **5.3 Training Modules Effectiveness Measurement**

After the end of the course, a semi-structured questionnaire survey is usually done, and the survey is generally administered not by the course management team but by the evaluation department to make the survey a bias-free course.

The Table 2, it is found that in terms of module effectiveness, the result is high. The result revealed that training modules were very much practical. They (participants) covered 15-16 modules throughout their training program, though all the modules did not score the same % value, but still at a satisfactory level. Among the modules 'physical conditioning and games' module received the highest score. Value consistency found in the 'policy analysis' module is that participants hold policy positions in their respective ministries or departments. However, modules were very much need-based for trainees.

### **5.4 Training Methods Effectiveness**

Training methods are primarily used for senior-level officials like a workshop, group discussion, exercise, case study, group work, presentation, and facilitation. At this stage,

participants do like facilitation rather than teaching.

The Table 3 reveals that several delivery methods were applied in the last few courses. However, Group Work scored the highest value (96%) among the other methods. Therefore, it is one of the successful delivery methods in the SSC training program. The other delivery methods, which also scored high values by the participants, are Workshop (91%), Presentation (88%), Discussion and Exercise (92%), Panel Discussion (87%), and Case Study Method (77%). The lecture method scored 87% values in the SSC course. Therefore, based on the above analysis, we can say that in the senior level or policy level courses, Workshop, group discussion, and Lecture method are the most demandable delivery method over other.

### **5.5 Academic and Non-Academic Indicators Effectiveness**

Non-academic indications are crucial for a successful training program, such as classroom facilities, dormitory facilities; library facilities; ICT and equipment facilities; medical facilities; sport and games facilities. A semi-structured questionnaire was surveyed and administered by the BPATC Evaluation Department.

The Table 4 reflects that the highest value for the residential facility is 95%, the library facility is 91%, the ICT facility is 92%, the medical facility is 86%, sport and facility 95%. These non-academic components play a significant role in making senior courses fruitful.

In addition, the Course Management Team (CMT) was identified as the most effective one, which was scored 98% by the participants. The next component, which was ranked high after CMT, is Classroom facilities which scored 97%. On the other hand, Course Content, Laptop, Lab facility, and medical facility were marked poorly and scored 86%, 83%, and 86%. However, the Sports facility, ICT facility, and Residence scored a good percentage. Their received percentages are 95%, 91%, and 95%, respectively.

Lastly, from the empirical observation, it has been seen that the Kirkpatrick model is not used at all stages of policy level training in the Bangladesh Public Administration Training centre (BPATC). It has also been seen that the performance evaluation of participants or training

Table 1. Course objectives effectiveness measurement (%)

| Number of courses<br>No of SSC | Objectives in short % measurement |                         |                              |                        |                              |
|--------------------------------|-----------------------------------|-------------------------|------------------------------|------------------------|------------------------------|
|                                | Enhance capacity                  | Problem-solving ability | Capacity for decision making | Intellectual discourse | Innovativeness in Governance |
| 70 <sup>th</sup>               | 86                                | 82                      | 86                           | 83                     | 82                           |
| 71 <sup>st</sup>               | 78                                | 82                      | 83                           | 76                     | 82                           |
| 72 <sup>nd</sup>               | 83                                | 87                      | 88                           | 87                     | 90                           |
| 74 <sup>th</sup>               | 80                                | 80                      | 80                           | 78                     | 76                           |
| 75 <sup>th</sup>               | 80                                | 79                      | 80                           | 80                     | 82                           |
| 76 <sup>th</sup>               | 74                                | 75                      | 77                           | 73                     | 74                           |
| 77 <sup>th</sup>               | 84                                | 85                      | 80                           | 79                     | 82                           |
| 78 <sup>th</sup>               | 89                                | 93                      | 87                           | 87                     | 90                           |
| 80 <sup>th</sup>               | 89                                | 87                      | 86                           | 90                     | 90                           |
| 81 <sup>st</sup>               | 88                                | 88                      | 83                           | 84                     | 84                           |
| 82 <sup>nd</sup>               | 90                                | 88                      | 88                           | 88                     | 90                           |
| 83 <sup>rd</sup>               | 79                                | 79                      | 77                           | 75                     | 73                           |
| 84 <sup>th</sup>               | 87                                | 90                      | 90                           | 86                     | 91                           |

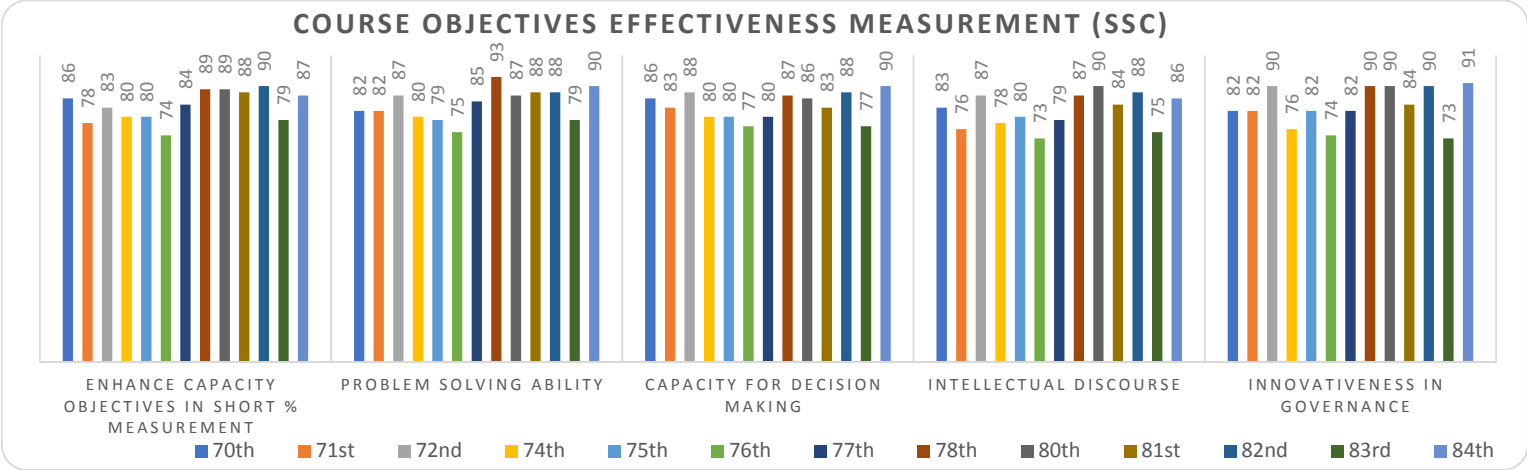


Fig. 1. Course objectives effectiveness measurement (SSC)

**Table 2. Training Modules Effectiveness rated by participants (% value)**

| No of course     | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
|------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 70 <sup>th</sup> | 88 | 86 | 83 | 92 | 88 | 82 | 92 | 91 | 84 | 87 | 91 | 83 | 90 | 84 | 83 | -  | -  |
| 71 <sup>st</sup> | 84 | 87 | 83 | 83 | 79 | 79 | 84 | 81 | 84 | 85 | 93 | 82 | 77 | 87 | 82 | 89 | -  |
| 72 <sup>nd</sup> | 92 | 87 | 92 | 86 | 94 | 85 | 86 | 88 | 78 | 79 | 94 | 77 | 93 | 89 | 89 | -  | -  |
| 74 <sup>th</sup> | 82 | 82 | 83 | 86 | 82 | 83 | 84 | 83 | -  | 68 | 94 | 77 | -  | 76 | 68 | 78 | -  |
| 75 <sup>th</sup> | 68 | 80 | 81 | 90 | 86 | 83 | 81 | 83 | -  | 77 | 87 | 80 | -  | 82 | 90 | 90 | -  |
| 76 <sup>th</sup> | 75 | 89 | 83 | 82 | 75 | 75 | 79 | 86 | -  | 69 | 86 | 75 | -  | 80 | 86 | 93 | -  |
| 77 <sup>th</sup> | 82 | 90 | 84 | 84 | 80 | 78 | 85 | 86 | -  | 82 | 90 | 86 | -  | 82 | 85 | 82 | -  |
| 78 <sup>th</sup> | 89 | 96 | 86 | 94 | 90 | 90 | 93 | 93 | -  | 93 | 99 | 89 | -  | 94 | 96 | 89 | -  |
| 80 <sup>th</sup> | 86 | 88 | 89 | 87 | 86 | 84 | 83 | 90 | -  | 83 | 96 | 89 | -  | -  | -  | 72 | -  |
| 81 <sup>st</sup> | 86 | 97 | 89 | 94 | 89 | 90 | 88 | 90 | -  | 81 | 95 | 86 | -  | -  | -  | 51 | -  |
| 82 <sup>nd</sup> | 89 | 92 | 88 | 90 | 92 | 90 | 89 | 89 | -  | 87 | -  | 90 | -  | -  | -  | -  | 90 |
| 83 <sup>rd</sup> | 78 | 83 | 81 | 81 | 75 | 81 | 69 | -  | -  | 72 | -  | 83 | -  | -- | -  | -  | 75 |
| 84 <sup>th</sup> | 93 | 94 | 90 | 87 | 88 | 94 | -  | -  | -  | 78 | -  | 88 | -  | -  | -  | -  | 94 |

Note: The blank spots (-) denote that the module was not absent during that course occurred. Legend: \*1=Behavior Governance; 2=Policy Analysis; 3=Public Service Management and Governance; 4=Negotiation Techniques; 5=Macroeconomics Management; 6=Environment Management; 7=Project Management; 8=Public Procurement Management; 9=Professional English Language Application; 10=ICT & eGovernance; 11=Physical Conditioning & Games; 12=Contemporary issues; 13=Writing Seminar Paper; 14=Field visit for Problem Identification & Resolution; 15=Attachment to International Development Organizations; 16=Exposure Visit; 17=Research Methodology

**Table 3. Training methods effectiveness (% value)**

| Course Number    | Name of Training Methods % value |          |                  |          |            |            |              |              |                       |           |
|------------------|----------------------------------|----------|------------------|----------|------------|------------|--------------|--------------|-----------------------|-----------|
| SSC              | Lecture                          | Workshop | Group discussion | Exercise | Case study | Group work | Presentation | Facilitation | Discussion & exercise | Pane Dis. |
| 70 <sup>th</sup> | 85                               | 83       | 88               | 90       | 88         | 90         | 92           | 86           | -                     | -         |
| 71 <sup>st</sup> | 79                               | 85       | 92               | 91       | 87         | 89         | 92           | 87           | -                     | -         |
| 72 <sup>nd</sup> | 79                               | 90       | 91               | 93       | 86         | 89         | 94           | 86           | -                     | -         |
| 74 <sup>th</sup> | 80                               | 78       | 91               | 89       | 83         | 93         | 91           | 86           | -                     | -         |
| 75 <sup>th</sup> | 66                               | 78       | 86               | 81       | 80         | 86         | 88           | 81           | -                     | -         |
| 76 <sup>th</sup> | 71                               | 87       | 93               | 93       | 85         | 91         | 91           | 81           | -                     | -         |
| 77 <sup>th</sup> | 82                               | 85       | 86               | 86       | 84         | 88         | 90           | 88           | -                     | -         |
| 78 <sup>th</sup> | 78                               | 92       | 94               | 93       | 87         | 96         | 96           | 90           | -                     | -         |
| 80 <sup>th</sup> | 79                               | 81       | 85               | 90       | 77         | 85         | 89           | 82           | -                     | -         |
| 81 <sup>st</sup> | 86                               | 93       | 98               | 88       | -          | 98         | 88           | -            | 93                    | 87        |
| 82 <sup>nd</sup> | 83                               | 94       | -                | 92       | -          | 92         | 85           | -            | 89                    | 93        |
| 83 <sup>rd</sup> | 67                               | 88       | -                | 93       | -          | 93         | 81           | -            | 85                    | 63        |
| 84 <sup>th</sup> | 87                               | 95       | -                | 96       | -          | 96         | 88           | -            | 92                    | 87        |

Note: The blank spots (-) denote that the training methods were not absent during that course occurred



**Table 4. Measurement of academic and non-academic components effectiveness (%)**

| <b>Course</b>        | <b>Components Effectiveness Measurement (%)</b> |                         |                          |                           |                           |                         |                                  |                         |                       |                     |
|----------------------|---|-------------------------|--------------------------|---------------------------|---------------------------|-------------------------|----------------------------------|-------------------------|-----------------------|---------------------|
| <b>Course Number</b> | <b>Course content</b>                           | <b>Training Methods</b> | <b>Course Management</b> | <b>Classroom facility</b> | <b>Residence facility</b> | <b>Library facility</b> | <b>Laptop &amp; lab facility</b> | <b>Medical facility</b> | <b>Sport facility</b> | <b>ICT facility</b> |
| 70th                 | 85  | 85                      | 86                       | 94                        | 83                        | 91                      | 87                               | 80                      | 92                    | 89                  |
| 71st                 | 80  | 80                      | 88                       | 90                        | 88                        | 83                      | 85                               | 79                      | 88                    | 92                  |
| 72nd                 | 81  | 85                      | 93                       | 91                        | 90                        | 86                      | 85                               | 81                      | 94                    | 91                  |
| 74th                 | 85  | 84                      | 89                       | 89                        | 85                        | 82                      | 68                               | 69                      | 86                    | 76                  |
| 75th                 | 70  | 75                      | 92                       | 90                        | 76                        | 83                      | 65                               | 69                      | 81                    | 70                  |
| 76th                 | 73  | 73                      | 91                       | 87                        | 84                        | 87                      | 73                               | 72                      | 89                    | 73                  |
| 77th                 | 82  | 84                      | 86                       | 93                        | 86                        | 90                      | 82                               | 74                      | 90                    | 88                  |
| 78th                 | 86  | 89                      | 98                       | 97                        | 95                        | 88                      | 83                               | 86                      | 95                    | 91                  |

transfer is not measured or checked for any courses. Again, lecture-based methods and one-way presentation may impact the training effectiveness of the core courses. Problem and case-based contents are not fully observed in the course content.

## 6. CONCLUSION

Training, Research and Consultancy, and Publication are the main functions of the BPATC. Since its inception in 1984, it is rendering its service to the country as per mandate. Among the core courses, SSC is one of the core courses conducted by the Centre for the Joint Secretary. They are known as senior civil servants whose primary responsibilities are policymaking and representing the country globally since they are the key players in drafting and policymaking. Even they are known as those bureaucrats who are at the helm of the administration of Bangladesh. They are the key players in the formulation and implementation of public policies. Based on their policy, the entry and mid-level civil servants implement the policy as per the development trajectory of the political government. The overall objective of the current study was to evaluate the policy-level training courses organized by BPATC for senior civil servants along with their trend analysis for ensuring better service through increasing their competency and greater efficiency. It has been seen that the overall objectives, including specific ones, were achieved through this study.

### 6.1 Managerial Implication

Course effectiveness is not only dependent on the training content and its delivery. Much more, training effectiveness depends on how the training program is arranged and managed with good scheduling. In addition to that for the residential training program, other physical facilities are also crucial, like accommodation, lodging, and physical fitness instrument with the trainer. This study found that all those events Bangladesh Public Administration Training Centre are champignon; thus, study results revealed that apart from training content, management and organization issues must be given the highest consideration for fulfilling the training effectiveness.

### 6.2 Policy Implication

Government priorities change all the time due to the global and national context. Therefore,

training content and delivery methods are required to change to update or enhance the capacity of senior civil servants' knowledge and skill to capture the changes for the sake of development. This study finding revealed that group work as a training method had given the highest score by the respondents. The lecture method scored less than any other training method; hence, top management should be considered group work and policy debate as a training method, especially for the senior level civil servant. Issue-related discussion can also be inserted in their training content as a delivery method of training.

### 6.3 Limitation and Future Research Direction

This study has adopted the only quantitative research approach, not used qualitative or time-series data of course end evaluation data or information. Even post-training evaluation is not considered. Again, in-depth interviews and focus group discussion tools might establish a more profound understanding of the concepts and issues. Thus, it has left scope for future research direction on the trainees' knowledge comparison from a different perspective by engaging all the stakeholders of the core courses of BPATC. Therefore, future research can be done based on four stages of Kirkpatrick's training evaluation model to see the transfer of training results.

### CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

### DECLARATION

The author(s) declared no potential conflicts of interest with respect to the research.

### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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